School Placement Handbook
Phases 2 & 3: School Placement 1

PGCE (Primary) Programme

2021-22

Contents

Disclaimer

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Acronyms

CCF   **The Core Content Framework**. A document which details the trainee's minimum entitlement in ITT.

CM   **Class Mentor**. The expert colleague in whose class the trainee is placed and who supports their development on School Placement.

ITT   **Initial Teacher Training**.

ITE   **Initial Teacher Education**. The term favoured by the University.

LATiS   **Learning About Teaching in School**. The period in Phase 1 of the programme where trainees spend time each week in a school to develop specific knowledge and skills in preparing for School Placement 1.

PDA   **Professional Development Activities**. A collection of activities designed to further support the trainee's knowledge and understanding of practice.

PDJ   **Professional Development Journal**. The booklet which details the PDAs.

PM   **Professional Mentor**. An expert colleague in a school or an alliance who maintains an overview of the experiences and development of all the trainees within it.

PT   **Professional Tutor**. The expert colleague from the University who tutors the trainee throughout the programme.

Introduction

This handbook is for trainees and their Class Mentors (CMs) on all routes through the PGCE (Primary) programme. It contains guidance on the mentoring process together with advice on the skills of mentoring and the practicalities of working with trainees. The intention of the advice sections is to share practice in order to ensure a quality experience for all trainee teachers across the whole of the partnership.

Support

The PGCE (Primary) Programme has several support mechanisms to help trainees and their CMs when needed. In order to benefit from these, we encourage an early intervention approach and ask that CMs contact the trainee's University Professional Tutor **as soon as they have any concerns** regarding the trainee's practice or health and wellbeing. No concern is too small.

Name	Email	Office Telephone
Ian Campton	I.Campton@soton.ac.uk	(023) 8059 2763
Miranda Dodd	M.Dodd@soton.ac.uk	(023) 8059 8485
Julie Reynolds	J.Reynolds@soton.ac.uk	(023) 8059 4668
Alex Woodgate-Jones	A.C.Woodgate-Jones@soton.ac.uk	(023) 8059 8408
Jo Wright	J.M.Wright@soton.ac.uk	(023) 8059 2283
Partnership Administration	Partnership@soton.ac.uk	Currently unavailable

Online Support

CMs are supported via the PGCE Primary Partnership Website, at www.pgce.soton.ac.uk/primarypartnership. The site also provides information on mentoring and has forms available for downloading.

Key Documents

Class Mentors should be familiar with the contents of these important documents:

The National Standards for school-based initial teacher training (ITT) mentors (2016):
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/536891/Mentor_standards_report_Final.pdf

The Core Content Framework:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf

Recommended Reading

Fletcher, S., 2000, Mentoring in Schools: a handbook of good practice. London: Kogan Page.

Hyde, R. and Edwards, J-A. eds., 2013, Mentoring Mathematics Teachers. London: Routledge.

What's New in 2021-22?

This year the PGCE (Primary) Programme has been restructured to accommodate the introduction of the *Learning About Teaching in School* (LATiS) days. Over a period of seven weeks, trainees have been spending two or three days each week in a local school to undertake focused Professional Development Activities (PDAs). These have involved observations and working with small groups of children. Each LATiS school has hosted a group of trainees allowing them to discuss the LATiS days PDAs and consolidate their university learning through integrating theory and practice. As a result, trainees have developed their knowledge of teaching and learning, and their practice so that they are not 'going in cold' into School Placement 1.

The university's online platform, eFolio, has been replaced with an ePortfolio that is created using Microsoft's OneNote. Trainees will share these with their Class Mentors and grant editor rights so they may leave comments as they did in eFolio.

Placement Organisation

All trainees will undertake two placements in contrasting environments, one in KS1 and the other in KS2.

School Placement 1
The dates of this placement are 22 Nov. 2021 to 11 Feb. 2022. Trainees will be in school either four days (Monday to Thursday) or five days each week. In the grid below, blue days are spent in school and the yellow in university.

		Mon	Tue	Wed	Thu	Fri
PHASE 2	22-Nov					yellow
	29-Nov					yellow
	06-Dec					yellow
	13-Dec					
	20-Dec	Christmas				
	27-Dec					
PHASE 3	03-Jan					
	10-Jan					
	17-Jan					yellow
	24-Jan					
	31-Jan					yellow
	07-Feb					

Key dates and other information are posted on the partnership website.

The PGCE (Primary) Programme is structured into six phases with School Placement 1 falling in phases 2 and 3. These phases involve the trainee:

Phase 2
- building positive relationships with children and mentors;
- beginning to see practice from the perspective of the learner;
- working with school-based experts as well as university tutors;
- beginning to put the foundations of effective teaching into practice;
- observing, discussing and analysing the practice of expert others and their own in order to see into the thinking of a teacher;

Phase 3
- developing practice through planning and teaching sequences of lessons;
- moving the focus from teaching to learning;
- becoming more independent in decision making.

Roles and Responsibilities

Further details of the roles and responsibilities can be found in the *Primary Entitlement Document* which forms Schedule 1 of the *Partnership Agreement*. It can also be found on the partnership website and an extract is provided in Appendix A. Everyone involved within the partnership should read the document and be familiar with the requirements of their roles and responsibilities.

The Professional Tutor

Each trainee is assigned a Professional Tutor (PT) who is the expert colleague from the University. This is the person who is the main contact for the trainee and Class Mentor. Contact details can be found on page 3.

PTs will make at least one visit during each placement and will maintain in regular contact with the trainee and CM. Rather than wait for a visit to share any concerns about their trainees, CMs should contact the PT as soon as possible.

The Class Mentor (CM)

The CM has several important roles in supporting the development of the trainee. Specifically, these involve:

- modelling effective teaching and learning strategies and deconstructing these with the trainee;
- modelling the planning process with the trainee;
- observing the vast majority of lessons taught by the trainee and supplying informal feedback;
- undertaking a weekly formal observation of the trainee teaching and completing a lesson observation sheet;
- undertaking weekly review meetings with the trainee to discuss progress;
- supporting the trainee in the completing Professional Development Activities;
- supporting the trainee in the reflection and target setting process;
- writing the interim and final review statements;
- being available at all times when the trainee is taking the class in order to fulfil health and safety requirements.

In order to meet the aims of the programme, all trainee teachers, as a minimum expectation in line with the Core Content Framework (CCF), are entitled to a range of experiences in the partnership that enables them to demonstrate achievement in relation to all the Teachers' Standards by the end of the programme. Part of the role of the CM is to ensure that opportunities which support these experiences are provided.

IMPORTANT

The Core Content Framework (CCF) defines the minimum entitlement of all trainee teachers. Quality assurance measures will help support schools and CMs in delivering the programme experiences designed to exceed the minimum entitlement of the CCF. CMs should therefore familiarise themselves with the CCF, particularly the content of the "Learn how to…" strand of each Standard. The CCF is annexed to this handbook and can also be downloaded at https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework.

The National Standards for school-based initial teacher training (ITT) mentors were published in 2016 and have been included in this handbook in Appendix C. CMs must familiarise themselves with these Standards and ensure they are met. Similarly, schools should ensure systems are in place that will allow CMs to meet the Standards.

The Professional Mentor

Some schools and School Direct Lead Schools may have a Professional Mentor (PM) who maintains an overview of the experiences and development of all the trainees within it. This involves:

- maintaining an overview of the provision offered by the alliance or school;
- maintaining an overview of the trainees' progress;
- carrying out joint lesson observations with CMs and PTs;
- moderating across CMs in the alliance or school and sharing good practice;
- cascading information from the University to all CMs and co-ordinating responses;
- alerting PTs of concerns regarding trainees' practice and/or professionalism;
- working with the CM and PT on issues and following up Progress Alerts and Cause for Concern documents, adhering to procedures in the programme handbook.

Documentation

There are several documents that are used to document and support the progress of the trainee whilst on placement. Generally, these are kept electronically and form part of the trainee's *ePortfolio*, an online document which can be viewed by anyone granted the rights to do so.

The Trainee Progress Tracker (The Tracker)

This document is on-going throughout the placement. It contains a breakdown of all the skills knowledge and understanding that we believe trainees need in order to meet the Teachers' Standards by the end of the programme and should be used continuously in supporting the development of trainees' practice through discussion and target setting.

The content is arranged in a grid and can be highlighted to indicate that it is embedded in the trainee's practice. Reading across the grid will then allow trainees to see what it is they need to do in order to improve and develop their practice.

> **IMPORTANT**
>
> The highlighting of content should follow the discussions that take place during the weekly review and only the content that the CM judges to be embedded in the trainee's practice should be highlighted. Trainees must not highlight of their own accord and the content should not be treated as a one-off tick list.
>
> In agreeing the content to be highlighted, the CM and trainee should carefully review the evidence that supports this decision. See Appendix B.

> **IMPORTANT**
>
> The language of the grid should be used in all discussions between expert colleagues (e.g., CMs, University Tutors) and trainees.

The Weekly Review

This is also an electronic document within trainees' ePortfolio and it records such things as the trainee's reflection on the week's events, their perceived progress over the week since their last review and their strengths. Each trainee takes ownership of this and completes some of the sections prior to the meeting and others after it, with the agreement of the CM who may leave feedback if they feel it is relevant and appropriate to do so.

