College of Business, Arts and Social Sciences

Department of Education
Initial Teacher Education Partnership

School Experience Handbook

PGCE Primary
2023-24

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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. Over time, we have collaboratively evolved effective ways of integrating university- and school-based work and opportunities for impactful professional learning. The PGCE programmes are subject to rigorous ongoing evaluation 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 the Partnership Office.

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. The Student Teachers also benefit enormously from the expertise of our school colleagues while on placements but as also invited contributors to our university-based provision. We can confidently state that our Student Teachers receive the best possible professional learning, graduating 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 and is highly 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.

We also thank our colleagues in the wide variety of schools and other educational settings we work with 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.

Anne Chappell
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 as an ITE and teacher education community.

Our Aims
- To ensure that supporting pupils' educational progress and development is at the heart of our ITE provision, taking account of their varied backgrounds and educational needs.
- To prepare the teacher education community, with a sustained commitment to offering all children and young people the best possible educational experiences.
- To support student teachers to develop into socially responsible professionals who work towards a just society upholding the highest standards of ethical practice. 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.
- To educate professionals with the capacity to use theory and research, and empowered to illuminate or challenge practice in their professional contexts.

- 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.

Key Contacts

The Partnership Office- Sharon Grey, Amrit Kalsi, Ruby Heer, Lauren Oswell cbass-po@brunel.ac.uk

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PGCE Primary Programme Leader- Julie Mansfield Julie.Mansfield@brunel.ac.uk

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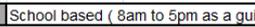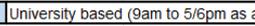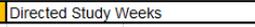
Ammal Gillani – Primary Education Lecturer Ammal.Gillani@brunel.ac.uk

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Dr Geeta Ludhra- Primary Education Lecturer Geeta.ludhra@brunel.ac.uk

Calendar

PGCE Calendar 2023-24

Uni Week number	W/b	Mon	Tues	Wed	Thurs	Fri
50	4.9.23	Intro. Day	S			S
51/0	11.9.23					S
1	18.9.23					S
2	25.9.23				Start Placement 1	
3	2.10.23					
4	9.10.23					
5	16.10.23					
6	23.10.23	Directed Study				
7	30.10.23	ED5617/ED55019 hand-in/ School day				
8	6.11.23					
9	13.11.23					
10	20.11.23					
11	27.11.23					
12	4.12.23					
13	11.12.23	University Day				Interim Assessment Placement 1
14	18.12.23	School Holidays				
15	25.12.23					
16	1.1.24	Bank holiday		ED5618 & ED55020 hand-in/School day		
17	8.1.24					
18	15.1.24					
19	22.1.24					
20	29.1.24					End of placement 1 (ED5625)
21	5.2.24					
22	12.2.24	Directed Study				
23	19.2.24					
24	26.2.24	Primary ASE				
25	4.3.24				Start of Placement 2 (ED5626)	
26	11.3.24					
27	18.3.24					
28	25.3.24					School holiday
29	1.4.24	School Holidays				
30	8.4.24					
31	15.4.24	University Day				
32	22.4.24					Interim Assessment Placement 2
33	29.4.24					
34	6.5.24	Bank Holiday				
35	13.5.24	ED5619 hand-in and presentations (or school day)	ED5619 presentations (or school day)			
36	20.5.24					
37	27.5.24	Bank Holiday	Directed Study			
38	3.6.24					
39	10.6.24					End Placement 2 (ED5626)
40	17.6.24					S
41	24.6.24	Directed Study/Additional placement if required				
42	1.7.24	Directed Study/Additional placement if required				End of Course

Key

School based (8am to 5pm as a gui		University Day (on campus)
University based (9am to 5/6pm as a		Assignment Hand-in / Presentation
Directed Study Weeks	ASE	Alternative Setting Experience
olidays - may shift based on placeme		
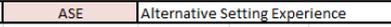
Section 2: Roles and Responsibilities

Professional Conduct

Attendance and Punctuality

Leave of Absence Request

Student Teacher Code of Conduct

Overview of Roles and Commitments across the Partnership

The Partnership School will:

Ensure that all student teachers are provided with clear guidance in respect of the safeguarding of children;

Have the same duty of care towards student teachers undertaking school experience, whilst they continue to be designated as University students, as employees, for the purposes of insurance policies. Student teachers will be perceived as 'employees' (under health and safety law) of the Partnership School;

Read the University Placement Health & Safety Declaration on the school portal, prior to the commencement of any placements, to confirm that your school provides the requirements stipulated for all subject areas and activities that the student teacher may be involved with e.g. Science, PE; **student teachers not to be left unsupervised for PE**; extra and intra-curricular;

Make sure the student teacher is aware of risk assessment and the processes around reporting and recording accidents or incidents;

Ensure that, if student teachers have the opportunity to participate in school trips, they are included in the school Risk Assessment form by name. Please share this document with the university by emailing to the Partnership Office for the attention of the Programme Lead.

