# University of Cumbria

# Institute of Education

✓ BA(Hons) Primary Education with QTS *(3-11) 3 year Degree

✓ Student Progress Assessment Record (SPAR)

✓ Extending phase (End Point Assessment)

If you are unable to access The Curriculum Depth Links throughout this document; please ensure you are viewing in Adobe Reader

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**University Of Cumbria: Institute of Education Initial Teacher Education EYFS & Primary Placement Assessment**

**BA (Hons) Primary Education & QTS (3-11) Three year UG Degree**

The University of Cumbria–Institute of Education has further developed our Partnership assessment processes to ensure it builds on student progress from phase to phase of placement experience (staged expectations). This approach fully integrates the ambitious ITT curriculum across student's learning contexts to ensure that a seamless link occurs between learning and enacting parts of their programmes. It explores the 'what the student's 'will have learnt' and 'will have learned how to' and asks them to work on developing their enactment of learning within the context they are placed. Our ITE curriculum ensures full coverage of the national ITT core content framework (CCF), which is the mandatory, minimum for all ITT courses. Indeed, our integrated curriculum is ambitious and is designed to meet local/ regional needs (Challenging Disadvantaged together)

Students' assessment will allow us to track their growing progress over time based on what they have learnt and enacted. It is only at the final (Extending placement) that students will be summatively assessed against the national teacher standards; however- as with any effective assessment matrix, we have shown how the curriculum helps students to demonstrate growing competency in addressing areas of teacher standards at both the beginning and developing phases.

Our staged expectation grids outline assessment against the ITT Programme curriculum- highlighting what students have learnt and what they will be enacting in the classroom context.

We have mapped the teacher standards to the staged expectations in our grids beneath.

The staged expectation is the point in assessment of progress that we expect **most** students to have achieved during the phase of placement.

We are aware that some will have exceeded the expectation for the placement phase and therefore will need to be targeted to consider how to increase their breadth and depth (mastery) of enactment at each phase of training.

A few will not yet be on a trajectory to meeting all standards by the end of their training. These will be exemplified by a lack of coherence between or inability to take steps towards independence in the staged expectation of each placement phase. These students will require an intensive 'Intervention Action Plan' (formally CFC). Failure to make adequate progress against intervention plan targets may result in the need to repeat the phase of placement.

Throughout the school/setting placements we ask students and mentors to work with existing core themes and proformas that relate to how to approach each of the core domains of the Core Content Framework:

| Domain of ITT Learning | UoC Cross-programme/partnership domain approaches | Document or resources - links |
|---|---|---|
| **Professional behaviours** | Teacher Wellbeing and Workload Charter | 06 Workload Charter 2021.2.2.pdf |
| **Behaviour** | Integrated within each programme curriculum | |
| **Ambitious Curriculum- Challenging disadvantaged together** | • Visions and Values- based on research by John Coxhead<br>• Definition- Ofsted's (2016, p.12) definition of disadvantage as **pupils who are 'those vulnerable to lower educational achievement, poor health and well-being and a reduced chance of leading a successful and fulfilling life'.** | TT 438 - Called, Connected, Committ |

| | | |
|---|---|---|
| **Curriculum** | • Shared Learning planning<br>• Learning plan – proformas<br>• Subject knowledge exemplifications<br>• Cumbria Teacher of Reading | <br>**Link for planning proformas**<br>**CTOR** |
| **Pedagogy** | • Core Content reading & resources | **Link here** |
| **Assessment** | • Tracking Progress & Pupil Profiling | **TP&P Link** |

**Understanding how to access the breadth and depth of our ITT curriculum:**

Remembering that:

- Student teachers (trainees) are on a journey in their learning to become a teacher
- The staged expectations act as progress way markers towards the 'end point assessment'
- The staged expectations are derived from the ITT curriculums; i.e. the things they cover before each phase of placement.
- The breadth of the ITT curriculum is outlined at the top level in our assessment grids (the modules and subjects covered- with composite knowledge outlined)- Column 3.
- Student teachers have 2 types of learning- **(knowledge) 'learn that'** & **(skills) 'learn how to'**.
- Progress on placement should be seen through high quality targets (built from the curriculum) and reflective weekly reviews.

In order that our trainees remember more of what they have learnt and that you as expert colleagues (mentors) can best support their journey through effective target setting we have **included depth to the ITT curriculums**. This depth outlines the **'essential' knowledge (components)**.

For simplicity in accessing this information we have created this fully e-linked document; that allows you to work down from the staged expectation breath and explore the essential knowledge depth (displayed in knowledge organiser formats).

Below we show you the full range of ITT curriculum documents available (noting that as mentors we steer you towards 2 keys parts of this- green highlighting)

The purpose is to outline how a student journey through their curriculum is achieved with taught input and your mentor support along the way.

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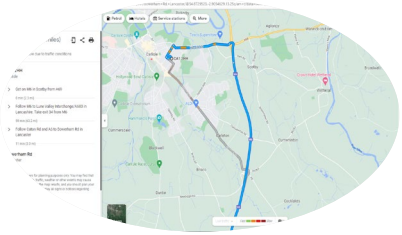
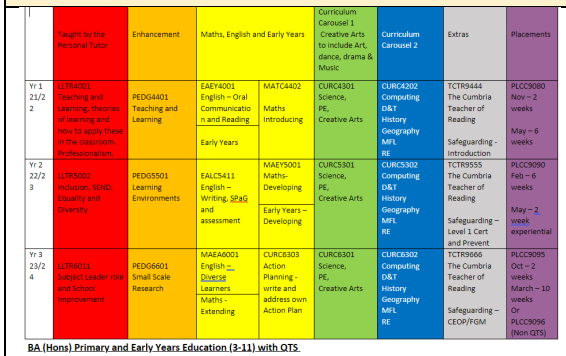
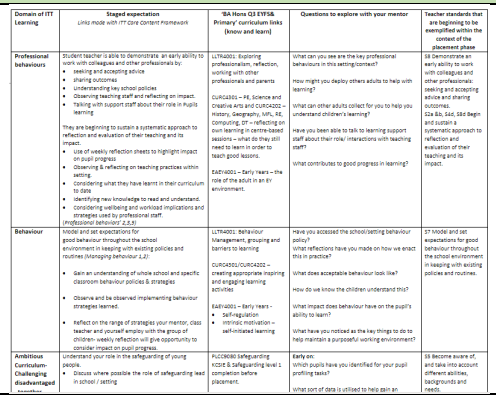
| | | |  |
| Top level course documents- inc. Programme specification & module descriptor forms.<br><br>**We display this overview to you as** a grid of the modules and sequence throughout the Programme- '**course overview'** | The progression of the ITT Curriculum.<br><br>**We display this to you as the 'Staged Expectations'**<br><br>These give you a clarity of what modules broad content and subjects have occurred and how they relate to the staged expectation- the point at which most students will be at the end of the | **We display these to you as 'Knowledge Organisers'**<br><br>New for 2022/23<br>**You will be able to click through any module or subject link in the staged expectations to discover the depth of the curriculum** learnt by the point in the training. | **Session steps of knowledge & Sequence**<br><br>This can be accessed through your UPT where you feel it useful to have a session-by-session sequence of knowledge & skills build in a module or subject area.<br>They contain a deeper explanation of the sequence between sessions and why we chose to teach these modules and subjects in the way we do. |

| | | | |
|---|---|---|---|
| | placement) **Breadth of curriculum-** 'learn that' and 'learn how to' statements | These organisers outline the 'essential (components) knowledge and skills' learnt by our student teachers before each phase of placement.<br>They outline a rationale for the sequence of this learning, how the components align to the Core content framework (minimum entitlement of any ITT programme) and the core research articles/texts used to underpin the knowledge.<br><br>This depth should allow you as mentor to understand the granularity of what a student has learnt; therefore helping set targets that build on their prior learning in order to meet the staged expectations. | We use these documents internally to explore teaching quality and ensure coverage of curriculum. |

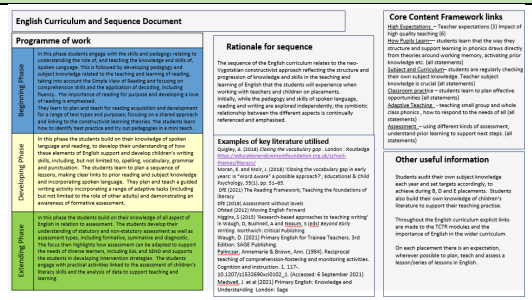


| | Taught by the Personal Tutor | Enhancement | Maths, English and Early Years | | Curriculum Carousel 1 -Creative Arts to include Art, dance, drama & Music | Curriculum Carousel 2 | Extras | Placements |
|---|---|---|---|---|---|---|---|---|
| Yr 1 21/22 | LLTR4001 Teaching and Learning; theories of learning and how to apply these in the classroom- Professionalism. | PEDG4401 Teaching and Learning | EAEY4001 English – Oral Communication and Reading<br><br>Early Years | MATC4402 Maths Introducing | CURC4301 Science, PE, Creative Arts | CURC4202 Computing D&T History Geography MFL RE | TCTR9444 The Cumbria Teacher of Reading<br><br>Safeguarding - Introduction | PLCC9080 Nov – 2 weeks<br><br>May – 6 weeks |
| Yr 2 22/23 | LLTR5002 Inclusion, SEND, Equality and Diversity | PEDG5501 Learning Environments | EALC5411 English – Writing, SPaG and assessment | MAEY5001 Maths- Developing<br><br>Early Years – Developing | CURC5301 Science, PE, Creative Arts | CURC5302 Computing D&T History Geography MFL RE | TCTR9555 The Cumbria Teacher of Reading<br><br>Safeguarding – Level 1 Cert and Prevent | PLCC9090 Feb – 6 weeks<br><br>May – 2 week experiential |
| Yr 3 23/24 | LLTR6011 Subject Leader role and School improvement | PEDG6601 Small Scale Research | MAEA6001 English – Diverse Learners<br><br>Maths- Extending | CURC6303 Action Planning - write and address own Action Plan | CURC6301 Science, PE, Creative Arts | CURC6302 Computing D&T History Geography MFL RE | TCTR9666 The Cumbria Teacher of Reading<br><br>Safeguarding – CEOP/FGM | PLCC9095 Oct – 2 weeks March – 10 weeks Or PLCC9096 (Non QTS) |

**BA (Hons) Primary and Early Years Education (3-11) with QTS**



| Domain of ITT Learning | Staged expectation<br>*Links made with ITT Core Content Framework* | 'BA Hons Q3 EYFS& Primary' curriculum links (know and learn) | Questions to explore with your mentor | Teacher standards that are beginning to be exemplified within the context of the placement phase |
|---|---|---|---|---|
| Professional behaviours | Student teacher is able to demonstrate an early ability to work with colleagues and other professionals by:<br>• seeking and accepting advice<br>• sharing outcomes<br>• Understanding key school policies<br>• Observing teaching staff and reflecting on impact.<br>• Talking with support staff about their role in Pupils learning<br><br>They are beginning to sustain a systematic approach to reflection and evaluation of their teaching and its impact.<br>• Use of weekly reflection sheets to highlight impact on pupil progress<br>• Observing & reflecting on teaching practices within setting.<br>• Considering what they have learnt in their curriculum to date<br>• Identifying new knowledge to read and understand.<br>• considering wellbeing and workload implications and strategies used by professional staff.<br>*(Professional behaviors' 2.4.5)* | LLTR4001- Exploring professionalism, reflection, working with other professionals and parents<br><br>CURC4301 – PE, Science and Creative Arts and CURC4202 – History, Geography, MFL, RE, Computing, DT – reflecting on own learning in centre-based sessions – what do they still need to learn in order to teach good lessons.<br><br>EAEY4001 – Early Years – the role of the adult in an EY environment. | What can you see are the key professional behaviours in this setting/context?<br><br>How might you deploy others adults to help with learning?<br><br>What can other adults collect for you to help you understand children's learning?<br><br>Have you been able to talk to learning support staff about their role/ interactions with teaching staff?<br><br>What contributes to good progress in learning? | S8 Demonstrate an early ability to work with colleagues and other professionals: seeking and accepting advice and sharing outcomes.<br>G2a &b, S4d, S8d Begin and sustain a systematic approach to reflection and evaluation of their teaching and its impact. |
| Behaviour | Model and set expectations for good behaviour throughout the school environment in keeping with existing policies and routines *(Managing behaviour 1.2)*:<br><br>• Gain an understanding of whole school and specific classroom behaviour policies & strategies<br><br>• Observe and be observed implementing behaviour strategies learned.<br><br>• Reflect on the range of strategies your mentor, class teacher and yourself employ with the group of children- weekly reflection will give opportunity to consider impact on pupil progress. | LLTR4001- Behaviour Management, grouping and barriers to learning<br><br>CURC4301/CURC4202 – creating appropriate inspiring and engaging learning activities<br><br>EAEY4001 – Early Years -<br>• Self-regulation<br>• intrinsic motivation – self-initiated learning | Have you accessed the school/setting behaviour policy?<br>What reflections have you made on how we enact this in practice?<br><br>What does acceptable behaviour look like?<br><br>How do we know the children understand this?<br><br>What impact does behaviour have on the pupil's ability to learn?<br><br>What have you noticed as the key things to do to help maintain a purposeful working environment? | S7 Model and set expectations for good behaviour throughout the school environment in keeping with existing policies and routines. |
| Ambition Curriculum- Challenging disadvantaged | Understand your role in the safeguarding of young people.<br>• Discuss where possible the role of safeguarding lead in school / setting | PLCC9080 Safeguarding KCSIE & Safeguarding level 1 completion before placement. | Early on:<br>Which pupils have you identified for your pupil profiling tasks?<br><br>What sort of data is utilised to help plan an | S5 Become aware of, and take into account different abilities, backgrounds and needs. |



English Curriculum and Sequence Document

Programme of work

Beginning Phase

Developing Phase

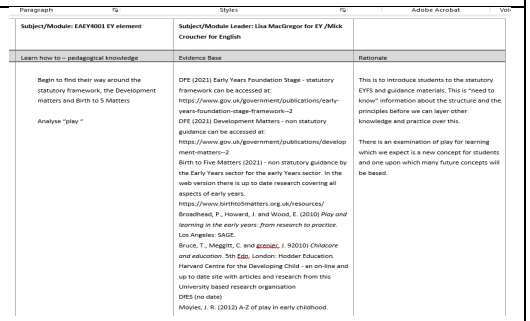
Extending Phase

Rationale for sequence

Examples of key literature utilised

Core Content Framework links

Other useful information



Subject/Module: EAEY4001 EY element

Subject/Module Leader: Lisa MacGregor for EY /Mick Croucher for English

| Learn how to – pedagogical knowledge | Evidence Base | Rationale |
|---|---|---|
| Begin to find their way around the statutory framework, the Development matters and Birth to 5 Matters<br><br>Analyse "play " | DFE (2021) Early Years Foundation Stage - statutory framework can be accessed at: https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2<br>DFE (2021) Development Matters - non statutory guidance can be accessed at: https://www.gov.uk/government/publications/development-matters--2<br>Birth to Five Matters (2021) - non statutory guidance by the Early Years sector for the early Years sector. In the web version there is up to date research covering all aspects of early years. https://www.birthtofivematters.org.uk/resources/<br>Broadhead, P., Howard, J. and Wood, E. (2010) *Play and learning in the early years: from research to practice.* Los Angeles: SAGE.<br>Bruce, T., Meggitt, C. and grenier, J. 92010) *Childcare and education.* 5th Edn. London: Hodder Education.<br>Harvard Centre for the Developing Child - an on-line and up to date site with articles and research from this University based research organisation<br>DfES (no date)<br>Moyles, J. R. (2012) A-Z of play in early childhood. | This is to introduce students to the statutory EYFS and guidance materials. This is "need to know" information about the structure and the principles before we can layer other knowledge and practice over this.<br><br>There is an examination of play for learning which we expect is a new concept for students and one upon which many future concepts will be based. |

