

2021-22



**Northumbria
University**
NEWCASTLE

**BA2 PRIMARY EDUCATION:
INTERMEDIATE ASSESSED PLACEMENT
WITH BOOSTING READING @PRIMARY (BR@P) INTERVENTION
GUIDELINES FOR TRAINEES AND MENTORS**

TE5509 EDUCATIONAL PLACEMENTS YEAR 2

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Welcome to your Year 2 Assessed Placement with Boosting Reading @Primary Intervention Placement Handbook. Here you will find all the information you will need to guide you through this placement, plus some extra guidance for mentors, which you are invited, to share at school once you begin your placement.

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.’

Aims of the Placement

This placement has pupil progress and engagement at its heart. We hope that, by working in partnership with schools, we can support your understanding of reading skills and small steps in learning, as well as enabling you to make a small, but significant contribution to your placement school’s improvement agenda by carrying out an intervention which aims to raise the attainment in reading of a group of target children.

The main aims of this placement are that you will:

- ***Plan and deliver a series of whole class lessons with support and guidance from the class teacher***
- ***Gain a broad understanding of English, mathematics, and science in, and beyond, the Key Stage in which you are placed***
- ***Engage with school-based coaching and mentoring to improve your own skills and be able to demonstrate progress towards personal targets***
- ***Use your developing understanding of the teaching of phonics/early maths to impact on the progress of identified underachieving pupils***
- ***Increase your knowledge and understanding of the primary curriculum beyond the host class as well as your identified primary subject specialism***
- ***Experience informal and professional dialogue with parents/carers***
- ***Reflect on your experiences in school in the light of the theoretical perspectives that have been introduced during university sessions***
- ***Contribute towards pupil progress in reading through implementing effective ‘Boosting Reading @Primary’ strategies***
- ***Become familiar with relevant resources to support reading in primary schools***

In addition, this placement will give you the opportunity to teach regularly throughout the placement, part, or whole lessons, by arrangement with your mentor, using the class teacher’s medium-term planning as a guide where appropriate. Your teaching will be observed twice each week by your mentor or another teaching member of the school staff and assessed using the ‘Subject Specific Lesson Observation’ proforma. This aspect will help you to:

- ***gain assessed experience in whole class and small group teaching***

In addition, you should take every opportunity to discuss the lesson planning process with your mentor and familiarise yourself with the school’s planning procedure and format. This will help you to understand the principles of effective planning which will benefit both your subsequent assessed placement and your forthcoming Curriculum Studies assignment. This aspect will help you to:

- ***gain confidence in and understanding of the planning and assessment cycle***

Refer to the assessment guidance for this, including assessing 4 focus children as well as a whole class for one of the core subjects (English, Mathematics or Science).

- **Behaviour management will be a key focus** for this school placement.
- During the placement, it is expected that students will work within the Teachers' Standards, always demonstrating appropriate personal and professional conduct.

Curriculum Expectations

The BA (Hons) Primary Education curriculum provides a framework of opportunities aligned to, but not limited by the minimum entitlement outlined in the [Core Content Framework \(CCF\)](#). It represents a coherent and carefully sequenced programme of university delivered training sessions that support student teacher learning through critical engagement with their experiences in the classroom.

A spiral curriculum model for student learning provides opportunities for the 5 core areas of the CCF to be introduced at the beginning of the programme through our university taught sessions. These are built upon through school-based experience and critical reflection on practice and revisited throughout the year as the taught programme aims to support deepen understanding as students' progress towards their early career phase.

Modelling Exemplary Practice

There is an expectation that students have opportunities whilst in the school to observe exemplary classroom practice, throughout the key stages and within a variety of classroom contexts and subjects as stated in Standard 1 of the [National Standards for School Based Initial Teacher Training Mentors \(2016\)](#).

A minimum of one lesson/intervention per week for the student trainee to observe another teacher/teaching assistant teaching a whole class/group/individual. We do understand that under the current Covid restrictions that moving around the school may not be possible.

To comply with ITT criteria could schools all please ensure that trainee teachers are provided with the following at the commencement of their training in school:

- the child protection policy.
- the staff behaviour policy (sometimes called a code of conduct).
- information about the role of the designated safeguarding lead.
- a copy of 'Keeping Children Safe in Education'.
- a priority is for the trainee to read and understand the school's safeguarding policy and procedures, including information regarding Prevent and Covid 19. Ensuring they identify who the designated safeguarding lead is within the school and sign the declaration contained in the school context file.

Full details can be accessed via this link:

[Initial teacher training \(ITT\): criteria and supporting advice \(2021\)](#)

Placement Outline: Dates and Key Expectations for BR@P

Placement dates:	Key expectations	Additional notes for mentors:
25 th Oct to 4 th Nov 21	All students will undertake 2 days training in delivering BR@P.	This will take place at the university by accredited BR@P trainers.
7 th Jan 22	Refresher session in BR@P from accredited trainer	This session will take place online.
Week 1 10 th Jan 22	In school: getting to know identified children	Time to engage in normal school life including some time spent whole class/small group teaching, routines, register etc.
	In school: BR@P sessions begin.	
Week 2 17 th Jan 22	3 x BR@P sessions in host class or other in school	Other placement tasks can be completed here if were not achieved in the non-assessed 4-week placement in Autumn term.
w/c 24 th Jan 22	UNIVERSITY LECTURES	
Week 3 31 st Jan	3 x BR@P sessions in host class or other in school	
Week 4 7 th Feb	3 x BR@P sessions in host class or other in school	
Week 5 14 th Feb	3 x BR@P sessions in host class or other in school	
Half term		
Week 6 28 th Feb	3 x BR@P sessions in host class or other in school	
Week 7 7 th March	3 x BR@P sessions in host class or other in school	
Week 8 14 th March	3 x BR@P sessions in host class or other in school	At the end of the placement mentor to complete Teacher training profile report with student and emailed to hl.placements.education@northumbria.ac.uk

Placement expectations for classroom teaching:

