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Primary Education
BA QTS Year 3

Partnership Handbook
2024/25

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Introduction

We are delighted to welcome you to the University of Huddersfield Initial Teacher Education (ITE) Partnership. The Initial Teacher Education team acknowledge the enormous part our Partnership Schools play in supporting the next generation of teachers and we thank you for your involvement and commitment to working together in order to provide high quality training for our trainee teachers.

This handbook is designed for trainees and mentors to guide them through the requirements of the assessed school block placement for Year 3 BA QTS. In this handbook you will find general advice on mentoring, details about the expected experiences and the progression sequence that trainees require. Information is also included about our curriculum that trainees are following in their taught sessions and the University syllabus, and a full list of the Initial Teacher Training Core Content Framework (Appendix 7) which specifies what trainees should know and be able to do by the end of the course. It is important that you know what your trainee has learned prior to placement so that you can help them connect that learning to placement practice.

We hope that you will enjoy working in partnership during this academic year 2024-25. This handbook, despite its detail, will not answer all your questions but please feel free to contact us at any time. Teacher training is only effective when there is a robust ITE partnership between schools and training providers. Many of our schools have now been working in partnership with us for several years. We hope that new schools that join the ITE partnership this year will continue their involvement in ITE in subsequent years. We would like to thank our partnership schools for supporting our trainees.

Essential placement paperwork for mentors is available on the University of Huddersfield's partnership website: https://www.hud.ac.uk/the-university/teacher-training-partnerships/primaryeducation

Please note that copies of all forms, including Lesson Observation forms, Record of Progress forms (RoPs) and the Summative report forms are electronic. They should be downloaded by student trainees, Mentors and University Tutors; no documents or information are sent to students, schools or tutors in hard copy.

Our Partnership Vision

The School of Education and Professional Development at the University of Huddersfield is proud to work in partnership with our early year's settings, schools and colleges to provide the very best support for all our trainees.

Our Mission:
Our Initial Teacher Education programmes develop professional educators whose purpose is to **transform** the learning and life opportunities of the children, young people and adults with whom they work. Through **inclusive** practice, reflection and commitment to continuous personal development, our trainees are empowered to become **autonomous** practitioners who enable all learners to realise their potential.

We aim to develop teachers who:

- have a holistic understanding of the role of a teacher both within and beyond the classroom, and a strong moral purpose for teaching
- use inclusive teaching techniques and philosophies
- use evidence informed pedagogy
- have strong subject and curriculum knowledge and see their professional learning as a continuous journey beyond their training year
- apply reflective and critical thinking to their teaching
- are effective and engaging practitioners
- become autonomous, confident professionals who are able to make informed decisions in partnership with other professionals.

The University of Huddersfield and its partner schools and settings are committed to safeguarding and promoting the welfare of children and young people and expect all staff and students to share this commitment. In order to ensure this, our recruitment and selection policy is in accordance with national guidance. All entrants onto our ITE courses are subject to satisfactory pre-employment checks, including an Enhanced Criminal Records with Barred List check through the Disclosure and Barring Service (DBS). Further information on safeguarding within the University of Huddersfield ITE Partnership can be found on page 45 of this handbook.

Quality Assurance and Governance

The Partnership Development Committee and School Direct Committee are collaborative committees made up of representatives from schools and settings across our partnership who work alongside tutors to engage in course development share effective practice and identify areas for improvement. Their remit is to:

- contribute to the strategic direction of the ITE Partnership.
- contribute to the design and delivery of the ITE programmes.
- contribute to the moderation of the assessment judgments across the Partnership.
- review, monitor and evaluate the impact of the training by regularly scrutinising data on rates of trainee progress, outcomes and employment for all routes.
- consider recommendations from the senior moderator, and External Examiners, identify actions and regularly evaluate the implementation of the actions.
- develop the Annual Self Evaluation Document.
- develop the programme Improvement Plan.

We would value your contributions to the Partnership Committee and all mentors would be welcome as members. The committee meets once per term, and if you feel that you would be able offer your support, please contact the Placement Team.
We also have a curriculum committee to develop our curriculum to harmonise with those in school, the different subject groups meet to review and develop the Huddersfield Curriculum. If you would like to be involved in these groups, please let your University tutor know.

Monitoring, Evaluation and Improving Partnership Provision

The University of Huddersfield ITE Partnership is committed to ongoing review and development to secure improvements in the quality of training using the following key mechanisms:

- *ECT survey:* Former trainees feedback on their overall training experience and preparation for employment.
- *Joint observation:* University tutors conduct a joint observation with the mentor and will jointly engage in the professional dialogue with the trainee afterwards.
- *University Tutor records:* University tutors collate feedback from trainees and mentors after each school visit.
- *Moderation of assessment:* University tutors work alongside school-based mentors to ensure the consistency of trainee assessment
- *Assessed Block placement data analysis:* The qualitative and quantitative data generated by mentor, university tutor and trainee questionnaire feedback at the end of assessed blocks are analysed.
- *External Examiner reports*: External examiners annually review the quality and consistency of our provision.
- *Annual course evaluation:* The Self-Evaluation Document (SED)and Improvement plan is scrutinised by the university annual evaluation committee.

Our monitoring and evaluations are used to drive Partnership improvements by informing the Self Evaluation Document (SED) and the resulting improvement priorities. These priorities are communicated to members of the partnership through partnership committee meetings. The overall findings from different surveys and evaluations are shared with school-based colleagues and where specific examples of best practice and/or potential areas for development are identified these are communicated as the need arises.

For Mentors

Thank you for agreeing to mentor a trainee on the Primary ITT course at the University of Huddersfield. It is impossible to over emphasise the importance of the work of the mentor to the teaching profession. The mentor is at the heart of driving the quality of the new teachers that enter the education system and in turn, the learning of the children they teach. The relationship between the mentor and trainee is unique and mentors have a primary influence on the success and outcomes of novice teachers. Mentors also drive forward the coherence of centre and school-based training, helping to join the two together.

A Training Relationship

It is important to understand the relationship between mentor and trainee. While the mentor will obviously be aiming for a 'friendly' relationship it is important not to confuse this with forming a 'friendship'. This is a professional relationship which involves both guidance and assessment.

The mentor therefore has a dual role and to avoid conflict between the two needs to retain a level of objectivity. The trainee is in school to develop their understanding of effective teaching and learning strategies and will not always get things right. They have to be prepared to receive constructive criticism and to be challenged to **reflect** upon their practice. Openness to advice is often seen as the main success indicator on any training course. This advice needs to be given in a constructive, clear and explicit manner and the guidelines for this should be shared and agreed at the beginning of the relationship. Both mentor and trainee need to share the knowledge gained in centre-based training and build on this in their school practice.

It is also crucial to consider the following point. The mentor is a 'role-model' and 'expert' in their own classroom and the trainee will often seek to emulate them in every way. However, the trainee is developing their own teaching identity and it is necessary sometimes to step back and identify what may be different but equally effective. As a mentor you are not seeking to develop a clone of yourself, rather, you are empowering a trainee to develop their effectiveness as a reflective practitioner.

Giving Feedback

One of the mentor's main contacts with the trainee will be the observation of lessons and the consequent provision of feedback. As with all training, this feedback needs to focus on the positive as well as the negative and it is important to begin with 'what went well'.

- The purpose of feedback is to support the trainee to reflect and improve. Perhaps it would be more appropriate to call it 'feed-forward' as it focuses on future development.

- Commenting on everything that happened in the lesson in a chronological, narrative form (i.e., a running commentary) is not especially helpful to the trainee as it lacks specific focus on future development. It also contains far too much input for the trainee to process in their working memory. Link feedback to on-going targets and how these are being met. Select key themes that can then be developed into new targets. After all, feedback is a type of assessment for learning. Targets need to be specific and granular in detail to enable the trainee to move forward.

How do you think it went?

This is always a good place to start. It is vital for the mentor to know what the trainee thought of their own lesson as a central factor in determining their progress.

There are three questions can be seen as a guide to exploring the success of any given lesson:

What did you want them to learn?

Did they learn it?

How do you know?

Trainees need to plan lessons from learning objectives rather than on the basis of exciting activities (a common issue) and they need to be clear about the outcome before they begin planning (learning led not activity led) They need to see the lesson as a journey that is leading to a known destination.

This understanding can be hard for trainees, but entirely essential to their development, so the mentor must always focus on this in their feedback. The evaluation of the children's learning is also the evaluation of the trainee's teaching.

Target Setting and Monitoring

The mentor will be setting targets for the trainee and this will be a focus of your weekly meeting. It is important that these are focused and granular in detail. There should only be a small number if they are to be achieved successfully. As the training progresses, they will be both reactive in terms of responding to issues identified through observation and proactive in terms of recognising when the trainee is ready to develop something new. So, while one target may focus on much clearer 'modelling' of the task set during whole class teaching (responding to children's uncertainty during independent work), this may then link to a coaching session where the mentor demonstrates how to model clearly in that subject using team teaching or a script to follow, breaking the trainees learning down into small, explicit steps. We are developing a coaching model of mentoring, with a variety of strategies for the mentor to select from. These will best exemplify ways to guide your trainee and make the implicit explicit. These will be explored further in our on-line mentor training sessions.

It is vital to monitor targets during the weekly meeting when last week's targets are reviewed before the next are set. The targets need to be **explicit** and **specific** – the aim is to be able to address them within the week. Therefore, targets such as 'improve behaviour management' lack clarity and direction and need to be broken down. Therefore, targets such as 'improve behaviour management' lack clarity and direction and leave the trainee floundering, so need to be broken down into smaller and more precise guidance. Rather 'be consistent with following the class reward system' gives the trainee a clear action and the mentor something tangible to monitor in the subsequent observation.

Some targets are best addressed by having the opportunity to observe a range of colleagues in practice and such observations can be undertaken during the trainee's Professional Development (PD) time. Once a model of good practice has been identified by the mentor it is the trainee's responsibility to follow up and arrange such opportunities. This may link to the coaching opportunity identified by the mentor for that week.

Year 3 Assessed Placement Block: summary of key information

Block	Focus	When & how long	Main mentor responsibilities	University tutor visits	Assessment
Assessed Block 3	Impact on pupil outcomes	Autumn second half term and Spring first half term (11 weeks in total)	• 1 lesson observation per week • 1 coaching opportunity per week • Complete RoP with trainee each week • Summative review at end (ungraded) *(NB Please see week by week breakdown for further details of mentor responsibilities e.g. induction, points to discuss with trainees)*	1 on line visit to 'check in' with trainee and mentor. 2 physical visits:-one in first half term of practice and one towards the end of the practice	Summative review against all Teachers' Standards as final assessment, evidence bundle & viva

Planning on Placement

Expected Progression

The expectations of independent planning will gradually increase over the course of the year. The progression below gives a possible progression, although each setting will provide a different context and trainees may need more or less support at different stages.

Beginner: Mentor gives trainee lesson objective/intention, and some/all of the content of the lesson. Trainee adapts the lesson to the needs of the class on university individual lesson plan proforma. Likely to be heavily guided by discussion/coaching before writing own lesson plan and be given detailed feedback on planning before the point of teaching. Trainee gradually moves towards being able to plan individual lessons that build up learning incrementally.

Intermediate: Mentor provides trainee with the learning objectives/intentions for each lesson and discusses range of learning activities that trainee might use. Trainee contributes ideas to this discussion. Trainee plans lessons on a university proformas (daily and/or weekly). Trainee shares planning with mentor before the lesson and mentor gives feedback/coaching, particularly around progression. Gradually, trainee moves towards suggesting the learning objectives/intentions themselves and is starting to adapt lessons independently.

Advanced: Trainee uses the school's long term or medium term planning to plan a series of lessons for progression. Trainee makes decisions about the learning objectives/intentions, and the learning activities. Trainee may use school's planning proformas. Trainee shares planning with mentor before the point of teaching for feedback.

We would expect a Y3 trainee to begin their planning at the intermediate stage and finish at the advanced stage, but this is flexible, please discuss any concerns with your University Tutor and trainee.

Planning proformas: Trainees begin by planning individual lessons on the University of Huddersfield lesson planning proforma. This provides a detailed scaffold for beginner teachers, to support them in thinking through all aspects of planning and preparing for a lesson. As trainees become confident and able to plan in this level of detail, the mentor should begin to move to weekly planning in some areas, so that they are able to develop their skills of planning for sequences of learning. Often, shorter, highly structured daily lessons such as phonics or arithmetic can provide a good opportunity for trainees to begin to make this move. Once this is established successfully, more complex sequences such as English and maths lessons can be attempted. Trainees may use school proformas, or adapt the University proforma, if preferred. However, all necessary elements must still be included.
Note: Observed lessons should always be accompanied by a detailed lesson plan.

Planning in the Early Years

The Early Years Foundation Stage (EYFS) follows the Early Years statutory framework (DfE 2021), this sets out the legal requirements for all children from birth to five and the expectations children should reach by the end of the reception year. There are two non-statutory guidance documents to support the EYFS; Development Matter (DfE 2021) and Birth to Five (Early Education 2021).

Planning within the EYFS may seem very different to how trainees plan across Key Stage 1 and 2. Early years planning is about meeting the individual needs of young children. Trainees will need to plan a well-resourced learning environment, where children play and learn within the provision, which will help them develop skills and knowledge across the seven areas of learning in the EYFS. Many learning experiences will be unplanned and often happen ‘in the moment’. Working with early years children requires trainees to have a good level of knowledge of child development and have positive relationships with the children in the class.

In the moment planning is an approach where early years settings plan a topic spontaneously based on what a child is interested in. This approach is very different to the more common approach in Key Stage 1 and some early years settings which are used to the structure of pre-planned activities and lesson schedules, The planning cycling for this approach completes the planning cycle in the actual moment rather than over a series of lessons. This method can confuse trainees more used to planning for the other phases and trainees may need to be heavily scaffolded and guided at the start and the learning opportunities made very explicit to them.

A slightly different approach to planning in the moment, often used in the early years, is ‘objective led planning’. This approach pre plans the learning outcomes for children, however, the practitioner takes this ‘objective’ into the child’s play rather than calling the child to join a pre-planned activity.

Some early years settings use a more formal approach to planning in some areas of learning, particularly in literacy and maths, this is likely to include long and medium-term plans, with specific weekly and daily sessions planned into the day. This can be used alongside the ‘in the moment’ and ‘objective led planning’ approaches.

Mentors should explain how planning takes place in your setting and share any documentation used, to support and guide. Trainees should be aware of the Early Years Framework (statutory) and Development Matters and Birth to Five documents (guidance).

All EYFS trainees will have had centre-based training on these aspects prior to placement, but mentors will need to make their planning systems and approaches explicit for each trainee and scaffold them until they become embedded. Refer to the weekly block breakdown for more details.

Mixed age planning

Where there are mixed ages in a class, trainees may need greater support initially with planning and assessment systems which are often bespoke to the setting. Mentors may need to allow trainees to plan for one age group in a subject and then move to planning for both in subsequent weeks and moving on at a slightly slower pace. Please discuss with University tutors if this is relevant to your setting. This is especially vital if trainees are planning across EYFS and KS1.

Schools where planning is shared/already in place

This can act as excellent scaffolding for trainee teachers. However, trainees still need to learn the skills of planning lessons for themselves, based on children's prior attainment and needs, and the set curriculum. Mentors therefore need to consider ways that the trainee can practise these skills. Some examples of how this might be achieved include:

- Trainees adapting existing planning to the specific needs of their class/group. This would usually entail the trainee using a university lesson plan to 'flesh out' the generic planning in detail for their own lesson/s. Later, the trainee might add annotations to the school planning.

- Trainees taking the objectives and sequencing from the school planning but creating their own lesson content to meet these, with guidance.

- Trainees becoming a part of the planning team, so planning e.g., maths, whilst a colleague plans English (swapping so the trainee gains experience planning a range of subjects).

