

Brunel University London
Initial Teacher Education Partnership

Mentor and PCM Development Session 2

2017-2018

Foundation Phase

My professional learning was central at both placement schools and at university. My individual needs were supported and measures put in place to ensure progression

My training within school was outstanding

Tutors have supported me throughout this course and their help, expertise and support I cannot appreciate enough. They constantly support my individual needs which has resulted in me making progress and becoming a better teacher.

Mentors have consistently supported me through target setting and action planning to meet the Teachers' Standards.

When points have been raised the teaching staff have been proactive in responding to student feedback.

Pupil progress has been reiterated and fundamental to university, lecturers, and mentors.

I would also say the Teachers as Writers group was fantastic for meeting the purpose of the group, and also providing dialogue away from the busyness of routine (Saturday meetings) and in a relaxed atmosphere -we found this therapeutic

Weekly professional meetings were fundamental to my development and weekly targets were set and action plans set to support me in progressing towards the target. This time was also used to develop subject knowledge and support lesson planning.

Link tutor and subject support and feedback was outstanding and gave me opportunities to improve through target setting.

My personal tutor has consistently replied to all queries and taken the time to listen to my problems as well as provide me with minutes for each discussion. Extremely efficient.

My placements were at two different settings and challenged me in different ways. The University also arranged other schools to visit to enhance subject knowledge. Also enhancement activities organised to visit Pupil Referral Unit.

By the end of the session we hope you will understand:

- the structure of the PGCE at Brunel
- the partnership documentation which is to be used to support the professional learning of our student teachers
- the importance of considering the impact of student teachers' teaching on pupil progress
- your role as a Mentor

Section 1: Brunel University London Teacher Education Partnership Mission and Vision Statements

Our mission is:

- To provide opportunities to create knowledge and advance understanding in relation to the education of all teachers on a continuum of professional education.
- To inspire all teachers with the confidence to integrate their own learning for the benefit of the education system and school improvement
- To impact positively on individual pupils' learning, progress and well-being through the tools of reflection and criticality.

Our vision is:

- To be at the centre of a world-class, creative and innovative teacher education community of outstanding professional practice.
- To be at the centre of such a community which inspires all teachers to work, think and learn together to meet the challenges of education in the future at a local, regional, national and international level.

Section 2: Brunel University London Teacher Education Partnership Core Values

Quality and Ideas

Excellence prevails in the teacher education provision we offer the Brunel ITE Partnership, in our associated research in teacher education and in the services we provide for a continuum of professional education. Creativity, invention, innovation, and a general spirit of enquiry are fostered in all aspects of our work in teacher education.

Clarity and Integrity

Openness and clarity of purpose are key to how we communicate with our local Partnership and the wider community of teacher education regionally, nationally and internationally. We act with integrity, treat members of our teacher education community with dignity and respect, and are committed to fairness in our practices, policies and procedures.

Empowerment and Engagement

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.

Partnership and Community

We have a shared responsibility for developing our teacher education community and partners make a vital contribution to our ongoing developments and success. These collaborations within the strong Partnership are enriching and rewarding.

Self-determination and sustainability

We have the confidence to be the architects of our own future in teacher education, and to be proactive in improving our professional learning environment. Planned sustainable development is crucially important to securing our future as a provider of high quality teacher education

Course structure

Three phases:

Phase	When
Foundation phase (FSE)	Autumn term
Development phase (DSE)	Spring term
Consolidation phase (CSE)	Summer term

Autumn term structure

18.09.17	to	22.09.17	CORE/SD IND	CORE IND	CORE IND	HOAC/IND	HOAC/IND	School A
25.09.17	to	29.09.17	SS	SS	GPE/UNI BASED PROF LEARNING/SS	SS	CE/GPE DAY	
02.10.17	to	06.10.17	SS	SS	GPE/UNI BASED PROF LEARNING/SS	SS	CE/GPE DAY	
09.10.17	to	13.10.17	SS	SS	GPE/UNI BASED PROF LEARNING/SS	SS	CE/GPE DAY	
16.10.17	to	20.10.17			GPE/UNI BASED PROF LEARNING/SS			
23.10.17	to	27.10.17	Half term week		GPE/UNI BASED PROF LEARNING/SS			
30.10.17	to	03.11.17	Assessment 1		GPE/UNI BASED PROF LEARNING/SS			
06.11.17	to	10.11.17			GPE/UNI BASED PROF LEARNING/SS			
13.11.17	to	17.11.17			GPE/UNI BASED PROF LEARNING/SS			
20.11.17	to	24.11.17	FSE IP WEEK		GPE/UNI BASED PROF LEARNING/SS			
27.11.17	to	01.12.17						
04.12.17	to	08.12.17						
11.12.17	to	15.12.17	WINTER GRADUATION					
18.12.17	to	22.12.17	FSE EP WEEK					

