



**University of Brighton**  
FACULTY OF EDUCATION & SPORT  
PARTNERSHIP OFFICE

# PRIMARY PARTNERSHIP IN EDUCATION

## AGREEMENT AND HANDBOOK

2011/2012



## PRIMARY PARTNERSHIP IN EDUCATION (PiE) AGREEMENT AND HANDBOOK 2011/2012

<b>CONTENTS</b>	<b>Page</b>	
<b>Introduction</b>		
Placement Dates for 2011/2012	4	
Partnership Contacts	5	
Schedule for Submission of Assessment Forms	7	
<b>Chapter 1</b>	<b>Partnership Arrangements</b>	
1.1	Underlying Principles of the Partnership	8
1.2.	Partnership Agreement	8
	The Management of the Partnership	9
	Mentorship meetings	9
	Admissions Policy for Initial Teacher Education Courses: Teacher Involvement	11
	Equality and Diversity	12
	Allocation of Resources	14
1.3	Roles in the Partnership	15
<b>Chapter 2</b>	<b>The Courses and Pattern of School Experience</b>	
2.1	BA (Hons) Primary Education with QTS (Foundation Stage/Key Stage 1 / Key Stage 1/Key Stage 2)	20
2.2	BA (Hons) Key Stage 2/Key Stage 3 with QTS	22
2.3	Professional Graduate Certificate in Education/ Post Graduate Certificate in Education/(PGCE)	25
2.4	Primary Education (3 – 7 / 5–11 years) Graduate Teacher Programme (GTP)	26
<b>Chapter 3</b>	<b>Procedures for Supervision and Assessment</b>	
3.1	Proformas for Supervision and Assessment	27
3.2	The Individual Training and Development Programme(ITDP)	29
3.3	Guidelines for Student Teachers	29
3.4	Code of Professional Conduct	31
3.5	Assessment of the Professional Standards for the Award of Qualified Teacher Status – Grading Descriptors	32
3.6	Cause for Concern Procedure	33

<b>Chapter 4</b>	<b>Requirements for Placements</b>	
4.1	Requirements for Teaching	35
	Preparing to Teach – Requirements for Preparation and Planning	35
	Teaching Load	36
4.2	Requirements for School Placement Files	36
	Planning and Assessment File	36
	Monitoring and Recording File	36
4.3	Expectations for the Teaching of English, Mathematics and Science	37
4.4	Observations	37
4.5	Shortened Lesson Plans	39
<b>Appendix 1</b>	<b>Grading Descriptors</b>	40
<b>Appendix 2</b>	<b>OfSTED Criteria for Assessing Trainees</b>	56
<b>Appendix 3</b>	<b>Professional Standards for teachers (2007)</b>	61
<b>Appendix 4</b>	<b>Selection and Deselection of Schools</b>	71
<b>Appendix 5</b>	<b>Procedures for Checking the Criminal Background of Student Teachers and CRBs</b>	72
<b>Appendix 6</b>	<b>Data Protection and the Use of Images</b>	74
<b>Appendix 7</b>	<b>Absence from a placement</b>	75
<b>Appendix 8</b>	<b>Failed Placements</b>	76
<b>Appendix 9</b>	<b>Faculty of Education and Sport: Failure of a placement task within ITE courses</b>	77
<b>Appendix 10</b>	<b>Examples of Proformas for Supervision and Assessment</b>	79
	Record of Mentorship and Training	80
PA	Observation and Feedback Report	81
PB	Interim Placement Review on Teaching Competence	82
PC	End of Placement Report on Teaching Competence	84
PD	Cause for Concern	86
	Individual Training and Development Programme	87
<b>Appendix 11</b>	<b>Proformas for School Placement Files</b>	
	<b>Lesson Plan and Evaluation</b>	
	Weekly Evaluation	88
<b>Appendix 12</b>	<b>Paired Primary Placements and Collaborative Teaching Handbook</b>	89
<b>Appendix 13</b>	<b>Medical fitness in training</b>	93
	Taking medication	
<b>Appendix 14</b>	<b>Policy and guidance for pregnant students, maternity and paternity</b>	94
<b>Appendix 15</b>	<b>School Placement information for students</b>	95
<b>Appendix 16</b>	<b>Partnership Network – Mentor Training Booklet</b>	96

