



Brunel
University
London

Department of Education

**PGCE PCM, Mentor and Link Tutor
Development Session**

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18th April 2018

Brunel University London Teacher Education Partnership Mission and Vision

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.

Intentions for the session:

- Understand the structure of the PGCE course at Brunel
- Understand the roles of the Professional Coordinating Mentor (PCM), Mentor and Link Tutor.
- Understand Brunel's Partnership documentation to support the professional learning of our student teachers.
- Understand the importance of considering the impact of student teachers' teaching on pupil progress.
- Provide materials and links to support staff in working with student teachers.

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 experience within school was outstanding

Subject 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.

Subject tutors and 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 busy-ness 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.

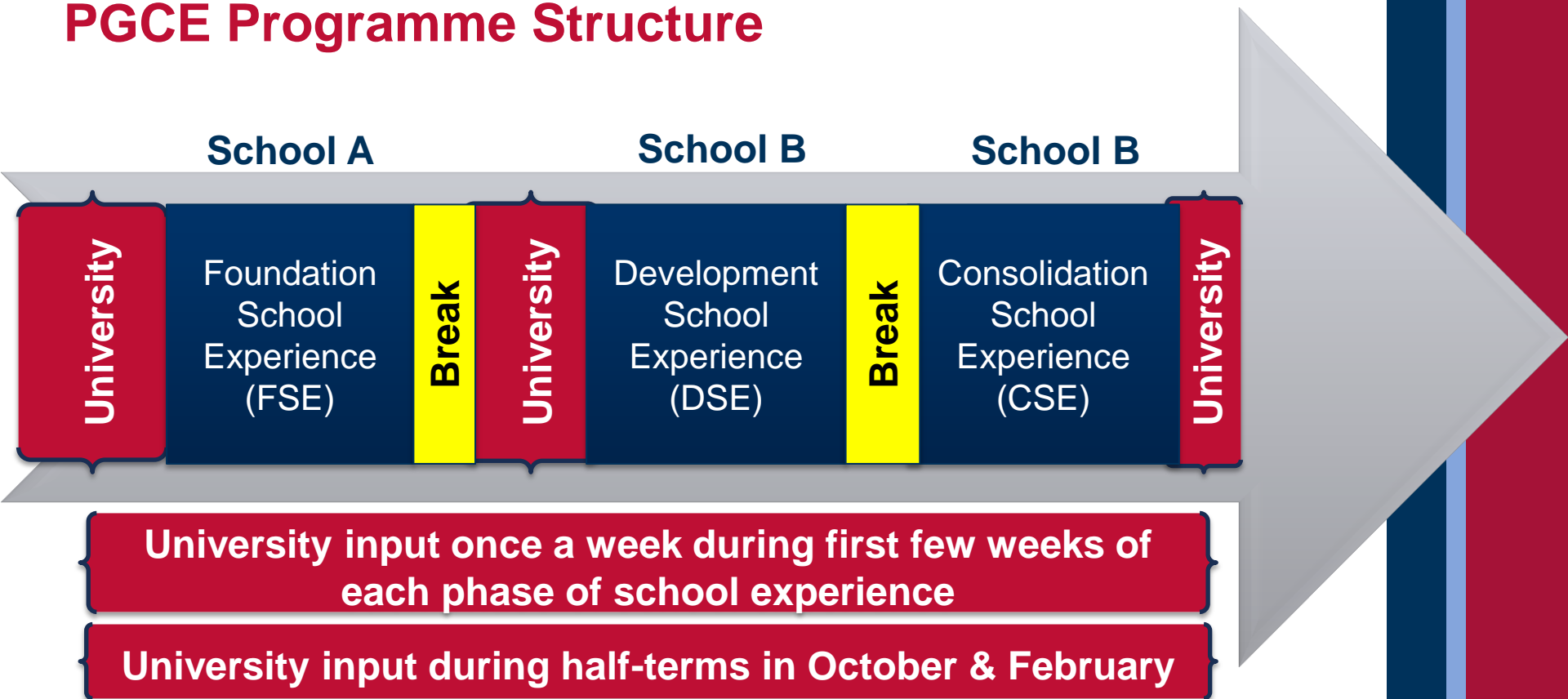
Link tutor and subject support and feedback was outstanding and gave me opportunities to improve through target setting.

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.

