

BA UNDERGRADUATE PRIMARY LEVELS 4-6

SCHOOL-BASED TRAINING

INFORMATION FOR MENTORS, TRAINEES & LINK TUTORS

2023-2024

UG Level 4	Induction week – w/c 18 March 2024 Training Dates: 15 April – 14 June 2024
UG Level 5	Induction days x2 during w/c 4 or 11 December 2023 Training Dates: 8 January – 8 March 2024
UG Level 6	Induction days x2 during w/c 15 January 2024 Training Dates: 5 February – 3 May 2024

All documents and pro formas can be found at: <https://www.leedstrinity.ac.uk/study/teaching/primary-school-based-training-documents/>

This document is primarily for Trainees, Class Teachers, Mentors, ITT Coordinators and Link Tutors. It provides guidance on SBT for Trainees on the Primary Undergraduate Programme. All information is subject to amendments if DfE or Government policy changes during the academic year

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1. PRINCIPLES OF OUR PROGRAMMES AT LTU

At the heart of our programme lies the careful translation of the [ITT Core Content Framework \(CCF\)](#), into a spiral curriculum of education and training, including subject and phase expertise.

Our Curriculum

The CCF is a framework which is embedded in the design and delivery of our programmes. Our curriculum offer goes beyond CCF minimum expectations and is designed and sequenced to reflect the phase and age range Trainees will be teaching and prepares Trainees for the Early Career Framework (ECF).

Overarching Principles

- Flexible but coherent provision based on shared understanding of the curriculum by colleagues in HE, School and Trainees
- Spiral Curriculum
- Clear Strands of development
- Integration of experiences and learning in School-based teaching (SBT) and Centre-based teaching (CBT)
- Progressive challenges and supportive target setting
- Developing confidence and independence over the length of the programmes

Our Intent

The Partnership's training programme is designed to be:

- **Ambitious** in scope, sequenced, contains **the full entitlement of the CCF**
- Created around **subject and age phase**
- Purposefully **integrated** between CBT and SBT
- Informed by research based [**'cognitive science'**] principles
- Focused **on classroom practice**, informed by up to date or pertinent **research**

Our Implementation

- Trainees have largely **learned the intended knowledge and skills set out in the ITE curriculum**. Their mastery of knowledge and skills is **evident in any planning produced, teaching, evaluation, and assessment**.
- **Trainees reflect on their teaching in the context of the curriculum components they intend pupils to master**. They consider their assessment of what and how much pupils have securely learned.
- Trainees complete their training and are aware of their **professional strengths and areas for improvement**.

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.



Our Impact

Trainees will leave our course ready for the beginning of their professional lives and continuing development. They will:

- Be effective teachers of the EYFS/Primary subject areas.
- Have a good understanding of the effective practices, resources and approaches used in planning for, teaching, assessing, and engaging the intellects of pupils.
- Have effective understanding of their broader professional roles and responsibilities, including those relating to managing behaviour and resources in the classroom, safeguarding, pastoral and moral development.
- Have high academic and professional standards and expectations of themselves and their pupils.
- Understand critically the relationships between their practice, research, and their continuing professional development.
- Be confident in the values of inclusivity, the celebration of diversity and in the understanding of the purposes of education more generally and of their subject/s.
- Be committed to social justice and to better life chances and life experiences for the pupils they teach.

Key Priorities

The Partnership aims to:

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

The Core Competencies

The Core Competencies relate closely to the key aspects of the CCF for ITT and have been carefully sequenced to build professional competencies over the three undergraduate Levels. Core Competencies can be used: as a basis for discussion; to formulate targets; to reflect on practice; to identify gaps and next steps and for formative assessment purposes. Trainees will be formatively assessed against the Core Competencies throughout SBT and at the end of Level 4 and 5 SBT.

At Level 6, the Core Competencies have been sequenced to enable the Trainee to meet or exceed the Teachers' Standards by the end of the course. Level 6 Trainees will be formatively assessed against competencies and summatively assessed against Teachers' Standards.

The Core Competencies are grouped thematically into 5 domains: Planning, Teaching, Assessment, Behaviour Management, and Professionalism. The Core Competencies can be located on the University webpage [Primary School Based Training Documents - Teaching - Study - Leeds Trinity University](#). They are outlined in the Trainee Development Record and embedded in Level 4 and Level 5 Final Assessment Reports.

The Core Competencies are also used in Trainees' CBT to develop reflective practice and track Centre-based learning against teaching competencies. This practice develops an awareness of the unification of Centre and School-based learning and how both settings contribute to a unified end goal.

The Teachers' Standards

The programme enables Trainees to meet the Teachers' Standards **at the end of** Level 6 training. All Level 6 Trainees must observe and adhere to Part 1 (TS 1-8) and Part 2 – Personal and Professional Conduct of the Teachers' Standards, to be awarded Qualified Teacher Status.

2. GENERAL INFORMATION ABOUT SCHOOL-BASED TRAINING

Allocation of School-based Training

The School Partnerships Office (SPO) are responsible for the allocation of School-based Training. All Trainees are placed in schools where they will have the best chance of fulfilling their potential. Once allocated, Trainees are asked to email their school to send a brief message of introduction. A University Link Tutor will be allocated to every Partnership school/nursery and will complete at least one quality assurance visit during SBT.

SBT, Travel and Personal Finances

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

The University provides a sum of money before SBT to support SBT expenses and Trainees are given instructions prior to SBT on how to apply for this. The University has a hardship fund for Trainees in exceptional circumstances. Please contact the Student Support team if you would like to enquire about the University's hardship fund.

Safeguarding

"Safeguarding is everyone's responsibility" (Children's Act 2004). This means all school staff, including Trainee teachers. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes (DfE 2015).

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

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

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

Full safeguarding training is delivered by the University which all Trainees can access, and this will be supported through in-school training and guidance. All Trainee teachers on ITT courses at Leeds Trinity have received certified Prevent training or have completed the online CHANNEL training/the Home Office Prevent online training <https://www.elearning.prevent.homeoffice.gov.uk/>

Partner schools must always include Safeguarding information in their formal and informal induction process with Trainees. Trainees must confirm on Abyasa:

- They have received Safeguarding induction/training from their Mentor.
- They know who the Designated Safeguarding lead/s is/are in school.
- They understand the necessary procedure for reporting on safeguarding in school.

This will be quality assured by Link Tutors.

Important Safeguarding Advice for Trainees:

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

Further reading:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

3. KEY TERMS & DOCUMENTATION

[Primary School Based Training Documents - Teaching - Study - Leeds Trinity University](#)

- Online Teaching file/OneDrive folder
- Records of Performance & Development/formal observations
- Informal lesson observations
- Key Review meetings/training tutorial
- Development Record
- Assessment Report

Records of Performance & Development (formal observation)

This is completed directly on Abyasa by the Mentor.

The Trainee will share their planning in advance of their RoPD, Mentor to note that this has been done. The pro forma is completed **during the observation and discussed during training tutorial/key review** meeting held after the observation. The RoPDs demonstrate the formative review points of training and should identify clear, progressive targets (and actions) for the Trainee to adopt in order to move forward in their training and build to create an overview of the progress Trainees are making across the SBT. **Targets are taken from the Core Competencies.**

Informal Lesson Observations

Completed by the Class Teacher in weeks where there is no **Record of Performance & Development** identified on the weekly overview. These also identify **current strengths**, review progress from previous weeks' targets and identify next steps. Targets are taken from the core competencies. The pro forma for this is on the LTU website.

Weekly Key Review Meetings/Training Tutorials

During this meeting all the evidence from Trainees' online files should be reviewed, areas of strength and development identified, and **targets set based on curriculum and classroom practice and taken from the Core Competencies**, for the following week. These targets must have **corresponding actions**. Mentors should support Trainees in organising how they will spend their **Continual Professional Development Time (CPD)** in the coming days and weeks, to support meeting new targets set. Evidence collated by the Trainee on Pupil Progress and progress against their targets, evidenced in their Development Record, will also contribute to the Trainee's Assessment Report at the end of each SBT. The first two School-based Training periods (Level 4 and 5) remain as formative assessment points.

Every week, a meeting will take place between the Trainee and the Mentor and/or Class Teacher (Key Review/Training Tutorial) and should take roughly an hour - sometimes made up of shorter chunks of time. The meeting should review a Trainee's progress, develop their practice and should not be based purely on a lesson observation.

This meeting will be based around the Trainee's Development Record to develop reflective practice and reflective conversations. The five Core Competency Domains, listed in the Development Record, will also form the basis of a professional Mentoring discussion so that the Trainee can learn from the expert Class Teacher and move their practice forward.

Some schools will have the Class Teacher as the Mentor and others will have a separate Mentor. **ITT Coordinators, Mentors and Class Teachers** work together to support the training in school.

Suggested Structure:

Discussion and feedback related to observations and Trainee's evidence for the week	Identify Areas of Strength and Development and set targets taken from the Core Competency Domain	Trainee completes their Weekly reflection in the Development Record	Expert Mentoring: Expert modelling and discussion on areas from the Core Competencies specific to the Trainee's needs. Set new targets and how CPD time will be planned for to support completion of targets.
15 minutes	10 minutes	10 minutes	30 minutes

Development Record

Completed weekly by the Trainee during a review/feedback meeting or reviewed during this meeting. This is a reflective document that allows the Trainee and the Mentor to learn from the previous week and feed forward into the next week.

This document itemises the Core Competencies and the Trainee highlights statements to evidence where they demonstrated each competency, so that they build up a bank of evidence towards their final assessment. It also contains a weekly reflection section where the Trainee can itemise their successes and learning points and develop targets for the coming week.

This document should be stored on the Trainee's OneDrive and available at all times for the Mentor, Class Teacher and Link Tutor to see. The Trainee makes brief notes on their reflections and learning points. After conversation with the Class Teacher/Mentor, the Trainee records which targets have been set based on the Core Competency Domains. The Trainee should then begin to formulate how they can action these targets each week.

Trainees have a similar Development Record for their Centre-based learning and have developed the practice of tracking their development against the Core Competency Domains. This is also available on the OneDrive and will form the basis of a conversation that enables school-based staff to develop an understanding of our centre-based curriculum.

Assessment Report

Completed by the Mentor (in consultation with the Class Teacher) towards the end of SBT. The evidence gained from the Record of Performance & Development, Informal Lesson Observations, the Development Record and the Trainee's online teaching file should be used to identify progress across the Core Competency Domains (Level 4 & 5)/Teachers' Standards (Level 6). **A Trainee must demonstrate High Standards of Personal and Professional Conduct at each Level.** The Assessment Report is completed in Abyasa Pro by the Mentor and the Link Tutor adds their comments. The Trainee must have had sight of this and time to discuss the judgments prior to this being submitted. At the end of Levels 4 and 5 the Assessment Report remains a formative review of the Trainee's progress towards meeting expectations of SBT. At the end of Level 6 (and the end of the programme) the Assessment Report is used as a Summative review point. It is here that a judgment is provided of the progress made towards meeting the Teachers' Standards.

Increasing independence

Level 4

Level 4 Trainees should not be left to teach the class without the Class Teacher or Mentor present.

