Dear Applicant,

We are delighted to hear that you have accepted our offer of a place on the BEd / MEd (Hons) Primary Education programme starting in September. Competition was particularly high for places this year and you have done very well in being offered a place.

Enclosed with this letter is a set of paperwork to ensure that you have complied with all pre-programme requirements. You will find:

- Paper 2: Requirements and Preparation
- Paper 3: Partnership at Winchester
- Paper 4: Activities in School
- Paper 5: Letter to Head
- Paper 6: Teacher Response form
- Paper 7: Student Reflection form

Copies of these documents are all available online at www.winchester.ac.uk/primaryeducation (under the heading on the right hand side, titled BEd / MEd (Hons) Primary Education Paperwork PDF’s).

As part of your preparations for the course, you are required to spend ten days in school(s) and subsequently reflect upon your experience. A letter from the Partnership Manager explains the procedure and provides details about the activities you will be expected to complete during this time. Once you have completed your placement, you will need to complete the Student Reflection Form and the School will need to complete the Teacher Response Form. Both of these documents should then be handed in to the Partnership Office during Induction week.

As a teacher, you will be regularly reviewing learning, how you impacted on it and what you need to do next. Your programme fosters the reflective professional in you from day one. At various stages in the programme we will ask you to formally review your progress and consider your next steps. During the first week of term you will begin an action plan to identify your strengths and any areas that need particular attention and support as you work in the University and in schools. These plans are subject to revision and change, however they will help you focus your study and enable you to personalise your training with our support. The first action plan will be based upon your experiences of your placement together with any suggestions you have.

If you require any additional support due to a disability or medical condition, please indicate using the online Declaration of Health form, as this will allow the University to support your needs appropriately. If you would like to find out more about the range of support we provide, please visit: www.winchester.ac.uk/studentservices.

As this is a professional programme, you are expected to attend all sessions. To enable you to plan around your commitments, the semester dates for 2014/15 are:

- Semester 1: 15 September-12 December
- Semester 2: 12 January-22 May

Please note that the timetable and tutorial group information will not be available until mid-September 2014. If you do have enquiries, please direct these to: Liz Havlin, Programme Administrator, on 01962 827299 or email liz.havlin@winchester.ac.uk.

We are confident that our programme will support you in your journey towards becoming a motivating and enthusiastic teacher and look forward to welcoming you during the week beginning 15 September 2014.

Yours sincerely,

Kriss Turner
Director, Department for Teacher Development
Email: Kriss.Turner@winchester.ac.uk
Telephone: +44 (0) 1962 827425

Dr Helen Clarke
Programme Leader BEd/MEd Primary Education
Email: Helen.Clarke@winchester.ac.uk
Telephone: +44 (0) 1962 827037
This document contains information about the activities that you are required to complete prior to starting the programme: the Declaration of Health, DBS disclosure and school placements.

**Declaration of Health**

The Declaration of Health form will enable an Occupational Health Advisor to confirm that you are fit to teach and to identify and advise on how to support any particular needs. Please ensure that you fully complete the form as this is intended to remove the need for a medical examination for the majority of students. To access the form, you will be required to log-in to the Applicant Portal (www.winchester.ac.uk/myrecord) where you will be able to access a link to complete the form online. We will notify you when the form is ready for you to complete via email and through the Learning Network. Please note, this is a National College for Teaching and Leadership requirement and failure to submit your completed Declaration of Health form will mean that although you achieve the academic requirements for entry, we would be unable to confirm your place on the programme.

**Disclosure and Barring Service (DBS)**

As you will be regularly supervising, training or being in sole charge of children you are required to apply to the DBS for an Enhanced Disclosure. An Enhanced Disclosure includes information from the Police National Computer, Departments of Health, Education and Employment, and information from the local police force. Please note, this process applies even if you currently hold a DBS, or if you declared a conviction on your application or declaration.