PGCE ITE Course Structure 2017-2018

PGCE Programme Structure



Number of Days

School based = 120

University based = 60

Initial Teacher Education Partnership Website

The website contains guidance on all aspects of provision:

<http://www.brunel.ac.uk/education/initial-teacher-education>

PGCE Primary:

<http://www.brunel.ac.uk/education/initial-teacher-education/primary-school-experience-guidance>

PGCE Secondary:

<http://www.brunel.ac.uk/education/initial-teacher-education/secondary-school-experience-guidance>

Roles and responsibilities

Here you will find out about the expectations for student teachers, mentors, PCMs, link tutors working in partnership with Brunel University London



Professional learning



Contact us

If you need additional information or have any questions, contact our friendly team



Overview of Brunel University London Teacher Education Partnership



Assessment

PGCE students are assessed against the Teachers' Standards at key points during their school placements. Here you will find guidance and documents in relation to assessment



Placement organisation and information

This section provides all the information and documentation required for the organisation of school experience, including the structure of the timetable



Key Priority – Student Teacher Support

- Professional Coordinating Mentor
- Mentor
- Link Tutor
- Personal Tutors
- Programme Leaders
- Partnership Development Unit



The Big Picture



The Professional Learning Process

Course Preparation



Foundation Phase



Development Phase



Consolidation Phase



First Post/Induction



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)



Weekly Professional Learning: teaching/other activities

(Lesson Feedback Record and Professional Learning Activities)



Interim Profile



Weekly Professional Learning: teaching/other activities*



End of Phase Profile

Planning Professional Learning Needs

- **The Overview Profile**

- > Foundation phase background information including details about pre-course school and other experiences.

- **Foundation Phase Initial Needs Analysis**

- > Informs drawing up of timetable and targeted use of Professional Learning Activities (PLAs)

- **Development and Consolidation Phase Action Plans**

- > Informs student teacher's learning priorities for these two phases in School B. Completed following a review of the Profile, discussions with the University Tutor and school Mentor.

Constructing the Timetable

- Take account of the profile grades and PLAP;
- Opportunities to teach all required areas/aspects of the curriculum
- Opportunities to engage in Professional Learning Activities, observe best practice and teach collaboratively;
- A protected weekly professional learning meeting.
- The timetable weighting changes for teaching, other professional learning activities and planning over time in order to support developing professional formation.

Teaching Different Key Stages

- For compliance, it is crucial that students have had the opportunity to develop their teaching across KS1 and KS2 or KS3 and KS4;
- For Secondary, some experience at KS5 is essential, which could include:
 - Observations;
 - Working with small groups;
 - Delivering parts of the lesson, or,
 - Collaborative planning and teaching.

Impact of Teaching on Pupil Progress

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.

Brunel PGCE ITE Lesson Planning Templates

- Use the planning templates provided in the PGCE Primary and Secondary School Experience Guidance
- Must present lesson plans in advance to school staff to provide support and feedback on.
- Provide observing staff with lesson plan for every lesson.
- Need to complete lesson assessment and evaluations on back page for all lessons and use to inform future planning.
- It is expected that lesson plans will be annotated for every lesson.
- Plan for the work of LSAs in lessons.

Mapping and Tracking Impact of Teaching on Pupil Progress

Pupil progress recorded on the Lesson Feedback Record (LFR) with qualitative comments



Pupil progress comments from LFRs are recorded on the Weekly Professional Learning Record (WPLR) and discussed. Summary comments are recorded for pupil progress for the week.



Pupil progress over time is discussed at the interim and end of phases in relation to the evidence from LFRs and WPLRs and recorded in relation to appropriate Teachers' Standards.

Lesson Observation - Brunel Lesson Feedback Record (LFR)

Every Lesson

- Secondary: observing teacher annotates the lesson plan with feedback in every lesson.
- Primary: student teacher annotates the lesson plan with feedback in every lesson in discussion with the class teacher.

Targeted Lesson

- Student teacher: provide observer with LFR template (*Part A completed*); copy of the lesson plan; other info e.g. seating plan, resources etc.
- Observing teacher: complete LFR and annotations on the lesson plan.

Using the LFR

- Student teacher: weekly TS targets added in advance.
- Student teacher: lesson specific TS targets from last LFR added in advance.
- Observing teacher: comment on how lesson planning has responded to the assessment of pupils' prior learning on the back page of the last previous lesson plan.
- Observing teacher: comments on pupil progress and achievement against intentions for the lesson.
- Observing teacher: also record strengths and targets using TS and TS evidence outside of the targets.

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 | |

PGCE Expectations for Lesson Feedback Records

Development/consolidation phases

Secondary

- 3 x LFRs per week or 6 x per fortnight.