Level 5

As the placement progresses and at the discretion of the Class Teacher/Mentor, Trainees may lead learning without the constant presence of the Class Teacher, providing there are additional school staff in the classroom to support.

Level 6

Level 6 Trainees should develop a greater level of independence during SBT and it is at the discretion of the school to decide whether the Class Teacher remains a constant presence.

All Trainees must have a qualified teacher/practitioner present when teaching PE.

The next section identifies the key areas and responsibilities each party or stakeholder is responsible for. You should familiarise yourself carefully with each role.

Copies of these documents and all pro formas can be viewed on the LTU website:

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

Trainee entitlement on SBT	Timing	Additional information
PPA Planning, Preparation and Assessment	One half day per week, 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	One half day per week. How CPD time is to be used in a weekly basis should be established at weekly training tutorials. This could be to work on targets set weekly. Trainees should not use CPD time as additional PPA hours.	CPD release time is to work on targets and should be in addition to training provided from School Direct partners. Observing the learning across the wider curriculum and reflecting on the learning environment are often frequently identified in targets setting for CPD time.

4. TEACHING SYSTEMATIC SYNTHETIC PHONICS (SSP)

ALL TRAINEES TEACH PHONICS IN EACH SBT.

All Trainees on all programmes are required to plan and teach phonics (SSP) at **each** Level of training. Trainees on the 3-7 programme should teach SSP in line with their SBT expectations. Trainees on 5-11 programme should teach SSP as part of their KS1 SBT. During KS2 SBT, Trainees teach phonics to groups of pupils (as part of an intervention programme) or to small groups outside their age phase. During a KS2 SBT, Trainees should teach phonics across at least 2 weeks of that SBT.

All Trainees on all programmes should have a formal observation of their teaching of SSP for each SBT.

Additional support is provided during the CBT for Trainees at each Level for phonics.

Trainees should continue to observe and review the teaching of phonics in each school SBT. They should maintain and develop a deeper understanding of the teaching of early reading.

5. UG LEVEL 4 SBT INFORMATION – INCLUDING THE WEEKLY BREAKDOWN

The University Year Coordinator for Level 4 School-based Training is Lewis Morgan

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The University Year Coordinator for Level 4 Centre-based Training is Zoe Proctor

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The following overview is designed to reflect a **single and a paired SBT**. Trainees will undertake a variety of workshops, video lesson observations and set days in schools to help them gain knowledge and understanding of School-based training.

Expectations

During Level 4 of School-based Training, the Trainees should **plan with the Class Teacher** and **deliver initially** to groups of pupils (building up to teaching larger groups and whole class). Where possible the following subjects should be planned and taught:

- English/Literacy (EYFS - Communication and language)
- All Trainees to plan and teach phonics in Foundation Stage and Key Stage 1- organise with relevant staff if not in EYs or KS1
- Maths/mathematical development (EYFS)
- Science/Understanding the World (EYFS)
- PE (supporting the Class Teacher or the coach delivering the sessions)/Physical Development (EYFS)

Trainees use the **University's individual lesson planning pro forma** for all subjects taught throughout Level 4. Trainees in EYFS should deliver adult directed inputs and support planning of continuous provision.

They should be **formatively assessing pupils they are working with** and recording this assessment in line with school policy. **Examples of pupil progress in English/SSP and maths** should be **available for Mentors and Link Tutors to review**. Trainees should use the pro forma named **'UG Level 4 Pupil Progress Tracker'** for tracking. Trainees in EYFS should make use of **'EYFS Planning Pro forma'** and **formative assessment for pupil progress**. Observe how staff record children's responses for assessment purposes. What system do they use? Do they use electronic or paper learning journeys?

Some Trainees will be able to develop the planning and teaching sequence more rapidly than others. However, Trainees should not be expected to plan independently at Level 4.

Within the Development Record, there is a curriculum tracking document which covers all FS, KS1 and KS2 subjects to track whether these are observed, co-taught and taught.

The following table contains a breakdown of what format your SBT **might look like**. Please note this is a flexible, suggested model that can be adapted to meet the needs of the Trainee and the school. However, it is expected that in most cases, SBT will follow this pattern in terms of teaching commitment, time for reflection, planning and training and breadth of curriculum and CCF coverage.

Each week the Trainee timetable should include:

- ½ day Planning, Preparation & Assessment (PPA)
- ½ day Continual Professional Development (CPD)

Trainee task – Each week the Trainee should update the Curriculum Tracking Document in their Development Record - Curriculum Monitoring Grid with Observed (O) - Co-taught (CT), Taught (T) across EYFS/KS1/2 as appropriate.

All documentation: [Primary School Based Training Documents - Leeds Trinity University](#)

Week	Trainee Expectations	Mentor/Class Teacher Expectations
Week 1 w/c 15.04.24	<p>Complete the School-based Training Tasks booklet from induction visits - see this document for further breakdown of Week 1.</p> <p>Set up SBT OneDrive and share with Mentor/Class Teacher and Link Tutor. Share your CBT development record and targets with your Mentor</p> <p>Get to know the children in the class. Gather information on the year group, the curriculum and planning processes.</p> <p>Access LTU website for all pro formas/documents for observing practice-relationships with pupils, behaviour management strategies and policy. Begin to work with groups, from teacher's planning.</p> <p>KS1 & KS2: - Organise observations of lessons including: maths, English/SSP.</p> <p>EYFS: - In the moment observation. Link to areas of learning/continuous provision. Support children to access indoor and outdoor provision. Observe - role of the adults.</p> <p><u>Mentor and Trainee to complete the Initial Impressions Check on Abyasa by the end of week 2.</u></p>	<p>Support Trainees with their reflections of best practice observed in school. Class Teacher and Mentor create Trainee's teaching timetable using this breakdown as a guide.</p> <p>Discuss CBT development record and targets with Trainee.</p> <p>Planning meeting with Class Teacher this week to guide the Trainee on the English and Maths objectives they will be following.</p> <p>Planning and preparation of resources should be monitored and checked by the teacher. Please make available to the Trainee all existing school resources. This includes access to IT software and resources used for teaching.</p> <p>Link Tutor contacts school to check on each Trainee's professional conduct and to arrange meeting dates</p> <p><u>Mentor and Trainee to complete the Initial Impressions Check on Abyasa by the end of week 2.</u></p>
Week 2 w/c 22.04.24	<p>Continue to build relationships and learn all school/call routines through careful observation of practice. Teach groups or parts of lessons to begin with. Co teaching/team teaching approach</p> <p><u>All pro forma should be downloaded from LTU website</u></p> <p>KS1 & KS2: Team teach part sessions/teach groups: Maths English/Literacy (including Phonics)</p>	<p>1 x informal observation by Class Teacher, completed on the informal observation pro forma. Written feedback and targets discussed.</p> <p>Trainee to record feedback and reflect on outcomes using the Development Record document. This is a running record of progress and must be completed each week.</p> <p>Plan with the Class Teacher for week 3</p>

	<p>EYFS: In the moment observation – plan – teach and adult directed inputs: Communication and language Mathematical development</p> <p><u>Mentor and Trainee to complete the Initial Impressions Check on Abyasa by the end of week 2.</u></p>	<p>Mentor should contact the Link Tutor if there are significant concerns about a Trainee's progress.</p> <p><u>Mentor and Trainee to complete the Initial Impressions Check on Abyasa by the end of week 2.</u></p>
<p>Week 3 w/c 29.04.24</p>	<p>Continue to teach groups or parts of lessons with the guidance of the teacher. Co-teaching/ team teaching approach.</p> <p>Team teach part sessions/teach groups. Up to 2 lessons/sessions (EYFS) of both: Maths English/Literacy (including Phonics)</p> <p>EYFS: In the moment observation – plan –teach and adult directed inputs: Communication and language Mathematical development</p>	<p><u>Key Review Point 1</u> First formal observation by Mentor completed on the Record of Performance & Development on Abyasa.</p> <p>Training tutorial/feedback meeting. Target setting.</p> <p>Trainee to record feedback and reflect on outcomes using the Development Record document.</p> <p>Mentor should contact the Link Tutor if a Trainee requires a Support Plan</p> <p><u>Link Tutor face to face meeting - Checking compliance, training model.</u></p>
<p>Week 4 w/c 06.05.24</p>	<p>Plan with the Class Teacher to build up to teaching larger groups/parts of whole class sessions. Begin to show more confidence and independence.</p> <p>KS1 & KS2: Up to 2 lessons/sessions (EYFS) of both: Maths English/Literacy (including Phonics)</p> <p>Observe subjects/area of learning: •PE</p> <p>EYFS: In the moment observation – plan – teach and adult directed inputs: Communication and language Mathematical development</p> <p>Observe subjects/area of learning: •PE/ Physical Development (EYFS) Observe how 'Physical Development' is taught as the foundation for primary PE. Is this inside or outside? Is equipment used? If so, what sort of equipment? Does the physical development teaching follow a theme? How does teaching within this area link to the PE Curriculum in KS1?</p>	<p><u>Key Review Point 2</u> Second formal observation by Mentor completed on the Record of Performance & Development on Abyasa.</p> <p>Training tutorial/feedback meeting. Agree targets for next review point</p> <p>Trainee to record feedback and reflect on outcomes using the Development Record document.</p> <p><u>Mentor should contact the Link Tutor if a Trainee requires a Support Plan</u></p>

Week 5 w/c 13.05.24	<p>Plan with the Class Teacher Continue to deliver with more independence and to take on more whole class teaching with guidance from the Class Teacher.</p> <p>KS1 & KS2: Up to 3 lessons of both: Maths English/Literacy (including Phonics)</p> <p>Support the teaching of: PE session or Physical Development (EYFS) Science or Understanding the World (EYFS)</p> <p>EYFS: In the moment observation – plan – teach and adult directed inputs:</p> <ul style="list-style-type: none"> • Communication and language • Mathematical development <p>Observe and support the teaching of: ‘Physical Development’ see above and ‘Understanding the World’</p>	<p>1 x informal observation by Class Teacher, completed on the informal observation pro forma</p> <p>Training tutorial/feedback meeting. Targets discussed.</p> <p>Trainee to record feedback and reflect on outcomes using the Development Record document.</p>
Week 6 w/c 20.05.24	<p>Plan with the Class Teacher Continue to deliver with more independence and to take on more whole class teaching with guidance from the Class Teacher.</p> <p>KS1&KS2 Up to 3 lessons of both: Maths English/Literacy (including Phonics)</p> <p>Support the teaching of: PE session or Physical Development (EYFS) Science or Understanding the World (EYFS)</p> <p>EYFS: In the moment observation – plan – teach and adult directed inputs: Communication and language Mathematical development</p> <p>Support the teaching of: Physical Development (EYFS) Science or Understanding the World (EYFS)</p>	<p><u>Key Review Point 3</u> Third formal observation by Mentor completed on the Record of Performance & Development on Abyasa.</p> <p>Training tutorial/feedback meeting Agree targets for after half term.</p> <p>Trainee to record feedback and reflect on outcomes using the Development Record document.</p> <p>Mentor should contact the Link Tutor if a Trainee requires a Support Plan</p> <p><u>Link Tutor online meeting</u> <u>Review feedback and target setting</u></p>
w/c 27.05.24	HALF TERM	
Week 7 w/c 03.06.24	<p>Plan with the Class Teacher Continue to deliver with more independence and to take on more whole class teaching with guidance from the Class Teacher.</p>	<p>Assessment Report to be completed in Abyasa Pro by the Mentor.</p>