- Trainees using school planning for certain subjects (usually English and maths), but doing their own planning in others (e.g. topic, guided reading, PSHE, their own intervention group), with guidance.

Assessed Blocks

Overview

Trainees must have experience in a minimum of two schools and in two consecutive age phases (DfE, 2021). Trainees will therefore be placed in either Early Years Foundation Stage (EYFS) or Key Stage 1 (KS1), as our BA course in Year 3 currently has a focus on 3-7 years. We also endeavour to provide experience in a range of schools based in different contexts e.g., inner city and rural. Trainees in Y3 chose if they wish to be placed in EYFS or KS1.

During each assessed placement block, trainees will receive regular feedback on progress via lesson observations (one formal observation per week), coaching sessions to develop their knowledge and skills, (one per week), a weekly Review of Progress (RoP), and a summative review from the mentor at the end of each block– three times over the course. The summative review for blocks one and two is a narrative, ungraded report against defined criteria for that block. The criteria are based on the curriculum content taught in university and echoed in schools up until that point. Mentors are also asked to judge whether the trainee is on trajectory to meet the Teachers' Standards by the end of the course, with continued progress. At the end of Assessed block 3, trainees will be assessed (but not graded) against the Teachers' Standards for ITT (DfE 2011) and have another narrative report against all the standards and with suggested targets for the ECT to develop in their first role.

PPA and Professional Development Time

In each week of assessed block, the trainee is entitled to PPA time just as class teachers are, this is often taken alongside the mentor and enables the trainee to plan, prepare and assess. Trainees are also entitled to Professional Development (PD) time. This is separate and additional to PPA time. This is focused time for professional development which may include; observing expert colleagues, visiting a different school in a MAT, targeted observations focused on a key aspect such as questioning or adaptive practice or it could also be time spent talking to key personnel within the school such as the SENDCo or a subject leader. There is guidance in the week-by-week breakdown of the types of activity that should be covered in PD time. It should not be used as extra PPA time. PD time content should be reflected in the weekly RoP. [Note: on weeks where trainees have centre-based as well as school-based training, this takes the place of professional development time].

Progression of the training curriculum

In this handbook, you will find a breakdown of the progression the placement might follow. Please note this is a flexible, suggested model that may be adapted to meet the needs and wants of both the trainee and the school. The placement model breakdown aims to tie together with coherence and progression the sequence of learning between centre and school. Some trainees may be able and wish to progress at a faster pace if they have already had a great deal of prior experience. However, it is expected that ordinarily in the majority of cases the placement will follow this pattern in terms of teaching commitment, time for reflection, planning and training and breadth of subject coverage. Do talk to the University Tutor if you have concerns around progression.

As the assessed block progresses, mentors are asked to monitor trainee progress and use the full range of mentoring and coaching strategies to identify clear 'next steps' in trainee development. Mentors will support trainees set achievable yet challenging targets, model and deconstruct good practice, provide feedback on progress and support trainees increasingly to reflect and identify their own areas for development. Mentors should expect to be able to gradually reduce scaffolding as the trainee develops their skills and knowledge.

Teaching percentage expectations

Generally, 25% equates to one full lesson per day, 25%+ means 1 lesson per day plus some extra, 50% to a full morning or afternoon (or equivalent), and so on. Timetables and lesson lengths vary from school to school, so mentors should apply this progression using a best fit approach and taking into account the confidence and developing skill of the trainee.

Teaching percentage expectations in EYFS

In Early Years settings, where adult-led teaching may be much shorter, the trainee may instead be 'taking charge' of the full session/half day, including, for example, teaching in provision, taking groups, and maintaining an overview of the room. Early Years mentors should apply discretion as to how much it is appropriate to ask a trainee to take responsibility for, but the basic principle is for them to 'be the teacher' for the designated period of time, whatever that entails within your setting.

Additional school experience

Trainees will also spend time in school outside of assessed blocks, developing specific knowledge and skills directly linked to the CCF and beyond. These are non-assessed experiences as they enable trainees to focus on key focussed aspects in greater depth. This experience is also mandatory for trainees and must be completed successfully to achieve the award of QTS. These include directed weeks in school with a tight focus on:-

Diversity, Equality and Inclusion experience (prior to final assessed block)

Subject Leadership experience (usually completed in the final block school after main practice)

The briefs for all the short experiences are detailed on page 75 at the end of the handbook and explain the purpose, what the trainees have learned prior to placement, what they need to do and how schools and mentors can support them effectively.

Assessed Blocks: Preparation week

Before an assessed placement block in a new school, trainees will spend a whole week in school to build familiarity with the school, the class they are working with, staff and children.

This preparation time allow trainees to find out which topics they might be teaching and contextualise the placement. This time also allows closer coherence between centre and school training. The week-by-week breakdown gives an explicit overview of these days.

Assessment of Placement Blocks

Each assessed placement block is central to the IPD (Initial Professional Development) module; there are three altogether across the course. Trainees will be assessed in, and need to pass, each one. For each assessed placement block, there is a requirement for trainees to:

- Set initial targets for own professional development (in Online portfolio)
- Regularly add evidence to Online portfolio, as specified in the handbook (at least weekly)
- Towards the end of the block, select a bundle of evidence from Online portfolio to demonstrate progress towards meeting the criteria set down. Demonstrating the impact of their teaching on pupil progress, and for final block, the Teacher Standards. Further details on how to create a bundle are given in the IPD module assessment brief and on Online portfolio.
- Reflect on progress against targets for that block by completing the reflection in Online portfolio
- Engage and discuss with their mentor as they complete the summative (end of placement) review - see below for further details - trainees must then upload this to Online portfolio
- Meet with their university tutor for a 'viva' to present and discuss their evidence. This will be their final assessment for the module and will take place at the end of the assessed block.
- Set focused targets for their ECT years in professional development (in Online portfolio)

The University tutor will consider the trainee's summative review from the mentor, evidence bundle, and viva presentation/discussion. Trainees will receive either a 'pass' or a 'resit' result based on their block. There is one re-sit opportunity for each module, but no more than two resits are permitted across the entire course.

Ongoing Review

As the assessed block progresses, mentors are asked to monitor trainee progress and use the full range of mentoring and coaching strategies to identify clear 'next steps' in trainee development. Mentors will support trainees set achievable yet challenging targets, model and deconstruct good practice, provide feedback on progress and support trainees increasingly to reflect and identify their own areas for development. Mentors should expect to be able to gradually reduce scaffolding as the trainee develops their skills and knowledge. Expectations for each assessed block are made clear in the assessment criteria for that particular block.

Monitoring progress and raising concerns

Tutors will arrange to meet with mentors and trainees at the start of the placement, via an online meeting. University tutors will then visit **twice** during the block to observe teaching and review the trainee's progress with the mentor and trainee. If mentors are concerned about a trainee's progress it is vital to raise this with the trainee themselves, as well as with the university tutor, **as soon as possible,** so that the correct levels of support can be put in place – please do not wait for a meeting. We aim to avoid surprises – trainees should be aware of any concerns about their progress, and have clear targets and support to improve. All trainees have signed up to a code of conduct (Appendix 3). There is a set of protocols regarding mentor and trainee relationships (Appendix 8).

Summative Reviews: mentor end of block reports

At the end of the placement, mentors are asked to complete a summative review report. This is based on the assessment criteria for that block, and mentors are asked to identify strengths and next steps for the trainee in each area. No grades are required, but mentors are asked to judge whether the trainee is on track to meet the Teacher's Standards by the end of the course, with continued progress. If a mentor is uncertain about this judgement, University tutors will be able to support.

Mentors should complete the summative report together with the trainee, (in the week prior to the end of the block) so that the trainee is always fully aware of their own progress and the reasons for comments made. A suggested format for report completion would be:

- Mentors asks the trainee to reflect on their own progress against the criteria prior to the

meeting, identifying what they are able to do, and what their next steps may be.

- Professional discussion between trainee and mentor in which the mentor supports and extends the trainee's own reflections. The University tutor can also be involved at this point.

- Mentor completes the report and shares a copy with the trainee and University tutor.

Assessed Block 3

For Trainees

This will constitute your final school assessed block on the course. Trainees will be allocated a class to work with in the EYFS or within KS1 or 2. You will be expected to contribute to the work of the teaching team within the school. You are also expected by this stage to join in fully with the wider life of the school e.g., parents' evenings, residential trips, school events etc. Your time in the first week should be spent in your base class beginning to plan and teach group and whole class lessons. It is expected that you will move quickly to teach 60% of the timetable and be teaching 80% by start of the second half of the block (after Christmas). As ever, these are flexible targets and mentors are encouraged to work closely with their trainee to develop appropriate timetables.

You should focus on developing further your use of assessment for learning and on using and interrogating data to plan learning that will impact on children's future progress. You should also have opportunities to observe outstanding teachers and classes in other parts of the school and understanding what they do, why they do it and the impact of their teaching strategies.

Key Areas to develop in Assessed Block 3

This is the final Assessed Block, so the entire assessment is summative against the full Teacher Standards and Part Two.

1. Removing Barriers to learning – recognising the physical, social and intellectual factors that may impede progress TS1 TS2 TS3 TS5
2. Develop distinctive teaching strategies to engage and support all learners – including SEND/more able/EAL TS1 TS3 TS4 TS5
3. Develop understanding of the wider roles and responsibilities of the classroom teacher – communication with parents/ whole school assembly/report writing/planning school trips TS8
4. Making informed and effective use of both formative and summative assessment to secure pupil progress - with a focus on assessment systems and dataTS2 TS6
5. Contributing to the design and provision of an engaging curriculumTS3 TS4 TS8
6. The promotion of positive learning behaviours and attitudes TS1 TS7
7. **ALL the standards** are the focus for the final summative report and viva in the final block.

It is your expertise as a successful practitioner that we are asking you to share with your trainee. To maximise the learning for the trainee we would ask mentors to undertake the following each week:

- 1 lesson observation with specific written feedback
- 1 coaching opportunity (see below)
- 1 timetabled meeting to discuss progress and agree targets

Coaching Opportunities for Assessed Block 3

A range of focused activities to support dialogue and progress. Please select one of the following to best suit the needs and stage of development for your trainee – (suggested opportunities can be found in the week-by-week guide below)

1. **SHARE & EXPLAIN**: This is an opportunity to explore the theory behind policy and practice Example: Follow BM Policy – Mentor shares and explains both the practical systems but also the rationale behind them – routines/rewards/sanctions/seating plans/class systems e.g. numbers allowed in provision areas. Do share literature and reading with the trainee that you think will benefit them, the CCF in appendix 7 has the underpinning theories and evidence base.

2. **DEMONSTRATE & DECONSTRUCT**: While the mentor will undertake regular observations of their trainee's lessons the trainees also need to be making structured observations both of their class mentor and identified colleagues. This is not a matter of making judgements, but rather being able to identify effective practice and its impact on learning. Trainees in the early stages of training should be advised to focus on specific areas and not the whole lesson e.g. behaviour management or adaptive learning strategies. After the lesson the mentor then helps the trainee deconstruct the strategies observed – the 'what' and the 'why' of the teaching and learning.

3. **DISCUSS & ANALYSE**: Guided observations in which the mentor and the trainee observe and discuss another person teaching. This is an opportunity for 'live coaching' as the mentor narrates the effective delivery of a focused/targeted area e.g. strategies for formative assessment in the lesson or understanding and predicting potential misconceptions.

4. **TEAM TEACHING**: Sometimes the best way to understand a teaching strategy is not only to observe it, but to also to deliver it within a supportive structure. Team teaching one or a series of lessons allows for immediate feedback and implementing of skills – it also allows for 'risk taking' with the knowledge that the mentor will act as a 'safety net' should it be necessary. Again, negotiating the ground rules for immediate, but tactful, interjections within a trainee's lessons allows for things to get back on track smoothly and immediately without the trainee feeling undermined or losing confidence.

5. **FILM & EVALUATE:** It may be possible to record a trainee's lesson/or part of lesson for collaborative review and discussion in relation to agreed foci and targets. This can be a powerful tool to deconstruct learning and to share practice and impact by observing the mentor and the mentor talking through and the trainee.

6. **MEET WITH EXPERT COLLEAGUES**: Opportunity for the trainee to meet with/observe colleagues with specific expertise/responsibilities - e.g. SENCO/ TAs delivering school interventions and understand the wider role of subject and area leadership within a school.

7. **OBSERVE & FEEDBACK**: Mentor observes trainee for agreed lesson and focus and then gives specific oral/written feedback.

Moving to weekly planning

On Assessed Block if your class mentor feels that you are ready and your university tutor agrees, you may be able to submit detailed weekly plans instead of individual lesson/activity plans. However, for **all observed lessons you must submit an individual lesson plan.** Should this impact adversely in any way on the quality of teaching and the progress being made by children, you will be required to return to planning individual lessons.

The following table contains a breakdown of what format your placement might look like. Please note this is a flexible, suggested model that may be adapted to meet the needs and wants of the trainee and the school. However, it is expected that in most cases the placement will follow this pattern in terms of teaching commitment, time for reflection, planning and training and wherever possible breadth of curriculum and CCF coverage.

Block 3 Week by Week suggested progression - Early Years

Early Years Foundation Stage (EYFS) Assessed Block 3			
Week	Breakdown	Trainee tasks (Curriculum links including CCF)	Mentor tasks (Curriculum links including CCF)
Block Preparation Week	N/A	**CCF focus: High Expectations 1-6 & Professional Behaviours 1-6** Research the school website, consider visions and values, read basic policies (put on Online portfolio) and familiarise. Support in class; work with groups; listen to children read. Find out about the needs of individual pupils. Interact with children as they engage in play based continuous provision; observe and build relationships with the children Start your daily teaching file for planning and GDPR documents. Discuss carefully with mentor the use of Planning, Preparation and Assessment (PPA)/ Professional Development (PD) time; Share your targets from your previous placement with your mentor Arrange to support an after-school club Arrange to participate in a parents' consultation event Plan to set homework each week in line with school policy Alongside supporting in class, reflect upon **working with colleagues**, and identify effective strategies for building professional relationships and deploying support staff Plan and deliver phonics/one focused subject – working from existing plans – observe reflect and record as mentor models these lessons in practice. Ensure you know what you are planning and teaching in your first assessed week; share your planning with your mentor in good time to receive guidance and feedback	**CCF focus: High Expectations 1-6 & Professional Behaviours 1-6** School induction: Share visions and values, introduce key people and flag key policies **Share & explain** safeguarding policy (including e-safety policy and Prevent & GDPR, risk assessments for outdoor learning, food hygiene for snack preparation), partnership with parents **Share & explain** behaviour management policy: routines/rewards/sanctions/ individual needs/class systems e.g. numbers allowed in provision areas **Share & explain** feedback & assessment policy, use of digital assessment tools if used (e.g. iPads, electronic tracking packages). **Share & explain** code of conduct. Draw up timetables with trainee to show teaching commitment throughout the placement and when observations will take place. **Share & explain** medium term plans with trainee and discuss what they will need to plan for before the block placement starts; at this early stage, the trainee may need direct support with lesson planning, e.g., adapting existing plans (see guidance on 'beginner' planning) **Share & explain** structure and routines of lessons Introduce trainee to school technology esp. classroom whiteboard, SMART notebook (or equivalent), set up logins if required **Share & explain** support staff roles and responsibilities Support with planning for assessed week 1 and give feedback and guidance on lesson plans