Primary

- 1 x LFR per week (a minimum).

Post Lesson Conversations

- What do pupils know/what can they do that they didn't know/couldn't do at the start of the lesson?
- How did the lesson intend to build on the pupils' prior learning?
- What learning has taken place against the Intended Learning Outcomes (ILOs)? What proportion of pupils achieved your ILOs? Why?
- Did all pupils make progress? What comments do you have on the progress of the groups in the class (able, SEND, EAL, FSM/PP)? What evidence do you have of the learning? How do you know they have learned in the way you describe above?
- How did you use questions to check and support learning, as well as extending learning?
- What were the key areas of subject knowledge required for this lesson?
- What are the possible/common misconceptions?
- How did the pupils respond to the learning activities?
- How did the pupils respond to you?
- What do you feel was positive? Strengths related to the Teachers' Standards?
- What would you like to work on? Targets related to the Teachers' Standards?
- What was the relationship between the lesson planning and delivery? What do you need to consider in future planning?
- What are the implications of this in relation to identifying Professional Learning Activities?

***Further guidance on post lesson conversations is in the School Experience
Guidance: [Supporting and evidencing Professional Learning](#)***

Weekly Professional Learning Record (WPLR)

- Student teacher: prepare for the meeting by thinking through and collating evidence of developments over the past week considering which targets have been met and the new ones that might be established;
- Student teacher: complete most sections of the WPLR in advance;
- Student teacher: comment on pupil progress for each class over the week;
- Student teacher and Mentor: meet discuss the week's learning using WPLR as a focus. Make a record of key points including summary comments on progress all pupils have made during the week.
- Mentor: may amend or add to drafted notes;
- Mentor: comment on professional learning activities they have engaged in collaboratively with the student teacher to support their learning;
- Mentor: ensure that the evidence in the file is checked on a regular basis to support the discussions;
- Student teacher and Mentor: targets are set for the week and noted on the WPLR by the Student Teacher;

Secondary only

- Student teacher and Mentor: sign the sheet as a record of the meeting;
- Student teacher: file the WPLRs in the relevant section of the file. Filed behind each one are the completed LFRs and other professional learning activities for that week.

Primary only

- Student teacher and Mentor: complete WPLR on Pebblepad
- Student teacher: file professional learning activities for the week in file 3.

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)

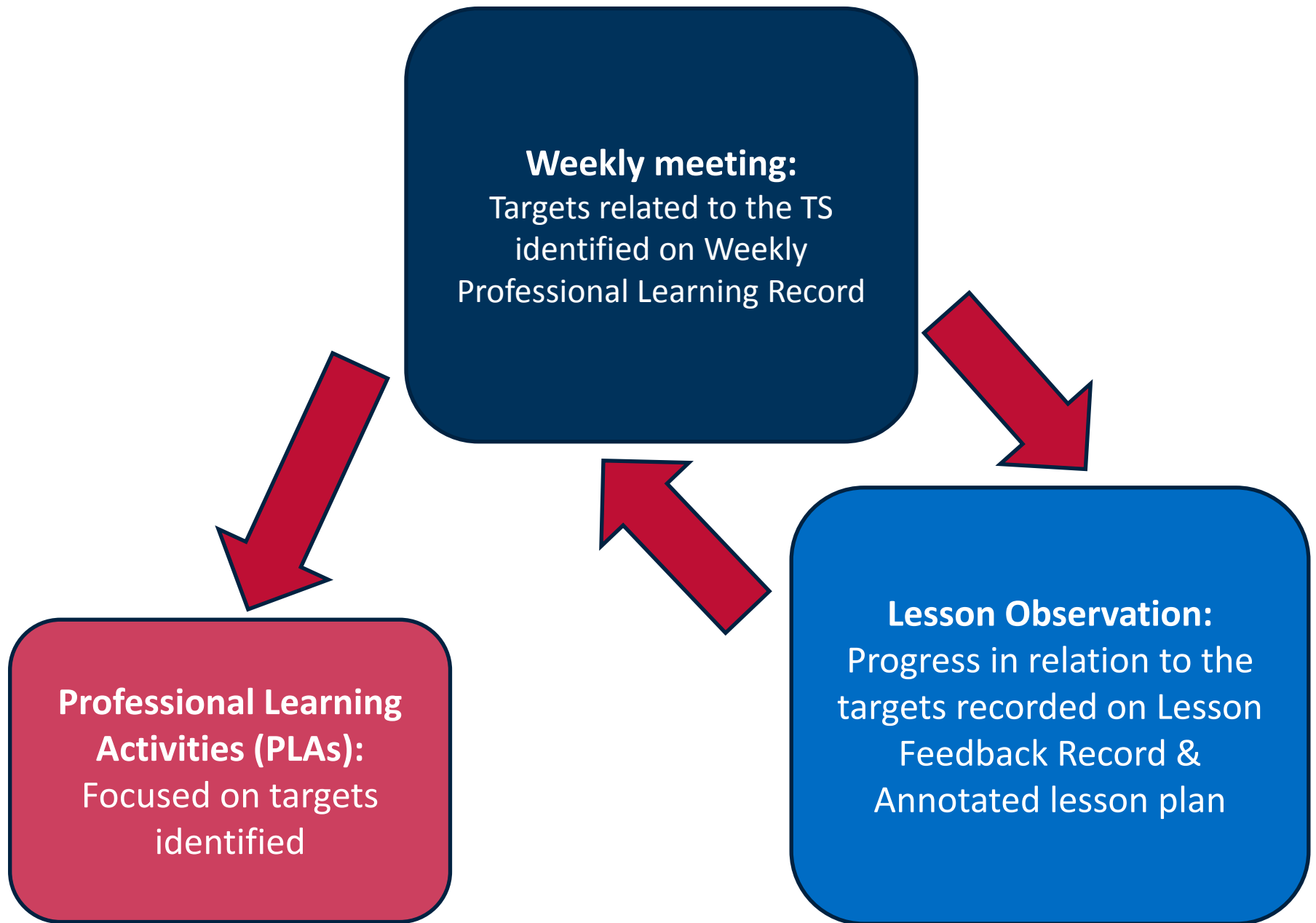
Strengths:

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:



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 – verbal and written
- Effective target setting – SMART and supports student teachers in meeting the high level descriptions
- A continuous process of professional learning

Professional Learning Activities (PLAs)

- Meeting identified individual learning needs
- Addressing Priority areas (which include national priority areas)
- Cross referenced to Teachers' Standards – evidence of learning
- Facilitate learning outside of class teaching
- Collaborative activities with Mentors, PCMs and other professionals
- Focused observation
- Identify and learn from best practice within and beyond your school
- Can and sometimes should, be repeated in different contexts (e.g. safeguarding needs to be done in each different school)
- File everything.

Evidence of Professional Learning

- Medium term plans, lesson plans and lesson assessments and evaluations
- Marking of pupil work
- Summative assessment records and use of data analysis
- Observations on LFRs by Mentor/class teachers
- Record of observations of experienced teachers
- Learning resources produced
- Professional learning activities Notes / records from meetings, parents evenings, trips, extra curricular activities
- Governing body awards / notes from courses
- Testimonials / letters from parents / letters of thanks
- Research – e.g. internet



Assessment

Student Teacher progress is relative to stage of development

Student Teachers not to be graded as qualified teachers

Dangers of capping progress and attainment

Teachers' Standards Assessment

- The [Teachers' Standards](#) (TS) (DfE, 2012) inform all aspects of planning, teaching and assessment., and other activity Formative and summative grading in each TS at the interim and end of each phase towards being recommended for QTS.
- 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:
 - > Outstanding
 - > Good
 - > Requires improvement (possible requirement for Support and Intervention, depends on phase and range of TS)
 - > Inadequate (Support and Intervention)
- Collaborative assessment process: formative use of grade descriptors, rationale for grade, student self-grade, mentor grade, moderated by University Link Tutor, agreed grade.
- Identified strengths, areas for development and targets for the next phase of learning in the end of phase Profile.

Assessment Process: all phases

Interim phase

- Mentor and student teacher review evidence of progress associated to each WPLR and use a highlighter pen on the grade descriptors to identify interim grades which reflect this body of evidence. Interim Profile completed and submitted (Primary on Pebblepad).
- RI at the FSE stage is to be expected and is relative to stage of development. However, if RI is associated to more serious concerns about progress, the Support and Intervention (S&I) process can be initiated.
- Inadequate at the interim stage initiates a S&I.

End of phase

- Mentor and student teacher review evidence of progress associated to each WPLR and use a highlighter pen on the grade descriptors to identify interim grades which reflect this body of evidence. Interim Profile completed and submitted on Pebblepad.
- Student self assessment making reference to specific evidence
- Mentor comment with rationale
- Grade is agreed
- Targets set for next phase
- RI at the FSE stage is to be expected and is relative to stage of development. However, if RI is associated to more serious concerns about progress, the Support and Intervention (S&I) process can be initiated.
- Inadequate at the interim stage initiates a S&I.

