

BA UNDERGRADUATE PRIMARY LEVELS 4-6

SCHOOL-BASED TRAINING

INFORMATION FOR MENTORS, TRAINEES & **LINK TUTORS**

2021-2022

All information is subject to amends if DfE or Government policy changes during the academic year

Level 4	<p>Immersion sessions: March (we are hoping to arrange some pre-Easter school visits)</p> <p>Main Block: 3 May-30 June 2022</p>
Level 5	<p>Immersion Days in school: 2-27 May 2022 (Mon/Tues/Wed)</p> <p>Main Block: 4 January-4 March 2022</p>
Level 6	<p>School Experience Days: Every Thu from 4 Nov-9 Dec 2021</p> <p>Induction: 31 January-18 February 2022</p> <p>Main Block: 28 February-1 April 2022</p> <p>Additional weeks after main block – 4 April-6 May 2022 (CPD & working on Target areas). Trainees will be expected to be in school x1 day w/c 25 April & 2 May 2022 (please see pages 27-30 for full details)</p>

CONTENTS

	Page
Principles of our Programmes at LTU	2-3
General Information About School-based Placements	4-5
Attendance Procedures, Confidentiality & Data Protection	6
Roles and Responsibilities	7-8
Use of Social Networking Sites	9
Key Terms & Documentation	10-11
Expectations of the Placement	12
Teaching Systematic Synthetic Phonics (SSP)	13
Online Teaching Files	14-15
Guidance on Paired Placements	16-17
Supporting Work-life Balance: Guidance for Trainees	18
Information on Level 4 Placement	19
Weekly Breakdown of Undergraduate Level 4	20-21
Information on Level 5 Placement	22-24
Weekly Breakdown of Undergraduate Level 5	24-26
Information on Level 6 Placement	27-28
Weekly Breakdown of Undergraduate Level 6	29-32
Trainees Needing Additional Support on Placement	33
Suspension of Placement	34
Guidance for Best Practice When Ofsted Call	35
Appendices	
Appendix 1 – Teachers’ Standards (End of Programme Level 6 only)	36-37

PRINCIPLES OF OUR PROGRAMMES AT LTU

At the heart of our programme lies the careful translation of the ITT Core Content Framework (CCF), into a spiral curriculum of education and training, including subject and phase expertise.

Our Curriculum

The CCF is a framework which is embedded in the design and delivery of our programmes. Our curriculum offer goes beyond this minimum expectation and is carefully designed and sequenced to reflect the phase and age range that Trainees will be teaching, as well as preparing Trainees for the Early Career Framework.

Overarching Principles

- Flexible but coherent provision based on shared understanding of the curriculum by colleagues in HE, in School and Trainees
- Spiral Curriculum
- Clear Strands of development
- Integration of experiences and learning in SBT and CBT
- Progressive challenges and supportive target setting
- Developing confidence and independence over the length of the programmes

Our Intent

The Partnership's training programme is designed to be:

- **Ambitious** in scope, sequenced, addressing **the full requirements of the CCF**
- Created around **subject and age phase**
- Purposefully **integrated** between CBT and SBT
- Informed by research based [**'cognitive science'**] principles
- Focused **on classroom practice**, informed by up to date or seminal? **research**

Our Implementation

- Trainees have largely **learned the intended knowledge and skills set out in the ITE curriculum**. Their mastery of knowledge and skills is **evident in any planning produced, teaching, evaluation and assessment**.
- **Trainees reflect on their teaching in the context of the curriculum components that they intended pupils to master**. They take into account their assessment of what and how much pupils have securely learned
- When Trainees complete their training, **they are aware of their professional strengths and areas for further development**.

Our Impact

Our Trainees will leave our course ready for the beginning of their professional lives and continuing development. They will:

- be effective teachers of the EYFS/Primary subject areas
- have a good understanding of the effective practices, resources and approaches used in planning for, teaching, assessing, and engaging the intellects of, pupils
- have an effective understanding of their broader professional roles and responsibilities, including those relating to managing behaviour and resources in the classroom, safeguarding, pastoral and moral development
- have high academic and professional standards and expectations of themselves and their pupils
- understand critically the relationships between their practice, research and their continuing professional development
- be confident in the values of inclusivity, the celebration of diversity and in the understanding of the purposes of education
- be committed to social justice and to better life chances and life experiences for the pupils they teach

The features of the CCF then feed into the Early Career Framework (ECF) once Trainees qualify and continue their development as Early Career Teachers

Key Priorities

The Partnership aims to:

- Ensure that training and assessment is of consistently high quality
- Ensure that training addresses national priorities and that Trainees are well prepared to teach pupils from a diverse range of backgrounds and needs
- Ensure that Trainees teach lessons that enable pupils to make good progress
- Ensure that Trainees are supported into the Early Career Framework

The Teachers' Standards

The programme enables Trainees to meet the Teachers' Standards at the end of their training (Level 6) and supports Trainees to become teachers with a clear personal philosophy and moral purpose.

You will find a condensed version of the Teachers' Standards, which you will be able to use for reference when working with Level 6 Trainees, in the appendix of this document:

All Level 6 Trainees must observe and adhere to Part 1 (TS 1-8) and Part 2 – Personal and Professional Conduct of the Teachers' Standards in order to be awarded Qualified Teacher Status.

GENERAL INFORMATION ABOUT SCHOOL-BASED PLACEMENTS

Allocation of Placements

The School Partnerships Office (SPO), in consultation with Programme Coordinators, are responsible for the allocation of school placements. We aim to ensure all Trainees are placed in schools where they will have the best chance of fulfilling their potential. Trainees are informed of their placement allocation via email but will have communication with SPO leading up to a placement. Once allocated, Trainees are asked to e-mail their school (contact details of school are given in email) to send a brief message of introduction. A University Link Tutor will be allocated to every Partnership school/nursery and will complete at least one quality assurance visit during the placement (see each SBT information section for more details).

Placement, Travel and Personal Finances

It is the responsibility of the School Partnerships Office to provide Trainees with school placements. However, the Partnership Office cannot be held responsible for personal financial circumstances of Trainees failing to afford travel expenses to and from their placement schools. Every effort is made to ensure that Trainees are placed within reasonable travelling distance, but **Trainees must be prepared to travel for a maximum of 1 hour 30 minutes one way.**

The University provides £150 per School-based Training placement for travel expenses and Trainees are given instructions prior to the placement on how to apply for this. Trainees experiencing financial difficulties are invited to approach the student support team for information on the eligibility criteria for the university's hardship fund

Safeguarding

"Safeguarding is everyone's responsibility" (Children's Act 2004). This means all school staff, including Trainee teachers.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. (DfE 2015)

Teachers have a legal duty to take all reasonable care of children who are in their charge. This obligation comes from three sources:

- Common Law – This states that teachers are in 'loco parentis', which means 'standing in place of the parent'. This requires that teachers supervise the children in their care, as would a reasonably prudent parent
- Statutory Requirements – This outlines teachers' legal liabilities and responsibilities related to relevant Acts of Parliament
- Teachers Contractual Obligations – These are to be found in the "School Teachers' Pay and Conditions Document", issued under the School Teachers' Pay and Conditions Act 1991

The *Teachers' Standards 2012* state that teachers, including Headteachers, must safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

Full safeguarding training is delivered by the University which all Trainees can access, and this will be supported through in-school training and guidance

All Trainee teachers on ITT courses at Leeds Trinity have received certified Prevent training or have completed the online CHANNEL training/the Home Office Prevent online training

<https://www.elearning.prevent.homeoffice.gov.uk/>

Partner schools must always include Safeguarding information in their formal and informal induction process with Trainees and all Trainees must ensure that they are aware of who the designated school safeguarding lead is.

Trainees must also be made aware of the school's Safeguarding Policy and the action they should take if a child discloses any information to them or if they have concerns about a child. A copy of this policy and a signature to say it has been read and understood should be in all Trainees' teaching files. It would also be expected that the Trainee would be made aware of the Whistleblowing Policy and how to report concerns about another adult in school.

Important safeguarding advice for Trainees:

1. Find out who the designated safeguarding lead is and the school policy relating to safeguarding.
2. If a child discloses something to you, listen but don't ask leading questions. Never promise to keep a secret.
3. Make a note of what was said – this should be a verbatim factual account and should not include your own views/opinions.
4. Report to the school's designated safeguarding lead.

Further reading:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

ATTENDANCE PROCEDURES

➤ **It is a requirement that all Trainees attend a specific number of days in school**

Timely absence reporting to both school and to the university is part of the personal professional conduct standards required of all Trainees. Should Trainees need to be absent from placement, they must notify both the University and their placement school:

- **Reporting an absence to the School:** Trainees must follow the absence procedure in place at their school and email their Mentor no later than 8.00am on the first and every subsequent day of absence. If their absence is medically certified, they should notify the school and their Mentor of the expected return date and submit the medical certificate to the School Partnerships Office.
- **Reporting an absence to the University:** all absences must be reported by the Trainee logging onto their Abyasa Pro account (<https://schoolpartnerships.leedstrinity.ac.uk/pro/>) and using their university credentials to log on to their personal page). On the home screen, select the Student Absence tab and complete the required fields. It is important that the university is able to support Trainees if they are absent for an extended period of time and that they are able to make up time missed where possible.

NB: If a Trainee is absent for longer than three days, the Mentor should contact either the University or their Link Tutor to decide how to support the Trainee appropriately.

- If absence extends to more than five consecutive working days, a doctor's note should be provided to the School Partnerships Office.
- The Trainee should inform the school and the School Partnerships Office of their intention to return to the placement on **the day before they return.**

Trainees on final placement often need to take time out of placement to attend interviews for ECT posts. This is an acceptable absence; however, this should be agreed in advance and where possible some of the Trainee's CPD time used if multiple appointments are made.

CONFIDENTIALITY

During School-based Training Trainees may have access to 'privileged' information such as school registers, records of children's progress, staff room conversation, documentation, etc. **It is essential that disclosure of any information of this kind (even to parental or family enquirers) should not take place inside or outside the school.**

No documents should be borrowed from school without permission.

DATA PROTECTION

No material should leave school that would identify children by name. Check schools General Data Protection Regulation policy for guidance regarding data generally and in electronic form particularly.