	<p><u>KS1 & KS2</u> Up to 4 lessons of both: Maths English/Literacy (including Phonics) and teach: Science/Understanding the World (EYFS)</p> <p>Support the teaching of: PE session or Physical Development (EYFS)</p> <p>EYFS: In the moment observation – plan – teach and adult directed inputs. Communication and language Mathematical development Understanding of the world</p> <p>Support the teaching of: PE session or Physical Development (EYFS)</p>	<p>Identify strengths and areas for development for end of programme and record in completed Assessment Report. Link Tutor reviews and completes testimonial.</p> <p>One final observation may be required - <i>this is for schools to decide</i> <u>Verification by the Link Tutor of a Trainee not meeting the minimum requirement for Level expectations should be completed this week.</u></p>
<p>Week 8 w/c 10.06.24</p>	<p>Plan with the Class Teacher Continue to deliver with more independence and to take on more whole class teaching with guidance from the Class Teacher.</p> <p><u>KS1 & KS2</u> Up to 4 lessons of both Maths English/Literacy (including Phonics) and teach: Science or Understanding the World (EYFS)</p> <p><u>Support the teaching of:</u> PE session (support the teaching) or Physical Development (EYFS)</p> <p>EYFS: In the moment observation – plan – teach and adult directed inputs. Communication and language Mathematical development Understanding of the world</p> <p>Support the teaching of: PE session (support the teaching) or Physical Development (EYFS)</p>	<p>Please check all documents are complete above.</p> <p>Thank you.</p>

6. UG LEVEL 5 SBT INFORMATION – INCLUDING THE WEEKLY BREAKDOWN

The University Year Coordinator for UG Level 5 School-based Training is Sam Wilkes

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The University Year Coordinator for UG Level 5 Centre-based Training is Sophie Nelson

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The Level 5 SBT is designed to enable Trainees to develop their continuity and progression by planning and teaching a sequence of lessons and monitoring pupil progress for a larger group of pupils in English and maths. Planning should be completed under the guidance of the Class Teacher throughout Level 5 and the Trainee should evidence increasing independence. During Level 5 of School-based Training, the Trainee should plan sequences of learning with the Class Teacher.

Trainees placed in FS will be expected to develop skills across all areas of learning and development (including Physical Development) and in managing the learning environment.

Trainees placed in Key Stage 1 & 2 will be expected to widen their subject expertise by teaching more subjects including Physical Education.

Within the Development Record, there is a curriculum tracking document which covers all FS, KS1 and KS2 subjects to track whether these are observed, co-taught and taught.

Planning

Trainees use the University's lesson planning pro forma for all subjects taught at the start of Level 5. They can begin to use the University's planning pro forma for sequences of learning, once the Mentor and Class Teacher agree they are meeting the expectations for planning.

Where schools teach lessons from pre-existing sequences of learning, there is an expectation that Trainees will use these as a starting point and adapt appropriately for the needs of their pupils using the LTU planning pro forma.

Trainees should also plan on the individual lesson pro forma when they are planning for an observed lesson (RoPD).

Some Trainees will be able to develop the planning and teaching sequence more rapidly than others. However, Trainees should not be expected to plan completely independently until towards the end of Level 5.

As School-based Training progresses, and at the discretion of the Class Teacher/Mentor, Trainees may lead learning without the constant presence of the Class Teacher, providing there are additional school staff in the classroom to support. *All Trainees must have a qualified teacher/practitioner present when teaching PE.*

Assessment

Trainees should be using formative assessment procedures for all the pupils they are working with and recording this assessment in line with school policy. In addition to this, Trainees should use summative assessment processes and gather and record information to reflect the impact their teaching has had on pupil progress. All data should be monitored in-line with school policy.

Throughout SBT, Trainees will gather information regarding pupil progress and complete a Maths and English tracking document for up to 15 pupils in their class. Towards the end of SBT, Trainees will conduct a pupil progress meeting with their Mentor, supported by their tracking documentation, evidencing the impact their teaching has had upon their pupils' progress in phonics, English and Maths.

For Trainees in EYFS: observe how staff record children's responses for assessment purposes. What system do they use? Do they use electronic or paper learning journeys? As SBT progresses, following weekly SBT guidance and advice from the class Mentor, use the setting's systems to assess children in your focus group and use key assessment information in your planning.

Wider Responsibilities

Trainees should also observe the teaching and learning in a key stage where they are not completing SBT. This can be planned for in CPD time.

Trainees should begin to take note of the wider school environment and responsibilities in Level 5 and become more involved in wider school opportunities. Trainees are expected to attend additional continual professional development opportunities available to staff during their SBT; this includes staff meetings and training days or events.

Each week Trainee timetable should include:

- ½ day Planning, Preparation & Assessment (PPA)
- ½ day Continual Professional Development (CPD)

Trainee task- Each week the Trainee to update the Curriculum Tracking Document in their Development Record- Curriculum Monitoring Grid with Observed (O)- Co-taught (CT), Taught (T) across EYFS/KS1/2 as appropriate.

All documentation: [Primary School Based Training Documents - Leeds Trinity University](#)

Week	Trainee Expectations	Mentor/Class Teacher Expectations
Week 1 w/c 08.01.24	<p>Complete the School-based Training Tasks booklet from December induction visits.</p> <p>Set up SBT OneDrive and share with Mentor/Class Teacher and Link Tutor.</p> <p>Get to know the children in the class. Gather information on the year group, the curriculum and planning processes.</p> <p>KS1 & KS2:</p> <ul style="list-style-type: none"> - Organise open and structured observations of maths, English, SSP. Support learning. - Co-teach/support one English and one maths lesson. <p>EYFS:</p> <ul style="list-style-type: none"> - In the moment observation. Link to areas of learning/continuous provision. Support children to access indoor and outdoor provision. Observe - role of the adults. - Lead at least one group activity from both prime/specific areas this week, using teacher's planning. 	<p>Class Teacher and Mentor create Trainee's teaching timetable using this breakdown as a guide.</p> <p>Support Trainee in gathering information and establishing a group of pupils (approx 15) in SSP/English and maths to monitor pupil progress.</p> <p>Planning meeting with Class Teacher this week to guide the Trainee on the objectives and content of the curriculum they will be expected to plan and teach.</p> <p>Planning and preparation of resources should be monitored and checked by the teacher. Please make available to the Trainee all existing school resources. This includes access to IT software and resources used for teaching.</p> <p><u>Link Tutor contacts school to check on each Trainee's professional conduct and to arrange meeting dates</u></p>

<p>Week 2 w/c 15.01.24</p>	<p>KS1 & KS2:</p> <ul style="list-style-type: none"> - Organise open and structured observations of maths, English, SSP, PE. Support learning. - Co-plan and co-teach one English/SSP, one maths lesson and one lesson from another curriculum area. <p>EYFS:</p> <ul style="list-style-type: none"> - In the moment observation. Link to areas of learning/continuous provision. Support children to access indoor and outdoor provision. Observe - role of the adults. - Co-plan, resource and lead adult focused activities with a focus on: 1. Communication and Language; 2. Mathematical Development; 3. A Prime area of learning. <p><u>Mentor and Trainee to complete the Initial Impressions Check on Abyasa by the end of week 2.</u></p>	<p>1 x INFORMAL observation by Class Teacher, recorded on word document proforma- Trainee to upload to OneDrive.</p> <p>Trainee to record feedback and reflect on outcomes during weekly training tutorial, using the Development Record document.</p> <p><u>Mentor and Trainee to complete the Initial Impressions Check on Abyasa by the end of week 2.</u></p>
<p>Week 3 w/c 22.01.24</p>	<p>KS1 & KS2:</p> <ul style="list-style-type: none"> - Organise open and structured observations of subjects/aspects not observed in weeks 1 and 2 - and from the wider curriculum or classes. maths, Support learning when not leading the session/group. - Co-plan and co-teach a sequence of 3 SSP/English <u>or</u> maths lessons - Co-plan and co-teach a PE lesson with Class Teacher support. - From teacher's plan- teach [one section of] a lesson from another curriculum area, with support. <p>Continue gathering evidence on pupil progress in maths and English using tracking document.</p> <p>EYFS:</p> <ul style="list-style-type: none"> - In the moment observation of wider team/practice and in other classes. Make links to areas of learning. Support children to access indoor and outdoor provision. - Build towards planning, resourcing, and leading one adult focused activity per day. Your planning should include phonics or early reading and one lesson focusing on Physical Development. - You should work with expert colleagues to understand how other areas of learning are taught in your setting. <p>Observe how 'Physical Development' is taught as the foundation for primary PE. Is this inside or outside? Is equipment used? If so, what sort of equipment? Does the physical development</p>	<p><u>Key Review Point 1</u></p> <p>Formal observation by Mentor, completed on Record of Performance & Development in Abyasa.</p> <p><u>Trainee to share their short-term planning in advance with Mentor/Class Teacher for discussion and edits/support.</u></p> <p>Trainee to record feedback and reflect on outcomes during weekly training tutorial, using the Development Record document.</p> <p><i>Link Tutor may visit this week - face to face visit.</i></p> <p><u>Mentor should contact the Link Tutor if there are significant concerns about the Trainee's progress</u></p>

	<p>teaching follow a theme? How does teaching within this area link to the PE Curriculum in KS1? Thorough observation of this area will help you plan, teach and assess your own physical development activities.</p> <p>Continue gathering evidence on pupil progress in mathematical development and communication and language using tracking document - from the tracking systems used in setting.</p>	
<p>Week 4 w/c 29.01.24</p>	<p>KS1 & KS2:</p> <ul style="list-style-type: none"> - Organise open and structured observations of other curriculum subject areas. Support learning. - With growing independence plan and teach two consecutive SSP/English <u>or</u> maths lessons (opposite to previous week). <p>Continue gathering evidence on pupil progress in maths and English using tracking document.</p> <ul style="list-style-type: none"> - Co-plan and co-teach a PE lesson with Class Teacher support. - Plan and teach one lesson from another curriculum area, with support. <p>EYFS:</p> <ul style="list-style-type: none"> - In the moment observation of a growing number of specific areas. Support children to access indoor and outdoor provision. <p>‘Physical Development’ see above – continued.</p> <ul style="list-style-type: none"> - Build towards planning, resourcing, and leading two adult focused activities per day-sequenced across areas of learning. Your planning should include phonics or early reading and one lesson focusing on Physical Development. - You should work with expert colleagues to understand how other areas of learning are taught in your setting. 	<p>1 x INFORMAL observation by Class Teacher, recorded on Word document pro forma - Trainee to upload to OneDrive.</p> <p>Trainee to record feedback and reflect on outcomes during weekly training tutorial, using the Development Record document.</p> <p><i>Link Tutor may visit this week - face to face visit.</i></p> <p><u>Mentor should contact the Link Tutor if there are significant concerns about the Trainee’s progress</u></p>
<p>Week 5 w/c 05.02.24</p>	<p>KS1 & KS2:</p> <ul style="list-style-type: none"> - Plan and teach a sequence of 3 SSP/English <u>or</u> maths lessons. - Plan and teach a PE lesson with support - Ensure you are observing/co-teach/teaching a wider curriculum subject each week and recording this on your Curriculum Monitoring Grid with Observed (O) - Co-taught (CT), Taught (T) across EYFS/KS1/2 as appropriate. <p>EYFS:</p>	<p><u>Key Review Point 2</u></p> <p>Formal observation by Mentor, completed on Record of Performance & Development in Abyasa.</p> <p>Trainee to record feedback and reflect on outcomes during weekly training tutorial, using the Development Record document.</p> <p><u>Mentor should contact the Link Tutor if there are significant concerns about the Trainee’s progress</u></p>

