Brunel University London

Mentor support and development session 4: Phase 1 Placement

Friday 15th October 2021

In this session we will cover:

- Pebblepad update
- The assessment and monitoring of student teacher progress
- Target setting
- The support and intervention process

Expectations for Phase 1

Access to the website – Password: Brunelpartners

https://www.brunel.ac.uk/education/postgraduate-programmes/ite-pgce-programmes

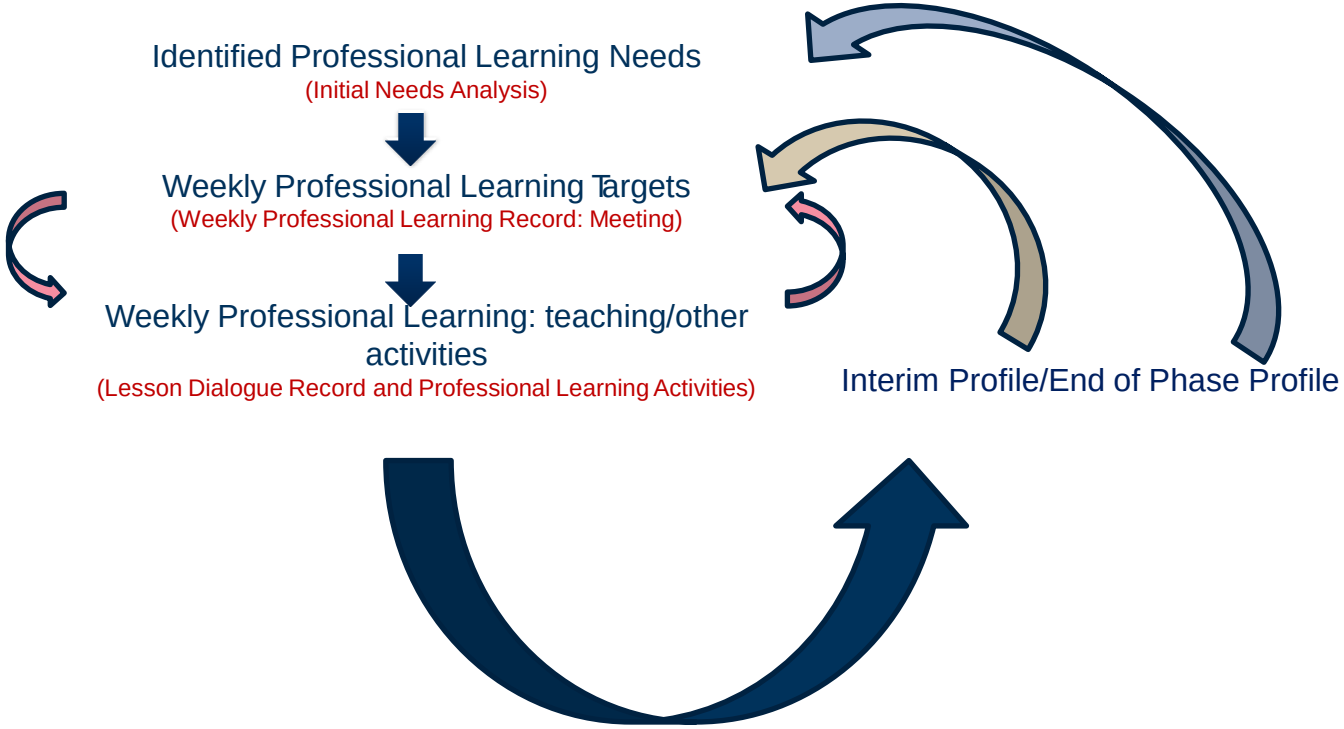
School experience handbook:

Calendar: page 9

Timetable weighting: page 32 (P), page 28 (S)

Lesson Dialogue Record: page 33 (P), page 29 (S)

Monitoring the Professional Learning Process



The Support and Intervention process can fit alongside and inform any stage in the above process.

