

Mentor Meeting & Development Record (See School Exp Handbook p19)

Before the meeting: Trainees must ensure their Development Record is ready **at least 24 hours before the meeting**. This includes noting their **achievements against their Targets** from the previous week. The Mentor must **complete the "Mentor Reflection" box on the Development Record each week**. The meeting should then involve the following:

1. Review of Previous Targets:

Trainees and Mentors should review the targets from the previous week.

2. Review of Teaching:

Mentors and Trainees should discuss areas of strength and areas for development from the previous week's teaching.

3. Discussion of Key Learning Points from University / Reading / Directed Tasks:

The Trainee will be recording their key takeaways from their University sessions, reading, and Directed Tasks each week. Mentors should take a moment to discuss these takeaways and help Trainees to connect their learning with their School Experience.

4. Discussions of Trainee Progress:

Trainees and Mentors should use **the Competencies Tracker from the Development Record** to reflect on their areas of strength and areas for improvement. Where relevant, Mentors should clarify what **good practice** means in relation to these Competencies. The Tracker needs populating with examples over the Stage, so a picture emerges week by week.

5. Setting Targets:

Mentors should **set specific targets for Trainees**, based on the discussions from the meeting. Targets should be focused on improving Trainee practice and guided by the **Competencies**. Full guidance on target setting can be found in the **Development Record**. In later Stages, Trainees should be able to suggest targets. Targets should be **recorded in full in the Development Record**. Each target should have **accompanying actions** which enable the Trainee to develop the knowledge required to meet the target.

6. Preparing for the week ahead:

Trainees and Mentors should discuss **teaching and Directed Tasks** for the week ahead. This might include overviewing objectives for several lessons or discussing effective use of observations or other professional activities.

Identify the **formal observation lesson** for the coming week and discuss the **priorities for planning this**. Remember the aim is to "scratch plan" this lesson as a minimum.

Timetables & Contact Time (See School Exp Handbook p5)

- Weekly 1 hour Mentor meeting & 1 hour Prof. Studies.
- Attachment to classes in both training age phases. 80% of teaching in their own subject and age phases.
- Daily contact with a form group.

Please do not add additional contact time as this is protected for other purposes.

Term	Hours of lesson contact time	Of which...	
		Hours teaching or co-teaching across Stage	Other directed hours e.g. small groups
Autumn 1	4	0 moving to 3	0
Autumn 2	8	4 moving to 6	0
Spring 1	10	6 moving to 8	0
Spring 2	12	8 moving to 10	0
Summer 1	12→18	10 moving to 14	2 moving to 4
Summer 2	18	14	4

Directed Tasks (See School Exp Handbook p19)

Subject Tutors will set specific, **Directed Tasks** to complete in school **weekly during Stage 1** and **fortnightly in Stage 2**. Some of these will be observations of lessons already within lesson contact time. Some will involve reading or discussions which need to happen at other points in the school week. **Directed Tasks are sent by Subject Tutors to Trainees and Mentors** and should be discussed in Mentor meetings.

Additionally, at least **one hour a week** needs to be reserved for developing subject knowledge and pedagogy to aid in planning. This time is about deepening understanding of the subject, and how to teach it effectively, including **misconceptions and barriers to learning**.

Planning Requirements (See School Exp Handbook p24)

Building a capacity to plan for learning is a core part of being a teacher. Trainees need to **develop their capacity to take ownership of planning** throughout the year.

All lessons should be **objective led**. They should therefore have opportunities to do **different sorts of planning** (see opposite). Formally Observed lessons should be planned “from scratch” and the lesson plans should be shared with Observers. **Lead Mentors should be sent a copy of the lesson plan for visits.**

Lesson plans in **Stages 1 and 2** should be handed in **48 hours before the lesson**. In **Stage 3** this requirement can be waived by agreement. Trainees **must** use the **LTU lesson planning proformas** as follows:

- Stage 1:** Full Lesson Plan for all lessons.
- Stage 2:** Begin by using the Condensed Lesson Plan for all lessons. Begin migrating to the Sequence Plan. By the end of Stage 2, aim to use the Sequence Plan for all groups where the Trainee is the primary teacher.
- Stage 3:** Plan as needed for the requirements of the school. Formal observations need a submitted plan.

Observations and Feedback (See School Exp Handbook p25)

Trainees **must** have **one formal observation each week**. Trainees should seek to agree the lesson to be observed **in advance** and **sample across their classes** over the course of a Stage. **The observed lesson should be planned “from scratch”** to ensure Trainees have the capacity to develop their planning.

