College of Business, Arts and Social Sciences

Department of Education
Initial Teacher Education Partnership

School Experience Handbook

PGCE Primary 2020-21

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Section 1: Introduction

Introduction and Welcome

Key Contacts

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Introduction and Welcome

Welcome to our PGCE Initial Teacher Education (ITE) programmes and to the Department of Education at Brunel University London. To Student Teachers, I extend my thanks for choosing to study with us and, to Professional Co-ordinating Mentors, Mentors and Class Teachers, thank you for your essential contribution to the ITE programmes.

At Brunel University London, we are very proud of our long-standing history in and track record for high quality partnership provision for ITE. Indeed, Brunel University London's predecessor colleges are some of the oldest colleges of teacher education in the British Commonwealth, with one (Borough Road College) dating back to 1798. Formal partnerships with schools date back to the 1980s, long before they were made statutory in 1992. So, over time, we have been able to evolve effective ways of integrating university- and school-based work and opportunities for impactful professional learning. The PGCE programmes are subject to rigorous ongoing revision and development to reflect the changing nature of education in the wider context of government policy and legislation. This process is facilitated by a close working relationship with our valued partners through the Brunel University London Partnership Management Group (PMG), which comprises head teachers and senior teachers from schools and other educational contexts and members of the ITE teaching team and Partnership Development Unit (PDU).

The Brunel University London partnership takes pride in the high level of expertise and wide range of experience of our staff at all levels, informed by an ongoing commitment to research and scholarly activity in their respective fields. They also benefit enormously from the expertise of our school colleagues while on placements but as also invited contributors to our university-based provision as well. We can confidently state that our Student Teachers receive the best possible professional learning and graduate from Brunel University London prepared to embrace the challenges and reap the rich rewards of teaching in schools and other educational contexts. The high quality of both our primary and secondary PGCE ITE programmes has been recognised by Ofsted as 'outstanding' in 2015 and is high regarded by the schools with whom we work so closely, as well as by our Student Teachers. Our high quality ITE provision is distinctive, innovative and has a reputation for both rigour and integrity.

As the Head of the Department of Education at Brunel University London, I send my very best wishes to those Student Teachers joining us for what I know will be a stimulating and thoroughly rewarding year.

To all our colleagues in the wide variety of schools and other educational settings we work with, thank you once again for your commitment to ITE and helping to support and develop the next generation of teachers for the profession. We look forward to an ever-closer collaborative partnership and wish you and your staff every success.

Cathy Gower

Head of Department, Education

Brunel University London Teacher Education Partnership Vision and Aims

We embrace diversity and promote equality, recognising and celebrating contributions made by all teachers. We support and empower members of our teacher education community to achieve individual and collective goals; from student teachers in initial teacher education through to mentors and senior leaders supporting ITE or school colleagues, through our continuum of academic awards or professional learning opportunities offered through the Partnership.

The above statement underpins the learning and teaching which takes place as part of the Brunel University London Partnership, as demonstrated in the vision and aims outlined below.

Our Vision

- For our teaching and practice, contestable knowledge exchange, based on research and research activity to be at the centre of a local, national and global initial and ongoing teacher education community
- For our ongoing teacher education community to inspire all student teachers to work, think and learn together to meet the challenges of education for the future in a range of contexts
- For all aspects of our work in teacher education to align with and contribute to UN sustainable development goals in relation to education and the promotion of inclusive and socially just societies.
- To contribute to the development of a flexible and diverse teacher workforce who are prepared to meet the challenges of and contribute to an ever-changing educational landscape. Our vision places equality and diversity at the heart of all we do and inspires us to excel by working together to maximise the benefits of our diversity

Our Aims

- To ensure that supporting pupils' educational progress and development is at the heart of our IT provision, taking account of their varied backgrounds and educational needs.
- To prepare the teacher education community, with a sustained commitment to offering young people the best possible educational experiences.
- To support student teachers to develop into socially responsible professionals who work towards a more just society upholding the highest standards of ethical practice.
- To create competent and confident professionals who are independent thinkers, recognising and understanding that educating is a professional, thoughtful and intellectual endeavour and that knowledge is contestable, provisional and contingent, with the capacity to use theory and research to underpin, empowered to challenge or illuminate practice in their professional contexts.
- To promote critical enquiry-rich practice, enabling our student teachers to be intellectually curious, innovative, creative and receptive to new ideas through individual and collaborative endeavour.

- To inspire our student teachers to be dedicated professionals with the knowledge, skills and understanding to design and teach a curriculum for a changing world but one that is informed by principles of equality and social justice and innovative and creative pedagogical practice.

Key Contacts

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Primary Calendar

		Primary Calendar 2020-21 Student Version					
Uni Week	W/b	Mon	Tues	Wed		Thurs	Fri
49	31-Aug-20	Bank Holiday	T	T	GPE	DS	T
50	07-Sep-20	T	T	T	GPE	DS	T
51	14-Sep-20	T	T	T	GPE	DS	T
0	21-Sep-20	T	T	GPE	T	DS	T
1	28-Sep-20	T	T	T	GPE	Start Phase 1	
2	05-Oct-20	T	T	GPE	T		
3	12-Oct-20			T	GPE		
4	19-Oct-20			T	GPE		
5	26-Oct-20	Reading week/T/DS					
6	02-Nov-20			GPE	T		
7	09-Nov-20	ED5617 Hand in		T	GPE		
8	16-Nov-20			T	GPE		
9	23-Nov-20			T	GPE		
10	30-Nov-20						
11	07-Dec-20						
12	14-Dec-20		University Day				Interim Phase 1
13	21-Dec-20	School Holidays					
14	28-Dec-20						
15	04-Jan-21	ED5618 Hand in	ED5618 Hand in				
16	11-Jan-21						
17	18-Jan-21						
18	25-Jan-21						
19	01-Feb-21						End of phase 1
20	08-Feb-21	T	T	T	GPE	DS	T
21	15-Feb-21	Reading week/T/DS					
22	22-Feb-21	T	T	T	GPE	DS	T
23	01-Mar-21	PRI ALTERNATIVE SETTINGS EXPERIENCE					
24	08-Mar-21	T	T	T	GPE	Start of Phase 2	
25	15-Mar-21			T	GPE		
26	22-Mar-21			T	GPE		
27	29-Mar-21			T	GPE		School Holidays
28	05-Apr-21	SCHOOL HOLIDAYS					
29	12-Apr-21						
30	19-Apr-21	University Day					
31	26-Apr-21						Interim Phase 2
32	03-May-21	BH	ED5619 Hand In	ED5619 Hand In			
33	10-May-21						
34	17-May-21						
35	24-May-21						
36	31-May-21	BH	Reading Week/T/DS				
37	07-Jun-21						
38	14-Jun-21						End Phase 2
39	21-Jun-21	NQT Transition Week			End of Course		
40	28-Jun-21						

Section 2: Roles and Responsibilities

Professional Conduct

Attendance and Punctuality

Leave of Absence Request

Student Teacher Code of Conduct

Roles and Responsibilities
Overview of Roles and Commitments across the Partnership

The Partnership School

The Partnership School will:

- Ensure that all Student Teachers are provided with clear guidance in respect of the safeguarding of children;
- Provide a senior and experienced member of staff, taking leadership of ITE, to fulfil the role of the Professional Coordinating Mentor (PCM) and make appropriate provision for them to carry out these responsibilities;
- Ensure that all staff receive appropriate on-going professional learning and support to fulfil their roles in ITE;
- Ensure that staff support encompasses equal opportunity legislation as it applies to their roles in ITE;
- Provide Mentors who have the appropriate subject knowledge and understanding, the pedagogical skills, and the interpersonal qualities, willingness and time to support Student Teachers in developing these, offer regular feedback throughout the placement and are compliant with the National Standards for school-based initial teacher training (ITT) mentors, July 2016;
- Offer appropriate professional learning and support for Student Teachers including a guaranteed private meeting each week between Mentor and Student Teacher, the outcome of which is recorded in the Brunel Weekly Professional Learning Record (WPLR). It is anticipated that this will normally last for 50-60 minutes;
- Provide a programme of induction to the school and professional learning in whole-school issues in the same way as for any new employee.
- Provide access to information on the school's and the department's use of a range of data for different purposes, such as target-setting; assessment, pupils receiving the Pupil Premium, pupils with Special Educational Needs and Disabilities (SEND), pupils identified as able and relevant support required;
- Share school improvement priorities with the Student Teacher(s) in their school and staff at the University to ensure the Partnership makes a contribution in this respect through its provision and development activities and events;
- Include Student Teachers in parents' meetings, reporting to parents, and the school's INSET programme;
- Participate in programme evaluation and monitoring procedures;

- Keep the university informed of any developments in school that might adversely affect the quality of the Student Teacher's experience in school, e.g. being placed in Special Measures by Ofsted;

- Work with the student teacher to complete the University Health and Safety checklist, which can be found on Pebblepad.

- Make sure the Student Teacher is aware of risk assessment and the processes around reporting and recording accidents or incidents.

- Adhere to the Brunel Support and Intervention procedures as set out in the Brunel School Experience Guidance.

The Professional Coordinating Mentor (PCM)

The Professional Coordinating Mentor (PCM) will:

- Act as the first point of contact between school and Brunel University London in coordinating all aspects of professional learning and assessment of the ITE programme;

- Have responsibility for quality assuring all aspects of professional learning and assessment within their own school e.g. by monitoring the provision of weekly subject professional learning sessions and the observation of Student Teachers' lessons, signing off interim and end of phase assessments, as part of the moderation process

- Liaise with Brunel University London Partnership Development Unit (PDU) on the level and degree of commitment to ITE each year, e.g. the numbers of Student Teachers and which phases that can be offered;

- Lead a school-based professional learning/studies programme for all Student Teachers which is responsive to National and Partnership ITE priorities and Student Teacher progress and attainment data;

- Keep up to date with developments in ITE by participation in events organised by the Partnership during the academic year;

- Lead a Partnership school-based programme of Mentor professional learning for new Mentors and co-ordinate the on-going development and monitor the quality of all ITE mentoring within the school in line with the National Standards for Mentors, as outlined in National Standards for school-based initial teacher training (ITT) mentors, July 2016

- Encourage, support and manage professional learning so that all Mentors obtain Mentor certification where available, for example via the National Mentor Standards;

- Co-ordinate and approve the school-based assessment of the Student Teachers;

- Co-ordinate the evaluation of school-based professional learning by Student Teachers and Mentors and liaise with Brunel University London as appropriate;

- Have responsibility for implementation and review of school experience professional learning activities;

- Manage the school-based aspects of any 'Support and Intervention' issues ensuring that all involved, Student Teacher, Mentor or Link Tutor are informed, in good time, of the concerns, targets, time-frame and outcomes agreed.

The Mentor

The Mentor is a vital part of the Student Teacher school experience. At Brunel we recognise that

"…the quality of the next generation of teachers will, in large part, depend on the quality of Mentoring support they are given" (Furlong and Maynard, 1995, Mentoring Student Teachers, Routledge)

They will provide the main source of support for Student Teachers during school placements. Brunel recognises both the weight of this responsibility and the considerable time and effort that it takes to carry out this function properly.

In summary, a Mentor's main functions are to support and guide all aspects of Student Teacher development while in school – helping the Student Teacher to work within the department's and school's structures, advising, reviewing and feeding back on lesson plans and in-class performance, giving further support on areas of difficulty or under-achievement, and working with the Link Tutor and Professional Coordinating Mentor on making the assessment of progress towards meeting the Teachers' Standards (DfE, 2013). The Mentor is key in ensuring that links are made explicitly for the Student Teacher between the quality of their teaching and the impact on pupil progress. Newly developed Mentor Standards demonstrate National Standards for school mentors which outline key qualities and competencies of the role of a mentor (National Standards for school-based initial teacher training (ITT) mentors, July 2016).

The Mentor will:

- Work closely with the PCM and Link Tutor to ensure the quality, coherence, consistency and appropriateness of the school-based subject professional learning provided;

- Keep up to date with developments in mentoring within the Brunel University London Partnership

e.g. by attending mentor development sessions provided by the University;

- Disseminate key messages from mentor development sessions at BUL to class teachers who also work with the student teacher: eg annotation of lesson plans; completion of lesson dialogue records; expectations for planning;

- Provide induction into school procedures, data (e.g. target grades for school pupils), resources and curricula and specifications as appropriate;

- Negotiate a timetable that meets the professional learning needs of the Student Teacher as appropriate to the phase of their experience;

- Ensure that the timetable includes a designated 60-minute time-slot for the weekly professional learning meeting where progress against the Teachers' Standards is discussed, professional learning activities negotiated and monitored, and appropriate professional learning foci are set. The Student Teacher will bring forward evidence and record the discussion for the Mentor to agree and sign;

- Receive and approve the Student Teacher's medium-term planning, individual lesson plans and examples of assessed work in good time and provide appropriate feedback in time for her/him to make agreed amendments;

- Ensure that the Student Teacher receives one lesson dialogue record per week during both phases;

- Ensure that the Student Teacher is observed according to the Brunel University London School

Experience Guidance during the placement and is provided with written comments in relation to:

  - o the planning of their lessons based on the Student Teachers' assessment of prior learning;

  - o pupil progress in the lesson; and their own progress in relation to the Teachers' Standards framework:

- Oversee and moderate the assessment and recording of pupils' progress undertaken by the Student Teacher;

- Jointly observe with the Link Tutor and/or Professional Coordinating Mentor as appropriate; there must be at least one joint (Mentor and Link Tutor) observation per placement.

- Monitor progress on the WPLR during the block school experience meeting on a weekly basis with the Student Teacher and using the WPLR to record both pupil and Student Teacher progress, progress in relation to negotiated professional learning activities and future professional learning foci;

- Complete the Brunel Profile document by the due date at the interim phase and at the end of phase for each block school experience, in a conference-style meeting with the Student Teacher and possibly Link Tutor and/or Professional Coordinating Mentor and agree an overall grade in the final Profile;

- Identify in the Brunel Profile areas for development for the next phase of professional learning in relation to the Teachers' Standards and pupil progress over time and work with the Student Teacher to set professional learning foci and agree a plan of action;

- Contribute to the programme as appropriate e.g. by attending joint interviews with University Tutors, participating in course evaluations and development meetings.

The Link Tutor

The Link Tutor's role in the Partnership is to quality assure professional learning provision and processes at their allocated Partnership Schools, monitor Student Teacher progress against the Teachers' Standards (DfE, 2013) and moderate the assessment of Student Teachers against these Standards within the school. The Link Tutor is then required to report back on progress to the PGCE Programme Leaders having checked specified evidence and moderated the interim and end of phase Profiles.

