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University of Manchester, Manchester Institute of Education

PGCE RoAD – *selected pages* Record of Achievement and Development 2019-20

“Empowering Future Generations”

Subject:	_____
Trainee:	_____
University Tutor:	_____
Placement (1):	_____
Mentor:	_____
Placement (2):	_____
Mentor:	_____
Placement (3):	_____
Mentor:	_____

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A: Monitoring Overall Progress

Individual Development Plan (summary document – may refer to more detailed documents at subject level)

	For Placement 1		For Placement 2		For Placement 3	
Experience	HE: First degree subject(s): First degree classification: First degree institution: Details of higher degrees (if any):		Summary of P1 experience (classes, years etc) Experience still needed in KS3 / KS4 / KS5 ?		Summary of P1 experience (classes, years etc) Experience still needed in KS3 / KS4 / KS5 ?	
Strengths	1. (from interview) 2. 3.		1. (Placement 1 summative) 2. 3.		1. (Placement 2 summative) 2. 3.	
Targets / areas for development	1. (from interview) 2. 3.		1. (Placement 1 summative) 2. 3.		1. (Placement 2 summative) 2. 3.	
Action to be taken to address targets	1.	Complete Y	1.	Complete Y	1.	Complete Y
	2.	Y	2.	Y	2.	Y
	3.	Y	3.	Y	3.	Y
Additional needs (including subject knowledge)	1. 2. 3.		1. 2. 3.		1. 2. 3.	
Steps to address identified needs	1.	Complete Y	1.	Complete Y	1.	Complete Y
	2.	Y	2.	Y	2.	Y
	3.	Y	3.	Y	3.	Y

Monitoring the RoAD

RoAD Check List for completion by Peer / Tutor / School Liaison Officer

Trainee		Subject
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	P1	P2	P3
School			
Mentor			
Comments section – indicating which areas are satisfactory or in need of attention			
Individual Development Plan up to date			
Weekly lesson observations from mentors recorded with targets etc.			
Weekly mentor meetings recorded appropriately by trainee			
Progress matrix – added to during the placement, indicating evidence where appropriate: to be discussed with mentor near end of placement.			
Summative Reports in place and completed as appropriate.			
Placement Induction Evaluation completed and actioned appropriately			
Record of review meeting with professional mentor			
School Professional Studies record (up to date)			
Record of attendance up to date and agreed with subject mentor			
Reviewer (name)			
Date			

Review Meetings with Professional Mentor

- 1 To review and gain an overview of trainee's progress (*two weeks of placement left*).
- 2 To celebrate strengths and successes
- 3 To consider, discuss and set developmental targets or action in remaining two weeks.
- 4 To moderate and standardise subject mentors' judgements so far.

Trainees should bring to the meeting: two recent lesson plan with evaluations, two lesson observations, progress matrix and latest completed Yellow Questionnaire.

Professional Mentors will typically spend 15/20 minutes discussing and reviewing documentation, sharing judgements and setting developmental targets with the trainee.

Trainee/PM to make notes on meeting below

		Placement 1	
Areas for scrutiny and discussion	PM comments and judgements.		Key areas for development for the remainder of this placement and next
1 Individual Development Plan – refer to trainee's targets			
2 Planning Refer to two recent lesson plans.			
3 In lessons: Refer to two recent lesson obs. and trainees' own reflections.			
4 Feedback and targets – and the trainee's response			
5 Progress matrix – reviewing progress as indicated to date – trainee's notes with evidence where appropriate			
6 Wider school involvement, eg. CPD, form group, extra curric, SEN, PHSE, RSE, events.			
Professional mentor to sign	Signature		

B: Placement documentation

Lesson observation form

Placement 1

Week 1 2 3 4 5 6 7 8 9

<p>↓ Tick statements to indicate strengths in the lesson.</p> <p>↓ Highlight statements to indicate areas to reflect on.</p> <p>↓ Use these statements as prompts in written feedback in the three sections.</p>	Trainee	Date
	School/College	Number in group
	Mentor/Teacher/Tutor	Year group/ability information
	Lesson Topic	Observation Focus standards or previous targets
<input type="radio"/> Demonstrate good subject knowledge S3 <input type="radio"/> Stimulate and maintain pupils' interest and curiosity in the subject S3 <input type="radio"/> Promote high standards of literacy, numeracy and communication S3	Subject and curriculum knowledge	
<input type="radio"/> Set high expectations <input type="radio"/> Establish a secure learning environment that promotes good pupil progress and behaviour S1 <input type="radio"/> Build on, consolidate and extend pupils' capabilities, prior knowledge and understanding S2 <input type="radio"/> Ensure all learners make progress that is at least good S2 <input type="radio"/> Guide pupils to reflect on their progress and their learning needs S2 <input type="radio"/> Plan lessons using reflection on teaching S4 <input type="radio"/> Use questioning and discussion to promote learning S4 <input type="radio"/> Promote a love of learning and intellectual curiosity S4 <input type="radio"/> Plan well-structured lessons that use time and resources effectively S4 <input type="radio"/> Maintain a good relationship with pupils S7 <input type="radio"/> Manage pupil behaviour effectively and appropriately including low level disruption S7 <input type="radio"/> Have clear rules and routines and high expectations of behaviour S7 <input type="radio"/> Be aware of the needs of all pupils and differentiate appropriately S5 <input type="radio"/> Be aware of potential barriers to learning, including pupils with SEN, EAL or disabilities S5	Planning and teaching Note features of the lesson: how planning supports the lesson; the trainee's approach to the class; the class and individuals' responses in terms of knowledge, skills and understanding, observed through eg. discussion with pupils, pupils' actions, pupils' responses (verbal, written).	

<input type="radio"/> Make use of formative assessment to promote pupil progress and learning S6 <input type="radio"/> Use assessment which is appropriate to the subject and curriculum S6 <input type="radio"/> Give pupils regular accurate oral and written feedback and encourage them to respond S6 <input type="radio"/> Plan lessons using pupil data to extend pupils' capabilities, knowledge, skills and understanding S4, S5, S6	Use of assessment How are trainees assessing progress during the lesson, techniques used.
Standards Nos Added by mentor or trainee	Progress on previous targets Trainee to complete. 1. 2. 3.
Standards Nos Added by mentor or trainee	Key strengths of this lesson: At least three, at least one subject specific. 1. 2. 3.
Standards Nos Added by mentor or trainee	Targets Up to three clear and concise target, at least one subject specific. Where possible, suggest how they may be achieved. Follow up in weekly mentor meeting. 1. 2. 3. <p style="text-align: right;">To the trainee: identify how these targets will improve your lessons</p>

Common format agreed by The University of Manchester and Manchester Metropolitan University
Trainee to copy more observation report sheets if the mentor writes them by hand

Record of weekly mentor - trainee meeting (trainee to complete)		Placement 1: Week 1
		Date:
Areas for discussion	Trainee please make notes here ahead of the meeting. Mentor to add.	
Lesson observations by trainee – focus		Class(es) observed by school mentor
Progress this week.		Tick if discussed
Identified strengths.		Frequent discussion:
Targets for next week (reference Standards where appropriate)		Lesson plans and resources
Actions in support of targets.		Subject knowledge
Signed by Mentor		Subject pedagogy
Signed by Trainee		Class management
		Use of assessment
		Pupil progress over time
		Use of mark book
		Assignments
		Safeguarding
		When relevant:
		Support for individual pupils including SEN, Disability, EAL, Pupil Premium
		Joint planning of a lesson
		Support staff, use of TAs, etc.
		Trainee CPD / EPS etc
		Independent Study Packs
		Use of ICT
		Use of teacher planner
		Activities beyond the department
		Communicating with parents
		Weeks 3 & 7
		Review progress matrix for overview of strengths and areas for development.

Placement 1 Progress Matrix (trainee to complete)

Formative use of the Progress Matrix: The 'Meeting Standard' descriptors help trainees and those assessing them to determine areas for development, and to identify areas where a trainee is on track. On each page, trainees should make notes during the placement to indicate how they are meeting the standard overall. These notes will inform a discussion with the subject mentor prior to completion of the trainee's summative report, with the aim of identifying strengths and areas for development in the following placement.

Notes may refer to evidence such as:

- Subject knowledge audits
- Planning documentation – lesson plans, medium term plans
- Lesson resources
- Lesson evaluations
- Pupil assessment records, records of rewards and sanctions
- Reflective documents
- Lesson observations by mentors and tutors
- Records of weekly mentor meetings
- University assignments and ISPs
- Pupils' books including teacher feedback

The Progress Matrix should be scanned and uploaded to Blackboard at the end of the placement.

The standards are addressed in the following order, to support a coherent perspective on developing practice:

- **subject and curriculum knowledge (S3);** - this will be ongoing and will include the development of pedagogical content knowledge
- **planning and teaching (S4, S2, S5, S1, S7);** this encompasses the core processes of lesson planning and learning-teaching, of which classroom management and behaviour for learning is an integral element, rather than seen separately.
- **assessment (S6);** a particular focus on this central feature of learning-teaching, linking also to summative and national assessment.
- **wider responsibilities (S8);** this includes the activities that teachers engage in and are responsible for beyond the subject and classroom, and which lead to their development.
- **professional conduct (Part 2)** - no collation of evidence by trainees is necessary for this part. However, the points listed should be reviewed briefly in weeks 3 and 7 along with other Standards, to highlight any areas of concern.

Subject and curriculum knowledge

Prompts	Meeting standards	S3: Demonstrate good subject and curriculum knowledge
<p>a) Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</p> <p>b) Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</p> <p>c) Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject</p>	<p>Appropriate subject knowledge in relation to their specific subject area and its place within the wider curriculum.</p> <p>Can maintain pupils' interest by delivering effective teaching episodes, supporting learner progression and addressing misunderstandings.</p> <p>Can demonstrate awareness of developments and changes in subject and curriculum areas.</p> <p>Promotes scholarship amongst pupils within subject and curriculum areas.</p> <p>Can demonstrate understanding of strategies for promoting high standards in literacy, articulacy and the correct use of standard English.</p>	<p>Describe here how you have demonstrated progress against this standard during this placement. Refer to evidence in your RoAD and School File where appropriate.</p>

Planning and teaching

S4: Plan and teach well-structured Lessons

Prompts	Meeting standards	S4: Plan and teach well-structured Lessons
<p>a) Impart knowledge and develop understanding through effective use of lesson time.</p> <p>b) Promote a love of learning and children’s intellectual curiosity.</p> <p>c) Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.</p> <p>d) Reflect systematically on the effectiveness of lessons and approaches to teaching</p> <p>e) Contribute to the design and provision of an engaging curriculum within the relevant subject areas.</p>	<p><i>Can maintain the pace of the learning and the ability to respond flexibly to events.</i></p> <p><i>Can adapt teaching in order to respond to the needs of pupils.</i></p> <p><i>Can employ teaching strategies and resources, which support pupils in developing their knowledge, skills, understanding, interests, enthusiasm and intellectual curiosity.</i></p> <p><i>Homework is planned to provide opportunities for consolidation of learning. Some thought is given to out-of-school learning.</i></p> <p><i>Evaluates and reflects in order to improve on own practice.</i></p> <p><i>Assesses the effectiveness of lessons and approaches to learning, seeking advice from colleagues on how to improve, and acts appropriately on feedback and targets.</i></p> <p><i>Can work collaboratively with colleagues, and is aware of recent curriculum developments when adapting and/or developing existing curriculum.</i></p>	<p>Describe here how you have demonstrated progress against this standard during this placement. Refer to evidence in your RoAD and School File where appropriate.</p>

PGCE Secondary Progress Report – Placement 1

Trainee:		Mentor completing report:	
School/College		Date	
Classes and Subjects/Topics Taught			
KS3	KS4	16+	
Please indicate whether the trainee is on track with each group of standards, overall:	y/n	Please summarise the progress the trainee has made over the placement in this area.	
Subject and curriculum knowledge Demonstrate good knowledge (S3)		<i>Please expand boxes if necessary</i>	
Plan and teach good lessons (S4) including: - Set high expectations (S1) - Promote good progress (S2) - Manage behaviour (S7) -Adapt teaching to pupils (S5)			
Assessment Use assessment productively (S6)			
Fulfil wider professional responsibilities (S8)			
Professionalism Part 2: Maintain high standards of ethics and behaviour		<i>Trainees will be on track with Part 2 unless they have been unprofessional: ie they have failed to uphold public trust in the profession, acted outside the law, or failed to demonstrate proper regard for the ethos and expectations of the school.</i>	

Targets: based on your knowledge of the trainee and the progress they have made during this

placement, please outline **three areas** for development for the next placement, indicating some specific approaches that you think may be useful in their continuing development.

1.

2.

3. (at least one subject-specific where possible)

Number of HALF DAYS absence (excluding agreed absence for interviews)

Signed

Mentor:

Trainee:

Mentor email address

Comment by Professional Mentor

This report will be submitted electronically by the trainee and will be moderated by tutors. A copy will be provided to the subject mentor of the trainee's next placement. Electronic copies are available if required, from the mentor resource site.

Placement 3 Progress Matrix (trainee to complete)

Formative use of the Progress Matrix: In Placement 3, trainees should again make notes to indicate how they are meeting the standard overall. These notes may be relatively brief, but sufficient to inform a discussion with the subject mentor prior to completion of the trainee's summative report, with the aim of identifying strengths and areas for development in the NQT year.

Extending and enhancing your practice: In addition, for many trainees, Placement 3 presents an opportunity to identify and develop one or more distinctive approaches to teaching and learning, of direct benefit to young people and to the trainee's continuing development. Trainees should summarise evidence of these developments on the final pages of the Progress Matrix (which can be continued) and refer to evidence and Standards as appropriate. Evidence may include, for example:

- An evaluated scheme of work with one class, with resources including assessment materials, showing how lessons have been progressively adapted to the particular class.
- A collection of lesson plans and resources which demonstrate the development of a distinctive approach to working with particular groups of young people, such as in disadvantaged areas, building on critical ideas about relevant, effective teaching and learning in the subject.
- Examples of a sustained approach to feedback, demonstrated in pupils' books.
- Application of the process and/or results of your Pupil Voice assignment to subsequent teaching and learning or other work in school.

The complete Progress Matrix should be scanned and uploaded to Blackboard at the end of the placement.

The standards are addressed in the following order:

- **subject and curriculum knowledge (S3);** - this will be ongoing and will include the development of pedagogical content knowledge
- **planning and teaching (S4, S2, S5, S1, S7);** this encompasses the core processes of lesson planning and learning-teaching, of which classroom management and behaviour for learning is an integral element, rather than seen separately.
- **assessment (S6);** a particular focus on this central feature of learning-teaching, linking also to summative and national assessment.
- **wider responsibilities (S8);** this includes the activities that teachers engage in and are responsible for beyond the subject and classroom, and which lead to their development.
- **professional conduct (Part 2)** - no collation of evidence by trainees is necessary for this part. However, the points listed should be reviewed briefly in weeks 3 and 7 along with other Standards, to highlight any areas of concern.

Extending your practice as a teacher

<p>Summarise here how you have extended your practice, for example by identifying and developing one or more distinctive approaches to teaching and learning, of direct benefit to young people and to your own continuing development as a teacher. Examples are suggested on the first page of this Progress Matrix. Please refer to evidence in your RoAD and School File where appropriate, but also extend this document by scanning relevant pages into this Progress Matrix before submitting on Blackboard.</p>	<p>Link to Standards if appropriate</p>

C: Trainee Feedback Section



CPD / Educational Professional Studies Topics Covered or Supported

These topics may be covered through meetings, handouts, training sessions, INSET etc. by professional mentors, subject mentors or specialists

School name P1 _____
 P2 _____
 P3 _____

Topic - Trainee ticks off areas covered in each term	Placement		
	1	2	3
Induction into the school - background, ethos, values, organisation			
Rewards and sanctions policies			
Behaviour & classroom management policies, expectations, strategies			
General health and safety practices			
Introduction to safeguarding, child protection and bullying			
Professional expectations of teachers - legalities and values			
Differing teaching styles and strategies			
Pupils and their needs - SEN, G&T, EAL			
Pupil premium policy and strategies for impact in classrooms			
Relationships and Sex Education (RSE) – policy and practice			
How pupils learn - variety of learning styles - differentiation			
Marking and assessment - types, purposes, record keeping, homework			
Teaching in a diverse society - EAL, equal opportunities			
Communications with parents			
Government strategies and initiatives			
Use of ICT in subject teaching - smartboards, iPads etc			
Equal opportunities			
Inclusion			
Working with teaching assistants			
Pastoral roles and responsibilities			
Progress in and across lessons			
Citizenship – PSHE			
Assessment for learning			
Professional issues – applying for jobs, letters, interviews			
Use of school assessment data			
Examinations – internal, setting, marking			
Examinations – external			
Transition to employment			
Other topics			
Other professional studies topics:			

Placement Induction Evaluation

The purpose of this form is to help you to reflect upon the **early stages** of each placement and to help you, your subject mentor and your tutor to plan for your school based training. Please photograph it and email it to your tutor after the induction period / bring in to university as advised.

Trainee	Subject		
	P1	P2	P3
School			
Subject Mentor			
Three positive features of your induction:			
Any concerns:			
<i>Three distinctive contextual features of this placement – eg. social class, SEN, attainment, size and type of school.</i>			
Please indicate which of the following have been addressed, either by subject mentors, professional mentors or class teachers as part of your induction. 1= completed, organised, clear 4 = not yet			
	P1	P2	P3
1. Welcome and introduction to school (e.g. tour, staff roles)	1 2 3 4	1 2 3 4	1 2 3 4
2. Discussed school policy and practice in key areas including (for example) rewards and sanctions/behaviour management	1 2 3 4	1 2 3 4	1 2 3 4
3. Discussed school policy and practice in safeguarding including bullying / online	1 2 3 4	1 2 3 4	1 2 3 4
4. Time fixed for a one-hour weekly meeting with your subject mentor	1 2 3 4	1 2 3 4	1 2 3 4
5. Provided a timetable of teaching and teaching-related activities	1 2 3 4	1 2 3 4	1 2 3 4
6. Provided class lists / photos to enable you to learn pupils'/students' names (take care with such data)	1 2 3 4	1 2 3 4	1 2 3 4
7. Provided textbooks and/or other learning resources for classes that you will be teaching	1 2 3 4	1 2 3 4	1 2 3 4
8. Introduction to departmental/school assessment policies and mark schemes	1 2 3 4	1 2 3 4	1 2 3 4
9. Planned observation of the classes you will be working with	1 2 3 4	1 2 3 4	1 2 3 4
10. Provided pupil data, on progress, and identifying particular learning needs, e.g. specific learning difficulties, EAL, talented and gifted.	1 2 3 4	1 2 3 4	1 2 3 4
11. Planned for access to reprographics, IT facilities and other services	1 2 3 4	1 2 3 4	1 2 3 4
12. Introduction to health and safety matters as appropriate to your specialist subject	1 2 3 4	1 2 3 4	1 2 3 4

Trainee ‘Yellow’ Questionnaire / Checklist
Placement 1
Trainee’s Views

To be completed towards the end of the school placement, copied for tutors, passed on to Professional Mentor for review

