

MANCHESTER
1824

The University of Manchester

Primary
PGCE

Updated 25/02/2021



School Experience Handbook

2020-21



'EMPOWERING

FUTURE

GENERATIONS'

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SECTION 1: TRAINEE AND MENTOR INFORMATION



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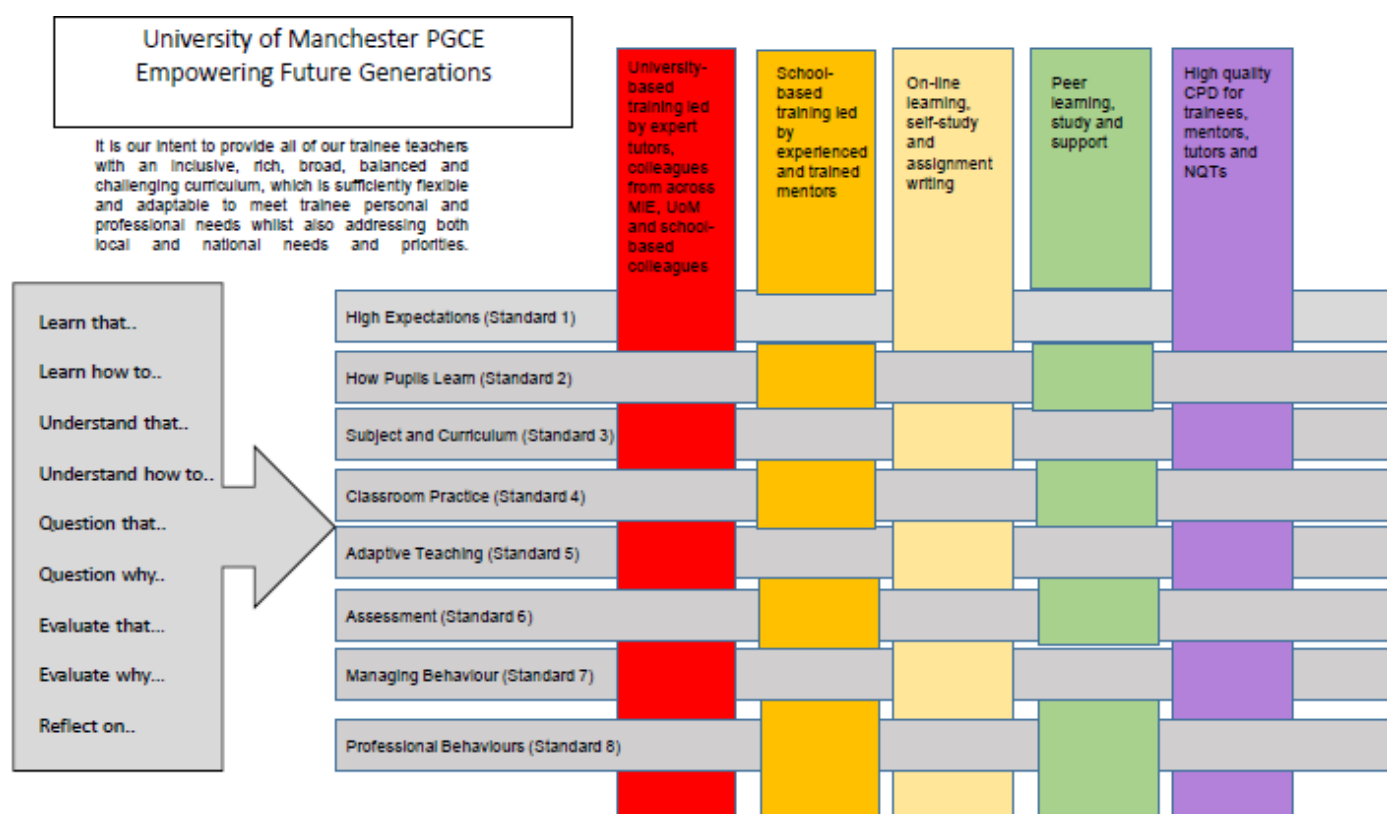
Administrative Team

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INTRODUCTION

The Covid-19 pandemic has and continues to affect all areas of life in schools and we find ourselves in unprecedented times. From March to June 2020, we supported and adapted our training for our cohort and continued to work with our partner schools in the ever-changing picture around school closures. As schools re-open and try to find a new 'normal', we are aware that there are still, as yet, many unknown challenges ahead. As a result, we have adapted our programme and expectations of our school experiences with an aim to continue to support our partners through more flexible models and expectations of trainees within their school experience.

Whilst we continue to be committed to supporting our school partners and their pupils, it remains essential that our trainee teachers receive high quality training, mentoring and experiences in schools. This will help ensure that they have sufficiently met the Teachers' Standards and will enter the teaching profession with competent skills and understanding of effective teaching and learning. Diagram A, below, and this handbook outlines how we propose school experiences will contribute to our excellent initial teacher training programme for our trainees in readiness for their teaching career.



DEPARTMENT FOR EDUCATION COVID INFORMATION (INITIAL TEACHER EDUCATION PROGRAMMES)

In June 2020, the DfE published revised criteria for ITE programmes for 2020-2021. In summary, from September 2020 the DfE will continue to relax some of the ITT criteria that do not depend on extending current amendments to regulations.

These are:

- ① the removal of the expectation that trainees train to teach in at least two schools;
- ① the removal of the requirement for a trainee to have met the Teachers' Standards across the full age and ability range of training; and
- ① the removal of the expectation that training programmes cover no fewer than four school years.

"Trainees should receive a course that is as complete as possible. ITT providers must only use the flexibilities permitted when necessary. ITT providers will be expected to assess trainees as fully meeting the Teachers' Standards (overall)." (DfE, June '20)

COVID-19 GUIDANCE

Our trainees have received a pre-placement briefing in regards to the professional responsibilities that they have in keeping themselves, their placement school, staff and pupils safe. Trainees will be regularly be advised to refer to any Public Health England and any local and national government guidance as it is updated and changes in relation to Covid-19. Trainee will also have access to the *UoM PGCE FAQ document* (see page 96) as an initial reference point during school experiences, as well as more general UoM support and guidance. School partners are asked to fully brief and keep trainees updated with school policy and protocols around Covid-19 and keeping safe, so trainees can support their school appropriately.

OUR MODELS OF WORKING 2020-2021

In response to the challenges schools face during the Covid-19 pandemic, we have proposed several models of working for the school experience aspect of the primary course. We have planned a school experience timetable to facilitate the required days in school, but acknowledge this may differ to our typical PGCE model. We have removed the terms 'GPP' and 'FPP' this year, instead replacing this with the broader term 'school experience' and 'Block 1' and 'Block 2' for the two longer periods in school. The outcome for all of our school experience models is that a trainee sufficiently meet all the Teacher Standards by the end of the programme. Whilst it is highly desirable that a trainee gains experience in more than one school setting and across both key stages, we acknowledge that this may not be possible. Each model remains flexible and subject to change in response to any Covid-19 related situations and relevant adaptations required as a result.

	MODEL 1	MODEL 2	MODEL 3
	One placement school	Two placement schools	More than two placement schools
02.11.20 - Christmas holidays	Block 1 school experience in a key stage	Block 1 school experience in a key stage	Block 1 school experience in a key stage
04.01.21 - 08.01.21	Short block A - EYFS, SEND and/or working on professional development areas	Short block A - EYFS, SEND and/or working on professional development areas	Short block A - EYFS, SEND and/or working on professional development areas
25.01.21 - 05.02.21	Short block B - EYFS, SEND and/or working on professional development areas	Short block B - EYFS, SEND and/or working on professional development areas	Short block B - EYFS, SEND and/or working on professional development areas
22.02.21 - 05.03.21	Short block C - Enquiry placement project – any key stage/range of classes	Short block C - Enquiry placement project – any key stage/range of classes	Short block C - Enquiry placement project – any key stage/range of classes
15.03.21 - 18.06.21	Block 2 school experience in the opposite key stage to Block 1 *	Block 2 school experience in the opposite key stage to Block 1 *	Block 2 school experience in the opposite key stage to Block 1 *

KEY: School 1 School 2 School 3

ADDITIONAL NOTES TO CLARIFY AND SUPPORT THE MODELS OF WORKING

- ① * Block 1 and Block 2 should aim to be within a different key stage. However, this will remain flexible. Whilst ideally trainees will experience a broad range of teaching experiences in both key stages, we appreciate that this may not always be possible for the full duration of the block. We will work with individual schools should this be the case, e.g. Block 1 may be in Year 5 and Block 2 may be based in Year 3 for 7 weeks and Year 1 for the remaining 3 weeks.
- ① **Model 1** – if a trainee is spending the year in one setting then the placement school should look to provide as broad a range of experiences, across a range of year groups, as possible e.g. Block 1 and Block 2 in a different key stage and shorter school experiences spent in a range of other year groups.
- ① **Model 1** – if a trainee is placed in a school that is opting for model 1 then it remains highly desirable that they will get some experience in an alternative school setting at some point during the programme. This may only be for a short period of time and would be subject to agreement with individual schools. This would also be dependent upon the current Government guidance and school Covid-19 restrictions and policies at the time.
- ① We request that trainees are **not** placed in the same year group for both main teaching blocks (Block 1 and Block 2).
- ① We will work with schools to support any unforeseen changes during the longer school experience blocks e.g. a trainee working in KS1 may be required to move to another class part way through the block due to Covid-19 staff or school issues.
- ① We understand that a trainee may be required to follow the teaching patterns and new ways of working as their mentor e.g. one week in school, one week planning and delivering remote teaching. This will be supported by us as long as trainees continue to receive support, guidance and feedback during both modes of delivery in order to develop their teaching and learning knowledge.

INDUCTION AND SAFEGUARDING EXPECTATIONS

For each new school setting, trainees should be provided with the following information, to allow them to fully support the policies and principles of the setting and ensure the safeguarding of both pupils and themselves. This is also in line with the requirements of the 'Keeping Children Safe in Schools' (2019) document and our Primary Partnership Agreement. It is essential that a trainee is made aware of all Covid-19 related protocols and expectations within each school setting, in order to keep the trainee, staff and pupils safe.

DAY 1 (SCHOOL REQUIREMENTS)

- ① Provide the trainee with a copy of the school Covid-19 risk assessment and clearly outline any Covid-19 related protocols within the school e.g. how the school is maintaining social distancing, cleaning/hygiene systems, timetabling changes, staff expectations and ongoing safety and any planned response or policy for a class or school outbreak.
- ① Provide the trainee with the name of the designated safeguarding officer and an overview of their role.
- ① Provide an outline of procedures that the trainee should follow if a safeguarding issue arose during their time in school.
- ① Provide an outline of procedures for fire/evacuation procedures.
- ① Provide copies of, or access to, other relevant school policies e.g. safeguarding policy, staff code of conduct, behaviour policy, marking policy.
- ① Outline key procedures that the trainee should know e.g. Covid-19 related systems, break/lunch times, security door access and fob use, pupil entrance/exit points.

WEEK 1 (SCHOOL REQUIREMENTS)

- ① Ensure the trainee understands school systems such as playground rotas, the use of the photocopier, location of resources, communal space timetables and any other routines.
- ① Ensure the trainee is introduced to or know who other staff members are, particularly those with key responsibilities e.g. SENDCo, safeguarding lead, Maths/English coordinators.
- ① Share any curriculum and long-term and/or medium-term planning for the relevant class and period of time that the trainee will be working with them.
- ① Share any key dates/events that will be of relevance for the trainee during their time working in school e.g. school based/remote working rotas, staffing rotas, staff meetings, INSET days, school events.

SCHOOL EXPERIENCE EXPECTATIONS - GENERAL

Trainees will each bring different levels of confidence, experience and knowledge to their school experience. Their understanding of teaching and learning and the needs of the specific year group will also be varied. At the beginning of each block of school experience, they will need to liaise closely with their mentor about the National Curriculum content, planning processes and how to match lessons to the appropriate levels of challenge and achievement for the context of the class. They will also benefit greatly from mentor support in extending their awareness of a range of teaching strategies, accessing age-appropriate language levels and utilising effective resources for each new class.

GUIDANCE FOR A TYPICAL DEVELOPMENT OVER THE COURSE OF BLOCK 1 AND BLOCK 2

- ① During the initial stages of each block, lesson planning should be supported by the mentor e.g. planning and/or teaching lessons together and/or checking trainee plans and providing feedback or suggestions prior to delivery. This is to ensure continuity for pupils and appropriate levels of input and challenge to maximise their progress.
- ① Trainees should have regular opportunities to plan and discuss future teaching with their mentor e.g. an agreed PPA time. This will allow trainees to know which lessons they will be responsible for and give them a clear focus following guidance from the mentor.
- ① During the initial stages of each block, the mentor or another staff member should be present in the classroom when the trainee is teaching, but may work with individuals/groups. This will allow the mentor to support the trainee should any difficulties arise and will support informal feedback and mentoring following the lesson.
- ① The trainee should regularly observe, reflect on and discuss the teaching of his/her mentor in order to build awareness of a range of strategies for classroom management and for effective teaching/learning.
- ① The trainee should ideally increase the number of lessons that they teach as the placement progresses, without exceeding the maximum teaching commitment outlined in the teaching expectations overview. However, this will remain flexible due to any emerging Covid-19 situations in schools.
- ① As a trainee gains confidence and competence with the class, they will be encouraged to take greater independence for the planning, teaching and assessment, particularly later in the academic year. Any development towards greater autonomy will be directed by the mentor, as the progress of pupils ultimately remains the overarching responsibility of the mentor and the school.
- ① The trainee is required to plan their lessons using the required UoM planning proformas, to ensure they become familiar with a systematic planning process. They are not expected to duplicate this planning on any other forms.

GUIDANCE FOR A TYPICAL DEVELOPMENT OVER THE COURSE OF SHORTER SCHOOL EXPERIENCE BLOCKS

- ① Trainees should be allocated adequate time to complete the tasks and/or requirements set by the university.
- ① Trainees should, where possible, be allowed opportunities to observe, support and work with a range of staff and year groups relevant to the focus of that experience.

SCHOOL EXPERIENCE BLOCKS – GUIDANCE ON EXPECTATIONS

Below is an outline of the school experience dates and the desired area of focus for each. Whilst these are our timetabled school experience focus areas and dates, we know that due to individual school circumstances some of these experiences may have to occur at other points across the academic year. All trainees should gain opportunities and experiences in these aspects by the end of the programme.

*The **Enquiry Project Placement (EPP)** is **not** flexible in terms of timing. Our trainees are required to select a research area to plan and carry out a small-scale research enquiry within the school setting. They are required to spend 10 hours of this period collecting data so that they can complete their academic assignments C and D. Trainees have deadlines in which to complete the analysis and write up this work, so data collection is required within these dates.

Dates	Title	Desired experiences
02.11.20 – school Christmas Holidays	School Experience Block 1	Working with a mentor and designated class in either KS1 or KS2 to build up the amount of lessons planned, delivered and assessed.
04.01.21 – 08.01.21	Short Block A - EYFS, SEND and/or professional development opportunities	EYFS or SEND experience and task completion and/or opportunities to address professional targets from Block 1.
25.01.21 - 05.02.21	Short Block B - EYFS, SEND and/or professional development opportunities	EYFS or SEND experience that has yet to be completed and/or opportunities to address professional targets from Block 1.
22.02.21 – 05.03.21	Short Block C - Enquiry Project Placement (EPP) *	Carry out 10 hours of 'research and data collection' in their chosen research area, in order to write Assignment C and Assignment D for the PGCE award, plus supporting class teachers and working on target areas from Block 1.
15.03.21 – 18.06.21	School Experience Block 2	Working with a mentor and designated class, ideally in the opposite KS to Block 1, to build up independence in lesson planning, delivery, assessing pupil progress and next steps.

ATTENDANCE AND PROFESSIONALISM

ATTENDANCE

Full attendance is expected during **all** school experiences, unless trainees are following school, Public Health England or government guidance relating to Covid-19. Whilst the ways of working may be more flexible this year (e.g. some teaching face-to-face in school, some online teaching), we still require trainees to log their attendance at all times. School mentors are asked to sign each attendance log regularly to confirm that this is a true and accurate record (see [Appendix A](#)). Trainees will be asked to scan and upload each signed log at the end of each experience to our central university system. This is a course requirement for all.

Mentors are asked to discuss and agree the preferred methods of contact (e.g. text, email, phone call) for trainees to contact them on should they be ill or unable to attend their placement for any reason. Trainees should also call the school office to inform the school centrally if they are unable to attend school. If absent for longer than a day, trainees must keep their mentor and school updated and informed about their absence regularly, so schools know when the trainee will return and can plan for their class accordingly.

In case of absence due to illness, a trainee must inform their school/mentor and university tutor (UT) before the start of the school day (by 8am).

NB: If a message has been left on a school answer phone then trainees must still endeavour to speak to a member of staff as soon as possible after this. This is to ensure that someone has picked up the message and passed it on to the correct person as answer machine messages may not be picked up until after teaching time begins.

Trainee procedure for accident/illness absence reporting during school-placement

- i. Ring school as early as possible to apologise and give notification of your absence.*
- ii. Text/email your UT to apologise and give notification of your absence, as agreed with your mentor.*
- iii. Complete attendance log accordingly.*

Trainee procedure for requesting planned absence for interview during school-placement

- i. Request permission from head teacher explaining reason for request and date concerned.*
- ii. Request permission from UT explaining reason for request and date concerned.*
- iii. Complete attendance log accordingly.*

PROFESSIONALISM

Trainees are expected to uphold Part 2 of the Teachers' Standards at all times and demonstrate consistently high standards of personal and professional conduct. If a mentor or school is concerned about an aspect of professional conduct then they should raise this concern with the trainee as soon as possible. Where this remains an ongoing concern then the mentor should contact the university tutor or alliance lead to discuss this further. Any safeguarding issue should be raised immediately with the university tutor and by contacting our university safeguarding lead, Martin Kelly (martin.kelly@manchester.ac.uk).

APPROPRIATE DRESS AND BEHAVIOUR

Trainees need to present themselves in an appropriate and professional manner when on school placement. It is expected that they will treat pupils and colleagues with respect and dignity and will endeavour to make a positive contribution to the ethos of their placement school. Any school policy in relation to this area should be shared with the trainee on their first day in school, to ensure they are informed and able to adhere to school expectations.

SCHOOL EXPERIENCE FILES

Our trainees are expected to maintain organised files as evidence whilst on the two long teaching blocks (Block 1 and Block 2). The files are designed to help trainees organise their planning and assessment as well as evidence of their professional development. They are also to support the mentor in providing evidence of the curriculum coverage for their class.

- ① **File 1 – Teaching and Learning file**
- ① **File 2 – Class Information and Professional Task file**

EXPECTATION OF MENTORS

Mentors are asked to regularly check that the files are up to date and of an acceptable professional standard. Mentors should have a more detailed look at a trainee's files as part of the interim and final review processes. Mentors can ask to see any of the trainee's files at any time and they should be in school on any day that the trainee is in attendance. Any concerns about the quality or content of files should be raised with the trainee at the earliest opportunity. Where continued or more serious concerns continue then the professional tutor or alliance lead should be contacted.

EXPECTATIONS OF TRAINEES

Trainees are expected to set up their school experience files before placement and keep them up to date at all times. Files should be available in school at all times and should be set up as outlined below. This will aid tutors and mentors in locating relevant information quickly. There are two key files to maintain during Block 1 and 2, as well as the essential Trainee Portfolio document. New files should be set up for each block and the organisation of each file should be as follows:

FILE 1 – THE 'TEACHING AND LEARNING FILE'

Title page to include:

- | | |
|---|--|
| ① FILE 1 – Teaching and Learning File | ① Name of mentor |
| ① Name of trainee | ① Name of head teacher |
| ① Name and address of school / school telephone number / school e-mail | ① Year group(s)/sets being taught / class name |
| ① Name of School ITT co-ordinator or member of staff with responsibility for trainees | ① Name of university tutor |

'File 1' should have a clearly marked divider for each week of the placement e.g. week 1, week 2. Each week of placement should have the following documents and be ordered as follows for each block:

Block 1

- ① Weekly plan overview (**Form B1a**) (from week 3 onwards). The weekly plan should begin to show the skeleton overview for a series of lessons that build on from each other.
- ① An individual lesson plan and post-lesson assessment for ALL lessons taught by the trainee (**Form B1b**). These should be grouped by subject and kept in chronological order. *NB: worksheets and resources should not be kept in this file. Trainees can devise their own storage/arrangement of this.*
- ① All TA/other adult forms used for each lesson (**Form C1**) should be kept behind the relevant lesson plan and assessment sheet.

Block 2

- ① One detailed weekly plan for each of English (**Form B2a**), Maths (**Form B2b**) and 'Other subjects' (**Form B2a**) should be kept in each week. This should be printed on A3 size, so annotations and changes are easy to see and record. *NB: worksheets and resources should not be kept in this file. Trainees can devise their own storage and arrangement of this.*
- ① One tracking progress sheet (**Form B2c**) should be kept for English and Maths each week. Trainees may keep one tracking sheet for subjects that they are teaching over a number of weeks e.g. Science and move this tracking sheet to the relevant week of teaching as required.
- ① All TA/other adult forms used for each lesson (**Form C1**) should be kept behind the weekly tracking sheets for that week.

FILE 2 – 'CLASS INFORMATION AND PROFESSIONAL TASK FILE'

Title page to include:

- | | |
|--|---|
| ① FILE 2 – Class Information and Professional Task file | ① Name of School ITT co-ordinator or member of staff with responsibility for trainees |
| ① Name of trainee | ① Name of mentor |
| ① Name and address of school / school telephone number / school e-mail | ① Name of head teacher |
| | ① Year group(s)/sets being taught / class name |
| | ① Name of university tutor |

Section 1 Placement forms

- ① Attendance log ([Appendix A](#))
- ① Getting to know your school and class checklist form ([Appendix B](#))
- ① **Block 2 only** – A copy of your professional development action plan from your Trainee Portfolio (section 4.5 | Post-Block 1 Action Plan, created following Block 1)

Section 2 Contextual analysis of the placement school (approximately one side of A4)

NB: This should be written by the trainee (not just a photocopy of a school document) to demonstrate their understanding of the context of the placement school.

Some details may include:

- ① Size of school and details, for example, if it has an attached or feeder nursery, staffing numbers;
- ① Overall mission statement and aims and the general school ethos;
- ① Catchment area/demographic information;
- ① Key characteristics and any special features of the school, *for example, community use of the school, any SEN/D units attached, any particular curriculum strengths or specialisms such as languages and the facilities available for ICT, PE, sports and music;*
- ① Number of pupils on Pupil Premium and how this is used by the school;
- ① Which secondary schools year 6 pupils transfer to;
- ① Some information from the school's latest OfSTED report and key information from the school website may be included also.

Additionally, the school may have a 'welcome pack' for trainees (or new staff) to inform them about the school and essential policies. This can be included **after** the contextual analysis.

Section 3 Class details and organisation **NB: All surnames should be omitted or blanked out**

This section should include:

- ① A class timetable showing assemblies, story time, PE/games/other 'hall' time;
- ① Class list with identified inclusion groups and individual pupils with PP, EAL, SEND, GRT;
- ① Groupings for different subjects;
- ① A classroom plan of the room to show seating;
- ① Any setting arrangements/groupings and/or interventions;
- ① Information about specific behaviour management strategies (refer to the school behaviour policy);
- ① Details of teaching support staff including their roles and their class timetable;
- ① Any other information that the trainee and/or the tutors need to know.

Section 4 Class assessment information (*please blank out all surnames*)

This section should include:

- ① End of previous year overview of assessment (e.g. SIMS, School trackers);
- ① End of previous key stage assessment information (e.g. KS1 SATs, EYFS profile – if available);
- ① Any baseline tests/assessments from this year;
- ① IEPs (blank out surnames);
- ① Other notes from any discussions with the mentor about classroom assessment and profiles.

Section 5 Professional development tasks (see separate professional task booklet)

- ① Trainees should keep evidence of any completed professional tasks here.

NB: The task booklet and evidence should be moved into the relevant section of 'Block 2' following the completion of Block 1. All professional tasks must be completed by the end of the programme.

TEACHING EXPECTATIONS – ALL SCHOOL EXPERIENCE BLOCKS

These expectations are meant as guidance, not as a checklist e.g. trainees should try to build up their teaching to plan, deliver and assess sequences of lessons across the placement, not just once. Trainees and mentors should work together to ensure that, where possible, the trainee can complete as many of these experiences as possible. Trainees are required to complete a weekly ‘*School experience log*’ in their Trainee Portfolio, to show what they have done each week. This will also allow the trainee to identify which Teacher Standards have been met.

BLOCK 1 SCHOOL EXPERIENCE

Teaching experiences	Other experiences in school	Teacher/mentor - training and mentoring
<ul style="list-style-type: none"> ① Team plan and team teach some initial lessons in Maths and English and discuss the lesson outcomes with the teacher/mentor. ① Plan and teach a sequence of at least 3 lessons in a range of curriculum subjects, to allow the trainee to assess and adapt future lesson content and input as a result. ① Plan and teach a range of science and foundation subject lessons. ① If in KS1, plan and teach a series of at least 3 phonic lessons. ① Plan and teach at least 2 lessons that may not be classroom based or may require a range of equipment or organisational features e.g. P.E, practical or outdoor science lesson, gym/dance, D&T project. ① Plan for and deploy additional adults within trainee-led lessons. ① Support and teach focus groups during lessons that are led by another teacher/staff member. 	<ul style="list-style-type: none"> ① Take registers and dismissing/collecting children at the beginning and end of the day. ① Attend relevant staff meetings. ① Attend and observe some parent/teacher meetings. ① Participate in playground duty alongside the designated teacher/mentor. ① Participate and support whole school events. ① Attend a pupil progress meeting, SEND review meeting or any other meeting that may support understanding of supporting learners and inclusion. 	<ul style="list-style-type: none"> ① Provide regular opportunities to observe class teacher/mentor and, where possible, other teachers teaching. ① Provide opportunities to plan and teach lessons together, particularly in early stages. ① Engage in regular discussions about trainee planned lessons and give feedback to support adaptations and amendments required before delivery. ① Regularly provide informal feedback on lessons e.g. what went well, teaching and learning strengths, areas of improvement. This may be a mix of verbal and/or written feedback (see Appendix D). ① Support trainees to identify strengths and set clear, achievable targets or focus areas to work on and give feedback on these. ① Contact the university tutor if there are concerns about trainee progress and agree clear actions for the trainee and teacher/mentor to action in order to support the identified areas of concern. ① Complete the two interim reviews and final meeting, with the trainee and mentor, to discuss progress, strengths and next steps/targets, ideally supported by feedback and examples from a lesson observation(s). ① Regularly sign off the attendance record kept by the trainee.

[See Block 1 documentation section](#)

Additional notes for the mentor and trainee in relation to Block 1

- ① The term 'plan and teach' can also include trainees planning online materials and instructions for pupils to follow during home learning.
- ① Trainees can plan to teach whole 'bubbles' of pupils and/or for small groups as required. We would like trainees to have as many opportunities to teach 'whole class' lessons, but we know that the size of classes and organisation may vary within schools to meet social distancing restrictions.
- ① Trainees who may be in a 'paired placement' should use the guidance provided later in this handbook and consult with their mentor, to ensure they gain as much experience as possible.
- ① The expectations above are not meant as a tick list. The teaching and learning expectations are deliberately flexible to support the issues that schools may be facing. However, where possible, trainees should look to build up the amount of planning and teaching across the block, if this is appropriate e.g. they may team-plan and team-teach several lessons across week 1 and 2 then plan and teach a sequence of 3 English lessons in week 3. This may develop to planning and teaching a sequence of 3 English and 3 Maths lessons by week 5 and 6.
- ① Trainees should **NOT** teach more than 60% of the timetable in any week, and not more than 40% in the first 3 weeks. Trainees should have clearly allocated time to discuss future lessons and planning with their mentor (approx. 1-2 hours), non-contact time to plan and prepare their future lessons and resources (approx. ½ day) and time to observe good practice, work on other tasks and their target areas (approx. ½ day).
- ① Trainees should **NOT** be left unattended to manage and teach a class as a supply cover. Trainees may build confidence to lead a class independently for short periods of time as the placement proceeds. However, a named teacher/adult must always have overall responsibility for the class and be quickly available should the trainee need support or help.

SHORT BLOCKS OF SCHOOL EXPERIENCE

NB: The relevant forms for the EYFS and SEND focus area referenced below can be found in the 'Professional Task Booklet'. Where a form is not referenced, trainees should make notes and observations in a format that suits them and their learning or they could use Form A1 from the Task Booklet.

EYFS school experience task guidance (see EYFS document section in Professional Task Booklet)

- ① Observe how the indoor and outdoor environments are planned and operate during a typical day;
- ① Observe teaching within the EYFS setting and make notes about the teaching strategies used to support young learners;
- ① Observe and consider how adults are deployed in the setting – how do they aid assessment and progress?
- ① Observe a range of phonics lessons being taught;
- ① Support and work with small groups to help them access specific areas or tasks;
- ① Plan and deliver some activities and/or short sessions to small groups or whole class (e.g. story time, topic session, outdoor game) – **use [Form B1b](#) in this document for each lesson**;
- ① Plan and deliver a series of at least 2, ideally 3, consecutive phonic sessions to a group (**use [Form B1c](#) in this document**);
- ① Plan one of the learning areas for a topic that may be covered in EYFS e.g. 'autumn outdoor play area or holidays – small world area' - **Form A2 from the Task Booklet**;
- ① Consider how the setting assess and monitor the pupils in relation to the EYFS framework – daily, termly, overall;
- ① Find out how progress and assessment is recorded and used in school and shared with parents;
- ① Transition – EYFS to KS1 - Find out how the EYFS and Year 1 staff work together to manage the transition into year 1. What information is shared? How do year 1 teachers support learners who have exceeded/not met expectations in the EYFS framework?

SEND school experience tasks (see SEND document section in Professional Task Booklet)

- ① Observe lessons and note how teachers include children with specific SEND needs in lessons;
- ① Consider how specific needs and target areas are accommodated in lessons e.g. Differentiation, resources, adult support, visual timetables;
- ① Discuss with the SENDCo how the school provides support for SEND learners and how IEPs are created;
- ① Discuss with class teachers the adjustments and support that is made to include and meet the needs of specific SEND learners;
- ① Find out about at least one specific SEND need e.g. autism, ADHD, hearing impairment and create an A4 resource sheet about common needs and barriers and suggestions to support these.

Enquiry Project Placement (EPP) school experience tasks

- ① Use 10 hours to carry out your project research and gather data as planned in your research proposal;
- ① Observe a range of teaching and lessons to support your target areas of development and make your own notes where appropriate;
- ① Utilise opportunities to teach small groups and work with staff/pupils to support your target areas of development;
- ① Engage with the class lessons to expand your understanding of that year group and your repertoire of teaching and assessment strategies.

KS2-KS3 transition task – to complete during Block 2 (summer term)

You should complete the **first 2 bullet points** and then, where possible, complete as many of the other bullet points as possible within Block 2:

- ① Speak to the year 6 teacher(s) and make notes about how transition is managed and organised in the school e.g. What is shared with the secondary schools? Are there visitors from the secondary setting? When are transition days/visits to the actual setting, transition work packs, pairing/grouping of peers for new term? What was shared and how was transition managed during the Covid-19 summer term disruption?
- ① Speak to the SENDCo about how transition is managed for children with SEND. What support is given to the pupil? Communication and work between settings? How are specific needs and support needs shared and supported?
- ① Observe a year 6 class participating in any transition work e.g. projects, lesson packs and/or lessons led by visiting secondary teachers;
- ① Find out what occurs during a transition day visit – programme, how do schools make this successful and help children cope with this?
- ① Join a year 6 class and their teacher on a visit/transition day programme within the secondary school setting, if possible.

BLOCK 2 SCHOOL EXPERIENCE

Teaching experiences	Other experiences in school	Teacher/mentor - training and mentoring
<ul style="list-style-type: none"> ① Team plan and team teach some initial lessons in Maths and English and discuss the lesson outcomes with the teacher/mentor. ① Plan and teach regular sequences of at least 3 lessons in English and Maths - assess and adapt future lesson content as a result of this. ① Plan and teach a sequence(s) of lessons in science. ① Plan and teach sequences of lessons in a range of foundation subjects (particularly those not taught in Block 1). ① If in KS1, regularly plan and teach a series of at least 3 phonic lessons, ideally across a few weeks for the same focus group. ① Plan and teach at least 2 lessons that may not be classroom based or may require a range of equipment or organisational features e.g. P.E, practical or outdoor science lesson, gym/dance, D&T project. ① Plan for and deploy additional adults within trainee led lessons. ① Support and teach groups during lessons that are led by another teacher/staff member. 	<ul style="list-style-type: none"> ① Complete the KS2-KS3 transition task (see above). ① Take registers and dismissing/collecting children at the beginning and end of the day. ① Attend relevant staff meetings and training. ① Attend and observe some parent/teacher meetings, where possible. ① Observe end of year report writing and suggest content for some pupils as a discussion exercise with the teacher. ① Participate in playground duty alongside the designated teacher/mentor. ① Participate and support whole school events, where appropriate. ① Support and assist with an after-school or lunchtime club, where possible. ① Communicate with parents by setting homework, sending information or letters, as agreed by the class teacher. ① Find out how the school monitors and tracks pupil progress and contribute to data gathering, if possible, during the experience. ① Attend a pupil progress meeting, SEND review meeting or any other meeting that may support understanding of supporting learners and inclusion. ① Support the organisation of trips or events e.g. helping create risk assessments, planning groups, arranging first aid kits. ① Speak to a range of subject coordinators in order to understand the roles and responsibilities involved and how the subject is assessed and monitored. 	<ul style="list-style-type: none"> ① Provide regular opportunities to observe class teacher/mentor and other teachers teaching. ① Provide opportunities to plan and teach lessons together, particularly in early stages. ① Engage in regular discussions about trainee planned lessons and give feedback to support adaptations and amendments required before delivery. ① Regularly provide informal feedback on lessons e.g. what went well, teaching and learning strengths, areas of improvement. This may be a mix of verbal and/or written feedback (see Appendix D). ① Support trainees to identify strengths and set clear, achievable targets or focus areas to work on and give feedback on these. ① Contact the university tutor if there are concerns about trainee progress and agree clear actions for the trainee and teacher/mentor to action in order to support the identified areas of concern. ① Complete the two interim reviews and final meeting, with the trainee and mentor, to discuss progress, strengths and next steps/targets, ideally supported by feedback and examples from a lesson observation(s). ① Regularly sign off the attendance record kept by the trainee.

[See Block 2 documentation section](#)

Additional notes for the mentor and trainee in relation to Block 2

- ① The term 'plan and teach' can also include trainees planning online materials and instructions for pupils to follow during home learning.
- ① Trainees can plan to teach whole 'bubbles' of pupils and/or for small groups as required. Ideally we would like trainees to have as many opportunities to teach 'whole class' lessons, but we know that the size of classes and organisation may vary within schools to meet social distancing restrictions.
- ① Trainees who may be in a 'paired placement' should use the guidance provided later in this handbook and consult with their mentor, to ensure they gain as much experience as possible.
- ① The expectations above are not meant as a tick list. The teaching and learning expectations are deliberately flexible. However, where possible, trainees should look to build up the amount of planning and teaching across the block, where possible. e.g. They may team-teach during week 1 followed by teaching individual Maths and English lessons across week 2. They then may plan and teach a sequence of 3 English lessons in week 3. This may develop further to them planning and teaching a sequence of 3 English and 3/4 Maths lessons by week 5 and 6 and so on.
- ① Trainees should **NOT** teach more than 70% of the timetable in any week, and not more than 50% in the first three weeks of the block. Trainees should have clearly allocated time to discuss future lessons and planning with their mentor (approx. 1-2 hours) and non-contact time to plan and prepare their future lessons and complete tasks (approx. ½ day). Where possible, trainees should have time in the first few weeks to observe good practice (approx. ½ day). Trainees may teach 80% of the timetable during the last 2 weeks of the block, if the mentor and trainee feel this is appropriate, but should still have the equivalent of 2 x ½ days to plan with the mentor and complete their own planning and/or tasks.
- ① Trainees should **NOT** be left unattended to manage and teach a class as a supply cover. Trainees may build confidence to lead a class independently for short periods of time as the placement proceeds. However, a named teacher/adult must always have overall responsibility for the class and be quickly available should the trainee need support or help.

PLANNING – RECORDS AND PAPERWORK

Trainees are required to be able to plan sequences of lessons and be ‘curriculum designers’ by the end of the PGCE programme. As school settings all have different ways and expectations around planning, we require a systematic planning process and consistent expectations of our trainees as they learn about effective planning processes. Therefore, we have standardised planning proformas that trainees should use on each school experience block. Even if a trainee is teaching from school or a mentor’s planning, we ask that they transfer this onto our planning proformas. This will support them to internalise the intended sequence of teaching and consider different parts of the delivery. Trainees should add in additional detail, such as behaviour management strategies, explanations and key questions that an experienced teacher may not require in their own planning, particularly on Block 1. The tables below outline the planning required for each of the two main teaching blocks. In all other school experiences, trainees can use the daily lesson plan or phonic plans to support any teaching that they deliver.

BLOCK 1 PLANNING INFORMATION

① Please see ‘[Block 1 planning documents](#)’ at the back of this handbook (separate electronic copies will be on Blackboard).

School experience block	Weekly plan?	Daily plan?	Daily assessments?	Weekly evaluation?	Annotation/changes on weekly plan?	TA/Additional adult briefing form?
1	Yes, from week 3 (Form B1a)	Yes, for all lessons (Form B1b) Phonic lessons (use Form B1c)	Yes, on the bottom of Form B1b	Yes, complete the ‘Trainee weekly log’ in the Trainee Portfolio (see Appendix I for example)	Yes, simple annotations on Form B1a , to show key changes, where appropriate	Yes (Form C1)

Notes to support planning – Block 1

- ① Trainees should complete a daily lesson plan ([Form B1b](#)) for each lesson they are teaching, even if using the mentor's planning as the basis for the lesson. Trainees should add additional details to planning that will assist them in delivering the lessons successfully e.g. timings, behaviour management considerations, transitions, questions for different groups, examples of modelling of key concepts and organisational features.
- ① Daily assessments should be focused around pupil attainment of the success criteria. Only children not meeting or exceeding these should be noted and any necessary actions as a result of this assessment should be shown in annotations or changes to next lessons.
- ① If a general TA or additional adult (e.g. mentor acting as TA) is timetabled to be in a lesson being delivered by the trainee then they should be directed by the trainee. In order to support trainees to learn to effectively deploy additional adults, [Form C1](#) should be completed for each TA prior to the lesson.
- ① Trainees should reflect upon their own development and progress through completion of the school experience weekly log, which is located in their Trainee Portfolio. Trainees should attach strengths, target areas and development points to the relevant Teacher Standards, so they are clear about their learning journey each week.

BLOCK 2 PLANNING INFORMATION

① Please see '[Block 2 planning documents](#)' at the back of this handbook (separate electronic copies will be on Blackboard).

School experience block	Weekly plan?	Daily plan?	Daily assessments?	Weekly evaluation?	Annotations/changes on weekly plan?	TA/additional adult briefing form?
2	Yes, from week 1 (Form B2a & Form B2b) (A3 size) (1 for English, 1 for Maths and 1 for 'other' subjects) Phonics (use Form B2a)	No, but Form B1b can be used if the mentor and/or trainee think this would help for a specific lesson or subject planning	Yes, informal notes on Form B2a & Form B2b Record on weekly assessment tracking sheet (Eng/Maths only) (Form B2c)	Yes, complete the 'Trainee weekly log' in the Trainee Portfolio (see Appendix I for example)	Yes, <u>detailed</u> handwritten annotations on Form B2a & Form B2b planning sheet should reflect assessment and changes required	Yes (Form C1)

Notes to support planning - Block 2

- ① **Weekly plans must be printed/written on A3 size paper** – to allow for annotation, notes and assessments to be added. Plans should not be reprinted to show the changes made each day - handwritten notes/annotations are sufficient.
- ① Weekly plans should show the L.O. for ALL English and Maths lessons, even if the mentor is teaching. Trainees are not required to add any more information than the L.O. if the mentor is teaching the lesson.
- ① The detail of each lesson being taught by the trainee should clearly show the systematic flow of the lesson e.g. key questions, intended modelling of new concepts, assessment opportunities, pupil activity and involvement.
- ① All weekly plans must have clear notes and records of daily assessments and key points arising – this should be clearly recorded in the final column on the sheet after each taught lesson.
- ① The weekly assessment tracking sheet ([Form B2c](#)) should relate to progress assessed against the L.O., showing ONLY pupils who exceeded/did not meet expectations or were absent. Trainees are expected to design their own symbols and recording system so they can respond to assessments made – **this is not just a 'tick sheet'**.
- ① The assessment 'summary' at the end of [Form B2c](#) should detail emerging next steps or target areas for next week or next time the topic is covered and should be recorded in the bottom table. This should demonstrate a sound knowledge of how assessment of the week will/would inform future teaching.
- ① Trainees should reflect upon their own development and progress through completion of the school experience weekly log, which is located in their Trainee Portfolio. Trainees should attach strengths, target areas and development points to the relevant Teacher Standards, so they are clear about their learning journey each week.

ADDITIONAL PROFESSIONAL DEVELOPMENT TASKS

The role of a teacher is far broader than just that of planning and delivering lessons. We want our trainees to engage in a range of wider professional tasks in readiness for their NQT year. The tasks outlined below, with relevant appendices available in the trainee Professional Task Booklet, should be completed during school experience periods. Suggested completion points have been given as guidance. All tasks should be completed by the end of the programme and kept in File 2 (section 5). It is the responsibility of the trainee to track and complete tasks and liaise with mentors if they need assistance with any aspect.

Task/focus area (relevant Teacher Standards)	Suggested completion period	Task expectations and evidence required <i>*NB: The appendices referred to in the task outlines are in the trainee task booklet, not in the appendices located at the back of this handbook.</i>
Task A Behaviour management and classroom ethos (S1a, S7a, S7b, S7c)	Early Block 1 and 2 (1 obs. on each)	Observe two lessons, in different subjects, focusing upon strategies to support effective behaviour management. Complete Appendix A* in the task booklet for each observation.
Task B Inclusion (S5a, S5b, S5c, S5d, S6c)	Early Block 1	Observe two different lessons, considering the specific strategies (e.g. questioning, groupings, lesson structure, resources, support) that the teacher/additional adults use to engage and meet the needs of different groups of learners. Reflect upon how this may influence your own planning and lesson approaches (Complete Appendix B*).
Task C Assessment - marking and feedback (S6b, S6c)	Block 1	<ul style="list-style-type: none"> a) Find out about how your school assesses pupils. Complete Appendix C*. b) Ask for a copy of the school marking and feedback/assessment policy. Highlight the key information that you will need to use during your placement e.g. marking codes or systems, feedback policy and marking expectations. c) Collect 3 samples of pupil work from your lessons across the placement to demonstrate your use of the school marking policy to support next steps.
Task D Assessment – tracking pupil progress (S2a, S2c, S6b)	Block 2	<p>Profile and monitor two pupils' progress across the duration of your time in their class. NB: one of the two pupils selected should be a higher attainer. Complete Appendix D* for each pupil.</p> <ul style="list-style-type: none"> a) <u>Initial baseline task</u> – ask your mentor for any assessment data about the two pupils at the start of your time with them e.g. KS1 SATs results, any termly assessment data, other relevant assessment information. Look at their books and make notes about their strengths and potential target areas (Appendix D*) b) <u>Weekly</u> – Where possible, collect at least one sample of each pupil's work each week e.g. photocopy work in book or save a copy/take a picture of a submitted piece online. Keep regular informal dated notes on each pupil as points of interest, progress or gaps arise e.g. post it notes with observations from a lesson or feedback from TA, such as their contribution, difficulties, support needed, exceeded expectations etc. c) <u>Final assessment of progress</u> - In your final week, complete a report (Appendix D*) for each pupil. Outline the progress made since the baseline with suggested targets and next steps. Share and discuss these with your mentor as if they were the pupil's next class teacher. Ask your mentor for feedback on your assessments. <p><i>NB: All evidence for this task should be kept in the appropriate sections of File 2.</i></p>

Task/focus area (relevant Teacher Standards)	Suggested completion period	Task expectations and evidence required <i>*NB: The appendices referred to in the task outlines are in the trainee task booklet, not in the appendices located at the back of this handbook.</i>
Task E Video clip reflection – teacher presence and engaging learners (S1a, S7b, S7c, S8d)	Block 1 (week 2/3 and then week 5/6)	<p>Arrange to film two 10 minute video clips of you teaching a lesson at different points in the school experience (use an iPad, school technology or some other agreed format). The recording should focus upon you, not the children, but you can reflect upon some of the children's responses, behaviours and interactions to add to your reflection and analysis. (NB: you must seek permission from your school mentor. The recording must be deleted after analysis).</p> <p>Each time complete Appendix E*, reflecting upon your delivery such as <i>your teacher presence, pupil engagement, clarity of explanation and behaviour management</i>. Identify your strengths and target areas. Where possible, show and discuss the clip with your mentor and agree the targets.</p>
Task F Video clip reflection – pupil engagement, assessment and progress (S5a, 6b, S6c, S6d, S2a)	Block 2 (week 3/4 and then week 6/7)	<p>Arrange to film two 10 minute video clips of you teaching a lesson at different points in the school experience (use an iPad, school technology or some other agreed format). The recording should focus upon you, not the children, but you can reflect upon some of the children's responses, behaviours and interactions to add to your reflection and analysis. (NB: you must seek permission from your school mentor. The recording must be deleted after analysis).</p> <p><u>Video 1 focus</u> – Teaching for impact. Make notes on the following:</p> <ul style="list-style-type: none"> ① The clarity of your learning objective/success criteria and how this was shared/delivered ① Assessment for learning – how did you find out what the children knew/understood and how frequently? ① How actively involved were the children? How much was teacher led? What was the impact of this? ① Questioning – how often was this used? How effective was this? Did it meet the needs of different learner stages of development? How did you challenge the higher attainers? <p><u>Video 2 focus</u> – Inclusion and progress. Make notes on the following:</p> <ul style="list-style-type: none"> ① Have you addressed your targets identified from the last video? What impact has this had on learners and learning? ① Did you support/challenge different groups of learners (e.g. SEND, high attainers?) If so, how? - What evidence of progress do you have to support this? ① Which groups of learners may you need to plan more specifically for? ① How much could you assess in terms of learning and progress from the clip? How secure was this?
Task G Classroom display (S1a, S8a)	Any	<p>Under guidance from your mentor, identify a focus or theme on which to plan and create a display or working wall within the classroom. Mount and complete the display before you complete your time in school. Take a photograph as evidence of completion.</p>

Task/focus area (relevant Teacher Standards)	Suggested completion period	Task expectations and evidence required <i>*NB: The appendices referred to in the task outlines are in the trainee task booklet, not in the appendices located at the back of this handbook.</i>
Task H Inclusion and professional responsibilities (S6, S5, Part 2)	Any	Ask to attend and observe as many of the following as is possible (only do so if this does not conflict with Covid-19 guidelines and school safety procedures): a) Parents evening b) Pupil progress meeting c) A book scrutiny or moderation exercise within a subject d) A SEND review meeting or parent meeting e) A meeting between external professionals and the mentor e.g. SALT, Ed Psych, transition secondary school f) Any meetings relating to assessment and reporting
Task I Wider school life (S8a, Part 2)	Any	Try to help and/or get involved with as many of the following as possible (only do so if this does not conflict with Covid-19 guidelines and school safety procedures): ① Staff meetings and/or training ① New school initiatives or events ① School assemblies ① PTA or fundraising events ① School trips – planning, risk assessments, organisation ① Visitors or themed days in school e.g. world book day ① Assisting with an after school or lunch time club
Task J Science elicitation (S2b, S3a, S5b, S5c, S6b)	Any	Gather evidence from a class or a small group of children to determine and consider how their views compare to a generally held scientific concept or idea. See Appendix G* for more details and complete the form)
Task K Modern languages (S3a, S4d)	Any	Plan and teach a 10-15 minute game in a foreign language of your choice for the class or a large group. Complete Appendix H*.

THE TRAINEE PORTFOLIO

The Trainee Portfolio is an essential document that is used to evidence a trainee's attainment of the Teacher Standards over the course of the PGCE programme. This impacts on the recommendation for QTS at the final exam board. Trainees are required to complete aspects of this evidence base each week during school experience. Mentors are asked to check this is a true representation of their experience and the evidence gathered. Trainees should be willing to show this to their mentor at any time. This document should also be used during each of the interim and final assessment points (week 3, week 5/week 6 and final week) as a starting point in professional discussions about progress and targets.

WEEKLY TRAINEE PORTFOLIO REQUIREMENTS DURING SCHOOL EXPERIENCE (ALL SCHOOL EXPERIENCES)

- ① Completion of a 'Trainee Weekly Log'
- ① Update the 'Teacher Standards Log' page
- ① Update the 'Curriculum Subjects Log' page

INTERIM REVIEW POINT REQUIREMENTS (BLOCK 1 AND BLOCK 2 ONLY)

- ① Highlight best fit attainment on the Assessment Framework in the Trainee Portfolio, through discussion and agreement between the mentor and trainee (example of the document in [Appendix C](#)).
- ① Complete the 'Interim Review Meeting' log (example of the document in [Appendix F](#)).

FINAL ASSESSMENT POINT REQUIREMENTS (END OF BLOCK 1 AND BLOCK 2 ONLY)

- ① Highlight best fit attainment on the 'Assessment Framework' in the Trainee Portfolio, through discussion and agreement between the mentor and trainee
- ① Mentor to complete the 'End of placement assessment report' ([Appendix G](#))
- ① Trainee to ensure that all school experience attendance logs are up to date and signed by the mentor

SUGGESTED STRUCTURE OF INTERIM AND FINAL REVIEW MEETINGS:

- ① Trainee to reflect upon their teaching to date. Identify successful lessons and why these were successful. Identify less successful lessons and why these were less successful. Talk about their developing philosophy through examples (example of the document in [Appendix F](#)).
- ① Trainee to outline their overall areas of strength and progress and identify areas that they recognise still need to be further developed or improved.
- ① Mentor to give feedback on trainee comments and reflection.
- ① Mentor to give additional feedback e.g. positives and areas that have made progress.
- ① Trainee and mentor to work through the Assessment Framework in the Trainee Portfolio to highlight attainment at that point (example of the document in [Appendix C](#)).

Mentor and trainee use these discussions and the highlighting exercise to identify clear, achievable targets for the next few weeks.

ASSESSMENT – INTERIM AND FINAL REVIEW POINTS (BLOCK 1 AND BLOCK 2)

It is essential that all trainees meet all of the Teacher Standards by the end of the programme. Therefore, trainees require a range of evidence that supports this assessment. The following is an overview of the assessment points and deadlines. Interim reviews should be completed through a mentor and trainee discussion of progress, joint highlighting of the Assessment Framework and recording notes in the Trainee Portfolio interim review document (see [Appendix C](#) for an example of the Assessment Framework document). The 'End of school experience assessment report' ([Appendix G](#)) should be completed by the end of the block and an electronic or handwritten copy should be given to the trainee to upload to the university system.

KEY DATES FOR BLOCK 1 (02.11.20 – SCHOOL CHRISTMAS HOLIDAYS)

- ① Interim review 1 – to be completed during week beginning 16th November
- ① Interim review 2 – to be completed during week beginning 30th November
- ① End of block review – to be completed during final week of the block
- ① End of placement mentor report – to be completed and shared with the trainee before the end of the block

KEY DATES FOR BLOCK 2 (15.03.21 – 18.06.21)

- ① Interim review 1 – to be completed during week beginning 29th March
- ① Interim review 2 – to be completed during week beginning 3rd May
- ① End of block review – to be completed during the penultimate or final week of the block
- ① End of placement mentor report - to be completed and shared with the trainee before 18th June

THE ROLE OF THE TRAINEE

All University of Manchester trainees are expected to adhere to the code of professional conduct, which can be found in the course handbook.

DURING WIDER-SCHOOL ASPECTS OF SCHOOL-BASED PLACEMENTS

Trainees are expected to:

- ① be punctual, arriving at school no later than 8.00 am and not leaving before 4.30pm except in circumstances as negotiated with the mentor or in line with any Covid-19 school arrangements;
- ① set a good example to all pupils through their personal presentation and conduct, and through the standard of their spoken and written English;
- ① carry out, in a professional manner, tasks as required by the head teacher, university and mentor;
- ① understand their pastoral responsibilities including the safeguarding, health and safety of all pupils;
- ① manage any bullying or discrimination issues calmly;
- ① establish professional and effective relationships with school staff, parents and pupils and with other agencies involved with the education and welfare of the pupils;
- ① involve themselves in the wider life of the school attending staff meetings and school events when invited and where appropriate. NB - Trainee teachers cannot legally take full responsibility for playground supervision, but will be expected to join a member of staff carrying out this duty, where possible. The trainee's involvement in extra-curricular activities is voluntary, but such activity can be valuable and contribute to the standards of professional values and practice;
- ① maintain confidentiality, exercising tact at all times and respecting the confidentiality of both children and teachers;
- ① make themselves aware of school policies and procedures and, with the guidance of the school co-ordinator and mentor, apply them appropriately;
- ① return resources or materials belonging to the school at the end of the placement.

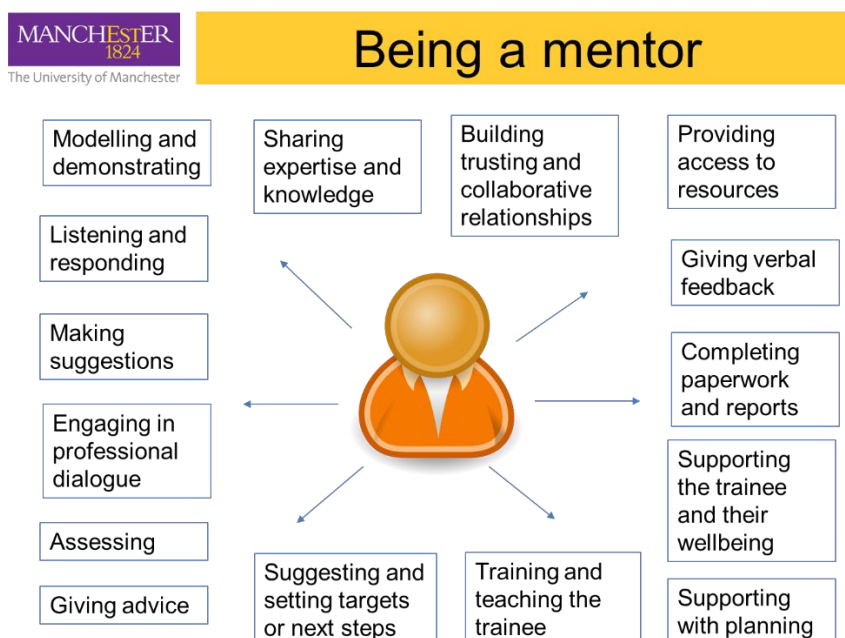
SPECIFIC PROFESSIONAL ASPECTS OF CLASSROOM WORK

Trainees are expected to:

- ① plan and prepare allocated lessons in advance, and in close support and liaison with the mentor, mark work promptly in accordance with school policy and procedures;
- ① ensure that all the resources necessary to teach their lesson are prepared in advance and ready before the lesson;
- ① record an accurate assessment of pupil progress resulting from the lesson;
- ① reflect on and evaluate the effectiveness of their teaching and learning strategies regularly as part of their professional learning journey;
- ① establish and maintain school placement files and have them available at all times;
- ① listen to constructive advice and act upon it to the best of their ability;
- ① take responsibility for their professional development and professional behaviour;
- ① seek to further their experiences, set appropriate professional targets and evaluate their own performance honestly;
- ① ensure that the classroom is tidy at the end of the day;
- ① build the subject knowledge required to teach effectively within the National Curriculum;
- ① keep up to date with developments in the subjects they teach;
- ① demonstrate and collect evidence of achievement of the Teachers' Standards necessary to achieve QTS.

THE ROLE OF THE MENTOR

By working in partnership with the university, each school has agreed to the roles and responsibilities of being a host school and agreeing to mentor a trainee, as outlined in the **UoM PGCE Partnership Agreement** (*an electronic copy of the full agreement will be emailed to each school prior to placement*).



The key elements of the mentor role that are committed to upon agreeing to host a trainee are summarised below.

MENTOR ROLE

Mentors are asked to complete the 2 interim review points and the final review summary to reflect upon trainee progress, strengths and next steps. This will indicate if the trainee is on track to meet the placement expectations.

In addition to the interim reviews, regular feedback and professional dialogues can have the biggest impact upon trainee progress. Mentors can use the UoM mentor feedback form ([Appendix D](#)) to give written notes and feedback or they can record or devise their own ways of giving notes and feedback (oral and/or written).

Relationships

The mentor should seek to establish a friendly, supportive and professional relationship with the trainee. Trainees will need to know about classroom organisation, procedures and routines including:

- ① systems of grouping within the class and school;
- ① SEND including any intervention and personalised learning plans; pupils eligible for pupil premium;
- ① approaches to behaviour management and discipline (including school policies and systems);
- ① the roles of other adults in the classroom;
- ① any setting arrangements;
- ① use of ICT facilities;
- ① homework;
- ① safeguarding, safety (first aid, evacuation), e-safety and child protection procedures.

At an administrative level, the mentor will:

- ① be trained by the University of Manchester;
- ① ensure the trainee is familiar with, and adheres to, relevant school policies, including Covid-19 and safeguarding;
- ① monitor the trainee's attendance, sign the attendance log weekly and advise the alliance co-ordinator (SD) or professional tutor (core) of any matters of concern.
- ① plan a suitable build-up of trainee teaching input for the placement, to support the placement expectations;
- ① facilitate regular opportunities for the trainee to observe teaching;
- ① complete the interim and final review meetings, to ensure the trainee is clear about their strengths, development and target areas;
- ① ensure that the trainee has access to resources for teaching all subjects and knows their purpose;
- ① provide opportunities for trainees to complete school-based tasks;
- ① complete an end of placement summative report on the trainee at the end of each of the two long block school experiences;
- ① provide feedback to the co-ordinator about the experience of being a mentor by completing the university's evaluation of school-based training.

During placement, the mentor will:

- ① engage in regular professional dialogue with the trainee about strengths and how s/he can improve her/his teaching and pupils' learning (a Mentor feedback form, [Appendix D](#), can be used to support feedback);
- ① share any concerns sensitively and quickly with the trainee and, where necessary, their university tutor or alliance lead (School Direct);
- ① support and provide feedback on planning throughout the placement;
- ① identify and monitor targets set for trainee development and provide feedback and support in order for the trainee to achieve these;
- ① monitor trainee files and completion of the relevant sections of the Trainee Portfolio;
- ① monitor to ensure the trainee has appropriate expectations of pupils, and that pupils' work is of a satisfactory standard and shows progress;
- ① check that the trainee monitors and marks work and gives appropriate feedback;
- ① check that the trainee makes use of assessment and can explain how it has influenced/changed their teaching;
- ① complete the end of placement documentation ([Appendix G](#)) to summarise progress, attainment and set supportive targets for the trainee's next placement.

THE ROLE OF THE SCHOOL ITT COORDINATOR

Many schools have a co-ordinator who may be the head teacher or an experienced class teacher with school-wide responsibility for co-ordinating professional placements. The coordinator has a vital role in the partnership in terms of liaison, organisation and facilitation. He/she should be seen as the manager of school-based training for the trainees during their professional placements. The school ITT co-ordinator attends MIE cluster meetings and may be the nominated (volunteer) coordinator to represent that cluster at the Partnership Advisory Committee.

At an administrative level, the school co-ordinator will:

- ① liaise with the hub school and university cluster tutor (UT) regarding the allocation of training places;
- ① seek feedback from colleagues about the experience of being a mentor and about the preparedness of the trainee for their subsequent placement/NQT qualification;
- ① liaise with the university tutor and, if necessary, the course director regarding concerns;
- ① organise opportunities for trainees to complete professional tasks and to gain the additional experiences they need in order to achieve QTS;
- ① facilitate opportunities for trainees to observe teaching and meet the requirements of this placement handbook;
- ① attend the training days, if appropriate.

During placement, the school co-ordinator will:

- ① welcome trainees into the school and ensure they are familiar with the school's policies and procedures;
- ① monitor and moderate mentor assessment of trainees and ensure that they understand their role and the demands of the Teachers' Standards;
- ① regularly check in with trainees and mentors to ensure that the placement is progressing as expected and check their wellbeing.

THE ROLE OF THE UNIVERSITY TUTOR (UT) – CORE TRAINEES

Due to Covid-19, the usual university tutor visits to school to observe and meet with trainees and mentors will not be possible. This may change over the course of the year, as Covid-19 restrictions change, and we will continually monitor this.

Core PGCE trainees will continue to be allocated to a university tutor (UT) and will be supported online initially by that tutor during the duration of the course. NB: There may be occasions where another tutor may be involved in this support e.g. due to Covid-19 issues, for additional support or as part of staff moderation processes. We aim to place trainees within the allocated tutor's cluster group of schools but at times, for practical reasons or in response to Covid-19 developments, another cluster school may be used or needed. Where possible, the trainee's UT will continue to supervise and support the trainee.

During school experience, Block 1 and 2, the UT will:

- ① act as a moderator and validator of the school experience training and ensure that the trainee is informed as to his/her progress against the Teachers' Standards 2012 for development;
- ① provide support and meetings to ensure that trainees are meeting the standards and expectations required to be recommended for QTS by the end of the course (see the typical support outline below and [Appendix H](#) for an exemplar of the meeting log);
- ① keep in contact with the trainee, mentor and school around any issues relating to Covid-19 and how this may impact upon the trainees' school experience and progress;
- ① inform the trainee of any serious shortcomings that might threaten their successful completion of the school experience and provide support where needed;
- ① monitor the Trainee Portfolio document and give appropriate feedback and targets, where required;
- ① support the trainee to reflect, learn and develop their teaching skills and emerging educational philosophy;
- ① discuss progress, strengths and next steps with the school mentor, as part of the moderation and quality assurance process;
- ① monitor the wellbeing of the trainee throughout the placement and provide support where necessary.

Typical university tutor support during Block 1 and Block 2

NB: The order and timings of these activities will vary from school to school and should be discussed and agreed between the tutor, trainee and mentor. This schedule may be subject to change due to any Covid-19 related issues.

- ① 1 x one-to-one online meeting with the trainee to discuss progress, experience, Teacher Standards met so far.
- ① 1 x online meeting with both the trainee and mentor to discuss progress on the Assessment Framework, Teacher Standards, progress and next steps.
- ① 1 x online meeting with either UT, mentor and trainee **OR** UT and trainee to discuss the Trainee Portfolio, progress and experience so far. (UT to use their discretion to decide on best format of this meeting for the needs of the trainee and/or mentor availability).
- ① 2 x online whole tutor group tutorials during the course of the school experience – content and focus tbc depending upon the timing of the placement.

THE ROLE OF THE ALLIANCE LEAD AND UNIVERSITY TUTOR – SCHOOL DIRECT TRAINEES

School Direct (SD) PGCE trainees have the school based lead (known as the alliance lead) as the main and initial point of contact during school placements. However, if there are any issues that cannot be resolved or are of a serious nature then the university tutor should be contacted by trainees, mentors and/or the alliance lead.

ALLIANCE LEAD – SUPPORT DURING SCHOOL EXPERIENCE

It is expected that the School Direct alliance lead will provide one QA 'visit' and one pastoral support 'visit'/contact (this may be via telephone, email or another visit) per placement to each trainee. Due to Covid-19 policy and restrictions, it will be left to the discretion of each school to decide if a face-to-face visit with file check, lesson observation and discussion or an online 'visit' is most appropriate for the school and trainee. Alliance leads will contact hosting schools to arrange this during each main school experience block.

UNIVERSITY TUTOR

A university tutor will provide a quality assurance (QA) role, during school experience Block 1 and 2, in order to ensure that each alliance is providing the entitlement for each trainee and to ensure that trainees are meeting the expectations of the placement. This will be online, but not all trainees will receive a QA visit.

The university-based tutor will:

- ① liaise with the alliance lead, to ensure that all SD trainees are placed and are compliant in terms of the course and placement requirements;
- ① provide training for all mentors at the university, to ensure there is consistency of approach, support and assessment for trainees across each alliance;
- ① give prior notice of any online QA meetings to schools and trainees;
- ① provide the trainee and the school with a copy of any QA report following any online QA meeting;
- ① provide additional support to trainees and schools who require additional support or are deemed at risk of not successfully completing the placement;
- ① oversee the SD trainees' completion of the Trainee Portfolio document;
- ① inform the trainee and alliance lead of any serious shortcomings that might threaten the trainee's successful completion of the school experience;
- ① Monitor trainee wellbeing and any issues relating to Covid-19 that may impact upon their development and school experience.

HOW TO EVIDENCE THE TEACHERS' STANDARDS

This overview provides some guidance for mentors and trainees around some possible sources of evidence for the Teachers' Standards. Trainees should look to have a range of different evidence forms across a range of school experiences, in order to competently meet all of the standards by the end of the programme.

S1 - Set high expectations which inspire, motivate and challenge pupils

- ① Evidence of safeguarding: annotation of policies and times the trainee has used them
- ① The classroom environment supports and extends learning
- ① The trainee maintains records of attendance and punctuality; bullying log/ behaviour log following the school's behaviour code
- ① Evidence of a relaxed atmosphere within class – pupil talk; confidence to speak and discuss; respect for opinions
- ① Pupils know targets and how to achieve them; next steps in marking and feedback
- ① Achievement of targets is celebrated
- ① Effective tracking/ analysis of data to close the gaps
- ① Quality lesson planning which shows clear and appropriate differentiation
- ① The use of seating plans/groupings
- ① Awareness of different children/groups of children and effective interventions
- ① Good use of resources and support staff
- ① Models behaviour, respect, politeness expected in and outside class to other colleagues and visitors, not just pupils
- ① Possible rewards and sanctions (including celebration assemblies, class assemblies)
- ① Provides regular feedback to pupils, both verbally and in writing
- ① Evidence of actively modelling the school's vision and values
- ① Feedback from outside agencies and community, e.g. trips out, visitors' book, parents' feedback

S2 - Promote good progress and outcomes by pupils

- ① Pupil progress against targets - teacher tracking and intervention
- ① Students' responses to written feedback
- ① Book scrutiny; marking in books and indicating next steps
- ① Evidence that pupils can voice their progress: 'My target is/I need to --- /I have met my target because...'
- ① Annotated lesson plans (including differentiation) and AfL strategies
- ① Seating and group plans – identification of vulnerable children and impact of your planned interventions via reflection
- ① Use of assessment to inform planning
- ① Active awareness of IEP reviews, Personal Support Plans
- ① IEPs; Individual pupil targets (data); annotated individual pupil tracking sheets
- ① Data from wider professionals, e.g. speech therapists etc. and how you used this to secure progress
- ① Lesson planning – for EAL, SEN/D learners and all identifiable groups and individuals.
- ① CPD/ staff training the trainee attended; annotated notes
- ① Varied and creative teaching styles e.g. paired work, team teaching (no single approach in all lesson)
- ① Evidence of adapting lesson in response to pupils' needs through lesson observations, joint planning and feedback

S3 - Demonstrate good subject and curriculum knowledge

- ① Planning that demonstrates progression over time
- ① Lesson observations and feedback show differentiation and appropriate challenge, questioning
- ① Examples of marking & feedback, assessment, target setting to show that the trainee's subject knowledge enables pupils to understand concepts and make progress
- ① CPD – engagement in INSET, staff meetings, courses, school networks
- ① Evidence of supporting/ liaising with colleagues
- ① Pupil and parent voice/ pupil attitudes/ pupil progress
- ① Promoting active speaking and listening of children
- ① Modelling of spoken & written English in all lessons regardless of subject
- ① Planning shows development of literacy as well as subject specific
- ① Effective use of TAs who have good knowledge effectively displayed
- ① Hearing children read, picking up errors
- ① Teacher pronounces appropriate phonemes
- ① Outcomes of formal assessment demonstrating progression in subject knowledge as a result of your pedagogy
- ① Understanding pupils' errors and misconceptions
- ① Uses accurate subject terminology

S4 - Plan and teach well-structured lessons

- ① Planning - Annotated planning with reflections
- ① Timekeeping/ timetabling
- ① Lesson observations of the trainee that show his/her developing understanding of effective planning
- ① Trainee's lesson plans (which reflect progression); the inclusion of well-planned/ thought through structure and activities
- ① Use of TAs for effective learning
- ① Assessment and progress information used as the basis for planning
- ① Appropriate and motivating homework; homework record;
- ① Evaluation of appropriateness and motivation of work set/lesson evaluations
- ① Learning environment; encouraging children's questions/ ideas and opportunities for deep questioning and curiosity to be aroused
- ① Evidence that children's ideas have fed into topics
- ① Enrichment opportunities – visitors/visits
- ① Positive behaviour planned for and observed
- ① Lesson objectives with measurable outcomes to gauge progress
- ① Progress made between lesson observations and response to targets is evident
- ① Contribution/participation in joint planning activity to improve teaching

S5 - Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

- ① Planning & differentiation – shows understanding of child development
- ① Pupil work, provision of resources, demonstration of progress over time
- ① Engaging in decision making processes with support staff, deployment of additional adults
- ① Choosing and implementing appropriate learning outcomes
- ① Use of effective questioning/Bloom's Taxonomy/ thinking skills/ enquiry to deepen learning
- ① Differentiated questioning informed by data
- ① Seating plans; appropriate groupings
- ① Application of appropriate strategies
- ① Ability to articulate why children need a particular type of approach
- ① Lesson plans show understanding of next steps based on children's needs
- ① Meetings with SENDCo to develop understanding of children's needs
- ① Lesson plans show explicit differentiation
- ① Resources reflect children's needs
- ① Written feedback and pupil/parent meetings show understanding of different needs
- ① Appropriate methods of assessment and next steps feature in lesson planning and delivery as well as pupil interaction
- ① Learning opportunities for the more able promoted throughout as evidenced in lesson plans and observations

S6 - Make accurate and productive use of assessment

- ① Accurate use of assessment to identify gaps in learning and plan next steps
- ① Work sampling
- ① Outcomes of moderation and pupil progress meetings – APP, levelling etc.
- ① Planning reflects assessment outcomes
- ① Use of whole school and departmental data
- ① Book scrutiny and quality of marking – next steps identified
- ① Interventions including more able and other vulnerable groups
- ① Deployment of other adults is effective
- ① Using information from previous/ other teachers to inform planning and effective class 'hand-back' after placement
- ① Books/ Work scrutiny
- ① Lesson observations
- ① Pupil conferences, tutor group time
- ① Pupil questionnaires
- ① Pupils can articulate targets
- ① Trainee makes effective use of pupils' errors and misconceptions to identify next steps
- ① Feedback is timely
- ① Written feedback is legible and clear
- ① Ample opportunities are provided for verbal feedback
- ① Effective use of peer feedback and talk partners to scaffold learning
- ① Trainee provides models and examples to scaffold children's learning

S7 - Manage behaviour effectively to ensure a good & safe learning environment

- ① Pupil conferencing / discussions with pupils
- ① Use of effective praise
- ① Clear, visible classroom rules; evidence of class agreement on rules; rewards/consequences boards
- ① Evidence of positive behaviour management/ school rewards
- ① Appropriate use of rewards and sanctions in line with school policy
- ① Staffroom discussions; discussions with pupils
- ① Trainee behaviour – modelling to pupils
- ① Trainees' communication with pupils, colleagues and all in school
- ① Adhering to school policy/ethos; school policies & 'non- negotiables' are actioned consistently
- ① Follow up of behaviour outside of class with relevant pastoral colleagues
- ① Quality of work in books; differentiated tasks evident
- ① Classroom environment and displays; layout of classroom; seating plans used as evidence where possible
- ① Conflict resolution techniques deployed effectively
- ① The effective deployment of other adults to maximise the learning environment; support staff; use of resources

S8 - Fulfil wider professional responsibilities

- ① Supporting school at Parents' Evenings
- ① Developing and contributing to development of SoW, policies, teaching resources
- ① Engaging in enrichment activities – planning/leading/organising: school activities, residential visits, whole school events, home/school events, clubs, fairs, community and charity events.
- ① Adapting practice in light of feedback from lesson observations
- ① Being prepared to participate in trials, new pedagogies e.g. team teaching/lesson study, etc.
- ① Playing active part in staff meetings/ INSET
- ① Seeking support when appropriate
- ① Acting on feedback professionally
- ① Regular reflection on practice e.g. journal, further professional study, leading a staff group, disseminating new learning to colleagues
- ① Requesting CPD or additional support for professional development
- ① Active researching of up-to-date pedagogy and practice
- ① Home/School liaison – diaries, letters etc.
- ① Giving letters and information out on time

Teachers' Standards - Part 2

a) Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. Evidence to be demonstrated consistently throughout training:

b) Teachers must have proper and professional regard to the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

- ① Approach to students
- ① Punctual and prepared for lessons
- ① Registers the classes
- ① Helps children and young people to become confident and successful learners
- ① Treats children with respect, building relationships, maintaining boundaries
- ① Discusses any concerns about children with relevant colleagues
- ① Supports/joins in with extra-curricular activities
- ① Accesses pupil voice to have a positive impact upon practice
- ① Shares successes with children and highlights good practice (behavioural and academic) and in marking and feedback
- ① Sensitive to social background, ethnicity and religious beliefs when interacting with children. This may be evident in lesson observations and/or their evaluations
- ① Does not express personal beliefs in ways which exploit students' vulnerability

AWARD OF QTS – HOW OUR TRAINEES ARE ASSESSED OVERALL

PRIMARY PGCE ASSESSMENT FRAMEWORK

By the end of the programme, all trainees are required to meet all aspects of the Teachers' Standards in order to pass the course and be recommended for the award of QTS. Most trainees are expected to exceed the Standards. Due to the changes in education since the Covid-19 pandemic we have adapted our assessment procedures, to maintain rigour and quality, but to provide the flexibility that is required at this challenging time.

EVIDENCE

Evidence tutors will draw from in order to establish whether a trainee has met all the Teachers' Standards and should be recommended for QTS include the following:

Trainee Portfolio	<p>Evidence documented to demonstrate that each of the Teachers' Standards has been met by the trainee including:</p> <ul style="list-style-type: none"> ① Weekly school experience log of teaching, wider school involvement and mentor support, including setting clear targets to support their professional development and ensure Teacher Standards are being met (all school experiences) ① Highlighting where on the assessment framework the evidence suggests they may be working at each stage (3 points across each long placement). NB: <i>Trainees not meeting these aspects may be subject to a 'warning letter' as they may be at risk of not meeting the Teachers' Standards by the end of the programme.</i> ① Consider target areas identified as inadequate or less confident as next steps to be addressed ① Identifying the Teachers' Standards and sub-standards that have been evidenced each week of placement and recording this ① Engaging with two interim review points and a final review summary to discuss progress and priority areas for development with their mentor ① Engaging in professional discussions with their university mentor/alliance lead, to outline progress, strengths and target areas 	<p>Trainee compiles evidence – mentor monitors and discusses with trainee informally each week and more formally at 2 interim review points and a final review summary.</p> <p>University tutor/alliance lead monitor and discuss with trainee during online meetings and tutorials</p>
Regular mentor feedback and support	<p>Mentors complete the 2 interim review points and the final review summary, in Block 1 and 2, to reflect upon trainee progress, strengths and next steps. This will indicate if the trainee is on track to meet the placement expectations. (see Appendix F and Appendix G)</p> <p>In addition to the interim reviews, regular mentor feedback and professional dialogues can have the biggest impact upon trainee progress. Mentors can use the UoM mentor feedback proforma (Appendix D) to give written notes and feedback or devise their own ways of giving notes and feedback (oral and/or written).</p> <p>Feedback from mentors may include:</p> <ul style="list-style-type: none"> ① file checks at interim/final reviews ① give regular support and feedback about lesson planning ① support trainee engagement with the wider role of a teacher ① provide opportunities to discuss lessons taught by the trainee, to show strengths and target areas (this may be supported by written notes/feedback) ① discuss progress since last review point including how previous targets have been addressed and pupil progress in trainee lessons. ① review of targets and new targets set as a result of monitoring ① use of the 'Assessment Framework' to outline trainee progress and next steps ① a log of any cause for concerns and agreed actions identified to address these promptly 	<p>Mentor provides regular feedback (oral and/or written) and support</p>

<p>Core trainees – 3 online contact points with UT</p> <p>SD trainees – 2 contacts with alliance lead (this may be online and/or face-to-face)</p>	<p>A university tutor (UT) or alliance lead will :</p> <ul style="list-style-type: none"> ① check the completion of the Trainee Portfolio in terms of progress and meeting the expectations of teaching, wider school opportunities and mentor support ① moderate targets and ensure that progress, feedback and assessment is on track ① provide support to the trainee and/or mentor as required to ensure that the Teachers' Standards are met by the end of the programme ① review of targets and new targets set as a result of monitoring ① log of any cause for concerns and agreed actions or create a support plan, if required, to address these 	<p>Core trainees – UT give notes following the online meetings for trainees</p> <p>SD trainees – the nominated alliance lead/QA visitor completes these forms (at least one visit)</p>
<p>Assessment Framework grid (Trainee Portfolio)</p>	<p>Regular highlighting of (by trainees) and discussions about teaching and learning based on the Assessment Framework include:</p> <ul style="list-style-type: none"> ① where the trainee is achieving success, ① how the trainee can improve their practice and make progress towards the next stage (formative feedback target setting with mentors/UTs) ① any concerns that the trainee may be at risk of not meeting the Teachers' Standards and completing the school experience 	<p>Mentors' and university tutors' assessments and assessment decisions are guided by the assessment framework grid</p>
<p>End of programme concluding evidence</p>	<p>Summary and evaluation of the evidence outlined above to reach a final outcome at the end of the programme using the Trainee Portfolio evidence, school experience overviews and summative reports.</p>	<p>Tutor and mentor Exam board ratification</p>

OFSTED VISIT DURING SCHOOL EXPERIENCE - FAQs

What will be my role during a school inspection?

Circumstances vary from school to school and so we understand that heads may vary in what they require. Most schools will ask you to carry on as normal, however, some schools might reduce your teaching load during the inspection. This is perfectly acceptable for the run up to and duration of the inspection. It is, of course, a great opportunity to observe a school being inspected and how the school staff team pulls together.

Will the inspectors observe me teaching?

Whilst an inspection team could ask to observe you teach, in the vast majority of cases this does not happen. If it does, just carry on as normal, if they can offer you feedback that is useful for your professional development, but they are unlikely to ask to observe you. They may do a book scrutiny of children's exercise books so they'll be looking for pupil progress and the quality of feedback (marking).

Will my mentor be observed by an Ofsted inspector?

There is a good chance your teacher may be observed and you may be involved in the role of a TA. This is chance to support your mentor and to see the process which is a very valuable experience.

Will I be observed by my mentor or university tutor during a school inspection?

If you carry on as normal and an observation is scheduled then it may go ahead. It is likely to be postponed as would any observation by your university tutor (UT). Please let the UT know of any inspection notification.

Will inspectors ask to see my files or lesson plans?

Inspectors ask for little in terms of planning so are unlikely to ask for yours. Your planning should, of course, be of the high standard that is to be expected of a trainee and should always be available as required by the course. If inspectors do observe you teaching it is likely that they will expect to see the associated lesson plan.

Will inspectors come into my class for any other reasons?

Inspectors carry out a range of activities in addition to lesson observations including examination of data, staff interviews, pupil interviews, 'walks' around school looking for evidence, for example, in display and book scrutinies. It is a valuable opportunity to see how this works in your placement school setting.

For further advice from and about Ofsted see the 'busting the myths' materials:

<https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015/ofsted-inspections-mythbusting>



SECTION 2: MENTOR SUPPORT AND INFORMATION



TEAM TEACHING MODELS

TEAM TEACHING – WHY IS THIS EFFECTIVE AND HOW CAN IT HELP OUR TRAINEES DEVELOP?

Team teaching involves teachers working together purposefully, regularly, and cooperatively, to help a group of pupils of any age learn. Teachers together set goals for a topic or lesson then design lesson plans, teach students, and evaluate the results. We would encourage you to collaboratively plan the weekly overview and content of some lessons as part of your mentor role. Incorporating some team-teaching opportunities with your trainee, particularly in the first couple of weeks of placement, can also help the trainee gain from your expertise and experience in a key stage or subject area that they may never have planned for or taught before.

Benefits to the trainee:

- ① The trainee gets to see the thinking and planning processes that you go through when planning lessons and planning for different needs/groups.
- ① Trainees get more opportunity to learn about teaching and improve their own teaching skills.
- ① Observing modelling key ideas and principles of practice can be observed and taken on more readily than only being talked through approaches (theory in practice).
- ① It can help trainees to step out of their comfort zone.
- ① Pressure is reduced for trainees who are relatively new to the classroom. They can lead on an aspect rather than the whole lesson.
- ① Analysis of the lesson, in terms of your view of your impact and of the trainee impact, makes for a good two-way discussion and aids trainee reflection.
- ① Opportunities to support and model target areas will develop a better understanding of expectations and next steps for the trainee.
- ① Relationships and working collaboratively are both key elements of effective classroom environments. The trainee sees you as a supportive mentor and role model, not just their assessor and target setter.

Some models of team teaching that may be beneficial for a trainee to experience:

1) Team teaching

Both teachers plan lessons and work together to teach pupils. This helps pupils see the teachers as equals with each other. It also gives pupils the chance to ask questions and get assistance during a lesson. This can be especially helpful for pupils for whom adaptations are needed in order to access lessons.

2) One teaches, one assists and/or observes or assesses

Having one teacher actively teaching frees up the other teacher to assist and give individual help as needed. Or the other teacher can observe. For instance, an observing teacher may collect information about how a child responds to different teaching approaches and about his attention and behaviour.

3) Station teaching

Teachers may be responsible for different parts of the lesson plan. This allows them to play to their teaching strengths. Pupils are divided into groups and move from one station to the other. Or the teachers rotate from group to group.

4) Parallel teaching

The class is split in half, and each teacher takes one group. Both groups are taught the same thing but in a different way.

5) Alternative teaching

One teacher handles a larger group of pupils. Meanwhile, the other teacher works with a small group on a different lesson or gives more support to struggling learners.

PAIRED PLACEMENTS

Paired placements are when two trainees are placed in the same class with the same mentor. The benefits, opportunities and principles of team teaching models, as outlined on the previous page, can also be utilised within paired placement and should be referenced. The paired placement approach offers a number of opportunities for all involved, including:

For trainees:

- ① planning together and discussing the detail in planning with a peer;
- ① working and learning in a collaborative manner, utilising the strengths of each trainee;
- ① team teaching and taking different roles in lessons;
- ① reflecting on practice together.

For schools:

- ① having two trainees working in a class to support the class and groups of children;
- ① having the opportunity to support and facilitate trainee reflection;
- ① working with trainees as a pair in a self-supporting context.

For pupils:

- ① gaining from the more focussed attention and support from more practitioners;
- ① learning to work with a range of practitioners who bring unique skills and perspectives to their learning.

PAIRED PLACEMENTS WORK WELL WHEN TRAINEES:

- ① are open and receptive to working as a pair and share experiences;
- ① plan early for their approach to the placement;
- ① share and listen to each other's ideas to aid development and reflection;
- ① discuss and share objectives and agreed targets;
- ① offer constructive and formative feedback to each other as part of their learning.

PAIRED PLACEMENTS ARE LESS EFFECTIVE WHEN PARTNERS FIND IT DIFFICULT TO:

- ① find the time initially to plan and prepare together;
- ① share ideas and collaborate effectively;
- ① respond to each other's different ways of working or teaching approaches.

To help trainees, we suggest that ground rules should be established from the outset:

- ① Emphasise to both trainees from the outset that they need to work together effectively.
- ① Trainees need to think about expectations, ensuring that they are both consistent in these, e.g. behaviour, feedback to children and classroom expectations and that they work collaboratively on this.
- ① Close monitoring at the beginning of the placement is required by the mentor to ensure that the work load is equal. The UT or alliance lead will oversee this and moderate also.
- ① Trainees need to understand that when providing formative feedback to a peer that open and constructive conversations should be the norm.

Each trainee is an individual with different strengths and areas for development.

It is vital that both trainees have the opportunity to learn and develop as the teacher leading the class.

THE ORGANISATION OF PAIRED PLACEMENT TEACHING

Trainees should initially take advantage of having an additional trainee to talk to and work through the planning, teaching and assessment cycle with. For initial lessons (e.g. first 2/3 weeks), one trainee should take the lead role (main teacher), whilst the other takes a supporting role (teaching assistant). The lead teacher should produce the lesson plan and resources, as well as planning the role of the 'teaching assistant' trainee. Trainees should lead a similar number of lessons each week where possible.

After the initial period, each trainee should take more responsibility and have more autonomy for planning and preparing their own lessons. The other trainee may still support some of these lessons, e.g. as a TA, or they may have planning or professional task time. Regular negotiations and agreement with the mentor should ensure that each trainee knows which lessons they are planning and they should gain experience of teaching a range of curriculum subject lessons over the course of the school experience.

Below is a suggested outline of how this may look. Every school works in different ways, so we recognise the need for flexibility to suit the school, but this may provide a starting point. Trainees may teach and lead groups, but should also get regular opportunities to teach whole class lessons.

Week	Trainee A plans, leads and teaches	Trainee B plans, leads and teaches
1	2/3 lessons e.g. English, Maths, Science	2/3 lessons e.g. English, Maths and History
2	3/4 lessons e.g. 2 English, Maths and a foundation subject	3/4 lessons e.g. 2 Maths, English and science
3	As week 2, but with different subjects	As week 2, but with different subjects
4	Lead 3 English and science & a foundation subject	Lead 3 Maths and a foundation subject
5	4 Maths and 2 foundation subjects	4 English and science & a foundation subject
6	All English and science & a foundation subject	All Maths and 2 foundation subjects
7	All Maths and 2 foundation subjects	All English and science & a foundation subjects
8+ build up as appropriate	English and science & a foundation subject	All Maths and 2 foundation subjects

If in KS1 trainees should, where possible, teach at least 2 phonics sessions per week. These phonics sessions could be used to increase the % of teaching time for each trainee.

PAIRED PLACEMENTS - GUIDANCE FOR TRAINEES

Paired placements offer many valuable opportunities to work collaboratively and learn from a colleague who is at the same stage of learning as you are. It is important to acknowledge the strengths and differences that you both bring to the partnership. As your placement progresses, you should look to develop more autonomy and independence from each other, whilst still supporting and providing a sounding board and constructive peer feedback for both of your professional development journeys.

The following is a list of tasks which can be carried out when you are not leading the teaching. Some may require team planning with the lead teacher prior to the lesson.

- ① Assume the role of a TA in the class and work with a small group or individual, as planned by the lead trainee.
- ① As agreed with the lead trainee, observe the children who are the focus for assessment for this lesson so that you can inform their assessment of the lesson. This should also inform your own knowledge and impact on your planning.
- ① Help manage the resources for the lesson, be proactive in distributing them etc.
- ① As agreed with lead trainee, monitor which children are off-task during teacher-led teaching/group work/individual work. Use this for the basis of discussion with the lead teacher after the lesson and work on strategies together to keep the children on task and engaged in future.

Guidance on peer feedback

Working as a pair presents you with the unique opportunity of both giving and receiving feedback. This is an added bonus in addition to feedback from your mentor. It would be helpful during the placement for you both to seek opportunities to develop these skills in a safe and constructive manner. You will both benefit from engaging in peer observation and feedback at least once a week.

What do trainees gain by being an observer?

- ① Seeing other ways of teaching and engaging children in learning;
- ① supporting colleagues by watching them teach and getting to know their teaching style;
- ① watching and reflecting – seeing how children respond, which may impact upon your own approach and teaching delivery;
- ① seeing things through the pupils' eyes;
- ① learning from colleagues' expertise in different subject areas;
- ① seeing things to avoid doing yourself (and having professional conversations with your partner about this learning)!

Through giving feedback, trainees become more receptive to accepting feedback

During the **classroom observation**, the observer gathers evidence of the impact and development of the planned areas of teaching and learning. The observer makes notes in relation to pre-agreed lesson observation prompts (the lead trainee may, for example want evidence of 'strengths' in relation to an aspect of teaching and learning for their Trainee Portfolio).

During the **post lesson feedback and conversations**, the observer provides feedback on evidence gathered in relation to the agreed prompts. Key points are discussed; strengths of the teaching and their impact on pupil learning should be identified along with areas considered by both the lead and support trainee to be in need of further development.

PAIRED PLACEMENTS – MENTOR FAQs AND GUIDANCE

1. Will this be more work for me? Would my mentor time with trainees be mainly shared?

Mentor time will have to be shared between the two trainees so there will need to be mainly joint planning meetings. As time progresses, this may need to change a little as trainees each take more responsibility e.g. each trainee may work with the mentor for one hour each out of a two hour PPA slot or when one trainee is teaching the other trainee may get some 1:1 time with the mentor. Trainees should get some individual time from the mentor, but they must be mindful of time available and this should be agreed at the outset of placement. General feedback from lessons will be individual to the lead trainee, but it is worth remembering that the trainees will also have their peer to work and reflect with also.

2. Can trainees share planning? How do we ensure sufficient independent planning?

Yes, and joint planning can be a great learning opportunity, particularly at the start of the placement. However the 'lead' trainee should have final responsibility to complete the planning and preparation for their lessons. During latter parts of the placement trainees should be expected to work more independently and with increased autonomy for their teaching load.

3. How do we ensure adequate teaching for each trainee?

Trainees need to build up their teaching time in the latter weeks of the placement. It would be best if there was an agreed provisional schedule of teaching at the start of placement. Trainees will need to accept that this may change in response to class needs and/or Covid-19. The key is that trainees get opportunities to plan and teach a range of curriculum subjects and sequences of lessons.

4. What if one trainee stands back while the other does more of the work?

This should be discussed openly from the start and trainees encouraged to work together initially and cooperatively throughout. If mentors are concerned about this they should talk openly to the individual trainee about this and agree how concerns can be addressed. If the issue persists, mentors should contact the university tutor or alliance lead.

5. What if one trainee is significantly weaker than the other trainee?

If one trainee seems to be struggling with aspects of the teaching and placement expectations then the mentor may need to spend some time discussing these concerns and supporting them individually to address them. It may be that the trainee has a reduction in teaching sessions so they can focus on the specific issues of concern. If concerns continue then a trainee may require a university support plan. The university tutor should be contacted at this point as they may work with the mentor and trainee to support them.

6. Will university tutor contact be the same as those for non-paired placements?

Paired placement trainees will, like all other trainees, receive the same support from the university tutor or alliance lead (SD). This will be arranged by the tutor in agreement with the mentor.

7. What if significant tensions become apparent between the two trainees?

Paired placements provide additional support to trainees, but they also place additional demands on them, particularly in being able to develop a constructive working relationship in the context of understandable insecurities as beginning teachers. A clear set of ground rules is therefore important, with trainees being expected to discuss and work through tensions and difficulties in order to build and maintain a productive and professional working relationship. Where these expectations are not being met, it is important to involve the university tutor in discussions, as with any other case in which problems develop which affect the trainee's development.

SUPPORTING A TRAINEE EFFECTIVELY

Regular feedback and opportunities to jointly reflect upon lessons is a vital part of a trainee's professional development and can have the biggest impact upon their progress. We typically ask that during long placements mentors complete one formal observation each week. We would also ask that mentors spend time facilitating trainee reflection on the lesson - giving feedback, helping them identify strengths and mutually agree targets. This remains our ideal, however, we appreciate that due to changes as a result of Covid-19 this may not be possible for all mentors e.g. due to online working or the organisation of class bubble systems/timetables. However, we do ask that trainees get the following support from our mentors:

Essential

- ① Time to plan and discuss lessons and teaching for the following week with the mentor.
- ① Time with the mentor to receive feedback on their teaching and progress during the two interim and final review points, each of which are informed by a recent formal/informal lesson observation(s) .
- ① Regular feedback on planning, to ensure the lessons to be delivered by the trainee are pitched appropriately and will support pupil progress as much as possible.
- ① Completion of the 'End of school experience assessment report' ([Appendix G](#)).

Desirable

- ① Regular feedback on trainee lessons e.g. views on pupil progress, strengths of delivery, hints, tips and/or suggested target areas. This may be formal or informal approach and be oral and/or written. Our 'Mentor Feedback Form' is available for mentor use as they see fit ([Appendix D](#)).

VERBAL FEEDBACK

Verbal feedback is most helpful to a trainee if given as soon as possible after the lesson and certainly on the same day. In general, oral feedback sessions are most effective if they follow **3 distinct stages**:

1. Self-evaluation of the lesson by the trainee

Ask the trainee for their evaluation of the lesson as this provides the mentor with insight to the trainee's developing professional awareness. Question prompts:

- ① What went well? Why did it go well (what did you do which had this effect)?
- ① What went less well? Which strategies/approaches? Why did this happen?
- ① What did your pupils learn from this lesson? What about different groups? How do you know?
- ① What would you do differently?
- ① What are the areas you've identified from this lesson that you'd like to set as targets?
- ① What did you learn from this lesson? What support do you now need?

2. The mentor perspective of the lesson

- ① Respond to the self-evaluation comments that you agree with as this supports a trainee's confidence in his/her own professional critical and reflective awareness.
- ① Identify the teaching strategies and classroom/behaviour management strategies that you observed having a positive impact on the learning in the classroom.
- ① Suggest alternative strategies for aspects that you felt could have been more successful. Discuss why you think an alternative approach might be effective.
- ① Be constructive in comments, but phrasing some of the areas of development in a supportive way is the most effective way to encourage a trainee and maintain confidence.

3. Setting targets for next steps in professional development

- ① Mutually agree a few, focused targets (ideally 3) rather than too many or broad targets.
- ① Link targets to specific sub-standards from the Teachers' Standards and attach this to the target.
- ① Discuss with the trainee what strategies they might use to help meet the targets set and consider your role in helping with this target.

Please refer to the UoM 'Target Setting' booklet to help with the setting of clear and relevant targets.

WRITTEN FEEDBACK

Written feedback should, ideally, include comments referencing the Assessment Framework sub-standards, so the trainee understands what they are doing well and what they need to improve. Confusion and uncertainty can arise if wording used in a lesson observation is not indicative of discussions and subsequent assessment on the Assessment Framework e.g. “*Your behaviour management was excellent*”, but then mentor assessment using the framework shows that this is deemed at a low level of competence. The table below has suggested language that may be associated with different levels of competence that may be useful for mentors. Please also refer to the Assessment Framework ([Appendix C](#)) for descriptors of the professional development continuum.

Comments - consistent and competent	Consistently.... Has successfully embedded....Uses innovative/ creative approaches.....A wide range of approaches/ strategies.....Generates high levels of.....Always effectively demonstrates.....Systematic, in-depth/ effective evaluation of.....Fully understands.....Progress made in all areas.....Detailed knowledge of.....Consistently able to.....Anticipates and enacts.....Highly confident..... Highly proficient.....Demonstrates a well-established/ thorough.... Consistently applies...is embedded and implemented...Actively encourages... Productive and inspiring.....Well-paced.....Supports learner..... Consolidates/ reinforces/extends.....Critically reflective..... Judges impact in..... Assumes responsibility for.....Considered.....Respects and accommodates.....A thorough understanding of.....An excellent awareness of.....
Comments - becoming more consistent and competent	Implementing....Able to adopt/ adapt....Allows for a range.....Able to use.... Effectively uses... In most lessons.....Well informed about.....Provides frequent/consistent..... Has good knowledge and understanding of.....Routinely.....Good level of... Maintains increasing.....Growing awareness of.....Promotes good levels of.....Increasingly applies.....Implements consistently.... Consistently reinforces.....An effective use of.....Demonstrates a range/ good awareness.... Uses a range of....Well-maintained...Interactions are planned..... Plans opportunities for.....Uses reflective practice.....Shows willingness/ evidence of.....Makes contributions to.....Addresses most of.... Has an appropriate level of.....The majority of learnersMakes frequent use of...Can give examples of.....Uses a range of.....Is proactive about... Meets the needs of
Comments - just meeting requirements but still inconsistent in places, developing competence	Developing.....Requires more consistency in.....Usually there is.....Demonstrates some/ basic..... Beginning to....Generally able to/ can.....Shows some awareness of... Broadly accurate.....Uses some strategies.....Has some understanding..... With support can.....Developing a limited knowledge/ understanding of.....Has a basic knowledge/understanding of.....Use a limited (range)..... Inconsistent in.....A few aspects are limited.....Tackles most.....With some success..... Generally applies/ is generally.....Not always reinforced.....Not always consistently deployed.....Some effective approaches/ use of.... Some effective management.....Sometimes inconsistent.... Sometimes does not link.....Does not always act upon... Shows some evidence of.....Sometimes adjusts...Some of the learners ... Recognises some opportunities....
Comments - inadequate or not yet meeting	Not yet...Unable to establish....Requires constant intervention....Not able to demonstrate... Unable to identify.....Not aware of..... Not informed by... No reflection of.....Does not adapt.....Not making clear.....Requires constant /significant support.....Demonstrates no awareness of....Unable to promote.....Has no understanding of.....Limited or no ability to... Ineffective.... Fails to... Does not take account of... Inappropriate.... No opportunities for.... Not clear about....No encouragement of....No knowledge of.....Does not respond to.....Inadequate...

CONCERNS ABOUT A TRAINEE DURING SCHOOL EXPERIENCE

There may be a range of reasons that there is a cause for concern about a trainee during their school experience. Some of these have been outlined below. If there is significant or persistent concern then the mentor/school should contact the university tutor as soon as possible.

UNEXPECTED CIRCUMSTANCES AT SCHOOL

For example: if the mentor has unforeseen extended absence during placement, the trainee should discuss the situation with his/her school-coordinator (and the head teacher if possible) and then contact his/her UT to discuss any changes to their placement required. For any Covid-19 related changes or requirements specific to a school or class then the university tutor should be informed and this will be discussed on a case-by-case basis to decide any further actions.

If a trainee presents with any Covid-19 symptoms or falls into any vulnerable category as outlined by Public Health England or government guidance, then they would be expected to follow this guidance and adhere to any school policy. The university tutor should be informed of this by the mentor and trainee.

CAUSES FOR CONCERN IN TRAINEE PROGRESS

Trainee making slower than expected progress

Slow progress during the placements may be due to a trainee's lack of prior school experience. Consequently, he/she may not be able to identify what factors are affecting the teaching and the learning in their classroom. Focused discussion with a mentor can help such trainees to gain the evaluation and the observational skills needed.

- 1) **Identify a maximum of 2 significant targets that will have an impact on the teaching/learning in the class. These may be classroom/behaviour management issues or planning/delivery issues. Complete a support plan ([Appendix E](#)) to agree deadlines and expectations.**
- 2) **Discuss with the trainee alternative strategies and examples of good practice that they can try.**

Steps for mentor to take:

- 1) **Contact UT or SD alliance coordinator to discuss the specific concerns.**
- 2) **UT and mentor/SD coordinator to undertake a joint observation of trainee – if possible in Covid-19 restrictions.**
- 3) **Create and agree a support plan ([Appendix E](#)) with specific targets and timelines identified for short term progress. Agree a review date.**
- 4) **If a trainee has difficulty meeting these targets, an observation by another teacher may be helpful.**
- 5) **If progress continues to be less than adequate, then a warning letter will be sent.**
- 6) **If concerns remain consistently over a substantial period, then a trainee will need to meet the course director to discuss options (see [Warning letter flow chart](#)).**

TRAINEE WELLBEING

If you are concerned about the wellbeing of a trainee, in terms of personal issues or managing workload, then it may be useful to give the trainee an opportunity to share how they are feeling and try to identify and address the pressure points that are impacting upon them. It may be that an agreed action plan can support the trainee and resolve the issue. It is vital that all interactions and disclosures are treated in a professional manner and follow our guidance about sharing information (see previous pages). Information must only be shared with permission of the trainee or if safeguarding of the trainee or pupils is an immediate concern. If you have permission to share disclosed information with the university tutor and you think this would be of assistance to support the trainee then do contact the relevant tutor.

University contacts to support trainees

The university counselling service offers online therapeutic resources, free to students. These can be accessed via the counselling website: <http://www.counselling.service.manchester.ac.uk/get-help/> or by phoning 0161 275 2864 to make a phone appointment. There are also a number of workshops and sessions throughout the year, subject to Covid-19 restrictions. Details can be found on the counselling website: <https://www.counselling.service.manchester.ac.uk/workshopsfurtherinformation/>. The university Occupational health service can also be accessed by trainees if issues are causing barriers to their learning.

Please note: You can share these details and contacts with trainees at any point of their training, however, you cannot make a referral or discuss any trainee issue with any of these services without the consent of the trainee.

WHOLE SCHOOL/CLASS PROFESSIONALISM ISSUES

Occasionally trainees behave in an unprofessional manner during placement, either within the class or within the wider school community.

Steps for mentor to take:

- 1) Trainee to discuss situation with mentor and head teacher.
- 2) Contact UT or SD coordinator to discuss the specific concerns.
- 3) Create a support plan ([Appendix E](#)) with specific targets and timeline for progress.
- 4) A sincere and reflective apology from the trainee is an important way of acknowledging inappropriate behaviour.
- 5) If the trainee does not respond to the discussions and targets set then the UT should be contacted and this may result in a warning letter (see [warning flowchart](#)).
- 6) If concerns remain consistently over a substantial period, then a trainee will need to meet the course director to discuss options.

KEY NOTICE FOR SCHOOLS:

- 1) Gross unprofessional conduct regarding pupil safeguarding or e-safety will result in dismissal from the course.
- 2) Head teachers reserve the right to terminate placements if there has been a breach of conduct, a safeguarding issue or if the education of the children is being held back as a result of the trainee's practice. If this happens, the trainee would usually fail the placement and be required to re-sit in the following term.

For any immediate safeguarding issues and advice please contact the trainee's university tutor in the first instance. However, please refer to the Safeguarding handbook on course sites for more extensive information related to safeguarding (<http://www.mie-teacher-education.uk>). Our primary safeguarding lead, Martin Kelly, can also be contacted for advice (martin.kelly@manchester.ac.uk).

SHARING INFORMATION ABOUT TRAINEES

Information relating to trainee attainment, personal data and health/wellbeing is a highly sensitive issue and is subject to UoM/school data protection protocols and GDPR regulations. Sharing any of this sort of information should be limited and only done when necessary. It is key that trainee permission to share information with a third party is sought at all times and that information shared is constructive and not deemed to impede trainee progress within any subsequent partnership school.

If there is a concern about trainee progress or wellbeing this should be discussed confidentially between the trainee, school mentor and University tutor only. Any email communication should remain professional in content, have a limited audience and remain factual. NB: *Email evidence may be required as evidence if a trainee felt they were not dealt with appropriately and they wanted to follow up through any official channels or if the alliance/university wished to pursue an official warning for a trainee.*

Each mentor should refer to their own school policy for data protection and the data protection principles set out in the GDPR regulations guidelines: <https://ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/>.

As a very basic guide, the table outlines information that can and cannot be shared:

The following should not be shared with a third party	The following can be shared with a third party that is directly involved with the trainee
Any personal information or issues disclosed to a mentor or alliance lead (without trainee permission)	A trainee's personal action plan following a school placement, to show the areas of development at that stage of the course.
Any medical information about the trainee that has been disclosed (without trainee permission)	
Placement lesson observations and gradings	An action plan to support specific trainee needs (with trainee permission providing that the person receiving this will be directly involved in the support plan)
Personal opinions or feedback from a placement school to a future placement school or employing school that may influence the school's opinion of the trainee	
Placement summative and grading reports	A professional job reference (shared only with the school from which it has been requested)

SAFEGUARDING – TRAINEES SIGNING INTO SCHOOLS AND DBS

We are as anxious as schools are to ensure that children in our partnership schools are safe. The University of Manchester as the accredited provider of ITT has the responsibility to ensure that all due processes for clearance of trainees placed in schools has been followed. Therefore, for non-salaried ITT route trainees, we provide a letter ([Appendix J](#)) that trainees can present for photocopying when signing into a school. Due to regulations updates, there is no requirement for the school to record details of fee-funded trainees on the single central record (*source: Keeping Children Safe in Schools, 2019*). We would be grateful if mentors could share the documentation ([Appendix K](#)) with administrative staff to prevent any issues with signing in and gaining access to the school at the start of placement.

SUPPORTING TRAINEES WHO ARE 'NOT YET MEETING' TEACHERS' STANDARDS AND/OR EXPECTATIONS

Trainees who are not successfully meeting some/all of the Teacher Standards often share some common characteristics and will need immediate support from their mentor and university tutor/alliance lead in areas such as lesson planning, behaviour management, responding to and setting development targets, listening to and acting on feedback. Trainees at this level often lack confidence and/or awareness of the requirements of the practice which may mean that they need more emotional and pastoral support. In order to address these issues, a group of our experienced mentors compiled the following guidelines to help trainees at a 'not meeting' level to move towards achieving the Standard(s).

For the majority of trainees, addressing key expectations of practice will be automatic, however, for those experiencing issues relating to organisation, communication, emotional needs, preparation, confidence, interpersonal skills etc., these targets serve as suggestions to help focus your support.

Top tips for success:

- ① Be honest and open with each other from the outset, but remain sensitive to trainee wellbeing.
- ① Use coaching techniques, rather than 'telling'. Encourage reflection and support this.
- ① Team teach to help build confidence and to actually demonstrate target areas of development.
- ① Make time for regular 1:1 meetings.
- ① Break down tasks / targets into manageable chunks and ensure they are understood.
- ① Encourage regular reflection and evaluation – help point out the positives where possible.

Short term strategies

- ① After each lesson, ask the trainee to consider three positive points and two developmental points before the feedback discussion. Start the feedback with these.
- ① Team teaching, so you can demonstrate and model what you mean, rather than just discuss it
- ① Trainee observes parallel class/class above or below with a specific agreed focus e.g. behaviour management, questioning, classroom organisation
- ① Paired planning / model planning using a university planning sheet
- ① Be specific about the language used in lesson planning to establish learning objectives and success criteria
- ① Make time to discuss each aspect of practice – create a timetable / to do list for the week which includes admin tasks as well as teaching responsibilities
- ① Start with the trainee teaching a group or half the class to build confidence
- ① If the support needed is emotional, make time for informal chats, build the relationship
- ① Give immediate feedback frequently – informal observations, positive reinforcement
- ① Notice the occasions when the trainee uses initiative, makes a positive contribution and comment on this
- ① Focus on teacher questioning strategies and building on pupil responses
- ① Check that paperwork is up-to-date – a backlog can be overwhelming and lead to further issues

Medium to long term strategies

- ① Ensure targets set are clear, precise and understood – establish clear timescales
- ① Follow up targets, build on targets achieved to ensure progression
- ① Go through the standards together and discuss the features of each grade - self reflect, highlight and annotate the standards grid to demonstrate achievements so far
- ① Discuss the learning achieved in the lesson, look at books/work together to reflect on and evaluate the learning taking place
- ① Discuss the purpose of success criteria and assessment focuses, explain how they are used
- ① Ask another colleague to observe a lesson and provide feedback and another perspective

CHALLENGING 'HIGH ACHIEVING' TRAINEES: STRATEGIES FOR IMPROVING PRACTICE

This document was compiled following discussions with mentors and University of Manchester tutors at a mentor training partnership day. *NB: Most of these discussions were considered in the context of Block 2 experience, but they may be relevant for some trainees at an earlier stage.*

Many of our trainees at the University of Manchester set high expectations for themselves from the outset and are constantly challenging themselves to achieve highly in all aspects of the programme. Some trainees will begin their final teaching block with a very good understanding of the Teachers' Standards and will bring to the classroom a well-developed understanding of teaching and learning.

University tutors and experienced mentors identified the following characteristics of trainees meeting many of the descriptors at a highly competent level.

They...

- ① demonstrate a secure and confident teacher presence;
- ① have an understanding of when and how to take risks;
- ① personalise their behaviour and classroom management strategies to reach individual children;
- ① are positive, highly motivated, strategic, practical, responsive, consistent, decisive;
- ① are reflective practitioners and can evaluate teaching and learning effectively;
- ① drive their own practice and can identify their own development and training needs;
- ① are resilient, confident, independent;
- ① take on responsibilities quickly and independently;
- ① ask questions and act promptly on advice;
- ① have a very good knowledge and understanding of their pupils learning needs;
- ① vary their teaching style and adapt their teaching on the spot;
- ① set their own targets;
- ① ask questions to build on their understanding of teaching and learning and learn from the answers.

SUGGESTED FOCUS AREAS AND TARGETS TO CHALLENGE A HIGH ACHIEVING TRAINEE

S1&7	<ul style="list-style-type: none"> ① Demonstrate an awareness of the school ethos and embed this in their day-to-day practice. ① Develop own behaviour management systems, try different approaches. ① Participate in and contribute to year group or school wide moderation exercises. ① Embed protocol for safeguarding and behaviour management into daily practice, in the classroom and around the school (including for children they don't necessarily teach). ① Adapting policy for own needs whilst still maintaining consistency. ① Participate in and assist with managing children outside the classroom e.g. at lunchtime, in the dining hall, on the playground, in assembly/ singing practice. ① Take responsibility for organising, structuring and setting up a classroom to suit the lesson – experiment with different classroom layouts and grouping.
S4&5	<ul style="list-style-type: none"> ① Provide opportunities for developing critical thinking skills. ① Experiment with different teaching styles to create a variety of lesson hooks. ① Allow time and space for children to challenge themselves – develop and test theories, hypothesise, discuss ideas and collaborate. ① Develop autonomy and independence in their practice. ① Apply quality first teaching and good practice consistently. ① Share aspects of teaching and learning and pupil progress with other teaching adults and parents. ① Share inspiring ideas, plan for teams, develop schemes of work and lead on their delivery with a year group team.
S6	<ul style="list-style-type: none"> ① Develop understanding of school-wide IT systems for recording and reporting progress. ① Give accurate feedback using a range/variety of strategies and techniques. ① Understand how to measure and record the progress of individuals. ① Personalise learning- ensure children are always aware of their next steps and communicate this consistently and regularly. ① Design their own assessment reporting and recording forms. ① Analyse assessment data to identify patterns of attainment and adapt teaching accordingly. ① Analyse attainment and progress over a longer period of time than a single lesson (weekly, for a whole unit). ① Take a lead on target setting for individuals and groups in English and maths. ① Become more familiar with marking policy.
S2,3 &8	<ul style="list-style-type: none"> ① Research or seek out opportunities to gain experience of teaching children with specific needs e.g. EAL, SEN, physical disabilities, specific emotional needs. ① Identify and plan short intervention programmes for pupils with specific needs, pupil premium pupils. ① Demonstrate an excellent subject knowledge for the year group they are teaching and also the year group above and below. ① Integrate TAs and supporting adults into all parts of the lesson, embed team work ① Respond to feedback from children. ① Question their practice and make informed adjustments. ① Use their talents and skills to take responsibility for organising a club or activity for a different year group or KS (lunchtime/after school). ① Actively participate and contribute to INSET and staff training. ① Seek opportunities to observe other teachers and subject leaders. ① Plan/ lead/manage class assembly. ① Consistently manage changing for PE, organisation of games equipment etc.

MANAGING A DIFFICULT CONVERSATION WITH A TRAINEE

On occasion, during a placement, a trainee may have said or done something that a mentor or staff member believe is causing an issue or upset. It is vital that a professional dialogue occurs as quickly as possible to resolve the issue, rather than waiting for a university tutor to visit or letting it affect professional working relationships. However, we know that maintaining good working relationships is crucial for the class, mentor and trainee and therefore approaching a difficult conversation may be hard. This framework is designed to support both mentors and trainees in considering what the issue is, why it needs to be dealt with and preparing a non-confrontational introduction to invite discussion about the issue. We recommend that this framework is used carefully before engaging in a difficult conversation, to allow a positive resolution to be reached for all.

Preparation (things to consider prior to asking for a conversation)

- 1) What is happening?
- 2) What are my reasons for having this conversation?
- 3) What has contributed to the situation?
- 4) What do I hope this conversation will achieve? (*consider if it is just to 'tell someone off' or has a purpose/resolution as the focus*)
- 5) What assumption am I making about the other person's intentions?
- 6) What might the other person be thinking about the situation?
- 7) What are my concerns about having this conversation?

DIFFICULT CONVERSATIONS – A FRAMEWORK FOR RESOLUTION

Below is a suggested agenda or framework for the conversation.

1. The 30 second introduction (please see next page for suggestions and examples to aid this)

- ① Open the conversation.
- ① Describe what is happening - provide specific examples of the behaviours and **facts** about the situation that you want to discuss. Ensure that you are not using evaluative or judgmental statements – do not make assumptions, stick to factual information only.
- ① Describe the effect it is having – describe clearly the effect this is having without assigning blame, consider the person and those around them.
- ① Identify what has contributed to the problem – again, stick to facts, not assumptions of the other persons' motivation or intentions.

2. Invite discussion

Try to find out as much as possible about the other person's point of view – ask questions and listen.

- ① Can you say a little more about how you see things?
- ① How is this affecting you?
- ① What are you thinking?
- ① What do you want to happen?
- ① Tell me how you see the situation
- ① What is your perspective on this?
- ① How do you feel about what I have just said?
- ① How can we prevent this from happening again?
- ① What are the barriers to us achieving this?
- ① How do you feel we can move forward from here?
- ① What options do you think are open to us in this situation?

3. Discuss alternatives

4. Agree way forward

5. Close

- ① It is important to do this clearly otherwise so that the placement runs smoothly for both you and the trainee.....
- ① 'Thank you for agreeing to discuss xxx - don't hesitate to contact me if you need to discuss further.
- ① 'Thanks for listening xxx - don't hesitate to contact me if you need to discuss further.

DIFFICULT CONVERSATIONS – WRITING THE 30 SECOND OPENER

Before beginning a difficult conversation it is worth spending time constructing a 30 second introduction. By thinking this through beforehand, it allows the tone and focus of the conversation to be clear and to the point. It may take a few drafts to get this right, but if the issue is resolved then this time is worth it. The conversation should start in a clear and assertive way and should include the following:

An opening statement

- ① 'I would like to talk to you about
- ① 'I would like to see if we can reach a better understanding about how we are going to manage
- ① 'I think we might have different perceptions about....'

Try to avoid indirect openers such as 'I was wondering how you felt the meeting went today...' or 'Is everything okay?'

A description of what is happening

Provide specific examples of the behaviour or the situation that you want to discuss, ensure that you are not using evaluative or judgemental statements – stick to facts.

A description of the effect of that behaviour

Clearly describe the effect or the above.

Clarification of what is at stake/impact

- ① 'I am concerned about this as I think it affecting your working relationship with and so would like to find a resolution for you both.'
- ① 'I appreciate this may have come as a bit of a shock.'
- ① 'As this is part of the mentor role we need to find a way to resolve this.'

An acknowledgement of your contribution to the problem (if appropriate)

- ① 'I recognise that we probably have had already have had this conversation a while ago'
- ① 'I appreciate that you couldn't attend any of the mentor training sessions and you have probably not had the support that you needed.'
- ① 'I know I am not always easy to get hold of.'

Asking question to invite them to join the conversation

At the end of the 30s intro you need to decide which question you are going to use to get the conversation going. Wording this correctly is important as it focuses the other person on the particular issue you want to discuss.

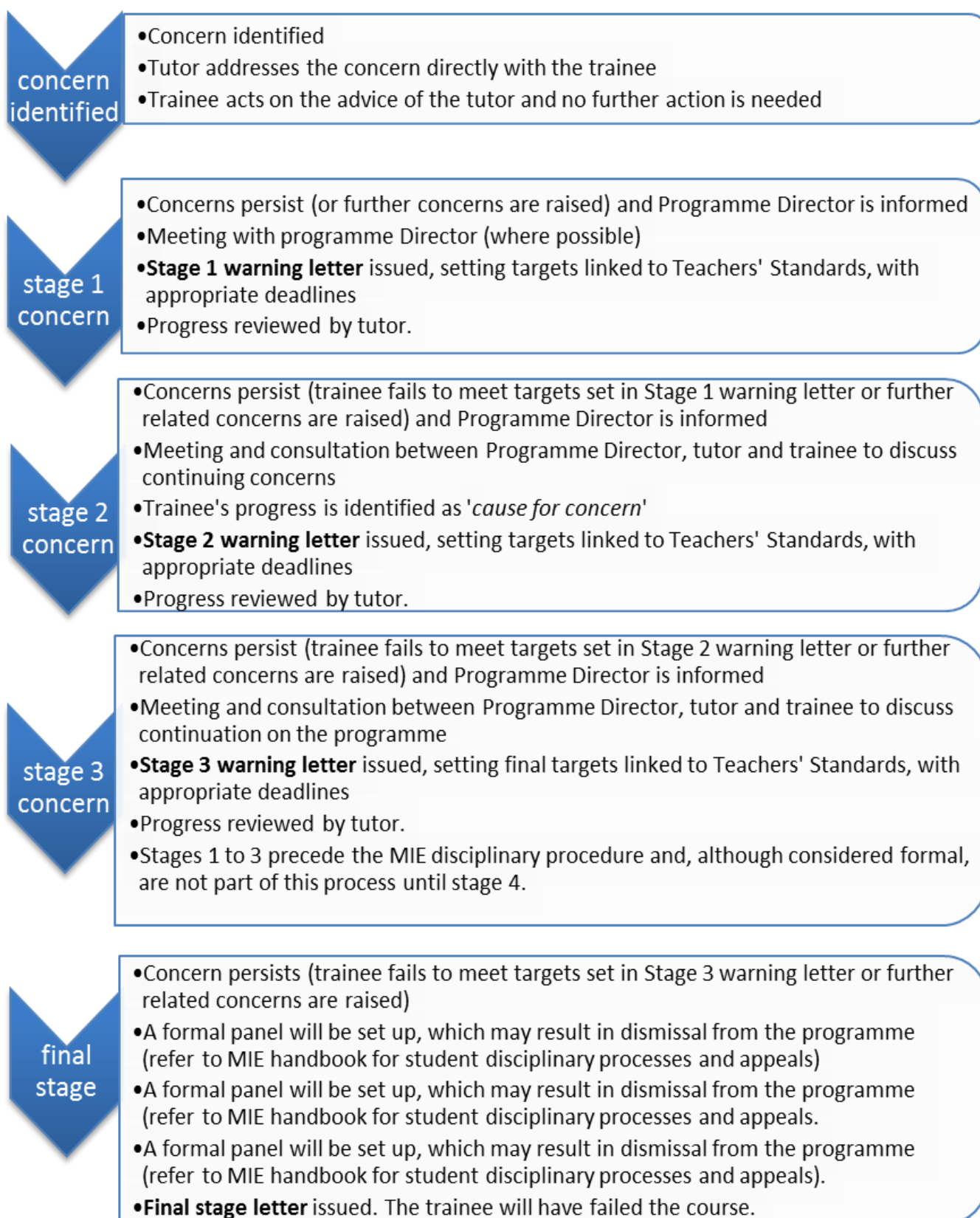
AN OPENING 30S STATEMENT – EXAMPLE SCENARIO:

You (the mentor) have noticed that your trainee is not arriving in enough time in the morning to properly prepare for his/her lessons.

- ① 'I'd like to talk to you about this morning's lesson. I noticed that you didn't have enough time to get your resources ready and this has happened on a number of occasions. As the resources weren't ready the children were unsure of what to do and this then affected the pace of the lesson and ultimately the children's behaviour. This then also resulted in some of the children not making as much progress as they should have. I'm concerned that this will impact on their learning over time and be a barrier to you achieving this teaching standard. What is your view on this and is there anything we can do to help address this?'

UNIVERSITY WARNING AND SUPPORT FLOWCHART

This system is in place to support trainees during times of difficulty or if they are not meeting the expectations of the programme. Mentors and tutors should access the early stages of this process as soon as required in order to try to remedy the issues. However, if this is not successful then the stages of concern will be applied.





APPENDICES



APPENDIX A – ATTENDANCE RECORDS

BLOCK 1 ATTENDANCE RECORD

Trainee:	Year group:
School:	Mentor:

		Mon	Tues	Weds	Thurs	Fri	Mentor signature
WEEK 1	week beg.						
WEEK 2	week beg.						
WEEK 3	week beg.						
WEEK 4	week beg.						
WEEK 5	week beg.						
WEEK 6	week beg.						
WEEK 7	week beg.						
WEEK 8	week beg.						

KEY

- ✓ = In school all day
- OL = You are working from home, but teaching pupils through online learning activities
- Abs = Absent due to illness or other circumstance
- Abs (C-19) = Absent due to Covid-19 issues and not supporting teaching and learning
- Other = Please give details

SHORT BLOCK A ATTENDANCE RECORD

Trainee	Year group(s)
School	Class teacher name(s)

		Mon	Tues	Weds	Thurs	Fri	Mentor signature
WEEK 1	week beg.						

KEY

- ✓ = In school all day
- OL = You are working from home, but teaching pupils through online learning activities
- Abs = Absent due to illness or other circumstance
- Abs (C-19) = Absent due to Covid-19 issues and not supporting teaching and learning
- Other = Please give details

SHORT BLOCK B ATTENDANCE RECORD

Trainee <hr/>	Year group(s) <hr/>
School <hr/>	Class teacher name(s) <hr/>

		Mon	Tues	Weds	Thurs	Fri	Mentor signature
WEEK 1	week beg.						
						
WEEK 2	week beg.						
						

KEY

- ✓ = In school all day
- OL = You are working from home, but teaching pupils through online learning activities
- Abs = Absent due to illness or other circumstance
- Abs (C-19) = Absent due to Covid-19 issues and not supporting teaching and learning
- Other = Please give details

SHORT BLOCK C ATTENDANCE RECORD

Trainee <hr/>	Year group(s) <hr/>
School <hr/>	Class teacher name(s) <hr/>

		Mon	Tues	Weds	Thurs	Fri	Mentor signature
WEEK 1	week beg.						
						
WEEK 2	week beg.						
						

KEY

- ✓ = In school all day
- OL = You are working from home, but teaching pupils through online learning activities
- Abs = Absent due to illness or other circumstance
- Abs (C-19) = Absent due to Covid-19 issues and not supporting teaching and learning
- Other = Please give details

BLOCK 2 ATTENDANCE RECORD

Trainee:	Year group:
School:	Mentor:

		Mon	Tues	Weds	Thurs	Fri	Mentor signature
WEEK 1	week beg.						
WEEK 2	week beg.						
WEEK 3	week beg.						
WEEK 4	week beg.						
WEEK 5	week beg.						
WEEK 6	week beg.						
WEEK 7	week beg.						
WEEK 8	week beg.						
WEEK 9	week beg.						
WEEK 10	week beg.						
WEEK 11	week beg.						

KEY

- ✓ = In school all day
- OL = You are working from home, but teaching pupils through online learning activities
- Abs = Absent due to illness or other circumstance
- Abs (C-19) = Absent due to Covid-19 issues and not supporting teaching and learning
- Other = Please give details

APPENDIX B – SCHOOL INFORMATION: WEEK 1 (BLOCK 1 AND BLOCK 2)

SCHOOL INFORMATION: WEEK 1 (PHOTOCOPY & COMPLETE ON WK 1 OF BLOCK 1 & BLOCK 2)

School name:

Block:

Induction - Day 1

I know the name and role of the designated safeguarding officer and how to locate them. Name(s): Class/role:	Trainee initials when complete	Mentor initials to confirm completion
I have read the policies around safeguarding, child protection & PREVENT.		
I am aware of the procedures and policy around Covid-19 and related health and safety.		
I have read the staff behaviour policy (or staff code of conduct).		
I have read the health and safety policy including fire procedures & systems.		
I am aware of school systems e.g. security doors access, break/lunch times and routines, wet play systems.		

Other Policies/procedures (Standards: 1a; 4c; 7a; 8a)

Initial that you have seen these and discussed these with your mentor.

	Trainee	Mentor
Behaviour management policy (incl. restraint/contact with pupils guidelines)		
Marking, assessment and feedback		
Maths calculation policy		

School co-ordinator/contact names (Standards: 1a; 8b; 8c; 8d)

	Name of co-ordinator	Class/role
English		
Mathematics		
Science		
Computing		
SENDCo		
Key Stage 1		
Key Stage 2		
Assessment		

Resources and school pedagogy (Standards: 4e)

<i>Trainee and mentor to initial once discussed.</i>	Trainee	Mentor
School systems for photocopying and use of resources e.g. Ipads		
Hall/gym timetables and any other timetabled system(s) in school, particularly in relation to Covid-19		
Arrangements for start/end of the day for your class		
The school's approach to early reading Name of phonics scheme (if appropriate):		
Approach/scheme and resources for teaching mathematics		
Resources for foundations subjects		
Approach/resources and timetables for teaching computing		
Resources for teaching foundation subjects		

School and class knowledge (Standards: 6a; 6b; 6c; 6d)

<i>Trainee and mentor to initial once discussed.</i>	Trainee	Mentor
Know marking and assessment (formative & summative) routines used in the class.		
Read the latest school OFSTED report and know the strengths and areas of focus for the school		
Know which pupils have IEPs (Individual Education Plans) EHCPs (Education, Health and Social Care Plan) or GEPs (Group Education plans) for the class		
Discussed which children in the class are eligible for pupil premium funding.		
Discussed with your mentor how the school uses its pupil premium funding.		
Discussed with your mentor the home language and school support for EAL pupils		
Discuss what support e.g. TAs, 1:1, parent helper is available to the class and how the teacher plans/communicates with additional adults to share their role.		

Engagement with pupils

<i>Trainee and mentor to initial once discussed.</i>	Trainee	Mentor
Have taken the class register		
Have accompanied a member of staff on playground duty (where appropriate)		
Have read a story to the class/a group		
Have accompanied a member of staff at start and end of day to observe interaction with parents and carers, and the routines for the arrival/departure of the children.		

Essential tasks/professional development (Standards: 3b; 8d)

<i>Trainee and mentor to initial once discussed.</i>	Trainee	Mentor
Prepared professional files and content in line with school experience handbook		
Discussed the class timetable and any school specific routines e.g. assemblies, PE.		
Discussed with your mentor any placement tasks and established a timetable to ensure completion of these before the end of the placement.		
Identified any opportunities for you to attend parents' evening/wider school events		


APPENDIX C – ASSESSMENT FRAMEWORK (EVIDENCING TEACHERS' STANDARDS)

TRACKING MY PROFESSIONAL DEVELOPMENT BY EVIDENCING THE STANDARDS (COMPLETE DURING BLOCK 1 AND BLOCK 2)

① Discuss, agree and highlight as 'best fit' with your mentor then discuss outcomes with your university tutor/alliance lead.


Review point	Review date (approx.)	Highlighter colour	Discussed and agreed with mentor		Discussed and agreed with university tutor/alliance lead	
			Mentor initials	Date	UT/AL initials	Date
Review point 1	Week 3 (BLOCKS 1 & 2)	PINK				
Review point 2	Week 5 (BLOCK 1) / Week 6 (BLOCK 2)	TURQUOISE				
Final review	Penultimate/final week	BRIGHT GREEN				

TS1: SET HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE AND CHALLENGE PUPILS

Standard Prompts	PROFESSIONAL DEVELOPMENT CONTINUUM 		
a) Establish a safe and stimulating environment for pupils, rooted in mutual respect.	<p>Is able to maintain a safe and broadly stimulating environment. This engages and sustains some pupils' interest and learning.</p> <p>Sufficient mutual respect established to allow for a limited range of approaches to learning and classroom organisation.</p> <p>Sometimes demonstrates the necessary understanding, presence and management skills to maintain a purposeful and safe learning environment.</p>	<p>Establishes a safe classroom environment.</p> <p>Is able to adopt some approaches to establish a stimulating environment which sustains pupils' interest in learning.</p> <p>Mutual respect allows for an increasing range of approaches to learning and classroom organisation.</p> <p>Able to use strategies to maintain a purposeful and safe learning environment.</p>	<p>Consistently establishes a safe classroom environment. Uses innovative and creative* approaches to stimulate and sustain pupils' interest in learning.</p> <p>Mutual respect allows a wide range of approaches to learning and classroom organisation.</p> <p>Able to demonstrate a range of strategies that are innovative to establish and maintain a purposeful, safe learning environment.</p>
b) Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.	<p>Is, at times, able to set goals that consistently engage all pupils, including those from different backgrounds and those with special educational needs and/or disabilities.</p>	<p>Sets goals that motivate and enthuse most pupils, including those from different backgrounds and those with special educational needs and/or disabilities.</p>	<p>Sets goals that generate high levels of motivation, enthusiasm and challenge for, participation in and commitment to learning in all groups of pupils.</p>
c) Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	<p>Sometimes demonstrate the positive attitudes, values and behaviour expected of pupils.</p>	<p>Mostly demonstrates the positive attitudes, values and behaviour expected of pupils.</p>	<p>Consistently demonstrates the positive attitudes, values and behaviour expected of all pupils.</p>


NB: In BLOCK 1, all sub-standards to be considered as the trainee working with support of the classroom mentor.

TS2: PROMOTE GOOD PROGRESS AND OUTCOMES BY PUPILS

Standard Prompts	PROFESSIONAL DEVELOPMENT CONTINUUM 		
a) Be accountable for pupils' attainment, progress and outcomes.	<p>Can, on a simple level, evaluate and communication of the impact of teaching on learning outcomes for some groups of pupils.</p> <p>Shows some awareness of school policy and practice, but can lack uniformly and consistently following it.</p>	<p>Communicates informed evaluation of the impact of teaching on the attainment and progress of pupils in most lessons.</p> <p>Is beginning to develop an understanding of the pupils' progress and their emerging needs.</p> <p>Follows school policy and practice.</p>	<p>Systematically evaluates the impact of teaching, on groups of pupils in all lessons. Demonstrates a detailed understanding of the pupils' attainment, progress and their emerging needs in order to challenge pupils to make progress in learning.</p> <p>Understands and models school-level policy and practice and utilises other professional colleagues, such as teaching assistants, to support effective progress.</p> <p>Can provide examples of how sustained progression for all groups of learners has been secured.</p>
b) Plan teaching to build on pupils' capabilities and prior knowledge.	<p>Broadly appropriate use of evidence gathered on pupils' capabilities and prior knowledge in the planning of teaching and learning opportunities, so that most groups of learners make some progress.</p>	<p>Well informed about the pupils' capabilities and prior learning, drawing on prior knowledge and assessment.</p> <p>Plans are carefully annotated to support progression in future lessons.</p>	<p>Thorough understanding of pupils' capabilities and prior learning based on systematic use of focused assessment.</p> <p>Plans are highly annotated, demonstrating appropriate challenge and focus through differentiation and personalisation using knowledge of prior learning and assessment.</p>
c) Guide pupils to reflect on the progress they have made and their emerging needs (appropriate to age range).	<p>Has some understanding of progress and emerging needs of pupils.</p> <p>Uses a limited range of strategies to provide feedback, but can show inconsistent in setting targets to enable pupils to reflect on achievements and recognise next steps.</p>	<p>Has developed a good understanding of pupils' progress and their emerging needs.</p> <p>Provides regular and mostly clear feedback which enables pupils to recognise personal learning through self-review.</p>	<p>Identifies the personal progress and learning needs of all pupils.</p> <p>Provides pupils with clear, systematic and developmental feedback which enables pupils to reflect on and identify their achievement and contribute to longer-term target-setting.</p>
d) Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.	<p>Is beginning to develop a knowledge and understanding of how pupils learn and how to deal with barriers to learning.</p> <p>Is able to use a limited range of targeted interventions to facilitate learning for some groups. May be inconsistent in adapting teaching to respond to the strengths and needs of most pupils.</p>	<p>Shows a general knowledge and understanding of how pupils learn and recognition of how to deal with barriers to learning.</p> <p>Is able to use targeted interventions to facilitate learning for most groups. Checks pupils' understanding and routinely adapts teaching to respond to the strengths and needs of all pupils.</p>	<p>Effectively and consistently uses knowledge and understanding of how pupils learn in order to overcome potential barriers to learning.</p> <p>Is routinely able to deploy targeted interventions to secure progress in learning for all groups. Systematically and effectively checks learners' achievement, anticipating and responding where intervention is needed.</p>
e) Encourage pupils to take a responsible and conscientious attitude to their own work & study.	<p>Sometimes can set expectations for pupils that lead to responsible and conscientious attitudes to work and study.</p>	<p>Sets clear expectations for responsible and conscientious attitudes to work and study which are reflected in the pupils' responses.</p>	<p>Sets high expectations for responsible and conscientious attitudes. Pupils are motivated to meet challenging expectations and work hard.</p>


NB: In BLOCK 1, all sub-standards to be considered as the trainee working with support of the classroom mentor.

TS3: DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE

Standard Prompts	PROFESSIONAL DEVELOPMENT CONTINUUM 		
a) Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.	Can, at times, demonstrate appropriate subject knowledge. Is sometimes effective in maintaining pupil interest through teaching, supporting learner progression and addressing misunderstandings.	Demonstrates an appropriate level of subject knowledge across the curriculum. Is able to foster and maintain pupil interest in the curriculum, e.g. by planning and anticipating key learning and how misunderstandings may be addressed.	Demonstrates a sound and confident subject knowledge for teaching the primary curriculum. Fosters pupil interest through engaging lessons that break learning down into relevant episodes/chunks. Ensures progress in learning is made by all learners.
b) Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.	Demonstrates some awareness of developments and changes in the curriculum, particularly in English and maths. At times encourages wider learning and scholarship among pupils within the primary curriculum.	Demonstrates awareness of developments and changes in the curriculum, particularly English and maths. Encourages scholarship and further study to all pupils across the curriculum.	Demonstrates a thorough and reflective approach to developments in the curriculum. Promotes scholarly enquiry and interest in wider learning to all pupils.
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.	Lacks consistency in strategies for promoting high standards in literacy. Some limitations in the correct use of standard English (both oral and written). Insufficient modelling of articulate English.	Demonstrates an understanding of strategies for promoting high standards for literacy, articulacy and the correct use of standard English.	Demonstrates a well-established range of strategies for promoting high standards in literacy, articulacy and the correct use of standard English. Is able to use a range of strategies to model articulate English.
d) If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.	The teaching of early reading is, at times, informed by an understanding of systematic synthetic phonics.	Demonstrates understanding of the role of systematic synthetic phonics in the teaching of early reading to develop pupils' reading skills.	Effective teaching of early reading is founded on a clear understanding of the role systematic synthetic phonics plays in the development of pupils' reading skills.
e) If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.	Can, at times demonstrate understanding of strategies for the teaching of early mathematics.	Demonstrates a good understanding of strategies for the teaching of early mathematics. Increasingly applies this knowledge to teach clear learning opportunities in order to develop pupils' mathematical skills.	Demonstrates a thorough understanding of strategies for the teaching of early mathematics Consistently applies this knowledge to teach engaging and challenging learning opportunities in mathematics.


NB: In BLOCK 1, all sub-standards to be considered as the trainee working with support of the classroom mentor.

TS4: PLAN AND TEACH WELL-STRUCTURED LESSONS

Standard Prompts	PROFESSIONAL DEVELOPMENT CONTINUUM 		
a) Impart knowledge and develop understanding through effective use of lesson time.	Sometimes can maintain the pace of the learning and the ability to respond flexibly to events. Shows some awareness of the need to adapt teaching to respond to the needs of pupils.	Lesson pace is well maintained and shows constructive use of time. Shows developing confidence in adapting teaching in order to respond to the needs of pupils.	Learning is evident through well-paced activities and an ability to respond flexibly to events. Shows confidence and ability in adapting teaching in order to respond to the needs of pupils.
b) Promote a love of learning and children's intellectual curiosity.	Employs some teaching strategies and resources which support pupils in developing their knowledge, skills, understanding and interests, but may lack consistency in doing this.	Interactions are mostly planned to allow learners to develop and apply knowledge, skills and understanding in a range of situations. Willing to take risks to capture interest and make learning interesting. Pupils can generally see the relevance of their learning and this often stimulates their intellectual curiosity.	Interactions are carefully planned and support all learners to develop, enhance and apply new knowledge, skills and understanding in a range of circumstances and contexts. Develops children's enthusiasm and intellectual curiosity through their planned sessions. Takes risks in order to make learning interesting. Pupils see the relevance of their learning and this stimulates their intellectual curiosity.
c) Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.	Homework is sometimes planned, but does not always provide opportunities for consolidation of learning. Some thought is given to the possibility of out-of-school learning.	Plans homework which generally consolidates and reinforces knowledge and understanding. Plans opportunities for out-of-class activities which are safe and generally relevant and suitable	Plans focused homework and out of class learning that consolidate, reinforces and extends existing knowledge and understanding and helps pupils appreciate the need to revisit learning Plans opportunities for out-of-class activities which are safe, relevant and suitable
d) Reflect systematically on the effectiveness of lessons and approaches to teaching.	Evaluates teaching and the success of activities at a basic level, but sometimes does not link this to progress in pupils' learning Can seek advice from colleagues on how to improve, but may be inconsistent or not always act on feedback and targets.	Shows willingness to learn from both success and 'failure' by evaluating practice, including its impact on pupils. Generally shows reflective practice in discussion with colleagues, accepts and acts upon advice and support.	Critically reflective in systematically evaluating their own practice, judging its impact on all groups of learners to inform future planning, teaching and learning. Always tries to act upon advice and guidance to develop professional practice.
e) Contribute to the design and provision of an engaging curriculum within the relevant subject areas.	Can work collaboratively with colleagues, and is aware of recent curriculum developments when adapting and/or developing existing curriculum.	Collaborates positively with colleagues and has made contributions to curricular developments.	Has contributed competently to curricular initiatives or developments and accepts/assumes responsibility for developing an aspect of the curriculum.


NB: In BLOCK 1, all sub-standards to be considered as the trainee working with support of the classroom mentor.

TS5: ADAPT TEACHING TO RESPOND TO THE STRENGTHS AND NEEDS OF ALL PUPILS

Standard Prompts	PROFESSIONAL DEVELOPMENT CONTINUUM 		
a) Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.	Lessons show some evidence of having considered individual learning needs, but employ a limited range of strategies that may not be fully effective in addressing them.	Lessons show evidence of having considered individual learning needs and employ some differentiation strategies to try to address these.	Individual and group needs are addressed by appropriate differentiation strategies including teacher expectations, resources, support, tasks and language. These reduce barriers to learning by addressing most of the learning needs of pupils.
b) Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.	Has some understanding of how a range of factors can inhibit pupils' ability to learn. Sometimes there may be adaptation of teaching to meet individual needs. Some understanding is shown of the challenges and opportunities of teaching in a diverse society.	Respects and accommodates individual differences between pupils and has an understanding of a range of factors that can inhibit pupils' ability to learn. Has a good understanding of the challenges and opportunities of teaching in a diverse society.	Respects and accommodates individual differences between pupils. Reflective awareness of a range of factors that inhibit pupils' ability to learn, informs planning and teaching. Has a strongly developing insight to the challenges and opportunities of teaching in a diverse society.
c) Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.	Can, at times, show awareness of how physical, social and intellectual development can influence pupils' educational outcomes.	Demonstrates a clear awareness of how physical, social and intellectual development can influence pupils' educational outcomes.	Demonstrates an excellent awareness of how physical, social and intellectual development can influence pupil outcomes.
d) Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.	Has some understanding of the diverse needs of pupils. With support, is able to evaluate the different needs of pupils and, at times, adjusts teaching to meet these needs.	Demonstrates a developing understanding of the diverse needs of individual pupils. Has a basic understanding of how to plan and adapt teaching to meet the needs of groups such as Pupil Premium pupils, SEN, higher attaining and those with a disability.	Employs their knowledge of the diverse needs of members of their class to cater well for individual pupils. Shows some creativity in adapting teaching to meet the needs of the range of learners in their class, such as Pupil Premium pupils, SEN, higher attaining and those with a disability.


NB: In BLOCK 1, all sub-standards to be considered as the trainee working with support of the classroom mentor.

TS6: MAKE ACCURATE AND PRODUCTIVE USE OF ASSESSMENT

Standard Prompts	PROFESSIONAL DEVELOPMENT CONTINUUM 		
a) Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.	<p>With support, can identify and use opportunities to assess the subject knowledge of pupils.</p> <p>Demonstrates some knowledge of the statutory assessment requirements and, with guidance, can, at times, make accurate assessments against benchmarks</p>	<p>Demonstrates that they generally know how to assess pupils' prior skills, knowledge and understanding. Uses this knowledge to plan appropriately lessons.</p> <p>Carries out formative assessment of relevant subject knowledge in lessons.</p> <p>Has some experience of working within the school framework to meet statutory assessment requirements.</p>	<p>Consistently demonstrates their understanding of strategies of assessment for learning. Uses this to plan appropriately challenging lessons. Accurate assessment of learner's prior skills, knowledge and understanding informs lesson planning.</p> <p>Formative and summative assessment carried out effectively.</p> <p>Has a strongly developing awareness of statutory assessment requirements.</p>
b) Make use of formative and summative assessment to secure pupils' progress.	<p>Can sometimes use appropriate opportunities for formative assessment to aid pupil progress.</p>	<p>Generally uses a range of assessment strategies to secure pupils' progress; can give examples of how they have secured progression for groups of pupils.</p>	<p>Uses a range of formative and summative assessment to secure progress which accommodates individual pupils' differences. Have enabled progress in learning for different groups of pupils, including (where appropriate) those with special educational needs and/or disabilities, within a lesson and over a sequence of lessons.</p>
c) Use relevant data to monitor progress, set targets, and plan subsequent lessons.	<p>Can sometimes use relevant data to monitor progress, set targets and plan subsequent lessons.</p> <p>Records of pupil progress and achievement are generally maintained.</p>	<p>Uses relevant data to monitor progress, set targets and plan subsequent lessons.</p> <p>Records of pupil progress and achievement are kept up to date and used to inform future planning.</p> <p>Pupils are generally aware of their learning needs.</p>	<p>Uses a range of relevant data to monitor pupil progress and set targets. Planning is annotated to reflect changes and subsequent lesson planning is informed by how well pupils meet previous targets.</p> <p>Records of pupil progress and attainment are up to date, detailed and used to inform future planning and target setting;</p> <p>Assesses pupils' progress regularly and accurately. Learners know how well they have done and what they need to do to make further progress.</p>
d) Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.	<p>Sometimes gives pupils oral and/or written feedback appropriate to learning intentions.</p> <p>Can, at times, give feedback that supports pupils to respond to their next steps in learning.</p>	<p>Provides pupils with regular and constructive feedback in line with school policy.</p> <p>Pupils are generally encouraged to respond to constructive feedback (oral and/or written).</p>	<p>Uses a range of methods appropriate to the age of pupils, to give regular and constructive feedback to support progress.</p> <p>Provides opportunities to respond effectively to teacher feedback, which enables pupils to make progress in their future learning.</p>


NB: In BLOCK 1, all sub-standards to be considered as the trainee working with support of the classroom mentor.

TS7: MANAGE BEHAVIOUR EFFECTIVELY TO ENSURE LEARNING ENVIRONMENT

Standard Prompts	PROFESSIONAL DEVELOPMENT CONTINUUM 		
a) Have clear rules and routines for behaviour in the classroom and take responsibility for promoting good and courteous behaviour in the classroom and around the school, in accordance with the school's behaviour policy.	<p>Rules and routines for behaviour in the classroom are sometimes applied in accordance with the school's behaviour policy</p> <p>Generally willing to take responsibility for promoting good and courteous behaviour in the classroom.</p>	<p>Rules and routines for behaviour are established and implemented increasingly consistently in accordance with the school's behaviour policy.</p> <p>Reinforces good and courteous behaviour in the classroom and is beginning to do so around the school.</p>	<p>Pupils demonstrate a shared understanding of rules and routines for behaviour which are implemented consistently in accordance with the school's behaviour policy. Clear presence of rules and routines in the daily classroom.</p> <p>Actively encourages pupils to behave well in the classroom and around the school. Displays high levels of courtesy and cooperation.</p>
b) Have high expectations of behaviour and establish a framework for discipline, consistently and fairly, with a range of strategies, using praise, sanctions and rewards consistently and fairly.	<p>Limited clarity of expectations of behaviour.</p> <p>Can, at times, establish an effective framework for discipline, although the use of praise, sanctions and reward can sometimes have a limited effect.</p> <p>Has a basic knowledge and understanding of how to tackle derogatory language such as racism and homophobia; and other forms of bullying.</p>	<p>Maintains clear expectations of pupils' behaviour.</p> <p>Establishes an effective framework for discipline, e.g. the use of praise, sanctions and rewards</p>	<p>Sustains high expectations of pupils' behaviour which enables learning.</p> <p>Establishes and maintains a consistently effective framework for discipline using a wide range of strategies appropriate to the class.</p>
c) Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.	<p>Class management is, at times, sufficient. Some appropriate approaches enable the motivation of some pupils.</p>	<p>Manages the class appropriately. Children are generally motivated to learn.</p>	<p>Effective class management enables a high level of pupil motivation, involvement and engagement throughout lessons.</p> <p>Employs appropriate approaches to manage and motivate different learners.</p>
d) Maintain good relationships with pupils, exercising appropriate authority, and acts decisively when necessary.	<p>Generally maintains relationships with pupils. Is developing a supportive learning environment.</p> <p>Can sometimes exercise authority, so that interventions are effective.</p>	<p>Has developed positive teacher-pupil relationships which underpin teacher authority.</p> <p>Makes effective interventions to maintain good discipline.</p>	<p>Positive relationships with pupils enables a challenging learning environment.</p> <p>Ensures that any matters relating to pupil behaviour are addressed in a timely and effective manner, thus maximising learning.</p>

NB: In BLOCK 1, all sub-standards to be considered as the trainee working with support of the classroom mentor.

TS8: FULFIL WIDER PROFESSIONAL RESPONSIBILITIES

Standard Prompts	PROFESSIONAL DEVELOPMENT CONTINUUM 		
a) Make a positive contribution to the wider life and ethos of the school	<p>Growing awareness of possibilities of how to make a contribution to the wider life and ethos of the school.</p> <p>Some understanding of a teachers' legal responsibilities.</p>	<p>Is positive about and makes efforts to contribute to the wider life and ethos of the school.</p> <p>Has a sound appreciation of a teachers' legal responsibilities.</p>	<p>Is proactive and has made a significant contribution to the wider life and/or ethos of their school.</p> <p>Has a clear understanding of teachers' legal responsibilities.</p>
b) Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support	<p>Some understanding of the roles and responsibilities of colleagues.</p> <p>Can sometimes utilise other colleagues' expertise including those with responsibility for special needs and disabilities.</p>	<p>Is willing to consult with different colleagues as appropriate knowing when to draw on their help and advice.</p> <p>Effectively utilises the expertise of other colleagues when necessary including those with responsibility for special needs and disabilities.</p>	<p>Effectively seeks out and consults with the different colleagues as appropriate knowing when to draw on their help and advice.</p> <p>Draws effectively on advice for colleagues. This advice is often then adapted to suit the needs of the class and individuals. Engages, at times, in a professional dialogue about teaching and/or learning.</p>
c) Deploy support staff effectively	<p>Is developing the ability to deploy support staff effectively to facilitate pupil learning.</p> <p>Can sometimes recognise opportunities to deploy support staff. Sometimes consults with support staff in planning lessons and classroom delivery</p>	<p>Is generally able to deploy support staff effectively to facilitate learning for groups of pupils during different lesson episodes.</p> <p>Has shown evidence of collaborative work with support staff to facilitate pupils' learning before and during lessons.</p>	<p>Has formed effective professional relationships with support staff.</p> <p>Demonstrates collaborative working with and deployment of support staff to maximise the learning of all pupils throughout planning and all parts of the lesson.</p>
d) Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.	<p>Has some capacity to identify own strengths and areas for development. At times, engages with own professional development.</p> <p>Shows some willingness to take advice and feedback from colleagues and to engage in discussion about improvements and areas for development.</p>	<p>Engages with their own learning and professional development. Is aware of own strengths and development areas.</p> <p>Shows clear willingness to take advice and feedback from colleagues and engage in discussion about and target setting for improvements and areas for development.</p>	<p>Is proactive in driving their own learning and professional development in order to improve teaching and learning.</p> <p>Is proactive and open to coaching and mentoring and respects the advice and guidance offered by colleagues; clear evidence that this is used to secure improvements in professional practice.</p>
e) Communicate effectively with parents with regard to pupils' achievements and wellbeing.	<p>Sometimes engages in communication with parents and carers about learners' achievements and wellbeing.</p>	<p>Communicates well with parents and carers about learners' achievements and wellbeing.</p>	<p>Communicates very effectively with parents and carers about learners' achievements and wellbeing. Parents are happy to communicate with them.</p>

NB: In BLOCK 1, all sub-standards to be considered as the trainee working with support of the classroom mentor.

TS PART 2: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- ① treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- ① having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- ① showing tolerance of and respect for the rights of others;
- ① not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
- ① ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Review point	Review date (approx.)	Met or Not Met?
Review point 1	By the end of WEEK 3	
Review point 2	By the end of WEEK 5/WEEK 6	

APPENDIX D – MENTOR FEEDBACK FORM

MENTOR FEEDBACK FORM

(Please note: This is an optional format to provide written feedback and/or notes for your trainee. Mentors can provide this in any other format that suits them also.)

Trainee name:		Year group:		Date:	
Lesson/focus of feedback				Name of observer	
Notes/observations					Teacher Standard(s)
Strengths		TS	Suggested targets		TS

APPENDIX E – TRAINEE PERSONAL SUPPORT PLAN FORM

PRIMARY PGCE: PERSONAL SUPPORT PLAN

Trainee	
Tutor/mentor	
Start date	
Date of review	
Targets agreed and relevant Teachers' Standards	

In order to support you and address your needs, the following actions have been agreed

You will...	
The mentor will....	
The university tutor will...	
Evidence of progress will include:	

This personal support plan has been discussed and agreed.

Signed:	Trainee:	Tutor/mentor:	Date:
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REVIEW OF TRAINEE PERSONAL SUPPORT PLAN

Trainee:	Date:
Present:	
Evaluation of progress	
Further actions	

Copies of this support plan to be sent to the trainee, UT, mentor and the PGCE office (teachereducation@manchester.co.uk). This must not be shared with any other third parties

APPENDIX F – EXAMPLE OF INTERIM REVIEW DOCUMENT FROM TRAINEE PORTFOLIO

INTERIM REVIEW MEETINGS RECORD

To support with professional dialogue and development, your interim review meetings should address the following outcomes:

- ① To review and gain an overview of trainee's progress at key points in relation to attainment (linked to the Teacher Standards Assessment Framework);
- ① To celebrate strengths and successes;
- ① To identify gaps in Teachers' Standards evidence and consider opportunities, set relevant targets and plan support to address these.

WEEK 3 REVIEW POINT

Review questions (linked to the Teacher Standards Assessment Framework)	
Has the Assessment Framework been discussed in respect of what the trainee has achieved and met by this review point?	No
Do the mentor and trainee agree with the majority of highlighted statements as an accurate reflection of progress and attainment?	No
<i>If no, has this been discussed and is the trainee aware of why this is not agreed and any actions required?</i>	No
Has the trainee met Part 2 of the Teacher Standards consistently? (e.g. professionalism/relationships/time keeping/attendance)	No
Is the trainee clear about next steps, areas of development and how to achieve these?	No
Are there any concerns about the trainee's ability to meet the majority of expectations of this placement? (If yes, please ensure the alliance lead/university tutor has been notified.)	No
Key strengths at this review point	TS
Key target areas for the next two/three weeks of placement	TS

WEEK 5 REVIEW POINT

Review questions (linked to the Teacher Standards Assessment Framework)	
Has the Assessment Framework been discussed in respect of what the trainee has achieved and met by this review point?	No
Do the mentor and trainee agree with the majority of highlighted statements as an accurate reflection of progress and attainment?	No
<i>If no, has this been discussed and is the trainee aware of why this is not agreed and any actions required?</i>	No
Has the trainee met Part 2 of the Teacher Standards consistently? (e.g. professionalism/relationships/time keeping/attendance)	No
Is the trainee clear about next steps, areas of development and how to achieve these?	No
Are there any concerns about the trainee's ability to meet the majority of expectations of this placement? (If yes, please ensure the alliance lead/university tutor has been notified.)	No
Key strengths at this review point	TS
Key target areas for remaining weeks of placement	TS

APPENDIX G – END OF SCHOOL EXPERIENCE ASSESSMENT REPORT (MENTOR)

END OF SCHOOL EXPERIENCE ASSESSMENT REPORT (MENTOR)

This form should only be shared with the trainee, placement school and The University of Manchester, not with any other third parties.

