

## ITE EYFS & Primary Newsletter: Autumn Term 2022 Roundup!

Dear Partner,  
Welcome to our end of autumn 2022 roundup newsletter!  
Thank you for your ongoing support of our ITE partnership.

We felt it important not to overload information earlier this term, as briefing videos and mentor training input have definitely given a full flavour of ongoing changes in our ITT partnership!  
However, now seems a good time to take opportunity and offer ongoing feedback, resources, development and ITE news that will be of use in supporting your student's development as we move into the spring term and beyond.

Focus area of Newsletter (*Click each to take you direct to section)	Key actions for busy mentors	Discussed with UPT
<a href="#">Partnership overview...</a>	Note strengths and core partnership foci.	
<a href="#">B placement feedback</a>	Note strengths and action areas of focus for spring term placements (beneath table)	
<a href="#">Mentor training/development feedback</a>	For note- thanks for engagement with briefing and training.	
<a href="#">Target setting guidance</a>	Additional resource to support SMART curriculum led targets.	
<a href="#">Challenging disadvantage together; ambitious curriculum strand of ITT programmes</a>	Please ensure you have a dialogue about the context for this in your setting, with your student teacher.	
<a href="#">Visibility of expert colleague / mentor support and development of trainees</a>	Weekly review sheet requires mentor summary of support.	
<a href="#">Glossary of ITT curriculum terms.</a>	Useful aid to help navigate our ITT curriculum/s.	
<a href="#">Full QA framework as outlined in partnership agreement.</a>	To note how QA and role expectations feed improvements in partnership quality.	
<a href="#">Ofsted Subject reviews as part of discussions with trainees- Curriculum research reviews - GOV.UK (<a href="http://www.gov.uk">www.gov.uk</a>)</a>	For use alongside ITT curriculums and core content framework resources when target setting with student teachers.	
<a href="#">Ofsted Visit</a>	For note	

### Strengths and Areas of development for our ITE partnership:

As ever you contribute in such a strong way to a purposefully integrated curriculum experience for ITT trainees.

We would love below to share some of the successes born out in evaluation of ongoing QA and data from our provision:

Strengths	Areas of Ongoing Development
Ambitious ITT curriculums for all programmes of study. Underpinned by teaching excellence (experts) and current relevant research; meeting & exceeding requirements of the core content framework.	Continue to focus on monitoring of student targets across the ITT and subject curriculum areas. Improving access to partnership wide 'live' data of student progress (weekly targets & reviews)
Challenging disadvantage strand to ITT curriculums ensure that we continue to work for, with and enhance the provision for young people in our regions. Every placement asks mentors and students to work together to explore this strand.	Mentor development (& training) remains an ongoing priority in our partnership. Over the next year we aim to articulate further our growing mentor training curriculum and improve ways of recording mentor development.
High quality mentoring and feedback to ensure that students' progress builds over phases of training. Mentors are all briefed and trained to access ITT curriculum breadth & depth.	Continue to develop consistency of mentor's knowledge and understanding of ITT curriculum; further developing links to ensure subject specialists can work together to build on and enhance quality of subject curriculums.
Behaviour management, SEND and EAL provision maintain themselves as areas of continuous strong feedback about our ITE provision	Review our QA mechanisms within the overall framework to identify 'what works best' to assure leaders and show impact on trainee progress
Teacher workload and wellbeing maintains a core focus of our ITE provision. Student teachers set weekly wellbeing / workload targets with mentors. Use of our planning cycle helps reduce burden on mentors and trainees throughout placements/ school experiences.	

**Student (beginning placement) feedback:** shows as ever the value our ITE students place in you, 'expert colleagues' (mentors) as part of their learning journey to become qualified teachers. A Huge THANK YOU for all that you continue to do to support ITE in our partnership. We felt it really important to share some of our early analysis to indicate the impact you have on ITT students. We also share some key foci for placements in the spring term:

Question	Beginning Autumn term 2021_PGCE (FULL DATA SET) *FOR COMPARISON ONLY)	Beginning placements Autumn term 2022 PGCE (EARLY RESPONDERS only 12/12/22)	Commentary or Actions for ITT partnership (where necessary)
The placement school provided good quality training & support which has enabled me to make progress towards the staged expectation	96% Strongly/Agree	95%	High quality mentoring continues to be a strength of the UoC ITE partnership

