



In Partnership with
**Leeds Trinity
University**

Developing Inspiring Teachers

SCHOOL-BASED TRAINING



BA PRIMARY EDUCATION

**UNDERGRADUATE LEVEL 4
 LEVEL 5
 LEVEL 6**

**INFORMATION FOR MENTORS,
TRAINEES AND LINK TUTORS**

2018-19

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This booklet is designed primarily for Trainee teachers, Mentors and Link Tutors. It provides guidance on placements for Trainees on the Primary Undergraduate Programme.



In Partnership with

Leeds Trinity University

Developing Inspiring Teachers

Initial Teacher Training Partnership

Our Vision and Values

Vision

"To be renowned for working in partnership to develop highly employable, excellent teachers through research-led learning and teaching."

Values

To develop our trainees as reflective practitioners through high quality ITE partnerships aimed at equipping trainees with the skills to:

- become excellent teachers who are able to support the learning and progress of every pupil they work with
- become compassionate, respectful teachers who impact positively on all pupils within their school and community
- become engaged in rigorous professional development during and after their training
- become committed to working in collaboration using research to enhance the quality of teaching.

Key Priorities

The Partnership aims to:

- Ensure that training and assessment is of consistently high quality.
- Ensure that training addresses national priorities and that Trainees are well prepared to teach pupils from a diverse range of backgrounds.
- Ensure that Trainees teach lessons that enable pupils to make good progress.
- Ensure that Trainees are supported into their NQT year.

The Teachers' Standards

The programme enables Trainees to meet the Teachers' Standards throughout their training, but also aims to help Trainees to become teachers with a clear personal philosophy and moral purpose. The Partnership believes that all pupils can make good progress, irrespective of social background, gender, ethnicity, disability and personal circumstances. The Teachers' Standards underpin both the University and School-based Training elements of the course. They cover a range of essential knowledge and expertise. They are designed to set minimum standards for teachers' practice and conduct. The pre-ambles to the standards makes it clear that:



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.

You will find a condensed version of the Teachers' Standards which you will be able to use as a quick reference guide here in the appendix of this document:

All Trainees must observe and adhere to Part 1 (TS 1-8) and Part 2- Personal and Professional Conduct of the Teachers' Standards in order to be awarded Qualified Teacher Status.

GENERAL INFORMATION ABOUT SCHOOL-BASED PLACEMENTS

Allocation of Placements

The School Partnerships Office (SPO), in consultation with the Academic Partnership Lead and Programme Coordinators, are responsible for the allocation of school placements. We aim to ensure all Trainees are placed in schools where they will have the best chance of fulfilling their potential. Trainees are informed of their placement allocation via email but will have communication with SPO leading up to a placement. Once allocated, Trainees are asked to e-mail their school (contact details of school are given in email) to send a brief message of introduction.

A University Link Tutor will be allocated to every Partnership school/nursery and will complete at least one quality assurance visit during the placement. (See each SBT information section for more details).

Placement, Travel and Personal Finances

It is the responsibility of the School Partnerships Office to provide Trainees with school placements. However, the Partnership Office cannot be held responsible for personal financial circumstances of Trainees failing to afford travel expenses to and from their placement schools. Every effort is made to ensure that Trainees are placed within reasonable travelling distance, but Trainees must be prepared to travel for a **maximum** of 1 hour 30 minutes one way.

The University provides £150 per School-based training placement for travel expenses and Trainees are given instructions prior to the placement on how to apply for this. On occasion, some Trainees will receive subsistence payments.

Safeguarding

“Safeguarding is everyone’s responsibility” (Children’s Act 2004). This means all school staff, including Trainee teachers.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. (DfE 2015)

Teachers have a legal duty to take all reasonable care of children who are in their charge. This obligation comes from three sources:

- Common Law – This states that teachers are in ‘loco parentis’, which means ‘standing in place of the parent’. This requires that teachers supervise the children in their care, as would a reasonably prudent parent.
- Statutory Requirements – This outlines teachers’ legal liabilities and responsibilities related to relevant Acts of Parliament
- Teachers Contractual Obligations – These are to be found in the “School Teachers’ Pay and Conditions Document”, issued under the School Teachers’ Pay and Conditions Act 1991.

The *Teacher Standards 2012* state that teachers, including Headteachers, should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties.

All Trainee teachers on ITE courses at Leeds Trinity have had the required Safeguarding training at the University and have received face to face certified Prevent training or have completed the online CHANNEL training / the Home Office Prevent online training.
<https://www.elearning.prevent.homeoffice.gov.uk/>

Partner schools should always include Safeguarding information in their formal and informal induction process with Trainees and all Trainees should ensure that they are aware of who the designated school safeguarding lead is.

Trainees should also be made aware of the school’s Safeguarding Policy and the action they should take if a child discloses any information to them or if they have concerns about a child. A copy of this policy and a signature to say it has been read and understood should be in all Trainees teaching files. It would also be expected that the Trainee would be made aware of the Whistleblowing Policy and how to report concerns about another adult in school.

Important safeguarding advice for Trainees:

1. Find out who the designated safeguarding lead is and the school policy relating to safeguarding.
2. If a child discloses something to you listen but don’t ask leading questions. Never promise to keep a secret.
3. Make a note of what was said – this should be a verbatim factual account and should not include your own views / opinions.
4. Report to the school’s designated safeguarding lead.

Further reading:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550499/Keeping_children_safe_in_education_Part_1.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/707761/Keeping_Children_Safe_in_Education_-_part_1.pdf

THE STRUCTURE OF EACH PLACEMENT

Early Years Trainees are prepared for a placement in the 3-7 age range.

Later Years Trainees are prepared for a placement in the 7-11 age range.

Trainees are expected to have **at least 2 half days of non-contact time** in each week of the placement. This is for **Continual Professional Development (CPD)**.

This should be used in response to targets set by the Class teacher or Mentor and agreed in training tutorials.

This may also involve observing other Class teachers or speaking to other practitioners in school. Other non-contact activities include preparing for and attending the training tutorials and undertaking tasks associated with teaching, eg marking work, record keeping, preparing display materials and resources etc.

In addition Trainees should receive one half day for planning, preparation and assessment.

The Level 4 placement provides Trainees with experience in the first of their two schools.

They will move to a new school for Level 5 and most Trainees remain in this second placement school for Level 6 but in a different age phase.

Some Level 4 Trainees will be undertaking a paired placement. Should Trainees be placed in the same class, they still follow the expectations as outlined. When the partner Trainee would have been teaching they will work alongside the Class teacher.

The School Partnerships Office should be contacted if a Trainee is not placed in their correct age range.

THE EXPECTATIONS ON THE PLACEMENT FOR MENTORS/CLASS TEACHERS AND LINK TUTORS

Where the Mentor in school is not the Class teacher during the assessed placement, the number of observations and requirements for key review points are identified below. These are specific to each level of training and are clearly labelled next to the relevant week of training.

In addition to the formal observations and training tutorials completed by the Mentor, the Class teacher is required to complete informal observations and provide written feedback to support the Trainee further with their developing skills and monitoring Pupil Progress. This additional information should also be used to feed into the **key review meetings** held after each formal observation. **Trainees should have a sit down training tutorial where targets and support for meeting targets happens each week.** Evidence collated by the Trainee on Pupil Progress and progress against the Teachers' Standards should contribute to the Trainee's grading throughout the placement.

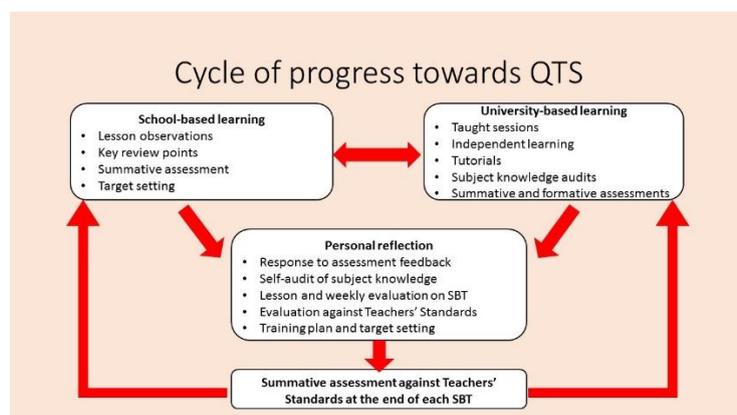
The Trainee must be aware of what progress they are making towards meeting the Teachers' Standards throughout the whole of their placement and should be aware of what targets they are working on to improve against each standard.