Placement dates:	NB. Trainees to work as a team (one as trainee teacher and the other as teaching assistant) in terms of the teaching timetable requirements.
<p>Week 1 beginning 10th Jan 2022 Non- assessed.</p> <p>BR@P children identified.</p> <p>BR@P lessons start</p>	<p>A priority is to read and understand the school's safeguarding policy and procedures, including information regarding Prevent and Covid 19 procedures. Ensure you identify who the designated safeguarding lead is within the school and sign the declaration contained in the school context file.</p> <p>Be pro-active and begin to undertake some class management tasks during these first few days and throughout the placement with the class teacher's support, and at the class teacher's discretion, such as helping with displays, yard duty or after school club, attending a staff meeting, leading children to and from assembly, stopping children at the end of a lesson, giving the children brief instructions during a lesson etc.</p> <ul style="list-style-type: none"> • The key element of this placement is that the trainees start to teach as soon as possible. In this first week trainees should teach (or support teaching) for 10% of the time that the pupils are in school. This would account for 2-3 lessons (or 2-3 hours). Mentors will need to choose which lessons are most appropriate and the lessons will already have been planned by the mentor. Whilst the focus of this teaching practice is for the trainee to appreciate how to teach sequential lessons in English, mathematics, and science all subjects could be taught during this time. All lessons taught by trainees will require a university individual lesson plan to be created by the trainee and checked by the mentor prior to delivery. • Trainees who are paired in school are to observe each other teaching for a minimum of 20 minutes, once each week. The observation is recorded using the Peer Observation Record. • Trainees will need to spend most of this week familiarising themselves with the school's routines and systems. They will be required to locate policy documents (safeguarding, behaviour management, assessment etc.) which they can read after school. • Trainees will need to meet and be aware of the permanent staff members and other people who may be in school (parent helpers, readers, other educational professionals e.g., educational psychologists, speech, and language etc). • Trainees will benefit from observing exemplary teaching throughout the school. Mentors will be able to guide them towards these observations regularly throughout the placement. Each week time should be set aside for the trainees to observe teaching in classrooms other than the host classroom. This may be because of targets set in weekly progress meetings e.g., observing excellent teachers in behaviour management, maths coordinator, English coordinator etc. These observations are recorded in the Record of Modelling exemplary practice document located at the end of this handbook. • In addition to teaching, trainees have some University set tasks to complete throughout the duration of this teaching practice placement. Please see the Behaviour Management tasks section. • Weekly review of progress meeting. Although this is not a formally assessed teaching week, the trainee would benefit from informal verbal feedback. This will help to complete the weekly review of progress document, which encompasses 3 personal targets to be set each week based on observed teaching. • Trainees have been trained to deliver a reading intervention called 'Boosting Reading @Primary (formerly known as Better Reading Partnerships) Schools (see previous section on the expectations for this intervention).

Mentors: Ensure students have an appropriate space to work on their group intervention.

Agree a weekly timetable for the trainee, referring to expectations for 1-1, group and whole class teaching expectations.

- **Four focus children**

Identify with the help of the teacher and assessment, four focus children to be monitored throughout the placement and who are representative of the range of attainment in English and mathematics in the class. Begin to collect samples of work for these children (photocopied) from English and mathematics books. Annotate and describe what the child can do in relation to the learning objectives and whether the work was independent or required support. This work will be added to the focus children's profile in your planning and assessment file. Update these gradually with information relating to achievements in other subjects, including cross- curricular/topic focused learning.

Assessment

Prepare a list of questions to discuss with the class teacher or training co-ordinator during the week. These questions should focus on the teacher's use of assessment, target setting and pupil tracking of children's ability in English and mathematics in the class. This completed information will then be placed in the planning and assessment file.

Ensure that the planning and assessment and school context files contain all the relevant required information including notes on the school marking policy.

Week 2
Beginning
17th Jan
2022
Non-
assessed

BR@P
Lessons
4-6
children
3 X week

- Trainees can increase their **non-assessed joint teaching timetable to 20%, which would equate to 1 lesson each day or 5-6 hours in the week.** This may build on the first week's lessons, or it may be the start of sequential English or mathematics teaching. Trainees are to continue to work as a team with one trainee planning and delivering the lesson and the other trainee supporting the trainee teacher as a teaching assistant. Both students would jointly be responsible for assessment. Each trainee will need to have an equal opportunity to both teach and support teaching.
- Both trainees will attend one day at a local primary school as part of their appreciation of behaviour management strategies. They will be aware of this day and will be able to brief their mentor at the outset of the placement.
- Trainees will continue to support the class teacher when not responsible for teaching themselves for 50% of the teaching timetable.
- Trainees are to observe each other teaching for a minimum of 20 minutes, once each week. The observation is recorded using the Peer Observation Record.
- Trainees will observe exemplary teaching in another classroom at least once each week.
- Trainees continue to deliver BR@P with children identified in the host classroom or other classrooms chosen by the school, 4-6 children 3 x per week.
- The remaining time during the school day (10%) could be spent supporting the school with its own priorities. This could include carrying out a break or lunchtime duty, creating resources, planning, and delivering themed workshops for groups, running lunchtime/after school clubs etc. All experiences are valuable learning points for trainee teachers. Every aspect of the teacher's normal school life should be opened to the trainees to ensure that they appreciate the extent of the school day.

	<ul style="list-style-type: none"> At the end of this week both mentor and trainees will meet to discuss progress made against the teaching standards for trainee teachers which will be recorded using the weekly review of progress document for each trainee individually.
Week beginning 24.01.21	<p style="text-align: center;">Trainees return to university for this week.</p>
Week 3 beginning 31 st Jan 2022 1 st assessed week. BR@P Lessons 4-6 children 3 X week	<ul style="list-style-type: none"> Trainees will increase teaching to 30% of the teaching timetable. This equates to 7-8 lessons or 7-8 hours of teaching. Trainees will work as a team. One trainee will plan and deliver 3-4 lessons whilst the other trainee supports and vice versa. Both trainees will need to have equal experiences of teaching and supporting their peer. It will now be possible to formally assess teaching this week using the lesson observation schedule provided. Each week both trainees will require 2 lesson observations each week. Feedback from the lesson observation to be given as soon as practical after lesson delivery, perhaps at the end of the school day. Trainees continue to deliver BR@P lessons 4-6 children 3 x per week. The balance of the trainees' time will be spend supporting the class teacher as appropriate. Trainees are to observe each other teaching for a minimum of 20 minutes, once each week. The observation is recorded using the Peer Observation Record. Trainees will observe exemplary teaching in another classroom at least once each week. At the end of this week both mentor and trainees will meet to discuss progress made against the teaching standards for trainee teachers which will be recorded using the weekly review of progress document for each trainee individually. The standards progression document is to be signed off by the mentor each week in accordance with progress agreed in this meeting.
Week 4 Beginning 7 th Feb 2022 2 nd assessed week. BR@P Lessons 4-6 children 3 X week	<ul style="list-style-type: none"> Trainees will increase teaching to 40% of the teaching timetable. This equates to 2 lessons each day or 2 hours each day. Trainees continue working as a team. One trainee to plan and deliver 1 lesson each day whilst the other trainee supports. Both trainees' will require equal experiences of teaching and supporting their peer. Two lessons (or parts of lessons) to be assessed each week for each trainee. BR@P teaching to continue; 3 times a week in host class or another class (KS1 or KS2) The balance of the trainees' time to spend supporting the class teacher. Trainees are to observe each other teaching for a minimum of 20 minutes, once each week. The observation is recorded using the Peer Observation Record. Trainees will observe exemplary teaching in another classroom at least once each week. Weekly progress meeting to be held.
Week beginning 14.2.22	<p style="text-align: center;">Half term – University Reading week</p>

<p>Weeks 5-7</p> <p>21st Feb 22 28th Feb 22 7th March 22</p> <p>BR@P Lessons 4-6 children 3 X week</p>	<ul style="list-style-type: none"> • Trainees will increase teaching to 50% of the teaching timetable. This equates to 12-14 lessons each week or 12-14 hours. Trainees continue working as a team. One trainee to plan and deliver 1-2 lessons each day whilst the other trainee supports. Both trainees' will require equal experiences of teaching and supporting their peer. The trainees' timetable should now incorporate English and mathematics teaching each week with other lessons varying as appropriate. It is beneficial for trainees to teach the full range of foundation subjects whilst on this teaching practice placement including PE. • Two lessons (or parts of lessons) to be assessed each week for each trainee. • BR@P teaching continue 3 times a week in host class or another class (KS1 Or KS2) • The balance of the trainees' time to spend supporting the class teacher. • Trainees are to observe each other teaching for a minimum of 20 minutes, once each week. The observation is recorded using the Peer Observation Record. • Trainees will continue to observe exemplary teaching in another classroom at least once each week. • Weekly progress meeting to be held.
<p>FINAL WEEK Week 8 beginning 14th Mar 2022</p> <p>BR@P Lessons 4-6 children 3 X week</p>	<p>As above (weeks 5-7) and the completion of any outstanding University set tasks. Placement reports to be completed in the final progress meeting. Both mentor and trainees to sign reports. Trainee needs to have a hard copy of the reports upon leaving school. Mentor to email electronic versions of placement reports to hl.placements.education@northumbria.ac.uk</p> <p>This incorporates: -</p> <ul style="list-style-type: none"> • End of placement report • Phonics report • Mathematics report

