SWIFT Teacher Training

Professional Studies Days and Short Placement Checklist for Mentors

Primary Schools
with a one week October half-term

SWIFT Teacher Training Professional Studies Days

SWIFT Teacher Training professional studies days are the link between the provider-led sessions and school-based practice. They are sequenced before the start of the short and long placements and consist of 9 days of structured activities in their placement school, allowing the trainee to observe and engage in discussions with expert colleagues. The SWIFT strands provide a focus for each day and activities include observations, reflections, learning walks and professional discussions.

These days link the theoretical evidence base, with the subject knowledge teaching and actual practice in the classroom, allowing the trainee to embed and develop understanding before starting to teach their own classes.

The structured activities and observations can be found in the primary and secondary, short and long placement journals.

For additional information please refer to the short placement journal and the mentor handbook (page numbers given).

These documents can be downloaded at:

https://www.swiftteachertraining.org.uk/mentors.html

SWIFT Teacher Training Placements

Following the professional studies days, SWIFT trainees will start their placements. Mentors will provide trainees with a timetable using our timetable load document as guidance. Trainees will have 15 hours in classrooms (including observing, teaching, co-teaching, etc.) each week during general school placements.

The placement journal outlines a suggested weekly checklist of activities, which ensure that the trainee continues to embed in their practice knowledge taught during the provider-led sessions.

Alongside the Steplab session each trainee requires 2 lesson observations a week from the start of their school placement. These lesson observations can be carried out by any appropriate expert colleague (eg another class teacher). A lesson observation form is provided, and this should be given to the trainee, who will upload it to Steplab as additional evidence of their progression. Where possible the teacher carrying out the observation should aim to give verbal feedback, alongside the completed observation sheet.

During weeks 30-37 trainees will have 80% of an ECT Yr1 timetable.

Week of Programme	w/b	In school	Training Element	Activities	Short Placement Learning Journal	Mentor Handbook Steplab
Week 1	26/08/24	Not in school	Provider Led	x		
Week 2	02/09/24	Not in school	Provider Led	x		
Week 3	09/09/24	In school Wednesday, Thursday and Friday	Professional Studies Day 1, Day 2, Day 3 Induction	Day 1 ☐ Activity: Safeguarding talk ☐ Activity: School culture and ethos talk ☐ Activity: 1 lesson observation	Page 5	No Steplab session
				Day 2 ☐ Activity: Behaviour for Learning talk ☐ Activity: Arrange 2 x lesson observations for the trainee to visit a classroom Focus on behaviour management and routines ☐ Activity: Meeting with Mentor	Page 7	No Steplab session
				Day 3 ☐ Activity: Curriculum discussion / talk ☐ Activity: Arrange 2 x lesson observations for the trainee to visit a classroom Focus on retrieval practice and pedagogical approaches	Page 9	No Steplab session
Week 4	16/09/24	In school Wednesday and Thursday	Professional Studies Day 4, Day 5 Mentor meeting can be arranged any day to suit.	Day 4 ☐ Activity: Mentor meeting (Steplab and professional discussion). Trainee will not have opportunity to practise with a class as their timetable is not assigned yet. Focus on initial interaction / working together.	Page 11	Page 40

				Activity: Arrange 2 x lesson observation for the trainee to visit the classroom. Focus on How Pupils Learn 1.		
				Day 5 Activity: Arrange 3 x lessons for the trainee to visit the classroom. Focus on How Pupils Learn and Classroom Practice.	Page 13	Page 40
Week 5	23/09/24	In school Wednesday and Thursday	Professional Studies Day 6, Day 7 Mentor meeting can be arranged any day to suit.	Day 6 Activity: Arrange 2 x maths lesson observations for the trainee to visit a classroom. Focus on adaptive teaching. Activity: Meet with the SENCo or Maths Leader Activity: Mentor meeting (Steplab and professional discussion). Trainee will not have opportunity to practise with a class as their timetable is not assigned yet.	Page 15	Page 41
				Day 7 Activity: Arrange 2 x maths lessons to observe. Focus on assessment. Activity: Arrange 1 x lesson observations. Focus on misconceptions.	Page 17	Page 41
Week 6	30/09/24	In school Wednesday and Thursday	Professional Studies Day 8, Day 9 Mentor meeting can be arranged any day to suit.	Day 8 Activity: Meet with SENCo and/or English Leader. Activity: Arrange 1 x English lesson observations for the trainee to visit a classroom. Focus on adaptive teaching. Activity: Mentor meeting (Steplab and professional discussion). Trainee will not have opportunity to practise with a class as their timetable is not assigned yet.	Page 19	Page 43