**The breadth of the curriculum can be seen in**:

- Course overview & Staged Expectations

**The depth of the curriculum can be seen in:**

- Knowledge Organisers

Session sequences can be accessed through university staff (UPTs)

**The following document allows you to view this depth of the ITT curriculum. We have linked it directly to the staged expectations (via Live hyperlink) so that you are able to understand: • The Modules taught • the subject knowledge and skills taught • and the Pathway the particular student is following**

## BA (Hons) Primary and Early Years Education (3-11) with QTS - Original Degree

| | Teaching and Learning Taught by the Personal Tutor | Specialism | Maths and English | | Curriculum Carousel 1 Creative Arts to include Art, dance, drama & Music | Curriculum Carousel 2 | Extras | Placements |
|---|---|---|---|---|---|---|---|---|
| Yr 1 | LLTR4001 (20) Teaching and Learning, theories of learning and how to apply these in the classroom. Professionalism. | PEDG4301(20) Teaching and Learning | EALC4401 (20) English – Spoken Language and Reading comprehension | MATC4401 (20) Maths Introducing | CURC4301(20) Early Years Science, PE, Creative Arts | CURC4202(20) Computing D&T History Geography MFL RE | TCTR9444 The Cumbria Teacher of Reading Safeguarding - Introduction | PLCC9080 Nov – 2 weeks May – 7 weeks |
| Yr 2 | LLTR5002 (20) Inclusion, SEND, Equality and Diversity | PEDG5204 (20) Subject Knowledge PEDG5501 (20) Learning Environments | EALC5401(10) English – Writing | MATC5402 (10) Maths- Developing | CURC5301(20) Early Years Science, PE, Creative Arts | CURC5202(20) Computing D&T History Geography MFL RE | TCTR9555 The Cumbria Teacher of Reading Safeguarding – Level 1 Cert and Prevent | PLCC9090 Feb – 6 weeks May – 2 week experiential |
| Yr 3 | LLTR6001 (20) Change management and School Improvement | PEDG6301 (20) Cross Curricular and Thematic Planning PEDG6601 (20) Small Scale Research | EALC6401(10) English – Diverse Learners and assessment | MATC6402 (10) Maths - Extending | CURC6201 (20) Assessment | CURC6202 (20) Action Planning - write and address own Action Plan | TCTR9666 The Cumbria Teacher of Reading Safeguarding – CEOP/FGM | PLCC9095 Oct – 2 weeks March – 10 weeks Or PLCC9096 (Non QTS) |

Things to Bear in Mind – As the degree covers 3 Key Stages when the students come to you for any of their placements this may be their first time in your age phase and/or year group. While every student is different and will tailored support to their needs we would envisage that you will particularly focus on -

In Year 3 - Assessing pupils' learning. This is highly challenging for experienced teachers and our students, particularly at this phase in their training will need some help in putting principles into practice in

the school context. As you work with them please would you continue to support them with evidencing the impact they have on children's learning, their ability to use data in assessing learning and

applying the principles into the context of your school. They will also need additional support in adapting medium term plans for the context of the children they are teaching

**Extending placement:**

Build on the experience gained on Beginning and Developing Placements.

• Provide the final school/setting-based experience of the Student's Programme.

• Lead to the recommendation of award of Qualified Teacher Status for students who are able to meet the Professional Teachers' Standards (Best Fit) and have successfully completed the associated academic study.

• Students show competence in the plan, teach, assess, reflect cycle; teaching up to 70% of curriculum time.

• Teaching whole class, focus groups or individuals where necessary.

• These placements are individual places.

• Have common expectations and requirements for all Programmes

**Key Expectations (of Students)** Building on the required outcomes of previous placements; students will 'have learnt' and 'learned how to' complete all core aspects of their integrated curriculum. At this, end point assessment, they will show that they can independently enact this learning within their everyday teaching & learning in school / settings:

The end point assessment will be summatively assessed against the teacher standards. Ongoing progress mapped using targets from the grids beneath.

All teacher standards must be met by the end of placement. A 'best fit' of exemplification should be applied. (a Student may not have completed every individual element)

(The list below- although not exhaustive-shows the extension of developed standards from previous phases)

Students will be required to utilise the teacher standards grids to track ongoing evidence to 'meeting' or 'exceeding' by the end of their training.

• S1 Demonstrate a clear ability to motivate and engage all learners in planned and impromptu learning opportunities (in and out of the classroom context) which are well matched to the learner's understanding and interests; that challenge ideas, contribute to discussion and teamwork and secure progress.

• S4, S5 Extend and update clear adaptive teaching approaches to plans based on on-going assessment of the learners' needs, interests and progress and which closely connect activities, objectives and outcomes.

• S3 Demonstrate extended and researched subject knowledge to inform pedagogy and learning across the curriculum which are increasingly innovative and creative.

• S6 Draw on wide ranging assessment opportunities that are closely linked to the learning objectives, actively engage learners in developing their awareness of learning and next steps and which contributes to the school's systems for tracking and recording pupil progress.

• S1, S4 Identify, introduce and manage resources and space which inspire and facilitate learning and are closely matched to the intended learning objectives.

• S5 Recognise barriers to learning and enact both policy and good professional practice to support the needs and progress of all learners.

• S1, S7 To model and secure good behaviour, appropriate values and an interest in learning (in and beyond the classroom) and to ensure that all matters regarding behaviour and safety are addressed and/or referred immediately to a member of staff with appropriate experience and responsibility.

• S2a, b, S4d, S8d Engage in systematic self and collaborative reflection which informs professional development, the contribution of others and the progress of learners. Promote pupil progress over time through effective data and evidence gathering and analysis. Ensure this is underpinned by reflection, professional development and acknowledgment of the way you facilitate the work of others.

• S8 Demonstrate a clear ability to work collaboratively and effectively with colleagues, parents / carers and other professionals: recognising personal responsibilities /capabilities and opportunities to innovate and use initiative in supporting pupils' learning and welfare.

**Cumbria Student Teachers' teaching is assessed in relation to:**

- The context and content of their teaching over sequences of lessons. **Judgements are not made on individual lessons**.
- The contribution it makes to pupil progress over time (including tracking through class and pupil profiling paperwork); **good or better than expected pupil progress** =exceeding expectations, **at least expected pupil progress** = meeting requirements for QTS.
- The full range of evidence, (including for example, pupils' responses in lessons and from their work books; the quality and impact of marking) should be used throughout to help the student teacher progress against targets **on a trajectory to meet the expected student Teachers' standards by the end of their programme.**
- **At Extending phase: Teachers' Standards are applied to the context of the school and / or virtual support being offered; along with the phase within which a Cumbria Student Teacher is practising**. Assessment against the Teachers' Standards is consistent with what can reasonably be expected of a Student Teacher prior to the award of QTS.
- **Assessments are informed by evidenced professional judgements. Judgements need to reflect students' overall competence** and progress made at each phase of placement journey.

The key factor in judging the quality of teaching over time is the impact students' teaching has on the quality of pupils' learning & progress. When assessing the quality of students' teaching over time reference should be made to the Teachers' Standards in full and the bulleted sub headings should be used to:

- track students' progress against the Teacher's Standards, **to ensure they remain on a trajectory towards recommendation of the award of QTS at the end of their programme;**
- identify students' strengths;
- determine areas for additional development, instigating an intervention action plan where appropriate progress is not being met;
- enable the identification of aspects of both ability to meet the student teacher standards and helping to encourage 'exceeding' student teacher standards requirements for a link into their early career.

| | | Not yet meeting full Teachers' Standards exemplification | Meeting Expected Teachers' Standards exemplification | Exceeding expected Teachers' Standards exemplification |
|---|---|---|---|---|
| | | **On Trajectory Student Teacher:**<br>• **With intervention from an expert colleaguethe student teacher can show an ability to carry out or exemplify the standard.**<br>• **With intervention the student teacher hasan impact on pupils' progress over time**<br><br>**Not yet on trajectory student teacher:**<br>• **After intervention; Is not yet able to…** | • **Independently the student teacher can carryout or exemplify the standard**<br>• **Pupils make expected progress over time.** | • **Consistently, Independently and using initiativethe student teacher can carry out or exemplify the standard**<br>• **Pupils make good (or better) progressover time** |
| **S1** | **Standard Prompts** | **"I can't yet" (Intervention needed)… / It is unclear that children make progress at this stage** | **"Independently I can"… so that children make expected progress over time.** | **"With independence and initiative I can do this consistently"… so that children make good or better progress over time** |
| **S1: Set high expectations which inspire, motivate and challenge** | a) Establish a safe and stimulating learning Environment. | Needs intervention to establish a safe and stimulating learning environment. | Independently is able to use a range of strategies to establish a safe environment which, much of the time, is stimulating and rooted in mutual respect. | Consistently uses innovative strategies to establish a safe and stimulating environment forpupils, rooted in mutual respect, which motivates and inspires pupils to learn and enjoy the subject. |
| | b) Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. | Needs intervention to set goals that stretchand challenge pupils of all backgrounds, abilities and dispositions. | Sets goals that stretch, *challenge and motivate pupils.*<br>Much of the time *uses strategies to support* the learning and progress of *underperforming groups.* | Consistently sets goals that stretch, *challengeand motivate pupils.*<br>*Uses effective strategies to support* the learningand progress of *underperforming groups.* |
| | c) Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | Needs intervention to demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | Is able to demonstrate the positive attitudes,values and behaviour which are expected of pupils. | Consistently and with initiative, effectively demonstrates and models the positive attitudes, values and behaviour which are expected of pupils. |

## S2: Promote good progress and outcomes by pupils

**How well does the trainee:**

- Have a secure understanding of how learners learn?
- Take into account pupils' prior knowledge when planning how much new information to introduce.
- Take account of prior learning in planning and teaching?
- Reduce distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content).
- Construct and scaffold learning and analyse learner's progress and make accurate assessments of their learning and achievements?
- Break complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps).
- Monitor and assess progress and give feedback so that all pupils make good progress in their learning?
- Plan for continuity and progression across the key stage(s) building on pupils 'prior knowledge and attainment?
- Sequence lessons so that pupils secure foundational knowledge before encountering more complex content.
- Identify possible 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 (e.g. explaining how new content builds on what is already known).
- Devise opportunities for individuals, groups and whole classes to recall, review and draw conclusions about what they have achieved and guide and support them in what they need to do next to improve?
- Plan regular review and practice of key ideas and concepts over time (e.g. through carefully planned use of structured talk activities) and deconstruct 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 (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements).
- Encourage pupils to take pride in their work and achievements?
- Engage learners in setting objectives for the development of their own learning and development?

**Evidence for this standard may be demonstrated by:**

**Planning documentation**

- Assessment data is used to inform planning
- Planning of high order and diagnostic questions
- Linking learning sequences
- Learning planning takes account of wider objectives linked to social and personal skills
- Learning plans promote independent and collaborative working
- Structure of lesson that reflects the needs of pupils and their learning e.g. appropriate pace and resources

**Reflective Documents**

- Evaluations identify future learning targets
- Awareness of social, emotional, cultural and linguistic factors that influence pupil performance

**Lesson observations from mentors and tutors**

- Observation identifies clear introduction and sequences of learning
- Questioning builds on answers and pupils asked to build upon and reflect upon their answers
- Effective use of plenaries to reflect upon learning
- Pupils are attentive at the start of episodes of learning
- Opportunities built into lessons to celebrate success

**Pupil assessment records**

- Summative and formative assessment is undertaken regularly
- Record keeping is up to date and used formatively
- Constructive verbal and written feedback provided to pupils
- Building in opportunities for pupils to reflect upon their progress and identify areas for development

| | | Not yet meeting full Teachers' Standards exemplification | Meeting Expected Teachers' Standards exemplification | Exceeding expected Teachers' Standards exemplification |
|---|---|---|---|---|
| | | **On Trajectory Student Teacher:**<br>• **With intervention from an expert colleague the student teacher can show an ability to carry out or exemplify the standard.**<br>• **With intervention the student teacher has an impact on pupils' progress over time**<br><br>**Not yet on trajectory student teacher:**<br>• **After intervention; Is not yet ableto…** | • **Independently the student teacher can carry out or exemplify the standard**<br>• **Pupils make expected progress over time.** | • **Consistently, Independently and using initiative the student teacher can carry out orexemplify the standard**<br>• **Pupils make good (or better) progressover time** |
| **S2** | **Standard Prompts** | **"I can't yet" (Intervention needed)… /It is unclear that children make progress at this stage** | **"Independently I can"… so that children make expected progress over time.** | **"With independence and initiative I can consistently"… so that children make good or better progress over time** |
| **S2: Promote good progress and outcomes by pupils** | a) Be accountable for pupils' attainment, progress and outcomes. | take accountability for pupils' attainment, progress and outcomes without intervention | Follow school policy and practice.<br><br>annotate learning plans identifying pupil progress and outcomes.<br><br>take accountability for pupils' attainment, progress and outcomes. | use innovative strategies to be accountable for pupils'attainment, progress and outcomes.<br><br>understand and am able to model school- level policy andpractice and guide other professional colleagues such as teaching assistants.<br><br>provide extensive, varied examples of how sustained progression for all groups of learners has been secured.<br><br>contribute to comprehensive pupil teaching system. |
| | b) Plan teaching to build on pupils' capabilities and prior knowledge. | demonstrate an awareness of pupils' capabilitiesand their prior knowledge, and is unable to plan teaching to build on these without intervention | use awareness of pupils' capabilities and their prior knowledge,and plans teaching to build on these.<br><br>use previous planning to inform next steps.<br>annotate plans to support progression for all learners.<br><br>assess pupils' achievement and plan and teach lessons that enable pupils, including those who are disabled and those whohave special educational needs, to make at least expected progress. | use a detailed understanding of the pupils' capabilities and their prior knowledge.<br><br>Apply the: Plan – do – review cycle to my learning plans<br><br>demonstrate through my planning and teaching that mypupils, including those who are disabled and those who have special educational needs, make good progress. |
| | c) Guide pupils to reflect on the progressthey have made and their emerging needs. | guide pupils to reflect on the progress they have made and their emerging needs without intervention | offer pupils intervention and feedback which enables them to identify the progress they have made and understand what theyneed to do to improve. | offer pupils high quality intervention and feedback which enables them to identify the progress they have made andunderstand what they need to do to improve. |
| | d) Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching. | demonstrate knowledge and understanding ofhow pupils learn and how this impacts on teaching without intervention | demonstrate knowledge and understanding of how pupils learnand how this impacts on teaching.<br><br>use well targeted interventions to facilitate learning for all groups. | effectively use knowledge and understanding of how pupilslearn to improve my teaching and pupil outcomes |
| | e) Encourage pupilsto take a responsible and conscientious attitude | encourage pupils to take a responsible and conscientious attitude to their own work andstudy without intervention | encourage pupils, to take a responsible and conscientious attitudeto work and study by setting expectations. | effectively encourage pupils, by setting specific high expectations, to take a responsible and conscientiousattitude to work and study. |

## S3: Demonstrate good subject and curriculum knowledge

**How well does the trainee:**

- Have secure pedagogical and subject/phase related knowledge and understanding?
- Identify essential concepts, knowledge and skills and principles of the subject.
- Ensure that pupils' thinking is focused on key ideas within the subject and deconstruct this approach. Help pupils' masterimportant concepts.
- Discuss and analyse with expert colleagues the rationale for curriculum choices, the process for arriving at currentcurriculum choices and how the school's curriculum material inform lesson preparation.
- Have knowledge of recent NC frameworks and developments including national strategies and initiatives andcritically evaluate and reflect upon the use of these?
- Provide opportunity for all pupils to learn and master essential concepts, knowledge, skills and principles ofthe subject.
- Provide tasks that support pupils to learn key ideas securely (e.g. quizzing pupils so that they develop fluencywith times tables).
- Use powerful analogies, illustrations, examples, explanations and demonstrations.
- Revisit the big ideas of the subject over time and teach key concepts through a range of examples
- Use resources and materials aligned with the school curriculum (e.g. textbooks or shared resources designedby expert colleagues that carefully sequence content).
- Draw explicit links between new content and the core concepts and principles in the subject.
- Plan and set subject/phase related targets for individuals and groups of learners?
- Break down ideas and concepts and sequence theologically to support the development of learners' knowledge and understanding?
- Answer learners' questions confidently and accurately?
- Construct and scaffold learning, know when to make effective interventions and respond to learners' common misconceptions and mistakes?
- Support learners in using and developing literacy, numeracy and ICT skills in their subject area/phase?
- Demonstrate depth of knowledge and understanding of early reading, and SSP and use a range of strategies for the teaching of early reading and SSP and critically evaluate and reflect upon these?
- Demonstrate depth of knowledge and understanding of early mathematics and use a range of strategies for the teaching of early mathematics and critically evaluate and reflect upon these?