Timetable Weighting

Foundation:

Class teacher teaches approximately 80-85% of full timetable;

Student Teachers should plan units and lessons for approximately 33% of this 80-85%;

A further 33% of this 80-85% is for professional learning activities;

Remaining non-contact time is for planning and assignment writing.

Development and Consolidation:

Class teacher teaches approximately 80-85 % of full timetable

Student Teachers should plan units and lessons for approximately 60-65% of this 80-85 %;

A further 10%-15% of this 80-85% is for professional learning activities

Remaining non-contact time is for planning and assignment writing.

PGCE Secondary Timetable Weighting: Foundation Phase

School Timetable 100%	Main Scale Teacher 80-85%	Teaching 33% *	Professional Learning Activities 33%	Total 'Contact' 66%	Research, and Preparation 34%
20	16	6	6	12	4
25	20	7	7	14	6
30	24	8	8	16	8

** Please note: percentages and periods indicated are approximate and may be adjusted slightly where appropriate or necessary.*

The Professional Learning Process

Identified Professional Learning Needs

(Foundation Initial Needs Analysis or Development/Consolidation Action Plan)



Professional Learning Activities and Timetable



Weekly Professional Learning Targets

(Weekly Professional Learning Record Meeting

Including discussion of, and targets relating to, impact on pupil progress)



Weekly Professional Learning: teaching/other activities

(*Lesson Feedback Record and Professional Learning Activities Records showing impact of the targets on pupil attainment)



Interim profile



Weekly Professional Learning: teaching/other activities*



End of Phase Profile

Planning Professional Learning Needs

The following documents provide key information which identifies professional learning needs at the start of the three phases of the course.

➤ **The Initial Profile**

Foundation phase background information including details about pre-course school and other experiences (on Pebble-pad)

➤ **At start of placement: Foundation Phase Initial Needs Analysis**

➤ **At end of placement: Development Phase Action Plan**

Informs the student teacher's learning priorities for the phase. This is completed following discussions with the university tutor and school mentor.

Effective target setting

- Students, PCMs, mentors and departmental colleagues understanding and using the Profile level descriptions effectively and consistently
- Aspirations for all student teachers to meet the outstanding level descriptions for the Teachers' Standards
- Designing professional learning experiences and using Professional Learning Activities (PLAs) that support student teachers meeting these aspirations
- Effective feedback – oral and written
- Effective target setting – SMART and supports student teachers in meeting the high level descriptions
- A continuous process of professional learning

SMART targets

S - specific, significant, stretching

M - measurable, meaningful, motivational

A - agreed upon, attainable, achievable, acceptable, action-oriented

R - realistic, relevant, reasonable, rewarding, results-oriented

T - time-based, time-bound, timely, tangible, trackable

Professional Learning Activities (PLAs)

- Opportunities for school-based and/or school-related tasks to support student teachers in meeting the TS
- Cross referenced to General Professional Education (GPE) sessions
- Meeting student teacher's individual learning needs
- Some link to assignment
- Cross referenced to Teachers' Standards – evidence of learning
- Facilitate learning outside of class teaching
- Mentor needs to engage with and facilitate the completion of these and then discuss them within the weekly professional learning meeting.

Initial needs analysis: Task

For the example provided

- What are the priorities for this student?
- What professional learning activity could they do?
- What would a SMART target be?

Impact of Teaching on Pupil Progress

There has been a significant emphasis on ‘pupil progress over time’ in the Ofsted framework for school inspection (Ofsted, 2014) and ‘pupil progress’ in the Teachers’ Standards (DFE, 2013)

Specific Teachers’ Standards:

- TS2. Promote good progress and outcomes by pupils;
- TS5. Adapt teaching to respond to the strengths and needs of all pupils;
- TS6. Make accurate and productive use of assessment i.e. make use of formative and summative assessment to secure pupils’ progress and use relevant data to monitor progress, set targets, and plan subsequent lessons.

