In Partnership with
Leeds Trinity University

Developing Inspiring Teachers

PRIMARY PGCE (QTS) Stage 3 Handbook

Early Years and Later Years University-led, School Direct Distance and Local

2023-2024

Contents

Introduction

This handbook is written for Trainees, class teachers, Mentors, ITT Coordinators and Link Tutors. It provides a comprehensive overview of the Primary PGCE programme and the curriculum that is delivered at both the University and in school.

The content presented here should be read in conjunction with the following handbooks:

- Introductory Information Booklet
- PGCE (QTS) Programme and Assessment Handbook
- Development Record
- Intensive Training and Practice Handbooks

Whilst this content booklet refers to Trainee teachers, the information will relate to all aspects of training. It thus should be essential reading for Link Tutors and all expert colleagues based in school. The content will be revisited during Mentor and Link Tutor training sessions and summarised in **Curriculum Connections** video updates.

The Programme Team

Aimee Quickfall	Head of Teacher Education
Alison Griffiths	Deputy Head of School (Primary PGCE Programme Leader)
Anna Park	University-led and School Direct Local Programme Coordinator
Jenny Stuart-Collins	School Direct Local Programme Coordinator (Catholic Partners)
David Snowdon	School Direct Distance Coordinator
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Assessment at a Glance

Module	Assessment	Date/Period
PED 7323: Supporting Individual Needs	6,000-word portfolio	January
PED 7313: Assessing and Planning for Progression	6,000-word portfolio	April /May
Qualified Teacher Status	Formative assessment at Stages 1 & 2 based on progression towards expectations of practice at each Stage Summative Assessment Stage 3 based on the Teachers' Standards	**Stage 1** December **Stage 2** March/April **Stage 3** June
Subject Knowledge and Applied Pedagogy	Development Record and Subject Audits	Ongoing

Centre and School-based Primary PGCE Timetable

Sessions in dark green (SD Local and UL), Sessions in lighter green (UL only).
For further details about SDD and SDL programmes please refer to your SD Handbook.

	Date	Spotlight	Monday	Tuesday	Wednesday	Thursday	Friday
6	4/09			School Starts		LTU	LTU
7	11/09	Curriculum and Subject	LTU	LTU	LTU	LTU	LTU
8	18/09		LTU	LTU	LTU	LTU	LTU
9	25/09	Curriculum and Subject	LTU	LTU	LTU	LTU	LTU
10	2/10		LTU	LTU	LTU	LTU	SBT 1
11	9/10	Professional Behaviours	SBT 1	SBT 1	SBT 1	SBT 1	SBT 1
12	16/10		SBT 1	SBT 1	SBT 1	SBT 1	SBT 1
13	23/10	Behaviour Management	SBT 1	SBT 1	SBT 1	SBT 1	SBT 1
14	30/10						
15	6/11	Planning and Teaching	LTU	LTU	SBT 1	SBT 1	LTU
16	13/11		LTU	LTU	SBT 1	SBT 1	LTU
17	20/11	Assessment	SBT 1	SBT 1	LTU	SBT 1	SBT 1
18	27/11		SBT 1	SBT 1	SBT 1	SBT 1	SBT 1
19	4/12	Adaptive Teaching	SBT 1	SBT 1	LTU	SBT 1	SBT 1
20	11/12		SBT 1	SBT 1	SBT 1	SBT 1	SBT 1
21	18/12	Curriculum and Subject	SBT 1	SBT 1	LTU	SBT 1	SBT 1
22	25/12						
23	1/01						
24	8/01	Curriculum and Subject	LTU	LTU	LTU	LTU	LTU
25	15/01		LTU	LTU	LTU	LTU	LTU
26	22/01	Professional Behaviours	SBT 2	SBT 2	SBT 2	SBT 2	SBT 2
27	29/01	Planning and Teaching	SBT 2	SBT 2	SBT 2	SBT 2	SBT 2
28	05/02		SBT 2	SBT 2	SBT 2	SBT 2	SBT 2
29	12/02						
30	19/02	Assessment	LTU	LTU	SBT 2	SBT 2	LTU
31	26/02		LTU	LTU	SBT 2	SBT 2	LTU
32	4/03	Adaptive Teaching	SBT 2	SBT 2	SBT 2	SBT 2	SBT 2
33	11/03		SBT 2	SBT 2	SBT 2	SBT 2	SBT 2
34	18/03	Behaviour Management	SBT 2	SBT 2	SBT 2	SBT 2	SBT 2
35	25/03	Professional Behaviours	SBT 2	SBT 2	SBT 2	SBT 2	Bank Holiday
36	1/04						
37	8/04						
38	15/04	Curriculum and Subject	LTU	LTU	LTU	LTU	LTU
39	22/04		LTU	LTU	LTU	SBT 3	SBT 3
40	29/04	Planning and Teaching	SBT 3	SBT3	SBT 3	SBT3	SBT 3
41	06/05		SBT 3	SBT3	SBT 3	SBT3	SBT 3
42	13/05	Adaptive teaching	SBT 3	SBT3	SBT 3	SBT3	SBT 3
44	20/05	Behaviour management	SBT 3	SBT3	SBT 3	SBT3	SBT 3
45	27/05						
46	3/06	Assessment	SBT 3	SBT3	SBT 3	SBT3	SBT 3
47	10/06		SBT 3	SBT3	SBT 3	SBT3	SBT 3
48	17/06	Professional Behaviours	SBT 3	SBT3	SBT 3	SBT3	LTU

This timetable is correct at time of publication.

1. The Curriculum

1.1 Vision and Values of the Post Graduate Certificate of Education Programme (PGCE)

Partnership Values: Aspiration. Collaboration. Leadership.

- Aspiration for every child in our region and beyond to reach their potential through consistently high-quality teaching.
- Collaboration across the Partnership to meet local and regional needs.
- Developing teachers through a rigorous and ambitious ITT curriculum to become confident future leaders.
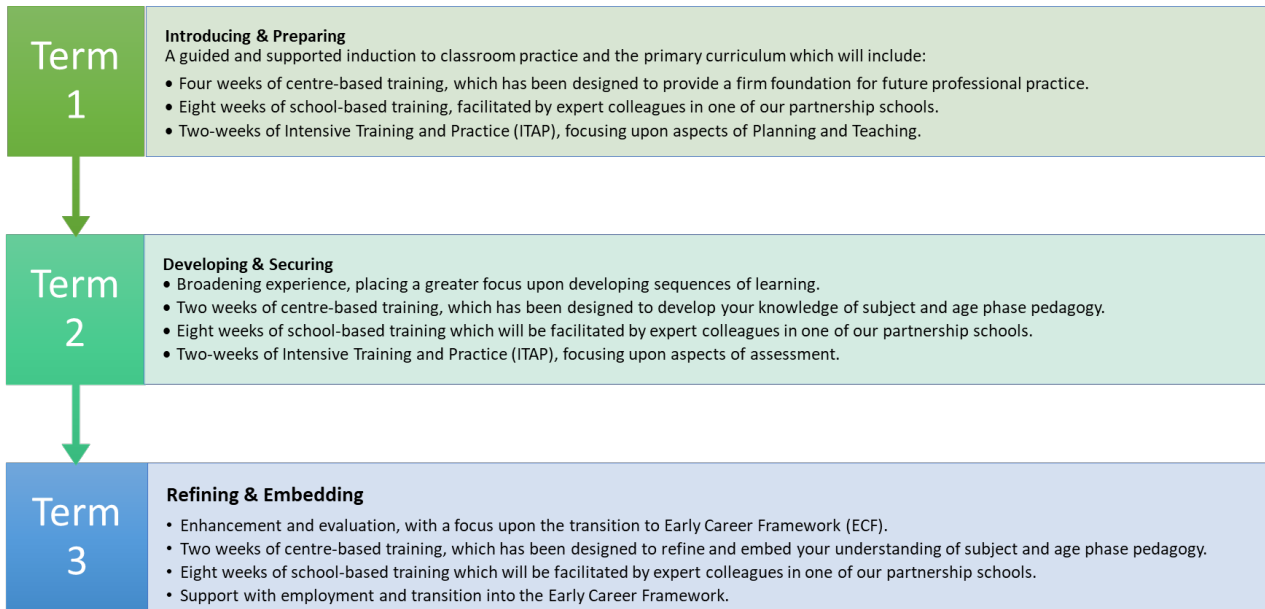
1.2   Curriculum Intent

To uphold our vision and mission the PGCE curriculum at Leeds Trinity will:

- Provide a broad, balanced, and challenging introduction to teaching that is well matched to the needs of the primary school or early years' settings and is responsive to the needs of our partnership of schools.
- Promote the importance of good mental health and wellbeing.
- Deliver an appropriate breadth of experience and opportunities that are carefully designed to support Trainees in developing secure subject, pedagogical and curriculum knowledge. In doing so, the curriculum will be fully compliant with the requirements of the ITT Core Content Framework.
- Encourage a sense of professional autonomy, allowing Trainees to make choices and feel they have a voice in the direction of their professional learning.
- Enable high standards of academic achievement, supporting Trainees to make meaningful connections between theory and practice that provide a foundation for future professional learning.
- Be dialogic, providing opportunities for purposeful discussion and debate, empowering Trainees to see themselves as part of a community of practice and empowering them to become agents of change.
- Be courageously creative, encouraging Trainees to take informed risks in their professional practice with a view to inspiring and engaging the children in their learning.
- Support the development of a well-informed understanding that recognises and challenges the political, social, economic, and cultural dimensions of professional practice.

1.3   Curriculum Implementation

The curriculum is developmental, designed to provide you with relevant opportunities and experiences through which you will develop your knowledge, skills and understanding across both School and Centre-based Training. To ensure coherence, the curriculum is divided into three broad phases that align to terms (or university semesters) as outlined on the table below.

Term 1	**Introducing & Preparing**
	A guided and supported induction to classroom practice and the primary curriculum which will include:
	• Four weeks of centre-based training, which has been designed to provide a firm foundation for future professional practice.
	• Eight weeks of school-based training, facilitated by expert colleagues in one of our partnership schools.
	• Two-weeks of Intensive Training and Practice (ITAP), focusing upon aspects of Planning and Teaching.

Term 2	**Developing & Securing**
	• Broadening experience, placing a greater focus upon developing sequences of learning.
	• Two weeks of centre-based training, which has been designed to develop your knowledge of subject and age phase pedagogy.
	• Eight weeks of school-based training which will be facilitated by expert colleagues in one of our partnership schools.
	• Two-weeks of Intensive Training and Practice (ITAP), focusing upon aspects of assessment.

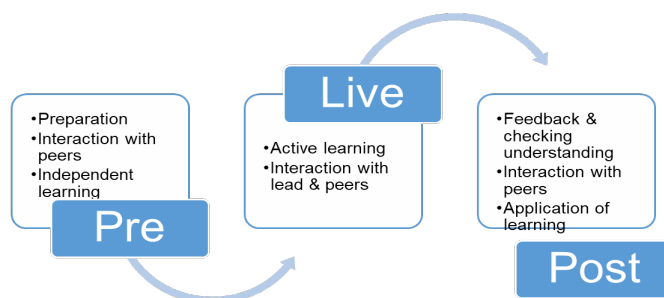| **Term 3** | **Refining & Embedding** |
	• Enhancement and evaluation, with a focus upon the transition to Early Career Framework (ECF).
	• Two weeks of centre-based training, which has been designed to refine and embed your understanding of subject and age phase pedagogy.
	• Eight weeks of school-based training which will be facilitated by expert colleagues in one of our partnership schools.
	• Support with employment and transition into the Early Career Framework.

The implementation of our curriculum will be based upon the mantra that *all learning occurs with you and is not something that is done to you*. As such, you are expected to be actively involved in all aspects of your training.

That training will occur both at the centre (the University or in your School Direct hub) and in your SBT school and will adhere to the following principles:

Centre-based learning will include a blend of lectures and seminar or workshop sessions that are designed to encourage a high level of reflection and engagement with the subject matter. All sessions will emphasise the importance of collaboration, dialogue, and debate which we feel to be integral to all high-quality professional learning.

All University based teaching will be developed around a three-phase model (Preparation/Live/Post) as outlined on the diagram below:

Live

Pre
•Preparation
•Interaction with peers
•Independent learning

Live
•Active learning
•Interaction with lead & peers

Post
•Feedback & checking understanding
•Interaction with peers
•Application of learning

School-based Learning provides opportunities for you to apply the knowledge and skills you have learned during Centre-based sessions. The school-based tasks that will be completed during this time will provide focus and have been designed to get you to *think hard* about the content of the training curriculum.

1.4 Race Equity

We acknowledge that racism is ingrained across our society, institutionalised within the higher education sector and our university. We recognise that racism is not always overt and manifests in the everyday life of our staff and students; the impact of which is significantly harmful to individuals and our community. We hold ourselves accountable and empower everyone to be anti-racist, challenge all forms of racism and work to dismantle structures that perpetuate racism including challenging ourselves. We are committed to eliminating racial inequality and will take systematic action to address racial inequities. We expect all staff, students, and all members of our university community including partners and stakeholders to embody these values and behaviours.

1.5 Curriculum Domains

The curriculum has been divided into six domains of learning and during each week of the programme, we will ask you to focus upon one of these domains. These domains are:

- Professionalism
- Planning (Curriculum and Subject),
- Teaching,
- Assessment,
- Behaviour Management.