Confidential Data/Information



At the end of each School placement you must anonymise, delete or return any confidential information and you MUST not take away any identifiable data. At the end of the course all confidential data must be destroyed

ROLES AND RESPONSIBILITIES FOR MENTORS, CLASS TEACHERS AND LINK TUTORS

Key Area	Trainee	Mentor	Class teacher	ITT Coordinator	Link Tutor
Professional Conduct	To meet PPC requirements, follow the PGCE Code of Professional Conduct and school policies and procedures relating to professional conduct, attendance, and punctuality Demonstrate initiative, responsibility, and appropriate conduct. Actively participate as a team member within the Key Stage and school	To monitor and actively consult colleagues on the development of the Trainee in their respective class/es To liaise with the Coordinating Tutor with respect to the Trainee's conduct, welfare, progress, and capacity to meet the standards by set deadlines	<i>To monitor the professional conduct of the Trainee in their class</i> <i>To pass on any concerns to the Mentor around PPC</i>	Provide a comprehensive induction on school process and procedure (including Safeguarding) to all Trainees To monitor progress and welfare of Trainees and identify situations where intervention is required To actively consult relevant staff on the professional development of the Trainees	To monitor and actively consult colleagues on the development of the Trainee in their respective class/es To liaise with the Coordinating Tutor with respect to the Trainee's conduct, welfare, progress and capacity to meet the standards by set deadlines
Self-Evaluation	Complete Weekly Reflection record and submit/upload at least 24 hours in advance of feedback meeting Weekly reflections of teaching must focus on the progress that learners have made in lessons and up to that point in training	To conduct weekly timetabled Mentor meeting, checking, and updating of targets and reviewing Portfolio evidence Weekly tutorials must focus on the impact the Trainee's teaching has on learning and pupil progress	<i>To undertake regular informal observations of the Trainee</i> <i>To identify a situation where the Trainee may be struggling or need additional support and pass this concern on to the Mentor</i> <i>To liaise with the Mentor about the Trainee's progress to feed into the Trainee's assessment</i>	Monitor the training being provided by Mentor's and lass Teachers To attend Trainee tutorials as and when necessary to support Mentor and Trainee	To conduct regular meetings and keep in contact with Mentor and Trainee via weekly email
Training	To attend Centre-based Training, School-based Training and Mentor meetings as set out in this handbook To negotiate with the Mentor appropriate timetable for teaching, which provides appropriate opportunities for Continual Professional Development for the placement at different Levels and Stages To proactively seek out and engage training and development opportunities across wider areas of school	To ensure Trainees have structured subject training experiences relevant to age phase, aimed to support them with their Continual Professional Development. As identified in their targets To negotiate and organise a teaching timetable with the Trainee that provides appropriate and realistic challenge and meets the requirements specified by the Partnership in handbooks and training	<i>To liaise with the Mentor about the Trainee's progress, to feed into the Trainee's assessment</i> <i>To liaise with the Mentor about Link Tutor visits and be aware of when these are happening</i>	To ensure Trainees have structured/developmental targets throughout their SBT To ensure that all Trainees receive additional CPD. As identified in their targets	Attend all LTU training and any relevant training offered through partner schools. Attend annual Safeguarding training at LTU
Observations and Feedback	Complete a range of observations of the class teacher and other professional in school to support own continuing professional development To agree weekly targets for observations with Mentor/class teacher. Support the arrangement of continual professional development in line with targets set To ensure observation pro forma, lesson plans, sequences and resources for any formal observation are available for the Mentor or class teacher to observe before the lesson commences	To observe and provide written feedback on classroom performance at least once a week. Written feedback must focus on the impact of Trainees' planning and teaching on the developing knowledge and understanding of learners To ensure the class teacher and teachers are aware of the Trainee's targets and are therefore able to give appropriate feedback after lessons		To carry out joint observations and attend debriefing sessions, to quality assure provision of written feedback that supports Trainee and pupil progress To provide lesson observation training and support for Mentors and Class teachers where needed	QA the observation of Trainees by Mentors and Class teachers and provide feedback on quality of Mentoring and training provided during SBT Contribute to the annual cycle of review by completing summary and compliance information regarding SBT

Key Area	Trainee	Mentor	Class teacher	ITT Coordinator	Link Tutor
Additional Support	<p>To seek additional support and advice whenever necessary in order to ensure and maintain their development</p> <p>To ensure relevant school and LTU staff are kept fully informed of any factors affecting the School-based Training Access University wide services eg School Partnerships, Employment service, Student Support, Counselling and Wellbeing</p>	<p>To identify situations where intervention is required by school or LTU staff</p> <p>To liaise with the Coordinator and Link Tutor if the Trainee fails to make sufficient progress</p> <p>To participate in the writing and review of IRPs, if this is required</p>		<p>To negotiate and facilitate support for Trainees, including those with particular needs</p> <p>To agree with Mentors and Link Tutors the need for IRPs when necessary. To modify alongside Mentors the draft IRPs submitted by Link Tutors</p> <p>To participate in the review of IRPs</p>	<p>To agree with Mentors and Class teachers the need for IRPs when necessary</p> <p>To modify alongside Mentors the draft IRPs submitted by Link Tutors</p> <p>To participate in the review of IRPs</p> <p>To support Mentors and Class teachers on the uploading of paperwork and the Governance of such documentation</p>
Assessment	<p>To identify and collect evidence for the Portfolio on a week-by-week basis.</p> <p>To complete the Weekly Reflection & all other identified documents and upload</p> <p>Provide access for Mentor and Link Tutor by the agreed deadlines for formative and summative assessment points</p>	<p>To check Trainee's Portfolio evidence on a formative basis each week</p> <p>To assess the Trainee's Portfolio at the end of each Stage</p> <p>To consult with colleagues including support staff, with regards to summative assessment of the Trainee</p> <p>Complete the Assessment Report at the end of each Stage to provide a formative information</p> <p>At the end of the programme provide summative information regarding progress made towards the TS</p>		<p>To oversee the application and consistency of assessment criteria by Mentors</p> <p>To organise Mentor team meetings where necessary</p> <p>Attend the final assessment panel and progression board</p>	<p>Review the Trainees portfolio of evidence and report back to Mentors and LTU staff when gaps in evidence</p> <p>Review the formative assessments completed by Mentors and Class teachers</p> <p>Provide support and advice to Mentors and Class teachers on the completion of above</p> <p>Review formative and summative assessment documents and provide a testimonial review at the end of each SBT</p>
Link Tutor Visits	<p>To attend all Link Tutor review meetings, alongside the Mentor and/or Class teacher</p> <p>To prepare and present Portfolio evidence during Link Tutor meetings</p>	<p>To liaise with the Link Tutor if there are concerns or issues with regards to the Trainee, training or assessment</p> <p>To attend interim and final Link Tutor review meetings, alongside the Trainee</p> <p>To prepare anticipated reports prior to deadlines</p>		<p>To facilitate Link Tutor visits</p> <p>To receive feedback from Link Tutors and respond as appropriate to this</p> <p>To attend Link Tutor meetings where deemed necessary</p>	<p>Complete visits in-line with Partnership Handbook and programme specifications</p>
Contribution to ITT Development	<p>To complete Stage evaluation questionnaires as requested</p> <p>As a representative, to attend Staff-Student Academic Committee (SSAC) and other relevant consultative groups</p> <p>To contribute to course review and development via the SSAC, evaluation questionnaires and the Annual Course Review meeting</p>	<p>To complete Stage evaluation questionnaires as requested</p> <p>To attend PGCE training events and termly Mentor meetings</p> <p>To contribute to course review and development via evaluation questionnaire, the summer Mentor meeting and the Annual Course Review meeting</p>		<p>To complete Stage evaluation questionnaires as requested</p> <p>To facilitate the release of class teachers and Mentors to attend training events and termly Mentor meetings</p> <p>To have oversight of ITE partnership arrangements, to ensure that School-based Training complies with Partnership Policy</p> <p>To regularly contribute to course review and development</p>	<p>To complete Stage evaluation questionnaires as requested</p> <p>To have oversight of ITE partnership arrangements, to ensure that School-based Training complies with Partnership Policy</p>

USE OF SOCIAL NETWORKING SITES

Trainees need to carefully consider their use of social networking sites such as Facebook, WhatsApp, Snapchat, Tik-Tok etc. Trainees have a professional image to uphold and how they conduct themselves online helps determine this image. Trainees must not jeopardise their professional integrity by, for example, engaging in inappropriate dialogue about schools, staff and pupils or posting pictures and videos of inappropriate activity. There is guidance in relation to Facebook posted on the School-based Training area of Moodle.

Professional Use of Social Networking Sites

Levels of privacy must always be set so that personal or sensitive information and discussion can be hidden, except to those invited by the member. **Trainees are reminded to ensure their uses of such sites are within acceptable bounds professionally and do not compromise their personal safety.** Trainees should ensure that their use of social networking sites does not contravene the University regulations on the use of computing services.

Trainees are encouraged to report offensive behaviour and consider that information on such sites may be owned collectively by a group.

With the increase in social networking sites, it is important for Trainees to know they must not post anything which is slanderous or unprofessional. The University or partner school will not hesitate to instigate disciplinary measures in such cases.

There have been several cases where comments made by Trainees either overheard or posted on Facebook, have resulted in the placements being terminated.

Trainees should not use social networking sites or group chats to seek clarity or information regarding key aspects of School-based Training. The relevant member of staff should be contacted.

Trainees are expected to follow the **school dress code policy** and should seek advice or clarification if they are unsure about expectations.

KEY TERMS & DOCUMENTATION

Key terms you need to be familiar with are:

- Online Teaching file
- Records of Performance & Development/formal observations
- Informal lesson observations
- Key Review meetings/training tutorial
- Development Record
- Assessment Report

Records of Performance & Development (Abyasa Pro)

The Record of Performance and Development is a digital form, held on the Trainee’s Abyasa Pro page and is visible to the Trainee, Link Tutor, Mentor and University Development Tutor. Section 1 of the form is completed by the Trainee prior to a formal lesson observation. The remainder of the digital pro forma is completed during the lesson observation **and during the training tutorial/Key review** meeting held after the observation. They demonstrate the formative review points of training & should identify clear, progressive targets (and actions) for the Trainee to adopt in order to move forward in their training and build to create and overview of the progress Trainees are making across the SBT.