Work with the student teacher to complete the University Health and Safety checklist, which can be found on PebblePad;

Ensure that the student teacher is aware of and adheres to guidance for online teaching to reflect policy and guidance from the DfE, University, school and BUL Department of Education;

Be compliant with legislation against discrimination and in supporting student teachers with disabilities. As part of the induction the PCM/mentor should ensure that appropriate training/briefing on the school's policies and procedures relating to equality and diversity is provided. Such training and / or briefing should contain equality related issues in the work environment. It should also include, but not be limited to, issues relating to race, disability, medical condition, gender, religion and / or belief, age and sexual orientation. Please see the link below to the University's Equality Policy for Student Work Placements and the Student Religion and Belief Policy.

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;

Ensure that staff support encompasses equal opportunity legislation as it applies to their roles in ITE; 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 Core Content Framework and familiar with the non-statutory 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 PCM at some meetings) and student teacher; the outcome of which is recorded in the Brunel Weekly Professional Learning Record (WPLR). It is anticipated that this meeting 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 and plans with the student teacher(s) in their school and staff at the University to ensure that the Partnership makes a contribution 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;

Adhere to the Brunel Support and Intervention procedures when required.

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 Office 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 Partnership school-based professional learning/studies programme for all student teachers which covers the Core Content Framework for ITE and 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, non-statutory, National Standards for mentors, as outlined in National Standards for school-based initial teacher training (ITT) mentors, July 2016 and the Core Content Framework

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

Carry out, at least one joint observation with the mentor or Link Tutor; 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 and oversee the school-based aspects of any 'Support and Intervention' issues. Ensure 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 underachievement, and working with the Link Tutor and PCM 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.

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: e.g. 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 and suggested timetable of progression;

Ensure the student teacher is familiar with and makes use of documentation and guidance relating to Safeguarding, Health and Safety policy and associated risk assessments

Ensure that the timetable includes a designated 60-minute time-slot for the   weekly professional learning meeting where progress is discussed using the Tracking Progress statements as a guide; professional learning activities negotiated and monitored and appropriate professional learning foci are set alongside timetabling commitments for the following week. 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 (agree reasonable deadlines for these in WPLR meetings) and provide appropriate feedback in time for them to make agreed amendments;

Ensure that the student teacher receives one lesson dialogue record per week;

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:

- the planning of their lessons based on the student teachers' assessment of prior learning;
- pupil progress in the lesson; and their own progress in relation to National and Partnership ITE priorities and student teacher progress and attainment data

Oversee and moderate the assessment and recording of pupils' progress undertaken by the student teacher through weekly meetings and file discussions;

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

Monitor progress on the WPLR on a weekly basis with the student teacher; discuss both pupil and student teacher progress and future professional learning foci; check PebblePad WPLR and confirm accuracy of record, adding relevant comments if needed.

Complete interim phase and end of phase assessment in a conference-style meeting with the student teacher possibly with Link Tutor and/or PCM present; agree an overall grade in the final profile;

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 using the Tracking Progress documents and 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 Leader having checked specified evidence and moderated the interim and end of phase profiles.

The Link Tutor will:

Ensure early contact via email or Zoom at the start of each placement; undertake 4 visits across the programme to each of their allocated student teachers and schools. Liaise with student teacher & PCM/ mentor to arrange their visits;

Discuss progress with the student teacher and look at their evidence (including any relevant assessment e.g. Interim/ End of Placement / Professional Learning Action Plan);

Play a role in supporting the student teacher, mentor & PCM with the Support and Intervention process should it be required

Complete the Link Tutor Visit Checklist; return to student teacher and mentor. Also, email a copy to Programme Lead together with any Lesson Dialogue Record for the observed lesson visit.;

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 2023/24'.

The University Partnership Office 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 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.

Entitlement for Student Teachers while on Placement

All student teachers are entitled to ongoing support and professional learning opportunities which will help to improve their teaching by receiving regular honest and constructive feedback on developments. The major elements of the school-based professional learning and support are:

- A whole-school Professional Education programme organised by the PCM, designed to complement the General Professional Education and Subject Studies sessions taught at University and to give an additional school-specific focus to these areas. This is organised around the school's timetable and availability of staff;
- A mentor who will have day to day responsibility for the student teacher's learning in school, coordinating observations of teaching, conducting the weekly professional learning meeting and working with the student teacher to complete profiles at the interim and end of each placement of the course;
- An appropriate timetable to meet the student teacher's learning needs, details of which are included in a subsequent section of this document

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), completed on PebblePad, which records a Student Teacher's professional learning and formative assessment in schools throughout the course
- The Summary for the Interim and End of Placement Assessment which audits student teachers' progress and attainment using the tracking progress documents and the Teachers' Standards at agreed audit points.
- Weekly Professional Learning Record (WPLR), which records the weekly progress monitoring meetings for student teachers with their mentors, recording agreed professional learning foci in relation to the CCF areas as outlined on the tracking progress documents and recommended professional learning opportunities to maximise progress and attainment.
- Lesson Dialogue Record (LDR), which records conversation from lesson observations and provides guidance to inform both pupil learning and student teachers' learning in relation to the CCF areas as outlined on the tracking progress documents.
- A comprehensive database, which provides data on student teachers' progress and attainment 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 Visit 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 school 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 here:

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 their 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 here.) 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 TRA (Teaching Regulation Agency) 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 by the end of the course. Your attendance and punctuality will be monitored on a weekly basis via your WPLRs and will be reviewed by your link tutor and personal tutor at

regular intervals.. Leave of absence may be approved in exceptional circumstances.