An additional domain of adapting teaching will be interwoven across these five domains.

During School-based Training, the domain focus will take the form of a series of school-based tasks and will include readings and reflection points. Expert colleagues in school will be tasked with helping you to understand how the domain is addressed in the subject/s you are teaching within the specific school or setting you are placed in. These colleagues will also provide opportunities for you to apply learning to your practice, giving feedback as appropriate.

During Centre-based training, sessions will foreground the Subject and Curriculum domain, giving you the opportunity to develop your subject, content, and pedagogical knowledge across the school or Early Years curricula and relevant frameworks.

1.6 Intensive Training and Practice

Intensive Training and Practice experiences are focussed learning opportunities that are designed to support you to develop skills and knowledge in foundational areas of the curriculum. Drawing on the expertise of colleagues from across our partnerships, our ITaPs at Leeds Trinity University will be:

- co-constructed to ensure a coherence between the ITT curriculum and current practice in school.
- dialogic, involving all parties in meaningful discussion with a view to developing practice.
- relevant to the needs of the individual Trainee at that stage of their professional journey.
- manageable and deliverable, taking into account the constraints faced by all stakeholders.
- designed to maximise professional development opportunities for all parties (Trainees, lead and lead Mentors and tutors etc).
- informed by relevant and up to date research and evidence of best practice in the area under investigation.

During Intensive Training and Practice, you will be given the opportunity to intensify the focus that is placed upon specific areas of teaching and learning. In doing so, you will benefit from targeted expert feedback that is focused on improvement. In 2023-34 you will undertake two blocks of Intensive Training and Practice.

- **Autumn term:** Deconstructing Planning and Teaching
- **Spring Term:** Assessment Literacy: Formative assessment, verbal and written feedback, questioning.

For further information please refer to the relevant ITAP Handbooks.

1.7 Curriculum Impact

Close tracking of the impact of the curriculum on Trainee progress will be maintained across School and Centre-based training. Ongoing assessments will include:

- Summative assessment of Level 7 modules
- Ongoing assessment during taught Centre-based sessions
- Formal and informal observations of Trainee practice with verbal and written feedback
- Weekly Mentor meetings
- Trainee teacher responses to school-based Tasks
- Ongoing self-reflection
- Final Assessment reports

Regular opportunities to discuss the wider impact on progress of individuals and groups of Trainees are embedded across the programme quality assurance processes. Impact will be monitored by leaders and managers of the programme through the careful analysis of evaluations, assessment outcomes and feedback from Trainees, Mentors, University tutors and employing schools.

The programme works with three experienced external examiners who are charged to report on the quality of our provision and who act as critical friends. Programme Leaders are held to account by the Partnership Leadership Group, who meet termly. This group reviews impact data to ensure that the curriculum intent is being upheld and that the programme is fully compliant with our partnership values.

2. Curriculum Overview

2.1 The Post Graduate Certificate of Education (PGCE) with Qualified Teacher Status (QTS)

The PGCE (QTS) is a dual pathway programme which means that you will graduate with either:

- A Post Graduate Certificate in Education (Level 7/Master's Level) or a Professional Graduate Certificate in Education (Level 6/ Equivalent to Undergraduate Final year)
- Qualified Teacher Status (QTS)

The specific PGCE qualification you attain at the end of the programme will be dependent upon the outcomes of the two academic assignments completed during the programme.

The programme comprises of two modules:

	Module	Level	Credits
PED7323	Supporting Individual Needs	7	30 credits
PED7313	Assessment and Planning for Pupil Progress	7	30 credits

The Primary PGCE curriculum is comprised of four strands. These are outlined, along with indicative content, on the programme map below and are explained in more detail in the pages that follow.
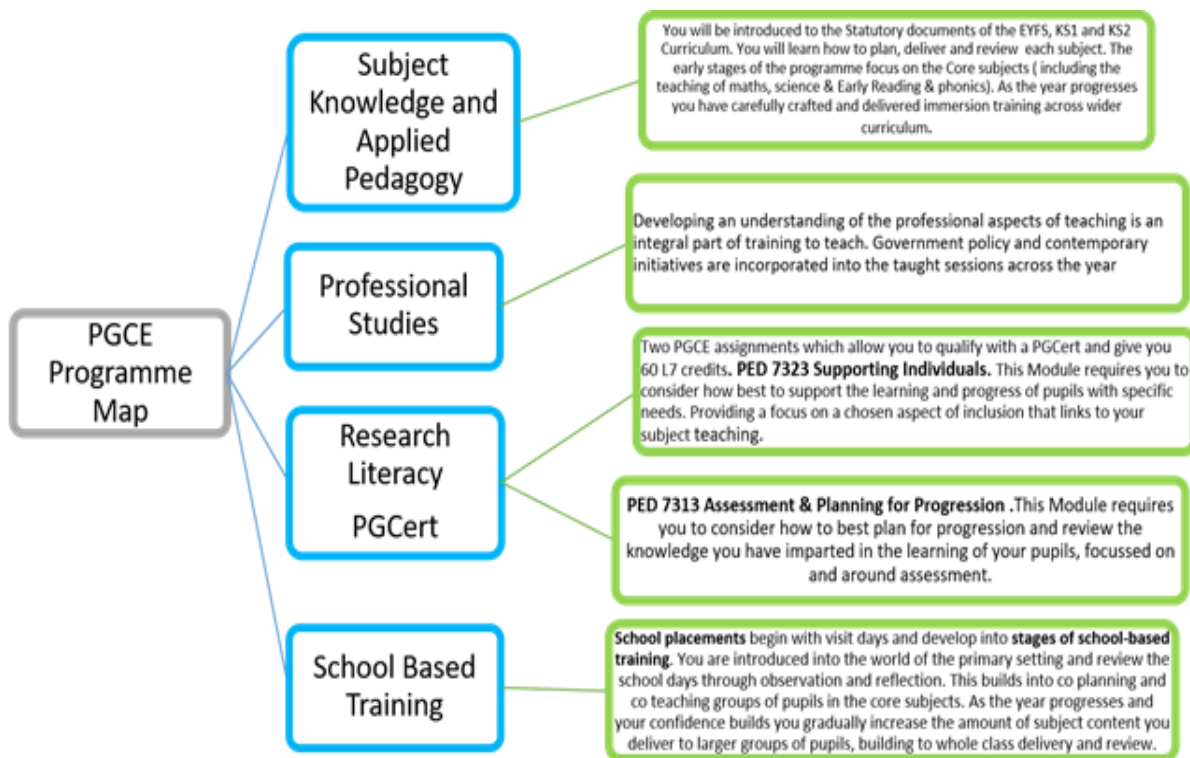
2.2 Subject Knowledge and Applied Pedagogy (SKAP) – Core Subjects

- **English (Including Early Reading and Systematic Synthetic Phonics)**
  In English sessions, you will be introduced to the areas of Communication and Language, and Literacy in the EYFS framework and the three strands of English within the primary national curriculum. You will engage with the skills and pedagogy relating to understanding the role of, and teaching the knowledge and skills of, spoken language. You learn the importance of modelling standard English and that back-and-forth interactions with adults form the foundations of language and cognitive development. Sessions explore pedagogy and subject knowledge related to reading, exploring the Simple View of Reading and principles of effective Systematic Synthetic Phonics (SSP), decoding, and developing fluency, alongside comprehension skills.

At all stages, developing children's love of reading and building your awareness of a diverse range of high-quality children's literature is emphasised. You will develop an understanding of how spoken language and reading support the development of children's writing skills, including spelling, vocabulary, grammar, punctuation, and the constructing text types. You will plan and teach sequences of learning, combining English subject knowledge, with knowledge and understanding of how children learn and related cognitive science.

- **Mathematics**
  We want our teachers to feel inspired and excited about teaching mathematics to future generations!
  This module will introduce you to teaching mathematics in a primary setting. It will help break down stereotypes of the "traditional" teaching of mathematics and introduce you to creative, fun and exciting teaching strategies where the emphasis is firmly placed on 'everyone can do maths'.

  You will be introduced to key government documentation, including the National Curriculum and the Early Years Statutory Framework so you feel confident understanding the aims, subject content, and coverage for each year group. Through mathematical topics including place value, the four operations and fractions, decimals, and percentages, you will also study practical ways of teaching through a combination of physical resources, pedological principles as well as understanding some of the theoretical ideas that underpin the successful teaching of mathematics. We aim to ensure that you will be ready to plan and teach effective and cohesive lessons that will engage all future learners.

- **Science**
  Sessions will cover a range of topics within the science curriculum that will develop your substantive and disciplinary knowledge and how to apply these within the Primary classroom. We aim to develop and nurture a love and passion for science and address the possible barriers that children in the classroom can often face. The term "Science Capital" is explored so that you can learn how to ensure that science can be for everyone and the importance and role of the core subject.

  Science will be promoted using practical enquiry where you will learn about the types of enquiries and how these can be covered within the curriculum. Alongside the types of enquiries, disciplinary knowledge will be developed as you learn how to enable children to ask questions, make predictions, set up practical procedures, present and interpret data and draw conclusions. These are key skills that contribute to how you grow the children's understanding of working scientifically.

  You will develop strategies for managing effective science learning and teaching, including understanding the role of talk, questioning, practical activities and effective planning for assessment and progress. You will undertake and evaluate practical work, consider how to assess in science and use feedback to support further learning.

  Each session will provide Trainees the opportunity to work practically and to collect a bank of practical ideas and resources, as well as a range of pedagogical approaches, that can be transferred into their teaching practice.

2.3   Subject Knowledge and Applied Pedagogy (SKAP) – Foundation Subjects (University-Led)

The curriculum has been constructed to ensure that Trainees have the opportunity to revisit these curriculum areas at two points across their training. Indicative content of the Centre-based Training sessions is outlined on the table below. Each area will be supported by resources that are available on Moodle. *For SD provision please refer to the relevant Subject Knowledge and Applied Pedagogy handbooks*

Art and Design	In Art and Design, sessions will explore the importance of creativity and consider what might help or hinder that in the Early Years setting or Primary School. We will look critically and evaluatively at some famous (and some not famous) artists. Trainees will have the opportunity to work practically, trying activities they could use with their pupils. We will explore assessment in art lessons and consider what progress looks like across and between age phases.
Design Technology	In these sessions, Trainees gain an understanding of the purpose of Design Technology in the Foundation Stage and Primary Curriculum. They will recognise the importance of the different stages of the design process: Design, Make and Evaluate. In addition, they will begin to develop their technical knowledge and identify further cross curricular connections. They will use their skills to explore a design brief linked to the celebration of the Lunar New Year
Geography	Trainees will investigate why we teach Knowledge About the World and Geography and will be encouraged to think deeply about what it is, and its importance in not just the curriculum but for the world. Sessions will address many current issues such as the climate and nature emergencies. Trainees will be introduced to how they might design and plan the geography curriculum and will be supported in developing their knowledge about personal geographies, geographical skills fieldwork, and how to use resources effectively.
History	We will investigate why we teach history, the nature of history, and how it relates to early years and primary-age pupils. Sessions will look at the content of the History National Curriculum and consider how to undertake planning for history. Trainees will explore a variety of approaches to teaching history including inquiry, the use of artifacts, visual sources, written documents, and many others. Guidance will also be given on the use of role-play, local fieldwork, and the teaching of sensitive subjects. Links will be made to other curriculum areas where relevant, and the inclusive nature of history teaching will be promoted throughout.
Music	In music sessions we will have the opportunity to understand the different components of the music curriculum. Trainees will gain an understanding of key music terminology including pulse, rhythm, and duration. They will understand the based tools of composition, including the variety of ways music might be written down. The session will introduce them to the evaluation of great composers, and they will gain confidence in analysing and interpreting a well-known piece of music.

Foreign Languages	In FL Sessions Trainees will be introduced to the FL KS2 curriculum and schemes of work. They will understand key events which have led to the current approaches to teaching Primary FL and identify some key issues/problems with the teaching of FL in primary schools and how they might resolve these. They will experience and practice methods for teaching FL in primary settings.
RE	In RE sessions, Trainees begin to gain an understanding of the purpose of RE education. They will understand what knowledge in RE education is, the use and purpose of the West Yorkshire syllabus for RE, and what it means for pupils to reflect on Big Questions in RE. We will look critically and evaluatively at the importance of engaging with sensitive topics and the use of specific enquiry skills (such as those gained from a P4C approach) for engaging with those topics.
Personal, Social Health Education	In PSHE sessions, Trainees will learn what is PSHE and discuss its place and standing in the curriculum. They will be asked to Link SMSC and PSHCE and understand how to approach difference and diversity. The sessions will support Trainees to understand how they might teach relationships and sex education and will give them the opportunity to build a PHSE lesson, using high-quality resources and lessons plans.
PE	In the sessions, Trainees will be supported to understand the multiple benefits of Physical Education and the contribution of Fundamental Movement Skills within this. They will gain an understanding of the PE Curriculum and its different strands (multi-skills, games, dance, gymnastics, OAA, swimming, athletics). They will understand that teaching the key components related to a particular element of PE is beneficial in helping pupils succeed and understand how to give feedback in a PE lesson to help to facilitate success. They will recognise that the structure and routine within PE can help to create a successful, positive environment.
Computing	In computing sessions, we explore the content, aims and objectives of the curriculum as well as giving the Trainees resources that will support their teaching of this curriculum area and develop their subject knowledge. Trainees will be introduced to the Computer Science strand of the Computing curriculum. They will explore this aspect of the curriculum using Beebot programmable toys and be directed towards resources that support other computer science and programming activities.