	<p>- In the moment observation of a growing number of specific areas. Support children to access indoor and outdoor provision. 'Physical Development' see above – continued.</p> <p>- Build towards planning, resourcing, and leading up to three adult focused activities consecutively across the week - sequenced across areas of learning. Your planning should include mathematical development or early reading and one lesson focusing on Physical Development, wider specific areas too.</p> <p>- Ensure you are observing/co-teach/teaching a wider curriculum subject each week and recording this on your Curriculum Monitoring Grid with Observed (O) - Co-taught (CT), Taught (T) across EYFS/KS1/2 as appropriate.</p> <p>ALL - Wider involvement in school-life demonstrated; transition from lessons, break/lunchtimes, clubs etc.</p> <p>Continue gathering evidence on pupil progress in maths and English using tracking document.</p>	
w/c 12.02.24	HALF TERM	
Week 6 w/c 26.02.24	<p>KS1 & KS2:</p> <ul style="list-style-type: none"> - Plan and teach a sequence of 2 lessons of SSP/English - Plan and teach a sequence of 2 lessons of mathematics. - Plan and teach a PE lesson with support - Plan and teach one lesson from another curriculum area with guidance- including science. - Ensure you are observing/co-teach/teaching a wider curriculum subject each week and recording this on your Curriculum Monitoring Grid with Observed (O) - Co-taught (CT), Taught (T) across EYFS/KS1/2 as appropriate. <p>EYFS:</p> <ul style="list-style-type: none"> - In the moment observation across all prime/specific areas of learning - adult and child-led. <p>'Physical Development' see above – continued.</p> <ul style="list-style-type: none"> - Build towards planning, resourcing, and leading up to four adult focused activities consecutively across the week- sequenced across areas of learning. <p>Your planning should include communication and language/SSP/early reading and one lesson</p>	<p>1 x INFORMAL observation by Class Teacher, recorded on word document pro forma - Trainee to upload to OneDrive.</p> <p>Trainee to record feedback and reflect on outcomes during weekly training tutorial, using the Development Record document.</p> <p><i>Link Tutor virtual visit - Trainee joins first, then Mentor joins the conversation.</i></p> <p><u>Mentor should contact the Link Tutor if there are significant concerns about the Trainee's progress</u></p>

	<p>focusing on Physical Development, UTW and wider areas of the EYFS.</p> <p>- Ensure you are observing/co-teach/teaching a wider curriculum subject each week and recording this on your Curriculum Monitoring Grid with Observed (O) - Co-taught (CT), Taught (T) across EYFS/KS1/2 as appropriate.</p> <p>ALL - Wider involvement in school-life demonstrated; transition from lessons, break/lunchtimes, clubs etc.</p> <p>Continue gathering evidence on pupil progress in maths and English using tracking document.</p>	
<p>Week 7 w/c 26.02.24</p>	<p>KS1 & KS2:</p> <ul style="list-style-type: none"> - Plan and teach a sequence of 3 lessons of SSP/English - Plan and teach a sequence of 3 lessons of mathematics. - Plan and teach a PE lesson with support. - Plan and teach two lessons from another curriculum area with guidance- including science. <p>- Ensure you are observing/co-teach/teaching a wider curriculum subject each week and recording this on your Curriculum Monitoring Grid with Observed (O)- Co-taught (CT), Taught (T) across EYFS/KS1/2 as appropriate.</p> <p>EYFS:</p> <ul style="list-style-type: none"> - In the moment observation across all prime/specific areas of learning- adult and child-led. <p>‘Physical Development’ see above – continued.</p> <ul style="list-style-type: none"> - Build towards planning, resourcing, and leading up to four adult focused activities consecutively across the week- sequenced across areas of learning. <p>Your planning should include communication and language/SSP/early reading and one lesson focusing on Physical Development, UTW and wider areas of the EYFS.</p> <p>- Ensure you are observing/co-teach/teaching a wider curriculum subject each week and recording this on your Curriculum Monitoring Grid with Observed (O)- Co-taught (CT), Taught (T) across EYFS/KS1/2 as appropriate.</p> <p>Wider involvement in school-life demonstrated; transition from lessons, break/lunchtimes, clubs etc.</p>	<p>Key Review Point 3</p> <p>Formal observation by Mentor, completed on Record of Performance & Development in Abyasa.</p> <p>Assessment Report and Records of Performance & Development to be completed on Abyasa by the Mentor.</p> <p>Link Tutor to review Assessment Report and complete brief summary at end of Assessment Report.</p> <p>Identify strengths and areas for development for Level 6 and record in Assessment Report.</p> <p>Trainee to record feedback and reflect on outcomes using the Development Record document.</p> <p><u>Verification by the Link Tutor of a Trainee not meeting the minimum requirement for Level 5 expectations.</u></p>

	<p>ALL - Gather final evidence of pupil progress in maths and English to prepare for pupil progress meeting in following week. <u>Schedule your Pupil progress meeting with your Mentor/Class Teacher.</u></p>	
<p>Week 8 w/c 04.03.24</p>	<p>KS1 & KS2:</p> <ul style="list-style-type: none"> - Plan and teach a growing number of lessons/episodes of learning across each day- for more of the day. - Plan and teach 4 consecutive lessons across the week in SSP/English and maths. <p>EYFS: ‘Physical Development’ see above – continued.</p> <ul style="list-style-type: none"> - Build towards planning, resourcing, and leading a full day/planned adult focused activities. <p>Your planning should include communication and language/SSP/early reading, mathematical development and one lesson focusing on Physical Development, UTW and wider areas of the EYFS.</p> <ul style="list-style-type: none"> - Ensure you are observing/co-teach/teaching a wider curriculum subject each week and recording this on your Curriculum Monitoring Grid with Observed (O) - Co-taught (CT), Taught (T) across EYFS/KS1/2 as appropriate. <p><u>ALL - Schedule your Pupil progress meeting, using your trackers of maths/English, CL/MD, with your Mentor/Class Teacher.</u></p> <p><u>Discuss the impact on pupils’ progress from your eight weeks of planning and teaching-summative assessment.</u></p>	<p>Mentor conducts pupil progress meeting, in which Trainee reflects on the evidence they have collected regarding pupil progress in English/SSP and maths.</p> <p>Final weekly training tutorial.</p> <p>Assessment Report should be completed on Abyasa by the Mentor.</p> <p>Link Tutor to review Assessment Report and complete a brief summary at end of Assessment Report.</p>

7. UG LEVEL 6 SBT INFORMATION – INCLUDING THE WEEKLY BREADOWN

The University Year Coordinator for UG Level 6 School-based Training is Melanie Moore

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The Level 6 SBT is designed to enable Trainees to build independence and take on more responsibility in the role of Class Teacher. During Level 6 it is expected that the Trainee begins to adopt the role of the Class Teacher. This should take into consideration wider school responsibilities.

During Level 6 School-based training, Trainees continue to **plan sequences of learning, taking responsibility for the planning of a wider range of subjects or areas of learning and for most pupils in the class.**

Trainees placed in FS will be expected to further develop their skills across all areas of learning and development (including Physical Development) and in managing the learning environment.

NB: Where there are pupils with individual learning pathways, these should continue to be planned by the teacher.

Within the Development Record, there is a curriculum tracking document which covers all FS, KS1 and KS2 subjects to track whether these are observed, co-taught and taught.

Planning

Initially, the Trainee will complete lesson planning alongside the Class Teacher. As School-based Training progresses, the Trainee should develop independence in planning across all subject areas. **However, planning continues to be reviewed by the Class Teacher.**

Trainees can use the school's weekly planning pro forma for all subjects during Level 6. Where schools teach lessons from pre-existing sequences of learning, there is an expectation that Trainees will use these as a starting point and adapt appropriately. At any point where the requirements for planning are not being maintained, Trainees will revert to writing individual lesson plans.

Trainees should also plan on the individual lesson pro forma when they are planning for an observed lesson (RoPD).

As SBT progresses, and at the discretion of the Class Teacher/Mentor, Trainees may lead learning without the constant presence of the Class Teacher, providing there are additional school staff in the classroom to support. *All Trainees must have a qualified teacher/practitioner present when teaching PE.*

Assessment

Trainees should be using formative assessment procedures for all the pupils they are working with and recording this assessment in line with school policy. In addition to this, Trainees should use summative assessment processes and gather and record information to reflect the impact their teaching has had on pupil progress. All data should be monitored in-line with school policy.

Trainees take on the responsibility for monitoring the progress of the whole class in maths and English/Literacy. They should gather data when they start SBT and track pupils' progress using formative and summative processes throughout SBT.

Trainees in EYFS should make use of 'In the moment planning' and formative assessment for pupil progress. Observe how staff record children's responses for assessment purposes. What system do they use? Do they use electronic or paper learning journeys?

Trainees should play an active role in pupil progress meetings and be able to identify where pupils have made progress.

For Trainees in EYFS: observe how staff record children's responses for assessment purposes. As SBT progresses, following weekly SBT guidance and advice from the class Mentor, use the setting's systems to assess children in your focus group and use key assessment information in your planning.

Wider Responsibilities

Trainees should begin to actively participate the wider school environment and responsibilities in Level 6 and become more involved outside the classroom.

Trainees are expected to attend additional continual professional development opportunities available to staff during their SBT. This includes staff meetings and training days or events.

Trainees should identify where there are gaps in their knowledge and experience and use their CPD time to fill these gaps. Where possible, Trainees should observe the teaching and learning in a Key Stage where they are not completing SBT. For example, all 5-11 Trainees should spend at least one day in Early Years Foundation stage (EYFS). All 3-7 Trainees should spend one full day in Key Stage 2. This can be planned for in CPD time.

Each week Trainee timetable should include:

- ½ day Planning, Preparation & Assessment (PPA)
- ½ day Continual Professional Development (CPD)

Trainee task- Each week the Trainee to update the Curriculum Tracking Document in their Development Record- Curriculum Monitoring Grid with Observed (O)- Co-taught (CT), Taught (T) across EYFS/KS1/2 as appropriate.