To apply for a DBS Enhanced Disclosure you will need to complete a DBS application form and return this to Course Enquiries and Applications, The University of Winchester, Sparkford Road, Winchester, SO22 4NR. In addition to returning your form, you will need to make a payment of £44.00 to cover the cost of your DBS form. Payments can be made via this website: www.winchester.ac.uk/dbs

The DBS will carry out checks and forward the results to both you and the University. In the event of the disclosure identifying different information to that of the declaration, the University may reconsider the offer of a place.

Having a criminal record will not necessarily bar you from enrolling on the programme, however this will depend on the nature of the circumstances and background of the offence(s). If your status changes at any time while studying on the course you must inform Registry immediately. At registration each year you will have to verify that there have not been any changes to the information previously provided.

**School placements**

The following information attempts to address some common questions and provide suggestions for preparing for the programme.

**School Experience**

In addition to your pre-programme placement, you will be in school for further weeks during your first year. It is important to create a good impression in schools and demonstrate your professionalism, so please remember that you will need some smart clothes to wear for school experience when you prepare for the programme.

**School Experience: Placement & Travel**

During the four years of the programme you will be placed in a variety of schools so that you can experience different ages, types of school and catchment areas. The wide geographical extent of partnership schools gives you the opportunity to have experience in Hampshire, the Isle of Wight, Dorset, Wiltshire, the Channel Islands and parts of Berkshire, Surrey and East London. We try to restrict students’ travel time to one hour each way but this is not always possible. Where students have personal reasons to be placed in a specific area, for example students who are carers, we do our utmost to accommodate these needs. If a student is asked to live away from their normal university address during a school experience their entitlement to claim expenses will be explained prior to the practice.
2. Requirements and preparation

You should expect your school day to match that of the school and teacher with whom you are placed. This will mean there will be variations but you can expect your day to start at, or before, 8.15am and probably finish between 4.45 and 5pm, this will be in addition to travel time. Various factors will influence the time you are in school, including for example parents’ evening and staff meetings which you are normally expected to attend. The timing of school terms may result in some placements starting the week prior to a University semester, or continuing after the semester ends.

Travel to and from school will be by a variety of means. Some students may be authorised to use their own cars provided that their car insurance covers them for this purpose. Others will travel in minibuses, public transport or hired cars. The University may contribute to the additional costs associated with school experience in some circumstances.

The Taught Modules
The taught programme in the first year includes modules on curriculum subjects and professional studies. The sections below, together with the Guidance for Activities in School, indicate the type of content in the modules and suggest ways in which you can prepare for the programme.

Educational Theory and Practice
This area covers the theory and practice of teaching and learning and draws together all the different strands of the programme. Through this subject you will reflect on practical experience in schools and analyse experience in the light of research and theory covered in taught sessions.

Education is often in the news. It is useful to make yourselves aware of the key issues that are currently making the educational headlines. Take a look at the Department for Education website (www.gov.uk/dfe). You can also use the TES (www.tes.co.uk) and the Education Guardian (published on a Tuesday but also available at www.guardian.co.uk/education).

Curriculum Subjects
The Course will cover the full range of subjects in the primary curriculum. In each subject you need to develop knowledge and understanding at your own level as well as understanding how children learn and the requirements of the primary curriculum. The area of subject knowledge is one which is often challenging, as your experience of being taught primary curriculum subjects was probably a while ago, and at your level, not at a depth to be able to teach others.
2. Requirements and preparation

English
The study of English involves understanding how children acquire language and literacy, what factors affect this and what knowledge teachers need to be able to teach effectively. You will need to study English at your own level as well as studying the primary curriculum.