2.4   Professional Studies

Professional Studies underpins the curriculum, providing a toolkit that will inform learning in both centre and school-based learning. This is a broad area of study and the content of sessions will cover a range of topics including:

- Safeguarding and Trainee responsibilities in Child Protection.
- Reflective Practice.
- Theories of Learning & Cognition.
- Behaviour management and behaviour for learning.
- Inclusion and special educational needs.
- Critical perspectives on fundamental British values, Prevent and teaching to support diverse learners.
- The School Community and working with others.
- Wider Professional Responsibilities.

2.5   Research Literacy

This strand refers to the Level 7 sessions that Trainees receive during terms 1 and 2 of the programme. This strand comprises of two modules that although taught discretely, draw upon learning from across the curriculum.

Assessment of this module will take the form of two 6,000-word portfolios that draw together theory and practice in these two important areas. Further, detailed guidance and support can be found in the relevant Handbook and Moodle pages.

Module title	Indicative Content
PED 7323: Supporting Individual Needs (Autumn term)	• Introduction to key theorists and educational research bodies in the context of supporting individual needs in the classroom. • Critical analysis and synthesis of research findings including addressing ethical issues related to inclusive education. • Use and evaluation of models of reflective/reflexive practice. • Adoption of a 'critical incident approach' (Tripp, 1993; McAteer, 2011) to analyse specific events or incidents involving needs and how the Trainees have supported these needs. • Consideration and referral to a range of other viewpoints and identification of the implications for future practice in light of Trainees' responses to the critical incident and wider supporting practice.
PED 7313: Assessment & Planning for Progression **(Spring Term)**	• Evaluate models of practitioner enquiry/action research about the changing landscape of assessment in English Primary schools. • Use key literature to provide a critical evaluation of local and national policies and practices related to research evidence. • To collate and analyse publicly available data (national and local) to make informed professional judgements about best practice with regard to assessment and feedback. • To translate essential knowledge gained during PED 7323/Stage 1 SBT about supporting individual needs to inform the level and type of support required for good teaching and effective assessment. • To reflect on principles of high-quality feedback and to develop feedback practices that allow pupils to monitor their own learning. • To present conclusions and analyse research findings with school Mentors and SLT as appropriate.

3. School-based Training

The Primary PGCE Programme has been designed to include 120 days of School-based Training (SBT), which will take place in our Partnership schools. Your training will take place in the age phase that you have chosen to specialise in as follows:
- 3-7 (Early Years) will have SBT in the EYFS and Key Stage 1
- 5-11 (Later Years) will have SBT in Key Stage 1 and 2.

During your training in school, you will work closely with expert colleagues to develop, refine, embed, and consolidate your classroom practice.

3.1 The Core Competencies and Teachers' Standards
Across the programme, assessment of progress will be made against the Core Competencies. These are a list of competencies we expect a Trainee to be able to engage in at that specific stage of their training.

The competencies are divided into 5 domains which are:
- Professionalism
- Planning (Curriculum and Subject)
- Teaching
- Assessment
- Behaviour Management

In 2023-24, an additional domain of adapting teaching will be interwoven across these five domains.

The Core Competencies are an essential tool for Trainees, Mentors, and Link Tutors as they provide support not only for assessing progress, but a framework to support effective and meaningful target setting. Further guidance about this will be shared during Link Tutor and Mentor training.

At the end of the programme, assessment will move from the Core Competencies to instead be against each of the Teachers' Standards. Using the evidence that has been gathered from across the programme, a judgement will be reached about the Trainee's suitability to enter the profession and begin their induction and Early Career Training.

3.2 Expectations for Professional Conduct on School-based Training: Guidance for Trainees

Qualified Teacher Status (QTS) is a professional qualification and we expect that all Trainees demonstrate a professional approach to all aspects of the programme. This section outlines what we mean by this.

Maintaining Professional Relationships
Trainees are:
- expected to assume responsibility for trying to make all relationships as positive as possible.
- required to develop a positive, enthusiastic, and proactive attitude and approach to school experience.
- asked to remember that the colleagues you will be working with in school are very busy people and that their first duty is to the children.
- required to always maintain a high level of professional conduct that is in line with the policy of their school or setting.

Attendance in School

To ensure that Trainees have sufficient practical experience to allow them to meet the Teachers' Standards by the end of the programme. Their attendance during School-based Training will be tracked closely. The PGCE programme comprises of 120 days of school experience and the University reserves the right to extend the final completion date where there are concerns around Trainee attendance and progress.

Timely absence reporting to both school and to the University is part of the personal and professional conduct standards required of all Trainees. Should you need to be absent from SBT, you must notify both the University and school as follows:

- **Reporting an absence to the school:** Trainees must follow the absence procedure in place at their school on the first and every subsequent day of absence. If their absence is medically certified, you should notify the school and their Mentor of your expected return date.

- **Reporting an absence from SBT to the University:** all absences from SBT must be reported by the Trainee logging onto their Abyasa Pro account (https://schoolpartnerships.leedstrinity.ac.uk/pro/) and using their university credentials to log on to their personal page). On the home screen, select the Student Absence tab and complete the required fields.

If a Trainee is absent for longer than three days, the Mentor should contact either the University or their Link Tutor to decide how to support the Trainee appropriately. If absence extends to **more than five** consecutive working days, a doctor's note should be provided to the School Partnerships Office.

Trainees on final SBT often need to take time away from school to attend interviews for ECT posts. This is 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. If there are concerns with this, please contact the Link Tutor.

Punctuality

Trainees should agree with their Mentor at the start of School-based Training the times that you should arrive and leave the school. Schools may need to be flexible, especially where Trainees are placed at distance or have personal circumstances that need to be considered.

Professional Dress

Schools vary in their dress codes. You are encouraged to be clear about the expectations of the school before you arrive to ensure that your attire is appropriate for the context that you will be working in.

Data Protection and Confidentiality

During School-based Training you may have access to 'privileged' information such as school registers, records of children's progress, staff room conversation, documentation, etc. **It is essential that disclosure of any information of this kind (even to parental or family enquirers) should not take place inside or outside the school.**

In addition, no documents should be borrowed from school without permission and no material should leave school that would identify children by name. You should check the schools General Data Protection Regulation policy for guidance regarding data generally and in electronic form particularly.

At the end of each SBT, 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 must be destroyed

Legal Duties

It is a requirement that all Trainees become aware of the Safeguarding Policy of the school as well as all procedures concerning illness, injury, disruption, fire or any other emergency. You need to complete all activities that relate to safeguarding as a priority during the Induction and Orientation into school and we ask colleagues in school to support this.

A suitably qualified teacher must always accompany you when you are:

- on playground duty
- when teaching PE
- when supervising outdoor play or using of any climbing apparatus in the Foundation Stage,
- on any visits outside the school.

Trainees must **never** leave a class unattended.

Physical Contact with Children

It is imperative that you review the school policies and procedures for emergencies, managing behaviour and physical contact with children at the start of each School-based Training period. Any failure to abide strictly by the rules could have severe consequences for your future, both on the programme and in the teaching profession. Schools will have specific guidelines on this, and you must follow this guidance closely.

Keeping Up to Date

Leeds Trinity will send weekly updates to you and your Mentor during your time in school to help support the completion of tasks and other deadlines. They will also help update Trainees and Mentors on research and publications to help their ongoing development and teaching. You must check your emails regularly, as part of becoming a teacher is understanding that your development is never finished, and you have a responsibility to keep your skills and knowledge up to date.

4. Support on School-based Training

4.1 Who you will be working with during School-based Training

- **ITT Coordinators** – These colleagues are responsible for overseeing the work of the Mentors and Trainees in SBT schools. They are a point of contact if there are concerns during SBT.
- **School Mentors** – These colleagues will be your main contact in school. You will work with your Mentor to discuss the impact of planning, teaching and assessment on pupils' developing understanding and knowledge. The Mentor will also help you to plan and, where appropriate, jointly teach lessons and sequences of learning, give feedback on practice, and set targets and activities that will help develop their practice and subject knowledge. Each week you will have a weekly tutorial with your Mentor. At the end of each Stage, they will assess your practice and write the formal assessment report.
- **Host Class Teachers** – These are the teachers who are responsible for the class that you are placed in. In some schools, they might take the role of Mentor as well. You will begin your School-based Training by observing lessons led by your host class teacher, you will teach alongside them and will gradually move to take greater responsibility for the day to day running of the classroom. Host Class Teachers also support you with planning. They will observe you informally and help you to understand the impact you are having on pupils' developing understanding and knowledge.
- **Link Tutors** – Link Tutors are employed by the University and will visit you in school to quality assure the effectiveness of SBT. They will also moderate the decision about the award of QTS at the end of Stage 3.

For a detailed breakdown of the roles and responsibilities of everyone involved in SBT, please refer to the table overleaf

Breakdown of Roles and Responsibilities

Area	Trainee	Mentor	Class teacher	ITT Coordinator	Link Tutor
Professional Conduct	• To meet professional conduct requirements and school policies and procedures relating to professional conduct, attendance, and punctuality • Demonstrate initiative, responsibility, and appropriate conduct. Actively participate as a team member within the Key Stage and school	• To monitor and actively consult colleagues on the development of the Trainee. • To liaise with the ITT Lead or Link Tutor about the Trainee's conduct, welfare, progress, and capacity to meet the competencies or standards by set deadlines	• To monitor the professional conduct of the Trainee in their class • To pass on any concerns to the Mentor	• Provide a comprehensive induction on school processes and procedures (including Safeguarding) to all Trainees. • To monitor progress and welfare of Trainees and identify situations where intervention is required. • To actively consult relevant staff on the professional development of the Trainees	• To monitor and actively consult colleagues on the development of the Trainee in their respective class/es. • To liaise with the ITT Coordinator with respect to the Trainee's conduct, welfare, progress and capacity to meet the standards by set deadlines
Self-Evaluation	• Complete the Development Record weekly and share with the Mentor ahead of the weekly review meeting. • Reflect on all planned lessons, focussing on the impact of teaching on the progress that learners have made in that lessons or activity. • Complete the first section of the ROPD to provide a context ahead of the formal observation.	• To conduct weekly timetabled Mentor meetings, checking, and updating of targets and reviewing the Online Portfolio evidence/OneDrive.	• To undertake informal observations of the Trainee • To identify a situation where the Trainee may be struggling or need additional support and pass this concern on to the Mentor. • To liaise with the Mentor about the Trainee's progress to feed into the Trainee's assessment	• Monitor the training being provided by Mentors and class teachers. • To attend Trainee tutorials as and when necessary to support Mentor and Trainee	• To conduct regular meetings and keep in contact with Mentor and Trainee via weekly email
Training	• To attend all Centre and School-based Training and engage with School-based Training tasks. • To negotiate with the Mentor an appropriate timetable for teaching, which provides appropriate opportunities for Continual Professional Development • To proactively seek out and engage training and development opportunities across wider areas of school	• To ensure that Trainees have training experiences that align to the given curriculum and school-based tasks. • To negotiate and organise a teaching timetable with the Trainee that provides appropriate and realistic challenges and meets the requirements specified by the Partnership.	• To liaise with the Mentor about the Trainee's progress, to feed into the Trainee's assessment. • To liaise with the Mentor about Link Tutor visits and be aware of when these are happening.	• To ensure Trainees have structured/developmental targets throughout their SBT. • To ensure that all Trainees receive additional CPD, as identified in their targets.	• Attend all LTU training and any relevant training offered through partner schools. • Attend annual Safeguarding training at LTU

Area	Trainee	Mentor	Class teacher	ITT Coordinator	Link Tutor
Observations and Feedback	• Complete a range of observations of the class teacher and other professionals in school to support own continuing professional development and School-based tasks. • To ensure expert colleagues being observed are aware of the focus and purpose of the observation ahead of time.	• To observe and provide written feedback on classroom performance at least once a week. • Written feedback must focus on the impact of the Trainee's planning and teaching on the developing knowledge and understanding of learners. • To ensure the class teacher and teachers are aware of the Trainee's targets and are therefore able to give appropriate feedback after lessons	• To observe and provide written feedback on classroom performance on week when a formal observation is not taking place.	• To carry out joint observations and attend debriefing sessions, to quality assure provision of written feedback that supports Trainee and pupil progress. • To provide lesson observation training and support for Mentors and Class teachers where needed	• QA the observation of Trainees by Mentors and Class teachers and provide feedback on quality of Mentoring and training provided during SBT. • Contribute to the annual cycle of review by completing summary and compliance information regarding SBT
Additional Support	• To seek additional support and advice whenever necessary to ensure and maintain their development. • To ensure relevant school and LTU staff are kept fully informed of any factors affecting School-based Training. • Access University wide services eg, School Partnerships, Careers, Student Support, Counselling and Wellbeing	• To identify situations where intervention is required by school or LTU staff. • To liaise with the ITT Coordinator and Link Tutor if the Trainee fails to make sufficient progress. • To participate in the writing and review of Support Plans if this is required		• To negotiate and facilitate support for Trainees, including those with needs. • To agree with Mentors and Link Tutors the need for Support Plans when necessary. To modify alongside Mentors the draft Support Plans submitted by Link Tutors • To participate in the review of Support Plans	• To agree with Mentors and Class teachers the need for Support Plans when necessary • To modify alongside Mentors, the draft Support Plans submitted by Link Tutors • To participate in the review of Support Plans • To support Mentors and class teachers on the completion of Abyasa forms and the Governance of such documentation
Assessment	• To identify and collect evidence for the Online Portfolio/OneDrive on a week-by-week basis. • To complete all documentation and upload to OneDrive • To engage fully in all assessment processes.	• To check the Trainee's Portfolio of evidence each week • To consult with colleagues, including support staff, with regards to the assessment of the Trainee • Complete the Assessment Report at the end of each Stage. • At the end of the programme provide summative information regarding progress made towards the Teachers' Standards		• To oversee the application and consistency of assessment criteria by Mentors • To organise Mentor team meetings where necessary • Attend the final assessment panel and progression board	• Review the Trainee's portfolio of evidence/OneDrive and report back to Mentors and LTU staff when there are gaps. • Review the formative assessments. • Provide support and advice to Mentors and Class teachers on the completion of above. • Review formative and summative assessment documents and provide a testimonial review at the end of each SBT