All documentation: [Primary School Based Training Documents - Leeds Trinity University](#)

Week	Trainee Tasks	Mentor/Class Teacher Expectations
Induction Days w/c 15.01.24	<p>Observe, team teach, support in the classroom, small group support, relationships with pupils and colleagues, reflect and evaluate.</p> <p>Team teach at least one SSP/English and one maths lesson.</p> <p>If in EYFS: In the moment observation – plan – teach and adult directed inputs</p> <ul style="list-style-type: none"> • Communication and language • Mathematical development <p>Share your OneDrive and Abyasa link with your Class Teacher and Mentor.</p> <p>Discuss and share your university-based development record and your learning this year.</p> <p>All pro forma should be downloaded from LTU website and be in your OneDrive folder.</p>	<ul style="list-style-type: none"> • Model effective teaching and learning. • Informally observe Trainee and provide feedback and feed-forward. • Discuss and share planning for the weeks to come. • Please make available all existing school resources to the Trainee. <p><u>Planning meeting with Class Teacher</u></p> <ul style="list-style-type: none"> • Guide the Trainee on the objectives and content of the curriculum they will teaching. • Share with the Trainee pupil details such as assessment, SEN, SEMH issues and discuss how these are managed in class. • Remind the Trainee to share their OneDrive and Abyasa links with you.

Week 1 w/c 05.02.24	<p>Gathering information and class data, including a discussion on pupils' current attainment for Maths & English.</p> <p>Observing the teaching in the new learning environment</p> <p>Use teacher's planning to teach groups/team teach in line with school policy Mon-Wed</p> <p>Thu-Fri One lesson/session of both</p> <ul style="list-style-type: none"> Maths English/Literacy (including Phonics) <p>EYFS: Observation – Plan – Teach. In the moment observation. Link to areas</p> <p>Prepare to plan the sequences of learning for after half term. Be involved in the planning and team teaching of <u>one other subject/lesson</u>. Gather information on planning for and teaching of other subjects in the class. In preparation for teaching a wider curriculum after half term</p> <p>All plans and documents uploaded to the OneDrive folder.</p>	<p>Planning and preparation of resources should still be supported, monitored and checked by the teacher.</p> <p>Introduce class tracking system for pupil progress.</p> <p><u>Focus for training tutorial:</u></p> <ul style="list-style-type: none"> Assessment and tracking and pupil attainment discussion. Discuss appropriate groupings for pupil tracking and assessment purposes (see separate Level 6 pupil assessment document) Planning – share your planning process with the Trainee. Expert modelling of creating a plan. Look at OneDrive and the development record. Discuss Core Competency Domain 5 (Professionalism) if this is incomplete. Set targets for the next week from the Core Competencies.
w/c 12.02.24	HALF TERM	
Week 2 w/c 19.02.24	<p>Planning completed by Trainee with support from the Class Teacher. All plans uploaded to the OneDrive folder.</p> <p>Teach a sequence of learning in</p> <ul style="list-style-type: none"> Maths English/Literacy (including Phonics) <p>If in EYFS: In the moment observation – plan – teach and adult directed inputs</p> <ul style="list-style-type: none"> Communication and language Mathematical development <p>Observe and support</p> <ul style="list-style-type: none"> PE session/Physical Development (EYFS)** This can be any physical movement in <p>Trainees in EYFS should deliver adult directed inputs and support planning of continuous provision.</p> <p>Develop subject and age specific knowledge in the areas you are teaching.</p>	<p>1 x INFORMAL observation by Class Teacher</p> <p><u>Focus for training tutorial:</u></p> <ul style="list-style-type: none"> WRITTEN and verbal feedback from the lesson observation. Set targets for the next week from the Core Competencies. Planning – share your planning process with the Trainee. Expert modelling of creating a plan or sequence of learning or in the moment observation and plan. Support the Trainee in their planning process. Assessment: Discuss the progress of the focus group for this week. Expert modelling of feedback, marking, observation data as appropriate. Check OneDrive and the development record. Discuss Core Competency Domain 5 (Professionalism) if this is incomplete. <p><u>Mentor and Trainee to complete the Initial Impressions Check on Abyasa by the end of week 2.</u></p>

	<p>Record feedback and reflect on outcomes from your observation using the Development Record document. Add your observation written feedback to your OneDrive.</p> <p>**EYFS: Observe how ‘Physical Development’ is taught as the foundation for primary PE. Is this inside or outside? Is equipment used? If so, what sort of equipment? Does the physical development teaching follow a theme? How does teaching within this area link to the PE Curriculum in KS1? Thorough observation of this area will help you plan, teach and assess your own physical development activities.</p>	
<p>Week 3 w/c 26.02.24</p>	<p>Trainee works under direction of the Class Teacher and teaches a series of lessons.</p> <p>Planning completed by Trainee with support from the Class Teacher.</p> <p>Teach a sequence of learning over 3 sessions or days in</p> <ul style="list-style-type: none"> • Maths • English/Literacy (including Phonics) <p>If in EYFS: In the moment observation – plan –teach and adult directed inputs</p> <ul style="list-style-type: none"> • Communication and language • Mathematical development <p>Observe and support</p> <ul style="list-style-type: none"> • PE session/Physical Development (EYFS) <p>Be involved in the planning and teaching of <u>one other</u> subject/lesson. Trainees in EYFS should deliver adult directed input and support planning of continuous provision.</p> <p>All plans uploaded to the OneDrive folder.</p> <p>Evidence of pupil tracking on OneDrive folder.</p> <p>Record feedback and reflect on outcomes using the Development Record document.</p>	<p>Key Review Point 1</p> <p>Mentor undertakes a <u>formal observation</u> of the Trainee. Completed on Record of Performance & Development (RoPD) directly onto Abyasa.</p> <p><u>Focus for training tutorial:</u></p> <ul style="list-style-type: none"> • Written and verbal feedback from the lesson observation. • Set targets for the next week from the Core Competencies. • Assessment – share how you mark work and gather formative assessment data during and after your teaching. Expert modelling of marking, recording children’s learning, making use of observation data etc. • Check that the Trainee is beginning to evidence pupil progress and support as necessary. Discuss the progress of the focus group for this week. • Check OneDrive and the development record. Discuss Core Competency Domain 5 (Professionalism) if this is incomplete. • Check Trainee well-being. <p>Link Tutor visit (virtual) either week 3 or week 4.</p> <p><u>Mentor should contact the Link Tutor if there are significant concerns about Trainee’s progress. Initiate a support plan if necessary.</u></p>
<p>Week 4 w/c 04.03.24</p>	<p>Planning completed by Trainee with support from the Class Teacher.</p> <p>Plan and teach a sequence of up to 4 lessons/sessions of SSP/English (including SPaG)</p>	<p>Key Review Point 2</p> <p>Mentor undertakes a formal observation of the Trainee. Completed on Record of Performance & Development directly onto Abyasa.</p>

	<p>Plan and teach a sequence of up to 4 lessons/ sessions of mathematics.</p> <p>If in EYFS: In the moment observation – plan – teach and adult directed inputs</p> <ul style="list-style-type: none"> • Communication and language • Mathematical development <p>Plan and teach two lessons from another curriculum area with support and guidance from the Class Teacher.</p> <p>EYFS: In the moment; observation – plan – teach. Link to areas</p> <p>All plans uploaded to the OneDrive folder.</p> <p>Evidence of pupil tracking on OneDrive folder.</p> <p>Continue to gather information on planning for and teaching of other subjects in the class.</p> <p>Record feedback and reflect on outcomes using the Development Record document.</p>	<p><u>Focus for training tutorial:</u></p> <ul style="list-style-type: none"> • Written and verbal feedback from the lesson observation. • Set targets for the next week from the Core Competencies. • Check Trainee’s tracking of pupil progress and discuss the progress of the focus group this week. • Expert modelling and discussion on areas specific to the Trainee’s needs. Areas may include; behaviour management, time management and pace, resource development, planning, assessment, subject and curriculum knowledge etc. • Check OneDrive and the development record. Discuss Core Competency Domain 5 (Professionalism) if this is incomplete. • Check Trainee wellbeing. <p>Link Tutor visit (virtual) either week 3 or week 4.</p> <p><u>Mentor should contact the Link Tutor if there are significant concerns about Trainee’s progress. Initiate a support plan if necessary.</u></p>
<p>Week 5 w/c 11.03.24</p>	<p>Planning completed by Trainee and reviewed by the Class Teacher prior to teaching.</p> <p>Trainees should now be establishing their involvement with the wider school. Examples of responsibilities should include:</p> <ul style="list-style-type: none"> • Contributing to parents/carers consultations • Supporting after school clubs • Contributing to displays/learning areas • Meeting parents • Playtime rota • Attending staff • meetings and training • Contributing to pupil progress meetings • Evidencing pupil progress and demonstrating the role of the Class Teacher <p>Plan and teach a sequence of up to 4 lessons/sessions of SSP/English (including SPaG)</p> <p>Plan and teach a sequence of up to 4 lessons/sessions of mathematics.</p> <p>If in EYFS: In the moment observation – plan – teach and adult directed inputs</p> <ul style="list-style-type: none"> • Communication and language 	<p>1 x INFORMAL observation by Class Teacher</p> <p><u>Focus for training tutorial:</u></p> <ul style="list-style-type: none"> • Written and verbal feedback from the lesson observation. • Set targets for the next week from the Core Competencies. • <u>This is the half-way point. Reflect on the Core Competencies with the Trainee.</u> Identify gaps and ways to give the Trainee opportunity to evidence this. • Expert modelling and discussion on areas specific to the Trainee’s needs. Areas may include; behaviour management, time management and pace, resource development, planning, assessment, subject and curriculum knowledge etc. • Check Trainee’s tracking of pupil progress and discuss the progress of the focus group this week. • Check OneDrive and discuss the Development Record. • Check Trainee wellbeing. <p><u>Mentor should contact the Link Tutor if there are significant concerns about Trainee’s progress. Initiate a Support Plan if necessary.</u></p>

	<ul style="list-style-type: none"> Mathematical development <p>Plan and teach two lessons from another curriculum area with support and guidance from the Class Teacher. EYFS: In the moment; observation – plan – teach. Link to areas</p> <p>All plans uploaded to the OneDrive folder.</p> <p>Evidence of pupil tracking on OneDrive folder.</p> <p>Continue to gather information on planning for and teaching of other subjects in the class.</p> <p>Record feedback and reflect on outcomes using the Development Record document.</p>	
Week 6 w/c 18.03.23	<p>Planning completed by Trainee and reviewed by the Class Teacher prior to teaching.</p> <p>Trainees should now be establishing their involvement with the wider school. See list above.</p> <p>Plan and teach a sequence of 5 lessons/sessions of SSP/English (including SPaG)</p> <p>Plan and teach a sequence of 5 lessons/sessions of mathematics. If in EYFS: In the moment observation – plan – teach and adult directed inputs</p> <ul style="list-style-type: none"> Communication and language Mathematical development <p>Plan and teach across the wider curriculum/areas of provision</p> <p>All plans uploaded to the OneDrive folder.</p> <p>Evidence of pupil tracking on OneDrive folder.</p> <p>Continue to gather information on planning for and teaching of other subjects in the class.</p> <p>Record feedback and reflect on outcomes using the Development Record document.</p>	<p><u>Key Review Point 3</u></p> <p>Mentor undertakes a formal observation of the Trainee. Completed on Record of Performance & Development directly on Abyasa Pro.</p> <p><u>Focus for training tutorial:</u></p> <ul style="list-style-type: none"> Written and verbal feedback from the lesson observation. Set targets for the next week from the Core Competencies. Check Trainee’s tracking of pupil progress and discuss the progress of the focus group this week. Expert modelling and discussion on areas specific to the Trainee’s needs. Areas may include; behaviour management, time management and pace, resource development, planning, assessment, subject and curriculum knowledge etc. Check OneDrive and the Development Record. Discuss Core Competency Domain 5 (Professionalism) if this is incomplete. Check Trainee wellbeing. <p><u>Mentor should contact the Link Tutor if there are significant concerns about Trainee’s progress</u></p> <p><u>Link Tutor may conduct an in-person visit week 6 or 7 with Trainee and Mentor.</u></p> <p><u>Trainee to meet with a member of SLT to discuss:</u></p> <ul style="list-style-type: none"> <u>Looking around a prospective school</u> <u>Contents of a good personal statement</u> <u>Interview questions and techniques</u>

