

MANCHESTER
1824
The University of Manchester



Primary PGCE



Mentor Training – School Experience Block 1

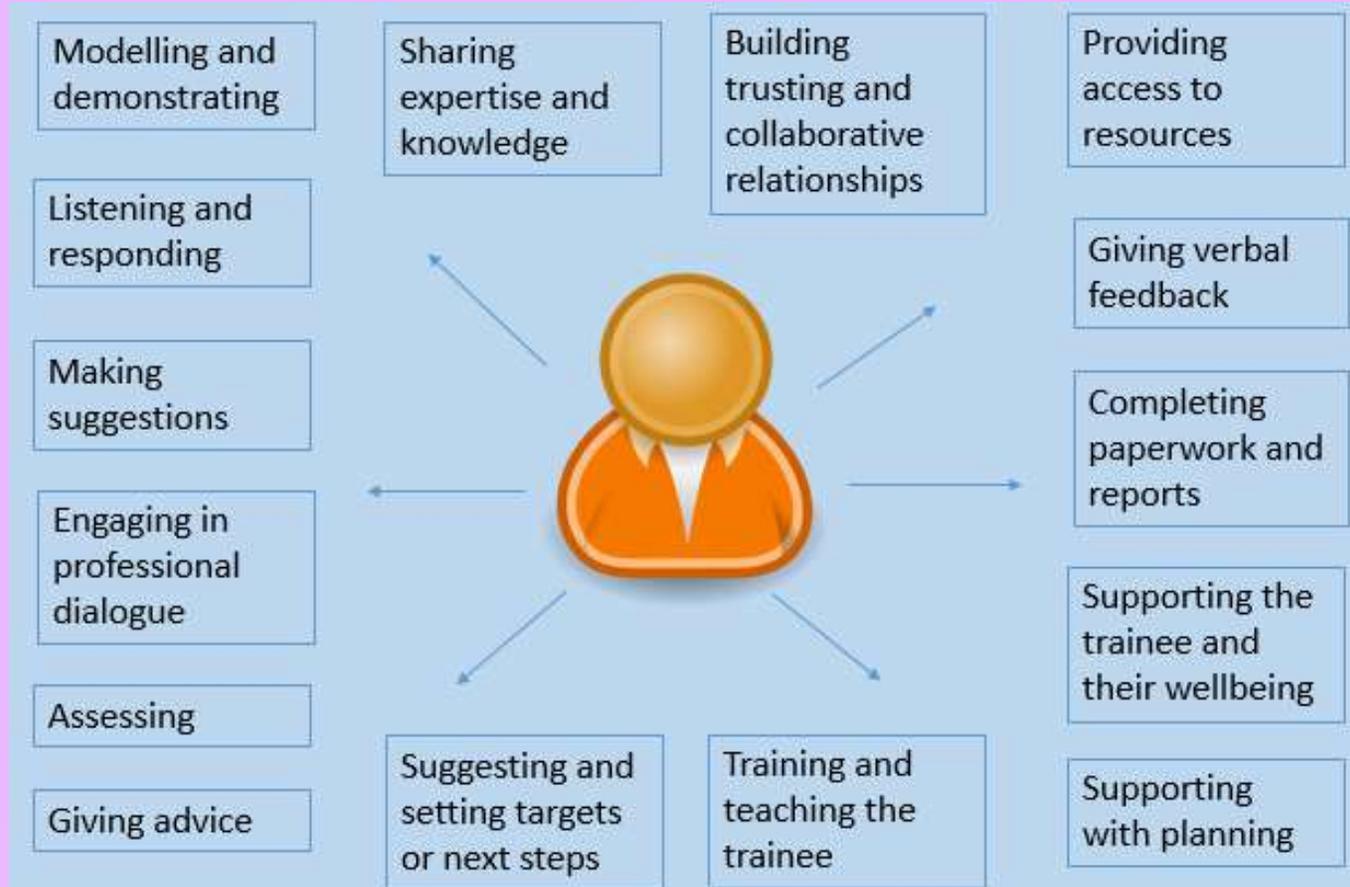
**Monday 11th October –
Wednesday 12th January**

Welcome and thank you!

Placement dates:

◆ **Monday 11th October – Wednesday 12th January**

The diverse roles of an expert mentor



Where do you fit in to our ITT curriculum?

University of Manchester PGCE
Empowering Future Generations

It is our intent to provide all of our trainee teachers with an inclusive, rich, broad, balanced and challenging curriculum, which is sufficiently flexible and adaptable to meet trainee personal and professional needs whilst also addressing both local and national needs and priorities.

University-based training led by expert tutors, colleagues from across MIE, UoM and school-based colleagues