In addition you should take the opportunity to read as many children's books as you can, as the study of children's literature is an important aspect of the programme. Read books from every level, from picture books to more complex books for older children and include anthologies, poetry and children's non-fiction. If possible, spend some time sharing books with children so that you can experience their reactions too. You should begin to build up a collection of books which you can draw on when you are working in schools. Your reading should include a range of authors and genres (e.g. historical, fantasy, myths, legends, fairy stories, science fiction, contemporary realism, and humorous). Some authors worth exploring are: Philip Pullman, Jon Scieszka, Jacqueline Wilson, Malorie Blackman, Anthony Brown, Quentin Blake, Michael Morpurgo, Anne Fine, Martin Waddell, Philip Ridley, Gillian Cross, John Burningham, Joan Aiken, but the list could be endless, so enjoy reading and discover the good authors for yourselves (and rediscover some from your own childhood reading!). For poetry, you could make a good start with John Agard, Allan Ahlberg, Charles Causley, Ted Hughes, Grace Nichols, Michael Rosen, Jackie Kay, Judith Graham. For non-fiction you could look at texts by Dan Green and by Philip Ardagh, as well as exploring the Insiders series and the Infinity series.

Mathematics
In mathematics you will explore attitudes to mathematics, deepen your own knowledge and understanding, and explore teaching and learning in the subject.

Science
In science you will be developing your own knowledge of the subject but more particularly developing your confidence in the knowledge that you already have. You will learn how to teach investigative science as an exciting, practical subject that you, the teacher, and the children enjoy studying in the classroom.
In addition, it is useful to look at children's television and see how science is portrayed in cartoons and fictional programmes as well as in more factual presentations. This will give you some ideas about the preconceptions that children bring to the classroom.

**Information and Communications Technology**

The Primary Education programme has been designed to ensure that all Newly Qualified Teachers (NQTs) are confident and competent in the use of ICT, both to enhance children's learning and for their own professional needs (administration, record keeping, communicating with teachers in other schools, etc). With these needs in mind, you will have opportunities to develop your confidence and competence with ICT in a range of situations, including school experience. However, if you have had little experience with ICT to date, you may wish to use some of the time between now and the start of your programme gaining some first-hand experience.

A 'book bundle' of core texts will be available to purchase from the University Bookshop, at a discounted price, during Welcome Week. The 'book bundle' includes:


*Lost and Found* by Oliver Jeffers

*Wonder* by R. J. Palacio
Dear Applicant,

We are delighted to hear that you have accepted our offer of a place on the BEd/MEd (Hons) Primary Education programme starting in September and look forward to working with you.

The Guidance for Activities in School document (paper 4) provides details of the school based activities which you will need to undertake prior to the start of the programme. The Department for Education (DfE) has outlined statutory requirements for the amount of time that you spend in school as part of your programme and the initial ten day placement contributes to this period. Therefore, whatever your previous experience in working with children in schools, the expectation is that you will arrange ten days in schools and settings and complete these activities before commencing the programme. The ten days do not have to be completed in a block and individual days can be arranged over time if this is more convenient to you and the school(s). For those on both the Early Years and the 5-11 programme, time spent in a Reception class can be counted towards KS1 experience.

The activities are intended to provide a foundation of experience on which you can draw in the early weeks of the programme and on which you can build as the programme progresses. It will enable you to begin to consider professional attributes in context and relate these to your own experiences, skills and knowledge that you are bringing to the programme. For copies of all the documents, please visit: www.winchester.ac.uk/primaryeducation (under the heading on the right hand side, titled BEd/MEd (Hons) Primary Education Paperwork PDF’s).

As induction begins week beginning 15 September 2014, it is advisable to complete this school experience in the summer term if possible. Please contact the Partnership Office (01962 827473) as soon as possible if you have any difficulties in completing the school based ten days before the start of the programme, to consider alternative arrangements.

The activities are designed to be as flexible as possible, so that you can carry them out in any school. Please read the instructions carefully and ensure that you use the forms to track your completion of and reflection on days in school. You will need new forms for each school that you visit. You must hand in copies of the Teacher Response Form and the Student Reflection Form to the Partnership Office during Induction week. These forms will be the start of a Professional Development Portfolio that will be maintained throughout your programme and will form the basis of early discussions on professional practice.