## University of Brighton: dates for Primary Courses 2011/12

W/C	4 Year BA Primary				PGCE Primary	Fridays ↓
	Year 1 (also KS2/3)	Year 2	Year 3 (also KS2/3)	Year 4		
05-Sep						09-Sep
12-Sep						16-Sep
19-Sep						23-Sep
26-Sep						30-Sep
03-Oct						07-Oct
10-Oct				W-Th	W-Th	14-Oct
17-Oct				M-F	W-Th	21-Oct
24-Oct	<b>HALF TERM</b>					28-Oct
31-Oct				M-F	M-F	04-Nov
07-Nov				M-F	M-F	11-Nov
14-Nov				M-F	M-F	18-Nov
21-Nov				M-F	M-F	25-Nov
28-Nov				M-F	M-F	02-Dec
05-Dec				M-F	M-F	09-Dec
12-Dec				M-F		16-Dec
19-Dec	<b>Christmas Holiday</b>					23-Dec
26-Dec	<b>Christmas Holiday</b>					30-Dec
02-Jan				Tu-F		06-Jan
09-Jan				M-F		13-Jan
16-Jan		Tu-W		M-F		20-Jan
23-Jan		M-F				27-Jan
30-Jan		M-F				03-Feb
06-Feb		M-F	6 weeks			10-Feb
13-Feb	<b>HALF TERM</b>		alternative	<b>HALF TERM</b>		17-Feb
20-Feb		M-F	non-school			24-Feb
27-Feb		M-F	settings			02-Mar
05-Mar		M-F	start			09-Mar
12-Mar		M-F	negotiable			16-Mar
19-Mar		M-F				23-Mar
26-Mar	Th-F				Th-F	30-Mar
02-Apr	<b>Spring Holiday</b>					06-Apr
09-Apr	<b>Spring Holiday</b>					13-Apr
16-Apr	M-F				M,T,W	20-Apr
23-Apr	M-F				M-F	27-Apr
30-Apr	M-F				M-F	04-May
07-May	Tu-F				Tu-F	11-May
14-May	M-F				M-F	18-May
21-May	M-Th				M-F	25-May
28-May	M-F				M-F	01-Jun
04-Jun	<b>HALF TERM</b>					08-Jun
11-Jun	M-F				M-F	15-Jun
18-Jun					M-F	22-Jun

\*NB Some LAs and many independent schools have different term and holiday dates from those shown above. Where this is the case, appropriate adjustments will need to be made to placement dates on an individual basis

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**Partnership Website:** [www.brighton.ac.uk/education/placements/resources](http://www.brighton.ac.uk/education/placements/resources)

The purpose of this booklet is as a supplement to the booklets for each placement. This handbook is available on the Partnership website. Alternatively copies of this Handbook and Agreement are available by contacting the Faculty Partnership Office.

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Any changes in the email addresses will be reflected in the online version of this handbook

### Dates for New Mentor Training 2011/2012

New Mentor Training Friday 7<sup>th</sup> October 2011  
 New Mentor Training Friday 16<sup>th</sup> March 2012

### Undergraduate Mentor Twilight Meeting 2011/12 Postgraduate Mentor Twilight Meeting 2011/12

(held in Falmer, East Sussex & West Sussex)

(held at Falmer)

Tuesday 11<sup>th</sup> October 2011

Tuesday 18<sup>th</sup> October 2011

Tuesday 24<sup>th</sup> January 2012

Thursday 29<sup>th</sup> March 2012

Tuesday 20<sup>th</sup> March 2012

All materials from workshops and meetings are placed on the partnership website for references and those colleagues who are unable to attend training.