1. **Before the lesson:** Trainees should share their plan with the Observer. Observers and Trainees should agree the key focuses and Trainees should add their targets from the Development Record to the Observation Record.
2. **During the lesson:** Some Observers find it helpful to write rough notes (not to be shared with the Trainee) before filling out the Observation Record form. On the Observation Record, Host Teachers should note particular details relevant to the targets and the Competencies, using the space on the form. It is helpful to physically highlight Competencies referenced.
3. **After the lesson:** Observers should use the guidance in the Observation Record form to open a dialogue with the Trainee about the aims and impact of the lesson. Observers should seek to reinforce aspects of effective practice and probe into professional decisions taken by the Trainee in their planning and teaching. Minute by minute commentaries should not be shared as they can shut down communication and overwhelm a trainee.
4. **Finally:** Observers should complete the summary boxes by:
 - a) Identifying five to six examples of Trainee success or progress against the Competencies.
 - b) Identifying two or three vital next steps to develop the Trainee’s teaching. This should come alongside a brief discussion of how a Trainee might begin to address these.

Types of Planning

During the year we aim for Trainees to experience different types of planning processes to enable them to take greater ownership of their classes.

Flexible Planning

Most lessons will probably fit this description. Trainees adapt existing lessons to make them appropriate for their classes. This might mean taking the structure of an existing lesson and modifying tasks or resources to meet the needs of a group. This is more than swapping a picture of changing the colour of slides. The focus here is on professional research and decision making to meet learning goals for classes. Trainees should be able to explain their choices.

Scratch Planning

At least one lesson (though ideally more) per week should be planned “from scratch”. Mentors consistently tell us that this process results in Trainees who have greater ownership of classes and results in richer post-observation discussions. Scratch planning involves a Trainee identifying key learning goals in relation to the curriculum and developing a lesson structure to meet those learning aims. This process allows the Trainee to take greater ownership of planning and work out how to meet the needs of their groups. Scratch planning can be done collaboratively and can draw from existing resources e.g. textbooks, worksheets, videos. The focus is on enabling the Trainee to take full ownership of the professional decisions involved in planning for learning.

Scripted Planning

A minority of lessons may fit this description. Scripted planning is where a Trainee follows an existing lesson exactly. This can be helpful where particular content has to be delivered in a specific way (e.g. exam technique) or where a Trainee is still developing their knowledge. This kind of planning should be used temporarily and as a springboard into flexible planning.

ITAPs (School Exp Handbook p36)

Trainees are required to complete five Intensive Training and Practice (ITAP) blocks during the year. Each ITAP targets a specific area of practice. All ITAPs except ITAP 1 happen across University and School Experience. Full details are in each of the ITAP booklets.

- Stage 1 ITAP 1: Planning Lessons and Learning Activities
- Stage 1 ITAP 2: Signature Pedagogies
- Stage 1 ITAP 3: Diagnostic Assessment
- Stage 2 ITAP 4: Developing Sequence Thinking
- Stage 2 ITAP 5: Embedding Adaptive Teaching

The Portfolio & Evidence (See School Exp Handbook p22)

Trainees should **build their Portfolio week by week** from the materials naturally produced by the course. It **must be on OneDrive** and shared with the Mentor, Lead Mentor, ITTC and Subject Tutor. Key items are uploaded to **Abyasa** after each Stage. Trainees use evidence from their Portfolio to populate the **Competencies Tracker in the Development Record**. This helps inform the final report (see below). It must contain:

1. **Reports** – All previous reports / report drafts
2. **Development Record and ITAPs** – The Development Record and completed ITAPs.
3. **Observations & Lesson Plans** – All formal observations and their associated lesson plans as appropriate for the Stage. Equivalent of one per week minimum.
4. **Audits & Certificates** – The Trainee's Subject Knowledge Audit, Prevent Certificate, Other CPD Certificates, and in Stage 3, a completed maths audit.
5. **Supplementary Evidence** – Anything referred to in the Development Record Competencies Tracker but not available elsewhere.

Reporting (School Exp Handbook p31)

All reports are completed on Abyasa. Mentors should check in with any host teachers regularly to ensure this approach is being used and to monitor Trainee progress.

The Stage 1 Report asks Mentors to assess Trainees against the Competencies for Stage 1. The **Competencies Tracker in the Development Record** provides space for Trainees to record **two examples** of meeting each of the Competencies across the Stage.

The Stage 2 Report is an interim report, which checks Trainees are making progress against the Stage 2/3 Competencies. Trainees need to show they have evidence building in the Competencies Tracker at the front of the Development Record.

The Final Report requires that Trainees have met the demands of the Teachers' Standards. If Trainees have two examples against each of the Competencies in the Tracker, this should be straight forwards. Mentors use the evidence to comment on the Trainee's attainment against the Teachers' Standards. All elements must be passed. **Please flag ASAP if there are concerns.**

Primary Visits (School Exp Handbook p29)

Trainees must complete a day visit to a Primary school during the year, ideally in Stage 1 and with a feeder school. If a host school can help coordinate a visit for a Trainee, that is much appreciated. See the School Experience Handbook.