**Evidence for this standard may be demonstrated by:**

**Planning documentation**

- Subject knowledge, key concepts and principles identified
- Learning plans, schemes of work and resources providing examples of how pupil literacy is being developed
- Differentiated resources planned and utilised

**Lesson observations from mentors and tutors**

- Demonstration of clear subject knowledge and theability to develop pupil understanding
- Use of guided reading and development of appropriate subject specific vocabulary
- Questioning builds on answers and pupils asked to build uponand reflect upon their answers

**Pupil assessment records**

- Assessment includes language and literacy learning
- Summative, formative and diagnostic assessment of pupil understanding

**Additional evidence**

- Subject knowledge audits
- Assignments

| | | Not yet meeting full Teachers' Standards exemplification | Meeting Expected Teachers' Standards exemplification | Exceeding expected Teachers' Standards exemplification |
|---|---|---|---|---|
| | | **On Trajectory Student Teacher:**<br>• **With intervention from an expert colleague the student teacher can show an ability tocarry out or exemplify the standard.**<br>• **With intervention the student teacher has an impact on pupils' progress over time**<br>**Not yet on trajectory student teacher:**<br>• **After intervention; Is not yetable to…** | • **Independently the student teacher can carry out or exemplify the standard**<br>• **Pupils make expected progress over time.** | • **Consistently, Independently and using initiativethe student teacher can carry out or exemplify the standard**<br>• **Pupils make good (or better) progressover time** |
| **S3** | **Standard Prompts** | **"I can't yet" (Intervention needed)… / It is unclear that children make progress at this stage** | **"Independently I can"… so that children make expected progress over time.** | **"With independence and initiative I can consistently"… so that children make good or better progress over time** |
| **Demonstrate good subject and curriculum knowledge** | a) Have a secure knowledgeof the relevant subject(s) and curriculum areas, fosterand maintain pupils' interestin the subject, and address misunderstandings | Utilise secure knowledge of the relevant subject(s) and curriculum areasto foster and maintain pupils' interest inthe subject to meet pupils' needs and address misunderstandings. | Utilise secure knowledge of the relevant subject(s) and curriculum areas to foster and maintainpupils' interest in the subject to meet pupils' needs and address misunderstandings.Teach well, demonstrating:<br><br>- good subject and curriculum knowledge;<br>- phase expertise.<br>Work within the current and new curriculum arrangements.Much of the time demonstrate the ability to address misunderstandings and maintain pupils' interest. | Teach exceptionally well, demonstrating: - strong subject and curriculum knowledge; - phase expertise.<br><br>Show confidence to work within the current and newcurriculum.<br><br>Demonstrate the ability to address misunderstandings and maintain pupils' interest in the subject by delivering engagingteaching episodes, ensuring progression is made by all learners. |
| | b) Demonstrate a critical understanding of developments in the subjectand curriculum areas & promote the value of scholarship | Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the valueof scholarship. | Demonstrate a critical understanding of developments in thesubject and curriculum areas, and promote the value of scholarship. | Demonstrate consistent and critical understanding of developments in the subject and curriculum areas.<br><br>Effectively promote the value of scholarship. |
| | c) Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct useof standard English, whatever the teacher's specialist subject | Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject. | Demonstrate the correct use of standard English, and oral language skills.<br>Demonstrate a good understanding of how to develop the reading, writing, communication skills of the pupils they teach. AND…Much of the teaching demonstrates an understanding of and takes responsibility for promoting high standards of literacy,articulacy, oracy and the correct use of Standard English, whatever the teacher's specialist subject. | Demonstrate a thorough understanding of how to teach reading, writing, communication … effectively to enhance theprogress of pupils taught.<br>Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English,whatever the teacher's specialist subject. |
| | d) If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics | Demonstrate a clear understanding of systematic synthetic phonics whilst teaching early reading. | Demonstrate a clear understanding of systematic syntheticphonics whilst teaching early reading.<br>Teach early reading, systematic synthetic phonics, communicationand language development … with increasing confidence and competence so that pupils make at least expected progress. | Teach early reading, systematic synthetic phonics, communication and language development … confidently andcompetently so that pupils make good or better than expected progress.<br>Demonstrate a thorough understanding of the role of systematic synthetic phonics in the teaching of early reading. |
| | e) If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.*'Early' is frequently replaced by 'Primary' | Demonstrate a clear understanding of appropriate teaching strategies for early* mathematics. | Demonstrate a clear understanding of appropriate teaching strategies for early* mathematics.<br><br>Teach primary mathematics … with increasing confidence and competence so that pupils make at least expected progress. | Teach primary mathematics …confidently and competently sothat pupils make good or better than expected progress.<br><br>Demonstrate a thorough understanding of appropriate teaching strategies for the teaching of early mathematics. |

## S4: Plan and Teach well-structured Lessons

**How well does the trainee:**

- Select and adapt teaching styles and strategies to suit the stage of the lesson, and the learning ofindividuals, groups and whole classes as appropriate?
- Guide, scaffold and model to help learners understand new processes and ideas, and removescaffolding when learners are achieving a high degree of success?
- Effectively use questioning for many purposes, including to check learners prior knowledge, assess understanding and break down problems?
- Provide opportunities for learners to consolidate and practise applying new knowledge and skills?
- Manage the timing and pace of lessons, intervene effectively and change direction and shift in emphasis to support learning?
- Use a variety of imaginative resources and innovative learning activities that interest and challenge pupils' learning and put this into the context of the real world?
- Design homework and out of class work that takes account of learners' attainment, needs and interest that can be completed independently or with appropriate support?
- Use the feedback from more experienced colleagues and the experience of observing others toidentify ways of improving their practice?
- Seek opportunities to engage in collaborative planning and teaching?
- Understand the need to consider the role of parents and carers in supporting learners with homework?
- Know about the appropriate arrangements and risk assessments required for out of class activities?

**Evidence for this standard may be demonstrated by:**

**Planning documentation**

- Plans show challenging learning objectives based upon prior learning
- Planning shows differentiation and effective use of time
- Homework is suitably challenging and engaging
- Planning demonstrates an understanding of school, national curriculum, examination requirements
- Lesson planning takes account of wider objectives linked to social and personal skills
- Documentation supporting out of class learning
- Lesson plans promote independent and collaborative working
- Evidence in lesson plans of appropriate use of time
- Lesson plans and sequences are amended in light of evaluation and reflection
- Evidence of planning for additional adults' role in furthering pupil learning.

**Reflective Documents**

- Accurate evaluations consistent with colleague's judgements
- Reflection activities that actively seek to improve practice
- Evaluations and reflections that have led to improvements

**Lesson observations from mentors and tutors**

- Observations identify enthusiasm for teaching
- Observations of out of class activities
- Lesson observations show utilisation of a range of appropriate teaching and learning strategies, including modelling, scaffolding and explanations.
- Questioning used as an effective tool to secure good outcomes for all learners.
- Teaching demonstrates well-judged interventions which develop pupils' understanding
- Teaching promotes pupils' love of learning and stimulates intellectual curiosity

**Pupil assessment records**

- Assessment of homework consistent with subject/ school policy
- Appropriate and timely feedback to learners

| | | Not yet meeting full Teachers' Standards exemplification | Meeting Expected Teachers' Standards exemplification | Exceeding expected Teachers' Standards exemplification |
|---|---|---|---|---|
| | | **On Trajectory Student Teacher:**<br>• **With intervention from an expert colleague the student teacher can show an ability to carry out or exemplify the standard.**<br>• **With intervention the student teacher has an impact on pupils' progressover time**<br>**Not yet on trajectory student teacher:**<br>• **After intervention; Is not yet able to…** | • **Independently the student teacher can carryout or exemplify the standard**<br>• **Pupils make expected progress over time.** | • **Consistently, Independently and using initiative the student teacher can carry out or exemplify the standard**<br>• **Pupils make good (or better) progress over time** |
| **S4** | **Standards Prompt:** | **"I can't yet" (Intervention needed)… / It is unclear that children make progress at this stage** | **"Independently I can"… so that children make expected progress over time.** | **"With independence and initiative I can consistently"… so thatchildren make good or better progress over time** |
| **S4: Plan and Teach well-structured Lessons** | a) Impart knowledge and develop under- standing through effective use of lessontime. | Needs intervention to impart knowledge and develop understandingthrough effective use of lesson time. | Independently is able to impart knowledge and develop understanding through using lesson time to good effect. | Consistently uses innovative strategies to impart knowledge and develop understanding through using lesson time to great effect. |
| | b) Promote a love of learning and children's intellectual curiosity. | Needs intervention to promote a loveof learning and children's intellectual curiosity. | Much of the time promotes a love of learning and children's intellectual curiosity.<br>Interactions are carefully planned to allow learners todevelop and apply knowledge, skills, understanding, interests and enthusiasm to a range of situations | Consistently and effectively promotes a love of learning and children'sintellectual curiosity.<br>Takes risks when making learning interesting. Pupils see the relevance oftheir learning and this stimulates their intellectual curiosity. |
| | c) Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired. | Needs intervention to set homework and plan other out- of-class activities to consolidate and extend the knowledge and understanding pupils have acquired. | Is able to set homework and plan other out-of-class activities to consolidate and extend the knowledge andunderstanding pupils have acquired. | Consistently and with initiative, plans differentiated, purposeful homework/out-of-class activities that consolidates and extends existing knowledge and understanding. |
| | d) Reflect systematicallyon the effectiveness of lessons and approachesto teaching | Needs intervention to reflect systematically on the effectiveness of lessons and approaches to teaching | Is systematically able to reflect in order to improve theirpractice.<br>Is able to accurately judge the effectiveness of theirlessons and impact on all groups of pupils.<br>Is reflective in discussion with colleagues, accepts and acts upon advice and support. | Is systematically and critically reflective in analysing, evaluating and improving their practice.<br>Is able to accurately judge the effectiveness of their lessons and impacton all groups of pupils.<br>Acts upon advice and guidance to develop from colleagues and mentor. |
| | e) Contribute to the design and provision ofan engaging curriculum within the relevant subject area | Needs intervention to contribute to the design and provision of an engaging curriculum within the relevant subject area(s). | Much of the time makes good contributions to the design and provision of an engaging curriculum within the relevantsubject area(s).<br>Is able to collaborate with colleagues effectively. | Consistently makes effective contributions to the design and provision ofan engaging curriculum within the relevant subject area(s), engaging with colleagues and subject specialists. |

| S5: Adapt teaching to respond to the strengths and needs of all pupils | |
|---|---|
| **How well does the trainee:**<br><br>• Take into account the key factors that contribute to the development and wellbeing of learners?<br>• Understand the extent to which different backgrounds and influences may have an impact on learning?<br>• Know and understand the factors that can present barriers to learning, progress and wellbeing and how these barriers might be overcome?<br>• Interpret and use school level data to identify targets for learners?<br>• Know how to identify the needs of pupils and differentiate tasks, activities, resources effectively to support learners including those with special educational needs, those with disabilities, those for whom English is an additional language and those form diverse social, cultural, ethnic, religious and linguistic backgrounds?<br>Recognise differences in the rates of progress and attainment of pupils experiencing challenging circumstances? | **Evidence for this standard may be demonstrated by:**<br><br>**Planning documentation**<br>• Planning based upon prior assessments<br>• Planning identifies clear adaptive teaching strategies<br>• Clear Assessment for Learning (AfL) strategies planned<br><br>**Reflective Documents**<br>• Awareness of social and emotional factors and cultural and linguistic factors that influence pupil performance<br><br>**Lesson observations from mentors and tutors**<br>• Observation identifies clear introduction and sequences of learning<br>• Questioning builds on answers and pupils asked to build upon and reflect upon their answers<br>• Effective use of plenaries to reflect upon learning<br>• Pupils are attentive at the start of episodes of learning<br>• Support staff employed appropriately<br><br>**Pupil assessment records**<br>• Assessment is undertaken regularly<br>• Record keeping is up to date and used formatively<br>• Use of school data e.g. FSM, EAL, SEN |

| | | Not yet meeting full Teachers' Standards exemplification | Meeting Expected Teachers' Standards exemplification | Exceeding expected Teachers' Standards exemplification |
|---|---|---|---|---|
| | | **On Trajectory Student Teacher:**<br>• **With intervention from an expert colleague the student teacher can show an ability to carry out or exemplify the standard.**<br>• **With intervention the student teacher has an impact on pupils' progress over time**<br>**Not yet on trajectory student teacher:**<br>• **After intervention; Is notyet able to…** | • **Independently the student teacher can carry outor exemplify the standard**<br>• **Pupils make expected progress over time.** | • **Consistently, Independently and using initiativethe student teacher can carry out or exemplify the standard**<br>• **Pupils make good (or better) progressover time** |
| **S5** | **Standards Prompt:** | **"I can't yet" (Intervention needed)… / It is unclear that children make progress at this stage** | **"Independently I can"… so that children make expected progress over time.** | **"With independence and initiative I can consistently"… so that children make good or betterprogress over time** |
| **S5: Adapt teaching to respond to the strengths and needs of all pupils** | a) Know when and how to differentiate appropriately, using approaches which enable pupils tobe taught effectively | Needs support to know when and how to differentiate appropriately. | Independently is able to adaptively plan and teach- appropriately enabling pupils to be taught effectively. | Consistently uses innovative strategies to differentiate appropriately using timely approaches which enable pupils tobe taught effectively. |
| | b) Have a secure understanding ofhow a range of factors can inhibit pupils' ability to learn, and how best to overcome these. | Needs support to understand how a range of factors can inhibit pupils' ability to learn, and how best to overcome these. | Much of the time understands how to challenge and motivate pupils where attainment is low and use strategiesto support underperforming groups.<br><br>Respects and accommodates individual differences between pupils and has a good understanding of a range of factors thatcan inhibit pupils' ability to learn and adapts teaching well to help overcome these.<br><br>Much of the time understands the challenges and opportunitiesof teaching in a diverse society. | Consistently understands the causes of low achievement; challenge and motivate pupils where attainment is low; anduse effective strategies to support underperforming groups.<br><br>Respects and accommodates individual differences between pupils and has a very good understanding of a range of factors that inhibit pupils' ability to learn and adapts teachingvery well to help overcome these.<br><br>Has a thorough understanding of the challenges and opportunities of teaching in a diverse society. |
| | c) Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development | Needs continuous support to demonstrate an awareness of the physical, social and intellectual development of children, and does not know how to adapt teaching to support pupils' education at different stages of development. | Is able to demonstrate an awareness of the physical, social and intellectual development of pupils and, much of the time,adapts teaching to support pupils' education at different stages of development. | Consistently and with initiative demonstrates clear awarenessof the physical, social and intellectual development of children, and effectively adapts teaching to support pupils' education at different stages of development. |
| | d) Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. | Needs frequent support to understand the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and is not able to use and evaluate distinctive teaching approaches to engage and support them. | Much of the time evaluates and adapts teaching to support all pupils, including those with special educational needs, highability (including Gifted and Talented), English as an additional language, disabilities and pupils eligible for the pupil premium (including Free School Meals).<br>Much of the time understand how to challenge and motivatepupils where attainment is low and use strategies to support underperforming groups.<br>Much of the time uses and evaluates distinctive teaching approaches to engage and support pupils. | Consistently and effectively evaluates and adapts teaching tomeet the needs of all pupils, including those with special educational needs, high ability (including Gifted and Talented), English as an additional language, disabilities and *pupils eligible for the pupil premium* (including Free School Meals).<br><br>*Challenge and motivate pupils where attainment is low; and use effective strategies to support underperforming groups.*<br>Consistently and effectively uses and evaluates distinctiveteaching approaches to engage and support pupils. |

