

College of Business, Arts and Social Sciences

Department of Education Initial Teacher Education Partnership

School Experience Handbook

PGCE Secondary 2023-24

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Section 1: Introduction

Introduction and Welcome

Key Contacts

Mission and Vision

Calendar

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 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

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 young people the best possible educational experiences.
- To support student teachers to develop into socially responsible professionals who work towards a more just society upholding the highest standards of ethical practice.
- To create competent and confident professionals who are independent thinkers, recognising and understanding that educating is a professional, thoughtful and intellectual endeavour and that knowledge is contestable, provisional and contingent, with the capacity to use theory and research to underpin, empowered to challenge or illuminate practice in their professional contexts.
- To promote critical enquiry-rich practice, enabling our student teachers to be intellectually curious, innovative, creative and receptive to new ideas through individual and collaborative endeavour.

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

Key Contacts

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Calendar

PGCE Calendar 2023-24											
Int'l Week number	W/b	Mon	Tues	Wed	Thurs	Fri					
50	4.9.23	Intro Day <small>Reg + Lunch</small>	S	GPE1	GPE2	DS	S				
		Welcome Talk	Secondary Intro	Professionalism	Keeping Children Safe	Reflective Practice	Uni Intros	FEM			
51/0	11.9.23	S	S	S	GPE3	GPE4	DS	S			
					Safeguarding	EDI 1	Intro to ED55019	Intro to Placement			
1	18.9.23	S	S	S	GPE5&6		DS	S			
					CogSci	Seminar	ASK				
2	25.9.23	S	S	S	GPE7		Start Placement 1				
					BFL 1	Seminar					
3	2.10.23	S	S	S	GPE8						
					National Curriculum	Seminar					
4	9.10.23				S	GPE9					
					Principles of Planning	Seminar					
5	16.10.23				S	GPE10 (2-5 gypsy roma?)					
					EDI 2	Seminar					
6	23.10.23	Directed Study									
7	30.10.23	ED5617/ED55019 hand-in/ School day		GPE11		GPE12 & 16					
				SEND Lecture	SEND Talks	teracy/Dyslexia/Phoni					
8	6.11.23			S	GPE13	GPE14					
					EAL	Assessment					
9	13.11.23			S	GPE15	ED55020					
					Bullying/PSHEE	Intro					
10	20.11.23			GPE 20	GPE17	ASK					
				ter Children & Yo	Comp. Ed. & PPI	Lit Review					
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 Presentations & ED55020 hand-in/School day			ED5618 Presentations				
17	8.1.24										
18	15.1.24										
19	22.1.24										
20	29.1.24										
21	5.2.24	S	S	GPE19		GPE18	Assignment	S			
				Jobs Talk	Jobs Carousel	Jobs Fair	Progress Data	Feedback			
22	12.2.24	Directed Study									
23	19.2.24	Secondary ASE									
24	26.2.24	S	S	S	GPE21	ED55021	DS	S			
					BFL 2	Intro					
25	4.3.24	S	S	S	GPE22	Placement	Start of Placement 2				
					Prevent & eSafety	Intro					
26	11.3.24				S	GPE23	GPE24				
					Wellbeing	Transitions					
27	18.3.24				S	GPE25	GPE26				
					Working with Others	More Able					
28	25.3.24								School holiday		
29	1.4.24	School Holidays									
30	8.4.24										
31	15.4.24	University Day							Interim Assessment Placement 2		
32	22.4.24										
33	29.4.24										
34	6.5.24	Bank Holiday							LT/Visit 3 (physical)		
35	13.5.24	ED5619 & ED55021 hand-in and presentations (or school day)		ED5619 & ED55021 presentations (or school day)							
36	20.5.24										
37	27.5.24	Bank Holiday							End Placement 2 (ED5626 & ED5628)		
38	3.6.24	Directed Study									
39	10.6.24										
40	17.6.24	ECT Transition Day		S			S	S			
		GPE 27									
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 guide)
 	University Day (on campus)
 	Joint GPE Session
 	University based (9am to 5/6pm as a guide)
 	Assignment Hand-in / Presentation
 	Directed Study Weeks
 	ASE
 	Alternative Setting Experience
 	Holidays - may shift based on placement
 	ASE
 	Winter Graduation

