SWIFT Teacher Training

SWIFT PLACEMENT JOURNAL

SHORT PLACEMENT

SECONDARY

VIEWING NOTE

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Professional Expectations of Trainees on Placement

Trainees:

- must arrive at school in reasonable time, usually before 8:15am, and ensure that their transport and domestic arrangements allow them to work a 'teacher's day';
- should ensure that the classroom is tidy before leaving, resources are cleared away and that any appropriate preparations for the following day have been made;
- are expected to participate fully in the life of the school and attend all staff meetings and training, duties, extra-curricular activities, parent consultations etc;
- must dress in accordance with the school's dress code and ensure that appropriate clothing is worn for PE;
- will have access to confidential information; this must not be communicated to anybody who is not directly professionally involved, and certainly not the children or parents;
- must raise any concerns in a professional manner with their mentor. Avoid discussing sensitive issues in the hearing of staff, pupils, parents or visitors;
- should always use respectful and considerate language in *any* communication in school, being particularly careful not to convey prejudice in terms of ethnicity, gender, disability or sexual orientation;
- should be aware of the professional issues surrounding the use of ICT, especially the use of social networking websites and adhere to all school and SWIFT policies;
- should acknowledge the school's role in supporting them during their time at the school and show appropriate appreciation at the end of the practice.

Please note:

- **Trainees should seek permission if they wish to take photographs of pupils carrying out activities.**
- **Permission to keep copies of pupil's work should also be sought.**
- **Names should be removed, and the work annotated with a code, and the learning objective/focus of the activity should be added**.

PLACEMENT INDUCTION

Induction	Strand Links	CCF Links		Focus
Day 1 Week 4 | Thursday	Professional Behaviours	Learn That 8.3, 8.6	Learn How 8e, 8h, 8m, 8n	Safeguarding Online Safety School Culture & Ethos Expectations Policy

Key Content

Safeguarding

- Meet with Safeguarding Lead & identify the DSL & DDSL
- Undertake school-based safeguarding training including online safety
- Identify how to report a safeguarding concern

School Culture & Ethos

- Meet with mentor
- Discuss departmental expectations of conduct, dress, routines
- Identify key policies & expectations for students
- Discuss the school's vision & ethos and how you will contribute to whole school culture

Reflection Questions

Context Reflection to be written in the reflection box below:

1. What do you notice about the school culture?
2. How does the school context differ from your own experiences?
3. What challenges does the school face?
4. Does the general ethos of the school (displays, assemblies, some of the examples across the curriculum) reflect a positive learning environment?

Reflections

Questions to Ask Expert Colleague

Outcomes of Conversation with Expert Colleague

Induction	Strand Links	CCF Links		Focus
Day 2 Week 5 | Thursday	Managing Behaviour & High Expectations	Learn That 1.1,1.2, 1.3, 1.4, 1.5, 7.1, 7.2, 7.5.	Learn How 1c, 1e, 7b, 7c, 7f, 7g, 7h.	Rewards & Sanctions Positive Behaviour Management Sanctions & Trends Routines Behaviour Strategies Least invasive strategies

Key Content

Behaviour

- Identify the school systems for behaviour, rewards and sanctions.
- Discuss whole school contributions to positive behaviour management (Rewards evenings, Praise assemblies, trips).
- Analyse detention / sanction data and discuss any trends in pupils reoffending. (Gender, Needs, Pupil Premium).

Focused Observations

- Observe a variety of lessons focusing on routines and positive behaviour management strategies.
- Record your observation notes in the reflection box below. Reflect on the positive impact the teacher had on behaviour.

Professional Discussion with Subject Lead

- Discuss the positive impact the teachers had on pupil behaviour and deconstruct how the teacher ensured pupils achieved high success rates.
- Select one of the following classroom routines. Discuss the strategy, analysing the positive impact on student behaviour.

- Threshold (building positive relationships, clear expectations, direct instruction)
- Positive framing (frame corrections as positive reinforcement, assume confusion over defiance)
- Positive Relationships (establishing norms, communication, warm assertiveness)

Reflections

Questions to ask Expert Colleague

Outcomes of Conversation with Expert Colleague

Induction	Strand Links	CCF Links		Focus
		Learn That	Learn How	
Day 3 Week 6 | Thursday	Subject and Curriculum	3.1, 3.3, 3.5, 3.7, 3.9, 3.10.	3a, 3b, 3c, 3h, 3k, 3q, 3r, 3s, 3t, 3u.	Literacy Vocabulary Reading & Comprehension Grammar & Spelling Subject Terminology Literacy Barriers Frayer Model

Key Content

Focused Observations

Observe a range of classes from 11-16 with a focus on how literacy is delivered within your subject.
During your observations, consider how literacy, vocabulary, reading, comprehension, grammar and spelling are taught within your subject.