Class teachers should remain in the class with the Trainees for the majority of the placements. Level 4 and 5 Trainees should not be left to teach the class without the class teacher or Mentor present. All Trainees must have a qualified teacher present when teaching PE. Level 6 Trainees should develop a greater level of independence from week 3 of the placement and it is at the discretion of the school to decide whether the class teacher remains a constant presence.

The Link Tutor's role is to assess the quality of training available during the placement. **The Link Tutor will complete at least one joint observation for Quality Assurance purposes (with the Mentor) during each placement. The Link Tutor may be present during the key review meeting/training tutorial. They will use a range of evidence supplied by the Trainee/Mentor and class teacher to moderate judgments during their visit. The Link Tutor will keep in touch with the Trainee via email over the course of the school placement.**

They will complete both a Compliance Check and Summary Report reflecting the quality of training and experience for the Trainee during each assessed block. Feedback based on this and the Trainee's evaluation of their experience will be fed back to school.

Overview of the Placements



LEVEL 4 INDUCTION PLACEMENT

The Class teacher should:

- help the Trainees learn the skills of teaching through observing the class teacher's lessons/activities and explaining the methodologies used
- support the Trainees in their induction to the school, its policies and practice
- Identify four pupils for reading intervention and promote support for the Trainees in identifying appropriate activities for this group

NB: the Trainees should identify four pupils in total, not four for each Trainee. They will work collaboratively with them on return in the summer providing intervention to support them. If the Trainee is placed singly identify two pupils

The Mentor should:

- manage the induction placement (including Safeguarding procedure)
- ensure the Trainees are able to complete their required tasks
- meet with the Trainees as a group to discuss expectations

Trainees will be expected to:

- work under the direction of the class teacher/lead practitioner
- collaborate with each other in relation to activity within the classroom
- be proactive, show initiative, be helpful and build professional working relationships
- display the qualities expected of a Trainee teacher
- get to know the children, their abilities and interests
- gather information (through reading and questioning) that enables them to begin to understand the nature of the school and how it operates
- undertake observations of teaching and learning that enable Trainees to understand how the teacher creates an effective learning environment and how this supports children's learning
- manage their time to enable completion of tasks (in preparation for reading intervention)

Tasks for Trainees to complete in week one related to understanding the school and staffing:

Task to be Completed	Sources and Pro forma
Health and Safety Ensure you are aware of relevant security and safety procedures	Staff handbook Mentor Class teacher
Child protection Know the Designated Child Protection Officer and ensure you introduce yourself to them	Staff handbook/Child protection policy Pro forma to reflect on child protection
Have you reflected on the aims and mission of your school?	School prospectus Mission statement Pro forma to reflect on the aims and ethos of your school
Have you understood the schools approach to managing behaviour?	Behaviour policy Pro forma to support reflection on school policies for behaviour and assessment Discussion with class teacher regarding its implementation in the classroom. Clarification of any elements that confuse/puzzle
Have you considered the schools approach to assessing, monitoring and feeding back to children? Do you know how you would be expected to respond to children's work?	Assessment policy Pro forma to support reflection on school policies for behaviour and assessment Discussion with class teacher/lead practitioner regarding its implementation in the classroom
Meet with the Mentor to discuss expectations for placement	None

Tasks for Trainees to complete in week one and two related to teaching and learning:

Foundation Stage

Task to be Completed	Pro forma
Some observations of whole class teaching and learning Some observations of focused activities	Relevant pro forma
An observation of children working in provision (indoor) An observation of children working in enhanced provision (outdoor)	Relevant pro forma
Accompany your class teacher for all playground duties (Note: this may not be practiced in some Foundation Settings)	N/A
Targeted synthetic phonics and reading intervention tasks	
Week 1 a) An observation of a discrete synthetic phonics lesson b) An observation of a phonics activity in enhanced provision.	Pro forma for a discrete synthetic phonics session Pro forma observing in provision
Week 2 Daily reading with selected group of pupils. Collect evidence of their baseline reading assessments.	Pro forma for daily reading session. (This information will form evidence for your reading intervention programme during SBT)
Evaluate the impact of your daily reading sessions on the pupils progress	Pro forma for initial summary of synthetic phonics/reading intervention group

Key Stage 1 & 2

Task to be Completed	Pro forma
Three observations of whole class teaching and learning	Relevant pro forma
An observation of children working in a group	Relevant pro forma
An observation of a teaching assistant supporting a teaching and learning activity	Relevant pro forma
Some observations of individual child during a lesson	Relevant pro forma
Accompany your class teacher for all playground duties	N/A
Targeted synthetic phonics and reading intervention tasks	
Week 1 An observation of a discrete synthetic phonics lesson (Note: this may involve a visit to another area of school)	Pro forma for a discrete synthetic phonics session
Week 2 Daily reading with selected group of pupils. Collect evidence of their baseline reading assessments	Pro forma for daily reading session. (This information will form the evidence for your reading intervention programme during SBT)
Evaluate the impact of your daily reading sessions on the pupils' progress	Pro forma for initial summary of synthetic phonics/reading intervention group

The Partnership recommends that Trainees agree to observe as a pair. This will enable them to have a professional dialogue around the observations they have made, exploring and evaluating policy and practice. It will also lead to efficiencies when raising questions and discussing practice with the class teacher.

Trainees' reading activity with the four identified pupils will be reviewed on return by the English tutors. Trainees will be expected to undertake a reading intervention programme with these pupils on their return for the block placement.

LEVEL 4 BLOCK PLACEMENT

EXPECTATIONS OF THE BLOCK PLACEMENT FOR TRAINEES AT LEVEL 4

Trainee is expected to:

- provide the Class teacher and Mentor with a copy of the Trainee's completed Training plan to discuss and a signed copy of the pro forma to support awareness of child protection

Planning and teaching

- update/gather information about the school and class (and if in Foundation Stage how the setting operates) and the nature of the children you will be working with
- **plan alongside the class teacher /Lead Practitioner** to gain knowledge and understanding of weekly planning in relation to the Year group or age phase
- confirm the two/four pupils identified during the induction placement that will undertake phonics/reading intervention (four pupils in total, not four per Trainee)
- gather information about the areas of provision/classroom environment/display/stimulus.
- Create and maintain professional teaching files (see Appendix 1 page 24)
- ensure they are aware of their responsibilities in relation to child protection procedures in school
- **plan small group and build up to whole class** lessons in **English** (including lessons in Phonics or SPaG) and **mathematics** with a focus on number/calculation
- plan and deliver one other lesson per week.
- **plan and deliver the reading intervention** for the four pupils identified using the daily planner (suggested timing 10 minutes per child)

Planning Meeting

- have a planning meeting to complete the **week by week** planner to indicate where the Trainee will be teaching and observing

Evaluation and Reflection

- evaluate each session with reference to relevant Teachers' Standards and pupil progress.
- **after each teaching session complete part of the extended evaluation each day after discussion with the Class teacher. You should build up a comprehensive review of your weeks teaching. There should be one extended evaluation completed fully each week. The targets at the end of evaluation should match those on the RoP and Informal teacher observations.**
- collate and present evidence to support impact on pupil progress (in the **reading intervention** and **curriculum enhancement**)