| S6 Make accurate and productive use of assessment. | |
|---|---|
| **How well does the trainee:**<br>• Know the assessment requirements and arrangements for the age phase/subjects/<br>• Make effective use of the schools; monitoring, marking assessment and recording policy<br>• Build formative assessment into lessons<br>• Knowhow to prepare pupils for assessment activity<br>• Know the NC levels of attainment and use these appropriately and effectively to monitor progress and attainment and develop and extend learning?<br>• Relate assessment to learning objectives, learning activities and learning outcomes<br>• Use a range of assessment strategies including self and peer assessment in a way that promotes pupil progress<br>• Give appropriate and timely oral and written feedback to motivate and reinforce learning and help pupils to set targets to improve?<br>• Know, understand and use available data sets to improve the quality of teaching and learning and set appropriate targets for pupils? | **Evidence for this standard may be demonstrated by:**<br>**Planning documentation**<br>• Assessment data is used to inform planning<br>• Planning of high order and diagnostic questions<br>• Linking learning sequences<br>• Learning plans takes account of wider objectives linked to social and personal skills<br>• Learning plans show clearly the opportunities for formative assessment<br>• Learning plans promote independent and collaborative working.<br>**Reflective Documents**<br>• Evaluations identify future learning targets based on assessment gained from lessonsand data<br>**Lesson observations from mentors and tutors**<br>• The use of effective formative feedback at individual, small group and whole class level<br>• Questioning builds on answers and pupils asked to build upon and reflect upontheir answers<br>• Effective use of plenaries to identify pupil understanding<br>• Learners reflect on learning and set / review own targets<br>• Observes pupil activity and makes appropriate responses<br>**Pupil assessment records**<br>• Assessments undertaken regularly<br>• Use of tests, mock examinations and controlled assessments to provide appropriate feedback<br>• Record keeping is up to date and used formatively<br>• Pupils know how to progress to the next level<br>• Pupil profiles show how next steps are set as a result of assessment<br>**Additional evidence** |

| | | Not yet meeting full Teachers' Standards exemplification | Meeting Expected Teachers' Standards exemplification | Exceeding expected Teachers' Standards exemplification |
|---|---|---|---|---|
| | | **On Trajectory Student Teacher:**<br>• **With intervention from an expert colleaguethe student teacher can show an ability to carry out or exemplify the standard.**<br>• **With intervention the student teacher has an impact on pupils' progress over time**<br>**Not yet on trajectory student teacher:**<br>• **After intervention; Is not yet able to…** | • **Independently the student teacher cancarry out or exemplifythe standard**<br>• **Pupils make expected progress overtime.** | • **Consistently, Independently and using initiative the student teacher can carry outor exemplify the standard**<br>• **Pupils make good (or better) progressover time** |
| **S6** | **Standards Prompt:** | **"I can't yet" (Intervention needed)… / It is unclearthat children make progress at this stage** | **"Independently I can"… so that children make expected progress over time.** | **"With independence and initiative I can consistently"… so that children make good or better progress over time** |
| **S6: Make accurate and productive use of assessment** | a) Know and understand howto assess the relevant subject& curriculum areas, including statutory assessment requirements | Needs intervention in order to :<br>• demonstrate knowledge and understanding of howto assess a range of subject and curriculum areas, including statutory assessment requirements. | Independently is able to:<br>• assess across a range of subject and curriculum areas, including statutory assessment requirements. | Consistently uses innovative strategies in order to:<br>• know and understand how to assess accurately across the full range subject and curriculum areas,including statutory assessment requirements. |
| | b) Make use of formative and summative assessmentto secure pupils' progress | • plan formative assessment tasks linked to lesson objectives to secure pupils' progress<br>• prompt pupils to elaborate when responding to questioning<br>• monitor pupils' responses during lessons, including checking for misconceptions.<br>• use, where possible, externally validated materialsto make summative assessments | • plan formative assessment tasks to secure pupils' progress across a sequence of lessonsover time<br>• prompt pupils to elaborate when respondingto questioning<br>• monitor pupils' responses during lessons, including checking for misconceptions.<br>• use, where possible, externally validated materials to make summative assessments | • plan formative assessment tasks to secure pupils' progress across a sequence of lessons over time<br>• prompt pupils to elaborate when responding to questioning<br>• monitor pupils' responses during lessons, including checking for misconceptions.<br>• use, where possible, externally validated materialsto make summative assessments |
| | c) Use relevant data to monitor progress, set targets, and plan subsequent lessons | • structure tasks and questions within lessons to enable the identification of understanding, knowledge gaps and misconceptions<br>• use assessments to check for prior knowledge andpre-existing misconceptions to plan subsequent lessons<br>• record and use data (lesson reflection, tracking systems, pupil profiles) to monitor progress onlywhen it is useful for improving pupil outcomes.<br>• draw conclusions about what pupils have learnedby looking at patterns of performance within lessons | • structure tasks and questions within lessons to enable the identification of understanding, knowledge gaps and misconceptions<br>• use assessments to check for prior knowledgeand pre-existing misconceptions to plan sequences of lessons<br>• record and use data (lesson reflection, tracking systems, pupil profiles) to monitor progress only when it is useful for improving pupil outcomes.<br>• draw conclusions about what pupils have learned by looking at patterns of performance over a number of lessons and assessments | • structure tasks and questions within lessons to enable the identification of understanding, knowledge gaps and misconceptions<br>• use assessments to check for prior knowledge andpre-existing misconceptions to plan sequences of lessons within units of work<br>• record and use data (lesson reflection, tracking systems, pupil profiles) to monitor progress onlywhen it is useful for improving pupil outcomes.<br>• draw conclusions about what pupils have learnedby looking at patterns of performance over a number of assessments within units of work |
| | d) Give pupils regular feedback, both orally and through accurate marking,and encourage pupils to respond to the feedback. | • give accurate feedback, using some of feedback approaches eg written /verbal /whole class /peer /pupil self-reflection<br>• ensure marking is accurate, meaningful, manageable and effective<br>• use verbal feedback during and after lessons to improve outcomes for pupils<br>• provide time and purpose for pupils to respond to feedback.<br>• scaffold self-assessment by sharing model workwith pupils, highlighting key details. | • Is able to use a variety of approaches to give accurate feedback; written, verbal, whole class,peer and pupil self-reflection<br>• ensure marking is accurate, meaningful, manageable and effective<br>• use verbal feedback during and after lessons to improve outcomes for pupils<br>• provide time and purpose for pupils to respondto feedback.<br>• scaffold self-assessment by sharing modelwork with pupils, highlighting key details. | • Consistently and with initiative, use a variety of approaches to give accurate feedback; written, verbal, whole class, peer and pupil self-reflection<br>• ensure marking is accurate, meaningful, manageable and effective<br>• use verbal feedback during and after lessons to improve outcomes for pupils<br>• provide time and purpose for pupils to respond to feedback.<br>• scaffold self-assessment by sharing model workwith pupils, highlighting key details |

| S7: Manage behaviour effectively to ensure a good and safe learning environment | |
|---|---|
| **How well does the trainee:**<br><br>• Make use of the relevant school behaviour policy and be able to employ a range of effective strategies to secure appropriate learning behaviour, self-control and independence so that all learners can make progress??<br>• Ensure that pupils know the boundaries of acceptable behaviourand understand the consequences of their actions?<br>• Minimise the impact of negative behaviour of some pupils on teaching and the learning of others?<br>• Establish and maintain effective relationships in the classroom between teacher to pupil, other adult to pupil and pupil to pupil?<br>• Understand the link between learners' behaviour and their involvement and engagement with learning? | **Evidence for this standard may be demonstrated by:**<br>**Planning documentation**<br>• Seating plans and clear classroom routines identified<br>• Planning showing the effective use of additional classroom support<br>• Planning showing consideration of clear behaviour management strategies<br>**Reflective Documents**<br>• Evaluations identify future learning targets<br>• Awareness of social and emotional factors and cultural and linguistic factors that influencepupil performance<br>**Lesson observations from mentors and tutors**<br>• High expectations and effective and appropriate behaviour management strategiesobserved<br>• Variety of styles, variation of tone and language appropriate to audience<br>• Effective relationships with pupils being developed<br>• School policies for behaviour used appropriately<br>• A welcoming physical environment<br>• Display of rules and or routines which you expect from pupils<br>• Good working knowledge of the school's behaviour policy<br>• Effective use of praise and sanctions<br>• Examples of where you have had an impact on behaviour beyond own classroom i.e. playtimes/lunchtimes/out of school/evidence in pupil profiles<br>• Awareness of bullying in all its forms<br>• Variety of styles, variation of tone and language appropriate to audience<br>• Awareness of social and emotional factors and cultural and linguistic factors that influencepupil performance<br>**Pupil assessment records**<br>• Records of sanctions and disruptive pupils maintained |

| | | Not yet meeting full Teachers' Standards exemplification | Meeting Expected Teachers' Standards exemplification | Exceeding expected Teachers' Standards exemplification |
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| | | **On Trajectory Student Teacher:**<br>• **With intervention from an expert colleague the student teacher can showan ability to carry out or exemplify the standard.**<br>• **With intervention the student teacher has an impact on pupils' progress overtime**<br>**Not yet on trajectory student teacher:**<br>• **After intervention; Is not yet able to…** | • **Independently the student teacher can carry outor exemplify the standard**<br>• **Pupils make expected progress over time.** | • **Consistently, Independently and using initiative the student teachercan carry out or exemplify the standard**<br>• **Pupils make good (or better) progress over time** |
| **S7** | **Standards Prompt:** | **"I can't yet" (Intervention needed)… / It is unclear that children make progress at this stage** | **"Independently I can"… so that children make expected progress over time.** | **"With independence and initiative I can consistently"… so that children make good or better progress over time** |
| **S7: Manage behaviour effectively to ensure a good and safe learning environment.** | a) Have clear rules and routines for behaviour in the classroom, and take responsibility for promoting good and courteous behaviour in the classroom and around the school, in accordancewith the school's behaviour policy | Intervention needed to have clear rules and routinesfor behaviour in classrooms, and to take responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school's behaviour policy. | In accordance with the school's behaviour policy:<br>Takes responsibility for and is able to promote and manage behaviour in the classroom well to ensure a good and safe learning environment;<br>Encourages pupils to behave well in the classroom and around the school and display good levels of courtesy andco-operation;<br><br>Is able to tackle bullying, including cyber and prejudice-based (and homophobic) bullying. | In accordance with the school's behaviour policy:<br>Takes responsibility for and has the knowledge, understanding and skills to promote and manage behaviour effectively and create an excellent climate for learning;<br><br>Actively encourages pupils to behave well in the classroom and around the school and display high levels of courtesy and co-operation;<br><br>Can effectively tackle bullying, including cyber and prejudice-based (and homophobic) bullying. |
| | b) Have high expectations of behaviour and establish a framework for discipline, consistently and fairly, with a rangeof strategies, using praise, sanctionsand rewards consistently and fairly | Needs continuous intervention to manage expectations of behaviour,<br><br>Intervention needed to establish and manage a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently andfairly | Sustains high expectations of behaviour.<br><br>Establishes and maintains or applies the school's frameworkfor discipline, using a range of strategies. | Consistently sustains high expectations of behaviour.<br><br>Establishes and maintains or applies the school's framework for discipline consistently and fairly, using a wide range of effective strategies. |
| | c) Manage classes effectively, using approaches which are appropriate to pupils' needs inorder to involve and motivate them | Needs continuous intervention to manage classes effectively, using approaches which are appropriateto pupils' needs in order to involve and motivate them. | Is able to manage classes effectively, using approaches whichare appropriate to pupils' needs in order to involve and motivate them. | Consistently manages a high level of pupil motivation and involvement using a range of effective approaches appropriate to the pupils' needs. |
| | d) Maintain good relationships with pupils, exercising appropriate authority, and acts decisively when necessary | Needs continuous intervention to maintain good relationships with pupils, exercising appropriate authority, and to act decisively when necessary. | Demonstrates good relationships with pupils and exercises appropriate authority, and acts decisively when necessary.Makes timely and effective interventions to maintain gooddiscipline. | Consistently demonstrates strong and effective relationships with pupils exercising appropriate authority, and acts decisively when necessary. |

