



**Mentor support and development
session 4: Phase 2**

Tuesday 29th March 2022

In this session we will cover:

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

Expectations for Phase 2

Access to the website – Password: Brunelpartners

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

Things to note from the School experience handbook:

Calendar

Timetable weighting

Lesson Dialogue Record – also on BBL and on the website

Monitoring the Professional Learning Process



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

Mapping and Tracking Impact of Teaching on Pupil Progress

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



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



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

Monitored by mentor, PCM, link tutor

Weekly Professional Learning Record (WPLR)

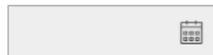
Section 1 (completed by the Student Teacher)

Weekly Professional Learning Record (WPLR)

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

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

Please enter a hint or description...



This item has not yet been evidenced

This week's foci:

Please enter a hint or description...

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

Monitoring school experience files

School experience files

File 1: Professional learning activities

File 2: Phase 1 school

File 3: Phase 2 school

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

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

Key assessment dates

Interim assessment: w/b Mon 25th April (formative). To be submitted by Friday 29th April at the latest.

Link tutor visit 1 (in person) – joint observation (to take place between 21/3/22 and 29/4/22 (roughly – this is guidance only)

Discussion about interim assessment and preparation for end of phase assessment

Link tutor visit 2 (remote) – final moderation/professional learning conversation (to take place between 23/5/22 and 17/6/22)

End of phase assessment: w/b 13th June (summative). To be submitted by Friday 17th June at the latest

Interim assessment (by 29th April) – the process

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

Interim Phase 2: On track/not on track

Behaviour for Learning and Class Management (TS1 & TS7)

On track

Not on track (in this case, please contact the Link Tutor and consider the Support and Intervention process)

- If “Not on track” – please contact the link tutor as soon as possible to initiate the Support and Intervention process

Tracking Document

Importance of target setting

Assessment (TS6)	Prompts to inform discussion
Understands and uses the school/ phase approach to marking	<ul style="list-style-type: none">• What is your understanding of the difference between formative and summative assessment? Give examples of both and explain how have you used them within the classroom?• Give examples of high-quality feedback, written or verbal, that you have given and that has had a significant impact on pupils' learning and progress. How do you know?• In what ways have used information from assessments to inform the decisions you have made about the next steps for your pupils?• From your experiences, what do you believe to be the most important elements in effective and accurate assessment of pupils' progress.• How have you been involved in tracking pupil progress?• Which data have you found most useful and what challenges have you noticed in making use of assessment data?• Give an example of targeting a specific pupil for tailored feedback; why did you do this and what impact did it have on the pupil's progress?
Tracks the learning of the whole class	
Suggests/ implements next steps for 4 focus children	
Supports/ implements school assessment processes	
Uses a range of varied assessment strategies (including formative and summative assessment)	
Consistently, uses assessment to adapt future lessons in the light of children's learning	
Creates opportunities for peer and self-assessment	
Provides regular, precise and effective verbal feedback in the course of lessons	
Creates regular opportunities for children to respond to feedback	
Makes use of assessment data to inform teaching	
Supports end of year assessments, moderation processes and shadows record keeping on school tracking system	
Shows evidence of using content/ material from the taught programme relating to assessment	

End of Phase Assessment against the Teachers' Standards – the process

- In advance of the meeting, the student teacher uses the Teachers' Standards to write a reflection in relation to the **impact** on their **own learning** and that of **their pupils' learning**
- Mentor and student consider each area and discuss the progress being made, drawing on WPLRs, LDRs, PLAs – an outcome is agreed, based on an evidence-based rationale. This is completed collaboratively on Pebblepad.
- This is a **summative** assessment point – PCMs/Link Tutors should support with moderation
- At the final Link tutor visit for phase 2, the mentor, student teacher and link tutor engage in a professional learning conversation where the student teacher has the opportunity to discuss their progress through the PGCE programme and how this is supported by any relevant evidence.
- This end of phase assessment informs the ECT Transition Plan.

Support and intervention

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

Support and Intervention – the process

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

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

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

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

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

Stage 3: Support and Intervention Agreement and action plan

Please give names below:				
Student Teacher		Mentor		
School		PCM		
Form initiated by		Link Tutor		
Date:		University Personal Tutor/Subject tutor		
Current strengths of student's work				
Nature of concern (in relation to areas of the Tracking Progress Document)				
Targets and strategies for achieving them (max of 3 targets)	Target	Action and timeframe	Support from BUL and school	Success criteria
Suggested review date (Stage 4 below):				
Please sign below:				Date
Student Teacher				
Professional Co-ordinating Mentor or member of school senior leadership team				
Link Tutor				
University Personal Tutor (Subject Tutor Secondary)				

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

Please comment on progress made on agreed targets identified in the action plan. As relevant, include comments relating to the student teacher's impact on pupil progress.	Date
Outcome of review:	Please tick one
Sufficient progress has been made (Support and intervention process ends)	
Partial progress has been made (Revise targets, agree extension of process*)	
Insufficient progress has been made (Go to Stage 5)	
Please sign below:	
Student Teacher	Date
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:	
Moderator (Programme Lead Primary/Secondary/Director of ITE)	Date

*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.

Ofsted

DFE Core Content Framework (CCF)

Mandatory for primary and secondary student teachers

Defines in detail the minimum entitlement

Does not set out the full ITE curriculum

Content is applicable to all subjects and all phases

Inspection will check providers are effectively incorporating CCF into their curriculum

Coverage – are all aspects of CCF covered

Effective teaching- does the curriculum design ensure that CCF is taught effectively?