Area	Trainee	Mentor	Class teacher	ITT Coordinator	Link Tutor
Link Tutor Visits	• Alongside the Mentor or ITT Coordinator, arrange a timetable for Link Tutor visits. • To prepare and present evidence of progress during all meetings.	• To liaise with the Link Tutor if there are concerns or issues with regards to the Trainee, training, or assessment • To participate in all Link Tutor visits.		• To facilitate Link Tutor visits • To receive feedback from Link Tutors and respond as appropriate to this. • To attend Link Tutor meetings where necessary	• Complete visits in-line with Partnership Handbook and programme specifications
Contribution to ITT Development	• To complete evaluation questionnaires as requested and participate in moderation and inspection activities if selected.	• To complete evaluation questionnaires as requested • To attend PGCE training events.		• To complete evaluation questionnaires as requested • To facilitate the release of class teachers and Mentors to attend training events and Mentor meetings. • To have oversight of ITT Partnership arrangements, to ensure that School-based Training complies with Partnership Policy • To regularly contribute to course review and development	• To complete Stage evaluation questionnaires as requested • To have oversight of ITT partnership arrangements, to ensure that School-based Training complies with Partnership Policy

4.2 Link Tutor Visits

During the programme you will have at least three visits from your Link Tutor. In these visits the Link Tutor will make sure that the course is delivered well across the partnership, that you are being well looked after on SBT, and that you are making progress at the right pace to meet the Teachers' Standards by the end of the programme. During these visits, as well as meeting with you and your Mentor, your Link Tutor will arrange to meet you alone. This should provide an opportunity for you to talk confidentially about any aspect of your training or life that is causing problems or anxiety. Monitoring your welfare as well as your professional training is an important element of each visit.

4.3 Where can you get help on School-based Training?

We can help you if things are getting difficult. You can get help and support from any of the following people:

- your Mentor or the school-based ITT Coordinator
- your Link Tutor
- your University Personal Tutor and
- your PGCE Programme Coordinators
- Student Support Services.

Please make sure that you let us know if you are beginning to "wobble". We are here to help!

4.4 Managing Workload on School-based Training

Teaching can sometimes be stressful, and it is easy to take pupil misbehaviour, a lesson that went wrong, or even feedback from colleagues as something personal. Being an effective teacher, and staying in teaching, requires you to build habits of mind that will enable you to learn even from the most difficult of days, and to spend your time and energy only on things that will help you become an effective teacher.

Paperwork

We have worked hard to ensure that our paperwork is as purposeful as possible – it is designed to help you think through important issues about your planning, teaching, assessment and feedback. To keep on top of this necessary professional paperwork, you should:

- buy some lever arch files and dividers, use these to help organise your files and papers.
- organise your OneDrive Portfolio as soon as you are asked to set it up.
- write notes in bullet points, use acronyms, and record reflections and ideas simply.
- complete your Development Record as you work through the week, 10 minutes a day focusing on the impact of your work is usually enough and
- *Work to the clock – and read the advice!*

The perfect lesson or resource does not exist, but sometimes teachers can spend hours trying to achieve perfection. Instead, give yourself a set amount of time to get something done, and then do it in that time. Get into this habit early, and as the course goes on and you pick up more teaching responsibilities you will be able to keep up with your workload.

The Department of Education has produced three useful guides about reducing workload for teachers, about planning, marking and data management. (https://www.gov.uk/government/collections/reducing-school-workload). Some of the advice in them is summarised here, but you should also read them for yourself.

Planning and Preparing Resources Efficiently

Work with your colleagues: Often the most effective planning is done collaboratively. Work with your host teacher in planning an overview of several lessons at once.

- Plan in draft, and in shorthand: Planning should give you enough guidance and information to run a lesson and sequence – and no more.
- Focus on the things that matter: what knowledge do you want to teach them and what difficulties do you need to plan to overcome?
- Beware of Scripts: Don't spend time scripting everything you're going to say. Brief scripts are helpful for tricky bits of teacher explanation but shouldn't be the focus of your planning.

- Use the resources you already have in school: Teachers use textbooks, worksheets, schemes of work, and resources made by colleagues and other people. Good teachers adapt these and prepare for difficulties that students might have with such resources. They don't spend hours making new resources for each lesson.
- Don't spend hours looking for the perfect resource on the internet: Especially if you are looking for a 'perfect' image and always check resources downloaded from the internet.

Efficient Assessment and Feedback

- **Be clear about which work you are going to mark:** You cannot mark everything that your pupils work on. Carefully pick those pieces of work that will give you and them the best feedback about what they have and have not understood, or what they need to do to improve.
- **Be clear about how you are going to mark:** Feedback can take many forms – and some are more time consuming without adding much benefit for teachers or pupils. Some teachers use a 'whole class' crib sheet, rather than writing comments in every book. Other teachers use marking codes – sometimes the same codes each time, sometimes a specific set of codes for an item of work; rather than writing the same comment each time, pupils are asked to refer to a code sheet and write in their own comments.
- **Be clear about what you are going to mark:** Don't correct every spelling and grammar mistake – focus on key words for that topic, or important grammar issues (capital letters and full stops only, for instance).
- **Think feedback, not just marking:** Feedback is just as important for you as a teacher, as it is for pupils. Use your questioning in lessons, read work over pupils' shoulders and offer advice and correction, or use whiteboards and quizzes in lessons to get information about what pupils have learned and have struggled with.

Collecting Data and Evidence Efficiently

- **Only record a grade if it is going to be useful to you:** A full mark book doesn't make you a good teacher. Record only those grades that will give you information you need. Tick that homework is done, rather than a grade for each piece.
- **Recognise that data isn't always numbers:** The notes you make at the end of a lesson, or whilst you are marking a set of books, is also data about the class that will help you work out your next steps with them.
- **Use IT to manage your mark book:** Using a spreadsheet to record grades and performance can save time in analysing what topics students have learned well, and where more work might be needed. Use information from online testing and homework sites that the school uses.
- **Take photos or collect examples of good work:** You can use these examples to show other pupils what good work looks like and to help you show the progress that your pupils have made. Do not however assume that you need to record everything.

5. School-based Training Documentation and Processes

Copies of all documents can be viewed on the Leeds Trinity SBT Webpage:

https://www.leedstrinity.ac.uk/study/teaching/primary-school-based-training-documents/

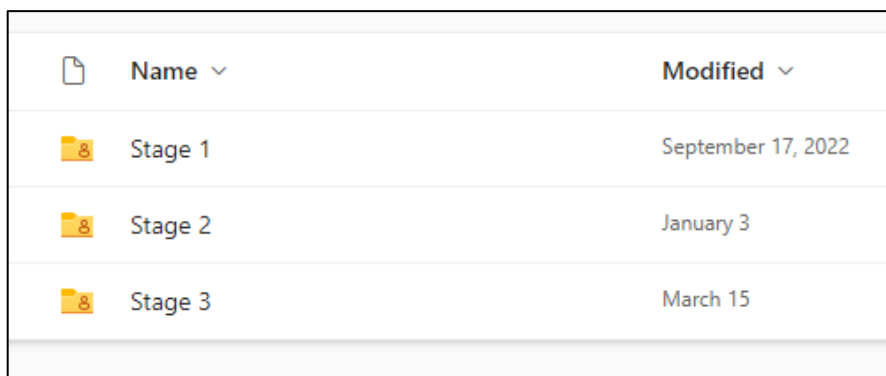## 5.1 Online Teaching Portfolio/OneDrive Evidence Folder
The OneDrive Portfolio is a professional document that provides evidence of the ways in which Trainees engage in all aspects of their School-based Training. Keeping an up-to-date OneDrive portfolio is a requirement of the PGCE (QTS) programme.

Please note:
- All data is kept securely on **Leeds Trinity University's** Office 365 server.
- All documents should be uploaded in either Microsoft Word or Rich Text format.
- Once in school, the OneDrive Portfolio should be shared electronically with the University Tutor and School Mentor.

Main Folder Structure of the School-based Training OneDrive Portfolio
Your will create a separate folders for each stage of your School-based Training. These will be housed in a main folder that will be called 'School-based Training OneDrive Portfolio'.
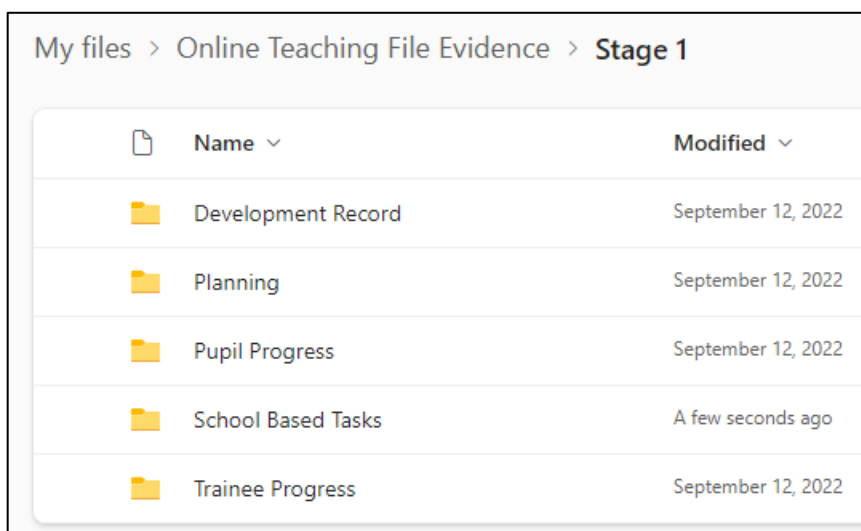
Figure 1:The folder structure of your OneDrive Portfolio

Folder Structure for Each Stage of Training
At each Stage of training, the folder will have a series of sub folders that will be labelled according to their contents. All Trainees will be asked to set up the same structure.

Figure 2: The folder structure for each stage

Overview of the Contents of each subfolder

Folder name	Contents
Development Record	**The Development Record** should be saved in this folder and updated every week.
Planning	One subfolder should be created for each week and should be labelled with the start date of the week. File all planning for that week in the folder. The expectations for planning can be found in the expectations overview section of this booklet.
Pupil Progress	Evidence of Pupil Progress tracking and assessment. **Children should not be identifiable by name in this folder.**
School-based Tasks	Completed Information and pro forma that relate to specific school-based tasks.
Trainee Progress	Copies of observations completed by the **Trainee** of expert colleagues, eg class teachers, subject leaders, Inclusion managers etc. This folder will also contain Informal Class Teacher Observations.

5.2 The Development Cycle

When on School-based Training you will be engaged in a cycle of target setting, action, evaluation and reviewing. The outcomes of which should be recorded in your Development Record.

This is a multi-stage process that includes the evaluation of your practice, the evaluation of your pupils' progress and an evaluation of the extent to which you have met or made progress towards the targets you have agreed with your Mentor.

At the heart of this process lies the Development Record and the weekly Mentor meeting

5.3 The Development Record

The Development Record is a record of your ongoing learning and development as a Trainee teacher. The Development Record is an important document and sits at the heart of your training year. It is designed to:

- promote ongoing dialogue between you and your Mentor about what you are learning in taught sessions and your experiences and practice in school.
- provide space for systematic reflection on the impact of your training on your classroom practice.
- enable you to identify the impact your teaching is having on the curricular progress of the pupils in your training classes (and for Mentors to comment on and check you can see this progress).
- track your development as a Trainee teacher in relation to relevant aspects of the Core Content Framework for ITT through target setting and review.
- provide evidence of your classroom practice and wider professional development.

Full guidance on how to use the Development Record can be found in the Development Record Booklet.

5.4 The Weekly Meeting
Every week you should have a meeting of roughly an hour with your school Mentor. The structure of the meeting may differ each week and depend on the stage of your SBT, but should contain the following elements.