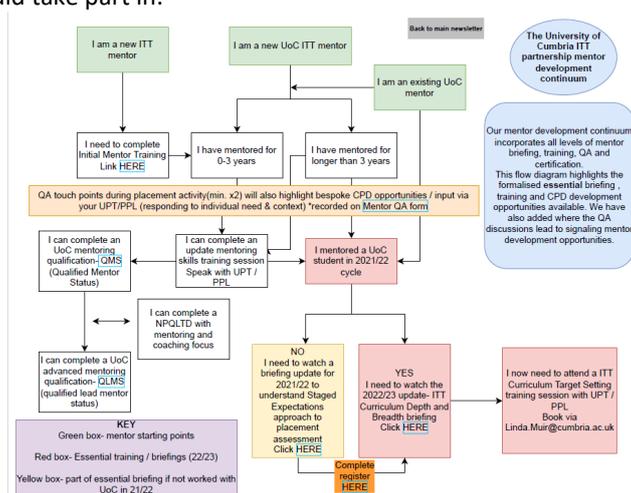
I was able to establish an effective working relationship with my Mentor.	95.8% Strongly/Agree	97%	Mentors quickly build and develop professional relationships with ITT students.
Your weekly meetings with your Mentor.	89.4% Very Good / Good	87%	Ensuring that weekly reflection/feedback space is clear to ITT trainees. Clarify roles of lead mentors / class teachers where necessary. UPTs to check entitlement as part of QA touch points (address where necessary)
Verbal and written feedback on your teaching	91.5% Very Good / Good	92%	Consistently high feedback from students on the value they place in feedback from mentors.
Your involvement in the "Weekly Review and target setting activities set out in the SPAR.	95.7% Very Good/Good	95%	SPARs were designed to be a professional dialogue and recording tool between ITT trainees and mentors. This data confirms a consistent approach across our partnership.
The extent to which your mentor and other staff demonstrated and explained professional practice	95.7% Very Good / Good	97%	A key element of a beginning phase placement. Great to see an increase in satisfaction this academic year.
The extent to which your mentor was able to refer me to my ITT curriculum learning and the resources available through the university website	80% Very Good/Good	81.5%	UPTs are monitoring this during QA touch points. Sampling of weekly reviews and targets will indicate successes. Good to see further improvement in satisfaction. B placement for PG students would indicate they are also getting used to staged expectation and ITT curriculum approaches. (expect to see improvement within developing phase)

- Continued focus on working with ITT trainees to understand how planning and curriculum progression is developed should be a core focus in developing phase- as trainees start to take a greater lead in planning their own/ adapting school-based planning.
- Continued focus on how disadvantage is challenged and planned for in each school context should form part of a focussed dialogue during each placement phase
- Great to see that a full range of subjects have been able to be observed by trainees. Strong focus on RE, science, PE and PSHE & art teaching during beginning phase.
- A focus on geography, MFL and music should be noted for developing placements. (check student subject tracker)

### Snapshots of qualitative comments:

- I cannot commend my mentor enough for her support to me as a mentor through beginning placement. She and the other staff have welcomed me to the school and encouraged and supported me along the way. Her feedback has been constructive and uplifted my confidence.
- I found it very useful to see my mentor teaching a range of subjects and having good relationships with the children in her class. She is the subject lead of two subjects, and I really appreciate her giving up this time to support me in my teaching career. She was always firm but fair with her class and I have learnt so much through talking with her and observing her practice. So too, while I was in the year one and two class for phonics observations, it was very engaging and helped to set me up for how to teach phonics effectively. The welfare support staff were kind enough to share their stories expertise as teaching assistants and nurture support staff which I have learnt a lot from in terms of challenging disadvantages children face.
- Good behavioural management and able to have professional relationships with all students
- My mentor and staff teachers always provided time to explain and demonstrate unfamiliar practices/topics to me and were very welcoming and supportive.
- where I needed to improve. She invited me to observe and teach phonics in her classroom. My mentor helped me complete the actions in my targets and would organise meetings with my CTs to discuss what I needed to be doing in class (teaching percentage) and how we could all make this possible. She has highlighted my strengths in teaching what I need to work on next.
- My mentor was very knowledgeable and fantastic to work with as she really made me feel part of the team. I have gained so much confidence because they allowed me to use my own ideas in planning and gave great guidance on how to ensure they met the LO and were suitable for the class/group. She pushed me the right amount and was very aware of how important reflective practice & the meetings were. I feel like her greatest strength was that she always made time for me to be able to talk over any questions I had and always had excellent advice. It made me feel like I was a valuable part of the team.

**Mentor Development:** [Our mentor development programme](#) forms a continuum, ranging from centrally run formalised training programmes, to bespoke 1:1 meetings between mentor and university staff, and covers mentors with a range of experience, from those at the earliest stages of their mentoring journey, to those who have a little experience (and who may have received some training with the University of Cumbria or another institution some time ago) through to highly experienced mentors who have a wealth of skills but who may need an update on changes to paperwork and processes. The flowchart here outlines the varying options that a mentor should take part in.



### **Mentor Briefing & Training feedback:**

All mentors this academic year have been asked to engage in essential briefing and training in relation to the revised paperwork and approach using Staged expectations to access the ITT curriculum breadth and depth.

