Primary
PGCE

Manchester Institute of Education
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School Experience handbook

2021-22

EMPOWERING
FUTURE
GENERATIONS

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INTRODUCTION – OUR ITT PROGRAMME AND CURRICULUM

As we try to settle back into some sort of normality again, we acknowledge that there may be changes and further challenges that we may have to respond to across the academic year in response to Covid-19. Following many adaptations last year, we have reflected on these and have taken feedback from schools, mentors and former trainees. This has allowed us to retain what has worked well and make further improvements to our University Partnership ITT curriculum (our curriculum), programme and expectations of our school experiences, whilst maintaining high expectations and outcomes for our trainees.

We remain highly committed to continue working to support our valued school partners in these changing times, it remains essential that our trainee teachers receive high quality education and training, mentoring and learning experiences in schools, as part of their curriculum. This will help ensure that they have sufficiently met the Teachers' Standards by the end of the programme and will enter the teaching profession with competent skills in, and understanding of, teaching and learning. The diagram below and this handbook outlines how we propose school experiences will contribute to our excellent initial teacher training curriculum for our trainees in readiness for a successful teaching career.
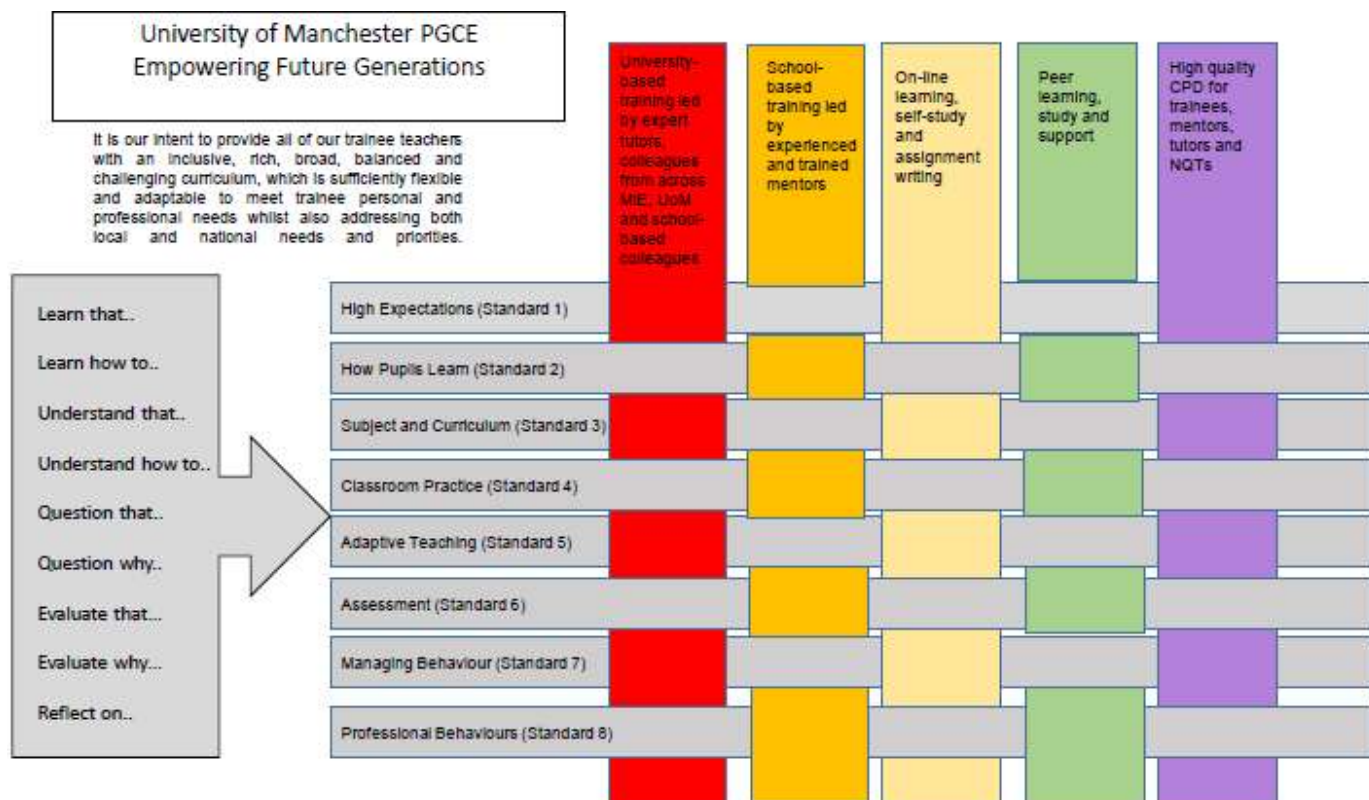
THE ITT CORE CURRICULUM FRAMEWORK (CCF)

The ITT Core Content Framework (CCF) was published by the Department for Education in 2019. It defines in detail the minimum entitlement of all trainee teachers. The vision is for a teacher training and development system in which the CCF and the Early Career Framework (ECF) establish an entitlement to a 3 or more-year structured package of support for future generations of teachers. The ITT Core Content Framework, as with the ECF, has been designed to support trainee development in 5 core areas – **behaviour management, pedagogy, curriculum, assessment and professional behaviours**. We have named and expanded these core areas, which are known as our '5 strands'. Having these strands will help our trainees and mentors focus on specific areas of their professional development across the programme and to aid their transition to Early Career Teachers.

OUR UNIVERSITY OF MANCHESTER PARTNERSHIP ITT CURRICULUM

"*The ITT Core Content Framework does not set out the full ITT curriculum for trainee teachers… it remains for individual providers to design curricula appropriate for the subject, phase and age range that the trainees will be teaching… Providers should ensure their curricula encompass the full entitlement described in the ITT Core Content Framework, as well as integrating additional analysis and critique of theory, research and expert practice as they deem appropriate.*" (**CCF, pg. 4**)

Our primary PGCE curriculum sits at the centre of the programme and informs all aspects of our trainees' experiences. It is coherently planned and sequenced with the intent of ensuring all our trainees have the knowledge, understanding and skills to be highly effective teachers who impact on the life chances and development of the pupils they teach. This includes teaching pedagogical content knowledge for effective modelling and scaffolding learning, adapting teaching, assessing progress and ensuring strong learning relationships are maintained. Our curriculum is research evidence based and so trainees will be required to engage with and critique research and theory throughout taught sessions, academic assignments and practical placements.
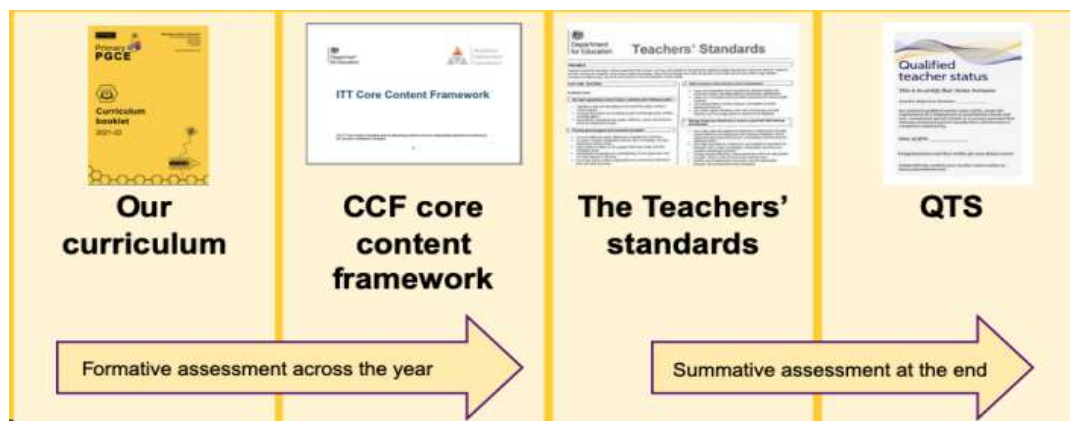
Our curriculum is designed to be ambitious and challenging, whilst also celebrating and supporting the diverse range of urban school settings that we partner within Greater Manchester and beyond. Our commitment to social responsibility and social justice is a strong theme that runs throughout our curriculum. The CCF content and principles has helped shape the design and delivery of aspects of our ITT curriculum to ensure our trainees are highly-skilled Early Career Teachers (ECT) and that they meet the Teachers' Standards by the end of the programme.

Our primary tutor team are all former or current teachers and/or school senior leaders, with years of experience and expertise across the phase. We are all passionate about training high-quality teachers so they can provide all pupils with the best life chances. Within our taught course aspect of our curriculum we

also have many current practitioners and experts from our partnership schools who also regularly teach and contribute to our taught programme. This ensures that our training remains relevant and reflects current research and practice in school classrooms.

Teaching practice in our partner schools is connected and sequenced directly with our curriculum. This includes regular school experiences to allow trainees opportunities to apply the CCF and taught course aspects ('*Learn that…*') in practical application in school settings ('*Learn how to…*'), whilst also being further trained by our school expert mentors. These experiences will develop trainee knowledge, skills and understanding of theory and learning within classrooms. Our tutor team collaborate closely with our partnership schools to ensure that trainees are supported and challenged to develop into highly reflective practitioners. Trainees will work with a variety of experienced teachers, mentors and tutors across a range of school experience placements as part of our rich ITT curriculum.

We train and support our school mentors to ensure that there is a shared understanding of and commitment to providing a high-quality level of support and contribution to our curriculum and trainee development. Our mentor training is aligned to enhance and support our curriculum and our tutor team are available to support trainees and mentors within school placements.

Trainees should spend time with their school mentors discussing their ITT curriculum and experiences so far. This will help both parties to understand their strengths, experiences and how best to work collaboratively to maximise the professional development of the trainee whilst in school.

Our ITT curriculum continues to evolve in response to the ever-changing educational landscape and is driven by our University of Manchester ITT programme vision: "***Empowering future generations'***

COVID-19 GUIDANCE

Our trainees have received guidance in regards to the professional responsibility to keep 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 and rulings in relation to Covid-19.

The tutor team will respond to any national changes, as well as supporting specific trainees or school issues as required. Trainee will have access to general University of Manchester support and guidance at all points of the programme.

School partners are asked to fully brief and keep trainees updated with any school policy and protocols around Covid-19 and keeping safe, so trainees can support their school appropriately.

For Covid-19 guidance and advice please refer to the university coronavirus webpages:
https://www.manchester.ac.uk/coronavirus/
and the government's coronavirus website: https://www.gov.uk/coronavirus

OUR MODELS OF WORKING 2021-2022

We aim to return to our usual format for school placements this year (see some model examples below). Each professional tutor will make arrangements that suit their cluster schools and their trainees so they get a range of education, training and school experiences.

The desired outcome for our school experiences and curriculum is that a trainee sufficiently meets all of the Teacher Standards by the end of the programme.

	MAIN SCHOOL EXPERIENCE MODEL EXAMPLE 1	MAIN SCHOOL EXPERIENCE MODEL EXAMPLE 2	MAIN SCHOOL EXPERIENCE MODEL EXAMPLE 3
11.10.21– 12.01.22	SE Block 1 school experience in a key stage	SE Block 1 school experience in a key stage	SE Block 1 school experience in a key stage
31.01.22- 04.02.22	Short block A – Inclusion focus and/or working on professional development areas	Short block A – Inclusion focus and/or working on professional development areas	Short block A – Inclusion focus and/or working on professional development areas
28.02.22- 11.03.22	Short block B – EYFS and Early reading and/or working on professional development areas	Short block B – EYFS and Early reading and/or working on professional development areas	Short block B – EYFS and Early reading and/or working on professional development areas
21.03.22- 23.06.22	SE Block 2 school experience in the opposite key stage to Block 1 *	SE Block 2 school experience in the opposite key stage to Block 1 *	SE Block 2 school experience in the opposite key stage to Block 1 *

KEY: School 1   School 2   School 3

Please note:

We would only utilise models used in the last academic year should further Covid-19 issues have an impact on school experience placements during the year. We will respond to any significant changes in line with national guidance.