### Schedule of Formal Observations and Dates for Submission of Assessment Forms

See below for details of the number of observations for each placement and the **dates when specific assessment forms should be returned to the university.**

Course	Year/ Placement	Formal Observation		Forms to be returned	Date
		School Mentor	Placement Tutor		
BA (Hons) Primary Education with QTS (F/KS1/KS2/KS2)	1	3	1	PB PC	04/05/12 25/05/12
BA (Hons) Key Stage 2/Key Stage 3 with QTS					
BA (Hons) Primary Education with QTS (F/KS1 / KS1/KS2)	2	3	1	PB PC	24/02/12 16/03/12
BA (Hons) Primary Education with QTS (3-7 / 5-11 years)	4	3	1	PB PC	25/11/11 13/01/12
PGCE Primary Education (3-7 years / 5-11 years)	Initial	3	1	PB PC	18/11/11 07/12/11
PGCE Primary Education (3-7 years / 5-11 years)	Final	3	1	PB PC	11/05/12 15/06/12

**Formal observations should normally occur when the student teacher is teaching English, mathematics, science, subject specialism and/or the foundation subjects and RE and should reflect the balance of the curriculum taught by the student. One of these observations should be a shared observation in which the school mentor and university placement tutor observe the student jointly and provide agreed oral and written feedback. This is a fundamental procedure within the partnership and is a significant quality assurance indicator.**

### Notes

**Reports should arrive in the university no later than the date shown in the table. It is especially important to keep to the dates with final reports as these are essential for considering student teachers' progression.**

- 1 Reports should be emailed to the Faculty Partnership Office – professional tutors and mentors are asked **not to entrust them to student teachers or university tutors to deliver by hand.**  
**Email:** [educationprimaryreports@brighton.ac.uk](mailto:educationprimaryreports@brighton.ac.uk)
- 2 Copies should be kept in school in case the originals go astray and copies must be given to the student teacher before the placement ends.
- 3 PA forms should be retained by the student teacher in their PDP. They should not be sent to the Faculty Partnership Office.
- 4 Information given may be used in a reference and to assist in the continuing professional development of the student either on a subsequent placement or as a newly qualified teacher
5. **Mentors are encouraged to use the Partnership Portal. The forms on the portal are a slightly different format. See Appendix 18.**

## CHAPTER 1 Partnership Arrangements

### 1. Underlying Principles of Partnership

#### 1.1 University of Brighton Agreement in Partnership in Teacher Education for Primary Schools: Overview

The partnership arrangements described in this handbook are the result of on-going consultation between the university and its partner schools on how best to implement government policy on initial teacher education. The most recent Standards and requirements for the award of Qualified Teacher Status are set out in the TDA document *Professional Standards for teachers (2007)*.

In keeping with the principles and spirit of partnership all arrangements are kept under review and will be responsive, within the boundaries set by national requirements, to the views of mentors, Headteachers, university tutors, university external examiners, external agents and, of course, the students themselves. The formal body which represents all partners is the Partnership in Education Committee (Primary). However, this committee depends for its effectiveness on the continuing dialogue and consultation amongst all the participants in the partnership.

The underlying principles are:

- \* to maintain and develop the excellent working relationship which exists between the university and schools over a wide area;
- \* to recognise the positive input which students can make to a school and to maximise their contribution;
- \* to build upon opportunities which the partnership can bring for collaborative working;
- \* to promote innovative models of partnership in order to continue to enhance all aspects of initial teacher education;
- \* to ensure that additional administrative demands made upon the school are kept to a minimum.

#### 1.2 Partnership Agreement

##### Partnership Agreement between the University of Brighton and its Partner Schools.

The Partnership Agreement serves the purpose of establishing the relationship between the two institutions in the training and education of teachers. The offer confirmation form confirms the partnership agreement between the university and school.