		<ul style="list-style-type: none"> • <u>Brief feedback on Trainee's personal statement</u> <u>This can be arranged for weeks 6-10 depending on the availability of SLT member.</u>
Week 7 w/c 25.03.24	<p>Planning completed by Trainee and reviewed by the Class Teacher prior to teaching.</p> <p>Trainees should now be establishing their involvement with the wider school. See list above</p> <p>Plan and teach a sequence of 5 lessons/sessions of SSP/English (including SPaG)</p> <p>Plan and teach a sequence of 5 lessons/sessions of mathematics.</p> <p>If in EYFS: In the moment observation – plan – teach and adult directed inputs</p> <ul style="list-style-type: none"> • Communication and language • Mathematical development <p>Plan and teach across the wider curriculum/areas of provision</p> <p>All plans uploaded to the OneDrive folder.</p> <p>Evidence of pupil tracking on OneDrive folder.</p> <p>Continue to gather information on planning for and teaching of other subjects in the class.</p> <p>Record feedback and reflect on outcomes using the Development Record document.</p>	<p>1 x INFORMAL observation by Class Teacher</p> <p><u>Focus for training tutorial:</u></p> <ul style="list-style-type: none"> • Written and verbal feedback from the lesson observation. • Set targets for the next week from the Core Competencies. • <u>Reflect on the Core Competencies with the Trainee.</u> Identify gaps and ways to give the Trainee opportunity to evidence this. • Expert modelling and discussion on areas specific to the Trainee's needs. Areas may include; behaviour management, time management and pace, resource development, planning, assessment, subject and curriculum knowledge etc. • Check OneDrive and discuss the Development Record. • Check Trainee wellbeing. <p><u>Link Tutor may conduct an in-person visit week 6 or 7 with Trainee and Mentor.</u></p> <p><u>By this stage, the Trainee should be on a supported trajectory towards a pass. Any concerns must be raised with the Link Tutor.</u></p>
w/c 01.04.24	HALF TERM	
w/c 08.04.24	HALF TERM	
Week 8 w/c 15.04.24	<p>Planning completed by Trainee and reviewed by the Class Teacher prior to teaching.</p> <p>Plan and teach a sequence of 5 lessons/sessions of SSP/English (including SPaG)</p> <p>Plan and teach a sequence of 5 lessons/sessions of mathematics.</p> <p>If in EYFS: In the moment observation – plan – teach and adult directed inputs</p>	<p><u>Key Review Point 4</u></p> <p>Mentor undertakes a <u>formal observation</u> of the Trainee. Completed on Record of Performance & Development directly on Abyasa.</p> <p><u>Focus for training tutorial:</u></p> <ul style="list-style-type: none"> • Written and verbal feedback from the lesson observation. • Set targets for the next week from the Core Competencies. • Check Trainee's tracking of pupil progress.

	<ul style="list-style-type: none"> • Communication and language • Mathematical development <p>Plan and teach across the wider curriculum/areas of provision</p> <p>Trainees should now be establishing their involvement with the wider school. See list above.</p> <p>All plans uploaded to the OneDrive folder.</p> <p>Evidence of pupil tracking on OneDrive folder.</p> <p>Continue to gather information on planning for and teaching of other subjects in the class.</p> <p>Record feedback and reflect on outcomes using the Development Record document.</p>	<ul style="list-style-type: none"> • Expert modelling and discussion on areas specific to the Trainee's needs. Areas may include; behaviour management, time management and pace, resource development, planning, assessment, subject and curriculum knowledge etc. • Check OneDrive and the Development Record. Discuss Core Competency Domain 5 (Professionalism) if this is incomplete. • Check Trainee wellbeing.
Week 9 w/c 22.04.24	<p>Planning completed by Trainee and reviewed by the Class Teacher prior to teaching.</p> <p>Plan and teach a sequence of 5 lessons/sessions of SSP/English (including SPaG)</p> <p>Plan and teach a sequence of 5 lessons/sessions of mathematics.</p> <p>If in EYFS: In the moment observation – plan –teach and adult directed inputs</p> <ul style="list-style-type: none"> • Communication and language • Mathematical development <p>Plan and teach across the wider curriculum/areas of provision.</p> <p>All plans uploaded to the OneDrive folder.</p> <p>Evidence of pupil tracking on OneDrive folder.</p> <p>Whole class data capture – under the guidance of the Class Teacher, undertake a mock half-termly data capture of pupil progress using the systems in place in school. Record in English and maths/communication and language, mathematical development the pupils who, by the end of the year are on track to be working towards, at the expected standard or working at greater depth. (this may take place next week if you are still tracking your focus groups).</p>	<p>Trainee and Mentor to identify extra CPD activity particularly around experience in alternate key stages or age phases.</p> <p>1 x INFORMAL observation by Class Teacher</p> <p><u>Focus for training tutorial:</u></p> <ul style="list-style-type: none"> • Written and verbal feedback from the lesson observation. • Set targets for the next week from the Core Competencies. • <u>Reflect on the Core Competencies with the Trainee.</u> Identify gaps and ways to give the Trainee opportunity to evidence this. • Expert modelling and discussion on whole class data capture. Trainee to use the tracking systems in place in school to record in English and maths/communication and language, mathematical development the pupils who, by the end of the year are on track to be working towards, at the expected standard or working at greater depth. • Check OneDrive and discuss the Development Record. • Check Trainee wellbeing. <p>Extra tailored CPD opportunities identified for Trainee during this week to develop wider professional skills related to transition to ECF.</p>

<p>Week 10 w/c 29.04.24</p>	<p>Final assessment week.</p> <p>Plan and teach a sequence of 5 lessons/sessions of SSP/English (including SPaG)</p> <p>Plan and teach a sequence of 5 lessons/sessions of mathematics.</p> <p>If in EYFS: In the moment observation – plan – teach and adult directed inputs</p> <ul style="list-style-type: none"> • Communication and language • Mathematical development <p>Plan and teach across the wider curriculum/areas of provision</p> <p>All plans uploaded to the OneDrive folder.</p> <p>Evidence of pupil tracking and whole class data on OneDrive folder.</p> <p>Record feedback and reflect on outcomes using the Development Record document.</p> <p>Arrange CPD opportunities such as time in other Key Stages.</p> <p>Work on target specific target areas.</p>	<p><u>Final Review Point</u></p> <p>Mentor has final tutorial with Trainee.</p> <p>Assessment is against the teacher standards. Assessment Report and Records of Performance & Development to be completed on Abyasa Pro by the Mentor.</p> <p>Link Tutor to review Assessment Report and complete brief summary at end of report.</p>
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8. ONEDRIVE TEACHING FILE (TRAINEES)

Professional teaching files are a key source of evidence of how the Trainee developing as a teacher professional. They need to be organised, maintained and accessible to all. These files are kept on Office 365 OneDrive on the Trainee's University email account.

The Trainee must share the link to the OneDrive with their Link Tutor and Mentor as soon as requested. There must be no information kept on the OneDrive that has recognisable information about the pupils in your class.

All documents and proformas can be found here: [Primary School Based Training Documents - Teaching - Study - Leeds Trinity University](#)

OneDrive Name – Trainee's planning, teaching, reflection, evaluation, and assessment






Create a folder for each level of training.

Level 4

Level 5

Level 6

Then for each Level you must use the following file conventions. In your OneDrive UG Level 4-6 files you should keep separate folders entitled:

	Development Record
	Planning
	Pupil Progress
	School Task Booklet
	Trainee Progress

<p><u>Folder named</u></p> <p>Development Records</p>	<p><u>Development Records</u></p> <ul style="list-style-type: none"> • Centre-based development record (CBT) Share this with your Mentor when beginning School-based Training • School-based development record (SBT) <p>Development Records support you on reflecting on your progress and areas for development (with details of targets and areas for development) You should complete them weekly during CBT and on SBT when listening to feedback and during the review meetings.</p>
<p><u>Folder named</u></p> <p>Planning</p>	<p>Each subject taught should have a separate section and the week should be clearly labelled eg English, phonics, maths, science, music, PE etc. If in EYFS In the moment planning linked to areas e.g. communication and language, mathematical development etc.</p> <p>Trainee's own plans should be stored here for the Link Tutor and Mentor to access.</p> <p>This folder <u>may</u> also contain a sub-folder called 'Teacher's Planning' which could contain any teacher's previous plans or overviews used to formulate planning. This could include any medium-term planning.</p>

	<p>Planning pro formas are found here: Primary School Based Training Documents - Teaching - Study - Leeds Trinity University *This becomes weekly planning/sequences of learning once into Level 5 & 6.</p>
<p>Folder named</p> <p>Pupil progress</p>	<p><u>Details and evidence of pupil progress</u></p> <p><u>Level 4</u> Evidence to demonstrate formative assessment of groups of pupils in English and mathematics. EYFS Areas of provision mathematics/literacy Proforma: Pupil Progress UG Level 4 primary-pgce-stage-1-and-ug-level-4-pupil-progress-tracker.docx (live.com) Trainees will monitor the progress of a small group of pupils in English and maths at Level 4.</p> <p><u>Level 5</u> Evidence to demonstrate impact of teaching on pupil progress in English and mathematics across a sequence of teaching. EYFS - across areas of learning through the school's observation and tracking progress tool- key worker group/ Evidence of larger groups of pupil progress being monitored including formative and summative data. Pro forma named Pupil Progress Level 5. Trainees will complete an <u>Impact Report</u> on Pupil progress in English and maths. The Impact Report document is to be completed weekly from week 3-7</p> <p><u>Level 6</u> Whole class data that shows tracking of pupil progress across all groups of pupils. Trainees will use data to track progress on the whole class with reference to key learning objectives in Maths & English. Pro forma named Pupil Progress UG Level 6.</p> <p><u>Evidence</u> across a sequence of lessons/planned input to demonstrate: 1. The impact of teaching in mathematics/EYFS mathematical development on pupil progress 2. The impact of teaching in English/Communication and language on pupil progress 3. Analysis of assessment data at class level and by groups (gender, ethnicity, SEND, pupil premium) to demonstrate the progress of learners throughout SBT</p>
<p>Folder named:</p> <p>School Task Booklet</p>	<p>Completed School-based Training tasks pro forma: primary-pgce-and-ug-school-based-training-tasks.docx (live.com)</p>
<p>Folder named</p> <p>Trainee Progress</p>	<p>Informal observation documents are stored here. <u>Informal Class Teacher Observations</u> Clearly labelled by week and date Pro forma for this is here: Primary School Based Training Documents - Teaching - Study - Leeds Trinity University</p> <p>This folder may also contain any other supportive documents that demonstrate progress.</p>

9. ADDITIONAL SUPPORT FOR TRAINEES

Not all Trainees move through the programme as smoothly as we would wish and some need additional support to progress. Link Tutors, Mentors and Class Teachers need to be alert to any Trainee who is failing to make the necessary progress across the Core SBT Competencies or the Teachers' Standards across the final SBT.