				Day 9 - Activity: Arrange 3 x English lesson observations for the trainee to visit a classroom. Focus on assessment.	Page 21	Page 43
Week 7	07/10/24	ITaP Provider Led	Not in school	x		
Week 8	14/10/24	Short Placement starts. In school Monday, Tuesday, Wednesday and Thursday	Short Placement	▪ Mentor meeting (StepLab and professional discussion). - KS1 (Year 1 or 2) allocated timetable in school (please see timetable load document and trainee placement checklist for details). Please leave Friday free. ▪ Placement checklist (SWIFT trainee's responsibility to manage). ▪ 2 general lesson observations per week by expert colleague, does not have to be the mentor.	Page 23-26	Page 44

Week 9	21/10/24	In school Mon, Tues, Wed, Thurs	Short Placement	As week 8	Page 23-26	Page 47
Holiday	**28/10/24**	**Not in school**	**Holiday**	**Holiday**	**Holiday**	**Holiday**
Week 10	04/11/24	In school Mon, Tues, Wed, Thurs	Short Placement	as week 8	Page 23-26	Page 50
Week 11	11/11/24	In school Mon, Tues, Wed, Thurs	Short Placement	as week 8	Page 23-26	Page 52
Week 12	18/11/24	In school Mon, Tues, Wed, Thurs	Short Placement	as week 8	Page 23-26	Page 54
Week 13	25/11/24	In school Mon, Tues, Wed, Thurs	Short Placement	as week 8	Page 23-26	Page 56
Week 14	02/12/24	In school Tues, Wed, Thurs **Not in school Monday PGCE Day 4**	Short Placement	as week 8	Page 23-26	Page 58
Week 15	09/12/24	In school Mon, Tues, Wed, Thurs	Short Placement	as week 8	Page 23-26	Page 60
Week 16	16/12/24	In school Mon, Tues, Wed, Thurs	Short Placement	as week 8	Page 23-26	Page 62