Before the Meeting		o You must ensure the Development Record for the week to be discussed is shared with your Mentor at least 1 working day before your meeting.
At the Meeting	Reviewing your Teaching	o Discuss your progress against your targets from the previous week with reference to the SBT Competencies from the Development Record. Use the Placement Competencies to reflect on key areas of development and strength in your practice, based on teaching over the whole week. Ensure these areas are appropriately recorded in the Development Record.
		o Provide a verbal presentation about the learning of **one group or class** from the previous week and how you feel that your teaching impacted on this. This discussion should focus on a different group each week. o You could consider the following questions: ✓ Did they learn what you wanted them to? How do you know? ✓ Which parts of the lessons or activities seem to help them learn well? ✓ What did the pupils struggle with? How could you help with this? ✓ Has their acquired learning affected what you have planned for them? When you discuss your pupils' learning, consider the following questions: ✓ How did you contribute to this? ✓ What areas of your practice need to be developed to improve the rate and quality of your pupils' knowledge, understanding and/or skills development?
	Target Setting	o Use the SBT Competencies section of the Development Record and agree a maximum of three specific focuses for the coming week. These should then form the basis of targets which your Mentor will set. You should then identify specific activities which will enable you to meet these targets. o The most important thing to remember about targets is that they need to be focused on becoming a more effective teacher. To this end they need to be: ❖ Specific – focused on improving specific aspects of your practice. ❖ Achievable – something you can work towards at this stage of your training. ❖ Assessable – something that will enable you to clearly show that you have achieved the target.

	Review Training	o Review how the learning from your school-based tasks can be integrated into your learning and teaching. Review any weekly tasks and look for opportunities to complete these during the coming week

	Discussing Teaching in Week Ahead	o This is a good chance to share ideas about objectives for a lesson or sequence of lessons, review some of the materials that could be used in teaching that week, or even to start to co-plan a lesson that will be jointly taught later. This is also a good chance to plan your observations of experienced teachers in the week ahead.
		o At the very start of your SBT, you will be working alongside an experienced teacher to plan and teach lessons. By the end of your SBT, you will be planning and teaching sequences of lessons for all your classes.
		o The following questions will help with discussions about teaching.
		  ✓ What do we want to teach?
		  ✓ What knowledge do they need before they start? What will they know at the end?
		  ✓ What shall we ask them to read, do, think about?
		  ✓ What might they struggle with? What barriers are there to this knowledge and/or skills?
		  ✓ What misconceptions do pupils sometimes have about this topic?
		  ✓ How will we know that they have achieved what we hoped?

After the Meeting	**Recording the Meeting**	o Your Mentor will comment on any aspect of the Development Record which they feel needs to be reviewed. o You need to record your new targets in the Development Record. Please ensure these are recorded accurately and use the guidance in the Development Record to assist you. o Inform your Class teachers about your targets which you should include on your lesson plan. You should ask your host teacher to refer to these when commenting on your lesson.

5.5 Guidance on Paired School-based Training

Schools have the option to host paired SBT for Trainees in Stage 1. Paired SBT should not be twice as demanding on time and energy of tutors/Mentors. They do not need twice as many classes, and they enable flexible ways of working that many schools use to improve the overall quality of pupils' learning. Increasingly they can be incorporated in teaching strategies designed to improve results with target groups.

Mentoring

Paired SBT does reduce the pressure on teaching time in the classroom, however each Trainee will still need to be Mentored individually in terms of target setting, progress monitoring and assessment. While we recognise that not all Mentor meetings can be held with both paired Trainees at the same time, we are keen to ensure that paired SBT should not necessarily double Mentor workload. Please see the suggested Mentoring models below:

Two Mentors, Two Trainees

To date, the majority of our paired SBT have involved two Mentors, one for each Trainee. Many schools find this approach effective offering Mentors many of the advantages that paired Trainees benefit from; for example, collaborating on the training programme and offering each other a 'sounding board' when it comes to individual Trainee reviews and target setting. This can be particularly useful when one Mentor is less experienced.

One Mentor, Two Trainees

This enables the subject or age phase related training programme to be delivered just once to two Trainees. When reviewing and target setting, some issues can be discussed together allowing Trainees to support each other to contribute to the process. Inevitably there will situations during SBT that require a more individualised approach to ensure targets are personalised and where personal circumstances are involved.

There are a number of models that might be used here depending upon training stage and Trainee progress eg two-week meeting rotation: week one, 1 hour with both Trainees together, week two, 45 minutes together then two individual 15-minute tutorials.

Teaching Practice

DfE guidance states that to be awarded QTS, Trainees must be confident in teaching across the age phases for which they have trained, however there is no minimum requirement for the amount of solo teaching Trainees do on SBT. The number of solo lessons varies according to the needs of the Trainee and the pupils being taught. For example, the timetable might involve a Trainee as solo lead teacher for about half of their lessons, and team teaching or supporting during the other half of their timetable. In their final training stage before recommendation for QTS, Trainees must be able to demonstrate that they had sole responsibility for lesson planning and teaching delivery for at least one group or class.

It is also worth remembering that lesson observations do not need to cover a full lesson. For example, if the focus is on teaching through questioning, a teacher might observe for the first 20 minutes and then work with the class for the rest of the lesson. When a team-teaching lesson is being observed, most observers tend to focus on one Trainee. This generally means picking a lesson where the Trainee is the lead teacher. Teaching during a solo or paired SBT is by its nature flexible and can be adapted to meet the needs of pupils as well as Trainees. To support and enhance pupil progress, paired SBT can be used to:

- Divide the group or class based on their understanding of lesson topic.
- One to one support (during the lesson or at another time).
- Provide an extra teacher to support disruptive pupils.
- Split the class into 2 or 3 different ability groups, each has the support of an individual teaching lead.
- Extra teachers to check pupils are 'on task' and offer those who need it quicker access to help.
- Trainee supporting a cover teacher.
- Extra lessons: booster classes/support.

- Extra activities to stretch able pupils.
- Helping Primary and Secondary schools with transition planning/visits
- Collaborative planning with each Trainee preparing and teaching a different part of the lesson. One is teacher, the other offers pupil support.
- An extra teacher to plan for and teach a withdrawal group.
- Provide SATs preparation support or exam revision sessions.
- Support with pupils' use of IT during lesson.

5.6 What if Things Do Not Go to Plan: The Support Plan

The Support Plan process is our way of keeping track of any Trainees who may need additional support or intervention. The instigation of a Support Plan should not be seen as a negative or final step, it is just a process to ensure that Trainees who need support receive it.

Step 1	As soon as a Mentor notices that there is a cause for concern in any aspect of practice, it is important that they contact the relevant Link Tutor. The Link Tutor will then decide whether the concerns warrant a Support Plan and will liaise with the Mentor about the kind of interventions that could be put in place. There are two possible outcomes of the flagging of an early concern: 1. *The Link Tutor feels that the concern does not warrant a Support Plan at this stage and ongoing monitoring will be put in place.* 2. *The Link Tutor will instigate a Support Plan.* If a Link Tutor has any uncertainty about whether a Support Plan is needed, they should liaise with the relevant Cohort or Programme Lead.
Step 2	If the Link Tutor feels a Support Plan is needed, they will liaise with the Mentor and where applicable, the Trainee, to discuss the targets and identify possible interventions. As part of this process it is important to make clear to the Trainee and the Mentor what success will look like. The Support Plan will need to be completed on Abyasa Pro and the Link Tutor should ensure that the relevant Cohort/Programme Lead is aware that a Support Plan has been instigated. Whilst additional interventions might be needed during the course of the Support Plan, the Mentor should be wary of not over scaffolding the Trainee. Feedback and guidance during the time that the Support Plan is operating should focus predominantly on the targets that were agreed. Additional targets must not be added during this period. Trainees need to be made aware of the timeline for moderating the Support Plan and the possible outcomes.
Step 3	The Support Plan is designed to run for *ten* working days. Targets that are set need to be achievable in that time frame. Trainee progress against each target on the Support Plan will be reviewed by the Mentor after day 5. There are two possible outcomes following the review meeting on day 5: - *If there is sufficient progress against each and all the targets and the Trainee is back on track, the Support Plan can be closed. However, the Mentor will need to keep monitoring progress in the identified areas to ensure there is no slippage.* - *If there is no evidence of sufficient progress against each and all the targets, the Support Plan will continue for an additional five days as initially agreed.*

Step 4	If the Support Plan is continuing to the full ten days, a review point will be identified. This review can be led by the Mentor but should involve the Link Tutor who will moderate the decision that is made. There are three possible outcomes of this moderation: • *If there is sufficient progress against each and all the targets and the Trainee is back on track, the Support Plan can then be closed. However, the Mentor will need to keep monitoring progress in the identified areas to ensure there is no slippage.* • *If the Trainee has not made sufficient progress against all the targets, but there is evidence of some progress, the Support Plan can be extended by an additional five days and a new moderation point will be agreed.* • *If the Trainee has not made sufficient progress against the targets, either at the end of the 10 days or 15 days, School-based Training will be recorded as failed.*
Step 5	If School-based Training is recorded as failed, SBT will be terminated. At that point the Trainee will be advised to make an appointment to speak to the relevant Programme Lead to discuss the next steps.

5.7 The Termination of School-based Training

In certain circumstances, schools may no longer feel that they can support the Trainee to make the required progress. This might be due to a range of reasons including, but not limited to:
- staffing changes.
- the specific requirements of individual students.
- breakdown in the relationships between Mentor and Trainee.
- serious professional concerns relating to Child Protection.

If this is the case, it *may* result in SBT being terminated without following the steps listed in the Support Plan section above. Should this rare situation occur, the school will inform the Trainee and will inform Leeds Trinity University in writing, outlining the reasons for the termination of the placement.

Once this written communication is received, it will be forwarded to the Trainee who will then meet with either the Programme Lead or Head of Teacher Education. This meeting is to find out further details about why the SBT was terminated and is an opportunity for the Trainee to present their perspective of the situation. They may bring a friend, family member or representative from the Student Union into this meeting.

The outcome of this meeting and subsequent investigation could lead to the following recommendations being made:
- The recommendation of a new SBT to complete the assessment phase.
- Trainee progress to be referred to the relevant Assessment Panel for further consideration.
- In the most severe cases, it could lead to the start of the process of dismissal from the programme.

6. Assessment of School-based Training

Assessment of whether your practice has reached the expected level that is needed to progress, and to meet the Teachers' Standards at the end of the course, is undertaken by Mentors in schools, with the support of- and moderated by- University Subject Tutors and Link Tutors.

All assessment will be driven by your professional practice and the impact your teaching has had on pupil progress. This judgment will be supported by the evidence in your OneDrive Portfolio, your Development Record, and the ongoing consideration of your progress against the Core Competencies.

The assessment processes we use draw upon evidence gathered from a variety of sources which are outlined in the figure below and explained in more detail on the table overleaf.
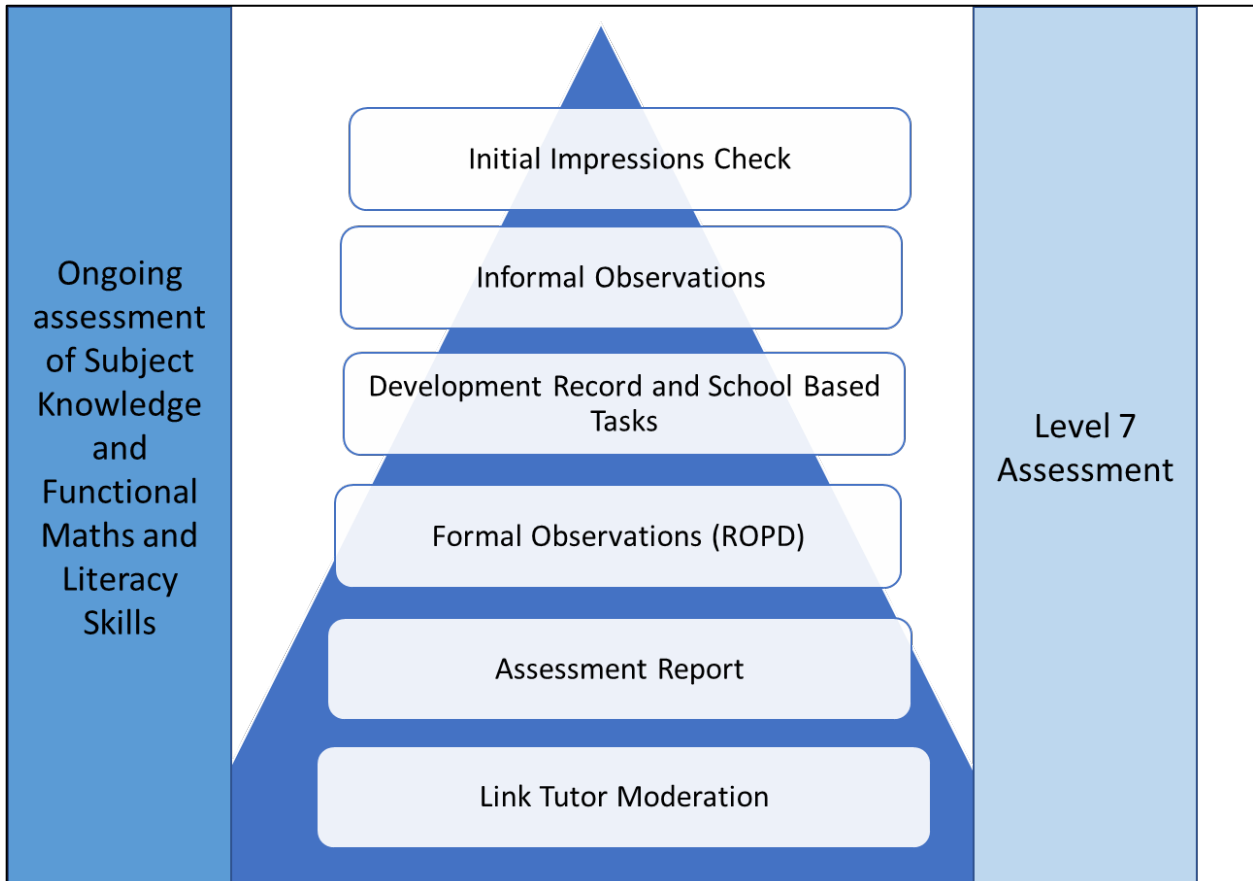
Figure 3: Assessment Processes