The Link Tutor will:

- Undertake 3 visits across the programme to each of their allocated Student Teachers and schools. Liaise with Student Teacher & Mentor to arrange Link Tutor visit/s;
- Discuss progress with the Student Teacher and look at their evidence (including any relevant assessment (eg. Interim/ End of Phase Profile/ Professional Learning Action Plan);
- Regularly review Professional Learning Record and ensure Student Teacher and Mentor are making use of this to record professional learning activities;
- In Phase 1 and Phase 2: collaboratively observe the Student Teacher teach a lesson with the Mentor; listen to the Mentor conducting the post-lesson conversation (and be involved in the discussion where appropriate); collaboratively complete a lesson dialogue record; ensure that there are annotations on the associated lesson plan; read the Student Teacher's Files 1 and 2 using the guidance provided to check the contents;
- Support Student Teachers, along with school and university staff, in line with the Teachers' Standards and the Brunel University London ITE School Experience Guidance;
- Play a role in supporting the Student Teacher, Mentor & PCM with the Support and Intervention process should it be required for the Student Teacher (as outlined in the School Experience Guidance); Complete the Link Tutor Visit Quality Assurance Checklist as detailed in the School

Experience Guidance during Link Tutor visits and ensure it is signed by all parties involved;

- Raise concerns about the quality of Partnership provision if they arise
- Communicate regularly with Student Teacher, Mentor and relevant staff from the University to ensure that the Partnership operates effectively and efficiently.

For further information about link tutor visits and the agenda for each visit, please refer to Brunel PGCE Link Tutor visits agenda.

The University Partnership Development Unit (PDU)

The University Partnership Development Unit (PDU) will:

- Administer Partnership Agreements;
- Negotiate and arrange placements with Partnership Schools, and in consultation with relevant course Tutors on the Primary PGCE with recommendation for QTS course;
- Deal with and manage general communications in relation to school partnership, including requests for placement offers, newsletter and surveys;
- Maintain and update the Partnership database and all relevant information connected with Partnership communication and development;
- Develop a professional business relationship with each School/Placement Provider to the benefit of both parties;
- Ensure that School Partners are actively involved in the development of all relevant documentation, through participation in the Partnership Management Group, or otherwise;
- Ensure that Professional Coordinating Mentors (PCMs) receive Brunel documentation and that Programme Leaders receive required documentation from PCMs and schools;
- Ensure School Partners have key contact details of University ITE staff, including Link Tutors;
- Ensure that information relating to Partnership quality assurance processes is communicated effectively;
- Publicise, organise and facilitate Partnership development events and activities, such as support and development sessions.

Quality Assurance of the Partnership

The quality of the Partnership is assured in the following ways:

- The strategic Partnership Management Group (PMG), with representatives from partner schools, other institutions and the University. The PMG meets once every half term;
- Schools working with Student Teachers on the core provision are required to read and sign Brunel University London Partnership Agreement which outlines the expectations for partnership provision. Those working with us on School Direct routes are required to read and sign separate Partnership Agreements for Student Teachers following these routes.
- Using the agreed Brunel University London documentation;

- The 'School Experience Guidance' for Student Teachers, schools, Mentors and PCMs, which clearly covers all aspects of the Student Teachers' assessment and professional learning in schools
    - The Professional Learning Record (PLR), which records a Student Teacher's professional learning and formative assessment in schools throughout the course
    - The Profile document which audits Student Teachers' progress and attainment against the Teachers' Standards at agreed audit points.
    - Weekly Professional Learning Records (WPLR), which record the weekly progress monitoring meetings for Student Teachers with their Mentors, recording agreed professional learning foci in relation to the Teachers' Standards and recommended professional learning opportunities to maximise progress and attainment.
    - Lesson Dialogue Records (LDR), which record feedback from lesson observations and provide guidance to inform both pupil learning and Student Teachers' learning in relation to the Teachers' Standards.

- A comprehensive database, which provides data on Student Teachers' progress and attainment (for both Core and SD) and is analysed to then inform professional learning interventions for the PGCE cohorts, groups and/or individual Student Teachers;
- Induction and on-going professional learning for schools and University-based staff through Mentor and PCM development sessions and various Partnership development events;
- Professional learning formally evaluated by Student Teachers and colleagues in Partnership schools and subsequent sharing of feedback from this to inform the development of the Partnership and enhance provision;
- Assessment and examination boards with representation from schools, University Tutors and External Examiners;
- The University modular review and annual Programme Monitoring process;
- The Link Tutor Quality Assurance Checklist which is used to monitor the support provided by Link Tutors in schools.

Professional Conduct

It is important that the Student Teacher arrives at their placement school with a clear understanding of what is expected and required. The Student Teacher must recognise that they are expected to take on the professional attributes of a teacher from the start and to behave professionally at all times in university and school and that, for the duration of the placements, have the same obligations and rights as full members of staff. These professional responsibilities are clearly outlined in the Preamble and statement on Personal and Professional Conduct in the Teachers' Standards (DFE, 2013).

Guidance for Part Two: Personal and Professional Conduct

A Student Teacher is expected to demonstrate excellent standards of personal and professional conduct, including adhering to an appropriate dress code at all times. The statements in part two of the Standards define the behaviour and attitudes that set the required standard for conduct throughout a teacher's career. Specific detail regarding code of conduct and relevant legislation will be addressed through the course.

Student Teachers are expected to adhere to schools' policies (e.g. behaviour management), and to uphold their values and ethos. Student Teachers are expected to plan, prepare, teach and assess the class(es) that they are responsible for and to keep appropriate records of the pupils and to make these available to the Mentor, PCM and Link Tutor as requested.

It is an expectation that Student Teachers demonstrate professional courtesy and respect for all members of the Partnership (including pupils) at all times and in all contexts. This should be demonstrated through tone of both oral and written communication, including electronic communication. At the start of the course, the Student Teacher is expected to sign the 'Student Teacher Code of Conduct' in agreement of expectations outlined here and in relation to school experience.

It is important that student teachers understand that when on placement, they are a representative of the University and must not bring the University into disrepute through actions which may contravene the Equality Act 2010. Whilst on placement, student teachers are answerable both to the University and their placement school. Student teachers must attend or undertake all pre-placement and on-placement training and /or briefings required by the University and their placement providers. (For details of guidelines and expectations see policy https://www.brunel.ac.uk/about/documents/pdf/Reviewed-Equality-Policy-Student-Placement-Policy-11-August-2016.pdf). Student teachers must report any issues of bullying, harassment and discrimination to the placement school in the first instance. The student may also inform the University, by reporting the issue to his or her Link Tutor.

In order to prepare student teachers for their placement and as part of the placement induction process, the University will provide student teachers with an appropriate briefing and /or training. Such training and /or briefing should contain equality related issues in the work environment. (For details of guidelines and expectations see policy https://www.brunel.ac.uk/about/documents/pdf/Reviewed-Equality-Policy-Student-Placement-Policy-11-August-2016.pdf). All staff, particularly those involved with the placement process and supporting student teachers whilst on placement, are aware of and follow the 'Student Equality Work Placement Policy and Guidelines'. Any unacceptable behaviour directed towards a student whilst on placement should be dealt with by the placement school, in line with its policies and the link tutor must be kept informed. Therefore, in the event that a student teacher reports an incident of bullying, harassment and /or discrimination to the placement

school, the school must investigate the allegation in accordance with its anti-harassment and anti-discrimination policy.

DBS, Prohibition Order Checks and Childcare Disqualification

As an accredited provider of Initial Teacher Education, we have to have regard to the Department for Education's statutory guidance Keeping Children Safe in Education, when carrying out their duties to safeguard and promote the welfare of children. We ensure that all Student Teachers have been subject to Disclosure and Barring Service (DBS) criminal records checks including a check of the children's barred list. Student Teachers are expected to produce their University ID when starting placement and can also choose to share their DBS reference number and date of issue, but it is not a requirement for them to do so. Schools may wish to record the confirmation of DBS clearance from the University in their single central record, but they are not required to do so.

As the provider we must check that candidates are not subject to a prohibition order issued by the Secretary of State. The list of prohibited teachers can be found via the NCTL online employer access service. We have a Partnership panel who also meet to consider specific cases for applicants who may have a declared conviction, offences, cautions or warnings that would not pose a barrier to joining the programme.

The Department for Education has published statutory guidance on the application to schools of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006. As an accredited provider of ITE, providers should have regard to this statutory guidance when carrying out their duties to safeguard and promote the welfare of children. Where Student Teachers are fee-funded, it is our responsibility to ensure that the Student Teacher is not disqualified from childcare or that the Student Teacher has obtained a childcare disqualification waiver from Ofsted.

Note for Student Teachers

You must inform the University if any of the following situations arise during the course and up until such time as you begin your first post, either on a temporary or permanent basis:

- If you receive a caution
- If you receive a criminal conviction
- If you are undergoing investigation for a criminal offence

Under DBS requirements, you must inform the University, initially through your Programme Leader and then they will advise on the appropriate process in liaison with the Director of ITE.

Attendance and Punctuality

Student Teachers should treat the course as if already in professional employment: 100% attendance and punctuality is an expectation for both university-based and school-based work.

The Partnership has consulted on ensuring that the taught timetable provides appropriate and relevant sessions to prepare you to become a teacher, and to provide

evidence of meeting the Teachers' Standards. Your attendance and punctuality should be self-monitored on a weekly basis and will be reviewed by your personal tutor at regular intervals. Leave of absence may be approved in exceptional circumstances.

Absence from University Sessions

1. Prior to the session (wherever possible) email the Leave of Absence request (available on BBL) to the member of staff responsible for the session (or module leader if unknown) and copy in your personal tutor and the TPO (cbass-tpo-gask@brunel.ac.uk). Whether or not the permission is granted, the steps below should be followed.

2. Meet with your personal tutor to discuss the request. Your tutor may pass this onto the programme leader.

3. Review all material on BBL relating to the missed session, and if possible talk to your peers about the session.

4. Complete a reflection (approximately 300 words) about your professional learning from the material you have engaged with. Please note it is your personal responsibility to ensure that you engage with the relevant materials for the session/s you have missed.

5. Lack of attendance and/or poor punctuality to university sessions could inform Part Two of the Teachers' Standards and will be reflected in references.

Punctuality during university sessions:

If you arrive after the session has started, please sign the late register, indicating the time of arrival and reason for lateness. This information will be monitored by personal tutors throughout the programme. If you have missed a significant amount of time from the session, please follow step 3 (above).

Unavoidable Absence during School Placements

1. You must ensure that you follow your school's policy on absence.

2. Prior to the absence, email the Leave of Absence request (available on BBL) to your personal tutor and copy in your mentor, link tutor and the TPO (cbass-tpo-gask@brunel.ac.uk). Approval will be required from the school mentor, personal tutor at BUL and in some cases, the Programme Leader.

3. Days missed must be recorded on PebblePad in the relevant sections.

Please note that:

- Where your placement school's holidays differ significantly from expected placement dates, alternative arrangements will be made.
- Absence for interviews is permitted as it is related to professional development. However, additional visits to schools may take place outside of timetable commitments, only with the placement school's permission which must be communicated by email to the link tutor and personal tutor.

- When writing academic references, all employers require the University to provide accurate information about punctuality and attendance.
- Not all requests will be granted and will be considered on a case by case basis.
- Placement schools will have different policies around leave of absence and you need to be aware of these before making a request for absence.
- Please note that any time missed during school experience may need to be made up
- Lack of attendance and/or poor punctuality to school placement could inform Part Two of the Teachers' Standards and will be reflected in references.

Concerns about a Student Teacher's Attendance

If attendance falls below a satisfactory standard, these concerns will normally be discussed in an additional tutorial with the personal tutor. Depending on the circumstances, the student may need to consider interrupting their studies, or withdrawing from the programme. Please see guidance about Abeyances and Withdrawals on the intranet:

- Abeyances guidance: https://intra.brunel.ac.uk/s/studentcentre/study/Pages/Abeyance.aspx
- Withdrawal guidance: https://intra.brunel.ac.uk/s/studentcentre/Student%20Centre%20Publications/Withdrawal%20L eaflet.pdf#search=withdrawal

Continuing attendance concerns will be followed up by the Programme Leader.

Where there are concerns about a student teacher's health and wellbeing, which are affecting their ability to study on the course or to complete their school placement, these concerns will be dealt with following the university Fitness to Study policy: https://www.brunel.ac.uk/about/documents/pdf/Senate-Regulation-11-2018-09-26.pdf

Absence from school placement may affect a student teacher's ability to meet the Teachers' Standards at the required level and may result in failing to complete a placement successfully.

Students in this situation should provide details of Extenuating Circumstances. The Extenuating Circumstances process enables representation to be made at the Exam Board on the Student Teacher's behalf if there is a substantial period of absence which impacts upon their ability to complete assessment or school-based work. There is no automatic right to reassessment, but the Exam Board may approve a repeat placement in exceptional circumstances. Repeat placements may take place in the following academic year and may delay the student teacher's progress into employment.

Where there are concerns about professionalism, e.g. absences that cannot be explained by illness or other mitigating circumstances, or where insufficient evidence of reasons for absence is provided, these will be addressed using the Professional Suitability Procedure.

Leave of Absence Request Form

This form MUST be completed by students requesting permission for leave of absence for reasons of mitigating circumstances, such as a medical appointment. Relevant evidence must be provided.

Request for absence from University

Full Name	
Programme Leader	
Reasons for leave of absence (attach relevant evidence if appropriate)	
Dates of requested absence	

(Please add rows as necessary below)

Session	Tutor	Permission in principle? (to be completed by the relevant tutor)

I wish to apply for leave of absence for the above reasons and I understand that it is my responsibility to provide appropriate evidence. I will fulfil all module directed task requirements, including a review of all BBL material related to the sessions missed and a 300-word reflection for each which will be placed in the PLA file for review. I accept that permission for absence is not an automatic right and cannot be cited as an extenuating circumstance at any subsequent examination board.

Request for absence from School Experience

If leave is required whilst on school placement, this time may need to be made up at the end of the course.

Your signature below confirms that you have read the statement above.

Signature	
Date:	

Outcome of the Request for Leave of Absence

Leave Granted ☐	Request Rejected ☐
BUL Programme Leader name and signature:	
School Mentor name and signature:	
Date:	

Programme leader to indicate reasons for rejection where applicable.

Student Teacher Code of Conduct

Student teachers are embarking on a professional career as a teacher which requires them to understand their responsibilities as outlined in Part 2 of The Teachers' Standards (DfE, 2012). It is essential that student teachers take responsibility for their personal and professional conduct. The PGCE ITE at Brunel sets the highest expectations for student teachers to ensure that they are prepared for their NQT year and future careers.

