



Roman Catholic Diocese of Hexham and
Newcastle

St Mary's RC Primary School: Work Placement Policy



Excellence, inspired by Gospel values

Headteacher: Mr David Miller

Chair of Governors: Mrs Michelle Harris

Date: November 2017

Date for Review: November 2019

Work Placement Policy

Rationale

Our school actively promotes training and development for all and continuously seeks to consider ways to improve learning. Working with trainees is seen as professional development, school development and contributes to curriculum and attainment monitoring.

We believe that we have much to offer in our skills, organisation and the level of commitment of all staff to the sharing of expertise and ideas.

The purpose of work placement in our school is:

- To provide a training ground that is competent, legislatively up to date, but realistic and caring.
- To develop trainee knowledge about children's learning.
- To develop staff experience as mentors and ensure a common standard throughout the school.
- To provide an opportunity for teachers to reflect on their own teaching and to observe children's learning.
- To ensure that teaching practice is good practice and that school experience is rewarding and successful for all parties.

Guidelines

The Headteacher, Mr David Miller, who maintains close links with Universities and other agencies, oversees training of all students. Trainees are welcomed to our staff as temporary members. Careful groundwork goes into their induction to the school. They are encouraged to become fully participant in all aspects of school life and are expected to accompany the teachers when engaged in professional duties, such as Yard Duty and to attend relevant staff meetings and training events. Working with parents and support staff is an important part of the training. Classes are chosen with care, to suit both trainee and school needs. An overview of annual trainee activity ensures that pressures are not too great on any teacher or class.

Each programme is different and we follow the course/ school guidelines according to the relevant handbook.

Trainees are given time to acclimatise to the school. Depending on the course, this may mean initially placing them in a cross section of classrooms or it may mean allowing them time to make a closer relationship with one teacher. Class teachers are responsible for acquainting trainees with planning and classroom procedures. Plans are laid for the trainees' practice to begin (considering course needs and experience).

Trainees on serial or school-based task experience usually spend time in a wide range of age groups and this is planned by the co-ordinator, with help from all staff. Most block

experiences are usually now preceded by a 'serial' experience so this prepares the ground for the block practice, which is usually in one class.

All other trainees are given a balance of monitored practice, observation of good practice and supervised, assessed practice. Again, it is necessary to refer to the relevant document for specific requirements.

Serial practice trainees research aspects of class work, group work and individual learning, according to clear criteria. However, every opportunity is taken to involve them in supporting the learning of the children, where feasible. Tasks are discussed, guided and orally evaluated by class teachers, who should keep an overview of the validity of written records being kept by trainees.

All trainees receive tutorial support from the class teacher, school tutor and subject co-ordinators.

Assessment

Assessment is thorough using course guidelines, for teacher training referenced QTS Standards and Ofsted descriptions. Trainees struggling to meet the standards will be given every support to overcome difficulties. Their work will be closely supervised and 'covered'. We will only recommend QTS if standards are met fully.

Final reports are written collaboratively between all involved. Career Profiles are completed in a one to one meeting.

Monitoring and Evaluation of Standards

Trainees will be asked to complete a school experience feedback sheet. The training co-ordinator will use the information given by students to monitor and evaluate training provision in the school.

Special Educational Needs

Class teachers will discuss and give guidance on children with special educational needs. School Support Plans and 'SMART' targets will be shared with trainees.

More Able Pupils

Trainees will be expected to follow the school policy of providing further opportunities to extend pupils' ability through extension materials/ activities.

English as an Additional Language

Our Primary School has a lower than average percentage of pupils for whom English is an additional language. Trainees will be given the opportunity to discuss EAL with the SENco. Guidance on teaching pupils with EAL will be given by the class teacher/ SENco

ICT

Our school has a dedicated ICT suite with an interactive whiteboard. All classrooms have a computer linked to the server.

Pupils are encouraged to use ICT in all subjects and trainees will be supported in using ICT in their lessons and their own professional development.

Equal Opportunities

Trainees are made aware of the school's policy on equal opportunities.

Safeguarding

All Trainees are provided with an introduction to all aspects of safeguarding, including reporting procedures, e-safety, data storage and designated persons.

Monitoring and Reviewing

The Work Placement Policy will be reviewed on a biennial basis.

This policy was reviewed by Governors on: November 1st 2017

Signed:

Name: (Headteacher) Date:

Name: (Chair of Governors) Date: