Appendix 1

Essential Experience Log

As part of the induction into a new placement, trainees must engage with the institution’s policies and practices. The Essential Experience Log guides you as you read policy documents and engage with an institution’s practices; enabling you to identify and reflect on the expectations for teachers and other school staff, as a trainee teacher:

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| **National Policy** | **Date read** | **Ofsted Report** | **Date read** |
| [National Curriculum Programmes of Study](https://www.gov.uk/government/collections/national-curriculum)[[1]](#footnote-1) |  | [Unseen Children (OFSTED, 2013)](https://www.gov.uk/government/publications/unseen-children-access-and-achievement-20-years-on) |  |
| [Teachers’ Standards (DfE, 2011)](https://www.gov.uk/government/publications/teachers-standards) |  | [SEND code of practice (DfE, 2014)](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) |  |
| [Keeping children safe in education (DfE 2015)](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) |  | [Key stage 3: the wasted years? (Ofsted, 2015)](https://www.gov.uk/government/publications/key-stage-3-the-wasted-years) |  |
|  |  | [Moving forward? (OFSTED, 2016)](https://www.gov.uk/government/publications/preparing-learners-with-high-needs-for-adult-life) |  |

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| --- | --- |
| **Online training** | **Date completed** |
| NASEN focus on SEND (<http://oln.nasen.org.uk/>)  |  |
| HAYS Safeguarding (<http://educationtraining.hays.co.uk/>)[[2]](#footnote-2) |  |
| HAYS Behaviour Management (<http://educationtraining.hays.co.uk/>)[[3]](#footnote-3) |  |

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| --- | --- | --- | --- |
| **School Policy** | **Date read** | **Policy** | **Date read** |
| Equal opportunities |  | Health and safety |  |
| Marking and assessment |  | Safeguarding |  |
| Educational visits |  | Homework |  |
| Departmental policies |  | Recording and reporting |  |
|  |  |  |  |

| **School ethos** | **When and how has it been experienced?** |
| --- | --- |
| Read the school’s OFSTED report to develop overview of school ethos |  |

**Areas of experience:**

|  |  |
| --- | --- |
| **Observing**  | **When and how has it been experienced?** |
| Shadow a KS3 and/or KS4 pupil for a day |  |
| Observe and discuss a range of lessons with different teachers |  |
| Shadow a teacher for a day |  |
| Observation of key stage 2 in a primary school (minimum 2 days[[4]](#footnote-4)) |  |
| Key stage 2 to 3 transition activities in the Home School  |  |
| Meet KS2/3 liaison, responsible for transition, Primary school links, etc. |  |

| **Meeting with people** | **When and how has it been experienced?** |
| --- | --- |
| Meet SENCO and discuss… ‘More Able’ (high attaining) children |  |
| ‘Not yet fluent’ children (including EAL) |  |
| The SEND code of practice |  |
| Meet with a pastoral manager or head of year |  |
| Meet a governor (if possible) |  |
| Read the school’s OFSTED report to develop overview of school ethos |  |
| Meet a senior leader to discuss curriculum *or discuss with a mentor* |  |

| **Pastoral**  | **When and how has it been experienced?** |
| --- | --- |
| Work with form tutor and group |  |
| Involvement with pastoral system |  |
| Involvement with assemblies |  |
| Shadow a break duty |  |
| Teaching Personal, Social and Health Education (PSHE)[[5]](#footnote-5) and Sex and Relationship Education (SRE) |  |
| Teaching Citizenship[[6]](#footnote-6) |  |
| Spiritual, Moral, Social and Cultural (SMSC) development of pupils[[7]](#footnote-7) |  |
| Awareness of British values (including within subject teaching) |  |

| **Teaching and Learning** | **When and how has it been experienced?** |
| --- | --- |
| Experience of coursework assessment, including standardisation/moderation |  |
| Work with children with special educational needs and disabilities (SEND) |  |
| Work with KS3 classesIncluding experience of assessment (marking and recording) |  |
| Work with KS4 classes…including experience of examination specifications, etc. |  |
| Experience observing post 16 teaching and learning (min. 1 day) A LevelVocational (e.g. BTEC Level 3) |  |
| Develop familiarity with / use of ICT resources (including Interactive Whiteboards, Apps, etc.) |  |
| Gain familiarity with health and safety issues and policies, including risk assessment |  |

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| **General** | **When and how has it been experienced?** |
| Attend staff (whole school) and departmental/faculty meetings |  |
| Attend INSET days |  |
| Be aware of and use Pupil Premium data |  |
| Experience writing and compilation of reports  |  |
| Attend parents evenings |  |
| Attend an open evening for prospective pupils |  |

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| **Notes** |
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1. **Drama** and **Media Studies** candidates/trainees should review the relevant aspects of English programme of study, **Dance** candidates/trainees should review the Physical Education programme of study and **Religious Education** candidates/trainees should review the [Religious Education in English schools: non-statutory guidance (2010)](https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010). [↑](#footnote-ref-1)
2. Login details will be provided by LJMU. [↑](#footnote-ref-2)
3. Ibid. [↑](#footnote-ref-3)
4. Ideally in a feeder primary school for your Home School placement so that you can consider transition issues – typically during either Phase 1 or the Triangulation and Final Focus period of Phase 3 [↑](#footnote-ref-4)
5. including within subject teaching [↑](#footnote-ref-5)
6. Ibid. [↑](#footnote-ref-6)
7. Ibid. [↑](#footnote-ref-7)