Absence from University Sessions

For unexpected illness, please email the tutor and your personal tutor. For circumstances such as medical appointments, please complete the Leave of Absence form which can be found on Brightspace.

1. Prior to the session (wherever possible) email the Leave of Absence request (available on Brightspace) to the member of staff responsible for the session (or module leader if unknown) and copy in your personal tutor. 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 relating to the missed session, and if possible talk to your peers about the session.
4. Lack of attendance and/or poor punctuality to university sessions could inform Part Two of the Teachers' Standards and will be reflected in references. The impact of poor/irregular attendance and punctuality will also be noted in Part two of the tracking progress document and this is likely to affect end of course outcomes.

Ongoing attendance and punctuality concerns may be dealt with through the University's Fitness to Practise Procedures (Senate Regulation 14)

Punctuality during university sessions:

Attendance and punctuality will be monitored by personal tutors throughout the programme. If you are late for any session, please note step 3 (above).

Unavoidable Absence during School Placements

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

2. Prior to known absences, ask your mentor or PCM if this is possible; ask them to complete the Leave of Absence request (available on Brightspace) and then email it to your personal tutor; copy in your mentor and link tutor. 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 on the Interim and End of Placement Assessment Profile. Please note that:

• Where your placement school's holidays differ significantly from expected placement dates, alternative arrangements may 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 absence 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.

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.

Absence from school placement may affect a student teacher's progress to the required level and may result in them 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 and graduation.

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 Fitness to Practise regulations.

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 ECT year and future careers. ***The Code of Conduct must be signed on PebblePad by all student teachers.***

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 Fitness to Practise Procedures.

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 Brightspace for student teachers and via the Brunel ITE web pages for our 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 Office 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 University email address to introduce themselves 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.

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 (mentors/PCMs) engage with both of these in order to demonstrate progress against the Teachers' Standards at the end of the course.

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); this is very important as it also enables the Link Tutor, Personal Tutor, Programme Leader, mentor and PCM to track progress through the placement.

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 suggested (these can be hard copy or electronic):

File 1: Professional Learning Activities (PLA)

File 2: Placement One School

File 3: Placement 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 by the end of the course. 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 clearly organised as outlined below. We recommend that the relevant documents provided in appendix 1 and 2 are printed out in preparation for weekly professional learning meetings. These indicate the professional learning activities that should be covered each week.

File 1: Professional Learning Activities

This file should be used as evidence for all your professional learning across the year. There are some specific Professional Learning Activities (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.

Any evidence gathered to demonstrate progress towards Fundamental English and Maths (FEM) should also be included in this file. This will be considered with your personal tutor during tutorials and again at the end of the programme.

File 2: Placement One School and File 3: Placement 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
3. Dates of School Experience, including any closures

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 greater responsibility. Eventually, in consultation with your mentor, identify the areas of study for which you will be responsible and lead on, and develop a plan for the duration of your school experience.

Section C: Lesson Planning, Evaluations and Assessments

This section of your file should include all of your lesson plans with annotations, 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 (use first name or initials depending on school policy) 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 (see PLA handbook and Brightspace) should be used when 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. As your whole class teaching increases, you will find you do less focus group work so will use this proforma less; you will use the whole class tracking more.

Section E: Pupil Profile Analysis

Please see the Professional Learning Activities guidance for each placement 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 on Brightspace, for you to print out, to support you with the organisation of your files.

If you choose to work electronically, you can still use the suggested sub-headings to organise your files. It is essential that these are available to your mentor, PCM and Link Tutor.

Pupil Progress

In both the Teachers' Standards and the latest Ofsted framework for school inspection (Ofsted, 2019), the importance of planning for and ensuring pupil progress is highlighted.

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 ECT post, pupil progress constitutes an important aspect of the programme of study. Student teachers should focus on planning and adapting teaching to enable and assess the progress of all pupils in their classes.

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: Placement One School Experience

Placement starts: Thursday 28th September 2023. Student teachers are asked to arrive by **8.00am and report to the PCM**

GPE days and University assessment days: 2nd, 3rd, 4th,; 11th Oct; 18th Oct; 1st Nov; 8th Nov; 15th Nov; 22nd Nov and 11th Dec; presentation on campus for ED5618 8th or 9th Jan TBC;

Placement 1 Interim Profile w/b Mon 11th Dec (formative). To be submitted by Friday 15th Dec at the latest.

Placement 1 End Profile w/b 29th January (formative). To be submitted by Friday 2nd Feb at the latest

Timetable Weighting

Weeks in Placement One	% on planning, teaching and evaluating lessons (whole class)	% on other work with children (eg PLAs, assessment, small groups, individuals, observing others)	% on preparation (out of class)
1-3	0 %	75%	25%
4-5	0 -25%	75%	25%
6-8	25%	50%	25%
9-11	40%	40%	20%
12-16	60%	20%	20%

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

The timetable weighting is indicative, and can be adjusted in negotiation with the Link Tutor if needed to meet individualised needs. The PCM, the mentor and the student teacher will decide how to distribute the teaching. The distribution will depend on the school's circumstances, and what is considered to work best for the student and the mentor.

Lesson planning:
Student teachers **should not** be planning any lessons in the first 4 weeks. When they start to plan they must use the **Brunel lesson plan proforma for all of the lessons they are to teach throughout the placement.**
From Week 4 to 10, it is recommended that students should use the mentor's plans as a scaffold for their own planning; they could start by planning just a starter or plenary
.
From Week 11, students may begin to plan whole lessons independently but initially, it is recommended that they just plan 1 or 2 lessons per week.

Our expectation is that students show plans to class teachers/mentors in advance (at a mutually agreed time) to obtain guidance and feedback. They should then adjust in line with feedback

Weekly Professional Learning Records

These must be completed by the student teacher even if they have not taught or had a formal observation.

From **Week 3**, the student teacher must complete the WPLR with reflections on their experiences over the first three weeks in relation to their Initial Needs Analysis and using the Tracking Progress documents to guide them.

Written feedback on teaching (from Week 4 – w/b 16th Oct):

Mentor and student teacher discuss the **Weekly Professional Learning Record** during the **Weekly Professional Learning Meeting:** with the mentor informally observing the student teach part of a whole class lesson. Based on this week, personal learning foci related to the CCF areas on the tracking progress document can be agreed ready for the following week.

We also recommend that Appendix 1 is printed out in preparation for weekly professional learning meetings. This document indicates the professional learning activities that should be covered each week.

Formal observations of one full lesson per week (from Week 5 – w/b 30th Oct)

Mentors annotate the student teacher's lesson plan with feedback for each lesson taught.

1 x **Lesson Dialogue Record** (LDR) is completed each week (see example provided in appendices). The student uploads both, the annotated lesson plan and LDR, to PebblePad in the WPLR.

PCM Joint Formal Observation – plan for at least one joint observation with mentor prior to Interim Assessment in December. Again the student teacher must upload the annotated lesson plans and joint LDR.

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

Student Teacher's Files and Professional Learning Record:

File 1: Professional Learning Activities;
File 2: Placement One School
File 3: Placement Two School

Professional Learning Activities (PLA) form an important part of subject knowledge development. Although it is the student teacher's responsibility to manage their own workload, we encourage mentors/PCMs to keep regular 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 in school and should include a joint lesson observation with the mentor/PCM followed by a joint meeting for the post lesson conversation. This is planned to take place between **13th November and the 8th December**. The second visit should be online between **22nd Jan – 2nd Feb 2024**. The focus of this meeting is to discuss the student teacher's progress and aid planning for Placement 2.

Assessment

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

Key Information for Mentors: Placement Two School Experience

Placement starts: Thursday 7th March 2024. Student teachers are asked to arrive by **8.00am and report to the PCM**

GPE days and University assessment days: 13th and 20th March; 15th April; ED5619 presentation 13th or 14th May TBC

Placement 2 Interim Profile w/b Mon 22nd April (formative). To be submitted by Friday 26th April at the latest.

Placement 2 End Profile w/b 10th June (summative). To be submitted by Friday 15th June at the latest

Timetable Weighting

Weeks in Placement Two	% on planning, teaching and evaluating lessons (whole class)	% on other work with children (for example, PLAs, assessment, small groups, individuals)	% on preparation
1	0	75	25
2	0 -25	75	25
3-5	25	50	25
6-8	50	25	25
9-10	70	10	20
11-12	80	10	10

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

The timetable weighting is indicative, and can be adjusted in negotiation with the Link Tutor if needed to meet individualised needs. The PCM, the mentor and the student teacher will decide how to distribute the teaching. The distribution will depend on the school's circumstances, and what is considered to work best for the student and the mentor.

Lesson planning:
Student teachers write their lesson plans on the Brunel lesson plan pro forma during the Placement Two. Our expectation is that students show plans to class teachers/mentors in advance (at a mutually agreed date/time) to obtain guidance. They should then adjust in line with feedback. **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 (from Week 2):
Mentor and student teacher complete **a Weekly Professional Learning Record** following the **Weekly Professional Learning Meeting: this is to be completed from Week 2.**
Formal observations of one lesson per week (from Week 3)

Please ensure that formal observations of a range of subjects including non-core are covered over the placement.

For the formal observations, mentors/PCMs annotate the student teacher's lesson plan with feedback and complete 1 x **Lesson Dialogue Record** (LDR) <u>each week.</u> The student teacher uploads both, the annotated lesson plan and LDR to PebblePad in the WPLR.

We also recommend that Appendix 2 is printed out in preparation for weekly professional learning meetings. This document indicates the professional learning activities that should be covered each week.

Link Tutor Visit

Two Link Tutor visits are allocated per student for this placement. The first visit is planned to take place between **25th March and 26th April**; it will take place in school and should include a joint lesson observation with the mentor/PCM followed by a joint meeting for the post lesson conversation. The student teacher's progress should be discussed, along with evidence in school experience files.

Targets for the end of Placement 2 assessment (by **June 14th**) are set at this stage. All joint observations are formative.

The second visit takes place in the final few weeks of the school placement; it will be an online discussion involving the school mentor, Link Tutor and student teacher.

Assessment

Students' teaching is assessed using the Teachers' Standards at the end of the programme. The Tracking Progress document aligned to the CCF is used formatively through the PGCE year to help assess and track student teacher progress. Mentors exercise professional judgement about what can reasonably be expected of a student teacher at each stage in their development. Mentors, PCMs and Link Tutors use the evidence from daily teaching, observations and files to support judgements about the quality of students' teaching.

Section 4: Professional Learning and Assessment

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 by the end of the programme. 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 5 areas in the Core Content Framework. The student teacher drafts the INA in preparation for Placement 1; these will be the professional learning foci for the first WPLR. This is completed on PebblePad and shared with the mentor at the start of placement.

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, observations). Through discussion and consideration of the evidence in files and on PebblePad, the mentor and student teacher reflect on the professional learning that week. Following this discussion, they identify agreed 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 areas in the Core Content Framework (CCF) are determined from discussions arising from the WPLR. The observer writes a qualitative commentary on the extent to which the intended learning for that lesson has been met, in relation to the CCF areas. 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. These PLAs can be referenced when writing reflective comments in the Tracking Progress document on PebblePad.

Tracking Progress Document

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 placement so far. The indicators in the Tracking Progress Document could be highlighted to identify where the student teacher is in relation to each of the areas in the CCF, based on the evidence presented.

Interim Placement Assessment

The (highlighted) Tracking Progress Document indicators are used to summarise the outcome for each of the CCF areas at the point of the interim assessment, i.e. on track/not on track. This agreed outcome for the Interim phase assessment 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 on track' at this Interim phase. The Tracking Progress Document can be used to identify professional learning foci for the next WPLR after the completion of the Interim assessment.

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 Placement Assessment	The (highlighted) indicators on the Tracking Progress Document are used to make a summary 'best fit' judgement for each of the CCF areas at the end of Placement 1 or the Teachers' Standards at the end of Placement 2. The student teacher and mentor agree on an outcome, with an evidence-based rationale. Two key points to note in relation to the application of the Teachers' Standards at the end of the programme:
	"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".
	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007716/Teachers__Standards_2021_update.pdf
	Strengths and future professional learning foci are established ready for the next phase. *If a student teacher is 'not on track' at the end of Placement 1, progress to Placement 2 will be carefully considered on an individual basis at the examination board.*
	The end of phase 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.
Professional Learning Action Plan (PLAP)	The student teacher drafts their Professional Learning Action Plan (PLAP) for the next phase of learning after Placement 1 and prior to Placement 2. This draws on the professional learning foci but details the CCF areas identified in the Tracking Progress Document 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 Professional Learning foci in the WPLRs and LDRs for Placement 2 and associated Professional Learning activities (PLAs).

Assessment and tracking of progress of Student Teachers during the PGCE programme

The 'Tracking Progress' document, on PebblePad, sets out a framework of knowledge and skills that student teachers must learn, remember and practise in order to meet the Teachers' Standards by the end of their PGCE programme. When the student teacher has demonstrated that the Teachers' Standards have been met by the end of the programme, a recommendation for the award of Qualified Teacher Status (QTS) can be made. Student teachers will be assessed against a curriculum which is implemented across the Brunel ITE Partnership and incorporates the CCF. In order to support progress towards meeting the above, there are some statements which outline the expectations at each of the two placements of school experience. These have been grouped based on the Core Content Framework areas to support target-setting, selection of appropriate professional learning activities and progress review. Student teachers will have individual learning needs and the different stages may not describe exactly each individual's learning journey, but can be used as reference point for considering progress at key assessment points.

Student teachers may be directed to consider the Teachers' Standards during the course, but they must not be used as a benchmark or assessment tool until the end of the course – the grids within the Tracking Progress documentation are for use as trajectory model.

At the end of Placement 2 and in order to check whether the Teachers' Standards have been met, an End of Course assessment is completed collaboratively on PebblePad. If successfully met, this leads to the recommendation for QTS.

Please note: in some cases where Teachers' Standards have not yet been met, an extension to the placement or a return to the programme in the following year may be recommended.

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 required.

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 Fitness to Practise Procedures.

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 CCF and Teachers' Standards and addressing any

concerns. Depending on the nature of the worries, this may lead to activating Stage 1 Support and Intervention. After an agreed timescale, this may be followed by a

resolution without any further action needed or the instigation of a more detailed Support and Intervention at Stage 3.

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 CCF and 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 on track' outcome and result in a failed placement. In this situation, there is no automatic right to a resit.

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 Agreement and Action Plan documentation (please see word document provided) is completed by Link Tutor, mentor and student teacher. 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 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 the 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 Tracking Progress Documents. 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 in other classes 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.