Section 2: Roles and Responsibilities

Professional Conduct

Attendance and Punctuality

Leave of Absence Request

Student Teacher Code of Conduct

Roles and Responsibilities

Overview of Roles and Commitments across the Partnership

The Partnership School

The Partnership School will:

- Ensure that all Student Teachers are provided with clear guidance in respect of the safeguarding of children;
- 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.
- Work with the student teacher to complete the University Health and Safety checklist, which can be found on PebblePad.
- Make sure the Student Teacher is aware of risk assessment and the processes around reporting and recording accidents or incidents.
- 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](#). 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.
- 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](#) ;

- Offer appropriate professional learning and support for Student Teachers including a guaranteed private meeting each week between Mentor and Student Teacher, the outcome of which is recorded in the Brunel Weekly Professional Learning Record (WPLR). It is anticipated that this will normally last for 50-60 minutes;
- Provide a programme of induction to the school and professional learning in whole-school issues in the same way as for any new employee;
- Provide access to information on the school's and the department's use of a range of data for different purposes, such as target-setting; assessment, pupils receiving the Pupil Premium, pupils with Special Educational Needs and Disabilities (SEND), pupils identified as able and relevant support required;
- Complete fully and in a timely fashion, the required paperwork provided by the University to track and evidence Student Teacher progress;
- Share school improvement priorities with the Student Teacher(s) in their school and staff at the University to ensure the Partnership makes a contribution in this respect through its provision and development activities and events;
- Include Student Teachers in parents' meetings, reporting to parents, and the school's INSET programme;
- Participate in programme evaluation and monitoring procedures;
- Keep the university informed of any developments in school that might adversely affect the quality of the Student Teacher's experience in school, e.g. being placed in Special Measures by Ofsted;
- Adhere to the Brunel Support and Intervention procedures as set out in the Brunel School Experience Guidance which can be found on Brightspace.

The Professional Coordinating Mentor (PCM)

The Professional Coordinating Mentor (PCM) will:

- Act as the first point of contact between school and Brunel University London in coordinating all aspects of professional learning and assessment of the ITE programme;
- Have responsibility for quality assuring all aspects of professional learning and assessment within their own school e.g. by monitoring the provision of weekly subject professional learning sessions and the observation of Student Teachers' lessons, signing off interim and end of placement assessments, as part of the moderation process;
- Liaise with Brunel University London Partnership Office (ITE PO) on the level and degree of commitment to ITE each year, e.g. the numbers of Student Teachers and which placements 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;
- Provide the Student Teacher with documentation and guidance relating to Safeguarding, Health and Safety policy and associated risk assessments for the school, department and subject;
- Keep up to date with developments in ITE by participation in events organised by the Partnership during the academic year;

- Lead a Partnership school-based programme of Mentor professional learning for new Mentors and co-ordinate the on-going development and monitor the quality of all ITE mentoring within the school in line with the National Standards for Mentors, as outlined in 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 the school-based aspects of any ‘Support and Intervention’ issues ensuring that all involved, Student Teacher, Mentor or Link Tutor are informed, in good time, of the concerns, targets, time-frame and outcomes agreed.

The Mentor

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

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

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

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

The Mentor will:

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

- Keep up to date with developments in mentoring within the Brunel University London Partnership e.g. by attending mentor development sessions provided by the University;
- Disseminate key messages from mentor development sessions at BUL to class teachers who also work with the student teacher: eg annotation of lesson plans; completion of lesson dialogue records; expectations for planning;
- Provide induction into school procedures, data (e.g. target grades for school pupils), resources and curricula and specifications as appropriate;
- 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 for the school, department and subject;
- Negotiate a timetable that meets the professional learning needs of the Student Teacher as appropriate to the level of their experience;
- Ensure that the timetable includes a designated 60-minute time-slot for the weekly professional learning meeting where progress is discussed, professional learning activities negotiated and monitored, and appropriate professional learning foci are set. The Student Teacher will bring forward evidence and record the discussion for the Mentor to agree and sign;
- Receive and approve the Student Teacher's medium-term planning, individual lesson plans and examples of assessed work in good time and provide appropriate feedback in time for her/him to make agreed amendments;
- Ensure that the Student Teacher has a lesson dialogue record formally completed on BUL's proforma twice a week during Placement 1 and two or three times a week during Placement 2;
- 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 the Assessment Framework:
- Oversee and moderate the assessment and recording of pupils' progress undertaken by the Student Teacher;
- Jointly observe with the Link Tutor and/or Professional Coordinating Mentor as appropriate; there must be at least one joint (Mentor/PCM and Link Tutor) observation per placement.
- Monitor progress on the WPLR during the block school experience meeting on a weekly basis with the Student Teacher and using the WPLR to record both pupil and Student Teacher progress, progress in relation to negotiated professional learning activities and future professional learning foci;
- Complete the Interim and end of placement assessments by the given due dates for each school experience, in a conference-style meeting with the Student Teacher and possibly Link Tutor and/or Professional Coordinating Mentor and agree an overall outcome (met or not met) in the final assessment;
- Identify in the assessments, areas for development for the next stage of professional learning in relation to the Assessment Framework and pupil progress over time and work with the Student Teacher to set professional learning foci and agree a plan of action;