Week 1	Teaching commitment: 25% PPA time: 1.5 hours PD time: 1.5 hours	**CCF focus:- Managing Behaviour** **Training focus**: creating supportive and inclusive environment that promote high expectations for behaviour **In PD time and alongside supporting in class,** develop your understanding of the week's training focus, e.g., by observing expert colleagues **Plan, teach and assess** one direct teaching session every day. **Be observed and receive written feedback** on one of these lessons, relating to the week's training focus Enhance a provision area or create a display Complete **weekly RoP**, discuss with mentor <u>Further responsibilities:</u> Support in class and carry out observations of children when not teaching Support individual pupils with reading Attend staff meetings Support an after-school club Plan and set homework / extend learning to continue beyond the classroom (in line with school homework policy)	**CCF focus:-Managing Behaviour** **Training focus**: creating supportive and inclusive environment that promote high expectations for behaviour Suggested coaching opportunities: **Share & Explain** the learners' needs in terms of behaviour, reflecting on the strategies that have been used throughout the year to promote high expectations of behaviour for the class and for individuals **Demonstrate & Deconstruct** the role of positive relationships with all learners in one observed lesson **Observe & Feedback** focusing on strategies creating a supportive, inclusive learning environment that promote high expectations of behaviour Lesson observation and discuss and complete **weekly RoP** with trainee

Week 2	Teaching commitment: 25% + PPA time: ½ day PD time: ½ day	**CCF focus:-Subject & Curriculum 3-8 & Classroom Practice 1-5** **Training focus:** Developing strategies to maximise pupil's participation and pace, considering the balance between exposition, modelling, repetition and practice. **In PD time and alongside supporting in class** develop your understanding of the week's training focus, e.g., by reading and discussing lesson plans, through discussing and analysing the practice of an expert colleague, by observing and deconstructing relevant approaches **Plan, teach and assess one lesson a day plus phonics.** **Plan for deploying additional adults** and ensuring smooth transitions throughout the half day **Be observed and receive written feedback** on one of these lessons, relating to the week's training focus Complete **weekly RoP,** discuss with mentor. <u>Further responsibilities:</u> As for Week 1	**CCF focus:-Subject & Curriculum 3-8 & Classroom Practice 1-5** **Training focus:** Developing strategies to maximise pupil's participation and pace, considering the balance between exposition, modelling, repetition and practice. Suggested coaching opportunities: **Share & Explain** lesson planning to support effective pace **Share & Explain** planning/lesson structures/routines that facilitate repetition and practice of new concepts **Demonstrate and Deconstruct** strategies that maximise pace and participation in one observed lesson **Discuss & Analyse** a guided observation of another practitioner with mentor identifying key points in the lesson where the practitioner moves the learning forward and maintains pace **Film & Evaluate,** allowing the trainee to view their own teaching and evaluating points within the lesson where pace was good or could be improved **Observe & Feedback** with a focus on pace of learning and maximising pupil participation Lesson observation and feedback, discuss and complete **weekly RoP** with trainee

Week 3	Teaching commitment: 50% PPA time: ½ day PD time: ½ day	**CCF focus:-Adaptive teaching +Professional Behaviours 6** **Training focus:** Meeting the needs of all learners including SEND, and working with other professionals. **In PD time,** develop your understanding of the week's training focus, e.g., by meeting with an expert colleague to discuss how the needs of specific learners are met; by observing an intervention **Plan, teach and assess four half days. Plan for deploying additional adults** and ensuring smooth transitions throughout the three full days **Begin to take the lead in planning and resourcing the learning environment -** e.g., by planning and resourcing all indoor provision or all outdoor provision for the three full days **Be observed and receive written feedback** on one of your lessons, relating to the week's training focus Complete **weekly RoP,** discuss with mentor. <u>Further responsibilities:</u> As for Week 1, and: Observe an expert practitioner working in continuous provision with a focus on outdoor learning	**CCF focus:-Adaptive teaching + Professional Behaviours 6** **Training focus:** Meeting the needs of all learners including SEND, and working with other professionals. Suggested coaching opportunities: **Share & Explain** scheduled interventions planned for the children, explaining the rationale behind them **Meet with Expert Colleague** to discuss interventions (or alternative strategies for meeting the needs of specific learners)**-** this may be SENCO/intervention staff **Observe & Feedback** - focus on meeting the needs of all learners Lesson observation and discuss and complete **weekly** RoP with trainee

Week 4	Teaching commitment: 50% PPA time: ½ day PD time: ½ day	**CCF focus:-How Pupils Learn** **Training focus**: Making progress visible; checking understanding in lessons and adapting lessons. (This may be focused on whole class/small group activities or supporting children's play) **In PD time,** develop your understanding of the week's training focus, e.g., observe lessons with a specific focus on making progress visible, "checking in" on understanding and adapting lessons to respond to emerging needs & understanding; film your own teaching and evaluate how effectively you respond to the children's learning. **Plan, teach and assess four half days.** **Plan for deploying additional adults** and ensuring smooth transitions throughout the three full days **Continue to take the lead in planning and resourcing the learning environment -** e.g., by planning and resourcing all indoor provision or all outdoor provision for the three full days (the alternative to last week) **Be observed and receive written feedback** on one of your lessons, relating to the week's training focus Complete **weekly RoP,** discuss with mentor. <u>Further responsibilities:</u> As for Week 1, and: Develop a new provision area or a new display to enhance children's learning	**CCF focus:-How Pupils Learn** **Training focus**: Making progress visible; checking understanding in lessons and adapting lessons. (This may be focused on whole class/small group activities or supporting children's play) Link to theory such as Cognitive Load Theory or Rosenshine. Suggested coaching opportunities: **Demonstrate & Deconstruct** strategies for making progress visible, checking understanding and adapting lessons **Discuss & Analyse** a guided observation of another practitioner with mentor identifying key points where the practitioner checks understanding and responds flexibly **Film & Evaluate,** allowing the trainee to view their own teaching and evaluate how effectively they adapt their teaching responsively to the children's learning, and how they make progress visible for children **Observe & Feedback** - explicit focus on making progress visible, "checking in" on understanding and adapting lessons to respond to emerging needs & understanding Lesson observation and discuss and complete **weekly RoP** with trainee

Week 5	Teaching commitment: 60% PPA time: ½ day PD time: ½ day	**CCF focus:-Professional Behaviours 5 & High Expectations** **Training focus:** Effective challenge for all learners, including more able learners, and effective deployment of support staff I**n PD time,** develop your understanding of the weekly training focus, e.g., by observing lessons with a specific focus on effective challenge for all learners including more able learners and effective deployment of support staff. **Plan, teach and assess 3 full days, including phonics and a PE lesson** **Plan for deploying additional adults** and ensuring smooth transitions throughout the full days **Take the lead in planning and resourcing the learning environment,** including all areas of continuous provision **Be observed and receive written feedback** on one of your lessons, relating to the week's training focus. ROP <u>Further responsibilities:</u> As for Week 1, and: **Take the lead for meeting and greeting parents** at the start and/or end of the day. Take full part in all Christmas based activities, from play performances, to parties and carol services.	**CCF focus:-Professional Behaviours 5 & High Expectations** **Training focus:** Effective challenge for all learners, including more able learners, and effective deployment of support staff Suggested coaching opportunities: **Share & Explain** deployment of support staff to challenge & support more able/greater depth learners **Demonstrate & Deconstruct** strategies for challenging more able/greater depth learners **Discuss & Analyse** a guided observation of another practitioner with mentor identifying how the practitioner challenges more able learners **Observe & Feedback** -focus on effective challenge for all learners, including more able learners, and effective deployment of support staff Lesson Observation and ROP.

Week 6	Teaching commitment: 60-80% PPA time: ½ day PD time: ½ day	**CCF focus:-Adaptive Teaching and Professional Behaviours 4+6** **Training focus**: Strategies to remove barriers to learning; Partnership with parents and working with other professionals. **In PD time,** develop your understanding of the weekly training focus, e.g., meet with SENCO to discuss strategies to remove barriers to learning and consider how physical, social & intellectual factors impact on learning. **Plan, teach and assess** four full days, including phonics. **In all planning,** identify opportunities for developing SMSC- Allow flex for Christmas activities **Be observed and receive written feedback** on one of your lessons, relating to the week's training focus Complete **weekly RoP,** discuss with mentor. <u>Further responsibilities:</u> Plan for deploying additional adults and ensuring smooth transitions throughout Take the lead in planning and resourcing the learning environment, including all areas of continuous provision Respond flexibly to the learning needs and interests of the children, adapting provision areas appropriately and in a timely manner (e.g., by planning and resourcing a new provision area every other week) Take the lead for meeting and greeting parents at the start and/or end of the day Support learning and assessment in continuous provision, including listening to individual children read Attend staff meetings Plan and set homework / extend learning to continue beyond the classroom (in line with school homework policy)	**CCF focus:-Adaptive Teaching and Professional Behaviours 4+6** **Training focus**: Strategies to remove barriers to learning; Partnership with parents and working with other professionals. Suggested coaching opportunities: **Meet with Expert Colleague**: Special Educational Needs Coordinator (SENCO) to meet with trainee to **Share & Explain** how pupil premium funding is used and how impact is measured. **Demonstrate & Deconstruct** meeting with parents or other professionals **Demonstrate & Deconstruct** lessons with a focus on SMSC **Observe & Feedback** -focus on strategies to remove barriers to learning Lesson observation and feedback, discuss and complete **weekly RoP** with trainee **As this is Christmas week there is more opportunities for flexibility around lessons/observations- talk to tutor if concerned** **For some this may be a shorter week.**

Week 7	Teaching commitment: 60-80% PPA time: ½ day PD time: ½ day	**CCF focus:- Adaptive teaching** **Training focus**: Develop distinctive teaching strategies to engage and support all learners – including SEND/more able/EAL **In PD time,** develop your understanding of the week's training focus, e.g., observe strategies to support targeted groups **Plan, teach and assess** four full days, including phonics (if rel). **In all planning,** identify opportunities for strategies to support targeted groups **Be observed and receive written feedback** on one of your lessons, relating to the week's training focus Complete **weekly RoP,** discuss with mentor. <u>Further responsibilities:</u> Plan for deploying additional adults and ensuring smooth transitions throughout the four full days Take the lead in planning and resourcing the learning environment, including all areas of continuous provision Respond flexibly to the learning needs and interests of the children, adapting provision areas appropriately and in a timely manner (e.g., by planning and resourcing a new provision area every other week) Take the lead for meeting and greeting parents at the start and/or end of the day Support learning and assessment in continuous provision, including listening to individual children read Attend staff meetings Plan and set homework / extend learning to continue beyond the classroom (in line with school homework policy) **After Christmas you are the CT and really need to be doing all that the CT does, supported.**	**CCF focus:- Adaptive teaching** **Training focus**: Develop distinctive teaching strategies to engage and support all learners – including SEND/more able/EAL Suggested coaching opportunities **Share & Explain** how pedagogy supports positive learning behaviours & attitudes **Demonstrate & Deconstruct** distinctive teaching strategies to engage and support targeted groups **Observe & Feedback** -focus on strategies to support targeted groups Lesson observation and feedback, discuss and complete **weekly RoP** with trainee

Week 8	Teaching commitment: 80% PPA time: ½ day PD time: ½ day	**CCF focus:- Assessment** **Training focus**: Assessment - making informed and effective use of both formative and summative assessment to secure pupil progress, with a focus on assessment systems and data **In PD time,** develop your understanding of the week's training focus - e.g., meet with the Assessment/EYFS lead - Discuss completion of EYFS profile; observe lessons with a focus on formative assessment strategies; contribute to the setting's assessment practices **Plan, teach and assess** four full days, including phonics. In all planning, identify opportunities for formative assessment **Be observed and receive written feedback** on one of your lessons, relating to the week's training focus Complete **weekly RoP,** discuss with mentor. <u>Further responsibilities:</u> As for Week 7, and: Familiarise yourself with the summative assessment processes in EYFS Contribute to the setting's summative assessment processes	**CCF focus:-Assessment** **Training focus**: Assessment - making informed and effective use of both formative and summative assessment to secure pupil progress, with a focus on assessment systems and data Suggested coaching opportunities: **Meet with Expert Colleague -** Assessment/EYFS lead – to discuss the EYFS Profile and how it is completed **Share & Explain** how day-to-day assessments are recorded and used to track progress and inform future planning & teaching **Demonstrate & Deconstruct** a lesson with formative assessment strategies **Observe & Feedback** -focus on formative assessment strategies Lesson observation and feedback, discuss and complete **weekly RoP** with trainee

Week 9	Teaching commitment: 80% PPA time: ½ day PD time: ½ day	**CCF focus:-Professional Behaviours** **Training focus:** Wider Roles & Responsibilities, including whole school assemblies/report writing/organising school trips/communicating with parents **In PD time,** develop your understanding of the week's training focus - e.g., read examples of the children's reports; plan and deliver a whole school assembly independently; support colleagues in organising a school trip; write a letter for parents **Plan, teach and assess** 4 full days, including phonics. **Be observed and receive written feedback** on one of your lessons, relating to a focus agreed between trainee and mentor Complete **weekly RoP,** discuss with mentor. <u>Further responsibilities:</u> As for Week 8, look at taking a class assembly build to whole school by end of block	**CCF focus:-Professional Behaviours** **Training focus:** Wider Roles & Responsibilities, including whole school assemblies/report writing/organising school trips/communicating with parents Suggested coaching opportunities (as relevant): **Share & explain** school reports, and how to write them **Share & explain** assembly policy and support trainee in planning and delivering whole school assembly **Share & explain** risk assessment and school trip planning documents **Share & explain** how to write a letter to parents, and support trainee in doing this **Observe & Feedback** -focus to be agreed between mentor and trainee. Lesson observation and feedback, discuss and complete **weekly RoP** with trainee

Week 10 – No RoP	Teaching commitment: 80% PPA time: ½ day PD time: ½ day	**CCF focus:-Subject and Curriculum** **Training focus:** Contributing to the design and provision of an engaging curriculum **In PD time,** develop your understanding of the week's training focus - e.g., by meeting with a subject leader and discussing how to lead the subject **Plan, teach and assess** four full days, including phonics. Try and teach areas not previously covered. **Be observed and receive written feedback** on one of your lessons, relating to a focus agreed between trainee and mentor **Review point 3 preparation** **No RoP**. **Discuss Summative review with mentor and agree targets. Prepare your evidence bundle on PP for Review Point 3. Cover all the Teacher standards.** <u>Further responsibilities:</u> As for Week 8, and: Plan and deliver a whole school assembly.	**CCF focus:-Subject and Curriculum** **Training focus:** Contributing to the design and provision of an engaging curriculum Suggested coaching opportunities: **Meet with Expert Colleague -** identified subject leader – to discuss and identify roles and responsibilities of middle leadership **Share & explain** relevant documents, e.g., subject action plans, long terms planning, knowledge organisers, etc. **Observe & Feedback** - focus to be agreed between mentor and trainee. Lesson observation and feedback NO RoP **Review point 3 preparation** **Write the final Summative Report, against all the standards, email to trainee and University Tutor.**

Week 11 – No RoP	Teaching commitment: 80% PPA time: ½ day PD time: ½ day	**Read and share the ECF with your mentor and develop targets for ECT Year 1.** **Training focus: Trainee led** – focus on individual areas for development in NQT year **In PD time,** develop your understanding of the week's training focus **Plan, teach and assess** four full days, including phonics. Try and teach areas that you have not previously. **Be observed and receive written feedback** on one of your lessons, relating to a focus agreed between trainee and mentor **<u>Review Point 3</u>** **Review** your progress against your previous placement block targets and write your reflection on **Online portfolio.** **Complete your final evidence bundle – considering ALL the TS.** Use your reflection as starting point to **discussing your progress and next steps** from this placement block with your mentor linking to the ECF for future jobs. **Discuss the Subject Leadership placement in March, make links with the subject lead**. <u>Further responsibilities:</u> As for Week 8	**Read and share the ECF with your trainee and develop targets for ECT Year 1** **Training focus: Trainee led** – focus on individual areas for development in ECT years. Suggested coaching opportunities: as appropriate at this point. **Observe & Feedback** -focus to be agreed between mentor and trainee. Lesson observation and feedback – No RoP **<u>Review Point 3</u>** Discuss trainee's progress and agree next steps for ECT Term 1. Talk to trainee and support for personal statement writing and interview. **Discuss and plan for Subject Leadership placement.**

Block 3 Week by Week suggested progression – KS1 & 2

Key Stage 1 & 2 Assessed Block 3			
Week	Breakdown	Trainee tasks (Curriculum links including CCF)	Mentor tasks (Curriculum links including CCF)
Block Preparation Week	N/A	**CCF focus: High Expectations 1-6 & Professional Behaviours 1-6** Research the school website, consider visions and values, read basic policies and familiarise. Support in class; work with groups; listen to children read. Find out about the needs of individual pupils. Interact with children as they engage in play based continuous provision; start to carry out observations of children. Start your daily teaching file for planning and GDPR documents. Discuss with mentor the use of Planning, Preparation and Assessment (PPA)/ Professional Development (PD) time; Share your targets from your previous placement with your mentor Arrange to support an after-school club Arrange to participate in a parents' consultation event Plan to set homework each week in line with school policy Alongside supporting in class, reflect upon **working with colleagues**, and identify effective strategies for building professional relationships and deploying support staff Plan and deliver phonics/one focused subject – working from existing plans – observe reflect and record as mentor models these lessons in practice. Ensure you know what you are planning and teaching in your first assessed week; share your planning with your mentor in good time to receive guidance and feedback.	**CCF focus: High Expectations 1-6 & Professional Behaviours 1-6** School induction: Share visions and values, introduce key people and flag key policies **Share & explain** safeguarding policy (including e-safety policy and Prevent & GDPR, risk assessments for outdoor learning, food hygiene for snack preparation), partnership with parents **Share & explain** behaviour management policy: routines/rewards/sanctions/ seating plans/class systems e.g. numbers allowed in provision areas **Share & explain** feedback & assessment policy, use of digital assessment tools if used (e.g. iPads, electronic tracking packages). **Share & explain** code of conduct. Draw up timetables with trainee to show teaching commitment throughout the placement and when observations will take place. **Share & explain** medium term plans with trainee and discuss what they will need to plan for before the block placement starts; at this early stage, the trainee may need direct support with lesson planning, e.g., adapting existing plans (see guidance on 'beginner' planning) **Share & explain** structure and routines of lessons Introduce trainee to school technology esp. classroom whiteboard, SMART notebook (or equivalent), set up logins if required **Share & explain** support staff roles and responsibilities Support with planning for assessed week 1 and give feedback and guidance on lesson plans.

Week 1	Teaching commitment: 25% PPA time: 1.5 hours PD time: 1.5 hours	**CCF focus:- Managing Behaviour** **Training focus**: creating supportive and inclusive environment that promote high expectations for behaviour **In PD time and alongside supporting in class,** develop your understanding of the week's training focus, e.g., by observing expert colleagues **Plan, teach and assess** English or maths for the week. **Be observed and receive written feedback** on one of these lessons, relating to the week's training focus Create an English or maths display/working wall, or, if appropriate for age and setting, enhance a related provision area Complete **weekly RoP**, discuss with mentor <u>Further responsibilities:</u> Support in class and carry out observations of children when not teaching Support individual pupils with reading Attend staff meetings Support an after-school club Plan and set homework / extend learning to continue beyond the classroom (in line with school homework policy)	**CCF focus:- Managing Behaviour** **Training focus**: creating supportive and inclusive environment that promote high expectations for behaviour Suggested coaching opportunities: **Share & Explain** the learners' needs in terms of behaviour, reflecting on the strategies that have been used throughout the year to promote high expectations of behaviour for the class and for individuals **Demonstrate & Deconstruct** the role of positive relationships with all learners in one observed lesson **Observe & Feedback** focusing on strategies creating a supportive, inclusive learning environment that promote high expectations of behaviour Lesson observation and feedback, discuss and complete **weekly RoP** with trainee

Week 2	Teaching commitment : 25% + PPA time: ½ day PD time: ½ day	**CCF focus:-Subject & Curriculum 3-8 & Classroom Practice 1-5** **Training focus:** Developing strategies to maximise pupil's participation and pace, considering the balance between exposition, modelling, repetition and practice **In PD time and alongside supporting in class** develop your understanding of the week's training focus, e.g., by reading and discussing lesson plans, through discussing and analysing the practice of an expert colleague, by observing and deconstructing relevant approaches **Plan, teach and assess** English OR maths for the week, (opposite of week 1) plus phonics OR SPaG OR Guided Reading Or arithmetic Create an English or maths display/working wall, or, if appropriate for age and setting, enhance a related provision area **Be observed and receive written feedback** on one of these lessons, relating to the week's training focus Complete **weekly RoP,** discuss with mentor. <u>Further responsibilities:</u> As for Week 1	**CCF focus:-Subject & Curriculum 3-8 & Classroom Practice 1-5** **Training focus:** Developing strategies to maximise pupil's participation and pace, considering the balance between exposition, modelling, repetition and practice Suggested coaching opportunities: **Share & Explain** lesson planning to support effective pace **Share & Explain** planning/lesson structures/routines that facilitate repetition and practice of new concepts **Demonstrate and Deconstruct** strategies that maximise pace and participation in one observed lesson **Discuss & Analyse** a guided observation of another practitioner with mentor identifying key points in the lesson where the practitioner moves the learning forward and maintains pace **Film & Evaluate,** supporting trainee to view their own teaching and evaluating points within the lesson where pace was good or could be improved **Observe & Feedback** with a focus on pace of learning and maximising pupil participation Lesson observation and feedback, discuss and complete **weekly RoP** with trainee

Week 3	Teaching commitment : 50% PPA time: ½ day PD time: ½ day	**CCF focus:-Adaptive teaching +Professional Behaviours 6** **Training focus:** Meeting the needs of all learners including SEND, and working with other professionals. **In PD time,** develop your understanding of the week's training focus, e.g., by meeting with an expert colleague to discuss how the needs of specific learners are met; by observing an intervention **Plan, teach and assess four half days,** including a range from English and maths, phonics/ SPAG/ Guided Reading. **Plan for deploying additional adults** **Be observed and receive written feedback** on one of your lessons, relating to the week's training focus Complete **weekly RoP,** discuss with mentor. <u>Further responsibilities:</u> As for Week 1	**CCF focus:-Adaptive teaching +Professional Behaviours 6** **Training focus:** Meeting the needs of all learners including SEND, and working with other professionals. Suggested coaching opportunities: **Share & Explain** scheduled interventions planned for the children, explaining the rationale behind them **Meet with Expert Colleague** to discuss interventions (or alternative strategies for meeting the needs of specific learners)**-** this may be SENCO/intervention staff **Observe & Feedback** - focus on meeting the needs of all learners Lesson observation and feedback, discuss and complete **weekly RoP** with trainee

Week 4	Teaching commitment : 50% PPA time: ½ day PD time: ½ day	**CCF focus:-How Pupils Learn** **Training focus**: Making progress visible; checking understanding in lessons and adapting lessons. (This may be focused on whole class/small group activities or supporting children's play) **In PD time,** develop your understanding of the week's training focus, e.g., observe lessons with a specific focus on making progress visible, "checking in" on understanding and adapting lessons to respond to emerging needs & understanding; film your own teaching and evaluate how effectively you respond to the children's learning **Plan, teach and assess 4 half days,** including English and maths. **Plan for deploying additional adults** **Be observed and receive written feedback** on one of your lessons, relating to the week's training focus Complete **weekly RoP,** discuss with mentor. <u>Further responsibilities:</u> As for Week 1	**CCF focus:-How Pupils Learn** **Training focus**: Making progress visible; checking understanding in lessons and adapting lessons. (This may be focused on whole class/small group activities or supporting children's play) Link to theory such as Cognitive load theory or Rosenshine. Suggested coaching opportunities: **Demonstrate & Deconstruct** strategies for making progress visible, checking understanding and adapting lessons **Discuss & Analyse** a guided observation of another practitioner with mentor identifying key points where the practitioner checks understanding and responds flexibly **Film & Evaluate,** allowing the trainee to view their own teaching and evaluate how effectively they adapt their teaching responsively to the children's learning, and how they make progress visible for children **Observe & Feedback** - explicit focus on making progress visible, "checking in" on understanding and adapting lessons to respond to emerging needs & understanding Lesson observation and feedback, discuss and complete **weekly RoP** with trainee

Week 5	Teaching commitment : 60% PPA time: ½ day PD time: ½ day	**CCF focus:-Professional Behaviours 5 & High Expectations** **Training focus:** Effective challenge for all learners, including more able learners, and effective deployment of support staff I**n PD time,** develop your understanding of the weekly training focus, e.g., by observing lessons with a specific focus on effective challenge for all learners including more able learners and effective deployment of support staff. **Plan, teach and assess three full days,** including English and maths, phonics/ SPAG/ Guided Reading, and science or foundation subjects or specifically a PE lesson **Plan for deploying additional adults** **Be observed and receive written feedback** on one of your lessons, relating to the week's training focus and RoP. **Support and engage with festive activities and assemblies/plays wherever possible.** <u>Further responsibilities:</u> As for Week 1, and: Teach a PE lesson	**CCF focus:-Professional Behaviours 5 & High Expectations** **Training focus:** Effective challenge for all learners, including more able learners, and effective deployment of support staff Suggested coaching opportunities: **Share & Explain** deployment of support staff to challenge & support more able/greater depth learners **Demonstrate & Deconstruct** strategies for challenging more able/greater depth learners **Discuss & Analyse** a guided observation of another practitioner with mentor identifying how the practitioner challenges more able learners **Team Teach** a PE lesson or a creative lesson for Christmas. **Observe & Feedback** -focus on effective challenge for all learners, including more able learners, and effective deployment of support staff Lesson Observation and feedback and RoP. Allow some flexibility around Christmas.

Week 6	Teaching commitment: 60-80% PPA time: ½ day PD time: ½ day	**CCF focus:-Adaptive Teaching and Professional Behaviours 4+6** **Training focus**: Strategies to remove barriers to learning; Partnership with parents and working with other professionals. **In PD time,** develop your understanding of the weekly training focus, e.g., meet with SENCO to discuss strategies to remove barriers to learning and consider how physical, social & intellectual factors impact on learning. As this is the week before Christmas, more flexibility is expected. **Plan, teach and assess** 3 full days, core and foundation subjects, including phonics/SPAG and guided reading. **In all planning,** identify opportunities for developing SMSC **Be observed and receive written feedback** on one of your lessons, relating to the week's training focus Complete **weekly RoP,** discuss with mentor. <u>Further responsibilities:</u> Start to liaise with parents Identify opportunities for reading in planning for all subjects Plan for deploying additional adults Maintain and develop working walls/displays to support and celebrate learning Attend staff meetings Plan and set homework / extend learning to continue beyond the classroom (in line with school homework policy)	**CCF focus:-Adaptive Teaching and Professional Behaviours 4+6** **Training focus**: Strategies to remove barriers to learning; Partnership with parents and working with other professionals. Suggested coaching opportunities: **Meet with Expert Colleague**: Special Educational Needs Coordinator (SENCO) to meet with trainee to **Share & Explain** how pupil premium funding is used and how impact is measured. **Demonstrate & Deconstruct** meeting with parents or other professionals **Demonstrate & Deconstruct** lessons with a focus on SMSC **Observe & Feedback** -focus on strategies to remove barriers to learning Lesson observation and feedback, discuss and complete **weekly RoP** with trainee **As this is Christmas week there is more opportunities for flexibility around lessons/observations- talk to tutor if concerned** **For some this may be a shorter week.**

Week 7	Teaching commitment: 60-80% PPA time: ½ day PD time: ½ day	**CCF focus:- Adaptive teaching** **Training focus**: Develop distinctive teaching strategies to engage and support all learners – including SEND/more able/EAL **In PD time,** develop your understanding of the week's training focus, e.g., observe strategies to support targeted groups **Plan, teach and assess if possible 4** full days, core and foundation subjects, including phonics/SPAG and guided reading. **In all planning,** identify opportunities for strategies to support targeted groups **Be observed and receive written feedback** on one of your lessons, relating to the week's training focus Complete **weekly RoP,** discuss with mentor. <u>Further responsibilities:</u> Liaise with parents Identify opportunities for reading in planning for all subjects Deploy additional adults Maintain and develop working walls/displays to support and celebrate learning Attend staff meetings Plan and set homework / extend learning to continue beyond the classroom (in line with school homework policy) **After Christmas you are the CT and really need to be doing all that the CT does, supported.**	**CCF focus:- Adaptive teaching** **Training focus**: Develop distinctive teaching strategies to engage and support all learners – including SEND/more able/EAL Suggested coaching opportunities **Share & Explain** how pedagogy supports positive learning behaviours & attitudes **Demonstrate & Deconstruct** distinctive teaching strategies to engage and support targeted groups **Observe & Feedback** -focus on strategies to support targeted groups Lesson observation and feedback, discuss and complete **weekly RoP** with trainee

Week 8	Teaching commitment: 80% PPA time: ½ day PD time: ½ day	**CCF focus:- Assessment** **Training focus**: Assessment - making informed and effective use of both formative and summative assessment to secure pupil progress, with a focus on assessment systems and data **In PD time,** develop your understanding of the week's training focus - e.g., meet with the Assessment/Key Stage lead - Discuss summative assessment and progress tracking; observe lessons with a focus on formative assessment strategies; contribute to the setting's assessment practices **Plan, teach and assess** four full days, core and foundation subjects, including phonics/SPAG and guided reading. **In all planning,** identify opportunities for strategies to support targeted groups. **In all planning,** identify formative assessment **Be observed and receive written feedback** on one of your lessons, relating to the week's training focus Complete **weekly RoP,** discuss with mentor. <u>Further responsibilities:</u> As for Week 7, and: Familiarise yourself with the summative assessment processes for the Key Stage Contribute to the class's summative assessment processes where possible	**CCF focus:- Assessment** **Training focus**: Assessment - making informed and effective use of both formative and summative assessment to secure pupil progress, with a focus on assessment systems and data Suggested coaching opportunities: **Meet with Expert Colleague -** Assessment/Key Stage lead – to discuss summative assessment procedures and progress tracking **Share & Explain** how day-to-day assessments are recorded and used to track progress and inform future planning & teaching **Demonstrate & Deconstruct** a lesson with formative assessment strategies **Observe & Feedback** -focus on formative assessment strategies Lesson observation and feedback, discuss and complete **weekly RoP** with trainee

Week 9	Teaching commitment: 80% PPA time: ½ day PD time: ½ day	**CCF focus:-Professional Behaviours** **Training focus:** Wider Roles & Responsibilities, including whole school assemblies/report writing/organising school trips/communicating with parents **In PD time,** develop your understanding of the week's training focus - e.g., read examples of the children's reports; plan and deliver a whole school assembly independently; support colleagues in organising a school trip; write a letter for parents **Plan, teach and assess Four** full days, core and foundation subjects, including phonics/SPAG and guided reading. **Be observed and receive written feedback** on one of your lessons, relating to the week's training focus Complete **weekly RoP,** discuss with mentor. <u>Further responsibilities:</u> As for Week 8, and: lead a class assembly – build up to whole school.	**CCF Focus:-Professional Behaviours** **Training focus:** Wider Roles & Responsibilities, including whole school assemblies/report writing/organising school trips/communicating with parents Suggested coaching opportunities (as relevant): **Share & explain** school reports, and how to write them **Share & explain** assembly policy and support trainee in planning and delivering whole school assembly **Share & explain** risk assessment and school trip planning documents **Share & explain** how to write a letter to parents, and support trainee in doing this **Observe & Feedback** -focus to be agreed between mentor and trainee. Lesson observation and feedback, discuss and complete **weekly RoP** with trainee

Week 10 – No RoP	Teaching commitment: 80% PPA time: ½ day PD time: ½ day	**CCF focus:-Subject and Curriculum** **Training focus:** Contributing to the design and provision of an engaging curriculum **In PD time,** develop your understanding of the week's training focus - e.g., by meeting with a subject leader and discussing how to lead the subject **Plan, teach and assess** four full days, core and foundation subjects, focus on any subjects as not yet taught. **Be observed and receive written feedback** on one of your lessons, relating to a focus agreed between trainee and mentor **Review point 3 preparation** **No RoP**. **Discuss Summative review with mentor and agree targets. Prepare your evidence bundle on PP for Review point 3. Cover all the Teacher standards.** Further responsibilities: As for Week 8, and: Plan and deliver a whole school assembly.	**CCF focus:-Subject and Curriculum** **Training focus:** Contributing to the design and provision of an engaging curriculum Suggested coaching opportunities: **Meet with Expert Colleague -** identified subject leader – to discuss and identify roles and responsibilities of middle leadership **Share & explain** relevant documents, e.g., subject action plans, long terms planning, knowledge organisers, etc. **Observe & Feedback** -focus to be agreed between mentor and trainee. Lesson Observation-no RoP. **Review point 3 preparation** **Write the final Summative Report, against all the standards, email to trainee and University Tutor.**
Week 11 – No RoP	Teaching commitment: 80% PPA time: ½ day PD time: ½ day	**Read and share the ECF with your mentor and develop targets for ECT Year 1.** **Training focus: Trainee led** – focus on individual areas for development in ECT years. **In PD time,** develop your understanding of the week's training focus **Plan, teach and assess** four full days, core and foundation subjects, focus on any subjects not yet taught. **Be observed and receive written feedback** on one of your lessons, relating to a focus agreed between trainee and mentor **Review Point 3** **Review** your progress against your previous placement block targets and write your reflection on **Online portfolio.** **Complete your final evidence bundle – considering ALL the TS.** Use your reflection as starting point to **discussing your progress and next steps** from this placement block with your mentor linking to the ECF and future jobs. **Discuss Subject Leadership placement in March, consider which subject and who leads to approach**.	**Read and share the ECF with your trainee and develop targets for ECT Year 1** **Training focus: Trainee led** – focus on individual areas for development in ECT years. Suggested coaching opportunities: as appropriate at this point. **Observe & Feedback** -focus to be agreed between mentor and trainee. Lesson observation and feedback No RoP. **Review Point 3** Discuss trainee's progress and agree next steps for ECT Term 1. Talk to trainee and support for personal statement writing and interview techniques. **Talk to trainee about Subject Leadership placement in March and plan.**

Daily Teaching File and Online portfolio (Online portfolio)

While on placement, it is important that trainees keep up-to-date information and records to support the learning and progress of the children in the class. There are two set of records trainees need to keep:

1 – Daily teaching file – day to day information about the class and your teaching – non-assessed
2 – Online portfolio – an online portfolio reflecting your training journey - assessed

Full guidance on what should be in each is included in the tables below and overleaf.

The daily teaching file which may be hard copy or virtual, should kept securely during, and after, each placement, and trainees must follow the GDPR policy of the host school. Whether a trainee chooses to keep information in a virtual or hard copy file, it should be well-organised, comprehensive and accessible to mentors, tutors and external visitors (such as Ofsted) on request.

The online portfolio (Online portfolio) provides evidence about trainees' observations, planning, reflection and assessment of children; it demonstrates progress towards the curriculum and ultimately the Teachers' Standards and how trainees have ensured that children have made progress over time. Online portfolio documents should be succinct, clearly labelled and well organised, chronicling progress across the course. The quality of the online portfolio evidence is essential for the recommendation for QTS - it is possible to fail an assessed placement block if the online portfolio evidence is not deemed to be sufficient. At the end of each assessed placement block, trainees will select evidence from their online portfolio to present for the end of block viva.

Guidance on the contents of the daily file and Online portfolio is included below.

Daily Teaching File (non assessed)

Section	Section title	Suggested Contents
1	School/EYFS setting information	This section should be brief and confined to necessary information – not lots of photocopying. Notes from school induction. Copies of the following school policies (or relevant sections) should also be included so that you can refer to them in practice: - Safeguarding policy - Assessment Policy - Behaviour policy
2	Whole Class Information and Assessment Data	Weekly teaching timetable for your class Class list in alphabetical order. Class grouping arrangements & notes about how groups change and adapt according to children's needs Notes from class induction; Details about individual pupils, such as PP or Looked after or SEND including copies of Individual Education Plans (IEPs), or extracted targets Prior assessment data in English (reading, writing) and maths (for KS1/KS2) Prior assessment data in Prime Areas, Literacy and Mathematics (for EYFS).

		NB You will need to ask your class teacher for these, and not all data may be shared in hard copy due to GDPR regulations. If this is the case, insert pages into your file stating where the information can be found, and any anonymous key points e.g. '3 children have IEPs and require additional support in….' We will be looking for evidence in your planning and teaching that you know all the children's needs, and are planning to meet these needs.
3	Long and Medium term planning	Long term plan to show curriculum coverage in your year group Medium term plans/unit plans to show coverage of objectives in all curriculum areas to be taught (NB if the MT plan is a lengthy published scheme such as White Rose Maths, there is no need to print this out). If in EYFS you will also need an overview of themes and potential learning planned for the areas of continuous provision. Again, if these are on Online portfolio no need to replicate here.
4	Short term planning/ daily assessments (during the week – then transfer to PP)	The lesson plan may include the lesson assessment for each child (or this can be separate). The lesson plan may include details of the work of additional adults, or you may need to use the separate Additional Adult proformas provided. During the first few weeks of each placement please provide individual lesson plans for each lesson, so that your mentor can assess what stage you are at in terms of your lesson planning (see guidance earlier in handbook). As you become confident in lesson planning you may move to detailed weekly planning in consultation with your mentor and university tutor. Assessments should still be evidenced. **Observed lessons should always have a detailed separate lesson plan.** In EYFS you may have a continuous provision weekly overview. You should be guided by your placement school but remember that trainees will need to plan in more detail than experienced teachers. If you are provided with pre-made planning by your school, you need to adapt this for your class and add detail about the organisation, progression, timing, questioning and so on. You may keep check lists or other informal assessment systems such as RAG rating etc in this section.

Online Portfolio-PebblePad

The online portfolio is where trainees collect evidence to demonstrate that they have met the Teacher Standards. Much of the evidence will come from the contents of your daily file and **will need to be updated weekly while you are on placement.**

The following chart provides information on how to use each section of the workbook in your Online portfolio.

Tab title	Sub-sections	Contents
Profile	Pen portrait	Information about who you are and your prior experience, knowledge and skills. You upload your pre-course reflection and your subject knowledge audits/workbooks here.
	Attendance and Experience	This section audits your attendance and experience and needs to be completed and updated throughout the course. You should upload your attendance records and your pre- & post- reflection document here.
	Enhanced support	If you receive any enhanced support during your training, you upload the documentation here. Your university tutor fills in the documentation and sends it to you.
	QTS sign off	When you have successfully completed the course your university tutor signs a form to state that you have met the standards and to recommend you for the award of Qualified Teacher Status. You upload this form here.
	ECT school details and ECT targets	Here you provide details of your future employment and your ECT targets.
Block 1 Block 2 Block 3 Additional Placement (Note: there is a separate Tab for each assessed block. There may be a section in a block Tab that is not relevant to you for that particular block, so just leave that section unpopulated)	School Contextual Analysis	Complete this section to show that you have researched and read all the relevant background information you need to be able to work at your school.
	School details/Targets and Reviews	You fill in details about your block school, such as mentor details and year group. You set your targets at the start of each assessed placement block. At the end of each block (Review Point 1/2/3), you reflect on your progress, and upload your summative review report. Following your viva, your tutor will enter the final outcome for the assessed block and you upload your viva report.
	Assessment, Planning and Teaching (This is where you will upload copies of your 'working documents' contained in your daily teaching file. You must do this at the end of each week).	Weekly Timetables – 1 per week showing clearly what you are teaching each week Medium term plans (any that are written by you, not your teacher) Short term plans, including day to day assessment records and additional adults planning (at least 1 individual lesson plan per week; you may also include weekly plans where relevant – choose whatever you think will be your best evidence) All lesson observations Weekly RoPs Intervention group assessments, planning and impact statement - Placement 1 only Additional evidence - Occasionally, you may have additional evidence you want to add to Online portfolio, such as: photos of displays or provision areas you have created; examples of children's work; documentation related to a particular event outside of regular teaching, such as a school trip, assembly or parents' evening, evidence gathered during non-assessed experience in school, or tracking data to show children's progress over time. This evidence can be placed here.

Standards	Evidence bundles	There is a box for your Evidence Bundle for each block. At the end of each assessed block (Review Points 1, 2 & 3) you will be asked to identify evidence which you already have collected in the online portfolio, to present to, and discuss with, your university tutor in your viva. For each evidence bundle you will need to: Consider the curriculum aims for the block carefully Identify a short sequence of learning (usually 3-6 lessons, but possibly more as the course proceeds), which reflect your teaching overall in relation to the specified focus areas. You should be able to identify and discuss your impact on children's progress, both academically and more broadly. Identify evidence related to this sequence of learning (see examples below); this is then your 'bundle'. You should link to these items in the online portfolio 'Evidence Bundle' box related to that assessed block. **NO ADDITIONAL WRITTEN WORK IS REQUIRED** See separate brief on Evidence Bundles for full guidance.

Expectations of trainees on placement

In order for the placement to run smoothly there are various procedures that you **must** follow. Below is a summary of what we expect you to do to ensure that you have a successful time in school.

- Attend Assessed block briefings given the University
- Read all associated documentation carefully
- Identify targets in your on-line portfolio prior to each assessed placement block and reflect on progress at the end
- Make contact with your assessed block placement school to introduce yourself.
- Confirm with mentors in school the dates of tutor visits
- Ensure that planning for at least the first week is completed in advance of commencing your placement, under the guidance of your mentor
- Attend placement schools on the dates stipulated on the course timetable
- Arrive at school punctually and dressed appropriately; you are expected to take account of school expectations on both these points
- Arrive early enough each day and stay in school long enough each day to ensure tasks are completed and you are well organised
- If leaving the school grounds during the school day, ensure you have informed the appropriate person and followed the correct procedures.
- Make sure all planning is done regularly and shared with your class mentor by the agreed time;
- Make sure all resources are ready and available before a teaching session begins
- Ensure that all support staff have been briefed prior to the start of a lesson, often using the additional staff planning sheet
- Ensure that activities meet the needs of all learners and lessons and activities take into account prior assessments
- Complete assessment and record keeping after every taught session
- Complete one RoP per week to review your progress
- Attend a weekly Review of Progress (RoP) with your mentor
- Ensure that your daily teaching file is in school for scrutiny
- At each Review Point, reflect on your own progress in your online portfolio prior to your summative review
- Prepare your evidence bundle for each Review Point and attend your viva for each Review Point.
- Contribute pro-actively to the summative review of your progress
- Maintain excellent attendance and report any absence as stipulated by the university.
- Alert the school and the university if you have a medical condition or a disability so that reasonable adjustments can be made to the placement and appropriate plans can be made to safeguard your welfare and that of their pupils
- Use PPA time in a professional manner and professional development (PD) time in a professional manner to address personal targets
- Ensure that all pupils' work is marked (in line with school policy)
- Leave the classroom in a tidy state at the end of a teaching session
- Ensure that borrowed resources are returned to school at the end of a placement
- Evaluate the placement through formal mechanisms
- Always adhere to the Code of Professional Conduct for trainee teachers

The primary ITE partnership team wish trainees and mentors every success as you embark on the exciting journey together. During placement, please do not hesitate to contact your tutors if you have queries, concerns, or if you have any success stories that you wish to share (and there will be plenty of these!). Good luck!

Code of Conduct

All trainees are expected to adhere to the guidelines of the School of Education's Code of Conduct, which can be found in the appendices of this handbook, as well as to school policies when in school. These should be read carefully before the start of the course; enrolment on the course equates to acceptance of these conditions. The Code of Conduct also governs expectations in University. The University will take any breaches of the Code of Conduct extremely seriously, and this may lead to Fitness to Practise proceedings (see Fitness to Practise in the appendices)

Block Protocols

The Block Protocols, found in the appendices of this handbook, set out the context within which the placement team operate, and make explicit the expectations of trainees. These should be read carefully before the start of the course. We rely on the goodwill of schools to provide placements for all our trainees; please remember this in all dealings with schools, mentors and those responsible for organising placements.

Attendance and Absence

High standards of attendance and punctuality are expected as a requirement of the Teachers' Standards and a record of school attendance must be maintained. The attendance and absence policy, which can be found in the appendices, must be carefully followed. All trainees must complete their school-based training required by their chosen route. In some cases, unavoidable absence may mean that trainees are required to extend their placements.

Privacy and Confidentiality

Trainees must adhere to strict professional expectations regarding the safeguarding of confidential information. This includes data relating to children and to other trainees, colleagues, parents and other schools. This includes face to face and 'virtual' discussion, as well as in assignments. Trainees must make it a priority to find out about and adhere to the policies in placement schools regarding the General Data Protection Regulations (GDPR) (2018) and must fully anonymise data in assignments submitted to Turnitin.

Safeguarding

Safeguarding relates to the actions taken to promote the welfare of children and learners and protect them from harm and is the responsibility of everyone who works with children and learners.

Safeguarding is defined in the Working Together to Safeguard Children (Gov.uk 2018) as:

- Protecting children and learners from maltreatment
- Preventing impairment of children's and learns' health and development
- Ensuring that children and learns grow up in circumstances consistent with provision and safe and effective care
- Taking action to enable all children and learners to have the best outcomes

Keeping Children safe in Education (Department for Education 2024) identifies the following issues for those working in schools and other educational settings to be aware of:

- Abuse (multiple forms of)
- Bullying including cyberbullying
- Child sexual exploitation (CSE)
- Children missing education
- Children missing from home or care
- Child criminal exploitation (County lines)
- Domestic abuse
- Drugs
- Fabricated or induced illness
- Faith based abuse
- Female genital mutilation
- Forced marriage
- Up skirting
- Children in the court system
- (so called) Honour based violence
- Gang and youth violence
- Gender based violence
- Hate
- Mental health
- Preventing radicalisation
- Private fostering
- Relationship abuse
- Sexual violence and sexual harassment between children in schools and colleges
- Sexting
- Trafficking and modern slavery
- Peer on peer abuse
- Children with family members in prison
- Homelessness

The University of Huddersfield ITE Partnership is committed to ensuring trainees are aware and able to act upon their safeguarding duties as members of the school and setting communities. It is vital that during their induction, every trainee:

- receives safeguarding training and induction in each training setting which is recorded on the Record of Progress meeting and on the online portfolio.
- is fully briefed on the setting's e-safety and digital media policy
- understands the setting's data protection policy, GDPR and procedures.

In addition, trainees will:

- Be fully briefed and sign the Partnership's Code of Professional Conduct which includes the following duties for trainees:
  - Become familiar with, respect and adhere to all relevant statutory frameworks including the CCF, university policies and documentation and policies and practices of partnership settings/schools in which they teach
  - Prioritise the health, welfare and training of the children and young people in their care
- Engage in University based study where additional support and guidance related to safeguarding takes place, including the completion of online modules such as the Hays online safeguarding training and the Home Office Prevent Training.
- Understand that they are subject to the University's Fitness to Practise policy at all times.

Equality and diversity

Schools must comply with the Equality Act (2010). The ITE partnership will challenge all forms of discrimination, bullying and harassment. Discrimination against trainees with disabilities is unlawful and partnership schools and Initial Teacher Training providers are required by law to make reasonable adjustments in order to remove barriers to participation and achievement.

Spiritual, Moral, Social and Cultural development (SMSC)

As part of schools' responsibility to support the SMSC development of their pupils, teachers are expected to actively promote fundamental values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

All University of Huddersfield ITE trainees are supported to consistently promote fundamental values as part of pupils' spiritual, moral, social and cultural development. During university-based training and as part of our curriculum, trainees receive input on fundamental British values and their importance.

During school-based training we ask that settings induct trainees by sharing policies and approaches to fundamental British values to support their achievement of part two of the Teachers' Standards at the end of the course (personal and professional conduct). Trainees may demonstrate their learning and engagement through a variety of means, for example:

- Understanding the Prevent Duty and providing a safe environment for debating controversial issues
- Involvement in pupil councils and pupil voice projects
- Understanding and promotion of e-safety
- Promoting reading materials that have themes of tolerance, mutual respect and democracy
- Taking part in assemblies where British values are made relevant to all pupils

In doing so, our trainees are supported to develop their understanding of the importance of these elements in educating for a safe, equitable and just society.

Health and Safety and Physical Education (PE)

Trainees working in school are covered under the school's insurance policy. Trainees should ensure that they work in accordance with the school's health and safety policy at all times.
PE is an important part of the curriculum and one that trainees are expected to teach and engage with when on block placement and on school experience.

Please note under **no circumstances** should a trainee lead a PE lesson without a qualified teacher or qualified sports coach in attendance. This is not negotiable, and it must be a qualified teacher, not a Teaching Assistant or unqualified teacher.

Contact Details

For general enquiries please contact the Placements Office
Email: sepdplacements@hud.ac.uk.

For specific trainee issues/feedback please contact the allocated University Tutor for that trainee, you will receive their email address and details with the trainee details on allocation.

In the event of absence from school, trainees should notify the school that they are placed in immediately, if possible, in person and always by telephone not text or email. Trainees must also inform their university tutor. See the attendance and absence policy in the appendices for further guidance.

Appendices

1. Roles and responsibilities

Role of the senior mentor

Each partnership school has an appointed senior mentor, who will have overall responsibility for organising and managing the placement. The duties of the senior mentor are as follows:

- To attend mentor meetings as directed by the University of Huddersfield
- To ensure that class mentors are informed about trainee placements in advance and the requirements involved
- Ensure that the trainee teacher receives an appropriate induction to the school/setting and to use this induction as an opportunity to share school policies, particularly in relation to child protection and safeguarding and the management of pupils' behaviour
- Meet with the trainee to discuss expectations of the placement
- Provide the trainee with a timetable of school based initial professional development taking into account the needs of the trainee, the point in the curriculum, previous placement reports and targets
- Ensure that reasonable adjustments to the placement are in place to cater for the needs of trainees with disabilities. This requirement complies with the requirements of the Equality Act
- To monitor that class mentors are fulfilling their roles and responsibilities
- Ensure that information received from the University is passed to class mentors
- To carry out one formal lesson observation of each trainee teacher and to provide them with verbal and written feedback linked to the curriculum/CCF. In small schools where the senior mentor also acts as class mentor they are responsible for arranging one internal moderation observation
- Monitor the progress of each trainee regularly through liaison with the class mentor
- Organise support networks to support the trainee's personal wellbeing and professional development
- Review progress and help set tight future targets with the trainee and class mentor at the summative review.
- Contact the university tutor if enhanced support is required in relation to the trainee's professional attributes, professional knowledge or professional skills
- Ensure that they are fully involved with monitoring and reviewing progress in cases where trainees are placed on action plans.
- Make the student trainee, the Placement Office and the university tutor immediately if a student trainee is deemed to be at risk of failure and ensure that the forms are completed, and procedures followed
- Be available to meet with university tutors when they visit school to discuss the trainee's progress
- Complete a placement evaluation form in consultation with class mentors.

Role of the class mentor

The class mentor is the teacher in whose class the trainee will be undertaking their school-based training and with whom they will work most closely on a day-to-day basis. The senior mentor, class mentor and university tutor will contribute to the overall assessment of the trainee through formal and informal observations of you at work in the classroom and wider life of the school.

The role of the class mentor is as follows:

- To attend mentor training/development and updating at the University of Huddersfield prior to placement
- Manage and oversee the trainee teacher's work in the classroom
- Use the previous placement summative report (or initial needs analysis) and action plan as a basis for planning the assessed block
- Provide the trainee teacher with full information about the pupils they will be teaching, including prior assessments and details about the specific needs of children, including those with special educational needs and disabilities or other vulnerable pupils
- Provide guidance in advance of block placements to support the trainee's medium term planning, particularly in relation to the topics and units of work the trainee will be expected to teach
- Prior to the start of the block placement draw up a timetable to show when the trainee will be teaching during the block placement and what subjects/ areas of the curriculum will be covered. This should take into account the required percentage of teaching time which is stipulated in the specific placement handbooks
- Prior to the start of the block placement help the trainee to plan how to use their PPA time and professional development time for effective impact
- Prior to the start of the block placement check that planning and preparation is adequate and focused
- Engage in collaborative planning and teaching with the trainee to help them develop their classroom skills
- Advise and support the trainee as s/he plans, implements and evaluates teaching and learning
- Advise and support the trainee re-classroom management, pupil assessment and record keeping in line with school policies
- The level of support may be reduced throughout the placement, but support should be flexibly applied in response to the needs of the trainee
- Be a role model for the trainee. Trainee teachers need to observe the class mentor in teaching different aspects of the curriculum
- Carry out formal lesson observations once a week, engage in specific focused mentoring and coaching activities such as explanation, discussion, analysis and deconstruction, and provide verbal and written feedback. Feedback should identify the trainee's strengths and state clear granular targets for their next steps.
- Be aware of the university curriculum and how to link this to the placement.
- Carry out a joint lesson observation with university tutors, senior mentors and external examiners to ensure that their judgements have been moderated
- Be available to discuss the progress of the trainee teacher with university tutors
- Monitor the trainee teacher's planning, lesson evaluations and pupil assessments at least once a week
- Keep the senior mentor informed of the trainee's progress throughout the placement
- Review the progress of the trainee teacher at the end of each week and complete a Review of Progress form (RoP). Set specific and granular targets for the following week
- Contribute to the discussion about the trainee's progress at the Review Points and write the summative report, discussed and moderated with the senior mentor and university tutor. Set specific targets with the trainee for their next block or for their ECT first year.
- Sign the trainee's attendance form. **Note: If a trainee teacher fails to attend school without contacting the class or senior mentor, mentors should contact the placement office immediately. Unexplained absence may lead to the start of disciplinary procedures as the University takes this extremely seriously**
- Pass all documentation onto the senior mentor to check and forward to the University
- Complete a placement evaluation in consultation with the senior mentor.

Role of the university tutor

The university tutor plays a crucial role in moderating the judgements made by the school. In addition, they are responsible for overseeing the quality of the placement experience for student trainee teachers.

The role of the university tutor is defined as follows:

- Attend training and updating sessions at the University and internal moderation and progress meetings
- To provide a close link between the University and partnership schools
- To maintain regular contact with schools and trainees
- To support schools with the implementation of school-based training
- To monitor the online portfolio prior to every school visit and to complete management and quality assurance procedures
- To moderate the judgements made by class mentors on the standards achieved by trainees by carrying out a minimum of two joint lesson observations with the class mentor. The university tutor will provide the trainee teacher with both verbal and written feedback for every lesson s/he has observed
- To set the trainee specific teaching related targets to aid their further development
- Discuss with and agree with class mentors' assessments of trainee progress and identify targets for future development
- Support school-based staff with the assessment of trainees and discuss and moderate with class mentors the summative reports
- Conduct vivas at the end of each block in line with agreed protocols
- Provide trainee teachers with personal support and advice during school placements
- Monitor trainee attendance and alert the programme leader to any issues
- Support mentors through the implementation of remediation procedures if applicable
- Report breaches of the code of professional conduct to the programme leader
- Report any trainees at risk of failure to the programme leader
- Carry out moderation of the judgements of other university tutors, by observing other trainee teachers across the course
- To report on the progress of trainees during the interim placement meeting and final moderation meeting
- Complete a placement evaluation form.

Role of the senior moderator

As part of the quality assurance processes a senior moderator (usually the programme leader) will visit a small number of schools and a cross section of students; this visit will mirror a university tutor visit. This is a process for validating judgements made by trainees, professional mentors, class mentors and university tutors. Any trainee who is deemed to be at risk of failure will be seen by the senior moderator.

Role of the external moderator

The University works with external moderators, who are teacher practitioners (often the head teacher or members of senior management teams in partner schools). Their role is to scrutinise the supporting evidence which supports the outcomes for students. This evidence will include lesson observations, weekly reviews of progress, summative reports and the online portfolio. They will talk to trainees, mentors and university tutors as necessary and appropriate

Role of the external examiner

The external examiner is appointed by the University of Huddersfield to monitor the quality of our provision. In relation to placements, the external examiner's role is to monitor the quality of the SBT and the accuracy of the judgements being made about trainees' progress and attainment. The external examiner will visit a sample of trainees, and during the visits to schools external examiners will:

- Observe the trainee teacher teaching a lesson jointly with the senior mentor
- Scrutinise online portfolio evidence.
- Meet with mentors to discuss the trainee's progress and partnership arrangements
- Provide the trainee teacher with verbal feedback.

Trainees and schools must bear in mind that the purpose of the external examiner's visit is to quality assure the quality of the ITE partnership. The purpose is not to make a judgement about the trainee's capability.

Following the school visits and scrutiny of academic work at the University the external examiner is required to write a report on the quality of the ITE provision at the University. These reports are used as a basis for informing course evaluation and course improvement planning.

2. Attendance and absence policy

Trainees are expected to attend all timetabled sessions in full, whether these are sessions taught by the university or days in school. This replicates expectations in the workplace, so you will be expected to manage any unavoidable absence in a professional manner. You may be asked for independent evidence to support why you need to be or have been absent. Key principles are:

- You must only be absent when absolutely unavoidable; you are expected to organise your life outside the course to enable full attendance and excellent timekeeping, and sufficient time in the place of work or study to enable you to fulfil all requirements
- If you do need to be absent, you must establish and maintain excellent communication with all who need to be aware, **following all set procedures**
- In order to fulfil the professional requirements of the course, you may need to make up any time missed, even if the reason for absence is legitimate. This may mean the length of time on the course is extended in order to make up days in school, and/or a trainee needing to engage in self-study in respect of any missed taught sessions.
- It is a trainee's personal responsibility to follow these regulations; at no point should a tutor or school-based colleague need to chase a trainee in respect of attendance
- In all cases of absence, you are reminded that you must continue to demonstrate capability to pass the course and the placements within the given time frame. Extensive absence (over five days across any placement, or from taught sessions) may make it difficult for you to catch up or for a judgement to be made. You may be placed on an enhanced support plan as a result.

The only reasons that are accepted for absence are as follows:

(i) Illness
(ii) Urgent compassionate reasons e.g. bereavement; family illness
(iii) Interviews for teaching posts (arrangements to visit schools must be made either during PPA time, professional development time or after school, not during planned teaching time)
(iv) Certain religious observances

Trainees will not be granted leave of absence to attend weddings or for holidays or planned appointments. These types of appointments must be made outside of timetabled time. In the case of unplanned medical appointments, you will be asked to provide evidence of your appointment date and time and place.

If you need to report an absence, you must follow set procedures as laid out below. These differ depending on whether it is a taught session or school-based training day.

Absence from School-Based Training

Trainees must ask their class mentor to sign the attendance register to certify attendance in school. This form must be uploaded to the online portfolio at the end of the placement.

All absences from school placement mean that additional days may be added to the placement. If there is considerable absence from school, without medical evidence, the partnership (University or school) reserve the right to terminate the placement. In such instances you would not be granted Extenuating Circumstances (ECs) and would fail the placement. In such instances the University may consider whether the absence constitutes a breach of the Code of Professional Conduct and may apply the Fitness to Practice policy.

If medical evidence is available, the partnership still reserves the right to terminate the placement and the student can apply for ECs to be taken into consideration. In such instances the placement will be deferred and the trainee will undertake an additional placement during the re-sit period. Placements cannot be extended into periods when trainees are university based.

If your placement student is absent from placement due to mental ill health it is advisable to consider the support they may need. The university has a range of support options available to students whilst studying and on placement. The online platform Togetherall can be accessed free and confidentially 24/7 and has a range of support options related to emotional and mental wellbeing. Alternatively they can arrange to speak to someone from the wellbeing service who will be able to explore the support options available. If they do not feel able to seek support from the university there are a range of external providers who offer services to support wellbeing, emotional and mental health. Information on these can be found here, we would also encourage the student to consider booking an appointment with their GP. If they find they are experiencing a mental health crisis and are struggling to keep themselves safe information on the support available 24/7 can be found here.

Trainees should attend training days (even if offsite), staff meetings, twilight meetings and parents' consultation meetings unless otherwise advised.

NB Teaching is a high responsibility job from a learning, pastoral and safeguarding perspective. You must not start or continue a teaching placement unless medically fit, physically and mentally.

Emergency absence from School-Based Training: procedures

On the first day of absence the trainee must:

- Contact the school by telephone and speak to the Head Teacher or available member of staff
- Ensure that the absence is reported to the school by 8.15 am at the latest, or earlier if that is the school policy
- Forward lesson planning to the school and resources via email by 8 am if due to teach a lesson that day
- Report the absence by email to their university tutor.

The trainee must telephone the school on each day of an absence so that the school can plan accordingly. The trainee must keep all parties informed via email so that everyone is aware when they are able to return to school.

It is not acceptable to send a text message to the class/senior mentor to notify them of an absence from school.

It is not acceptable to email the school with notification of an absence as emails may not be checked regularly.

Emergency absence from taught sessions: procedures

On the first day of absence the trainee must report the absence by email to the session lead in University. In addition, for absence from any sessions based in the University, trainees must self-authorise via their student portal. The trainee must continue to keep all parties informed via email so that everyone is aware when they are able to return to taught sessions.

Planned absence from School-Based Training: procedures

If you have an interview for a teaching post, you should forward the email to your Headteacher and mentor as soon as you receive it, so that they are able to make arrangements to cover in your absence. Leave for teaching interviews does not need to be requested or notified elsewhere, as this is a standard element of the course and your experience as a teacher. You should be careful to ensure, however, that time taken away from placement for interviews does not have a detrimental impact on your ability to complete the course and meet the Teachers' Standards.

In the case of requests for absence due to attendance at religious festivals, you can expect schools to be sensitive and grant leave of absence for such purposes. However, there is an expectation that trainees will contact the Headteacher in writing well in advance of the dates so that arrangements can be made to cover the absence. You may only take leave of absence with the written permission of the Head Teacher.

Planned absence from taught sessions: procedures

For any planned absence from university sessions, for whatever reason, you should complete an authorised absence request form, obtainable from sepdattendance@hud.ac.uk

This should be sent via email to the session lead and your cohort lead.

Unplanned absence (sickness/ emergency)	
From taught sessions:	From school:
• Report via student portal MyHud (uni sessions only) AND one email including: • Your PAT tutor • The taught Session tutor	• Phone school by 8am (or follow school policy, if different) AND one email including: • Your PAT tutor *REMEMBER TO TELL US ALL WHEN YOU RETURN AS WELL*

Planned absence (must be requested & is not guaranteed to be authorised)	
From taught sessions:	From school:
Email in advance to request from: Your PAT tutor **And copy in** The taught session tutor	Email **all the below** in advance to request • Your school headteacher Your PAT tutor

3. Code of Professional Conduct

Demonstrating professional attributes and conduct in University, towards all staff, your peers and in schools, is an essential requirement of achieving QTS. We expect professional conduct from you at all times.

You are expected to work within a framework of legislation, statutory guidance and school policies.

There is an emphasis on promoting equality of opportunity, challenging stereotypes, opposing prejudice and respecting individuals regardless of age, gender, disability, race, ethnicity, class, religion, marital status or sexual orientation.

The code covers school and university-based training.

