

PGCE (Employment Based) University of Huddersfield

Partnership handbook



HUDDERSFIELD



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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 developing and training the next generation of teachers and we thank you for your involvement and commitment to this endeavour.

The PGCE programme is underpinned by a desire for participants to develop as outstanding, professional trainee teachers, who have a positive impact on the learning and progress of all pupils and who are able to reflect critically on practice; aiming to achieve the best for themselves and the pupils they will teach. The programme aims to enable trainees to excel in meeting the Teachers' Standards (DfE 2013) and become teachers with a clear moral purpose and a personal philosophy embedded in excellent practice. Our employment based trainees benefit from being fully immersed in the school environment and learning from experienced colleagues; laying strong foundations for their further professional development as teachers.

Trainees can potentially bring real benefits to schools. A key aspect of mentoring is the ability to articulate and model excellent practice. This process will often lead mentors into a process of self-reflection. Mentors often find themselves critically reflecting on their own practice and developing a deeper understanding of teaching and learning. The very best trainees motivate and inspire mentors and trainees learn from observing excellent teachers. Excellent trainees will ultimately impact in a very positive way on pupils' learning. This is beneficial for all parties.

We hope that you will enjoy working in partnership during this academic year 2018-19. For all trainees, School Based Training is the central element of their Initial Teacher Education. It provides opportunities for them to develop and enhance their skills and synthesise theory and practice for the benefit of the pupils they teach. This handbook is intended to provide an introduction to the nature, requirements, roles and responsibilities of all involved in this important part of their education and training.

Essential placement documentation for our courses is available on the University of Huddersfield's Initial Teacher Education Partnership website: www.hud.ac.uk/the-university/teacher-training-partnerships/employment-based

Please note that copies of all forms, including observation forms, Record of Progress forms (RoP) and the report form are electronic. They should be downloaded by trainees and mentors as needed.

We are proud to have been recognised as a gold-rated University by the Teaching Excellence Framework (TEF). This framework has been introduced by the Government to recognise and reward excellent learning and teaching. Based on the evidence available, the TEF Panel judged that the University of Huddersfield delivers consistently outstanding teaching, learning and outcomes for its students. It is of the highest quality found in the UK.

The Initial Teacher Training Criteria

Age Phase

The PGCE Primary and Secondary Education programmes are conducted in compliance with the current Initial Teacher Training (ITT) Criteria and Supporting Advice <https://www.gov.uk/government/publications/initial-teacher-training-criteria> and as such trainees will be undertaking training to teach in either the primary or secondary age phase.

For primary trainees, training will take place across the 5-11 age range. This means that they must gain experience of teaching in both Key Stage 1 and Key Stage 2 and demonstrate that they meet the Teachers' Standards in both.

For secondary trainees, training will take place across the 11-16 age range and they must gain experience and demonstrate that they are meeting the Teachers' Standards in Key Stage 3 and Key Stage 4.

Requirement to teach in two schools

The substantial part of the school based training will take place in the trainee's employing school, but in order to meet all of the Teachers' Standards, they will need to teach children and young people in their specified age range, from different backgrounds, as well as gaining experience of different approaches to teaching and to school organisation and management.

They will therefore undertake a four week placement in a second school which is carefully selected to extend their knowledge, skills and understanding and to enable them to demonstrate through their teaching how they are meeting the Teachers' Standards.

The trainee's teaching timetable in the employment school and the second placement will be negotiated carefully between the Course Leader and the employment school to ensure that the trainees' experience meets all statutory requirements.

The Teachers' Standards (DfE 2012)

The focus of the School Based Training is supporting the trainees to meet the Teachers' Standards (DfE 2012) by the end of their training. They define the minimum level of practice expected of teachers and trainees to be recommended for Qualified Teacher Status.

The standards are applied as appropriate to the role and context within which a trainee or teacher is practising, and during the Initial Teacher Education programme, trainees are assessed against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS. As their careers progress, teachers are expected to extend the depth and breadth of knowledge, skills and understanding that they demonstrate in meeting the standards, as is judged to be appropriate to the role they are fulfilling and the context in which they are working.

Trainees' progress in meeting these standards is assessed formally at three points during the training year when mentors are asked to complete and submit a Summative Report. Trainees will develop a range of evidence to show how they are meeting the Teachers' Standards and this will be collated and presented in their PebblePad professional development portfolio.

Professional Expectations

Code of conduct

In addition to the professional expectations required by their employment school, as students of the University of Huddersfield, trainees are required to comply with the regulations of the University which are presented in the latest edition of the Students' Handbook of Regulations and the Fitness to Practise regulations outlined in the Fitness to Practise Handbook. These can be accessed at <https://www.hud.ac.uk/registry/regulations-and-policies/>. We also ask trainees to adhere to the ITE Code of Professional Conduct.

Safeguarding

In England, the law states that people who work with children have to keep them safe from harm (including from any form of extremism). Trainees must make themselves aware of the school guidelines and pass on any concerns accordingly. If a trainee is unsure what action to take about concerns about child safety, they should talk to the Senior Mentor and the school's Designated Safeguarding Lead.

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. In all cases, they must ensure that they fully anonymise any assessment data presented in their PebblePad professional development portfolio and in assignments that they submit to the University.

Equality and diversity

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.

The University is set in multicultural Huddersfield, a context that reaffirms the ITE team's recognition of the need to prepare trainees to teach in a diverse society; there is an expectation that trainees will challenge stereotypes, recognise multiple identities and commonality, promote equality, rights, responsibilities and democracy in both their teaching and academic studies.

Spiritual, Moral, Social and Cultural development (SMSC)

SMSC and elements of Prevent are addressed across the programme and it is expected that trainees will demonstrate in school an awareness of the importance of these elements in educating for a safe, equitable and just society.

School Based Training Glossary

Trainee

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

Senior Mentor

This is the person within school with a designated responsibility for all trainees. They may work with several trainees from different ITE Providers at the same time in a coordinating /overseeing capacity. There is an acknowledgement that in some schools the Mentor also undertakes the role of the Senior Mentor.

Mentor

This is the person who oversees and guides the trainee's development on a regular basis. They will observe lessons, discuss progress with trainees, oversee the Record of Progress (RoP) on a weekly basis and is responsible for assessing the trainees' progress against the Teachers' Standards.

Host Teachers

These are additional teachers with whom trainees may be placed with in order to observe, support or teach their classes.

Course Leader and Partnership Manager

This is the University tutor responsible for all strategic programme and school based training matters. They oversee the taught elements of the programme, develop partnerships with schools; lead training for mentors and ensure that trainees are assigned to placement schools which meet DfE regulations for Initial Teacher Education. They are the first point of contact for mentors and schools.

Personal Tutor

The Personal Tutor will deliver the taught elements of the PGCE programme, visit the trainees in school, and conduct joint observations with the Mentor. They will support the trainee and the Mentor throughout the programme. They are the first point of contact for trainees.

PebblePad

This is the trainee's electronic professional development portfolio which they will engage with on a day to day basis. Trainees are asked to upload lesson plans, evaluations, their weekly record of progress, observations forms, evidence of pupils' progress, their summative reports; gradually building a range of evidence that they are meeting the Teachers Standards.

Brightspace

This is the University's Virtual Learning Environment which contains all the teaching materials for the programme. The employment based PGCE programme is delivered using a blended learning approach and teaching will include face to face delivery during designated intensive study weeks and weekly online training activities which may include interactive study materials, school based observational and reflective tasks, webinar tutorials and assignment preparation.

Key people, contact details and communication

The Course Team

The Course Team are responsible for delivering the PGCE programme. They will work collaboratively with mentors in school to support trainees throughout the programme.

Audrey Wood	Course Leader and Partnership Manager Email: a.b.wood@hud.ac.uk Tel: 01484 478212
Niamh Phelan	Primary Lead Tutor Email: n.m.phelan@hud.ac.uk Tel: 01484 478219
Kate Aspin	Primary Tutor Email: k.aspin@hud.ac.uk 01484 478145
Ed Southall	Secondary Tutor Email: e.southall@hud.ac.uk Tel: 01484 478112
Mussarrat Shaheen	Academic Skills Tutor m.shaheen@hud.ac.uk Tel: 01484 478103
Jayne Price	Head of Division, Initial Teacher Education (Schools) E-mail: j.price@hud.ac.uk Tel: 01484 478102

Course Administration

Course Administrator: Tracy Wood
Tel: 01484 478221
E-mail: t.m.wood@hud.ac.uk

The Placement Office

All completed Summative Report forms should be sent to:
Placement Team Lead: Catherine Thornton
Email: c.thornton@hud.ac.uk Tel: 01484 478126

Our general email address is sepd@hud.ac.uk

Our main phone number is 01484 478248.

Our postal address is:

School of Education & Professional Development,
University of Huddersfield
Queensgate
Huddersfield
HD1 3DH

The PGCE Programme

The PGCE programme consists of four modules which lead to the award of Postgraduate Certificate in Education with Qualified Teacher Status. Two of the modules are the same across primary and secondary, two are phase specific.

Generic Modules	Focus	Assessment
DMS1130/ DMB4030 Developing Critical Professional Practice	This module develops trainees' professional practice as a teacher and is focused on their teaching experiences in their employment and additional placement schools. The trainees will gradually develop their independent practice through reflection, target setting and continual evaluation and refinement. They will evaluate the impact of their teaching on pupils' progress and demonstrate their ability to meet the Teachers' Standards.	(A) Portfolio of evidence and a critical reflection of your progress in relation to each of the Teachers' Standards. (B) Synoptic critical evaluation with supporting qualitative and quantitative evidence demonstrating the impact of the trainees' teaching on the progress of their learners over time.
DMX6930 Inclusion, Equality and Diversity	This module develops trainees' understanding of the barriers to inclusion and equality of opportunity that children and families may encounter and the inclusive teaching and learning strategies informed by current research which are designed to overcome these.	Rationale for the need for inclusive practice that recognises diversity and promotes equality, supported by a portfolio of evidence.

