SWIFT Teacher Training

Professional Studies Days and Long Placement Spring Checklist for Mentors

Primary Schools

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 long placement spring journal and the mentor handbook.

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 a minimum of 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 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.

Long Placement Spring Mentor Checklist					
Week of Programme	**w/b**	**In school**	**Training Element**	**Activities**	**Short Placement Learning Journal**
Week 17	06/01/25	In school Thursday	Provider Led & Professional Studies **Day 1 Induction**	☐ Arrange a meeting with the safeguarding lead for school-based safeguarding training ☐ Professional discussion with mentor to review the placement journal tasks and discuss school culture, ethos and expectations of conduct, dress, routines etc ☐ Arrange for trainee to meet class teacher, support staff and children	Page 5
Week 18	13/01/25	In school Thursday	Provider Led & Professional Studies **Day 2 Induction**	☐ Arrange for a discussion about behaviour for learning with an appropriate colleague ☐ Arrange a variety of lesson observations for the trainee to visit a classroom and focus on behaviour management and routines ☐ Professional discussion with mentor focusing on behaviour	Page 7
Week 19	20/01/25	In school Thursday Friday	Provider Led & Professional Studies **Day 3 and 4 Induction**	**Day 3** ☐ Arrange for trainee to shadow a learner who speaks EAL in the school (if not possible, a child with low literacy) ☐ Arrange a discussion with the school's curriculum leader	Page 9
				Day 4 ☐ Arrange for the trainee to observe phonics in Key Stage 1 ☐ Arrange a discussion with the school's Early Reading Leader.	Page 11

Week 20	27/01/25	In school Monday Tuesday Wednesday Thursday Friday	Professional Studies **Day 5, Day 6, Day 7, Day 8, Day 9 Induction**	**Day 5** ☐ Arrange a variety of lesson observations for the trainee to visit a classroom with a focus on using scaffolds ☐ Arrange a discussion with an expert colleague about Rosenshine's principles and worked examples ☐ In mentor meeting this week (any day this week to suit), map out week 22 timetable so that trainee can begin planning taught lessons (50-60% teaching: 8-10hrs over the 4 days)	Page 13
				Day 6 ☐ Arrange a variety of lesson observations focusing on using assessment effectively ☐ Give trainee access to school assessment policy ☐ Arrange a discussion with the Assessment Lead in school	Page 15
				Day 7 ☐ Arrange a variety of lesson observations for the trainee with a focus on effective questioning	Page 17
				Day 8 ☐ Arrange a variety of lesson observations with a focus on the effective use of Teaching Assistants	Page 19
				Day 9 ☐ Arrange a variety of observations of KS2 phonics interventions ☐ Arrange a discussion with reading leader about struggling readers in Key Stage 2	Page 21
Week 21	03/02/25	ITaP Provider Led		**Not in school**	

Week 22	10/02/25	In school Monday Tuesday, Wednesday Thursday	Long Placement ***Allocated timetable in school over the 4 days this week:*** ***Teaching: 8-10 hours (50-60%) to include a sequence of English or Maths and some foundation subjects*** ***Co-teaching: 2 hours*** ***Observing expert colleagues: 2 hours (phonics in KS1)*** ***Personal study: Remaining hours***	☐ Mentor meeting (begin first steplab cycle) ☐ Map out trainee timetable for the following week in preparation for teaching 50-60% (8-10 hours over the 4 days) including lesson observations and Step Lab observation. ☐ Placement checklist (SWIFT trainees' responsibility to manage). ☐ Allocate a focus pupil(s) for trainee to support (SEND/EAL) for the entirety of long placement. ☐ 2 lesson observations per week by expert colleague. Does not have to be the mentor. ☐ Support trainee in arranging x2 lesson observations of expert colleagues.	Page 23
Week 22a	17/02/25	**Not in school**	**Holiday**		
Week 23	24/02/25	In school Monday Tuesday Wednesday Thursday	Long Placement ***Allocated timetable in school over the 4 days this week:*** ***Teaching: 8-10 hours (50-60%) to include a sequence of English or Maths and daily phonics in Key Stage 1*** ***Co-teaching: 2 hours*** ***Observing expert colleagues: 2 hours*** ***Personal study: Remaining hours***	☐ Weekly Mentor meeting reviewing and setting Step Lab target with professional discussion about assessment procedures and how trainee can monitor pupil progress throughout the placement. ☐ Map out trainee timetable for the following week in preparation for teaching 50-60% (8-10 hours over the 4 days) including lesson observations and Step Lab observation. ☐ Placement checklist (SWIFT trainees' responsibility to manage) ☐ 2 lesson observations per week by expert colleague. Does not have to be the mentor. ☐ Support trainee in arranging x2 lesson observations of expert colleagues. ☐ Start to consider Assessment Point 2 and remind trainees to upload their evidence to Teams one week before their scheduled visit.	Page 24