School-based training led by experienced and trained mentors

On-line learning, self-study and assignment writing

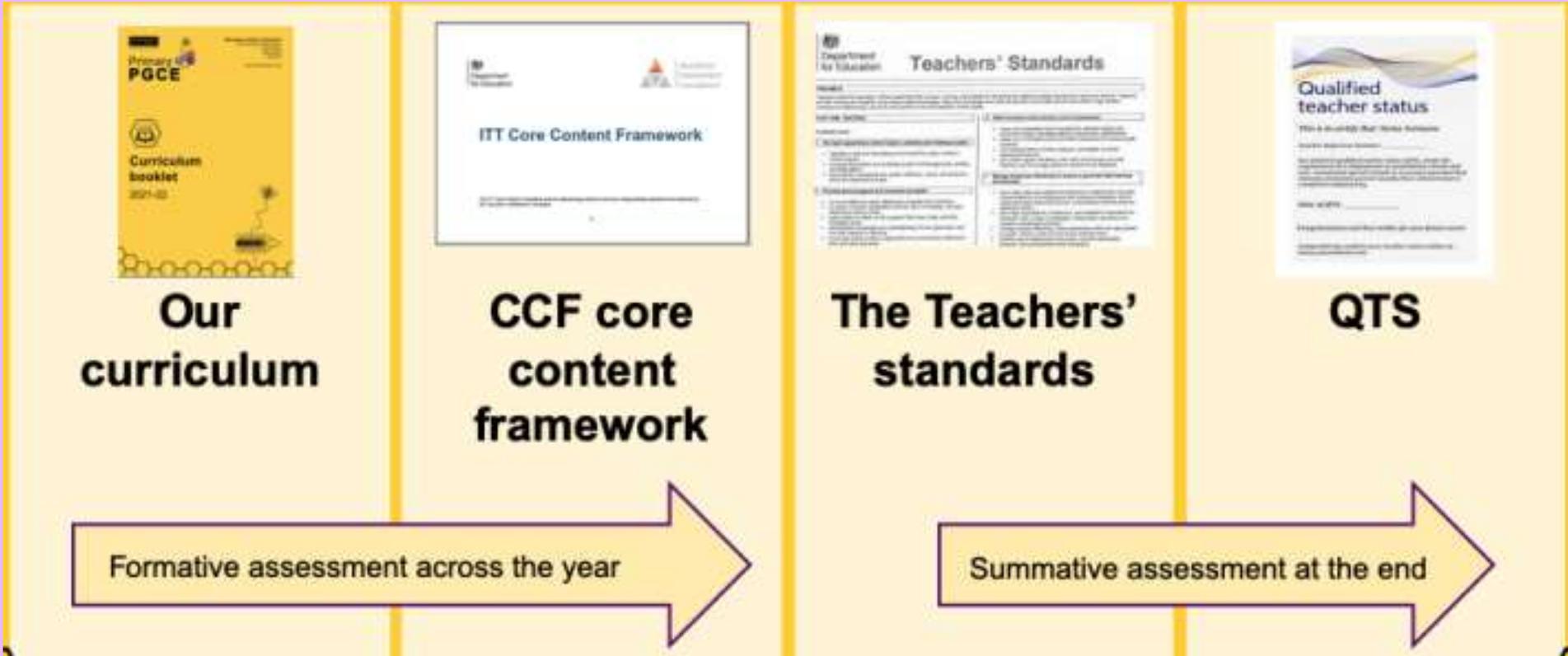
Peer learning, study and support

High quality CPD for trainees, mentors, tutors and NQTs

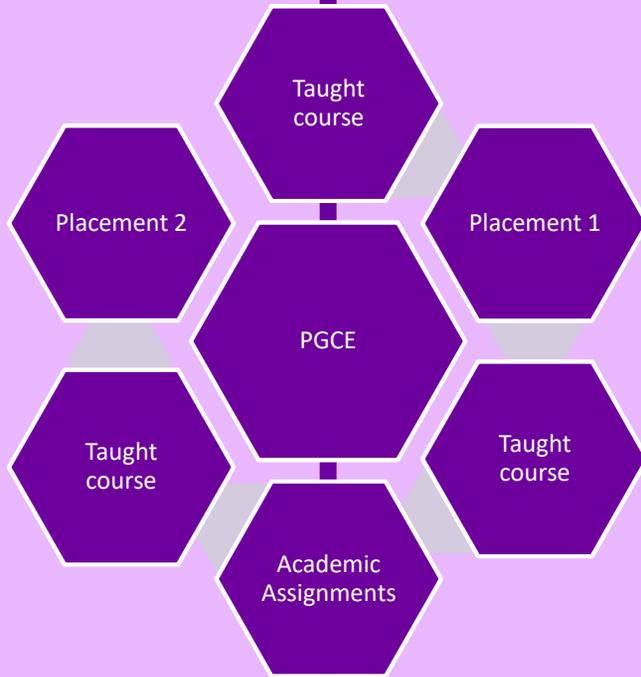
- Learn that..
- Learn how to..
- Understand that..
- Understand how to..
- Question that..
- Question why..
- Evaluate that...
- Evaluate why...
- Reflect on..

High Expectations (Standard 1)					
How Pupils Learn (Standard 2)					
Subject and Curriculum (Standard 3)					
Classroom Practice (Standard 4)					
Adaptive Teaching (Standard 5)					
Assessment (Standard 6)					
Managing Behaviour (Standard 7)					
Professional Behaviours (Standard 8)					

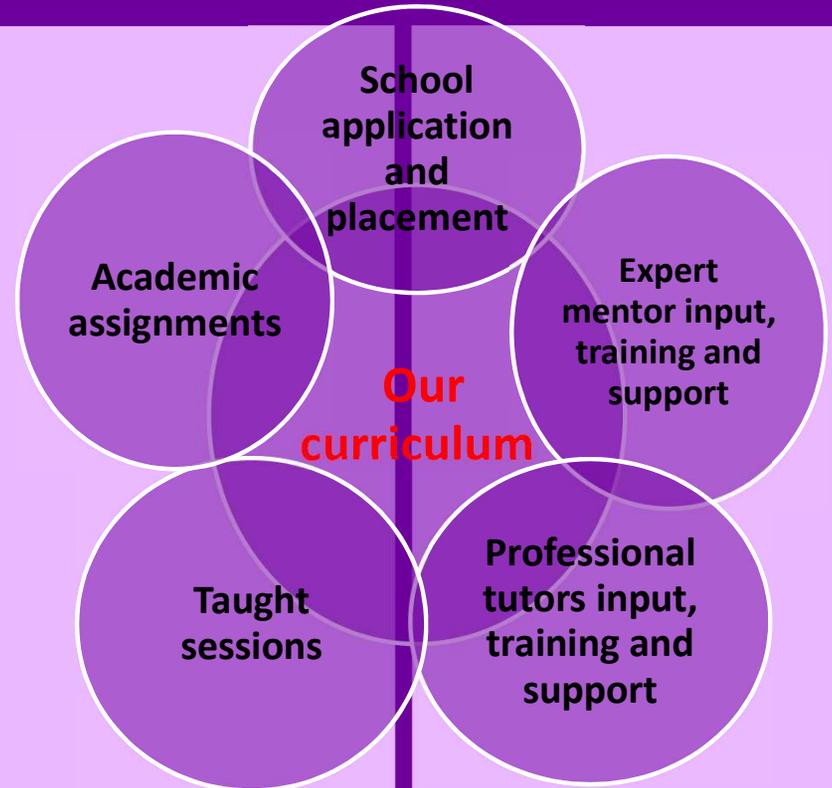
Our curriculum



Delivering our curriculum in partnership



Older view of roles and PGCE course aspects



Our linked curriculum

Core Content Framework (CCF) terminology

Key terms:

- ◆ **Learn that...** (theory/knowledge/understanding/research)
- ◆ **Learn how to...** (application/observations/opportunities/guidance)

The essential school role:

- ◆ **‘Expert mentors’**
- ◆ **Following expert input... taking opportunities to practise, receive feedback and improve at...**