Observation and Assessment

- undertake observations in **English** (that includes the teaching of phonics), **mathematics** and another curriculum areas or if in Foundation Stage another Areas of Learning and Development prior to and during your assessed block (in accordance with your weekly targets). These observations should relate to targets aimed at improving practice once the placement begins. Write up evaluations of observed these sessions
- write up evaluations of these sessions for your own professional development
- Provide **feedback for pupils on their progress during teaching episodes** and monitor the
- Collate samples of anonymised work and evidence of monitoring pupil progress over time.
- **complete impact report on Reading intervention**

LEVEL 4 BLOCK PLACEMENT – WEEKLY BREAKDOWN

Week 1 in school	<p>Trainees will be working under the Class teacher's direction. Confirmation with Mentor who is to receive the reading intervention. Planning meeting with Class teacher during this week to guide the Trainee on the objectives and content of the curriculum they will be expected to plan and teach. Trainees to identify with Class teacher the starting point and predicted progress in reading of pupils who are to have intervention. Teach one lesson of English and one maths at the end of the week.</p> <p>1 x INFORMAL observation by class teacher</p> <p>WRITTEN feedback and targets set. (complete informal observation pro forma)</p>
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Half term week

Week 2 in school	<p>Begin to teach more sessions (see next page)</p>	<p>Link Tutor contacts school in order to check on Trainee's professional conduct and to arrange date for support visit and joint observation 1 x INFORMAL observation by class teacher WRITTEN feedback and targets set. (complete informal observation pro forma)</p>
Week 3 in school	<p>Key Review Point 1 Observation or Joint Observation (Link Tutor and Mentor) and training tutorial</p>	<p>Class teacher also provides feedback from continued observation. Link Tutors may visit this week</p>
Week 4 in school	<p>Key Review Point 2 Observation or Joint Observation (Link Tutor and Mentor) and training tutorial</p>	<p>Class teacher also provides informal feedback from continued observation Link Tutors may visit this week. Mentor should contact the Link Tutor if a Trainee requires an Individual Recovery Plan (IRP)</p>
Week 5 in school	<p>Trainees continue to teach</p>	<p>1 x INFORMAL observation by class teacher WRITTEN feedback and targets set. (complete informal observation pro forma)</p>
Week 6 in school	<p>Final Review Point Trainees present Impact Study: Curriculum Enhancement and Phonics/Reading Intervention. Mentor completes Assessment Report and has final tutorial with Trainee</p>	<p>Verification visit by the Link Tutor of a Trainee likely to receive a grade 4 in one or more standards must be completed by Wednesday of this week</p>
Friday of final week	<p>Trainee to return to Leeds Trinity Upload Reading intervention and final Extended evaluation onto Moodle (Details to follow)</p>	

NB: Should the school have a 2 week half term then the expectations for week 2 will not be met, Trainees will move to the expectations for week 3 following first week. Trainees will not be required to spend additional time in school unless they have additional absence during placement.

Trainees are expected to have half a day planning, preparation and assessment time.
Trainees are also expected to receive one whole day (or two half days) of continual professional development time.
This should be used to support them in achieving current targets.

All Assessment Reports and Records of Performance should be returned, by the Thursday of the final week, as one document electronically to:
Programme and Assessment Team, Leeds Trinity University
Email: primaryed@leedstrinity.ac.uk

OVERVIEW OF UNDERGRADUATE LEVEL 4 FOR TRAINEES, MENTORS AND LINK TUTORS

	Breakdown	Trainee Tasks	Mentor Tasks/Class teacher tasks
Serial visits (10) Daily visits Thursday	Class support/observation	Directed activities in phonics, English and Mathematics. Gather evidence of pupils' prior achievements and observation tasks.	Modelling effective teaching and learning Observe Trainee and their initial engagement with pupils and provide feedback and feed-forward on directed activities.
School Induction Week 1	Class support/observation	Gather evidence of class interventions. Identify pupils who require intervention in reading. Gathering evidence and observation tasks.	Agree on pupils who require reading intervention. Support Trainees with their reflections of best practice observed in school.
School Induction Week 2	Class support/observation ½ day Planning, Preparation & Assessment (PPA) time 1 day Continual Professional Development (CPD)	Listen to readers (pupils' intervention group).	Support Trainees with preparation for the curriculum enhancement project and Reading intervention.
Week	Breakdown	Trainee Tasks	Mentor Task/Class teacher/ Link Tutor
1	Class support/observation 10% Teaching ½ day Planning, Preparation & Assessment (PPA) time 1 day Continual Professional Development (CPD)	*Plan and teach 1 mathematics lesson and 1 English lessons (including a phonics or SPaG) on Thursday and Friday. NB These lessons should be planned with the support of class teacher. *For Trainees in Foundation Stage English and maths should be planned and taught using planning for a focus. You should follow school guidance and deliver the EYFS materials online with school policy	1 x INFORMAL observation by class teacher WRITTEN feedback and targets set. (complete informal observation pro forma) Planning meeting with Class teacher early this week to guide the Trainee on the objectives and content of the curriculum they will be expected to plan and teach.
HALF TERM			
2	25% teaching (plus intervention teaching) ½ day Planning, Preparation & Assessment (PPA) time 1 day Continual Professional Development (CPD)	Plan and teach 5 lessons of mathematics. Plan and deliver the reading intervention. Plan and deliver one other lesson.	1 x INFORMAL observation by class teacher WRITTEN feedback and targets set. (complete informal observation pro forma) Class teacher continues to observe Trainee and alerts Mentor to any areas of strength and or potential weakness.
3	25% teaching (plus intervention teaching and curriculum enhancement) ½ day Planning, Preparation & Assessment (PPA) time 1 day Continual Professional Development (CPD)	Plan and teach 5 lessons English (including phonics or SPaG) Plan and deliver the reading intervention. Plan and deliver one other lesson.	Key Review Point 1 First formal observation by Mentor and training tutorial/feedback meeting. Link Tutor may visit LINK TUTOR COMPLETES above OBS with Mentor <u>AND</u> Link Tutor <u>REVIEWS TRAINEE FILES</u> Share and agree targets for next week based on Teachers' Standards. Mentor should contact the Link Tutor if a Trainee requires an Individual Recovery Plan (IRP)
4	25% teaching (plus intervention teaching and curriculum enhancement) ½ day Planning, Preparation & Assessment (PPA) time 1 day Continual Professional Development (CPD)	Plan and teach 5 lessons of mathematics Plan and deliver the reading intervention. Plan and deliver one other lesson.	Key Review Point 2 Second observation by Mentor and training tutorial/feedback meeting. Link Tutor may visit. LINK TUTOR COMPLETES above OBS with Mentor <u>AND</u> Link Tutor <u>REVIEWS TRAINEE FILES</u> Share and agree targets for next week based on Teachers' Standards.

Week	Breakdown	Trainee Tasks	Mentor Task/Class teacher/ Link Tutor
5	50% Teaching + curriculum enhancement 1 day Planning, Preparation & Assessment (PPA) time ½ day Continual Professional Development (CPD)	Plan and teach 5 lessons of English (including phonics or SPaG) and Plan and teach 5 lesson of mathematics. Plan and deliver one other lesson.	1 x observation by class teacher Informal feedback and targets set. (complete informal observation pro forma) Class teacher continues to observe Trainee and alerts Mentor of any potential areas of strength and or weakness. Trainees should begin to develop more independence.
6	50% Teaching ½ day Planning, Preparation & Assessment (PPA) time 1 day Continual Professional Development (CPD)	Plan and teach 5 lessons of English (including phonics or SPaG) and Plan and teach 5 lesson of mathematics. <u>Gather evidence of progress from a group of children.</u> <u>Be prepared to discuss this evidence at the training tutorial/ feedback meeting.</u> Note: If Trainees are in a paired placement and teaching in the same classroom the timetable will need to be arranged so that they both have the opportunity to teach at 50%.	Final Review Point Trainees present Impact Studies: Curriculum Enhancement and Phonics/Reading Intervention One more formal observation may be required. Mentor completes Assessment Report and shares outcomes in final tutorial with Trainee Verification by the Link Tutor of a Trainee likely to receive a grade 4 in one or more Teachers' Standards must be completed by Wednesday of this week.