Mapping and Tracking Impact of Teaching on Pupil Progress

Comments in relation to pupil recorded on the Lesson Dialogue Record (LDR)

↓

Pupil progress comments from LDRs are recorded on the Weekly Professional Learning Record (WPLR) and discussed
Evaluative comments in relation to impact on pupil learning are recorded

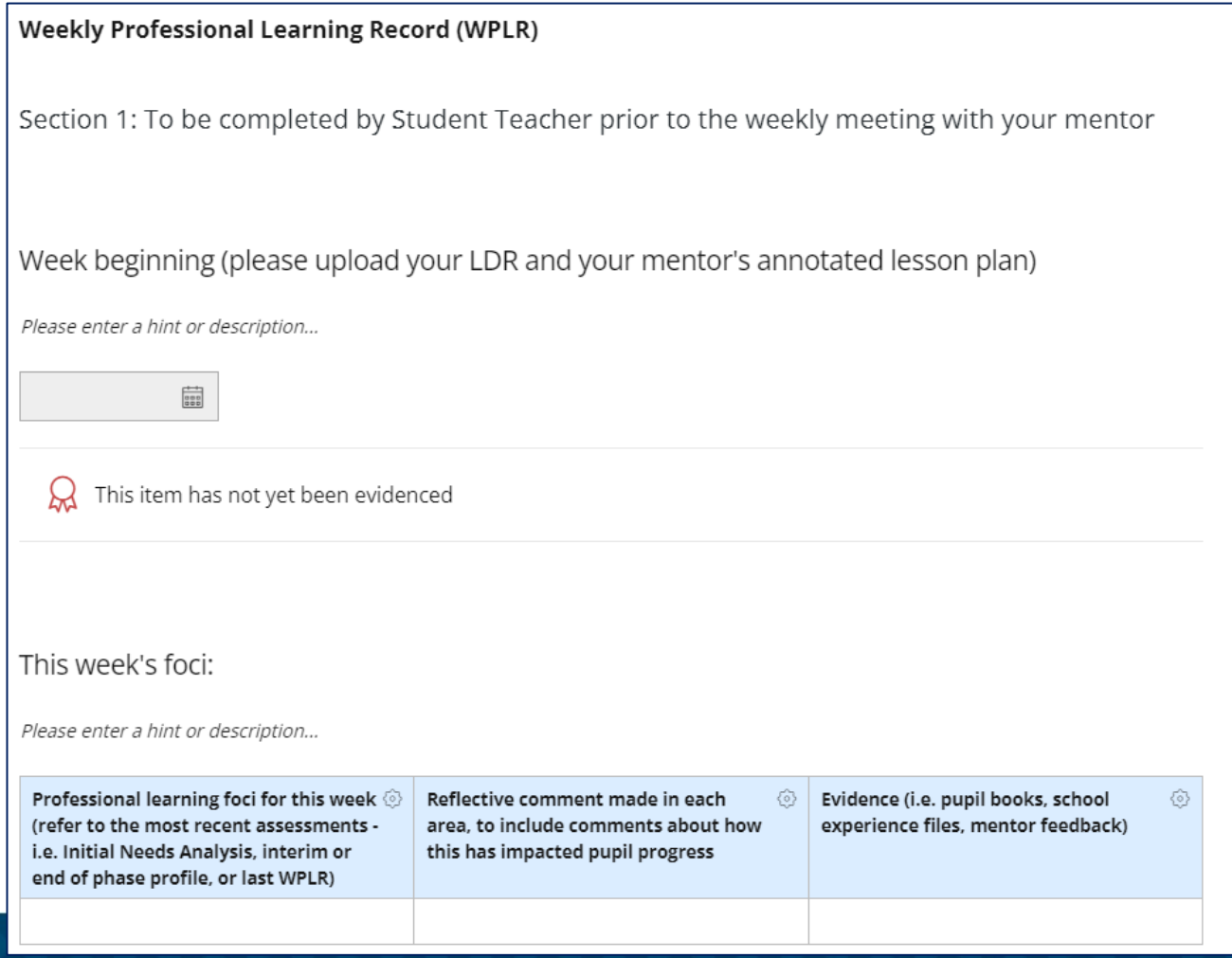
↓

Pupil progress over time is discussed at the interim and end of phases in relation to the evidence from LDRs and WPLRs and recorded in relation to appropriate areas of the Core Content Framework

Monitored by mentor, PCM, link tutor

Weekly Professional Learning Record (WPLR)

Section 1 (completed by the Student Teacher)



Weekly Professional Learning Record (WPLR)

Section 1: To be completed by Student Teacher prior to the weekly meeting with your mentor

Week beginning (please upload your LDR and your mentor's annotated lesson plan)

Please enter a hint or description...

This item has not yet been evidenced

This week's foci:

Please enter a hint or description...

