

Placement 2a - 3 February 2025 28 March 2025

Placement 2b 5 May 2025 30 May 2025

For a successful completion of Placement 2 students must evidence all 8 of the GTCS, SPR Benchmarks by the end of Placement 2b.

The First week in School should be an opportunity for the student to settle in and to observe the classes they will be teaching.

Where possible they may engage in some co-teaching to allow them to build up their confidence, their relationships with pupils and knowledge of the curriculum stages they will be teaching.

From Week 2 the student should take responsibility for solo teaching of at least 5 hours of their timetabled classes with their timetable gradually increasing by the end of week 3 so that they are taking responsibility for teaching a . The following is a guide for both the Student and the School.

The key focus for the student on this Placement is

During the first week in school students will be required to add to their Pebblepad Portfolio under Tab Placement 2 Week 1, they should include:

Timings of the school day		The provision in each BGE year what topics are taught?	
School demographic (socio-economic range of catchment)			
Size of school (number of pupils)			
Pastoral structure in the school		Courses offered at senior phase?	
Department/curriculum areas and structure			
School handbook policies, procedures, protocol on all aspects of the running of the school			
Clubs and other extra-curricular activities		Find out what senior courses are considered most popular from a pupil perspective	
Behaviour Management Policy			
Child Protection Policy			

Health and Safety procedures including:

Following the lesson students should reflect on their learning experience in their Pebble-pad Workbook.

When taking responsibility for whole-class teaching, students are expected to plan, organise, teach and evaluate each lesson.

. At least one lesson plan for each year group should be added to their Pebble-pad Workbook each week. Evaluation of lessons and Reflections on professional SPR progress should include weekly targets. These should be discussed and agreed with the supporting teacher. The student may do this through the Pebble-pad App or print a paper copy of the Weekly Review of Targets for the supporting teacher to sign. Students will track their Professional progress through the SPR self-evaluation tool in Pebble-pad. UBEs will be recorded in the Pebble-pad Portfolio and will monitor these.

Class Teacher - Observation Feedback and the SBE Role

Class teachers observing students should provide feedback on the Class Teacher Observation Form easily downloadable from:

[Postgraduate School Experience Placements | Initial Teacher Education | Practice Based Learning | Queen Margaret University](#)

Where there are two or more class teachers providing feedback the role of the SBE

Observe timetabled lessons with some co-teaching where possible.

Arrange a regular weekly meeting time to discuss your Weekly Review targets with your

Choose a topic for your Presentation
relating to Sustainability as

Plan to employ some new self or peer assessment strategies this week and then evaluate these at the end of your lesson noting what they told you about pupil progress.

Check how are you supporting pupils with Additional Support Needs and whether this is this being recorded in your lesson plans.

Use your 'ohk' U '7 Pebble-pad for this week to note your own professional learning progress.

Post lesson Plans into Pebble-pad Placement Folder 2 under Week 6 Tab.

Discuss your Weekly Review with your SBE and set targets for next week.

Post lesson Plans into Pebble-pad
Placement Folder 2 under Week 7

	<p>Arrange meeting with SBE to discuss Final Observation Opportunity.</p>	<p>Following final observation arrange Teams meeting or phone conversation with University Tutor to discuss and agree Final Report grades.</p> <p>Once grades are agreed and reports are signed by yourself and the UBE share these with the student.</p>
	<p>Arrange an Enrichment Opportunity to observe some classes in other subject areas</p>	<p>Arrange for the student to have an opportunity to observe other Departments or to become involved in any school projects or extra-curricular events.</p>
	<p>Reflect on Professional Learning and begin to consider your strengths and development targets for your GTCS Profile.</p>	<p>Thank you for all of the support you have provided.</p>

REVIEWING PROGRESS AND ASSESSMENTS

o regular lesson plan evaluations which in turn will inform the setting of weekly SPR targets noted on the Weekly Review form. These Weekly Reviews should form the basis for a regular shared dialogue of SPR Targets with the school mentor (SBE). Where two or more class teachers are providing feedback to the student then please encourage teachers to use the Class Teacher observation Form and thereafter discuss their feedback with the student to help the student distil a key and focused target. Each week students will upload sample lesson plans and their Weekly Review form to their digital Pebble-pad Workbook. University staff will monitor this progress. Students will also attend reW* nBT/F1 12 Tf1 0 0 1 317.31 0 592 reW* nBT/F1 12 Tf1 0 0 1 156.62 2