Student teachers agree to:

- Conduct themselves in a professional manner and maintain high standards in attendance, dress and punctuality;
- Comply with the university's protocol for organising and allocating school placements;
- Aim for 100% attendance for the year. If this is not possible provide evidence for absence and seek permission from the Programme Lead and whilst on placement the PCM/ head teacher and the placement Link Tutor;
- Treat peers, university staff, pupils, parents and school staff with dignity, committing to equality and inclusion, building relationships rooted in mutual respect; they must not bring the University into disrepute through actions which may contravene the Equality Act 2010.
- Be proactive and take responsibility for their own development with regard to learning, progress and practice;
- Participate fully in university and placement school activities;
- Be a good role model and demonstrate a keen concern for pupils' welfare, safeguarding and progress and work within the framework of relevant legislation and regulations;
- Participate fully in weekly planned meetings with mentor to discuss lesson observations, planning, progress, and to set personal learning foci;

- Complete all requirements with regard to recording evidence such as lesson plans, lesson evaluations, weekly professional learning records, professional learning activities, monitoring and assessing pupils' progress and Professional Learning Action Plans;
- Keep organised files throughout the year to collate and showcase evidence;
- Be a reflective practitioner who welcomes the opportunities to learn from others;
- Fulfill wider professional responsibilities by participating fully in the wider life of school; this includes shadowing playground duties, supporting extra-curricular clubs, attending and participating in Inset, staff meetings and Parents' Evenings where possible.
- Maintain effective, clear and prompt communication with all university staff, placement school staff, pupils and parents in a professional, supportive and collaborative manner;
- Treat information about school and university staff and pupils with confidentiality, unless there is a legal requisite to disclose information. Follow school and national policies and procedures e.g. safeguarding, data protection and comments on social media.
- Follow and adhere to protocols, National policy and guidance in line with the DfE, Brunel University London, Schools, BUL Education Department in relation to online teaching.
- Follow and adhere to policies around risk assessment and health and safety, as outlined in BUL school experience documentation.
- Represent themselves, their professional qualifications and experience with honesty and provide evidence of their current DBS clearance number, prior to the start of their school placements.
- Behave responsibly, with self-discipline and without engaging in disruptive, anti-social or illegal behaviours or activities which threaten or endanger the mental or physical safety of another person;
- Report to the university any pertinent information, prior to or during the course, which might compromise the student teacher's suitability to work in a school or fitness to practice;
- Recognise the significant and binding nature of a verbal acceptance for employment. Failure to honour this risks reputational damage to both student teacher and the University;
- Share the NQT transition plan with the first appointment school prior to commencing employment.

Any professional misconduct, which affords a breach of the Student Teacher Code of Conduct, may invoke an investigative meeting with each relevant party and in serious breaches, the case will be referred to the University Professional Suitability Panel.

Name in CAPITALS _____

Student teacher signature_____ Date ____

Section 3: School Experience Information

Placement organisation and information

Placement Organisation and Information

Introduction

This section provides information and documentation required for school experience. All documents required whilst on placement will be available electronically via Blackboard Learn (BBL) for student teachers and via the Brunel ITE web pages for our Professional Coordinating Mentors (PCMs) and mentors. We hope this will help you to navigate around the requirements for placement but please do not hesitate to contact us if you require any clarification or further assistance.

Preparing for the First Day of School Experience

Student Teachers will be allocated their school placement by the Partnership Development Unit and receive information about the school – address, name of the PCM and Mentor (where available). They should begin to plan their route to school to ensure that they arrive in school on time –bearing in mind that they will be travelling at peak times. They should find out about the school e.g. looking at the school website, data dashboard and most recent Ofsted report etc.

We have partnerships with many schools around the Greater London area and in neighbouring counties and we are continually building new partnerships with schools. We are fortunate to have links with a broad range of schools and we aim to provide the student teacher with contrasting school placements during the course. We work very closely with our partnership schools to provide the very best school experience for the student teacher. Placements are organised first and foremost on the basis of student teacher learning needs and this is our priority.

Once the placement is confirmed to the Student Teacher, they should then contact the school's PCM/ Mentor using their Brunel email address to introduce him/herself and check arrangements for their first day at school. Unless otherwise advised Student Teachers are asked to arrive by 8.15am at the latest and report to the PCM/ Mentor. Student Teachers should remember that schools are busy places and PCMs are busy people so they should be prepared to wait if they cannot be seen straight away and remember that first impressions count.

On the first day, Student Teachers will need to bring their DBS number and date of issue; however, please be aware, schools may ask to see the actual DBS certificate. Also, Student Teachers need to take in their Brunel Identity Card and their Initial Needs Analysis or Professional Learning Action Plan in hard copy as appropriate for that phase of school experience with specified targets for the placement. Hopefully, they will meet their mentor for the first time.

In order to ensure effective communication between the university and placement school, student teachers are asked to ensure that the contact information required on the timetable is completed and uploaded on to BBL.

Recording Professional Learning

There are two components to facilitate the recording and collection of evidence of the Student Teachers' professional learning journey throughout the PGCE year. These are the Professional Learning Record (completed on PebblePad) and the School Experience files. It is vital that Student Teachers engage with both of these in order to demonstrate progress against the Teachers' Standards.

Professional Learning Record (PLR)

The PLR for Student Teachers is to be maintained using the PebblePad e-portfolio. PebblePad should be updated as regularly as possible (once per week minimum). Keeping PebblePad up to date is very important as it also enables the Link Tutor, Personal Tutor, Course Leaders, Mentor and PCM to track progress through the School Experience.

There is technical support available if needed from the Learning Technology Team at Brunel University London (email: ltt@brunel.ac.uk).

School Experience Files

There are three School Experience files:

File 1: Professional Learning Activities (PLAs)

File 2: Phase One School

File 3: Phase Two School

The School Experience Files are vital working documents during the PGCE year. They contain a range of information, which provides evidence of progress towards meeting the Teachers' Standards. The files are working documents, as well as being public documents. They should be available and accessible at all times to Partnership staff (Class Teachers, Mentors, PCMs, Link Tutors and Personal Tutors), External Examiners and Ofsted Inspectors. In order to allow a reader to navigate them easily the files need to be organised as follows.

File 1: Professional Learning

This file should be used as evidence for all your professional learning. There are some specific PLAs that you will be required to complete throughout the PGCE programme. Your Pre-course PLAs, subject specific PLAs, GPE PLAs and all other evidence from school placements should be kept in this file. These might include: school inset; supporting extra-curricular activities; team teaching; assisting with another class; working with parents or other stakeholders; supporting teachers with displays and observing/ collaborating with any other professionals. These experiences should also be captured on the Weekly Professional Learning Record on PebblePad. All documentation in this file is evidence towards meeting the Teachers' Standards; therefore, where possible, consider which Teachers' Standard/s they are evidence for.

File 2: Phase One School and File 3: Phase Two School
(set up for these files should be the same)

Section A: General Information Title Page

1. Name, address and telephone number of school
2. Student Teacher's name and address
3. Dates of School Experience, including any closures
4. Names of Head Teacher and Class Teacher
5. Link Tutor: name and email address
6. Personal tutor: name and email address
7. Teaching timetable (where appropriate)

Neighbourhood

Familiarise yourself with the surroundings local to the school, as this will give you background information about the community setting.

School

Before starting the school experience, familiarise yourself with the school's website. These will provide insight into the school's aims, ethos and policies. From your observations and enquiries, make notes on such aspects as:

school organisation (vertical grouping, team teaching, year groups, etc.);

physical resources (extra teaching spaces, such as group rooms, play areas, etc.);

teaching resources (shared equipment for the curriculum areas);

reference materials (library and book provision);

the pupils (range of religious and cultural traditions, linguistic diversity);

home/school/community links;

school policies (e.g health and safety with risk assessment, safeguarding, assessment and marking, behaviour management, SEND, EAL, more able, homework, handwriting, display). **You are NOT required to include hard copies of these policies in your files but you must ensure that you have read them and notes should be included.**

the style of handwriting used in the school. You will need to adapt the style of your own handwriting to that recommended by the school, as children will use your writing as a model.

Class Profile

This could include the following:

List of names of children and dates of birth (please check with your Mentor if this is appropriate in your setting), together with assessment details available, and

note languages spoken by children in the class, SEND, more able and other individual needs;

Copy of the class timetable;

Plan of the classroom;

List of resources available (books, stationery, equipment for curriculum areas, media resources, including the computer). Remember that use of resources is a sensitive issue. Please do not just help yourself – ask first and be economical!

Notes on support available from other staff, assistants and parents;

Daily classroom routines and homework systems.

Section B: Medium Term Curriculum Planning

A separate section of your file should be dedicated to medium term curriculum planning. In general, Student Teachers are advised to work in collaboration with the Mentor/ Class Teacher and adopt the school approach to curriculum planning in order to provide continuity and progression. As you become more confident about planning, you should begin to take more responsibility. Eventually, in consultation with your Mentor, identify the areas of study for which you will be responsible, and develop a plan for the duration of your school experience. You may need to use the University medium term planning proforma.

For each week of the School Experience, provide an overview of the week, summarising curriculum areas taught and assessed (including formal observations) and activities undertaken in the Weekly Professional Learning Record on PebblePad, in the box provided.

Section C: Lesson Planning, Evaluations and Assessments

This section of your file should include all of your lesson plans, annotated lessons plans, evaluations and assessments. You must produce an individual lesson plan for EVERY lesson you teach. You should use the Brunel University London template for lesson plans and evaluations. All lessons taught must be evaluated thoroughly and thoughtfully to demonstrate that you are learning from the experience of teaching, by annotating your lesson plan and completing the assessment boxes on the plan.

Assessment opportunities should be clearly identified within medium term, weekly and daily plans. There should be a direct link between proposed assessment within a lesson plan and the record of this assessment within the specific lesson evaluation. This process should provide clear evidence that planning and teaching are being informed by assessment. Please see the Professional Learning Activities guidance for each phase for specific requirements regarding assessment. This section of your file should be ordered chronologically, week by week, with the most recent plans at the front of the file.

Section D: Whole Class Records

Tracking Records

These provide an overview of work produced by all individuals in the class. Using the formats suggested by the University and your school, draw up a chart listing all the names of the children in your class and the work they will undertake in the core subjects. Use a symbol system to denote broad levels of pupils' understanding in relation to the success criteria (e.g. / - attempted; X - completed but not totally understood; q - completed and understood).

Focus Groups

The proforma provided should be used whenever you work with a small group of pupils. For example, when you are working with a group on guided reading or writing within English, this should be used to record the learning for the group.

Section E: Individual Profiles

Please see the Professional Learning Activities guidance for each phase for information about how many pupils you should complete individual profiles for.

When gathering evidence to inform profiles of individual pupils, the following elements need to be included:

- Background information (pseudonym, date of birth, place in family, languages spoken, etc.)
- Assessments in English, including reading records/communication, language and English
- Assessments in mathematics
- Assessments in science
- Any observations of achievements in the core and non-core subjects • Relevant details of the children's physical, social and emotional needs.
- Copies/summaries of any Individual Intervention Plans.

Assessments should be based on clear evidence, including annotated examples of work and observation records. Assessment evidence should reflect progression within the National Curriculum, and provide a holistic record of pupils' development, e.g. social, health-related and extra-curricular aspects.

File Dividers are available to support you with the organisation of your files.

Pupil Progress

There has been a significant emphasis on pupil progress in the recently revised Teachers' Standards and the Ofsted framework for school inspection (Ofsted, 2014).

The Teachers' Standards which focus on enabling and assessing the progress of all pupils include:

2. Promote good progress and outcomes by pupils;

5 Adapt teaching to respond to the strengths and needs of all pupils;

6. Make accurate and productive use of assessment i.e. make use of formative and summative assessment to secure pupils' progress and use relevant data to monitor progress, set targets, and plan subsequent lessons.

Whilst, as part of the April 2014 Ofsted framework for school inspections, inspectors must cover the achievement of pupils at the school and consider the extent to which the education provided by the school meets the needs of the full range of pupils.

Given that Student Teachers will need to meet all Teachers' Standards to pass the course and be prepared for an Ofsted inspection in their future NQT post, pupil progress constitutes an important aspect of the programme of study. Student Teachers should focus on planning and differentiation to enable and assess the progress of all pupils in their classes.

For example, the Lesson Dialogue Record prompts observing staff to comment specifically on pupil progress and achievement in relation to the intended learning detailed on the lesson plan and the contribution of teaching to this learning. This is to support the Student Teacher in focusing on pupil learning as an indicator of the quality of teaching in the lesson. The post-lesson conversations should also focus on pupils' learning, progress and outcomes.

Key Information for Mentors: Phase One School Experience

Placement starts: Thursday 1st October 2020. They are asked to arrive by **8.15am and report to the PCM**

GPE days: Students attend university on 5th- 6th and 7th October, 14th October, 21st October, 4th November, 11th November, 18th November, 25th November

University Day: Tuesday 15th Dec.

University assessment ED5617: Monday 9th November (noon).

University assessment ED5618: morning or afternoon on the 4th or 5th January (students will be given a time allocation for the assessment presentation)

School-based assessments:

PHASE 1 interim profile w/b Mon 14th Dec (formative). To be submitted by Friday 18th Dec at the latest.

PHASE 1 end of phase profile w/b Mon 1st Feb (summative). To be submitted by Friday 5th Feb at the latest

Timetable Weighting

Weeks in Phase One	% on planning, teaching and evaluating lessons (whole class)	% on other work with children (for example, PLAs, assessment, small groups, individuals)	% on preparation
1 – 4	0 (max. 25%, if appropriate)	75	25
5– 7	25	50	25
8– 16	60	20	20

Timetables should also include a slot for the Mentor and student to hold a Weekly Professional Learning Meeting in an appropriate private space.

Course documents:
Course documents can be accessed online -
https://www.brunel.ac.uk/education/initial-teacher-education

Lesson planning:
Student teachers write their lesson plans on the Brunel lesson plan pro forma. Our expectation is that students show plans to class teachers/mentors in advance to obtain guidance.

Written feedback on teaching:
Class teachers/mentors annotate the lesson plan with feedback for each lesson taught.
1 x **Lesson Dialogue Record** (LDR) is completed each week during Phase 1.
Mentor and student complete a **Weekly Professional Learning Record** following the Weekly Professional Learning Meeting.

Where there is concern about a student teacher's progress: The mentor contacts the Link Tutor.

Students' files and Professional Learning Activities:

Students keep 3 files: File 1: Professional Learning, File 2: Phase One School and File 3: Phase Two School

Professional Learning Activities (PLA) form an important part of subject knowledge development or provide evidence towards meeting particular Teachers' Standards. Although it is the Student Teacher's responsibility to manage their own workload, we encourage Mentors to keep sight of these activities to oversee how their Student Teacher is addressing these requirements. Please refer to the students' PLA handbooks for subject areas as well as the week by week guide which outline the expected activities.

Mentors, PCMs and tutors use the evidence in the files to support judgments about the quality of students' teaching.

Link tutor visit

Two Link Tutor visits are allocated per student; the first visit will take place before the interim assessment on 18th December to discuss progress. The second visit should include a joint observation with the mentor followed by a joint meeting for the post lesson conversation. The student's progress should be discussed and the Link Tutor will discuss the post lesson conversation with the mentor.

Assessment

Students' teaching is assessed using the Teachers' Standards'. Mentors exercise professional judgment about what can reasonably be expected of a student teacher at this stage in their development. Mentors, PCMs and tutors use the evidence from observations and files to support judgments about the quality of students' teaching. If, at any stage, it becomes apparent that the student is not making expected progress please follow with expediency the Support and Intervention process.

Week-by-Week guide to Phase One

This schedule is NOT an exhaustive list but includes most of the key professional learning points.