THE STRUCTURE OF THE LEVEL 5 BLOCK PLACEMENT

Trainees who were placed in Foundation Stage settings at Level 4 will have planned and taught in English (including phonics) and mathematics and will have planned work within areas of enhanced provision. Trainees who were placed in Key Stage 1 & 2 classrooms will have demonstrated that they can plan and teach the core subjects of English and maths and have planned a display or working wall area.

All Trainees have also planned and taught one lesson of non-core per week. All Trainees have planned, taught a reading intervention programme and monitored the progress of pupil progress in reading.

This Level 5/Year 2 placement is designed to enable Trainees to develop their continuity and progression by planning and teaching series of lessons and monitoring pupil progress for a larger group of pupils in English and maths

Trainees placed in FS will be expected to develop skills across all areas of learning and development (including Physical Development) and managing the learning environment. Trainees placed in Key Stage 1 & 2 will be expected to widen their subject expertise by teaching more Foundation subjects including Physical Development or Physical Education.

Early Years Trainee	Level 4/Year 1	Level 5/Year 2	Level 6/Year 3
	Key Stage 1	Foundation Stage	Key Stage 1
	Foundation Stage	Key Stage 1	Foundation Stage

Later Years Trainee	Level 4/Year 1	Level 5/Year 2	Level 6/Year 3
	Lower Key stage 2	Upper Key Stage 2	Lower Key stage 2 OR
	Upper Key Stage 2	Lower Key stage 2	Upper Key Stage 2

As a principle or where possible, Trainees should not repeat the same year group in consecutive blocks of school-based training. Mentors will make a recommendation for the Age Range the Trainee will have for the final placement.

The School Partnerships Office should be contacted if a Trainee is not placed in their correct age range.

EXPECTATIONS OF THE PLACEMENT FOR TRAINEES AT LEVEL 5

Trainee is expected to:

Planning and Teaching

- provide the Class teacher and Mentor with a copy of the Trainee's completed Training plan to discuss and a signed copy of the pro forma to support awareness of child protection
- attend planning meetings with the Class teacher/Lead Practitioner to ensure the Trainee is secure about the learning and teaching requirements during the placement
- plan, teach, assess and evaluate the lessons/activities as described below (see overview of placement)
 - **ALL TRAINEES WILL BE EXPECTED TO PLAN and TEACH PHONICS AT LEVEL 5 and will be graded under TS3(d) in their Assessment Report. This grade can be incorporated into their overall teaching of Spelling, Grammar and Punctuation for the remainder of the placement**
 - **Where SSP is not being taught discretely or for Trainees in Year 2 or KS2, this might include the teaching of a focused intervention group**

- **Later Years Trainees must teach SSP daily over a two week period of the placement**
- prepare for the training tutorials at each Key Review Point, progress towards the Teachers' Standards will be discussed and evaluated. Performance should be evaluated in the context of Pupil Progress
- in response to targets set by the Class teacher or Mentor spend the equivalent of ONE WHOLE DAY each week focussing on continued professional development. This may also involve observing the Class teacher or another practitioner in school with a focus on good and outstanding practice Non-contact activities include preparing for and attending the training tutorials and undertaking tasks associated with teaching, eg marking work, record keeping, preparing resources etc
- complete the **Pupil Progress Impact Report** and discuss with the Mentor and Class teacher in week 7 to inform assessment against the Teachers' Standards
- have a final meeting with the Mentor to review the Assessment Report and make a photocopy of the booklet for their own records and to inform their Development Tutor Meeting

Planning Meeting

- have a planning meeting to complete the week by week planner to indicate where the Trainee will be teaching and observing

Evaluation and Reflection

- evaluate each session with reference to relevant Teachers' Standards and pupil progress.
- **after each teaching session complete part of the extended evaluation each day after discussion with the Class teacher. You should build up a comprehensive review of your weeks teaching. There should be one extended evaluation completed fully each week. The targets at the end of evaluation should match those on the RoP and Informal teacher observations.**
- collate and present evidence to support impact on pupil progress in their evaluations

Observation and Assessment

- undertake one observation in all the areas of the curriculum you will be teaching
- write up evaluations of these sessions.
- provide feedback for pupils on their progress during teaching episodes and monitor the progress of pupils' overtime
- complete a pupil progress **Impact Report**

KEY DATES – LEVEL 5 BLOCK PLACEMENT

Week 1 in school	Planning meeting with Class teacher during this week to guide the Trainee on the objectives and content of the curriculum they will be expected to plan and teach two lessons or focused activities at the end of this week	Trainees will be working under the Class teacher's direction 1 in formal observation WRITTEN feedback and targets set. (complete informal observation pro forma)
Week 2 in school	Trainee expected to start teaching lessons supported by the Class teacher Trainee expected to start teaching lessons supported by the Class teacher Key Review Point 1 First formal observation or joint observation (Link Tutor and Mentor) and training tutorial	Link Tutor to contact school by phone during this week to check on the Trainee's professional conduct and to arrange date for support visit and joint observation. Link Tutors may visit this week
EASTER BREAK OF TWO WEEKS FOR TRAINEES TRAINEES TAKE THEIR EASTER BREAK AT THE SAME TIME AS THEIR SCHOOL		
Week 3 in school	Continue teaching – Developing independence	1 x INFORMAL observation by class teacher WRITTEN feedback and targets set. (complete informal observation pro forma)
Week 4 in school	Key Review Point 2 Second observation or joint observation (Link Tutor and Mentor) and training tutorial	Link Tutors may visit this week. Mentor should contact the Link Tutor if a Trainee requires an Individual Recovery Plan (IRP)
Week 5 in school	1 x INFORMAL observation by class teacher WRITTEN feedback and targets set (complete informal observation pro forma)	
Week 6 in school	Key Review Point 3 Third formal observation and training tutorial Trainees should have a second planning meeting during this week Trainees should be developing independence by undertaking whole class responsibility for the next 2 weeks.	
Week 7 in school	1 x INFORMAL observation by class teacher WRITTEN feedback and targets set (complete informal observation pro forma)	
Week 8 in school	Final Review Point Trainee presents Pupil Progress Impact Report. Mentor completes Assessment Report and has final tutorial with Trainee	Verification by the Link Tutor of a Trainee likely to receive a Grade 4 in one or more standards must be completed by Wednesday of this week
Friday of last week in school	Trainee to return to Leeds Trinity – details to follow	

Trainees are expected have half a day planning, preparation and assessment time.
 Trainees are also expected to receive 1 whole day (or two half days) of continual professional development time.
 This should be used to support them in achieving current targets.

All Assessment Reports and Records of Performance should be returned, by the final Friday of placement, as one document electronically to:
Programme and Assessment Team, Leeds Trinity University
Email: primaryed@leedstrinity.ac.uk

OVERVIEW OF UNDERGRADUATE LEVEL 5 FOR TRAINEES/MENTORS AND LINK TUTORS

Class teachers must be present for PE/Physical Development lessons

All Trainees must teach SSP on this placement and must have an observation of their teaching of SSP. Later Years Trainees must teach SSP for a minimum of two weeks. This can be as intervention within your age phase or within an alternate key stage.
It is expected in the other weeks you will also be teaching GPV within your English sessions.