NB: in July 2016, the Government published new national standards for mentoring. It is highly recommended that all schools supporting trainees undertake free mentor training, delivered in school. Please contact l.a.barker@northumbria.ac.uk for more details

Boosting Reading@Primary Intervention: Key Information

Campus-based training

You will receive two days of accredited training in the nationally recognised initiative 'Boosting Reading @ Primary' or BR@P (formerly known as Boosting Reading Potential). Many schools may already be familiar with this effective strategy. Once you have completed your two-day training, you will have a good understanding of the strategies to use over the placement and will be eligible to deliver the accredited training.

First days of placement

When you first arrive, you will have recently received a refresher training session in BR@P. You should spend the first two days talking with your mentor about the BR@P intervention, identifying and getting to know your targeted children, collating information about them and finding out about reading resources in school. You will have been provided with all the resources you need to carry out the intervention from the University, including an information sheet to be completed about each child.

You will need to ensure that you have the appropriate reading resources to support each of the sessions, and that you evaluate the learning at the end of each session, to plan effectively for future learning.

The BR@P Intervention

The school needs to identify between 4 and 6 pupils per student to receive up to 20 reading sessions each. BR@P has been shown to be most effective if the targeted children are those who fall JUST BELOW their year group expectations. Children working at a level significantly below year group expectations will not benefit as greatly from this programme.

**Please note: it is essential that selected pupils have some reading skills. The suggestion is that these pupils are reading at a minimum of 'yellow bookband' - equivalent to the level that matched NC level 1c. It is unlikely that pupils in Foundation Stage will be at the required level to benefit from the programme.*

In order to ensure the best possible impact, it would be beneficial if students were provided with:

- Current assessment information on the identified children (e.g. outcome of any recent reading test); If the school uses a standardised reading test, eg Suffolk/Salford, the school may wish the identified children to be tested at the start and end of the intervention. Students would be able to carry out this testing using the school's test.*
- Information on how reading is taught in school*
- Information on reading resources in school and how they are structured*
- Access to a wide range of reading materials*
- Information on other literacy interventions in school*

You will plan with your mentor to work with **4-6** identified children 3 times per week (or at least 20 x 15-minute sessions over the course of the placement). You will record the progress of each of your targeted children using the BR@P records. You will hand in your completed BR@P portfolio for assessment by the BR@P trainer following the placement, and upon successful completion, you will be awarded a certificate stating that you have completed BR@P training. Successful completion of the BR@P intervention forms part of the assessment requirement for this module.

Teaching Weeks

Students have a responsibility to:

- Work on personal targets set each week.
- Proactively improve their own subject knowledge, with a strong focus on English/mathematics and science in EYFS, KS1 or KS2.
- Respond professionally to advice given, as well as proactively seek advice.
- Reflect on and analyse all taught activities and lessons, annotate planning accordingly.
- Observe their partner teaching for approximately 10 minutes, record the observation on the Peer Observation Feedback Record Sheet, and give appropriate feedback; (where students are not in a paired placement it would be helpful if the class teacher could undertake a similar observation and feedback session).
- Complete a weekly evaluation (using the proforma found on Blackboard)
- Prepare for the Weekly Review of Progress meetings appropriately; and send this to their link tutor at the end of the week.
- Keep notes from tutorials and points discussed with class teacher / mentor.
- Update records on the four focus children, outlining their progress.
- Continue to update both files, which are always available for scrutiny from school and university staff.
- Manage time efficiently to meet the demands of the placement.
 - Maintain an excellent punctuality and attendance record.

Information for Mentors (cont.)

Placement Feedback and Support

Weekly Journal

The Weekly Journal is intended to be a working document to capture the teaching and wider professional experience and behaviours of trainees across each week of placement. This can include dipping into parts of lessons observing activities and tasks throughout the week (two examples are included on p.24).

Strengths and areas for development can be recorded in anticipation of the Weekly Review of Progress.

Weekly Review of Progress Tutorials

The Weekly Review of Progress becomes the key formative assessment tool for all school placements. Students should meet with the teacher/mentor every week of placement to evaluate and review their placement experience. This should be timetabled to allow the student time to prepare ahead of time. The discussion will consider pupil feedback, marking, planning, assessment, relevant tasks, TA feedback and the evidence from the weekly journal and subject specific lesson observation/s. Trainees may also have evidence in their placement files and weekly reflections. An overall formative judgement is made at the end of the meeting, the trainee will either be working towards the placement expectations (as described within the handbook) or is assessed to be meeting expectations. If any concerns are raised at any point, please refer to the cause for concern procedure (p.18).

A maximum of 2 SMART (**S**pecific, **M**easurable, **A**chievable, **R**ealistic and **T**ime constrained) targets should be agreed at the end of the meeting and will then be the focus for the weekly journal and subject specific lesson observations for the following week.

A **Weekly Review of Progress proforma** should be completed for each week and is signed by teacher/mentor and student. The trainee is then responsible for sharing a copy with the Link Tutor and putting a hard copy in the placement file.

The Link Tutor will attend at least one of these meetings each placement, in person or via a Microsoft Teams meeting.

During these reviews, it would be helpful if the question prompts below could be used to frame a short discussion, one each week, which would link their placement experience with university learning and expectations within the Core Content Framework:

The Link Tutor will attend at least one of these meetings each placement, in person or via a Microsoft Teams meeting.

Core Content Framework in ITT

During these reviews, it would be helpful if the question prompts below could be used to frame a short discussion, one each week, which would link their placement experience with university learning and expectations within the Core Content Framework:

Early Stage of Training (BA (hons) Primary Education non-assessed)		
The five focus areas (Behaviour management, Curriculum, Assessment, Pedagogy and Professional behaviours) are those which we assess the trainees against and informs their end of placement report		
Week	Question Focus	Links to university-based training
Week 1	B Consider the university- based behaviour management and theory training. What aspect has had the most impact?	Trainees will have had university-based focussed lectures and tutorials on theories of successful behaviour management strategies and suggested academic reading, plus an expert input from one of our partnership schools
Week 2	C How has the National Curriculum informed your placement schools' curriculum design?	Examination of curricular design and theory during Curriculum Studies module and Enhanced Curriculum Studies module.

Week 3	C How do expert colleagues consider and impact on early literacy/reading to ensure all pupils can access the curriculum?	Training on general principles of BR@P intervention. Accredited intervention training for reading. English lectures exploring theory and practice related to English teaching, reading. Specific phonic training.
Week 4	A How do expert colleagues consider pupils' prior learning when planning to impact on pupils' learning and progress?	University based training on inclusive practice and assessment for learning principles and theory, including using LOs and success criteria. Subject specific assessment principles. Assessing individual pupils through an intervention.

