

STUDENTS IN SCHOOL POLICY

INTRODUCTION

We welcome a wide range of students to work with us at Crosshall Infant School. They fall into two main categories:

- work experience students;
- teacher training students.

Work Experience Students

We accept students from the two local secondary schools who are nearing the end of Year 10. They spend a week with us to gain experience in the work place. We are willing to consider secondary school students who need to gain work experience as part of their GNVQ courses. We also accept work experience students from other secondary schools, i.e. Kimbolton, if they contact us directly to make arrangements. These students tend to organise weekly visits and stay with the same class for a number of weeks.

We also accept students from regional colleges, Huntingdon, Bedford and Cambridge, and they are mostly pursuing courses in child care. These students work in school for a given number of days each week and sometimes for a block experience. We are also happy to accept students pursuing business courses who require experience in office work.

Teacher Training Students

We participate in the training of students pursuing P.G.C.E. courses. Their courses can require them to attend school for a given number of days per week and to undertake block teaching practices. They can also be in the form of school direct placements where they are based in the school for a year, with a day release for training. We take students from the University of Bedfordshire, Pilgrim Partnership, CTSN (Cambridge Teaching School Network) and Bedfordshire's Schools Training Partnership.

We sometimes have requests from students from various other institutions who ask if they can spend time with us to observe and assist in school as part of their training or to help them decide if they want to take up a career in teaching.

Every member of staff has a role to play in the training and care of students and is described as follows:

Provider
Co-Ordinator
Mentor
Teacher/Tutors
Office Tutors

WORK EXPERIENCE STUDENTS

Our aims and responsibilities towards work experience students are as follows:-

- For the mentor to provide a clear and comprehensive introduction to the school at the beginning of each work experience (see Appendices for information sheets).
- To provide meaningful tasks.
- To provide appropriate instructions and supervision whilst using equipment.
- To provide care and supervision at all times.
- To develop a sense of responsibility in the student towards their work.
- To encourage the student to develop initiative.
- To help them gain confidence in working with a team and in relating to adults and children.
- To develop a sense of pride in their work and achievements.
- To encourage quality of work.
- To encourage a positive attitude to their work and to people.
- To ensure that they are able to carry out any tasks set by their schools/colleges.
- To read and sign log books, to complete summative reports, give constructive oral feedback on a weekly basis whenever possible and where applicable discuss and complete with the student profiles of professional development.

The school is obliged to abide by the agreements of understanding set out by the regional colleges and to follow any practical guidelines supplied by the schools and colleges (see Appendices).

We require work experience students to sign an agreement form in respect of confidentiality, health and safety and security (see Appendices).

INDUCTION PROGRAMME FOR SECONDARY SCHOOL WORK EXPERIENCE STUDENTS

Year 10 Students from Secondary Schools

During an initial interview with the Student Leader the following information is supplied:

- hours of working
- security procedures i.e. signing in using the touch screen in the entrance hall, issue of security badge
- assembly, break and lunch times
- coffee and tea facilities
- cost of school lunches
- absence procedures
- dress code
- requirements of dress for P.E. lessons
- summary of people who work in school
- organisation of school
- map of school
- the importance of confidentiality and signing of agreement by student
- the importance of not posting things on social network sites about their placement
- location of Health and Safety Board
- availability from teacher tutor of the Health and Safety and Equal Opportunities Policies, both of which must be read
- job description
- reminder to keep teacher tutor informed of any forms, diary sheets, questionnaires, etc. that must be signed or completed by her

The attached information sheet is issued to each student.

Students are shown around the school and introduced to their teacher tutor, the Headteacher and office staff.

The teacher tutor will supply the following additional information and guidance:

- classroom routine
- use of paper cutter, laminator and photocopier
- location of storage areas e.g. paper shelves etc.
- names of members of staff within the unit.

INDUCTION PROGRAMME FOR REGIONAL COLLEGE STUDENTS

During an initial interview with the Student Leader the following information is supplied:

- hours of working
- security procedures i.e. signing in using the touch screen in the entrance hall, issue of security badge
- assembly, break and lunch times
- coffee tea facilities
- cost of school lunches
- absence procedures
- dress code
- requirements of dress for P.E. lessons
- summary of people who work in school
- organisation of school
- map of school
- importance of confidentiality and signing of agreement by student
- the importance of not posting things on social network sites about their placement
- location of Health and Safety Board
- availability from the teacher tutor of the Health and Safety and Equal Opportunities Policies which must be read
- job description
- reminder to keep teacher tutor informed of any tasks set by college which need to be carried out with children
- reminder to bring file, log book and attendance card into school each day so that they may be signed/shared at any time

The attached information sheet is issued to each student.