AWARD OF QTS – HOW OUR TRAINEES ARE ASSESSED

PRIMARY PGCE ASSESSMENT FRAMEWORK

By the end of the programme, all trainees are required to meet the Teachers' Standards in order to complete the programme and be recommended for the award of QTS. During the programme, there are several ways in which progress towards meeting the summative assessment requirements are monitored. Our formative assessment strands (A-E) and vocabulary, moving to summative assessment (Teachers' Standard 1-8):

Core are of CCF	Alignment with section of CCF	Alignment with Teachers' standards
A. Behaviour management	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
B. Pedagogy	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
C. Curriculum	S3 curriculum	S3 Demonstrate good subject and curriculum knowledge
D. Assessment	S6 assessment	S6 Make accurate and productive use of assessment
E. Professional behaviours	S8 professionalism	S8 Fulfil wider professional responsibilities Part Two: standards for professional and personal conduct

EVIDENCE THAT WILL CONTRIBUTE TOWARDS THE FINAL SUMMATIVE ASSESSMENT

Trainee Portfolio	Evidence includes: ⓘ Trainee completes weekly school experience log of teaching, wider school involvement and expert mentor support, including setting clear targets to support their professional development. ⓘ Trainee and mentor highlight the 'Professional development formative framework' during interim and final review points - 3 reviews per long block (see section below for more detail). ⓘ Trainee engages in regular professional discussions with their university tutor/alliance lead, to understand their progress, strengths and target areas using the Trainee Portfolio as a starting point for coaching, mentoring and teaching.	University tutor/alliance lead monitor and discuss with trainee during online meetings and tutorials
Professional development formative framework grid (Trainee Portfolio)	Trainees and mentors hold regular professional discussion and highlight the learning based in the formative framework including: ⓘ Where the trainee is achieving statements within each of the 5 strands, ⓘ Where gaps in knowledge, experience or understanding are found the expert mentor will facilitate and support these being developed through education and training ⓘ The expert mentor will provide formative feedback about how the trainee can improve their practice and make progress towards the next stage. This will include target setting by mentor and UT The mentor/UT will raise any concerns about the trainee and their progress during their school based education and training and agree	Mentors' and university tutors' assessments and assessment decisions are guided by the Professional Development Formative Framework (see handbook)

	actions/support to prevent them being at risk of not meeting the Teachers' Standards by the end of the programme.	Trainees submit completed Trainee Portfolio at the end of the programme.
Regular mentor feedback and support	Mentors meet with the trainee each week to discuss a specific lesson observation and to summarise, verbally and in writing, general progress since the previous week (**Appendix D**). The mentor will also complete the 2 interim review points and the final review summary, in Block 1 and 2, to summarise 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**) Feedback from mentors may include: ⓘ file and Trainee Portfolio checks ⓘ regular support and feedback about lesson planning ⓘ trainee engagement with the wider role of a teacher ⓘ provide opportunities to discuss lessons taught by the trainee, to show strengths and target areas ⓘ discuss how previous targets have been addressed and pupil progress generally in trainee lessons. ⓘ review of targets and new targets set as a result of monitoring ⓘ use of the 'Professional development formative framework' to outline trainee progress and next steps ⓘ a log of any cause for concerns and agreed actions identified to address these promptly	Mentor provides regular feedback (oral and/or written) and support
University tutor monitoring (Core trainees – 3 contact points with UT per long placement. SD trainees – 2 contacts with alliance lead (this may be online and/or face-to-face)	A university tutor (UT) or alliance lead will: ⓘ check the completion of the Trainee Portfolio ⓘ moderate targets and ensure that progress, feedback and formative assessment is on track ⓘ provide bespoke support to the trainee and/or mentor, as required, to ensure that the Teachers' Standards will be met by the end of the programme ⓘ review of targets and new targets set to maximise progress, as a result of monitoring ⓘ log of any cause for concerns and agreed actions or create a support plan, if required, to address these	Core trainees – UT give notes following the online meetings for trainees SD trainees – the nominated alliance lead/QA visitor completes these forms (at least one visit)
External and internal moderation (External examiners, buddy visits and QA processes	A robust QA programme ensures consistency of expectations and support across our University Partnership ITT Curriculum (our curriculum). Internal moderation ensures that trainees have consistency of expectations, support and feedback in order to allow trainees to progress towards the end of programme assessment requirements. External moderation allows feedback across all aspects of our ITT curriculum, including assignment feedback, provision in school experience placements and across our taught course aspects. This ensures that trainees have the best opportunities to make good progress and meet the end of programme assessment requirements.	Internal QA processes provide staff and trainee feedback to impact on clarity of their own learning and progress towards completing the ITT curriculum and meeting the end of programme assessment requirements

End of programme summative judgement	Summary and evaluation of the progress, as outlined by the activities above, to reach a final outcome at the end of the programme. University tutor or School Direct lead to consider if the trainee has sufficiently evidenced each of the Teachers' Standards by the end of the programme. All assessments are subject to ratification at the final exam board.	Trainees submit completed Trainee Portfolio at the end of the programme. Tutor and mentor Exam board ratification

ATTENDANCE AND PROFESSIONALISM

ATTENDANCE

Full attendance is expected during **all** school experiences placement, unless trainees are following school, Public Health England or government guidance relating to Covid-19. School mentors are asked to sign each attendance log each week, 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 placement block to our central university system. This is a course requirement for all trainees.

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, 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 <u>and</u> university tutor (UT) before the start of the school day (by 8am).

** If a message has been left on a school office answer phone then a trainee must still endeavour to speak to a member of staff as soon as possible after this, to ensure that someone has picked up the message and passed it on to the relevant staff member.

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. This relates to Strand E of our Professional Development Formative Framework (see **Appendix C**) 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.

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.

SCHOOL WIDE ASPECTS OF PLACEMENTS

Trainees are expected to:

- ⓘ 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;

- ⓘ set a good example to all pupils through their personal presentation and conduct, and through the standard of their spoken and written English;

- ⓘ carry out, in a professional manner, tasks as required by the head teacher, university and mentor;

- ⓘ understand their pastoral responsibilities including the safeguarding, health and safety of all pupils;

- ⓘ manage any bullying or discrimination issues calmly;

- ⓘ establish professional and effective relationships with school staff, parents and pupils and with other agencies involved with the education and welfare of the pupils;

- ⓘ involve themselves in the wider life of the school e.g. 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;

- ⓘ maintain confidentiality, exercising tact at all times and respecting the confidentiality of both children and teachers;

- ⓘ make themselves aware of school policies and procedures and, with the guidance of the school co-ordinator and mentor, apply them appropriately;

- ⓘ return resources or materials belonging to the school at the end of the placement.

SPECIFIC PROFESSIONAL ASPECTS OF CLASSROOM ROLE

Trainees are expected to:

- ⓘ 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;

- ⓘ ensure that all the resources necessary to teach their lesson are prepared in advance and ready before the lesson;

- ⓘ record an accurate assessment of pupil progress resulting from the lesson;

- ⓘ reflect on and evaluate the effectiveness of their teaching and learning strategies regularly as part of their professional learning journey;

- ⓘ establish and maintain school placement files and have them available at all times;

- ⓘ listen to constructive advice and act upon it to the best of their ability;

- ⓘ take responsibility for their professional development and professional behaviour;

- ⓘ seek to further their experiences, set appropriate professional targets and evaluate their own performance honestly;

- ⓘ ensure that the classroom is tidy at the end of the day;

- ⓘ build the subject knowledge required to teach effectively within the National Curriculum;

- ⓘ keep up to date with developments in the subjects they teach;

- ⓘ demonstrate achievement of the Teachers' Standards necessary to achieve QTS by the end of the programme.

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 <u>UoM PGCE Partnership Agreement</u> *(an electronic copy of the full agreement will be emailed to each school prior to placement).*
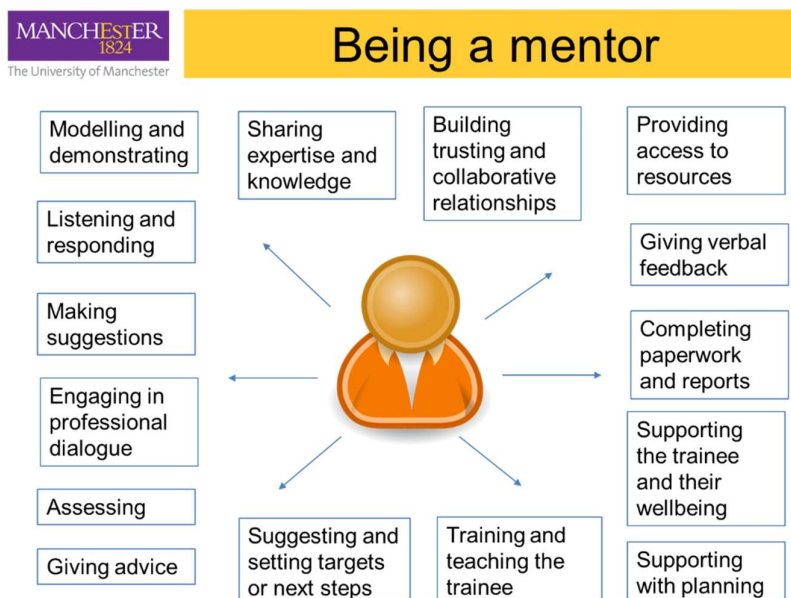
MENTOR ROLE

Mentors are a vital contributor to the education, delivery and training provided within our ITT curriculum. Their knowledge, experience and expertise will support trainee understanding and provide opportunities for them to grow and progress as practitioners. Regular oral feedback, teaching demonstrations and modelling are practical ways of supporting trainee understanding of the teaching and learning process, as well as regular collaborative professional discussions and feedback about their own teaching.

Mentors asked to provide **one weekly** written formative feedback using our UoM mentor feedback form (**Appendix D**). They are also asked to complete the two interim review points and the final review summary to reflect upon trainee progress, strengths and next steps during key points of the school experience. This will help indicate if the trainee is on track to meet the placement expectations.

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:

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

At an administrative level, the mentor will:

- ⓘ be trained by the University of Manchester;

- ⓘ ensure the trainee is familiar with, and adheres to, relevant school policies, including Covid-19 and safeguarding;

- ⓘ monitor and sign the trainee's attendance weekly and advise the alliance lead (SD) or professional tutor (core) of any matters of concern.

- ⓘ plan a suitable build-up of trainee teaching input for the placement, to support the placement expectations;

- ⓘ facilitate regular opportunities for the trainee to observe good teaching and discuss teaching pedagogy;

- ⓘ complete the interim and final review meetings, to ensure the trainee is clear about their strengths, development and target areas;

- ⓘ ensure that the trainee has access to resources for teaching all subjects and knows their purpose;

- ⓘ provide opportunities for trainees to complete school-based tasks;

- ⓘ complete an end of placement summative report on the trainee at the end of each of the two long block school experiences;

- ⓘ provide feedback about the experience of being a mentor by completing the university's evaluation of school-based training.

During placement, the mentor will:

- ⓘ engage in weekly professional feedback and dialogue with the trainee about strengths and how s/he can improve her/his teaching and pupils' learning (using the UoM mentor feedback form, **Appendix D,** to support feedback);

- ⓘ support and provide feedback and share expertise on planning and pedagogy throughout the placement;

- ⓘ identify and monitor targets set for trainee development and provide feedback and support in order for the trainee to achieve these;

- ⓘ monitor trainee files and completion of the relevant sections of the Trainee Portfolio;

- ⓘ Ensure the trainee has appropriate expectations of pupils, and that pupils' work is of a satisfactory standard and shows progress;

- ⓘ check that the trainee monitors and marks work and gives appropriate feedback;

- ⓘ check that the trainee makes use of assessment and can explain how it has influenced/changed their teaching;

- ⓘ share any concerns sensitively and quickly with the trainee and, where necessary, their university tutor or alliance lead (School Direct);

- ⓘ provide support and guidance to help a trainee who may be struggling to make expected progress;

- ⓘ complete the end of placement documentation (**Appendix G**) to summarise progress 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 also has a vital role in the partnership in terms of liaison, organisation and facilitation of effective learning within the school setting. He/she should be seen as the manager of school-based education and 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:

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

During placement, the school co-ordinator will:

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

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

Core PGCE trainees will continue to be allocated to a university tutor (UT) and will be supported by this tutor for 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 occasionally another cluster school may be used. Where possible, the trainee's UT will continue to supervise and support the trainee.

During school experience block 1 and 2 the UT will:

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

Typical university tutor support during Block 1 and Block 2 (core trainees)

This schedule may be subject to change due to any Covid-19 related issues.

- ⓘ 3 points of contact with the trainee during the placement, which could include a zoom meeting or a face-to-face visit to school
  - **At least** one visit will be a face-to-face visit in school. *
  - **At least** one visit will include a triangulated discussion between the mentor, tutor and trainee
  - **At least** two visits will include feedback on a partial or whole taught lesson (in real time or via a pre-recorded video sent to the tutor)
  - **In all visits** tutors will give feedback on the Trainee Portfolio
- ⓘ 2 x online whole tutor group school-based tutorials during the course of the school experience** – content and focus tbc depending upon the timing of the placement. ** These may be held in a cluster school setting or online via zoom. Each professional tutor will arrange this with their tutor group.

Subject to change due to any change to government guidance around Covid-19

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

For School Direct (SD) PGCE trainees the school-based lead (known as the alliance lead) is 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 SD lead (Karen Kilkenny) should be contacted by trainees, mentors and/or the alliance lead.

ALLIANCE LEAD – SUPPORT DURING SCHOOL EXPERIENCE

It is expected that for each main block placement the School Direct alliance lead will provide each trainee with:

- At least one face-to-face QA visit *
- One pastoral support visit/contact (this may be via telephone, email or a face-to-face visit) per placement to each trainee.
- Feedback on their Trainee Portfolio – this may be part of the face-to-face visit and/or pastoral visit

Subject to change due to any change to government guidance around Covid-19

The alliance lead or nominated SD tutor will:

ⓘ act as a moderator and validator of the school experience training and ensure that the trainee is informed as to his/her progress within our ITT curriculum and towards meeting the Teachers' Standards by the end of the programme;

ⓘ 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 typical support outline guidance below and **Appendix H** for an exemplar of the meeting log);

ⓘ monitor the Trainee Portfolio document and give appropriate feedback and targets;

ⓘ support the trainee to reflect, learn and develop their teaching skills and emerging educational philosophy;

ⓘ monitor the wellbeing of the trainee throughout the placement and provide support where necessary.