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

The Link Tutor

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

The Link Tutor will:

- Make early contact via email and/or an online meeting at the start of each placement
- Conduct 4 visits across the programme to each of their allocated Student Teachers and schools
- Liaise with Student Teacher & Mentor to arrange Link Tutor visit/s;
- Discuss progress with the Student Teacher and look at their evidence (including any relevant assessment (eg. Interim/ End of Placement assessment/ Professional Learning Action Plan) on Pebblepad;
- Complete the Link Tutor Checklist for each visit and return to the student teacher and mentor, together with any Lesson Dialogue Record that may have been completed during an observed lesson
- Support Student Teachers, along with school and university staff, in line with the Brunel University London ITE School Experience Guidance;
- Play a role in supporting the Student Teacher, Mentor & PCM with the Support and Intervention process should it be required for the Student Teacher (as outlined in the School Experience Guidance);
- Complete the Link Tutor Visit Quality Assurance Checklist as detailed in the School Experience Guidance during Link Tutor visits and ensure it is signed by all parties involved;
- Raise concerns about the quality of Partnership provision if they arise
- Communicate regularly with Student Teacher, Mentor and relevant staff from the University to ensure that the Partnership operates effectively and efficiently.
- For further information about link tutor visits and the agenda for each visit, please refer to 'Brunel PGCE Link Tutor visits agenda 2022/23'.

The University ITE Partnership Office (ITE PO)

The University Partnership Office will:

- Administer Partnership Agreements;
- Negotiate and arrange placements with Partnership Schools, and in consultation with relevant course Tutors on the Secondary PGCE with recommendation for QTS course;
- Deal with and manage general communications in relation to school partnership, including requests for placement offers, newsletter and surveys;

- Maintain and update the Partnership database and all relevant information connected with Partnership communication and development;
- Develop a professional business relationship with each School/Placement Provider to the benefit of both parties;
- Ensure that School Partners are actively involved in the development of all relevant documentation, through participation in the Partnership Management Group, or otherwise;
- Ensure that Professional Coordinating Mentors (PCMs) receive Brunel documentation and that Programme Leaders receive required documentation from PCMs and schools;
- Ensure School Partners have key contact details of University ITE staff, including Link Tutors;
- Ensure that information relating to Partnership quality assurance processes is communicated effectively;
- Publicise, organise and facilitate Partnership development events and activities, such as support and development sessions.

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;
 - An individualised subject-based learning programme. It is vital that this professional learning programme is planned during the initial induction days at the school with your mentor and reviewed during the block school experience;
 - 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 assessments at the interim point 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 Brunel University London ITE 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.
- Using the agreed Brunel University London documentation;
 - The 'School Experience Guidance' for Student Teachers, schools, Mentors and PCMs, which clearly covers all aspects of the Student Teachers' assessment and professional learning in schools
 - The Professional Learning Record (PLR), which records a Student Teacher's professional learning and formative assessment in schools throughout the course
 - The assessment document which audits Student Teachers' progress and attainment at agreed audit points (both Interim and end of placement).
 - Weekly Professional Learning Records (WPLR), which record the weekly progress monitoring meetings for Student Teachers with their Mentors, recording agreed professional learning foci and recommended professional learning opportunities to maximise progress and attainment.
 - Lesson Dialogue Records (LDR), which record feedback from lesson observations and provide guidance to inform both pupil learning and Student Teachers' learning in relation to the identified professional learning foci for the week.
- 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 Quality Assurance Checklist which is used to monitor the support provided by Link Tutors in schools.

Professional Conduct, DBS, Attendance and Punctuality – expectations

Professional Conduct

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

Guidance for Part Two: Personal and Professional Conduct

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

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

It is an expectation that Student Teachers demonstrate professional courtesy and respect for all members of the Partnership (including pupils) at all times and in all contexts. This should be demonstrated through tone of both oral and written communication, including electronic communication. At the start of the course, the Student Teacher is expected to sign the 'Student Teacher Code of Conduct' (on PebblePad) 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 his or her Link Tutor.

In order to prepare Student Teachers for their placement and as part of the placement induction process, the University will provide Student Teachers with an appropriate briefing and /or training. Such training and /or briefing should contain equality related issues in the work environment. (For details of guidelines and expectations see policy [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 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 absences may be approved in exceptional circumstances.

Absence from University Sessions

1. Prior to the session (wherever possible) email the Leave of Absence request (available on BBL) to the member of staff responsible for the session (or module leader if unknown) and copy in your personal tutor. 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 for approval.
3. Review all material on Brightspace relating to the missed session, and if possible talk to your peers about the session. Please note, it is your personal responsibility to ensure you engage with the relevant materials for any missed session(s).
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 assessment and this is likely to affect end of course outcomes.
5. Ongoing attendance and punctuality concerns may be dealt with through the University's [Fitness to Practise Procedure](#).

Punctuality during university sessions:

If you arrive after the session has started, please sign the late register, indicating the time of arrival and reason for lateness. This information will be monitored by personal tutors throughout the programme.

- If you have missed a significant amount of time from the session, please follow steps 3 and 4 (above).

Unavoidable Absence during School Placements

1. You must ensure that you follow your school's policy on unexpected absences and sickness.
2. Prior to known absences, email the Leave of Absence request (available on Brightspace) to your personal tutor and copy in your mentor, 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 noted on Weekly Professional Learning Records and on the Assessments.

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 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

6. If attendance falls below a satisfactory standard, these concerns will normally be discussed in an additional tutorial with the personal tutor with possible follow up through the BUL [Fitness to Practise Procedure](#).
7. Depending on the circumstances, the student may need to consider interrupting their studies, or withdrawing from the programme. Please see guidance about Abeyances and Withdrawals on the intranet:
 - Abeyances guidance: <https://intra.brunel.ac.uk/s/studentcentre/study/Pages/Abeyance.aspx>
 - Withdrawal guidance:

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 [Extraordinary Support for Study](#) policy.

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

Where there are concerns about professionalism, e.g. absences that cannot be explained by illness or other mitigating circumstances, or where insufficient evidence of reasons for absence is provided, these will be addressed using the [Fitness to Practise Procedure](#).

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 all the information and documentation required for school experience. All documents required whilst on placement will be available electronically via Brightspace, via PebblePad for completion of the Professional Learning Record and via the Brunel ITE web pages for our Professional Coordinating Mentors (PCMs) and mentors. We hope this will help you to navigate around the requirements for placement but please do not hesitate to contact us if you require any clarification or further assistance.

Preparing for the First Day of School Experience

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

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

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

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

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

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 on PebblePad (comprising lesson dialogue records, weekly professional learning records, assessments) and the School Experience files. It is vital that Student Teachers engage with both of these in order to demonstrate progress against the Teachers' Standards at the end of the PGCE programme.

Professional Learning Record (PLR)

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

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

School Experience Files

Students are expected to keep three School Experience Files (these files may be physical or electronic):

File 1: The Professional Learning Record (PLR).

File 2: The Placement One School.

File 3: The 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. 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 three files need to be organised as follows:

File 1: The Professional Learning Record (PLR)

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

Any evidence gathered to demonstrate progress towards FEM should also be included in File 1. This will be considered with your personal tutor during tutorials and again at the end of the programme.

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

Section A (this may be kept electronically)

- General information about the placement school and department
- Policy documents such as Safeguarding; Health and Safety, Rewards and Sanction, Equal Opportunities, Special Educational Needs, Assessment and Equal Opportunities.