- How do teachers effectively plan for reading and comprehension?
- How do teachers explicitly teach literacy and vocabulary?
- How do teachers address grammar and spelling needs?

Reflection Questions

1. What role can literacy play in the development of children's learning?
2. Why might subject terminology be critical to securing a pupil's long-term subject confidence?
3. Why might it be crucial to know the students' literacy levels/reading ages?
4. What opportunities were given for extended pieces of writing/subject terminology/explicit teaching of literacy/ reading in your subject?
5. What literacy barriers do students face?

- Create a Frayer Model for a subject specific key term. Share this resource with your department and discuss how you can build explicit teaching of vocabulary into your lessons. (See appendix).

Professional Discussion

- Schedule a short meeting with your subject mentor.
- Review your subject's current scheme of work.
- Consider: are there examples of retrieval practice and spaced practice in current schemes of learning? How have these been implemented?
- How is the curriculum sequenced to support logical schema building over time?
- What knowledge is considered 'core' in your subject? Is this evident in curriculum plans?
- What are some possible misconceptions students have about a topic you are teaching or observing? How are these addressed?

Reflections

Questions to ask Expert Colleague

Outcomes of Conversation with Expert Colleague

PROFESSIONAL STUDY WEEK

Professional Study	Strand Links	CCF Links		Focus
Day 4 Week 7 | Monday	How Pupils Learn Classroom Practice	Learn That 2.4, 4.2, 4.4.	Learn How 2a, 2b, 2c, 4a, 4b.	Cognitive Load Intrinsic Load Extraneous Load Regular Review

Key Content

Focused Observations

Record your observation notes in the reflection box below.

- How does the teacher structure learning to take account of and manage cognitive load?
- List what the teacher does and what the pupils do, *then* draw inferences about how learning has been structured.

Additional questions:

- What are pupils learning in this lesson?
- What is the intrinsic load of the concept(s) being taught?
- How do the activities and explanations used help manage cognitive load?
- How do the resources used help manage cognitive load?
- Does the teacher manage cognitive load by using: modelling, scaffolding, chunking, sequencing, examples, explanations or a gradual increase in complexity?

Professional Discussion with Subject Mentor

1. How do teachers reduce distractions to support pupils in focusing on the task?
2. How do teachers reduce extraneous load and scaffold tasks?
3. How do teachers gradually increase the complexity of the learning?

Reflections

Questions to ask Expert Colleague

Outcomes of Conversation with Expert Colleague

Professional Study	Strand Links	CCF Links		Focus
Day 5 Week 7 | Tuesday	How Pupils Learn Classroom Practice	Learn That 2.7, 2.8, 2.9, 4.2, 4.3, 4.4.	Learn How 2c, 2d, 2h, 2i, 2j, 4a, 4b.	Commonalities Retrieval Practice Modelling Scaffolding Worked Example Culture and Ethos

Key Content

Focused Observations

During your observations, consider: what are the commonalities shared across subject disciplines?

- What are the commonalities in retrieval practice across subjects?
- What are the commonalities in modelling across subjects?
- What are the commonalities in chunking / scaffolding across subjects?

Reflection Questions

1. What does a worked example look like in the subject?
2. What impact did the use of modelling have on students' progress?
3. How did the subject break down complex material?
4. How did the teacher use scaffolds to support pupils?

Reflections

Questions to ask Expert Colleague

Outcomes of Conversation with Expert Colleague

Professional Study	Strand Links	CCF Links		Focus
Day 6 Week 7 | Wednesday	Adaptive Teaching	Learn That 5.1, 5.2, 5.3, 5.7.	Learn How 5a, 5d, 5e, 5o.	Targeted support Accessing a rich curriculum SEND code of practice

Key Content

Focused Observations

During your observations, consider: how do teachers seek to understand pupils' differences? (This could include prior knowledge or potential barriers to learning).

- How did the teacher provide targeted support to pupils who were struggling?
- How did the teacher provide opportunity for all pupils to meet expectations and experience success?

Professional Discussion

- Meet with the SENCO
- How do they ensure all pupils have access to a rich curriculum?
- How do you use the SEND code of practice to support pupils with SEND effectively?

Reflections

Questions to ask Expert Colleague

Outcomes of Conversation with Expert Colleague

Professional Study	Strand Links	CCF Links		Focus
Day 7 Week 7 | Thursday	Assessment	Learn That 2.6, 6.1, 6.4.	Learn How 6a, 6d, 6e.	Formative Assessment Misconceptions Checking for Understanding Gathering Information Acting on Feedback

Key Content

Assessment 'What does it look like in your subject?'