Mapping Impact of Teaching on Pupil Progress

Qualitative comments about pupil progress recorded on the Lesson Feedback Record (LFR). Comment from observing teacher on how lesson planning has responded to the assessment of pupils' prior learning on the back page of the last lesson plan.



Summary comments about pupil progress in lessons are recorded on the Weekly Professional Learning Record (WPLR), and discussed in the meeting with reference to the LFRs. The WPLR includes a final summary of activities engaged in by the mentor to support the student teacher's professional learning, including reference to PLAs that the student teacher worked on.



Pupil progress over time is discussed at the interim and end of phases in relation to the evidence from LFRs and WPLRs, as well as summative assessments of pupils' learning and is recorded on the Profile.

Lesson Feedback Record (LFR)

- Number of Lesson Feedback Records required:
 - Foundation phase: 2 x LFRs per week
 - Provided for the observer by student for targeted lessons: blank LFR; copy of lesson plan; Teachers' Standards; other info i.e. seating plan, resources, etc.
- Completed LFR accompanied by annotations on the student's actual lesson plan. (Annotate lesson plans for lessons without LFRs).
- Weekly TS targets included by student in advance on LFR.
- Lesson specific TS targets drawn from last LFR and again included in advance on LFR.
- Observing teacher required to comment on how lesson planning has responded to the assessment of pupils' prior learning on the back page of the last lesson plan.
- Observing teacher also comments on progress made by pupils in the lesson observed
- Strengths and targets using TS and TS evidence outside of these targets too.

Initial Teacher Education Lesson Feedback Record

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



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

Lesson plan (to be annotated on by observer)

☐

Resources (as appropriate)

☐

Information on pupil groups (SEND; EAL; able; FSM/PP)

☐

Seating plan (as appropriate)

☐

Annotated version of previous lesson plan and evaluation (as appropriate)

☐

Name		School	
Subject area		Date of feedback	
Time of lesson		Sequence of lesson	
Observer		Key stage/ Year group	
Teaching space		Number of pupils	

Teachers' Standards foci (the number to be determined by the individual Student Teacher's learning needs)			
Targets from Weekly Professional Learning Meeting		Targets specific to this lesson	
TS		TS	
TS		TS	
TS		TS	
TS		TS	

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

Comment from observing teacher on how lesson planning has responded to the assessment of pupils' prior learning on the back page of the last lesson plan.

Please expand box as necessary

Summary comments on pupil progress and achievement in relation to the intended learning for this lesson and the contribution of teaching to this.

Please expand box as necessary

Strengths (Please use the Teachers' Standards foci identified above to help with the identification of strengths in the lesson. Please note any additional strengths identified in the lesson, as appropriate)

Teachers' Standards Reference	Strengths
Please expand box as necessary	

Agreed targets and action to be taken (Please use the Teachers' Standards to help write these targets and actions)

Teachers' Standards Reference	Targets
Please expand box as necessary	

Weekly Professional Learning Record (WPLR)

In preparation for the weekly timetabled meeting:

- The Student Teacher reflects on the week's professional learning and collates evidence in relation to targets that were set for the week;
- This collation includes: qualitative data on pupil progress from lesson feedback record (LFRs), focused observations conducted by the Student Teacher; Professional Learning Activities (PLAs) undertaken; any other professional learning experiences;
- The reflective process in the meeting includes considering targets met as a result of this body of evidence and possible targets for the following week;
- The Student Teacher completes most sections of the WPLR in advance of the meeting (in draft);
- The WPLR includes a final summary of activities engaged in by the mentor to support the student teacher's professional learning, including reference to PLAs that they worked on with the student teacher;
- Some of the targets established in this meeting will feed into the LFRs for the following week;
- Some will inform focused observations activities, PLAs and wider professional learning experiences for the following week.

Weekly Professional Learning Record (WPLR)

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

Week beginning: Specific Standards targeted this week (Refer to most recent assessments: Initial Needs Analysis, interim or end of phase profile, or last WPLR)	Reflective comment about progress made in each area	Evidence (i.e. pupil books, school experience files, mentor feedback)

Summary of other professional learning this week:

TS ref	Other professional learning activities (e.g. other lessons observed by student, PLAs, sessions attended, extra-curricular activities, parents' evenings, planning with another teacher or with a classroom assistant, subject knowledge development, etc.):	Location of evidence for these activities

Brief reflections on other progress made this week (include reference to feedback, including oral feedback, LFRs, informal written feedback, annotated lesson plans):

Strengths:

Areas for development:

Summary of Pupil Progress

Group/Area of Learning	Summary comments on pupil progress this week

Add or delete rows as required

Section 2: To be completed by Mentor **during** the weekly meeting with your student

Summary of Professional Learning Meeting

Summary of discussion arising from lessons taught over the last week, including reference to developing subject knowledge where appropriate:

Summary comments on pupil progress in each of the classes taught (can be from formative or summative assessment evidence):

Summary of discussion in preparation for next week's lessons:

Summary of other personal or professional issues and reflections which were discussed:

Summary of activities facilitated by mentor to support student teacher's professional learning (e.g. PLAs, CPD, meetings, observations of other teachers, collaborative planning, collaborative assessment, subject knowledge development):

Comment on this week's evidence presented in school experience files (e.g. organisation, presentation, evaluations, compliance with guidance, strength of evidence of meeting teachers' standards)

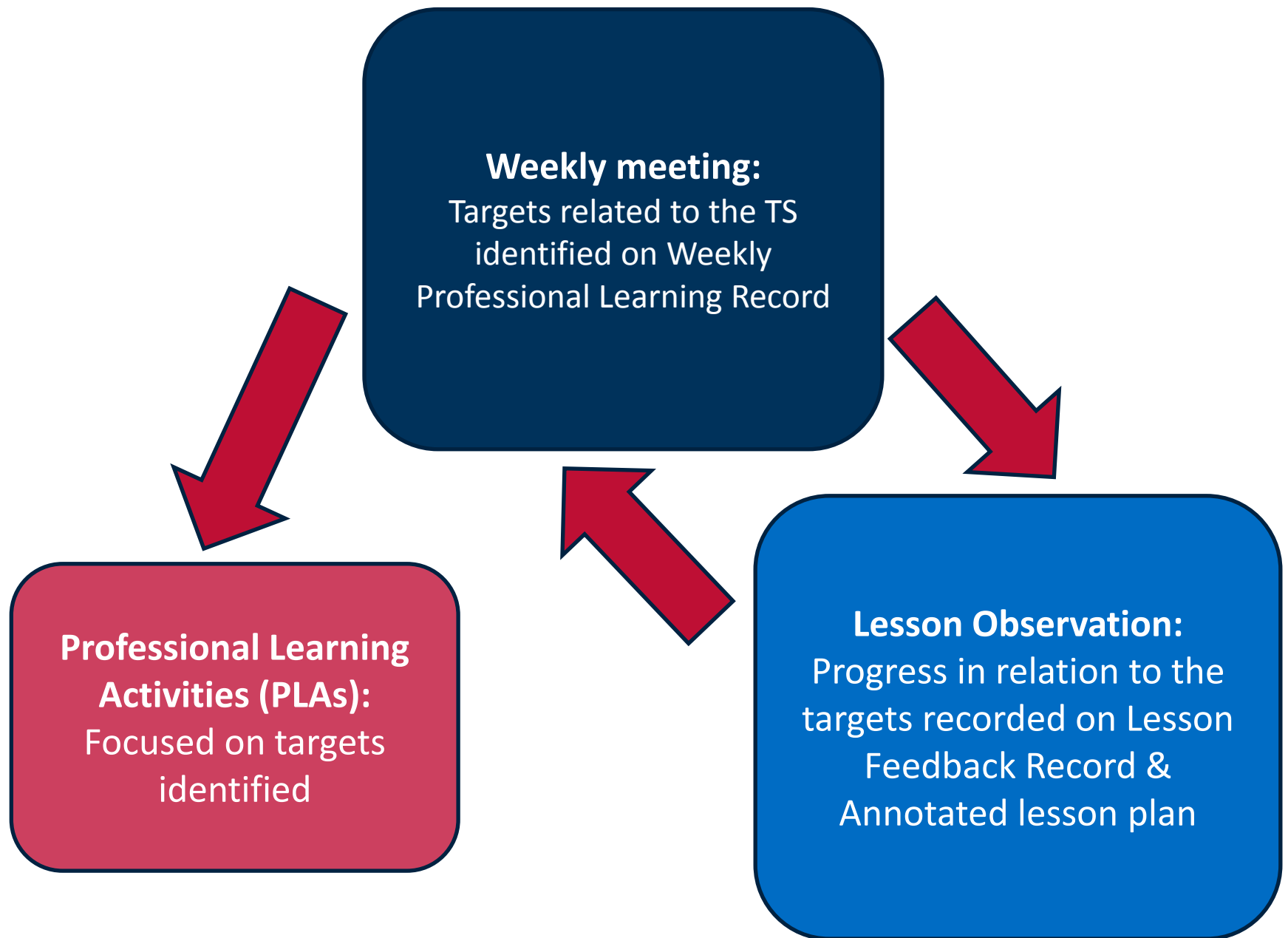
Strengths:

Areas for development:

Teachers' Standards related targets arising from this week's professional learning (indicate date for follow up if not next week) and strategies (professional learning activities) for achieving them.