ⓘ inform the trainee of any serious shortcomings that might threaten their successful completion of the school experience and provide bespoke support where needed;

UNIVERSITY TUTOR

A university tutor will provide a quality assurance (QA) role, during school experience Block 1 and 2 the SD PGCE programme. This will be either face-to-face or an online meeting with the trainee and mentor. Not all trainees will be selected for a QA visit, but if they are then mentors are asked to contribute to this meeting for a short time. Arrangements and more details will be sent to selected SD trainees and mentors if randomly selected.

The university-based tutor will:

ⓘ liaise with the alliance lead, to ensure that all SD trainees are placed and are compliant in terms of the course and placement requirements;

ⓘ provide training for all mentors at the university, to ensure there is consistency of approach, support and assessment for trainees across each alliance;

ⓘ provide the trainee and the school with a copy of any QA report following any online QA meeting;

ⓘ provide additional support to trainees and schools who require additional support or are deemed at risk of not successfully completing the placement;

ⓘ monitor trainee wellbeing and any issues that may impact upon their development and school experience.

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, well and good 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

For more information about school inspections:

https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook

SECTION 2: TEACHING AND RECORD KEEPING EXPECTATIONS

PLACEMENT 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 pedagogy, accessing age-appropriate language levels and utilising effective resources for each new class.

Below is an outline of the school experience dates and the area of focus for each.

Dates	Title	Desired experiences
11.10.21 – 12.01.22	School Experience **Block 1**	Working and collaborating with a mentor and designated class in either KS1 or KS2 to build up the amount of lessons planned, delivered and assessed.
31.01.22 – 04.02.22	**Short Block A** – Inclusion Focus Placement (linked to assignment B)	SEND experience, task completion and opportunities to address professional targets from Block 1.
28.02.22 – 11.03.22	**Short Block B** – EYFS and professional development	EYFS and opportunities to address professional targets from Block 1.
21.03.22 – 23.06.22	School Experience **Block 2**	Working with a mentor and designated class in the opposite KS to Block 1, to build up increasing independence in lesson planning, delivery, assessing pupil progress and next steps.

GUIDANCE FOR A TYPICAL DEVELOPMENT OVER BLOCK 1 AND BLOCK 2

ⓘ During the initial stages, lesson planning should be supported by the mentor e.g. planning and/or teaching lessons together, to ensure continuity and appropriate levels of input and challenge for pupils.

ⓘ Trainees should have regular opportunities to observe the mentor teaching and to engage with mentor expertise to help contribute to and build on their training and development in our curriculum.

ⓘ Trainees should have weekly opportunities to plan and discuss future teaching with their mentor. This will allow trainees to experience the planning process in action and be clear the lessons they will be responsible for teaching, following guidance from the expert mentor.

ⓘ During the initial stages, the mentor should be present in the classroom when the trainee is teaching, but may work with individuals/groups. This allows the mentor to support the trainee should any difficulties arise as well as encouraging feedback and training opportunities following the lesson.

ⓘ The trainee should increase the number of lessons that they plan and teach as the placement progresses, as outlined in the teaching expectations overview*. They should continue to evaluate and reflect on lessons with the support and help of the expert mentor,

ⓘ As a trainee gains confidence and competence, they should be encouraged to take greater independence for the planning, teaching and assessment, particularly later in the academic year. Any greater autonomy should be directed by the expert mentor, as the progress of pupils remains the overarching responsibility of the mentor and the school.

ⓘ The trainee is required to plan their lessons using the required UoM planning proformas, to ensure they learn the key principles of effective planning and how to plan in a systematic way. 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

ⓘ Trainees should be supported by expert input to help them make links and build on prior learning and experiences.

ⓘ Trainees should be allocated adequate time to complete the tasks and/or requirements set by the university.

ⓘ Trainees should, where possible, be allowed to take opportunities to observe, support and work with a range of staff and year groups relevant to the focus of that experience so they can practise and improve their knowledge in that focus area.

INDUCTION AND SAFEGUARDING EXPECTATIONS

For each new school setting, trainees should be provided with the information outlined below, to allow them to fully support the policies and principles of the setting, in line with the requirements of the 'Keeping Children Safe in Schools' (2021) document and our Primary Partnership Agreement. It is essential that a trainee is also made aware of any Covid-19 related protocols and expectations within each school setting,

DAY 1 (SCHOOL REQUIREMENTS)

- ⓘ Provide the trainee with the name of the designated safeguarding officer and an overview of their role.
- ⓘ Provide an outline of procedures that the trainee should follow if a safeguarding issue arose during their time in school.
- ⓘ 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. staff expectations, ongoing safety measures and any planned response or policy for a class or school outbreak.
- ⓘ Provide an outline of procedures for fire/evacuation procedures.
- ⓘ Provide copies of, or access to, other relevant school policies e.g. safeguarding policy, staff code of conduct, behaviour policy, marking policy.
- ⓘ 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)

- ⓘ 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.
- ⓘ 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.
- ⓘ 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.
- ⓘ 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.

WEEK 1 (TRAINEE REQUIREMENTS)

- ⓘ Trainees are asked to share and discuss their learning and engagement with our ITT curriculum so far with their class mentor. This allows the mentor to understand what has been covered and where there may be opportunities to provide practical experiences to apply and deepen their understanding. It also provides context about opportunities that may be available to enhance knowledge and understanding in areas that may not yet have been covered. Trainees will have an overview of this the '**Trainee overview of curriculum** learning' section of their Trainee Portfolio)
- ⓘ Trainees should share their **Trainee Portfolio** with their mentor. This is a key document that forms the basis of professional discussions, development and demonstrates progress across the programme. They should outline what is expected of the trainee and mentor in relation to the completion of sections each week and this should be shared and discussed regularly, particularly during interim review points.

TRAINEE FILES AND RECORD KEEPING

Our trainees are expected to maintain their Trainee Portfolio and two school experience files (either electronic or hard copy files) during 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 their professional development. They are also to support the mentor in providing evidence of the curriculum coverage for their class.

School Experience record keeping:

- ⓘ **Trainee Portfolio (***ongoing document across the PGCE programme – see pg. 22 for requirements***)**
- ⓘ **File 1 – Teaching and learning file**
- ⓘ **File 2 – Class information and professional development 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 made available to mentors 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 to the mentor 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:

Trainees using electronic file format - trainees should have sections within their file that represent each of these folders and headings. SE1 - Planning should be organised in separate weekly folders e.g. Week 1 then have sub-folders within these for each relevant subject area that they are teaching e.g. Weekly plan, Maths, English, History SE2 – Each weekly plan should be within a separate folder e.g. Week 1, Week 2 so it is easy to navigate.

FILE 1 – THE 'TEACHING AND LEARNING FILE'

Title page to include**:**

- ⓘ FILE 1 – Teaching and Learning File
- ⓘ Name of trainee
- ⓘ Name and address of school / school telephone number / school e-mail
- ⓘ Name of School ITT co-ordinator or member of staff with responsibility for trainees

- ⓘ Name of mentor
- ⓘ Name of head teacher
- ⓘ Year group(s)/sets being taught / class name
- ⓘ Name of university tutor

'File 1' should have a clearly marked divider (hard copy) or separate folder (electronic) 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

ⓘ Weekly plan overview (**Form B1a**) (*from week 3 onwards*).
The weekly plan should show the skeleton overview for a series of lessons that build on from each other.

ⓘ An individual lesson plan and post-lesson assessment for ALL lessons taught by the trainee (**Form B1b**). These should be clearly grouped by subject and kept in chronological order (e.g. Maths – Tues lesson).

ⓘ All TA/other adult forms used for each lesson (**Form C1**) should be kept behind the relevant lesson plan and assessment sheet (hard copy) or be clearly labelled in the relevant electronic folder e.g. 'Wk1 Maths, Wed - TA sheet'.

*NB: worksheets and resources should **not** be kept in this file. Trainees can devise their own storage/arrangements for resources.*

Block 2

ⓘ One detailed weekly plan for **each** of English (**Form B2a**), Maths (**Form B2b**) and 'Other subjects' (**Form B2a**) should be kept in each week. *If hard copy, this should be printed in A3 size, so annotations and changes are easy to see and record.*

ⓘ One tracking progress sheet (**Form B2c**) for English and Maths each week.
Trainees may keep one tracking sheet for subjects that they are teaching over a number of week e.g. Science and move this tracking sheet to the relevant week of teaching as required.

All TA/other adult forms used for each lesson (**Form C1**) should be kept behind the relevant tracking sheet (hard copy) or be clearly labelled in the relevant electronic folder e.g. 'Wk1 Maths, Wed - TA sheet'.

*NB: worksheets and resources should **not** be kept in this file. Trainees can devise their own storage and arrangement for resources.*

FILE 2 – 'CLASS INFORMATION AND PROFESSIONAL TASK FILE'

Title page to include**:**

ⓘ FILE 2 – Class Information and Professional Task file
ⓘ Name of trainee
ⓘ Name and address of school / school telephone number / school e-mail

ⓘ Name of School ITT co-ordinator or member of staff with responsibility for trainees
ⓘ Name of mentor
ⓘ Name of head teacher
ⓘ Year group(s)/sets being taught / class name
ⓘ Name of university tutor

Section 1   Placement forms
- ⓘ Attendance log (**Appendix A**)
- ⓘ Getting to know your school and class checklist form (**Appendix B**)
- ⓘ **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 research of and their understanding of the context of the placement school.

Some details may include:
- ⓘ Size of school and details, for example, if it has an attached or feeder nursery, staffing numbers;
- ⓘ Overall mission statement, aims and the general school ethos;
- ⓘ Catchment area/demographic information;
- ⓘ 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;*
- ⓘ Number of pupils on Pupil Premium and how this is used by the school;
- ⓘ Which secondary schools year 6 pupils transfer to;
- ⓘ Some information from the school's latest Ofsted report and key information from the school website may be included also.

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 (hard copy or electronically).

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

This section should include:
- ⓘ A class timetable showing assemblies, story time, PE/games/other `hall' time;
- ⓘ Class list with identified inclusion groups and individual pupils with PP, EAL, SEND, GRT;
- ⓘ Groupings for different subjects;
- ⓘ A classroom plan of the room to show seating;
- ⓘ Any setting arrangements/groupings and/or interventions;
- ⓘ Information about specific behaviour management strategies (refer to the school behaviour policy);
- ⓘ Details of teaching support staff including their roles and their class timetable;
- ⓘ 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:
- ⓘ End of previous year overview of assessment (e.g. SIMS, School trackers);
- ⓘ End of previous key stage assessment information (e.g. KS1 SATs, EYFS profile – if available);
- ⓘ Any baseline tests/assessments from this year;
- ⓘ IEPs (blank out surnames);
- ⓘ Other notes from any discussions with the mentor about classroom assessment and profiles.

Section 5   Professional development task (see separate booklet)

- ⓘ Trainees should keep evidence of any completed professional development task evidence here.

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

THE TRAINEE PORTFOLIO - REQUIREMENTS

This Trainee Portfolio (TP) is the document that is used to track the trainee learning journey and progress over the year. It allow us to summatively assess their progress against the University Partnership ITT Curriculum. Subsequently, this allows us to judge whether the Teachers' Standards have been met by the end of the programme, allowing the trainee to be recommended for QTS following 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 a reflection of the progress made. Trainees should share this with their mentor regularly and it should be available should a mentor or tutor ask for it. This document should also be used during each of the interim and final interim review points, as a starting point in professional discussions about overall progress and targets.

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

- ⓘ Completion of a 'Trainee Weekly Log'
- ⓘ Update the 'Curriculum Subjects Log'

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

- ⓘ Highlight statements that are currently being achieved on the '*Professional Development Formative Framework'* in the Trainee Portfolio, through discussion and agreement between the mentor and trainee (example of the document in **Appendix C**).
- ⓘ 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)

- ⓘ Highlight currently achievement against the statements on the '*Professional Development Formative Framework'* in the Trainee Portfolio, through discussion and agreement between the mentor and trainee (example of the document in **Appendix C**).
- ⓘ Mentor to complete the 'End of placement assessment report' (**Appendix G**)
- ⓘ Trainee to ensure that all school experience attendance logs are up to date and signed by the mentor

PLANNING AND PAPERWORK EXPECTATIONS

Our trainees should be able to plan effective sequences of lessons and be ready to be 'curriculum designers' by the end of the programme. As a result of school settings having such variance in expectations around planning, we have established expectations that our trainees should be well equipped to plan systematically for effective impact. Therefore, we have standardised planning proformas that trainees should use on each school experience block to support this skill for our novice teachers. Trainees must transfer any available planning on to our planning proformas for any lesson they teach and make it personalised to support their delivery. Below is the planning record expectations for the two long blocks.

BLOCK 1 PLANNING INFORMATION

ⓘ 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**)

Notes to support planning – Block 1

ⓘ Trainees should complete a daily lesson plan (Form B1b) for each lesson they are involved in 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.

ⓘ Daily assessments should be focused around pupil attainment of the success criteria. **Only** children not meeting or exceeding these should be noted on the assessment section and any necessary actions as a result of this assessment should be shown in annotations or changes to next lessons.

ⓘ 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.

ⓘ Trainees should reflect upon their own development and progress through completion of the school experience weekly log, which is located in their Trainee Portfolio.

BLOCK 2 PLANNING INFORMATION

ⓘ 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, detailed handwritten annotations on **Form B2a** & **Form B2b** planning sheet should reflect assessment and changes required	Yes (**Form C1**)

Notes to support planning - Block 2

ⓘ **Physical 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.

ⓘ 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.

ⓘ 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.

ⓘ 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.

ⓘ 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 a 'tick sheet'** (see example on BB).

ⓘ 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.

ⓘ Trainees should reflect upon their own development and progress through completion of the school experience weekly log, which is located in their Trainee Portfolio.

TEACHING EXPECTATIONS – ALL BLOCKS

These expectations are meant as guidance, not as a checklist e.g. trainees should 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 log and reflect upon what they have learnt each week. This will also allow the trainee and mentor to identify strengths and target areas.

BLOCK 1 SCHOOL EXPERIENCE

Teaching experiences *(Trainees will…)*	Other experiences in school *(Trainees will…)*	Expert mentor support *(The mentor will…)*
ⓘ Team plan, teach and assess initial lessons and discuss the lesson outcomes with the teacher/mentor *(please see team teaching guidance in section 3 for suggested models)*. ⓘ Where possible, plan and teach lessons that allow the trainee to apply and embed aspects covered in the taught course curriculum so far. ⓘ 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. ⓘ Plan and teach lessons and/or sequences of lessons in **a range** of science and foundation subject lessons. ⓘ If in KS1, plan and teach a series of at least 3 phonics and/or early reading lessons. ⓘ 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. ⓘ Plan for and deploy additional adults within **all** trainee-led lessons. ⓘ Support and teach focus groups during lessons that are led by another teacher/staff member.	ⓘ Take registers and dismissing/collecting children at the beginning and end of the day. ⓘ Attend relevant staff meetings. ⓘ Attend and observe some parent/teacher meetings. ⓘ Participate in playground duty alongside the designated teacher/ mentor. ⓘ Participate and support whole school events. ⓘ Attend a pupil progress meeting, SEND review meeting or any other meeting that may support understanding of supporting learners and inclusion. ⓘ Engage with and research any new school initiatives or	ⓘ 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. ⓘ Provide regular opportunities to observe class teacher/mentor and, where possible, other teachers teaching as part of the mentoring process. ⓘ Share expertise and experience with the trainee to train and support their understanding of the broad roles and responsibilities of teachers. ⓘ Provide opportunities to plan, teach and assess lessons together, particularly in early stages of the placement. ⓘ Engage in regular professional discussions about trainee planned lessons and give feedback to support adaptations and amendments required before delivery. ⓘ Regularly provide informal feedback on lessons e.g. what went well, teaching and learning

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 this for any reason then please contact the university tutor or SD 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 5-6 – 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.

ⓘ 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**).

ⓘ 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).

ⓘ Support trainees to identify strengths and set clear, achievable targets or focus areas to work on and give feedback on these.

ⓘ 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.

ⓘ 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

ⓘ Trainees should **NOT** teach more than 60% of the timetable in any week (3 days in total), 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.

ⓘ 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).

ⓘ The term 'plan and teach' can also include trainees planning online materials and instructions for pupils should online/remote learning be required.

ⓘ 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.

ⓘ 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.

ⓘ 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 BLOCK A AND B EXPECTATION OVERVIEW

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

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

-Tutorial/alliance task (essential) - Find out more about at least one specific SEND need e.g. autism, ADHD, speech and language difficulty, hearing impairment during your placement.   This can be through discussions with experts, observation and your own research/reading.

Following this, create a user-friendly A4 resource/toolkit sheet (this can be presented in any user-friendly way e.g. poster, table, notes, paragraphs/pictures) about common needs and/or barriers and proactive suggestions to support and overcome these. NB: This will be shared with fellow trainees at a tutorial or at an alliance led training day (SD) after this placement so needs to be of a professional standard. You can make initial notes on Form SB0 then use time out with the placement to do further research.

-Case study - select one child with identified needs to observe across several sessions/subjects during the week (refer to them as child A to maintain anonymity). Make notes about interesting things that you observe e.g. their motivation and engagement in specific lessons, interactions with peers, specific strategies that work for them, support systems/resources used, subjects or working modes that the pupil does or does not respond well to. Build a picture of how their individual needs, how teachers adapt and how the child is included in the classroom then reflect on some of these and how this has informed your understanding and knowledge. (NB: This chosen pupil may/may not link to your chosen focus for your SEND presentation) – Form B1

-Observe lessons in different curriculum areas and note how teachers include and remove barriers for children with specific SEND needs in lessons e.g. differentiation, resources, adult support, visual timetables and make notes of how this information may impact upon your own inclusive planning and teaching – you can design your own log or use the SB0 proforma.

-Reflect on at least 2 'significant learning moments', relating to any SEND child/group, for you when observing or focussing upon inclusion and SEND needs e.g. strategies used to get a SEND child refusing to engage to re-engage, a specific teaching approach - Form B2

-Discuss with the SENDCo how the school provides support for SEND learners, how IEPs and EHC plan referrals actioned and how parents are involved in the SEND processes in school – Form B3

-Discuss with class teacher(s) and other experts the daily adjustments and support that is made to include and meet the needs of specific SEND learners – make notes to aid your own future planning and teaching strategies

-Seek any opportunities, in any classroom, to increase your knowledge and understanding of effective inclusion and inclusive pedagogy and practise.

-Look at examples of paperwork and support plans relating to specific needs e.g. EHC plan, IEP, personalised learning plans. Familiarise yourself with how these are created, tracked and monitored. Speak to your expert mentor about these and how the school/class staff are involved in implementing them.

EYFS school experience task guidance

- ⓘ Observe how the indoor and outdoor environments are planned and operate during a typical day. **Form A1**

- ⓘ Observe teaching within the EYFS setting and make notes about the teaching strategies used to support young learners

- ⓘ Observe and consider how adults are deployed in the setting – how do they enable learning, encourage independence, aid assessment and progress? (Observe expert colleagues.)

- ⓘ Observe a range of phonics lessons being taught: if possible, visit other classes in school from Nursery to Y2 to see the variety between year groups (Use **form B1c** to guide your observation of the structure of the session and inform the planning of your taught sessions)

- ⓘ Support and work with small groups to help them access specific areas or tasks, practising the skills and approach used by your expert colleagues

- ⓘ Take opportunities to plan and deliver some activities and/or short sessions to small groups or whole class (e.g. story time, topic session, outdoor game) this should include one Literacy and one Mathematics focused session– **use Form B1b for each lesson**

- ⓘ Following expert input, plan and deliver a series of at least 2, ideally 3, consecutive phonic sessions to a group **Form B1c**

- ⓘ Create an effective learning environment by planning for one of the learning areas/ areas of continuous provision **Form A2**

- ⓘ Create a case study on 2 children on 2 separate occasions. **Form C**

- ⓘ Develop an understanding of different pupils' needs by considering how the setting meets the needs of all children, including those with identified SEN **Form D**

- ⓘ Consider how the setting assesses and monitors the pupils in relation to the EYFS framework – daily, termly, overall **Form A3**

- ⓘ Find out how progress and assessment is recorded and used in school and shared with parents Form **A3**

- ⓘ 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 and why? How do Year 1 teachers support learners who have not met expectations in the EYFS framework? How do the staff ensure continuity and progression in learning/attainment

BLOCK 2 SCHOOL EXPERIENCE

Teaching experiences (Trainees will…)	Other experiences in school (Trainees will…)	Expert mentor support (The mentor will…)
ⓘ Team plan, teach and assess initial lessons and discuss the lesson outcomes with the teacher/mentor. *(please see team teaching guidance in section 3 for suggested models).* ⓘ Plan and teach regular units and/or sequences of at least 3 lessons in English and Maths - assess and adapt future lesson content as a result of this. ⓘ Plan and teach a unit or sequence of lessons in science. ⓘ Plan and teach sequences of lessons in a range of foundation subjects (particularly focussing on subjects not taught in Block 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. ⓘ Plan and teach at least 3 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. ⓘ Plan for and deploy additional adults within all trainee led lessons. ⓘ Support and teach groups during lessons that are led by another teacher/staff member.	ⓘ Complete the **KS2-KS3 transition task** ⓘ Take registers and dismiss/collect children at the beginning and end of the day. ⓘ Attend relevant staff meetings and training. ⓘ Attend and observe some parent(carer)/teacher meetings, where possible. ⓘ Observe end of year report writing and suggest content for some pupils as a discussion exercise with the teacher. ⓘ Participate in playground duty alongside the designated teacher/mentor. ⓘ Participate and support whole school events, where appropriate. ⓘ Support and assist with an after-school or lunchtime club, where possible. ⓘ Communicate with parents by setting homework, sending information or letters, as agreed by the class teacher. ⓘ Find out how the school monitors and tracks pupil progress and contribute to	ⓘ Model, demonstrate and teach the trainee skills, knowledge and strategies to support and deepen their understanding of their ITT curriculum and of teaching and learning more broadly. ⓘ Provide regular opportunities to observe class teacher/mentor and, where possible, other expert teachers as part of the mentoring process. ⓘ Share expertise and experience with the trainee to support their understanding of the roles and responsibilities of teachers. ⓘ Provide opportunities to plan and teach lessons together, particularly in early stages. ⓘ Engage in regular discussions about trainee planned lessons and give feedback to support adaptations and amendments required before delivery. ⓘ 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**). ⓘ Support trainees to identify strengths and set clear, achievable targets or focus areas to work on and give feedback on these.

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 this for any reason then please contact the university tutor or SD lead to discuss this further.

Week 1 (Orientation week) – Getting to know the class opportunities *e.g. taking register, story time, supporting group work. 2/3 team teach lessons*

Week 2 – Approx. 20% or equivalent of 1 day– Team teach with mentor

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

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

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

Week 6-7 – Approx. 60% or equivalent of 3 days

Remaining weeks – Approx. 70-80% or equivalent of 3.5/4 days*

* 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 trainees should still have the equivalent of 2 x ½ days out of class to plan with the mentor and complete their own planning and/or other tasks.

See Block 2 documentation section

ⓘ data gathering, if possible, during the experience.

ⓘ Attend a pupil progress meeting, SEND review meeting or any other meeting that may support understanding of supporting learners and inclusion.

ⓘ Support the organisation of trips or events e.g. helping create risk assessments, planning groups, arranging first aid kits.

ⓘ Speak to a range of subject coordinators in order to understand the roles and responsibilities involved and how the subject is assessed and monitored.

ⓘ Research any new school initiatives or research-based approaches or schemes being used and consider their impact.

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

ⓘ Support trainees to understand the broader systems and use of assessment data to impact on pupil progress across the school

ⓘ 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.

ⓘ Monitor the regular completion of the Trainee Portfolio

ⓘ 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).

ⓘ Regularly sign off the attendance record kept by the trainee.

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

ⓘ 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).

ⓘ Trainees should **NOT** teach more than 80% (4 days) of the timetable in any week, as they still require time and opportunities across the placement to learn from expert teachers and have time to plan and prepare their lessons.

ⓘ The term 'plan and teach' can also include trainees planning online materials and instructions for pupils should online/remote learning be required.

ⓘ 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.

ⓘ 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.

ⓘ 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.

ADDITIONAL PROFESSIONAL DEVELOPMENT TASKS

The role of a teacher is far broader than just that of planning and delivering lessons. Our trainees are asked to engage in a range of wider professional development activities as part of our curriculum and in readiness for being an ECT. The tasks below are a summary of the requirements in the Professional Development Task Booklet. Suggested points for completion have been given as guidance. All activities should be completed by the end of the programme and kept in File 2 (section 5).

Task focus/ strand	To be used for/ stored	WEEK 1 – TASK AND OBSERVATION WEEK Task expectations
Task 1	Assignment A	Observe 3 lessons in your chosen 'Assignment A' curriculum subject area. Use **Appendix 1** to make notes that you can analyse and evaluate in relation to the background reading you have done for Assignment A
Task 2	Assignment A	Interview the subject co-ordinator and/or class mentor for the subject areas selected for your Assignment A focus. Use **Appendix 2** to plan your questions and to record notes. Consider your chosen question, the ideas/theme you are exploring and devise 4-6 short questions* to find out more about how the school approaches/policies in your chosen area. This will allow you to compare and contrast the evidence-based literature you have been reading for your assignment, with the reality of practice in schools. *Questions should be open and should not 'lead' the interviewee to provide the answers that you are hoping for or believe yourself.*
Task 3	Assignment A	Teach 2-3 consecutive small group activities using the identified approach for that curriculum subject. Use **Appendix 3** to plan each lesson and then evaluate the outcomes, so you can use this to analyse and contrast with the literature and background reading on your chosen question.
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 organisational 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 that are 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 work books of different groups in your class across a range of subjects. Makes 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: - 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**

PROFESSIONAL DEVELOPMENT TASKS

These tasks should be completed by the end of the programme, but guidance is given to when each would be best completed in line with our curriculum and your development

Task and focus area (Strand)	Suggested completion period	Task expectations and evidence required
Task A Behaviour management and classroom ethos (Strand A – BM)	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 handbook for each observation.
Task B Inclusion (Strand B - PP)	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. How are higher attainers challenged? Reflect upon how this may influence your own planning and lesson approaches Complete **Appendix B**.
Task C * Assessment - marking and feedback (Strand D – A)	*Only to be done in Block 1	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 (Strand D – A)	*Only to be done in Block 2	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. a) Initial baseline task – 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 b) Weekly – 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, observations from a lesson or feedback from TA, such their contribution, difficulties, support needed, exceeded expectations etc. c) Final assessment of progress - In your final week, complete a report (Appendix D) for each pupil. Outline the progress made since the baseline and which 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. *NB: All evidence for this task should be kept in the appropriate sections of your Placement File*
Task E Video clip reflection – teacher	Block 1	Arrange to film two 10 minute video clip of you teaching a lesson at different points in the school experience (use an ipad, school technology or some other agreed format, not your own personal devices). The recording

presence and engaging learners Strand A and E – BM and PB	(week 2/3 and then week 5/6)	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). Each time complete **Appendix E**, reflecting upon your delivery such as *your teacher presence, pupil engagement, clarity of explanation and behaviour management*. Identify your strengths and target areas. Where possible, show and discuss the clip with your mentor and agree the targets.
Task F **Video clip reflection – pupil engagement, assessment and progress** Strand B and D – PP and A	Block 2 (week 3/4 and then week 6/7)	Arrange to film two 10 minute video clip of you teaching a lesson at different points in the school experience (use an ipad, school technology or some other agreed format, not your own personal devices). 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). Complete **Appendix F** Video 1 focus – Teaching for impact. Make notes on the following: -The clarity of your learning objective/success criteria and how this was shared/delivered - Assessment for learning – how did you find out what the children knew/understood and how frequently? - How actively involved were the children? How much was teacher led? What was the impact of this? - 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? Video 2 focus – Inclusion and progress. Make notes on the following: – Have you addressed your targets identified from the last video? What impact has this had on learners and learning? - 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? - Which groups of learners may you need to plan more specifically for? - How much could you assess in terms of learning and progress from the clip? How secure was this?
Task G **Classroom display** Strand E - PB	Any	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.

Task H
Inclusion and wider professional responsibilities
 	
Strand D and E – A and PB
	Both SE blocks	Ask to attend and observe as many of the following as is possible and engage with professional discussions with different experts to improve your knowledge and understanding of systems, processes and impact.
		   d) Parents evening
		   e) Pupil progress meeting
		   f) A book scrutiny or moderation exercise within a subject
		   g) A SEND review meeting or parent meeting
		   h) A meeting between external professionals and the mentor e.g. SALT, Ed Psych, transition secondary school
		   i) Any meetings relating to assessment and reporting
		   j) Any other activities relating to inclusion and supporting pupils

		Clearly log any opportunities taken in your '**professional development and mentoring'** section in your TP weekly logs
Task I **Wider school life** Strand E - PB	Both SE blocks	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): - Staff meetings and/or training - New school initiatives or events - School assemblies - PTA or fundraising events - School trips – planning, risk assessments, organisation - Visitors or themed days in school e.g. world book day - Assisting with an after school or lunch time club Clearly log all opportunities you have in the '**wider experiences in school'** column in your TP weekly logs.
Task J **Science elicitation** Strand B and D – PP and A	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 **Subject progression and development** Strand C - SCK	Any *Ideally one subject per SE block	Select 2 foundation subjects that you feel less knowledgeable about or have less experience of teaching. Speak to the subject coordinator about how the subject and curriculum is planned, sequenced, taught and monitored across the school. Find out about resources, schemes and progression of skills, knowledge and understanding. Complete **Appendix H** each time.
Task L **Modern languages** Strand B - PP	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 I**.

PROGRESS REVIEW POINTS (BLOCK 1 AND BLOCK 2)

There are two interim review points and one final review point for each of the two main school experience blocks. It is essential that all trainees meet all of the Teacher Standards by the end of the programme. Therefore, trainees need to understand how they are progressing, their areas of strength and targets to improve. These reviews should include a mentor and trainee discussion of progress, joint highlighting/ticking of the Professional Development Formative Framework and recording notes of outcomes in the Trainee Portfolio interim review document (see **Appendix C** for an example of the 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.

SUGGESTED AGENDA - INTERIM AND FINAL REVIEWS

- ⓘ Trainee to verbally 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 (see **Appendix F**).
- ⓘ Trainee to outline their overall areas of strength and progress and identify areas that they recognise still need to be further developed or improved.
- ⓘ Mentor to give expert feedback on trainee comments and reflection.
- ⓘ Mentor to give additional feedback e.g. positives and areas that have made progress.
- ⓘ Trainee and mentor to work through the Professional Development Formative Framework in the Trainee Portfolio to highlight/tick statements that have been attained 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.

REVIEW DATES FOR BLOCK 1 (11.10.21 – 12.01.22)

- ⓘ Interim review 1 – to be completed during week 4
- ⓘ Interim review 2 – to be completed during week 6
- ⓘ End of block review – to be completed either before Xmas break or during return to SE1 school in early Jan (this will be agreed with the professional tutor/alliance lead, the mentor and the trainee towards the end of the placement)
- ⓘ End of placement mentor report – to be completed and shared with the trainee once the final review is complete

REVIEW DATES FOR BLOCK 2 (21.03.22 – 23.06.22)

- ⓘ Interim review 1 – to be completed during week 3
- ⓘ Interim review 2 – to be completed during week 6
- ⓘ End of block review – to be completed during the penultimate or final week of the block
- ⓘ End of placement mentor report - to be completed and shared with the trainee before 18th June

SECTION 3: 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 mentors to collaboratively plan the weekly overview and content of some lessons as part of the expert mentor role.   Incorporating some team-teaching opportunities for the trainee, particularly in the first couple of weeks of placement, can also help the trainee gain from the expertise and experience or the mentor in a key stage or subject area that they may never have planned for or taught before. The discussions around decision making and pedagogy are also valuable learning opportunities.

Benefits to the trainee:

- ⓘ The trainee sees the thinking and planning processes that a teacher goes through when planning lessons and planning for different needs/groups.

- ⓘ Trainees have the opportunity to learn about teaching and improve their own teaching skills.

- ⓘ Observing modelling key ideas and principles of practice and pedagogy can be observed and taken on more readily than only being 'talked through' approaches (theory into practice).

- ⓘ It can help trainees to step out of their comfort zone.

- ⓘ Pressure is reduced for trainees who are relatively new to the classroom. They can lead on an aspect of the lesson rather than the whole lesson.

- ⓘ Analysis of the lesson, in terms of the mentor view of their impact and of the trainee impact, makes for a good two-way discussion and aids trainee reflection

- ⓘ Opportunities to support and model target areas will develop a better understanding of expectations and next steps for the trainee.

- ⓘ Relationships and working collaboratively are both key elements of effective classroom environments. The trainee sees you as a supportive and experienced 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 to see the teachers as equals and gives pupils the chance to ask questions and receive 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 their 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.

SUPPORTING YOUR TRAINEE - ESSENTIAL AND DESIRABLE

Regular formative 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. In addition to this, we ask that **each week** during long placements a mentor completes **one formal observation and general mentor feedback meeting form**. We appreciate on occasion this may not be possible for all mentors, but should a weekly observation or meeting be missed then the mentor and trainee look to rearrange as soon as possible. To maximise the expertise of the mentor and for trainees to maximise their learning opportunities we ask that they get the following support from mentors:

Essential

- ⓘ Time to plan and discuss lessons and teaching for the following week
- ⓘ Regular feedback on planning and pedagogy, to ensure the lessons to be delivered by the trainee are pitched appropriately and will support pupil progress as much as possible.
- ⓘ A meeting time each week to receive feedback on their formal lesson observation and general progress and achievements across the 5 strands of the curriculum for that week. (**Appendix D**).
- ⓘ Collaborative meetings for each of the two interim and final review points to allow trainees to be clear about their strengths, progress and next steps.
- ⓘ Completion of the 'End of school experience assessment report' (**Appendix G**).

Desirable

- ⓘ 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.

VERBAL FEEDBACK

Verbal feedback is most helpful to a trainee if given as soon as possible after a 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:
- ⓘ What went well? Why did it go well (what did you do which had this effect)?
- ⓘ What went less well? Which strategies/approaches? Why did this happen?
- ⓘ What did your pupils learn from this lesson? What about different groups? How do you know?
- ⓘ What would you do differently?
- ⓘ What are the areas you've identified from this lesson that you'd like to set as targets?
- ⓘ What did you learn from this lesson? What support do you now need?

2. The mentor perspective of the lesson

- ⓘ If you agree with the trainee's self-evaluation comments, please confirm this as it builds confidence in the trainee's own professional critical and reflective awareness.
- ⓘ Identify the teaching strategies and classroom/behaviour management strategies that you observed having a positive impact on the learning in the classroom.
- ⓘ Suggest alternative strategies for aspects that you felt could have been more successful. Discuss why you think an alternative approach might be effective. Share expertise and evidence-based pedagogy.
- ⓘ Be constructive in comments, by phrasing some of the areas of development in a supportive way as this is the most effective way to encourage a trainee and maintain confidence.

3. Setting targets for next steps in professional development

- ⓘ Mutually agree clear, focused targets (ideally 3) rather than too many, or targets that are too general.
- ⓘ Link targets to specific strands of the curriculum to ensure the trainee is clear of the target
- ⓘ Discuss which strategies might help the trainee to meet the targets set and consider your role in helping with this.

WRITTEN FEEDBACK

Written feedback should include clear comments with specific examples of what was said, done or happened and the impact of this on pupils and/or learning. Confusion and uncertainty can arise if wording used in feedback is not then indicative of subsequent discussions e.g. "*Your behaviour management was good*", but then mentor assessment expresses concern about Strand A, and sets a target to improve this. 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 Professional Development Formative Framework (**Appendix C**) for descriptors of the professional development continuum.

Is consistent and competent You… You are... You demonstrated... You know… You used…	Consistently…. successfully embedded…. innovative/ creative approaches…..a wide range of approaches/ strategies……Generates high levels of……always effectively demonstrate……use systematic, in-depth/ effective evaluation of…..fully understand……have made progress in XX areas………..have 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…..
Becoming more consistent and competent You… You are generally ... You are developing… You are improving at…	Implement….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 learners …….Makes frequent use of…Can give examples of……Uses a range of……Is proactive about… Meets the needs of
Remains inconsistent in places, developing competence You… You, at times… With support, you… You sometimes…	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….
Inadequate or little progress or not yet meeting expectations You are… You are yet to… You need to… You should aim to…	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 variety 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 ITT coordinator (or the head teacher) and then contact his/her UT to discuss any changes to the support or organisation of their placement that may be 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 government 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, they may be unable to identify which 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 3 significant targets that will have an impact on the teaching/learning in the class. These may be classroom/behaviour management issues or planning/teaching issues. **Complete a support plan (Appendix E) to agree deadlines and expectations.**
2) The expert mentor should encourage the trainee to think of several alternative strategies that they can try. The mentor too should suggest alternative strategies and examples of good practice that they can try. Team teaching and/or observation of the mentor in practise may aid trainee understanding.

Steps for mentor for sustained concerns:

1) Create and agree a support plan (Appendix E) with specific targets and timelines identified for short term progress. Agree a review date.
2) Contact UT or SD alliance coordinator to discuss the specific concerns.
3) UT and mentor/SD coordinator to undertake a joint observation of trainee – if possible in Covid-19 restrictions.
4) If a trainee has difficulty meeting the support plan targets, an observation and feedback from another teacher may be helpful.
5) If progress continues to be less than adequate, then a letter of concern 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 Cause for concern flow chart).

TRAINEE WELLBEING

If you are concerned about the wellbeing of a trainee, whether 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 support or 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 next page). Information must only be shared with permission of the trainee or if the 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.counsellingservice.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.counsellingservice.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 <u>cannot</u> make a referral or discuss any trainee issue with any of these services without the consent of the trainee.*

WHOLE SCHOOL/CLASS PROFESSIONALISM ISSUES

On rare occasions a trainee may behave in an unprofessional manner during placement, either within the class or within the wider school community.

Steps for mentor to take:

1) Meet to discuss the specific concerns with the trainee and give an opportunity for the trainee to respond and reflect on these.
2) Contact UT or SD coordinator to discuss the specific concerns and strategies, if required.
3) If required, 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 discussions and targets set then the UT/SD alliance lead should be contacted. This may result in a cause for letter of concern (see Cause for concern flowchart).
6) If concerns remain consistently over a substantial period, then a trainee will need to meet the course director to discuss further 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 may be relocated or required to re-sit the placement at a later stage.**

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 'cause for concern' 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 / feedback forms	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 mentor 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: Pg. 71, Keeping Children Safe in Schools, 2021*). 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 NOT YET MEETING EXPECTATIONS

Trainees who are not successfully meeting the placement requirements or who show no or limited progress towards achieving statements on the 'Professional Development Formative Framework', often share some common characteristics and will need immediate support from their mentor. This support may be 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 help support such issues, a group of our experienced and expert mentors compiled the following guidelines to help these trainees make more successful progress. 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:

- ⓘ Be honest and open with each other from the outset, but remain sensitive to trainee wellbeing.
- ⓘ Be clear about which strands of the curriculum/framework? are causing concern – prioritise key areas, rather than overwhelm them if there are several
- ⓘ Use coaching techniques, rather than 'telling'. Encourage trainee reflection and support this.
- ⓘ Team teach to help build confidence and actually demonstrate target areas of development.
- ⓘ Make time for regular 1:1 meetings.
- ⓘ Break down tasks / targets into manageable chunks and ensure they are understood.
- ⓘ Encourage regular reflection and evaluation – help point out the positives where possible.

Short term strategies

- ⓘ After each lesson, ask the trainee to consider three positive points and two developmental points before the feedback discussion. Start the feedback with these.
- ⓘ Team teach, so you can demonstrate and model what you mean, rather than just discuss/tell
- ⓘ Trainee observes parallel class or class above or below with a specific agreed focus e.g. behaviour management, questioning, classroom organisation
- ⓘ Paired planning / model planning using a university planning sheet
- ⓘ Be specific about the language used in lesson planning to establish learning objectives and success criteria
- ⓘ 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
- ⓘ Start with the trainee teaching a group or half the class to build confidence
- ⓘ If the support needed is emotional, make time for informal chats, build the relationship
- ⓘ Give immediate feedback frequently – informal observations, positive reinforcement – reference the curriculum strands and Professional Development Formative Framework areas where they are making progress
- ⓘ Notice when the trainee uses initiative or make a positive contribution and comment on this
- ⓘ Focus on teacher questioning strategies and how to build on pupil responses
- ⓘ Check that paperwork is up-to-date – a backlog can be overwhelming and lead to further issues

Medium to long term strategies

- ⓘ Ensure targets set are clear, achievable and understood – establish clear timescales
- ⓘ Follow up targets, build on targets achieved to ensure progression in that strand
- ⓘ Go through the professional development formative framework together and discuss the features of each strand - self reflect, highlight and annotate achievements so far
- ⓘ Discuss the learning achieved in the lesson, look at books/work together to reflect on and evaluate the learning taking place
- ⓘ Discuss the purpose of and the writing of success criteria and assessment focuses, explain how they are used and support the trainee to clarify these prior to planning
- ⓘ Ask another colleague to observe a lesson and provide feedback and another expert perspective

CHALLENGING 'HIGH ACHIEVING' TRAINEES

This document was compiled following discussions with experienced 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 their strengths 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…

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

CHALLENGING A HIGH ACHIEVING TRAINEE – SUGGESTED FOCUS AREAS

(IN ADDITION TO THE 'PROFESSIONAL DEVELOPMENT FORMATIVE FRAMEWORK' STATEMENTS)

Strand A - BM **S1 &S7**	ⓘ Consistently uses innovative and creative approaches to stimulate and sustain pupils' interest in learning ⓘ Set highly effective expectations and goals which stretch and challenge all pupils, creating a challenging curriculum ⓘ Impact significantly on pupils' life chances through the approaches used, particularly those children from disadvantaged backgrounds ⓘ Promotes and develops a culture of perseverance and resilience in pupil approaches to learning and their future learning ⓘ Establishes a highly supportive and inclusive environment to maximise learning opportunities for all ⓘ Provides highly relevant and meaningful experiences which allows all pupils to achieve success ⓘ Build highly effective relationships with parents to better understand pupils' individual circumstances and tailor support to consistently meet their academic and behavioural expectations ⓘ Support pupils to achieve long term goals and formulate an approach to learning that improves their life chances and skills ⓘ Adapt school policy for own needs whilst still maintaining consistency. ⓘ 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. ⓘ Take responsibility for organising, structuring and setting up a classroom to suit the lesson – experiment with different classroom layouts and grouping.
Strand B – PP **S2, S4 &S5**	ⓘ Research or seek out opportunities to gain experience of teaching children with specific needs e.g. EAL, SEND, physical disabilities, specific emotional needs. ⓘ Identify and plan short intervention programmes for pupils with specific needs, pupils elgible for pupil premium ⓘ Systematically and effectively checks learners' achievement, anticipating and responding where intervention is needed ⓘ Plans are highly annotated, demonstrating appropriate challenge and focus through differentiation and personalisation using knowledge of prior learning and assessment ⓘ 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. ⓘ Demonstrates a sound understanding of cognitive load theory by planning teaching episodes that maximise the use of prior knowledge, avoid working memory overload and support transferal to long-term memory ⓘ 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. ⓘ Effectively balances exposition, repetition, practice and retrieval of critical knowledge and skills as standard in lessons ⓘ Effectively and explicitly teaches pupils metacognitive strategies linked to subject knowledge to build independence and academic success ⓘ Develops children's enthusiasm and intellectual curiosity through their planned sessions. Takes risks in order to make learning interesting ⓘ Individual and group needs are addressed by appropriate differentiation strategies including teacher expectations, resources, support, tasks and language ⓘ Creates consistently high-quality expectations for all groups of pupils to ensure that they have access to a rich curriculum ⓘ Allow time and space for children to challenge themselves and develop critical thinking skills – develop and test theories, hypothesise, discuss ideas and collaborate. ⓘ Share aspects of teaching and learning and pupil progress with other teaching adults and parents. ⓘ Share inspiring ideas, plan for teams, develop schemes of work and lead on their delivery with a year group team.

Strand C – CSK **S3**	ⓘ Demonstrate an excellent subject knowledge for the year group they are teaching and also the year group above and below. ⓘ Effectively identifies and teaches the essential concepts, knowledge, skills and principles of the different National Curriculum subjects ⓘ Utilises the school and class curriculum choices to provide high quality teaching approaches to ensure subject progression ⓘ Promotes scholarly enquiry and interest in wider learning to all pupils ⓘ Is able to use a range of strategies to model articulate English and teach within metacognition principles ⓘ Demonstrates a thorough understanding of strategies for the teaching of early mathematics and consistently applies this knowledge to teach engaging and challenging learning opportunities ⓘ Demonstrates a thorough understanding of strategies for the teaching of early reading and phonics and consistently applies this knowledge to teach engaging and challenging learning opportunities ⓘ Effectively supports pupils to build increasingly complex mental models that build on previous knowledge.
Strand D – A **S6**	ⓘ Use assessments over time to draw conclusions about pupil learning, progress and next steps ⓘ Develops a good awareness of how formative assessments informs and feeds into summative school assessment systems ⓘ Uses assessment data to effectively adapt and influence planning ⓘ Has a strongly developing awareness of statutory assessment requirements and planning of lessons helps support pupils' ability to demonstrate learning against these. ⓘ Consistently uses staff, resources and differentiation to improve outcomes for all groups of learners ⓘ Builds pupils' ability to monitor, reflect upon and regulate their own learning ⓘ Utilises effective and productive assessment techniques that inform and shape next steps to maximise learning ⓘ Feedback to pupils' is consistently used to improve pupil outcomes and build pupil understanding of their own next steps ⓘ Personalise learning- ensure children are always aware of their next steps and communicate this consistently and regularly. ⓘ Analyse assessment data to identify patterns of attainment and adapt teaching accordingly. ⓘ Take a lead on short and/or medium term target setting for individuals and groups in English and maths.
Strand E – PB **S8 and Part 2**	ⓘ Question their practice and make informed adjustments. ⓘ Use their talents and skills to take responsibility for organising a club or activity for a different year group or KS (lunchtime/after school). ⓘ Actively participate and contribute to INSET and staff training. ⓘ Seek opportunities to observe other teachers and subject leaders. ⓘ Plan/ lead/manage class assembly. ⓘ Is highly responsive to coaching and mentoring and demonstrates this with sustained professional development and progress ⓘ Uses highly effective profession relationships, including colleagues and other stakeholders, to ensure a collective approach to support pupil academic success and wellbeing ⓘ Is a highly valued team player and offers ideas and suggestions based upon an understanding of evidence-based practice ⓘ Is positive about strengthening their pedagogical and subject knowledge by actively taking opportunities offered to them or proactively seeking them ⓘ Critically evaluates their own practice by comparison and reflection in relation to relevant research in the area

MANAGING A DIFFICULT CONVERSATION WITH A TRAINEE/MENTOR

On occasion, during a placement, a trainee may have said something or acted in a way 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 the university tutor to visit or letting it affect professional working relationships. We know that maintaining good working relationships is crucial for the pupils, mentor and trainee and therefore approaching a difficult conversation may be challenging.   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.

Preparation (*things to consider prior to asking the individual 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 'get a gripe off your chest' 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?** *(e.g. your pre-conceptions of their view/intentions)*

7) **What are my concerns about having this conversation?** *(risks, potential outcomes)*

DIFFICULT CONVERSATIONS – A FRAMEWORK FOR RESOLUTION

Below is a suggested agenda or framework for the planning the conversation starter.

1. The 30 second introduction *(please see next page for further suggestions and examples)*

Opening the conversation.

- ⓘ 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.

- ⓘ Describe the effect it is having – describe clearly the effect this is having and on whom, without assigning blame, consider the person and those around them.

- ⓘ 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.

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

3. Discuss alternatives

- ⓘ Look to make this collaborative, so the issue is resolved and relationships are maintained

4. Agree way forward

- ⓘ Make sure both parties know what their role in this is

5. Close

- ⓘ It is important to do this clearly otherwise so that the placement runs smoothly for both you and the trainee……

- ⓘ 'Thank you for agreeing to discuss xxx - don't hesitate to speak to me if you need to discuss further.

- ⓘ 'Thanks for listening xxx - don't hesitate to speak to me if you want to discuss this any further.

DIFFICULT CONVERSATIONS – WRITING THE 30 SECOND OPENER

Before beginning a difficult conversation, it is worth spending time preparing the 30 second introduction. This allows the tone and focus of the conversation to be clear, neutral and to the point.

An opening statement

- ⓘ 'I would like to talk to you about…..'
- ⓘ 'I would like to see if we can reach a better understanding about how we are going to manage …….'
- ⓘ '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, avoid making assumptions of the other person/their behaviours.

A description of the effect of that behaviour

Clearly describe the effect or the above. e.g. on pupils, on you/other staff, on their progress, on their wellbeing

Clarification of impact/what is at stake

- ⓘ '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.'
- ⓘ 'I am concerned that you might become increasingly under pressure to meet the placement requirements if…
- ⓘ 'I do not want you to miss out on opportunities to….'

Acknowledge of your contribution to the problem (if appropriate)

- ⓘ 'I recognise that we probably should have had this conversation a while ago'
- ⓘ 'I appreciate that my reaction was short and lacked clarity'
- ⓘ 'I know I am not always easy to get hold of.'

Asking question to invite them to join the conversation

Decide which question you are going to end with open the two-way conversation in a positive way.

OPENING STATEMENT – EXAMPLES

Scenario 1 - you (mentor) have noticed that your trainee is not arriving in enough time in the morning to properly prepare for his/her lessons.

'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 progress in this strand. What is your view on this and is there anything we can do together to help address this?'

Scenario 2 – you have noticed that the relationship between you (mentor) and the trainee is very strained

'I would like to hear your perspective about the way we work professionally together and share my perspective as well. I have found that we are disagreeing quite a lot e.g. response to my feedback after lessons and approaches to your teaching. This is causing me some stress and anxiety and feels like a barrier between us. I am aware that we both have to continue to work together effectively for the remainder of the practice to ensure the children and you continue to make progress. I am keen to do so, so it is a positive and successful experience for the pupils, you and me. What are your thoughts about this?'

UNIVERSITY CAUSE FOR CONCERN AND FLOWCHART

This system is in place to support trainees during times of difficulty or if they are not on track to meet the expectations of the placement and/or 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 latter stages of concern will be applied.

Concern identified
- Concern identified
- Tutor addresses concern directly with trainee
- Trainee acts on advice and no further action is needed

Stage 1 concern
- Concerns persist (or further concerns are raised) and Programme Director(s) informed
- Stage 1 **letter of concern** issued, setting targets linked to the UoM ITE curriculum, with appropriate deadlines
- Progress reviewed by tutor

Stage 2 concern
- Concerns persist (trainee fails to meet targets set in Stage 1 Letter of Concern or further related concerns are raised) and Programme Director informed
- Meeting and consultation between Programme Director, tutor and trainee to discuss continuing concerns
- Trainee's progress is identified as a continuing "cause for concern"
- Stage 2 **letter of concern** issued, setting targets linked to UoM ITE curriculum, with appropriate deadlines
- Progress reviewed by tutor

Stage 3 concern
- Concerns persist (trainee fails to meet targets set in Stage 2 warning letter or further related concerns are raised) and Programme Director informed
- Meeting and consultation between Programme Director, tutor and trainee to discuss continuation on the programme
- Stage 3 **letter of concern** issued, setting final targets linked to UoM ITE curriculum, with appropriate deadlines
- Progress reviewed by tutor

Final Stage
- Concern persists (trainee fails to meet targets set in Stage 3 warning letter or further related concerns are raised)
- A formal MIE panel will be set up, which may result in the trainee being dismissed from the programme
- Final Stage letter issued.

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 below, 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:

- ⓘ planning together and discussing the detail in planning with a peer;
- ⓘ working and learning in a collaborative manner, utilising the strengths of each trainee;
- ⓘ team teaching and taking different roles in lessons;
- ⓘ reflecting on practice together and furthering understanding of the curriculum and their own learning

For schools:

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

For pupils:

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

PAIRED PLACEMENTS WORK WELL WHEN TRAINEES:

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

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

- ⓘ find the time initially to plan and prepare together;
- ⓘ share ideas and collaborate effectively;
- ⓘ 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:

- ⓘ Emphasise to both trainees from the outset that they need to work together effectively.
- ⓘ 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.
- ⓘ 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.
- ⓘ 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 <u>not</u> leading the teaching. Some may require team planning with the lead teacher prior to the lesson.

- ⓘ Assume the role of a TA in the class and work with a small group or individual, as planned by the lead trainee.

- ⓘ 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.

- ⓘ Help manage the resources for the lesson, be proactive in distributing them etc.

- ⓘ 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?

- ⓘ Seeing other ways of teaching and engaging children in learning;

- ⓘ supporting colleagues by watching them teach and getting to know their teaching style;

- ⓘ watching and reflecting – seeing how children respond, which may impact upon your own approach and teaching delivery;

- ⓘ seeing things through the pupils' eyes;

- ⓘ learning from colleagues' expertise in different subject areas;

- ⓘ seeing things to avoid doing yourself (and having professional conversations with your partner about this learning as developing practitioners)

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.

APPENDICES

APPENDIX A – ATTENDANCE RECORDS

BLOCK 1 ATTENDANCE RECORD

Trainee:	Year group:
School:	Mentor:

		Mon	Tues	Weds	Thurs	Fri	Mentor signature
WEEK 1 *Task/obs*	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.						

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	Year group(s)

School	Class teacher name(s)

		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 Task/obs	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 (Strand A, E)

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 (Strand A, B and E)

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

Resources and school pedagogy   (Strand B)

Trainee and mentor to initial once discussed.	Trainee	Mentor
School systems for photocopying and use of resources e.g. i-pads		
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		

School and class knowledge (Strand B and D)

Trainee and mentor to initial once discussed.	Trainee	Mentor
Knows 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		
Knows 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

Trainee and mentor to initial once discussed.	Trainee	Mentor
Has taken the class register		
Has accompanied a member of staff on playground duty (where appropriate)		
Has read a story to the class/a group		
Has 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 (Strand B and E)

Trainee and mentor to initial once discussed.	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 the mentor any placement tasks and established a timetable to ensure completion of these before the end of the placement.		
Identified any opportunities to attend parents' evening/wider school events		

APPENDIX C – PROFESSIONAL DEVELOPMENT FORMATIVE FRAMEWORK

| Strand A **BM** Behaviour Management | S1 S7 | Strand B **PP** Pedagogy and Planning | S2 S4 S5 | Strand C **SCK** Subject and Curriculum Knowledge | S3 | Strand D **A** Assessment | S6 | Strand E **PB** Professional Behaviours | S8 Part 2 |

Discuss, agree and highlight as 'best fit' with your mentor the statements that you are currently achieving at each review 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	PINK				
Review point 2	By end of week 6	TURQUOISE				
Final review	By end of block	GREEN				

Strand A	BM Behaviour management	High expectations (S1)	S1 / S7	Currently achieving	Currently achieving	Currently achieving
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.						

NB: In BLOCK 1, all statements should be considered as the trainee working with support and the expertise of the mentor. In BLOCK 2 there will be mentor support then greater trainee independence and autonomy.

Strand A	BM Behaviour management	Managing behaviour effectively (S7) S1 S7	Currently achieving	Currently achieving	Currently achieving
Has developed positive, trusting teacher-pupil relationships which underpin teacher authority					
Pupils demonstrate a shared understanding of rules and routines for behaviour and feel secure in the expectations of them					
Responds to incidents in accordance with the wider school policies and procedures					
Demonstrates an awareness of when to utilise colleagues and wider school management systems to support effective behaviour management					
Develop an understanding and use of extrinsic and intrinsic motivations and rewards and use that are suitable to the needs of pupils and in line with school policy					
Deploys rewards and sanctions consistently and predictably					
Engages with support and advice from experienced teachers to develop their understanding and knowledge about effective behaviour for learning					
Establishes a supportive and inclusive environment, utilising rewards and sanctions effectively, including appropriate adaptions for pupils with special educational needs.					
Makes effective early interventions to maintain good discipline, including non-verbal signals, low intrusion responses and clear communication or instructions.					
Ensures that any matters relating to pupil behaviour are addressed in a timely and effective manner, thus maximising learning and maintaining pupil self-esteem.					
Uses effective class management approaches which enables a good levels of pupil motivation and engagement in lessons.					
Manages and challenges the class appropriately by checking for understanding and giving manageable, sequential instructions for tasks.					
Demonstrates a good awareness of the research and evidence around managing pupil and classroom behaviour and uses this to inform their own approaches in the classroom					

NB: In BLOCK 1, all statements should be considered as the trainee working with support and the expertise of the mentor. In BLOCK 2 there will be mentor support then greater trainee independence and autonomy.

Strand B	PP Pedagogy and planning	How pupils learn (S2) S2 S4 S5	Currently achieving	Currently achieving	Currently achieving
Follows school teaching and learning policies and practice to maximise learning and progress.					
Utilises knowledge of pupils' prior learning, knowledge and assessment to inform planning.					
Shows knowledge and understanding of how pupils learn and recognition of the need to avoid overloading the working memory in lesson planning					
When planning, breaks complex or new material into smaller steps to reduce working memory demand or potential misconceptions.					
Makes relevant links to what pupils already know as part of teaching and building on this in what is being taught.					
Uses knowledge and understanding of how pupils learn in order to overcome potential barriers to learning					
Knows when to provide scaffolding, practice and repetition to support learners and when to reduce this to develop more secure knowledge and to increase challenge					
Engages with experienced mentors and teachers to build upon their knowledge and understanding of effective planning and pedagogy					
Sequences lessons to build upon prior knowledge and foundational knowledge prior to more complex content.					
Is able to use targeted interventions to facilitate learning for most groups.					
Checks pupils' understanding and regularly adapts teaching to respond to the strengths and needs of all pupils.					
Future planning is adapted, based upon the impact of teaching, to challenge and support progression in future lessons.					
Demonstrates their knowledge of research, literature and taught course support about how children learn when planning and delivering lessons					

NB: In BLOCK 1, all statements should be considered as the trainee working with support and the expertise of the mentor. In BLOCK 2 there will be mentor support then greater trainee independence and autonomy.

Strand B	PP Pedagogy and planning	Classroom practice (S4)	S2 S4 S5	Currently achieving	Currently achieving	Currently achieving
Lesson pace is well maintained and shows constructive use of time.						
Shows confidence in adapting teaching and support in order to respond to the needs of pupils, based upon knowledge of effective planning						
Plans and utilises a range of pedagogical strategies, including paired and group work, to support pupil understanding, engagement and learning						
Plans and utilises high-quality questioning across a lesson e.g. to check prior knowledge, assessing understanding, extend answers and breaking down new ideas or concepts.						
Plans and uses effective modelling, examples and scaffolding to help pupils understand new concepts, ideas and knowledge.						
Plans and considers misconceptions and potential issues and how to respond to these						
Plans and uses talk effectively to aid ideas, understanding and vocabulary development						
Interactions are planned to allow learners to develop and apply knowledge, skills and understanding in a range of situations and contexts.						
Enables critical thinking and problem solving by removing support and guidance and setting more challenging tasks as pupil expertise increases						
Willing to take risks to capture interest and make learning interesting and stimulate pupils' thinking						
Pupils can see the relevance of their learning and this often stimulates their intellectual curiosity.						
Plans homework which consolidates and reinforces knowledge and understanding and helps pupils appreciate the need to revisit learning						
Shows willingness to learn from both success and 'failure' by evaluating practice, including its impact on pupils.						
Collaborates positively with colleagues and has made contributions to curricular developments and planning.						
Engages with professional discussions, recent research and evidence about effective planning and teaching to influence and improve their own skills and knowledge in this						

NB: In BLOCK 1, all statements should be considered as the trainee working with support and the expertise of the mentor. In BLOCK 2 there will be mentor support then greater trainee independence and autonomy.

Strand B	PP Pedagogy and planning	Adaptive teaching (S5)	S2 / S4 / S5	Currently achieving	Currently achieving	Currently achieving
Lessons show evidence of having considered different learning needs and employ effective differentiation strategies to address these.						
Accommodates differences between pupils through understanding barriers to learning and the range of factors that can inhibit pupils' ability to learn.						
Sources support and guidance from experienced teachers and experts such as SENDCo and senior leaders, to build upon their understanding and knowledge of effective inclusion provision and strategies						
Demonstrates flexibility in groupings, resource support and additional adult deployment in order to meet the needs of different learners.						
Is able to ask advice of expert colleagues, such as the mentor, SENDCo, DSL or other senior leaders to ensure that pupil needs are best met.						
Maintains challenge and motivation for different groups of learners through effective adaptation and planning based on their needs						
Utilises relevant and useful resources to support the learning of all groups of pupils						
Plans and adapts teaching to meet the needs of groups such as Pupil Premium pupils, SEN, higher attaining and those with a disability whilst maintaining challenge and purposeful learning						
Demonstrates a clear awareness of how physical, social and intellectual development can influence pupils' educational outcomes.						
Demonstrates an understanding of the challenges and opportunities of teaching in a diverse society and how the specific context of their school demographic impacts this.						
Utilises recent research and evidence about effective inclusion and uses this to inform and influence their practical application						

NB: In BLOCK 1, all statements should be considered as the trainee working with support and the expertise of the mentor. In BLOCK 2 there will be mentor support then greater trainee independence and autonomy.

Strand C	SCK Subject and curriculum knowledge	Subject and curriculum knowledge (S3)	S3	Currently achieving	Currently achieving	Currently achieving
Demonstrates a good level of subject knowledge across the curriculum						
Is clear about the focus concepts, knowledge, skills and principles of each lesson, in relation to the subject area and the National Curriculum.						
Seeks out various subject experts to support and build upon their skills, knowledge and understanding of the progression of different primary subjects across the curriculum						
Identifies prior and existing knowledge and make links to prior learning in the National Curriculum						
Carefully sequences teaching to build upon prior knowledge and skills to secure understanding						
Provides clear teaching that supports pupils to understand the targeted concepts, knowledge and skills in the lesson so progress is made						
Anticipates possible/common misconceptions and breaks learning down into relevant episodes/chunks to address this						
Develops fluency in the targeted learning through the use of strategies such as retrieval, spaced practice and the shift from concrete/visual to abstract examples						
Models and utilises high-quality spoken standard English, language and high-quality vocabulary in teaching the curriculum						
Encourages critical thinking and sound understanding by ensuring pupils have relevant domain-specific knowledge first						
Demonstrates understanding of the role of systematic synthetic phonics in the teaching of early reading to develop pupils' reading skills.						
Uses and applies the school approach to teaching early reading and phonics						
Demonstrates an awareness and understanding of relevant research-informed teaching and development across different curriculum areas and/or the school setting						
Is able to consolidate and build upon the knowledge and skills acquired in taught course sessions by applying this in the classroom across the specific primary subject						

NB: In BLOCK 1, all statements should be considered as the trainee working with support and the expertise of the mentor. In BLOCK 2 there will be mentor support then greater trainee independence and autonomy.

Strand D	A — Assessment	Accurate and productive use of assessment (S6)	S6	Currently achieving	Currently achieving	Currently achieving
Demonstrates that they know how to assess pupils' prior skills, knowledge and understanding e.g. NC links, looking at previous work, using class data/school tracking systems, questioning, AfL						
Uses previous assessment knowledge to inform and plan appropriately lessons.						
Plans AfL, linked to the learning objective, so opportunities to assess understanding, misconceptions and progress in lessons are regularly used.						
Responds to AfL and formative assessments in lessons, to ensure that pupils are making progress against the learning objective						
Responds to misconceptions or issues in a lesson by being flexible and adaptive to emerging needs						
Uses a range of written/verbal feedback methods, appropriate to the age of pupils, to give regular and constructive feedback to support progress.						
Provides pupils with regular and constructive feedback in line with school policy.						
Pupils are encouraged and given time to respond to constructive feedback (oral and/or written)						
Can give examples of how they have secured progression for groups of pupils.						
Outcomes of pupil progress and achievement against the intended learning are used to inform future planning.						
Uses relevant data to monitor progress, set targets and plan subsequent lessons.						
Has a developing awareness of statutory assessment requirements and school assessment systems						
Builds upon their taught course sessions and research based understanding of effective assessment through practical application and professional discussions with those supporting assessment in the class and across the wider school						

NB: In BLOCK 1, all statements should be considered as the trainee working with support and the expertise of the mentor. In BLOCK 2 there will be mentor support then greater trainee independence and autonomy.