The students are introduced to their teacher tutors and the Headteacher.

The teacher tutor will supply the following additional information:

- classroom routine
- use of paper cutter, laminator and photocopier
- location of storage areas e.g. paper shelves etc.
- names of staff within the unit

CAUSE FOR CONCERN

Should any work experience student give cause for concern the mentor needs to speak to the Student Leader so that steps can be taken to rectify the problem. The problem may concern the student's attitude, unacceptable behaviour, lack of punctuality, inability to relate well to adults, to the children or to the nature of the work. These problems will be conveyed to the appropriate school or college tutor. In the event of accident or sickness at work the student's parents will be contacted.

TEACHER TRAINING STUDENTS

THE ROLE OF THE SCHOOL

- Participate in the admission procedures.
- Facilitate the school-based tasks.
- Provide opportunity for the progressive development of student competence.
- Assist the professional development of the student through classroom practice.
- Assess the student's competence to teach.
- Provide sufficient time to allow mentoring of the student.
- Participate in course planning and evaluation.

THE ROLE OF THE HEADTEACHER AND STUDENT LEADER

- Select mentors.
- Support the mentor in their role.
- Management of funding paid to the school by the university.
- Provision of cover to allow mentors to carry out their role.
- Ensure that liaison occurs between link tutors, mentor, teachers and students as appropriate.
- Ensure the partnership arrangements are met.
- Support the mentor in ensuring that students have access to effective role models.

THE ROLE OF THE STUDENT LEADER

- Be responsible for all students in the school.
- Induct students into school procedures, practices and organisation (see Appendices).

- Liaise where appropriate with the Headteacher, mentors and outside bodies (see below).
- Attend cluster and regional meetings.
- Establish a supervisory relationship with students, which is based on help and support.
- Monitor and help students to complete profiles and Records of Professional Development.
- Provide written and oral formative feedback.
- Write reports. Judge whether or not the evidence a student provides for their trainee profile demonstrates the standard they have achieved.

LIAISON BETWEEN STUDENT LEADER AND MENTORS

The Student Leader and mentor work closely together to achieve the following:-

- planning the student's timetable enabling the student to carry out school-based tasks.
- helping the student to become a member of the school staff.
- ensuring that students have access to positive role models of effective teaching throughout the school.
- encouraging students to identify learning processes and set objectives for children's learning.
- enable students to plan and teach group and whole class activities.
- encourage students to analyse their own classroom performance and set targets for development.
- ensure students' planning is appropriate.
- encourage students to be analytical in their approach to school-based tasks.

THE ROLE OF THE MENTOR

Mentors have a particular role in making their own classroom practice explicit including assessment, recording and reporting.

- Help students to see themselves as teachers and to be seen as such by the pupils.

- Give students support and advice through observation and constructive criticism, which will enable them to develop their professional competence.
- Provide written observations of student's performance.
- Offer the students a constructive framework in which to plan their work effectively and coherently.
- Allow students the space and opportunity to exercise their skills to the full.
- Provide opportunities and support for school-based curriculum tasks.
- Help students in the preparation of their planning both in subject areas, timetabling and class management.
- Work in close partnership with the Student Leader by jointly discussing the student's progress.
- Give early warning of emerging difficulties so that the interests of the school, the children and the student are safeguarded.

The importance of the mentor's contribution is vital to the success of students. Their role will differ according to the level of work and the stage of development reached by the student. Their role is particularly important in the student's final practice when he/she is expected to take responsibility for all aspects of a class and the work the children cover.

The students are expected to be given a percentage of non-contact time during their training period.

"EXPECTATIONS OF THE STUDENTS IN SCHOOL"

Whilst in school all students are required to observe the following code of professional conduct:-

- Establish a positive working relationship with the teaching and non-teaching staff (be co-operative, tactful and courteous).
- Arrive **at least 30 minutes** before the children's day begins. If it is necessary to be absent they should contact school as early as possible in the morning, preferably by 8.15 a.m.
- Realise that there are many aspects of the teaching role that need to be undertaken after the children have gone home.

- Be suitably dressed to fit with the prevailing standards and expectations of the school i.e. be tidy and smart in appearance.
- Respect confidentiality at all times.
- Know and maintain at all times, the school's behavioural policy.
- Have due regard for the safety and welfare of the pupils at all times.
- Maintain unprejudicial attitudes and behaviour to all people in the school community.
- Be willing to assist in extracurricular activities.
- Be willing to seek help, consider advice and accept constructive criticism.
- Attend and participate in professional meetings as appropriate.

INDUCTION PROGRAMME FOR INITIAL TEACHER TRAINING STUDENTS

During an initial meeting with the mentor the following information is supplied:

- staff list and responsibilities
- organisation of the school - units, classes, groupings etc.
- description of catchment area
- a map of the school
- school times
- important dates
- staff-meeting days
- extra-curricular activities
- summary of OFSTED report
- last Trustees Annual report and financial statements

- the importance of confidentiality is stressed
- car parking arrangements (car parking permits are issued)
- tea and coffee arrangements
- security procedures (each student is issued with a security badge)

Attention is drawn to the student copies of the school policies of which the following must be given priority and must be read as early as possible in the student's training:

- Behaviour Policy.
- Health and Safety Policy and procedures.
- Equal Opportunities Policy.
- Spiritual, Moral, Social and Cultural Policy.
- Special Educational Needs Policy.

The student will become familiar with subject policies as and when their training programme requires. **Maths and English** will carry the greatest weight.

The student will require the following additional information from their mentor*:

- class list
- timetables
- special needs information
- mid-term planning
- year plan
- handwriting style used
- how reading is organised

Non-contact time is organised for those involved in the induction of students.

*The Student Leader is perceived as that person who oversees his/her training in school and with whom he/she may or may not be based. Some training institutions use the term 'mentor' for the person with whom a student is based but will not have responsibility for overseeing the training or making final judgements.

Partnership Agreements:

- University of Bedfordshire Placement Partnership Agreement 2023-2024
- Partnership of agreement between Work Experience Students and Crosshall Infant School

Approved: January 2025

Next Review Due: January 2026

Appendix 1 **Crosshall Infant School Academy Trust**
Work Experience

- **Hours of working:** 8.30 - 4.00
- Please sign in using the ELECTRONIC SCREEN each time you enter or leave the building. Enter the times you arrived and the time you left.
- **Assembly times:** this does vary depending on the day and year group.
 - You will need to attend assemblies unless it is your class teacher's playground duty when you will take a break during the assembly time and then assist the teacher on playground duty.
- **Morning break:** 10.30-10.45
 - Coffee and tea are available in the staff room. You are welcome to help yourself or you may wish to bring your own drinks. Please use the staff room when you are not busy during playtimes and lunchtimes. It will be a chance to meet and chat with other members of staff.
 - Please note the staff room is a mobile phone free zone.
 - Whilst you are in the playground, please remember that you are assisting with supervision.
- **Lunchtime:** 12.00-1.00 (foundation stage) 12.30-1.30 (Key Stage 1)
 - If you wish to leave the premises you may do so at 12.05/12.35 and return by 12.55/1.25.
 - If you would like a school lunch at any time then it must be booked at 8.45 in the office. Please check with the office staff the price of a school meal.
- **Absence:** if you are unwell and cannot attend please ring the school office by 8.15 01480 475980. Please note the class teacher will have planned you into the teaching day so the more notice we can have the better.
- **Dress:** Please dress smartly. Do not wear jeans, miniskirts or t-shirts with thin straps. Remember you will be working with small children and you will need to get down to their level. Do not wear trainers or clothing bearing sports logos, except for PE. Discreet jewellery and no facial body piercings other than ears. On PE days you will need to bring suitable clothing (including trainers) to change into so you can participate and help the class teacher.
- **People who work in school:**
 - Head Teacher - Mrs Rebecca Sawford
 - Teaching staff
 - Teaching assistants
 - Kitchen staff and mid-day supervisors
 - Site manager

- Cleaning staff
- Office staff
- Helping parents
- **Confidentiality:** please treat anything you may hear about any child or person in the school with strictest confidence. Things you do in your placement should not be posted onto social networking sites.
- **Health and safety:** you must make sure that you read the Health and Safety notice board outside the staff room. Ask your teacher-tutor for time to do this during your first day. You must also read the schools Health and Safety policy and Equal Opportunities policy. The class teacher will be able to get you a copy of this which you must read whilst on school premises. These policies should not go home.
- **Be prepared to:**
 - Work with small groups of children
 - Help staff with practical everyday tasks necessary for the smooth running of the class and school
- Please ensure that you inform your teacher-tutor, well in advance, of any forms/questionnaires that you may need to be completed so that she can arrange a time to do this with you.
- Our aim is to make your time here as enjoyable and as profitable as possible. Please ask if you need to know anything or let me know if you have any worries.

Most importantly...ENJOY YOURSELF!