Key Review Meetings/Training Tutorials

During this meeting all the evidence from Trainee’s online files (Abyasa and One Drive) should be reviewed. Areas of strength and development identified, and **targets set based on curriculum and classroom practice** for the following week. These targets must have **corresponding actions**. Mentors should support Trainees in organising how they will spend their **Continual Development Time (CPD)** in the coming days and weeks, to support meeting new targets set. Evidence collated by the Trainee on Pupil Progress and progress against their targets should contribute to the Trainee’s profile throughout the placement and is recorded in the Assessment Report at the end of each placement. The first two placements remain as formative assessment points.

Every week you should have a meeting (**Key Review/Training Tutorial**) of roughly an hour with your **Mentor** and/or **class teacher**. The meeting should review your progress and should not be based purely on a lesson observation. Some schools will have the class teacher as the Mentor and others will have a separate Mentor (usually a senior leader and often referred to as the ITT lead). **Mentors** and **class teachers** work together to support the training in school.

Discussion and feedback related to observations and Trainee’s evidence for the week	Identify Areas of Strength and Development and set targets based	Trainee completes their Weekly reflection on feedback professional form	Co planning, discussing observations, discussing teaching in week ahead Set new targets and how CPD time will be spent
15 minutes	10 minutes	10 minutes	30 minutes

Informal Lesson Observations (One Drive)

Completed by the class teacher in weeks where there is no **Record of Performance & Development** identified on the weekly overview. These also identify **current strengths**, review progress from previous weeks targets and identify next steps. A review meeting should take place with the class teacher and written feedback provided for the Trainee to use in support of making progress across the placement in key areas (related to ongoing targets).

Development Record (One Drive)

Completed by the Trainee during a review/feedback meeting. Trainee records the information in brief and makes notes on targets set. Trainee should then begin to formulate how they can action these targets each week.

The Core Placement Competencies

The Mentor will consider the Trainee's knowledge and development of practice in relation to a set of Core Placement Competencies. The Placement Competencies provide a path to mastering core aspects of teaching at an appropriate stage in the course. They also underpin assessment in Level 4, 5 and 6.

These competencies are designed to allow the Trainee and their Mentor to:

- prioritise areas of knowledge and practice at specific points in the UG programme;
- create targets which will guide weekly development activities; and
- provide evidence that the Trainee is meeting the Level and end of course expectations

The Core Placement Competencies are informed by two important pieces of research literature which outline key stages of development for new teachers:

- Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014). What makes great teaching? review of the underpinning research.
- Creemers, B. P. M., & Kyriakides, L. (2006). Critical analysis of the current approaches to modelling educational effectiveness: The importance of establishing a dynamic model. *School Effectiveness and School Improvement*, 17, 347–366.

Assessment Report (Abyasa Pro)

Completed by the Mentor (in consultation with the class teacher) towards the end of placement. The evidence gained from the Record of Performance & Development and Informal Lesson Observations, plus the Trainee's online teaching file should be used to identify progress across the **core competencies** (L4 & L5) and **additional competencies/Teachers' Standards** (L6). **A Trainee must demonstrate High Standards of Personal and Professional Conduct at each level.** The Assessment Report is completed in Abyasa Pro by the Mentor and the Link Tutor adds their comments. The Assessment Report is a digital document held on the Trainee's personal Abyasa Pro page. Trainee, Link Tutors and Mentor must discuss the judgments prior to the report being finalised and submitted. The Link Tutor will also write a short professional summary of the placement. At the end of Level 4 and 5, the Assessment Report provides a formative review of the Trainee's progress towards meeting expectations of the placement. At the end of Level 6 (and the end of the programme) the Assessment Report is used as a Summative review point. It is here that a judgment is provided of the progress made towards meeting the Teachers' Standards.

Class teachers should remain in the class with the Trainees for the majority of the placements. Level 4 and Level 5 Trainees should not be left to teach the class without the class teacher or Mentor present. All Trainees must have a qualified teacher/practitioner present when teaching PE.

Level 6 Trainees should develop a greater level of independence during the placement, and it is at the discretion of the school to decide whether the class teacher remains a constant presence.

The next section clearly identifies the key areas and responsibilities each party or stakeholder is responsible for. You should familiarise yourself carefully with each role.

Please note these dates are subject to change. Should schools have to go into lockdown alternative arrangements will be made.

Copies of these documents can be viewed on the Leeds Trinity Webpage:

<https://www.leedstrinity.ac.uk/study/teaching/primary-school-based-training-documents/>

EXPECTATIONS OF THE PLACEMENT

Training Weekly Breakdown

What is required of all parties is clearly labelled next to the relevant week of training in the breakdown of each

Level: Level 4 – Pages 18-19

Level 5 – Pages 22-24

Level 6 – Pages 27-30

ITT Coordinator/Mentor

Some Partnership schools will have a dedicated Lead ITT coordinator. This person oversees all the training and Mentoring in the school.

Mentors and class teachers work together to support the training in school. The Mentor will also be asked to provide feedback on the quality of the training experience after the block placement. This feedback is used to evaluate the programme and improve the quality of training.

Link Tutors

The Link Tutor's role is to mediate between Trainee and school and to quality assure the training within school. The Link Tutor will complete at least one Quality Assurance meeting with the Trainee and Mentor during each placement.

This may take place remotely or in person on school premises. If possible, the Link Tutor may jointly observe the Trainee with the Mentor to inform discussion of the Trainee's progression in planning, teaching and monitoring learning.

The Link Tutor will meet individually with the Trainee at least once during each placement. At this meeting, the Link Tutor will review the Trainee's evidence of progression towards meeting the core competencies (L4, L5), additional competencies/Teachers' Standards (L6). There will be opportunity for the Trainee to discuss the quality of training provided by the school and to review their targets set for progression and the support available within the school setting.

The Link Tutor will use a range of evidence supplied by the Trainee/Mentor and class teacher to quality assure the training provided by the school. This will inform the Link Tutor report which is submitted by the Link Tutor at the end of each placement. Outcomes from this report and the Trainee's evaluation of their experience will be fed back to school and used to update and improve provision across the Partnership.

Trainee

Trainees complete a **School-based Training Tasks document**. This document should be completed in your first few days of entering school (electronically) and saved in your OneDrive Folder. Copies of documents can be viewed on the Leeds Trinity Webpage.

<https://www.leedstrinity.ac.uk/study/teaching/primary-school-based-training-documents/>

Prior to each Level, the Trainee must provide the class teacher and Mentor with a copy of the Trainee's completed and signed copy of the pro forma to **support awareness of child protection – This must be retained and accessible throughout the placement.**

TEACHING SYSTEMATIC SYNTHETIC PHONICS (SSP)

ALL TRAINEES TEACH PHONICS IN EACH PLACEMENT. PLEASE NOTE THIS IS A CHANGE TO THE PROGRAMME FOR 21/22

All Trainees on all programmes are required to plan and teach phonics (SSP) at each Level of training. Trainees on the 3-7 programme should teach SSP in line with their placement expectations. Trainees on 5-11 programme should teach SSP as part of their KS1 placement. During KS2 placements, Trainees teach phonics to groups of pupils (as part of an intervention programme) or to small groups outside their age phase. During a KS2 placement Trainees should teach phonics across at least 2 weeks of that placement.

All Trainees on all programmes, regardless of the age phase in which they are training should have a formal observation of their teaching of SSP for each placement.

Additional support is provided during the Centre-based training for Trainees at each Level for phonics.

Trainees should continue to observe and review the teaching of phonics in each school placement. They should maintain and develop a deeper understanding of the teaching of early reading.

Online Teaching File (Trainees)

Professional teaching files are a key source of evidence of how you are developing as a teacher professional. They need to be organised, maintained and accessible to all. These files are kept on Office 365 OneDrive on your University email account. The Trainee must share the link to the OneDrive with their Link Tutor and Mentor as soon as requested. There must be no information kept on the OneDrive that has recognisable information about the pupils in your class.

In your OneDrive you should keep separate folders entitled:

<p>OneDrive Name – Trainee’s planning, teaching, reflection, evaluation, and assessment</p> <p>Create a folder for each level of training</p> <p>Level 4 Level 5 Level 6</p> <p>Then for each Level you must use the following file conventions:</p>	
<u>Folder named</u>	Completed School Tasks Pro forma
<i>Class information</i>	All observations of teaching completed prior to SBT
<p><u>Folder named</u></p> <p><i>Planning</i></p> <p>*This becomes weekly planning/sequences of learning once into Level 5 & 6</p>	<p>Each subject taught should have a separate section and the week should be clearly labelled.</p> <p>eg, English, phonics, maths, science, music, PE etc..</p>
<p><u>Folder named</u></p> <p><i>Assessment 1a (pupil progress)</i></p>	<p><u>Details and evidence of pupil progress</u></p> <p><u>Level 4</u> Evidence to demonstrate formative assessment of groups of pupils in English and mathematics. Proforma named Pupil Progress Level 4 Trainees will monitor the progress of a small group of pupils in English and maths at Level 4.</p> <p><u>Level 5</u> Evidence to demonstrate impact of teaching on pupil progress in English and mathematics across a sequence of teaching. Evidence of larger groups of pupil progress being monitored including formative and summative data. Pro forma named Pupil Progress Level 5 Trainees will complete an <u>Impact Report</u> on Pupil progress in English and maths (to be saved on the Trainee’s OneDrive). The Impact Report document is to be completed weekly from week 3-7.</p> <p><u>Level 6</u> Whole class data that shows tracking of pupil progress across all groups of pupils. Trainees will use data to track progress on the whole class with reference to key learning objectives in Maths & English. Pro forma named Pupil Progress Level 6.</p> <p><u>Evidence</u> across a sequence of lessons to demonstrate: 1. The impact of teaching in mathematics on pupil progress 2. The impact of teaching in English on pupil progress</p>

	3. Analysis of assessment data at class level and by groups (gender, ethnicity, SEND, pupil premium) to demonstrate the progress of learners throughout the placement
<p>Folder named</p> <p><i>Development Records+ ongoing review</i></p>	<p><u>Within the folder you need sub folders (see bold subheadings)</u></p> <p><u>Development Records</u></p> <p>Clearly labelled by date and week Development Records support you on reflecting on your progress and areas for development (with details of targets and areas for development) You should complete them when listening to feedback and during the review meetings (YOU MUST HAVE ONE OF THESE FOR EACH WEEK)</p> <p><u>Informal Class Teacher Observations</u></p> <p>Clearly labelled by week and date *Records of Performance & Development (if Word copies given)</p> <p>*Previous Assessment Report (from Level 4 onwards)</p>
<p>Folder named</p> <p><i>Teacher's Previous Planning and information</i></p>	<p>Teacher's previous plans or overviews used to formulate planning</p>

GUIDANCE ON PAIRED PLACEMENTS

Schools have the option to host paired placements for Trainees in Level 4 or Level 5 of the programme. Paired placements should not be twice as demanding on time and energy of tutors/Mentors. They do not need twice as many classes and they enable flexible ways of working that many schools use to improve the overall quality of pupils' learning and increasingly can be incorporated in teaching strategies designed to improve results with target groups.