6.1 Assessment Processes Overview

What?	When?	Who?	Actions	Paperwork
Initial Impressions Check	Week 1-2 of each SBT	Trainee/Mentor Reviewed by the Link Tutor	Competition of ICC (Trainee and Mentor)	Forms to be completed on Abyasa Pro
Informal Observations and Mentor weekly meetings	On weeks when no formal observation is taking place	Trainee/ Class Teacher/ Mentor	Weekly observation of Trainee teaching with feedback and a weekly Mentor meeting between the Trainee and class teacher/ Mentor to discuss progress and set targets. Trainee to complete their Development Record. There should be discussion around what the Trainee has learned from expert colleagues in school or at university. Where University training has taken place, the Trainee should have a focus target to work on based on that aspect of the curriculum.	Informal Observation Development Record Core Competencies
Formal Observations, Record of Progress and Development (RoPD) and Key Review Meetings	A minimum of three per block on School-based Training, one of which should include the University tutor (see below)	Trainee/ Mentor	Completed during the lesson observation and during the training tutorial/Key Review meeting held after the observation. This process is formative and should identify clear, progressive targets (and actions) for the Trainee to adopt to move forward in their training	Formal RoPD to be completed on Abyasa Pro
University Tutor Quality Assurance/ Compliance Checks	One in school visit each SBT and more remote visit	Mentor/Trainee Link Tutor	**In School:** Joint observation of Trainee teaching to be followed by a feedback meeting to discuss progress and set targets. Judgement to be made about whether the Trainee is making required progress. **Remote**: Link Tutor attendance at the feedback meeting following a formal observation.	Formal RoPD to be completed on Abyasa Pro Link Tutor compliance
Final Assessment Report *(See details below)*	Completed during the final two weeks of each block of School-based Training	Trainee/Mentor	Mentor and Trainee to identify achievements and agree targets to take forward into next Assessment Phase or into Induction.	Completion of Assessment Report on Abyasa Pro
Link Tutor Moderation	*Usually* within two weeks of SBT ending	Link Tutor	Moderation of outcomes and completion of the Link Tutor testimonial.	Assessment Report

6.2 Final Assessments

At the end of Stages 1 and 2, your Mentor will hold a final assessment meeting with you to confirm whether you have managed to demonstrate ability in each of the SBT Competencies. You should be prepared to support them in this process by reviewing the activities that you have engaged with during SBT and considering the evidence you have collected of progress during your SBT, ahead of the final meeting.

If you are not on track to meet these, this should not come as a surprise in the final assessment meeting. Your Mentor should raise their concerns at least two weeks before the final reporting deadline.

To complete the Assessment Report, you and your Mentor will need to refer to the following:
- your OneDrive Portfolio and Development Record.
- Records of Performance and Development
- the Core Competencies.
- feedback given by your class teacher or other colleagues.
- feedback from - and discussions with - University Link Tutors.

Assessment Reports are to be completed on Abyasa which will then feed into the assessment panel data that is formally reported to the University.

At the end of Stage 3, there is a slightly different report which will determine whether you have met the requirements set out by the Teachers' Standards for the award of QTS. Trainees who have been progressing through the ITT curriculum and developing their SBT Competencies should have little trouble in demonstrating that they have met this standard by the end of training.

To complete the Stage 3 Report, your Mentor will need to refer to the following:
- Your OneDrive Portfolio and Development Record.
- Records of Performance and Development.
- The Core Competencies.
- Feedback given by your class teacher or other colleagues.
- Feedback from - and discussions with - University Link Tutors.

Before the final Assessment Report is submitted, your Link Tutor will ratify and moderate the grades and comments entered by the Mentor. This process ensures parity across the Partnership. Full details on this process are provided during final reporting training.

6.3 The Final Award of Qualified Teacher Status (QTS)

All Stage 3 Assessment Reports will be submitted to a panel at Leeds Trinity. The Panel will make a final decision on the outcomes for each Trainee, based on the evidence submitted by Mentors and moderated by Link Tutors.

The Panel will give one of two outcomes based on the recommendations supplied:
- **Trainee has met the Standards** – if the Trainee has met the Standards and all academic requirements of the programme, they are recommended for the award of QTS.
- **Trainee has not met the Standards** – If the Trainee is deemed to have failed SBT, they will not be recommended for QTS. The Panel will decide whether to offer a resit opportunity in the next academic year

If a Trainee has not met the standards the Panel will look at their academic and SBT record and decide on an appropriate course of action.

7. Learning as a Trainee Teacher in School

During the first few weeks of the programme, you will be undertaking several lesson observations. It is not easy to read a classroom, and the first rule is that you are not there to judge how 'good' or 'bad' a lesson is!

You should keep notes as you observe lessons as these may well help you to write some of the assessment pieces; they will certainly be a useful reference for you as you begin to develop your own practice. Don't try to write about everything that happens – make sure you have a focus. It may well be very valuable to discuss your observations with your Mentor especially in the early stages of your training. This way, you can explore how and why the teacher worked in the way they did.

Observation Etiquette
Please remember that you are a guest in someone else's classroom. You might not realise that many people are nervous about being observed, even when they are very experienced teachers.
- o Ask the teacher before the lesson if it is OK for you to talk with the pupils or look at their books.
- o A good way of getting a learner's-eye view is to act as a Teaching Assistant. If you want to do this, then you should also make sure that the teacher is happy about this.
- o At the end of the lesson thank the host teacher, and if you have any questions see if there would be a convenient time to ask them. Teachers are quite often rushing off so it might not be possible to speak to them straight away.
- o Do not rush to judge a lesson, a teacher, or a pupil. Make it your goal to understand why the teacher planned an activity in a certain way, and make sure that you think about things from different viewpoints.

What should you focus on in Observation?
You might do some 'general' observations early in Stage 1, but more often you will want to focus on a particular aspect of teaching. You should use your weekly targets and perhaps think about your assessments and what teaching you are doing to help you choose a focus. It is better to focus on one of the following sorts of area:
- o **Subject knowledge and pedagogy** – a good teacher has sound knowledge; how is this knowledge contributing to the learning in this lesson? How does the teacher's thinking about misconceptions and conceptual barriers help pupils to progress over time?
- o **Contextualised learning** – how has the teacher contextualised the subject matter in a meaningful and memorable way that enables learners to access and assimilate it to their existing knowledge?
- o **Learner engagement** – how does the teacher stimulate active, cognitive engagement with the material?
- o **Learner ownership, experimentation, and hypothesis building** – how does the teacher encourage learners to take ownership of the content and the process of learning?
- o **Learner differentiation and inclusivity** – how does the teacher manage the needs of the individual learners and maintain an inclusive environment?
- o **Classroom culture** - what is normal in terms of behaviour and attitude to learning and the subject?
- o **Managing and monitoring the learning experience** – how does the teacher take responsibility for managing and monitoring learning?
- o **Maximising learner potential** – how does the teacher show their commitment to all the learners, and strive to help every learner make good progress? How does the teacher plan for this progress over time?
- o **Learning as a social act** – how does the teacher promote socially interactive learning in their classroom?
- o **Teacher as reflective practitioner** – how does the teacher reflect on and improve their practice – in the lesson and afterwards?
- o **Teacher resilience** – how does the teacher protect their wellbeing and preserve their ability to take steps to fulfil their role and professional responsibilities?

8. Academic and Pastoral Support
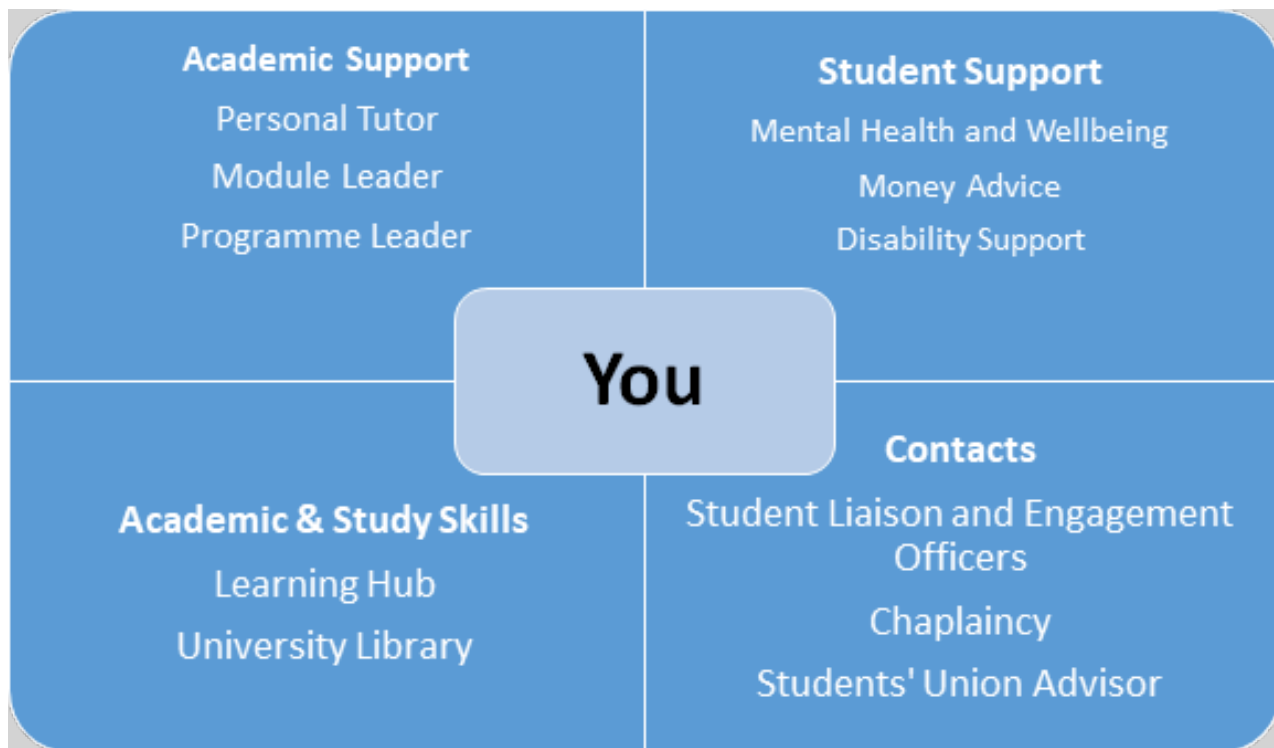
Academic Support

o **Personal Tutor –** every Trainee has a Personal Tutor, a member of academic staff who provides academic guidance and support. Your Personal Tutor is there to help you make the most of your studies as you progress through the programme. Your Personal Tutor will support you throughout your time at the University, giving you academic support and a route to pastoral support. You, as a Tutee, will work with your Personal Tutor to reflect on your academic performance, and how this contributes to your aspirations, helping you to engage as a member of a community of learners.

o **Module Leader -** Each module within the university has a Module Leader designated by the faculty. Module leaders are ultimately responsible for academic leadership, management and assessment, for the modules they lead on.

o **Programme Leader -** The Programme Leader is responsible for the overall coherence, delivery, planning, evaluation and enhancement of an academic programme. The role models the University's values which require collaborative working with a range of colleagues and Trainees.

MyLTU
The myLTU app is the go-to place to get help and information. If you need advice from Student Support, Disability Services or Money Advice, visit the Support and Wellbeing Tile. It also contains information about:
- Submission of coursework
- Re-sits
- Exams
- Marking and receiving your results

The Learning Hub
The Learning Hub offer one-to-one and group support to help you develop your academic skills. They can work with you to improve in various areas including:
- The assignment writing process
- Avoiding plagiarism
- Time management
- Revision strategies

- Critical thinking and reading
- Note-taking

You can book via MyLTU **Learning Hub** Tile, or by learninghub@leedstrinity.ac.uk

Mental Health and Wellbeing

The Student Mental Health and Wellbeing Service can provide you with the support and space to explore and understand your difficulties. Whether you're noticing past distress returning or you are experiencing emotional difficulties for the first time, the service provides the opportunity to talk in confidence about any issues causing concern.

The service can help direct you towards the most appropriate support, whether that be via our qualified and experienced practitioners on campus or via local NHS and non-NHS services.

You can self-refer via this link and book directly on to workshops here.

Money Advice

We're here to help with any financial concerns or questions you may have.
Some key areas include:

- Having problems with student finance, or want help applying for student finance when the cycle opens in February/March?
- Unsure about bursaries and entitlements?
- Want to know more about the Hardship Fund?
- Look out for more advice and support during National Student Money Week - coming in February

Contact us: Email: moneyadvice@leedstrinity.ac.uk

Disability

Student Support offer advice and guidance on accessing Disabled Student's Allowance (DSA), Learning Support Plans to support students with a disability in engaging with their course, one to one academic support and Dyslexia assessment
Contact: disability@leedstrinity.ac.uk

Student Support

Available from 9am-5am to discuss any areas where students may feel in need or overwhelmed with any aspect of University life whether that be housing, friendships, academic worries or anything else via studentsupport@leedstrinity.ac.uk or text/call on 07458109288.