Good luck in arranging your placement(s) and enjoy carrying out the activities. We look forward to seeing you in September.

Yours faithfully

Barry M. Harwood
ITE Partnership Manager
Barry.Harwood@winchester.ac.uk
1 Undertaking the placement in school(s)

Ideally the ten working days should be organised so that you spend five days in each of the two key stages. For those on the 5-11 course, five days should be in Reception or Key Stage 1 and five in Key Stage 2. For those who are considering a place on the Early Years specialist subject five days should be in the Early Years Foundation Stage and five days in Key Stage 1. You may gain experience in one or more schools, but some of this should be in the state system, rather than private, independent or free schools. The days do not have to be in the form of a continuous block.

DBS (Disclosure and Barring Service) Disclosure - Although you will not be expected to take sole responsibility for the children and work with them unsupervised, the school(s) you approach for this experience may ask to see your DBS certificate. You may already have one that you can use. After your acceptance of a place on this programme, we organise enhanced DBS clearance for you to be admitted into schools. Please ensure that you have completed the form ASAP so that you can use the clearance if required.

2 Purpose

The purpose of these activities is to give you an opportunity to focus your observations in a structured way. Completing the ten days before the start of your programme provides you with a good basis for discussion in the early part of the taught modules. Working in two age phases will give you an appreciation of how children change and develop over the period of primary school years.

3 Expectations

a. You should approach the school(s) which you hope will accommodate you by writing a letter in which you introduce yourself and explain the purpose of your visit(s). You should enclose the introductory letter from the University. Please do not send the letter from the University without an accompanying letter of your own.

b. The activities should be carried out after discussion with the class teacher. Each activity should be separately evaluated and any notes retained in a file or notebook. Bring this file or notebook to the University when you start the programme. At the end of the time spent in school the teacher(s) or head teacher(s) should be asked to complete a response form. Copies of these forms, together with your evaluation for each school or setting, need to be handed in to the Partnership Office during Induction week.

c. The activities will only take up a proportion of your time in school. You may negotiate with the teacher how the rest of your time is to be used. Remember that you are in a position of trust and use the opportunity to develop a sense of professionalism, dressing and behaving appropriately.

4 Activity Outline

Where possible, the activities should be completed for each key stage with which you work. Where you are asked to observe, it is expected that you will be a ‘participant observer’ in actual lessons, taking part rather than observing from the sidelines. Please record your observations and notes in a notebook or file in a format which will enable you to bring them into University to share. Use these notes to record a formal evaluation for each school or setting (not for each activity) to submit to the Partnership Office during Induction week.
Activity - A  Observe the start of the school day
How do the children arrive at school? What happens in the playground at the start of the day? How do children enter the building? What kinds of interaction are there between parents/carers and teachers/other school staff? What routine does the teacher use to settle the class at the start of the morning?

Activity - B  Keep a journal for each day in school
What does the teacher do at different times of the day? Identify the different roles that teachers perform. Begin to note areas for your own professional development.

Activity - C  Focus on Language
Observe, listen and make notes on the range of speaking and listening in the classroom. How does the teacher encourage groups to use speaking and listening to solve problems? For one lesson note all the questions the teacher asks. How do the children respond, e.g. hands-up, whiteboards, talking to a friend?

Activity - D  Focus on English
What opportunities do the children have to choose and talk about books? What reading resources are available for children? How does the teacher organise reading opportunities in the classroom?

Activity - E  Focus on attitudes towards Mathematics
How does the school promote positive attitudes towards mathematics? How are different teaching strategies or resources used to engage all children actively in mathematics?

Activity - F  Focus on Science
Ensure that you observe one science lesson. What resources are used? What kind of classroom organisation does the teacher use when teaching science?

Activity - G  Focus on ICT
Look at the school website. What opportunities are there for parents to be informed of or engage in school activities?