Section 6: Glossary of Key Terms

CCF	Core Content Framework
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
PPA	Pupil Profile Analysis
SSP	Systematic Synthetic Phonics
EAL	English as an Additional Language
TA/LSA	Teaching Assistant/Learning Support Assistant
SENco	Special Educational Needs Coordinator
SEND	Special Educational Needs and Disabilities
EHCP	Educational Health Care Plan – some children have these

Appendix 1: Placement 1 – key professional learning points

We recommend that you print this document out to inform your professional learning meetings

Week	Professional Learning Activity	✓
1/2/3 Induction w/b: 25/9	**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; behaviour policy, reward and sanction procedures for class and school. Mentor and student teacher to complete Health and Safety Form.	
	Student teacher to share completed **Safeguarding PLA 3** and audit (appendices of PLA handbook).	
	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 email Link Tutor and copy mentor/PCM in as an introduction.	
	Student teacher to consider how a positive learning environment is created; consider the classroom layout; discuss with mentor their approach to different layouts within the context of planning for effective behaviour and how the attainment mix affects their decisions regarding layout.	
	Mentor to make available medium term planning for core and non-core subjects that the student teacher will be teaching.	
	Student teacher to ask the mentor how they can support in any particular group activities; work with all the children in small groups, getting to know their names as soon as possible. Sketch table plans with children's names.	
	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 Handbook guidance and check the key information sent including the **Tracking Progress** document.	
	Student teacher to review the School Experience Handbook.	
	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 files which may be hard or electronic copies). Ensure there is a printed copy of the **Tracking Progress** document at the front of your File 2. If saving electronically, please still have a hard copy of this document in class ready for you use in discussions with mentor, PCM or Link Tutor.	
	Student teacher to obtain a copy of the class and school timetable and note carefully break times, assemblies, playtime duties, staff meetings, team planning meeting dates etc.	
	Student teacher to obtain a group list of pupils and any pupil groupings (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 any intervention plans: these will remain confidential and are needed for purposes of effective planning, teaching and assessment.	
	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).	
3 w/b 9/10	**Student teacher** to complete **first WPLR**; using the initial needs analysis and the **Tracking Progress** document reflect on experiences during the induction period. Complete the WPLR and share with mentor. If the mentor has access to PebblePad personal login now, mentor to confirm the WPLR by ticking the relevant box. If not, student to share via their login; mentor can tick as	

	soon as they have access.
4/5 w/b 16/10 Introduction to teaching Formal observation to start	**Student** teacher to start teaching a whole class activity which may be for PART of a lesson (e.g. mental starter, word/ sentence level activity, plenary to a core subject lesson).
	Mentor and student teacher, from Week 4, have weekly meeting. Prior to the meeting, the mentor will conduct one informal observation of PART of a lesson. **Student** should complete their section of the **WPLR** on PebblePad so it is ready to share with mentor**. Student teacher and mentor** complete Weekly Professional Learning Record (WPLR) on PebblePad.
	Mentor, from Week 5, conducts one formal lesson observation (even if this is just part of a lesson for this first formal observation) and completes Lesson Dialogue Record. This, together with informal observations over the week, can inform the WPLR**. Student teacher** ensures they have evaluated their lesson on the plan **before** uploading with the LDR to PebblePad each week.
	Student teacher and mentor review and discuss the Professional Learning Activity Schedule together (see PLA Handbook.)
	Mentor reviews student's School Experience files; either the hard or electronic copies. If mentor cannot see files this may prompt a Support and Intervention Stage 1.
	Student teacher to collect data for the PPA ED5618 in line with requirements.
	Student teacher to complete GPE PLA 9 which relates to planning.
	Student teacher begins to undertake small-scale, whole class work (e.g. taking the register or reading to the whole class) for a limited time under the guidance of the mentor.
	Student teacher to obtain dates for parents' evenings and request possibilities for involvement; student teacher to use the checklist for Working with Parents and Carers (PLA Handbook Appendices) to keep a record and aid planning for addressing.
	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.
	READING WEEK/HALF TERM – dates may vary
6/7 w/b 6/11	**Going forward timetable weightings to be followed with these weekly activities:**
	Student teacher and mentor to review and discuss the Professional Learning Activity Schedule together.
	Student teacher and mentor to discuss and agree which lessons to be taught the following week. It is good to vary these opportunities but please be aware that students will have had most input on the core subjects at university with some sessions on PE and humanities.
	Mentor reviews School Experience files.
	Mentor conducts one formal lesson observation, annotates lesson plan and completes Lesson Dialogue Record. **Student teacher** ensures they have evaluated their lesson on the annotated plan before uploading with the LDR to PebblePad each week.
	Mentor and student teacher have weekly meeting; they use the **Tracking Progress** document to aid discussion. Student teacher and mentor complete Weekly Professional Learning Record (WPLR), based on formal lesson observation, other informal observations and progress in the core areas of the tracking progress document, on PebblePad.
	Student teacher to populate subject knowledge tabs including Numeracy Challenge and record experiences on the non-core subject tab (this may be based on observations initially).
	Student teacher to collect data for the PPA (ED5618) in line with requirements.
	Additional activities:
	Student teacher to complete **PLA 11**; read the school SEND and Inclusion policy; meet the SENco; discuss their role, SEND within school, support available, home-school liaison and other support services involved. Specifically discuss the children with SEND within the class – make notes.
	Student teacher to complete **PLA 15**; get involved in any school activities that are supporting Anti-Bullying Week.
8/9 w/b 20/11	**Weekly activities, plus:**
	Student teacher to carry out **PLA10** and arrange to meet the EAL coordinator (or whoever leads on this area)