#### A The Partner School

1. Undertakes to seek to provide the following experience for students:
  - 1.1 a broad and balanced programme of activities which reflect the whole school experience in the relevant key stages
  - 1.2 involvement in the delivery of the whole curriculum
  - 1.3 to work with, and be trained and assessed by, teachers recognised by the DfE as qualified
  - 1.4 guided development of professional competencies and standards as stated in *Professional Standards for teachers (TDA 2007)*
  - 1.5 appropriate access to support available to all teachers in the school.
2. Nominates a senior member of staff (or in larger schools several members of staff) to act as a mentor with responsibility for the training of the student and makes provision for them to discharge their responsibilities. This will include participation in mentorship training and development.



3. Facilitates and contributes to students' school-based learning.
4. Contributes to the selection of candidates, the monitoring, evaluation and development of courses and partnership arrangements and the assessment of student performance.
5. Complete the respective paperwork and assessment recommending a pass or fail grade for all placements and in addition a grade based upon OfSTED's Criteria for Assessing Trainees for final school placements
6. Inform the Partnership Office of any changes in the school's circumstances for instance being placed into special measures by OfSTED
7. Takes responsibility for course administration

## **B The University**

1. Provides the following experience for students:
  - 1.1 subject study and the development of academic skills (for undergraduate students)
  - 1.2 courses in subject application reflecting the broad primary curriculum and wider professional concerns as a basis for school-based learning and professional practice
  - 1.3 profiling and tutorial support.
2. Learning resources and student support services.
3. Provides a tutor who will share with the mentor the training of the student.
4. Supports the training with course documentation, quality assurance, monitoring of assessment and with the provision of additional support in cases of need.
5. Takes responsibility for course administration.
6. Shares resources with the school on an agreed basis.
7. Provides a range of mentor or partnership tutor training depending upon their needs.

**All students involved will be registered students of the University of Brighton and subject to all the benefits and responsibilities which this status involves. The university's Equal Opportunities Policy applies to students while they are on school placement. See Chapter 1 section on equal opportunities.**

## **The Management of Partnership**

There are regular meetings of mentors. The outcomes of these meetings are communicated to the relevant course boards as appropriate.

### **Mentorship meetings**

#### **New mentor workshops**

These are planned as an intensive induction into the roles and tasks of mentorship in its broadest sense: the support and guidance of students in schools. They therefore relate to the work of classteachers and mentor, and university tutors involved with students' placement experience.

The workshops cover the implications of current TDA regulations, the new requirements for courses of ITE, strategies for developing students' teaching competence, assessment and cause for concern procedures and the mentoring process. It is recognised that several workshop participants will already have experience of being mentors. Where this is the case it is hoped that their experience will enrich the workshops. Alternatively, the Assistant Head of School, Partnerships, is able to provide new mentor training on the school site after the school day and pay mentors directly for attendance. All materials from workshops and meetings are placed on the partnership website.

**Mentorship subject conferences and meetings**

The annual conferences or meetings (dependent upon the size of the group) are an opportunity for mentors, partnership tutors and university tutors to discuss the Standards for the recommendation of QTS, developments in their subject and the relationship between placement-based and university-based work. They are also an opportunity to evaluate and contribute to the development of partnerships. All mentorship workshops are funded by the university which will provide refreshments for participants, pay travel expenses (normally not taxis) and reimburse supply cover costs to schools or pay mentors directly a mentorship fee.

## Assessment of school-based experience

The Standards which the TDA has ruled must be demonstrated by student teachers are listed in the TDA *Professional Standards for teachers* (2007). Placement experience contributes to these in a very substantial way. The assessment pattern for placement experience is designed to ensure that these competences are achieved with a level of understanding and judgement appropriate to a graduate profession.

In each period of school experience, students will be expected to show their professional understanding in two ways:

- through their placement tasks
- through their practical teaching including their preparation and evaluation

Placement tasks are initiated by university tutors and generally supported by the school. The content of placement tasks is regularly reviewed.

The practical teaching competences are to be assessed primarily by the school with support from the university in accordance with agreed procedures.

Details of assessment procedures are to be found in chapter 3.