## S8: Fulfil Wider Professional Responsibilities

| How well does the trainee: | Evidence for this standard may be demonstrated by: |
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| • Involve themselves in the wider role of the school through pastoral/form tutor work. PSHCE, assemblies, out of school learning, extra-curricular activity, staff meetings and CPD activity?<br>• Seek support and communicate effectively with other colleagues?<br>• Recognise the value, expertise and benefits to learning of co-operative working?<br>• Plan for, brief and deploy effectively other adults in and out of the classroom?<br>• Review their professional learning and practice on a regular basis and identify strategies to improve?<br>• Seek out guidance and support from mentors and other colleagues and use the feedback to improve practice?<br>• Demonstrates sensitivity to home background, ethnicity, culture and religion when communicating with parents and carers?<br>• Acknowledge the contribution that parents and carers can make to the children's learning and well-being despite home circumstances or experiences of education? | **Planning documentation**<br>• *Collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks).*<br>• Learning plans show effective activity choice for LSA / other adults.- identification of type of task (do, support, intervene or assess)<br>**Reflective Documents**<br>• Effective use of feedback from mentors/tutors<br>• Identification of professional development(CPD)needs<br>• Evaluate and act upon advice and suggestions<br><br>**Lesson observations from mentors and tutors**<br>• *Discussing and analysing with expert colleagues how experienced colleagues seek ways to support individual colleagues and working as part of a team.*<br>• *Observing how expert colleagues communicate with parents and carers proactively and make effective use of parents' evenings to engage parents and carers in their children's schooling and deconstructing this approach.*<br>*• Receiving clear, consistent and effective mentoring in how to work closely with the SENCO and other professionals supporting pupils with additional needs, including how to make explicit links between interventions delivered outside of lessons with classroom teaching.*<br>*• Discussing with mentor and expert colleagues how to share the intended lesson outcomes with teaching assistants ahead of lessons.*<br>*• Receiving clear, consistent and effective mentoring in how to ensure that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher.*<br>• Understands and implements whole school policies e.g. dress code, communication with parents, assessment and recording procedures<br>**Pupil assessment records**<br>• Parents consultation and general communication with parents in line with school policy and procedures<br>**Additional evidence**<br>• Discussions / log activity /shared plan of deployment of other adults.<br>• Assignments and audits<br>• Contributions made to school-based training / activities.<br>• Success made and wider school positives resulting from communication with parents.<br>• *Contributing positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school (e.g. by supporting expert colleagues with their pastoral responsibilities)*<br>• *Knowing who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report.* |

| | | Not yet meeting full Teachers' Standards exemplification | Meeting Expected Teachers' Standards exemplification | Exceeding expected Teachers' Standards exemplification |
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| | | **On Trajectory Student Teacher:**<br>• **With intervention from an expert colleague the student teacher can showan ability to carry out or exemplify the standard.**<br>• **With intervention the student teacher has an impact on pupils' progress overtime**<br>**Not yet on trajectory student teacher:**<br>• **After intervention; Is not yet able to…** | • **Independently the student teacher can carryout or exemplify the standard**<br>• **Pupils make expected progress over time.** | • **Consistently, Independently and using initiative the student teacher can carry out or exemplify the standard**<br>• **Pupils make good (or better) progress over time** |
| **S8** | **Standards Prompt:** | **"I can't yet" (Intervention needed)… / It is unclear that children make progress at this stage** | **"Independently I can"… so that children make expected progress over time.** | **"With independence and initiative I can consistently"… so that children make good or better progress over time** |
| **S8 : Fulfil Wider professional Responsibilities** | a) Make a positive contribution to the curricularenhancement and ethos of the school.<br><br>What (are) is the trainee adding to the school community above/beyond classroom? | Needs intervention support to engage positively tothe wider life of the school. | Independently able to positively contribute and beproactive to the wider life and ethos of the school.<br><br>Acknowledges and shows understanding of teachers' legal responsibilities.<br><br>Involved in extracurricular activities. | Consistently proactive in making positive contributions to the wider life and ethos of theschool.<br><br>Demonstrates a clear understanding of teachers'legal responsibilities.<br><br>With growing independence and initiative can suggest, plan, implement a lunchtime/after schoolclub or visit, recognizing school policy. |
| | b) Develop effective professional relationships with colleagues, knowing howand when to draw on advice and specialist support . | Needs intervention to establish effective relationships with colleagues and how to draw onspecialist advice and support. | Independently develops effective professional relationshipswith colleagues, knowing how and when to draw on advice and specialist support. | Consistently maintains and deepens professional relationships with colleagues.<br><br>Consistently and effectively consults with colleagues as appropriate, knowing when and howto draw on their advice and specialist support. |
| | c) Deploy support staff effectively. | Needs intervention support to deploy support staff. | Teaching / non-teaching staff are deployed effectively tosupport the learning of pupils.<br><br>Professional dialogue with support staff is established and maintained, prior and after a lesson. | With independence and initiative support staff are consistently deployed; maximising the learning of pupils. |
| | d) Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. | Needs intervention for improving teaching through appropriate professional development, and how to respond to advice and feedback from colleagues. | Independently takes responsibility for improving their teaching through appropriate professional development,<br><br>Is able to respond and respect advice and feedback fromcolleagues. | Consistently and with initiative takes full responsibility for improving teaching through professional development.<br><br>Consistently uses advice and feedback from colleagues to secure improvements in professionalpractice |
| | e) Communicate effectively with parents' with regard to pupils' achievement and well-being. | Needs intervention to communicate effectively pupils' achievements and well-being with parents. | Is able to communicate effectively with parents and carersabout pupil' achievements and well-being. | Proactively and consistently communicates effectively with parents and carers about pupils'achievements and well-being. |

| **PART TWO: Personal and Professional conduct** -Trainees embarking on a programme of ITE will have demonstrated that they possess the required attitudes and behaviours as an element of the selection process. No matter which route to QTS they follow all trainees are expected to demonstrate high professional standards from the outset. For that reason the guidance on the standards in Part Two is not graded. | | |
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| **Standard Prompts** | **Scope** | **Key Questions** |
| **Teachers uphold public trust in the profession and maintain high standardsof ethics and behaviour, within and outside school:** | • treating pupils with dignity, building relationships rooted in mutual respect, and at alltimes observing proper boundaries appropriate to a teacher's professional position<br>• having regard for the need to safeguard pupil's well-being, in accordance with statutory provisions<br>• showing tolerance of and respect for the rights of others<br>• not undermining fundamental British values, including: democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths andbeliefs<br>• Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law. | • Does the trainee have a commitment to upholding the high standards of the teaching profession, within and outside school?<br>• Does the trainee develop appropriate professional relationships with colleagues and pupils?<br>• Is the trainee able to safeguard pupils' well-being, in accordance with statutory provisions?<br>• Does the trainee understand that schools are required to develop pupils' wider understanding of social and cultural diversity, tolerance for others and respect for different faiths and beliefs, in line with the maintenance of fundamental British values?<br>• Does the trainee understand the challenges of teaching in modern British schools?<br>• Is the trainee aware of the Prevent strategy and its implications?<br>• Does the trainee understand the responsibility teachershold in relation to the expression of personal beliefs andthe impact these could have on pupils and their consequent actions?<br>• Does the trainee understand and adhere to the school'sand provider's VLE/internet safety policy, including the safe and responsible use of social media? |
| **Teachers must have proper and professional regard to the ethos, policies and practices of the school in which they teach, and maintainhigh standards in their own attendance and punctuality** | • The trainee's conduct demonstrates a highly professional approach to teaching, understanding and demonstrating that their own conduct is appropriate at all times.<br>• The trainee reads, understands and applies school policies at all times, e.g. healthand safety, risk assessments before trips, homework, etc.<br>• The trainee is punctual for school, lessons, meetings, etc.<br>• The trainee always informs the school/colleagues of reasons for any non- attendance involving his/her teaching obligations or other professional meetings and responsibilities in line with school policy.<br>• The trainee's language and dress are highly professional and in line with schoolpolicy | • Does the trainee display high standards of personaland professional behaviour, inside and outside school, including attendance and punctuality at all times?<br>• Does the trainee understand and apply the range of policies that support school practice and act on these in their planning, teaching and wider involvement in the life of the school?<br>• Does the trainee take appropriate responsibility fortheir own and pupils' well-being in the classroomand during off-site activities or visits? |

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| **Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities**. | • The trainee is able to articulate, and abide by, the roles and responsibilities of the teacher in relation to statutory frameworks.<br>• The trainee is aware of his/her responsibilities in relation to, for example, equality legislation, duties and safeguarding.<br>• The trainee is able to judge when they may need advice and help in matters of Child Protection or confidentiality. | • Is the trainee aware of and does the trainee act in the context of the professional duties of teachers as set out in the statutory School Teachers' Pay and Conditions document?<br>• Has the trainee received relevant training in Child Protection/safeguarding? Can he/she articulate the school's policy if reporting a concern? |

**A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour andattitudes which set the required standard for conduct throughout a teacher's career. (Teachers' Standards, Part Two: Personal and professional conduct)**

| **Part Two of the Teachers' Standards is about personal and professional conduct. All trainees are required to maintain consistently high Standards of personal and professional conduct at all times. Where this is not the case, a cause for concern procedure will be instigated and will potentially resultin disciplinary procedures.** | |
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| **Interview:** | Personal and professional conduct is included as a focus for discussion aspart of the interview process. In accepting the offer of a place on the programme, prospective trainees agree to adhere to high standards of personal and professional conduct; |
| **Induction:** | The requirements for Part Two of the Teachers' Standards will be introducedand discussed in detail to include consideration of each aspect and its implications for trainees and teachers; |
| **At the start of a new placement:** | Trainees must familiarise themselves with the individual school's codes of conduct and safety policies, including safeguarding, and ensure they understandand adhere to them; |
| **At each review point (End of B, D & phases)**: | The trainees' ability to consistently maintain high standards of personal and professional conduct are discussed. Any areas for development are addressed and appropriate targets set; |
| **At any time:** | Should issues arise in relation to the appropriateness of the trainees' Conduct, action will be taken which may lead to a cause for concern procedure being instigated. |

**Extending phase:**

Placement roles and responsibilities

**Student Teachers:**

- Ensure pre-placement contact with the Mentor and University Partnership Tutor (UPT)/ Partner Programme Lead (PPL).
- Maintain a professional demeanor and appearance.
- Sustain a timely cycle of: planning, preparation, evaluation & reflection. **Building to teaching 80%** of curriculum time; and sustaining this.
- Develop appropriate and constructive relationships with learners and other professionals.
- Seek and take into account advice and guidance from experienced colleagues.
- Engagement in reflection on professional development, tracking progress and target setting.
- To maintain a Placement File and Complete the weekly review in the School / Setting Placement Assessment Record (SPAR), directly linked to the teacher standard grid.
- To maintain a class and individual profiling folder; within which you should gather data on your class's progress over time, analysis of that data and annotated evidence which demonstrates the impact that your teaching has had on the class over the period of your placement as well as profile 3 pupils in depth. ( see Pupil Profiling Guidance )

**Schools, Mentors and Class Teachers [CT]:**

- **To provide an appropriate setting and context for the student to develop the necessary experience including:**
  - An effective welcome / induction opportunity
  - Guidance and materials to inform the student's preparation, teaching and contribution to **children's learning and welfare.**
  - Opportunity, feedback and guidance to support and engage the student in reflection, target setting
- **To ensure that at least 4 formal observations take place plus one with a focus on the teaching of SSP and early reading**
- **To undertake a weekly tutorial and review session with the student. On Extending Placements 3 of these will focus on pupil progress analysis. Refer to TPP guidance.**
- **Monitor Student's files and completion of Student Progress Assessment (SPAR)**
- **To complete the assessment requirements as set out in the relevant Assessment Schedule below**. All assessment placement forms (below) can be downloaded from the Partnership Website and completed in electronic format.
- To raise any formal "In Need of Intervention Plan" in keeping with the guidance.
- To identify any student who is not continuing to make progress to meet the expected exemplification of teacher standards as in need of an intervention plan.
- **To liaise with the assigned University Lead Mentor: Partnership Tutor / Partner Programme Lead**

**University Partnership Tutors [UPT] / Partner Programme Lead [PPL] for SD Alliances**: At each placement phase there will be at least 2 Quality assurance touch points (Visits). 50% of QA touch points will be 'in person: 50% will be Virtual via TEAMS or ZOOM

- Ensure pre-placement contact with student teacher. Provide contact details.
- Make early contact with the Mentor to support the start of the placement as appropriate.
- Respond to placement issues as required and support the formal process for dealing with an "Intervention Plan" if raised.
- Conduct two QA visits to moderate staged expectation progress assessments
- Assist in the moderation of placement assessment (formative & summative).
- Ensure that all placement outcomes are collated in time for module assessment boards and are presented to PAd
- In School Direct Alliances, being a UPT and Personal Academic Tutor is part of the role of the Partner Programme Lead (PPL)

**All Extending Placements: <u>Each student should:</u>**

- Demonstrate a professional approach to appearance, behaviour, timekeeping and attendance.
- Arrive at least 30 minutes before the start of the school/setting day. Allow time for completing relevant responsibilities at the end of the day (**not to leave before 4:30pm unless circumstances are agreed with school)**
- Follow the guidance set out in the Generic Placement Handbook for giving notice of absence.
- **Be directly involved in teaching and learning support building up to and sustaining 80% of the weekly timetable**
- Allocate the remaining time to observing teaching; familiarisation with school organisation / routines; planning and preparation and evaluation of progress.
- **Observe the teaching of Systematic Synthetic Phonics and Guided Reading**
- **Be observed (with feedback) teaching one in a minimum sequence of 3 Phonics & Guided Reading sessions.**
- Develop a Class Profile evidencing pupil progress overtime.
- Ensure all lesson plans and class trackers are annotated in terms of your teaching and the children's learning is clearly linked to future plans.
- Maintain a reflective log throughout the placement focusing on your teaching and the children's learning. Use the 'model' in your SPAR of support all reflections.

*Extending Phase: UG progs Week by Week suggested engagement*

***PPA**- PPA time is calculated from your 'Teaching/ Contact Time' each week (32.5hr school week).
So, an Extending placement would accrue 20% PPA of up to 80% Contact time commitment.
Your working week would therefore consist of 80% contact time (26 hrs equiv), 5.2 hrs equiv PPA, The remaining non-contact time (1.3 hrs) is to complete any placement tasks, observe teachers/ peers, explore policies, speak with other expert colleagues in the school / setting, understand schemes of work, build resources for sessions liaise with support staff, complete your folder/s, reflect on your practice etc.

| Week | Student's Role | General Mentors | Class Teacher's | University Lead Mentor:UPT/PPL's |
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| **Before placement** | • Audit of subject experience in previous placements, including topics taught<br>• Meet with Personal tutor / PPL & set initial targets | • Brief colleagues on placement. | • Consider placement set-up implications for student, class, yourself. | • Give contact details and advice/support to all as required. |
| **Visit week (Week 1)** | • Prepare and maintain a placement file.<br>• Share your previous & current SPAR with Mentor/CT<br>• Ensure you gather the information to support your placement preparation including the school's / setting's medium term plans policies and resources.<br>• Identify your placement teaching timetable and content including PPA entitlement {same as NQT} and specific non-contact activity such as observing a colleague, partner teaching etc.<br>• Check school GDPR guidelines on pupil info/names etc and storage of documentation- Cloud/Dropbox/encrypted USB – and adhere to school guidelines<br>• Observe lessons / sessions taught by the CT and discuss pedagogy, behaviour management and organisation. Utilise<br>• 'Observing a colleague '<br>• Create a Class Profile file to use throughout placement to record evidence of pupil progress in all subjects taught. Gather baseline data.<br>• Choose and begin to gather evidence on your 3 pupil profile children including 1 Pupil Premium child where possible<br>• Engage with Part 2 of Standards eg, register whole class,<br>• Discuss and prepare your Professional Development Activities linked to learning/ enactment<br>• Email your ULM:UPT / PPL. Provide an update<br>• Observe routines | • Discuss targets from student's previous observations and reports.<br>• Ensure student(s) have the information necessary to prepare for the placement. | • Arrange suitable opportunity to work with children<br>• Disseminate necessary information to aid initial planning.<br>• Discuss initial planning ideas<br>• Support trainee in settling into professional role<br>• Liaise with Mentor as appropriate<br>• Provide class data to trainee<br>• Induct trainee into progress tracking systems. | • Assist / visit as necessary in response to issues that arise.<br>• Review and discuss practice around ITAPs where needed. |