Professional Learning Action Plan

- Draws on targets from end of phase Profile
- Informs the early TS targets in the WPLRs at the next phase
- Informs the early TS targets in the LFRs at the next phase
- Informs collaborative selection of and engagement with PLAs by student teacher and mentor

Assessment Points

| Assessment Point | Phase | Core Student Date | Alternative Setting Student Date |
|--------------------|-----------------------------|------------------------------------|----------------------------------|
| Assessment point 1 | Foundation: interim | w/b 20 th November 2017 | As core |
| Assessment point 2 | Foundation: end of phase | w/b 18 th December 2017 | As core |
| Assessment point 3 | Development: interim | w/b 26 th February 2018 | As core |
| Assessment point 4 | Development: end of phase | w/b 26 th March 2018 | As core |
| Assessment point 5 | Consolidation: interim | w/b 7 th May 2018 | w/b 23 rd April 2018 |
| Assessment point 6 | Consolidation: end of phase | w/b 11 th June 2018 | As core |

The Profile Document

- Interim assessments involve the completion and submission of grades with associated comments for RI or I where required and the summary sheet.
- End of phase assessment involve completion of full Profile document (needs to be rigorous and timely and support progression in learning).
- Grading descriptors and rationale provided.
- Electronic document for Secondary
- Pebblepad for Primary

Assessment of student teachers' progress towards the Teachers' Standards – The Brunel ITE grade descriptors

| s2: Promote good progress and outcomes by pupils | S2 | Sub-headings of the Standards | Outstanding Much of the student teacher's teaching is outstanding and never less than consistently good | Good Much of student teacher's teaching is good, with examples of outstanding teaching | Requires Improvement The student teachers' teaching requires improvement as it is not yet good. They need targeted advice to be good | Inadequate The student teacher fails to meet the Teachers' Standard |
|--|----|---|---|---|--|--|
| | | a) Be accountable* for pupils' attainment, progress and outcomes. | Consistently accountable for pupils' attainment, progress and outcomes. | Accountable for pupils' attainment, progress and outcomes | Is able to take responsibility for pupils' attainment; pupils make some progress | Is unable to be accountable for pupils' attainment, progress and outcomes |
| | | b) Plan teaching to build on pupils' capabilities and prior knowledge. | <ul style="list-style-type: none"> Demonstrate through their planning and teaching that their pupils, including those who are disabled and those who have special educational needs, make good progress Has detailed understanding of the pupils' capabilities and prior knowledge Pupils make good progress | <ul style="list-style-type: none"> Assess pupils/ learners achievement and plan and teach lessons that enable pupils/learners, including those who are disabled or have special educational needs, to make at least expected progress. Has a good understanding of the pupils' capabilities and prior learning Pupils make expected progress | Is able in their planning and teaching to <ul style="list-style-type: none"> demonstrate understanding of pupils' capabilities and prior learning appropriately differentiate and annotate plans to address individual pupils' needs. pupils make some progress | Is unable to demonstrate detailed understanding of the pupils' capabilities and prior learning |
| | | c) Guide pupils to reflect on the progress they have made and their emerging needs. | Pupils are consistently offered high quality intervention and feedback which enables them to identify the progress they have made and understand what they need to do to improve. | Pupils are offered intervention and feedback which much of the time enables them to identify the progress they have made and understand what they need to do to improve. | Is able to offer pupils interventions and feedback that some of the time helps them to reflect on the progress they have made and understand what they need to do to improve. | Is unable to offer pupils appropriately timed, high quality intervention and feedback. |
| | | d) Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching. | Is consistently able to use knowledge and understanding of how pupils learn to improve their teaching | Most of the time makes good use knowledge and understanding of how pupils learn to inform their teaching | Is able to use knowledge and understanding of how pupils learn in their teaching | Is unable able to use effective strategies to support the learning and progress of pupils. |
| | | e) Encourage pupils to take a responsible and conscientious attitude to their own work and study. | Consistently encourages pupils, by setting high expectations, to take responsible and conscientious attitude to work and study. | Encourages pupils to take responsible and conscientious attitude to work and study. | Is able to encourage pupils, by setting suitable expectations, to take a responsible and conscientious attitude to work and study. | Is unable to encourage pupils or set suitable expectations for a responsible and conscientious attitude to work and study. |