Week Placement number	Professional Learning Activity
1st, 2nd, 8th and 9th October 2020 Initial Induction	• ***Mentor/ PCM*** to prepare a programme of induction to the school, to ensure Student Teacher is aware of protocol regarding **safeguarding** issues; any relevant school policies, to include policy documents on equality and diversity, information needed including dress code, school attendance and punctuality protocol. Mentor and Student Teacher to complete Health and Safety Form. • ***Mentor/PCM*** to share behaviour policy, reward and sanction procedures for class and school • ***Mentor/PCM and student teacher*** to exchange e-mail address/ school phone number or any other necessary contact details. • Mentor/ PCM to introduce Student Teacher to other colleagues, such as SENco, subject & Key Stage coordinators, teaching assistants, and administrators. (A list of names of key staff would be useful). • Mentor to review the School Experience Guidance. • Student Teacher to review the School Experience Guidance. • Student Teacher to share the Initial Needs Analysis (on PebblePad) with Mentor. • Student Teacher should have set up school experience files; now begin to collect information on the school, the neighbourhood and class (refer to the guide on keeping your file). • Student Teacher to obtain a copy of the class and school timetable and note carefully break times, assemblies, playtime duties, staff meeting, team planning meeting dates etc. • Student Teacher to obtain a group list of pupils and their ability sets (where appropriate).

	• Student Teacher to check if any pupils in the class have an Educational Healthcare Plan (EHCP);any Individual Intervention Plans or pupils who receive additional support from a TA/LSA; pupils with SEND; details of pupils with EAL; pupils with specific medical conditions and which children have been identified as more able. Please request copies of plans: these will remain confidential and are needed for purposes of effective planning, teaching and assessment. • Student Teacher to work with all the children in small groups, getting to know their names as soon as possible. • Student Teacher to ask the teacher how they can support in any particular group activities and to undertake small-scale, whole class work (e.g. taking the register or reading) for a limited time under the guidance of the Mentor/ class teacher. • Mentor and Student Teacher have first weekly meeting. Student Teacher and Mentor complete Weekly Professional Learning Record (WPLR) on PebblePad. ***Student Teacher*** to give the Mentor/PCM their Link Tutor's name and contact details so that three-way communication can be facilitated
3 12/10/20	• Going forward timetable weightings to be followed with these weekly activities: Weekly Activities: • Student Teacher and Mentor to review and discuss the Professional Learning Activity Schedule together • Mentor reviews School Experience files. • Mentor conducts first lesson observation (even if this is just part of a lesson for this first formal observation) and completes Lesson Dialogue Record (at least one per week) • Mentor and Student Teacher have weekly meeting. Student Teacher and Mentor complete Weekly Professional Learning Record (WPLR) on PebblePad. • Student Teacher to collect data for the PPA (at least one piece of English and mathematics assessment per week; science and a chosen foundation subject when possible) Additional activities: • Student Teacher to obtain dates for parents' evenings and request possibilities for involvement. • Student Teacher and Mentor to discuss assessment procedures and Student Teacher to arrange meeting with assessment coordinator • Student Teacher to request to see where resources are located in the school to support their teaching; also, explore ICT resources Student Teacher to discuss the Education Studies 2 (ED5618 PPA assignment) with the Mentor, and together decide on an appropriate pupil to use for this work (Further guidance is available in the ED5618 Module Study Guide).
4 19/10/20	• Student Teacher to work with all the children in small groups, getting to know their names as soon as possible. • Student Teacher to ask the teacher how they can support in any particular group activities and to undertake small-scale, whole class work (e.g. taking the register or reading) for a limited time under the guidance of the Mentor/ class teacher. • Student Teacher to take responsibility for "Other work with pupils" (ie. PLAs, assessment, work with small groups/ individual pupils), under the guidance of the mentor. If the Student Teacher feels confident, they may

	want to do a whole class activity for PART of a lesson (e.g.: mental starter, word/ sentence level activity, part of a Science lesson).
	Half Term
5 2/11/20	**Weekly activities plus:** • Student Teacher to have set up opportunities to observe the teaching of phonics and early maths skills. • Student Teacher to set up meetings for observations of other class teachers in the school. This maybe particularly beneficial in the teaching of SSP and any grammar work being done with year 5/ 6 pupils in particular.
6 9/11/20	**Weekly activities plus:** • Student Teacher to have set up opportunities to observe the teaching of phonics and early maths skills. • Student Teacher to set up meetings for observations of other class teachers in the school. This maybe particularly beneficial in the teaching of SSP and any grammar work being done with year 5/ 6 pupils in particular.
7 16/11/20	**Weekly activities**
8 23/11/20	**Weekly activities plus:** • Mentor and Student Teacher to complete Interim Phase Profile on PebblePad. It is important to use the descriptors of the Teachers' Standards as a guide; highlighting each element is helpful. • Student teacher to ensure Non-Core curriculum record is up to date; identify any subject areas that have not yet been taught and discuss with mentor to ensure every subject is covered
9-10 30/11/20 7/12/20	**Weekly activities**
11-12-13 14/12/20 4/1/21 11/1/21	**Weekly activities**
14 18/1/21	**Weekly activities plus:** • Student Teacher to start to draft the Professional Learning Action Plan on PebblePad • Student Teacher to start to draft the End of Phase Profile on PebblePad.
15 25/1/21	**Weekly activities plus:** • Student Teacher to complete the Professional Learning Action Plan on • PebblePad • Student Teacher to complete End of Phase Profile on PebblePad (selfassessment against the Teachers' Standards); Mentor to complete End of Phase Profile on PebblePad; Targets set for Phase 2 by Student Teacher and Mentor.
16 1/2/21	**Student Teacher and Mentor to check all assessor fields are completed**: including Part 2 of the Teachers' Standards; absence days and the Non-Core Curriculum Record.

Key Information for Mentors: Phase Two School Experience

Key dates:
Induction to school placement: Thursday 11th March and Friday 12th March 2021; They are asked to arrive by **8.15am and report to the PCM**.

Phase Two placement starts: Monday 15th March 2021

GPE days: Students attend university on Weds 17th March, and 24th March

University days: 19th April

Master's module assessment ED5619: Students attend university for part of the day on either Tuesday 4th or Wednesday 5th May, this will be announced nearer the time.

School-based assessments:
Phase Two interim profile by 30th April (formative)
End of Phase Two profile by 18th June (summative)

Timetable Weighting Phase Two

Weeks in Phase Two	% on planning, teaching and evaluating lessons (whole class)	% on other work with children (for example, PLAs, assessment, small groups, individuals)	% on preparation
1 – 2	0 (max. 25%, if appropriate)	75	25
3-5	25	50	25
6-8	50	25	25
9-12	70	10	20

Timetables should also include a slot for the Mentor and student to hold a Weekly Professional Learning Meeting in an appropriate private space.

Course documents:
Course documents can be accessed online -
https://www.brunel.ac.uk/education/initial-teacher-education

Lesson planning:
Student teachers write their lesson plans on the Brunel lesson plan pro forma during the Phase Two. Our expectation is that students show plans to class teachers/mentors in advance to obtain guidance. Where students are making progress at their interim assessment, they may use the school lesson plans during the final weeks of the placement.

Written feedback on teaching:
Class teachers/mentors annotate the lesson plan with feedback for each lesson taught.
1 x **Lesson Dialogue Record** (LDR) is completed each week of the placement. Mentor and student complete a **Weekly Professional Learning Record** following the Weekly Professional Learning Meeting.

Where there is concern about a student teacher's progress: The mentor contacts the Link Tutor.

Students' files and Professional Learning Activities
Students keep 3 files: File 1: Professional Learning, File 2: Phase One and File 3: Phase Two.

Professional Learning Activities form an important part of subject knowledge development or provide evidence towards meeting particular Teachers' Standards. Although it is the Student Teacher's responsibility to manage their own workload, we encourage Mentors to keep sight of these activities to oversee how their Student Teacher is addressing these requirements. Please refer to the students' PLA handbooks which outline the expected activities.
Mentors, PCMs and tutors use the evidence in the files to support judgements about the quality of students' teaching.

Link tutor visit
There will be one Link Tutor visit allocated per student. The student's progress should be discussed and the Link Tutor will discuss the post lesson conversation with the mentor. The visit will be conducted before the interim assessment on 30th April and targets for the students can be set up during this visit following a review of their progress.

Assessment
Students' teaching is assessed using the Teachers' Standards. Mentors exercise professional judgment about what can reasonably be expected of a student teacher at this stage in their development. Mentors, PCMs and tutors use the evidence from observations and files to support judgements about the quality of students' teaching. If, at any stage, it becomes apparent that the student is not making expected progress please follow with expediency the Support and Intervention process.

Week-by-Week guide to Phase Two

This schedule is NOT an exhaustive list but includes most of the key professional learning points.

Week Placement number	Professional Learning Activity
1-2 **11/3/21** **15/3/21** **22/3/21**	**Initial Induction and Prep** ***Mentor/ PCM*** to prepare a programme of induction to the school, to ensure Student Teacher is aware of protocol regarding **safeguarding** issues; any relevant school policies, to include policy documents on equality and diversity, information needed including dress code, school attendance and punctuality protocol. Mentor and Student Teacher to complete Health and Safety Form. ***Mentor/PCM*** to share behaviour policy, reward and sanction procedures for class and school (***Mentor/PCM and student teacher*** to exchange e-mail address/ school phone number or any other necessary contact details. ***Student Teacher*** to give the Mentor/PCM their Link Tutor's name and contact details so that three-way communication can be facilitated. ***Student Teacher*** to obtain a copy of the class and school timetable and note carefully break times, assemblies, playtime duties, staff meeting, team planning meeting dates etc. ***Mentor/ PCM*** to introduce Student Teacher to other colleagues, such as SENco, subject & Key Stage coordinators, teaching assistants, and administrators. (A list of names of key staff would be useful). ***Mentor and Student Teacher*** to review the School Experience Guidance ***Student Teacher*** to review the PLAP (on PebblePad) with Mentor ***Student Teacher*** to collect information on the school, the neighbourhood and class (refer to the guide on keeping your file) ***Student Teacher*** to obtain a group list of pupils and their ability sets (where appropriate); it may be helpful to draw table plans with names. ***Student Teacher*** to check if any pupils in the class have an Educational Healthcare Plan (EHCP);any Individual Intervention Plans or pupils who receive additional support from a TA/LSA; pupils with SEND; details of pupils with EAL; pupils with specific medical conditions and which children have been identified as more able. Please request copies of plans: these will remain confidential and are needed for purposes of effective planning, teaching and assessment. ***Student Teacher*** to work with all the children in small groups, getting to know their names as soon as possible ***Student Teacher and Mentor*** to select four focus pupils to include one pupil with EAL and one with SEND. The Student Teacher will assess these pupils in the three core subjects throughout the placement. ***Student Teacher*** to ask the teacher how they can support in any particular group activities and to undertake small-scale, whole class work (e.g. taking the register or reading) for a limited time under the guidance of the Mentor. ***Student Teacher*** to take responsibility for "Other work with pupils" (ie. PLAs, assessment, work with small groups/ individual pupils), under the guidance of the mentor. If the Student Teacher feels confident, they may want to do a whole class activity for PART of a lesson (e.g. mental starter, word/ sentence level activity, part of a Science lesson) Student Teacher to discuss the Education Studies 3 (ED5619, Curriculum Enhancement assignment) with the Mentor. Mentor and Student Teacher have first weekly meetings even if only teaching part lessons. Student Teacher and Mentor complete Weekly Professional Learning Record (WPLR) on PebblePad

	School Holidays
3 & 4 **22/3/21** **29/3/21**	Going forward timetable weightings to be followed with these weekly activities: Student Teacher to continue the assessment of four focus pupils in the three core subjects. Student Teacher and Mentor to review and discuss the Professional Learning Activity Schedule together. Mentor reviews School Experience files. Mentor conducts lesson observation and completes Lesson Dialogue Record (at least one per week). Mentor and Student Teacher have weekly meeting. Student Teacher and Mentor complete Weekly Professional Learning Record (WPLR) on PebblePad Additional activities: Student Teacher to obtain dates for parents' evenings and request possibilities for involvement. Student Teacher and Mentor to discuss assessment procedures and Student Teacher to arrange meeting with assessment coordinator. Mentor to discuss expectations of standards of pupils' work with Student Teacher. Marking should be in line with the school's policy. Student Teacher to observe a science lesson and set up observations of other class teachers within the school. Mentor and Student Teacher to discuss ways of working with additional adults in the class. Student Teacher to request to see where resources are located in the school to support their teaching; also, explore ICT resources.
5 **19/4/21**	Weekly activities plus: Student Teacher to have set up opportunities to observe the teaching of phonics and early maths skills. Student Teacher to observe a PE lesson. Take note of class management, particularly re: health/safety and any individual needs. Student Teacher to conduct English Speaking/Listening observation.
6-7 **26/4/21** **3/5/21**	Weekly activities plus: Student Teacher to find opportunities to report to parents (preferably about positive achievements.) Student Teacher to observe subject co-ordinators teach their subjects, make notes and file in Professional Learning File. Student Teacher to plan to join in with KS1/2 SATs or other termly assessment preparations where possible. Student Teacher to plan/present display with advice from mentor.
8 **10/5/21**	Weekly activities plus: Mentor and Student Teacher to complete Interim Phase Profile on PebblePad. Mentor to make available medium term planning for core and foundation subjects that the Student Teacher will be teaching in the next term.
9 **17/5/21**	Weekly activities plus: Student Teacher to attend university for part of 20 April for ED5619 assessment. Student Teacher to teach a PE lesson if not already taught (must be under supervision of class teacher).
10-11 **24/5/21** **7/6/21**	Weekly activities plus: Mentor and Student Teacher to draft End of Phase Profile on PebblePad (self-assessment against the Teachers' Standards); discuss possible targets for NQT Transition Plan
12 **14/6/21**	Weekly activities plus: Student Teacher to complete End of Phase Profile on PebblePad (self-assessment against the Teachers' Standards); Mentor to complete End of Phase Profile on PebblePad; targets set; Student Teacher and Mentor to check all assessor fields are completed: including Part 2 of the Teachers' Standards; absence days and the Non-Core Curriculum Record.

	Student teacher to check all required PebblePad field are completed in readiness for the exit tutorial.

Section 4

Documentation

Pen Portrait

This should be completed on PebblePad. The screenshot below shows what this looks like.

Tutor Group

Please select

Background Information

Full name	
Mobile telephone number	
Undergraduate Degree Title	
University	
Classification of award	
Date of award	
Hobbies and Interests	
Autobiographical Information	
Personal email address	

School Experience

School(s) attended as a pupil	
School(s) where you have undertaken paid employment (please indicate the nature of your work)	

Lesson Plan

Brunel University London

Professional Learning Foci (to be taken from previous lesson evaluations and/or the current WPLR):				
National Curriculum reference (P of S, S of W)	Intended learning outcomes (I.L.Os):	Related success criteria:	Class: Subject:	Date: Time: Length:
Resources/ICT/Health and Safety including risk assessment where needed:	Opportunities for cross curricular links:	Behaviour for learning strategies:		
Pupils' prior knowledge and learning:				
Action points from previous lesson evaluation (including consideration for specific children: i.e. *higher attainers, pupils with SEND, bilingual learners and disabilities)*:				
Subject specific vocabulary :	Possible misconceptions:			

LESSON PROGRESSION

Approx. timings	Intended Learning outcomes *(What do I want the pupils to learn?)*	Main teaching, activities, organisation, and homework *(How do I want all the pupils to learn?)*	Differentiation (*How will I ensure specific groups of pupils will access the learning? To include additional adult support)*	Assessment opportunities including key questions (*How will I/the children know what has been learnt? Refer to whole class, individuals and an identified focus group here - who, what and how?)*

Lesson evaluation for the pupils against the Intended Learning Objectives (to be completed after the lesson)

Focus group analysis:	
Next steps for focus group:	
Summary of whole class pupil progress:	
Action points for next lesson (refer to this in next lesson's differentiation box):	

Lesson evaluation in relation to your current Professional Learning Foci (Student Teacher):

Annotation Sheet

This sheet can be used to record assessment notes, alongside a pupil's piece of work, or when there is no other physical evidence. (i.e. a maths game, discussion…) We recognise that some pupils with SEND may struggle to provide concrete written evidence so it maybe that a photograph of their activity is included (e.g. writing in the sand).