The Review Statements

There are two Review Statements (RS) to be completed by the CM in reporting the progress of the trainee during each placement. The first is an interim report, which is completed approximately half-way through the placement, and the second is a full summative statement completed at the end of the placement. The forms are made available on the Partnership Website in the week before they are due for submission. For School Placement 1 (SP1), CMs should complete and submit the following RSs to partnership@soton.ac.uk by these dates:

Review Statement 1
Wednesday 15th December by 4pm

Review Statement 2
Friday 11th February by 4pm

The Weekly Cycle of Events

Each week trainees and CMs will engage in a series of activities designed to support trainees as they learn to teach. Although the activities will remain the same for all involved, the extent to which trainees will be involved with them and the timing will vary according to the individual needs of the trainee. The following provides a brief overview of the mentoring process which is detailed later in this handbook.
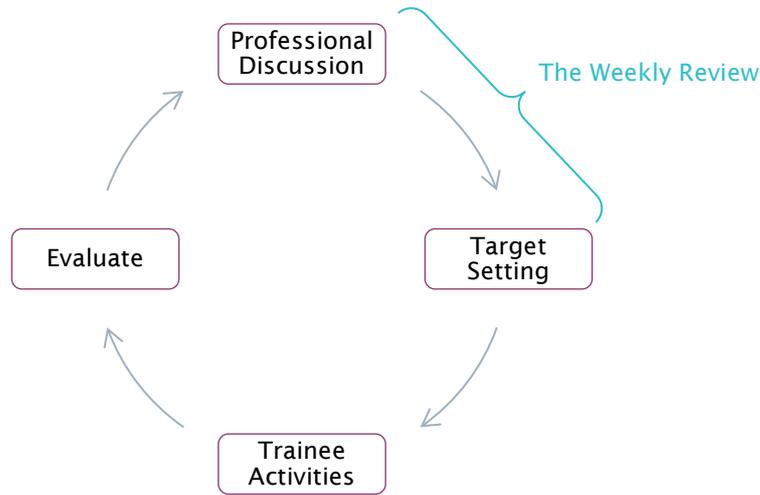
The Weekly Review

This involves two stages. The first is a professional discussion between trainee and CM. It identifies the progress made by the trainee over the course of the week in considering the meeting of targets previously set and the progress the children made in the lessons taught by the trainee. For further details, see page 8.

Following on from the professional discussion and, as a result of the conclusions reached, new targets are set to further facilitate the development of the trainee's practice throughout the following week. Further details can be found on page 9.

Trainee Activities

Once targets have been set, trainees will need to undertake activities in order to meet them. Throughout the week, trainees will be responsible for planning and teaching lessons, or group work, and assessing pupils' progress as a result. The amount of teaching is provided in the guidelines set out in the Weekly Expectations on page 33.

Evaluate

This stage of the cycles involves trainees and CMs considering the learning that trainees have achieved over the past week. For trainees, this will involve writing a reflection in their ePortfolio in preparation for the Weekly Review. For CMs, this consideration is less formal although they should read the trainees written reflection prior to the Weekly Review.

Placement Themes

To support the trainees in developing their practice, three themes and related activities are used to focus attention on specific areas. Each theme lasts a week, as indicated on the Weekly Expectations grid (page 33), and further details are available on the Partnership Website.

The three themes are:

1) Behaviour for learning
2) Questioning
3) Justifying choices and actions

The Weekly Review

Each week, the trainees and the CMs meet to consider how the trainee's practice has developed over the past week and discuss the progress of the children they have taught. If there is a Placement Theme for the week (see p.7), then progress in this aspect of the trainee's practice should also be discussed.

Discussing Progress

In reviewing the progress that trainees have made, the discussion should review the trainee's targets that have been met and the supporting evidence that confirm this. Any Professional Development Activities (PDAs) that the trainee has undertaken should also be discussed. Central to the discussion should be the impact that completing the target or the PDA has had on the development of the trainee's practice **and** the impact this has had on the progress of the children they have taught. Trainees should relate their practical learning to that which they acquired through University sessions, LATiS days and their reading in order to clearly make links between theory and practice.

Having had this discussion, attention should then be given to updating the trainee's *Tracker*. In light of what was discussed, certain content within the document may be highlighted. Remember, only those strands that are firmly embedded in the trainee's practice should be highlighted with the agreement of the CM. The core areas of the Tracker that are updated should be those that realte to the targets that have been achieved.

> **IMPORTANT**
>
> In discussing the items on the following agenda, evidence to support the conclusions reached should be carefully considered and reviewed. Further information on this can be found in *Appendix D: Discussion Points* on page 19.

The Agenda

1) Review trainee progress by:
   - considering the trainee's reflection on their own progress;
   - discussing the evidence that supports the trainee's progress (see page 19);
   - reviewing the extent to which last week's targets have been met;
   - updating the Tracker in the appropriate areas;
   - consider anything arising from informal feedback and the weekly lesson observation.
2) Review pupil progress by:
   - identifying evidence of pupil progress and learning over time using the full range of evidence, including lesson observations and children's work;
   - discuss what differences the trainees' teaching has made and why;
   - reviewing the evidence that trainee has brought to the meeting;
   - considering how the progress made by the trainee, in (1) above, has facilitated pupil progress;
   - review the next steps in learning for the children and the best ways to help them towards these (with trainees referring back to their annotated planning and assessment notes).
3) Identify the strengths within the trainee's practice and the areas for development.
4) Set targets and what will help the trainees to progress towards these, e.g.:
   - Observing and/or meeting expert practitioners, including CM.
   - Deconstructing good practice with the CM.
   - Working with a specific group of children.
   - Personal reading.
   - Revisiting notes from University or other training sessions.
5) Discuss findings from PDAs completed during the week and those which should be looked at next week.

Trainees are encouraged to lead the discussions drawing on their own critical reflections and self-evaluations of their progress and refer to evidence to support this.

Target Setting

Having reviewed the Tracker, as well as evidence from lesson observations, manageable targets for the week ahead should be set.

Target setting is a major component of the PGCE Primary programme and is another element central to the successful development of the trainees. All targets are recorded in ePortfolio. With CM support, the targets set should challenge the trainee in improving their classroom practice and be achievable. The majority of the targets set will focus on learning to teach and the development of classroom practice. However, it may become apparent that in order to develop the trainee's practice, specific subject knowledge targets may need to be set.

Targets should be set to enable the trainee to receive clear, precise short-term priorities for improvement that develop in a systematic way over a longer period. Targets must be reviewed set every week and they must be clearly related to specific core areas of the CCF to show how they link to classroom practice and the trainee's learning to teach. The trainee should be involved in the formulation of the targets which are then recorded in their ePortolio.

IMPORTANT

The target setting process should consistently set and review frequent, more manageable, targets and avoid setting long-term, or 'on-going', targets. Therefore, targets that can be met within a week should be set.

Each target comprises of three elements:

Target: This states what it is that needs to be achieved. It needs to be clear and specific

Action Plan: This lists all the things that need to be done, within the set time period, if the target is to be met.

Outcomes: These are a concise description of the things that the trainee will be able to do once the target is met and the impact this will have on the children's learning. Identifying these outcomes should enable the trainee to clearly see that the target has been met as they may be viewed as a benchmark against which success is measured.

IMPORTANT

Achieving a target is not a process in which that goal can be ticked off and forgotten about. The skill that the trainee has acquired in achieving the target needs to become embedded within his or her practice, always displaying it when appropriate to do so.

Each week, a focus target is set. This target will become the agreed focus of the following week's lesson observation so the progress in meeting it can be clearly identified by the trainee and the CM.

Trainees need to be able to talk about the targets they are working on and maintain a clear focus on their development as they learn to teach. For this to happen, and to avoid them becoming overwhelmed, the most important areas for development should be prioritised when setting targets and there should be no more than three to five targets being worked on at any one time. The targets set should be SMART.

Key Features of SMART targets

Specific: Targets need to be specific as those that are too vague or general are unhelpful and can be misinterpreted. The target should specifically state exactly what is to be done.

Measurable: The target needs a clear achievement indicator so that the trainee will know if it has been met.

Achievable: Targets should be sensible but challenging. There should be no mountains to climb.

Relevant: Consider the trainee's current levels of attainment and set the target based on what they can realistically attain.

Time based: Give a specific date as to when the target should be achieved by and avoid "on-going". Aim for a week.

Lesson Observations

Informal Lesson Observation

When trainees take complete responsibility for the teaching and learning of part and whole lessons, CMs should informally observe as much as possible and provide informal feedback to the trainee at the end. Experience has shown that trainees who reflect and respond appropriately to such feedback are more likely to develop their practice quickly and attain higher levels. Informal observations and providing feedback is therefore a crucial element of the CM's support.

Informal feedback may be given in any suitable format that is convenient to both CM and trainee. A quick chat at the end of the lesson may be appropriate or the CM may find it easier to write succinct notes in an exercise book during the lesson as a chat at the end may be difficult in a busy classroom.

In order to avoid adding further stress on the trainee, CMs are advised to adopt the role of a LSA or TA when undertaking these informal observations.

If possible, when trainees plan and deliver a group work session as part of the CM's lesson, any informal feedback should also be given to trainees. It is recognised, however, that this is not always practical.

Formal Lesson Observations

These are structured observations that take place at least once a week and record both the judgment and the evidence on the lesson observation form. Judgements across all of the CCF's five core areas are made in order to inform target-setting and provide evidence to support the overall judgments of the trainee recorded in the review statements. The expert colleague undertaking the observation and providing the feedback needs to be knowledgeable about the CCF. For the majority of observations, this person will be the CM, however other expert colleagues, such as the headteacher or deputy headteacher, may also wish to be involved with the occasional lesson observation. This is recommended as it provides the trainee with another person's view and suggestions for improvement as well as allowing the judgements of the CM to be moderated.

Feedback: Delayed Debrief

Following a lesson observation, feedback should be given to the trainee. Traditionally, this has been done immediately or very soon afterwards. Research shows that feedback in the form of a *delayed debrief* can be more beneficial as Trainees become more actively engaged with the feedback process rather than being passive receivers of the information. All trainees should receive feedback through a delayed debrief.

A *delayed debrief* should take place on the day following a formal lesson observation and no later than 24 hours following it. In the interim, trainees reflect on the events of the lesson using a framework to help organise their thoughts. This framework and fuller details for carrying out a *delayed debrief* can be found in Appendix F and on the partnership website.

When in discussion, CMs are asked to keep the following in mind:

- A balance between positive encouragement and constructive criticism.
- Trainees should be encouraged to reflect on their practice referring to their learning in university and their wider reading.
- Praise and encouragement should be purposeful, relating to aspects of the lesson in relation to the CCF.

Trainees should be given the opportunity to read the observation sheet on the lesson during the feedback session so that they may raise any issues relating to the comments made before signing the sheet.

Trainee Planning and Teaching

The time trainees spend in school is designated *contact time* and *non-contact time*. The proportion of how much is devoted to each can be found on the Weekly Expectations Grid on page 33. These are guidelines and should not be strictly adhered to if it is not in the interests of the trainee and their learning to teach.