Grading Rationale

| Outstanding (O) | Good (G) | Requires Improvement (RI) | Inadequate (I) |
|---|---|---|---|
| <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. |

Expectations for Development Phase (DSE)

- All Student Teachers will meet the minimum level of practice expected.
- Some Student Teachers will require improvement and will require intensive and targeted advice and support to move their teaching to good and outstanding, as their teaching is not yet good.
- A number of Students Teachers' teaching will be judged over time as good and they will need targeted advice and support to ensure greater consistency and to move their teaching to outstanding.
- A small number of Student Teachers' teaching will be judged over time as outstanding and never less than consistently good; they will have targeted advice and support to ensure that they maintain this consistency and continue to develop their teaching.

Support and Intervention (Formerly 'cause for concern')

Additional support and intervention will be required when:

| Area of Concern | Examples |
|--|--|
| <p>Part One: Teaching</p> <p>A Student Teacher does not make the expected progress; A Student Teacher struggles professionally or personally to meet the Teachers' Standards</p> | <ul style="list-style-type: none">• 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. |
| <p>Part Two: Personal and professional conduct</p> <p>A Student Teacher fails to demonstrate high standards of personal and professional conduct</p> | <ul style="list-style-type: none">• 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 Process

Stage 1: Activating Initial Support and Intervention

- > Concerns discussed with student teacher and documented (WPLR)

Stage 2: Reviewing Stage 1 Support and Intervention

- > Review targets and all informed of outcome:
 - > targets met – S&I concluded
 - > targets not met – proceed to stage 3

Stage 3: Setting up Support and Intervention agreement and Action Plan

- > Joint meeting – recorded on WPLR and relevant paperwork completed:
 - > part A – S&I agreement
 - > part B – Action plan

Stage 4: Review of Support and Intervention Action Plan

- > Formal review of targets and outcome agreed:
 - > sufficient progress – S&I ends
 - > partial progress – revise targets and support (new review data agreed)
 - > insufficient progress – student fails and placement terminated – proceed to Stage 5

Stage 5: Next steps for unsuccessful Support and Intervention

- > Student formally informed of termination of placement

Support and Intervention

Part B: Support and Intervention Action Plan (use at Stage 3)

To commence: w/b

| Target/s and Teacher Standard(s) | Action | Support available | Review date | Success criteria | Outcome at review (Target: met, partially met, not met?) |
|----------------------------------|--------|-------------------|-------------|------------------|--|
| | | | | | |
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| | | | | | |
| | | | | | |
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PGCE Link Tutor Visits

- One visit per block experience (each term);

Purpose

- Monitor and quality assure provision in school and support mentoring process;
- Monitor students' progress;
- Offer support.

Format

- Meeting with student;
- Meeting with mentor;
- Paired observation of teaching with moderation of assessment (DSE only);
- A paired post lesson training conversation will take place (DSE only);
- Analysis of school experience file for evidence of progress in relation to the Teachers' Standards;
- Completion of the Visit Monitoring Checklist

Guidance on DSE and CSE Link Tutor visits

DSE

Agenda

- Discuss progress with the Student Teacher and look at their evidence (including any relevant assessment (eg. Interim/ End of Phase Profile/ Professional Learning Action Plan))
- Collaboratively observe the Student Teacher teach a lesson with the Mentor, listen to the Mentor conducting the post-lesson conversation (and be involved in the discussion where appropriate) and collaboratively complete a Lesson Feedback Record (LFR) and ensure that there are annotations on the associated lesson plan
- Read the Student Teacher's School Experience Files 1,2,3 using the guidance provided to check the contents & provide feedback.

CSE

Agenda:

- Discuss the evidence against the Teachers Standards' sub-headings for each Standard area detailed in the Profile
- Discuss and moderate the final agreed grade for the Student Teacher in relation to this evidence. Complete the Link tutor comment on the Link Tutor Visit Checklist as record
- Discuss and agree SMART targets to be included in the NQT Transition Profile as the student enters first post.

Partnership Priorities

- Pupil progress over time, evidenced through progress and attainment in relation to the quality of teaching, assessed through Teachers' Standards.
- Improve % of Student Teachers attaining grade 1 overall.
- Increase % of outstanding grades, therefore need to target progress and attainment in: TS2, TS3, TS4, TS5, TS6 and TS7.
- More effective use of weekly professional learning record to monitor and target impact of teaching on pupil progress over time.
- More effective use of grade descriptors to write focused subject specific targets for Student Teachers
- Use of Brunel lesson planning template – acknowledged as model of good practice by Ofsted.
- Diversity of school placements – alternative settings offer.
- More effective use of lesson observation and Professional Learning Activities (PLAS) to support student progress – collaborative process with mentor.
- Utilising identified best practice across the Partnership.
- Earlier introduction to the Prevent Strategy.
- Enhanced use of Learning Support Assistants in lessons.