	Student teacher to plan, with the support of your mentor, a PSHE lesson.	
	Student teacher to 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.	
	Mentor and student teacher to arrange for PCM to carry out joint observation if not already carried out.	
10 w/b 4/12	**Weekly activities, plus:**	
	Student Teacher to look on school website to see the information they publish around pupil premium. Discuss pupil premium with mentor – what considerations need to be made for pupil premium children in the class? What support/interventions are in place?	
	Student teacher and mentor to look at pupil progress and data; look at school tracking system. Consider what types of data are kept; what is the most useful and how does the data inform planning, teaching and reporting?	
11 w/b 11/12	**Weekly activities, plus:**	
	Student teacher to ensure that they have gathered all of the necessary information for the PPA child in readiness for ED5618.	
	Mentor and student teacher to complete Interim Placement assessment on Tracking Progress on PebblePad: on track/not on track. This must be completed by Friday 15th December unless discussed with Link Tutor and Personal Tutor.	
	Student teacher to ensure subject knowledge area and 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.	
	Student teacher may begin to plan whole lessons independently; initially this may be just 1 or 2 lessons per week.	
12 w/b 1/1/24	**Weekly activities, plus:**	
	Student teacher to hand in ED5618 on 3rd Jan and attend University for presentation on 8th or 9th Jan as required.	
13 w/b 8/1	**Weekly activities plus: Presentation for ED5618 on campus at designated time (TBC) on either 8th or 9th Jan; in school when not presenting.**	
14 w/b 15/1	**Weekly activities**	
15 w/b 22/1	**Weekly activities, plus:**	
	Student teacher may start to draft the Professional Learning Action Plan on PebblePad.	
16 w/b 29/1	**Weekly activities, plus:**	
	Student teacher to complete the Professional Learning Action Plan on PebblePad	
	Student teacher and mentor to complete the End of Placement 1 Assessment on Tracking Progress on PebblePad: on track/not on track and reflections. This **must** be completed by end of Friday 2nd February.	
	Student teacher and mentor to set targets for Placement 2	
	Student teacher and mentor to check all assessor fields are completed: including the Non-Core Curriculum Record; attendance record; Link Tutor checklist uploaded and section completed.	

Timetable Weighting Placement One

Weeks in Phase One	% on planning, teaching and evaluating lessons (whole class)	% on other work with children (eg PLAs, assessment, small groups, individuals, observing others)	% on preparation (out of class)
1-3	0 %	75%	25%
4-5	0 -25%	75%	25%
6-8	25%	50%	25%
9-11	40%	40%	20%
12-16	60%	20%	20%

Timetables should include a slot for the mentor and student to hold a Weekly Professional Learning Meeting in an appropriate private space. The timetable weighting is indicative, and can be adjusted in negotiation with the Link Tutor if needed to meet individualised needs. The PCM, the mentor and the student teacher will decide how to distribute the teaching. The distribution will depend on the school's circumstances, and what is considered to work best for the student and the mentor.

Appendix 2: Placement 2 – key professional learning points

We recommend that you print this document out to inform your professional learning meetings

Week	Professional Learning Activity	✓
1/2/3 Induction w/b 7/3	**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; behaviour policy, reward and sanction procedures for class and school. Mentor and student teacher to complete Health and Safety Form.	
	Student teacher to revisit and complete Safeguarding **PLA 3** and audit for this school (appendices of PLA handbook).	
	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 email Link Tutor and copy mentor/PCM in as an introduction.	
	Student teacher to consider how a positive learning environment is created; consider the classroom layout; discuss with mentor their approach to different layouts within the context of planning for effective behaviour and how the attainment mix affects their decisions regarding layout.	
	Mentor to make available medium-term planning for core and non-core subjects that the student teacher will be teaching.	
	Student teacher to ask the mentor how they can support in any particular group activities; work with all the children in small groups, getting to know their names as soon as possible. Sketch table plans with children's names.	
	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 Handbook guidance and check the key information sent including the **Tracking Progress** document.	
	Student teacher to review the School Experience Handbook.	
	Student teacher to share the PLAP (on PebblePad) with mentor and discuss.	
	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 files which may be hard or electronic copies). Ensure there is a printed copy of the **Tracking Progress** document at the front of your File 2. If saving electronically, please still have a hard copy of this document in class ready for you use in discussions with mentor, PCM or Link Tutor.	
	Student teacher to obtain a copy of the class and school timetable and note carefully break times, assemblies, playtime duties, staff meetings, team planning meeting dates etc.	
	Student teacher to obtain a group list of pupils and any pupil groupings (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 any intervention plans: these will remain confidential and are needed for purposes of effective planning, teaching and assessment.	
	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 greater depth across 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 a whole class story; mental starter; word/sentence level grammar activity) for a limited time under the guidance of the mentor.	