Primary Modules	Focus	Assessment
DMB3330 Core Curriculum Studies in Early Years and Primary Education	This module focuses on the principles of planning, teaching and assessment in the primary core curriculum areas of English, Mathematics and Science. They will develop their subject knowledge and pedagogic understanding through their teaching of these subjects in school.	Critical and reflective tasks which require the trainee to collect and analyse evidence about teaching, learning and assessment in the core curriculum; demonstrate an understanding of theory and practice and reflect on their progress with subject knowledge.
DHB7730 The Wider Curriculum in Early Years and Primary Education	In this module, trainees are introduced to the wider primary curriculum of the foundation subjects, RE and personal, social and emotional development. They will learn about the curriculum requirements and progression and the principles of effective teaching and learning in these subjects.	Rationale for teaching an element of the wider curriculum, one foundation subject or RE, supported by a Scheme of Work developed by the trainee.

Secondary Modules	Focus	Assessment
DMX5130 Curriculum Development	This module introduces secondary trainees to the principles of curriculum design, medium and short term planning and how to monitor and evaluate the impact on pupils' learning. They will develop the ability to plan sequences of lessons which support pupils' learning and progress in the context of their specialist subject.	Critical evaluation of the effectiveness of a Scheme of Work developed and taught by the trainee, supported by critical analysis of the impact on pupils' learning and progress.
DHS5330 Specialist Subject Development	This module addresses the policy, pedagogy and practice related to the trainees' specialist subject within the secondary curriculum. They will be encouraged to further develop their subject knowledge, skills and understanding as well as their ability to foster and maintain pupils' interest in the subject and promote good progress and outcomes.	(A) Critical account of the place of the specialist subject within the curriculum. (B) Portfolio of evidence (Standard 3) with outlines subject knowledge development and demonstrates successful teaching the specialist subject.

The employment based PGCE programmes are delivered using a blended learning strategy. This approach includes face to face intensive study periods, online learning activities employing a range of digital media and live webinar tutorials, supported by Brightspace, our Virtual Learning Environment. It is anticipated that trainees will spend five hours per week engaging with the study materials and tasks in addition to their school based training.

School Based Training

The PGCE programme builds progressively so that as trainees commence their NQT year they are confident and reflective professionals, well-equipped to work in a wide range of schools and educational settings. We recognise that all trainees are different and make progress in different ways and at different rates. Therefore there is some flexibility to allow trainees to gradually increase teaching load and independence during the year.

School Based Training is split into three assessment phases – the Induction phase, the Application phase and the Consolidation phase.

The Induction phase

At the start of the Induction phase, trainees are beginning to develop an understanding of the curriculum and planning for learning. Primary trainees focus on the Core curriculum areas at first, Secondary trainees begin learning about their subject curriculum and subject specific pedagogies, initially focusing on KS3.

It is important that during this stage, mentors provide opportunities for trainees to observe experienced colleagues; reflect on teaching and learning; discuss planning decisions and develop an understanding of pupils' progress and assessment practices. They may start by team teaching with you initially; they could take responsibility for a small group of pupils in the class; they could teach short episodes of a lesson, before moving on to full class and full lesson teaching. You can make decisions about when the trainee is ready to move to more challenging aspects of the role, building to a 50% teaching load during this phase.

The Application phase

During the Application phase, the trainee must complete a four week placement in a different school. It is important that the additional placement provides a contrasting experience in order to build trainees' confidence and skills. In order to meet the statutory ITT criteria, all trainees must be assessed teaching across two or more age phases, therefore primary trainees must teach in KS1 and 2 and the additional placement may provide the opportunity for them to do this. For secondary trainees, it is important that they gain experience of teaching KS3 and KS4 pupils in both schools.

During the Application stage, trainees will become much more confident in planning and teaching more independently. They can teach a 60-70% timetable and should start to take responsibility for their pupils' progress. The module study during this phase focuses on Inclusion, equality and diversity and the aim is to develop their inclusive practice during this time. Trainees are also increasing their understanding of medium term planning and should take responsibility for planning sequences of lessons that they will reflect on and evaluate as part of their academic study.

The Consolidation phase

This phase focuses on developing the trainees as critically reflective practitioners, who are confident to take decisive actions in the classroom. The aim is for them to consistently and effectively impact on pupils' learning and progress. They should become more independent and demonstrate their competence across all of the Teachers' Standards. In this stage they should aim to teach a 70-80% timetable.

The following timetables provide an overview of the Induction phase School Based Training programme for primary trainees and secondary trainees, outlining areas for discussion and the monitoring and assessment forms that should be completed weekly and at the end of the phase. We will provide further guidance for the Application and Consolidation phases.

PGCE Primary Education with QTS (Employment Based)

Professional activities to be undertaken in the Delivery School Autumn Term 2018/19

Date and Study Focus	School Based Focus		Forms to be completed
	Trainee	Mentor and Trainee	
WEEK 7 10.9.18 Study Focus: Induction	<ul style="list-style-type: none"> • Complete the school's Safeguarding Induction. • Become familiar with school policies for safeguarding and behaviour. • Observe an experienced teacher's strategies and techniques for 'behaviour for learning'. 	<ul style="list-style-type: none"> • Discuss expectations of personal and professional conduct. • Discuss the procedure for reporting a safeguarding concern. • What kinds of incidents should be reported? • Who are the safeguarding team? 	
WEEK 8 17.9.18 Study Focus: Introduction to core subjects in the primary curriculum.	INTENSIVE STUDY WEEK		
WEEK 9 24.9.18 Study Focus: Observation & Reflection	<ul style="list-style-type: none"> • Discuss the induction event and highlight key learning points. • Observe routines of teachers in your class (entering/leaving the room, first 10 mins, distributing the work etc) using OOP forms. 	<ul style="list-style-type: none"> • Undertake a learning walk led by a practitioner / your mentor. • Discuss who / what impresses you and consider why. • Plan timetable for focussed observations of experienced practitioners. • Course leader visit/meet mentor. 	OOP
WEEK 10 1.10.18 Study Focus: Behaviour for learning	<ul style="list-style-type: none"> • Become familiar with the school behaviour for learning policy. • Carry out 2 x behaviour management observations using the focussed. observations forms. Upload to Pebblepad. • Carry out reflection on behaviour using the 'What, so what, now what?' format. 	<ul style="list-style-type: none"> • Discuss and evaluate behaviour observations. • What have you learnt? • What can you apply to your own practice? • What are your key takeaways? • Complete the first RoP form and upload to Pebblepad. 	Focused observation form RoP
WEEK 11 08.10.18 Study Focus: Lesson Structures	<ul style="list-style-type: none"> • Start to teach parts of lessons – eg: starter, plenary, exposition. 	<ul style="list-style-type: none"> • Complete an observation of the trainee teaching part of the lesson. • Discuss progress and complete RoP. 	Observation RoP

and Planning	<ul style="list-style-type: none"> Plan these carefully and reflect on the outcomes. 		
WEEK 12 15.10.18 Study Focus: Writing Development KS1/2	<ul style="list-style-type: none"> Examine teaching strategies for developing children’s oral language. Reflect on strategies for teaching writing and consider other possible strategies. Examine whole class writing data and consider implications for practice. Reflect on your teaching and pupils’ progress in preparation for your RoP meeting. 	<ul style="list-style-type: none"> Discuss the importance of oral language and communication in relation to writing. Complete an observation of the trainee and RoP. 	Observation RoP
WEEK 13 22.10.18 Study Focus: Subject Knowledge Development (SPaG)	<ul style="list-style-type: none"> Examine teaching strategies employed for teaching SPaG. Become familiar with the progression of skills in SPaG in the National Curriculum and the statutory SPaG assessments for KS1 and KS2 Identify areas for development in your SPaG knowledge by completing personal SPaG assessment 	<ul style="list-style-type: none"> Discuss the school’s expectations and teaching strategies for SPaG. Complete an observation of the trainee and RoP. 	Observation RoP
WEEK 14 29.10.18 Study Focus: Reading Development KS1/2	<ul style="list-style-type: none"> Reflect on strategies for teaching reading and consider other possible strategies. Reflect on your teaching and pupils’ progress in preparation for your RoP meeting. 	<ul style="list-style-type: none"> Discuss the data available for the class and consider implications for practice. Complete an observation of the trainee and RoP. 	Observation RoP
WEEK 15 05.11.18 Study Focus: Reading and Writing in the National Curriculum	<ul style="list-style-type: none"> Identify issues or concerns in relation to teaching reading and writing. Reflect on the impact (what is working and what is not working and why?). Make notes for discussion at reading and writing in the National Curriculum Webinar. Reflect on your teaching and pupils’ progress in preparation for your RoP meeting. 	<ul style="list-style-type: none"> Complete an observation of the trainee and RoP. 	Observation RoP
WEEK 16 12.11.18 Study Focus:	<ul style="list-style-type: none"> Reflect on strategies for teaching measures; and area, length and perimeter and consider other possible strategies. 	<ul style="list-style-type: none"> Discuss the progression of skills in measures in the Curriculum. 	Observation RoP

Maths - Measurement	<ul style="list-style-type: none"> • Examine whole class measures data and consider implications for practice. • Reflect on your teaching and pupils' progress in preparation for your RoP meeting. 	<ul style="list-style-type: none"> • Discuss teaching strategies for teaching measures; and area, length and perimeter • Complete an observation of the trainee and RoP. 	
WEEK 17 19.11.18 Study Focus: Core Curriculum submission preparation	<ul style="list-style-type: none"> • Review work towards core assignment and prepare questions or concerns for clarification in tutorial. • Collate evidence needed to support the written assignment. 	<ul style="list-style-type: none"> • Complete an observation of the trainee and RoP. 	Observation RoP
WEEK 18 26.11.18 Study Focus: Fractions decimals and percentages	<ul style="list-style-type: none"> • Reflect on your teaching experiences to date and the progress the pupils have made. • Reflect on your progress to date with the Teachers' Standards. Ensure you can identify some early evidence of your progress with each standard. • Self- assess against the assessment criteria in preparation for your RoP meeting. 	<ul style="list-style-type: none"> • Mentor to consider the progress the trainee is making in meeting the Teachers' Standards. • Identify areas of strength and areas for further development and discuss with the trainee. • Consider the evidence being developed by the trainee in making assessment decisions and complete the report. 	Observation RoP
WEEK 19 03.12.18 Study Focus: Fractions decimals and percentages	<ul style="list-style-type: none"> • Consider the progress you have made so far and the comments made by your mentor on the Summative report. • Consider what targets will be appropriate for the next stage of your development to discuss with your tutor at the ISW. 	<ul style="list-style-type: none"> • Mentor to finalise Induction Summative Report and Email to course leader by 5.12.18. Trainee to upload to Pebblepad. 	Induction Summative Report
WEEK 20 10.12.18 Study Focus: Inclusion, Equality and Diversity	INTENSIVE STUDY WEEK	<ul style="list-style-type: none"> • Make arrangements for Additional placement to take place next term. 	
Week 21 17.12.18 Study Focus: Preparing for Additional Placement	<ul style="list-style-type: none"> • Consider the targets you have set for your next stage of development and how you can make progress towards them in your Additional Placement. 	<ul style="list-style-type: none"> • Discuss Additional Placement with a focus on continuing to make progress towards the trainee's targets. 	