Week	Breakdown	Trainee Tasks	Class teacher
Focus Days (6)	Class support/ observation	Observe from directed activities. Deliver content of Focus Days activities	Modelling effective teaching and learning Observe Trainee and provide feedback and feed-forward on directed activities.
Week	Breakdown	Trainee Tasks	Mentor Task/Class teacher/ Link Tutor
1	Class support/observation ½ day Planning, Preparation & Assessment (PPA) time 1 day Continual Professional Development (CPD)	Plan and teach 1 mathematics lesson and 1 English (including phonics or SPaG) lesson on Thursday and Friday.	Class teacher and Mentor support training in developing teaching timetable and initial lesson planning. 1 x informal observation by class teacher Completed on the informal Written feedback and targets discussed. Planning meeting with Class teacher early this week to guide the Trainee on the objectives and content of the curriculum they will be expected to plan and teach Link Tutor contacts school to check on each Trainee's professional conduct and to arrange date for QA and OR joint observation.
2	25% Teaching + PE ½ day Planning, Preparation & Assessment (PPA) time 1 day Continual Professional Development (CPD)	Teach a sequence of English (including phonics or SPaG) lessons. Later years Trainees teach a week of SSP Teach a PE lesson	Key Review Point 1 First observation by Mentor and training tutorial/feedback meeting. Link Tutor may visit LINK TUTOR COMPLETES above OBS with Mentor <u>AND</u> Link Tutor <u>REVIEWS TRAINEE FILES</u> Share and agree targets for next week based on Teachers' Standards. Mentor should contact the Link Tutor if a Trainee requires an Individual Recovery Plan (IRP)
Easter Holidays may fall here			
3	25% Teaching + PE ½ day Planning, Preparation & Assessment (PPA) time 1 day Continual Professional Development (CPD)	Teach a sequence of mathematics lessons. Later years Trainees continue to teach SSP Teach a PE lesson	1 x informal observation by class teacher Completed on the informal Written feedback and targets discussed. Class teacher continues to observe Trainee and alerts Mentor of any potential areas of strength and or weakness.
4	50% Teaching + PE 1 day Planning, Preparation & Assessment (PPA) time 1 day Continual Professional Development (CPD)	Teach a sequence of English (including phonics or SPaG) lessons Teach a sequence of mathematics lessons Teach a PE lesson <i>EYs Trainees continue to teach English and phonics. Lys Trainees continue teaching English and SPaG. They are not expected to teach intervention phonics from week 4.</i>	Key Review Point 2 Second observation by Mentor and training tutorial/feedback meeting. Link Tutor may visit. LINK TUTOR COMPLETES above OBS with Mentor <u>AND</u> Link Tutor <u>REVIEWS TRAINEE FILES</u> Share and agree targets for next week based on Teachers' Standards. Mentor should contact the Link Tutor if a Trainee requires an Individual Recovery Plan (IRP)

Later Years Trainees should teach SSP daily for 2 weeks, during weeks 2 and 3

Easter Holidays may fall here			
5	50% Teaching + PE ½ day Planning, Preparation & Assessment (PPA) time 1 day Continual Professional Development (CPD)	Teach a sequence of English (including phonics and SPaG) lessons Teach a sequence of mathematics lessons Teach a PE lesson	1 x informal observation by class teacher Completed on the informal Written feedback and targets discussed. Class teacher continues to observe Trainee and alerts Mentor of any potential areas of strength and or weakness.
6	50% Teaching ½ day Planning, Preparation & Assessment (PPA) time 1 day Continual Professional Development (CPD)	Teach a sequence of English (including phonics and SPaG) lessons Teach a sequence of mathematics lessons Teach a PE lesson	Key Review Point 3 Third observation by Mentor and training tutorial/feedback meeting. Link Tutor may visit. LINK TUTOR COMPLETES above OBS with Mentor <u>AND</u> Link Tutor <u>REVIEWS TRAINEE FILES</u> Share and agree targets for next week based on Teachers' Standards. Mentor should contact the Link Tutor if a Trainee requires an Individual Recovery Plan (IRP) Trainees should continue to develop independence.
7	70% Teaching ½ day Planning, Preparation & Assessment (PPA) time 1 day Continual Professional Development (CPD)	Teach a sequence of English (including phonics and SPaG) lessons Teach a sequence of mathematics lessons Teach lessons from the wider curriculum (eg science/ Foundation subjects)	1 x informal observation by class teacher Completed on the informal Written feedback and targets discussed. Class teacher continues to observe Trainee and alerts Mentor of any potential areas of strength and or weakness. Trainees should continue to develop independence.
8	70% Teaching ½ day Planning, Preparation & Assessment (PPA) time 1 day Continual Professional Development (CPD)	Teach a sequence of English (including phonics and SPaG) lessons Teach a sequence of mathematics lessons Teach lesson from the wider curriculum (eg science/ Foundation subjects) Prepare pupil progress Impact Report and discuss at final review meeting.	Final Review Point Trainee presents Pupil Progress Impact Report. Mentor completes Assessment Report and has final tutorial with Trainee Verification by the Link Tutor of a Trainee likely to receive a grade 4 in one or more Teachers' Standards must be completed by Wednesday of this week.

- have a final meeting with the Mentor to complete the Assessment Report and make a copy of the booklet for their own records and to inform their Development Tutor meeting. This is part of the Becoming an NQT process and will be continued at Leeds Trinity
- upload onto Abyasa Pro all relevant information with the Mentor during final week of placement
- on completion ensure the Class teacher has any required information and assessment data

Planning Meeting

- have a planning meeting to complete the week by week planner to indicate where the Trainee will be teaching and observing

Evaluation and Reflection

- evaluate each session with reference to relevant Teachers' Standards and pupil progress
- **after each teaching session complete part of the extended evaluation each day after discussion with the Class teacher. You should build up a comprehensive review of your weeks teaching. There should be one extended evaluation completed fully each week. The targets at the end of evaluation should match those on the RoP and Informal teacher observations.**
- collate and present evidence to support impact on pupil progress

Observation and Assessment

- undertake one observation in all the areas of the curriculum you will be teaching
- Write up evaluations of these sessions.
- Provide feedback for pupils on their progress during teaching episodes and monitor the progress of pupil's overtime. Collect evidence in assessment folder.
- **Track whole class progress during the block placement in key objectives and complete a pupil progress assessment tracker**

KEY DATES – LEVEL 6 PLACEMENT

<p>Three weeks Preparation placement Week 1,2 and 3</p>	<p>Preparation Placement – 15 days in school</p> <p>Key Review Point 1 (Week 2 of preparation week) Mentor undertakes an observation of the Trainee and training tutorial to set targets (completes Record of Performance).</p> <p>Mentor contacts Partnership Office if Trainee shows cause for concern</p> <p>Class teacher a completes 1x informal observation of teaching in Week 1 and 3 of preparation week</p> <p>Planning meeting with the class teacher Week 2 or 3</p>	
<p>Completed during following week</p>	<p>Trainee meets with Link Tutor (to complete the File Check). All paperwork must be completed to a satisfactory level. Where more detail is needed the Trainee will return to school to receive clarification.</p>	
<p>Week 4 in school (Starts the first day the school is open for pupils)</p>	<p>1 x informal observation by class teacher - written feedback and targets agreed</p>	<p>Link Tutor contacts school by phone to arrange joint observation</p>
<p>Week 5 in school</p>	<p>Key Review Point 2 Formal observation and training tutorial this week</p>	
<p>Week 6 in school</p>	<p>Key Review Point 3 Formal observation/joint observation (Link Tutor and Mentor) and training tutorial</p>	<p>Mentor should contact the Link Tutor if a Trainee requires an Individual Recovery Plan (IRP) (Potentially RI or Inadequate)</p>
<p>Week 7 in school</p>	<p>Key Review Point 4 Formal observation or joint observation (Link Tutor and Mentor) and training tutorial</p>	
<p>Week 8 in school</p>	<p>Key Review Point 5 1x informal observation and written feedback given Pupil Progress training tutorial with Mentor</p>	
<p>Week 9 in school</p>	<p>Final Review Point Mentor completes Assessment Report and has final tutorial with Trainee</p>	<p>The External Moderation Team will be visiting selected schools.</p> <p>Wednesday of this week Verification by the Link Tutor of a Trainee likely to receive a grade 4 in one or more standards must be completed by</p>
<p>Note half term may fall here</p>		
<p>Week 10 in school</p>	<p>Link Tutor returns to school to complete Quality Assurance Processes and verify the completed Assessment Report and three Records of Performance.</p>	
<p>Note half term may fall here</p>		