Name: Year: Date:

Subject:

Context (Details of task set, circumstances in which it was done and teacher intervention)
Relevant Information (Information regarding pupil's progress/achievement)
Analysis/Level (Specific features of the sample that show what the pupil has achieved/stage at which working)
Progression: (Note specific focus needed for pupil progression)

Whole Class Record Tracking (Core Subjects)

Subject/Activity:

Name				

File Dividers: Phase 1 and Phase 2

File 1: Professional Learning

This file should be used as evidence for all your professional learning.
PLAs:

- Your Pre-course PLAs
- Subject specific PLAs
- GPE PLAs
- FEM PLAs where appropriate

All other evidence from school placements should be kept in this file. These might include:

- School inset;
- Supporting extra-curricular activities;
- Team teaching;
- Assisting with another class;
- Working with parents or other stakeholders;
- Supporting teachers with displays and observing/ collaborating with any other professionals.
- Observation notes

These experiences should also be captured on the Weekly Professional Learning Record on PebblePad. All documentation in this file is evidence towards meeting the Teachers' Standards; therefore, where possible, consider which Teachers' Standard/s they are evidence for.

File 2: Phase One School Experience

File 2: Phase One School
Section A: General Information

- Title Page
- Name, address and telephone number of school
- Student Teacher's name and address
- Dates of School Experience, including any closures
- Names of Head Teacher and Class Teacher
- Link Tutor: name and email address
- Personal tutor: name and email address
- Teaching timetable (where appropriate)

School
Notes on such aspects as:

- School organisation (vertical grouping, team teaching, year groups, etc.);
- Physical resources (extra teaching spaces, such as group rooms, play areas, etc.);
- Teaching resources (shared equipment for the curriculum areas);
- Reference materials (library and book provision);
- The pupils (range of religious and cultural traditions, linguistic diversity);
- Home/school/community links;
- School policies (e.g health and safety with risk assessment, safeguarding, assessment and marking, behaviour, SEND, EAL, more able, homework, handwriting, displays). You are not required to include hard copies in your files but you must ensure that you have read them and notes should be included.
- The style of handwriting used in the school. You will need to adapt the style of your own handwriting to that recommended by the school, as children will use your writing as a model.

Class Profile
This could include the following:

- List of names of children and dates of birth (please check with your Mentor if this is appropriate in your setting), together with assessment details available, and note languages spoken by children in the class, SEND, more able and other individual needs;
- Copy of the class timetable;
- Plan of the classroom;
- List of resources available (books, stationery, equipment for curriculum areas, media resources, including the computer). Remember that use of resources is a sensitive issue. Please do not just help yourself – ask first and be economical!
- Notes on support available from other staff, assistants and parents;
- Daily classroom routines and homework systems.

File 2: Phase One School

Section B: Medium Term Planning

Contents:

- Medium Term plans
- Overview of the week, summarising curriculum areas taught and assessed

File 2: Phase One School

Section C: Lesson Planning, Evaluations and Assessments

Contents:

- This section of your file should include all of your lesson plans, annotated lessons plans, evaluations and assessments. You must produce an individual lesson plan for EVERY lesson you teach.

File 2: Phase One School

Section D: Whole Class Records

Contents:

- Tracking Records
- Focus group proformas

File 2: Phase One School

Section E: Individual Profiles

Contents:

- Background information (pseudonym, date of birth, place in family, languages spoken, etc.)
- Assessments in English, including reading records/communication, language and English
- Assessments in mathematics
- Assessments in science
- Any observations of achievements in the core and non-core subjects • Relevant details of the children's physical, social and emotional needs
- Copies/summaries of any Individual Intervention Plans.

Remember to anonymise any records

File 3: The Phase Two School Experience

File 3: Phase Two School

Section A: General Information

Contents:

- Title Page
- Name, address and telephone number of school
- Student Teacher's name and address
- Dates of School Experience, including any closures
- Names of Head Teacher and Class Teacher
- Link Tutor: name and email address
- Personal tutor: name and email address
- Teaching timetable (where appropriate)

School

Notes on such aspects as:

- School organisation (vertical grouping, team teaching, year groups, etc.);
- Physical resources (extra teaching spaces, such as group rooms, play areas, etc.);
- Teaching resources (shared equipment for the curriculum areas);
- Reference materials (library and book provision);
- The pupils (range of religious and cultural traditions, linguistic diversity);
- Home/school/community links;
- School policies (e.g health and safety with risk assessment, safeguarding, assessment and marking, behaviour, SEND, EAL, more able, homework, handwriting, displays). You are not required to include hard copies in your files but you must ensure that you have read them and notes should be included.
- The style of handwriting used in the school. You will need to adapt the style of your own handwriting to that recommended by the school, as children will use your writing as a model.

Class Profile

This could include the following:

- List of names of children and dates of birth (please check with your Mentor if this is appropriate in your setting), together with assessment details available, and note languages spoken by children in the class, SEND, more able and other individual needs;
- Copy of the class timetable;
- Plan of the classroom;
- List of resources available (books, stationery, equipment for curriculum areas, media resources, including the computer). Remember that use of resources is a sensitive issue. Please do not just help yourself – ask first and be economical!
- Notes on support available from other staff, assistants and parents;

Daily classroom routines and homework systems.

File 3: Phase Two School

Section B: Medium Term Planning

Contents:

- Medium Term plans
- Overview of the week, summarising curriculum areas taught and assessed

File 3: Phase Two School

Section C: Lesson Planning, Evaluations and Assessments

Contents:

- This section of your file should include all of your lesson plans, annotated lessons plans, evaluations and assessments. You must produce an individual lesson plan for EVERY lesson you teach.

File 3: Phase Two School

Section D: Whole Class Records

Contents:

- Tracking Records
- Focus group proformas

File 3: Phase Two School

Section E: Individual Profiles

Contents:

- Background information (pseudonym, date of birth, place in family, languages spoken, etc.)
- Assessments in English, including reading records/communication, language and English
- Assessments in mathematics
- Assessments in science
- Any observations of achievements in the core and non-core subjects • Relevant details of the children's physical, social and emotional needs.
- Copies/summaries of any Individual Intervention Plans.
- Remember to anonymise any records

Overview of Professional Learning, Monitoring and Assessment

The Brunel University London Teacher Education Partnership has a commitment to ensuring that Student Teachers meet the Teachers' Standards at the highest level possible. The following diagram is an 'at a glance' illustration of the professional learning process and how this feeds into the assessment of Student Teachers.

Initial Needs Analysis

The Initial Needs Analysis integrates professional learning foci and strategies, which are cross referenced to the Teachers' Standards. These will be your professional learning foci for your first WPLR. This is completed on PebblePad in collaboration with your school mentor, however, it is useful for you to take a draft to school A.

Weekly Professional Learning Record (WPLR)

The Student Teacher reflects against each professional learning foci with comments about how this has impacted pupil progress. The Student Teacher completes brief reflections on other Professional Learning Activities (PLAs) undertaken this week (to include mentor support, subject knowledge development, engagement with other colleagues). Through discussion and consideration of the evidence in files and in Pebblepad, the Mentor and Student Teacher reflect on the professional learning that week. If the mentor and Student Teacher are in agreement, they can identify the professional learning foci for the following week. If there are any concerns at this stage, the mentor must contact the link tutor.

Lesson Dialogue Record (LDR)

Professional learning foci related to the Teachers' are determined from discussions arising from the WPLR. The observer writes a qualitative commentary on pupil progress in relation to the intended learning for that lesson. The observer also comments on how the Student Teacher has demonstrated progress towards their Professional Learning Foci. Finally, the observer notes possible areas to discuss in the next WPLR meeting with a view to determining the next week's Professional Learning Foci.

TYPES OF EVIDENCE OF IMPACT ON PUPIL PROGRESS: The assessment of pupil learning from the previous lesson plan, marked pupil homework, pupils' attitudes towards learning in the lesson, pupils' responses to questions or dialogue with other pupils, work produced by pupils during the lesson, annotated copies of the Student Teacher's lesson plan.

Lesson Planning, Assessment and Marking **(Subject specific documentation)**	The Student Teacher uses both WPLRs and LDRs to inform their planning for pupil progress in future lessons. TYPES OF EVIDENCE OF IMPACT ON PUPIL PROGRESS: Evaluation of pupil learning and teaching on the back page of the lesson plan; any subsequent marking and assessment. Collectively, these will inform future planning.
Professional Learning Activities (PLAs)	Professional Learning Activities will assist Student Teachers in having an impact on pupil progress and in helping them to address their Professional Learning. When completed, these are logged and kept in File 1. A Reflective Self-review is to be completed at the end of the programme, referencing evidence from PLAs, feedback from planning and teaching and other school-based work. This self-review, in conjunction with the Teachers' Standards Descriptors, is used to inform the final outcomes at the End of Course assessment.
Teachers' Standards Descriptors	The Student Teacher and the Mentor examine and discuss the Professional Learning Record: evidence in the school experience files, on pebblepad and the sequence of WPLRs with the associated LDRs and PLAs for that phase so far. Teachers' Standards descriptors should be highlighted to identify where the Student Teacher is in relation to each of the Teachers' Standards (not met, partially met, fully met) based on the evidence presented. Two key points to note in relation to the application of the Teachers' Standards: "The bulleted subheadings should not be interpreted as separate standards in their own right but should be used by those assessing trainees and teachers to track progress against the standard, to determine areas where additional development might need to be observed, or to identify areas where a trainee or teacher is already demonstrating excellent practice relevant to that standard." "Providers of initial teacher training (ITT) should assess trainees against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS". (DfE, 2013: 6) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers__Standards.pdf

Interim Phase Profile Assessment	The highlighted Teachers' Standards descriptors and Reflective Self-review are used to summarise the outcome for each of the Teachers' Standard areas, ie not met, partially met, fully met. This agreed outcome for the interim phase is reached through discussion by the Student Teacher and Mentor based on the evidence. A comment is included where appropriate and required interventions identified where the student outcome is not met or partially met at this interim phase. The Teachers' Standards descriptors can be used to identify professional learning foci for the next WPLR after the completion of the Interim Phase Profile. If there are any concerns at this stage, the mentor must contact the link tutor. If the Student Teacher is not yet making expected progress, please seek guidance on the Support and Intervention process.
End of Phase Profile Assessment	The highlighted Teachers' Standards descriptors and Reflective Self-review are used to make a summary 'best fit' judgement for each of the Teachers' Standard. The Student Teacher (through self-assessment) and Mentor independently indicate an outcome, with an evidence-based rationale. Collaboratively, an end of phase outcome is agreed. Strengths and future professional learning foci are established ready for the next phase. The end of phase profile assessment informs the subsequent professional learning action plan, in all cases with the exception of the end of Phase 2, where the profile will inform the NQT Transition plan. If there are any concerns at this stage, the mentor must contact the link tutor. If the Student Teacher is not yet making expected progress, please seek guidance on the Support and Intervention process.
Professional Learning Action Plan (PLAP)	The Student Teacher drafts their Professional Learning Action Plan (PLAP) for the next phase of learning. This draws on the professional learning foci but details the Teachers' Standards to be worked on in order of priority; actions required to meet these; associated success criteria; support required to meet the foci and a review period. The PLAP priorities should go on to inform the Teachers' Standards foci in the WPLRs and LDRs for the next phase and associated Professional Learning activities (PLAs).

Assessment of Student Teacher progress towards the Teachers' Standards Rationale

This assessment rationale is broadly based on the UCET NASBTT Assessment Toolkit (2017) It is essential that those assessing Student Teachers use their professional judgement when making and agreeing decisions focusing on the quality of the Student Teachers' teaching overall. All borderline cases must be reviewed, taking into account all relevant evidence as necessary (DfE, 2013: 6).

Please see the 'Overview of Professional Learning and Assessment' document detailing how the mentor and student should approach completion of the two assessment profiles required per phase. Reflecting upon that document, it is important to consider the following two key points taken from the preamble to the Teachers' Standards (DfE, 2013: 6):

> "The bulleted subheadings should not be interpreted as separate standards in their own right, but should be used by those assessing trainees and teachers to track progress against the standard, to determine areas where additional development might need to be observed, or to identify areas where a trainee or teacher is already demonstrating excellent practice relevant to that standard."
>
> "Providers of initial teacher training (ITT) should assess trainees against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS."

As early as possible and as soon as a potential 'not met' is identified, the PCM and Link Tutor must be alerted and immediate intervention, including sharply focused longer and short-term targets for the Student Teacher, are to be agreed and recorded and explicit professional learning actions defined and monitored. The support and intervention process will be initiated at this stage. Weekly updates should be maintained. At the end of the course, the Student Teacher would not be awarded QTS or progress to the NQT year, if they were unable to evidence progress in their practice beyond the 'not met' outcome. Ideally a 'not met' outcome against any standard should not be a surprise to student, mentor or tutor at interim or end of phase assessment points.

Documentation on the following can be found within this document:

- Support and Intervention process Section 5.
- Construction of assessment profiles can be found in Section 4.

Please note, the Teachers' Standards Descriptors should be used throughout to inform assessment of Student Teacher progress by all those involved in their development.
Strengths and professional learning foci will be shared with the employing school or setting through the Transition and Professional Learning Action Plan. The Brunel University London Teacher Education Partnership will offer ongoing support as require

Gathering Evidence

You will collect evidence of your progress towards the Teachers' Standards from pre-course activity and through both phases of your school placements. You will reflect on your evidence gathered within the WPLRs on PebblePad and this will be accompanied by supporting evidence, also uploaded to PebblePad and which can also be seen in your School Experience Files. The collation of the evidence requires a regular update, we recommend once every fortnight and also just prior to completion of Interim/End of Phase assessments. At the end of each phase in the assessments, you will write reflective comments based around the Teachers' Standards to demonstrate how you have met them through the evidence you have gathered. This will be used to inform the outcome for the Teachers' Standards and associated targets and actions arising will be set.

Evidence will be drawn from:

- Planning Documentation: including units of work, lesson plans, lesson assessment; learning resources;
- Professional Learning Documentation: including weekly professional learning records, lesson dialogue records;
- Professional Learning Activities: including activities included in this handbook; assessment records; pupils' marked work; signed confirmation by Mentors/class teachers of activities undertaken in school; evidence collated for Subject Knowledge.
- Any evidence gathered towards FEM should also be noted in the Reflective Self-review.

