Northumbria University NEWCASTLE

INTERRUPTION TO PLACEMENT:
GUIDANCE FOR SCHOOLS AND TRAINEE TEACHERS

Our vision is to:
'create excellent 21st Century educators who can lead and inspire children and young people to reach their full potential. We do this through outstanding partnership working, high aspirations, and having raising achievement at the heart of all we do.'

Introduction

This handbook is designed to outline the protocol to be followed in the event of disruption to sustained placements by Covid-19 related class bubble or whole school isolations. The **DfE have re-designated ITE students as 'critical workers' within schools**. This action will help:

1. schools to continue to provide high quality education to all pupils either in school or at home
2. reduce the impact of coronavirus (COVID-19) on ITT provision
3. give all trainees a fair opportunity to qualify
4. safeguard teacher supply
5. ensure NQTs are of the highest possible quality

It is important student teachers continue to be considered as part of the school-workforce for this time and they should be able to continue their placement experiences by providing additional school support to those children still attending school or by supporting through on-line learning experiences for children in ways deemed most appropriate to the school.

Initial teacher education placements and interruptions to placements.

This guidance has been created to support Initial Teacher Education (ITE) trainee teachers who are currently placed in one of the partnership schools as part of their mandatory teacher training experience.

Step 1

In the event that the trainee is unable to attend placement, with the exception of illness, it is important that the trainee continues with their placement experience wherever possible. The class teacher/mentor can suggest suitable activities for the trainee to engage with at distance. Examples of the sorts of activities might be:

- Creating online resources, preparing resources for future lessons;
- Planning lessons for future teaching based on medium term plans;
- Online teaching - this might be group work or 1-1 intervention work perhaps;
- Personal marking and assessment, assisting class teacher with appropriate marking tasks;
- Attending school CPD, staff meetings online;
- Engaging in appropriate activity/ies from the School Development Plan or other appropriate school related task.

All of these activities provide useful learning for the trainee teacher and will add to the personal evidence base the trainee compiles towards meeting the Teachers' Standards by the end of their programme of study.

If there are no further tasks for the trainee to complete in supporting the pupils, class and school during the absence, then the trainee should begin to engage with the Self Study Toolkit which is attached to this document.

Step 2

The Self study toolkit is a list of suggested online resources. All of the identified areas are aligned with an area of learning that is specific to the trainee at their stage of training and indicates links to the Teachers' Standards. For example, they may be interested in learning more about a specific special educational need e.g. Understanding ADHD (Free online course). This link will lead them to engage in an 8 hour period of study run by Kings College London about children with ADHD. This course has accreditation by The CPD Certification Service which generates a certificate at the end of the 8 hours of study. This certificate and a supporting reflective statement encapsulating their learning would then be uploaded to their Individual Learning and Development Portfolio (ILDP) or pebblepad.

Alternatively, they may wish to engage with some subject knowledge improvement in mathematics and choose the Using visualisation in maths teaching (Free online course)

(teachers Standard 3). In this instance they engage in 6 hours of self study run by The Open University. At the completion of these 6 hours they could write a reflective statement and upload this to their pebble account.

Weekly Review of Progress

This weekly review should go ahead wherever possible. This could be a virtual meeting via Teams or other online platform, or the documentation can be emailed between the trainee and placement school. The trainee would complete the first part of the Weekly Review of Progress, outlining what learning they have been involved with for the week and an area they wish to develop for the following week. The mentor can then discuss with the trainee the activities that they have engaged in, whether school-based tasks or activities from the Self Study Toolkit. The mentor should then suggest areas that they know would support the development of the trainee when the school re-opens and school based teacher training can resume.

Recording absence/Teaching Offsite

Trainees have a responsibility to inform their Link Tutor immediately of any absences or teaching off-site and this should be recorded on the Weekly Review of Progress. Link Tutors will ensure that the placement lead at university is informed. This should also be recorded on the end of placement report.

Key University Contacts

Each person has a specific role and we would ask that you contact the appropriate person with your query.

If your query is about:	Contact Person	Contact at:
♦ The partnership handbook and Agreement ♦ External Examiner visits. ♦ Any urgent issue (if unable to contact staff below)	**Karen Hudson** Head of Subject	Karen.hudson@northumbria.ac.uk
♦ Mentor Training	**Lorain Miller**	lorain.miller@northumbria.ac.uk Tel:0191 2156914 Mobile: 07501 615903
♦ A trainee teacher on placement, non-urgent queries.	**Allocated University Link Tutor**	
♦ Placement allocations ♦ A trainee or trainees on placement in your school/ support/attendance ♦ School visits or observation of trainees ♦ Referred or deferred trainees ♦ Second opinion visits ♦ Cluster Meetings ♦ Any urgent issue	**Lorain Miller (BA1) Lucy Barker (BA2) Debbie Myers(BA3) Sue Knight (PGCE Primary) Lorain Miller (PGCE EYP)**	lorain.miller@northumbria.ac.uk l.a.barker@northumbria.ac.uk debbie.myers@northumbria.ac.uk sue.knight@northumbria.ac.uk
♦ Placement offers. ♦ Partnership Agreements. ♦ Allocation of placements. ♦ Changes to offers. ♦ Finance.	Placement Co-ordinator **Kevin Sugden** Placement Administrator	Kevin.sugden@northumbria.ac.uk Tel: 0191 215 6088
University-based content	**Jo Hume** BA (Hons) Primary Education **Sophie Meller** PGCE Campus Based **Jill Duncan**	joanna.hume@northumbria.ac.uk sophie.meller@northumbria.ac.uk Jill.duncan@northumbria.ac.uk