The benefits of paired placements for:

Pupils:

- More teaching staff in the classroom
- More varied lessons and learning experiences
- Less disruption from individuals and small groups of pupils
- More options for out of class support
- Different strategies can be employed to improve learning across differentiated groups
- More teachers being trained

School:

- Increased funding – each paired placement attracts a full placement fee for both Trainees
- More staff to support intervention strategies
- Support for extra activities, eg, trips, homework clubs, booster sessions, revision days
- More Trainees but fewer classes needed
- Flexible options for timetabling extra staff with target groups
- Trainees benefit from peer support, easing the demand on teachers and Mentors
- Increased variety of teaching ideas and resources
- Options for more efficient use of Mentor time

Trainees:

- Peer support, which in turn increases confidence
- Development of coaching skills – active listening, avoiding an 'I know best' attitude
- Encourages reflective analysis, increases opportunity for discussion and idea sharing
- Learning to plan collaboratively for and with other teachers
- Support in the classroom to able to experiment with more adventurous teaching strategies and encourage participative lessons
- Share and develop skills eg ICT, teaching through questioning
- Support with interpreting and responding to targets
- Regular opportunities to observe someone else
- Help with the logistics of placement – from car sharing to purchasing resources

Mentoring

A paired placement does reduce the pressure on teaching time in the classroom, however each Trainee will still need to be Mentored individually in terms of target setting, progress monitoring and assessment. While we recognise that not all Mentor meetings can be held with both paired Trainees at the same time, we are keen to ensure that a paired placement should not necessarily double Mentor workload. Please see the suggested Mentoring models below:

Two Mentors, Two Trainees

To date, the majority of our paired placements have involved two Mentors, one for each Trainee. Many schools find this approach effective offering Mentors many of the advantages that paired Trainees benefit from; for example, collaborating on the training programme and offering each other a 'sounding board' when it comes to individual Trainee reviews and target setting. This can be particularly useful when one Mentor is less experienced.

One Mentor, Two Trainees

This enables the subject or age phase related training programme to be delivered just once to two Trainees. When reviewing and target setting, some issues can be discussed together allowing Trainees to support each other to contribute to the process. Inevitably there will be situations during placement that require a more individualised approach to ensure targets are personalised and where personal circumstances are involved.

There are a number of models that might be used here depending upon training Level and Trainee progress eg two-week meeting rotation: week one, 1 hour with both Trainees together, week two, 45 minutes together then two individual 15-minute tutorials.

Teaching

DfE guidance states that to be awarded QTS at the end of Level 6, Trainees must be confident in teaching across the age phases for which they have trained, however in Level 4 and 5 there is no minimum requirement for the amount of solo teaching Trainees do on placement. The number of solo lessons varies according to the needs of the Trainee and the pupils being taught.

For example, the timetable might involve a Trainee as solo lead teacher for about half of their lessons, and team teaching or supporting during the other half of their timetable. In their final Level 6 placement before recommendation for QTS, Trainees must be able to demonstrate that they had sole responsibility for lesson planning and teaching delivery for at least one group or class.

It is also worth remembering that lesson observations do not need to cover a full lesson. For example, if the focus is on teaching through questioning, a teacher might observe for the first 20 minutes and then work with the class for the rest of the lesson. When a team-teaching lesson is being observed, most observers tend to focus on one Trainee. This generally means picking a lesson where the Trainee is the lead teacher.

Teaching during a paired placement is by its nature flexible and can be adapted to meet the needs of pupils as well as Trainees. To support and enhance pupil progress, paired placements can be used in the following ways:

- Divide the group or class based on their understanding of lesson topic
- One to one support (during the lesson or at another time)
- An extra teacher to support disruptive pupils
- Split the class into 2 or 3 different ability groups, each has the support of an individual teaching lead
- Provide extra teachers to check pupils are 'on task' and offer those who need it quicker access to help
- Trainee supporting a cover teacher
- Extra lessons: booster classes/support
- Extra activities to stretch able pupils
- Helping Primary and Secondary schools with transition planning/visits
- Collaborative planning with each Trainee preparing and teaching a different part of the lesson, so at all times one is teacher the other offers pupil support
- An extra teacher to plan for and teach a withdrawal group
- Provide SATs preparation support or exam revision sessions
- Support with pupils use of IT during lessons

SUPPORTING WORK-LIFE BALANCE: GUIDANCE FOR TRAINEES

Trainees and Early Career Teachers (ECTs) need to be well supported in building and practicing resilience and in managing their wellbeing. Teaching is an exciting, rewarding yet demanding career which can at times be stressful. It is important that Trainees and ECTs are realistic about work life balance and understand that the balance will ebb and flow and are able to build steps to redress the balance as and when is needed.

Paperwork

School-based Training paperwork is designed to be as purposeful as possible. It supports Trainees in planning, teaching, assessment and feedback.

To keep on top of this necessary professional paperwork, Trainees should:

- Organise and manage the time spent on paperwork (Use of a One drive file).
- establish a routine for completing planning and the Development Record.
- write notes in bullet points, use acronyms and record reflections and ideas simply.
- spend set time each week with their Mentor or class teacher working formatively on targets.

Work to the clock

The perfect lesson or resource does not exist, but sometimes teachers can spend hours trying to achieve perfection. Instead, Trainees should identify a set amount of time to get something done, and then do it in that time. Developing this habit early helps Trainees manage time effectively as teaching obligations and workload increases over the course of the training programme,

Read the advice

The Department for Education has produced three useful guides about reducing workload for teachers, about planning, marking and data management. These can be found on the central DfE website which is useful reading. Some of the advice is summarised here. Visit the DfE teaching blog, teaching.blog.gov.uk

Planning and preparing resources efficiently

- **Work with your colleagues:** Often the most effective planning is done collaboratively. Mentors and Trainees can work together in planning an overview of several lessons at once.
- **Plan in draft and in shorthand:** Planning should give a Trainee enough guidance and information to run a lesson and sequence – and no more. Focus on the things that matter, what knowledge is being taught, and what difficulties may need to be overcome?
- **Beware of scripts:** Don't spend time scripting everything. Brief scripts are helpful for tricky bits of teacher explanation but shouldn't be the main focus of planning.
- **Use the resources you already have in school:** Teachers use many shared resources made by colleagues and other people. Good teachers adapt these and prepare for difficulties that Trainees might have with such resources. They don't spend hours making new resources for each lesson.
- **Don't spend hours looking for the perfect resource on the internet:** Especially when looking for a 'perfect' image!

Marking and giving feedback efficiently

- **Be clear about which work is to be marked:** Trainees should be clear about the marking policy in school and follow the lead of the teacher.
- **Be clear about how marking is to be done:** Feedback can take many forms – and some are more time consuming without adding much benefit for teachers or pupils.
- **Be clear about the focus of the mark scheme.** Use success criteria to mark against and try to incorporate peer review with the pupils too.
- **Think feedback,** Feedback is just as important for a teacher, as it is for pupils. Use questioning in lessons or use whiteboards to review pupils' learning. Pick up on misconceptions and deal with them. Highlight excellent learning and explain to all pupils what progress they have made. Oral feedback does not need to be recorded in books.

INFORMATION ON LEVEL 4 PLACEMENT

The following overview is designed to reflect a single and a paired placement

University Year Coordinator for Level 4: Zoe Proctor z.proctor@leedstrinity.ac.uk

Trainees will undertake a variety of workshops delivered by the partnership, video lesson observations and set days in schools to help them gain knowledge and understanding of School-based Training.

EXPECTATIONS

During Level 4 of School-based Training, the Trainees should **plan with the class teacher** and **deliver initially** to groups of pupils (building up to teaching larger groups and whole class). Where possible the following subjects should be planned and taught:

- English/Literacy (EYFS) (including phonics in Foundation Stage and Key Stage 1)
- Maths
- Science/Understanding the World (EYFS)
- PE (supporting the class teacher or the coach delivering the sessions)/Physical Development (EYFS)

Trainees use the University's individual lesson planning pro forma for all subjects taught throughout Level 4.

They should be **formatively assessing pupils they are working with** and recording this assessment in line with school policy. **Examples of pupil progress in English/Literacy and maths should be available for Mentors and Link Tutors to review.** Trainees should use the Proforma named **Pupil Progress Level 4 for tracking.**

Some Trainees will be able to develop the planning and teaching sequence more rapidly than others. However, Trainees should not be expected to plan independently at Level 4.

Trainees must provide the class teacher and Mentor with a copy of the Trainee's completed and signed pro forma to support awareness of child protection

Trainee entitlement on placement	Timing	Additional information
PPA Planning, Preparation and Assessment	One half day per week, where possible with the class teacher	This could be divided into shorter sessions across the week. Where a class has a job share teacher, the Trainee should have time with both members of staff to support preparation for the following week.
CPD Continual Professional Development time	One half day per week. How CPD time is to be used in a weekly basis should be established at Key Review meetings. This could be to work on targets set weekly. Trainees should not use CPD time as additional PPA hours.	CPD release time is to work on targets and should be in addition to training provided from School Direct partners. Observing the learning across the wider curriculum and reflecting on the learning environment are often frequently identified in targets setting for CPD time.

WEEKLY BREAKDOWN OF UNDERGRADUATE LEVEL 4

Week	Breakdown	Trainee Tasks	Mentor/Class Teacher/Link Tutor
Week 1 w/c 02.05.22	<p>Induction</p> <p>Class support/observation</p> <p>Routines</p>	<p>Complete a School-based Training Tasks document</p> <p>Gather evidence of pupil groups in Maths and English</p> <p>Observe teacher delivering sessions and record on relevant pro forma</p> <p>Work with groups under the guidance of the teacher</p> <p>Read a story to the whole class</p>	<p>Support Trainees with their reflections of best practice observed in school</p> <p>Planning time with the class teacher to guide the Trainee on the English and Maths objectives they will be following</p> <p><i>Please make available to the Trainee all existing school resources. This includes IT resources</i></p> <p><u>Mentor should contact the Link Tutor if there are significant concerns about a Trainee's professional conduct</u></p>
Week 2 w/c 09.05.22	<p>Teach groups or parts of lessons to begin with</p> <p>Co teaching/ team teaching approach</p> <p><u>All pro forma should be downloaded from LTU website</u></p>	<p><u>Taught Subjects</u></p> <p>Team teach part sessions/teach groups.</p> <ul style="list-style-type: none"> • Maths • English/Literacy (including Phonics) 	<p>1 x informal observation by class teacher, completed on the informal observation pro forma. Written feedback and targets discussed</p> <p>Trainee to record feedback and reflect on outcomes using the weekly Development Record document. This is a running record of progress and must be completed each week</p> <p>Plan with the class teacher for week 3</p> <p><u>Mentor should contact the Link Tutor if there are significant concerns about a Trainee's progress</u></p>
Week 3 w/c 16.05.22	<p>Continue to teach groups or parts of lessons with the guidance of the teacher</p> <p>Co teaching/ team teaching approach</p> <p><u>All pro forma should be downloaded from LTU website</u></p>	<p><u>Taught Subjects</u></p> <p>Team teach part sessions/teach groups.</p> <p>Up to 2 lessons/sessions (EYFS) of both</p> <ul style="list-style-type: none"> • Maths • English/Literacy (including Phonics) 	<p><u>Key Review Point 1</u></p> <p>First formal observation by Mentor Complete on the Record of Performance & Development on Abyasa</p> <p>Training tutorial/feedback meeting. Target setting</p> <p>Trainee to record feedback and reflect on outcomes using the weekly Development Record document</p> <p>Mentor should contact the Link Tutor if a Trainee requires a Support Plan</p> <p><u>Link Tutor online meeting - Trainee first then in the same meeting Mentor joins. Checking compliance, training model</u></p>
Week 4 w/c 23.05.22	<p>Plan with the class teacher build up to teaching larger groups/parts of whole class sessions</p> <p>Begin to show more confidence and independence</p> <p><u>All pro forma should be downloaded from LTU website</u></p>	<p><u>Taught Subjects</u></p> <p>Up to 2 lessons/sessions (EYFS) of both</p> <ul style="list-style-type: none"> • Maths • English/Literacy (including Phonics) <p>Observe subjects/area of learning</p> <ul style="list-style-type: none"> • PE/ Physical Development (EYFS) 	<p><u>Key Review Point 2</u></p> <p>Second formal observation by Mentor. Complete on the Record of Performance & Development on Abyasa</p> <p>Training tutorial/feedback meeting. Agree targets for after half term</p> <p>Trainee to record feedback and reflect on outcomes using the weekly Development Record document</p> <p><u>Mentor should contact the Link Tutor if a Trainee requires a Support Plan</u></p>

Week	Breakdown	Trainee Tasks	Mentor/Class Teacher/Link Tutor
HALF TERM WEEK			
Week 5 w/c 06/06/22	Plan with the class teacher Continue to deliver with more independence and to take on more whole class teaching with guidance from the class teacher All pro forma should be downloaded from LTU website	<u>Taught Subjects</u> Up to 3 lessons of both •Maths •English/Literacy (including Phonics) <u>Support the teaching of</u> •PE session or Physical Development (EYFS) •Science or Understanding the World (EYFS)	1 x informal observation by class teacher, completed on the informal observation pro forma Training tutorial/feedback meeting. Targets discussed Trainee to record feedback and reflect on outcomes using the weekly Development Record document
Week 6 w/c 13/06/22	Plan with the class teacher Continue to deliver with more independence and to take on more whole class teaching with guidance from the class teacher All pro forma should be downloaded from LTU website	<u>Taught Subjects</u> Up to 3 lessons of both •Maths •English/Literacy (including Phonics) <u>Support the teaching of</u> •PE session or Physical Development (EYFS) •Science or Understanding the World (EYFS)	<u>Key Review Point 3</u> Third formal observation by Mentor complete Record of Performance & Development Training tutorial/feedback meeting Agree targets for next week Trainee to record feedback and reflect on outcomes using the weekly Development Record document Mentor should contact the Link Tutor if a Trainee requires a Support Plan <u>Link Tutor online meeting</u> <u>Review feedback and target setting</u>
Week 7 w/c 20/06/22	Plan with the class teacher Continue to deliver with more independence and to take on more whole class teaching with guidance from the class teacher All pro forma should be downloaded from LTU website	<u>Taught Subjects</u> Up to 4 lessons of both •Maths •English/Literacy (including Phonics) •Science/Understanding the World (EYFS) <u>Support the teaching of</u> •PE session or Physical Development (EYFS)	Assessment Report and Records of Performance & Development to be completed on Abyasa Pro by the Mentor. Identify strengths and areas for development for end of programme and record in completed Assessment Report Link Tutor reviews and completes testimonial One final observation may be required - this is for schools to decide <u>Verification by the Link Tutor of a Trainee not meeting the minimum requirement for Level expectations should be completed this week</u>
Week 8 w/c 27/06/22	Plan with the class teacher Continue to deliver with more independence and to take on more whole class teaching with guidance from the class teacher All pro forma should be downloaded from LTU website	<u>Taught Subjects</u> Up to 4 lessons of both •Maths •English/Literacy (including Phonics) •Science or Understanding the World (EYFS) <u>Support the teaching of</u> •PE session (support the teaching) or Physical Development (EYFS)	Please check all documents are complete above

INFORMATION ON LEVEL 5 PLACEMENT

University Year Coordinator for Level 5: Sam Wilkes s.wilkes@leedstrinity.ac.uk

The Level 5 placement is designed to enable Trainees to develop their continuity and progression by planning and teaching a series of lessons and monitoring pupil progress for a larger group of pupils in English and maths. Planning should be completed under the guidance of the class teacher throughout Level 5 and the Trainee should evidence increasing independence. During Level 5 of School-based Training, the Trainee should plan sequences of learning with the class teacher.

Trainees placed in FS will be expected to develop skills across all areas of learning and development (including Physical Development) and in managing the learning environment.

Trainees placed in Key Stage 1 & 2 will be expected to widen their subject expertise by teaching more subjects including Physical Education.

The following subjects should be planned and taught:

Phonics

English/Literacy

Maths

PE (with the support of the class teacher)

Computing

A range of other subjects including science and foundation subjects

EYFS Trainees should plan and teach sessions around Understanding the World and Expressive Arts and Design. Trainees in Key Stage 1/2 will have received subject training in the following subjects throughout Level 5.

Trainees use the University's lesson planning pro forma for all subjects taught at the start of Level 5. They can begin to use the University's weekly planning pro forma for English/Literacy (including phonics) and maths, once the Mentor and class teacher agree they are meeting the expectations for planning.

Trainees should also plan on the individual lesson pro forma when they are planning for an observed lesson. Trainees should begin to take note of the wider school environment and responsibilities in Level 5 and become more involved in wider school opportunities. Trainees are expected to attend additional continual professional development opportunities available to staff during their block placement. This includes staff meetings and training days or events.

Trainees should be **using formative assessment procedures for all the pupils they are working with** and recording this assessment in line with school policy. In addition to this, Trainees should use summative assessment processes and gather and record information to reflect the impact their teaching has had on pupil progress. All data should be monitored in-line with school policy. Trainees should use the Proforma named Pupil Progress Level 5 for tracking.

At Level 5 Trainees gather information and complete a **Pupil Progress Impact Report** (for a large group of children, approximately 15 or equivalent to half the class of pupils) - this reflects the impact their teaching has had on pupils' progress in **Phonics/English/Literacy and maths**. Evidence from this should be used by the Mentor to support their judgments at the end of Level 5. **The Trainee saves the completed Impact Report on their OneDrive.**

Trainees should also observe the teaching and learning in a Key Stage where they are not completing a placement. This can be planned for in CPD time.

Trainees must provide the class teacher and Mentor with a copy of the Trainee's completed and signed copy of the **pro forma to support awareness of child protection.**

Some Trainees will be able to develop the planning and teaching sequence more rapidly than others. However, Trainees should not be expected to plan completely independently until towards the end of Level 5. Trainees should not be left to teach classes without the teacher present in Level 5.