Primary PGCE Expectations and School-based Tasks

School-based Training 3

Primary PGCE Expectations and School-based Tasks

Introduction
This booklet provides an overview of the expectations for school-based training and will act as the link between content delivered at the centre and professional practice in school.

Whilst the Trainee will be expected to take the lead in organising their own professional learning, we ask that Mentors, class teachers and Link Tutors engage in the process through the facilitation of observations and dialogue, ensuring access to relevant resources and monitoring engagement with the tasks and reflections.

The tasks have been co-constructed to reflect the key knowledge that Trainees need at each specific stage of the programme. They relate to the entitlements of the Core Content Framework and the LTU Core Competencies.

How to Use this Booklet
The content of the booklet provides:
- an overview of the domain that will be addressed during the specific week of training,
- the big question,
- a key reading,
- expectations for Trainees, class teachers and Mentors and
- a series of school-based tasks.

The content will be supported by an accompanying Curriculum Connections video that will review expectations and provide a summary of the evidence that underpins training. These will also pick up on anything additional that will need to be addressed during that week.

The Big Questions are framed to encourage Trainees to think reflectively about their professional practice and should be used to guide the weekly entry made in their Development Record. The school-based tasks which will support this reflection, should be completed during their CPD time or times when they are not directly involved in leading or supporting learning.

Stage 3 Overview	

At a Glance: Refining & Embedding
  1. Enhancement and evaluation of practice, with a focus upon the transition to the Early Career Framework (ECF).
  2. Two weeks of Centre-based Training, which has been designed to refine and embed understanding of subject and age-phase pedagogy.
  3. Seven weeks of school-based training which will be facilitated by expert colleagues in one of our partnership schools.	

Curriculum Coverage	• At Stage 3, Trainees are expected to engage with learning across all curriculum areas. • **In 2024, a specific focus will be placed upon the teaching of PE and/or Physical Development** • If subjects are being led by other colleagues, such as sports coaches or language specialists, we ask that the Trainee either co-teaches with them or observes their practice. They should also have the opportunity to ask them questions about curriculum and pedagogy.
Planning	• To begin with, planning should be completed with the class teacher but as the placement continues, the Trainee should develop independence in planning across all subject areas. • Trainees should use the school's sequences of learning/weekly planning for all subjects. At any time where the requirements for planning are not being maintained, they will be required to revert to writing individual lesson plans. • It is best practice that Trainees should plan using the individual lesson proforma when being observed.
Pupil Progress	• Building from their experience in Stage 2, Trainees should take growing responsibility for monitoring the progress of the whole class using the assessment processes that are in use in their school or setting. • Trainees should gather baseline data when they start their SBT and track pupils' progress using formative strategies throughout this Stage. • Where appropriate, they will be expected to build upon their understanding of summative assessment.
Systematic Synthetic Phonics and Early Reading	• All Trainees on all programmes are **required** to plan and teach phonics (SSP) at each stage of training. • If Trainees are placed in Key Stage 2, they should teach phonics to groups of pupils (as part of an intervention programme) or to a small group outside their age phase. In this case, Trainees should teach phonics across at least 2 weeks of that SBT. • **Trainees on all programmes should have a formal observation of their teaching of SSP for each block of School-based Training.**
PPA *Planning, Preparation and Assessment*	• Trainees are entitled to one half day per week of PPA, **where possible with the class teacher**. This could be divided into shorter sessions across the week. • Where a class has a job share teacher, the Trainee should have time with both members of staff to support preparation for the following week.
CPD *Continual Professional Development time*	• Trainees are entitled to one half day per week. CPD time should be in addition to training provided from School Direct partners and should be focussed upon completion of school-based tasks. • Trainees should not use CPD time as additional PPA hours. • Trainees should also observe teaching and learning in the key stages where they are not completing SBT.

To be completed before 29 April
Professional Behaviours
The Big Question

What do I need to know to be successful in my final School-based Training?

Overview

At the start of Stage 3, you need to find out as much as you can about the context of your new class. In the days that are designated for induction, you also need to gain a contextualised understanding of the needs of your children. You will also need to reflect upon your confidence and experience in teaching Physical Education. For those in the EYFS, you will need to consider your understanding of Physical Development.

Expectations for Trainees, Mentors and School Based Tasks

For Trainees moving to a new school, please make sure that you are familiar with safeguarding procedures and policies. Ensure that you are aware from the first day in your school who the Designated Safeguarding Lead is and who you need to go to if you have any concerns.

Getting to know your new class:
- ❑ Review the long-term planning that is available from the school website and ensure that you have copies of the relevant medium-term planning for this term.
- ❑ Make sure that you are aware of all colleagues who will support you during your School-based Training and what their role is.
- ❑ Find out when staff meetings or CPD sessions are. Discuss with your class teacher/Mentor which meetings you would benefit from attending.
- ❑ Find out if there are any additional year group planning meetings that you can be a part of. You will be expected to attend and participate in these.
- ❑ Find out about the playground duty rota for any break times and lunch times. Observe your class teacher as they undertake this duty. What does this involve?
- ❑ What before school, lunchtime and after school clubs are offered? Will you have any opportunities to participate in these?

Getting to know your children.
- ❑ Complete the scaffold overleaf to collate key information about the children you will be working with. You could share this with your Link Tutor as it provides the contextual information that will help them to support you during this period of School-based Training.

Induction Tasks: Contextual Information about the Class or Setting

Number of children in the class or setting	

	Points to consider	Notes
Race and Ethnicity	• *What are the cultural and ethnic heritages of the children?* • *What resources from other places and cultures will you have access to?* • *Which festivals will be celebrated during this placement?*	
Linguistic Diversity	• *How many children speak a language other than English at home?* • *What languages are used and celebrated?*	
Multilingual Learners	• *Do you have any children who are new to English? What are their home languages?* • *Do you have children who are multilingual learners and who are at a more advanced stage of learning English? What are their needs?*	
Refugee/ Asylum seeker status	• *How many children in the school/ classroom or setting come from Refugee or Asylum Seeker backgrounds?* • *What do you know about the experiences of these children?*	
Children with an Education and Health Care Plan (EHCP)	• *How many children in your class or setting have an EHCP?* • *What are their needs?* • *What additional support do these children receive?*	
Number of children with a recognised additional need (without ECHP plan)	• *How many children in your class or setting have other additional needs?* • *What are their needs?* • *What additional support do these children receive?*	

What are the implications of this information for this block of School-based Training? Are there any areas you need to read up about? What support might you need?

PE Confidence Audit

Please share this with your Link Tutor during your initial compliance visit.

Make sure that you are familiar with the EYFS/National Curriculum framework for PE before completing this Audit.

Name:					
What experience have you had of PE/Physical Development in Stages 1 and 2?					
	Poor				Very Strong
How confident do you feel about your overall knowledge of PE?	1	2	3	4	5
How would you rate your skills in the area of Dance in PE?	1	2	3	4	5
How would you rate your skills in the area of Gymnastics?	1	2	3	4	5
How would you rate your skills in the area of Games?	1	2	3	4	5
How would you rate your skills in the area of OAA (Outdoor and Adventurous Activities)?	1	2	3	4	5
How would you rate your skills in the area of Athletics?	1	2	3	4	5
How would you rate your knowledge of the development of motor skills?	1	2	3	4	5
How confident do you feel about supporting children with SEND in PE lessons?	1	2	3	4	5

Please look at the resources on Moodle Course: PGCE Primary 3-7 PE (leedstrinity.net), Course: PGCE Primary 5-11 PE (leedstrinity.net) to support your activity.

PE Professional Development Action Plan

Please complete this before your first compliance meeting. It will also be reviewed by your Link Tutor during their final visit.

Please update this <u>once</u> across Stage 3, adding additional targets are appropriate.

What do I need to find out about this area of the curriculum?	Possible actions to help me find it out? *This might include observations, co-teaching, curriculum review, reading etc.*	Outcomes *A summary of what you have learned.*
1.		
2.		
3.		
1.		
2.		
3.		

Week Commencing: 29 April and 6 May

Domain Spotlight: Planning and Teaching

The Big Question
What are the most powerful strategies that I can use to support learning?

Overview
Across all stages of the programme, you have learned, practiced, and refined a range of strategies to maximise learning. These have included: retrieval, modelling, scaffolding, questioning, narrating thought processes, making steps in learning memorable and chunking lesson content into smaller blocks. In these two weeks, you will be asked to look closely at the different strategies that you use to support learning across the curriculum and reflect on why these might be so powerful.

Reading:
Hendrick, C. (2017). Teachers: your guide to learning strategies that really work	Teacher Network	The Guardian Mohammed, R. (2014). Characteristics of Effective Learning: creating and thinking critically Articles - The Foundation Stage Forum (FSF) - Home of Early Years Foundation Stage (eyfs.info)

Trainee Teaching Expectations	Mentor/Class Teacher Expectations
Week Commencing 29 April	
Foundation Stage: Each day this week, you will plan one activity. In addition, you should engage in meaningful interactions that scaffold children's learning and contribute to the recording of "teachable moments". **Key Stages 1 and 2:** Plan, teach and evaluate a minimum of one whole class lesson each day.	Watch the Curriculum Connections video and ensure that you are aware of the school-based tasks for this unit of learning. • Ensure that the Trainee has shared their OneDrive folder and you have access to Abyasa Pro. • Give Trainees access to the documentation they need. • Support Trainees with their reflections on practice. Review their Development Record. • Ensure that the Trainee is aware of what they will teach in the following week and that they have appropriate access to schemes/planning. • Complete written feedback and ensure that targets have been discussed with the Trainee in the weekly meeting. • Agree the teaching timetable including CPD and PPA.
Week Commencing 6 May	
Foundation Stage: You will plan, resource, lead and evaluate two adult focused activities per day. **Key Stage 1 and 2:** Plan, teach and evaluate at least twice a day. One or both of these lessons should be part of a sequence of learning. Building on your initial audit, begin working on your PE professional development activities.	**Key Review Point 1** • The first *formal observation* completed by the Mentor and recorded on the Record of Performance and Development form on Abyasa Pro. • Weekly meeting with the Mentor to include feedback from the formal observation. • Trainee to record feedback and reflect on outcomes using the Development Record. • Please ensure that the Trainee is aware of what they will be expected to teach in the following week and ensure that they have appropriate access to planning/resources. • Ensure that they have completed their PE Audit and Action Plan. • **The Link Tutor *may* conduct their first compliance check this week.**

School-based Tasks

1. **Questions to support conversations with expert colleagues.**
   o What does learning look like in your classroom or setting? What are the key areas that need to be considered when constructing a lesson or activity plan? How is learning organised?
   o How does the teacher ensure that key content is communicated clearly and accessibly? What modes of delivery are used across the learning opportunities/lessons to ensure all children can access learning?
   o What strategies are used to support the management of cognitive load?
   o What does progress look like in the areas being taught? How are activities sequenced to promote progression, and how is assessment used to support this?

2. **Observe an expert colleague as they teacher and see if you can spot the following teaching strategies:**
   o Retrieval Practice,
   o Worked examples,
   o Dual Coding,
   o Pre-teaching,
   o Modelling,
   o Analogies,
   o Comparing and contrasting,
   o WAGOLLs.

   Mentors to talk to Trainees about the strategies that they have observed and agree which aspects they can embed in their teaching.

3. **Employment Support**
   Where appropriate, the Trainee should meet with a member of the Senior Leadership Team to discuss:
   o Protocols for looking around a prospective school
   o The content of a strong personal statement
   o Interview questions and techniques

School-based Tasks: PE Spotlight

- You must become familiar with the PE/physical development curricula for the school or setting that you are working in. Get to know the resources that the school uses and the way that the curriculum is structured across the different domains.
- Over these two weeks
  o Observe or co-teach a PE session or engage with physical development in your setting. A scaffold to support your reflection can be found in Appendix 1 in the back of this booklet.
  o Make a note the different strategies that are used to support learning.
  o Spend time reflecting on health and safety in this area of the curriculum. The document you can download from here will help your reflections. IPESSN [PESSN Safety in Physical Education and Sport.188303724.doc (live.com)](#)

Week Commencing: 13 May and 20 May
Domain Spotlight: Adaptive Teaching

The Big Question
What does high quality teaching for pupils with SEND look like?

Overview
In Stages 1 and 2, you have had the opportunity to work with children who have a range of differing needs and the opportunity to consider the theory and evidence that underpins this. In this Stage you will build upon your learning to consider what you will need to know as an Early Career teacher about supporting children with SEND, the support that you can expect to receive and where you might go for additional guidance. *Mentor should contact the Link Tutor if there are significant concerns about Trainee's progress. Initiate a Support Plan if necessary.*

Reading
NASEN Helping Everyone Achieve Home page | Nasen

Trainee Teaching Expectations	Mentor/Class Teacher Expectations
Week Commencing 13 May	
All Trainees: Plan and teach for a complete morning or afternoon each day. Where appropriate and with the support of expert colleagues, your plans need to show evidence that TAs and other adults supporting your children in the classroom have been planned for.	**Key Review Point 2** • The second formal observation completed by the Mentor recorded on the Record of Performance and Development on Abyasa Pro. • Weekly meeting with the Mentor to include feedback from the formal observation. • Trainee to record feedback and reflect on outcomes using the Development Record. • Please ensure that the Trainee is aware of what they will teach in the following week and that they have appropriate access to planning/resources. • **The Link Tutor *may* conduct their first compliance check this week.**
Week Commencing 20 May	
All Trainees: Plan and teach for a complete morning or afternoon each day. Where appropriate your plans need to show evidence that TAs and other adults supporting the children have been planned for. Build towards the expectations for the end of placement.	**Key Review Point 3** • The third *formal observation* completed by the Mentor, recorded on the Record of Performance and Development on Abyasa Pro. • Weekly meeting with the Mentor to include feedback from the formal observation. • Trainee to reflect on outcomes of the formal observation using the Development Record. • Ensure that the Trainee is aware of what they will be expected to teach in the following week and that they have appropriate access to planning/resources. • **The Link Tutor *may* conduct their first compliance check this week.**

School-based Tasks

1. **Questions to support conversations with expert colleagues.**
   - How does the knowledge of what pupils already know and are able to do inform activities and resources? How is this informed by EHCs/ IEPs, language assessments etc?
   - In what way do lessons provide appropriate challenge and support for all?
   - How does planning refer to individuals and groups of pupils' learning needs?
   - How do pupils know what is expected of them?
   - What does success look like? How is the impact of adaptions and interventions monitored?
   - How are pupils' physical needs met in PE/PD activities?