Focused Observations

- Identify one key formative assessment strategy used within your subject
- What did the teacher do?
- How did the student respond?
- What knowledge did the teacher gain about the student's level of understanding from the strategy?
- How did the teacher use this knowledge to plan for the next lesson?

Reflection Questions

1. Identify a misconception the teacher addresses.
2. *How* did the teacher address the misconception?
3. Did the teacher; re-teach, defer or move on?
4. How did the teacher check the misconception had been understood?
5. What other outcome could have been used to address the misconception?

Reflections

Questions to ask Expert Colleague

Outcomes of Conversation with Expert Colleague

SHORT PLACEMENT WEEKLY OUTLINE

Trainees should have a balance of contact and non-contact time throughout their placement. This balance enables trainees to build up their experiences and develop their knowledge and understanding in a graduated approach**.** There is of course, flexibility in this, the balance of contact and non-contact time will depend on trainee need and progress.

Contact time is any work involving their class/children. For example: whole class teaching, team teaching, small group work including teaching children from outside their class, taking part of a lesson or working with an individual and focused observations of class teacher.

Non-contact time is anytime away from the classroom/children. This might involve observing other teachers, working on school-based tasks, planning, developing resources or reflecting on/evaluating their own or others' practice.

As the placement progresses, trainees will take more responsibility and will be expected to teach lessons to the whole class for most of their time in school. They should be encouraged to take increasing responsibility for the day to day running of the class in preparation for the responsibility of their own class when an Early Career Teacher. This will include attending collective worship or assemblies, accompanying the teacher on break duty, meeting pupils and parents at the beginning/end of the day etc.

Week 9-16: for each week you need to plan, teach, evaluate and assess using the agreed SWIFT proforma: Start your proportion of whole class teaching at **5 hours contact time.** Run or support the running of an extra-curricular club for the duration of your placement. Complete any school-based tasks set during Strand led sessions.	
Week 9	☐ Complete pre-course subject knowledge audit. ☐ Implement threshold strategies and take registers for your timetabled classes. ☐ Identify a class and episode of learning you will teach in week 10. ☐ Start working with a focus pupil (PP/FSM) or group of pupils when not teaching. ☐ Complete focused observation of expert colleagues. ☐ Complete reflections ready for your weekly progress meeting with mentor. ☐ Meet with your mentor for your weekly progress meeting. ☐ Set targets for after half term.
HALF TERM	
Week 10	☐ Implement threshold strategies and take registers for your timetabled classes. ☐ Teach allocated episode to identified group and receive feedback from mentor via StepLab. ☐ Identify two classes across key stages and plan an episode of learning to teach in week 11. ☐ Continue working with a focus pupil (PP/FSM) or group of pupils when not teaching. ☐ Complete focused observation of expert colleagues. ☐ Complete reflections ready for your weekly progress meeting with mentor. ☐ Meet with your mentor for your weekly progress meeting. ☐ Set targets for following week.
Week 11	☐ Implement threshold strategies and take registers for your timetabled classes. ☐ Teach allocated episodes to identified groups and receive feedback from mentor via StepLab. ☐ Identify two classes to plan and team-teach a whole lesson with subject teacher. ☐ Continue working with a focus pupil (PP/FSM) or group of pupils when not teaching.