Teachers' Standards Reference	Targets and actions, including reference to developing subject knowledge where appropriate
Signed by Student Teacher.	

Signed by Mentor:



Support and Intervention (Formerly 'cause for concern')

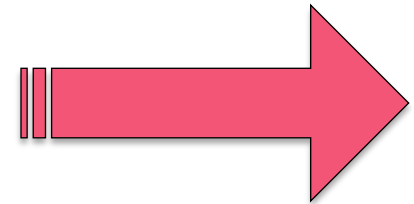
Additional support and intervention will be required when:

Area of concern	Examples
Part One: Teaching A Student Teacher does not make the expected progress; A Student Teacher struggles professionally or personally to meet the Teachers' Standards	• Interim and end of phase assessment grades show RI and/or I • WPLRs indicate a lack of progress towards identified targeted TS over a period of time • If a student teacher 'plateaus' and there is no evidence of further progress or development in the quality of their teaching; • The student teacher has not received the necessary support to meet the TS from the placement school, at which point the partnership will intervene.
Part Two: Personal and professional conduct A Student Teacher fails to demonstrate high standards of personal and professional conduct	Applicable to both University and School • Poor attendance and punctuality • Inability to follow correct procedures • Inappropriate Dress code • Lack of self-critical awareness, • Inability or unwillingness to accept professional criticism • Unable to develop effective relationships with staff The Student Teacher is considered to be behaving in a way which is professionally unacceptable.

Support and Intervention

Step 1:

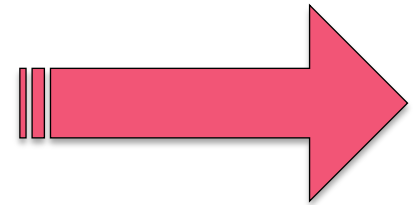
- At the earliest opportunity, the mentor discusses the concerns with the Student Teacher. The mentor should ensure that he/she listens respectfully to the Student Teacher to gain a full understanding of his/her perceptions.
- Subject tutor informed which potentially triggers an additional visit.
- At the weekly professional learning meeting: review and agree targets which are focused explicitly on areas for improvement, with a timescale of normally two weeks to the review point, and agree actions and success criteria. Record this in Section 2 of the WPLR
- There should be a maximum of three targets.
- The Student Teacher is informed of the support and intervention and the issues that must be addressed.
- The concerns, targets and actions for the Student Teacher, mentor and subject/link tutor are recorded.



Support and Intervention

Step 2:

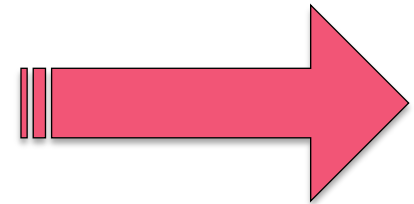
- Mentors (and Subject/link tutors as appropriate) review targets using the full range of evidence
- If sufficient progress has been made by the Student Teacher, normal training routines continue.
- If insufficient progress has been made, proceed to Step 3.



Support and Intervention

Step 3:

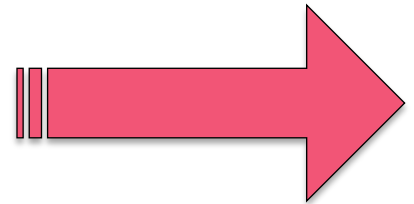
- PCM, course leaders informed.
- Joint observation and review meeting with the mentor and subject/link tutor.
- Subject/link tutor moderates the evidence with the mentor to confirm whether there is a need for on-going support and intervention. If so, a formal meeting with the subject/link tutor, mentor and Student Teacher takes place to agree this and set revised targets.
- A period of normally two to four weeks is set for the Student Teacher to focus on the new targets.
- Explicit actions for the Student Teacher, mentor and subject/link tutor are agreed as part of the action plan.
- All observations and meetings should focus on the targets.
- Subject/link tutor provides a copy of the targets and related action plan which is centrally logged with the University and school.