It is important to remember that the bullet points associated with each standard are not sub-standards. They are amplifications of the standard and as such you do not need to provide evidence for each bullet point. We do suggest that you should provide between three to five pieces of annotated evidence from across the course as a whole. The annotations and the evidence should allow you to provide the narrative of your progress in a particular standard in the final review. In many ways this is as important as the quantity of evidence itself. Having identified the evidence you will need to critically reflect on the evidence. It is these reflections on the evidence which will provide the 'story' of your progress.

We would suggest that the critical reflections supporting each collection of evidence for each standard could be framed around these questions:

- How does my evidence show my practice has progressed over the course?
- Does the evidence support the outcome which has been proposed for a particular standard?
- How does my evidence show that my practice is consistently and reliably effective, with minimal support from colleagues?

It would be helpful to refer to the Teachers' Standards Descriptors for each standard when considering the answers to the above questions.

- Your trail of evidence should illustrate the progress you have made in your practice & how independently and with initiative, you are consistently & reliably able to secure impact on pupils' learning.

Initial Needs Analysis in preparation for Phase 1

Name:

Reflect on Parts one and two of the Teachers' Standards in relation to your pre-course experiences. Consider where your strengths are: identify which TS you feel comfortable with, which are going to need developing (stretch) and which do you think will be most challenging. Choose three that fit into the 'stretch' or 'challenge' categories and use this to complete the analysis below. These will form your first professional learning foci for the Phase 1. The needs analysis will be the focus of a meeting with your university tutor and school mentor. To be completed on Pebblepad.

Teachers' Standard **Choose three TS that would be a stretch or a challenge**	**Current position** **Reflect on the TS and explain why it is a 'stretch' or a 'challenge'**	**Strategies and support available**

Lesson Dialogue Record

Part A: To be completed by the Student Teacher before the lesson:

Documents to be provided in advance of the lesson by the Student Teacher:

Lesson plan (to be annotated on by observer)		Resources (as appropriate)	
Information on pupil groups		Seating plan (as appropriate)	
(SEND; EAL; able; FSM/PP)		Annotated version of previous lesson plan and evaluation (as appropriate)	

Name		School	
Subject area		Date	
Time of lesson		Sequence of lesson	
Observer		Key stage/ Year group	
Teaching space		Number of pupils	
Professional Learning Foci (related to the Teachers' Standards and taken from the WPLR):			

Part B: To be completed by the observer after the lesson:

Summary comments on the extent to which the lesson ILOs have been met. Also where appropriate, comment in relation to: Behaviour management -TS1&7, Pedagogy TS2, 4 & 5, Curriculum TS3, Assessment TS , Professional behaviours TS 8

Summary comments on how the student teacher has demonstrated progress in relation to their Professional Learning Foci.

Comments to inform next week's Professional Learning Foci (to guide discussion in WPLR meeting)

The post-lesson conversations between the observing member of staff (usually the Mentor) and the Student Teacher are crucial to the process of reviewing progress and considering professional learning foci to support the teaching of high-quality lessons. It is very important, after the lesson, that the observer supports the Student Teacher in analysing their own practice through the use of effective in-depth questioning, rather than providing a summary of the lesson. The observer should share best practice with the Student Teacher, but this should take place following the post-lesson discussion.

Discussion and questioning to be included in the post-lesson conversation:

- What do pupils know/what can they do that they didn't know/couldn't do at the start of the lesson?
- How did the lesson intend to build on the pupils' prior learning?
- What learning has taken place against the Intended Learning Outcomes (ILOs)? What proportion of pupils achieved your ILOs? Why?
- What did the pupils find difficult? How could you have planned for this differently?
- Did all pupils make progress? What comments do you have on the progress of the groups in the class (able, SEND, EAL, FSM/PP)? What evidence do you have of the learning? How do you know they have learned in the way you describe above?
- How did you use questions to check and support learning, as well as extending learning?
- How did you differentiate the learning for pupils in the class? How did these strategies help the pupils?
- Would XXXX (pupil) have responded differently/made more progress if you had set up the task differently?
- How did you know what the pupils learnt in the lesson? What strategy was most successful for this?
- What other methods of assessment could you have used?
- What were the key areas of subject knowledge required for this lesson?
- What are the possible/common misconceptions?
- How did the pupils respond to the learning activities?
- How did the pupils respond to you?
- What strategies worked well to engage the pupils?
- Could you have dealt differently with the incident with XXXX (pupil)?
- What do you feel was positive? Strengths related to your identified professional learning foci?
- Can you identify what you did that contributed to the positive outcome?
- What areas would you like to work on?
- Which parts of the lesson went well and why?
- What was the relationship between the lesson planning and delivery? What do you need to consider in future planning?
- What are the implications of this in relation to identifying Professional Learning Activities?

Teachers' Standards

Department for Education

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: https://www.gov.uk/government/publications/teachers-standards

Weekly Professional Learning Record (WPLR)

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

Expand boxes, as required

Week beginning:		
Professional learning foci for this week (Refer to most recent assessments: 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)

Brief reflections on other Professional Learning Activities (PLAs) undertaken this week (to include mentor support, subject knowledge development, engagement with other colleagues)	
Reflective comment	Evidence identified in files

Section 2: Mentor completes this section during or after the meeting, after consideration of school experience files.

Mentor confirms the evidence in Section 1 and that the student teacher is making expected progress; if 'yes', mentor and student teacher agree new professional learning foci for the following week.

Yes ☐ No ☐

If you have ticked no, please provide a comment below and contact the link tutor immediately. Please also comment here if there are any matters about professional behaviours with reference to Parts 1 and Part 2, including attendance and punctuality. Please refer to the guidance on Support and Intervention as appropriate.

Professional learning foci arising from this week's professional learning and strategies for achieving them; include reference to developing subject knowledge where appropriate.	Teachers' Standards reference

Signed by Student Teacher	
Signed by Mentor	

Teachers' Standards Descriptors

Behaviour for Learning and Class Management

TS1: Set high expectations which inspire, motivate and challenge pupils

Consider the evidence base for each development area, agree an overall position for the standard, and use this to record the outcome and suggest possible progression targets or strategies on the profile document.

Development areas for TS1	Fully Met		Partially Met	Not Yet Met
1.1 Establish a safe and stimulating environment for pupils, rooted in mutual respect	Consistently uses innovative strategies to establish a safe and stimulating environment for pupils rooted in mutual respect that motivates and inspires pupils to learn and enjoy the subject		Is able to establish a safe and stimulating environment. There is evidence of mutual respect in the classroom	
1.2 Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions	Consistently sets goals that stretch, challenge and motivate pupils. Uses effective strategies to support the learning and progress of underperforming groups		Is able to set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions	
1.3 Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils	Consistently and effectively demonstrates and models the positive attitudes, values and behaviour which are expected of pupils		Is able to demonstrate the positive attitudes, values and behaviour which are expected of pupils	
Agreed Position	**Met (fully)**	Met (partially)		**Not Met**

TS7: Manage behaviour effectively to ensure a good and safe learning

Consider the evidence base for each development area, agree an overall position for the standard, and use this to record the outcome and suggest possible progression targets or strategies on the profile document.

Development areas for TS7	Fully Met		Partially Met	Not Yet Met
7.1) Have clear rules and routines for behaviour in the classroom, and take responsibility for promoting good and courteous behaviour in the classroom and around the school, in accordance with the school's behaviour policy	In accordance with the school's behaviour policy • Takes responsibility for and has the knowledge, understanding and skills to promote and manage behaviour effectively and create an excellent climate for learning • Actively encourages pupils to behave well in the classroom and around the school and display high levels of courtesy and cooperation • Can effectively tackle bullying, including cyber and prejudice-based bullying		Has clear rules and routines for behaviour in classrooms and takes responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school's behaviour policy	
7.2) Have high expectations of behaviour and establish a framework for discipline, consistently and fairly, with a range of strategies, using praise, sanctions and rewards consistently and fairly	• Consistently sustains high expectations of behaviour • Establishes and maintains or applies the school's framework for discipline, consistently and fairly, using a wide range of effective strategies		• Sustains high expectations of behaviour • Establishes and maintains, or applies the school's framework for discipline using a range of strategies	
7.3) Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them	Consistently manages a high level of pupil motivation and involvement using a range of effective approaches appropriate to the pupils' needs		Is able to manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them	
7.4) Maintain good relationships with pupils, exercising appropriate authority, and acts decisively when necessary	Demonstrates good relationships with pupils and exercises appropriate authority, and acts decisively when necessary		Is able to maintain good relationships with pupils, exercising appropriate authority and acts decisively when necessary	
Agreed Position	**Met (fully)**	Met (partially)		**Not Met**

Pedagogy: How Pupils Learn, Classroom Practice and Adaptive Teaching

TS2: Promote good progress and outcomes by pupils

Consider the evidence base for each development area, agree an overall position for the standard, and use this to record the outcome and suggest possible progression targets or strategies on the profile document.

Development areas for TS2	Fully Met		Partially Met	Not Yet Met
2.1) Be accountable for pupils' attainment, progress and outcomes	Consistently accountable for pupils' attainment, progress and outcomes		Is accountable for pupils' attainment; pupils make some progress	
2.2) Plan teaching to build on pupils' capabilities and prior knowledge	• Has a good understanding of the pupils' capabilities and their prior knowledge • Assess pupils' achievement and plans and teach lessons that enable pupils, including those who are disabled and those who have special educational needs, to make at least expected progress		Is aware of pupils' capabilities and their prior knowledge, and plans teaching to build on these	
2.3) Guide pupils to reflect on the progress they have made and their emerging needs	Pupils are consistently offered high quality intervention and feedback, which enables them to identify the progress they have made and understand what they need to do to improve		Is able to guide pupils to reflect on the progress they have made and their emerging needs	
2.4) Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching	Is consistently able to use knowledge and understanding of how pupils learn to improve their teaching		Is able to demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching	
2.5) Encourage pupils to take a responsible and conscientious attitude to their own work and study	Consistently and effectively encourages pupils, by setting specific high expectations, to take a responsible and conscientious attitude to work and study		Is able to encourage pupils to take a responsible and conscientious attitude to their own work and study	

Agreed Position	**Met (fully)**	Met (partially)	**Not Met**

TS4: Plan and teach well-structured lessons

Consider the evidence base for each development area, agree an overall position for the standard, and use this to record the outcome and suggest possible progression targets or strategies on the profile document.

Development areas for TS4	**Fully Met**		**Partially Met**	**Not Yet Met**
4.1) Impart knowledge and develop understanding through effective use of lesson time	• Consistently and effectively imparts knowledge and develops understanding through using lesson time to great effect		Is able to impart knowledge and develop understanding through effective use of lesson time	
4.2) Promote a love of learning and children's intellectual curiosity	• Consistently and effectively promotes a love of learning and children's intellectual curiosity		Is able to promote a love of learning and children's intellectual curiosity	
4.3) Set homework and plan other out of class activities to consolidate and extend the knowledge and understanding pupils have acquired	• Consistently and effectively plans differentiated, purposeful homework/out-of-class activities that consolidates and extends existing knowledge and understanding		Is able to set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired	
4.4) Reflect systematically on the effectiveness of lessons and approaches to teaching	• Is systematically and critically reflective in analysing, evaluating and improving their practice (paraphrased) • Is able to accurately judge the effectiveness of their lessons and impact on all groups of pupils		Is able to reflect systematically on the effectiveness of lessons and approaches to teaching	
4.5) Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)	• Consistently makes effective contributions to the design and provision of an engaging curriculum within the relevant subject area(s)		Makes contributions to the design and provision of an engaging curriculum within the relevant subject area(s)	

Agreed Position	**Met (fully)**	Met (partially)	**Not Met**

TS5: Adapt teaching to respond to the strengths and needs of all pupils

Consider the evidence base for each development area, agree an overall position for the standard, and use this to record the outcome and suggest possible progression targets or strategies on the profile document.

Development areas for TS5	**Fully Met**		**Partially Met**	**Not Yet Met**
5.1) Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively	• Consistently and effectively differentiates appropriately using timely approaches which enable pupils to be taught effectively		Knows when and how to differentiate appropriately using approaches which enable pupils to be taught effectively	
5.2) Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these	• Understands the causes of low achievement; challenge and motivate pupils where attainment is low; and use effective strategies to support underperforming groups		Has a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these	
5.3) Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development	• Consistently and effectively demonstrates clear awareness of the physical, social and intellectual development of children, and effectively adapts teaching to support pupils' education at different stages of development		Is able to demonstrate awareness of the physical, social and intellectual development of children, and knows how to adapt teaching to support pupils' education at different stages of development	
5.4) Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those	• Consistently and effectively evaluates and adapts teaching to meet the diverse needs of all learners, including those with high ability (including Gifted and Talented), EAL, SEN, disabilities, those eligible for pupil premium and FSM		Has a clear understanding of the needs of all pupils including those with high ability, EAL, SEN and disabilities; and is able to use and evaluate distinctive teaching	

with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them	• Challenges and motivate pupils where attainment is low; and use effective strategies to support underperforming groups • Consistently and effectively uses and evaluates distinctive teaching approaches to engage and support pupils		approaches to engage and support them	
Agreed Position	**Met (fully)**	Met (partially)		**Not Met**

Curriculum and Subject Knowledge

TS3: Demonstrate good subject and curriculum knowledge

Consider the evidence base for each development area, agree an overall position for the standard, and use this to record the outcome and suggest possible progression targets or strategies on the profile document.

Development areas for TS3	**Fully Met**		**Partially Met**	**Not Yet Met**
3.1) Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings	• Teaches well, demonstrating good subject and curriculum knowledge and phase expertise. • Is confident in working with the curriculum • Demonstrates the ability to address misunderstandings and maintain pupils' interest		Has a secure knowledge of the relevant subject(s) and curriculum areas, fosters and maintains pupils' interest in the subject, and addresses misunderstandings	
3.2) Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship	• Demonstrates critical understanding of developments in the subject and curriculum areas. • Consistently promotes the value of scholarship		Is able to demonstrate a critical understanding of developments in the subject and curriculum areas, and promotes the value of scholarship	
3.3) Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject	• Demonstrates a good understanding of how to develop the reading, writing and communication skills of the pupils they teach • Consistently demonstrates an understanding of, and takes responsibility for, promoting high standards of literacy, articulacy and the correct use of Standard English		Is able to demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English	
Primary: **3.4) If teaching early**	• Student Teacher can teach early reading, systematic synthetic phonics,		Is able to, if teaching early	

reading, demonstrate a clear understanding of systematic synthetic phonics	communication and language development confidently and competently so that pupils make good or better than expected progress • Consistently demonstrates a thorough understanding of the role of systematic synthetic phonics in the teaching of early reading		reading, demonstrate a clear understanding of systematic synthetic phonics	
Primary: **3.5) If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies**	• Student Teacher can teach primary mathematics with confidence and competence so that pupils make at least expected progress		Is able to, if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies	
Agreed Position	**Met (fully)**	Met (partially)		**Not Met**

Assessment

TS6: Make accurate and productive use of assessment

Consider the evidence base for each development area, agree an overall position for the standard, and use this to record the outcome and suggest possible progression targets or strategies on the profile document.