Trainee School

Uni. Tutor Mentor

Subject Date

Whole school topics/areas – trainee’s views		Very Good	Good	Partial	None Yet
1	Welcome and induction into whole school organisation, ethos and expectations including Behaviour/Rewards/Sanctions/Health & Safety.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Provision of appropriate, selected whole school information, e.g. documentation, policies, ITT handbook, expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Provision of support for Professional Studies Programme as recommended for this term in handbook.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Access to ICT facilities in the school for your own personal use and accessing school data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Planned opportunities and encouragement to participate in wider activities, eg form teacher, contact with parents, extra curricular activities, school INSET etc. PHSE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Provided with information on the roles and importance of a range of adults supporting pupils eg SMT, TAs, safeguarding, SENCO etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subject specific support and training – trainee’s views					
1	Departmental induction ; provision of subject handbook, documentation, policies, schemes of work etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Advice and support on lesson planning , content, differentiation, variety, learning styles etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Help with developing appropriate subject knowledge : National Curriculum, KS3, KS4, Post-16, SEN/EAL.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Advice and support on planning , teaching, rewards and sanctions, behaviour and class management strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Advice and support on marking and assessment , feedback and target setting, purposes and issues, to raise pupils’ standards and influence future planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Weekly formal written feedback on lessons is appropriate and helpful. Frequent informal oral feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Weekly hour-long mentoring sessions to review progress, discuss issues, set targets, are taking place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Advice, support for and monitoring of the RoAD.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Advice, support and opportunities to use ICT with teaching groups including computer suites.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Timetable which provides opportunities to observe or work with a range of other colleagues with a variety of roles as SENCO TAs, EAL – where relevant and possible .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>pto for comments, suggestions, targets</i>					

Any reflections or self evaluation by trainee on areas for extra support needed in last few weeks?

To Professional Mentor – Trainee’s requests:

1

2

3

To Subject Mentor – Trainee’s requests:

1

2

3

4

Trainee attendance record

Record your attendance at the end of each week in the appropriate column.

week beginning	M	T	W	Th	F	school	uni	
26/08/2019	Bank Hol.	Directed study/SKE		Registration. Poss SD				
02/09/2019	Directed stud	Primary School Placement (PSP) /SD						
09/09/2019	Uni	Uni	Uni - EPS	Uni	Uni			
16/09/2019	Uni	Uni	Uni - EPS	Uni	Uni			
23/09/2019	P1 induction			Uni - EPS	Uni			
30/09/2019	Continuing induction (Core)			Uni	Uni			
07/10/2019	Preliminary teaching (Core)			Uni	Uni			
14/10/2019								
21/10/2019	Half term in most schools and colleges: directed study							
28/10/2019					Uni			
04/11/2019								
11/11/2019								
18/11/2019					Uni-EPS am			
25/11/2019								
02/12/2019								
09/12/2019		end P1	Uni	Uni	J - EPS 11-12			
16/12/2019	SD / PSP (continued - 7 days in total required)							
23/12/2019								
30/12/2019								
06/01/2020	Uni	Uni	EPS	Uni	Uni			
13/01/2020	P2 induction		Uni	Uni	Incl.Conf.			
20/01/2020								
27/01/2020					Uni			
03/02/2020								
10/02/2020								
17/02/2020	Half term in most schools and colleges: directed study							
24/02/2020					Uni			
02/03/2020								
09/03/2020					end P2			
16/03/2020	Uni	Uni	Jni-EPS am	Uni	Uni			
23/03/2020	P3 starts							
30/03/2020								
06/04/2020	Holiday in many schools and colleges							
13/04/2020	including 5 days directed study some schools 1 week earlier							
20/04/2020								
27/04/2020					Uni			
04/05/2020					Bank Hol.			
11/05/2020								
18/05/2020					end P3			
25/05/2020	Bank Hol. Half term including 2 days directed study							
01/06/2020	Uni	Uni	Uni	Uni	Uni-EPS am			
08/06/2020	Transition placement				Uni			
15/06/2020	PSP if necessary							
Total number of days in school and university								