Suggested Interventions for Trainees Giving Cause for Concern in their Professional Practice

If problems arise it would be essential for the school Mentor to be advised to:

- Be clear with the Trainee that there is a concern
- Identify the specific weaknesses - the Core Competencies can be used to support this.
- Liaise with other expert colleagues
- Ensure that the Link Tutor is informed of concerns and is kept aware of developments
- Brief the Class Teacher and other relevant colleagues on the support in place
- Be positive and honest with the Trainee about their progress in relation to their targets.

A suitable training/ intervention programme should be then put in place which might include:

- Support for the Trainee in using their CPD time to greatest effect, for example, undertake lesson observations with a specific focus.
- Considering a reduced teaching timetable if this is felt to be appropriate and useful for a limited period. However, they should note that Trainees do need to be able to meet the teaching expectations of each SBT if they are to be adequately prepared for the next stage of training or employment.

Records should be kept of the interventions, observation schedule and any specific help and support given to address targets. It is particularly important that the support given is made explicitly evident to the Trainee. Mentors should also be advised that they should not over support the Trainee giving cause for concern. This can be counter-productive, resulting in the Trainee becoming too dependent.

Where the above systems have proved to be ineffective, and where the Trainee is in danger of failing, a Trainee will require a Support Plan.

Whilst a Support Plan may well be useful in working with some Trainees, these should only be used when other forms of support have not been successful and the progress for Trainees are continuing to be a concern.

SUPPORT PLAN

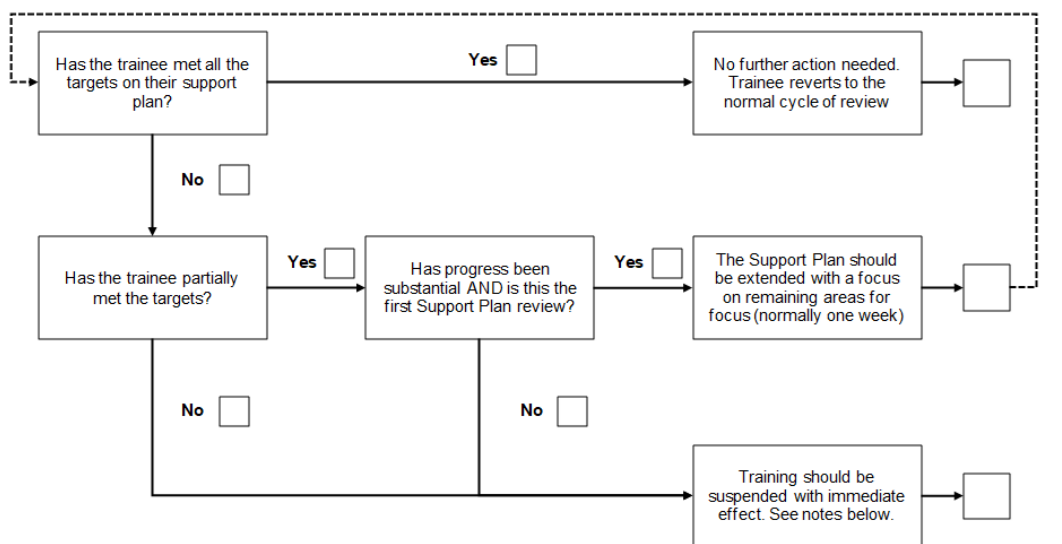
A SUPPORT PLAN is a support document written to pin-point key areas for development. If a Trainee is at risk of not meeting the minimum expectation and therefore not progressing onto the next Level or completing the programme successfully, they may need a SUPPORT PLAN. This is a supportive document that breaks down an area for development into smaller, manageable steps.

A SUPPORT PLAN is a timely intervention and should be completed by the Link Tutor with support from the Mentor and in consultation with the Trainee. Early intervention often allows a Trainee to get back on track. This will detail:

- The SMART and focussed targets they need to achieve
- The actions they need to take to meet these targets
- The support that will be given to the Trainee
- The date the plan will be reviewed
- If the Trainee does not meet the minimum standards by the review date, a Verification Visit will be carried out and the Trainee may fail SBT

The Support Plan will run for no less than ten working days with a review point identified after day 5. There are three possible outcomes that follow the implementation of a Support Plan.

1. If a Trainee has addressed the targets and it is felt that they are back on track, the Support Plan is closed but the Mentor will need to keep monitoring progress in the identified areas.
2. If, after 10 days, progress has been made but there are aspects of the targets that are still outstanding, the Support Plan can be extended for an additional 5 days. However, the Trainee must have time in SBT to allow for sufficient progress to be made against the Core Competencies.
3. If the targets are not met and no progress has been made after 10 days - the Support Plan will be closed and a fail for School-based Training may be recorded. This step will be made in consultation with the Link Tutor and relevant Programme Leader from the University. SBT will terminate at that point.



Further advice and support on writing a SUPPORT PLAN is provided at Mentor and Link Tutor training and can be found on the LTU website.

SUSPENSION OF SCHOOL-BASED TRAINING

School-based Training is considered to be suspended if it is deemed to finish before the published end of the SBT period. Termination of SBT should be considered a final resort and should not be undertaken lightly or without consulting with University staff.

Trainees should always be given targets and support, recorded on a Support Plan, and opportunities to show progress against these **before** any SBT is ended and allowed time to act on these targets.

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

NB: Acts of unprofessional behaviour may result in SBT being terminated immediately without a Support Plan being previously given.

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

If a school consider they are no longer able to honour a Level 6 SBT due to the unprofessional behaviour of a Trainee in Level 5, the University will not automatically source an alternative SBT.

10. ATTENDANCE PROCEDURES

It is a requirement that all Trainees attend a specific number of days in school.

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

- **Reporting an absence to the School:** Trainees must follow the absence procedure at their school and email their Mentor no later than 8.00am on the first and every subsequent day of absence. If their absence is medically certified, they should notify the school and their Mentor of the expected return date and submit the medical certificate to the School Partnerships Office.
- **Reporting an absence from SBT to the University:** all absences from SBT must be logged by the Trainee on their Abyasa Pro account. Follow <https://schoolpartnerships.leedstrinity.ac.uk/pro/> to log on. On the home screen, select the 'Student Absence' tab and complete the required fields. It is important that the University can support Trainees if they are absent for an extended period of time and that they are able to make up time missed where possible.

NB: 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.
- The Trainee should inform the school and the School Partnerships Office of their intention to return to SBT **the day before they return.**

Trainees on final SBT often need to take time out 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.

11. CONFIDENTIALITY

During SBT, Trainees 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.**

No documents should be borrowed from school without permission.

12. DATA PROTECTION

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

Confidential Data/Information



At the end of each School 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

13. ROLES AND RESPONSIBILITIES FOR MENTORS, ITT COORDINATORS, CLASS TEACHERS AND LINK TUTORS

Key Area	Trainee	Mentor	Class Teacher	ITT Coordinator	Link Tutor
Professional Conduct	<p>To meet PPC requirements, follow Code of Professional Conduct, Core competencies 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 teaching team and school.</p>	<p>To monitor and actively consult colleagues on the development of the Trainee in their respective class/es.</p> <p>To liaise with the Coordinating Tutor with respect to the Trainee's conduct, welfare, progress, and capacity to meet the Core Competencies/ standards by set deadlines.</p> <p>To liaise with the Link Tutor in the event that a support plan is necessary in a timely fashion.</p>	<p>To monitor the professional conduct of the Trainee in their class.</p> <p>To pass on any concerns to the Mentor around PPC.</p>	<p>Provide a comprehensive induction on school process and procedure (including Safeguarding) to Trainees.</p> <p>To monitor progress and welfare of Trainees and identify situations where intervention is required.</p> <p>To actively consult relevant staff on the professional development of Trainees</p>	<p>To monitor and actively consult colleagues on the development of the Trainee in their respective class/es.</p> <p>To liaise with the Coordinating Tutor with respect to the Trainee's conduct, welfare, progress and capacity to meet the Core Competencies/st andards by set deadlines.</p> <p>To liaise with the Mentor in the event that a support plan is necessary in a timely fashion</p>
Self-Evaluation	<p>Complete Development Record focus. Curriculum and subject foci: Learn that... Key knowledge learnt this week: Learn how to... Development of key skills: Reflection: Wider Professional Responsibilities</p>	<p>To conduct weekly timetabled Mentor meeting, checking, and updating of targets and reviewing OneDrive evidence.</p> <p>Weekly tutorials must focus on the impact the Trainee's teaching has on learning and pupil progress.</p>	<p>To undertake regular informal observations of the Trainee.</p> <p>To identify a situation where the Trainee may be struggling or need additional support and pass this concern on to the Mentor.</p> <p>To liaise with the Mentor about the Trainee's progress to feed into the Trainee's assessment</p>	<p>Monitor the training being provided by Mentors and Class Teachers.</p> <p>To attend Trainee tutorials as and when necessary to support Mentor and Trainee</p>	<p>To conduct regular meetings and keep in contact with Mentor and Trainee via weekly email.</p>

Key Area	Trainee	Mentor	Class Teacher	ITT Coordinator	Link Tutor
Training	<p>To attend CBT, SBT and Mentor meetings.</p> <p>To negotiate with the Mentor appropriate timetable for teaching, which provides appropriate opportunities for CPD for SBT at different Levels.</p> <p>To proactively seek out and engage training and development opportunities across wider areas of school.</p>	<p>To ensure Trainees have structured subject training experiences relevant to age phase, aimed to support them with their CPD as identified in their targets.</p> <p>To negotiate and organise a teaching timetable with the Trainee that provides appropriate and realistic challenge and meets the requirements specified by the Partnership in handbooks and training</p> <p>To attend all LTU training.</p>	<p>To liaise with the Mentor about the Trainee's progress, to feed into the Trainee's assessment.</p> <p>To liaise with the Mentor about Link Tutor visits and be aware of when these are happening.</p> <p>To provide expert modelling of pedagogical and subject specific approaches to learning.</p>	<p>To ensure Trainees have structured/developmental targets throughout their SBT.</p> <p>To ensure that all Trainees receive additional CPD. As identified in their targets.</p> <p>To attend all LTU training.</p>	<p>Attend all LTU training and any relevant training offered through partner schools.</p> <p>Attend annual Safeguarding training at LTU.</p>
Observations and Feedback	<p>Complete a range of observations of the Class Teacher and other professional in school to support own CPD.</p> <p>To agree weekly targets for observations with Mentor/Class Teacher.</p> <p>Support the arrangement of CPD in line with targets set.</p> <p>To ensure observation pro</p>	<p>To observe and provide written feedback on classroom performance at least once a week. Written feedback must focus on the impact of Trainees' planning and teaching on the developing knowledge and understanding of learners.</p> <p>To ensure the Class Teacher and teachers are aware of the Trainee's targets and are therefore able to</p>	<p>To offer informal feedback on classroom practice.</p>	<p>To carry out joint observations and attend debriefing sessions, to QA provision of written feedback that supports Trainee and pupil progress.</p> <p>To provide lesson observation training and support for Mentors and Class Teachers where needed</p>	<p>QA the observation of Trainees by Mentors and Class Teachers and provide feedback on quality of Mentoring and training provided during SBT.</p> <p>Contribute to the annual cycle of review by completing summary and compliance information regarding SBT</p>