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| **By end of visit days** | • Ensure you have copies of any medium-term planning if available. Update as required.<br>• Observe lessons / sessions taught by the CT and discuss pedagogy, behaviour management and organisation.<br>• Support learning in a TA role as directed by the CT<br>• Share and agree your plans for your lessons / activities for the first week.<br>• Collect evidence re children's ability to support planning, pupil progress and assessment. Discuss the ways that school measures pupil progress<br>• Establish class records for assessment. (tracking)<br>• Complete preparation checklist<br>• Complete weekly review to discuss with mentor.<br>• Find out who is the named Child Protection contact in the school | • Give contact details<br>• Share previous placement report and observations.<br>• Meet to review weekly review and support student in finalizing targets for start of this placement<br><br>• Share school assessment system. .<br>• Discuss tracking of pupil progress /format with student<br>• Sign Pre-Placement Checklist in the SPAR if complete or discuss any outstanding areas.<br>• Liaise with ULM:UPT/PPL if there are concerns | • Support student in settling into teacher role<br>• Provide opportunities to work with children<br>• Provide opportunities to carry out required as tasks.<br>• Discuss initial planning ideas<br>• Share medium term plans and ideas if MTP not in place<br>• Give contact details<br>• Arrange with students receive first plans as outlined in pre placement checklist giving time for you to suggest amendments as appropriate.<br>• Negotiate times forteaching timetable including opportunities to observe good practice and PPA<br>• Give informal feedback when the opportunities arise<br>• Liaise with mentor | |
| **Week 2** | • Work with small groups and whole class teaching up to 50%-60% teaching and learning contact time<br>• Use variety of formative assessment strategies to assess the pupil learning<br>• Ensure this is recorded on your tracking documentation<br>• Negotiate how you will assume whole teacher role.<br>• Plan, prepare and teach observed lesson as applicable.<br>• Complete weekly review and discuss in your tutorial/weekly review meeting with your mentor. Once targets are agreed addthese to your running record. Review reflectively any targets already met.<br><br>**(ongoing wks 1-6)**<br>• <u>Observe subject</u> leads in school.<br>• Move between year groups (where possible) observing the subject/s being taught.<br>• Observe and look for evidence of stimulus, link to prior learning, how challenges in reading, writing and maths are mediated, assessment, skills and knowledge taught. Essentially, what does the | • At least 4 observations to be made over the 8 weeks.<br>• Provide copy of observation or Students SPAR<br>• In addition- 1 phonics and 1 guided reading observation to be completed directly onto the appropriate grid.<br>• Weekly review/tutorial to discuss pupil and student progress, student wellbeing and to agree student's targets.<br>• Monitor student file at regular intervals throughout the placement.<br>• Discuss progress/concerns as appropriate with UPT/PPL and raise an 'In Need of Intervention Plan' if necessary following guidance. | As visit week +<br>• Help student to reflect on practice<br>• Discuss ways in which student will assume class teacher role | • Make early contact to arrange visit schedule and respond to any matters arising.<br>• Make students and mentors aware of QA touchpoints and content |

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| | planning and policy look like in practice? | | | |
| **Week 3** | Move towards 65% teaching commitment<br>• Ensure you are fulfilling placement requirements<br>• Utilise non-contact time wisely to include observing colleagues, discussion with subject leads, PPA, researching subject knowledge.<br>• Teach your specialist subject where appropriate<br>• Maintain class records using your tracking system<br>• (see TPP for guidance). Utilise this information to support next steps in learning<br>• Ensure all planning includes the non-negotiables<br>• and most of the additional elements ( see TPP guidance)<br>• Annotate plans reflectively and indicate links to impact on pupils ( highlight) in order to plan next steps in learning.<br>• Follow guidance given for TPP with reference to completion of periodic Pupil progress review for analysis with mentor in focused weekly review meeting. (*this will recur at intervals throughout the placement and may coincide with the end of units of work)* | • Pupil progress is focus of weekly review meeting. Student should be able to show a range of evidence to support this.<br>• Check student file<br>• Agree targets for student to work on and check previous ones have been reviewed successfully on student developmental running record.<br>• Liaise closely with class teacher<br>• Liaise with UPT/PPL to arrange a joint observation (QA ) visit. | • Continue to support as outlined above | • Make an early visit especially if concerns/issues arise<br><br>• Arrange a QA visit to undertake a joint observation with the mentor. |
| **Week 4** | Move towards 65%-70%<br>• teaching and learning contact time.<br>• Continue to work on pupil profiles – ensure that any<br>• work /evidence for these is analysed<br>• Maintain records (tracking) based on your varied assessment strategies .<br>• Create opportunities to address issues arising eg where pupils have not met a learning objective ( discuss with class teacher how they manage this )<br>• Ensure planning is sequential and is annotated effectively to support pupil progress<br>• Check whether it is appropriate to complete a periodic progress review. Check TPP guidance. | • Meet with student for weekly review meeting, discussing targets and student weekly review<br>• Refer to assessment grids as basis for discussion of targets. ( ongoing)<br>• Schedule observation as appropriate<br>• Liaise with class teacher<br>• Arrange for subject leader to complete appropriate observation<br>• Liaise with ULM:UPT/PPL if concerns or issues arise. | • Continue to support as in weeks 2 and 3 particularly by giving informal feedback, checking planning and suggesting any amendments before the lesson, including student in wider opportunities | • Ensure full liaison with personal tutors in the event of an In need of intervention plan. |
| **Week 5** | Move towards 75-80% teaching and learning contact time<br>• Check if there is a need for a focused pupil progress review<br>• Continue to build pupil profiles ( do not<br>• copy lots of pieces of work– what you keep as evidence should be meaningful)<br>• Maintain tracking as in | • As in previous weeks Check whether student has observed/taught phonics and Guided reading to date.<br>• If 'In Need of Intervention Plan' is in place an observation is necessary, each week.<br>• Is the student having opportunity to observe other teachers and /or partner | As in previous weeks<br>• Can you broker opportunities for partner teaching with Your student?<br>• Can you support in TA role?<br>• Liaise with mentor and UPT/PPL in supporting student and setting targets | • Ensure liaison with school and make QA visit around this middle point.<br>• Liaise where these arise and inform/seek support from appropriate colleagues eg personal tutor, programme leader. |

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| | previous weeks | teach to support their own progress?<br>• Confirm any cases of formal 'In need of Intervention' cases in liaison with UPT/PPT ensuring you hold a tutorial and targets have been set.<br>• This module can be failed if student fails to 'meet expected standards exemplification' in any Teaching Standard.<br>• Involve ULM: UPT/PPL as necessary | for improvement | • Ensure all paperwork has also been sent to the above and relevant "PAd"……. To be logged. |
| **Week 6** | Continue at 80% teaching and learning contact time.<br>• Continue with assessment , tracking and pupil profiling.<br>• Perhaps you can be introduced to the school electronic tracking system if this has not already happened<br>• Continue to use non- contact time wisely, this will include your PPA time<br>• Check for any gaps in your curriculum coverage (proforma in SPAR). Discuss any gaps with your mentor and class teacher. Ensure you have the opportunity to teach PE as a priority<br>• Seek support from your mentor for job applications and preparation for interviews.. | • Support as for previous weeks In addition:<br>• Plan to introduce student to electronic tracking system<br>• Support purposeful use of non contact time<br>• Support any job applications as an when they arise | Support any gaps the student may have in their curriculum coverage | • Schedule a QA moderation visit for some time towards the end of placement. |
| **Week 7** | • Sustain your level of teaching and learning contact time.<br>• Ensure that you are in teacher role by performing beginning and end of day routines as well as teaching<br>• Time to review, plan ahead, review records and fully engage with Assessment Grids if you haven't been doing this as an ongoing task | • Continue as above<br>• Actively encourage verbal reflection when meeting with student or giving feedback | • Continue as above to support student and to liaise with mentor | • Maintain contact if 'In need of intervention plan' is in place |
| **Week 8** | • Sustain your level of teaching & learning contact time.<br>• **Review targets**<br>• **Ensure that you have talked about challenging disadvantage approaches in this setting** | • As for previous weeks | • As for previous weeks | |
| **Week 9** | • Ensure Pupil Profile reports are completed and discuss progress made by all children taught throughout your placement (as in guidance).<br>• Share completed progress tracking records with CT<br>• Identify areas of strength and development for CEDP with Mentor<br>• Discuss your End of | • Review student's file and completion of pupil profiles reports, class profile records and SPAR Discuss and complete the End of Placement Report including and targets for development using Assessment grids as a basis on which to judge evidence<br>• Student and Mentor to discuss and sign a hard copy | • Continue to support as in previous weeks<br>• Liaise with mentoring writing of end of placement report and final grades.<br>• Assessment grids should be used as the basis for this discussion and assessment. | • Personal Tutor / programme leads will inform schools to be visited by external examiners ULM:UPT/PPL'<br>• must moderate end of placement reports during 2nd QA visit.<br>• Collate all pass/fails to submit to KAP/Pad<br>• Ensure final reports |

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|---|---|---|---|---|
| | Placement Report: KAP E Outcome Record with your Mentor.<br>• Check with TPP guidance to see if you need a periodic pupil progress review<br>• Meet with external examiner if applicable | for file Student to include report in file for post placement tutorial with personal tutor.<br>• Mentor to email copy of End of Placement Report to University KAP"campus", UPT / PPL and student.<br>• Meet external where applicable. | | are submitted on time |
| **Week 10/11** | • Enjoy your last week of teaching!<br>• Teach for external examiner if required.<br>• Complete Weekly Review(SPAR) discuss in tutorial with Mentor and agree targets for CEDP<br>• Ensure that all progress record are handed over to class teacher and all<br>• resources returned before you leave. | • Tutorial<br>• Review of student's file and completion of the SPAR and confirm targets<br>• Many thanks for your support and commitment to the trainees programme. | • Ensure they pass on copies of records and assessments made on placement<br>• Many thanks for<br>• your support and commitment to the trainees<br>• programme. | • Ensure all requirements are met. |
| | | | | |

## Completion and Return of Placement Documentation

All assessment placement forms (below) can be downloaded from the Partnership Website and should be completed in electronic format. Visit: https://www.cumbria.ac.uk/about/partnerships/placements/education/information-primary/.

All students have (hardcopy) Student Placement Assessment Record.
Schools/settings should email completed Key Assessment Point Outcome Record (KAPs) to

Lancaster based student: Kaplancaster@cumbria.ac.uk

Carlisle based students: Kapcarlisle@cumbria.ac.uk

London based students: Kaplondon@cumbria.ac.uk

## Assessment Schedule

| Mentor | Destination | Due | Student |
|---|---|---|---|
| **Pre-placement Checklist** | 1 copy to student*<br>Notify UPT /PPL where necessary. | First few days | To make a complete record of all assessment, feedback and reflections in theSPAR<br><br>Retain a copy for presentation on future placements<br><br>Make a copy to be discussed and submitted to your PATat your post placement tutorial / Base Day<br><br>Carry out placement evaluation and final Programme Exit survey as specified on back page of SPAR |
| **Observation Proforma [OP]** | 1 copy to student* | **At least 4 observations** over the Extending phase | |
| **In Need of Intervention Referral form (ONLY STUDENTS EXHIBITING NEED)** | 1 copy to student* 1 copy to UPT /PPL<br>1 copy emailed to PAd"campus"@cumbria.ac.uk | At any point that gives the student appropriatetime to improve on targets set **(usually flagged by mid-point of placement)** | |
| **End of Placement Report: Extending KAP EOutcome Record** | 1 copy to student*<br>1 copy emailed to UPT / PPL<br>1 copy emailed to KAP**<br><br>*To be held in SPAR<br>** Email Addresses<br><br>Lancaster: Kaplancaster@cumbria.ac.uk<br>Carlisle: Kapcarlisle@cumbria.ac.uk<br>London: Kaplondon@cumbria.ac.uk | **End of penultimate week** | |

The Standard descriptors are to be used to assess the outcome for the trainee at this end point assessment using **a 'best fit'**approach. All standards (best fit) **must be Meeting expected or exceeding expected by the conclusion of the training** programme for the recommendation of the award of QTS and evidence against the descriptors commensurate with the outcome must be provided at each assessed stage.

## PLACEMENT DEVELOPMENT AND DOCUMENTATION

### 1. Student Progress Assessment Record [SPAR]

This standalone booklet builds and retains a record of the student's development throughout their programme. It contains:

- **Observation Proforma** for the Mentors observations and feedback
- **Placement Weekly Review** forms to stimulate and capture the student's reflection on progress against the Assessment Criteria and informed by self-evaluation, feedback and tutorials. The process incorporates a systematic engagement in reviewing and setting targets.
- **Trainee Development Targets Running Record:** for students to enter agreed targets based on feedback, discussion, scrutiny of files and their wider reflection on their progress.
- **End point Assessment Descriptors** for annotating, assessing and tracking progress to support feedback, reflection, target setting and summative assessment.
- **Key Assessment Point Outcome Record: Placement Report Proforma** completed by the Mentor for capturing summative assessment.

The student is responsible for collating and completing this record*(See Below: "Completion and Return of Documentation")*

### 2. The Placement File

From first contact (visit days) and throughout the placement each student is required to maintain a file which typically holds:

- **Current SPAR**
- **Previous SPARs (Beginning & Developing)**
- **Section your folder as in pre placement checklist & Generic handbook**
- **Placement tasks (if any)**

**You will also need a separate folder for your Class Profile to monitor, track, assess and record the progress of the children in your class.**

***n.b. This collection of lesson observation feedback, weekly reviews and annotation of the assessment descriptors will monitor and track the student's professional development and provide a regular assessment profile which will readily inform and build up the required summative assessment of the placement. Mentors and University Partnership Tutors / Partner Programme Leads are asked to keep a check on the student's completion of these important documents.***

*"**Aspirational** training to **achieve inspirational** teachers with pupils' learning and well-being at the heart of our partnership"*

## *Early Years & Primary Initial Teacher Education*

## SPAR:Student Progress Assessment Record

**Information:**

| | |
|---|---|
| **Trainee:** | |
| **Year/ Programme** (e.g.PGCE): | |
| **Placement** (B,D,E)**:** | |
| **School/Setting:** | |
| **Mentor:** | |
| **Class Teacher:** | |
| **University Lead Mentor: ULM:(UPT) /PPL:** | |
| **Age Range taught:** | |
| **Start / Finish Dates of Placement:** | |

**Signatures**:
In order for you to start your placement you must have the following signatures: Personal Tutor(PT)/PPL: during target-setting meeting with trainee prior to placement. Mentor: on or following final visit day or by end of first day of placement at latest (see also 'Pre-Placement Check List' in this pack).

| | |
|---|---|
| **Personal Tutor/ULM:PPL:** | |
| **General Mentor*:** | |

*or other nominated school-based colleague who also complete the Pre-Placement Checklist with the student

# PRE-PLACEMENT CHECK LIST

**For Assessed placements only.**

The Trainee and mentor should agree and sign-off this form pre-placement before they sign the front of this pack

| Trainee Name | | Programme & Year group | | Placement Phase | |
|---|---|---|---|---|---|

| THE FOLLOWING ARE PRESENT IN THE PROFESSIONAL FILE | Signature of Trainee | Signature of Mentor |
|---|---|---|
| **SPAR File:**<br>SPAR Front cover signed<br>Pre-placement Checklist signed off<br>Staged expectation assessment descriptors for this placement phase.<br>Curriculum Tracker<br>Developmental Targets Record signed by PT<br>Week by week exemplification<br>Weekly Review proforma<br>Formal and Informal observations proformas<br>Safeguarding Policy (read, signed, dated)<br>GDPR Policy (read, signed, dated)<br>General information about the placement setting/school, class information<br><br>All observations, reports, Assessment outcomes and Action Plans from previous placements | | |
| **Planning File:**<br>Class timetable per week identifying teaching %<br>UoC Planning document for reference<br>Sequences/Medium term plans for placement<br>Planning proformas to be used<br><br>For EYFS Trainees: Areas of learning<br><br>For KS1/2 Trainees:<br>English; Mathematics; Science; Computing; RE; Range of Non-Core Subjects.<br>• Weekly Planning Sheets<br>• Daily/Organisational Plans<br>Learning Plans (for first 2 days) | | |
| **Tracking Pupil Progress File:**<br>Class Data Summary completed<br>Pupil Profile information for 3 children<br>Class/ Group trackers printed ready to complete<br>Focused Review proforma | | |

Trainee **is** adequately prepared to begin his/ her placement ☐

Trainee **is not** adequately prepared to begin his/ her placement and is therefore at risk of failure ☐

Signature of AT/Mentor: Date:

**Areas for attention**

1.