Support and Intervention

Step 4:

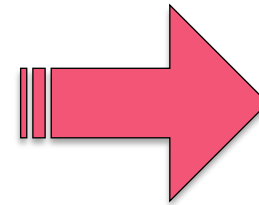
- Formal review of targets, using the full range of evidence, by the Student Teacher, mentor and subject/link tutor.
- There are three possible outcomes from the formal review:
 - i) if sufficient progress has been made, the intervention ends and the normal training routines continue;
 - ii) if limited progress has been made, the subject/link tutor, mentor and Student Teacher review the issues, revise the targets and the support and intervention is extended; extension may only happen once unless there are exceptional circumstances agreed by the Director of ITE. Further review through an observation is arranged following the agreed extension period.
 - iii) if all of the targets have not been met and progress has not been made, the Student Teacher fails the placement. Proceed to Step 5.



Support and Intervention

Step 5:

- The placement is terminated immediately following University protocols for an unsuccessful assessment.
- The Student Teacher meets with his/her tutor(s) and the appropriate record is completed.
- The Student Teacher is informed of the capacity of the Exam Board to decide to award the right of a re-sit if it is judged to be appropriate.
- A formal letter is sent to the Student Teacher with a copy to the subject/link tutor .
- A de-brief meeting takes place with the relevant school personnel, leading to a report of arising issues and actions.
- The Student Teacher has the right to request consideration for a re-sit
- An exit interview record is completed if the Student Teacher declines the right of appeal (resit).



Step 6:

- The final decision is confirmed by the recommending board.

Support, Intervention and Target setting

If a S&I process has been initiated it must be recorded on the WPLR and the Profile and its outcome noted. It is important that if the student has been through a support and intervention process and this has been successfully resolved, that they begin the next step of their training as a “fresh start”.

Targets

- Targets for improvement must be explicitly linked to areas of concern in the trainee's teaching which prevent the pupils from making the expected progress, and be referenced to the Teachers' Standards and grade descriptors.
- Targets will require agreed actions for both the trainee and all those working with him/her in the training programme.
- 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, the grades given and the targets set.

Support, Intervention and Target setting

The kinds of actions which may be appropriate include:

- Directing the Student Teacher to specified Professional Learning Activities
- Ensuring the Student Teacher receives consistent guidance about action to be taken - weaker Students Teachers often have difficulty in choosing the best approaches from a number of options suggested
- Ensuring the teaching load is appropriate for the current situation
- Ensuring classes being taught are appropriate for the 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
- Arranging for additional, focused observation perhaps outside as well as inside the department in order to develop the Student Teacher's understanding of good teaching in practice
- Setting clear and unambiguous short-term achievable targets
- Improve attendance and punctuality at University and/or school
- Develop an ability to reflect and accept professional criticism in a constructive manner
- Develop and maintain collegial relationships with staff at University and in school.

Course documents

Course documents can be accessed online - <http://bit.ly/2ybAq3R>

School Experience Files

File 1 (FSE):

Teachers' Standards
Overview Profile
Initial Needs Analysis
Best Evidence Record
Professional Learning
Activities
LFRs
WPLRs
Profile

File 2: FSE placement

School info, e.g. policy documents
Group registers, inc. class data
Info about topics studied previously
Scheme of work/unit of work/medium term plans
Lesson plans
LFRs
Assessment records

File 3: DSE/CSE placement

Expectations and building 'successful' relationships

Framed by:

- Feedback from our student teachers
- Feedback from Cluster Leaders and Link Tutors
- Analysis of data
- Reviewing documentation
- Feedback - Stage 1 OfSTED Inspection

The Mentor's role

- Construction of timetable
- Collaborative engagement with selected PLAs
- Weekly professional learning meetings (one per week) and completion of relevant section of WPLR
- Lesson observations (LFRs and annotated lesson plans)
- Post lesson conversations (see prompts on next slide)
- Appropriate setting of targets
- Interim and end of phase assessments
- Engagement with the school experience files to check progress towards the TS.
- Joint observation (with link tutor) and feedback to student
- Monitoring student teacher's planning; the impact on and recording of pupil progress

What learning has taken place against the Intended Learning Outcomes (ILOs)? What proportion of pupils achieved your ILOs? Why?

How did the lesson intend to build on the pupils' prior learning?