When you commence the course you will be required to sign the Code of Conduct set out below. You will not be allowed to go into any school or setting if this is not signed and lodged with the Programme Leader.

The Code of Conduct

Student trainee teachers in the Huddersfield Primary ITE Partnership must at all times:

1. Demonstrate respect for all staff employed by the school, Local Authority, University and external agencies;
2. Demonstrate respect for all children;
3. Demonstrate respect for all parents and carers;
4. Demonstrate respect for other trainee teachers and students (from Huddersfield and other institutions);
5. Be a role model for children and demonstrate the highest professional standards through appropriate personal values;
6. Carry out their duties in line with school and University policies. This will vary from school to school and as such trainees are required to be fully informed of the school's expectations;
7. Comply with equal opportunities legislation and follow school policies in relation to safeguarding and protecting the welfare of children and young people;
8. Declare any disabilities to the school so that reasonable adjustments can be made to school-based training programmes;
9. Maintain appropriate professional boundaries with children, parents, carers and all staff working in the school;
10. Maintain **good** attendance (in University and in school);
11. Carry out procedures for notifying absence as stipulated in the school-based training handbook. Unauthorised absence may result in the termination of the placement;
12. Keep in daily contact with schools during initial absence and forward lesson planning to the school to cover planned teaching;
13. Obtain medical certification for absences exceeding five working days;
14. Firstly, seek the permission of the Head Teacher followed by the Head of ITE should absence be required for reasons other than illness;
15. Attend a progress review following periods of sickness and attend a meeting with the University Occupational Health Department following extensive periods of illness;
16. Attend progress reviews;
17. Be punctual; ensure you arrive in school early enough and stay long enough to fulfil your professional responsibilities; if you leave the school site during the school day, for any reason, even at lunchtime you must inform the appropriate persons.
18. Maintain professional standards of dress and appearance in line with school policy
19. Demonstrate appropriate use of internet facilities in line with university and school policies;
20. Listen to and act on advice from mentors and university tutors.

21. Work effectively as part of teams and demonstrate a commitment to collaborative and co- operative working;
22. Reflect on and improve their practice;
23. Carry out their professional duties in line with the code of professional conduct drawn up by the ITE partnership;
24. Take responsibility for their own learning including self-evaluation, action planning and appropriate use of Professional Development time;
25. Self-declare any cautions, convictions, reprimands and final warnings from the Police, irrespective of the nature of these;
26. Demonstrate appropriate professional behaviour towards children and young people in all formal and informal settings;
27. Demonstrate appropriate professional behaviour towards all staff, parents and carers;
28. Carry out all school-based tasks as stipulated in specific school-based training handbooks;
29. Adhere to ethical codes of conduct in relation to Child Protection. Photographic images of children must not be taken.
30. Maintain confidentiality in relation to school resources, staff and children;
31. Comply with all university policies, particularly in relation to equal opportunities and race relations policies;
32. Comply with health and safety legislation and policies when working in school and in the university;
33. Keep all paper work relating to school placements up to date throughout the entire duration of the placement, including planning, evaluations, assessment and record keeping;
34. Ensure that adequate planning and preparation has been completed prior to starting a block placement;
35. Ensure that electronic means of communication (e.g. texts and emails) and social networking sites are used responsibly and usage does not bring either the school or university into disrepute. There must be no contact with children or parents via such sites;
36. Ensure that confidential information about pupils is kept safe and secure in accordance with school policy and GDPR regulations;
37. Maintain honesty at all times;
38. Complete university evaluations of all aspects of the provision;
39. Respond to communications promptly using the university email address
40. Refrain from smoking/vaping on school premises (inside or outside);
41. Ensure that any activity in one's personal life does not bring the teaching profession or the ITE partnership into disrepute;
42. All interactions with children must only be undertaken on a professional basis;
43. Comply with all elements of the Teachers' Standards (including Part 2) in order to successfully pass the course.

If a trainee teacher fails to follow the Code of Professional Conduct, the issues will be investigated and the trainee will be required to attend a review with senior partnership colleagues. In all cases of professional misconduct, the university reserves the right to instigate the fitness to practise policy.

Declaration

I declare receipt of the Code of Professional Conduct. I accept the conditions stipulated in this Code. I agree to abide by these.

Name:

Student Number:

Signature:

Date:

4. Fitness to Practise

As a student on this course you are working towards a professional qualification of Qualified Teacher Status and registration with a Professional Statutory or Regulatory Body (PSRB), the Department for Education. Therefore, you are required to comply with the Fitness to Practise regulations which have been developed to address issues of professional suitability and misconduct. Matters covered under these regulations relate to your health and or conduct which affect your fitness to practise at all times during your studies with us, and may include your behaviour online and in social settings. Examples of breach of professional standards include: failure to disclose a criminal offence committed before or after enrolment, non-attendance, persistent lateness, bullying and harassment, viewing inappropriate material, all forms of dishonesty and misrepresentation, issues relating to safeguarding children and vulnerable adults and referral for some academic integrity offences. This list is not exhaustive but these regulations relate to inappropriate and unprofessional behaviour and behaviour which would bring the profession into disrepute.

You should seek impartial advice from the student union if you are involved in a fitness to practise matter.

More information on Fitness to Practise is available https://www.hud.ac.uk/registry/current-students/taughtstudents/fitnesstopractise/

5. Placement block protocols and procedures

Primary placement block protocols and procedures

Context

The SEPD placement team supports all the university-led primary and secondary QTS courses as well as several other undergraduate courses which have professional placements as part of their degree. They work closely with the primary partnership lead. In common with all ITE providers nationally the placements team operates in a context where schools volunteer and choose to work with ITE providers to train and educate the next generation of teachers. Nationally there is a shortage of schools willing to take on this role. The placement team and partnership lead aim to source high quality placements for our students. However, we need our trainees to understand the context in which they operate and follow the protocols and procedures that apply to all. Please make sure you have read and understood the following.

Protocols and Procedures

1. All placements and school experiences **MUST** be organised through the placement office, who deal with the logistics and administration of placement provision only.

2. If a trainee has a personal problem, an academic problem, or genuine concerns about a placement, they must immediately contact the partnership lead, or if already on block placement their PAT.

3. Mentors from partner schools attend training and updating sessions regularly at the university, or with the Lead Partner. It is their role to disseminate this information to their colleagues as necessary.

4. Basic information about each placement is sent to each school taking trainees; **but no hard copy documentation is sent out to schools**. This is all available on the primary partnership resource page of the website; all schools are informed of this, but **it is important that students can locate this information on line if a school asks** https://www.hud.ac.uk/the-university/teacher-training-partnerships/primaryeducation/

5. Although the placement team endeavour to consider geography as a priority when allocating schools, trainees are expected to travel to placements; 90 minutes from the trainee's term time address.

6. It is your responsibility to inform the placement office should you become able to drive yourself to placement.

7. A trainee may not change a placement once it has been allocated without very good reason and **approval by the partnership lead,** following completion of a placement change request form.

8. **Trainees may not 'swap' placements with their peers**

9. Every effort will be made to inform trainees about their school experience or placement school, wherever possible within ten working days before the commencement of their placement/experience.

10. As soon as a trainee knows where they are placed it is their responsibility to contact the school. Contact details are provided on your placement confirmation email.

6. School-Based Training Terminology

Trainee

This term is used to describe an individual who is studying to be a teacher.

Mentor

This is the person who will be overseeing and helping to guide your development on a regular basis. They will observe your lessons, discuss your progress, complete paperwork with you and be responsible for assessing your practice. In many cases this will be your class teacher, but may also be another member of staff with mentoring responsibility.

Senior mentor

Some schools may have a member of staff with designated responsibility for trainees. They may work with several trainees at the same time, in a coordinating/overseeing capacity. In some schools the class mentor also undertakes the role of the senior mentor.

University tutor

A tutor might be a member of the primary team, or an associate member of staff. They will support you and the school throughout the placement.

Partnership lead

This is the university tutor, who is the trainee's and school's first point of contact (after the Placements Office) for all strategic SBT matters; they develop partnerships with schools and other settings; lead training programmes for mentors and university tutors and ensure that you are assigned to a placement school/setting which meets Department of Education (DfE) regulations for Initial Teacher Education (ITE).

7. Initial Teacher Training Core Content Framework

High Expectations (Standard 1 – 'Set high expectations')	
Learn that…	**Learn how to…**
1. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. 2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. 3. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential. 4. Setting clear expectations can help communicate shared values that improve classroom and school culture. 5. A culture of mutual trust and respect supports effective relationships. 6. High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds.	**Communicate a belief in the academic potential of all pupils, by:** a) Receiving clear, consistent and effective mentoring in how to set tasks that stretch pupils, but which are achievable, within a challenging curriculum. And - following expert input - by taking opportunities to practise, receive feedback and improve at: b) Using intentional and consistent language that promotes challenge and aspiration. c) Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine. d) Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes) with support from expert colleagues to understand how this engagement changes depending on the age and development stage of the pupil. **Demonstrate consistently high behavioural expectations, by:** e) Receiving clear, consistent and effective mentoring in how to create a culture of respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils). And - following expert input - by taking opportunities to practise, receive feedback and improve at: f) Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration). g) Applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate. h) Acknowledging and praising pupil effort and emphasising progress being made.

How Pupils Learn (Standard 2 – 'Promote good progress')	
Learn that…	**Learn how to…**
1. Learning involves a lasting change in pupils' capabilities or understanding. 2. Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas. 3. An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory. 4. Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded. 5. Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge. 6. Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly 7. Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned. 8. Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall. 9. Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.	**Avoid overloading working memory, by:** a) Receiving clear, consistent and effective mentoring in how to take into account pupils' prior knowledge when planning how much new information to introduce. b) Discussing and analysing with expert colleagues how to reduce distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content). And - following expert input - by taking opportunities to practise, receive feedback and improve at: c) Breaking complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps). **Build on pupils' prior knowledge, by:** d) Discussing and analysing with expert colleagues how to sequence lessons so that pupils secure foundational knowledge before encountering more complex content. e) Discussing and analysing with expert colleagues how to identify possible misconceptions and plan how to prevent these forming. And - following expert input - by taking opportunities to practise, receive feedback and improve at: f) Encouraging pupils to share emerging understanding and points of confusion so that misconceptions can be addressed. g) Linking what pupils already know to what is being taught (e.g. explaining how new content builds on what is already known). **Increase likelihood of material being retained, by:** h) Observing how expert colleagues plan regular review and practice of key ideas and concepts over time (e.g. through carefully planned use of structured talk activities) and deconstructing this approach. i) Discussing and analysing with expert colleagues how to design practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work. And - following expert input - by taking opportunities to practise, receive feedback and improve at: j) Balancing exposition, repetition, practice and retrieval of critical knowledge and skills. k) Increasing challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements).

Subject and Curriculum (Standard 3 – 'Demonstrate good subject and curriculum knowledge')	
Learn that…	**Learn how to…**
1. A school's curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning. 2. Secure subject knowledge helps teachers to motivate pupils and teach effectively. 3. Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed. 4. Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable. 5. Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial. 6. In order for pupils to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about. 7. In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or "schemata"); carefully sequencing teaching to facilitate this process is important. 8. Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context. 9. To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode.	**Deliver a carefully sequenced and coherent curriculum, by:** a) Receiving clear, consistent and effective mentoring in how to identify essential concepts, knowledge, skills and principles of the subject. b) Observing how expert colleagues ensure pupils' thinking is focused on key ideas within the subject and deconstructing this approach. c) Discussing and analysing with expert colleagues the rationale for curriculum choices, the process for arriving at current curriculum choices and how the school's curriculum materials inform lesson preparation. And - following expert input - by taking opportunities to practise, receive feedback and improve at: d) Providing opportunity for all pupils to learn and master essential concepts, knowledge, skills and principles of the subject. e) Working with expert colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations. f) Using resources and materials aligned with the school curriculum (e.g. textbooks or shared resources designed by expert colleagues that carefully sequence content). g) Being aware of common misconceptions and discussing with expert colleagues how to help pupils master important concepts. **Support pupils to build increasingly complex mental models, by:** h) Discussing and analysing with expert colleagues how to revisit the big ideas of the subject over time and teach key concepts through a range of examples. i) Discussing and analysing with expert colleagues how they balance exposition, repetition, practice of critical skills and knowledge. And - following expert input - by taking opportunities to practise, receive feedback and improve at: j) Drawing explicit links between new content and the core concepts and principles in the subject. **Develop fluency, by:** k) Observing how expert colleagues use retrieval and spaced practice to build automatic recall of key knowledge and deconstructing this approach. And - following expert input - by taking opportunities to practise, receive feedback and improve at: l) Providing tasks that support pupils to learn key ideas securely (e.g. quizzing pupils so they develop fluency with times tables). **Help pupils apply knowledge and skills to other contexts, by:** m) Observing how expert colleagues interleave concrete and abstract examples, slowly withdrawing concrete examples and drawing attention to the underlying structure of problems and deconstructing this approach. And - following expert input - by taking opportunities to practise, receive feedback and improve at: n) Ensuring pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subject.

10. Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.	**Develop pupils' literacy, by** o) Observing how expert colleagues demonstrate a clear understanding of systematic synthetic phonics, particularly if teaching early reading and spelling, and deconstructing this approach. p) Discussing and analysing with expert colleagues how to support younger pupils to become fluent readers and to write fluently and legibly. q) Receiving clear, consistent and effective mentoring in how to model reading comprehension by asking questions, making predictions, and summarising when reading. r) Receiving clear, consistent and effective mentoring in how to promote reading for pleasure (e.g. by using a range of whole class reading approaches and regularly reading high-quality texts to children). s) Discussing and analysing with expert colleagues how to teach different forms of writing by modelling planning, drafting and editing. And - following expert input - by taking opportunities to practise, receive feedback and improve at: t) Teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught. u) Modelling and requiring high-quality oral language, recognising that spoken language underpins the development of reading and writing (e.g. requiring pupils to respond to questions in full sentences, making use of relevant technical vocabulary).

Classroom Practice (Standard 4 – 'Plan and teach well structured lessons')	
Learn that…	**Learn how to…**
1. Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning. 2. Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned. 3. Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible. 4. Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases. 5. Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports	**Plan effective lessons, by:** a) Observing how expert colleagues break tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes) and deconstructing this approach. And - following expert input - by taking opportunities to practise, receive feedback and improve at: b) Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain. c) Enabling critical thinking and problem solving by first teaching the necessary foundational content knowledge. d) Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material. e) Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills. **Make good use of expositions, by:** f) Discussing and analysing with expert colleagues how to use concrete representation of abstract ideas (e.g. making use of analogies, metaphors, examples and non-examples). And - following expert input - by taking opportunities to practise, receive feedback and improve at: g) Starting expositions at the point of current pupil understanding.

independence and academic success. 6. Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems. 7. High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary. 8. Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success. 9. Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice. 10. How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation. 11. Homework can improve pupil outcomes, particularly for older pupils, but it is likely that the quality of homework and its relevance to main class teaching is more important than the amount set.	h) Combining a verbal explanation with a relevant graphical representation of the same concept or process, where appropriate. **Model effectively, by:** i) Discussing and analysing with expert colleagues how to make the steps in a process memorable and ensuring pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories). And - following expert input - by taking opportunities to practise, receive feedback and improve at: j) Narrating thought processes when modelling to make explicit how experts think (e.g. asking questions aloud that pupils should consider when working independently and drawing pupils' attention to links with prior knowledge). k) Exposing potential pitfalls and explaining how to avoid them. **Stimulate pupil thinking and check for understanding, by:** l) Discussing and analysing with expert colleagues how to consider the factors that will support effective collaborative or paired work (e.g. familiarity with routines, whether pupils have the necessary prior knowledge and how pupils are grouped). m) Receiving clear, consistent and effective mentoring in how to provide scaffolds for pupil talk to increase the focus and rigour of dialogue. And - following expert input - by taking opportunities to practise, receive feedback and improve at: n) Planning activities around what you want pupils to think hard about. o) Including a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers). p) Providing appropriate wait time between question and response where more developed responses are required.