Development areas for TS6	**Fully Met**		**Partially Met**	**Not Yet Met**
6.1) Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements	Accurately assess achievement and attainment in relevant subject and curriculum areas including statutory assessment requirements, using new curricular, examination and assessment arrangements		Knows and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements	
6.2) Make use of formative and summative assessment to secure pupils' progress	Consistently and effectively uses formative, continuous assessment and summative tests to great effect to secure progress for all pupils, through a sequence of lessons over time		Is able to make use of formative and summative assessment to secure progress for pupils over time	
6.3) Use relevant data to monitor progress, set	• Consistently and effectively uses a range of relevant data, including school progress data, to		Is able to use relevant data to monitor progress,	

targets, and plan subsequent lessons	monitor pupil progress and learning over time • Records of pupil progress and learning and attainment are accurate and up to date and used to inform future planning and target setting		set targets and plan subsequent lessons	
6.4) Gives pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback	• Consistently uses a range of effective methods to give pupils regular and constructive feedback and the opportunity to respond to it • Accurate and timely marking and oral feedback contributes to pupil progress and learning over time		Is able to give pupils regular feedback, both orally and through accurate marking and encourages pupils to respond to the feedback	
Agreed Position	**Met (fully)**	Met (partially)		**Not Met**

TS8: Fulfil wider professional responsibilities

Consider the evidence base for each development area, agree an overall position for the standard, and use this to record the outcome and suggest possible progression targets or strategies on the profile document.

Development areas for TS8	**Fully Met**		**Partially Met**	**Not Yet Met**
8.1) Make a positive contribution to the wider life and ethos of the school	Is consistently proactive and makes a contribution to the wider life and ethos of the school		Is proactive and makes a contribution to the wider life and ethos of the school	
8.2) Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support	• Professional relationships with colleagues are consistently effective • Consistently and effectively consults with colleagues as appropriate, knowing when and how to draw on their advice and specialist support		• Professional relationships with colleagues are good • Consults with colleagues as appropriate, knowing when and how to draw	

			on their advice specialist support	
8.3) Deploy support staff effectively	Consistently and effectively deploys support staff to maximise the learning of pupils		Deploys support staff effectively to support the learning of pupils	
8.4) Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues	• Takes responsibility for improving their teaching through professional development • Effectively uses the advice and guidance offered by colleagues to secure improvements in practice		Is able to take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues	
8.5) Communicate effectively with parents with regard to pupils' achievements and well being	Proactively and consistently communicates effectively with parents and carers about pupils' achievements and well-being		Communicates effectively with parents and carers about pupils' achievements and well-being	
Agreed Position	**Met (fully)**	Met (partially)		**Not Met**

Reflective self-review

This is a reflective self-review which allows you the opportunity to summarise your progress and evidence towards meeting the Teachers' Standards. You should write reflections on a regular basis, a recommendation is *once every two weeks* and certainly prior to an assessment, either interim or end of phase. Your reflections on progress and attainment under the five key areas (see below) must be supported by evidence which you should upload to PebblePad. Evidence MUST include your interactions with the university-based activities and PLAs, engagement with your placement and feedback from your mentor, evidence from LDRs and WPLRs and any other evidence of self-study. Your reflections in this self-review in conjunction with the Teachers' Standards Descriptors during Phase 1 and Phase 2, should be used to inform the 'self-assessment' sections of your Interim and End of Phase Profile assessments. You will need to complete this document in preparation for your final tutorial with your link tutor/personal tutor and any interim tutorials which take place prior to the end of the programme.

There is also an opportunity for you to reflect on your FEM and demonstrate how you have met these competencies. Again, evidence can be gathered from PLAs completed, session notes and workshop notes must be uploaded to PebblePad.

1. Behaviour management: TS1 and TS7
Phase 1 (300 words)
Phase 2 (500 words)
2. Pedagogy: How pupils learn, classroom practice and adaptive Teaching: TS2, TS4, TS5.
Phase 1 (300 words)
Phase 2 (500 words)
3. Curriculum: TS3
Phase 1 (300 words)

Phase 2 (500 words)
4. Assessment: TS6
Phase 1 (300 words)
Phase 2 (500 words)
5. Professional behaviour: TS8
Phase 1 (300 words)
Phase 2 (500 words)
6. Fundamental English and Mathematics (FEM), if appropriate and identified in your INA at the start of the programme.
Phase 1
Phase 2
FEM areas: Met/Not Met (end of course) **Signature of personal tutor:** **Date:**

These areas have been taken from the Initial Teacher Education Core Content Framework and Early Career Framework - these will be areas for priority during your NQT year. A link to the document also offers essential reading in these areas
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/773705/Early-Career_Framework.pdf

Brunel University London PGCE ITE Profile Document
Name:

The Profile Summary: Part 1 (Teaching)

Please use the highlighted Teachers' Standards descriptors and the Reflective Self-review as the guide to decide for each Teachers' Standard whether a Student Teacher has 'met' or 'not met' each one. To achieve QTS Student Teachers must demonstrate that they have met each of the eight Teachers' Standards and met the requirements in part 2. An outcome of 'met' indicates that a student has acquired the minimum required level and can be recommended for QTS. If a Student Teacher has not met one or more of the Teachers' Standards, their progress to the next phase of the course will be reviewed on an individual basis.

		Phase 1 School name:		Phase 2 School Name:		Final outcomes
	Standard	Interim: Met/Not met	End of phase: Met/Not met	Interim: Met/not met	End of phase: Met/not met	Final placement outcomes: Met/not met
Behaviour for learning and class management	TS1					
	TS7					
Pedagogy: how pupils learn, classroom practice and adaptive teaching	TS2					
	TS4					
	TS5					
Curriculum and subject knowledge	TS3					
Assessment	TS6					
Professional behaviour (Preamble, TS1, TS8 and Part Two)	TS1, TS8, Part two					
	Final best-fit overall outcome					

Please sign and date to indicate that a discussion of these assessments has taken place at the interim stage and end of each Phase. Add a comment as necessary:

	Phase 1 signature, date and comment	Phase 2 signature, date and comment
Mentor		
Student Teacher		
PCM		
Link Tutor		

The Profile Summary: Part 2 (Personal and Professional Conduct)

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position

Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions

Showing tolerance of and respect for the rights of others

Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs

Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards of attendance and punctuality.

- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

All Student Teachers to be awarded QTS will have demonstrated high standards of professional behaviour and that: They have a commitment to the teaching profession and are able to develop appropriate professional relationships with colleagues and pupils. They have regard to the need to safeguard pupils' well-being, in accordance with statutory provisions. They understand that by law that schools are required to teach a broad and balanced curriculum and they are beginning to develop learners' wider understanding of social and cultural diversity. They are willing to assume an appropriate degree of responsibility for the implementation of workplace policies in the different settings in which they have trained. They adhere to school policies and practices, including those for attendance and punctuality. They have a broad understanding of their statutory professional responsibilities, including the requirement to promote equal opportunities and to provide reasonable adjustments for pupils with disabilities, as provided for in current equality legislation. They are aware of the professional duties of teachers as set out in the statutory documentation.

Confirmation that the Student Teacher has demonstrated appropriate evidence.		Yes/No	Number of school days absent (include 0)	Comment (either on exceptional performance or any issues arising)	Signature
Phase 1	Interim				
	End of Phase 1				
Phase 2	Interim				
	End of Phase 2				
End of Phase 2: Confirmation that the Student Teacher has demonstrated appropriate evidence towards Part Two Personal and Professional Conduct in relation to maintaining high standards of attendance and punctuality to University based sessions.					

Behaviour for learning and class management: TS1, TS7
TS1 Set high expectations which inspire, motivate and challenge pupils

<table>
<tr><td>Interim Assessment
(Phase 1/Phase 2)</td><td></td><td colspan="2">End of Phase Assessment
(Phase 1/Phase 2)
Here you may continue with the issues raised/discussed at the interim assessment point and/or indicate progress made against Professional Learning Foci set, challenges overcome etc. Indicate end of phase outcome for meeting the standard.</td></tr>
<tr><td rowspan="2">Mentor/Student Teacher agreed outcome (circle as appropriate)

Fully met/Partially met/Not met</td><td></td><td>Student Teacher's self-assessment of their teaching and impact on pupils' learning rationale (including direct reference to appropriate evidence and where this can be found):</td><td>Fully met/Partially met/Not met</td></tr>
<tr><td></td><td>Mentor's assessment and rationale:</td><td>Fully met/Partially met/Not met</td></tr>
<tr><td rowspan="3">Comment including any actions to take if this TS is partially met or not met</td><td></td><td colspan="2">Mentor/Student Teacher agreed outcome

Fully met/Partially met/Not met</td></tr>
<tr><td></td><td colspan="2">Professional Learning Foci (to be set at a joint meeting) for:
Next Phase i.e. Phase 2/NQT Transition Plan:</td></tr>
<tr><td></td><td colspan="2">Strengths and Distinctiveness:</td></tr>
</table>

TS7 Manage behaviour effectively to ensure a good and safe learning environment

<table>
<tr><td>Interim Assessment
(Phase 1/Phase 2)</td><td></td><td colspan="2">End of Phase Assessment
(Phase 1/Phase 2)
Here you may continue with the issues raised/discussed at the interim assessment point and/or indicate progress made against Professional Learning Foci set, challenges overcome etc. Indicate end of phase outcome for meeting the standard.</td></tr>
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<tr><td rowspan="3">Comment including any actions to take if this TS is partially met or not met</td><td></td><td colspan="2">Mentor/Student Teacher agreed outcome

Met Not met</td></tr>
<tr><td></td><td colspan="2">Professional Learning Foci (to be set at a joint meeting) for:
Next Phase i.e. Phase 2/NQT Transition Plan:</td></tr>
<tr><td></td><td colspan="2">Strengths and Distinctiveness:</td></tr>
</table>

Pedagogy: how pupils learn, classroom practice and adaptive teaching: TS2, TS4, TS5

TS2 Promote good progress and outcomes by pupils

Interim Assessment (Phase 1/Phase 2)		**End of Phase Assessment (Phase 1/Phase 2)** Here you may continue with the issues raised/discussed at the interim assessment point and/or indicate progress made against Professional Learning Foci set, challenges overcome etc. Indicate end of phase outcome for meeting the standard.	
Mentor/Student Teacher agreed outcome Fully met/Partially met/Not met		Student Teacher's self-assessment of their teaching and impact on pupils' learning rationale (including direct reference to appropriate evidence and where this can be found):	Fully met/Partially met/Not met
		Mentor's assessment and rationale:	Fully met/Partially met/Not met
Comment including any actions to take if this TS is partially met or not met		Mentor/Student Teacher agreed outcome Met Not met	
		Professional Learning Foci (to be set at a joint meeting) for: Next Phase i.e. Phase 2/NQT Transition Plan:	

		Strengths and Distinctiveness:

TS4 Plan and teach well-structured lessons

Interim Assessment (Phase 1/Phase 2)		**End of Phase Assessment (Phase 1/Phase 2)** Here you may continue with the issues raised/discussed at the interim assessment point and/or indicate progress made against Professional Learning Foci set, challenges overcome etc. Indicate end of phase outcome for meeting the standard.	
Mentor/Student Teacher agreed outcome Fully met/Partially met/Not met		Student Teacher's self-assessment of their teaching and impact on pupils' learning rationale (including direct reference to appropriate evidence and where this can be found):	Fully met/Partially met/Not met
		Mentor's assessment and rationale:	Fully met/Partially met/Not met
Comment including any actions to take if this TS is partially met or not met		Mentor/Student Teacher agreed outcome Met Not met	
		Professional Learning Foci (to be set at a joint meeting) for: Next Phase i.e. Phase 2/NQT Transition Plan:	

		Strengths and Distinctiveness:

TS5 Adapt teaching to respond to the strengths and needs of all pupils

Interim Assessment (Phase 1/Phase 2)		**End of Phase Assessment (Phase 1/Phase 2)** Here you may continue with the issues raised/discussed at the interim assessment point and/or indicate progress made against Professional Learning Foci set, challenges overcome etc. Indicate end of phase outcome for meeting the standard.	
Mentor/Student Teacher agreed outcome Fully met/Partially met/Not met		Student Teacher's self-assessment of their teaching and impact on pupils' learning rationale (including direct reference to appropriate evidence and where this can be found):	Fully met/Partially met/Not met
		Mentor's assessment and rationale:	Fully met/Partially met/Not met
Comment including any actions to take if this TS is partially met or not met		Mentor/Student Teacher agreed outcome Met Not met	
		Professional Learning Foci (to be set at a joint meeting) for: Next Phase i.e. Phase 2/NQT Transition Plan:	

		Strengths and Distinctiveness:

Curriculum and subject knowledge: TS3
TS3 Demonstrate good subject and curriculum knowledge

Interim Assessment (Phase 1/Phase 2)		**End of Phase Assessment (Phase 1/Phase 2)** Here you may continue with the issues raised/discussed at the interim assessment point and/or indicate progress made against Professional Learning Foci set, challenges overcome etc. Indicate end of phase outcome for meeting the standard.	
Mentor/Student Teacher agreed outcome Fully met/Partially met/Not met		Student Teacher's self-assessment of their teaching and impact on pupils' learning rationale (including direct reference to appropriate evidence and where this can be found):	Fully met/Partially met/Not met
		Mentor's assessment and rationale:	Fully met/Partially met/Not met
Comment including any actions to take if this TS is partially met or not met		Mentor/Student Teacher agreed outcome Met Not met	

		Professional Learning Foci (to be set at a joint meeting) for: Next Phase i.e. Phase 2/NQT Transition Plan:
		Strengths and Distinctiveness:

Assessment: TS6
TS6 Make accurate and productive use of assessment

Interim Assessment **(Phase 1/Phase 2)**		**End of Phase Assessment** **(Phase 1/Phase 2)** Here you may continue with the issues raised/discussed at the interim assessment point and/or indicate progress made against Professional Learning Foci set, challenges overcome etc. Indicate end of phase outcome for meeting the standard.	
Mentor/Student Teacher agreed outcome Fully met/Partially met/Not met		Student Teacher's self-assessment of their teaching and impact on pupils' learning rationale (including direct reference to appropriate evidence and where this can be found):	Fully met/Partially met/Not met
		Mentor's assessment and rationale:	Fully met/Partially met/Not met
		Mentor/Student Teacher agreed outcome	

Comment including any actions to take if this TS is partially met or not met		Met Not met
		Professional Learning Foci (to be set at a joint meeting) for: Next Phase i.e. Phase 2/NQT Transition Plan:
		Strengths and Distinctiveness:

Professional behaviour: TS8, Part two (next page)
TS8 Fulfil wider professional responsibilities

Interim Assessment (Phase 1/Phase 2)		**End of Phase Assessment (Phase 1/Phase 2)** Here you may continue with the issues raised/discussed at the interim assessment point and/or indicate progress made against Professional Learning Foci set, challenges overcome etc. Indicate end of phase outcome for meeting the standard.	
Mentor/Student Teacher agreed outcome Fully met/Partially met/Not met		Student Teacher's self-assessment of their teaching and impact on pupils' learning rationale (including direct reference to appropriate evidence and where this can be found):	Fully met/Partially met/Not met
		Mentor's assessment and rationale:	Fully met/Partially met/Not met

Comment including any actions to take if this TS is partially met or not met		Mentor/Student Teacher agreed outcome Met Not met	
		Professional Learning Foci (to be set at a joint meeting) for: Next Phase i.e. Phase 2/NQT Transition Plan:	
		Strengths and Distinctiveness:	

Part 2 (Personal and Professional Conduct)

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards of attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

All Student Teachers to be awarded QTS will have demonstrated high standards of professional behaviour and that: They have a commitment to the teaching profession and are able to develop appropriate professional relationships with colleagues and pupils. They have regard to the need to safeguard pupils' well-being, in accordance with statutory provisions. They understand that by law that schools are required to teach a broad and balanced curriculum and they are beginning to develop learners' wider understanding of social and cultural diversity. They are willing to assume an appropriate degree of responsibility for the implementation of workplace policies in the different settings in which they have trained. They adhere to school policies and practices, including those for

attendance and punctuality. They have a broad understanding of their statutory professional responsibilities, including the requirement to promote equal opportunities and to provide reasonable adjustments for pupils with disabilities, as provided for in current equality legislation. They are aware of the professional duties of teachers as set out in the statutory documentation.