What were the key areas of subject knowledge required for this lesson?
What are the possible/common misconceptions?

What do pupils know/what can they do that they didn't know/couldn't do at the start of the lesson?

What was the relationship between the lesson planning and teaching? What do you need to consider in future planning?
What are the implications of this in relation to identifying Professional Learning Activities?

What do pupils know/what can they do that they didn't know/couldn't do at the start of the lesson?

Did all pupils make progress? What comments do you have on the progress of the groups in the class (high attaining, SEND, EAL, FSM/PP)? What evidence do you have of the learning?

What would you like to work on? Targets related to the Teachers' Standards?

How did you use questions to check and support learning, as well as extending learning?

How did the pupils respond to the learning activities?
How did the pupils respond to you?
What do you feel was positive? Strengths related to the Teachers' Standards?

Task: Self-assessment against the mentor standards

- > Complete the sheet provided
- > What could you do to address any areas for development?
- > What could Brunel colleagues do to support?
- > What could colleagues in school do to support one another?

Guidance on Link Tutor visits

Initial contact to take place between: 16th Oct – 3rd Nov (Week 1-3)

Agenda:

- Introduce yourself to student teacher, mentor and PCM (Professional Co-ordinating Mentor- the person in school with responsibility for ITE).
- Check with all parties that there are no problems and that all roles are clear.

Visit

To take place: 30th October onwards

Agenda:

- Follow the procedures for the FSE visits detailed on the Link Tutor Quality Assurance Checklist
- Complete & copy the Link Tutor Quality Assurance Checklist
- Review draft Interim profile summary sheet (prepared by student teacher and Mentor) and discuss the evidence
- Post-visit: Forward a copy of this checklist, the Lesson Feedback Record and Annotated Lesson plan to the University

Guidance on lines of communication

- ***If issues in relation to Student Teacher's progress against the Teachers' Standards arise:***

1. Mentor
2. Member of staff in charge of ITE in the school (if there is one)
3. Link Tutor

- ***If Issues in relation to Student Teacher's academic progress and health and well-being arise:***

1. Personal Tutor
2. Partnership Manager

Teachers' Standards Assessment

- The Teachers' Standards (TS) (DfE, 2012) inform all aspects of planning, teaching and assessment on the course in the journey towards being recommended for QTS. Graded formatively and summatively in each TS at the interim and end of each course phase.
- Formative assessment through professional learning and assessment documents e.g. Grade Descriptors, Interim Profile (IP), Weekly Professional learning Record, Lesson Feedback Record.
- Summative assessment through End of Phase profile.
- > Grading:
 - 1- Outstanding
 - 2 - Good
 - 3 - Requires improvement
 - 4 – Inadequate

Grading Rationale

Outstanding (O)	Good (G)	Requires Improvement (RI)	Inadequate (I)
• Demonstrates excellent practice in the majority of the TS and all related to their personal and professional conduct. • Much of the quality of teaching over time is outstanding and never less than consistently good. • Overall outstanding, minimum 4 Standards graded Outstanding overall, features of outstanding practice in other Standards No grade Requires Improvement (RI) or Inadequate (I) Excellent practice in part two regarding personal and professional conduct.	• Exceeds minimum level of practice as defined in the TS. • Demonstrates excellent practice in some of the TS and all related to personal and professional conduct. • Much of the quality of teaching over time is good, some is outstanding. • Overall good much of teaching is good over time, there are features of outstanding practice in some TS • Any RIs would need to have Good features, • No Inadequate for any TS. • Excellent practice in part two re personal and professional conduct.	• Meets the minimum level of practice as defined in the TS. Teaching requires improvement as it is not yet good. • Overall RI, mostly RIs and no Is • Student Teacher can be judged above minimum if they have evidenced features of good practice in aspects of TS and no Is • May be identified as a Cause for Concern BUT this is subject to expectations for progress and attainment detailed in handbook for each phase of the course and determined on individualized basis.	• Failed to meet the minimum level of practice as defined in the TS. • Quality of teaching over time is weak such that it contributes to pupils/ learners or groups of pupils/learners making inadequate progress.

Considerations

- **Student Teacher progress is relative to stage of development**
- **Student Teachers are not to be graded as qualified teachers**
- **Dangers of capping progress and attainment**

Progress in meeting the teachers' standards

What could a student teacher reasonably do by 20 th Nov?	What could they reasonably do by 18 th Dec?	What evidence could they use to demonstrate this?

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