<https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework>

The change in mentoring focus

- **Modelling**
- **Guiding**
- **Demonstrating**
- **Sharing expertise**
- **Discussing**
- **Analysing**
- **Collaborating**
- **Building on**



Rather than

- **Judging**

Adapting our formative assessments

5 strands

Core strand of CCF	Alignment with section of CCF	Alignment with Teachers' standards
1. <u>Behaviour management</u> (BM)	S1 High expectations S7 Managing behaviour	S1 Set high expectations which inspire, motivate and challenge pupils S7 Manage behaviour effectively to ensure a good and safe learning environment
2. Pedagogy and planning (PP)	S2 How pupils learn S4 Classroom practice S5 adaptive teaching	S2 Promote good progress and outcomes by pupils S4 Plan and teach well structured lessons S5 Adapt teaching to respond to the strengths and needs of all pupils
3. Curriculum and Subject Knowledge (CSK)	S3 Subject and Curriculum	S3 Demonstrate good subject and curriculum knowledge
4. Assessment (A)	S6 Assessment	S6 Make accurate and productive use of assessment
5. <u>Professional behaviours</u> (PB)	S8 Professionalism	S8 Fulfil wider professional responsibilities Part Two: standards for professional and personal

Formative assessments – focus areas

5 strands - towards the Teachers' Standards

Core strand of CCF	Alignment with section of CCF	Alignment with Teachers' standards
1. <u>Behaviour management (BM)</u>	S1 High expectations S7 Managing behaviour	S1 Set high expectations which inspire, motivate and challenge pupils S7 Manage behaviour effectively to ensure a good and safe learning environment
2. Pedagogy and planning (PP)	S2 How pupils learn S4 Classroom practice S5 adaptive teaching	S2 Promote good progress and outcomes by pupils S4 Plan and teach well structured lessons S5 Adapt teaching to respond to the strengths and needs of all pupils
3. Curriculum and Subject Knowledge (CSK)	S3 Subject and Curriculum	S3 Demonstrate good subject and curriculum knowledge
4. Assessment (A)	S6 Assessment	S6 Make accurate and productive use of assessment
5. <u>Professional behaviours (PB)</u>	S8 Professionalism	S8 Fulfil wider professional responsibilities Part Two: standards for professional and personal

Main sections:

Section 1 - Trainee and mentor information

e.g. roles and responsibilities, our curriculum and overviews of support and the experience.

Section 2 - Teaching and record keeping expectations

e.g. teaching support and build up, planning and file requirements and Trainee Portfolio expectations

Section 3 - Mentor support and information

e.g. guidance on observing and giving feedback, exemplars of feedback, support for issues arising, safeguarding and concerns.

Section 4 - Appendices and block 1 planning documents

e.g. key planning proformas and forms, examples, mid-point review and end of school experience block mentor reports

Trainee induction (day 1)

DAY 1 (or as soon as possible), please provide trainees with:

- ◆ **Covid-19 risk assessment policy and any C-19 related protocols.**
- ◆ **name of the designated safeguarding officer and their role.**
- ◆ **procedures to be followed if there is a safeguarding issue in school.**
- ◆ **procedures for fire/evacuation procedures.**
- ◆ **copies of or access to relevant school policies** *e.g. safeguarding policy, staff code of conduct, behaviour policy, marking policy.*
- ◆ **an outline of key school procedures** *e.g. break/lunch times, security door access/fob use, pupil entrance/exit points, adults in school protocols, any Covid-19 systems.*
- ◆ **your preferred contact method/details in the case of absence or other issues** *e.g. phone call, email, text.*

Trainee induction (week 1/2)

- ◆ **Ensure the trainee understands school systems** *e.g. playground rotas, the photocopier rules, location of resources, communal spaces, staffroom arrangements, shared space timetables.*
- ◆ **Ensure the trainee is introduced to or know staff members with key responsibilities** *e.g. SENDCo, safeguarding lead, Maths/English coordinators.*
- ◆ **Share any curriculum and long-term and/or medium-term planning for the class.**
- ◆ **Share any key dates/events relevant to the trainee during their placement** *e.g. school based/remote working rotas, staffing rotas, staff meetings, parent meetings, INSET days, school events.*

Trainee tasks – prior to October half-term

Academic Assignment A related tasks

Task focus/ strand	To be used for/ stored	Task expectations
Task 1	Assignment A	<p>Observe 3 lessons in your chosen Assignment A curriculum subject area.</p> <p>Use Appendix 1 to make notes that you can then analyse and evaluate in relation to the background reading you have done for Assignment A.</p>
Task 2	Assignment A	<p>Interview the subject co-ordinator and/or class mentor for the subject areas selected for your Assignment A focus.</p> <p>Use Appendix 2 to plan your questions and to record notes. Consider your chosen question, the ideas/what you are exploring and devise 4-8 some short questions* to find out more about how the school approaches/policies in your chosen area. This will allow you to compare and contrast your reading and evidence based literature with schools in reality. <i>*Questions should be open and should not 'lead' the interviewee to providing the answers that you are hoping for or believe yourself.</i></p>
Task 3	Assignment A	<p>Teach 2-3 consecutive small group activities using the identified approach for that curriculum subject.</p> <p>Use Appendix 3 to plan each lesson and then evaluate the outcomes, so you can use this to analyse and contrast with your literature and background reading on your chosen question.</p>

Trainee tasks – prior to October half-term

Getting to know the class, you and the school

Task 4 Getting to know the pupils and systems (Strand A - BM)	Prof dev task section of file	Spend time getting to know the children in your class and the organisation features that are used e.g. groupings, classroom layout, assigned partners. Compare this to your taught curriculum so far. Also look at how the teacher manages positive behaviour during lessons and any classroom/school systems in place. You may also get involved by supporting groups during lessons, taking the register, dismissing/welcoming children. Use Appendix 4 to make notes to help you with these aspects as you begin to teach.
Task 5 Book scrutiny (Strand B/D - PP and A)	Prof dev task section of file	Look at the books of different groups in your class across a range of subjects. Make some general notes for yourself about differences and expectations for each. How are different needs supported? Build upon your taught course input in each subject so far. Familiarise yourself with schemes, planning and specific approaches used and ask your mentor about anything that is unfamiliar to you. Use Appendix 5 to make notes.
Task 6 Planning and the school curriculum (Strand C- CSK)	Prof dev task section of file	Observe/discuss with your expert mentor or year group team how they plan and prepare for their curriculum each week. Consider how this fits into the medium/long term school curriculum (ask to see any overviews/documents) Then observe your mentor teaching to see this in reality and how pupils respond. Things to ask may include: <ul style="list-style-type: none">- How is the NC broken down across this year group and across the school?- How are key themes and topics organised and sequenced?- How do they sequence lessons?- How do they build on prior knowledge?- How do they plan for and incorporate skills of recap and recall?- What learning approaches do they use/ why? E.g. talk partners, collaborative work- What schemes of work/resources are used and how? Make notes on Appendix 6

Teaching expectations (Pg. 29/30)

BLOCK 1 SCHOOL EXPERIENCE

Teaching experiences (<i>Trainees will...</i>)	Other experiences in school (<i>Trainees will...</i>)	Expert mentor support (<i>The mentor will...</i>)
<ul style="list-style-type: none"> ① Team plan, teach and assess initial lessons and discuss the lesson outcomes with the teacher/mentor (please see <i>Team Teaching guidance in section 3 for suggested models</i>). ① Where possible, plan and teach lessons that allow the trainee to apply and embed aspects covered in the taught course curriculum so far. ① Plan and teach sequences of at least 3 lessons in core subjects, to allow the trainee to assess and adapt future lesson content and input as a result. ① Plan and teach lessons and/or sequences of lessons in a range of science and foundation subject lessons. ① If in KS1, plan and teach a series of at least 3 phonics and/or early reading 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 all 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. ① Engage with and research any new school initiatives or 	<ul style="list-style-type: none"> ① Model, demonstrate and teach the trainee skills, knowledge and strategies to support and deepen their understanding of their ITT curriculum to date and of teaching and learning more broadly. ① Provide regular opportunities to observe class teacher/mentor and, where possible, other teachers teaching as part of the mentoring process. ① Share expertise and experience with the trainee to train and support their understanding of the broad roles and responsibilities of teachers. ① Provide opportunities to plan, teach and assess lessons together, particularly in early stages of the placement. ① Engage in regular professional 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

Teaching expectations (page 29/30)

Teaching commitment guidance*

*This is a **guide** to how a trainee may build up the amount of teaching they are delivering over the placement. It does not have to be met exactly each week and this may not be suitable for all trainees. If a trainee is not able to manage close this guidance for any reason then please contact the university tutor or SB lead to discuss this further.

Week 1 (Orientation) – Tasks relating to Assignment A and getting to know the class opportunities e.g. taking register, story time, group work

Week 2 – Approx. 20% or equivalent of 1 day– Team teaching

Week 3 – Approx. 30% or equivalent of 1.5 day – combination of team teach and some independent teaching

Week 4 – Approx. 40% or equivalent of 2 days

Week 5-8 – Approx. 50% or equivalent of 2.5 days

Remaining weeks – Approx. 60% or equivalent of 3 days

research-based approaches or schemes being used and consider their impact.

- ① Look to build up their knowledge and understanding of aspects of the ITT curriculum so far, by engaging with experts and opportunities to apply and develop these areas

strengths, areas of improvement. This should be formally written once a week (see [Appendix D](#)).

- 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 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 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 should online/remote learning be required.
- ① We would like trainees to have as many opportunities to teach 'whole class' lessons, but we know that class organisation may at times vary within schools.
- ① Trainees should **NOT** teach more than 60% of the timetable in any week, as they still require time and opportunities across the placement to observe and learn from expert teachers and have time to plan and prepare their lessons.
- ① 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 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 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.

- ◆ **Team teaching benefits the trainee, particularly those who have had no/little experience in schools. This is a tool to help support them to begin to effectively use the planning, teaching and assessment cycle whilst you model, demonstrate and share your expertise.**

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.

Building autonomy and independence

Your trainee will need support and guidance as they get to know the pupils, school and class systems. Any development towards greater autonomy in planning and teaching should be agreed and directed by you, as the mentor and expert class teacher.

The progress and safety of pupils ultimately remains the overarching responsibility of the mentor and the school.

*NB – A trainee should **not** be left unattended if there is concern about their progress and/or professional development.*

Please note:

A trainee should always know where the mentor is and how to send for them, or another appropriate adult, if they are in the classroom alone for any duration of time.

If you are not in school, but the trainee is, then the trainee should have another identified mentor/member of staff nominated to support them if they should need it.

Planning expectations (Pg.27)

BLOCK 1 PLANNING INFORMATION

① Please see '[Block 1 planning documents](#)' at the back of this handbook (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)

- Due to the wide variety of planning formats in schools and the lack of experience in systematically planning learning sequences, we ask that trainees use our proformas for any lesson that they are teaching.
- Trainees can select either electronic or hard copy planning files, but it must be available to be checked and monitored by you at all times.
- Trainees must follow the file content and layout for whichever planning format they select (see Pg. 23-25)

Your expert mentor role

Essential

- **Team planning and team teaching** (during first 2 weeks)
- **Weekly planning time with your trainee**
- **One mentor/trainee feedback meeting a week** – including general and specific feedback on one officially observed lesson, feedback on previous targets and collaboration with the trainees to agree new targets (using Appendix D)
- **Regular informal feedback, expertise and input on trainee lessons**
- **Completion of the two interim and one final review points** - completing the online Trainee Portfolio requirements with the trainee, to help them understand their progress, strengths and target areas
- **Support the trainee to embed, develop and enhance their curriculum knowledge across a wide range of subjects.**
- **Check and sign the attendance log**

The Professional Tutor role

Professional tutors will:

- collaborate with you and the trainee to ensure the best outcomes
- oversee and support the trainee via 3 points of contact/meetings, of which at least one will be face-to-face, and provide written feedback
- monitor the Trainee Portfolio e.g. weekly logs, curriculum coverage and progress on the professional development formative framework
- provide support to you, the mentor, during the teaching block
- provide additional support to the trainee, if required
- respond, as required, to specific difficulties or issues around placements expectations or progress, as raised by the trainee and/or mentor.

How?

- ◆ **Weekly mentor/trainee feedback meeting**
- ◆ **Weekly mentor/trainee feedback meeting log (Appendix D)**
- ◆ **Mid-point and end of block reviews**
- ◆ **General daily chats and feedback to support progress**

Mentor and trainee weekly feedback document

MENTOR AND TRAINEE – WEEKLY MEETING AND FEEDBACK FORM

Trainee:		Year group/school:	Date:
<u>Lesson observation</u>	Subject:	L.O:	
Observations from lesson			
•			
Strengths of this lesson			
•			
<u>Weekly review</u> - commentary on general progress and specific achievements for each strand since last meeting			
Behaviour management (BM)			
•			
Pedagogy and planning (PP)			
•			
Curriculum and subject knowledge (CSK)			
•			
Assessment (A)			
•			
Professional behaviours (PB)			
•			

Strand A – Behaviour Management (S1, S7)

Strand B – Pedagogy and Planning (S2, S4, S5)

Strand C – Subject and Curriculum Knowledge (S3)

Strand D – Assessment (S6)

Strand E – Professional behaviours (S8 and Part 2)

The weekly feedback document continued

Comments on progress towards previous targets		
Targets	Support/actions to address this target	Strand

Are there any concerns that the trainee is not on track with a specific strand? (please circle/delete)				
<i>Please note: this should be considered in the context of the point of time in the school experience and what are reasonable expectations of trainees at that stage of their learning and/or teaching experience.</i>				
Behaviour management (S1 and S7)	Pedagogy and planning (S2, S4 and S5)	Curriculum and subject knowledge (S3)	Assessment (S6)	Professional behaviours (S8 and Part 2)
Y / N	Y / N	Y / N	Y / N	Y / N
NB: If yes is answered for any of the above strands then please discuss this and agree targets (above) to address the priority issues. If the same concerns persist over more than two weeks then a Trainee Support Plan (Appendix E) should be created and the university tutor/alliance lead informed.				

Example – mentor feedback form

APPENDIX D – MENTOR WEEKLY FEEDBACK FORM

MENTOR AND TRAINEE – WEEKLY MEETING AND FEEDBACK FORM

Trainee: Joe Bloggs	Year group/school: 4 Green Street Primary	Date: 11.11.21
Lesson observation	Subject: Maths	L.O: - To be able to order decimal number to 2 dp
Observations from lesson		
<ul style="list-style-type: none"> - You had differentiated tasks and WILF criteria for different groups. This was clearly signposted for all. (PP) - Some children who did well with the ordering task yesterday - could you have planned more challenging tasks, rather than doing more of the same? (PP, S5) - You consistently reinforced the knowledge of tenths within the mental and oral starter. The children engaged well – especially Sam, who normally lacks confidence. Tom has a much firmer idea of the concept of tenths today also and this shows that your focus pre-teach had an impact! (CSK) - There are 3 adults in the room, consider how to maximize their involvement at all times. Can they be assessing for you during M/O starters and main input rather than just observing? (PB) - You are anticipating potential behavioural barriers to learning e.g. children turning round their chairs to maintain attention. Making Fred your assistant for the decimal sorting activity was a great strategy for keeping him engaged! (BM) - Be willing to show disappointment in your voice at times if they some individuals stop for you well enough. Zoe and Taylor were reluctant to stop on several occasions and this had a snowball effect on their group. (BM) - You responded competently to the misconception that Charlotte had about a decimal not being a 'real' number. You used the numberline and established that it was not a whole number instead. Your Maths subject knowledge was of a high standard. (CSK) - Good use of 1 min talk time followed by using the picking pot to select respondents - this helped you to maintain a good pace. Everyone had had an opportunity to discuss and get thinking – great! (PP) - You are embedding your use of LO/SC to monitor progress and consider future planning e.g. target group/individuals. Continue to clearly annotate changes to weekly plans. (A) - You regularly use of teach then apply e.g. mini whiteboards. This AfL was used to adapt your explanations and next steps – keep this up! (A) 		
Strengths of this lesson		
<ul style="list-style-type: none"> • Your behaviour management was really consistent • You had planned 'chunks' of the lesson today, which helped children of different abilities to engage – even DC and FG worked hard for you in a subject they struggle with. – this addressed last week's target (well done!) • Improved talk time and opportunities – again this was a target – you are highly responsive to targets and suggestions. 		
Weekly review - commentary on general progress and specific achievements for each strand since last meeting		
Behaviour management (BM)		
<ul style="list-style-type: none"> • Your behaviour management is becoming more consistent than in previous weeks. You are more aware of low level disruptions and are more proactive in planning and deploying strategies to support this. Don't be afraid to stop and wait for all pupils though as they can still slip into bad habits if you are not consistent in these expectations. You have established a positive and supportive ethos in your lessons and the children are increasingly seeing you as the teacher in charge. 		
Pedagogy and planning (PP)		
<ul style="list-style-type: none"> • Planning files continue to be detailed and clear. Your weekly plans in include an appropriate level of detail. This meets the needs of the majority of learners. You are very thorough in your planning and at this stage you are really aware of the needs of different groups. This is evidenced in your planning and effective efforts to 		

differentiate for pupils in English and Maths. Try to carry this knowledge over to other subjects too, so children can access learning more readily. You are working on consistency of pace and reducing the input time so children get more time to work independently and apply new learning. Keep working on this.		
Curriculum and subject knowledge (CSK)		
<ul style="list-style-type: none"> • You have taught your first humanities session this week and have been working on sequences of maths and English. You are always well prepared in your subject knowledge, particularly in maths. More work on this in English, to consider the misconceptions or prior knowledge needed would help remove barriers for some learners. Your humanities interest was clear to see in your lesson and this impacted upon pupil engagement too! 		
Assessment (A)		
<ul style="list-style-type: none"> • You are adapting plans as a result of your good assessment of lesson outcomes. You made an adaption to a group during your maths lesson, following AfL, as the work was not at the right pitch for them. This was great to see and it worked! Try to build this ability now to maximise active learning and AfL opportunities, so you feel more confident in more lessons to adapt in response. Watching Sarah's lesson this week will support you further with this. 		
Professional behaviours (PB)		
<ul style="list-style-type: none"> • You continue to be a valued member of the team and are professional in your approach. It was great to see you contribute in our PPA meeting this week too – you are building confidence to share ideas and work as an equal part of the team. Your approach with the pupils, parents and wider staff continues to be of a high standard and this is improving the respect that you are receiving. 		
Comments on progress towards previous targets		
Increase pace of input – this has improved and you are more aware of timings. You are reading the room better too, so are more aware of when you are 'losing' the children. Keep this up.		
Challenging higher attainers – you are more aware of the need to do this, but perhaps it is in the task expectations e.g. not just more of the same or the requirement to complete the initial task, but move them on to challenges more quickly. Continue to work on this.		
Engage with wider school opportunities – you have maximised this by attending my after school club with me and taking part in the PTA event. You are establishing positive relationships out with the classroom environment.		
Targets	Support/actions to address this target	Strand
Show the impact of your teaching on the progress of your planned focus group	<ul style="list-style-type: none"> - Plan the input and differentiate their S.C to fit this - Ensure that evidence supports the S.C so you are better able to assess impact - Use AfL and peer assessment to support your judgements 	A
Continue to challenge the higher attainers and fast finishers so you maximise progress and output	<ul style="list-style-type: none"> - Less examples that others are doing and build the extension opportunities without them being more of the same - Plan to intercept their work and do a T input to push them on - Allow self-selection of tasks (chilli challenge) 	PP (S5)
Continue to simplify and shorten explanations and models	<ul style="list-style-type: none"> - Set timings for yourself and stick to them. 	PP (S4)

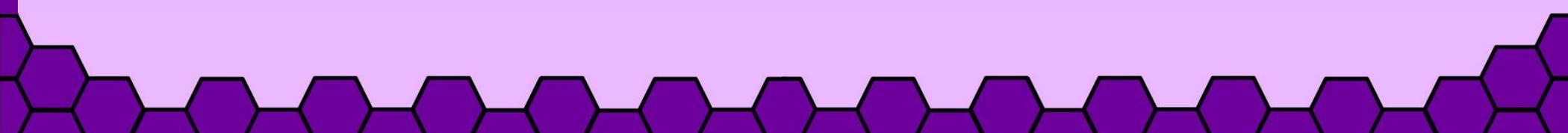
Example continued

	<ul style="list-style-type: none"> - Breakdown key teaching into smaller chunks that each have an AfL/application opportunity - Speak to SB about her approaches to manage pace/teacher talk 	
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Are there any concerns that the trainee is not on track with a specific strand? (please circle/delete)
Please note: this should be considered in the context of the point of time in the school experience and what are reasonable expectations of trainees at that stage of their learning and/or teaching experience.

Behaviour management (S1 and S7)	Pedagogy and planning (S2, S4 and S5)	Curriculum and subject knowledge (S3)	Assessment (S6)	Professional behaviours (S8 and Part 2)
Y / N	Y / N	Y / N	Y / N	Y / N

NB: If yes is answered for any of the above strands then please discuss this and agree targets (above) to address the priority issues. If the same concerns persist over more than two weeks then a Trainee Support Plan ([Appendix E](#)) should be created and the university tutor/alliance lead informed.



Interim reviews (week 4 and week 6) – Trainee Portfolio

WEEK 4 REVIEW POINT		
Review questions <i>(linked to the Professional Development Formative Framework)</i>		
1.	Have the professional development formative framework statements been discussed in respect of what the trainee has achieved and met by this review point?	Y/N
2.	Do the mentor and trainee agree with the statements that are met, as an accurate reflection of progress? <i>If no, has this been discussed and is the trainee aware of why this is not agreed and any actions required?</i>	Y/N Y/ NA
3.	Is the trainee clear about next steps, areas of development and how to achieve these?	Y/N
4.	Are there any concerns about progress in any of the 5 key strands?*	
	<i>If yes, please ensure that this is discussed with the trainee and that the targets set reflect the priority actions required.</i>	
	① Strand A - Behaviour management (S1, S7)	Y/N
	① Strand B - Pedagogy and planning (S2, S4, S5)	Y/N
	① Strand C - Subject and curriculum knowledge (S3)	Y/N
	① Strand D - Assessment (S6)	Y/N
	① Strand E - Professional behaviours (S8 and Part 2)	Y/N
5.	Are there any concerns about the trainee's ability to meet the majority of expectations of this school experience placement?*	Y/N
	<i>If yes, please ensure the alliance lead/university tutor has been notified.</i>	

WEEK 4 REVIEW POINT		
Key strengths at this review point		Strand
Targets agreed	Actions to address targets	Strand
*If yes was answered for Q4 or Q5, please outline the concerns and ensure that targets are set to address these.		Strand

Interim review of the 5 strands (Trainee Portfolio)

4.5 | Professional Development Formative Framework

Discuss, agree and highlight as 'best fit' with your mentor the statements that you are currently achieving at each point.

Discuss, agree and highlight as 'best fit' with your mentor the statements that you are currently achieving at each point.			Discussed and agreed with mentor		Discussed and agreed with university tutor/alliance lead	
Review point	Review date (approximately)	Highlighter/cell fill colour	Mentor initials	Date	UT/AL initials	Date
Review point 1	By the end of week 4	YELLOW				
Review point 2	By end of week 6	GREEN				
Final review	By end of block	BLUE				

Strand A	 Behaviour management	High expectations (S1)	S1	Currently achieving	Currently achieving	Currently achieving
			S7			
Establishes a safe classroom environment.						
Adheres to policies and principles around the school ethos and shared values of behaviour and expectations						
Models and demonstrates the positive attitudes, values and courteous behaviour expected of pupils.						
Applies rules, rewards and sanctions in line with school policy						
Establishes effective relationships with pupils based upon mutual trust and respect						
Sets clear boundaries and expectations in lessons to support all learners to engage						
Adopts approaches to learning in a stimulating environment which sustains pupils' interest in learning and encourages perseverance.						
Uses clear, intentional and consistent language that promotes challenge and aspiration for pupils						
Sets goals and expectations that motivates and challenges pupils from all backgrounds, including those with special educational needs and/or disabilities.						
Seeks opportunities to engage parents and carers in the school attitude/behaviour systems (e.g. highlighting successes, working collaboratively, giving informal feedback)						
Engages in professional discussion with experienced teachers to support and build upon their taught course knowledge around relationships and expectations.						

Appendix C
in the
School
Experience
Handbook

Review points – completed example

4.5 | Professional Development Formative Framework

Discuss, agree and highlight as 'best fit' with your mentor the statements that you are currently achieving at each point.

Review point	Review date (approximately)	Highlighter/cell fill colour	Discussed and agreed with mentor		Discussed and agreed with university tutor/alliance lead	
			Mentor initials	Date	UT/AL initials	Date
Review point 1	By the end of week 4	YELLOW	JB	11.11.21	KK	15.11.21
Review point 2	By end of week 6	GREEN	JB	24.11.21	KK	30.11.21
Final review	By end of block	BLUE	JB	07.01.22	KK	12.01.22

Strand A	BM Behaviour management	High expectations (S1)	S1 S7	Currently achieving	Currently achieving	Currently achieving
Adheres to policies and principles around the school ethos and shared values of behaviour and expectations						
Models and demonstrates the positive attitudes, values and courteous behaviour expected of pupils.						
Applies rules, rewards and sanctions in line with school policy						
Establishes effective relationships with pupils based upon mutual trust and respect						
Sets clear boundaries and expectations in lessons to support all learners to engage						
Adopts approaches to learning in a stimulating environment which sustains pupils' interest in learning and encourages perseverance.						
Uses clear, intentional and consistent language that promotes challenge and aspiration for pupils						
Sets goals and expectations that motivates and challenges pupils from all backgrounds, including those with special educational needs and/or disabilities.						
Seeks opportunities to engage parents and carers in the school attitude/behaviour systems (e.g. highlighting successes, working collaboratively, giving informal feedback)						
Engages in professional discussion with experienced teachers to support and build upon their taught course knowledge around relationships and expectations.						

The trainee and their Trainee Portfolio

Week 1 – sharing their curriculum learning with you

4.1 | Trainee Overview of Curriculum Learning

As part of your professional reflection you are asked to provide a summary of what you have covered and learned so far in our ITT curriculum so you can share this with your mentors and look at how you can build upon and apply this in your classroom settings. You should complete this before your first day on each block and spend at least 10 minutes discussing and sharing this with your mentor and/or class teacher as part of your induction in the first few days*

**NB: you do not need to repeat content outlined in any previous overview (e.g. for SE2). Just focus on what you have learned since the last overview. This is only required for SE1 and SE2, although you should show this document to teachers you are working with on short blocks also so they are informed about your learning.*

Overview of learning in the ITT curriculum (prior to School Experience Block 1)

Curriculum area	Session titles/focus areas	I know... I've learned that... I've learned how to...	I need to learn more about... I want to learn more about...
Maths			
English			
Science			
Foundation subjects			
Professional studies			

The trainee and their Trainee Portfolio

4.3 | Trainee Weekly Logs

WEEK 1 LOG

School:

Year group(s):

Week beginning:

Teaching experiences

Please state if these are: online (O) or in school (S)

--

Wider experiences in school

e.g. playground duties, clubs, events, PTA

--

Professional development and mentoring

e.g. observations of/working with experts, PPA time, professional discussions /training, observation feedback, staff meetings, additional CPD opportunities

--

This week... Strengths, challenges, experiences – refer to your own evaluation of the week overall and general points discussed with your mentor

Reflective prompts: I've learned that..., I've learned how to..., I've progressed with..., I know..., An expert has taught me..., I now want/need to...

--

Progress towards my previous targets

Please refer to the targets set in your previous weekly log.

Target	Mentor feedback	My evaluation and further reflection

My targets for next week

Please use the guidance in the target setting handbook to support clear and focused targets.

Strand/
focus area
(BM, PP,
SCK, A, PB)

Actions to address these
targets

My targets for next week	Strand/ focus area (BM, PP, SCK, A, PB)	Actions to address these targets

Weekly task

Part of your weekly mentor/trainee feedback meeting discussions



The trainee and their Trainee Portfolio

4.3 | Trainee Weekly Logs

WEEK 1 LOG

School:

Year group(s):

Week beginning:

Teaching experiences

Please state if these are: online (O) or in school (S)

--

Wider experiences in school

e.g. playground duties, clubs, events, PTA

--

Professional development and mentoring

e.g. observations of/working with experts, PPA time, professional discussions /training, observation feedback, staff meetings, additional CPD opportunities

--

This week... Strengths, challenges, experiences – refer to your own evaluation of the week overall and general points discussed with your mentor

Reflective prompts: I've learned that..., I've learned how to..., I've progressed with..., I know..., An expert has taught me..., I now want/need to...

--

Progress towards my previous targets

Please refer to the targets set in your previous weekly log.

Target	Mentor feedback	My evaluation and further reflection

My targets for next week

Please use the guidance in the target setting handbook to support clear and focused targets.

**Strand/
focus area**
(BM, PP,
SCK, A, PB)

**Actions to address these
targets**

Weekly log - example

WEEK 1 LOG

School: Long Street Primary

Year group(s): 3

Week beginning: 10.11.21

Teaching experiences

Please state if these are: online (O) or in school (S)

Taught the following - (S)

- 2 English lessons
- 2 Maths (1 Team Teach and 1 led by me)
- 1 Science lesson (Team teach) - Plants

Planned for TA for 3 lessons that she was in

Wider experiences in school

e.g. playground duties, clubs, events, PTA

- Supported groups, as directed by mentor, in 3 Maths lessons.
- Observed guided reading
- Took the register – 4 times
- Completed playground duty on Tues with mentor
- Monitored children during wet play - Thur
- Observed mentor teaching music and history
- Attended staff briefing – Wed a.m

Professional development and mentoring

e.g. observations of/working with experts, PPA time, professional discussions /training, observation feedback, staff meetings, additional CPD opportunities

- Met with mentor for PPA – Thur p.m
- Mentor showed me how to review an IEP – for 4 children
- Observed mentor planning English and Maths for next week
- Observed mentor teaching English, Maths and History
- Mentor gave me feedback on my planning on Friday
- Mentor observed and gave me written feedback on one English lesson (Wed)
- Meeting with my mentor and I – Wed after school
- Mentor gave verbal feedback on my other lessons
- Had time to complete prof tasks – observed mentor – behaviour for learning task (booklet).

This week... Strengths, challenges, experiences – refer to your own evaluation of the week overall and general points discussed with your mentor

Reflective prompts: I've learned that..., I've learned how to..., I've progressed with..., I know..., An expert has taught me..., I now want/need to...

- I've progressed with my confidence in using my voice to project so all children hear me is improving. This is improving their engagement and is reducing low level disruptions.
- My knowledge of the children e.g. names, groups and abilities is improving and I've learned how to use names first to gain attention more effectively
- My session with the IT coordinator on the IWB was really beneficial. I learned some great tips and techniques to make use of the IWB more interactive, rather than a presentation. This helps engagement and allows children to get more involved.
- I've observed a lot of the taught course sessions in action through the maths addition topic. The use of manipulatives really helped all groups see the new concepts and the sequence of lessons across the week really showed the progression in action. Working with the HA showed me how to push them on and embed concepts in different contexts.

Weekly log – example continued

Your feedback on previous targets is key in supporting trainee progress

Progress towards my previous targets		
<i>Please refer to the targets set in your previous weekly log.</i>		
Target	Tutor feedback	My evaluation and further reflection
PP – Better pace and use of teaching time, reduce carpet time	This is an improved area. Use of IWB is better in helping this. Still continue to work on short, sharp input with plenty of application	I think this is improving, but I still have to monitor this so children are more active and busier than me.
PP – Plan for the needs of different groups to ensure appropriate challenge	This continues to be something to work on. Use the maths modelling I showed you this week in your maths lessons next week	I am still getting to grips with this. I find it hard not to set too much or more of the same, rather than work that differs in skills and challenge. A continued target.
BM – Maintain a more consistent teacher presence and use of voice to aid BM and engagement	This is beginning to improve. Better use of pitch and tone and being prepared to wait for pupils. Keep building the non-verbal cues and stopping to wait	I feel more confident with this. I am less anxious about waiting and am trying to use my voice as a tool to re-engage children.

My targets for next week	Strand/ focus area (BM, PP, SCK, A, PB)	Actions to address these targets
<i>Please use the guidance in the target setting handbook to support clear and focused targets.</i>		
1. Plan effective application activities for different needs and groups of learners.	PP	-Look in books from last week and use this as starting point -Refer to school calculation policy and how to challenge HA to embed -Plan the manipulative use so all groups can access the learning
2. Demonstrate a clear understanding of mathematical strategies to support effective progress	SCK	-Use calculation policy and access NCETM for strategy support -Speak to SF (maths coord) about specific strategies for HA -Include specific examples in planning for key points to teach
3. Manage the class using a range of effective approaches and regular opportunities to apply new ideas (AfL, too)	BM	-Plan no more than 5 mins. input without application/active opportunity -Be prepared to wait when children are not settled, -Use countdown and hands up as a stop signal.

Setting the right targets



Setting clear targets with you can have the biggest impact on trainee progress and confidence

Please use our Target setting booklet to help you

Weekly logs – agreeing and setting targets

Progress towards my previous targets <i>Please refer to the targets set in your previous weekly log.</i>			My targets for next week <i>Please use the guidance in the target setting handbook to support clear and focused targets.</i>	Strand/ focus area (BM, PP, SCK, A, PB)	Actions to address these targets
Target	Mentor feedback	My evaluation and further reflection			
PP – Better pace and use of teaching time, reduce carpet time	This is an improved area. Use of IWB is better in helping this. Still continue to work on short, sharp input with plenty of application	I think this is improving, but I still have to monitor this so children are more active and busier than me.	1. Plan effective application activities for different needs and groups of learners.	PP	-Look in books from last week and use this as starting point -Refer to school calculation policy and how to challenge HA to embed -Plan the manipulative use so all groups can access the learning
PP – Plan for the needs of different groups to ensure appropriate challenge	This continues to be something to work on. Use the maths modelling I showed you this week in your maths lessons next week	I am still getting to grips with this. I find it hard not to set too much or more of the same, rather than work that differs in skills and challenge. A continued target.	2. Demonstrate a clear understanding of mathematical strategies to support effective progress	SCK	-Use calculation policy and access NCETM for strategy support -Speak to SF (maths coord) about specific strategies for HA -Include specific examples in planning for key points to teach
BM – Maintain a more consistent teacher presence and use of voice to aid BM and engagement	This is beginning to improve. Better use of pitch and tone and being prepared to wait for pupils. Keep building the non-verbal cues and stopping to wait	I feel more confident with this. I am less anxious about waiting and am trying to use my voice as a tool to re-engage children.	3. Manage the class using a range of effective approaches and regular opportunities to apply new ideas (Afl too)	BM	-Plan no more than 5 mins input without application/active opportunity -Be prepared to wait when children are not settled, -Use countdown and hands up as a stop signal.

Trainees experiencing difficulty

- ◆ Raise any issues with the trainee, as soon as possible. *Please refer to the 'difficult conversations' guidance in the handbook if needed*
- ◆ If needed, create a **trainee support plan** (*Appendix E*) with clear actions, focus and timelines. *e.g. reduced teaching timetable, focussed observations, checklists, team teaching.*
- ◆ Look at **page 51** for suggested actions if a trainee is struggling to make good progress
- ◆ Contact the professional tutor or alliance lead (SD) to advise or seek advice, if the issue persists or you are concerned about trainee progress
- ◆ For any **safeguarding issues**, please follow school protocols and contact Martin Kelly at UoM (martin.kelly@manchester.ac.uk)

Other messages – getting into school

- ◆ **Keeping Children Safe in Education (2021)** (page 71) states that where trainee teachers are fee-funded, 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 (Pg.71, paragraph 279).
- ◆ ***“There is no requirement for the school to record details of fee-funded trainees on the single central record”*** (Pg. 71, paragraph 280).
- ◆ To comply with this, each trainee will present the school with a letter which confirms that they have successfully met all of the safeguarding compliance criteria. Trainees should **not** be asked by schools to present their DBS Certificate.

Other messages – leaving trainees alone

Whilst there are no legal issues with a trainee teacher taking a class alone, the class remains the class teacher's responsibility and they need to be available to be called upon at all times.

The mentor also needs to be satisfied that the trainee is competent and confident in being left unsupervised (*trainees who are not yet attaining many of the statements on the professional development formative framework or making slow progress should be supervised at all times by the mentor or a member of staff*).

For a trainee working alone for a short amount of time - policies and practices should be very clear e.g. the trainee should know how to deal with an emergency - a child being sick, or disruptive classroom behaviour and how to access support in such instances, without leaving the class unsupervised.

A trainee teacher should **not** be treated as a supply teacher. Trainees have an entitlement to observe and be observed during the placement and be supported throughout by the mentor.

During PE lessons, trainees must always be supervised by the mentor or appropriate member of staff.

Other messages – supporting you

Mentor site:

<https://www.seed.manchester.ac.uk/education/study/pgce/primary/mentor-resources/>

This also includes short videos, PowerPoints and materials around our development of materials around 'Cognitive Load Theory' and improving pupil learning.

Our Primary Partnership agreement

We will be sending this out from our Teacher Education central admin team in the form of a select survey and link. Please alert the Head/ITT coordinator that this needs to be acknowledged asap.

Thank you!



My contact details:

Primary
PGCE

Thank you!

