

VICTORIA PRIMARY SCHOOL

School Experience Policy

STUDENTS

MEMORANDUM OF COOPERATION

Victoria Primary School has entered into partnership with UWIC with regard to initial teacher training by signing the Memorandum of Cooperation.

The school has agreed that the Memorandum of Cooperation be extended to allow continuous cooperation, recognising that the school may withdraw from or that UWIC may withdraw from partnership with the school, as agreed in the original memorandum.

Further details of the partnership can be obtained from the Partnership File.

HIGHER EDUCATION PARTNER INSTITUTION

UWIC Cardiff School of Education has now entered into partnership with many Primary schools in different authorities within South East Wales. Further details concerning partnership can be obtained from the UWIC Partnership file. The faculty has appointed a UWIC Tutor, who will support a cluster of schools. Sharne Watkins is the UWIC Tutor for Victoria Primary School.

SCHOOL'S STATEMENT OF INTENT

At Victoria we encourage the placement of students in order to:

- ❖ Further their professional development and also to enhance the continuing professional development of the Class Teacher Mentor and Senior Mentor.
- ❖ Give them the opportunity to observe good practice in relation to various areas of the curriculum
- ❖ Give them the opportunity to create stimulating wall displays for which all observers will benefit
- ❖ Support pupils by an increased staff/pupil ratio
- ❖ Support the school with the development of up-to-date educational initiatives
- ❖ Enhance the links with other spheres of education

ALLOCATION OF STUDENTS TO SCHOOL

The allocation of students to Victoria is agreed annually with UWIC.

ALLOCATION OF STUDENTS TO CLASSES

The allocation of students to classes is based on the following:-

- ❖ The student's preference for particular age groups
- ❖ The possible need for the student to extend his/her experience
- ❖ The subject expertise of the student
- ❖ Whether staff within the school have recently had students
- ❖ The willingness of staff to accept students
- ❖ Staff experience and expertise.

PROCEDURES FOR APPOINTING A SCHOOL LINK TUTOR

Mentors are appointed by giving due consideration to the Primary Partnership Handbook Guidance and the range of staff currently employed at the school, their experience and current roles within the school. At present Mrs Angela Davison is the Senior Mentor at Victoria Primary School. In any unexpected absence of the Senior Mentor, the Head teacher will fulfil her role until her return or replacement.

ROLE OF THE SENIOR MENTOR

The Senior Mentor will provide the following support: -

- ❖ Introduction of students to school staff
- ❖ Explanation of the general organisation of the school
- ❖ Provision of school documentation as required
- ❖ Explanation of school aims and policies
- ❖ General oversight of student activities
- ❖ Opportunities to discuss progress with class teachers and curriculum co-ordinators
- ❖ Monitoring the progress of students
- ❖ Discussion of the progress of students with class teachers and college tutors
- ❖ Provision of on-going feedback to students regarding the school based practice.
- ❖ Initial Induction

STUDENT INDUCTION: STUDENT INVOLVEMENT WITH OTHER STAFF

The Senior Mentor will have the opportunity to induct the student in housekeeping matters within the school. These will include: -

- ❖ Resource allocations
- ❖ Timetables
- ❖ School documentation
- ❖ School procedures
- ❖ Staffing complement
- ❖ Co-ordinator support
- ❖ General school organisation
- ❖ Expected standards, discipline etc.
- ❖ Health and safety issues

The roles of all the staff are discussed at this meeting and the Senior Mentor will endeavour to ensure that students are aware of the expertise and curricular involvement of different members of staff. If required, meetings with particular members of staff can be arranged for students e.g. Curriculum Coordinator for their

specialist area. Student observation of teachers other than the Class Teacher Mentor is actively encouraged at the discretion of the individual teachers.

Students will be given a pack containing relevant documentation and will have access to policies and schemes of work.

Full details of the role and responsibilities of the Senior Mentor can be found in the Partnership Handbook.

ROLE OF CLASS TEACHER MENTOR

The Class Teacher Mentors are the main supporters of students during the teaching practice. Class Teacher Mentors in Victoria will provide the following:-

- ❖ Day to day support
- ❖ Help with planning
- ❖ On-going monitoring of the School Experience file
- ❖ Observation of lessons on a regular basis
- ❖ Provision of feedback to students
- ❖ Help with resources
- ❖ Arranging of subject specific co-ordinator support if appropriate
- ❖ Provision of general advice, praise, encouragement and help on a range of educational issues.
- ❖ Provision of a formal schedule of training for the practice in order for the student's practice to be continuous and progressive. This involves meetings with Curriculum Leaders and observations of other teachers teaching, INSET etc.

Full details of the role and responsibilities of the Class Teacher Mentor can be found in the Partnership Handbook.

MONITORING STUDENTS

Students will be regularly monitored by: -

- ❖ Class Teacher Mentor
- ❖ Senior Mentor
- ❖ A member of the Senior Management Team when necessary

Monitoring proforma as provided by the college will be completed and through liaison with all parties concerned a valid and reliable assessment of the student's competence will be made. Summative assessment forms will be dealt with according to the arrangements in the Partnership Handbook.

COMMUNICATION WITH PARENTS / CARERS

Parents are informed of student involvement with their child's class through newsletters.

HOW PARTNERSHIP PLACEMENT MONEY IS USED TO SUPPORT THE STUDENT.

Money obtained from school placement of students is saved in the supply budget in order to release teachers for various matters. These may include discussion of curriculum matters with students, liaising with other schools to maintain standards with regard to students, student observation and paperwork.

STUDENT INVOLVEMENT WITH SCHOOL TRIPS.

Students are encouraged to be actively involved in helping to organise and take part in school trips in order to satisfy the standards they require for QTS.

PROCEDURES FOR WHOLE SCHOOL CONSIDERATION OF PARTNERSHIP ISSUES.

It is likely that at some time every teacher will fulfil the role of Class Teacher Mentor and for this reason it is important that all teachers are familiar with the role and responsibilities of the Class Teacher Mentor. The Senior Mentor will liaise with the Class Teacher Mentor and provide him/her with information concerning the requirements of the practice, including dates and times of visits. The Class Teacher Mentors and Senior Mentor will attend any UWIC courses that will further develop their role in the Partnership.

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