Weekly Review of Progress with class-based/school mentor	
Trainee Name:	
Review of week beginning:	

Trainee points for discussion	
Trainee: Bullet point areas of Strength related to Standards (ahead of the meeting) •	
Trainee: Bullet point areas for Development related to Standards (ahead of the meeting) •	

Mentor Evaluation	
Please comment on evidence in relation to these areas:	**Comments**
Discussion with trainee/ self-evaluation of learning	
Discussion with learners	
Discussion with TA/other adult	
Learners responses within lessons and in books/pieces of work	
Quality of marking and feedback	
Trainees' assessment and planning records	

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Trainees' assessment and planning records	
Observations of teaching and learning	
Tasks if prescribed	
Other	

Overall Judgement

Using the range of evidence make an overall judgement on progress this week:

Working towards Expectation		Meeting Expectation	

Targets agreed for the week ahead

Standard	Target	Action (How will you do this?)	Support (What support might you need?)

Signed

Mentor	
Trainee	

Northumbria University

SELF STUDY TOOLKIT

Continuing Professional Development (CPD) for trainee teachers in the event of interruption of placement.

The contents of this document are suggestions of things to engage with to support you in the key areas of learning identified for this placement.

Each time you complete a resource, ensure that you add supporting evidence to your ILDP with a reflective statement to explain how this has informed your knowledge.

Choose the resources in line with your interests, your current placement targets or to further support your learning in areas where you feel less confident .

Safeguarding

Related to Teachers' Standards	• Sources of support / enhancement opportunities
1 Set high expectations which inspire, motivate and challenge pupils • establish a safe and stimulating environment for pupils, rooted in mutual respect • set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions • demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	Safeguarding Podcast Safeguarding Podcast 2 Vulnerable Child Protection (Free online course) Relationships for learning / Behaviour for learning Attachment in the early years Developing respectful relationships - An article Some interesting thoughts form the Scottish Government Better relationships, better learning, better behaviour

Planning, teaching and assessment

| 2 Promote good progress and outcomes by pupils
• Be accountable for pupils' attainment, progress and outcomes
• plan teaching to build on pupils' capabilities and prior knowledge
• guide pupils to reflect on the progress they have made and their emerging needs
• demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
• encourage pupils to take a | Psychology for teachers

Introduction to child psychology (Free online course)

Exploring children's learning

Evaluating classroom talk (Free online course)

Enhancing learning on museum visits |

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responsible and conscientious attitude to their own work and study.

4 Plan and teach well-structured lessons
- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils
- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities;

An article from the Chartered College

- Cognitive Load Theory and teacher expertise
- Improving meta-cognition
- metacognition and self-regulation

Understanding children's wellbeing

Understanding ADHD (Free online course)

Inclusive education - knowing what it means (Free online course)

What children's perspectives tell us about inclusion (Free online course)

Look at some of the lessons in the attached link that are relevant to your placement class. Consider carefully the adaptations you would have to make to ensure these lessons were accessible to all of the children in the class. The following 2 links have lesson and lesson sequences across the curriculum:
Lesson Ideas for Key Stage 1
Lesson Ideas Key Stage 2

https://naldic.org.uk/ (NALDIC – the national subject association for EAL)

Assessment for Learning (Free online course)

Developing your skills: listening and observing (Free online course)

Statutory requirements for assessment in Primary Schools

and be able to use and evaluate <u>distinctive</u> teaching approaches to engage and support them. 6 Make accurate and productive use of assessment • know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements • make use of formative and summative assessment to secure pupils' progress • use relevant data to monitor progress, set targets, and plan subsequent lessons • give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.	

Core Subject Knowledge

3 Demonstrate good subject and curriculum knowledge • have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings • demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship • demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the	English Subject Knowledge Audit Walk in the children's shoes- try some of these SATS Papers Year 6 Primary English Theory and Practice Understanding language and learning (Free online course) Exploring books for children - words and pictures (Free online course) Encouraging book talk (Free online course) Grammar matters

correct use of standard English, whatever the teacher's specialist subject • if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics • if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.	Science Subject Knowledge Audit Primary Science Theory and Practice Walk in the children's shoes- try some of these SATS Papers Year 6 Primary Science: supporting learning (Free online course) STEM resources and diversity Maths Subject Knowledge Audit Primary Maths Theory and Practice Walk in the children's shoes- try some of these SATS Papers Year 6 Maths Subject Knowledge (Free online course) Understanding Number (Free online course) Article from The Chartered College 'Impact' magazine Early maths - what really matters? Using visualisation in maths teaching (Free online course) STEM support Talk for writing Teaching English to children (free online course) White Rose Maths Scheme and Resources World Class Maths (Free online course)

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	Planning for learning: science and maths (Free online course)
	Planning for learning in STEM
	Planning for learning and tracking progress

Behaviour for Learning

7 Manage behaviour effectively to ensure a good and safe learning environment • have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy • have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them • maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.	Behaviour for learning Teachers' TV Behaviour for learning - a chapter to read Behaviour Management - short video Relationships for learning / Behaviour for learning Managing behaviour for learning (Free online course) Teaching for good behaviour (Free online course)