Guidance on Lines of Communication

If issues in relation to progress against the Teachers' Standards arise:

1. Mentor
2. PCM
3. Link Tutor
4. Personal Tutor

If issues in relation to academic progress and health and well-being arise:

1. Personal Tutor (and Link Tutor as appropriate)
2. Programme Leader

PGCE Primary: Pebblepad Support Resources

- Link to Pebblepad: <http://www.pebblepad.co.uk/brunel/>
- Guidance slides on BBL (from Induction)
- Guidance Screencast (for Mentors): <http://screencast-o-matic.com/u/nucL/pebblepad-for-mentors>
- Email (to report problems if they arise): ltt@brunel.ac.uk

Initial Teacher Education Partnership Website

The website contains guidance on all aspects of provision:

<http://www.brunel.ac.uk/education/initial-teacher-education>

PGCE Primary:

<http://www.brunel.ac.uk/education/initial-teacher-education/primary-school-experience-guidance>

PGCE Secondary:

<http://www.brunel.ac.uk/education/initial-teacher-education/secondary-school-experience-guidance>



Thank you for your time and support in enhancing
the professional development of our Student
Teachers.

Further Support Material

Partnership Context: Things to Celebrate

- Established **Partnership Management Group**;
- Vibrant, positive, collaborative **Partnership**;
- **Impact on pupil progress** over time is now established at the heart of our provision;
- High levels of **students graded as good or outstanding** by the end of our courses last year, including School Direct students;
- High levels of **employment**;
- High levels of students rated as **good or outstanding the support** to meet the Teachers' Standards: high percentage of **student satisfaction**;
- **In year progress** from phase to phase made by all students is excellent;
- **Alternative setting** school experience and placements in special schools, PRUs, YOIs and UTCs;
- Established **continuum of teacher education**: ITE, NQT, MAT and MAEd, EdDoc, PhD;
- Effective **communication with employing schools**, including updated references, transition action plans and gathering information back from induction tutors to further enhance provision
- Effective and collaborative **recruitment** to the programmes.

Key Dates for Development School Experience

| Phase | Dates | Suggested Activities |
|---|------------------------|---|
| Initial Induction and Preparatory Phase | 12/01/18 and 19/01/18 | <p>Meetings with PCM and/or Mentor to discuss Professional Learning Action Plan</p> <p>Familiarity with policies and procedures in the school: safeguarding. School-based professional studies programme.</p> <p>Observation of best practice in school.</p> <p>Professional Learning Activities.</p> <p>Possibly some team teaching.</p> <p>Negotiation of timetable.</p> <p>Attachment to form group.</p> <p>Meetings with key people i.e. SENCo, LSAs.</p> <p>Focused observation and team teaching for groups on timetable.</p> <p>Possibly some teaching of parts of lessons</p> <p>Individual pupil shadow and pupil mentoring.</p> <p>Gathering information and data on groups and pupils. being taught.</p> <p>Discussions with existing teachers for these groups.</p> <p>School-based professional studies programme.</p> <p>Observation of best practice in school.</p> <p>Professional Learning Activities.</p> <p>Negotiated involvement with extra-curricular activities.</p> |
| DSE Block School Experience | 22/01/18-09/02/18 | <p>Timetable of whole class teaching as per weightings</p> <p>Professional Learning Activities.</p> <p>Observation of best practice in school.</p> <p>Attachment to form group.</p> <p>Planning and preparing with LSAs.</p> |
| Spring half term | 12/02/18-16/02/18 | <p>Planning units of work and lesson plans and preparing resources.</p> |
| DSE Block School Experience | DSE; 19/02/18-28/03/18 | <p>Timetable of whole class teaching as per weightings</p> <p>Professional Learning Activities.</p> <p>Observation of best practice in school.</p> |
| CSE Block School Experience | CSE; 16/04/18-15/06/18 | <p>Attachment to form group.</p> <p>Planning and preparing with LSAs.</p> |