Professional learning foci for this week (refer to the most recent assessments - i.e. Initial Needs Analysis, interim or end of phase profile, or last WPLR)	Reflective comment made in each area, to include comments about how this has impacted pupil progress	Evidence (i.e. pupil books, school experience files, mentor feedback)

Monitoring school experience files

School experience files
File 1: Professional learning activities
File 2: Phase 1 school

There is a comment in the WPLR about evidence which could be identified from what is in the school experience files.

- What evidence have you seen so far in both files?
- How well organised are the files?
- What questions would you pose to your student teacher about the evidence they have identified so far?

Key assessment dates

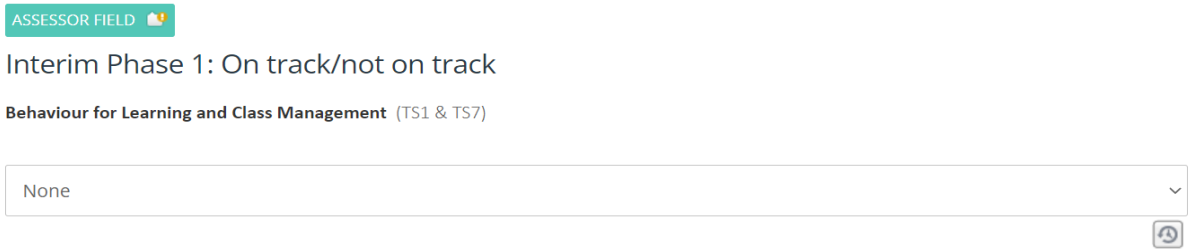
Interim assessment: w/b Mon 14th Dec (formative). To be submitted by Friday 17th Dec at the latest.

Link tutor visit 2 – joint observation (to take place between 3/1/22 and end of Phase 1 4/2/22). Discussion about interim assessment and preparation for end of phase assessment

End of phase assessment: w/b 31st January (summative). To be submitted by Friday 4th Feb at the latest

Interim assessment – the process

- Use the Tracking progress document on Pebblepad which relates to each of the areas of the Core Content Framework
- Mentor and student consider each area and use the “Prompts” in the final column to discuss the progress being made, drawing on WPLRs, LDRs, PLAs and other evidence
- This is a formative assessment point
- Decision about whether the student is on track (i.e. at the point which you would expect, given the point on the programme) and mentor completes this for each of the CCF areas:



- If “Not on track” – please contact the link tutor as soon as possible to initiate the Support and Intervention process
- Opportunity to consider relevant learning experiences before end of phase assessment

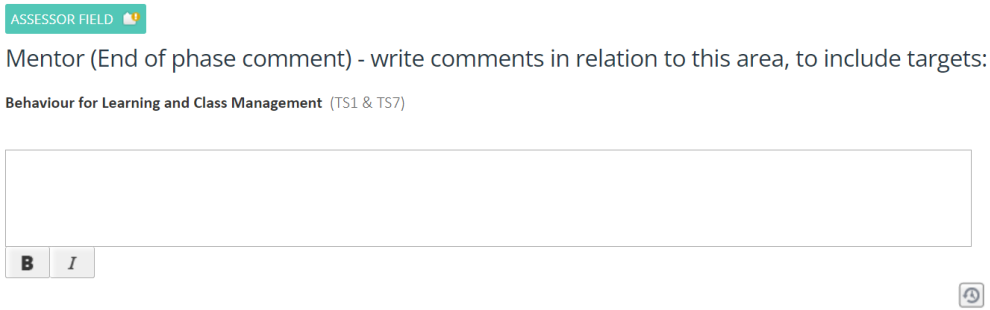
Tracking Document

Behaviour for Learning and Class Management **(TS1 & TS7)**	**Prompts to inform discussion**
Follows the school's behaviour policy in practice	• How have you used positive praise to ensure behaviour for learning? • Explain how you manage noise levels in different contexts. • What have you found to be the most useful or challenging parts of the school behaviour policy? • Describe a situation you have had to deal with, and how you altered your practice. • What behaviour strategies have you seen used around school or from university that you tried/would like to try? • How has your behaviour management changed and developed over time?
Forms a positive classroom environment which builds pupil's confidence	
Shares clear rules, routines and expectations with pupils	
Sets lessons at an appropriate level which challenges pupils of all abilities	
Ensures effective transitions in and between lessons (where appropriate)	
Encourages enthusiasm in learning and uses positive praise	
Prepares lessons which require perseverance	
Supports/ leads orderly movement around the school	
Establishes day-to-day routines	
Uses content/ material from Behaviour for Learning sessions	