Trainee entitlement on placement	Timing	Additional information
<p>PPA Planning, Preparation and Assessment</p>	<p>One half day per week. Where possible with the class teacher</p>	<p>This could be divided into shorter sessions across the week. Where a class has a job share teacher the Trainee should have time with both members of staff to support preparation for the following week</p>
<p>CPD Continual Professional Development time</p>	<p>One half day per week. How CPD time is to be used on a weekly basis should be established at Key Review meetings Trainees should not use CPD time as additional PPA hours</p>	<p>CPD release time is to work on targets and should be in addition to training provided from School Direct partners</p>

WEEKLY BREAKDOWN OF UNDERGRADUATE LEVEL 5

Class teachers must be present for PE/Physical Development lessons

Week	Breakdown	Trainee Tasks	Mentor/Class Teacher/Link Tutor
Week 1 w/c Tues 04/01/22	<p>Class support/observation-organise Open and Structured observations of maths, English, SSP.</p> <p>Depending on the amount of days in school due to a shorter first week - up to ½ day Planning, Preparation & Assessment (PPA)</p> <p>½ day Continual Professional Development (CPD)</p> <p>Download all pro forma from LU website</p>	<p>Complete the School-based Training Tasks booklet from Dec. induction visits.</p> <p>Get to know the children and the school planning system.</p> <p>Gather information on the Year group and the curriculum.</p> <p>Organise Open and Structured observations of maths, English, SSP.</p> <p>Work with groups under the guidance of the teacher.</p> <p>Review the deployment of adults within the year group as part of preparation and planning process.</p> <p>Co-teach/support one English and one maths lesson.</p>	<p>Class teacher and Mentor support training in developing the Trainee's teaching timetable and initial lesson planning.</p> <p>Support Trainee in gathering information and establish a group of pupils (15) in SSP/English and maths to monitor for pupil Impact Report</p> <p>Planning meeting with class teacher this week to guide the Trainee on the objectives and content of the curriculum they will be expected to plan and teach.</p> <p>Planning and preparation of resources should be monitored and checked by the teacher. Please make available to the Trainee all existing school resources. This includes access to IT software and resources used for teaching.</p> <p><u>Link Tutor contacts school to check on each Trainee's professional conduct and to arrange date meeting dates</u></p>
Week 2 w/c 10/01/22	<p>Co-plan and co-teach individual lessons</p> <p>Planning should be completed with the class teacher.</p> <p>½ day Planning, Preparation & Assessment (PPA)</p> <p>½ day Continual Professional Development (CPD)</p>	<p>Organise Open and Structured observations of maths, English, SSP, PE.</p> <p>Co-plan and co-teach one English/SSP, one maths lesson and one lesson from another curriculum area.</p>	<p>1 x INFORMAL observation by class teacher</p> <p>WRITTEN feedback and targets set during training tutorial</p> <p>Trainee to record feedback and reflect on outcomes using the weekly Development Record document.</p>
Week 3 w/c 17/01/22	<p>Teach a sequence of lessons with support from the class teacher. Co-plan and co-teach approach if required.</p> <p>Planning should be completed with the class teacher.</p> <p>½ day Planning, Preparation & Assessment (PPA)</p> <p>½ day Continual Professional Development (CPD)</p>	<p>Organise Open and Structured observations of maths, English, SSP, PE, other curriculum subject areas.</p> <p>Co-plan and co-teach a sequence of 3 SSP/English (including SPaG) <u>or</u> maths lessons.</p> <p>Co-plan and co-teach a PE lesson with support.</p> <p>Teach one lesson from another curriculum area with support</p> <p>Gather evidence for impact report on progress in maths and English</p>	<p><u>Key Review Point 1</u></p> <p>Link Tutor may visit this week -Face to face visit.</p> <p>Formal observation by Mentor and training tutorial/feedback meeting.</p> <p>Mentor completes Record of Performance & Development on Abyasa.</p> <p>Trainee to record feedback and reflect on outcomes using the weekly Development Record document.</p> <p><u>Mentor should contact the Link Tutor if there are significant concerns about Trainee's progress</u></p>

<p>Week 4 w/c 24/01/22</p>	<p>Teach a sequence of lessons with guidance from the class teacher.</p> <p>Planning should be completed with the class teacher.</p> <p>½ day Planning, Preparation & Assessment (PPA)</p> <p>½ day Continual Professional Development (CPD)</p>	<p>Organise Open and Structured observations of maths, English, SSP, PE, other curriculum subject areas.</p> <p>Plan and teach a sequence of 3 SSP/English (including SPaG) <u>or</u> maths lessons (opposite to previous week)</p> <p>Plan and teach a PE lesson with support</p> <p>Plan and teach one lesson from another curriculum area with support</p> <p>Gather evidence for impact report on progress in maths and English</p>	<p><u>Key Review Point 2</u></p> <p>Link Tutor may visit this week - -Face to face visit.</p> <p>Formal observation by Mentor and training tutorial/feedback meeting.</p> <p>Mentor completes Record of Performance & Development on Abyasa.</p> <p>Trainee to record feedback and reflect on outcomes using the weekly Development Record document.</p> <p><u>Mentor should contact the Link Tutor if there are significant concerns about Trainee's progress</u></p>
<p>Week 5 w/c 31/01/22</p>	<p>Teach a sequence of lessons with guidance from the class teacher. Trainees should continue to develop more independence.</p> <p>Planning should be completed with the class teacher.</p> <p>½ day Planning, Preparation & Assessment (PPA)</p> <p>½ day Continual Professional Development (CPD)</p>	<p>Plan and teach a sequence of 4 SSP/English (including SPaG) <u>or</u> maths lessons (opposite to previous week)</p> <p>Plan and teach a PE lesson with support</p> <p>Plan and teach one lesson from another curriculum area with guidance</p> <p>Wider involvement in school-life demonstrated; transition from lessons, break/lunchtimes, clubs etc.</p> <p>Gather evidence for impact report on progress in maths and English</p>	<p>1 x INFORMAL observation by class teacher</p> <p>WRITTEN feedback and targets set during training tutorial</p> <p>Trainee to record feedback and reflect on outcomes using the weekly Development Record document.</p> <p><u>Mentor should contact the Link Tutor if there are significant concerns about Trainee's progress</u></p>
<p>Week 6 w/c 07/02/22</p>	<p>Teach a sequence of lessons in both Maths & English with guidance from the class teacher.</p> <p>Trainees should continue to develop independence.</p> <p>Planning should be completed with the class teacher.</p> <p>½ day Planning, Preparation & Assessment (PPA)</p> <p>½ day Continual Professional Development (CPD)</p>	<p>Organise Open and Structured observations of maths, English, SSP, PE, other curriculum subject areas</p> <p>Plan and teach a sequence of a 4 lessons of SSP/English (including SPaG)</p> <p>Plan and teach a sequence of 4 lessons of mathematics.</p> <p>Plan and teach a PE lesson with support</p> <p>Plan and teach one lesson from another curriculum area with guidance</p> <p>Wider involvement in school-life demonstrated; transition from lessons, break/lunchtimes, clubs etc.</p> <p>Gather evidence for impact report on progress in maths and English</p>	<p><u>Key Review Point 3</u></p> <p>Formal observation by Mentor and training tutorial/feedback meeting.</p> <p>Mentor completes Record of Performance and Development on Abyasa.</p> <p>Trainee to record feedback and reflect on outcomes using the weekly Development Record document.</p> <p><u>Mentor should contact the Link Tutor if there are significant</u></p> <p><u>Link Tutor Virtual Visit to Trainee first then in the same meeting Mentor joins.</u></p>

<p>Week 7 w/c 14/02/22</p>	<p>Teach a sequence of lessons in both maths & English with guidance from the class teacher.</p> <p>Trainees should continue to develop independence.</p> <p>Planning should be completed with the class teacher with growing independence by Trainee.</p> <p>½ day Planning, Preparation & Assessment (PPA)</p> <p>½ day Continual Professional Development (CPD)</p>	<p>Plan and teach a sequence of 4 lessons of SSP/English (including SPaG)</p> <p>Plan and teach a sequence of 4 lessons of mathematics.</p> <p>Plan and teach a PE lesson with support.</p> <p>Plan and teach two lessons from another curriculum area with guidance.</p> <p>Wider involvement in school-life demonstrated; transition from lessons, break/lunchtimes, clubs etc.</p> <p>Gather final evidence for impact report on progress in maths and English.</p>	<p><u>Mentor begins to complete Assessment Report on Abyasa Pro. Records of Performance should also be completed directly on Abyasa Pro.</u></p> <p>One final observation may be required. This is for schools to decide</p> <p>Identify strengths and areas for development for Level 5 and record in completed Assessment Report</p> <p>Trainee to record feedback and reflect on outcomes using the weekly Development Record document.</p> <p><u>Verification by the Link Tutor of a Trainee not meeting the minimum requirement for Level 5 expectations.</u></p>
HALF TERM			
<p>Week 8 w/c 28/02/22</p>	<p>Teach a sequence of lessons in a subject area.</p> <p>Trainees should continue to develop independence.</p> <p>Planning should be completed with the class teacher with growing independence by Trainee.</p> <p>Time allocated to CPD opportunities this week.</p> <p>½ day Planning, Preparation & Assessment (PPA)</p> <p>½ day Continual Professional Development (CPD)</p>	<p>Organise Open and Structured observations of maths, English, SSP, PE, other curriculum subject areas.</p> <p>Plan and teach a sequence of 5 lessons in either</p> <ul style="list-style-type: none"> - SSP/English (including SPaG) - Mathematics - Another curriculum area <p>Plan and teach a PE lesson with support.</p> <p>Wider involvement in school-life demonstrated; transition from lessons, break/lunchtimes, clubs etc.</p> <p>The Trainee saves the completed Impact Report on their OneDrive.</p>	<p>Mentor has final tutorial with Trainee</p> <p>Assessment Report and Records of Performance & Development to be completed on Abyasa Pro by the Mentor.</p> <p>Link Tutor to review Assessment Report and complete brief summary at end of Assessment Report.</p>

INFORMATION ON LEVEL 6 PLACEMENT

University Year Coordinator for Level 6: Anna Park a.park@leedstrinity.ac.uk

The Level 6 placement is designed to enable Trainees to build independence and take on more responsibility in the role of class teacher.

During Level 6 School-based Training, Trainees continue to **plan sequences of learning, taking responsibility for the planning of a wider range of subjects or areas of learning and for most pupils in the class.**

NB: Where there are pupils with individual learning pathways, these should continue to be planned by the teacher.

The following subjects should be planned and taught:

- English/Literacy including phonics
- Maths
- PE (with the support of the class teacher)
- A range of **all subjects** including **science and the broader curriculum if in Key Stage 1 or 2**
- A range of specific areas of learning including Understanding the World and Expressive Arts and Design if in EYFS

The planning should be completed with the class teacher initially at Level 6. The Trainee should develop independence in planning across all subject areas. **However, planning continues to be reviewed by the class teacher.**

Trainees use the university weekly planning pro forma for all subjects during Level 6 and can move to the school's proforma if showing confidence in planning. NB: at any time where the requirements for planning are not being maintained, Trainees will revert to writing individual lesson plans. Trainees should continue to plan on the individual lesson pro forma when they are planning for an observed lesson.