Please reflect on your progress below.
How have you demonstrated high standards of personal and professional conduct?
Comment on the extent to which you do the following and relate to evidence wherever possible:

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school in which you teach and maintain high standards of attendance and punctuality
- Have an understanding of and always act within the statutory frameworks which set out professional duties and responsibilities. (No outcome in relation to 'met/not met' is required for this section).

Student Teacher: Mentor:

Student Teacher to Newly Qualified Teacher (NQT): Transition Plan

You and your tutor will sign below to confirm that you have discussed your progress over the course and identified key priorities for your professional formation during your Induction Year.

Name of student teacher:	
Signature of student teacher:	
Tutor Name:	
Tutor Signature:	
Date:	

Tutors are signing to confirm that the discussion has taken place rather than verifying the notes made as a result. Tutors who sign this confirmation are not confirming that QTS has been awarded. Brunel University will retain a copy of this as part of the student records.

Summary of Your Initial Teacher Education

This is an agreed record of the coverage of your ITE programme to share with your induction tutor.

Initial Teacher Education (ITE) Provider:	Brunel University
Title of ITE Programme:	Post Graduate Certificate in Education with Qualified Teacher Status
Length of Programme:	9 months
Full-time or Part-time:	Full-time
Date of Completion:	
Specialist Subject/Specialism:	

Age ranges covered (select as appropriate):

	Ages 5-7 (School years 1-2)
	Ages 7-9 (School years 3-4)
	Ages 9-11 (School years 5-6)
	Ages 11-14 (School years 7-9)
	Ages 14-16 (School years 10 -11)

First Post

Name of School	
Address of School	
Telephone Number of School	
Name of Head Teacher	
Type of School (e.g.LA/Academy/ Independent)	
Borough/County	
Age Range	
Is your post part-time or full-time?	
Is your post temporary or permanent?	
Are you required to complete a 'formal' induction process in your school?	

Your Contact Details

Contact Address	
Telephone Number	
e-mail address *(personal)**	

*We may wish to contact you during your NQT year, so please provide details of your telephone number and personal e-mail address if you are happy for us to get in touch.

Future Activities

Please indicate your interest in the following:

	Mentoring for PGCE student teachers
	Beginning teachers' steering group

	Speaking to the next PGCE cohort
	MA Education

Transition and Induction: Reflections on Professional Learning Experiences

Consider the questions below in relation to your professional experiences to date.

Strengths • Which of your achievements you are proud of this year? • What subjects or topics were you good at? • What worked for you in your approach to learning? • What are you proud of achieving? • What new skills did you develop? • What personal resources can you access? • What values do you excel in that others fail to exhibit?	Weaknesses • What were your greatest challenges in achieving your personal goals? • What did you find difficult this year? • What are your negative work traits and habits? • What skills do you feel needed more work? • What areas of your approach did you struggle with? • When did you not feel confident about your ability to succeed?
Opportunities • What could you do to build your strengths and address your weaknesses? • Who did you encounter this year that might be able to help you on this journey? • What will be different about next year that will create opportunities to change? • What could you personally do differently in your approach to teaching next year? • What one thing could you change that would make the biggest difference to you in being a more effective teacher/ learner?	Threats • What are the biggest obstacles before you in making changes in your career/ learning? • What stops you from achieving what you are capable of? • What challenges do you face in managing distractions and procrastination?

In response to the questions, please identify your key considerations for next year and your career ahead.

•

Transition and Induction: Professional Learning Action Plan

Use your reflections on the questions above, your final Profile and the detail of the Teachers' Standards to complete the grid below. Identify the key foci, the level of priority, targets, and action and support required. Think about the relevant skills and expertise you have developed, why you are particularly motivated towards some particular aspects of teaching and why you want to find out more about, or gain more experience and expertise in, some areas of teaching. *NB The boxes will enlarge as you type into them.*

Teachers' Standards Related Area	**Key foci** What do you want or need to do/engage with?	**Priority level** (High, Medium, Low)	**Intentions** What do you want to achieve?	**Action and support required** What will you do to achieve the intention? What support will you need and from who (e.g. a specific school colleague or team, Brunel University London etc)?
Behaviour for learning and class management (TS1 and TS7)				
Pedagogy: how pupils learn, classroom practice and adaptive teaching (TS2, TS4, TS5)				
Curriculum and subject knowledge (TS3)				
Assessment (TS6)				
Professional behaviour (Preamble, TS1, TS8 and Part Two)				

These areas have been taken from the Early Career Framework, which offers valuable reading about these as NQT priority areas: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/773705/Early-Career_Framework.pdf

Section 5: Support and Intervention

Guidance

Support and intervention agreement

Support and Intervention Guidance

What is Support and Intervention?

There may be occasions in University and/or school when the progress of a Student Teacher is such that additional action is required beyond the normal systems of support and assessment. On these occasions, the Support and Intervention process may be activated by the University, the School or by the Student Teacher. Please note, there are two types of Support and Intervention, the first described at Stage 1 below and the second at Stage 3.

Why may the Support and Intervention process be activated?

The purpose of initiating the Support and Intervention process is to make certain that the Student Teacher is aware of the concerns at the earliest possible stage in order that an appropriate support action plan can be agreed. In many cases, the additional focus and support enables a Student Teacher to continue to progress in the expected manner and it is not viewed as a punitive step.

Please note, we reserve the right to over-ride these processes if concerns are raised over safeguarding, or other cases of serious professional misconduct.

Who can activate the Support and Intervention process?

The University

If the University has concerns about a Student Teacher's progress or professional conduct within the University context the Support and Intervention process may be activated in relation to, for example:
attendance and/or punctuality;
completion of school-based activities, tasks and enrichment activities arranged by the University;
meeting deadlines for submission of key documents;
maintaining appropriate professional conduct with all University and school staff.

In the first instance, the Personal Tutor will discuss these with the Student Teacher. This may lead to the Support and Intervention process being initiated and the placement school may be informed.

In some circumstances, it may be necessary to evoke the University's Professional Suitability Procedure.

The Placement School

If a placement school has concerns about a Student Teacher's progress and/or professional conduct, then in the first instance the Mentor in the placement school should discuss these issues with the Student Teacher. This is part of the process of monitoring progress against the Teachers' Standards and addressing any concerns. Depending on the nature of the worries, this may lead to activating Stage 1 Support and Intervention, followed, after an agreed timescale, by either a resolution without any further action or the instigation of more detailed Support and Intervention at Stage 3. Exact details are given below. Please note that in exceptional circumstances, the school partner may decide to withdraw the placement. In this situation, Programme

Leaders will consider evidence to support a decision about next steps: an alternative placement cannot be guaranteed.

The Student Teacher

If Student Teachers have concerns about their own progress towards the Teachers' Standards and have identified that they require additional support they may also initiate the Support and Intervention process themselves.

Please note: If a Student Teacher walks out of a school experience placement, having not followed all expected lines of communication and reporting to address any Support and Intervention issues (as detailed in the step by step process outlined in this handbook), then this will normally constitute a 'not met' outcome and result in a failed placement. In this situation, there is no automatic right to a resit.

What can trigger the Support and Intervention process?

A Support and Intervention could be issued for the following possible areas of concern:

Likely relevant Teacher Standards	Area of concern	Examples
TS2, TS3, TS4, TS7, TS8	Part One: Teaching A Student Teacher does not make the expected progress despite appropriate support over time A Student Teacher shows that they are not meeting the Teachers' Standards, in relation to the phase that they are working at, when they have been guided on how to do so.	WPLRs indicate a lack of progress towards identified targeted TS over a period of time If a Student Teacher 'plateaus' and there is no evidence of further progress in the quality of their teaching Interim assessment outcomes show partially met or not met.
	Part Two: Personal and professional conduct. A Student Teacher fails to demonstrate high standards of personal and professional conduct. (This is applicable to both University and School).	Poor attendance or punctuality Inability to follow correct procedures and policies (e.g. appropriate dress code) Lack of self-awareness Inability or unwillingness to accept professional feedback Inability to develop and maintain effective relationships with all staff

What are the stages of the Support and Intervention process?
This process is outlined below:

The Brunel University partnership would normally expect mentors and/or PCMs to discuss their concerns with student teachers prior to contacting the Link Tutor, in the interests of maintaining appropriate professional working relationships.

Stage 1: Activating Initial Support and Intervention
At the earliest opportunity, the mentor discusses concerns with the Student Teacher.
The mentor and the Student Teacher agree strategies to remediate the concern together with the timescale, targets and actions.
The concerns, targets and actions for the Student Teacher will usually be recorded on the Weekly Professional Learning Record (WPLR) and the mentor monitors as appropriate.

Stage 2: Reviewing Stage 1 Support and Intervention
Mentor and Student Teacher review targets using the full range of evidence.
If the agreed targets and actions have been met, and evidence supports this judgment, the Stage 1 Support and Intervention can be concluded and normal professional learning routines continue.
If insufficient progress has been made, proceed to Stage 3 and inform the Link Tutor immediately.

Formal university process (stage 3 onwards)
We reserve the right to start the Support and Intervention process at Stage 3

Stage 3: Setting up Support and Intervention agreement and Action Plan
Member of School Leadership Team (PCM) and Link Tutor are informed that concerns detailed in Stage 1 have not yet been resolved.
Joint review meeting (and observation where appropriate) with the Mentor and Link Tutor. Link tutor moderates the evidence with the Mentor to confirm whether there is a need for ongoing Support and Intervention. If so, a formal meeting with the Link Tutor, Mentor and Student Teacher takes place to agree the Support and Intervention and set revised targets. (Please see section below 'Targets and Actions for Improvement').
The Support and Intervention documentation is completed by staff and student teacher and emailed to all relevant parties. A copy is held by the PCM or other senior school leader and the Programme Leader.
An agreed period of time is set for the Student Teacher to focus on the Support and Intervention targets.
Explicit actions for the Student Teacher, Mentor and or Link Tutor are agreed and documented on the Support and Intervention Agreement.
All observations and review meetings should focus on the Support and Intervention targets and judgements against these should be recorded on the WPLRs.

Stage 4: Review of Support and Intervention Action Plan
At the end of the specified timescale, a formal review of targets takes place, by the Student Teacher, Mentor and Link Tutor who will use the full range of evidence.
A decision is reached as to which of the three possible outcomes has been demonstrated:

i. if sufficient progress has been made, the Support and Intervention ends and the normal professional learning routines continue;
ii. if partial progress has been made, the Link Tutor, Mentor and Student Teacher review the issues, revise the targets and the Support and Intervention is extended; extension of the Support and Intervention may only happen once. Further review is arranged following the agreed extension period, and a further joint lesson observation is arranged (as appropriate) to support the subsequent judgement.
iii. if insufficient progress has been made, proceed to Stage 5.

The outcome of the Support and Intervention is recorded on the Support and Intervention Agreement. A copy is returned to the Programme Leaders.

It is important that if a Support and Intervention process has been instigated and has been successfully resolved, that the Student Teacher begins the next stage of professional learning with a "fresh start".

Stage 5: Moderation
A moderation process is arranged to check the decision. This may include an additional lesson observation by a moderator.

Programme leaders, in collaboration with the school, will decide whether or not the student can continue in placement with a further extension of the Support and Intervention process.

If it is agreed that the student has made insufficient progress then the school placement will be terminated.

The outcome is recorded on the Support and Intervention Agreement.

Next steps for unsuccessful Support and Intervention
A meeting takes place between the student and a member of the partnership team (usually the Programme Leader). The Student Teacher is informed of the termination of the placement and the reason, also of the capacity of the Examination Board to award the opportunity of a re-sit if it is judged to be appropriate. The student teacher may, additionally, be signposted to relevant university support systems if this is judged appropriate. The student teacher may decide to withdraw from the programme. This meeting is recorded. The final decision is confirmed to Student Teacher following the outcomes of the Examination Board. Note that there is no automatic right to a re-sit of the school placement module.

Guidance for Stage 3
What should Support and Intervention target setting involve?
Targets for improvement must be explicitly linked to areas of concern in the Student Teacher's teaching which prevent the pupils from making the expected progress and be referenced to the Teachers' Standards Descriptors. The setting and revision of targets must be based on the review of the full range of evidence; there must be clear alignment between the identified issues and the targets set.

Targets will require agreed actions for both the Student Teacher and all those working with him/her in the programme

The Student Teacher should be able to evidence progress arising from the actions taken.

Outcomes of the targets need to be specific, measurable and appropriate for the stage the student is at in their placement and on the course.

Possible actions to support targets for improvement

Actions and associated evidence should be specific and achievable in the short-term. Tutors have found the following strategies helpful in supporting student teachers to gather evidence towards their targets, though the list is not exhaustive:

Directing the Student Teacher to specified Professional Learning Activities (PLAs) and discussing their responses;

Ensuring the Student Teacher receives consistent guidance about approaches to be taken - some Students Teachers have difficulty in choosing the best approaches from a number of options suggested;

Ensuring the teaching load is appropriate for the Student Teacher's current situation, i.e. considering a timetable reduction for a short period of time;

Ensuring classes being taught are appropriate for the Student Teacher's current situation;

Arranging for the Student Teacher to work alongside an experienced teacher in a support role - for example, leading specific sessions of the lesson in order to allow them to work to their strengths and hence develop successful practice;

Arranging for the Student Teacher to work with a teacher to provide support for specific pupils who will benefit from additional support or extension activities;

Providing extra support in developing the Student Teacher's subject knowledge (possibly with additional advice from appropriate university staff);

Arranging for additional, focused observations of other teachers, perhaps outside as well as inside the Department (Secondary) or in other classes (Primary) in order to develop the Student Teacher's understanding of good teaching in practice;

Providing evidence of action in response to constructive criticism e.g. through annotated lesson plans.

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 the Teachers' Standards, including Part Two)				
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.*

Section 6: Glossary of Key Terms

BER	Best Evidence Record (secondary only)
PHASE 1	Phase 1 School Experience
PHASE 2	Phase 2 Phase School Experience
INA	Initial Needs Analysis
LDR	Lesson Dialogue Record
PCM	Professional Coordinating Mentors
PLA	Professional Learning Activities
PLAP	Professional Learning Action Plan
WPLR	Weekly Professional Learning Record
TSD	Teachers' Standards Descriptors
RSR	Reflective Self-review