① TRAINEES: This form should be completed by your mentor on Block 1 and Block 2 and a copy needs to be uploaded to Turnitin.

Trainee name:	Block: BLOCK 1 / BLOCK 2 (please circle)	Date:
School:	Mentor:	Year group:

OVERALL STATEMENT		Please tick one of the statements below
1) The trainee has met all of the Teachers' Standards during this school experience block.		
2) The trainee has met most of the Teachers' Standards during this school experience block (please outline below).		
3) The trainee requires more experience and support to adequately meet some/all of the Teachers' Standards that are not yet met (please outline which Teacher Standards and sub-standards are yet to be met below).		
If statement 2 or 3 has been ticked, which Teachers' Standards are not yet met or evidenced?		
Has the trainee demonstrated competence and consistency in Teacher Standard 3c? (use of Standard English)	Yes / No If no, please outline concerns:	

Assessment of trainee attributes (please tick)

Attribute	Outstanding	Good	Requires improvement	Attribute	Outstanding	Good	Requires improvement
Attendance				Organisation			
Punctuality				Planning and preparation			
Relationships with pupils				Self-reflection and evaluation			
Relationships with adults				Response to targets and advice			

END OF SCHOOL EXPERIENCE ASSESSMENT REPORT (MENTOR) CONTINUED...

Trainee progress across the placement

Trainee impact upon pupil progress over time

Trainee strengths

Suggested professional targets

- 1.
- 2.
- 3.

Signed:	Mentor:	School:	Date:
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APPENDIX H – EXAMPLE OF UNIVERSITY TUTOR/ALLIANCE LEAD MEETING FORM

PROFESSIONAL TUTOR MEETING LOG

Trainee:		Date:
Present		Form of communication (e.g. zoom meet, phone call)
Notes from meeting/items discussed:		Any actions required?
Are there any concerns at this point?	YES / NO	
<i>If yes, please add details below:</i>		

APPENDIX I – EXAMPLE OF TRAINEE WEEKLY LOG FORM

TRAINEE WEEKLY LOG

Please log your teaching, learning and professional engagement experiences during this week of your school experience.

School:		Year group(s):		Week beginning:	
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Teaching experiences <i>Please state if these are: online (O) or in school (S)</i>	Relevant Teacher Standards	Other experiences in school <i>(e.g. observations, playground duties, clubs, events)</i>	Relevant Teacher Standards	Mentoring and training <i>(e.g. PPA time, staff meetings, additional CPD opportunities)</i>	Relevant Teacher Standards

My strengths this week <i>(e.g. What went well this week? How have I made progress against my previous targets?)</i>	Relevant Teacher Standards	My targets for next week	Actions to address these targets <i>Please use the guidance in the school experience handbook to support clear target setting.</i>	Relevant Teacher Standards

APPENDIX J – SAMPLE OF TRAINEE LETTER FOR SCHOOL RECORDS (IN PLACE OF DBS NUMBER)

Academic year 2020-2021

Dear Colleague

TRAINEE NAME

I should like to take the opportunity to thank you for your support in working in partnership with the University of Manchester. I know you are all as anxious as are we, to ensure that we are all meeting all safeguarding requirements to protect the interests of the children and young people with whom we work.

I can confirm that **TRAINEE NAME** has satisfied our robust and rigorous clearance processes and has been found to be suitable to undertake a course of Initial Teacher Training (ITT) leading to the recommendation of the award of Qualified Teacher Status (QTS).

For further information please refer to the University of Manchester PGCE safeguarding handbook. I look forward to working in continued partnership with you.

Yours sincerely



Dr Lisa Murtagh
Head of Initial Teacher Education

APPENDIX K – SAFEGUARDING AND DBS LETTER TO SCHOOL PARTNERS



The University of Manchester

Academic year 2020-21

Dear Colleague,

I am writing to you regarding our approach to ensuring that we are meeting all safeguarding requirements to protect the interests of the children and young people with whom we work. As the accredited provider of Initial Teacher Education and Training (ITET), the responsibility for ensuring that trainee teachers on an ITET programme - including those on the School Direct training route - are subject to DBS and Safeguarding checks lies with The University. As the provider we must act in accordance with the Secretary of State's requirements for ITET, which includes responsibilities for safeguarding.

The statutory guidance in **Keeping Children Safe in Education (page 45)** states that where trainee teachers are fee-funded - as opposed to being salaried trainees - it is the responsibility of the ITET provider to carry out all necessary checks, and for schools to be given written confirmation from the training provider that these checks have been carried out and that the provider has judged the trainee to be suitable to work with children. **There is no requirement for the school to record details of fee-funded trainees on the single central record (Pg. 45, paragraph 161).** To comply with this during placements, each trainee will present the school with a letter which confirms that the trainee has successfully met all of the safeguarding compliance criteria. **Trainees should not be asked by schools to present their DBS Certificate.**

All trainees are offered places on their programmes at The University subject to meeting all compliance criteria. These include:

References being supplied under the UCAS, GTTR or The University's admissions requirements. These will not always be from a previous employer as our entrants may have just completed other full-time education;

Occupational Health screening, which may include completion of a health questionnaire for consideration by The University's Occupational Health Service. All trainees must be judged medically fit to Train;

Photographic ID check (in the absence of photographic ID, other proof of identity is required);

An Enhanced Disclosure & Barring Service (DBS) check – including a Children's Barred List check and/or any other appropriate background check. No person barred from working with children or vulnerable groups is permitted to study on ITT programmes, and all trainees are checked against the Prohibition, EEA and GTCE sanction lists and asked to confirm that they are not disqualified from working with children;

An overseas police check for all applicants that have spent a continuous period of six months or more in any one non-UK country in the three years prior to commencing the course;

Previous qualification checks;

Any overseas students not from the EU have had their immigration status checked and comply with United Kingdom Visa and Immigration (UKVI) requirements. In addition, overseas students may be required to complete an overseas police check depending on the age at which they moved to the UK;

All entrants are required to commit to informing the University if their circumstances change during the programme.

I hope that this letter provides clarity with regard to our processes and that the placement is highly successful for the pupils, staff and trainees in your school.

Yours sincerely

Dr Lisa Murtagh, Head of ITE, University of Manchester



BLOCK 1 – PLANNING DOCUMENTS



B1A – WEEKLY PLAN OVERVIEW (BLOCK 1)

WEEKLY PLAN OVERVIEW (Form B1a)

Week beginning:

Year group:

School:

DAY	ENGLISH <i>L.O, S.C & summary of content/main teaching</i>	MATHS <i>L.O, S.C & summary of content/main teaching</i>	OTHER SUBJECTS <i>L.O, S.C & summary of content/main teaching</i>
Mon			
Tues			
Wed			
Thur			
Fri			

Notes

- ① If being handwritten, this plan should be enlarged onto A3 paper to allow for adequate detail.
- ① Each day being taught by the trainee must show the **L.O, success criteria (S.C) and the main ideas being delivered (3-4 bullet points)**.
- ① Trainees should record the L.O for lessons delivered by the mentor (if known) to allow them to see how their lesson fits into a sequences of lessons.
- ① Any changes to the plan as a result of previous lesson assessments should be annotated *by hand* on the plan.

B1B – DAILY LESSON PLAN (BLOCK 1 AND, ONLY IF REQUIRED, DURING BLOCK 2)

DAILY LESSON PLAN (FORM B1B)

NB: If handwritten, please enlarge boxes to ensure that adequate space is available to record key aspects of planning

Class		Date		Week No.		Lesson context	Lesson ____ of ____
Subject area							
Lesson objective							
Success criteria (differentiated where appropriate)							
Are there any specific safety aspects to consider e.g. specific equipment, moving tables, outdoor space?							

Lesson section and timings <i>Please label e.g. introduction (whole class or specific groups), focus group teaching input, independent work, end of lesson</i>	Lesson development <i>(Use the planning bookmark to ensure that all aspects of an effective lesson are considered and planned)</i>
	NB: PLEASE ADD MORE SECTIONS BELOW, IF NEEDED

Assessment of progress achieved (after lesson)

Assess children's progress against your lesson S.C, to inform you of their progress and achievement of the L.O

Success criteria (cut and paste from lesson success criteria box above)	Names of those below (-) or exceeding (+) only		Action required? (Now what?) <i>What do you need to do to respond to your assessment and children's emerging needs? Changes to planning (show on weekly plan)? Targeted intervention? Change of group? Change of support?</i>
	-		
	+		
	-		
	+		
	-		
	+		
	-		
	+		

B1C – PHONIC DAILY LESSON PLAN

Date	Focus sounds	Focus words	Notes to help you plan your session
Revisit and Review <ul style="list-style-type: none"> ① What will be consolidated in this session? ① Plan an activity to practise previously learnt sounds/tricky words 			
New objectives <ul style="list-style-type: none"> ① Which new sounds/tricky words will be taught? 			
Teach <i>(How are you going to teach the new objective?)</i> <ul style="list-style-type: none"> ① Outline the main teaching points ① Identify teaching strategies 			
Key Questions <ul style="list-style-type: none"> ① List the main questions you will ask during the main teaching session. 			
Practice <i>(Pupil Activities: What will they do?)</i> <ul style="list-style-type: none"> ① Plan pupil activities linked to the new objective ① Indicate if independent, paired or group work ① Plan opportunities for blending and or segmenting phonemes 			
Apply <ul style="list-style-type: none"> ① Plan an opportunity for children to apply the phonic knowledge they have learnt in this session. <i>E.g. Read or write a caption / sentence using the new sounds/words taught, contextualise learning</i>			
Assessment <ul style="list-style-type: none"> ① What have the children learnt in this session? 			
Reflection <ul style="list-style-type: none"> ① What worked well? ① What would you change? ① What have you learnt in terms of your own progress as a teacher of phonics? 			

C1 – TEACHING ASSISTANT AND ADDITIONAL ADULT BRIEFING FORM

TA/ADDITIONAL ADULT BRIEFING AND FEEDBACK SHEET (FORM C1)

Subject		Support staff		Date	
Group/focus children					
Learning objective <i>for focus group</i>					
Success criteria <i>for focus group</i>					
Activity <i>Brief account of the activity and the focus for extra support</i> <i>(include any specific vocabulary, examples, questions and assessments that you may want covered)</i>					

Pupil name	Feedback, comments and assessment of child <i>(in relation to their progress against the success criteria above, plus any other feedback)</i>



BLOCK 2 – PLANNING DOCUMENTS



B2A – WEEKLY PLAN FOR ENGLISH, PHONICS AND OTHER SUBJECTS

WEEKLY PLAN - ENGLISH AND OTHER SUBJECTS (B2A)

Week beginning:

Subject:

Year group:

Big picture/ context for the week <i>(Prior learning, ref to N.C programme of study, context, key texts and resources, key vocabulary being covered)</i>		Inclusion and specific support required this week <i>(Identify children/groups (e.g. SEND, EAL, PP) and the additional support, resources and personalised provision required to access to this week's learning.)</i>	
DAY	Learning Objective <i>(what the children will learn)</i>	Main teaching sequence * Key Teaching Points * New ideas/concepts being introduced * Key questions * Examples and models to support learning * Active learning opportunities/application of ideas * Differentiation	AfL opportunities (relate to S.C) <i>(questions and activities to aid teacher assessment of progress at all stages of the lesson)</i>
	Success Criteria <i>(how they will demonstrate they have achieved the L.O)</i>		
Mon			
Tues			
Wed			
Thur			
Fri			

Notes

- ① This plan should be enlarged onto A3 paper to allow for adequate detail irrespective of typed or handwritten. Trainees should record the L.O for all English lessons delivered by the mentor (if known) to allow them to see how their lesson fits into a sequence of lessons.
- ① Any changes to the plan as a result of previous lesson assessments should be annotated in a different colour on the plan and the assessment (final) column should be completed each day.

B2B – WEEKLY PLAN FOR MATHS

WEEKLY PLAN - MATHS (B2B)

Week beginning:

Subject:

Year group:

Big picture/ context for the week <i>(Prior learning, ref to N.C programme of study, context, key texts and resources, key vocabulary being covered)</i>	Inclusion and specific support required this week <i>(Identify children/groups (e.g. SEND, EAL, PP) and the additional support, resources and personalised provision required to access to this week's learning.)</i>
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DAY	Mental maths <i>Objectives and activities</i>	Learning Objective <i>(what the children will learn)</i>	Main teaching sequence * Key Teaching Points * New ideas/concepts being introduced * Key questions * Examples and models to support learning * Active learning opportunities/application of ideas * Differentiation	AfL opportunities (relate to S.C) <i>(questions and activities to aid teacher assessment of progress at all stages of the lesson)</i>	Independent learning activities * Focus and outcomes * Differentiation/levels of challenge * Teacher focus group or child led work * Additional adult deployment * Resources to support learning * Ongoing plenary and reflection	Assessment and Evaluation notes +/- progress and attainment Changes required Children to target
		Success Criteria <i>(how they will demonstrate they have achieved the L.O)</i>				
Mon						
Tues						
Wed						
Thur						
Fri						

Notes

- ① This plan should be enlarged onto A3 paper to allow for adequate detail irrespective of typed or handwritten. Trainees should record the L.O for all Maths lessons delivered by the mentor (if known) to allow them to see how their lesson fits into a sequence of lessons.
- ① Any changes to the plan as a result of previous lesson assessments should be annotated in a different colour on the plan and the assessment (final) column should be completed each day.

B2C – WEEKLY ASSESSMENT TRACKING RECORD

WEEKLY ASSESSMENT TRACKING RECORD (B2C)

[illegible]

Week overview *(Identify next steps, gaps or starting points next time this topic is covered or areas to build on next week.)*

Group or individual(s)	Next steps	When will this be addressed? (e.g. next week, through interventions, next time topic is covered)

C1 – TEACHING ASSISTANT AND ADDITIONAL ADULT BRIEFING FORM

TA/ADDITIONAL ADULT BRIEFING AND FEEDBACK SHEET (FORM C1)

Subject		Support staff		Date	
Group/focus children					
Learning objective <i>for focus group</i>					
Success criteria <i>for focus group</i>					
Activity <i>Brief account of the activity and the focus for extra support</i> <i>(include any specific vocabulary, examples, questions and assessments that you may want covered)</i>					

Pupil name	Feedback, comments and assessment of child <i>(in relation to their progress against the success criteria above, plus any other feedback)</i>



COVID-19 RELATED DOCUMENTS



TRAINEE FAQs – FOR REFERENCE DURING SCHOOL EXPERIENCE

PGCE PLACEMENTS TRAINEE FAQs IN RELATION TO COVID-19

As we have worked with you over recent weeks, we have seen how professional you have been. We appreciate how careful and appropriately conscientious you have been in relation to Covid-secure behaviour. Adhering to Government, PHE and University guidelines is part of what it means to be professional at this time. Of course none of us can completely eliminate risk, and infections will happen, but sanitizer, distancing and masks do make a measurable difference. We fully expect all of you to continue to engage professionally with the demands placed upon you, and to continue to fully adhere to COVID-19 specific guidelines. Concerns which arise in relation to the professional suitability of trainees as a result of transgression from the QTS standards are treated seriously, and there is a clear Professional Suitability Procedure in place should concerns arise.

We have reassured our school partners that you understand the importance of maintaining high professional standards. Your engagement as a cohort to date has been exemplary and we know that school partners are very much looking forward to working with you over the coming months.

Question	Response
What happens if my University Tutor cannot visit my school to observe my teaching?	<ul style="list-style-type: none"> ① Your school-based Mentor will observe your teaching regularly and evaluate and give feedback on your progress. ① Your University Tutor may conduct a 'virtual' visit to discuss a mentor-observed lesson with you and your mentor, and discuss your progress. ① If there is a specific need for a face to face meeting with your University Tutor, wherever possible safe measures will be put in place to facilitate this.
What should I do if I think I have COVID-19 Symptoms while on placement?	<ul style="list-style-type: none"> ① Review your symptoms using the NHS Guidance https://www.nhs.uk/conditions/coronavirus-covid-19/ ① If the Guidance recommends self-isolation and that you book a test, do not attend school. ① Follow school procedures to inform the school of your symptoms and that you will be absent, and send in work for your classes as required by School policy. ① Email studentsupport-seed@manchester.ac.uk with the dates of your isolation period and a brief summary of your situation. ① Register your absence with the University through the usual procedures, informing your University Tutor that you will be self-isolating in line with PHE Guidelines ① Inform the school and your University Tutor immediately about the results of any test. Negotiate your return to school as appropriate, if results are negative.
What should I do if I test positive for COVID-19 whilst on placement?	<ul style="list-style-type: none"> ① Do not attend school. ① Email studentsupport-seed@manchester.ac.uk with the dates of your isolation period and a brief summary of your situation. ① Contact your University Tutor immediately to inform them of the result. ① Maintain a list of those with whom you have been in close contact since you became unwell. https://www.gov.uk/government/publications/guidance-for-contacts-of-people-with-possible-or-confirmed-coronavirus-covid-19-infection-who-do-not-live-with-the-person/guidance-for-contacts-of-people-with-possible-or-confirmed-coronavirus-covid-19-infection-who-do-not-live-with-the-person ① Share any Track and Trace information as requested ① Continue to follow school procedures to inform the school of your absence. ① Self-Isolate following PHE Guidelines ① Agree a return date with the school as soon as you are well following the period of self-isolation. ① If you are unwell beyond the specified isolation period, follow the advice of your GP and inform your University Tutor.

Question	Response
What should I do if I think I may need to self-isolate (eg someone I live with, or a member of my support bubble has COVID-19 symptoms or tests positive for COVID-19) whilst I am on placement?	<ul style="list-style-type: none"> ① Refer to NHS guidance to establish if you need to self-isolate: ① https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection ① Should you meet the self-isolation criteria, do not attend school. ① Follow school procedures to inform the school that you will be absent and send in work for your classes if required by School policy. ① Email studentsupport-seed@manchester.ac.uk with the dates of your isolation period and a brief summary of your situation. ① Register your absence with the University through the usual procedures, informing your University Tutor that you will be self-isolating in line with PHE Guidelines
What do I do if my school closes due to COVID-19 whilst I am on placement?	<ul style="list-style-type: none"> ① Inform your University tutor. ① Adopt the procedures within the school if possible, to continue to support teaching and learning online. ① Maintain contact with your mentor at least on a weekly basis, and as advised. ① Your Programme Director will direct you to on-line learning opportunities which you can undertake whilst your school is closed, should opportunities not be available to engage with online teaching and learning
I have childcare responsibilities. What do I do if my child's school or "bubble" closes due to COVID-19 whilst I am on placement?	<ul style="list-style-type: none"> ① Try to make arrangements in line with Government guidelines which will enable your child to be safely looked after whilst you continue with placement. ① If this is not possible, register your absence with the school and University Tutor following the normal procedures. ① Follow school procedures to send in work for your classes if required by School policy. ① Return to school as soon as possible and keep in touch with your placement to report absences as required. ① Current NHS guidance is that Household members of 'contacts' do not need to self-isolate unless the contact develops symptoms-if your child is well, you do not need to self-isolate.
What should I do if NHS Track and Trace contacts me to say I have been in close contact with someone with COVID-19 and must self-isolate?	<ul style="list-style-type: none"> ① Do not attend school. ① Self-isolate as outlined in PHE guidelines ① Follow school procedures to inform the school of your absence and send in work for your classes if required by School policy. ① Email studentsupport-seed@manchester.ac.uk with the dates of your isolation period and a brief summary of your situation. ① Register your absence with the University through the usual procedures, informing your University Tutor that you will be self-isolating in line with PHE Guidelines ① Book a Test via the NHS Testing website if you develop Covid-19 symptoms
What do I do if my Year bubble closes due to COVID-19 whilst I am on placement?	<ul style="list-style-type: none"> ① Follow the practice of your school. ① Depending on your contact with staff and pupils, the Head Teacher may say it is safe to work with a different year group. ① If you are advised to leave school and to self-isolate: ① Register your absence with the University through the usual procedures
What do I do if my school is in an area with a localised lock down and I live out of the area?	<ul style="list-style-type: none"> ① Student teachers are classified as critical workers. ① Continue to attend placement in line with the School's arrangements.

Question	Response
Do I need to wear PPE in a PRIMARY School?	<ul style="list-style-type: none"> ① Trainees on our programmes are required to follow the procedures, policies and practices of their host school. ① Many primary settings will not allow staff to wear face coverings in classrooms as they may inhibit teaching and learning, and protective measures will be in place to minimise risks of transmitting COVID-19. ① Schools will have in place Risk Assessment policies and procedures related specifically to COVID-19, and these should be shared with trainees.
Do I need to wear PPE in a SECONDARY School?	<ul style="list-style-type: none"> ① Trainees on our programmes are required to follow the procedures, policies and practices of their host school. ① Many Secondary settings require/permit staff to wear face coverings in classrooms. ① In addition, protective measures will be in place to minimise risks of transmitting COVID-19. ① Schools will have in place Risk Assessment policies and procedures related specifically to COVID-19, and these should be shared with trainees.
What do I do if I am classified as being in a ‘vulnerable’ category?	<ul style="list-style-type: none"> ① If you are classified as being in a ‘vulnerable’ category, contact OH to arrange an appointment. ① From 1st of August, shielding recommendations for extremely vulnerable and vulnerable individuals have been lifted and they should be able to return to work if required to do and if the work place is COVID-secure. Schools as work places will have Risk Assessments in place to ensure that the setting is COVID-secure. ① However, if you still have ongoing concerns about your placement because of your health then you should discuss these with your Programme Director.
What if I am Pregnant during the course?	<ul style="list-style-type: none"> ① Pregnant women may be also considered vulnerable. ① If you are pregnant, it is advisable to discuss this with your University Tutor. ① Schools as workplaces will have Risk Assessments in place to ensure that the setting is COVID-secure.

See the following University Link for further details and regular updates:

<https://www.welcome.manchester.ac.uk/welcome-and-induction/arriving-on-campus/staying-safe/>