During Level 6 it is expected that the Trainee begins to adopt the role of the class teacher. This should take into consideration wider school responsibilities.

Trainees take on the responsibility for monitoring the progress of the whole class in maths and English/Literacy. They should gather data when they start the placement and track pupils' progress using formative and summative processes throughout the Level.

They should play an active role in pupil progress meetings and be able to identify where different groups of pupils have made differing amounts of progress throughout and by the end of their placement.

Trainees can use school's recording procedures to track and monitor all pupils' progress (including those with SEND) during Level 6. Alternatively, Trainees can use the Proforma named Pupil Progress Level 6 for tracking.

Trainees should identify where there are gaps in their knowledge and experience, in order to use CPD time to fill these gaps.

Trainees must provide the class teacher and Mentor with a copy of the Trainee's completed and signed copy of the **pro forma to support awareness of child protection**

Trainees should take on board the wider school environment in Level 6
Trainees should work towards building a bank of information and an understanding of what the school drivers are...
For example
The wider Curriculum
The Performing Arts
Character Education
SSAT and World Class Learning
Faith schools - Leading school in the Diocese

Where possible, Trainees should observe the teaching and learning in a Key stage where they are not completing a placement. For example, all 5-11 Trainees should spend at least one day in Early Years Foundation Stage (EYFS). All 3-7 Trainees should spend one full day in Key Stage 2.

Trainee entitlement on placement	Timing	Additional information
PPA Planning, Preparation and Assessment	One half day per week Where possible with the class teacher	This could be divided into shorter sessions across the week. Where a class has a job share teacher, the Trainee should have time with both members of staff to support preparation for the following week.
CPD Continual Professional Development time	One half day per week How CPD time is to be used in a weekly basis should be established at Key Review meetings Trainees should not use CPD time as additional PPA hours	CPD release time is to work on targets and should be in addition to training provided from School Direct partners.

WEEKLY BREAKDOWN OF UNDERGRADUATE LEVEL 6

Week	Breakdown	Trainee Tasks	Mentor/class teacher/Link Tutor Tasks
Focus Days	Class support/ observation Routines need to be observed	Observe, team teach where possible, support in the classroom, reflect and evaluate Organise Open and Structured observations of maths, English, SSP, PE, other curriculum subject areas Teaching groups - SSP/English and maths Complete the school task booklet	Modelling effective teaching and learning Provide feedback and feed-forward (informal)
Week 1 w/c 31/01/22	Trainee works under direction of the Class teacher to teach groups Discussion on pupils' current attainment for Maths & English All pro forma should be downloaded from LTU website ½ day Planning, Preparation & Assessment (PPA) ½ day Continual Professional Development (CPD)	Use teacher's planning to teach groups in line with school policy Mon-Wed Thu-Fri Team teach using the teacher's planning One lesson/session of both <ul style="list-style-type: none"> • Maths • English/Literacy (including Phonics) Prepare to plan the following weeks sequences of learning with support	Planning meeting with Class teacher this week to guide the Trainee on the objectives and content of the curriculum they will teaching. <u>Please make available all existing school resources to the Trainee</u> Preparation of resources should be supported by the teacher Conversation about pupil attainment and needs. Share the school/class tracking system for pupil progress or alternatively, Trainees can use the university proforma named Pupil Progress Level 6, for tracking Provide feedback and feed-forward (informal)
Week 2 w/c 07/02/22	Trainee works under direction of the Class teacher and teaches a series of lessons Planning completed by Trainee with support from the class teacher ½ day Planning, Preparation & Assessment (PPA) ½ day Continual Professional Development (CPD)	Teach 2 of each <ul style="list-style-type: none"> • Maths • English/Literacy (including Phonics) (Two consecutive days) Observe and support <ul style="list-style-type: none"> • PE session/Physical Development (EYFS) Be involved in the planning and team teaching of Science/ Understanding the World.	1 x INFORMAL observation by class teacher WRITTEN feedback and targets set during training tutorial. At this training tutorial Mentor also checks Trainee's One Drive file has adequate information Trainee to record feedback and reflect on outcomes using the weekly Development Record document <u>Mentor should contact the Link Tutor if there are significant concerns about a Trainee</u>
Week 3 w/c 14/02/22	Trainee works under direction of the Class teacher and teaches a series of lessons Planning completed by Trainee with support from the class teacher ½ day Planning, Preparation & Assessment (PPA) ½ day Continual Professional Development (CPD)	Teach 3 of each <ul style="list-style-type: none"> • Maths • English/Literacy (including Phonics) (Three consecutive days) Support and teach <ul style="list-style-type: none"> • PE session/Physical Development (EYFS) Plan and teach Science/ Understanding the World, with guidance	<u>Key Review Point 1</u> Mentor undertakes an observation of the Trainee. Completed on Record of Performance & Development Training tutorial to set targets. At this training tutorial Mentor also checks Trainee's One Drive file Trainee to record feedback and reflect on outcomes using the weekly Development Record document

Week	Breakdown	Trainee Tasks	Mentor/class teacher/Link Tutor Tasks
		Gather information on planning and teaching for after half term. Maths, English, wider curriculum	Trainee to evidence they are tracking pupil progress. Trainees can use the Proforma named Pupil Progress Level 6 for tracking <u>Link Tutor may visit this week – face to face visit</u> <u>Mentor should contact the Link Tutor if there are significant concerns about Trainee’s progress</u>
Half Term			
Week 4 w/c 28/02/22 MAIN BLOCK	<p>Planning completed by Trainee with support from the class teacher</p> <p>½ day Planning, Preparation & Assessment (PPA)</p> <p>½ day Continual Professional Development (CPD)</p>	<p>Plan and teach a sequence of 4 lessons/sessions of SSP/English (including SPaG)</p> <p>Plan and teach a sequence of 4 lessons/ sessions of mathematics</p> <p>Plan and teach two lessons from another curriculum area with support and guidance from the class teacher. (Science/UTW plus one other area)</p>	<p><u>Key Review Point 2</u></p> <p>Mentor undertakes an observation of the Trainee. Completed on Record of Performance & Development</p> <p>Training tutorial to set targets. At this training tutorial Mentor also checks Trainee’s One Drive file</p> <p>Trainee to record feedback and reflect on outcomes using the weekly Development Record document</p> <p>Trainee to evidence they are tracking pupil progress. Trainees can use the Proforma named Pupil Progress Level 6 for tracking</p> <p><u>Link Tutor may visit this week – face to face visit</u> <u>Mentor should contact the Link Tutor if there are significant concerns about Trainee’s progress</u></p>
Week 5 w/c 07/03/22 MAIN BLOCK	<p>Planning completed by Trainee and reviewed by the class teacher prior to teaching</p> <p>Trainees should now be establishing their involvement with the <u>wider school.</u></p> <p>Examples of responsibilities should include:</p> <ul style="list-style-type: none"> • Contributing to parents/ carers consultations • Supporting after school clubs • Contributing to displays/ learning areas • Meeting parents • Playtime rota • Attending staff meetings and training • Contributing to pupil progress meetings • <u>Evidencing pupil progress and demonstrating the role of the class teacher</u> <p>½ day Planning, Preparation & Assessment (PPA)</p> <p>½ day Continual Professional Development (CPD)</p>	<p>Plan and teach a sequence of 4 lessons/sessions of SSP/English (including SPaG)</p> <p>Plan and teach a sequence of 4 lessons/sessions of mathematics</p> <p>Plan and teach two lessons from another curriculum area with support and guidance from the class teacher. (Science/UTW plus one other area)</p>	<p>1 x INFORMAL observation by class teacher</p> <p>WRITTEN feedback and targets set during training tutorial. At this training tutorial Mentor also checks Trainee’s One Drive file has adequate information</p> <p>Trainee to record feedback and reflect on outcomes using the weekly Development Record document</p> <p><u>Conversations around Pupil Progress</u></p> <p>Trainee to evidence they are tracking pupil progress. Trainees can use the Proforma named Pupil Progress Level 6 for tracking</p> <p><u>Link Tutor may conduct a virtual visit this week with Trainee and Mentor.</u></p>

Week	Breakdown	Trainee Tasks	Mentor/class teacher/Link Tutor Tasks
Week 6 w/c 14/03/22 MAIN BLOCK	<p>Planning completed by Trainee and reviewed by the class teacher prior to teaching</p> <p>Trainees should now be establishing their involvement with the wider school. Examples of responsibilities should include:</p> <ul style="list-style-type: none"> • Contributing to parents/ carers consultations • Supporting after school clubs • Contributing to displays/ learning areas • Meeting parents • Playtime rota • Attending staff meetings and training • Contributing to pupil progress meetings <p>½ day Planning, Preparation & Assessment (PPA)</p> <p>½ day Continual Professional Development (CPD)</p>	<p>Plan and teach a sequence of 5 lessons/sessions of SSP/English (including SPaG)</p> <p>Plan and teach a sequence of 5 lessons/sessions of mathematics</p> <p>Plan and teach across the wider curriculum. (At least 2 Science/UTW plus one other area)</p>	<p><u>Key Review Point 3</u></p> <p>Mentor undertakes an observation of the Trainee. Completed on Record of Performance & Development</p> <p>Training tutorial to set targets. At this training tutorial Mentor also checks Trainee's One Drive file</p> <p>Trainee to record feedback and reflect on outcomes using the weekly Development Record document</p> <p><u>Mentor should contact the Link Tutor if there are significant concerns about Trainee's progress</u></p> <p><u>Link Tutor may conduct a virtual visit this week with Trainee and Mentor</u></p>
Week 7 w/c 21/03/22 MAIN BLOCK	<p>Planning completed by Trainee and reviewed by the class teacher prior to teaching</p> <p>Trainees should now be establishing their involvement with the wider school. Examples of responsibilities should include:</p> <ul style="list-style-type: none"> • Contributing to parents/ carers consultations • Supporting after school clubs • Contributing to displays/ learning areas • Meeting parents • Playtime rota • Attending staff meetings and training • <u>Contributing to pupil progress meetings</u> <p>½ day Planning, Preparation & Assessment (PPA)</p> <p>½ day Continual Professional Development (CPD)</p>	<p>Plan and teach a sequence of 5 lessons/sessions of SSP/English (including SPaG)</p> <p>Plan and teach a sequence of 5 lessons/sessions of mathematics</p> <p>Plan and teach across the wider curriculum. (At least 2 Science/UTW plus one other area)</p>	<p><u>Key Review Point 4</u></p> <p>Mentor undertakes an observation of the Trainee. Completed on Record of Performance & Development if an additional is required</p> <p>Training tutorial to set targets. At this training tutorial Mentor also checks Trainee's One Drive file</p> <p>Trainee to record feedback and reflect on outcomes using the weekly Development Record document</p> <p>Trainee to evidence they are tracking pupil progress. Trainees can use the Proforma named Pupil Progress Level 6 for tracking</p>
Week 8 w/c 28/03/22 MAIN BLOCK	<p>Planning completed by Trainee and reviewed by the class teacher prior to teaching</p> <p>Trainees should now be establishing their involvement with the wider school.</p>	<p>Plan and teach a sequence of 5 lessons/sessions of SSP/English (including SPaG)</p> <p>Plan and teach a sequence of 5 lessons/sessions of mathematics</p>	<p><u>Final Review Point</u></p> <p>Mentor has final tutorial with Trainee Assessment Report and Records of Performance & Development to be completed on Abyasa Pro by the Mentor.</p>

