## Essential Experience Log

Postgraduate Secondary Programmes 2014-2015

As part of the induction into a new placement, trainees must engage with the institution’s[[1]](#footnote-1) policies and practices[[2]](#footnote-2). 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:

|  |  |  |  |
| --- | --- | --- | --- |
| **Policy** | **Date read** | **Policy** | **Date read** |
| Equal opportunities |  | Health and safety |  |
| Marking and assessment |  | Safeguarding |  |
| Educational visits |  | Homework |  |
| Departmental policies |  | Recording and reporting |  |
| [other[[3]](#footnote-3)] |  |  |  |

**Areas of experience:**

|  |  |
| --- | --- |
| **Area - Observing** **& meeting**  | **When/how experienced[[4]](#footnote-4)** |
| Shadow KS3/KS4 pupil for a day |  |
| Observe and discuss a range of lessons with different teachers |  |
| Shadow a teacher |  |
| Engage with learning and teaching with learners from feeder primary (approx. 5 days experience[[5]](#footnote-5)) |  |
| Meet KS2/3 liaison, responsible for transition, Primary school links, etc. |  |
| **Meet SENCO & discuss …** |
| Able children |  |
| Not yet fluent children (including EAL) |  |
| The code of practice |  |
| Read the school’s OFSTED report to develop overview of school ethos |  |
| Meet pastoral manager or head of year |  |
| Meet a governor (if possible) |  |
| Meet head/deputy to discuss curriculum *or discuss with a mentor* |  |

| **Area - Pastoral**  | **When/how experienced** |
| --- | --- |
| Work with form tutor |  |
| Involvement with pastoral system |  |
| Attend assemblies |  |
| Shadow break duty |  |
| Involvement with PSHE |  |
| Involvement with Citizenship |  |
| Plan opportunities to contribute to pupils’ personal development[[6]](#footnote-6) |  |

| **Subject** |
| --- |
| Experience of coursework assessment and moderation |  |
| Work with children with special educational needs |  |
| Work with KS3 classesIncluding experience of assessment (marking & recording) |  |
| Work with KS4 classes…Including experience of examination specifications, etc. |  |
| Experience of Post 16…A levelVocational |  |
| Develop familiarity with / use of ICT resources (including IWBs, etc.) |  |
| Gain familiarity with Health & Safety issues |  |

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| **General** |
| Attend staff (whole school) and departmental/faculty meetings (subject to school approval) |  |
| Attend INSET days (subject to school approval) |  |
| Experience the writing and compilation of reports  |  |
| Attend parents evenings (subject to school approval) |  |

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| **Notes** |
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1. This includes schools, colleges or other educational/learning establishments. [↑](#footnote-ref-1)
2. You do not always need to retain copies of policies for your own use or reference. Nevertheless, you must familiarise yourself with policies (and other documents) that inform professional practice within the institution. [↑](#footnote-ref-2)
3. Insert as appropriate (add extra cells if necessary). [↑](#footnote-ref-3)
4. For example, Professional Development Activities (PDAs) or other directed activities within the institution. [↑](#footnote-ref-4)
5. **Note:** this includes transition activities in the Home School and may include experience prior to commencing Initial Teacher Education (ITE). [↑](#footnote-ref-5)
6. Including *Spiritual, Moral, Social and Cultural* (SMSC), *Personal, Social and Health Education* (PSHE), etc. [↑](#footnote-ref-6)