Importance of target setting to ensure progress is made

End of Phase Assessment – the process

- In advance of the meeting, the student teacher uses the Tracking progress document to write a reflection in relation to the ***impact*** on their ***own learning*** and that of ***their pupils' learning***
- Mentor and student consider each area and use the "Prompts" in the final column to discuss the progress being made, drawing on WPLRs, LDRs, PLAs and other evidence
- This is a **summative** assessment point – PCMs/Link Tutors can support with moderation as appropriate
- Decision about whether the student is on track (i.e. at the point which you would expect, given the point on the programme) and mentor completes this for each of the CCF areas, along with a comment about the student teacher's progress and their targets in each area (this will be used by the student teacher to write their Professional learning Action plan (PLAP) in preparation for their next placement:



- As before, if "Not on track" – please contact the link tutor as soon as possible to initiate the Support and Intervention process

Support and intervention

Area of concern	Examples
Behaviour for Learning and Class Management (TS1 & TS7)	Is not following the school's behaviour policy and is unable to ensure appropriate learning environment
Pedagogy: How Pupils Learn, Classroom Practice and Adaptive Teaching (TS2, TS4 & TS5)	Does not respond to, or address, pupils' misconceptions
Curriculum and Subject Knowledge (TS3)	Is not sufficiently confident in their subject knowledge to be able to discuss lesson content with pupils
Assessment (TS6)	Does not use information from assessment to inform subsequent planning
Professional Behaviours (TS8) Personal and Professional Conduct	Is consistently late arriving to school and is not sufficiently prepared for teaching

Support and Intervention – the process

Stage 1

- Activating Initial Support and Intervention
- Mentor raising concern directly with student teacher
- Sets targets on WPLR

Stage 2

- Reviewing Stage 1 - Review targets:
  - If met – process is concluded
  - If not met, proceed to Stage 3 and inform Link tutor immediately

Stage 3

- **Formal process**: Setting up Support and Intervention agreement and action plan
- Joint review meeting, including observation (mentor, link tutor, possibly PCM)
- Targets and Actions for Improvement identified on documentation, including timescale

Stage 4

- Formal review of Support and Intervention Acton plan
  - Sufficient progress – S&I process is concluded
  - Partial progress – possible revision of targets and extension of process
  - Insufficient progress – proceed to stage 5

Stage 5

- Moderation - Moderator meets all – possible observation
- Programme leader collaborates with school to agree:
  - Further extension to process
  - Placement terminated

Stage 3: Support and Intervention Agreement and action plan

Please give names below:			
Student Teacher		Mentor	
School		PCM	
Form initiated by Date:		Link Tutor	
		University Personal Tutor/Subject tutor	
Current strengths of student's work			
Nature of concern (in relation to areas of the Tracking Progress Document)			

Targets and strategies for achieving them (max of 3 targets)	Target	Action and timeframe	Support from BUL and school	Success criteria
Suggested review date (Stage 4 below):				

Please sign below:		Date
Student Teacher		
Professional Co-ordinating Mentor or member of school senior leadership team		
Link Tutor		
University Personal Tutor (Subject Tutor Secondary)		

Stage 4: Review (to be completed on the agreed date)

Please comment on progress made on agreed targets identified in the action plan. As relevant, include comments relating to the student teacher's impact on pupil progress.	Date

Outcome of review:	Please tick one
Sufficient progress has been made (Support and intervention process ends)	
Partial progress has been made (Revise targets, agree extension of process*)	
Insufficient progress has been made (Go to Stage 5)	

Please sign below:		Date
Student Teacher		
Professional Co-ordinating Mentor or member of school senior leadership team		
Link Tutor		
University Personal Tutor (Subject Leader Secondary)		

Stage 5: Moderation process

	Please tick one
Student may continue in placement with further support	
Insufficient progress has been made, refer to exam board	
Reason for the decision:	

Please sign below:		Date
Moderator (Programme Lead Primary/Secondary/Director of ITE)		

**The duration of an extension will be considered on an individual basis and would usually only be offered once. If unsuccessful, please proceed to stage 5.*

Thank you for your support and all the work you do to enhance the professional development of our Student Teachers.

Key Contacts

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