Safeguarding

If you have **any concerns** relating to Trainees and safeguarding, **including "low-level" concerns**, please document these and contact the Subject Tutor or Lead Mentor as soon as possible. See also: Fitness to Practise procedure.

Key Dates (See Programme Fundamentals)

Stage 1

- 8 Sep** – First day of course.
- 24 Sep** – First day of Stage 1 School Experience for UL Trainees.
- 6 Oct** – Lead Mentor Checkpoint 2 online visits begin.
- 10 Nov** – Lead Mentor Checkpoint 4 visits begin.
- 11 Dec** – Last day of Stage 1 School Experience & Stage 1 Report due.

Stage 2

- 7 Jan** – Stage 2 School Experience transition day.
- 12 Jan** – Stage 2 School Experience begins.
- 23 Jan** – Lead Mentor Checkpoint 2 online visits begin.
- 23 Feb** – Lead Mentor Checkpoint 4 visits begin.
- 26 Mar** – Stage 2 Report due.

Stage 3

- 30 Mar** – Stage 3 School Experience begins (same school).
- 20 Apr** – Lead Mentor Checkpoint 2 online visits begin.
- 1 Jun** – Lead Mentor Checkpoint 4 visits begin.
- 26 Jun** – Stage 3 Report due.
- 1 Jul** – Stage 3 School Experience ends.
- 2 Jul** – Final PES day
- 3 Jul** – Final SKAP day
- 6 Jul** – Official course end

Lead Mentor Checks and Visits (See School Exp Handbook p10)

In each Stage, Lead Mentors will complete **five** Quality Assurance checks. These are outlined below. Stage 3 is slightly different as there is no change in School Experience between Stages 2 and 3. More details will be in the Mentor Handbook.

- **Checkpoint 1** – Trainee and Mentor complete an Initial Impression Check on Abyasa. Lead Mentor reviews these IICs.
- **Checkpoint 2** – Lead Mentor arranges an online discussion with the Mentor to review the early weeks of the School Experience.
- **Checkpoint 3** – Lead Mentor completes a Portfolio review for the Trainee in advance of their school visit.
- **Checkpoint 4** – Lead Mentor visits schools to meet with the Mentor and Trainee. A joint observation of the Trainee is conducted by the Mentor and Lead Mentor and feedback is observed.
- **Checkpoint 5** – Lead Mentor reviews the end of Stage Report to ensure that it meets requirements and that it is based on evidence from the Portfolio, noted in the Competencies Tracker.

Trainees in Difficulty (See School Exp Handbook p30)

It is entirely normal for Trainees to struggle at some points during the course. This can often come at points when timetable is increasing, or with a specific group. In most cases these issues are resolved with careful target setting. However, Mentors are always able to **speak to the Subject Tutor, ITT Coordinator, or Lead Mentor if they need additional guidance on supporting a Trainee.**

Support Plans

In some cases, a Trainee may be at risk of not meeting the requirements for the end of the Stage. In this instance a targeted Support Plan can be put in place to help them get back on track. A Support Plan is initiated in discussion between the **Mentor and Lead Mentor or Subject Tutor.** Support Plans usually require **two weeks to run**, so making early contact is vital. If a Mentor is unsure whether a Support Plan is required, a discussion with the Subject Tutor is advised.

Absences (See School Exp Handbook p3)

Professional training relies on excellent attendance in all course elements: school and University. We understand illness cannot be avoided and some illnesses require time away to prevent spread. Accumulated absences may be referred on to the Deputy Head of School and Student Support.

Mentors who are concerned about a Trainee's attendance should **contact the ITT Coordinator and Lead Mentor or Subject Tutor as soon as possible.**

Absence from University sessions should be reported to the Subject Tutor and Deputy Head of School.

Trainees who are absent from School Experience due to illness or other unforeseen circumstances must:

- a) Follow school procedures and report their absence as soon as possible, copying in their Mentor and ITTC.
- b) Report their absence on Abyasa. Absences over five days may require additional evidence.

A Trainee seeking to request a leave of absence should speak to their **Mentor, ITT Coordinator and Subject Tutor in advance.** These requests will be reviewed on a case-by-case basis.

Fitness to Practise

Sometimes Trainees can cause concerns for reasons beyond their classroom teaching. Mentors should **contact the ITT Coordinator, Lead Mentor and Subject Tutor as soon as possible** if they are concerned that a Trainee is:

- a) In breach of the Professional Standards for Teachers' (PPC) and impacting on colleagues or classes, or
- b) Struggling to meet requirements due to health or mental health reasons and there is an impact on Trainee or colleague wellbeing.

The University has a formal Fitness to Practice procedure. Stages include:

- 1) Informal resolution – giving the Trainee an opportunity to respond to concerns or manage issues.
- 2) Formal investigation – resulting in an appropriate resolution or referral to a panel.
- 3) Fitness to Practise Panel – referral to an independent panel to consider the case and make recommendations up to and including removal from the course.