All Assessment Reports and Records of Performance should be returned, by the final Friday of placement, as one document electronically to:
Programme and Assessment Team, Leeds Trinity University
Email: primaryed@leedstrinity.ac.uk

OVERVIEW OF UNDERGRADUATE LEVEL 6 FOR TRAINEES/MENTORS AND LINK TUTORS

Week	Breakdown	Trainee Tasks	Mentor/class teacher/Link Tutor Tasks
Preparation week 1	Class support/observation ½ day Planning, Preparation & Assessment (PPA) 1 day Continual Professional Development (CPD)	<ul style="list-style-type: none"> - Observation and gathering information to support practitioner enquiry. - Establish pupils' current level of achievement - Gather anonymised data sets of pupils. - Teach English and Mathematics on Thursday and Friday - Complete checklist to be signed off by the class teacher and discussed at LTU 	<p>1 x informal observation by class teacher</p> <p>Completed on the informal Written feedback and targets discussed. Planning meeting with Class teacher early this week to guide the Trainee on the objectives and content of the curriculum they will be expected to plan and teach</p>
Week 2 Preparation week 2	25% teaching (plus practitioner enquiry task) ½ day Planning, Preparation & Assessment (PPA) 1 day Continual Professional Development (CPD)	<ul style="list-style-type: none"> - Teach a sequence of lessons (English or maths) - Deliver practitioner enquiry task. - Collect medium term plans/ curriculum overview where they exist. <p>USE SCHOOL PROCEDURE FOR THIS.</p> <p>PREVIOUS YEARS SHORT TERM PLANS OR PLANNING OVERVIEWS CAN BE USED.</p>	<p>Trainee works under direction of the Class teacher and teaches a series of lessons</p> <p>Key Review Point 1</p> <p>Mentor undertakes a formal Observation of the Trainee and training tutorial to set early targets.</p> <p>Completes a record of performance</p> <p>Planning meeting with the Class teacher</p>
3	25% teaching (plus practitioner enquiry task) ½ day Planning, Preparation & Assessment (PPA) 1 day Continual Professional Development (CPD)	<ul style="list-style-type: none"> - Teach a sequence of lessons (English or maths) - Produce weekly overviews for rest of placement. - Collect all information from school necessary for Link Tutor file check 	<p>1 x informal observation by class teacher</p> <p>Completed on the informal Written feedback and targets discussed. Planning meeting with Class teacher early this week to guide the Trainee on the objectives and content of the curriculum they will be expected to plan and teach</p>
Trainee returns to university for file check with Link Tutor if required. Time to be used for preparation and planning			
Christmas			
4 The first full week AFTER THE HOLIDAY of placement	50% Teaching ½ day Planning, Preparation & Assessment (PPA) 1 day Continual Professional Development (CPD)	<ul style="list-style-type: none"> - Teach a sequence of English (including phonics or SPaG) lessons - Teach a sequence of mathematics lessons 	<p>1 x informal observation by class teacher</p> <p>Completed on the informal Written feedback and targets discussed. Planning meeting with Class teacher early this week to guide the Trainee on the objectives and content of the curriculum they will be expected to plan and teach</p> <p>Link Tutor contacts school by phone to arrange joint observation</p>
5	50% Teaching ½ day Planning, Preparation & Assessment (PPA) 1 day Continual Professional Development (CPD)	<ul style="list-style-type: none"> - Teach a sequence of English (including phonics or SPaG) lessons - Teach a sequence of mathematics lessons - TEACH ONE NON CORE SUBJECT 	<p>Key Review Point 2 LINK TUTOR MAY VISIT Formal observation by Mentor Training tutorial/feedback meeting. Share and agree targets for next week based on Teachers' Standards.</p>

Week	Breakdown	Trainee Tasks	Mentor/class teacher/Link Tutor Tasks
			All completed on Record of performance. Moderation observation Mentor should contact the Link Tutor if a Trainee requires an Individual Recovery Plan (IRP)
6	70% Teaching ½ day Planning, Preparation & Assessment (PPA) 1 day Continual Professional Development (CPD)	- Teach a sequence of English (including phonics or SPaG) lessons - Teach a sequence of mathematics lessons - Teach lesson from the wider curriculum (eg science/ Foundation subjects)	Key Review Point 3 LINK TUTOR MAY VISIT Formal observation by Mentor Training tutorial/feedback meeting. Share and agree targets for next week based on Teachers' Standards. All completed on Record of performance. Moderation observation Mentor should contact the Link Tutor if a Trainee requires an Individual Recovery Plan (IRP)
7	70% Teaching ½ day Planning, Preparation & Assessment (PPA) 1 day Continual Professional Development (CPD)	- Teach a sequence of English (including phonics or SPaG) lessons - Teach a sequence of mathematics lessons - Teach lesson from the wider curriculum (eg science/ Foundation subjects)	Key Review Point 4 Formal observation by Mentor Training tutorial/feedback meeting. Share and agree targets for next week based on Teachers' Standards. All completed on Record of performance. Moderation observation Mentor should contact the Link Tutor if a Trainee requires an Individual Recovery Plan (IRP)
8	70% Teaching ½ day Planning, Preparation & Assessment (PPA) 1 day Continual Professional Development (CPD)	- Teach a sequence of English (including phonics) lessons - Teach a sequence of mathematics lessons - Teach lesson from the wider curriculum (eg science/ Foundation subjects)	1 x informal observation may be required by class teacher Completed on the informal Written feedback and targets discussed. Pupil Progress tutorial with Mentor The External Moderation Team will be visiting selected schools. Verification by the Link Tutor of a Trainee likely to receive a grade 4 in one or more standards must be completed by Wednesday of this week Pupil Progress training tutorial with Mentor
9	70% Teaching ½ day Planning, Preparation & Assessment (PPA) 1 day Continual Professional Development (CPD)	- Teach a sequence of English (including phonics) lessons - Teach a sequence of mathematics lessons - Teach lesson from the wider curriculum (eg science/ Foundation subjects)	Final Review Point Mentor completes Assessment Report and has final tutorial with Trainee (this includes the pupil progress tutorial) The External Moderation Team will be visiting selected schools. Verification by the Link Tutor of a Trainee likely to receive a grade 4 in one or more

Week	Breakdown	Trainee Tasks	Mentor/class teacher/Link Tutor Tasks
			standards must be completed by Wednesday of this week
		Half term may fall this week	
10		CPD week Alternate Key Stage week etc Any Trainee who is grade 3 should use this week in conjunction with targets to demonstrate some teaching and an improvement in their targets Trainee's teaching file should be available and used if additional evidence is required reinforce judgments made against the Teachers' Standards.	Link Tutor returns to school to complete Quality Assurance Processes and verify the completed Assessment Report and three Records of Performance
		Half term may fall this week	

The Enhanced or Transition Placement

This is a two week, self-sourced placement that takes place at the end of Semester 2 for Level 6.

It can be used as an induction into your new NQT role if you have already secured a job.

It can be used as an opportunity to visit an alternative educational setting (Special provision or other).

It could be used to immerse yourself in a key stage above or below where you have trained.

It could also be used as an opportunity to improve your final grade if you received and overall grade three on SBT.

The academic team will provide you will more details closer to the time. If you have any contacts you wish to make in the meantime to begin organising your enhanced placement please begin to do so.

Appendix 1

Planning and teaching files

All Trainees are expected to keep the following documentation in organised files. Below is a list of what you are expected to keep in hard copy.

File Section	Content
1	Contextual information about the school – key policies
2	Contextual information about the class: class list; classroom plan; grouping arrangements; pupils with specific needs and prior assessments
3	Training plan and or previous placement Assessment Report (with targets for future placements)
4	Medium-term planning
5	Weekly plans
6	Lesson plans with annotated evaluations and assessment records
7	Records of Performance and extended evaluations including Feedback (from Mentor/ class teacher and Link Tutor)
8	Professional development records eg observations of lessons with reflective commentary



During the first week of each the block placement or preparation week **schools have the resources to release Class teachers** so they can explain their medium term planning to Trainees.