Section B: Teaching information

- Group register to include a record of pupil attendance/punctuality and class profile data that indicates pupil progress/attainment/achievement; and pupil groups (with explicit reference to SEND, EAL, higher attainers, FSM/PP);

- Notes on work previously undertaken by the group in the subject area or activity (including key stage 2 for year 7 pupils);
- Scheme of work for the key stage;
- A unit of work in the required format, (you may use the content of the department's existing unit as a framework); this should be annotated to indicate what you are teaching, what has already been taught and how this feeds into your individual lesson plans
- An individual lesson plan for every lesson taught in chronological order in the required format;
- Lesson assessments of pupil learning and evaluations of your teaching with each lesson noted on each lesson plan;
- Copies of worksheets or resources used with each lesson;
- General assessment records for each pupil in the groups that you teach.

Preparatory School Experience

Preparatory experience provides an opportunity to introduce the student teacher to the school and department in which they will be working, giving experiences that link work done in university with school-based practice, and preparing them for teaching on the block experience. These tasks are also specified in the 'Key information for Mentors and Student Teachers' documents. Work on the preparatory stage of school experience will provide foundations for ongoing development in the remainder of the placement.. The following are tasks that student teachers should engage in during the preparatory stage in each school:

- Meet with the PCM and mentor to discuss targets on their Initial Needs Analysis (INA) prior to Placement 1, or Professional Learning Action Plan (PLAP) prior to the Placement 2;
- Attend school-based professional studies sessions;
- Observe a range of classes and teachers both within their subject area – including classes that they will teach - and outside it, perhaps undertaking a pupil pursuit (shadowing a pupil throughout a school day);
- Act as support teacher with the normal class teacher;
- Arrange a teaching timetable;
- Familiarise themselves with school/departmental schemes of work and the activities and topics that they will be teaching;
- Prepare lesson plans and resources;
- Plan for individual needs;
- Work to develop their subject knowledge;
- Gather data about the school;
- Work on general and subject-specific school-based professional learning activities as detailed in your Module Study Guide
- Make themselves fully aware of the school's safeguarding process;
- Teach (if they feel confident enough), a small group of pupils or a part of a lesson, in agreement with the mentor.

Key Information: Placement 1 School Experience

Placement starts: Thursday 28th September for two days per week on the following dates: 28th and 29th September, 5th October and 6th October

GPE/university-based days: Students attend university on Weds 11th October, 18th October, 1st November, 8th November, 15th November and 22nd November

School-based Assessment Dates

Placement 1 Interim assessment w/b Mon 11th Dec. To be submitted by Friday 15th Dec.

Placement 1 End of Placement assessment w/b Mon 29th Jan. To be completed by Friday 2nd Feb.

The assessment guidance can be found on Brightspace. Placement Assessments do not need to be submitted on Wiseflow – they remain within Pebblepad.

Pattern of Placement

Placement	Dates	Suggested Activities
Initial Induction and Prep Stage	First four days of placement w/b 9 th October to w/e 20 th October	Familiarity with policies and procedures in the school: safeguarding. Meetings with PCM and Mentor to discuss Initial Needs Analysis (INA). Discussion of timetable in relation to INA. School-based professional studies programme. Observation of best practice in school. Professional Learning Activities (PLA). Meetings with key people i.e. year leaders, SENCo, LSAs, etc. Focused observation and team teaching for groups on timetable. Possibly some teaching of parts of lessons Individual pupil shadow and pupil mentoring. Gathering information and data on groups and pupils being taught. Discussions with existing teachers for these groups. Timetable of whole class teaching, if appropriate Teaching of some classes and/or parts of lessons, building up to whole class teaching after half term
October half term	23 rd to 29 th Oct	Planning for lessons
Placement 1 School Placement	30 th October to 2 nd February	Timetable of whole class teaching as per weightings Professional Learning Activities. Observation of best practice in school. Attachment to form group. Planning and preparing. University sessions and support – GPE days and link tutor visit Negotiated involvement with extra-curricular activities. School-based professional studies programme. Working with other adults: TA/LSA and parents/carers.