	Student teacher to discuss the Education Studies 3 module (ED5619, Curriculum Enhancement assignment) along with a suitable focus for the class with the mentor.
3 w/b 18/3	**Student teacher** to complete **first WPLR**; using the **PLAP** and the **Tracking Progress** document reflect on experiences during the induction period. Complete the WPLR and share with mentor. If the mentor has access to PebblePad personal login now, mentor to confirm the WPLR by ticking the relevant box. If not, student to share via their login; mentor can tick as soon as they have access.
4 w/b 25/3 Formal observation start	**Going forward timetable weightings to be followed with these weekly activities:**
	Student teacher and mentor to review and discuss the Professional Learning Activity Schedule together.
	Student teacher and mentor to discuss and agree which lessons to be taught the following week. It is good to vary these opportunities but please be aware that students will have had most input on the core subjects at university with some sessions on PE and humanities.
	Mentor reviews School Experience files.
	Mentor conducts one formal lesson observation, annotates lesson plan and completes Lesson Dialogue Record. **Student teacher** ensures they have evaluated their lesson on the annotated plan before uploading with the LDR to PebblePad each week.
	Mentor and student teacher have weekly meeting; they use the **Tracking Progress** document to aid discussion. Student teacher and mentor complete Weekly Professional Learning Record (WPLR), based on formal lesson observation, other informal observations and progress in the core areas of the tracking progress document, on PebblePad.
	Student teacher to populate subject knowledge tabs and record experiences on the non-core subject tab
	Student teacher to continue to collect assessment information for **four** focus pupils
	Additional activities:
	Student teacher to obtain dates for parents' evenings plus homework schedules 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; if possible, to observe subject leads/coordinators.
	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/computing resources
5 w/b 15/4	**Weekly activities, plus:**
	Student teacher to attend University Day on 15th April
	Student teacher to observe a PE lesson. Take note of class management, particularly re: health/safety and any individual needs
	Student teacher to plan to observe all subject co-ordinators teach their subjects over the remainder of the placement ; make focussed notes and file in PLA File
	Student teacher to conduct English Speaking/Listening observation – use pro-forma from English sessions
	Mentor and student teacher to arrange for PCM to carry out joint observation if not already carried out.
6 w/b 22/4	**Weekly activities, plus:**
	Mentor and student teacher to complete Interim Placement Assessment on Tracking Progress on PebblePad: on track/not on track. This must be completed by Friday 26th April unless discussed with Link Tutor and Personal Tutor.
	Student teacher to revisit checklist for Working with Parents and Carers (PLA Handbook appendices); add to records from Placement 1; find opportunities to report to parents (preferably about positive achievements); write a mock report, for 4 focus children, using the school template.
	Student teacher to plan to join in with upcoming KS1/2 SATs or other termly assessment preparations and marking where possible.

	Student teacher to plan/present a display with advice from mentor.	
7/8 w/b 29/4	**Weekly activities, plus:**	
	Student teacher to be involved in KS1/2 SATs or other termly assessments where possible; student to be involved in marking, moderating and data input – at a minimum, for the 4 focus children.	
9 w/b 13/5	**Weekly activities, plus:**	
	Student teacher to hand in ED5619 on 13th May and attend University for presentation on 13th or 14th May as required.	
	Student teacher to teach a PE lesson if not already taught (**must** be under supervision of a class teacher.)	
10/11 w/b 20/5	**Weekly activities, plus:**	
	Mentor and student teacher may start to draft End of Placement Assessment on PebblePad; discuss possible targets for ECT Transition Plan.	
12 w/b 10/6	**Weekly activities, plus:**	
	Student teacher to complete the End of Placement Assessment reflections on PebblePad	
	Student teacher and mentor to complete the End of Placement 2 Assessment on Tracking Progress on PebblePad: met/not met for all Teachers' Standards with reflections. This **must** be completed by end of Friday 15th June.	
	Student teacher and mentor to set targets for ECT year.	
	Student teacher and mentor to check all assessor fields are completed: including Part 2 of the Teachers' Standards; the Non-Core Curriculum Record; attendance record; Link Tutor checklist uploaded and section completed.	
	Student teacher to check all required PebblePad fields are completed in readiness for the exit tutorial.	

Timetable Weighting Placement 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	0	75	25
2	0 -25	75	25
3-5	25	50	25
6-8	50	25	25
9-10	70	10	20
11-12	80	10	10

Timetables should include a slot for the mentor and student to hold a Weekly Professional Learning Meeting in an appropriate private space.
The timetable weighting is indicative, and can be adjusted in negotiation with the Link Tutor if needed to meet individualised needs. The PCM, the mentor and the student teacher will decide how to distribute the teaching. The distribution will depend on the school's circumstances, and what is considered to work best for the student and the mentor.