Week 24	03/03/25	In school Monday Tuesday Wednesday Thursday	Long Placement ***Allocated timetable in school over the 4 days this week:*** ***Teaching: 8-10 hours (50-60%) to include a sequence of English or Maths and some foundation subjects*** ***Co-teaching: 2 hours*** ***Observing expert colleagues: 2 hours*** ***Personal study: Remaining hours***	□ Mentor meeting (Steplab and professional discussion). □ Map out trainee timetable for the following week in preparation for teaching 50-60% (8-10 hours over the 4 days) including lesson observations and Step Lab observation. □ Placement checklist (SWIFT trainees' responsibility to manage). □ 2 lesson observations per week by expert colleague. Does not have to be the mentor. □ Support trainee in arranging x2 lesson observations of expert colleagues. □ Assessment Point 2 window - remind trainees to upload their evidence.	Page 24
Week 25	10/03/25	In school Monday Tuesday Wednesday Thursday	Long Placement ***Allocated timetable in school over the 4 days this week:*** ***Teaching: 8-10 hours (50-60%) to include a sequence of English or Maths and some foundation subjects*** ***Co-teaching: 2 hours*** ***Observing expert colleagues: 2 hours*** ***Personal study: Remaining hours***	□ Mentor meeting (Steplab and professional discussion). □ Map out trainee timetable for the following week in preparation for teaching 60-70% (9-11 hours over the 4 days) including lesson observations and Step Lab observation. □ Placement checklist (SWIFT trainees' responsibility to manage). □ 2 lesson observations per week by expert colleague. Does not have to be the mentor. □ Support trainee in arranging x2 lesson observations of expert colleagues. □ Assessment Point 2 window - remind trainees to upload their evidence.	Page 25

Week 26	17/03/25	In school Monday Tuesday Wednesday Thursday	Long Placement ***Allocated timetable in school over the 4 days this week:*** ***Teaching: 9-11 hours (60-70%) to include a sequence of English and/or Maths and some foundation subjects*** ***Co-teaching: 2 hours*** ***Observing expert colleagues: 2 hours*** ***Personal study: Remaining hours***	☐ Mentor meeting (Steplab and professional discussion). ☐ Map out trainee timetable for the following week in preparation for teaching 60-70% (7-8 hours over the 3 days in school) including lesson observations and Step Lab observation. ☐ Placement checklist (SWIFT trainees' responsibility to manage). ☐ Support trainee in arranging x2 lesson observations of expert colleagues. ☐ 2 lesson observations per week by expert colleague. Does not have to be the mentor. ☐ Assessment Point 2 window - remind trainees to upload their evidence.	Page 25
Week 27	24/03/25	In school Wednesday Thursday Friday	Long Placement ***Allocated timetable in school over the 3 days:*** ***Teaching: 7-8 hours (60-70%) to include a sequence of English and/or Maths and some foundation subjects*** ***Co-teaching: 2 hours*** ***Observing expert colleagues: 2 hours*** ***Personal study: Remaining hours***	☐ Mentor meeting (Steplab and professional discussion). ☐ Map out trainee timetable for after Easter in preparation for teaching 70-80% (11-13 hours based on 4 days) including lesson observations and Step Lab observation. ☐ Placement checklist (SWIFT trainees' responsibility to manage). ☐ 2 lesson observations per week by expert colleague. Does not have to be the mentor. ☐ Support trainee in arranging x2 lesson observations of expert colleagues. ☐ Assessment Point 2 window - remind trainees to upload their evidence. ☐ Arrange to carry out a mock interview in preparation for job interviews.	Page 26
Week 28	31/03/25	ITaP Provider Led		**Not in school**	
Week 28a	07/04/25	**Not in school**		**Holiday**	
Week 28b	14/04/25	**Not in school**		**Holiday**	

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~~ Holiday	~~Short Placement~~ Holiday	~~Short Placement~~ Holiday	~~Short Placement~~ Holiday	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	

*Extra week 40 to make up for two-week October half-term

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

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.		

The elements above will total a minimum of 15 hours.

Observation / tasks + co-teaching + teaching = minimum of 15 hours.

Primary School Placements Timetable Loading

Primary School Placements	Week	Week Beginning	Days in School	Observation / Tasks	Co-teaching (with Peer or 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 16 hours	22 23 – 25 26 27 29 30 31 32 34 - 37	10/02/2025 24/02/2025 – 10/03/2025 17/03/25 24/03/25 21/04/2025 28/04/2025 05/05/2025 12/05/2025 02/06/2025 – 23/06/2025	Mon, Tues, Wed, Thurs Mon, Tues, Wed, Thurs Mon, Tues, Wed, Thurs Wed, Thurs Fri Tues, Wed, Thurs, Fri Mon, Tues, Wed, Thurs, Fri Tues, 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- 25 | 50 – 60% Week 26- 27 | 60%-70% Week 29 | 70-80% Week 30 – 37 | 80%	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	