Timetable Weighting: Placement 1

The weighting post induction to the end of Placement 1 will be as follows:

Examples of number of lessons per week	Number of lessons taught by main scale teacher per week	Number of lessons to be taught per student	Number of lessons per week, students spend on Professional Learning Activities (PLAs)	Total number of lessons per week students should spend on lesson planning and preparation.
20	16	8	4	4
25	20	10	5	5
30	24	12	6	6

The amount of teaching should increase gradually over the course of the placement, at a pace appropriate for the rate of development of the individual student teacher and as agreed in collaboration with the school mentor. By the end of Placement 1 in February 2024, the Student teacher is expected to be teaching 50% of a main scale timetable. Our overall aim is for students to have a measured introduction to teaching, and to learn to teach high quality lessons, before preparing them for their ECT year in the latter stages of Placement 2.

Number of lessons indicated are approximate and may be adjusted slightly where appropriate or necessary. Where schools operate a 2-week timetable Student Teachers should teach roughly the same number of lessons each week.

Schools are asked to provide a balance of experience of all areas of activity and experience of both Key Stage 3 (Years 7-9) and Key Stage 4. It is important to recognise that we follow the “**age not stage**” guidance suggested by the DfE, therefore even if pupils are following a GCSE course in Y9, they must be regarded as KS3.

They should also, where possible, provide opportunities for Student Teachers to teach examination and post-16 courses. This could include: observations; team teaching; teaching small groups; teaching parts of lessons; whole class teaching

Please do include lessons on Wednesdays in the timetable. Teaching of these lessons can start after university GPE days have finished.

For sciences please aim to give KS4 teaching experience within the student’s subject specialism wherever possible. Thereafter, please give them their second most confident science subject. If it is necessary for the science student to teach their third science subject it is essential for you to provide them with significant support so that they can be successful. Physics with maths students teach approximately 70% physics and 30% maths.

Course documents:

Course documents can be accessed by Mentors on the online portal <https://www.brunel.ac.uk/education/postgraduate-programmes/ite-pgce-programmes>, School Experience and Mentor Development (Password: Brunelpartners), and by students on PebblePad.

Lesson planning:

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

Written feedback on teaching:

Class teachers/mentors annotate the lesson plan with comments on each lesson taught.

2 x **Lesson Dialogue Records** (LDR) are completed each week during Placement 1. Mentor and student complete a **Weekly Professional Learning Record** following the Weekly Professional Learning Meeting.

Every lesson taught is an opportunity for the students to learn and make progress. Class teachers/mentors should annotate the lesson plan with feedback as they feel appropriate for a student teacher at this stage of an ITE course and related to the CCF areas.

PCM Joint Formal Observation – plan for at least one joint observation with mentor prior to Interim Assessment in December. Annotated Lesson Plans and the joint LDR should be uploaded to PebblePad as normal.

Where there is concern about a student teacher's progress:

The mentor contacts the Link Tutor.

Students' files and Professional Learning Activities:

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

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

Link (University) Tutor Visits

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

Students' teaching is formatively assessed during the programme using the Tracking Progress sections on PebblePad. Mentors exercise professional judgement about what can reasonably be expected of a student teacher at each stage in their development. Mentors, PCMs and tutors use the evidence from observations and files to support judgements about the quality of students' teaching.

If, at any stage, it becomes apparent that the student is not making expected progress please follow with expediency the Support and Intervention process.

Alternative Setting Experience 19th February to 23rd February

Please see separate ASE handbook for further guidance

Note: Primary ASE will take place the preceding week in the academic year.

Key Information: Placement 2 School Experience

Key Dates for Placement 2

Induction to school placement: 7th and 8th March 2024. Students are asked arrive by 8.15am and report to the PCM.

Activities that would be appropriate for these days include:

- Carrying out a pupil trail, where they go to lessons with one child throughout the day. This may help to give student teachers an understanding of the school as a whole, and the pupils' experiences of school;
- Meeting with the PCM and Mentor to discuss targets on their Professional Learning Action Plan (PLAP);
- Observing a range of classes and teachers within their subject area;
- Working on general and subject specific school-based professional learning activities as detailed in their Module Study Guide and PLA Handbook.

Placement starts: Monday 11th March to Friday 14th June 2024.

GPE/university-based days: Students attend university on, Weds 13th March, Weds 20th March, Mon 15th April

ED55021 module assessment: Students will attend university on either Monday 13th May or Tues 14th May.

School-based Assessment Dates

Placement 2 interim assessment w/b 22nd April, submitted by Friday 26th April.

Placement 2 end of placement assessment w/b 10th June 2024. Completed no later than Fri 14^h June 2024.

The assessment guidance can be found on Brightspace. Placement Assessments do not need to be submitted on Wiseflow – they remain within Pebblepad.

Link Tutor Visits

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.

Timetable Weighting: Placement 2

The weighting post induction to the end of Placement 2 will be as follows:

Examples of number of lessons per week	Number of lessons taught by main scale teacher per week	Number of lessons per week to be	Number of lessons per week to be spent on professional learning activities	Number of lessons per week the student should spend on lesson planning and preparation
----------------------------------------	---------------------------------------------------------	----------------------------------	----------------------------------------------------------------------------	----------------------------------------------------------------------------------------

		taught by student		
20	16	10	3	3
25	20	14	3	3
30	24	16	4	4

The amount of teaching should increase gradually over the course of the placement, at a pace appropriate for the rate of Placement 2 of the individual student teacher. Our overall aim is for students to have a measured introduction to teaching, and to learn to teach high quality lessons, before preparing them for their ECT in the latter stages of Placement 2 .

The number of lessons indicated are approximate and may be adjusted slightly where appropriate or necessary. Where schools operate a two-week timetable Student Teachers should teach roughly the same number of lessons each week.

Schools are asked to provide a balance of experience of all areas of activity and experience of both Key Stage 3 (Years 7-9) and Key Stage 4 (Years 10-11). It is important to recognise that we follow the “**age not stage**” guidance suggested by the DfE, therefore even if pupils are following a GCSE course in Y9, they must be regarded as KS3.

Opportunities should also be provided, where possible, for Student Teachers to gain experience with post-16 courses: this could include observations; team teaching; working with small groups; whole class teaching.

Please do include lessons on Wednesdays in the timetable. Teaching of these lessons can start after university GPE days have finished.

For sciences please aim to give KS4 teaching experience within the student’s subject specialism wherever possible. Thereafter, please give them their second most confident science subject. If it is necessary for the science student to teach their third science subject it is essential for you to provide them with significant support so that they can be successful. Physics with maths students teach approximately 70% physics and 30% maths.

Course documents:

Course documents can be accessed by Mentors on the online portal <https://www.brunel.ac.uk/education/postgraduate-programmes/ite-pgce-programmes>, School Experience and Mentor Development (Password: Brunelpartners), and by students on PebblePad.

Lesson planning:

Student teachers write their lesson plans on the Brunel lesson plan pro forma during Placement Two. Our expectation is that students show plans to class teachers/mentors in advance to obtain guidance. Where student teachers show signs of being more secure in their planning by Interim Placement 2, they may adopt a more flexible approach to planning in consultation with the school mentor.

Written feedback on teaching:

Every lesson taught is an opportunity for the students to learn and make progress. Class teachers/mentors annotate the lesson plan with feedback for each lesson taught using the language of the Teachers’ Standards. 2 or 3 x **Lesson Dialogue Records** (LDR) are completed each week of the placement. Mentor and student complete a **Weekly Professional Learning Record** following the Weekly Professional Learning Meeting.

Where there is concern about a student teacher's progress:

The mentor contacts the Link Tutor.

Students' files and Professional Learning Activities:

Students keep 3 files: File 1: Professional Learning, File 2: Placement One and File 3: Placement Two.

Professional Learning Activities form an important part of subject knowledge development and provide additional evidence of how the Student Teacher is working towards the BUL ITE Curriculum. Although it is the Student Teacher's responsibility to manage their own workload, we encourage Mentors to keep sight of these activities to oversee how their Student Teacher is addressing these requirements. Please refer to the students' school experience files in which PLAs will be collected.

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

Assessment

Students' teaching is assessed using the Teachers' Standards at the end of the programme. The Tracking Progress document 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 tutors use the evidence from observations and files to support judgements about the quality of students' teaching.

If, at any stage, it becomes apparent that the student is not making expected progress please follow with expediency the Support and Intervention process, Section 5 in the School Experience Handbook.

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.



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 in collaboration with your school mentor.



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.