Strand E	PB Professional behaviours	Fulfil wider professional responsibilities (S8)	S8 Part 2	Currently achieving	Currently achieving	Currently achieving
Has a clear understanding of a teachers' legal responsibilities and Part 2 of the Teachers' Standards.						
Is positive about and makes efforts to contribute to the wider life and ethos of the school.						
Is willing to consult with different colleagues, internally and externally, as appropriate knowing when to draw on their help and advice to support effective lesson delivery.						
Effectively utilises the expertise of other colleagues when necessary including those with responsibility for special needs and disabilities.						
Engages with professional dialogue about teaching and/or learning, to improve their professional skills, knowledge and understanding.						
Deploys support staff effectively to facilitate learning for groups of pupils during different lesson episodes.						
Demonstrates collaborative work with support staff to facilitate pupils' learning before and during lessons.						
Engages with their own learning and professional development. Is aware of own strengths and development areas and is proactive in addressing these.						
Shows willingness to take advice and feedback from colleagues and engage in discussion about and target setting to secure improvements in professional practice.						
Communicates effectively with parents and carers about learners' achievements, progress and wellbeing.						
Is willing to critique, debate and evaluate recent research and theory in relation to actual teaching and learning practice and use this to improve their teaching						

NB: In BLOCK 1, all statements should be considered as the trainee working with support and the expertise of the mentor. In BLOCK 2 there will be mentor support then greater trainee independence and autonomy.

Strand E	PB Professional behaviours	Part Two of the Teachers' Standards	S8 Part 2	Currently achieving	Currently achieving	Currently achieving
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: treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position; having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions; showing tolerance of and respect for the rights of others; 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; 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.						

APPENDIX D – MENTOR WEEKLY FEEDBACK FORM

MENTOR AND TRAINEE – WEEKLY MEETING AND FEEDBACK FORM

Trainee:		Year group/school:		Date:	
Lesson observation	**Subject**:		**L.O**:		

Observations from lesson
•

Strengths of this lesson
•

Weekly review - 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) •

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)
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.

APPENDIX E – TRAINEE PERSONAL SUPPORT PLAN FORM

PRIMARY PGCE: PERSONAL SUPPORT PLAN

Trainee	
Tutor/mentor	
Start date	
Date of review	
Targets agreed and relevant strands	

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:**

REVIEW OF TRAINEE PERSONAL SUPPORT PLAN

Present:	**Date:**
Evaluation of progress:	
Further actions:	

Copies of this support plan may be shared with the trainee, university tutor, school mentor(s) and programme leaders only. This must not be shared with any other third parties

APPENDIX F – INTERIM REVIEW MEETING RECORD - FROM TRAINEE PORTFOLIO

INTERIM REVIEW MEETINGS RECORD

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

- ⓘ To review and gain an overview of trainee's progress towards meeting the professional development formative framework across the 5 key strands;
- ⓘ To celebrate strengths and successes;
- ⓘ To consider opportunities and gaps in experiences in relation to the 5 strands and plan how these can be facilitated.

WEEK 4 REVIEW POINT			WEEK 6 REVIEW POINT		
Review questions *(linked to the Professional Development Formative Framework)*			**Review questions** *(linked to the Professional Development Formative Framework)*		
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	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?**	Y / N	2.	**Do the mentor and trainee agree with the statements that are met, as an accurate reflection of progress?**	Y / N
	If no, has this been discussed and is the trainee aware of why this is not agreed and any actions required?	Y / NA		*If no, has this been discussed and is the trainee aware of why this is not agreed and any actions required?*	Y / NA
3.	**Is the trainee clear about next steps, areas of development and how to achieve these?**	Y / N	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?*** *If yes, please ensure that this is discussed with the trainee and that the targets set reflect the priority actions required.*		4.	**Are there any concerns about progress in any of the 5 key strands?*** *If yes, please ensure that this is discussed with the trainee and that the targets set reflect the priority actions required.*	
	ⓘ **Strand A - Behaviour management (S1, S7)**	Y / N		ⓘ **Strand A - Behaviour management (S1, S7)**	Y / N
	ⓘ **Strand B - Pedagogy and planning (S2, S4, S5)**	Y / N		ⓘ **Strand B - Pedagogy and planning (S2, S4, S5)**	Y / N
	ⓘ **Strand C - Subject and curriculum knowledge (S3)**	Y / N		ⓘ **Strand C - Subject and curriculum knowledge (S3)**	Y / N
	ⓘ **Strand D - Assessment (S6)**	Y / N		ⓘ **Strand D - Assessment (S6)**	Y / N
	ⓘ **Strand E - Professional behaviours (S8 and Part 2)**	Y / N		ⓘ **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?*** *If yes, please ensure the alliance lead/university tutor has been notified.*	Y / N	5.	**Are there any concerns about the trainee's ability to meet the majority of expectations of this school experience placement?*** *If yes, please ensure the alliance lead/university tutor has been notified.*	Y / N

Appendix F - Interim review meeting continued...

Key strengths at this review point	Strand

Targets agreed	Actions to address targets	Strand

*If no was answered for Q4 or Q5, please outline the concerns and ensure that targets are set to address these.	Strand

Key strengths at this review point	Strand

Targets agreed	Actions to address targets	Strand

*If no was answered for Q4 or Q5, please outline the concerns and ensure that targets are set to address these.	Strand

APPENDIX G – END OF SCHOOL EXPERIENCE MENTOR REPORT

This form should only be shared with the trainee, the placement school and The University of Manchester only, not with any other third parties.
(Trainees - This form should be completed by your mentor on Block 1 and Block 2 and a copy needs to be uploaded to Turnitin).

Summary of trainee attributes

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

Summary of trainee progress within the five strands

Strand	Very good	Good	Requires improvement	Any additional comments or context
A – Behaviour management (S1 and S7)				
B – Pedagogy and planning (S2, S4 and S5)				
C – Subject and Curriculum Knowledge (S3)				
D – Assessment (S6)				
E – Professional Behaviours (S8 and Part 2)				

End of school experience mentor report (page 2)

Written commentary
Trainee progress across the placement:
Trainee impact upon pupil progress over time:
Trainee strengths:

Suggested professional development targets	Strand
1.	
2.	
3.	

Mentor name/signature	School	Date

APPENDIX H – UNIVERSITY TUTOR / ALLIANCE LEAD MEETING PROFORMA

PROFESSIONAL TUTOR SCHOOL EXPERIENCE MEETING LOG

Trainee: School/year group: Mentor:	Date: Meeting number – 1 2 3 Other:
Present:	**Form of meeting** (e.g. face-to-face, zoom, phone call)

Notes from meeting/items discussed in meeting	Any actions required?
Trainee Portfolio: • **Files/planning:** • **Professional development tasks:** • **Mentor feedback/discussion:** • **Trainee feedback/reflection:** •	

Planning and teaching commentary *(with lesson obs/video clip commentary, if available)*:	**Strand**

Targets	**Strand**
•	

Are there any concerns at this point? YES / NO	**If yes, in which areas? (circle/highlight)** Strand A – Behaviour Management (S1 and S7) Strand B – Planning and Pedagogy (S2, S4 and S5) Strand C – Curriculum and Subject Knowledge (S3) Strand D – Assessment (S6) Strand E - Professional Behaviours (S8 and Part 2)
If yes, please add details and agreed actions below. Targets (above) should reflect any priority areas also.	
Other general comments, mentoring or feedback:	

APPENDIX I – TRAINEE WEEKLY LOG FORM - EXAMPLE

PLEASE LOG YOUR TEACHING, LEARNING AND PROFESSIONAL ENGAGEMENT EXPERIENCES DURING THIS WEEK OF YOUR SCHOOL EXPERIENCE.

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 now want/need to…*

Progress towards my previous targets *Please refer to the targets set in your previous weekly log.*			**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**
Target	Mentor feedback	My evaluation and further reflection			

APPENDIX J – SAMPLE OF TRAINEE LETTER FOR SCHOOL RECORDS

(IN PLACE OF PROVIDING DBS NUMBER)

MANCHESTER 1824
The University of Manchester

Academic year 2021-2022

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

MANCHESTER 1824
The University of Manchester

Academic year 2021-2022

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 non-salaried 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, 2021 (page 71)** 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 (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 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 <u>not</u> 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 *L.O, S.C & summary of content/main teaching*	MATHS *L.O, S.C & summary of content/main teaching*	OTHER SUBJECTS *L.O, S.C & summary of content/main teaching*
Mon			
Tues			
Wed			
Thur			
Fri			

Notes

- ⓘ If being handwritten, this plan should be enlarged onto A3 paper to allow for adequate detail.
- ⓘ Each day being taught by the trainee must show the **L.O, success criteria (S.C) and the key learning being delivered (3-4 bullet points).**
- ⓘ 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.
- ⓘ Any changes to the plan as a result of previous lesson assessments should be annotated *by hand* on the plan.

B1B – DAILY LESSON PLAN PROFORMA

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, distributing equipment outdoor session/space?*							

Lesson section and timings *Please label e.g. introduction (whole class or specific groups), focus group teaching input, independent work, end of lesson*	**Lesson development** *(Use the **planning bookmark** to ensure that all aspects of an effective lesson are considered and planned)*
	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?) 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?
	-		
	+		
	-		
	+		
	-		
	+		
	-		
	+		

B1C – PHONIC DAILY LESSON PLAN

Date	Focus sounds	Focus words	Notes to help you plan your session

Revisit and Review ⓘ What will be consolidated in this session? ⓘ Plan an activity to practise previously learnt sounds/tricky words	
New objectives ⓘ Which new sounds/tricky words will be taught?	
Teach *(How are you going to teach the new objective?)* ⓘ Outline the main teaching points ⓘ Identify teaching strategies	
Key Questions ⓘ List the main questions you will ask during the main teaching session.	
Practice *(Pupil Activities: What will they do?)* ⓘ Plan pupil activities linked to the new objective ⓘ Indicate if independent, paired or group work ⓘ Plan opportunities for blending and or segmenting phonemes	
Apply ⓘ Plan an opportunity for children to apply the phonic knowledge they have learnt in this session. *E.g. Read or write a caption / sentence using the new sounds/words taught, contextualise learning*	
Assessment ⓘ What have the children learnt in this session?	
Reflection ⓘ What worked well? ⓘ What would you change? ⓘ What have you learnt in terms of your own progress as a teacher of phonics?	

C1 – TEACHING ASSISTANT / ADDITIONAL ADULT BRIEFING FORM

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

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

BLOCK 2 – PLANNING DOCUMENTS

B2A – WEEKLY PLAN (ENGLISH, PHONICS AND FOUNDATION SUBJECTS)

WEEKLY PLAN - ENGLISH AND OTHER SUBJECTS (B2A)

Week beginning:	Subject:	Year group:

Big picture/ context for the week *(Prior learning, ref to N.C programme of study, context, key texts and resources, key vocabulary being covered)*		**Inclusion and specific support required this week** *(Identify children/groups (e.g. SEND, EAL, PP) and the additional support, resources and personalised provision required to access to this week's learning.)*	

DAY	**Learning Objective** *(what the children will learn)* **Success Criteria** *(how they will demonstrate they have achieved the L.O)*	**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)** *(questions and activities to aid teacher assessment of progress at all stages of the lesson)*	**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
Mon				
Assessment and evaluation notes *(L.O progress, issues, changes required, children to target)*				
Tues				
Assessment and evaluation notes *(L.O progress, issues, changes required, children to target)*				
Wed				
Assessment and evaluation notes *(L.O progress, issues, changes required, children to target)*				
Thur				

Assessment and evaluation notes *(L.O progress, issues, changes required, children to target)*			
Fri			
Assessment and evaluation notes *(L.O progress, issues, changes required, children to target)*			

Notes

ⓘ If handwritten, this plan should be enlarged onto A3 paper to allow for adequate detail. Trainees should record the L.O for all lessons delivered by the mentor (if known) to allow them to see how their lesson fits into a sequence of lessons.

ⓘ 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 (MATHS)

WEEKLY PLAN - MATHS (B2B)

Week beginning:	Subject:	Year group:

Big picture/ context for the week *(Prior learning, ref to N.C programme of study, context, key texts and resources, key vocabulary being covered)*		Inclusion and specific support required this week *(Identify children/groups (e.g. SEND, EAL, PP) and the additional support, resources and personalised provision required to access to this week's learning.)*	

DAY	Mental maths *Objectives and activities*	Learning Objective *(what the children will learn)* **Success Criteria** *(how they will demonstrate they have achieved the L.O)*	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) *(questions and activities to aid teacher assessment of progress at all stages of the lesson)*	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
Mon					
Assessment and evaluation notes *(L.O progress, issues, changes required, children to target)*					
Tues					
Assessment and evaluation notes *(L.O progress, issues, changes required, children to target)*					
Wed					
Assessment and evaluation notes *(L.O progress, issues, changes required, children to target)*					

Thur				
Assessment and evaluation notes *(L.O progress, issues, changes required, children to target)*				
Fri				
Assessment and evaluation notes *(L.O progress, issues, changes required, children to target)*				

Notes

- ⓘ If handwritten, this plan should be enlarged onto A3 paper to allow for adequate detail. 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.
- ⓘ 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)

Week beginning		Subject		Theme/topic covered	

Learning objective / Pupil names (organise in groups to look for patterns)					

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 *for focus group*					
Success criteria *for focus group*					
Activity *Brief account of the activity and the focus for extra support* *(include any specific vocabulary, examples, questions and assessments that you may want covered)*					

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