2. **SEND Focus Tasks**
   - Choose a child with an emerging or identified SEND. This can include a child who is on the pathway or has already received a diagnosis.
   - Conduct an observation for up to 20 minutes focusing on the learning narrative, pupil strengths and areas of need. Use the strengths and needs prompts overleaf to guide you.
   - Once you have completed the observation, discuss with your class teacher how you interpreted the child's learning and behaviour and consider how you will build on their strengths and adapt teaching to meet their areas of need.
   - During your weekly reflection, consider how a strengths and needs based framework has challenged and enhanced your perceptions of SEND.

Strengths & Needs Framework Prompts

Prompts for what to look for	Notes
Child's "Voice" o What are their preferred forms of communication? o How do they express their needs? o How do you know they are engaged? o What are the signs of disengagement? o How do they like you to communicate with them? o What soothes them? o How do they let you know what they are thinking?	
Strengths & Interests o What are they good at? o What resources and objects do they use the most? How do they engage with resources? o What can they do independently? o Do they return to particular experiences, or repeat particular actions? o Do they initiate play? o Which areas do you commonly find them in, for example, areas of continuous provision including whether it is indoors or outdoors? o Who do they like to play alongside and with? o What movements do they like to make? o Who are their favourite people?	
Differences o When thinking of the behaviours which you might usually consider as delayed, in what way is this different from other children?	
Areas of Need What is the primary and secondary area of need, how is this manifested? o Communication & Interaction o Social, Emotional &/or Mental Health o Cognition & Learning o Physical &/or Sensory How might you support the areas of need?	

Week Commencing: 3 June
Domain Spotlight: Behaviour Management

The Big Question
To what extent is my classroom a predictable and secure environment for all learners?

Overview
This week we will take a broader view to look more deeply at how a teacher can maintain a safe learning environment for pupils. **By this stage, the Trainee should be on a supported trajectory towards a pass. Any concerns must be raised with the Link Tutor.**

Reading/Watching
PSHE Association: Handling complex issues safely in the PSHE classroom.pdf (hubspotusercontent-na1.net)

Trainee Teaching Expectations	Mentor/Class Teacher Expectations
Week Commencing 3rd June	
All Trainees will begin to assume responsibility for teaching as if they were an ECT in the class or setting. With the support of expert colleagues, they will be expected to plan, resource and take leadership with a *growing* independence making sure that all areas of the learning environment are well resourced and prepared for children on a daily basis.	Watch the Curriculum Connections video and ensure that you are aware of the school-based tasks for this unit of learning. **Key Review Point 4** • The final formal *observation* completed by the Mentor recorded on the Record of Performance and Development on Abyasa Pro. • Weekly meeting with the Mentor to include feedback from the formal observation. • Trainee to reflect on outcomes of the formal observation using the Development Record. • Ensure that the Trainee is aware of what they will be expected to teach in the following week and that they have appropriate access to planning/resources. • **The Link Tutor *may* conduct their second compliance check this week.** *The Mentor should contact the Link Tutor if there are significant concerns about a Trainee's professional conduct or performance.*

School-based Tasks

1. **Questions to support discussions with expert colleagues:**
    o What are the perceived challenges of managing behaviour whilst teaching?
    o What part does behaviour management play in the selection of learning activities, resources and organising groups?
    o How is the school's behaviour management system reflected in day-to-day practice?
 	
2. **Managing Space**
 There are three major factors to consider when thinking about managing behaviour for learning:
    o **Physical Space**: Deciding how the educational environment is physically laid out and designed to support pupils' safety and learning.
    o **Psychological Space**: Creating a trusting educational environment that allows pupils to participate, ask questions, take risks, and receive constructive feedback.
    o **Emotional Space:** Celebrating diversity, self-expression, and pupils' achievements.
 As you begin to assume more responsibility for teaching, consider the ways in which you manage these spaces to create an effective climate of learning in your classroom or setting.

PE Spotlight

4. Update your PE Action Plan.
5. You should consider how you might begin to adapt your PE teaching to cater for the needs of children with specific SEND. Talk to your Mentor or other expert colleagues about what this looks like in action. You could consider the STEP process as outlined in Including pupils with SEN and/or disabilities in primary PE (ioe.ac.uk)

STEP stands for		How can I change...?
S	Space	Where the activity is happening?
T	Task	What is happening?
E	Equipment	What is being used?
P	People	Who is involved?

Figure 4: Including pupils with SEN and/or disabilities in primary physical education.

Week Commencing: 10 June and 17 June
Domain Spotlight: Assessment

The Big Question
How do schools report progress to parents and caregivers?

Overview
Whilst you have undertaken work to build your understanding of assessment, you now need to consider how you might begin to report progress to parents and caregivers. During these two weeks you will look closely at how School Reports and/or Parents' Evenings are an essential part of this.

Reading
Learning Ladders School Report Writing: 10 Top Tips and Expert Advice for 2022 School Report Writing: 10 Top Tips and Expert Advice (learningladders.info)

Trainee Teaching Expectations	Mentor/Class Teacher Expectations
Week Commencing 10 June	
All Trainees will assume growing responsibility for teaching as if they were an ECT in the class or setting. You will be expected to plan, resource and take leadership with growing independence making sure that all areas of the learning environment are well resourced and prepared for the children on a daily basis.	**The Stage 3 Assessment Report is to be completed on Abyasa Pro by the end of this week and assessment will be against the Teachers Standards.** Please note that Mentor comments are used to inform the Trainee's reference. • Ensure that the Trainee is aware of what they will be expected to teach in the following week and that they have appropriate access to planning/resources. • Mentors need to arrange to meet with the Trainee to review evidence against each of the Teachers' Standards and identify strengths and areas for development. • Please complete the School-based Training Evaluation. • The Link Tutor will review the Assessment Report, adding their testimonial.
Week Commencing 17 June	
All Trainees will assume responsibility for teaching as if they were an ECT in the class or setting. You will be expected to plan, resource, and take leadership with growing independence making sure that all areas of the learning environment are well resourced and prepared for the children on a daily basis.	Please ensure that the Trainee has completed all aspects of their SBT and that their documentation is complete. *The Mentor should contact the Link Tutor if there are significant concerns about a Trainee's professional conduct or performance at this time.*

School-based Tasks

1. **Questions to support discussions with expert colleagues:**
    1. Talk to your class teacher/Mentor about how they report progress to parents/caregivers.
    2. Look at the end of year school reports/profiles that might be available for a selection of your pupils. What do they tell you about where they were?
    3. With the guidance of your class teacher (and if appropriate), write a draft report for a small sample of your pupils, following your schools' template.

2. **PE Spotlight**
    4. Please ensure that you have completed your PE Action Plan and have identified areas for future development.

Appendix 1: Observation Scaffolds for PE Sessions

Please use this proforma to support observation of Games Sessions

QUESTION	ANSWER/COMMENT
• Are there examples of closed tasks (Rec/Year 1), Cooperative tasks (Year 1 and 2), open tasks Year 2 upwards to Year 6, depending on chosen Year Group. *To note: A closed task is generally giving the children the opportunity to practise a specific skill, usually in isolation, around something that is predictable, eg rolling a ball along the ground to hit a static target. Often, the skill may be practised individually. Cooperative tasks are where these skills are further developed in pairs.* *More open tasks include elements of uncertainty. So, for example, in a game of rounders, the fielders are anticipating where the batter might send the ball. Record the year group that you are observing and make notes. Try to observe a Games Lesson in Key Stage One and also Key Stage Two.* • Did you see examples of closed/co-operative/open activities?	
• How is the teacher's planning structured? Planning should include warm-up activities (for example, 3 parts – pulse-raiser, introduction of equipment, competitive element) followed by stretches. Then the main part of the lesson should contain opportunity for skills practise (individual or with a partner) which may then lead into a mini game, if appropriate. (You are more likely to see mini games/small-sided games at Key Stage 1 • Consider why games are small-sided/mini. Are cool-down activities detailed on the plan?	
• What is the space like where the lesson is taking place? Outdoors or indoors? • How do pupils enter and exit the space being used?	
• What behaviour management strategies are utilised in the PE environment?	
• Are key words given in helping to deliver clear teaching points? Make a note around instructions/modelling of tasks etc.	
• Does the lesson plan indicate clearly what the teacher is looking for?	
• Is the equipment specified?	
• Have health and safety issues been considered? How is this evident from the plan?	

• Where does the teacher position herself/himself during the delivery of the lesson? Why do you think this is?	
• Is there evidence of how the lesson has been adapted to suit the needs of the learners? (Eg the STEP principle – Space, Task, Equipment, People).	
• Are timings given for each section within the plan? How does the teacher ensure the pace of the lesson is appropriate?	
• Does the lesson ensure that the children are active for the most amount of time? How can you tell?	
• Are instructions clear? Give examples.	
• How does the teacher stop and start the children?	
• Is it clear exactly what is being monitored in the lesson for assessment purposes?	
• How are the children challenged further if they are finding the tasks too easy or how are the tasks adapted if they find them too difficult?	
• What would **YOU** suggest should be taught next lesson to take the learning forward next time?	

Please use this proforma when observing the teaching of a gymnastics lesson

QUESTION	ANSWER/COMMENT
• In FS and Key Stage One, have you seen development of Fundamental Movement Skills? • Do tasks give pupils opportunity to build up their upper body strength? Give examples. • In Key Stage 2 Gymnastics, have you seen any lessons where apparatus has been used? What apparatus has been set up? Why? How was safe handling of apparatus evident? • Have you observed a particular gymnastics theme?	
• How is the teacher's planning structured? Planning may include warm-up activities such as pulse-raiser, exploration of space using different pathways and at different levels, this should be followed by stretches. Are the stretches static or dynamic? Find out why. Are you seeing evidence of specific gymnastics skills practice around travelling, balancing, springing and landing?	
• What is the space like where the lesson is taking place? • How do pupils enter and exit the space being used? • Are the children working in bare feet? Why is this?	
• Are the children involved in setting up of the equipment? What are the safety rules around this?	
• What behaviour management strategies are utilised in the gymnastics environment?	
• Are key words given in helping to deliver clear teaching points? Make a note around the instructions given/modelling of tasks etc.	
• Does the lesson plan indicate clearly **what the teacher is looking for?**	
• Is the apparatus specified? Has an apparatus design plan been included?	
• Have health and safety issues been considered? How is this evident from the plan?	
• Where does the teacher position herself/himself during the delivery of the lesson? Why do you think this is?	
• Is there evidence of how the lesson has been adapted to suit the needs of the learners? Give examples (eg the STEP principle – Space, Task, Equipment, People).	
• Are timings given for each section within the plan? How does the teacher ensure the pace of the lesson is appropriate?	
• Does the lesson ensure that the children are active for the most amount of time? How can you tell?	

• Are instructions clear? Give examples.	
• How does the teacher stop and start the children?	
• Have the children had opportunity to put together a short gymnastics sequence? Is this on the floor or using apparatus?	
• What gymnastics movements did you observe?	
• Are instructions given/modelled to ensure springing and landing tasks are completed safely? Teaching points?	
• A good balance should be an interesting shape, show body tension and limb extension. Were the children reminded of this?	
• Tasks should be open ended to give choice and help to develop confidence – eg the teacher may say "show me a three-point balance" but not say which body parts to use. So the balance is immediately accessible to everyone. • Did you see evidence of this?	
• Is it clear exactly what is being monitored in the lesson for assessment purposes?	
• How are the children challenged further if they are finding the tasks too easy or how are the tasks adapted if they find them too difficult?	
• What would **YOU** suggest should be taught next lesson to take the learning forward next time?	

STIMULUS 1 (Explain how it would capture children's interest)

STIMULUS 2 (Explain how it would capture children's interest)

STIMULUS 3 (Explain how it would capture children's interest)

VOCABULARY BANK: (Movement words)

DANCE THEME IS:

YEAR GROUP:

Key ingredients to build up a good, creative dance unit include Different ways of travelling linking to movement vocabulary, pathway, level, use of space, shape, gesture, dynamics of movement, sequencing**.**

VOCABULARY BANK: (Movement words)

WEEK 1 FOCUS:

WEEK 2 FOCUS:

WEEK 3 FOCUS:

WEEK 4 FOCUS:

WEEK 5 FOCUS:

WEEK 6 FOCUS: