SWIFT Teacher Training

SWIFT PLACEMENT JOURNAL

SHORT PLACEMENT

PRIMARY

VIEWING NOTE

CHOOSE 2 PAGE VIEW IN A PDF PREVIEWER

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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, playground 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	Focus
Day 1 Week 3 | Wednesday	Professional Behaviours	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 and 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	Focus
Day 2 Week 3 | Thursday	Managing Behaviour & High Expectations	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 Mentor

- 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.

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

Reflections

Questions to ask Expert Colleague

Outcomes of Conversation with Expert Colleague

Induction	Strand Links	Focus
Day 3 Week 3 | Friday	Subject and Curriculum	Curriculum Design Curriculum Leader National Curriculum Subject Leadership Implementation

Key Content

Focused Observations

Observe a range of foundation subjects being taught in your class.
During your observations, consider: How retrieval practice and other pedagogical approaches are used to support the children in gaining the most important knowledge.

- How do teachers support children in building on what they already know?
- How do teachers explicitly teach subject specific vocabulary?
- How do teachers introduce new concepts or knowledge?

Reflection Questions

1. What curriculum choices have been made for the year group you are working in?
2. How do these curriculum choices link to what the children have previously learned?
3. Are there any identified consistencies to how foundation subjects are being delivered?
4. Why might subject terminology be critical to securing a pupil's long-term subject confidence?
5. What barriers might children face to accessing the wider curriculum?
6. How can you see that teachers prioritise the most important and key knowledge?

Professional Discussion

- Schedule a short meeting with the school's curriculum leader.
- Review the approach to curriculum design and whether any scheme-based curriculums are used.
- How is the curriculum sequenced to support logical schema building over time?
- What knowledge is considered 'core' in the foundation subjects? Is this evident in curriculum plans?
- What is the approach to subject leadership?

Reflections

Questions to ask Expert Colleague

Outcomes of Conversation with Expert Colleague

Professional Study Week

Professional Study	Strand Links	Focus
Day 4 Week 4 | Wednesday	How Pupils Learn Classroom Practice	Cognitive Load Intrinsic Load Extraneous Load Regular Review

Key Content

Focused Observations

Agree a lesson to observe with your class teacher to enable you to consider cognitive load. 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.

Reflection 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 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	Focus
Day 5 Week 4 | Thursday	How Pupils Learn Classroom Practice	Commonalities Retrieval Practice Modelling Scaffolding Worked Example Culture and Ethos

Key Content

Focused Observations

During your observations of foundation subjects, 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	Focus
Day 6 Week 5 | Wednesday	Adaptive Teaching	Maths Targeted support Accessing a rich curriculum SEND code of practice

Key Content

Focused Observations

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

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

Professional Discussion

- Meet with the SENCo and/or Maths Leader
- How do they ensure all pupils have access to a rich maths 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	Focus
Day 7 Week 5 | Thursday	Assessment	Maths Formative Assessment Misconceptions Checking for Understanding Gathering Information Acting on Feedback

Key Content

Assessment 'What does it look like in Maths?'

Focused Observations

Identify one key formative assessment strategy used within maths.

- 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

Professional Study	Strand Links	Focus
Day 8 Week 6 | Wednesday	Adaptive Teaching	English Targeted support Accessing a rich curriculum SEND code of practice

Key Content

Focused Observations

During your observations of English lessons, consider: how do teachers seek to understand pupils' differences? (This could include prior knowledge or potential specific 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 and/or English Leader.
- How do they ensure all pupils have access to a rich English 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	Focus
Day 9 Week 6 | Thursday	Assessment	English Formative Assessment Misconceptions Checking for Understanding Gathering Information Acting on Feedback

Key Content

Assessment 'What does it look like in English?'

Focused Observations

Identify one key formative assessment strategy used within English.

- 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 the class teacher.

Non-contact time is any time 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 playground duty, meeting pupils and parents at the beginning/end of the day etc.

PLACEMENT CHECK LIST

Week 8-16: 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 (daily phonics initially)** ☐ Run or support the running of an extra-curricular club for the duration of your placement. ☐ Complete any school-based tasks set during the Strand Sessions.	
Week 8	☐ Implement thresholding strategies and take the class register ☐ Start working with focus pupil (PP/FSM) or group of pupil(s) when not teaching. ☐ Complete daily focused observation of expert colleagues teaching phonics. ☐ Complete training on the school's chosen SSP. ☐ Complete pre-course knowledge on English, maths & science subject audits. ☐ Complete reflections ready for your weekly progress meeting. ☐ Meet with your mentor for your weekly progress meeting. ☐ Set targets for the following week.
Week 9	☐ Implement thresholding strategies and take the class register. ☐ Continue working with focus pupil (PP/FSM) or group of pupil(s) when not teaching. ☐ Complete daily focused observation of expert colleagues teaching phonics. ☐ Complete training on the school's chosen SSP.

	☐ Prepare for taking your own phonics group after half term with Early Reading leader and/or mentor. ☐ Complete reflections ready for your weekly progress meeting. ☐ Meet with your mentor for your weekly progress meeting. ☐ Set targets for after half term.
HALF TERM	
Week 10	☐ Implement thresholding strategies and take the class register. ☐ Continue working with focus pupil (PP/FSM) or group of pupil(s) when not teaching. ☐ Complete daily focused observation of expert colleagues teaching maths and English. ☐ Teaching daily phonics to group allocated. ☐ Observation and feedback of phonics recorded on StepLab once a week. ☐ Complete reflections ready for your weekly progress meeting. ☐ Meet with your mentor for your weekly progress meeting. ☐ Set targets for following week.
Week 11	☐ Implement thresholding strategies and take the class register ☐ Continue working with focus pupil (PP/FSM) or group of pupil(s) when not teaching. ☐ Complete daily focused observation of expert colleagues teaching maths and English. ☐ Teaching daily phonics to group allocated. ☐ Observation and feedback of phonics recorded on StepLab once a week. ☐ Complete reflections ready for your weekly progress meeting. ☐ Meet with your mentor for your weekly progress meeting. ☐ Set targets for following week.
Week 12 **AP1**	☐ Implement thresholding strategies and take the class register. ☐ Continue working with focus pupil (PP/FSM) or group of pupil(s) when not teaching. ☐ Complete daily focused observation of expert colleagues teaching maths and English. ☐ Teaching daily phonics to group allocated. ☐ Observation and feedback of Phonics recorded on StepLab once a week. ☐ Start weekly planning for a sequence of English and/or maths alongside your mentor. ☐ Complete reflections ready for your weekly progress meeting. ☐ Meet with your mentor for your weekly progress meeting. ☐ Set targets for following week ☐ **Visit by Central Team (Joint Formal AP1 Observation in Phonics) Week 12-14** ☐ **Update AP1 on English, maths & science subject audits.**
Week 13 **AP1**	☐ Implement thresholding strategies and take the class register. ☐ Continue working with focus pupil (PP/FSM) or group of pupil(s) when not teaching. ☐ Complete daily focused observation of expert colleagues teaching maths and English. ☐ Teaching daily phonics to group allocated. ☐ Observation and feedback of phonics recorded on StepLab once a week.

	☐ Continue weekly planning for a sequence of English and/or maths alongside your mentor. ☐ Start team teaching the sequence of English and/or maths alongside your mentor. ☐ Complete reflections ready for your weekly progress meeting. ☐ Meet with your mentor for your weekly progress meeting. ☐ Set targets for following week. ☐ **Visit by Central Team (Joint Formal AP1 Observation in Phonics) Week 12-14** ☐ **Update AP1 on English, maths & science subject audits.**
Week 14 **AP1**	☐ Implement thresholding strategies and take the class register. ☐ Continue working with focus pupil (PP/FSM) or group of pupil(s) when not teaching. ☐ Complete daily focused observation of expert colleagues teaching maths and English. ☐ Teaching daily phonics to group allocated. ☐ Observation and feedback of phonics recorded on StepLab once a week. ☐ Continue weekly planning for a sequence of English and/or maths alongside your mentor. ☐ Teach a lesson of English or maths recorded on StepLab with your mentor. ☐ Complete reflections ready for your weekly progress meeting. ☐ Meet with your mentor for your weekly progress meeting. ☐ Set targets for following week. ☐ **Visit by Central Team (Joint Formal AP1 Observation in Phonics) Week 12-14** ☐ **Update AP1 on English, maths & science subject audits.**
Week 15	☐ Implement thresholding strategies and take the class register. ☐ Continue working with focus pupil (PP/FSM) or group of pupil(s) when not teaching. ☐ Complete daily focused observation of expert colleagues teaching maths and English. ☐ Teaching daily phonics to group allocated. ☐ Observation and feedback of phonics recorded on StepLab once a week. ☐ Plan for a sequence of English and/or maths. ☐ Teach a sequence of English and/or maths recorded on StepLab with your mentor. ☐ Complete reflections ready for your weekly progress meeting. ☐ Meet with your mentor for your weekly progress meeting. ☐ Set targets for following week.
Week 16	☐ Implement thresholding strategies and take the class register. ☐ Continue working with focus pupil (PP/FSM) or group of pupil(s) when not teaching. ☐ Complete daily focused observation of expert colleagues teaching maths and English. ☐ Teaching daily phonics to group allocated. ☐ Observation and feedback of phonics recorded on StepLab once a week. ☐ Plan for a sequence of English and maths.

	☐ Teach a sequence of English and maths recorded on StepLab with your mentor. ☐ Complete reflections ready for your weekly progress meeting. ☐ Meet with your mentor for your weekly progress meeting. ☐ Set targets for following week. ☐ Meet with your mentor to finalise folders. ☐ **Set targets for long placement.** ☐ Final observation and feedback of a lesson of your choice ☐ Return any school-based items

TIMETABLE LOADING

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.		

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.

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 (16 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 – 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