Contact Time

This involves trainees teaching in class. Initially, it may include group work within their CM's lesson but should soon progress to whole class teaching. Whether teaching groups or the whole class, trainees should prepare lesson plans and evaluations using the University planning template (see *Planning* section below). They are also expected to prepare any necessary resources and assess the progress of the children they have taught

Non-contact Time

Trainees may be in or out of the classroom during non-contact time.

Being in the classroom may involve them acting as a TA/LSA, supporting the learning that is taking place. Trainees are not required to plan and evaluate these lessons as they will take instruction from the CM (or other teacher) teaching it.

Trainees may also be in the classroom for observation purposes. It may be their own classroom to observe their CM or another classroom to observe the practice of another expert colleague as part of their action plan in meeting targets. Trainees should not work with children when observing and should have a focus for it so that discussions that follow are well informed.

Non-contact time spent outside the classroom should be devoted to completing PDAs, working with the Reading Buddy and Maths Mate (Autumn/Spring term) for assignment 2, working on action plans to achieve targets and working with their CMs during PPA time.

Planning

All trainees are expected to plan every lesson, or part lesson if teaching a group. Unless otherwise instructed by the University, planning should be completed using the University planning template. At first, this may feel time consuming, but the skills acquired in planning in this amount of detail are vital to good practice.

IMPORTANT

In order to support the development of these vital planning skills, CMs should model the processes of planning for their trainees and support them in developing their own lesson plans from more long-term plans that might already be in place.

As trainees become more skilled, and CMs gain confidence in their ability to plan effectively, trainees may move away from daily planning and work from medium term planning already in place. Trainees must suitably adapt these plans to suit the learning needs of the children taught and evaluate the learning afterwards. These plans must be annotated to show the evaluations and the resulting amendments.

The transition from producing individual lesson plans to working with adaptions to more medium term planning will not usually take place before the end of week 5.

All planning will be kept in the trainees' *Teaching Files* alongside the evaluations and any resources produced. Copies of plans used within a formal lesson observation will also be uploaded by trainees to their ePortfolios.

Professional Tutor Visits

Professional Tutors will visit trainees in schools at least once during School Placement 1 and more if it is necessary to support the trainee and the CM. Should changes need to be made in response to government changes to national guidance, these will be communicated via the Partnership Website and PTs as appropriate.

Arrangements for school visits will be made between Professional Tutors and CMs in accordance with the school's COVID procedures. Where visits are not possible, alternative arrangements will be made to ensure discussions take place between all the relevant parties, e.g., online conferencing.

The visit will involve a joint formal lesson observation with the CM which is _in addition_ to the CM's weekly formal observation and _not instead of_. This is because the joint observation is part of the University's moderation process in assuring the quality of judgements is consistent across the partnership. For this reason, a joint observation may also be undertaken with another university tutor. Should this be the case, then all parties will be consulted beforehand in order to agree a mutually convenient time.

Occasionally, in any one placement, it may be appropriate for the Professional Tutor to visit the school more than the scheduled number of visits in order to support the trainee and/or the CM. Sometimes the Professional Tutor will be accompanied by another University tutor, in arrangement with all parties.

During the visits, trainees will need to be available in order to meet with their Professional Tutor to discuss progress, address any issues arising and have their folders checked.

Trainees' Progress and Practice Descriptors

Professional Tutors will complete a 'Confirmation of Progress' sheet on every school visit in consultation with the CM and trainee.

The final review statement, Review Statement 2 (RS2), requires the CM, in consultation with the PT, to identify the statement which bests describes the trainee's practice within each core area of the CCF. In relation to the trainee's experiences, and the opportunities afforded whilst on placement at the point of assessment, these statements refer to a practice that is:

1. beginning (to develop)
2. regular
3. consistent

The criteria for making these judgements are the highlighted strands in the trainee's Tracker which allows them to see the progress they have made, and need to make, in order to progress.

Assessment of School Placement Training

Assessment will include:

- professional attributes
- professional knowledge and understanding
- professional skills

In addition, trainees will be assessed on their ability to:

- self-appraise (critical reflection, evaluation, strengths, weaknesses);
- set targets for improvement;
- maintain their files and all necessary records.

Evidence will be drawn from:

- observations of lessons, professional judgments against the professional standards, based on written feedback and discussions with trainees;
- consideration of the trainee's overall progression and professional development;

- the trainee's own self-appraisal;
- the trainee's school files.

Minimum Expectations

As a guide by which progress is measured, it is expected that trainees will meet or exceed the minimum level expected at the end of each placement. If trainees are to meet the Teachers' Standards by the end of the programme, the minimum expectation of the first placement is that trainees' practice should be characterised by the "beginning" descriptors found in the Trainee Progress Tracker, ideally with "regular" aspects as well. If, at any stage, it becomes apparent that trainees are not likely to reach this minimum expectation, a Progress Alert or Cause for Concern will be put in place (see below).

Trainees not meeting the Standards

In the event of concerns about progress in any of the core areas of the CCF that would lead trainees to not achieve the minimum expectation of the placement, they will be made aware of these concerns by the CM, who will endeavour to support their development and resolve problems.

Supporting Trainees

Many issues may arise during a School Placement that are often resolved through dialogue and negotiation. Occasionally, CMs may have issues which they would like to discuss and in such circumstances contact should be made with the PT. Trainees are also encouraged to do the same. Early identification of problem areas will allow support structures to be put in place. Where a CM, Trainee or PT has concerns about a trainee's progress and/or practice, action may be taken following the procedures outlined below.

CMs are advised to contact the trainee's PT as soon as they become aware of any issues or concerns, great or small, regarding their trainee's practice. The PT will be able to give advice on the level of support required and the action necessary.

The following is offered as advice to CMs when working with underperforming trainees. It is suggested CMs:

- ensure all partners are kept fully informed of the situation;
- try to keep an open mind as much as possible;
- are honest at all times with the trainee;
- keep detailed on-going records and set clear targets;
- ensure comments, written or verbal, and grades reflect the trainee's practice;
- aim for the development of a consensual view of the situation;
- discuss progress regularly with the PT.

Progress Alert

Should any individual involved in the training program of any trainee (e.g. CM, PT or trainee) be concerned about progress, but not so concerned that a Cause for Concern is deemed necessary, then a Progress Alert will be issued. Any tutor or mentor may raise the alert at any time and should complete the appropriate form to instigate it. The alert will consist of a clear statement as to what is causing progress to be hampered, and actions the trainee teacher should take to address this effectively. All communications concerning the Progress Alert will be filed, and these communications will also form the written evidence of the Progress Alert. These will be shared with the trainee teacher at all times.

Cause for Concern

This is a formalised process of support initiated by serious concerns that tutors and mentors may have regarding a trainee's performance and/or progress. It may follow on from a Progress Alert should this support mechanism fail or may be initiated immediately following concerns of a more serious nature pertaining to the trainee's practice.

Appendix A: Primary Entitlement Document (Excerpt)

2.   TRAINEE TEACHER ENTITLEMENT

2.1.   Every trainee teacher is entitled to a range of experiences in the partnership that enables them to demonstrate achievement in relation to the Standards for QTS.

2.2.   Every trainee teacher shall have reasonable access to and support from all the following:

   a.   Class Mentor (CM) in school;

   b.   Professional Tutor (PT) from the university;

   c.   Subject Tutors from the university;

   d.   Professional Mentor (PM) in school. This may be the HT or another senior member of staff with oversight of ITE in the school or across the alliance.

Please see below for responsibilities related to each role.

2.3.   Every trainee teacher will receive health and safety information and a safeguarding and e-safety briefing at the beginning of each placement. They will also be introduced to the placement school's designated safeguarding person.

2.4.   In school placements and university-based activities, trainee teachers should have sufficient access to resources and ICT facilities to enable them to complete all expected tasks.

2.5.   Every trainee teacher who is deemed to be a cause for concern will receive a letter from the primary PGCE programme director indicating that a cause for concern has been raised. A cause for concern form will be agreed between trainee teacher, class mentor, professional mentor or a senior member of staff and a university tutor, identifying the areas of concern, targets to be met and a timescale to work to. A cause for concern can be initiated either by mentors and/or tutors and should follow the cause for concern process in the PGCE (Primary) handbook.

2.6.   A progress alert can be initiated by school mentors and/or university tutors and is often used prior to a cause for concern to alert everybody involved of a growing concern. A progress alert can be initiated by mentors and/or tutors and should follow the progress alert process in the PGCE (Primary) handbook.

2.7.   Every trainee teacher in danger of not meeting the Teachers' Standards at the end of the programme shall have the right to consideration by an External Examiner which may include observation of the trainee teacher at work in the classroom where relevant.

2.8.   All trainee teachers are entitled to an appropriate and reasonable level of support where they disclose a disability.

3.   TRAINEE TEACHER PLACEMENT EXPECTATIONS

3.1.   Each trainee teacher is entitled to ongoing, informal feedback from the CM throughout the placement.

3.2.   Trainee teachers should receive a weekly observation, mostly undertaken by the CM. For all School Direct trainee teachers (SD2), some of these will be joint observations with the CM and PM.

3.3.   It is expected that each trainee teacher receives an average of approximately one hour of dedicated time with the CM each week for the weekly review and to discuss all review statements.

3.4.   All trainee teachers will usually receive three visits by the PT over the year. Two will be observation visits carried out in conjunction with the CM and one may be a monitoring visit. These will usually be in December/January, March/April and May/June.

3.5.   Where necessary, additional visits will be made by the trainee teacher's PT or another university tutor. This will either be an observation visit or monitoring visit as considered appropriate.

3.6.   Every trainee teacher should be aware of their progress and targets at all stages of the course through discussion with their mentors and tutors. If there are concerns about a trainee teacher's progress this will be discussed fully with the trainee teacher so that appropriate targets and support can be identified.

3.7.   Each trainee teacher is expected to receive four review statements on their progress to be completed by their schools on or before the dates published.

3.8.   Every trainee teacher should have a teaching timetable appropriate to their individual stage of development as outlined in the PGCE (Primary) handbook. For the majority of trainees, this will be as follows:

- Placement 1: 40% team/solo teaching rising to 50% solo teaching, 20% assisting, 30% non-contact.

- Placement 2: 50% solo teaching, 20% assisting, 30% non-contact, rising to 60%/20%/20% and towards the end of the placement 80% teaching, 20% non-contact.

3.9.   Every trainee teacher should have two contrasting school placements in line with the guidance set out in the ITT training criteria.

3.10. All trainee teachers will have reasonable telephone and email access to the tutor team. School Direct trainee teachers (SD2) will also have contact with their lead school and, once allocated, their base school.

4.   ROLES, RESPONSIBILITIES AND EXPECTATIONS

4.3.   PLACEMENT SCHOOL / PROFESSIONAL MENTOR

4.3.1. Expects from the university:

   a. access to the partnership and programme directors;

   b. telephone / email access to the PT;

   c. face-to-face contact (in-person or virtual) with the PT as required;

   d. a class mentor briefing at the university prior to the commencement of each placement;

   e. new mentor training at the university;

   f. additional support from PT and the programme director in the case of any cause for concern.

4.3.2. Responsible for the selection, monitoring and training of class mentors which should include:

   a. enabling CMs to attend university training sessions;

   b. leading a school briefing meeting of mentors prior to the start of each placement;

   c. carrying out joint lesson observations with CMs, particularly for new mentors and/or SD2;

   d. moderating across CMs and sharing good practice;

   e. cascading information from the university to all CMs and co-ordinating responses.

4.3.3. Oversee the trainee teacher's progress to facilitate meeting the Teachers' Standards at the end of the programme through:

   a. planning and overseeing an induction programme for the start of each placement;

   b. maintaining an overview of trainee teacher progress through, for example:

   - ongoing communication with CM,

   - meeting with trainee teachers regularly to review progress,

   - observing the trainee teachers teaching;

   c. alerting PT and ITE office (ITE-studentoffice@soton.ac.uk) of concerns regarding practice and/or professionalism;

   d. work with CM and PT on any issues, following procedures in the ITE handbook, which may include the setting up of Progress Alerts and Cause for Concern documents;

   e. follow up Progress Alerts and Cause for Concern documents;

4.3.4. Manage trainee teacher entitlement in terms of timetabling, meetings and the expected support outlined in this document.

4.3.5. Ensure Review Statements are emailed to the university by the specified date.

4.3.6. Attend Steering Group meetings by invitation.

4.3.7. Support interviewing of prospective trainee teachers as available.

4.4. PLACEMENT SCHOOL / CLASS MENTOR

4.4.1. Responsible for the support and management of the day to day experience of the trainee teacher, in accordance with this entitlement document and the National Standards for school-based initial teacher training (ITT) mentors' July 2016 and to include:

    a. attendance at class mentor briefing prior to the start of each placement;

    b. attendance at the new mentor training in first year of mentoring for the University of Southampton;

    c. provision of a suitable teaching timetable for the trainee teacher across a range of subjects to include both core and foundation subjects;

    d. ensuring observations across a range of subjects to include both core and foundation subjects taught by the trainee teacher;

    e. provision of a weekly meeting to include a progress review and completion of paperwork, including agreed weekly targets and strategies for completion;

    f. alerting PM and PT of concerns regarding practice and / or professionalism;

    g. work with PM and PT on any issues, following procedures in the ITE handbook, which may include the setting up of Progress Alerts and Cause for Concern documents;

    h. follow up Progress Alerts and Cause for Concern documents;

    i. may be asked to provide a job reference for a trainee teacher;

    j. maintain contact with PT and PM as needed to ensure progress of the trainee teacher;

    k. commit to developing mentoring skills and sharing good practice with colleagues within the school.

Appendix B: Quick Reference Guide

This guide provides summaries of the key information from the different sections of the handbook. CMs and trainees may find it useful to print out so that it may be referred to easily during discussions and Weekly Reviews.

Target Setting Summary

The following is offered as guidance to help support the discussion in the weekly review meeting as part of the target setting process:

- Need for a discussion of targets set and how achieved. Where is the evidence?
- Share the formulation of the targets with the trainee – it is an important skill for them. Involvement leads to motivation, try to encourage the trainee to identify targets.
- Link targets to the core areas of the CCF.
- Aim for a realistic number of SMART targets (three to five at any one time).

Lesson Observation Summary

Formal lesson observations:

- are ideally of a whole lesson;
- collate and record evidence using a lesson observation sheet;
- involve a commentary which supports the progress recorded;
- report progress within the core areas of the CCF and against targets;
- should be planned to cover different areas of the curriculum.

The 5 Core Areas of the Core Content Framework (CCF)

The CCF supports trainee development in five core areas which are linked to the Teachers' Standards that are used to assess trainees at the end of the programme.

- Behaviour management - High Expectations (S1) and Managing Behaviour (S7)
- Pedagogy - How Pupils Learn (S2), Classroom Practice (S4) & Adaptive Teaching (S5)
- Curriculum - Subject & Curriculum Knowledge (S3)
- Assessment - Use of Assessment (S6)
- Professional behaviours - Professional Responsibilities (S8)

Appendix C: Lesson Observation Aid

Where appropriate, observers may comment on the following in relation to the five core areas of the CCF. This list is intended as a guide, containing suggestions, and is not a checklist.

Behaviour Management
- Good relationship with children
- Use of non-verbal communication
- Challenging incidents well handled
- Clear instructions given in terms of expectations of behaviour/safety
- Transitions are managed effectively
- The classroom is a stimulating environment where all children contribute
- Tasks are relevant and engaging
- Use of knowledge of pupils to challenge and support
- Effective collaboration takes place
- Acts as a positive role model

Pedagogy
- Awareness of actual and expected outcomes
- Seeks to use assessment to move children on
- Questions are planned and used appropriately
- Scaffolding of learning
- Children taking responsibility for their learning
- Sequenced activities ensure progression
- Content is clear and accessible
- Point, purpose, pace evident
- Enthusiasm and passion evident
- Use of variety of methods to stimulate learning; collaborative/independent/paired
- Awareness of what children already know and how is this used
- Varied strategies for differentiation; inclusion evident
- Demonstrates flexibility to challenge/extend/overcome barriers to learning
- Awareness of level of engagement and attainment
- Seeks to actively engage all pupils

Curriculum
- Secure grasp of concepts, ideas. principles, processes
- Clear explanations and misconceptions addressed
- High quality resources engage and maintain positive learning
- Children critically engage with subject matter

Assessment
- Use of questions and answers to gauge learning
- Children asked to explain thinking behind their answers
- Responds to children's answers in a way that is encouraging and challenging
- Constructive feedback/takes immediate action/target setting
- Children are encouraged to reflect on learning, to peer/self-assess
- Use of observations and plenaries to obtain data

Professional Behaviours
- Awareness of needs of the class and support staff directed appropriately
- Lesson plans shared with colleagues, expertise of others utilised
- Acts upon previous advice and feedback

Appendix D: Discussion Points

Behaviour Management

A summary of the "Learn how to …" statements from the CCF
- Tasks stretch and challenge all children.
- Use intentional and consistent language that promotes challenge and aspiration.
- Create a positive environment where perseverance is part of the daily routine.
- Include parents and carers in the education of their children - proactively highlight successes.
- Create a culture of respect and trust in the classroom that supports all pupils to succeed.
- Teach and rigorously maintain clear behavioural expectations (e.g., for contributions, volume level and concentration).
- Apply rules, sanctions and rewards in line with school policy.
- Acknowledge and praise pupil effort and emphasising progress being made.
- Establishes routines and quickly responds to behaviour/bullying that threatens emotional safety.
- Establish a supportive and inclusive environment offers reliable system of reward and sanction in line with school policy.
- Creates and explicitly teaches routines in lines with school ethos – maintains high expectations.
- Work alongside colleagues as part of a wider system of behaviour management.
- Give manageable, specific and sequential instructions.
- Check pupils' understanding of instructions before a task begins.
- Use consistent language and non-verbal signals for common classroom directions.
- Use least-intrusive interventions for LLD.
- Use effective strategies for liaising with parents, carers and colleagues to understand pupils' individual circumstance that ensure high academic and behavioural expectations.
- Respond consistently to pupil behaviour.
- Master challenging content, which builds towards long-term goals and deconstructing this approach.
- Provide opportunities for pupils to articulate their long-term goals and helping them to see how these are related to their success in school.
- Support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically.

Related questions
- To what extent does the trainee use his or her knowledge of the children to plan appropriate challenge and support?
- What strategies have been developed and maintained in order to ensure children are challenged and supported? Are these appropriate?
- How does the trainee demonstrate an awareness of how they know their children and their individual needs?
- In what ways does the trainee help to maintain a stimulating classroom environment and ensure children feel able to contribute in lessons?
- Are tasks relevant and engaging and how has the trainee ensured they are?
- In what ways does the trainee demonstrate compliance with the school's behaviour and inclusion policies?
- What does the trainee do to promote him or herself as a positive role model throughout the school?
- How does the trainee demonstrate high standards for behaviour, attitudes and values?
- How do the children know what the trainee's expectations are for their behaviour?
- To what extent does the trainee adhere to the school's behaviour policy on behaviour?
- What opportunities does the trainee provide for children to show mutual respect?
- Are a variety of behaviour management strategies embedded within the trainee's practice and are they able to rationalise the use of each one within specific circumstances?
- To what extent has the trainee established a consistent approach to behaviour management strategies within the framework of the current setting?
- To what extent is the trainee aware of the success of the systems they use?
- What does the trainee perceive as the main behaviour challenges they face in their teaching?
- To what extent does the trainee consider classroom management issues when planning?

- To what extent are lesson resources and activities organised to promote behaviour for learning?
- To what extent have the strategies used by the trainee, to establish good relationships with the children, been successful?
- To what extent is the trainee proactive in seeking to form good relationships with the children?
- To what extent are the children aware that the trainee cares for them?
- Does the trainee maintain a comprehensive understanding of safeguarding measures and how is this demonstrated within his or her practice?
- To what extent does the trainee reflect the school's policy on health and safety in his or her practice and ensure the children are compliant?

Evidence of trainee learning may be found in:

- *Planning documents and assessment records:*
  Lesson plans that demonstrate the use of resources to engage and stimulate children's learning, include activities that are relevant to the children and appropriately include a risk assessment. Assessment records show that individual children have made progress over time.

  The use of seating plans and planned working groups to proactively encourage appropriate behaviour. Support staff are utilised effectively. The monitoring and managing of behaviour may be noted in the plans. Planning shows awareness of the behaviour demands of different teaching approaches. Records of sanctions and rewards may be kept and used.

- *Reflective documents:*
  Lesson observations which reflects on the learning environment. Trainee evaluations of classroom management strategies. Evaluations that differentiate between children.

  Reflections analyse behaviour problems and evaluate the strategies used. They consider the impact of a new strategy and its success. Reflections on a challenging incident.

- *Observation notes from expert colleagues:*
  Evidence children are aware of the purpose of their lessons and remain on task. Note that high expectations, and health and safety risks are communicated appropriately and that inappropriate behaviour and comments that are personally inappropriate, sexist, racist and homophobic are challenged.

  Use of the school's behaviour policy is noted as is the use of a range of behaviour management strategies that are appropriately adapted. Remarks about high expectations of behaviour being communicated. Evidence that the trainee's tone, language and style all vary according to the demands of the situation. Notes that highlight the effective use of non-verbal communication and well-managed transitions. Consultation with colleagues and other adults, e.g., SENCO and parents, is evidence of how the trainee works with other adults to promote good behaviour.

Pedagogy

A summary of the "Learn how to …" statements in the CCF
- Considers children's prior knowledge and understanding when planning how much new information to introduce.
- Reduce distractions keeping the complexity of a task to a minimum; attention is focused on the content.
- Break complex material into smaller steps
- Sequence lessons so that pupils secure foundational knowledge before encountering more complex content.
- Misconceptions and plan how to prevent these forming.
- Encourage pupils to share emerging understanding and points of confusion so that misconceptions can be addressed.
- Link what pupils already know to what is being taught.
- Plan regular review and practice of key ideas and concepts over time (e.g., through carefully planned use of structured talk activities) and deconstructing this approach.
- Design practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work
- Balance exposition, repetition, practice and retrieval of critical knowledge and skills.
- Increase challenge with practice and retrieval as knowledge becomes more secure - removing scaffolding.
- Break tasks down into constituent components when first setting up independent practice (e.g., using tasks that scaffold pupils through meta-cognitive and procedural processes) and deconstructing this approach.
- Model explanations, scaffolds approaches, removes scaffolding where appropriate.
- Promotes critical thinking and problem solving.
- Enables children to consolidate and practise applying new knowledge and skills.
- Use concrete representation of abstract ideas (e.g., making use of analogies, metaphors, examples and non-examples).
- Start expositions at the point of current pupil understanding.
- Combine a verbal explanation / relevant graphical representation of a concept or process
- Make the steps in a process memorable / recalling (e.g., naming them / linking to memorable stories).
- Narrate thought processes/modelling thinking (e.g., ask questions to aloud/refer to PKU).
- Expose potential pitfalls and explaining how to avoid them.
- Support collaborative / paired work – are children familiar with paired/group routines.
- Provide scaffolds for pupil talk to increase the focus and rigour of dialogue.
- Activities are planned to encourage children to think hard.
- Include a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers).
- Provide appropriate wait time between question and response where more developed responses are required.
- Support pupils with a range of additional needs, work with the SENCO and DSL including how to use the SEND Code of Practice.
- Identify pupils who need new content further broken down. Make use of formative assessment.
- Adaption of lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations and deconstructing this approach.
- Balance input of new content so that pupils master important concepts.
- Use TAs/LSAs
- Decide whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils.
- Make use of well-designed resources (e.g., textbooks).
- Plan to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge
- Build in additional practice or removing unnecessary expositions.
- Reframe questions to provide greater scaffolding or greater stretch.
- Discuss with expert colleagues how groups change regularly, avoiding the perception that groups are fixed.
- Discuss with expert colleagues how the school ensures that groups based on attainment are subject specific.
- Apply high expectations to all groups, and ensuring all pupils have access to a rich curriculum.

Related questions

- How aware is the trainee of expected outcomes for the children and the actual outcomes?
- To what extent is the trainee aware of what motivates the children?
- How does the trainee seek to maintain a good pace to the lessons he or she teaches?
- How does the trainee seek to use assessment to move pupils' learning forward?
- To what extent does the trainee plan for progression within a sequence of lessons?
- How does the trainee ensure learning is appropriately scaffolded?
- Can the trainee identify learning objectives, which reflect prior attainment and appropriate challenge, and explain their suitability?
- How does the trainee seek to ensure children are aware of what they have learnt and what they need to do in order to further improve?
- To what extent has the trainee effectively used self and peer assessment?
- How does the trainee support the children in making judgements about their progress?
- To what extent is the trainee able to explain what impact he or she has had on the children's achievement?
- How does the trainee ensure sufficient challenge is provided in learning activities?
- To what extent does the trainee use assessment methods effectively to inform judgements which lead to the successful planning and adaptations of future lessons that challenge all children and address their individual needs?
- How has the trainee sought to encourage children in taking responsibility for their work and provided opportunities for them to become independent learners?
- How does the trainee seek to avoid the children becoming over-reliant on support staff?
- To what extent does the trainee encourage the children to become independent learners or support the levels of independence they already maintain?
- To what extent can the trainee explain key content clearly and accessibly when teaching and ensure children make progress in understanding concepts and skills?
- How prepared is the trainee to adapt plans during lessons to suit children's emerging needs?
- To what extent does the trainee plan explanations and questions for the lessons taught?
- How does the trainee communicate enthusiasm for what is being taught and learnt?
- How effective is the trainee in ensuring children are engaged in their learning?
- To what extent does the trainee vary teaching and learning strategies to stimulate learning?
- How does the trainee approach children who are less enthusiastic to learn?
- Does the trainee plan homework that is integral to the lesson, appropriate to the needs and abilities of all children and is followed up?
- Does the trainee seek to identify opportunities for extra-curricular learning?
- To what extent is the trainee able to motivate the children in out-of-school learning?
- How does the trainee approach reflection in order to develop practice?
- How effective are the trainee's routine evaluations of their teaching in identifying strengths and areas for development that inform subsequent planning?
- Is the trainee able to plan and justify a sequence of lessons or a medium term plan?
- To what extent does the trainees understand progression and can he or she sequence learning activities to secure progression?
- To what extent does the trainee know the children, their interests and learning needs?
- To what extent does the trainee's planning cater to individual and groups of children's learning needs, displaying an awareness of prior knowledge and support plans, such as IEPs EHC plans and language support?
- Is the trainee able to explain how lessons provide appropriate challenge and support, how a variety of strategies are used for differentiation, and why specific strategies are used?
- To what extent is the trainee able explain possible barriers or factors that might inhibit learning for the children? Are they able to devise strategies to overcome them?
- How does the trainee use children's prior knowledge in his or her teaching and to what extent is he or she able to identify children's next steps in learning? To what extent is all this evident in the trainee's planning?
- To what extent does the trainee understand children's development generally, and is aware of the developmental needs of the children he or she teaches?
- Do the trainee's lesson plans and medium term plans incorporate appropriate progression of children's developmental needs?

- When evaluating lessons, to what extent is the trainee aware of the levels of engagement and attainment of different groups and individuals?
- How proactive is the trainee in seeking to effectively engage all children in their learning?
- How does the trainee develop a professional understanding of children with any specific needs not encounter in the current setting?

Evidence of trainee learning may be found in:
- *Planning documents and assessment records:*
  Planning is informed by assessment data and shows a clear development of learning. It is appropriately differentiated and sequences of lessons link to a scaffolded learning journey. Higher order and diagnostic questioning is included. The planning promotes the children's development and maintenance of independence and collaborative skills as well as their social and personal skills. Evidence that formative assessment was used to modify the lesson in response to children's needs. Assessment is undertaken regularly. Record-keeping is up to date.

  Within the planning, it is evident that the trainee's prior lesson evaluations enable him or her to consistently set objectives which challenge children. Lesson plans show increasingly varied approaches and strategies of assessment, differentiation and group work designed to engage children, support progression and assesses the success. Homework is planned appropriately, and assessed and marked in line with policy with timely feedback given to the children. Planning homework carefully considers the role of parents and carers in supporting children. All planning demonstrates secure knowledge and understanding of National Curriculum specifications.

  These identify and cater to all learners' (e.g., SEND, G&T, EAL) and provide opportunities for children to appropriately develop physically, socially and intellectually. Prior attainment is carefully assessed to provide challenging objectives which may be differentiated. Resources are carefully selected and prepared and lessons promote inclusion e.g., cultures and gender. Support plans (e.g., IEPs, EHC plans) are considered in the plans. Marking recognises individuals' achievement and sets appropriate targets.

- *Reflective documents:*
  Evaluations reflect and build on assessment judgements and data. They display an awareness of social, emotional, cultural and linguistic factors.

  These clearly evaluate the trainee's practice based on guidance and feedback from others. Lesson evaluations consistently align with mentor or tutor judgements. Reflections and evaluations are utilised in finding ways to improve practice. Evidence of lesson evaluations leading to improvements in lesson planning and classroom practice. Reflections recognising successful activities and the reasons why they were so.

  Evaluations of strategies used to support the progress of children.

- *Observation notes from expert colleagues:*
  Lesson observations demonstrating clear structure to the development of the children's learning. Questioning utilises higher order questions and is diagnostic. Children are asked to explain their thinking and reflect on their learning. Plenary activities to effectively recap learning. Children are able to discuss any targets they may have. Formative assessment leads to the lesson plan being adapted to children's emerging needs.

  These note an enthusiasm or passion for the subject being taught or for teaching in general. They highlight successful use of questioning or explanations that support the children's progress. Review statements comment upon the trainee's reflective qualities that develop practice.

  These note the levels of engagement and active participation of children and the ways in which inclusion is supported; the support for individuals who are struggling and how higher attaining children are challenged; and a balance of contributions are sought from all children.

Curriculum

A summary of the "Learn how to …" statements in the CCF
- Identify essential concepts, knowledge, skills and principles of the subject.
- Use retrieval/spaced practice to build automatic recall key knowledge and how to deconstruct this approach.
- The rationale and process for curriculum choices. How the school's curriculum materials inform lesson preparation.
- Provide opportunities for all pupils to learn and master essential concepts, knowledge, skills and principles of the subject.
- Accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations.
- Use resources and materials aligned with the school curriculum (e.g., textbooks)
- Misconceptions and how to help pupils master important concepts.
- Revisit the big ideas of the subject over time and teach key concepts through a range of examples.
- Draw explicit links between new content and the core concepts and principles in the subject.
- Key ideas securely (e.g., quizzing pupils so they develop fluency with times tables).
- Interleave concrete and abstract examples, slowly withdrawing concrete examples and drawing attention to the underlying structure of problems and deconstructing this approach.
- Ensure pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subject.
- Demonstrate a clear understanding of SSP for early reading and spelling.
- Support younger pupils to become fluent readers and to write fluently and legibly.
- Model reading comprehension by asking questions, making predictions, and summarising when reading.
- Promote reading for pleasure (uses a range of whole class reading /reading high-quality texts to children).
- Teach different forms of writing by modelling planning, drafting and editing.
- Teach unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught.
- Model high-quality oral language, recognising that spoken language underpins the development of reading and writing (e.g., requiring pupils to respond to questions in full sentences, making use of relevant technical vocabulary).

Related questions
- To what extent does the trainee effectively use his or her subject knowledge to provide clear explanations in the classroom and provide answers to children's questions?
- How does the trainee enable pupils to engage in sustained enquiry over time?
- Is the trainee able to use curriculum specifications and guidance to inform their planning and teaching?
- How does the trainee nurture the children's appreciation of the subjects taught and seek to engage them critically with the learning and the subject?
- To what extent is the trainee aware of traditions of appropriate pedagogy?
- Is the trainee able to distinguish between standard English and vernacular forms, knowing how, and when, to use each in his or her teaching?
- How does the trainee plan to develop children's language through teaching reading, writing, and talk?
- To what extent is the trainee aware of how children progress in SSP and are able to effectively and systematically plan for this?
- Does the trainee maintain a good knowledge of phonemes and graphemes and accurately articulate accordingly?
- Does the trainee effectively use appropriate mathematical vocabulary in developing children's understanding?
- To what extent does planning utilise appropriate models and make use of stimulating and motivating resources to engage the children in their learning and move them on appropriately?

Evidence of trainee learning may be found in:
- *Planning documents and assessment records:*
  A secure grasp of the subjects' concepts, key ideas and principles is evident and allows the trainee to teach primary school children effectively. Planning in order to develop key literacy skills may be evident within lesson

plans of other subjects and the use of specific teaching resources. Assessment includes, and marking supports, language and literacy learning.

- *Reflective documents:*
Reflections actively seek ways of improving practice through appropriate means and the application of newly acquired knowledge. Reflections on articles in recent publications that are critical and illustrate good subject knowledge.

- *Observation notes from expert colleagues:*
A secure grasp of the subjects' concepts, key ideas and principles which allows the trainee to teach effectively is acknowledged. Comments of the use of guided reading, text analysis and learning of key subject specific language.

Assessment

A summary of the "Learn how to …" statements in the CCF
- Plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding (e.g., by using hinge questions to pinpoint knowledge gaps).
- Choose, where possible, externally validated materials, used in controlled conditions when required to make summative assessments.
- Draw conclusions about what pupils have learned by looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues (e.g., appreciating that assessments draw inferences about learning from performance).
- Structure tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g., by using common misconceptions within multiple-choice questions).
- Use assessments to check for prior knowledge and pre-existing misconceptions.
- Prompt pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding.
- Monitor pupil work during lessons, including checking for misconceptions.
- How pupils' responses to feedback can vary depending on a range of social factors (e.g., the message the feedback contains or the age of the child).
- Scaffold self-assessment by sharing model work with pupils, highlighting key details.
- Ensure feedback is specific and helpful when using peer- or self-assessment.
- Focus on specific actions for pupils and providing time for pupils to respond to feedback.
- Record data only when it is useful for improving pupil outcomes.
- Develop an understanding that written marking is only one form of feedback.
- Identify efficient approaches to marking and alternative approaches to providing feedback (e.g., using whole class feedback or well supported peer- and self-assessment) and deconstructing this approach.
- Use verbal feedback during lessons in place of written feedback after lessons where possible.
- Reduce the opportunity cost of marking (e.g., by using abbreviations and codes in written feedback).
- Prioritise the highlighting of errors related to misunderstandings, rather than careless mistakes when marking.

Related questions
- To what extent does planning take account of National Curriculum expectations?
- What evidence is used to support the trainee's teacher assessments?
- How has learning from marking and moderation exercises informed the trainee's practice?
- How does the trainee use assessment to support planning?
- Are detailed and up to date records of assessment kept by the trainee and how is this information used to plan?
- To what extent does the marking of books support progress and inform planning?

- To what extent does the trainee use a variety of formative assessment strategies and is able to justify their use?
- Can the trainee make use assessment data to set appropriate targets and monitor progress?
- To what extent does the trainee use assessment to gauge children's learning in the lesson and between lessons?
- Does the trainee build in opportunities for peer and self-assessment? To what extent does the trainee provide opportunities for children to effectively reflect on learning and progress?
- To what extent are opportunities provided for children to engage with and respond to marking comments?
- How does the trainee ensure children know what success looks like?

Evidence of trainee learning may be found in:

- *Planning documents and assessment records:*
  These make use of prior assessment in planning subsequent lessons and draw on a range of formative and summative assessment strategies. They appropriately use AfL strategies e.g. traffic lights, whiteboards, open and closed questions, peer and self-assessment, concept maps. Evidence may also be found in marking and moderation of judgements, the use of tests and to provide formative feedback and the monitor and assessing of children's progress over time which is accurately recorded. Observes of children in activity may be planned for with the trainee making appropriate responses, e.g., immediate action, recording of observations. Appropriately set targets for the children.

- *Reflective documents:*
  Assessment data is critically evaluated in trainee reflections, which may also display an awareness of how the school uses statistical information and how this relates to the national picture.

- *Observation notes from expert colleagues:*
  These note the use of question and answer techniques to assess learning and that children are asked to explain their thinking behind their answers. Observations note a wide range of assessment strategies being used (e.g., observations, marking, testing and plenaries) and effective feedback is given to children, including formative feedback in both verbal and written form. The extent to which children reflect on their learning is highlighted in observations. How trainee's listen to children's answers and respond in a way that encourages and presents challenges may also provide evidence.

Professional Behaviours

A summary of the "Learn how to …" statements in the CCF

- Receive clear, consistent and effective mentoring on the duties relating to Part 2 of the Teachers' Standards.
- Strengthen and extend pedagogical and subject knowledge by participating in wider networks and lesson preparation.
- Seek challenge, feedback and critique from mentors and other colleagues – work as a team
- Reflect on progress made, recognise strengths and weaknesses and identifying next steps for further improvement.
- Engage critically with research and using evidence to critique practice.
- Communicate with parents and carers proactively and make effective use of parents' evenings to engage parents and carers in their children's schooling and deconstructing this approach.
- Work closely with the SENCO and other professionals supporting pupils with additional needs, including how to make explicit links between interventions delivered outside of lessons with classroom teaching.
- Share the intended lesson outcomes with teaching assistants ahead of lessons.
- Receive clear, consistent and effective mentoring in how to ensure that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher.
- Contribute positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school (e.g., by supporting expert colleagues with their pastoral responsibilities, such as careers advice). Collaborate with colleagues to share load of preparation and planning.

- Know who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report.
- Personalise systems and routines to support efficient time and task management.
- Discuss and analyse with expert colleagues the importance of the right to support (e.g., to deal with misbehaviour).
- Protect time for rest and recovery; be aware of sources of support available to support good mental wellbeing.

Related questions
- To what extent has the trainee participated in the wider life of the school?
- Has the trainee utilised his or her skills and knowledge beyond the classroom?
- To what extent is the trainee aware of what support other colleagues in the school can offer and when they may be approached in seeking it?
- How has the trainee established positive working relationships with other adults in school?
- Has the trainee successfully integrated themselves into staff teams within the school?
- To what extent does the trainee manage the work of adults in the classroom and effectively communicate with them?
- To what extent is the trainee aware of the strengths and skills of support staff?
- How successfully has the trainee engaged in mentoring process, developing effective mentoring and coaching relationships, and how do they manage feedback?
- To what extent is the trainee aware of his or her developmental needs and what action has he or she taken to improve his or her teaching, e.g. seeking CPD?
- To what extent has the trainee engaged with parents and carers and shown an understanding of the role they have in children's education?
- To what extent is working with parents an effective feature of the trainee's practice and does he or she actively seek further opportunities to engage positively with parents?

Evidence of trainee learning may be found in:
- *Planning documents and assessment records:*
  Participation in joint planning and developing shared resources. Effective planning, possibly collaboratively, to utilise the strengths and skills of the teaching assistant. Evidence that lesson plans are planned in detail and shared with colleagues and support staff in a timely manner.

- *Reflective documents:*
  Feedback from the CM and other expert colleagues is used effectively to identify targets during training and for their NQT year. Reflections show trainees are open to advice and that they respond positively to constructive criticism and advice and act upon these accordingly. Notes from meetings with pastoral staff and SENCO to gain an insight into the children taught.

- *Observation notes from expert colleagues:*
  Witness statements outlining the participation and involvement a trainee has had in clubs and extra-curricular activities. Assemblies taken by the trainee. Evidence of team teaching. Lesson observations note that support staff are directed to work with children appropriately.

Teachers Standards' Part Two
These are provided here for ease of reference to support learning in *Professional Behaviours*.

a) treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- How quickly did the trainee learn the names of the children and use them?
- To what extent does the trainee take an interest in the interests of the children?

b) having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- Does the trainee understand safeguarding measures in the school?
- How confident is the trainee in knowing when and how to discuss any concerns about children they have with relevant colleagues?

c) showing tolerance of and respect for the rights of others
- To what extent does the trainee address the class in ways which demonstrate authority and mutual respect?
- To what extent does the trainee feel able to, or does, deal with incidents of intolerance and prejudice, such as racism, sexism, homophobia and religious prejudice?

d) 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
- Is the trainee aware of tensions or difficulties in the school and how are these addressed?

e) ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law

f) Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach
- Does the trainee fully understand the relevant school policies in relation to promoting school values and to what extent can he or she explain how they are incorporated into the planning?
- Is the trainee aware of, and understands, key policies and can demonstrate how his or her planning and teaching incorporates specific policy commitments, e.g. in relation to EAL, SEN and behaviour?

g) Teachers must maintain high standards of attendance

h) Teachers must maintain high standards of punctuality
- Is the trainee able to prepare for lessons on time, every time?
- Were correct procedures followed by the trainee in reporting any absence or lateness?

i) Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

Evidence of trainee learning may be found in:
Much of the evidence for personal and professional conduct will be found in other sections. Areas specific to this section may be exemplified in the following ways:

- When interacting with children trainee shows sensitivity to social background, ethnicity and religious beliefs. This may be evident in trainee evaluations or lesson observations.
- Know who the named child protection person is within the school and follow policy relating to child protection (which for Student Teachers is to inform the mentor and PCM)
- Know which of their own personal beliefs may be sensitive and plan ways to respond to pupils if they arise within school situations
- Notifies relevant member of staff relating to academic and pastoral matters e.g., usual class teacher and form tutor for an emotionally distressed pupil
- Deadlines for assignments and for professional agreements are kept e.g., completion of university modules and marking of pupils' work relating to school placements
- Register classes and code absences
- Know who to contact when issues arise e.g., child protection, safety and well being
- Talk with support staff and pastoral staff about the needs of pupils
- Meet with SENCO to ensure understanding of schools' approach to SEN and disability
- Awareness of cyber bullying and prevention schemes
- Awareness of fire procedures, health and safety measures, first-aiders

Appendix E: National Standards for school-based initial teacher training (ITT) mentors

Preamble

A mentor is a suitably experienced teacher who has formal responsibility to work collaboratively within the ITT partnership to help ensure the trainee receives the highest quality training. Mentors have a crucial role to play in supporting teacher trainees during their ITT through to successful teacher accreditation and beyond the early stages of their careers. An effective mentor sets high expectations for pupil achievement, models high-quality teaching, and acts as an ambassador for the profession. ITT providers that have invested in effective mentoring will support trainees to become high-quality teachers, and build their resilience so that they are more likely to remain in teaching once their initial training is complete. Headteachers and providers have a key role to play in the selection, monitoring and ongoing support and training for mentors. The Standards below set out the minimum expectations for those working as school-based ITT mentor.

The Mentor Standards

Standard 1 - Personal qualities

Establish trusting relationships, modelling high standards of practice, and understand how to support a trainee through initial teacher training.

The mentor should:

- 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; and
- support the improvement of a trainee's teaching by modelling exemplary practice in planning, teaching and assessment.

Standard 2 – Teaching

Support trainees to develop their teaching practice in order to set high expectations of all pupils and to meet their needs.

The mentor should:

- support the trainee in forming good relationships with pupils, and in developing effective behaviour and classroom management 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 or double marking;
- give constructive, clear and timely feedback on lesson observations;
- broker opportunities to observe best practice;
- support the trainee in accessing expert subject and pedagogical knowledge;
- resolve in- school issues on the trainee 's behalf where they lack the confidence or experience to do so themselves;
- enable and encourage the trainee to evaluate and improve their teaching; and
- enable the trainee to access, utilise and interpret robust educational research to inform their teaching.

Standard 3 – Professionalism
Set high expectations and induct the trainee to understand their role and responsibilities as a teacher.

The mentor should:

- 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 promoting equality and diversity;
- ensure the trainee understands and complies with relevant legislation, including that related to the safeguarding of children; and
- support the trainee to develop skills to manage time effectively.

Standard 4 – Self -development and working in partnership
Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITT partnerships.

The mentor should:

- ensure consistency by working with other mentors and partners to moderate judgements; and
- continue to develop their own mentoring practice and subject and pedagogical expertise by accessing appropriate professional development and engaging with robust research.

The contents of Appendix C are an extract from *National Standards for school-based initial teacher training (ITT) mentors* published by Department for Education and National College for Teaching and Leadership (2016) and available on line at:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/536891/Mentor_standards_report_Final.pdf

Appendix F: Delayed Debrief: Reflective Journal

PART A (To be completed before the lesson)

A1.   The Lesson Plan
   a.   Reflect on previous lessons and consider how this helped the planning of this lesson

   b.   Are you reasonably satisfied with and confident about your lesson plan?

   c.   If not, which area(s) is/are giving you most concern?

   d.   Please try to identify the reasons for any concerns you have mentioned above?

PART B (To be completed after the lesson)

B1.   The Lesson Plan
   a.   If you had to teach the lesson again would you make any changes to the plan? Why or why not?

   b.   Were any concerns you noted in Part A realised?

   c.   What conclusions can you draw from your reflection on (a) and (b) above?

B2.   Personal Qualities
   a.   To what extent did you build strong relationships in this lesson? How did you do this?

   b.   If you have any worries in this area please try to analyse the problem. The following check-list may help you:

   i.   Nervousness

   ii.   Anticipation of children's level

   iii.   Voice

   iv.   External factors e.g.:

   - Weather

   - New children

   - Equipment failures, etc.

   c.   Reflect upon your levels of:

   i.   confidence;

   ii.   enthusiasm;

   iii.   resilience.

   (E.g. did they change during the lesson and what might have caused this?)

B3.   The Lesson

   a.   Did the lesson go better than/worse than/about the same as you had anticipated? Why?

   b.   Which parts were you particularly pleased with? Why?

   c.   Which parts were you less pleased with? Why?

   d.   What steps do you propose to take to improve the things you were less pleased with?

   e.   How effective was your reflective management in ensuring all children made appropriate progress?

   f.   How effective was you use of assessment?

B4.   Focussing on the Learning
   a.   What did the children learn? In reflecting on this consider all the skills/knowledge/understanding you feel the children had at the end of the lesson that they did not have at the beginning. How do you know this other than the children meeting the learning objective or intention?

   b.   Which children made more progress than expected and which made less?

    c.   How could you have secured better outcomes for some or all of the children?

    d.   To what extent do you feel the children were aware of what they had or hadn't learnt and understood?

B5.   **Assessment of Progress**
    a.   To what extent have strengths in your practice noted in previous lesson evaluations been reinforced?

    b.   To what extent have weaknesses in your practice identified in previous lessons been improved?

B6.   **Summary**
    a.   In note form, list the points for improvement you think you need to address.

School Placement 1 Weekly Expectations

Dates and Details	Trainee Professional Activities	Trainee Teaching Experiences *(Guidelines)*	Trainee Planning Expectations *(Guidelines)*	Formative Assessment of Trainee's Progress	Class Mentor's Responsibilities	Notes
Week 1 22nd – 26th November	• Preparation: make relationships and meet HT. • Become familiar with rules & routines. • Complete reading of policies as directed by the list of *Placement Forms* (pp5-6) of the Professional Development Journal (PDJ) • Gather information on class, school, community, policies & resources. • Identify and start getting to know Reading Buddy and Maths Mate. Carry out an initial assessment on RB. • Complete Professional Development Activities PDAs 8-10.	• For 2 or 3 English lessons and 2 or 3 maths lessons, work with individuals and groups as directed by the CM. • Observe and assist in at least one other subject per day. • Remaining time (about a third of the timetable) is "admin time" (e.g., gather information on the school - read policies and start PDAs).	• Evaluate, in discussion with CM, much of the teaching of individuals and groups. This does not need to be formally written down. The focus is on really getting to know the children rather than creating paperwork. • Become familiar with long- and medium-term plans.	• Class Mentor's (CM's) informal observations of trainees' teaching of individuals and groups, and interactions with children to help inform the target setting process.	• Provide any informal feedback on teaching that has been informally observed. • Meet with trainee to discuss and agree targets (based on CM's observations and the trainee's evaluation of the LATiS Days). One target related to the next week's theme. • Agree a timetable and identify Professional Development Activities (PDAs) that could be completed next week. • In preparing for next week, support trainees in planning individual lessons, modelling the planning process and sharing their thinking.	Trainees are not in school on Friday. Trainees should aim to complete PDAs 8-10 this week. If this isn't possible then they should continue with them in week 2.
Week 2 29th Nov – 3rd Dec **Theme:** Behaviour for learning	• Continue PDAs 8-10, if necessary **or** plan and start to complete others. • Continue getting to know Reading Buddy and Maths Mate and carry out any initial assessments yet to be made. • Find opportunities to take part in school life.	• 40% of normal timetable is spent working with individuals and groups within the CMs lesson Core and foundations subjects. At least one lesson to be whole class whether solo or co-taught with CM. • 30% to assist in CMs lessons as TA/LSA. • 30% non-contact (out of class) to read school documents/policies, if needed, and to plan and prepare for next week.	• With CM, co-plan and evaluate every lesson and part lesson taught. • Become familiar with long- and medium-term plans.	• CM's informal observations of trainees' teaching. • Formal lesson observation. • Discussion at the Weekly Review. • Meeting targets. • Progress made by the children taught. • Trainee's reflection in ePortfolio.	• Give informal feedback on trainee's teaching. • Formally observe the trainee teaching and provide feedback. • Meet with the trainee for the Weekly Review. • Assist with target setting which should include a target related to next week's theme. • Support trainees in their planning, modelling the process and sharing thinking.	Trainees are not in school on Friday. PDAs 8-10 **must** be completed by the end of this week if not already done so. Full details of activities related to this week's theme will be posted on the partnership website. Formal lesson observations and Weekly Reviews begin.