5 Formal record of attendance
The pre-programme placement counts towards DfE requirements for days in school. Please complete a teacher response form for each school (not for each activity), which you will submit to the Partnership Office.
Dear Head Teacher,

Applicants for a place on the BEd / MEd (Hons) Primary Education degree at the University of Winchester.

Primary schools remain generous of their time in supporting the next generation of teachers. I am aware that this letter is probably one amongst a number of similar requests. Should you be able to help this prospective student, we would be very grateful indeed. This standardised letter is written to accompany a personal letter from a prospective student.

One of the ways in which we can provide a firm foundation for students in the early part of our three and four year initial teacher education degree programmes is to insist upon placements in primary classrooms prior to the commencement of the programme. The placement is for ten days, ideally five in two different key stages. The ten days do not have to be completed in a block and individual days can be arranged over time if this is more convenient.

The applicant who has sent this letter to you is required by the University to complete activities in each key stage. The purpose of this initial placement and the activities is to ensure that students gain a realistic idea of the demands, satisfaction and complexity of the class teacher’s role. The tasks will also be used to generate and focus discussion in the early part of the programme. You will find attached a copy of the activities that we would ask you to pass on to the teacher(s) concerned. The activities are designed to be as flexible as possible, so that they can be carried out in any school or setting.

If you are willing to offer this applicant the opportunity to spend some time in your school, we would be grateful if you or the main teacher involved would complete a response form (held by the applicant) confirming the number of days spent in the school. It is helpful if a brief statement could also be included about the potential of this person for teaching and particular strengths shown. On arrival at the University, students have to hand in the form as evidence of having undertaken the work. Notes and observations made by students during the placement will contribute to the programme during the first year, but any references should be anonymous.

As part of the application procedures to the University, this candidate is required to complete an application for enhanced DBS disclosure to commence an ITE programme in accordance with DfE requirements. However, when they approach you they may not necessarily have their clearance and understand in this instance you will follow your own school policy.

Please do not hesitate to contact me if you have any queries about the placement.

Thank you in anticipation.

Yours faithfully

Barry M. Harwood
ITE Partnership Manager
Barry.Harwood@winchester.ac.uk
To be submitted during Induction week to the Partnership Office.

<table>
<thead>
<tr>
<th>Name of Student</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of School</td>
<td></td>
</tr>
<tr>
<td>School Email</td>
<td>School Telephone</td>
</tr>
<tr>
<td>Name of Teacher</td>
<td></td>
</tr>
<tr>
<td>Address</td>
<td></td>
</tr>
<tr>
<td>Age range of class(es) taught</td>
<td>Number of days completed</td>
</tr>
<tr>
<td>Signature of Student</td>
<td>Date</td>
</tr>
<tr>
<td>Signature of Teacher</td>
<td>Date</td>
</tr>
</tbody>
</table>

Please feel free to use the space below for further comment on the potential of the student for teaching. Your comment at this stage is helpful in placing and supporting the student on the first year School Experience placement.

<table>
<thead>
<tr>
<th>Relationships with children</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationships with staff and other adults</td>
<td></td>
</tr>
<tr>
<td>Professional attributes</td>
<td>e.g. attitude, communication, use of initiative, approach</td>
</tr>
<tr>
<td>Ability to review and reflect</td>
<td>e.g. responses to tasks set or attempted, consideration of impact of observations on children's learning, awareness of skills required to teach</td>
</tr>
<tr>
<td>Any other comments</td>
<td></td>
</tr>
</tbody>
</table>
Please complete and make two copies of this form. Return one to the Partnership Office together with the Teacher Response Form during Induction Week. Retain the second for your own records, together with any records you kept in school. You will be asked to refer to these during your first year.

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of school</td>
<td></td>
</tr>
</tbody>
</table>

Reflect upon your activities and experiences in this school. How have they improved your understanding of teaching and learning in schools? What personal strengths do they highlight?

What would you consider to be your challenges if working in this school? Set yourself some targets to begin to address these.