Contact Details (email communication is preferred)

If your query is about:	Contact Person	Contact at:
<ul style="list-style-type: none"> ◆ Mentor Training. ◆ Second opinion visits. ◆ External Examiner visits. ◆ Referred or deferred students. ◆ Any urgent issue 	Sue Knight Placement Lead	Sue.knight@northumbria.ac.uk Tel: 0191 349 5825
<ul style="list-style-type: none"> ◆ Placement allocations ◆ A student or students on placement in your school. ◆ School visits or observation of 	Sue Knight (PGCE), Lorain Miller (BA1 and PGCE- EYP) Lucy Barker (BA2) Debbie Myers (BA3)	Sue.knight@northumbria.ac.uk Tel: 0191 349 5825 lorain.miller@northumbria.ac.uk Tel: 0191 215 6914 I.a.barker@northumbria.ac.uk Tel: 0191 215 6458 debbie.myers@northumbria.ac.uk
<ul style="list-style-type: none"> ◆ A student on block placement, including initial, non-urgent queries and urgent queries if none of the 	Allocated Link Tutor	<i>Add details here when allocated</i>

<ul style="list-style-type: none"> ◆ Placement offers. ◆ Partnership Agreements. ◆ Allocation of placements. ◆ Changes to offers. ◆ Finance. 	<p style="text-align: center;">Placements Team:</p> <p style="text-align: center;">Kevin Sugden Placement Administrator</p>	<p style="text-align: center;">hl.placements.education@northumbria.ac.uk</p> <p style="text-align: center;">Tel: 0191 215 6474 or 6088</p>
<ul style="list-style-type: none"> ◆ University based content 	<p style="text-align: center;">Programme Leaders:</p> <p>School Direct: Kevin Ardron PGCE Primary: Sophie Meller PGCE EP: Jillian Duncan BA (Hons) Primary-Education: Jo Hume</p>	<p style="text-align: center;">kevin.Ardron@northumbria.ac.uk</p> <p style="text-align: center;">Sophie.Meller@northumbria.ac.uk</p> <p style="text-align: center;">jill.Duncan@northumbria.ac.uk</p> <p style="text-align: center;">joanna.hume@northumbria.ac.uk</p>

Students experiencing difficulties

Students who experience problems or difficulties on placement should speak in the first instance to the host class teacher or school and/or mentor and highlight the problem(s). The problem(s) may be able to be solved at school level without any other support. Students should contact their Link Tutor after this if they need further support and advice.

Class teachers/ mentors who are concerned about any aspect of a student's placement should refer to the cause for concern procedure that follows.

Cause for Concern Procedure

Cause for concern is intended to be a developmental and supportive process

A cause for concern will be raised when:

- a trainee's teaching, for any reason, is not developing as expected; for example, if a trainee 'plateaus' and there is no evidence of further progress or development in the quality of their teaching.
- a trainee struggles professionally or personally to make progress.
- a trainee fails to demonstrate high standards of personal and professional conduct (Teachers' Standards Part Two: Personal and professional conduct).

Specifically, a cause for concern:

- can be raised at any stage of the programme.
- will usually relate to specific aspects of the trainee's teaching and be characterised by a lack of expected progress by the trainee against the ITE curriculum or by a lack of impact on outcomes for pupils.

Targets to support a cause for concern procedure

- Targets for improvement must be explicitly linked to area(s) of concern in the trainee's teaching, mastery of the ITE curriculum, impact on outcomes for pupils or ability to uphold the expectations in Part Two of the Teachers' Standards.
- Targets will require agreed actions for both the trainee and all those working with them in the training programme.
- The setting and revision of targets must be based on the review of the full range of evidence; there must be clear correlation between the identified issues and the targets set.

Step 1

- Mentor discusses concerns with trainee
- Link Tutor informed - this may trigger additional visit
- Targets agreed (maximum 3) at Weekly Review meeting focused explicitly on areas for improvement, agreeing and recording explicit actions and success criteria



Step 2 Review after 2 weeks

- Targets reviewed against success criteria. Two outcomes:
- Sufficient Progress
- Insufficient progress



Step 3

- Joint observation and review with teacher mentor and link tutor (this can be virtual)
- Link Tutor moderates evidence and confirms a support plan if necessary
- Formal meeting with trainee, teacher mentor and link tutor to agree cause for concern and set revised targets within support plan. Explicit actions agreed for Trainee, teacher mentor and link tutor
- University module leader informed (Sue Knight)



Step 4 Review after 2-4 weeks

- Review of targets using full range of evidence and relating to support plan. 3 possible outcomes:

Guidance for Trainees



The School Placement Files

Students will keep two files during the placement which they are expected to always have in school with them. The files are professional working documents kept by the student and constitute an evidence base for the student's performance on placement. The files are particularly useful as evidence of an ability to evaluate, plan, manage and organise. They can provide evidence of recording pupil progress and personal progress.

- The student must establish their files before the start of the placement and always have them available for scrutiny to all parties concerned with the placement, namely, teachers/mentor, Senior Management Team, university Link Tutor and the External Examiner.
- The files are working documents and may contain annotations, post-it notes and additional material from the student, teachers, and University Link Tutors.
- The files should be well organised and presented and clearly divided into sections.
- They should be up to date and sufficiently detailed.
- Files may be shared with other schools at parity meetings to be arranged by the link tutor towards the end of the placement.

Content of the Files

File 1 - Planning and Assessment File - a daily working document, containing all planning and assessment information, including annotations and resources as appropriate

File 2 - School Context File – contains all relevant contextual information, including required school policies.

1) Individual lesson planning and reflective evaluations

a) Planning and Preparation Checklist

Read through the following checklist when beginning the planning process and again when a detailed plan is in place. In time, the considerations contained here will become automatic.

Also refer to the lesson observation criteria for this placement.

- Do you know exactly what you want the children to learn in each part of the lesson/activity?
- Have you thought about how you will make sure children know and understand the learning objectives?
- What are the children's prior learning?
- Have you considered the kind of questions the children may ask and the misunderstandings they may have?
- Have you thought about the key information you will need to explain and how you will do this?
- Have you thought about the key vocabulary you need to teach and key questions you need to ask?
- Do you know what the children will DO in each part of the lesson/activity?
- Do you know how you will make the success criteria clear to the children?
- Have you thought about where and with whom the children will work?
- Have you checked the resources you will need?
- Have you thought about how you will ensure that all the children are all involved in the lesson/activity?
- Have you considered how you will support learning (special needs) or extend learning (more able children)?
- Have you thought what your role, and possibly that of other adults, will be during each part of the lesson/activity?

Lesson Plan Evaluations

All lessons taught should be evaluated **on the lesson plans** and should consider the following points:

- achievement of learning outcomes.
- pupils' learning and their work.
- relationships.
- organisation and management of the whole lesson.
- organisation and management of a particular phase within the lesson.
- use and effectiveness of resources.
- use of teaching methods.
- discipline and control of class or groups.
- management of or behaviour of individual pupils.
- aspects of delivery, such as pace of lesson.
- aspects of the lesson, such as the appropriateness of the content and its match with the pupils' needs.
- introductions and conclusions to teaching episodes.

- work with teachers, with and within teams.
- work and relationships with other adults in the classroom / in the school.
- use of questioning, explaining, discussion, instruction.
- awareness and use of the learning environment.
- the use of time - the student's and the pupils.

Weekly evaluations should also be kept by the student. A good weekly evaluation will be dated, analytical and not descriptive. It should reflect on how specific aspects of your teaching have impacted on children's learning and should begin to explore ways in which this should influence your subsequent planning and teaching. It should also include an overall summary of the extent to which children have met their learning outcomes through the week. In most cases a minimum of one side of A4 at font size 12 would be considered appropriate for a weekly evaluation. These should be printed out and put into your placement file.

Peer Observations

In addition, students should carry out one peer observation per week on their paired partner. They should observe their partner teaching a lesson for approximately 10 minutes and feedback using the peer observation schedule.

Where students are not paired with a partner in a classroom, they will benefit from team planning and teaching with the class teacher. The class teacher can assume the role of the other student during class lessons, as below, and should carry out and complete the peer observation in addition to the Weekly Journal and any subject specific observations. These should be evidenced in placement files.

b) Reflective Evaluation

All lessons taught need to be evaluated. Evaluations should be in the form of lesson plan annotations, and could address (for example):

- achievement of learning outcomes
- pupils' learning and their work
- relationships
- organisation and management of the whole lesson
- organisation and management of a particular phase within the lesson
- use and effectiveness of resources
- use of teaching methods
- discipline and control of class or groups
- management of or behaviour of individual pupils
- aspects of delivery, such as pace of lesson
- aspects of the lesson, such as the appropriateness of the content and its match with the pupils' needs
- introductions and conclusions to teaching episodes
- work with teachers, with and within teams
- work and relationships with other adults in the classroom / in the school
- use of questioning, explaining, discussion, instruction
- awareness and use of the learning environment
- the use of time - the trainee's and the pupils'

2) Gathering assessment evidence for 4 focus children

To prepare for teaching, you must:

- identify **four focus children**, representative of the range of ability in English and mathematics in the class
- collect samples of work from focus children in English, which may be a phonics activity and a selection of written/recorded work. Comment, in writing, saying what the sample of work indicates the child **CAN** do in relation to the lesson's learning objective, whether the work was independent or indicating how much support the child needed to achieve the learning objective. Use the '**Monitoring your impact on pupil progress**' form to check the evidence you have.
- begin to undertake some class management tasks during these preparation days and throughout the placement with the class teacher's support and at the class teacher's discretion
- ensure that your assessment and planning files contain relevant information including their notes on the school marking policy.
- prepare to teach an element of English, mathematics, or science (mental/oral starter, introductory session, guided group work, plenary etc) to the class, using the teacher's planning as starting point.
- work alongside the class teacher in the host class, observing how he/ she works, and the various strategies and techniques that are used for managing children's behaviour. It is **vital** that you understand strategies for ensuring that the children behave appropriately and are aware of the need for consistency in managing children's behaviour.
- meet with identified 1-1 tuition pupils and discuss their personal targets with the class teacher
 - identify **a personal strength** and **a target**, based on teaching carried out, and discuss at end of week tutorial. These will form a starting point for further discussion and training.
 - update the Pupil Profiles of focus children based on outcomes of the taught sessions
 - plan timetable for next week with the class teacher

Maintaining Standards Evidence

You are required to collect evidence of achieving QTS standards while on placement. Most of this evidence will be collected through planning and teaching. Occasionally, however, you will collect evidence in other ways, e.g., through class outings, attending staff meetings, taking part in after school clubs etc. It is your responsibility to record and date this evidence; identifying the appropriate QTS standards and asking the class teacher/Training Co-ordinator to sign the evidence. This can then be used to provide evidence of progression against Teachers' Standards within the document: Assessing Progression against Teachers' Standards.

You can draw upon the evidence contained in your files when you are working with *Pebblepad* in developing an electronic submission towards your final Standards Presentation. Evidence that is not created electronically such as observation feedback etc. can be photographed or scanned and uploaded to support the eportfolio.

Assessment expectations for Initial placement, phase 1

Stage 1 Initial non-assessed placements and intervention placements		
University based provision	School based provision	Student expectations
<ul style="list-style-type: none"> To understand assessment for learning (AfL) Introduction to using Learning Objectives and success criteria for each taught lesson Assess – Plan – Do – Review cycle of learning <ul style="list-style-type: none"> Understand the different forms of formative and summative assessment Gather evidence for 4 focus children -PGCE Primary and PGCE Early Years focus children – BA2 Detailed assessment of intervention children, tracking progress over each lesson taught on the colour coded tracker PGCE (see example) 	<ul style="list-style-type: none"> Model the process of setting and assessing against appropriate Learning Objectives and success criteria in the core subjects Share class and school marking systems and model detailed marking in the core subjects Explain how the marking feeds into future planning, teaching and assessment Explain how this information is shared with parents Assist in the initial identification of 4/2 focus children to demonstrate a range of ability within the class Share information regarding reporting to parents. Show an example report and allow student to observe teacher/parent meetings as appropriate 	<ul style="list-style-type: none"> To make clear to learners the purposes of activities and tasks To relate all learning-to-Learning Objectives and clear success criteria To involve learners in their own and peers’ learning To provide oral and written feedback that is accurate, supportive, and constructive To use questioning to further and deepen learners’ understanding Use assessment and evaluation of pupils’ learning to inform their planning To assess the learning of intervention children Begin to assess the learning of 4 focus children. Set a baseline by gathering a range of evidence and prior assessments. Then collate detailed evidence of progress over time. This should include reading (including phonics), speaking and listening (as relevant), writing and mathematics To mark the children’s work after all taught lessons using the class/school policy



During this placement you will understand more about Behaviour for Learning and Behaviour management.

The Standards for Behaviour Management

You should take every opportunity to collect evidence towards any standards for qualified teacher status relevant to the behaviour management as set out in the *Teachers' Standards (2012)*:

1. Set high expectations which inspire, motivate and challenge pupils
<ul style="list-style-type: none">• <i>establish a safe and stimulating environment for pupils, rooted in mutual respect</i>
<ul style="list-style-type: none">• <i>set goals that stretch and challenge pupils of all backgrounds, abilities, and dispositions</i>
<ul style="list-style-type: none">• <i>demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</i>
7. Manage behaviour effectively to ensure a good and safe learning environment
<ul style="list-style-type: none">• <i>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</i>
<ul style="list-style-type: none">• <i>have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions, and rewards consistently and fairly</i>
<ul style="list-style-type: none">• <i>manage classes effectively, using approaches which are appropriate to pupils' needs to involve and motivate them</i>
<ul style="list-style-type: none">• <i>maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. Teachers' Standards (2012, p. 7-9)</i>

Behaviour Management Tasks

Included below are the series of behaviour management focused tasks that are to be engaged with throughout the students' placement experiences. As mentioned above; this is an opportunity to focus on honing the skills necessary for effectively managing behaviour prior to and during the assessed block placement. This is an opportunity to connect learning from university taught sessions with practical school experiences enabling a coherent and cumulative experience. Please use the recording format on the following page to complete these tasks:

1. Harnessing/Leveraging Whole School Systems

Following the behaviour management lecture delivered by the visiting head teacher, produce a short, written reflection of your current knowledge / understanding of the school's approaches to behaviour management. Read the school's whole school behaviour policy prior to writing this reflection. Refer to any other supporting documentation or resources which you have accessed to support this. Structure your reflection under routines, responses, and relationships.