As part of preparation for each placement Trainees have been familiarised with structure and organisation of School-based Training Files.

Your professional teaching files are a key source of evidence of how Trainees are judged across the standards. They need to be organised, maintained and accessible... Further guidance on how to organise your files is below.

<p align="center">TRAINEES WORKING IN THE FOUNDATION STAGE</p>	<p align="center">TRAINEES WORKING IN KEY STAGE 1 OR 2</p>
<p>File 1 – Teaching and Assessment File</p> <p>Each section should have labelled dividers</p> <p>Copy of the Class teacher’s half-term plan with key themes identified</p> <p>Separate sections should be clearly labelled</p> <p>Section</p> <ul style="list-style-type: none"> • Class teacher’s weekly plans • any completed observation pro forma and activity planners • information on the planned area of enhanced provision <p>Section <u>Separate section for discrete SSP/English</u></p> <ul style="list-style-type: none"> • focused activity planners for all activities taught • evaluations annotated on planning for each planning for a focus area taught <p>Section <u>Separate section for discrete maths planning</u></p> <ul style="list-style-type: none"> • focused activity planners for all activities taught <p>and all planning annotated with evaluations and reflections of each session with reference to pupil progress in the relevant section.</p> <p>Additional sections <u>for other subjects or planning for a focus planning</u> and annotated evaluations of each session, reflecting on pupil progress</p> <p>Section</p> <ul style="list-style-type: none"> • Weekly extended evaluations reflecting on the impact on pupil progress your sequences of learning have had on the pupils. <p>Section an assessment section containing</p> <ul style="list-style-type: none"> • Records of pupils starting points • evidence of Pupil Progress collated using schools format eg photos of pupil work/samples of work • Class data information recording sheets • Impact reports on Pupil Progress (and evidence supporting this information) <p><i>(NB WHERE A FOUNDATION UNIT USING IN THE MOMENT PLANNING. Please take advice from school on how to organise your planning file).</i></p>	<p>File 1 – Teaching and Assessment File</p> <p>Each section should have labelled dividers</p> <p>a copy of the Class teacher’s medium term plans/weekly plans with topics/lessons to be taught by the Trainee highlighted</p> <p>Separate sections should be clearly labelled.</p> <p>Section</p> <ul style="list-style-type: none"> • class teacher’s weekly plans • observation details (in week 1 and 2) – separated into subjects being taught • information on the planned areas to develop learning (working walls/displays) <p>Section</p> <p>Separate planning sections for English and maths and all subsequent subject areas. Each section should be clearly labelled using dividers and all planning annotated with evaluations and reflections of each session with reference to pupil progress in the relevant section.</p> <p>eg assessment outcomes evidenced on lesson plans</p> <p>Section</p> <ul style="list-style-type: none"> • Weekly extended evaluations reflecting on the impact on pupil progress your sequences of learning have had on the pupils. <p>Section an assessment section containing:</p> <ul style="list-style-type: none"> • spreadsheet to record evidence of Pupil Progress (maths and English) • Impact reports on Pupil Progress (and evidence supporting this information)
<p>(All Trainees should have..... A separate section labelled Records of ongoing performance judgments, this should include:</p>	

- **A copy of your current training plan**
- **Weekly informal lesson observations with feedback on strengths and targets**
- **Completed Records of Performance**

Previous Assessment Reports – annotated to identify where targets have been fed into current placement

File 2 - Management Documents File

- Information/address page
- School information
- Completed pro forma relating to nature of children and child protection
- Information for Mentors and Trainees
- A copy of The Teachers' Standards
- A TIME MANAGEMENT SECTION
- Class timetable
- Class details and groups
- Week by week planner (using the blank pro forma given)

NB: The Trainees should always have hard copies of all Teaching Files in school available for the Lead Practitioner/Class teacher and Mentor and Link Tutor to review.

Appendix 2

ALL TRAINEES – must organise the following documents and keep them within their working documentation



AT LEVEL 4 ALL TRAINEES MUST ALSO KEEP THE FOLLOWING
<p>A PHONICS/READING INTERVENTION FILE</p> <p><u>Part One</u></p> <ul style="list-style-type: none"> a) letters and sounds guidance b) SSP Audit (completed subject knowledge audit) c) clear comprehensive overview of Phase 1 to 5 <p><u>Part Two</u></p> <ul style="list-style-type: none"> a) information on pupil's initial attainment/SSP Phase b) completed daily phonics/reading intervention plans including pupil outcomes c) completed impact study of synthetic phonics/reading intervention (copy to class teacher and Mentor and uploaded onto Moodle SBT site)

At level 5 Later Years Trainees should also keep a separate Systematic Synthetic Phonics file. This should include planning, evaluations and evidence of monitoring of pupil progress/samples of pupils' work.

Pupil progress – Evidence produced as a minimum (and kept in the assessment section of your planning file)

Undergraduates	Content
Level 4	An impact report to demonstrate evidence of pupil progress from the reading intervention.
Level 5	The Impact Report on Pupil progress in English and maths This exemplifies/demonstrates the impact of teaching on pupil progress in English and mathematics across a sequence of teaching.
Level 6	<p>Evidence within the teaching file across a sequence of lessons to demonstrate:</p> <ol style="list-style-type: none"> 1. The impact of their teaching in mathematics on pupil progress. 2. The impact of their teaching in English on pupil progress. 3. Analysis of assessment data at class level and by groups (gender, ethnicity, SEND, pupil premium) to demonstrate the progress of learners throughout the placement. <p>During the final training tutorial Trainees present their findings and understanding of the impact their teaching has had on pupil progress overtime. They are able to identify key groups within the class where impact has been.</p>

Appendix 3

GUIDELINES FOR COMPLETING TRAINEE EVALUATIONS

Evaluating teaching and learning is an essential part of the development of a professional teacher.

Standard 8: Fulfil wider professional responsibilities

- develop effective professional relationship with colleagues, know how and when to draw on advice and specialist support
- take responsibility for inspiring teaching through appropriate professional development, responding to advice and feedback from colleagues

In order to demonstrate evidence for the Teachers' standards Trainees must:

- evaluate one lesson planned and taught every day using the headers on the lesson planning format
- Complete a section of the extended evaluation each day ensure all completed evaluations are contained within the relevant curriculum file to support tutorials with the Mentor
- ALL EVALUATIONS SHOULD BE COMPLETED WITH REFERENCE TO PUPIL PROGRESS
- THERE SHOULD BE ONE EXTENDED EVALUATION COMPLETED FOR EACH WEEK OF THE SBT AND THIS SHOULD BE KEPT IN THE TRAINING FILE
- The extended evaluation should also be referred to in each training tutorial so that targets agreed after each observation and the action that will take place to support meeting these targets is clear to all parties involved.

Procedure:

- Trainees should seek to be reflective and generate their own targets and actions. These should be shared in discussion with Class teachers and Mentors who can support Trainees in ensuring targets and actions are sharply defined and are most likely to support the Trainee's progress.

Trainees will complete and share one report at Level 4 Undergraduate

Impact Study of Synthetic Phonics/Reading Intervention

This report aims to capture the Trainee's evaluation of the impact of their intervention in relation to pupil progress and learning attitudes.

Trainees will complete an Impact Report on Pupil progress in English and maths at Level 5

Trainees will use data to track progress whole class with reference to key learning objectives at Level 6.

Copies of the above will be uploaded by Trainees onto relevant portal site at the end of placement.

Appendix 4



ATTENDANCE DURING SCHOOL-BASED TRAINING

It is a requirement that all Trainees attend a specific number of days in schools. Trainees should therefore be aware that they may be asked to make up days on which they have been absent. All absence during placements must be reported to the school and university.

ATTENDANCE PROCEDURES

If, during the placement, the Trainee has to be absent from school, the following procedures should be followed:

1. **On the first day of any absence the school should be contacted by 8:00am to allow the school time to make any arrangements necessary.**

The Leeds Trinity School Partnerships Office should also be contacted to report the absence. The office opens at 9:00am but a message can be left before 9:00am on voicemail. Tel no 0113 2837206 or email primarysbt@leedstrinity.ac.uk

2. **The school should be contacted again later on the same day to indicate if the absence is going to be longer than one day.**

If further absence is necessary, the school and the Leeds Trinity School Partnerships Office should be informed of the expected date of return.

NB: If a Trainee is absent for longer than three days, the Mentor should contact either the University or their Link Tutor in order to decide how to support the Trainee appropriately.

3. If absence extends to more than five consecutive working school days, a doctor's note should be provided to the School Partnerships Office.
4. The Trainee should inform the school and the School Partnerships Office of their intention to return to the placement on **the day before they return.**

Trainees on final placement often need to take time out of placement to attend interviews for NQT posts. This is clearly an acceptable absence; however this should be agreed in advance and where possible some of the Trainee's CPD time used if multiple appointments are made.

CONFIDENTIALITY

During school-based training Trainees may have access to 'privileged' information such as school registers, records of children's progress, staff room conversation, documentation, etc. **It is very important to appreciate that disclosure of any information of this kind (even to parental or family enquirers) should not take place inside or outside the school.** No documents should be borrowed from school without permission.

DATA PROTECTION

No material should leave school that would identify children by name. Check schools General Data Protection Regulation policy for guidance regarding data generally and in electronic form particularly.

Confidential Data/Information



At the end of each School placement you must anonymise, delete or return any confidential information and you MUST not take away any identifiable data. At the end of the course all confidential data should be anonymised or destroyed

USE OF SOCIAL NETWORKING SITES

Trainees need to consider carefully their use of social networking sites such as Facebook. Trainees have a professional image to uphold and how they conduct themselves online helps determine this image. Trainees must not jeopardise their professional integrity by, for example, engaging in inappropriate dialogue about schools, staff and pupils or posting pictures and videos of inappropriate activity.

Professional Use of Social Networking Sites

Used professionally social networking sites may be beneficial in facilitating the sharing of ideas and for supporting colleagues. Levels of privacy must always be set so that personal or sensitive information and discussion can be hidden except to those invited by the member.

Trainees are reminded to ensure their uses of such sites are within acceptable bounds professionally and do not compromise their personal safety. Trainees should ensure that their use of social networking sites does not contravene the university regulations on the use of computing services.

Trainees are encouraged to report offensive behaviour and consider that information on such sites may be owned collectively by a group.

With the increase in social networking sites it is important for Trainees to know that should they post anything which is slanderous or unprofessional, the University will not hesitate to sue them or instigate disciplinary measures.

There have been several cases where comments made by Trainees either overheard or posted on Facebook, have resulted in the placements being terminated under part two of the Teachers' Standards.

There is additional guidance in relation to Facebook posted on the School-based training area of Moodle.

TEACHER'S STANDARDS: PERSONAL & PROFESSIONAL CONDUCT

A Trainee teacher is expected to demonstrate consistently high standards of personal and professional conduct. This is described in Part Two: Personal & Professional Conduct of The Teacher's Standards and referred to in the Trainee Handbooks and in the Primary Initial Teacher Education Partnership :A Guide To School Based Training booklet .Summary judgements of personal and professional conduct are recorded at all levels in the Assessment Report. A Trainee cannot progress to the next level if they do not achieve High Standards in Part Two.

Suspension of Placement

A placement is considered to be suspended if it is deemed to finish before the published end of the placement period. Termination of a placement should be considered a final resort and should not be undertaken lightly or without consulting with University Staff.

Trainees should always be given targets and support, recorded on an Individual Recovery Plan, and opportunities to show progress against these **before** any placement is ended and allowed time to act on these targets.

NB: Acts of unprofessional behaviour may result in a placement being terminated immediately without an IRP being previously given.

If a Trainee feels their placement has deteriorated to a situation where they wish to end the placement they should speak to their Link Tutor in the first instance to discuss the issues. They should also seek advice and contact the School Partnerships Office who will ask a senior member of staff to contact the Trainee to discuss concerns.

Schools should not terminate a Trainee placement until they have spoken to the Link Tutor and discussed the issues that have arisen. In emergencies where the Link Tutor is not available schools should contact the School Partnerships Office who will find a senior member of staff to contact the school and discuss concerns, before the placement is terminated.

Where Safeguarding has been compromised schools should isolate the individuals involved and contact the university.

Appendix 5

GUIDANCE FOR BEST PRACTICE WHEN OFSTED CALL

Guidance for Headteachers, Mentors and class teachers

It is possible that whilst our Trainee teachers are with you, you will receive notice of an inspection. Whilst we recognise that this is an extremely challenging time for you and your school team we would hope that our Trainees can support you as well as benefiting from the experience. With the emphasis on supporting the school and our partnership, we have provided guidance (below) and briefed our Trainees on what to do in the event of an Ofsted inspection. Please do:

- Check DBS paperwork
- Brief the Trainees and/or include them in the Ofsted briefings as you feel appropriate
- Inform the School Partnerships Office & Link Tutor
- Allocate responsibilities to the Trainees so that they are supporting the teachers in the preparation for the inspection
- Invite them to use their initiative or have a conversation and what would and what would not help
- Please be aware that if a Trainee teacher is observed teaching, their 'performance' will count towards the school's overall grading.
- Please do find five minutes to debrief them. Trainees are often deeply committed to their placement schools and will be keen to hear some feedback about the inspection.

Guidance for Trainees

It is possible that, during your professional placement, your school will receive notice of an Ofsted inspection. Notification is often only given a day before the inspection. This is a very stressful time for all members of the school team. **Your first priority should be to the school – this is not a time to be concerned solely about your own needs.** All experiences will be slightly different, but below are some suggestions about what to do to support a school when Ofsted call.

Make sure the Headteacher and Mentor know and are reassured that you will do anything to support them. This might include helping with displays, tidying, helping with resources ...etc.

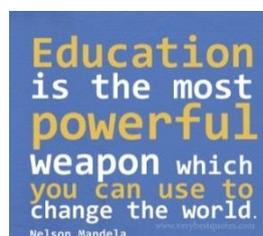
- Be prepared to stay late and come in early to help teachers prepare for inspection
- Be prepared to be flexible and supportive (this is not a time to worry about your own needs) eg Offer to carry out playground duties to give the teachers some respite.
- Be prepared not to teach - you may be asked to act as a teaching assistant
- Be aware that if you are teaching you may be observed by the Ofsted Inspection team. Be prepared for this.
- Be prepared to be sent home (although this will be a rare occurrence)
- Be prepared to attend Ofsted briefings or not as requested by the Headteacher
- Be prepared to be briefed by the Headteacher or other senior staff
- Be prepared to be questioned by the inspection team or not
- Be aware of the importance of everything you say and do. Act professionally at all times.
- Make sure you have identification and your DBS with you at all times
- Contact your Link Tutor so that they can offer support to the school and you.

Please remember your commitment and responsibility is to the school and the partnership.

For guidance on what to do should the university be inspected during your placement please refer to the Quality in Partnership document.

Acknowledgements:

Many thanks to all members of the Partnership who have helped revise this content. Your dedication and support ensure we continue to strive for excellence.



Appendix 6



January 2018

Dear Colleague

Re: Leeds Trinity University DBS Checks for Initial Teacher Education Trainees

I can confirm that we have carried out the checks mentioned below and we are content in the knowledge that the Trainee allocated to your school/academy has passed all relevant safeguarding procedures.

- DBS Enhanced Clearance
- Prohibition Order Check (Barred List Clearance)
- Child Care Disqualification 'By Association' Notification

If you require further information with regards to this change or clarification, please do not hesitate to contact the School Partnerships Team on primarysbt@leedstrinity.ac.uk. Alternatively, the Trainees allocated to your school have been provided with a letter from Leeds Trinity University which is held on their e:Vision detailing their recent DBS check. If you require a copy of this letter, please ask the Trainee.

Yours faithfully

Deborah Garcia
School Partnerships Manager