	☐ Complete focused observation of expert colleagues. ☐ Complete reflections ready for your weekly progress meeting with mentor. ☐ Meet with your mentor for your weekly progress meeting. ☐ Set targets for following week.
Week 12 **AP1**	☐ Implement threshold strategies and take registers for your timetabled classes and exit routines. ☐ Team-teach allocated lessons with subject teacher and receive feedback from mentor via StepLab. ☐ Identify two classes to plan and independently teach whole lessons. ☐ Continue working with a focus pupil (PP/FSM) or group of pupils when not teaching. ☐ Complete focused observation of expert colleagues. ☐ Complete reflections ready for your weekly progress meeting with mentor. ☐ Meet with your mentor for your weekly progress meeting. ☐ Set targets for following week. ☐ **Update subject audit in preparation for assessment point.** ☐ **Visit by central team (formal assessment point 1)**
Week 13 **AP1**	☐ **Start to build up to teaching 4-8 hours and co-teaching 4 hours.** ☐ Implement threshold strategies and take registers for your timetabled classes and exit routines. ☐ Teach allocated whole lessons and receive feedback from mentor via StepLab. ☐ Expert colleague to complete two formal lesson observation records a week. Trainee to upload into evidence folder. ☐ Identify multiple classes across key stages and plan to teach whole lessons responding to feedback. ☐ Continue working with a focus pupil (PP/FSM) or group of pupils when not teaching. ☐ Complete focused observation of expert colleagues. ☐ Complete reflections ready for your weekly progress meeting with mentor. ☐ Meet with your mentor for your weekly progress meeting. ☐ Set targets for following week. ☐ **Update subject audit in preparation for assessment point.** ☐ **Visit by central team (formal assessment point 1)**
Week 14 **AP1**	☐ **Teaching 4-8 hours and co-teaching 4 hours.** ☐ Implement threshold strategies and take registers for your timetabled classes and exit routines. ☐ Teach allocated whole lessons and receive feedback from mentor via StepLab. ☐ Expert colleague to complete two formal lesson observation records a week. Trainee to upload into evidence folder. ☐ Identify multiple classes across key stages and plan to teach whole lessons responding to feedback. ☐ Continue working with a focus pupil (PP/FSM) or group of pupils when not teaching. ☐ Complete focused observation of expert colleagues. ☐ Complete reflections ready for your weekly progress meeting with mentor. ☐ Meet with your mentor for your weekly progress meeting. ☐ Set targets for following week. ☐ **Update subject audit in preparation for assessment point.** ☐ **Visit by central team (formal assessment point 1)**
Week 15	☐ **Teaching 4-8 hours and co-teaching 4 hours.** ☐ Implement threshold strategies and take registers for your timetabled classes and exit routines. ☐ Teach allocated whole lessons and receive feedback from mentor via StepLab. ☐ Expert colleague to complete two formal lesson observation records a week. Trainee to upload into evidence folder.

	☐ Identify multiple classes across key stages and plan to teach whole lessons responding to feedback. ☐ Continue working with a focus pupil (PP/FSM) or group of pupils when not teaching. ☐ Complete focused observation of expert colleagues. ☐ Complete reflections ready for your weekly progress meeting with mentor. ☐ Meet with your mentor for your weekly progress meeting. ☐ Set targets for following week.
Week 16	☐ **Teaching 4-8 hours and co-teaching 4 hours.** ☐ Implement threshold strategies and take registers for your timetabled classes and exit routines. ☐ Teach allocated whole lessons and receive feedback from mentor via StepLab. ☐ Expert colleague to complete two formal lesson observation records a week. Trainee to upload into evidence folder. ☐ Identify multiple classes across key stages and plan to teach whole lessons responding to feedback. ☐ Continue working with a focus pupil (PP/FSM) or group of pupils when not teaching. ☐ Complete focused observation of expert colleagues. ☐ Complete reflections ready for your weekly progress meeting with mentor. ☐ Meet with your mentor for your weekly progress meeting. ☐ Set targets for following week. ☐ Meet with mentor to finalise folders. ☐ **Set targets for long placement.** ☐ Final observation and feedback of a lesson of your choice. ☐ Return any school-based items.

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.		

Timetable Loading

The DfE sets out the minimum time allocations for school placements:

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 in accordance with the new DfE Quality Requirements. See table above.
- For Secondary Placements, please can Friday afternoon be left free to accommodate the twilight sessions which start at 1400.

Secondary School Placements Timetable Loading

Secondary 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	4 5 6	16/09/2024 23/09/2025 30/09/2024	Thurs Thurs Thurs	Set by SWIFT	n/a	n/a	2 hours per day
Short Placement Professional Studies Placement school support required for logistics	7	07/10/25	Mon, Tues, Wed, Thurs	Set by SWIFT	n/a	n/a	2 hours per day
Short Placement Timetable required (16 hours)	9 - 16	21/10/2024 – 16/12/2024	Mon, Tues, Wed, Thurs, Fri Except 02/12/24	Week 9 – 10 | 4 hours Week 11 -16 | 3 hours	Week 9 – 10 | 6 hours Week 11 – 16 | 4 hours	Week 9 – 10 | 5 hours Week 11 – 16 | 8 hours	Remaining hours
Long Placement Induction Placement school support required for logistics	17 18	06/01/2025 13/01/2025	Thurs Thurs	Set by SWIFT	n/a	n/a	2 hours per day
Long Placement Professional Studies Placement school support required for logistics	19 20	20/01/2025 27/01/2025	Thurs Mon - Thurs	Set by SWIFT	n/a	n/a	2 hours per day
Long Placement Timetable required (16 hours)	22 23 – 25 26 27 29 – 32 34 - 37	10/02/2025 24/02/2025 – 10/03/2025 17/03/2025 24/03/2025 21/04/2025 – 12/05/2025 02/06/2025 – 23/06/2025	Mon, Tues, Wed, Thurs Mon, Tues, Wed, Thurs, Fri 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 hours 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