2. Routines – Seating plans

Create a seating plan for your host classroom. Identify where each child is designated to sit. Discuss this with your mentor. Do these plans change for different subjects e.g., maths, literacy, foundation subjects? Ask the teacher the rationale for placing the children in these places i.e., friendships, abilities, special needs etc. Reflect on Professional Studies lectures and reading about inclusive pedagogy, 'Learning without Limits' and groupings. Write a reflective statement about the value of seating plans within the organisation of the classroom and how these should be adaptable.

3. Responses - Analysing Negative Behaviour – observation of excellent practice

Ask your mentor to identify a teacher in school who can show you exemplary teaching in relation to behaviour management. This can be any classroom in the school. Observe a lesson. **Talk to the teacher beforehand and tell them you are trying to identify how they manage negative behaviour.** The teacher will then clearly show you how they do this.

During the classroom observation list the different positive and negative behaviours you witness. Select one example of negative behaviour to analyse and consider the context / trigger of selected behaviour, the person / people involved in the incident, brief description of what happened.

Now begin to consider the different perceptions of this incident; the teacher ;the pupil / pupils; you, the student. Refer to Todd and Ellis 'Behaviour for Learning from the reading list and the lecture on BB in professional studies where relationship with self, others and the curriculum were considered.

Consider:

- how you know / think you know how the teacher and the pupils felt?
- what might have happened if the teacher had done nothing?
- how else the incident might have been resolved?
- what was the trigger for the behaviour before the incident arose?

4. Relationships - SENCo Meeting: Managing Behaviour

Meeting with SENCO / other member of staff with particular interest or expertise in behaviour management . During this meeting you will need to ask questions about the availability of different types of care within the school. This may include the involvement of outside agencies, e.g. health visitors, educational psychologists and in some schools may involve 'wrap around care'. Prior to the meeting read around the subject of SEND e.g., ADHD, autism, dyslexia, Asperger's', obsessive compulsive disorder (OCD) with a focus on understanding how these conditions affect behaviour. Ask the SENCo the numbers of children in school with these conditions and ask how the school supports these children specifically.

5. Relationships – children and Behaviour for Learning

Observe carefully your 4 focus children as they complete tasks in different subjects.

Consider and reflect in writing on the following:

Do they behave in the same way in every lesson? Are some lessons frustrating/easy/difficult for them? What is their relationship with the curriculum?

What behaviours do you notice?

How do they behave in PE? In the playground?

How does the teacher or you encourage/respond to the child sat these times?

Guidance for Mentors: Behaviour Management Tasks

Before undertaking assessed placements, students are often concerned that they are not fully prepared to deal with challenging behaviour. The focused suite of tasks is designed to provide students with opportunities to observe and consider both learning environments and the behaviour management strategies used by effective teachers and other adults within them. It allows students to look at the approaches taken by a range of different teachers and to experience the development of classroom management. They are looking at the ways in which teachers can influence children's behaviour and the impact this has on the children's learning. Time will also need to be spent with a member of school staff, discussing the school's policy for behaviour management. The students should complete their experience with a more secure understanding of some of

the reasons underlying inappropriate behaviour. They should also have an overview of the ways in which different teachers approach the effective management of behaviour and a range of strategies to use themselves in the future. The tasks are designed to be completed **during time in school including the 8-week block placement.**

It will be helpful if schools are able to ensure that:

- There is an induction to the school. This should, where possible, include an introduction to the whole school policy for behaviour management plus some indication of the social setting of the school and its place in the wider community.
- Students are sometimes able to take an earlier break than the other teaching staff (not lunch break) to enable them to complete playground observations and be available immediately after break to observe the outcome of playground disputes, etc.

The University recognises that whilst schools will do everything, they can facilitate these opportunities in the way described, there will be individual variations from school to school and from class to class.

It is essential that students are flexible in their expectations and take advantage of what each unique context offers them.

Use the form below to record your reflections following completion of each task, and upload to PebblePad.

Behaviour Management Task

Change the task and title for each task

Task 1: Harnessing/Leveraging whole school systems

Following the lecture delivered by Barbara Middleton (Headteacher, Shiremoor Primary School); recording found on Blackboard, produce a short, written reflection of your current knowledge / understanding of the school's approaches to behaviour management. Read the schools whole school behaviour policy prior to writing this reflection. Refer to any other supporting documentation or resources which you have accessed to support this. Structure your reflection under routines, responses, and relationships.

Include your reflection here and expand the box as appropriate

Reflection upon your learning (refer to Teachers' Standards 2012):

Routines

Responses

Relationships

How will you use this reflection to inform your teaching practice?

Guidance for Mentors

2016 National Mentor Standards

Firstly, we would like to say an enormous thank you to all our mentors who work tirelessly to support the Northumbria University trainees whilst on placement in school. We often receive positive reports from the trainees and Link Tutors about the high quality of the mentors within our schools.

The National Standards for ITT (Initial Teacher Training) mentors were published in July 2016.

They aim to:

- a. Foster greater consistency in the practice of mentors
- b. Raise the profile of mentoring and provide a framework for development
- c. Contribute towards a culture of coaching and mentoring in schools, for trainees and beyond the training period

Mentors play a central role in encouraging trainees and supporting their development and progress by drawing on a wide range of experiences, strategies, and techniques to support trainees in meeting the Teachers' Standards. Schools also have a role to play in supporting both mentors and trainees by creating and fostering a positive environment in which mentors and trainees can fulfil their professional expectations. It is likely that OFSTED will have regard for these standards when inspecting ITT providers.

The standards cover four separate but related areas:

Standard	What it means to me
<p>1. Personal Qualities</p> <ul style="list-style-type: none"> • be approachable, make time for the trainee, and prioritise meetings and discussions with them; • use a range of effective interpersonal skills to respond to the needs of the trainee; • offer support with integrity, honesty, and respect; • use appropriate challenge to encourage the trainee to reflect on their practice; and • support the improvement of a trainee's teaching by modelling exemplary practice in planning, teaching and assessment 	<p>Consider each bullet point in terms of yourself and your skills, qualities. Use feedback from the University to identify any possible areas for development. Consider how frequently you model practice; Consider others within the school who could model exemplary practice.</p>
<p>2. Teaching</p> <p>support the trainee in forming good relationships with pupils, and in developing effective behaviour and classroom management strategies; support the trainee in developing effective approaches to planning, teaching and assessment; • support the trainee with marking and assessment of pupil work through moderation or double marking; • give constructive, clear and timely feedback on lesson observations; • broker opportunities to observe best practice; • support the trainee in accessing expert subject and pedagogical knowledge; • resolve in-school issues on the trainee's behalf where they lack the confidence or experience to do so themselves; • enable and encourage the trainee to evaluate and improve their teaching; and • enable the trainee to access, utilise and interpret robust educational research to inform their teaching.</p>	<p>Demonstrate and discuss strategies and approaches. Mark work together talking about why you mark as you do and the links to the next day's planning. Moderate a week's worth of work identifying where specific children will need to develop. Identify in weekly review what target areas could involve the trainee talking to/observing other members of staff. Avoid feedback that just tells a trainee what to do – get training on giving effective feedback. Share with the trainee any recent specific training you have had. Review with the trainee university-based information to support their reflection.</p>
<p>3. Professionalism</p> <p>encourage the trainee to participate in the life of the school and understand its role within the wider community; • support the trainee in developing the highest standards of professional and personal conduct; • support the trainee in promoting equality and diversity; • ensure the trainee understands and complies with relevant legislation, including that</p>	<p>Ensure the trainee is aware of clubs and events during their placement. Encourage them to support these where appropriate. Role model high standards. Ensure this is discussed with trainee at start of placement so they are clear about expectations. Review key elements of safeguarding – avoid just giving them the policy.</p>

related to the safeguarding of children; and • support the trainee to develop skills to manage time effectively.	
4. Self-development and working in partnership ensure consistency by working with other mentors and partners to moderate judgements; and • continue to develop their own mentoring practice and subject and pedagogical expertise by accessing appropriate professional development and engaging with robust research.	Ensure you update your mentor skills on a regular basis. Access the University's FREE Stage 1 and 2 mentor training. Talk with the University/Link Tutor about setting up moderation with other schools. Undertake joint observations with senior leaders and Link Tutor

It is likely that you are already meeting many aspects of the standards as part of the role you have been undertaking.

However, you may find it helpful to audit each aspect of the standards and identify any areas for which you may need additional training or support.

The University will be able to provide any training that you have identified. This is **FREE** and can be organised in your own school at a time convenient to school and trainer.

Stage 2 mentor training covers the following areas:

What makes a good mentor? Different styles/models of mentoring
 Developing observational skills Giving Effective Feedback
 Setting SMART targets Expectations for each standard

Contact lorain.miller@northumbria.ac.uk to register your interest.

The response from those schools who have had this training has been very positive (high percentage rating of 1 on evaluation) with some commenting the 'they now have a clearer idea of the role'.

The University has already updated paperwork for 2018/19 placements to reflect the requirements of the National Mentor Standards.

Information for Mentors (cont.)

General Aspects of Planning

Whilst the student teacher will have received considerable input into theoretical planning this is an invaluable opportunity to allow the student teacher to plan. During this first tutorial it would be extremely helpful were the following aspects of planning explained:

- What does the class medium term plans look like and where do they come from?
- Which resources / schemes / guidance are used in developing medium term plans?
- How are cross curricular links made between different subjects and what do these look like on the plans?
- Using a specific subject as an example, how are medium term plans developed into individual lesson plans?
- With reference to the planning proforma which the student teachers are asked to use in their lesson plans, can you assist the student teacher in completing one of these for a single lesson.

Class teachers are asked to:

- Provide opportunities to clarify and explain classroom organisation etc are vital before the student teacher takes more responsibility.
- Provide Student teachers with any schemes of work or plans for English, mathematics, and science work over the block placement period.
- Identify pupils to participate in 1-1 tuition sessions during the placement. This may be the focus children, other children in the class, or children in other year groups.
- Observe 2 short sessions of teaching and provide feedback/grades and carry out an end of week tutorial

Assessment

Whilst the student teacher will receive guidance and tuition each year, they are on the programme the opportunity to assess real pupils allows their learning to become tangible and therefore consolidated. The tutorial could very usefully focus on the various ways in which you assess and record the children's progress. It would be useful to discuss:

- How you arrive at success criteria
- How you decide which children are to be assessed and when
- How you vary the ways in which you assess
- How you record the outcome of your assessments
- How you ensure that assessment evidence feeds into subsequent planning for the children's learning

General Placement Information for Mentors

Weekly Lesson Observations

Each assessed week a member of staff from the school should formally assess the trainee teaching twice using the university lesson observation proformas. These proformas are reviewed and updated annually, so please make sure you use the correct version (see link to website for documents above). This could be carried out by the class mentor, the training coordinator, head teacher or any other qualified teacher. The proforma allows for comments to be made showing the trainee the strengths of the lesson and 2 or 3 areas for development. Upon completion of the observation the mentor will highlight the relevant criteria appropriate using the narrative provided to allow them to make an overall judgement. An overall judgement for the lesson is made by "best fit" judgement.

The trainee will benefit from feedback given as soon as practical after the lesson has ended, perhaps at the end of the day. Due to the inexperience of the trainee, it is important to ensure that they are aware of their emerging strengths as well as their weaknesses. As the trainee develops their ability to accurately reflect upon the lesson, they will be able to see the strengths of the lesson but at the outset they are not always able to self-diagnose well.

This is the skill of the experienced mentor. An 80/20 model works well here – 80% strengths with 20% weaknesses. At the end of the feedback tutorial the trainee should then be set two targets for the next observed lesson (see proforma) which will be drawn from the criteria that was not highlighted during the lesson observed e.g., if the learning objectives were not explained this would be a target for the next lesson. In this way the trainee is aware of the strengths of their work and has two or three points for development in the next lesson. This is a reasonable improvement during the few days between observations. If the targets are not achieved, they should be reset until they are achieved. In this way the trainee could make measurable improvement during each lesson observed.

Trainees should provide school-based staff with copies of the Lesson Observation proformas. If school-based staff require any support in completing these, please contact your University Link Tutor Placement Module leader Lucy Barker (l.a.barker@northumbria.ac.uk).

Weekly Review of Progress Tutorials

Trainees should meet each week with the class teacher / training co-ordinator to evaluate and review their placement experience. **A Weekly Review of Progress** proforma should be completed for each assessed week. The trainee should come to the meeting with the first three parts of the proforma completed in readiness for the discussion. This will incorporate the appreciation the trainee has of their strengths and weaknesses during the week's teaching practice. This will allow for a meaningful discussion around how to ensure that the trainee makes the requisite progress each week against the Teaching Standards.

Whilst two or three targets will have been set during the lesson observation feedback session, targets are required for other Teaching Standards e.g., Standard 8 fulfilling wider school responsibilities: Standard 4 Assessment etc. These targets can be identified at the end of the weekly review of progress meeting.

In the first tutorials, some of the following could be discussed using the **Weekly Review of Progress** proforma to record the outcome.

Phonics teaching with whole class/small groups/ 1-1

This is an essential part of this placement and should ideally be in whole class situations to robustly prepare trainees for whole class teaching. Where trainees are based in key stage 2 trainees will need to spend a minimum of 2 weeks teaching phonics to an appropriate group of children. This will allow the mentor to complete both lesson observations and the Phonics end of placement report. Trainees have had training in Phases 1-5 Letters and Sounds. They should be comfortable and confident in delivering daily phonics activities. Please contact your link tutor if you feel this element is going to be difficult to achieve.

Peer Observations

In addition to the weekly observation from the class teacher, trainees should carry out one Peer Observation per week on their paired partner. They should observe their partner teaching for approximately 20 minutes and feedback using the Peer Observation schedule.

Trainees Experiencing Difficulties

Trainees who experience problems or difficulties on placement should speak in the first instance to the host class teacher/school Training Co-ordinator and highlight the problem(s). The problem(s) may be able to be solved at school level without any other support. Trainees should contact their Link Tutor after this if they need further support and advice.

Class teachers/Training Co-ordinators who are concerned about any aspect of a trainee's placement (planning and preparation, teaching ability, attitude, progress, placement file maintenance etc) should in the first instance discuss the problem with the student. If the problem is solved quickly then no further action need be taken.