2.

3.

**The areas for attention, indicated above, must be addressed during the first few days of the Block Placement**
**If the planning is still not adequate, the trainee may not be allowed to start the placement.**

# CURRICULUM COVERAGE

Name of trainee:

| **Beginning Placement** | English/ Literacy | Phonics | Guided Reading | SPAG | Maths | Science | Computing | PE | D&T | Geography | History | MFL | Music | PSHCE | Art | RE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Observed teacher | | | | | | | | | | | | | | | | |
| Participated | | | | | | | | | | | | | | | | |
| Planned and taught a lesson | | | | | | | | | | | | | | | | |
| Mentor Lesson Observation Form Completed | | | | | | | | | | | | | | | | |

| **Developing Placement** | English/ Literacy | Phonics | Guided Reading | SPAG | Maths | Science | Computing | PE | D&T | Geography | History | MFL | Music | PSHCE | Art | RE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Observed teacher | | | | | | | | | | | | | | | | |
| Participated | | | | | | | | | | | | | | | | |
| Planned and taught a lesson | | | | | | | | | | | | | | | | |
| Created a sequence of learning / unit of work | | | | | | | | | | | | | | | | |
| Mentor Lesson Observation Form Completed | | | | | | | | | | | | | | | | |

Target curriculum coverage on next placement:

| **Extending Placement** | English/ Literacy | Phonics | Guided Reading | SPAG | Maths | Science | Computing | PE | D&T | Geography | History | MFL | Music | PSHCE | Art | RE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Observed teacher | | | | | | | | | | | | | | | | |
| Participated | | | | | | | | | | | | | | | | |
| Planned and taught a lesson | | | | | | | | | | | | | | | | |
| Created a sequence of learning / unit of work | | | | | | | | | | | | | | | | |
| Mentor Lesson Observation Form Completed | | | | | | | | | | | | | | | | |

Target curriculum coverage in ECT years:

# EYFS COVERAGE of Areas of Learning

Name of trainee:

| **Beginning Placement** | **Communication** | **Physical Development** | **Personal, Social, Emotional** | **Literacy** | **Maths** | **Understanding the World** | **Expressive Arts & Design** | **Indoors** | **Outdoor** | **Care Routines – sleep and rest** | **Care routines – food and drink** | **Care routines – personal hygiene** | **Partnership - parents** | **Partnership – other prof** | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Observed teacher/key person/ practitioner | | | | | | | | | | | | | | | | |
| Participated | | | | | | | | | | | | | | | | |
| Planned and taught an adult-led activity/experience | | | | | | | | | | | | | | | | |
| Planned and facilitated an enhancement to continuous provision – adult led activity/experience | | | | | | | | | | | | | | | | |
| Planned and facilitated an enhancement to continuous provision – child led activity/experience | | | | | | | | | | | | | | | | |
| Retrospective planning capturing the spontaneous learning from child-initiated activity/experience | | | | | | | | | | | | | | | | |
| Mentor Observation Form Completed | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| **Developing Placement** | **Communication** | **Physical Development** | **Personal, Social, Emotional** | **Literacy** | **Maths** | **Understanding** | **Expressive Arts & Design** | **Indoors** | **Outdoor** | **Care Routines – sleep and rest** | **Care routines – food and drink** | **Care routines – personal hygiene** | **Partnership - parents** | **Partnership – other prof** | | |
| Observed teacher/key person/ practitioner | | | | | | | | | | | | | | | | |
| Participated | | | | | | | | | | | | | | | | |
| Planned and taught an adult-led activity/experience | | | | | | | | | | | | | | | | |
| Planned and facilitated an enhancement to continuous provision – adult led activity/experience | | | | | | | | | | | | | | | | |
| Planned and facilitated an enhancement to continuous provision – child led activity/experience | | | | | | | | | | | | | | | | |
| Retrospective planning capturing the spontaneous learning from child-initiated activity/experience | | | | | | | | | | | | | | | | |
| Mentor Observation Form Completed | | | | | | | | | | | | | | | | |
| Target possible coverage on next phase/placement: | | | | | | | | | | | | | | | | |

| **Extending Placement** | Communication | Physical Development | Personal, Social, Emotional | Literacy | Maths | Understanding the World | Expressive Arts & Design | Indoors | Outdoors | Care Routines – sleep and rest | Care routines – food and drink | Care routines – personal hygiene | Partnership - parents | Partnership – other prof | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Observed teacher/key person/ practitioner | | | | | | | | | | | | | | | | |
| Participated | | | | | | | | | | | | | | | | |
| Planned and taught an adult-led activity/experience | | | | | | | | | | | | | | | | |
| Planned and facilitated an enhancement to continuous provision – adult led activity/experience | | | | | | | | | | | | | | | | |
| Planned and facilitated an enhancement to continuous provision – child led activity/experience | | | | | | | | | | | | | | | | |
| Retrospective planning capturing the spontaneous learning from child-initiated activity/experience | | | | | | | | | | | | | | | | |
| Mentor Observation Form Completed | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| Target development for post qualifying years (ECT): | | | | | | | | | | | | | | | | |

# University Of Cumbria ITE Partnership: Resilience & Teacher Workload Reduction Charter

The University of Cumbria ITE Partnership has a strong focus on teacher workload reduction and teacher resilience for all. Our aim is to supplement and, in many cases, add value to the support being offered in Partner Schools & Settings. The opportunities offered by the University of Cumbria are open to all of our students, current or recently qualified.

We also offer the enhancement of ongoing quality training and CPD noting the benefit this brings to the wider Partnership.

**Everyone has a right to expect access to support throughout our Partnership- please use this Charter as the starting point for conversations with leads both at University and in Schools/Settings.**

## Intent –

- **Our intent is that our partnership has a focus on ensuring all teachers & students are well supported (mentally / emotionally)**
- **Challenge and lead dialogue about Teacher Workload Reduction (TWR) and Teacher Resilience.**
- **Encourage professional conversations…& lay out responsibilities for ensuring Resilience and TWR are key attributes of any Teacher training programme.**
- **To provide support for students targeted at individuals leading to resilient trainees.**

## Implementation –

- To promote discussion and provoke challenge
- To be shared throughout programmes and their partnerships
- Lead to CPD;
- To promote professional conversations relating to wellbeing and workload feeding into ongoing partnership feedback mechanisms.

## Impact –

- Students leaving the university feeling confident to take on their ECT years and remain in the profession
- Ensuring students know where to go for support and to understand that asking for help is a strength; also to recognise the students who may not seek this support when they need it.
- School / Setting staff receive regular feedback, training and ongoing CPD opportunities linked to Teacher workload reduction and resilience

* This Charter will become part of the UoC ITE Partnership Agreement ensuring that it will come to the attention of Head Teachers / mentoring leads who sign the agreement.

University of Cumbria

# University Of Cumbria ITE Partnership: Resilience & Workload Reduction Charter

## UoC students will:

- identify your strengths & skills early on and have the confidence to share these;
- know who to approach for support (seek it out);
- aim to maintain a healthy work/life balance by:
  - Getting adequate sleep.
  - Getting regular exercise.
  - Being realistic about what you can achieve.
- set your own placement well-being target and review it each week with your mentor;
- take responsibility in confronting fears rather than avoiding them; helping to reduce anxiety. The sooner they are confronted the sooner they will be addressed;
- be clear about how you exemplify staged expectations (B&D) and National Teachers' Standards (E phase);
- know when you have done enough!

## UoC Programmes will:

- ensure that students understand the staged expectations in each placement phase leading to meeting teacher standards at end point assessment.
- work through elements of ITE paperwork during programme sessions prior to placement ( Planning, tracking, assessment);
- support students to reduce the workload associated with planning for learning, marking and use of data in line with DfE guidance;
- ensure Personal Tutors review and refer to student's targets prior to and post placement;
- be honest and balanced about expectations of teachers and how to manage reasonable workloads;
- reach out & support as necessary. e.g. high quality mentoring that explores the enactment of knowledge and skills learned in their ITT curriculum.

## ITE Partnership Staff will:

- have regular & timely check ins with ITE students whilst on placement- be specific in asking:
  - how they are feeling?
  - have they any concerns?
  - are they maintaining a work/life balance?
- talk to ITE Students about ways in which your school have reduced teacher workload & support teachers to develop effective work/life balance;
- allow ITE students the opportunity to discuss ways that they have experienced planning, pupil tracking & assessment methods;
- share school well-being guidance & policy;
- ensure that ITE students signal where evidence can be found for Staged expecation exemplification; rather than collection. (Reflection not collection)

## Together we will:

- ask, assess, act; listen non-judgmentally; give reassurance & information; encourage self-help strategies (www.mhfaengland.org); enable the ITE student to get appropriate professional help;
- have a shared understanding of and commitment to implementing teacher workload reduction; conduct an annual review of ITE partnership paperwork with a focus on responding to teacher workload reduction;
- aim to place ITE students in schools which will recognise their strengths and provide them with appropriate challenge; supporting for areas of development effectively; ensure that everyone is clear as to expectations of students at different stages of placement journey;
- encourage mentors to develop and be recognised for their mentoring & coaching skills; through ongoing professional development & qualifications with the University of Cumbria.

University of Cumbria

# DEVELOPMENT TARGETS RUNNING RECORD

**Name of Trainee:** **Placement: B/D/E (use colour coding to track)**

| INTENT | | IMPLEMENTATION | | IMPACT | |
|---|---|---|---|---|---|
| Targets | Links<br>In extending phase links to<br><br>Teacher Standards | Actions to be taken by Trainee | Date to Achieve | Review Target &<br>Signal Evidence trail<br>(e.g. Weekly reflection dd/mm/yy) | Sign and date:<br>student/UPT/Mentor/PPL |
| | | | | | |
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| | | | | | |
| | | | | | |

| INTENT | | IMPLEMENTATION | | IMPACT | |
|---|---|---|---|---|---|
| Targets | Links to staged progress expectations (B&D)<br>In extending phase links to Teacher Standards | Actions to be taken by Trainee | Date to Achieve | Review Target &<br>Signal Evidence trail<br>(e.g. Weekly reflection dd/mm/yy) | Sign and date: student/UPT/Mentor/PPL |
| | | | | | |
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# TRAINEE' S EXTENDING PLACEMENT WEEKLY REVIEW

**Revised Sept 2024…V1**

This reflection document should refer to the descriptors in the 'Common Framework' Criteria. You should comment on pupils' progress and your own progress in relation to previous targets. It should be central to the professional conversation with your mentor at the weekly review meeting. **Targets discussed here feed directly into the trainee development target sheet.**

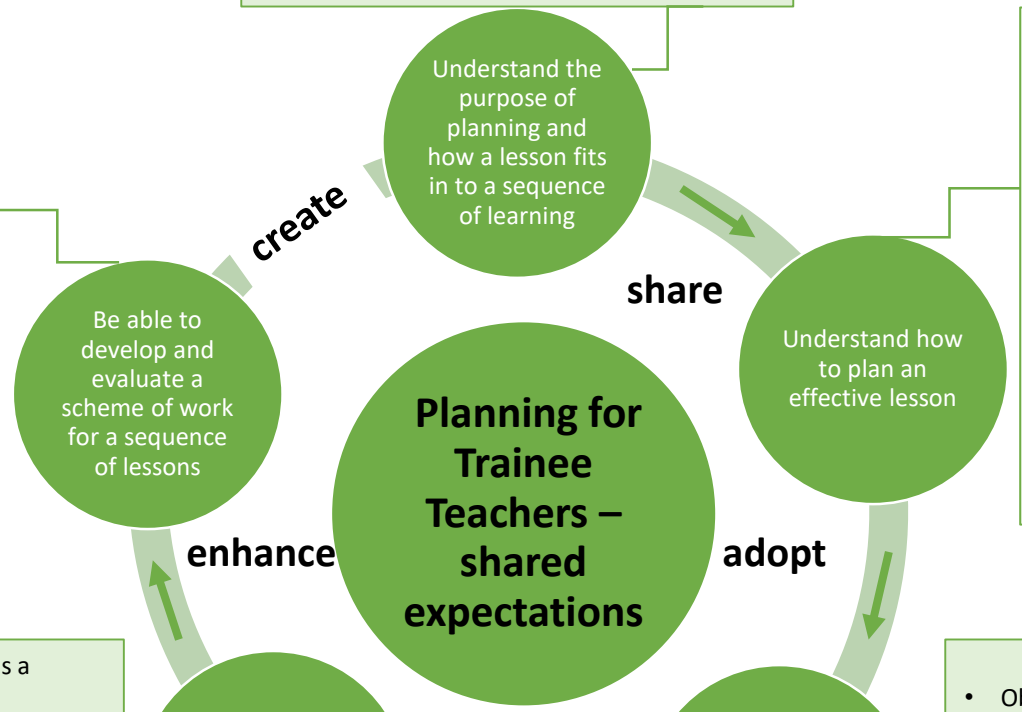
| | | | |
|---|---|---|---|
| **Trainees Name** | | **Placement** | |
| **Week** | | **Mentor** | |
| **School/ Setting** | | **Attendance this week:** | |

| **Student**: **Reflect on the following questions to consider pupil progress in relation to the impact of either your own or others` teaching. You should also include links to the Common Framework and evidence from across your programme in relation to your own progress.** | | | **MENTOR: How have you supported the student this week? What observations, guidance, steering to other expert colleagues in school, research and subject focus have you been able to discuss or provide? How have you used the assessment guidance for this student to help them build on their learning?** |
|---|---|---|---|
| **Intent:** **What did you set out to achieve this week in your teaching and to promote pupil progress? What learning have you taken from your ITAPs to support developments in this area? (*where relevant)** | Where is your evidence for this? | Links to relevant standards | |
| | | | |
| **Implementation:** **What did you do to achieve this?** | | | |

| | | | |
|---|---|---|---|
| **Impact:**<br>**What progress have the pupils made?**<br>**What progress have you made?** | | | |
| | | | |
| **Proposed Targets to inform my next steps:** (To be confirmed at this meeting).<br>***Target/s and actions to be written directly on Development Target Running record.*** | | | **Mentor how have you helped shape these targets?** |
| **Teacher workload reduction and resilience:**<br>**Discuss with your mentor how you have developed your approach to workload management.**<br>**Have you reflected on your wellbeing target this week?** | | | |
| **Trainee Signature:** | | **Date:** Click or tap to enter a date. | |
| **Mentor Signature:** | | **UPT/PPL signature ( if present):** | |
| **Mentor: File Comment…** | | | |

# Planning For Trainee Teachers: Shared expectations

- Programme taught session
- Observation of a taught session with commentary on how planning impacts on the pupils' learning.
- Shared planning carried out of mentor's lesson/s
- Planning as part of a team
- Regular professional discussions with mentor/teacher




- Mentors/class teachers should provide trainees with pre-existing schemes of work
- Trainees develop their own sequences of learning with guidance from class teacher/mentor
- Trainees develop their own sequences of lessons independently
- Where possible trainees should use sequential planning (e.g. weekly for primary) with an evaluation of pupil progress

- Programme provides guidance and a clear planning format/structure which will include non-negotiables.
- Trainees work with teacher to develop their own individual simple learning plans – what do I want the children to learn and so what do I want them to do?
- Trainees can use school planning format or University of Cumbria proforma (where non-negotiable elements are clear)
- Where possible team teach task (lesson study approach) to support trainees planning

- Planning becomes more embedded as a process
- Should include learning objectives, success criteria, learning activities, formative and summative assessment opportunities, differentiation,
- Learning plans should be shared for observed lessons.
- Learning plans should be reflected upon or annotated following feedback from class teacher/mentor and based on pupil progress.