Primary Curriculum Overview

Week Beginning	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Twilight
26/08/2024	1	Bank Holiday	SWIFT Start Induction	SWIFT Start Induction	SWIFT Start Induction	SWIFT Start Induction / National Curriculum	
02/09/2024	2	SWIFT Start Induction	SWIFT Start Induction	SWIFT Start Induction	SWIFT Start Induction	SWIFT Start Induction / Early Years	
09/09/2024	3	Provider Led	Provider Led	Short Placement	Short Placement	Short Placement	
16/09/2024	4	Provider Led	Provider Led	Short Placement	Short Placement	Maths	
23/09/2024	5	PGCE Day 1 Big Ideas Module 1	PGCE Day 2 Big Ideas Module 2	Short Placement	Short Placement	Phonics | English	
30/09/2024	6	PGCE Day 3 Module 1	Provider Led	Short Placement	Short Placement	Science	
07/10/2024	7	ITaP	ITaP	ITaP	ITaP	ITaP	
14/10/2024	8	Short Placement	Short Placement	Short Placement	Short Placement	Geography | History	
21/10/2024	9	Short Placement	Short Placement	Short Placement	Short Placement	RE | PSHE	
28/10/2024	9a	Holiday	Holiday	Holiday	Holiday	Holiday	
04/11/2024	10	Short Placement	Short Placement	Short Placement	Short Placement	Maths | Science	
11/11/2024	11	Short Placement	Short Placement	Short Placement	Short Placement	Phonics | English	
18/11/2024	12	Short Placement	Short Placement	Short Placement	Short Placement	Art | DT	
25/11/2024	13	Short Placement	Short Placement	Short Placement	Short Placement	Music | Computing	
02/12/2024	14	PGCE Day 4 Module 1	Short Placement	Short Placement	Short Placement	PE | Languages	
09/12/2024	15	Short Placement	Short Placement	Short Placement	Short Placement	Phonics | English	
16/12/2024	16	Short Placement	Short Placement	Short Placement	Short Placement	Maths | Science	
23/12/2024	16a	Holiday	Holiday	Holiday	Holiday	Holiday	
30/12/2024	16b	Holiday	Holiday	Holiday	Holiday	Holiday	
06/01/2025	17	Provider Led	Provider Led	Provider Led	Long Placement	Maths | Science	
13/01/2025	18	PGCE Day 5 Module 2	Provider Led	Provider Led	Long Placement	Phonics | English	
20/01/2025	19	Provider Led	Provider Led	Provider Led	Long Placement	Long Placement	PE Twilight
27/01/2025	20	Long Placement	Long Placement	Long Placement	Long Placement	Long Placement	English Twilight
03/02/2025	21	ITaP	ITaP	ITaP	ITaP	ITaP	
10/02/2025	22	Long Placement	Long Placement	Long Placement	Long Placement	PGCE Day 6 Module 2	
17/02/2025	22a	Holiday	Holiday	Holiday	Holiday	Holiday	
24/02/2025	23	Long Placement	Long Placement	Long Placement	Long Placement	History | Geography / RE	
03/03/2025	24	Long Placement	Long Placement	Long Placement	Long Placement	Art | DT / Music	
10/03/2025	25	Long Placement	Long Placement	Long Placement	Long Placement	Computing | MFL / PSHE	
17/03/2025	26	Long Placement	Long Placement	Long Placement	Long Placement	PGCE Day 7 Module 2 Presentations	
24/03/2025	27	PGCE Day 8 Module 3	PGCE Day 9 Module 3	Long Placement	Long Placement	Long Placement	School Based Task Twilight
31/03/2025	28	ITaP	ITaP	ITaP	ITaP	ITaP	
07/04/2025	28a	Holiday	Holiday	Holiday	Holiday	Holiday	
14/04/2025	28a	Holiday	Holiday	Holiday	Holiday	Bank Holiday	
21/04/2025	29	Bank Holiday	Long Placement	Long Placement	Long Placement	Long Placement	
28/04/2025	30	Long Placement	Long Placement	Long Placement	Long Placement	Long Placement	English Twilight
05/05/2025	31	Bank Holiday	Long Placement	Long Placement	Long Placement	Long Placement	Maths Twilight
12/05/2025	32	Long Placement	Long Placement	Long Placement	Long Placement	Long Placement	Science Twilight
19/05/2025	33	ITaP	ITaP	ITaP	ITaP	ITaP	
26/05/2025	33a	Holiday	Holiday	Holiday	Holiday	PGCE Day 10	
02/06/2025	34	Long Placement	Long Placement	Long Placement	Long Placement	Long Placement	History | Geography
09/06/2025	35	Long Placement	Long Placement	Long Placement	Long Placement	Long Placement	Art | DT
16/06/2025	36	Long Placement	Long Placement	Long Placement	Long Placement	Long Placement	Music | Computing
23/06/2025	37	Long Placement	Long Placement	Long Placement	Long Placement	Long Placement	RE | PSHE
30/06/2025	38	Enrichment Placement	Enrichment Placement	Enrichment Placement	Enrichment Placement	Enrichment Placement	Languages | PE
07/07/2025	39	Enrichment Placement	Enrichment Placement	Conference	PE | Next Steps & Targets	Outdoor Education	

Timetable Loading

- SWIFT Trainee timetables are decided at the discretion of the school, based on individual experiences and needs of the trainee and will follow the requirements below.
- The timetable will reflect the stages of trainee development which starts with low loading, building during the duration of the course.
- Timetables must reflect a timetabled mentor meeting of an hour, with at least an additional 30 minutes of expert input across the week.
- Timetables will consist of the following elements (i) observations of expert colleagues (ii) co-teaching with the class teacher or another SWIFT trainee (iii) teaching
  The elements above will total a minimum of 15 hours.
  Observation / tasks + co-teaching + teaching = minimum of 15 hours.
- The suggested time allocations are for guidance only, depending on the progress being made by the SWIFT trainee. For example, during the short placement it may not be suitable for the trainees to take on 8 hours of teaching, and more time is spent co-teaching.
- Weeks 30 – 37 must include an 80% teaching timetable (ECF Yr 1) in accordance with the new DfE Quality Requirements. See below.
- The DfE sets out the minimum time allocations for school placements.

ITT minimum time allocations throughout the duration of the course	**Minimum weeks in school placements (general placements only, excludes Intensive Training and Practice)**	**Minimum hours in classrooms (including observing, teaching, co-teaching, etc.) each week during general school placements**
	24 (120 days)	15 on average (average of 3 per day)
* All ITT courses must be designed so that trainees can experience six weeks of 80% contact ratio teaching. The 80% refers to a full teaching timetable, as it is typically defined by the school where the experience is taking place, rather than 80% of a full pupil or school timetable.		