If a class teacher/Training Co-ordinator feel they would like/need further support with a trainee's placement they should contact the Link Tutor after first discussing the problem(s) with the student. A Link Tutor will visit, and a **Support/Action Plan** may be written. The Support Form should identify short term targets, an achievable timescale and support that will be given by the school to enable the trainee to achieve the targets. The form must be signed, and copies kept by all parties.

Link tutor visits

All schools are allocated a university link tutor to support both mentor and trainees throughout school placements. Trainees will be expected to email link tutors each week with their weekly review of progress and any questions and information about timetabling, lessons taught etc and with copies of lesson observation schedules during the assessed part of the placement. The link tutor will liaise with the mentor to arrange the joint observation of teaching visit. In this visit the link tutor will spend time with both mentor and trainees and provide the requisite support.

The School Placement Files

Trainees will keep training files during the placement which they are expected to always have in school with them. The files are professional working documents kept by the student. The files themselves constitute an evidence base for the trainee's performance on placement.

The files are particularly useful for assessing the trainee's planning, management and organisation and other professional requirements.

- The trainee must establish their files before the start of the placement and always have them available for scrutiny to all parties concerned with the placement, namely, teachers, Training Co-ordinator, School-based Tutor, Head Teacher, University Link Tutor, and the External Examiner.
- The files are working documents; they may contain, for example, annotations, post-it notes and additional material from the student, teachers, and University Link Tutors, which may offer annotated comments on the content.
- The files should be well organised, using the checklist included in this handbook and clearly divided into sections.

Peer Observation Record

The observation must last for approximately 20 minutes.

What was the most positive part of the activity / lesson that you observed?

To what extent were the children engaged in the learning process?
(Teaching style, use of resources, including ICT etc)

To what extent were the intended learning outcomes met?

What do you think would enhance the children's learning in future lessons?

Name of observer: _____

Name of trainee teaching: _____

Date: _____

Monitoring your impact on pupil progress

Evidence:	Where will this evidence be?	Initial/date if seen by Link Tutor/School Based Mentor
Annotated lesson plans show that you have made direct observations of pupils during a lesson	Planning and assessment file	
Informal observation of all pupils which contribute to your understanding of how they learn/interact.	You may not have all this evidence written down, but you will be able to draw upon it in discussions.	
Focus children- you have a selection of samples of work and records which create a clear baseline at the start of placement.	Planning and assessment file	
Work scrutiny- you have discussed the focus children's work with the teacher at the start and end of the placement.	Planning and assessment file	
Marking (where appropriate) and feedback to pupils	Children's books Planning and assessment file	
During the weekly review of progress and informally-Discussions about learning/progress with teacher	Planning and assessment file	
Contribution of teaching assistants- you collect their assessments/ notes after a lesson and discuss learning/progress with them between lessons	Planning and assessment file	
Lesson observations identify the level of pupil engagement, interest, and progress.	Planning and assessment file	
Lesson observations identify effective use of questioning and discussions with individuals /groups/whole class to move learning on.	Planning and assessment file	
Lesson observations show that work and resources are matched to pupils' differing needs and abilities.	Planning and assessment file	
Your lesson plans, lesson observations and assessments show evidence of your subject knowledge.	Planning and assessment file	

Weekly Evaluation Dated.....

In most cases a minimum of one side of A4 at font size 12 would be considered appropriate for a weekly evaluation. Bring this along to your weekly review of progress meeting with your mentor.

Focus of evaluation is Standard

.....
What have you learnt this week in relation to this standard?

How did your learning impact upon pupil progress?

How will you use this knowledge in future teaching?

Weekly Journal

Feedback and Observations This should include at least one subject-focused lesson observation for assessed weeks

Observation week:			
Trainee Name		Observer	
Focussed task or lesson		KS/Year	

Targets for the week:			
•			
Focus	Strengths	Areas for development	<u>Set high expectations which inspire, motivate and challenge pupils</u> <ul style="list-style-type: none"> 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. <u>Promote good progress and outcomes by pupils</u> <ul style="list-style-type: none"> be accountable for pupils' attainment, progress, and outcomes be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these guide pupils to reflect on the progress they have made and their emerging needs demonstrate knowledge and understanding of how pupils learn and how these impacts on teaching encourage pupils to take a responsible and conscientious attitude to their own work and study. <u>Demonstrate good subject and curriculum knowledge</u> <ul style="list-style-type: none"> have a secure knowledge of the relevant subject(s) and curriculum areas, foster, and maintain pupils' interest in the subject, and address misunderstandings demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy, and the correct use of standard English, whatever the teacher's specialist subject if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
Impact on Learning, Teaching & Assessment:			
Impact on Pupil Progress & Learning:			
Subject Knowledge & Pupil Learning:			

Behaviour for Learning:			<ul style="list-style-type: none"> if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. <p><u>Plan and teach well-structured lessons</u></p> <ul style="list-style-type: none"> 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)
Other (including Part 2 of the Teachers’ standards)			<p><u>Adapt teaching to respond to the strengths and needs of all pupils</u></p> <ul style="list-style-type: none"> know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these demonstrate an awareness of the physical, social, and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. <p><u>Make accurate and productive use of assessment</u></p> <ul style="list-style-type: none"> 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.
Summary of key strengths including progress against previous targets:	<ul style="list-style-type: none"> 		<p><u>Manage behaviour effectively to ensure a good and safe learning environment</u></p> <ul style="list-style-type: none"> 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 to involve and motivate them maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. <p><u>Fulfil wider professional responsibilities</u></p> <ul style="list-style-type: none"> make a positive contribution to the wider life and ethos of the school develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support deploy support staff effectively take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues communicate effectively with parents about pupils’ achievements and well-being.
Future targets:	<ul style="list-style-type: none"> 		

Signed (Trainee):	Signed (Observer):
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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 (ahead of the meeting)	
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Trainee: Bullet point areas for development (ahead of the meeting)	
•	
Mentor Evaluation	
Please comment on evidence in relation to these areas:	Comments
Discussion with trainee/ self-evaluation of learning	<p>To support this discussion, trainees should draw upon:</p> <ul style="list-style-type: none"> • Placement files • Individual Learning & Development Portfolio (ILDP) <ul style="list-style-type: none"> • Revision of previous targets • Developing subject knowledge • Lesson observation/weekly journal feedback • Additional evidence trainee wishes to present
Discussion with learners	
Discussion with TA/TA/another adult	
Learners' responses within lessons and in books/pieces of work	
Quality of marking and feedback	

Trainees' assessment and planning records.	Please also comment here on self-organisation and preparation
Observations of teaching and learning	Evidenced in the Weekly Journal and at least one detailed lesson observation
Tasks if prescribed	Trainees should refer to university-based content and how this has informed their own learning and developing subject knowledge/mastery of the curriculum
Other	<p>This could include:</p> <ul style="list-style-type: none"> • School based CPD • Activities related to standard 8 of the Teachers' Standards, (Fulfilling professional responsibilities) and Part 2 (Personal and professional conduct)

Overall Judgement

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

Working towards Expectation <input type="checkbox"/>	Meeting Expectation <input type="checkbox"/>
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Targets agreed for the week ahead

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

Signed	
Mentor	
Trainee	



PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

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.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

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 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.

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; and be able to use and evaluate distinctive 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.

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.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.