- Observation of a session with commentary on how planning impacts on pupil progress
- Where possible mentors/class teachers should provide trainees with a sample of their planning and resources and help the trainees to annotate and adjust before teaching.
- Review/Annotate learning plans following lesson with help and advice from the teacher

## Key:

**ITE students may arrive at point of initial training with varying experiences. This cyclical model accepts that this experience may mean a student starts at different points.**

**Intent**

**Indicative Implementation**

# OBSERVATION PROFORMA (Extending Phase) (Revised September 2022)

**You MUST discuss a focus for observation in advance of the session.** The completed proforma should be held in your SPAR.
**Extending placement =** min **4 x observations**.

| | | | | | |
|---|---|---|---|---|---|
| **Trainee Name:** | | **Setting/School:** | | | |
| **University Programme** | | **Age range:** | | | **No. in Group** |
| **Curricular Area:** | | **Observer / Role:** | | **Date:** | **Time:** |

| **Student Focus Target:** | | |
|---|---|---|
| **Practice Observed Today:** | **Impact on pupil progress:** | **Links to Standards:** |
| | | |
| **Questions about practice observed** | | |

## OBSERVATION PROFORMA (Extending Phase) (Revised September 2022)

**Page 2 to be completed in the lesson discussion following observation.**

**Effective Lessons – prompts:**

- **Task Design:** teacher instruction, engagement, pace of learning, pitch, collaboration, independent application or practice, motivation (S1, S2, S5, S4, S8)
- **Responsive teaching - AFL**: feedback / forward, questioning, challenge (S2, S6)
- **Subject knowledge** – use of specific subject vocabulary, cross-curricular links (S3)
- **Behaviour for learning**: Expectations, aspirations and relationships. (S1, S7)

| | | |
|---|---|---|
| Agreed Strengths of Session: | Impact on progress: | Links to Standards |
| Agreed Targets: | Actions to be taken: | Links to Standards |
| Trainee Teacher's Signature: | Observers' Signature (s): | Date: |

# LESSON OBSERVATION OBSERVERS FORM

Suggested format for use when observing colleagues' teaching.

| Trainee's Name | Teacher Observed | Date and Time |
|---|---|---|
| Class | Lesson /Theme | |

| | |
|---|---|
| **Starting the lesson/transitions within the lesson** | **Links made to Previous Learning** |
| **Teaching Strategies** | **Pupil's Activities/Opportunities for Learning** |
| **Organisation of the Learning** | **Use of Resources (including use of IT) Role of Other Adults** |
| **Management of Pupils** | **Strategies for Assessing Pupil's Learning** |
| **Consideration of Inclusion** | **Teacher Presence in the Classroom** |
| **Summarising and Extending the Learning** | **Concluding the Lesson** |

# LESSON OBSERVATION OBSERVERS FORM

| | |
|---|---|
| Starting the lesson/session/transitions within the lesson/session<br>■ Movement of pupils<br>■ Strategies to gain pupils` attention<br>■ Introduction of lesson objective and possible use of success criteria (WALT and WILF)<br>■ Organisation of room to facilitate start<br>■ What are other adults in the class doing?<br>■ Changing subject mid-session | Links made to previous learning<br>■ Does the teacher check prior knowledge?<br>■ Recall/ use of warm ups<br>■ Questioning to determine understanding<br>■ Demonstrating previous learning in a different context |
| Teaching strategies<br>■ Explaining<br>■ Questioning<br>■ Modelling<br>■ Discussion<br>■ Demonstration<br>■ Scaffolding<br>■ Interactive/ didactic | Pupil's activities/Opportunities for Learning<br>■ Type of task, e.g. investigation |
| Organisation of the learning<br>■ Groupings: mixed, ability, friendship, higher ability/ low ability<br>■ Individual, pairs, collaborative group, whole class<br>■ Differentiation<br>■ Does the teacher work with one group of many?<br>■ What are other adults doing?<br>■ Structure of lesson – timings, introduction, development and plenary | Use of resources (including use of ICT)/ Role of other adults<br>■ ICT<br>■ Access to resources<br>■ Library<br>■ Use of resources after school |
| Management of pupils<br>■ How does the teacher welcome and direct the pupils?<br>■ How does the teacher keep the pupils on task?<br>■ What sanctions does the teacher use?<br>■ What reward systems are used?<br>■ How do the pupils get their resources?<br>■ What does the teacher do if a pupil is not paying attention?<br>■ Lunchtimes/ midday supervisors | Strategies for assessing pupil learning<br>■ How do pupils know how well they have done?<br>■ Use of questioning<br>■ Use of peer and self-assessment<br>■ Feedback from teacher<br>■ Marking to the objective |
| Consideration of Inclusion<br>■ Adaptive teaching approach<br>■ Use of other adults<br>■ Support<br>■ Resources | Teacher presence in the classroom<br>■ Voice<br>■ Body language<br>■ Movement and circulation<br>■ Appropriate use of space |
| Summarising and extending the learning<br>■ What is the signal for this phase of the lesson?<br>■ What learning is revisited?<br>■ Is there homework?<br>■ Does assessment take place?<br>■ Is the next lesson referred to?<br>■ How long does this phase of the lesson last?<br>■ What do other adults in the class do? | Concluding the lesson/ session<br>■ What strategies are used for tidying the classroom?<br>■ How does the teacher dismiss the class? |

Adapted from Medwell, J. (2005) *Successful Teaching Placement - Primary and Early Years:* Exeter, Learning Matters

© 2005 Jane Medwell, Mary Briggs, Julie Neale, Nigel Palmer and George Raper

# Extending Phase- END OF PLACEMENT REPORT

**For all EYFS / KS1&2 Placements- Length: Up to 10 weeks**
**Revised Sept 2024**

**THIS FORM CAN BE SAVED ON YOUR OWN COMPUTER BEFORE BEING COMPLETED BY THE MENTOR AND THEN MUST BE RETURNED VIA EMAIL TO THE UNIVERSITY (SEE THE END OF THIS DOCUMENT), BY THE DATE SPECIFIED IN THE PLACEMENT COMMS**

| | | | |
|---|---|---|---|
| **Trainee Name** | | **University Programme** | Choose an item. |
| **If School Direct please include alliance Name** | | | |
| **University Year Group** | Choose an item. | **Age Range Taught** | |
| **Setting/ School** | | **No. of Children Taught** | |
| **Mentor** | | **University Partnership Tutor / PPL** | |
| **Class Teacher Name** | | **Class** | |
| **For mixed Key Stage classes please indicate number of pupils in each Key Stage** | | | |
| **KAP Point and Placement Dates** | | **From:** Click or tap to enter a date. | **To:** Click or tap to enter a date. |

| | | | |
|---|---|---|---|
| **Module assessment items Outcome** | **Professional Practice** Choose an item. | **Placement File/ Reflection** Choose an item. | |
| **Trajectory towards the recommendation of award of QTS** | **Extending:** | | |
| | **Not yet meeting expected Teacher standards exemplification** ☐ | **Meeting expected Teacher standards Exemplification** ☐ | **Exceeding expected Teacher standards exemplification** ☐ |
| | **In E phase 'not yet meeting teacher standards exemplification' in any standard indicates fail.** | | |

**OVERALL SUMMARY STATEMENT [THIS WILL BE USED AS A BASIS FOR AN INTERIM OR FINAL REFERENCE]**

**Please note**: This statement should be informed by the Trainee's attainment & progress against End point assessment- Trainee Teacher Standards. **Please comment directly on the Trainee's impact on children's learning.**

| |
|---|
| **Please type your statement here:** |

**The Trainee's Teaching has had 'Impact on children's learning and progress over time'. Please indicate below:**

| Little / No Impact<br>(Not yet meeting ITT Teacher standards exemplification) | Pupils make some progress as expected over time.<br>(Meeting expected ITT Teacher standards exemplification) | Impact made on all Pupils' progress as expected over time or Good or better pupil progress over time- Impact |
|---|---|---|
| ☐ | ☐ | ☐ |

**Comments to be drawn from the Common Assessment Framework:**

| Teacher Standard: | Comment: |
|---|---|
| **S1: Set high expectations which inspire, motivate and challenge pupils.** | |
| **S2: Promote good progress and outcomes by pupils** | |
| **S3: Demonstrate good subject and curriculum knowledge** | |
| **S4: Plan and teach well-structured lessons** | |
| **S5: Adapt teaching to respond to the strengths and needs of all pupils** | |
| **S6: Make accurate and productive use of assessment** | |
| **S7: Manage behaviour effectively to ensure a good and safe learning environment** | |
| **S8: Fulfil wider professional responsibilities** | |

**Part Two: Personal & Professional conduct.**

Trainees embarking on a programme of ITE will have demonstrated that they possess the required attitudes and behaviours as an element of the selection process. No matter which route to QTS they follow all trainees are expected to demonstrate high professional standards from the outset.

All trainees to be awarded QTS will have demonstrated high standards of professional behaviour and that:
They have a commitment to the teaching profession, and are able to develop appropriate professional relationships with colleagues and pupils. They have regard to the need to safeguard pupils' well-being, in accordance with statutory provisions. They understand that by law that schools are required to teach a broad and balanced curriculum and they are beginning to develop learners' wider understanding of social and cultural diversity. They are willing to assume an appropriate degree of responsibility for the implementation of workplace policies in the different settings in which they have trained. They adhere to school policies and practices, including those for attendance and punctuality. They have a broad understanding of their statutory professional responsibilities, including the requirement to promote equal opportunities and to provide reasonable adjustments for pupils with disabilities, as provided for in current equality legislation. They are aware of the professional duties of teachers as set out in the statutory SchoolTeachers' Pay and Conditions document.

**Has the Trainee demonstrated an acceptable level of personal and professional conduct?**

Choose an item.

**Comment:**

**A signed copy should be retained in the Trainee's file as part of the 'Student Progress Assessment Record'**

**Key Agendas:**

Please use this box to comment directly on the Trainee's confidence and competence in the understanding and teaching of **A) Systematic Synthetic Phonics and Reading; B) Building on learning from ITAPs (PG- Curriculum Design & UG- Challenging Disadvantaged); C) Mathematics**

| **Please type your statement here:** |
|---|
| |

**Placement File/portfolio of reflection (exemplification of teacher standards)**

Please comment on the trainee's reflection and organisation.

| **Please type your statement here:** |
|---|
| |

**IDENTIFICATION OF STRENGTHS AND PRIORITIES FOR FURTHER DEVELOPMENT:**

For inclusion in the Career Entry & Development Profile or Target Setting for future placements, as appropriate). [Please identify up to 3 strengths and 3 priorities for development in relation to the Trainee's teaching.]

| **Strengths:** |
|---|
| |

| | **Targets** | **RELEVANT LINKS Drawn from: ITT teacher standards (end point assessment grid)** | **ACTIONS TO BE TAKEN BY TRAINEE** | **SUCCESS CRITERIA How will you know it has been achieved?** |
|---|---|---|---|---|
| 1. | | | • <br>• <br>• | |
| 2. | | | • <br>• <br>• | |
| 3. | | | • <br>• <br>• | |

**HEADTEACHER'S or Mentor's ADDITIONAL COMMENTS (Not Compulsory):**

| **Please type your statement here:** |
|---|
| |

| | |
|---|---|
| Number of absences from placement | |
| Signature of Trainee (Who must be provided with a copy of the report) | |
| Signature of Mentor | |

**Please email this form from the School email address to your Partnership Tutor/PPL and to:**

| Carlisle Campus | Lancaster Campus | London (EIDR) Campus | School Direct |
|---|---|---|---|
| KAPcarlisle@cumbria.ac.uk | KAPlancaster@cumbria.ac.uk | KAPLondon@cumbria.ac.uk | 'Your PPL' |

**A signed copy should be retained in the Trainee's file as part of the 'Student Progress Assessment Record'**

# Student Quality Assurance (QA)

**QA of Student Experience ITT Placements Academic Year 2024-25**

The purpose of this process is to **assure the quality of the ITT placement**. This will be facilitated by your mentor and UPT /PPL using the prompts in the framework below:
This form is part of your **SPAR** document and aims to capture key learning and experiences during this placement, relating them to the five curriculum domains. It **will be discussed at your QA touch points** and completed by you to **act as a summary** of the discussions.
**Pre-populate your reflections to questions posed with bullet points and signal where evidence is held**
You will **retain a copy for your SPAR folder** and share a copy with your **UPT/PPL as a record of QA**. We anticipate that this should not exceed more than two sides of A4.

| | | | |
|---|---|---|---|
| **Programme / Phase:** | Choose an item. | **Date:** | Click or tap to enter a date. |
| **Student Name:** | | **UPT / PPL:** | |
| **Mentor:** | | **Personal Tutor:** | |
| **UPT touch point focus:** | ☐ Face to face | ☐ Online | |

| **Student Progress/Learning-** | |
|---|---|
| **Choose 1 of the Staged Expectations/Teachers Standards and reflect on your progress over time. Consider your long term and short-term targets of achievement – where are your strengths and which areas require further development?** *Include any reflections on how your ITAP experiences have supported your development. | |
| **Pedagogy -** How Pupils Learn, Classroom Practice and Adaptive Teaching (S2, S4, S5) | |
| **Curriculum -** Subject Knowledge (S3) | |
| **Behaviour management -** High Expectations and Managing Behaviour (S1 and S7) | |
| **Challenging disadvantage -** Inclusion (S5) | |
| **Assessment -** Assessment (S6) | |

| **Mentoring / Support - Professional Behaviour -** Professional Responsibilities (S8) | |
|---|---|
| **What support have you received from your mentor and/or school so far?**<br>• Weekly Meetings?<br>• Formal lesson observations?<br>• Opportunities to observe practice around school?<br>• Staff meetings/CPD?<br>• Inclusion in extra curricular activities? | **Response:**<br>• |

| Weekly Reviews | |
|---|---|
| **Questions:**<br>• What structure do the Weekly Meetings take?<br>• How do you and your Mentor use & build on prior learning (campus and placement) within your ITT Curriculum? | **Response:**<br>• |

| **Weekly Review feedback** (completed by UPT) | |
|---|---|
| ☐ Completed electronically<br>☐ Cross referenced with targets<br>☐ Reference to Staged Expectations/Teacher Standards<br>☐ Review of pupil progress | ☐ Review of progress<br>☐ Next steps to inform targets<br>☐ Mentor completion comments |

| Your ITT Targets | |
|---|---|
| **Questions to reflect on:**<br>• How do you generate your weekly targets?<br>• How do you ensure specificity of targets?<br>• Have you set subject specific targets alongside pedagogic targets? | **Response:**<br>• |

| **Targets setting feedback** (completed by UPT) | **Targets updated weekly** ☐ |
|---|---|

| Intent | Implementation | Impact |
|---|---|---|
| ☐ SMART targets<br>☐ Language aligns with Staged Expectations/Teachers Standards<br>☐ Links to Staged Expectations/ Teachers Standards | ☐ Verb driven implementation steps<br>☐ Links to CCF readings/research<br>☐ Presents support and resources required<br>☐ Realistic time frame | ☐ Evidence trail present<br>☐ Evidence dated<br>☐ Signed and dated |

| Agreed Strengths | Next Steps |
|---|---|
| *Completed collaboratively between Student and UPT* | |
| • | • |
| **Is the student on trajectory?** | Yes/No |