We below would like to reflect your very useful feedback on the briefing and then training you have given so far...

- **The briefing helped me understand what essential ITT Curriculum knowledge was?** 89% responders gave 4 or 5 \*'s
  - The briefing was informative and useful. The staged expectations with the new links seem much easier to navigate and use.
  - The explanation of the links within the documents was informative and helped to be able to find relevant information.
  - Very interesting to see the changes and expectations. I like the new documents you have produced with the curriculum depth organisers. A very clear handbook and guidance for ITT students and their mentors.
  - I can see how using these documents, particularly the knowledge ones will help me as a mentor to know what my students have already learnt and where they need to move to.

### **The briefing made clear how to access the breadth and depth of our ITT curriculums?** 88% found it easy/very easy to find

- I am looking forward to getting started with this year's student teacher and using the new knowledge organisers to have a clear view on how university learning can support school as well as the students. Having clear placement breakdowns will really aid SMART target setting.
- Very clear on the changes, and it is good to link what the students are learning to classroom placements. So they and we can see where everything fits in.
- Good to get an update on your motivations and how it works for the students in Uni. I look forward to finding out how it works on placement.
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- I will make sure I use the information to include more subject based targets when working with my students in the future.
- It was great to be sign posted to where exactly we can find out what the students have been taught about before starting their placement and how we can build on that.
- Very useful briefing, I have worked with quite a few ITT facilitators mainly in the North East but haven't had any offering this kind of information.

### **Mentor training feedback:**

#### **How useful was the mentor training session?** 100% useful/very useful

- The session was well lead and the target session scenarios were helpful.
- Useful to see how the university documents link and how to access.
- Despite it covering something we all know how to do, it certainly refreshed and reminded me how I can be doing this more often and how to think more about the targets being timely. It was really informative, clear and succinct.
- It was useful to gain an understanding of where we can find out what the students have learned at University and how we can use the curriculum depth document to support their learning.
- Incredibly useful session. It was useful to gain an understanding of what the children have accessed at university and how we can use the curriculum depth document to support their learning. Very specific information on setting specific targets.
- Helped to much better understand the target setting process - really useful document.
- Guidance for setting targets- good to discuss and confirm thoughts in a professional conversation.

#### **What were the strengths of the briefing & training sessions?**

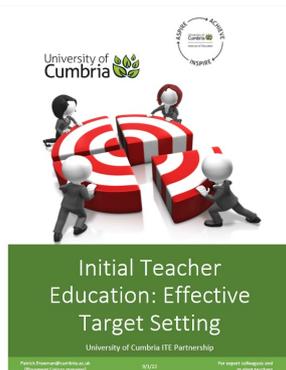
- Positive environment, everyone was listened too, useful information, real life examples
- Group discussion - getting ideas from other practitioners of how to set appropriate targets
- The examples provided were excellent
- Discussion with other professionals
- Well organised.
- Informative and scenarios to discuss
- Briefing session - it was made clear how to locate subject knowledge content through the newly interactive SPAR document.
- Training - the interactivity and application/practice of target-setting through useful scenarios.

#### **How will the training help you to support training teachers whilst on placement?**

- We have a common understanding of the ITT curriculum and how students are expected to engage with this. It has further clarified what students cover in university. We will be able to support the development of the student on their placement.
- More confidence in setting targets and better awareness of what the students should know before placement and where to find this from their knowledge organisers
- I will be able to support trainee teachers by linking targets to areas they have focused on at university, which will help make these relevant for them. I have learnt about different ways to then support trainee teachers with these targets.

**Target setting guidance: \*NEW additional guidance on setting targets linked to Staged Expectations and End Point Assessment**

[CLICK HERE!](#)



**Please take 5 mins to read through and use as part of ongoing target setting focus with trainee teachers.**



- ✓ Student teachers have 2 types of learning- **(knowledge) 'learn that' & (skills) 'learn how to'**.
- ✓ Component information about ITT curriculum is seen in 'Knowledge organisers'- within assessment guidance.
- ✓ 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)
- **End Point Assessment-** It is only at the final (Extending placement) that students will be summatively assessed against the national Teachers' Standards; ITT curriculums in full can still be access and used to remember knowledge learnt & oversee progress. EPA also extends ITT trainees learning with 'exceeding' column derived from the Early Career Framework.

• **Inclusive & Adaptive planning / teaching-** "adapt teaching to respond to the strengths and needs of all pupils"

Learn that:

- ✓ Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.
- ✓ Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.
- ✓ Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.

Learn how to:

- ✓ Develop an understanding of different pupil needs, including by identifying pupils who need new content further broken down, using formative assessment and working closely with other expert colleagues.
- ✓ Provide opportunity for all pupils to experience success, including by maintaining high expectations for all and making effective use of other adults.
- ✓ Meet individual needs without creating unnecessary workload,

• **Quality First Teaching-** Quality First Teaching is about what should be on offer for all children: the effective inclusion of all pupils in high-quality, every day, personalised teaching.

• **Declarative/procedural knowledge.**

Declarative knowledge	Knowing what – subject specific concepts and detailed content 'Learn that'
Procedural knowledge	Knowing how to do something, or how something is done 'Learn how to'
Substantive knowledge	The core, essential knowledge that we want to teach in each subject discipline informed by relevant evidence and research.
Disciplinary knowledge	How that knowledge was generated, chosen and sequenced. Pedagogical subject and content knowledge drawn from the declarative and procedural knowledge base.

**Full QA framework as outlined in Partnership Agreement:**

We have made some additional updates to the links within our partnership agreement. Giving you better access to key documents such as our QA processes and reporting structures. Please review the linked document below and note how this links to all of the work you do in your role as mentor. Showing that your input does drive and help shape our continuous quality improvement. [Agreement \(cumbria.ac.uk\)](https://www.cumbria.ac.uk/quality-assurance)

**Quality Assurance (QA) of placement activity in our ITT Partnership occurs across a number of themed approaches:**

- Mentor development continuum (mentor training and quality)
- Staged Expectations based on Programme (ITT) Curriculum development- using 6 core domains of ITT learning (ongoing 'assessment' on placement)
- End Point Assessment of Teacher Standards- and link with ECF
- Student Led process & Paperwork development (Student ownership of reflection and meetings with mentors)
- Expert Colleague (Mentor) Coaching & Mentoring Feedback & Target development
- University Partnership Tutor (UPT) QA Visits
- Stakeholder / External development & verification of quality

**We focus on:**

- What do we teach;
- How well is it taught;
- How do school-based learning and centre-based learning work together;
- How well is it learnt.

[Quality Assurance Framework - Primary ITT](#)

**Ofsted Subject Reviews as part of discussions with trainees:**

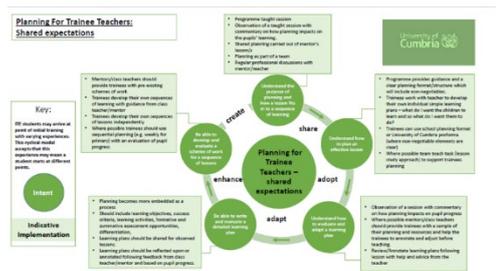
Within our [Effective Target Setting for ITE Trainees](#) we have highlighted the use of the [Ofsted curriculum research review](#) documents. These can be used alongside all of the other key resources when setting targets for trainees (Knowledge Organisers [in ITT curriculum], Core Content Framework resources, and the Ofsted reviews)

**Ofsted Visit:**

It is very likely that the IoE ITE partnership will receive a visit from Ofsted early in the spring term to share with them the amazing difference you and our students make to the lives of young people.

The Education Inspection Framework for ITE can be found [HERE](#). However, the likely focus of the inspection will be based around: 1) How well we have collaborated and supported ITT students to enhance their ITT curriculums & 2) How ITE students continue to access

development based around a well-planned ITE curriculum (helps them remember what they have learnt and learned how to as part of that curriculum) and how support is delivered by EXPERT colleagues (ITE staff including you as school mentors!).



### RECENT PARTNERSHIP DEVELOPMENTS to flag as strengths: Supporting planning with ITE students

Our partnership led approach to learning plans and process saw a cyclical model developed where a student teacher learnt **with** their expert colleague (mentor) how to plan effectively and take necessary steps to become competent in the production of sequences of learning themselves.

Work to develop a format of learning plan utilising non-negotiable elements was devised. Encouraging Mentors and Students to collaborate in the planning process:

- Drawing on the Non-negotiable elements of teachers planning as found on our partnership website.

- Looking to share existing planning and re-sources.
- Discussing how to adapt sessions to meet the needs of the group being taught.
- Resource sharing to enhance sessions.
- Co-working on creation of new knowledge enhancement and sequences of learning.

### Strength of PARTNERSHIP DEVELOPMENTS: Focussing on teacher workload reduction, resilience and wellbeing

Our teacher workload reduction, resilience & wellbeing charter. This charter can be found in the student SPAR paperwork via our [website](#).

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.

As part of weekly meetings we continue to ask mentors to give focus to a student’s wellbeing targets and discuss approaches your school or setting has made to tackle teacher workload.

If you have any further questions, please do not hesitate to contact your UPT or Pat Freeman as below:

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**We trust that you have all had a very festive & well-deserved break; Thank you as ever for your partnership.**  
**Institute of Education Leadership Team**