Key Area	Trainee	Mentor	Class Teacher	ITT Coordinator	Link Tutor
	forma, lesson plans, sequences and resources for formal observation are available for the Mentor or Class Teacher to observe before the lesson.	give appropriate feedback after lessons			
Additional Support	<p>To seek additional support and advice whenever necessary to ensure and maintain development.</p> <p>To ensure relevant school and LTU staff are kept fully informed of any factors affecting SBT.</p> <p>Access University wide services eg School Partnerships, Employment service, Student Support, Counselling and Wellbeing.</p>	<p>To identify situations where intervention is required by school or LTU staff.</p> <p>To liaise with the Coordinator and Link Tutor if the Trainee fails to make sufficient progress.</p> <p>To participate in the writing and review of Support Plans if this is required</p>	<p>To liaise with the Mentor and Link Tutor in a timely fashion in identifying any additional support needs.</p> <p>To support the Trainee with Mentoring, advice and modelling to enable them to work on their targets.</p>	<p>To negotiate and facilitate support for Trainees, including those with needs.</p> <p>To agree with Mentors and Link Tutors the need for Support Plans when necessary.</p> <p>To participate in the review of Support Plans with the Mentor, Link Tutor and Trainee.</p>	<p>To agree with Mentors and Class Teachers the need for Support Plans when necessary.</p> <p>To participate in the writing and review of Support Plans if this is required</p>
Assessment	<p>To identify and collect evidence for OneDrive on a week-by-week basis.</p> <p>To complete the Development Record & all other identified documents.</p> <p>Provide access for Mentor and Link Tutor by the agreed deadlines for formative and summative</p>	<p>To check Trainee's One Drive evidence on a formative basis each week</p> <p>To assess the Trainee's evidence at the end of each Level.</p> <p>To consult with colleagues including support staff, with regards to summative</p>	<p>To feed into formative and summative assessments based on day-to-day observations in class.</p>	<p>To oversee the application and consistency of assessment criteria by Mentors.</p> <p>To organise Mentor team meetings where necessary.</p> <p>To oversee the completed final Assessment Report on Abyasa.</p>	<p>Review the Trainees' evidence and report back to Mentors and LTU staff when gaps in evidence.</p> <p>Review the formative assessments completed by Mentors and Class Teachers.</p> <p>Provide support and advice to Mentors and Class Teachers</p>

Key Area	Trainee	Mentor	Class Teacher	ITT Coordinator	Link Tutor
	assessment points	<p>assessment of the Trainee.</p> <p>Complete the Assessment Report at the end of each Level to provide formative information.</p> <p>At the end of the programme provide summative information regarding progress made towards the TS.</p>			<p>on the completion of above.</p> <p>Review formative and summative assessment documents and provide a testimonial review on the Assessment Report at the end of each SBT</p>
Link Tutor Visits	<p>To attend all Link Tutor review meetings, alongside the Mentor and/or Class Teacher.</p> <p>To prepare and present evidence during Link Tutor meetings</p>	<p>To liaise with the Link Tutor in a timely fashion if there are concerns or issues with regards to the Trainee, training or assessment.</p> <p>To attend interim and final Link Tutor review meetings, alongside the Trainee.</p> <p>To prepare anticipated reports prior to deadlines.</p>	To feed into formative and summative assessments based on day-to-day observations in class.	<p>To facilitate Link Tutor visits.</p> <p>To receive feedback from Link Tutors and respond as appropriate to this.</p> <p>To attend Link Tutor meetings where deemed necessary.</p>	Complete visits in-line with Information Booklet and programme specifications.
Contribution to ITT Development	<p>To complete Level evaluation questionnaires as requested.</p> <p>To contribute to course review and development via evaluation questionnaire.</p>	<p>To complete Level evaluation questionnaires as requested.</p> <p>To attend training events and Mentor meetings.</p> <p>To contribute to course review and development via</p>	To contribute any observations of what is working well and what can be improved to LTU staff.	<p>To complete Level evaluation questionnaires as requested.</p> <p>To facilitate the release of Class Teachers and Mentors to attend training events and Mentor meetings.</p> <p>To have oversight of ITE</p>	<p>To complete Level evaluation questionnaires as requested.</p> <p>To have oversight of ITE partnership arrangements, to ensure that SBT complies with Partnership Policy</p>

Key Area	Trainee	Mentor	Class Teacher	ITT Coordinator	Link Tutor
		evaluation questionnaire.		Partnership arrangements, to ensure that SBT complies with Partnership Policy. To regularly contribute to course review and development.	

ITT Coordinator/Mentor

Some Partnership schools will all have a dedicated Lead ITT coordinator. This person oversees all the training and Mentoring in the school. Other schools have one Mentor overseeing Trainees and Class Teachers. Other schools see the Class Teacher in the Mentor role, overseen by the ITT coordinator. These different models are bespoke to the requirements of each school. The roles and responsibilities of the Class Teacher, Mentor and ITT coordinator are set out above.

Link Tutor

The Link Tutor's role is to mediate between Trainee and school and to quality assure the training within school. The Link Tutor will complete two Quality Assurance meetings with the Trainee and Mentor during each SBT. One meeting will be face to face and the other online. If possible, the Link Tutor may jointly observe the Trainee with the Mentor to inform discussion of the Trainee's progression in planning, teaching and monitoring learning.

The Link Tutor will meet individually with the Trainee at least once during each SBT. At this meeting, the Link Tutor will review the Trainee's evidence of progression towards meeting the Core Competencies (The Teachers' Standards for the final review point at the end of the Level 6 SBT). There will be opportunity for the Trainee to discuss the quality of training provided by the school and to review their targets set for progression and the support available within the school setting.

The Link Tutor will use a range of evidence supplied by the Trainee/Mentor and Class Teacher to quality assure the training provided by the school. This will inform the Link Tutor Report which is submitted by the Link Tutor at the end of each SBT. Outcomes from this report and the Trainee's evaluation of their experience will be fed back to school and used to update and improve provision across the Partnership.

Trainee

Trainees are expected to follow the **school dress code policy** and any other staff policy relating to behaviour and expectations as if they were a member of staff and should seek advice or clarification if they are unsure about expectations.

14. USE OF SOCIAL NETWORKING SITES

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

Professional Use of Social Networking Sites

Levels of privacy must always be set so that personal or sensitive information and discussion can be hidden, except to those invited by the member. **Trainees are reminded to ensure their uses of such sites are within acceptable bounds professionally and do not compromise their personal safety.** Trainees should ensure that their use of social networking sites does not contravene the University regulations on the use of computing services.

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

With the increase in social networking sites, it is important for Trainees to know they must not post anything which is slanderous or unprofessional. The University or partner school will not hesitate to instigate disciplinary measures in such cases.

There have been several cases where comments made by Trainees either overheard or posted on Facebook, have resulted in the SBT being terminated.

Trainees should not use social networking sites or group chats to seek clarity or information regarding key aspects of School-based Training. The relevant member of staff should be contacted.

15. GUIDANCE ON PAIRED SBT

Schools have the option to host paired SBT for Trainees in UG Level 4 or Level 5 of the programme. 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 and increasingly can be incorporated in teaching strategies designed to improve results with target groups.

The benefits of paired SBT for:

Pupils:

- More teaching staff in the classroom
- More varied lessons and learning experiences
- Less disruption from individuals and small groups of pupils
- More options for out of class support
- Different strategies can be employed to improve learning across differentiated groups
- More teachers being trained

School:

- Increased funding – each paired SBT attracts a full SBT fee for both Trainees
- More staff to support intervention strategies
- Support for extra activities, eg trips, homework clubs, booster sessions, revision days
- More Trainees but fewer classes needed
- Flexible options for timetabling extra staff with target groups
- Trainees benefit from peer support, easing the demand on teachers and Mentors
- Increased variety of teaching ideas and resources
- Options for more efficient use of Mentor time

Trainees:

- Peer support, which in turn increases confidence
- Development of coaching skills – active listening, avoiding an 'I know best' attitude
- Encourages reflective analysis, increases opportunity for discussion and idea sharing
- Learning to plan collaboratively for and with other teachers
- Support in the classroom to able to experiment with more adventurous teaching strategies and encourage participative lessons
- Share and develop skills e.g. ICT, teaching through questioning
- Support with interpreting and responding to targets
- Regular opportunities to observe someone else
- Help with the logistics of SBT – from car sharing to purchasing resources

Mentoring

A 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 a 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 be 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 Level and Trainee progress e.g. two-week meeting rotation: week one, 1 hour with both Trainees together, week two, 45 minutes together then two individual 15-minute tutorials.

Teaching

DfE guidance states that to be awarded QTS at the end of UG Level 6, Trainees must be confident in teaching across the age phases for which they have trained, however in UG Level 4 and 5 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 UG Level 6 SBT 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 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 in the following ways:

- Divide the group or class based on their understanding of lesson topic
- One to one support (during the lesson or at another time)
- 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
- Provide 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, so at all times 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 lessons

16. SUPPORTING WORK-LIFE BALANCE: GUIDANCE FOR TRAINEES

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:

- find a system that works well for you and that you can manage efficiently;
- establish a routine for completing planning, marking, note-taking and evaluation;
- write notes in bullet points, use acronyms and record reflections and ideas simply;
- spend a little time each week with your Mentor or Class Teacher working formatively on your targets.

Work to the clock

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.

Read the advice

The Department for Education has produced three useful guides about reducing workload for teachers, about planning, marking and data management. These can be found on the central DfE website. Some of the advice in them is summarised here, but you should also read them for yourself. Visit the DfE teaching blog, teaching.blog.gov.uk

Planning and preparing resources efficiently

- **Work with your colleagues:** Often the most effective planning is done collaboratively. Work with your 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 main focus of your planning.
- **Use the resources you already have in school:** Teachers use many shared resources made by colleagues and other people. Good teachers adapt these and prepare for difficulties that Trainees 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!

Marking and giving feedback efficiently

- **Be clear about which work you are going to mark:** Be clear about the marking policy in school and follow the lead of the teacher.
- **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.
- **Be clear about what your focus is.** Use your success criteria to mark against and try to incorporate peer review with the pupils too.
- **Think feedback,** Feedback is just as important for you as a teacher, as it is for pupils. Use your questioning in lessons or use whiteboards to review pupils' learning. Pick up on misconceptions and deal with them. Highlight excellent learning and explain to all pupils what progress they have made. Oral feedback does not need to be recorded in books.

17. GUIDANCE FOR BEST PRACTICE WHEN OFSTED CALL

Guidance for Headteachers, Mentors and Class Teachers

It is possible that whilst our Trainee teachers are with you, you will receive notice of an inspection.

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

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

Guidance for Trainees

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

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

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

Please remember your commitment and responsibility is to the school