Dates and Details	Trainee Professional Activities	Trainee Teaching Experiences *(Guidelines)*	Trainee Planning Expectations *(Guidelines)*	Formative Assessment of Trainee's Progress	Class Mentor's Responsibilities	Notes
Week 3 6th – 10th December **Theme:** Questioning	• Continue with PDAs. • Begin working with RB and MM and continue throughout the following weeks. • Trainees in KS1should begin observing and teaching phonics (PDA12) as soon as possible, if need be, working with another class. • Find opportunities to take part in school life.	• 40% of timetable teaching whole class - co-teaching building to solo teaching (20% core subjects & 20% foundation subjects). • 30% of timetable to assist in CMs lessons. • 30% non-contact for PPA, DAs (e.g., 20%) and working with RB and MM (e.g., 10%).	• With CM, co-plan and evaluate every lesson and part lesson taught. • Set up and begin to use a simple assessment record system.	• CM's informal observations of trainees' teaching. • Formal lesson observation. • Discussion at the Weekly Review. • Meeting targets. • Progress made by the children taught. • Trainee's reflection in ePortfolio. • The Trainee Progress Tracker.	• Give informal feedback on trainee's teaching. • Formally observe the trainee teaching and provide feedback. • Meet with the trainee for the Weekly Review. • Assist with target setting. • Support trainees in their planning, modelling the process and sharing thinking.	Trainees are not in school on Friday. Full details of activities related to this week's theme will be posted on the partnership website. Review Statement 1 (RS1) is due next week (15 Dec). The template will be available on the Partnership Website this week.
Week 4 13th – 17th December	• Continue with PDAs. • Continue working with RB and MM. • Trainees in KS1should be observing and teaching phonics (PDA12), if need be, working with another class. • Find opportunities to take part in school life.	• Gradually start build up teaching from 40% of timetable to 50% teaching (**25% core subjects & 25% foundation subjects**). • 30-20% of timetable to assist in CMs lessons. • 30% non-contact for PPA, DAs (e.g., 20%) and working with RB and MM (e.g., 10%).	• Co-planning with CM as necessary. Plan and evaluate every lesson taught. • Plan sequences of lessons to be taught after Christmas	• CM's informal observations of trainees' teaching. • Formal lesson observation. • Discussion at the Weekly Review. • Meeting targets. • Progress made by the children taught. • Trainee's reflection in ePortfolio. • The Trainee Progress Tracker. • Review Statement 1 (RS1).	• Give informal feedback on trainee's teaching. • Formally observe the trainee teaching and provide feedback. • Meet with the trainee for the Weekly Review. • Assist with target setting. • Support trainees in their planning, modelling the process and sharing thinking. • Complete and submit RS1	Trainees are not in school on Friday. The deadline for RS1 is Wednesday (15 Dec.) Templates can be downloaded from the Partnership Website.
Christmas: 20th December – 3rd January						

Dates and Details	Trainee Professional Activities	Trainee Teaching Experiences *(Guidelines)*	Trainee Planning Expectations *(Guidelines)*	Formative Assessment of Trainee's Progress	Class Mentor's Responsibilities	Notes
Week 5 3rd – 7th January	• Continue with PDAs. • Continue working with RB and MM. • Trainees in KS1should be observing and teaching phonics (PDA12), if need be, working with another class. • Find opportunities to take part in school life.	• Solo teach 50% of timetable (25% core and 25% foundation). • 20% of timetable to assist in CMs lessons. • 30% non-contact for PPA, DAs (e.g., 20%) and working with RB and MM (e.g., 10%).	• Co and solo planning (on university template) and continue planning sequences of lessons. • Guided planning of any class medium term plans and solo planning of core lessons; plan IT within core subjects. • Use assessment evidence in planning.	• CM's informal observations of trainees' teaching. • Formal lesson observation. • Discussion at the Weekly Review. • Meeting targets. • Progress made by the children taught. • Trainee's reflection in ePortfolio. • The Trainee Progress Tracker. • Joint observation (CM & PT) – optional.	• Give informal feedback on trainee's teaching. • Formally observe the trainee teaching and provide feedback. • Meet with the trainee for the Weekly Review. • Assist with target setting which should include a target related to next week's theme. • Support trainees in their planning, modelling the process and sharing thinking.	Schools open on 4th January.
Week 6 10th – 14th January **Theme:** Justifying choices and actions	• Continue with PDAs. • Continue working with RB and MM. • Trainees in KS1should be observing and teaching phonics (PDA12), if need be, working with another class. • Find opportunities to take part in school life.	• Solo teach 50% of timetable (25% core and 25% foundation). • 20% of timetable to assist in CMs lessons • 30% non-contact for PPA, DAs (e.g., 20%) and working with RB and MM (e.g., 10%).	• Solo planning. • Planning sequences of lessons (core and foundation subjects) • Guided planning of any class medium term plans; plan IT within core subjects. • Use assessment evidence in planning.	• CM's informal observations of trainees' teaching. • Formal lesson observation. • Discussion at the Weekly Review. • Meeting targets. • Progress made by the children taught. • Trainee's reflection in ePortfolio. • The Trainee Progress Tracker. • Joint observation (CM & PT) – optional.	• Give informal feedback on trainee's teaching. • Formally observe the trainee teaching and provide feedback. • If necessary, support trainees with medium term planning, modelling the process and sharing thinking. • Meet with the trainee for the Weekly Review. • Assist with target setting.	Trainees are in school all week. Full details of activities related to this week's theme will be posted on the partnership website.

Dates and Details	Trainee Professional Activities	Trainee Teaching Experiences *(Guidelines)*	Trainee Planning Expectations *(Guidelines)*	Formative Assessment of Trainee's Progress	Class Mentor's Responsibilities	Notes
Week 7 17th – 21st January	• Continue with PDAs. • Continue working with RB and MM. • Trainees in KS1should be observing and teaching phonics (PDA12), if need be, working with another class. • Find opportunities to take part in school life..	• Solo teach 50% of timetable (25% core and 25% foundation). • 20% of timetable to assist in CMs lessons. • 30% non-contact for PPA, DAs (e.g., 20%) and working with RB and MM (e.g., 10%).	• Solo planning. • Planning sequences of lessons (core and foundation subjects) • Guided planning of any class medium term; plan IT within core subjects. • Use assessment evidence in planning. • If appropriate, annotated weekly/medium-term plans may be used instead of creating individual lesson plans. **All** elements of the University lesson plan template **must** be included.	• CM's informal observations of trainees' teaching. • Formal lesson observation. • Discussion at the Weekly Review. • Meeting targets. • Progress made by the children taught. • Trainee's reflection in ePortfolio. • The Trainee Progress Tracker. • Joint observation (CM & PT) – optional.	• Give informal feedback on trainee's teaching. • Formally observe the trainee teaching and provide feedback. • If necessary, support trainees with medium term planning, modelling the process and sharing thinking. • Meet with the trainee for the Weekly Review. • Assist with target setting.	Trainees are not in school on Friday.
Week 8 24th – 28th January	• Continue with PDAs. • Continue working with RB and MM, if necessary. • Trainees in KS1should be observing and teaching phonics (PDA12), if need be, working with another class. • Find opportunities to take part in school life.	• Solo teach 50% of timetable (25% core and 25% foundation). • 20% of timetable to assist in CMs lessons • 30% non-contact for PPA, DAs (e.g., 20%) and working with RB and MM (e.g., 10%).	• Solo planning. • Planning sequences of lessons (core and foundation subjects) • Guided planning of any class medium term plans; plan IT within core subjects. • Use assessment evidence in planning • If appropriate, annotated weekly/medium-term plans may be used instead of creating individual lesson plans. **All** elements of the University lesson plan template **must** be present.	• CM's informal observations of trainees' teaching. • Formal lesson observation. • Discussion at the Weekly Review. • Meeting targets. • Progress made by the children taught. • Trainee's reflection in ePortfolio. • The Trainee Progress Tracker. • Joint observation (CM & PT) – optional.	• Give informal feedback on trainee's teaching. • Formally observe the trainee teaching and provide feedback. • If necessary, support trainees with medium term planning, modelling the process and sharing thinking. • Meet with the trainee for the Weekly Review. • Assist with target setting.	Trainees are in school all week.

Dates and Details	Trainee Professional Activities	Trainee Teaching Experiences *(Guidelines)*	Trainee Planning Expectations *(Guidelines)*	Formative Assessment of Trainee's Progress	Class Mentor's Responsibilities	Notes
Week 9 31st Jan – 4th Feb	• Continue with PDAs. • Continue working with RB and MM, if necessary. • Trainees in KS1should be observing and teaching phonics (PDA12), if need be, working with another class. • Find opportunities to take part in school life.	• Solo teach 50% of timetable (25% core and 25% foundation). • 20% of timetable to assist in CMs lessons • 30% non-contact for PPA, DAs (e.g., 20%) and working with RB and MM (e.g., 10%).	• Solo planning using assessment evidence. • Planning sequences of lessons (core and foundation subjects) • Guided planning of any class medium term plans and solo planning of core lessons; plan IT within core subjects. • Use assessment evidence in planning • If appropriate, annotated weekly/medium-term plans may be used instead of creating individual lesson plans. **All** elements of the University lesson plan template **must** be present.	• CM's informal observations of trainees' teaching. • Formal lesson observation. • Discussion at the Weekly Review. • Meeting targets. • Progress made by the children taught. • The Trainee Progress Tracker. • Joint observation (CM & PT) – optional • Draft of the trainee's end of placement reflection.	• Give informal feedback on trainee's teaching. • Formally observe the trainee teaching and provide feedback. • If necessary, support trainees in their planning of individual lessons, modelling the process and sharing thinking • Meet with the trainee for the Weekly Review. • Assist with target setting.	Trainees are not in school on Friday. Review Statement 2 (RS2) is due next week (11 Feb). The template will be available on the Partnership Website this week.
Week 10 7th – 11th February	• Continue with PDAs. • Continue working with RB and MM, if necessary. • Trainees in KS1should be observing and teaching phonics (PDA12), if need be, working with another class. • Find opportunities to take part in school life.	• Solo teach 50% of timetable (25% core and 25% foundation). • 20% of timetable to assist in CMs lessons 30% non-contact for PPA, DAs (e.g., 20%) and working with RB and MM (e.g., 10%).	• Solo planning using assessment evidence. • Planning sequences of lessons (core and foundation subjects) • Guided planning of any class medium term plans and solo planning of core lessons; plan IT within core subjects. • Use assessment evidence in planning • If appropriate, annotated weekly/medium-term plans may be used instead of creating individual lesson plans. All elements of the University lesson plan template must be present.	• CM's informal observations of trainees' teaching. • Formal lesson observation. • Discussion at the Weekly Review. • Meeting targets. • Progress made by the children taught. • The Trainee Progress Tracker. • Joint observation (CM & PT) – optional • Trainee's end of placement reflection • Review Statement 2 (RS2).	• Give informal feedback on trainee's teaching. • Formally observe the trainee teaching and provide feedback. • If necessary, support trainees in their planning of individual lessons, modelling the process and sharing thinking • Meet with the trainee for the Weekly Review. • Assist with target setting – identify targets for SP2. • Write Review Statement 2 (RS2) which is shared with the trainee.	Trainees are in school all week. The deadline for RS2 is Friday (11 Feb.) Templates can be downloaded from the Partnership Website.