Week	Breakdown	Trainee Tasks	Mentor/class teacher/Link Tutor Tasks
	<p>Examples of responsibilities should include:</p> <ul style="list-style-type: none"> • Contributing to parents/ carers consultations • Supporting after school clubs • Contributing to displays/ learning areas • Meeting parents • Playtime rota • Attending staff meetings and training • <u>Contributing to pupil progress meetings</u> <p>½ day Planning, Preparation & Assessment (PPA)</p> <p>½ day Continual Professional Development (CPD)</p>	<p>Plan and teach across the wider curriculum. (At least 2 Science/UTW plus one other area)</p>	<p>Link Tutor to review Assessment Report and complete brief summary at end of report</p> <p>Identify CPD opportunities for Trainee over the next 3 weeks</p>
<p>Week 9 w/c 04/04/22 or 18/04/22</p> <p>Depending on school holiday</p>	<p>Planning completed by Trainee and reviewed by the class teacher prior to teaching</p> <p>½ day Planning, Preparation & Assessment (PPA)</p> <p>½ day Continual Professional Development (CPD)</p>	<p>Trainee timetable is designed to meet their needs</p> <p>For example – Continue to plan and teaching Maths & English or plan and teach wider curriculum areas not yet taught</p> <p>Extra tailored CPD opportunities identified for Trainee during this week to develop wider professional skills related to transition to ECF</p>	<p>Trainee and Mentor to identify extra CPD activity. Flexible timetable this week depending on Trainee needs</p> <p>50 % teaching 50 % CPD</p>
Easter Break			
<p>Week 10 w/c 25/04/22</p>	<p>Trainee to attend school for at least x1 day. This is flexible depending on the Trainee</p>	<p>CPD opportunities such as time in other Key Stages Working on Target specific target areas</p>	<p>Trainee and Mentor to identify CPD day activity</p>
<p>Week 11 w/c 02/05/22</p>	<p>Trainee to attend school for at least x1 day. This is flexible depending on the Trainee</p>	<p>CPD opportunities such as time in other Key Stages Working on Target specific target areas</p>	<p>Trainee and Mentor to identify CPD day activity</p>

TRAINEES NEEDING ADDITIONAL SUPPORT ON PLACEMENT

What is a Support Plan?

A document used when a Trainee is not meeting the minimum expectations of a placement and is in danger of failing that placement.

Writing a Support Plan

Support Plans are documents designed to help Trainees make progress in specific areas of development. They need to be implemented during training if a Trainee is at risk of being unable to meet the **Core Placement Competencies by the end of placement**, as set out in the Assessment Report. Support Plans may also be set to support a Trainee in transition from one Level of training to the next, where there are concerns that the Trainee has made limited progress.

Most Support Plans end with success and most Trainees who have been on a Support Plan do well by the end of programme. The Support Plan must have a review date – the Trainee **should have at least five working days to evidence improvement**. The class teacher and/or Mentor must check **every day throughout that period** that the Trainee is evidencing progress.

The Trainee must have details of what the review process is. A review meeting must also be held where the Trainee is expected to bring further evidence to demonstrate progress against the targets.

Possible outcomes:

1. If the Trainee **has met all the areas for development**, the Support Plan can be signed off and the Trainee reverts onto the cycle of review for the placement.
2. If the Trainee has **partially** met the areas for development, the Support Plan can be extended (for one further week only) and updated with a refocus on the remaining issues. The Support Plan is re-issued for a further week if this is appropriate. The review process and cycle begin again.
3. If no progress has been made and all support has continued to be provided, **then the Support Plan changes to a Cause for Concern (CfC)**.
4. The information is recorded on a Cause for Concern pro forma. This must be done in consultation with the appropriate Programme Coordinator and Link Tutor. **There must be evidence that the Trainee has made insufficient progress across the areas for development or has not engaged in the process.**
5. **A review of the Cause for Concern should follow the same procedure as that for a Support Plan. The Trainee should be given a further week to evidence progress.**

At the review meeting, if the Trainee has made progress towards the Cause for Concern and is expected to meet the minimum expectations for the end of Level, they revert to the normal cycle of review.

The Trainee will fail if they have not made progress towards the areas of development on their Cause for Concern, **which means they are unable to meet minimum expectations of the placement and cannot progress onto the next Level.**

SUSPENSION OF PLACEMENT

A placement is considered to be suspended if it is deemed to finish before the published end of the placement period. Termination of a placement should be considered a final resort and should not be undertaken lightly or without consulting with University staff.

Trainees should always be given targets and support, recorded on a Support Plan, and opportunities to show progress against these **before** any placement is ended and allowed time to act on these targets.

If a Trainee feels their placement has deteriorated to a situation where they wish to end the placement, they should speak to their Link Tutor in the first instance to discuss the issues. They should also seek advice and contact the School Partnerships Office who will ask a senior member of staff to contact the Trainee to discuss concerns.

NB: Acts of unprofessional behaviour may result in a placement being terminated immediately without a Support Plan being previously given.

Where Safeguarding has been compromised, schools should isolate the individuals involved and contact the University.

If a school consider they are no longer able to honour a Level 6 placement due to the unprofessional behaviour of a Trainee in Level 5, the University will not automatically source an alternative placement.

GUIDANCE FOR BEST PRACTICE WHEN OFSTED CALL

Guidance for Headteachers, Mentors and class teachers

It is possible that whilst our Trainee teachers are with you, you will receive notice of an inspection.

Whilst we recognise that this is an extremely challenging time for you and your school team, we would hope that our Trainees can support you as well as benefiting from the experience. With the emphasis on supporting the school and Partnership, we have provided guidance (below) and briefed our Trainees on what to do in the event of an Ofsted inspection. Please do:

- Check DBS paperwork
- Brief the Trainees and/or include them in the Ofsted briefings as you feel appropriate
- Inform the School Partnerships Office & Link Tutor
- Allocate responsibilities to the Trainees so that they are supporting the teachers in the preparation for the inspection
- Invite them to use their initiative or have a conversation about what would and what would not help
- Please be aware that if a Trainee teacher is observed teaching, their 'performance' will count towards the school's overall grading
- Please do find five minutes to debrief them. Trainees are often deeply committed to their placement schools and will be keen to hear some feedback about the inspection

Guidance for Trainees

It is possible that, during your professional placement, your school will receive notice of an Ofsted inspection. Notification is often only given a day before the inspection. This is a very stressful time for all members of the school team. **Your priority should be to the school – this is not a time to be concerned solely about your own needs.** All experiences will be slightly different, but below are some suggestions about what to do to support a school when Ofsted call.

Make sure the Headteacher and Mentor know and are reassured that you will do anything to support them. This might include helping with displays, tidying, helping with resources ...etc:

- be prepared to stay late and come in early to help teachers prepare for inspection
- be prepared to be flexible and supportive (this is not a time to worry about your own needs) eg offer to carry out playground duties to give the teachers some respite
- be prepared not to teach – you may be asked to act as a teaching assistant
- be aware that if you are teaching you may be observed by the Ofsted Inspection Team. Be prepared for this
- be prepared to be sent home (although this will be a rare occurrence)
- be prepared to attend Ofsted briefings or not as requested by the Headteacher
- be prepared to be briefed by the Headteacher or other senior staff
- be prepared to be questioned by the inspection team or not
- be aware of the importance of everything you say and do. Act professionally at all times
- make sure you always have identification and your DBS with you
- contact your Link Tutor so that they can offer support to the school and you

Please remember your commitment and responsibility is to the school and the Partnership.



Department
for Education

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

- 1. Set high expectations which inspire, motivate and challenge pupils**
 - establish a safe and stimulating environment for pupils, rooted in mutual respect
 - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
 - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
- 2. Promote good progress and outcomes by pupils**
 - be accountable for pupils' attainment, progress and outcomes
 - be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
 - guide pupils to reflect on the progress they have made and their emerging needs
 - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
 - encourage pupils to take a responsible and conscientious attitude to their own work and study.
- 3. Demonstrate good subject and curriculum knowledge**
 - have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
 - demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
 - demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
 - if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
 - if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
- 4. Plan and teach well-structured lessons**
 - impart knowledge and develop understanding through effective use of lesson time
 - promote a love of learning and children's intellectual curiosity
 - set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
 - reflect systematically on the effectiveness of lessons and approaches to teaching
 - contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
- 5. Adapt teaching to respond to the strengths and needs of all pupils**
 - know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
 - have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
 - demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development

- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
6. **Make accurate and productive use of assessment**
- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
 - make use of formative and summative assessment to secure pupils' progress
 - use relevant data to monitor progress, set targets, and plan subsequent lessons
 - give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
7. **Manage behaviour effectively to ensure a good and safe learning environment**
- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
 - have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
 - manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
 - maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
8. **Fulfil wider professional responsibilities**
- make a positive contribution to the wider life and ethos of the school
 - develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
 - deploy support staff effectively
 - take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
 - communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

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

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

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>