Adaptive Teaching (Standard 5 – 'Adapt teaching')	
Learn that…	**Learn how to…**
1. Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed. 2. Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching. 3. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. 4. Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils. 5. Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor its impact on engagement and motivation, particularly for low attaining pupils. 6. There is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and attempting to tailor lessons to learning styles is unlikely to be beneficial. 7. Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential.	**Develop an understanding of different pupil needs, by:** a) Receiving clear, consistent and effective mentoring in supporting pupils with a range of additional needs, including how to use the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively. And - following expert input - by taking opportunities to practise, receive feedback and improve at: b) Identifying pupils who need new content further broken down. c) Making use of formative assessment. d) Working closely with the Special Educational Needs Co-ordinator (SENCO) and special education professionals and the Designated Safeguarding Lead (DSL) under supervision of expert colleagues. **Provide opportunity for all pupils to experience success, by:** e) Observing how expert colleagues adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations and deconstructing this approach. f) Discussing and analysing with expert colleagues how to balance input of new content so that pupils master important concepts. And - following expert input - by taking opportunities to practise, receive feedback and improve at: g) Making effective use of teaching assistants and other adults in the classroom under supervision of expert colleagues. **Meet individual needs without creating unnecessary workload, by:** h) Discussing and analysing with expert colleagues how they decide whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils. And - following expert input - by taking opportunities to practise, receive feedback and improve at: i) Making use of well-designed resources (e.g. textbooks). j) Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge, k) Building in additional practice or removing unnecessary expositions. l) Reframing questions to provide greater scaffolding or greater stretch. **Group pupils effectively, by:** m) Discussing and analysing with expert colleagues how the placement school changes groups regularly, avoiding the perception that groups are fixed. n) Discussing and analysing with expert colleagues how the placement school ensures that any groups based on attainment are subject specific.

	And - following expert input - by taking opportunities to practise, receive feedback and improve at: o) Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum.

Assessment (Standard 6 – 'Make accurate and productive use of assessment')	
Learn that…	**Learn how to…**
1. Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs. 2. Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear. 3. Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use. 4. To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect. 5. High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve. 6. Over time, feedback should support pupils to monitor and regulate their own learning. 7. Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.	**Avoid common assessment pitfalls, by:** a) Discussing and analysing with expert colleagues how to plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps). b) Discussing and analysing with expert colleagues how to choose, where possible, externally validated materials, used in controlled conditions when required to make summative assessments. And - following expert input - by taking opportunities to practise, receive feedback and improve at: c) Drawing conclusions about what pupils have learned by looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues (e.g. appreciating that assessments draw inferences about learning from performance). **Check prior knowledge and understanding during lessons, by:** d) Receiving clear, consistent and effective mentoring in how to structure tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions). And - following expert input - by taking opportunities to practise, receive feedback and improve at: e) Using assessments to check for prior knowledge and pre-existing misconceptions. f) Prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding.

	g) Monitoring pupil work during lessons, including checking for misconceptions. **Provide high-quality feedback, by:** h) Discussing and analysing with expert colleagues how pupils' responses to feedback can vary depending on a range of social factors (e.g. the message the feedback contains or the age of the child). i) Receiving clear, consistent and effective mentoring in how to scaffold self-assessment by sharing model work with pupils, highlighting key details. j) Discussing and analysing with expert colleagues how to ensure feedback is specific and helpful when using peer or self-assessment. And - following expert input - by taking opportunities to practise, receive feedback and improve at: k) Focusing on specific actions for pupils and providing time for pupils to respond to feedback. **Make marking manageable and effective, by:** l) Receiving clear, consistent and effective mentoring in how to record data only when it is useful for improving pupil outcomes. m) Discussing and analysing with expert colleagues to develop an understanding that written marking is only one form of feedback. n) Discussing and analysing with expert colleagues how to identify efficient approaches to marking and alternative approaches to providing feedback (e.g. using whole class feedback or well supported peer- and self-assessment) and deconstructing this approach. And - following expert input - by taking opportunities to practise, receive feedback and improve at: o) Using verbal feedback during lessons in place of written feedback after lessons where possible. p) Reducing the opportunity cost of marking (e.g. by using abbreviations and codes in written feedback). q) Prioritising the highlighting of errors related to misunderstandings, rather than careless mistakes when marking.

Managing Behaviour (Standard 7 – 'Manage behaviour effectively')	
Learn that…	**Learn how to…**
1. Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment. 2. A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs. 3. The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives. 4. Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success. 5. Building effective relationships is easier when pupils believe that their feelings will be considered and understood. 6. Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward). 7. Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure.	**Develop a positive, predictable and safe environment for pupils, by:** a) Receiving clear, consistent and effective mentoring in how to respond quickly to any behaviour or bullying that threatens emotional safety. And - following expert input - by taking opportunities to practise, receive feedback and improve at: b) Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom. c) Working alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to assistance and training from senior colleagues). d) Giving manageable, specific and sequential instructions. e) Checking pupils' understanding of instructions before a task begins. f) Using consistent language and non-verbal signals for common classroom directions. g) Using early and least-intrusive interventions as an initial response to low level disruption. **Establish effective routines and expectations, by:** h) Discussing and analysing with expert colleagues how routines are established at the beginning of the school year, both in classrooms and around the school. And - following expert input - by taking opportunities to practise, receive feedback and improve at: i) Creating and explicitly teaching routines in line with the school ethos that maximise time for learning (e.g. setting and reinforcing expectations about key transition points). j) Reinforcing established school and classroom routines **Build trusting relationships, by:** k) Discussing and analysing with expert colleagues effective strategies for liaising with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations. And - following expert input - by taking opportunities to practise, receive feedback and improve at: l) Responding consistently to pupil behaviour. m) Engaging parents, carers and colleagues with support (e.g. discussing a script) from expert colleagues and mentors both in formal and informal settings. **Motivate pupils, by:** n) Observing how expert colleagues support pupils to master challenging content, which builds towards long-term goals and deconstructing this approach. o) Discussing and analysing with expert colleagues how experienced colleagues provide opportunities for pupils to articulate their long-term goals and helping them to see how these are related to their success in school. p) Discussing and analysing with expert colleagues how to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically.

Professional Behaviours (Standard 8 – 'Fulfil wider professional responsibilities')	
Learn that…	**Learn how to…**
1. Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration. 2. Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement. 3. Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues. 4. Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success. 5. Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers. 6. SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils. 7. Engaging in high-quality professional development can help teachers improve.	**Develop as a professional, by:** a) Receiving clear, consistent and effective mentoring in how to engage in professional development with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice. b) Receiving clear, consistent and effective mentoring on the duties relating to Part 2 of the Teachers' Standards. And - following expert input - by taking opportunities to practise, receive feedback and improve at: c) Strengthening pedagogical and subject knowledge by participating in wider networks. d) Learning to extend subject and pedagogic knowledge as part of the lesson preparation process. e) Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment. f) Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement. g) Engaging critically with research and using evidence to critique practice. **Build effective working relationships, by:** h) Discussing and analysing with expert colleagues how experienced colleagues seek ways to support individual colleagues and working as part of a team. i) Observing how expert colleagues communicate with parents and carers proactively and make effective use of parents' evenings to engage parents and carers in their children's schooling and deconstructing this approach. j) Receiving clear, consistent and effective mentoring in how to work closely with the SENCO and other professionals supporting pupils with additional needs, including how to make explicit links between interventions delivered outside of lessons with classroom teaching. k) Discussing with mentor and expert colleagues how to share the intended lesson outcomes with teaching assistants ahead of lessons. l) Receiving clear, consistent and effective mentoring in how to ensure that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher. And - following expert input - by taking opportunities to practise, receive feedback and improve at: m) Contributing positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school (e.g. by supporting expert colleagues with their pastoral responsibilities, such as careers advice). n) Knowing who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report. o) Preparing teaching assistants for lessons under supervision of expert colleagues.

	Manage workload and wellbeing, by: p) Observing how expert colleagues use and personalise systems and routines to support efficient time and task management and deconstructing this approach. q) Discussing and analysing with expert colleagues the importance of the right to support (e.g. to deal with misbehaviour). r) Protecting time for rest and recovery and being aware of the sources of support available to support good mental wellbeing. And following expert input – y taking opportunities to practise, receive feedback and improve at: s) Collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks).

The full framework document can be found here:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843676/Initial_teacher_training_core_content_framework.pdf

8. Mentor and trainee protocols

Primary ITE PROTOCOL Mentor/trainee relationship issues	
All trainees to be encouraged and enabled with strategies in IPD and PVP modules to have 'tricky' conversations with mentors and how to approach mentors to ensure they feel supported appropriately. Placement handbooks to have clear guidance for both mentors, lead mentors and trainees on what to do if relationships become difficult or strained, including the guidance below. PATs/Lead Mentors should be made aware at the first stage, even if at that point the issue is being addressed by the trainee or within the school.	
The following is a chain of actions that we recommend are followed in the majority of circumstances: -	
Step	Solution focus
1	Trainee has an open conversation with the mentor, explaining the issue/s, (it may be useful to have scripted this in advance) in order to solve the problem.
2	If the trainee doesn't feel comfortable doing step 1 or that step 1 hasn't improved or changed the situation the next step is to talk to the lead mentor in the school or the Head if the lead mentor is also the class mentor and explain the issue/s.
3	If the trainee doesn't feel comfortable doing step 2 or feels that step 2 hasn't improved or changed the situation the next step is for the trainee to share their concerns with the University tutor who will contact the school and talk to the mentor or lead mentor around the issue.
4	If more support is needed, the university tutor can arrange and facilitate an on-line 'round table' meeting with trainee and mentor/Lead mentor (as appropriate), to explore solutions. (University tutor to ensure Course Lead and Placements team are informed by this point)
5	University tutor to check in separately with trainee and Lead mentor/mentor (as appropriate) within two weeks of the 'round table' meeting to see if the agreed solutions are taking effect. If successful, carry out a second check- in within the next three weeks, then return to normal processes.
6	If unsuccessful and further mediation between trainee and mentor/Lead mentor has not worked, the tutor will inform the course leader (+ SD lead) who will decide on and action next steps. This may require a change of placement school for the trainee.

7	If a change of placement school is required, a suitable setting will be sought by the Placements team. The course leader will debrief the lead mentor at the exiting school. Trainee to be supported by tutor into new placement.

Short Experience Briefs

Diversity, Equality and Inclusion

- Trainees have a 4000 word assignment that is based on this experience
- Trainees will work collaboratively, within the setting, to observe and review practice which promotes equality and inclusion for all learners and recognises diversity
- The assignment will include an independent rationale for developing practice in schools which supports diversity, equality and inclusion; a collaborative audit/review of the provision in their placement setting and an individual evaluation which identifies areas for development and recommendations for future practice

The aims of this school experience are for trainees to:

- Review inclusion through the lens of a particular minority group or groups e.g. FSM, BME, LAC, Travellers, Asylum Seekers, Gender, Refugees, EAL and/or SEMH- Which ever suits the needs/interests of the school
- This must be negotiated with the school **before** trainees go in or on the first day of the placement

Specifically, trainees should:

- Undertake a review of how their school promotes Inclusion, Diversity and Equality. University based sessions will include teaching linked to Inclusion, Equality and Diversity and will address how schools promote this in everyday practice
- Undertake a mini review, using an informal structure of how Inclusion, Equality and Diversity are promoted in their school, working together as a group
- Work within class to provide a supporting role to the children, whilst completing this experience

Schools can support trainees' learning by:

- Arranging a time to speak with the inclusion lead in the school to gain an overview of how the school promotes inclusion and any current priorities
- Allowing the trainees to attend all assemblies and staff meetings, where appropriate and feasible
- Encouraging the trainees to visit before and after school clubs (where feasible/Covid)
- Carrying out a tour of the school, in order to view elements of inclusive practice e.g. displays, staff room, classrooms. If appropriate, trainees can do this on their own after school. However, do feel free to accompany them if this is more appropriate
- Allocating the trainees **one afternoon** to work together to review any documents pertaining to inclusion e.g. policies, curriculum planning documents
- Providing an opportunity for the group to feedback their findings to the designated person in school

In University, the trainees have been learning about:

- The meaning of inclusion, inclusive pedagogy and the consequences of such practice
- How to examine some of the dimensions of difference which inform how we think about the identities of others and ourselves
- How to establish why inclusive practices are so vital in supporting children to reach their potential and lead fulfilling lives
- What it entails to be a **genuinely** inclusive teacher
- The facts, figures: demographics and trends in 21st century Britain
- The complex nature of what it means to be 'British' and shared values
- The impact of social and cultural factors on children's learning e.g. poverty
- The barriers to learning and engagement in schools; underachieving groups and strategies to support these

- How to promote linking schools and children, the why and how; story books, resources and ideas for the classroom; SMSC and its role in Preventing extremism and keeping children safe (Schools Linking Network) Revision of Prevent training
- How to use persona dolls as a resource in the classroom to promote equality and facilitate SMSC and PSHE
- An understanding of what is meant by English as an additional language (EAL) and NTE
- The changes to school populations and the impact on classroom and provision
- How to design an inclusive classroom and school, considering resources, displays, books etc
- The complexities of new communities, Travellers and Roma Gypsies and hard to reach groups
- The Critical pedagogies e.g. Freire and Giroux
- The challenging deficit discourse and ideologies
- Introducing inclusive texts such as 'The Boy at the Back of the Classroom' and 'Ned And The Lonely Fisherman'.

Links with Huddersfield Curriculum and ITT core content framework:

- High Expectations: -

2). Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.

4. Setting clear expectations can help communicate shared values that improve classroom and school culture.

5. A culture of mutual trust and respect supports effective relationships.

- Adaptive teaching: -Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.
- Professional Behaviours: -4) Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success.

Subject Leadership

The aims of this school experience are for trainees to:

- To identify a small scale project in line with school priorities to implement within school.
- To make clear links to the roles and responsibilities of the subject leader in relationship to the chosen project.
- To evaluate impact and feedback to school with recommendations for future practice.

Specifically, trainees should:

- Work alongside a relevant middle leader to identify an achievable small- scale subject related project that aligns with school priorities – this includes non-curricular leaders e.g. SENDCO
- Have a clear rationale for chosen focus and timescale for implementation
- The focus for this project is very flexible and may involve working with children, colleagues, parents or developing a resource/unit of work/audit of provision – see below for examples.
- Implement, record and evaluate project
- Present feedback on impact of project either through written reporting, staff meeting, feedback to SLT
- Reflect upon own learning and impact on future practice

Schools can support trainees' learning by:

- Collaboratively identifying an area of trainee interest and school priority
- Relevant middle leader to support trainee in identifying roles and responsibilities in line with their subject and chosen focus

- Make resources available to implement project
- Timetable time for feedback – this may be staff meeting slot, assembly, meeting with a member of SLT.

In University, the trainees have been learning about:

- Theory of school leadership and management models
- Leading from the middle – roles and responsibilities of the subject leader
- Non- curricular middle leaders – the SENDCO
- Data collection and purpose in the school context
- Policies and action plans

Links with Huddersfield Curriculum and ITT core content framework:

A school's curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning. TS3.1

Secure subject knowledge helps teachers to motivate pupils and teach effectively. TS3.2

Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration. TS8.1

Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues. TS8.3

SEND COs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils. TS8.6

Examples of projects which trainees have previously negotiated with schools include:

- Developing resources to enable parents to support children's musical development through the production of resource bags
- Leading workshops with parents or teaching assistants on phonics
- Working with specific groups of pupils on specific interventions
- Developing outdoor learning in mathematics
- Developing a shared reading area
- Auditing science provision across all phases
- Developing art resources to enable parents to support children's creative development through the production of resource bags to take home