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, ie on track/not on track. This agreed outcome for the Interim 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 stage. 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:

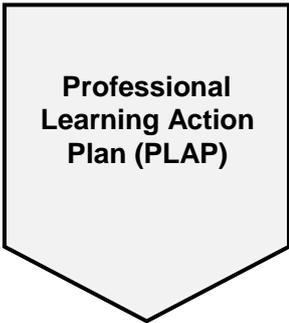
"The bulleted subheadings should not be interpreted as separate standards in their own right but should be used by those assessing trainees and teachers to track progress against the standard, to determine areas where additional development might need to be observed, or to identify areas where a trainee 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 placement. ***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 placement assessment informs the subsequent professional learning action plan, in all cases with the exception of the end of Placement 2, where the profile will inform the ECT Transition plan. The End of Course Assessment is against the TS and is completed collaboratively by the Mentor and Student Teacher on PebblePad. The Mentor, Student Teacher and Link Tutor engage in a Professional Learning Conversation where the Student Teacher has the opportunity to discuss their progress through the PGCE programme and any relevant supporting evidence.



**Professional
Learning Action
Plan (PLAP)**

The Student Teacher drafts their Professional Learning Action Plan (PLAP) for the next stage of learning after Placement 1 and prior to Placement 2. This draws on the professional learning foci and 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. 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.

In order to support Student Teacher progress towards meeting the above, there are some statements which outline the expectations at each of the two school experience placements. 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.

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.

Gathering Evidence

You will collect evidence of your progress towards the indicators in the Tracking Progress Document from pre-course activity and through both school experience placements. You will reflect on your evidence gathered within the WPLRs on PebblePad and this will be accompanied by supporting evidence which can also be seen in your School Experience Files. The consideration of evidence requires a regular update, we recommend once every fortnight and also just prior to completion of Interim/End of Placement assessments. At the Interim and end of each placement assessments, you will write reflective comments based around the CCF areas to demonstrate how you have demonstrated progress towards the indicators supported by the evidence you have gathered. This will be used to inform the outcome for the Interim and end of Placement assessments and associated targets and actions arising will be set.

Any evidence gathered towards FEM should also be noted in the Tracking Progress Document in the 'Professional Behaviours' area at the Interim and end of each Placement and included in File 1.

The evidence gathered should allow you to provide the narrative of your progress in particular areas and to be able to successfully participate in the Professional Learning Conversations at the end of Placement 2. In many ways this is as important as the quantity of evidence itself.

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 Procedure](#).

The Placement School

If a placement school has concerns about a student teacher's progress and/or professional conduct, then in the first instance the mentor in the placement school should discuss these issues with the student teacher. This is part of the process of monitoring progress against the 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, followed, after an agreed timescale, by either a resolution without any further action or the instigation of more detailed Support and Intervention at Stage 3. Exact details are given below.

Please note that in exceptional circumstances, the school partner may decide to withdraw the placement. In this situation, Programme Leaders will consider evidence to support a decision about next steps: an alternative placement cannot be guaranteed.

The Student Teacher

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

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

What can trigger the Support and Intervention process?

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

- A student teacher does not make the expected progress despite appropriate support over time
- A student teacher shows that they are not meeting the expectations of a student teacher at that point of the placement and/or when measured against the tracking progress documents, particularly when they have been guided on how to do so
- WPLRs indicate a lack of progress towards identified targets over a period of time
- A student teacher has plateaued and there is a lack of evidence of development, since the previous assessment
- Interim assessment outcomes identify more than one area that is 'Not Met'
- A student teacher fails to demonstrate high standards of personal and/or professional conduct (at either university or while on placement)
- Poor attendance or punctuality
- A student teacher demonstrates an inability to follow correct procedures or policies (e.g. dress code or school operations)
- A student demonstrates a lack of awareness of their actions, or regarding their progress
- An inability or unwillingness to accept professional feedback
- An inability to develop or maintain effective professional relationships with staff or students.

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

PLACEMENT 1	Placement 1 School Experience
PLACEMENT 2	Placement 2 School Experience
INA	Initial Needs Analysis
LDR	Lesson Dialogue Record
PCM	Professional Coordinating Mentors
PLA	Professional Learning Activities
PLAP	Professional Learning Action Plan
WPLR	Weekly Professional Learning Record
TSD	Teachers' Standards Descriptors
PPA	Pupil Profile Analysis