PGCE Secondary Education with QTS (Employment Based)

Professional activities to be undertaken in the Delivery School Autumn Term 2018/19

Date and Study Focus	School Based Focus		Forms to be completed
	Trainee	Mentor and Trainee	
WEEK 7 10.9.18 Study Focus: Induction	<ul style="list-style-type: none"> • Complete the school's Safeguarding Induction. • Become familiar with school policies for safeguarding and behaviour. • Observe an experienced teacher's strategies and techniques for 'behaviour for learning'. 	<ul style="list-style-type: none"> • Discuss expectations of personal and professional conduct. • Discuss the procedure for reporting a safeguarding concern. • What kinds of incidents should be reported? • Who are the safeguarding team? 	
WEEK 8 17.9.18 Study Focus: Specialist subject development	INTENSIVE STUDY WEEK		SKA
WEEK 9 24.9.18 Study Focus: Observation & Reflection	<ul style="list-style-type: none"> • Discuss the induction event and highlight key learning points. • Share Subject Knowledge Audit with your mentor and discuss strengths and areas for development. • Observe routines of teachers in your department (entering/leaving the room, first 10 mins, distributing the work etc) using OOP forms. 	<ul style="list-style-type: none"> • Undertake a learning walk led by a practitioner / your mentor. • Discuss who / what impresses you and consider why. • Plan timetable for focussed observations of experienced practitioners. 	OOP
WEEK 10 1.10.18 Study Focus: Behaviour for learning	<ul style="list-style-type: none"> • Become familiar with the school behaviour for learning policy. • Carry out 2 x behaviour management observations using the focussed. observations forms. Upload to Pebblepad. • Carry out reflection on behaviour using the 'What, so what, now what?' format. 	<ul style="list-style-type: none"> • Discuss and evaluate behaviour observations. • What have you learnt? • What can you apply to your own practice? • What are your key takeaways? • Plan induction phase teaching timetable. • Complete the first RoP form and upload to Pebblepad. • Course leader visit/meet mentor. 	Focused observation form RoP
WEEK 11 08.10.18 Study Focus: Lesson Structures	<ul style="list-style-type: none"> • Start to teach parts of lessons – eg: starter, plenary, exposition. 	<ul style="list-style-type: none"> • Complete an observation of the trainee teaching part of the lesson. • Discuss progress and complete RoP. 	Observation RoP

and Planning	<ul style="list-style-type: none"> Plan these carefully and reflect on the outcomes. 		
WEEK 12 15.10.18 Study Focus: Understanding how children read	<ul style="list-style-type: none"> Familiarise yourself with subject curriculum coverage and content. Understand the homework procedures and expectations. Set and mark some homework. Reflect on your teaching and pupils' progress in preparation for your RoP meeting. 	<ul style="list-style-type: none"> Discuss the data available for your classes. What are their reading ages? What are their targets? Are any listed as SEND? Complete an observation of the trainee and RoP. 	Observation RoP
WEEK 13 22.10.18 Study Focus: Subject Knowledge Development	<ul style="list-style-type: none"> Undertake the most recent GCSE for your subject. Try to do this under exam conditions. Reflect on the outcome and bring highlights and three areas for development to the mentor meeting to discuss with your mentor. Reflect on your teaching and pupils' progress in preparation for your RoP meeting. 	<ul style="list-style-type: none"> Talk about the school's approaches to GCSE and public examinations. Discuss outcomes of GCSE paper focussing on highlights and three areas for development to the mentor meeting to discuss with your mentor. Use this to help identify new TS3 targets and actions. Complete an observation of the trainee and RoP. 	Observation RoP
WEEK 14 29.10.18 Study Focus: Understanding how children write	<ul style="list-style-type: none"> Observe a transformational writing lesson or writing for a specific purpose. Reflect on pupils' written outcomes and discuss with class teacher. 	<ul style="list-style-type: none"> Discuss the school's approach to handwriting and presentation. Complete an observation of the trainee and RoP 	Observation RoP
WEEK 15 05.11.18 Study Focus: Assessment for Learning	<ul style="list-style-type: none"> Read and understand the school marking policy Carry out joint marking and assessment with an experienced teacher Use your assessment data for one of your classes to highlight who is working below target. Develop a strategy to try to improve the outcomes for those students. Reflect on your teaching and pupils' progress in preparation for your RoP meeting. 	<ul style="list-style-type: none"> Discuss school's approach to marking. Mentor to share examples and discuss with trainee. Complete an observation of the trainee and RoP. 	Observation RoP

<p>WEEK 16 12.11.18 Study Focus: Planning for progress in English</p>	<ul style="list-style-type: none"> • Plan to teach a lesson or episode collaboratively with an experienced teacher or your mentor. • Deliver the lesson collaboratively and evaluate lesson together. • Carry out reflection on planning using the ‘What, so what, now what?’ format. 	<ul style="list-style-type: none"> • Reflect on planning, delivery and feedback relating to the teaching episode taught. • Together identify a target and actions relating to TS4. Add this to Pebblepad with an appropriate review date. • Complete an observation of the trainee and RoP. 	<p>Observation RoP</p>
<p>WEEK 17 19.11.18 Study Focus: Active learning</p>	<ul style="list-style-type: none"> • Observe teachers in different departments with a focus on active learning strategies. • Which of these might you be able to incorporate into your own lessons? • Try and active learning activity in a lesson and reflect on the outcomes. 	<ul style="list-style-type: none"> • Complete an observation of the trainee and RoP. 	<p>Observation RoP</p>
<p>WEEK 18 26.11.18 Study Focus: Differentiation and personalisation</p>	<ul style="list-style-type: none"> • Reflect on your teaching experiences to date and the progress the pupils have made. • Reflect on your progress to date with the Teachers’ Standards. Ensure you can identify some early evidence of your progress with each standard. • Self- assess against the assessment criteria in preparation for your RoP meeting. 	<ul style="list-style-type: none"> • Mentor to consider the progress the trainee is making in meeting the Teachers’ Standards. • Identify areas of strength and areas for further development and discuss with the trainee. • Consider the evidence being developed by the trainee in making assessment decisions and complete the report. 	<p>Observation RoP</p>
<p>WEEK 19 03.12.18 Study Focus: Wellbeing and workload</p>	<ul style="list-style-type: none"> • Consider the progress you have made so far and the comments made by your mentor on the Summative report. • Consider what targets will be appropriate for the next stage of your development to discuss with your tutor at the ISW. 	<ul style="list-style-type: none"> • Discuss what strategies you could use to reduce marking and planning workload outside of school hours. • Mentor to finalise Induction Summative Report and Email to course leader by 5.12.18. Trainee to upload to Pebblepad. 	<p>Induction Summative Report</p>
<p>WEEK 20 10.12.18 Study Focus: Inclusion, Equality and Diversity</p>	<p>INTENSIVE STUDY WEEK</p>	<ul style="list-style-type: none"> • Make arrangements for Additional placement to take place next term. 	

Assessment of Trainees

Observations

Informal observation and verbal feedback makes an important contribution to the professional development of trainee teachers on a day to day basis to help them to develop and refine their planning and teaching. In addition to informal feedback and support, the Mentor should observe the trainee and provide written feedback at least once a week using the University Observation Form.

The focus of each observation should be agreed between the trainee and the Mentor prior to it taking place. Over the year, there should be a range of foci, collectively building up a picture that demonstrates that the trainee is making progress. Observation feedback should focus on the impact the trainee's teaching is having on the progress of their learners. The forms ask observers to identify strengths and targets for development. These should focus on how trainees can further develop their practice and how pupils' progress can be further accelerated.

Review of Progress

On a weekly basis, the Mentor should meet with the trainee to review progress. Trainees should prepare for this meeting by reflecting on teaching and pupils' learning and their progress with the previous target(s). The meeting should discuss strengths and areas for further development, and set further targets and an action plan. Notes from the meeting are recorded on the Review of Progress (RoP) form and uploaded to PebblePad.

Summative Reports

At the end of assessment period, taking into account observations, RoPs, evidence of pupils' learning and progress and evidence in the trainees' PebblePad portfolio, the Summative Report will be completed by the Mentor, shared and discussed with the trainee, and moderated by the Personal Tutor.

The Mentor should complete the Summative Report outlining how the trainee is meeting the Teachers' Standards and identifying areas for further development. Each report should grade the trainee using the assessment criteria which outline attainment in terms of:

- Inadequate – the trainee is not yet meeting the minimum level of practice;
- Requires Improvement - this is the minimum level of achievement to be recommended for QTS. The trainee's teaching over time requires improvement because it is not yet good;
- Good – Much of the quality of the trainee's teaching over time is good, some outstanding;
- Outstanding – much of the quality of the trainee's teaching over time is outstanding and never less than consistently good.