Primary School Placements Timetable Loading

Primary School Placements	Week	Week Beginning	Days in School	Observation / Tasks	Co-teaching (with Peer of Teacher)	Teaching	Personal Study
Short Placement Induction Placement school support required for logistics	3	09/09/2023	Wed, Thurs, Fri	Set by SWIFT	n/a	n/a	2 hours per day
Short Placement Professional Studies Placement school support required for logistics	4 - 6	16/09/24 23/09/24 30/09/24	Wed, Thurs	Set by SWIFT	n/a	n/a	2 hours per day
Short Placement Timetable required (15 hours)	8 - 16	14/10/2024 – 16/12/2024	Mon, Tues, Wed, Thurs Except 02/12/24	Week 8 – 10 | 4 hours Week 11 -16 | 3 hours	Week 8 – 10 | 6 hours Week 11 – 16 | 4 hours	Week 8 – 10 | 5 hours Week 11 – 16 | 8 hours	Remaining hours
Long Placement Induction Placement school support required for logistics	17 18 19	06/01/2025 13/01/2025 20/01/2025	Thurs Thurs Thurs / Fri	Set by SWIFT	n/a	n/a	2 hours per day
Long Placement Professional Studies Placement school support required for logistics	20	27/01/25	Mon, Tues, Wed, Thurs, Fri	Set by SWIFT	n/a	n/a	2 hours per day
Long Placement Timetable required (15 hours)	22 23 – 26 27 29 – 32 34 - 37	10/02/2025 24/02/2025 – 17/03/2025 24/03/25 21/04/2025 – 12/05/2025 02/06/2025 – 23/06/2025	Mon, Tues, Wed, Thurs Mon, Tues, Wed, Thurs Wed, Thurs Fri Mon, Tues, Wed, Thurs, Fri Mon, Tues, Wed, Thurs, Fri	Week 22 – 29 | 2 hours per week Week 30 – 37 | 1 hour per week	Week 22 – 29 | 2 hours per week	Week 22- 29 | 11 hours * Week 30 – 37 | 80% teaching timetable | 14 hours	Remaining hours
Enrichment Timetable required	38 39	30/06/2025 07/07/2025	Mon, Tues, Wed, Thurs, Fri Mon, Tues	To total 15 hours in discussion with trainee			Remaining hours

* All ITT courses must be designed so that trainees can experience six weeks of 80% contact ratio teaching. The 80% refers to a full teaching timetable for an ECT Yr1, as it is typically defined by the school where the experience is taking place, rather than 80% of a full pupil or school timetable.

SWIFT Teacher Training | Lesson Observation of SWIFT Trainee

SWIFT Trainee		Subject / Key Stage		
Teaching group		Lesson Topic		
Date		Time / Lesson		
Lesson objective(s)				
Focus of observation				
Strand 1 Managing Behaviour High Expectations	Strand 2 | Pedagogy 2a. How Pupils Learn 2b. Classroom Practices 2c. Adaptive teaching	Strand 3 Curriculum Subject Knowledge	Strand 4 Assessment	Strand 5 Professional Behaviours
SWIFT Trainee demonstrates appropriate levels of subject knowledge Yes / No			Comments:	
Record of observation notes:				
Identify one area of praise				
Identify a maximum of two areas that require immediate action				
Observed by:		Role in school:		
Thank you for making time to give feedback to the trainee following this observation. Please provide a copy of this form to the SWIFT Trainee so they can upload to Steplab.				

SWIFT Teacher Training Strands | Steplab		
Strand 1 Managing Behaviour High Expectations	Strand 2 | Pedagogy 2a. How Pupils Learn 2b. Classroom Practices	Strand 2 | Pedagogy 2c. Adaptive teaching
☐ Establishing Classroom Routines ☐ Addressing Non-Compliance ☐ Motivating Pupils ☐ Building Trusting Relationships ☐ Addressing Persistent and Challenging Behaviour ☐ Addressing Significant Negative Behaviour	☐ Managing Cognitive Load ☐ Giving Memorable Explanations ☐ Giving Detailed Explanations ☐ Effective Use of Paired Talk ☐ Effective Group Discussions ☐ Developing Writing ☐ Teaching Learning Behaviours	☐ Knowing the Barriers to Learning ☐ Deployment of Teaching Assistants and Other Adults ☐ Scaffolding Learning ☐ Pre-Teaching ☐ An Inclusive Classroom
Strand 3 | Curriculum Subject Knowledge	Strand 4 Assessment	Strand 5 Professional Behaviours
☐ Subject Knowledge	☐ Using Accountable Questioning ☐ Gathering Data on Pupil Learning ☐ Peer and Self-Assessment ☐ Providing Effective Feedback ☐ Productive Use of Summative Assessment	