Alternative Setting CSE Experience

- Tuesday 14th May to Friday 16th June 2018
- Students apply
- Mentor and school B agreement for students who are making appropriate progress (moderated by the University team)
- Interim CSE assessment takes place earlier for these students – w/b 23rd April

Secondary Timetable Weighting

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.

| School Timetable 100% | Main Scale Teacher 80% | Teaching 60% - 67% | Training Activities 15% | Total 'Contact' 75%-82% | Planning and Preparation 18%-25% |
|--------------------------------------|---------------------------------------|-------------------------------|--|--|---|
| 20 | 16 | 10-11 | 2 | 12-13 | 3-4 |
| 25 | 20 | 12-13 | 3 | 15-16 | 4-5 |
| 30 | 24 | 14-16 | 4 | 18-20 | 4-6 |

Primary Timetable Weighting

Development

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

Consolidation

| Weeks in CSE | % on planning, teaching and evaluating lessons (whole class) | % on other work with children (for example, PLAs, assessment, small groups, individuals) | % on preparation |
|--------------|--|--|------------------|
| 1 - 2 | 50 | 25 | 25 |
| 3 - 8 | 70 | 10 | 20 |

PGCE Secondary School Experience Files

- Please interact with and monitor the evidence in the Student Teacher's school experience files.
- Use of File Dividers to structure the files and the content for each section.
- **File 1:**
 - >The Professional Learning Record (ongoing through all phases)
- **File 2:**
 - >The Foundation Phase School
- **File 3:**
 - >The Development and Consolidation Phase School

PGCE Primary School Experience Files

- Please interact with and monitor the evidence in the Student Teacher's school experience files.
- Use of File Dividers to structure the files and the content for each section.
- **File 1:**
 - > Planning and Teaching
- **File 2:**
 - > Monitoring, Assessment, Recording, Reporting and Accountability (MARRA)
- **File 3:**
 - > Professional Learning Activity

Post Lesson Conversation Questions

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 delivery? 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 (able, 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 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?

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

The PCM's Role

- Ensure focus for Student Teacher's teaching is on the impact on pupil progress over time.
- Select Mentor's with appropriate experience and expertise to support Student Teachers.
- Liaise with Partnership Development Unit to offer and organise placements.
- Ensure focus for Student Teacher's teaching is on the impact on pupil progress over time.
- Design and organise the school-based professional learning programme.
- Induct the Student Teachers into the school.
- Monitor and intervene to ensure high quality verbal and written feedback and target setting using all Partnership documents.
- Mentor development programme in schools.
- Involvement in supporting use of 5 stages for Support and Intervention process.
- Moderate judgement of Mentors on progress and attainment of Student Teachers across all subject areas.
- Monitor and sign off of high quality Profile document.
- Ensure effective relationships between all parties.

The Mentor's Role

- Ensure focus for Student Teacher's teaching is on the impact on pupil progress over time.
- Construction of timetable.
- Collaborative engagement with selected PLAs.
- Weekly professional learning meetings (one per week) and completion of relevant sections of WPLR.
- Lesson observations (LFRs and annotated lesson plans).
- Post lesson conversations.
- Collaboration in facilitating and engaging in Professional Learning Activities (PLAs).
- Appropriate setting of targets.
- Interim and end of phase assessments – high quality Profile documents submitted on time.
- Engagement with the school experience file 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.
- Ensure effective and empathetic relationship with Student Teacher.
- Support other staff working in the department working with and observing the Student Teacher and monitor the quality of feedback from them.
- Ensure 5 stages of Support and Intervention process are followed appropriately.

The Link Tutor's Role

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);
- Moderate the assessment of Student Teachers against these Standards within the school;
- Report back on progress to the PGCE Course Leaders having checked specified evidence and moderated grading on the interim and end of phase Profiles
- Support schools.

Attendance and Punctuality

- 100% attendance and punctuality is a professional requirement.
- **Must** follow processes detailed in School Experience Guidance and on BBL when absent.
- Must follow processes for 'Leave of Absence' requests. Considered on a case by case basis—no guarantee it will be granted.
- All time missed must be made up, except for interviews.
- Attendance and punctuality will be explicitly identified in your reference from the University. All employing schools receive a reference.

NB If a Student Teacher walks out of a school experience placement having not followed all expected lines of communication/reporting to address Support and Intervention issues, then this will normally constitute an 'Inadequate' grade and result in a failed placement. The lines of communication and reporting are detailed in the step by step process outlined in the School Experience Guidance material.

Key Contacts

| Name and Role | Email |
|--|------------------------------|
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Programme Contacts

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