The Summative Report forms the basis of the training plan for the next period of School Based Training. You should identify areas of strength and areas for development and set targets with the trainee and consider what support they will need to meet them in the next phase of their training. Should insufficient progress during each assessment period, enhanced support will be offered; the aim of this is to move trainees forward and help them to reach their full potential.

PebblePad

Trainees are required to keep an online portfolio on PebblePad as evidence of their development during the course. PebblePad is a secure space in which to store all of their documents and files. There are two parts to their PebblePad. One is a secure storage space which can only be viewed by the trainee, and the other is their professional development portfolio (PDP) space (known as the PebblePad workbook) that the University tutors can view at any time. This is so that their Personal Tutor can see how they are developing and provide feedback on their progress. No one can view their files unless they choose to display them in the PebblePad workbook section. The trainee can share their PDP with you as their mentor quite easily by simply emailing you a link to access the PebblePad workbook.

All of the forms that you complete – the observations, RoPs and Summative reports will be uploaded by the trainee to PebblePad so that the Personal Tutor can monitor the trainee's progress and can intervene when you highlight areas of concern.

The PebblePad PDP is incredibly important; it provides the evidence about the quality of the trainee's planning, teaching, reflection and assessment of children; it demonstrates how they make progress towards being an outstanding teacher and also how they have ensured that children have made progress over time. The PDP documents should be succinct, well organised and form a good working portfolio, chronicling their progress across the course. Quality is the key, not quantity.

A judgement is made about the quality of the PebblePad PDP and the effectiveness of how trainees monitor and demonstrate their own development, which will inform the summative grade at the end of each assessment phase. Ultimately the quality of their PDP will have a bearing on the trainee's recommendation for QTS and on their final School Based Training grade.

PGCE (Employment Based) Assessment Schedule 2018-19

Submission Date	Module	What has to be handed in	Submission method	Marked and returned
Monday 26 November 2018	DHS5330 Specialist Subject Development	Part A The place of the subject in the curriculum	TURNITIN	17 December 2018
Monday 26 November 2018	DMB3330 Core Curriculum Studies	Critical and reflective assignment tasks	TURNITIN	17 December 2018
Wednesday 5 December 2018	DMS1130/DMB4030 DCPD	Induction Summative Report	Email Course Leader and placement office	
Monday 25 February 2019	DMX6930 Inclusion, Equality. & Diversity	Rationale and portfolio of evidence	TURNITIN	18 March 2019
As soon as completed	DMS1130/DMB4030 DCPD	Additional Placement Report	Email Course Leader and placement office	
Wednesday 20 March 2019	DMS1130/DMB4030 DCPD	Application Summative Report	Email Course Leader and placement office	
Monday 20 May 2019	DMX 5130 Curriculum Development	Scheme of Work and critical evaluation	TURNITIN	10 June 2019
Monday 20 May 2019	DHB7730 Wider Curriculum	Rationale and Scheme of Work	TURNITIN	10 June 2019
Friday 24 May 2019	DMS1130/DMB4030 DCPD	Final Grade Prediction	Email Course Leader and placement office	
Monday 17 June 2019	DMS1130/DMB4030 DCPD	Standards evidence & synoptic critical evaluation	Pebblepad	8 July 2019
Monday 17 June 2019	DHS5330 Specialist Subject Development	PART B Portfolio of Evidence (Standard 3)	Pebblepad	8 July 2019
Wednesday 26 June 2019	DMS1130/DMB4030 DCPD	Consolidation Summative Report	Email Course Leader and placement office	
Monday 8 July 2019	DMS1130/DMB4030 DCPD	NQT Action Plan	Pebble Pad	

Mentor guidance on lesson observations, feedback and target setting

Observation

Lesson observation feedback focuses on the impact the trainee's teaching is having on the progress of their learners. The prompts on the lesson observation form will help you with this. The forms ask observers to identify strengths and targets for development. These should focus on how trainees can further develop their subject knowledge and how pupils' progress can be further accelerated. When setting targets, it is important to set SMART targets. (Specific, Measurable, Achievable, Realistic, Timed).

These targets should form the focus of subsequent lesson observations. Trainees should identify the standards they would like feedback on. There is a space on the lesson plan formats for this purpose. It is helpful if University tutors focus on the same targets that Mentors have identified when undertaking lesson observations. A clear audit trail should be evident from one target to the next.

In the main, the observer will take a back seat and they will allow the trainee to lead the lesson. If there are serious problems, then it may be necessary to step in to enable the trainee to recover their position. Observers will need to check that pupils have understood the task and that crucially they are learning and making at least good progress (especially during group work) so some interaction with the pupils will be necessary. It may also be necessary to speak to support staff to check that the trainee teacher has briefed them.

Observers should note that the purpose of a lesson observation is to make quality judgements about the impact of teaching on pupils' learning. The observer should aim to communicate what was good about the lesson and which aspects required improvement. Observers should therefore reflect carefully on their choice of language throughout the observation form.

The feedback session is important. It provides an opportunity for the trainee and observer to jointly reflect on the lesson. The purpose is to identify what went well and to set clear focused targets for subsequent lessons.

Feedback

Trainees should be prepared to be proactive during the feedback session. They need to be able to demonstrate that they are able to reflect on their practice, as this is a requirement of the Teachers' Standards (DFE, 2012). Observers should view the feedback session as a tutorial. The purpose is to develop the trainee's knowledge and understanding further through guided questioning. Observers should find a quiet, private place to conduct the session. The feedback session is best carried out as soon as possible after the lesson observation. University tutors and mentors should feedback jointly to the trainee. Trainees should be prepared to make notes during feedback sessions and they should ask questions to clarify their understanding.

Guidance for structuring a feedback session

The following prompts may be useful in helping observers to structure feedback sessions:

Give an initial brief introductory comment to set up the conversation. Obtain the trainee's views about the lesson –steer them to make quality judgements rather than to describe each aspect of the lesson. Use questions to challenge their thinking. Examples of possible questions are included below:

Planning

- How did this lesson take into account prior assessments?
- Were the activities suitably differentiated to meet the needs of all learners? Did you take account of learners with targets on individual education plans?
- Tell me about your resources. Were the resources quality resources? Did they stimulate your learners? Did you use specific resources for individual pupils?

Teaching and subject knowledge

- Tell me about your teaching strategies (e.g. modelling, questioning, clarity of explanations)
- What can you tell me about your subject knowledge?

Learning

- Were all the pupils/ groups challenged? Was learner progress at least good? Which pupils did not make progress? Why?
- How could you have extended the pupils' learning further?

Assessment

- What did the pupils learn in the lesson? How do you know? What did your assessments during the lesson indicate? What assessment strategies did you use?
- What are the next steps for groups of learners or individual pupils? How does this strand of learning progress?

Behaviour management

- Were any pupils disengaged? If so why was this and how might you have addressed this?

Deployment of adults

- Were there any times when adult(s) could have been deployed more effectively?
- Did you brief the supporting adult(s)?
- Did support staff impact positively on the progress of the learners?
- What assessments did the supporting adult(s) make during the lesson and how might you take account of these in future planning?

Summarise the strengths demonstrated by the trainee. Identify three or four strengths. Provide the trainee with two important targets that they need to address. Provide guidance on how they might address these targets. Provide a reassuring comment to conclude the session. Remember the appraisal sandwich – start with a positive comment, follow this with a discussion on targets for future development and end with a final positive comment.

Secondary PGCE Lesson Observation

Trainee		School	
Observer		Class	
Date		Subject	

Lesson objectives	
Development targets	
Key pupil progress info e.g. ability, target groups/individuals and strategies employed to ensure progress.	

Additional Evidence to Support Observation / Visit	Seen?	Comment (if Needed)
Unit Plan	<input type="checkbox"/>	
Lesson Plan	<input type="checkbox"/>	
Pebble Pad	<input type="checkbox"/>	
Assessment Data	<input type="checkbox"/>	
Previous Observation(s)	<input type="checkbox"/>	
Previous Targets	<input type="checkbox"/>	
Student Workbooks	<input type="checkbox"/>	
Additional Comments For example: <i>Are students performing on / under / above target over time?</i> <i>What is the quality of student work being produced?</i> <i>Is the lesson plan sufficiently detailed / thought through?</i>		

Notes about the lesson	
What went well? What did the trainee do to impact on learning? (Please refer to teacher standards in the margin)	Areas for development: What could the trainee do differently to improve the quality of teaching and learning? (please refer to standards)
Teaching Standards: 1: High expectations that inspire, motivate and challenge 2: Promote good progress & outcomes 3: Demonstrate good subject & curriculum knowledge 4: Plan & teach well structured lessons 5: Adapt teaching to respond to pupils 6: Make accurate and productive use of assessment 7: Manage behaviour effectively 8: Fulfil wider professional duties	

Primary PGCE Lesson Observation

Mentor Observation

Student trainee:		School:	
Observer:		Key stage:	
Class:		Subject:	
Date:		Time:	
Learning objectives:		Observation focus/area for professional dialogue.	

<p>The Teachers' Standards and observation prompts (please use or adapt prompts as appropriate for your setting)</p>	<p>Please comment on the lesson in the boxes below; analyse what makes for successful learning and what might improve this further. You should choose ONE focus and comment on a maximum of TWO standards (less if appropriate). Others can be deleted. This observation should last 15 – 20 minutes. For a longer observation, please choose standards to focus on, four in any one lesson as a suggested maximum. Note: in a primary setting this may last 40 minutes.</p>
<p>TS1: High Expectations <i>- Children encouraged to achieve to their full potential?</i> <i>- Level of challenge appropriate for all learners?</i></p>	
<p>TS2: Pupil Progress <i>-Evidence of learning?</i> <i>- Ability to extend learning or take it back a stage where necessary?</i></p>	
<p>TS3: Subject Knowledge <i>- Appropriate and secure subject knowledge?</i> <i>-- Ability to respond to pupils' questions?</i> <i>- Opportunities for children to question and add their own ideas?</i> <i>- EYFS: did the student trainee demonstrate the ability to adapt content and approaches to follow the interests of the child if necessary?</i></p>	
<p>TS4: Planning/ Teaching <i>- Files in place and planning detailed and appropriate?</i> <i>-Evidence of reflection and evaluation?</i> <i>- Evidence of recording progress and learning over time?</i> <i>- Clear lesson structure which facilitated progress?</i> <i>- Wide range of teaching strategies?</i> <i>- Misconceptions addressed?</i> <i>- Modelling and exposition clear?</i> <i>- Questioning used effectively?</i> <i>- EYFS: - areas of continuous provision appropriate?</i> <i>- Were children's interests followed?</i> <i>- Support for development and learning</i></p>	

including child-initiated?	
TS5: Responding to diverse needs - Tasks challenging and appropriate to the needs of all learners? -Children with SEN (D) planned for appropriate to their needs? - Aware of diversity in ethnicity, language, religion and culture; evidence? - EAL provision?	
TS6: Use of Assessment -Frequent checks on learners' understanding throughout the lesson? - Adaptation if necessary? -Could learners articulate what they were learning and what to do to be successful? - Self-assessment/ peer-assessment to promote progress? - EYFS: did the student make use of observation to inform assessment?	
TS7: Behaviour Management - Consistent? - Utilising school policies and routines? - Positive reinforcement? - Learners actively engaged and participating in the lesson? - Mutual respect and positive relationships?	
TS8: Wider Professional responsibilities - Support staff effectively deployed at every stage of the lesson? - Additional adult sheet used? - Evidence of dialogue between the student trainee and additional adults?	
Part Two: - Good relationships rooted in mutual respect? - Regard for keeping children safe? Evidence of SMSC (including British values where appropriate) in planning, delivery, provision and display?	
Short summary statement: Please add any additional general comments here if appropriate.	

✓ Strengths of this lesson/activity	➤ Next Steps
√ 1 √ 2	➤ 1 ➤ 2

TEACHERS' STANDARDS AT A GLANCE

PREAMBLE
Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.
PART ONE: TEACHING
TS1 A teacher must set high expectations which inspire, motivate and challenge pupils
Establish a safe and stimulating environment for pupils, rooted in mutual respect.
Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
TS2 Promote good progress and outcomes by pupils
Be accountable for pupils' attainment, progress and outcomes.
Plan teaching to build on pupils' capabilities and prior knowledge.
Guide pupils to reflect on the progress they have made and their emerging needs.
Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
Encourage pupils to take a responsible and conscientious attitude to their own work and study.
TS3 Demonstrate good subject and curriculum knowledge
Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
TS4 Plan and teach well-structured lessons
Impart knowledge and develop understanding through effective use of lesson time.
Promote a love of learning and children's intellectual curiosity.
Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
Reflect systematically on the effectiveness of lessons and approaches to teaching.
Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
TS5 Adapt teaching to respond to the strengths and needs of all pupils
Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
TS6 Make accurate and productive use of assessment
Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
Make use of formative and summative assessment to secure pupils' progress.
Use relevant data to monitor progress, set targets, and plan subsequent lessons.
Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

TS7 Manage behaviour effectively to ensure a good and safe learning environment
Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary.
TS8 Fulfil wider professional responsibilities
Make a positive contribution to the wider life and ethos of the school.
Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
Deploy support staff effectively.
Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
Communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT
A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.
A. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
Showing tolerance of and respect for the rights of others
Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
B. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
C. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

ITT STANDARDS ASSESSMENT CRITERIA

TS1: Set high expectations which inspire, motivate and challenge pupils			
<p>4 Inadequate The trainee is not yet meeting the minimum level of practice.</p>	<p>3 Requires Improvement The quality of the trainee’s teaching over time requires improvement as it is not yet good. Trainees need targeted advice to support further development.</p>	<p>2 Good Much of the quality of trainee’s teaching over time is good; some is outstanding.</p>	<p>1 Outstanding Much of the quality of trainee’s teaching over time is outstanding and never less than consistently good.</p>
Establish a safe and stimulating environment for pupils routed in mutual respect			
<p>They are unable to maintain pupil participation, contribution to and interest in learning. They require intervention of other professionals to establish a safe and settled learning environment</p>	<p>They encourage pupils to participate and contribute in an atmosphere conducive to learning.</p>	<p>They are reliable in encouraging pupils to participate and contribute in an atmosphere conducive to learning.</p>	<p>They constantly encourage pupils to participate and contribute in an atmosphere highly conducive to learning.</p>
Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions			
<p>They are unable to set appropriate goals to support and challenge pupils. Their expectations are not well communicated and as a result of this pupils are not engaged in their learning.</p>	<p>They show that they have set appropriately high expectations, believing that all pupils have the potential to make progress. They develop a rapport with a range of individuals and groups. As a consequence of this most pupils are engaged in their learning</p>	<p>They consistently set high expectations of pupils in their different training contexts. They set goals that motivate, enthuse and challenge most pupils.</p>	<p>They consistently set high expectations of pupils in different training contexts. They set goals that generate high levels of enthusiasm, participation and commitment to learning.</p>
Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils			
<p>They require support to demonstrate the positive attitudes, values and behaviour expected of pupils.</p>	<p>They consistently demonstrate professional behaviour, respect for pupils, colleagues, parents and carers and support the ethos of the school. They demonstrate enthusiasm for working with children and young people and for teaching and learning.</p>	<p>They are well respected by learners. They effectively promote pupils’ resilience, confidence and independence when tackling challenging activities</p>	<p>There are high levels of mutual respect between the trainee and pupils. They are very effective in promoting learners’ resilience, confidence and independence when tackling challenging activities.</p>

TS2: Promote good progress and outcomes by pupils			
4 Inadequate The trainee is not yet meeting the minimum level of practice.	3 Requires Improvement The quality of the trainee's teaching over time requires improvement as it is not yet good. Trainees need targeted advice to support further development.	2 Good Much of the quality of trainee's teaching over time is good; some is outstanding.	1 Outstanding Much of the quality of trainee's teaching over time is outstanding and never less than consistently good.
Be accountable for pupils' attainment, progress and outcomes			
They are unable to take responsibility for the attainment, progress and outcomes of the pupils they teach. As a result, pupils fail to make expected progress.	They understand how teachers are accountable for the attainment, progress and outcomes of pupils and have taken some responsibility for this with guidance from the usual class teacher or other professional. As a consequence, all groups of pupils make expected progress.	They assume responsibility for the attainment, progress and outcomes of the pupils they teach. As a result the majority of pupils make good progress.	They assume a high level of responsibility for the attainment progress and outcomes of the pupils they teach. As a result the majority of pupils make very good progress
Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these			
Is unable to demonstrate an awareness of pupils' capabilities and their prior knowledge, and is unable to plan teaching to build on these.	Their short and medium term planning and teaching demonstrates understanding of, and provision for, pupil progression taking into account prior achievement.	They demonstrate a sound understanding of the need to develop pupil learning over time.	They demonstrate confident judgement in planning for pupil progression both within individual lessons and over time and are able to articulate a clear and well-justified rationale as to how they are building on prior achievement.
Guide pupils to reflect on the progress they have made and their emerging needs			
Ineffective use is made of feedback to support pupils' reflection and next steps in learning. They do not use this to inform their future planning and teaching.	They support pupils in reflecting on their learning and identifying their progress and emerging learning needs.	They regularly provide pupils with the opportunity to reflect on their own learning and use this, along with other forms of assessment, to inform their future planning and teaching.	They actively promote engaging and effective methods that support pupils in reflecting on their learning.
Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching			
They have limited awareness of how pupils learn and require significant support in identifying appropriate teaching strategies for pupils.	They are able to explain how effective teaching strategies are informed by an understanding of how pupils learn and offer a rationale for choices made in the context of practice.	They use their knowledge of effective teaching strategies to encourage independent learning and they set appropriately challenging tasks which enable the learners to make progress.	They are able to set appropriately challenging tasks, drawing on a sound knowledge of the pupils' prior attainment which has been obtained through systematic and accurate assessment.
Encourage pupils to take a responsible and conscientious attitude to their own work and study.			
They demonstrate poorly communicated expectations, limiting pupils' ability to take a responsible and conscientious attitude to their own work and study.	They plan teaching and learning activities which encourage independent and autonomous learning.	They effectively utilise opportunities to encourage independent and autonomous learning.	They regularly create opportunities for independent and autonomous learning.

TS3: Demonstrate good subject and curriculum knowledge			
4 Inadequate The trainee is not yet meeting the minimum level of practice.	3 Requires Improvement The quality of the trainee's teaching over time requires improvement as it is not yet good. Trainees need targeted advice to support further development.	2 Good Much of the quality of trainee's teaching over time is good; some is outstanding.	1 Outstanding Much of the quality of trainee's teaching over time is outstanding and never less than consistently good.
Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings			
They have limited subject and curriculum knowledge requiring more than expected support in order to meet the needs of pupils. Their ability to communicate clearly, maintain pupils' interest and respond to pupil questions is hampered by a lack of confidence in subject knowledge.	They have sufficiently secure knowledge and understanding of the relevant subject / curriculum areas to teach effectively in the age phase for which they are training to teach. They respond appropriately to subject specific questions which learners ask and they use subject specific language accurately and consistently in order to help learners develop knowledge, understanding and skills in the subject.	They have well developed knowledge and understanding of the relevant subject / curriculum areas they are training to teach and use this effectively to maintain and develop pupils' interest. They make good use of their secure curriculum and pedagogical subject knowledge to deepen learners' knowledge and understanding, addressing common errors and misconceptions effectively in their teaching.	They draw on their in-depth subject and curriculum knowledge to plan confidently for progression and to stimulate and capture pupils' interest. They demonstrate very well-developed pedagogical subject knowledge, by anticipating common errors and misconceptions in their planning.
Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship			
They do not provide sufficient evidence of their commitment to extending and updating their subject and pedagogical knowledge	They recognise the need to extend and update their subject and pedagogical knowledge as a key element of continuing professional development and have shown the ability and readiness to do so.	They are critically aware of the need to extend and update their subject, curriculum and pedagogical knowledge and know how to employ appropriate professional development strategies to further develop these in their early career.	They are astutely aware of their own development needs in terms of extending and updating their subject, curriculum and pedagogical knowledge in their early career and have been proactive in developing these effectively during their training.
Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject			
They do not model good standards of written and spoken English in all professional activities. They need support to provide opportunities for pupils to develop their literacy skills in lessons.	They demonstrate an understanding of the need to promote high standards of communication, reading and writing for all learners and begin to build this into lessons.	They model good standards of written and spoken communication in all professional activities and encourage and support learners to develop these skills in their lessons. subject.	They model very high standards of written and spoken communication in all professional activities. They Successfully identify and exploit opportunities to develop learners' skills, in communication, reading and writing.
If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics			
Is unable to demonstrate a clear understanding of systematic synthetic phonics when teaching early reading.	Is able to demonstrate a clear understanding of systematic synthetic phonics when teaching early reading.	Can teach early reading, systematic synthetic phonics, communication and language development with increasing confidence and competence so that pupils make at least expected progress.	Can teach early reading, systematic synthetic phonics, communication and language development confidently and competently so that pupils make good or better than expected progress.
If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.			
Is unable to demonstrate a clear understanding of appropriate teaching strategies when teaching early mathematics.	Is able to demonstrate a clear understanding of appropriate teaching strategies when teaching early mathematics.	Can teach primary mathematics with increasing confidence and competence so that pupils make at least expected progress.	Can teach primary mathematics confidently and competently so that pupils make good or better than expected progress.

TS4: Plan and teach well-structured lessons			
4 Inadequate The trainee is not yet meeting the minimum level of practice.	3 Requires Improvement The quality of the trainee's teaching over time requires improvement as it is not yet good. Trainees need targeted advice to support further development.	2 Good Much of the quality of trainee's teaching over time is good; some is outstanding.	1 Outstanding Much of the quality of trainee's teaching over time is outstanding and never less than consistently good.
Impart knowledge and develop understanding through effective use of lesson time			
They have limited teaching strategies which support learners in developing knowledge, skills and understanding.	They employ a range of teaching strategies and resources to plan individual lessons that are appropriately structured to support pupils in developing their knowledge, skills and understanding. They maintain the pace of the learning when teaching, are able to respond flexibly to what is happening in the classroom.	They plan lessons that take account of the needs of groups of learners and individuals, through the setting of differentiated learning outcomes. They carefully match teaching and learning activities and resources to support pupils in achieving these intended learning outcomes.	They regularly plan and teach well-paced lessons that take account of the needs of groups of learners and individuals. They effectively plan differentiated and engaging activities which allow all pupils to achieve the intended learning outcomes.
Promote a love of learning and children's intellectual curiosity			
They do not take into account pupil responses and pupils are often unengaged in their learning.	They create an environment in which the pupils are usually engaged. They have the confidence to adapt their teaching in order to respond to the needs of the learners.	They have developed a range of approaches to teaching and learning which engage and enthuse pupils.	They plan lessons that often use well-chosen imaginative and creative strategies that match individuals' needs and interests and promote children's intellectual curiosity.
Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired			
Is unable to set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.	They understand how homework or other out of class work can sustain pupils' progress and consolidate learning and can design and set appropriate tasks.	They set appropriate homework to consolidate and extend pupils' learning.	They set focussed homework activities which use interesting and challenging contexts and allow pupils to demonstrate their understanding and review progress.
Reflect systematically on the effectiveness of lessons and approaches to teaching			
Is unable to reflect systematically on the effectiveness of lessons and approaches to teaching.	They review and reflect on their own planning and teaching to prepare future activities and tasks which build on and sustain progression in pupils' learning.	They know how to learn from both successful and less effective lessons through their systematic evaluation of the effectiveness of their practice, including its impact on learners.	They are highly reflective in critically evaluating their practice. They can accurately judge the impact of their practice on individual and groups of learners and can use their evaluation to inform future planning, teaching and learning.
Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).			
They make little contribution to the design and development of curriculum and resources.	They work collaboratively with more experienced colleagues, where appropriate, to adapt and develop the school's medium term plans, schemes of work, curriculum frameworks etc.	They make a positive contribution to the development of curriculum and resources in their placement settings.	They show initiative in contributing to curriculum planning and developing and producing effective learning resources in their placement settings

TS5: Adapt teaching to respond to the needs of all learners			
4 Inadequate The trainee is not yet meeting the minimum level of practice.	3 Requires Improvement The quality of the trainee's teaching over time requires improvement as it is not yet good. Trainees need targeted advice to support further development.	2 Good Much of the quality of trainee's teaching over time is good; some is outstanding.	1 Outstanding Much of the quality of trainee's teaching over time is outstanding and never less than consistently good.
Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively			
They are unable to recognise the needs of individuals and groups of pupils and rarely employ strategies to differentiate or adapt their teaching.	They know the pupils well enough to recognise the different needs and strengths of individuals and groups and begin to adapt their teaching to address those needs and strengths so that pupils are supported towards achieving their potential.	They consistently adapt their teaching to meet the needs of individual and groups of pupils to support progression in learning.	They quickly and accurately discern their pupils' strengths and needs and are proactive in differentiating and employing a range of effective intervention strategies to secure progression for individuals and groups.
Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these			
Does not have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.	They are aware of a range of factors that are potential barriers to achievement and understand how experienced teachers use a range of strategies to reduce these barriers. They begin to deploy these strategies themselves, working alongside experienced teachers and support staff as appropriate.	They know how to secure progress for pupils and how to identify when groups and individuals have made progress.	They have an astute understanding of how effective different teaching approaches are in terms of impact on learning and engagement of pupils.
Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development			
They demonstrate little awareness of how children and young people develop and the influence this has on educational outcomes.	They show awareness of how children and young people develop and take account of this in their teaching.	They have a range of effective strategies that they can apply to reduce barriers and respond to the strengths and needs of their pupils.	They draw appropriately upon a range of strategies that effectively reduce barriers for learning and adapt strategies to meet the arising needs of learners.
Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.			
They do not have a clear understanding of the diverse needs of learners. They are unable to adapt or evaluate teaching to meet the needs of different learners.	They have some understanding of the challenges and opportunities of teaching in a diverse society. They have a developing understanding of the needs of all pupils and are able to articulate distinctive teaching approaches and strategies needed to engage and support pupils with particular needs. When the opportunity has arisen, they have used these successfully and are able to evaluate the impact of the adaptations employed, on the progress of individual pupils.	They clearly recognise how to deal with any potential barriers to learning through their application of well-targeted interventions and the appropriate deployment of available support staff. They are able to evaluate adaptations to teaching to meet the different needs of all learners.	They clearly recognise how to deal with any potential barriers to learning through the effective application of well-targeted interventions. Well deployed support staff are integral to the learning and progress of learners. They are able to evaluate adaptations to teaching to meet the different needs of all pupils and refine their strategies accordingly.

TS6: Make accurate and productive use of assessment			
4 Inadequate The trainee is not yet meeting the minimum level of practice.	3 Requires Improvement The quality of the trainee's teaching over time requires improvement as it is not yet good. Trainees need targeted advice to support further development.	2 Good Much of the quality of trainee's teaching over time is good; some is outstanding.	1 Outstanding Much of the quality of trainee's teaching over time is outstanding and never less than consistently good.
Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements			
They lack an understanding of the statutory assessment requirements and require significant support to make accurate assessments against benchmarks.	They have an understanding of the statutory assessment requirements for the subject / curriculum in the age phases they are preparing to teach and are able to make broadly accurate assessments against national benchmarks.	They are able to assess pupils' attainment accurately against national benchmarks.	They can confidently and accurately assess pupils' attainment against national benchmarks.
Make use of formative and summative assessment to secure pupils' progress			
They do not make use of formative assessment strategies to secure pupils' progress. They do not modify teaching in light of pupils' responses	They show that their planning is characterised by the use of a range of formative and summative assessment strategies, designed to support pupils in making progress. They deploy these strategies effectively in lessons, both to evaluate the impact of teaching on the progress of learners and as a basis for modifying their teaching and classroom practice when necessary.	They use a range of assessment strategies in their day to day practice to monitor progress and to inform future planning. They employ a range of appropriate formative assessment strategies effectively and can adapt their teaching within lessons in light of pupils' responses.	They use a range of assessment strategies very effectively in their day to day practice to monitor progress and to inform future planning. They systematically and effectively check learners' understanding throughout lessons, anticipating where intervention may be needed and do so with notable impact on the quality of learning.
Use relevant data to monitor progress, set targets, and plan subsequent lessons			
They do not use data to monitor progress, set targets or plan subsequent lessons Their records of pupils' progress are not maintained.	They understand how school and pupil level summative data is used to set targets for groups and individuals and they use that knowledge to monitor progress in the groups they teach. With guidance from experienced teachers, they monitor pupil progress and maintain accurate records, setting new targets for individuals and groups.	They maintain accurate records of pupils' progress and use these to inform planning and set appropriately challenging targets.	Their records of pupils progress and attainment are detailed and are used to inform future planning and target setting. They can use their records to demonstrate their sustained impact on pupils' progress over time.
Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback			
They do not use opportunities to give pupils regular oral and written feedback. They do not encourage pupils to respond to feedback.	They mark pupils' work constructively and provide appropriate oral feedback to pupils to help them to make progress.	They assess pupils' progress regularly and accurately and discuss assessments with them so that they know how well they have done and what they need to do to improve.	They assess pupils' progress regularly and work with them to accurately target further improvement and secure rapid progress.

TS7: Manage behaviour effectively to ensure a good and safe learning environment			
4 Inadequate The trainee is not yet meeting the minimum level of practice.	3 Requires Improvement The quality of the trainee's teaching over time requires improvement as it is not yet good. Trainees need targeted advice to support further development.	2 Good Much of the quality of trainee's teaching over time is good; some is outstanding.	1 Outstanding Much of the quality of trainee's teaching over time is outstanding and never less than consistently good.
Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school's behaviour policy			
They are not able to establish rules and routines in accordance with the school's behaviour policy. They have limited awareness of and engagement with the responsibility for promoting good and courteous behaviour in the classroom and around the school.	They work within the school's framework for behaviour and can apply rules and routines consistently and fairly. They take responsibility for promoting good and courteous behaviour in the classroom and around the school.	They work within the school's framework for behaviour and apply rules and routines consistently and fairly. They consistently reinforce good and courteous behaviour in the classroom and around the school.	They rapidly adapt to the different circumstances in which they train, working confidently within the frameworks established in different settings and applying rules and routines consistently and fairly. They actively encourage pupils to behave well and to display courteous behaviour in the classroom and around the school.
Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly			
Their expectations of behaviour are not fully articulated to pupils. Their use of praise, sanctions and rewards is not consistent.	They have high expectations of behaviour and are aware of the range of strategies that experienced teachers use to promote positive behaviour and are able to apply these appropriately, in the context of the school's policy using praise, sanctions and rewards, in order to create an environment supportive of learning.	They have high expectations and understand a range of strategies that experienced teachers use to promote positive behaviour and apply these effectively, including use of school sanctions and rewards and use of praise, in order to create an environment supportive of learning.	They consistently have high expectations and understand a range of strategies that experienced teachers use to promote positive behaviour and apply these very effectively, including use of school sanctions and rewards and use of praise, in order to create an environment highly supportive of learning.
Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them			
They are unable to use a range of approaches which are appropriate to pupils' needs. Pupils' motivation and engagement is significantly limited by their trainees' ineffective classroom management.	They recognise that planning appropriate lessons which challenge learners, teaching using a variety of strategies which address pupils' needs and employing appropriate assessment strategies will all contribute to successful behaviour management. They show understanding of how barriers to learning can impact on pupil behaviour and have begun to apply strategies to address these, working alongside experienced teachers and support staff as appropriate.	They manage behaviour effectively so that learners demonstrate positive attitudes towards the teacher, their learning and each other allowing lessons to flow smoothly so that disruption is unusual.	They manage pupil behaviour with ease so that learners display very high levels of engagement, courtesy, collaboration and cooperation.

Maintain good relationships with pupils, exercising appropriate authority, and act decisively when necessary.			
<p>They do not establish effective relationships with pupils. Their authority lacks confidence and interventions are ineffective.</p>	<p>They maintain positive relationships with pupils creating a positive learning environment. They understand that behaviour management is context-dependent and are able to articulate which factors may contribute to more challenging behaviour being exhibited within their classes. They understand when to seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.</p>	<p>They make timely and appropriate interventions to maintain a positive learning environment and develop positive relationships with pupils. They actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.</p>	<p>They develop strong relationships with pupils and develop a positive and productive learning environment in which matters relating to behaviour are addressed immediately to maximise learning. They actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.</p>

TS8: Fulfil wider professional responsibilities			
4 Inadequate The trainee is not yet meeting the minimum level of practice.	3 Requires Improvement The quality of the trainee's teaching over time requires improvement as it is not yet good. Trainees need targeted advice to support further development.	2 Good Much of the quality of trainee's teaching over time is good; some is outstanding.	1 Outstanding Much of the quality of trainee's teaching over time is outstanding and never less than consistently good.
Make a positive contribution to the wider life and ethos of the school			
They do not seek opportunities to contribute to the wider life and ethos of the school.	Is able to make a positive contribution to the wider life and ethos of the school.	They are pro-active in seeking out opportunities to contribute to the wider life and ethos of the school.	They are pro-active in seeking out opportunities to contribute in a significant way to the wider life and ethos of the school.
Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support			
They have limited awareness of the roles and responsibilities of colleagues. They require support and guidance to draw on other colleagues' expertise.	They can build effective professional relationships with various colleagues and have the skills required to work collaboratively. They understand when to ask for information and advice from specialist staff about individual pupils with specific needs.	They are effective in building good professional relationships with colleagues and demonstrate that they can work well collaboratively when required to do so. They effectively utilise the expertise of other colleagues when necessary, including those with responsibility for pupils with specific needs.	They build strong professional relationships and demonstrate that they are able to work collaboratively with colleagues on a regular basis.
Deploy support staff effectively			
They have limited evidence of effective consultation with support staff in planning and they are unable to deploy support staff effectively in the classroom.	They communicate with and direct any support staff deployed in their lessons, to assist in supporting the progress and achievement of individuals and of groups of pupils.	They take responsibility for deploying support staff in their lessons and for seeking advice from relevant professionals in relation to pupils with individual needs.	They take responsibility for deploying support staff in their lessons and for seeking advice from relevant professionals in relation to pupils with individual needs.
Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues			
They are not proactive in their own development and do not respond to advice and feedback from colleagues. They are not clear about their own strengths and areas for development.	They seek out and are responsive to advice from more experienced colleagues. In evaluating their own practice they are able to identify subsequent or ongoing personal professional development targets and identify opportunities to address and meet these targets.	They are pro-active in terms of their own professional learning and value the feedback they receive from more experienced colleagues, using it to develop their own teaching further.	They deliberately seek out opportunities to develop their own professional learning and respond positively to all the feedback they receive. Both approaches have a positive impact on their teaching.
Communicate effectively with parents with regard to pupils' achievements and well-being.			
They require significant guidance to communicate with parents and carers about pupils' achievements and well-being.	They communicate effectively at set points in the school year, including at parents' evenings and through written reports. They understand the need to communicate at other points in response to individual pupils' emergent needs.	They communicate effectively, both verbally and in writing, with parents and carers in relation to pupils' achievements and well-being. They assume some responsibility for communication in response to individual pupils' emergent needs.	They communicate very effectively, both verbally and in writing, with parents and carers in relation to pupils' achievements and well-being, both when required to do so formally. They are proactive in communicating in relation to individual pupils' emergent needs.

Standards Part Two: Personal and professional conduct			
i	Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:	<ul style="list-style-type: none"> • Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position • Having regard for the need to safeguard pupil's well-being, in accordance with statutory provisions • Showing tolerance of and respect for the rights of others • Not undermining fundamental British values, including: democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs • Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law. 	<ul style="list-style-type: none"> ✓ Does the trainee have a commitment to upholding the high standards of the teaching profession, within and outside school? ✓ Does the trainee develop appropriate professional relationships with colleagues and pupils? ✓ Is the trainee able to safeguard pupils' well-being, in accordance with statutory provisions? ✓ Does the trainee understand that schools are required to develop pupils' wider understanding of social and cultural diversity, tolerance for others and respect for different faiths and beliefs, in line with the maintenance of fundamental British values?* ✓ Does the trainee understand the challenges of teaching in modern British schools? ✓ Is the trainee aware of the Prevent strategy and its implications? ✓ Does the trainee understand the responsibility teachers hold in relation to the expression of personal beliefs and the impact these could have on pupils and their consequent actions?* ✓ Does the trainee understand and adhere to the school's and provider's VLE/internet safety policy, including the safe and responsible use of social media?
ii	Teachers must have proper and professional regard to the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.	<ul style="list-style-type: none"> • The trainee's conduct demonstrates a highly professional approach to teaching, understanding and demonstrating that their own conduct is appropriate at all times. • The trainee reads, understands and applies school policies at all times, e.g. health and safety, risk assessments before trips, homework, etc. • The trainee is punctual for school, lessons, meetings, etc. • The trainee always informs the school/colleagues of reasons for any non-attendance involving his/her teaching obligations or other professional meetings and responsibilities in line with school policy. • The trainee's language and dress are highly professional and in line with school policy. 	<ul style="list-style-type: none"> ✓ Does the trainee display high standards of personal and professional behaviour, inside and outside school, including attendance and punctuality at all times? ✓ Does the trainee understand and apply the range of policies that support school practice and act on these in their planning, teaching and wider involvement in the life of the school? ✓ Does the trainee take appropriate responsibility for their own and pupils' well-being in the classroom and during off-site activities or visits?
iii	Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.	<ul style="list-style-type: none"> • The trainee is able to articulate, and abide by, the roles and responsibilities of the teacher in relation to statutory frameworks. • The trainee is aware of his/her responsibilities in relation to, for example, equality legislation, duties and safeguarding. • The trainee is able to judge when they may need advice and help in matters of Child Protection or confidentiality. 	<ul style="list-style-type: none"> ✓ Is the trainee aware of and does the trainee act in the context of the professional duties of teachers as set out in the statutory School Teachers' Pay and Conditions document? ✓ Has the trainee received relevant training in Child Protection/safeguarding? Can he/she articulate the school's policy if reporting a concern?

PGCE (Employment Based) Assessment Process 2018-9

Induction Phase

Date	Person/Team	Action
Wednesday 21 November 2018	Placement Team	Email Summative workbook to all Mentors requesting completion by Wednesday 5 December 2018
Week Beginning 26 November 2018	Trainee	<ul style="list-style-type: none"> • Reflect on your teaching experiences to date and the progress the pupils have made. • Reflect on your progress to date with the Teachers' Standards. Ensure you can identify some early evidence of your progress with each standard. • Self- assess against the assessment criteria in preparation for your RoP meeting.
Week Beginning 26 November 2018	Mentor	<ul style="list-style-type: none"> • Mentor to consider the progress the trainee is making in meeting the Teachers' Standards. • Identify areas of strength and areas for further development and discuss with the trainee. • Consider the evidence being developed by the trainee in making assessment decisions and complete the report.
Wednesday 5 December 2018	Mentor	Complete Induction phase summative report and return to University by this date. Email report to Course Leader Audrey Wood: a.b.wood@hud.ac.uk and the placement team. sepdplacements@hud.ac.uk
Wednesday 5 December 2018	Trainee	Upload copy of completed Induction phase summative report to PebblePad and complete Review 1 reflection and insert grades.
Friday 14 December 2018	Personal Tutor	Validate Summative report grade on PebblePad/SharePoint.

Application Phase

Date	Person/Team	Action
During the Application phase	Trainee Mentor Course Leader	<p>Liaise with the Course Leader, trainee and mentor to discuss the arrangements for the additional placement and agree targets.</p> <p>Provide the school with the additional placement handbook including the additional placement report.</p>
As soon as completed	Additional Placement School Mentor	The mentor in the additional placement school completes the additional placement report and emails it to the Course Leader: a.b.wood@hud.ac.uk
Back in the employment school	Trainee	<ul style="list-style-type: none"> • Reflect on your experience and the progress made during the second placement school in meeting the Teachers' Standards. • Set revised targets with your mentor to guide the rest of your Application teaching phase.

Wednesday 25 February 2019	Placement Team	Email Summative workbook to all Mentors requesting completion by Wednesday 20 March 2019
Week Beginning 11 March 2019	Trainee	<ul style="list-style-type: none"> • Reflect on your teaching experiences to date and the progress the pupils have made. • Reflect on your progress to date with the Teachers' Standards. Ensure you can identify some evidence of your progress with each standard. • Self- assess against the assessment criteria in preparation for your RoP meeting.
Week Beginning 11 March 2019	Mentor	<ul style="list-style-type: none"> • Mentor to consider the progress the trainee is making in meeting the Teachers' Standards. • Identify areas of strength and areas for further development and discuss with the trainee. • Consider the evidence being developed by the trainee in making assessment decisions and complete the report.
Wednesday 20 March 2019	Mentor	Complete the Application phase summative report and return to University by this date. Email report to Course Leader Audrey Wood: a.b.wood@hud.ac.uk and the placement team. sepdplacements@hud.ac.uk
Wednesday 20 March 2018	Trainee	Upload copy of completed Application phase summative report for Placement 1 to PebblePad and complete Review 1 reflection and insert grades.
Wednesday 29 March 2018	Personal Tutor	Validate Summative report grade on PebblePad/SharePoint.

Consolidation Phase

Date	Person/Team	Action
Monday 13 May 2019	Placement Team	Email Final grade prediction form to all subject mentors requesting return by Friday 24 May 2019.
Friday 24 May 2019	Subject Mentor	Complete Final grade prediction form and return to University by this date. Email completed form to the Course Leader: Audrey Wood: a.b.wood@hud.ac.uk and placement team sepdplacements@hud.ac.uk
Wednesday 12 June 2019	Placement Team	Email Summative workbook to all Mentors requesting completion by Wednesday 26 June 2019.
Week Beginning 17 June 2019	Trainee	<ul style="list-style-type: none"> • Share your completed Pebblepad portfolio and your submission for the Developing Critical Professional Practice with the Mentor to support the assessment judgment in the Consolidation phase summative report.
Week Beginning 17 June 2019	Mentor	<ul style="list-style-type: none"> • Mentor to consider the progress the trainee has made against the Teachers' Standards. • Identify areas of strength and areas for further development and discuss with the trainee. • Consider the evidence provided by the trainee in making assessment decisions and complete the report.
Wednesday 26 June 2019	Mentor	Complete Consolidation phase summative report and return to University by this date. Email report to Course Leader: Audrey Wood a.b.wood@hud.ac.uk and the placement team. sepdplacements@hud.ac.uk

Wednesday 26 June 2019	Trainee	Upload copy of completed Consolidation phase summative report to PebblePad and complete Review 1 reflection and insert grades.
Wednesday 12 July 2019	Personal Tutor	Validate Summative report grade on PebblePad/SharePoint.

Enhanced Support Procedures

Enhanced Support is intended to be a developmental and supportive process, for those trainees who are not making progress in a timely way and who may benefit from extra support and guidance.

Enhanced support may be implemented when:

- Trainees do not make the expected progress;
- Trainees struggle professionally or personally to meet the Teachers' Standards that address teaching (Teachers' Standards part one);
- Trainees fail to demonstrate the expected high standards of personal and professional conduct (Teachers' Standards part two: Personal and professional conduct).

The enhanced support action plan will outline the specific concern/s in detail and set targets, identify training and actions and agree additional review points. It will result in increased school and University based support and monitoring, as agreed by all parties.

The need for enhanced support:

- Can be raised at any stage of the programme.
- Will usually relate to specific aspects of teaching (and often be characterised by a lack of expected progress by pupils), as identified against the Teachers' Standards and referenced against the grade descriptors.

Progression	Enhanced support actions
Step 1	<ul style="list-style-type: none"> • At the earliest opportunity, the mentor or university tutor discusses the concerns with the trainee. The mentor/ university tutor should ensure that he/she listens respectfully to the trainee to gain a full understanding of his/her perceptions. • The enhanced support action plan is completed with input from school based mentors, university tutors and trainee. • The target(s) should be SMART they are focused explicitly on areas for improvement, with an agreed timescale of the review point, and agreed actions and success criteria. • At the weekly review of progress meeting these targets should be discussed between the mentor and trainee.
Step 2	<ul style="list-style-type: none"> • A review of targets using the full range of evidence. • If sufficient progress has been made by the trainee, normal training routines continue. • If insufficient progress has been made, proceed to step 3.

Step 3	<ul style="list-style-type: none"> • A review meeting with the school based mentors, university tutor (normally course leader) and trainee. • An agreed period is set for the trainee to focus on the targets for development. • Explicit actions for the trainee, school based mentor and university tutor are agreed as part of the enhanced support action plan. • All observations and meetings should focus on the targets for development. • The university tutor provides a copy of the enhanced support action plan.
Step 4	<ul style="list-style-type: none"> • A formal review of targets, using the full range of evidence, by the trainee, mentor and university tutor. <p>There are two possible outcomes from the formal review:</p> <ol style="list-style-type: none"> 1. If sufficient progress has been made, the enhanced support ends and the normal training routines continue 2. If limited progress has been made, the partnership tutor, mentor and trainee review the issues, revise the targets and the enhanced support is re-evaluated and if necessary the at risk of failure procedure is started (see below).

At Risk of Failure

In the unlikely occurrence of trainees being graded 4 in the Application Summative Report or deemed not to be meeting the expectations of section 2 of the Teachers' Standards (personal and professional conduct), they will be categorised as being at risk of failure and certain procedures and extra enhanced support will be offered.

- If judged to be at risk of not meeting the Teachers' Standards, the trainee will be made aware of this immediately and their enhanced support plan revisited and amended accordingly;
- An at risk of failure form will be completed after dialogue between the mentor, tutor and trainee and will be signed by all three;
- A trainee deemed at risk of failure will receive additional tutor support and if progress is not demonstrated in a timely manner, will be visited by a senior moderator and if necessary the external examiner;
- In extreme circumstances where children's progress is being put at risk an assessed period may be terminated immediately; this constitutes a fail (refer);
- A trainee who does not meet all of the standards by the end of the training year will be referred, and have one opportunity to re-sit through a period of extended school experience.

Mentor standards and placement quality assurance

Our aim is to ensure that all mentoring is of the same consistent high quality to enable trainees to make rapid and sustained progress.

During observations personal University Tutors will carry out quality assurance procedures which focus closely on the quality of mentoring and the progress that trainees make. We promote good practice by carrying out joint observations with Mentors and University Tutors wherever possible. This helps to maintain consistency in terms of grading and the quality of feedback.

The University gathers feedback from both University Tutors and Trainees on the quality of the mentoring and school placement using criteria that is directly linked to the Department for Education (2016) National Standards for School-Based Initial Teacher Training (ITT) Mentors.

University Tutors complete a Quality Assurance form for Mentors across all subjects in all partnership schools and these are evaluated alongside the trainee evaluation of their experience.

National Standards for School-based Initial Teacher Training (ITT) Mentors			
Standard 1-Personal Qualities	Standard 2-Teaching	Standard 3-Professionalism	Standard 4-Self Development
Establish trusting relationships, modelling high standards of practice, and understand how to support a trainee through Initial Teacher Training	Support trainees to develop their teaching practice in order to set high expectations of all pupils and to meet their needs	Set high expectations and induct the trainee to understand their role and responsibilities as a teacher	Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITT partnerships
<p>The Mentor should:</p> <ul style="list-style-type: none"> • Be approachable, make time for the trainee, and prioritise meetings and discussions with them • Use a range of effective interpersonal skills to respond to the needs of the trainee • Offer support with integrity, honesty and respect • Use appropriate challenge to encourage the trainee to reflect on their practice • Support the improvement of a trainee's teaching by modelling exemplary practice in planning, teaching and assessment 	<p>The Mentor should:</p> <ul style="list-style-type: none"> • Support the trainee in forming good relationships with pupils, and in developing effective behaviour and classroom strategies • Support the trainee in developing effective approaches to planning, teaching and assessment • Support the trainee with marking and assessment of pupil work through moderation and/or double marking • Give constructive feedback on lesson observations • Broker opportunities to observe best practice • Demonstrate up-to-date high quality subject knowledge • Support the trainee in accessing expert subject and pedagogical knowledge • Resolve in-school issues on the trainee's behalf if a trainee lacks the confidence or experience. themselves • Enable and encourage the trainee to evaluate and improve their teaching • Enable the trainee to access, utilise and interpret robust educational research to inform their teaching 	<p>The Mentor should:</p> <ul style="list-style-type: none"> • Encourage the trainee to participate in the life of the school and understand its role within the wider community • Support the trainee in developing the highest standards of professional and personal conduct • Support the trainee in actively promoting equality and diversity • Ensure the trainee understands and complies with the relevant legislation, including that related to the safeguarding of children and their Prevent duty • Support the trainee to develop skills to manage time effectively 	<p>The Mentor should:</p> <ul style="list-style-type: none"> • Ensure consistency by working with other Mentors and partners to moderate judgements • Continue to develop their own mentoring practice and subject pedagogical expertise by accessing appropriate professional development and engaging with robust research

Reference: Department for Education and National College for Teaching and Leadership, (2016) National Standards for school-based initial teacher training (ITT) mentors. Online:<https://www.gov.uk/government/publications/initial-teacher-training-government-response-to-carter-review>