## Admissions Policy for Initial Teacher Education Courses: Teacher Involvement

In setting out this policy we are mindful of the government's expectation that we will exercise a joint responsibility with partner schools in the selection of such students.

- 1 The Faculty policy is summarised as follows:
  - 1.1 Partner schools and the university will exercise a joint responsibility for the selection of student teachers.
  - 1.2 All entrants must be interviewed prior to an offer of a place being made and complete a written test at interview.
  - 1.3 The university will supply the proposed interview dates for the academic year.
  - 1.4 University sites will normally be the location of interviews when at least a major part of students' courses is at the university (undergraduate courses) or a substantial part (postgraduate courses). By staging interviews at a university site, potential students will be able to see the main resource base of their course. Where interviews are arranged wholly or in part in a school, there is no guarantee that successful candidates would attend that school again as part of their course.
  - 1.5 The admissions process involves selecting candidates on the basis of their application forms, the interview itself, and decisions following the interview. Course specific procedures operate concerning the interview period e.g. individual and/or group interviews, practical or formal interview only. The admissions procedures will be co-ordinated centrally in the university.
2. Partner schools are invited to nominate staff who can exercise their part of the joint responsibility for the selection of students, on the basis of the information given above.
3. Course admissions tutors' annual monitoring of the admissions policy, procedures, and practices will include information and views from school staff who have contributed during the year. Course specific matters are raised at course boards, while matters of broad principles can be taken to the Partnership in Education Committee via course boards or from schools directly.
4. Changes to this policy are to be discussed and agreed at the Partnership in Education Committee.

Schools who would like to become involved in the admissions process should, in the first instance, contact Dr. John Smith, Assistant Head of School, Partnerships. The relevant admissions tutor will be informed and s/he will confirm arrangements and procedures with staff concerned.

## Equality and Diversity

The university has an Equality and Diversity Policy, fully supported by the Board of Governors. All members of the University's community are responsible for making themselves aware of this and associated policies, including the Equality and Diversity Policy and Single Equality Scheme, and for abiding by them. These policies are available in full on the 'Equal Opportunities' pages on the university's website <http://www.brighton.ac.uk/equality>

The university knows that some groups in society continue to experience discrimination, and also that these groups may not be protected by the law. The university is committed to eliminating any forms of discrimination and to offering support and opportunity to all.

Higher education has an important part to play in making equal opportunities really work for all members of our society, and also depends upon contributions from people of different backgrounds that bring a wide range of experiences to the university community.

The university recognises that these differences (or this 'diversity') should be seen as something positive, that should be valued and must be used to create a successful, dynamic and respectful organisation.

The Policy also makes it clear that all members of the university community have a responsibility to think about how equal opportunities is relevant to them in their work or study, and to act on this to take equality forward.

Whilst on school placements, student teachers must comply with, and be protected by, the university's equal opportunities policies as well as those in place in partnership schools.

**The university (as well as the school) needs to monitor and investigate incidents of discrimination that occur during placements. For instance, all racist incidents (i.e. those that are perceived to be racist) should be reported to Dr. John Smith, Assistant Head of School, Partnerships (01273 643411). Any student who feels they have been subject to any discrimination or harassment should discuss their concerns with the classteacher, mentor or headteacher. Should a student feel they are unable to do so they can contact their course leader or Assistant Head of Schools, Partnerships. Students should not wait until after the placement has finished before they share their concerns.**

The Partnership is committed to valuing, promoting and celebrating diversity and challenging and addressing discrimination. We believe that teaching should be a vibrant and diverse profession which reflects the wide spectrum of values, cultures, customs, languages, faiths and beliefs that exist in society today. To this end, we are keen to recruit and support student teachers from those groups currently under-represented and to value their particular contributions to the profession. Students can expect placements to be sensitive to personal and religious beliefs. It is anticipated students will require no more than two days religious observance during a placement. A student must inform the placement and Faculty Partnership Office as far as possible in advance. See Appendix 6 on absence.

We recognize that all student teachers are individuals and that no assumptions can be made about the strengths or needs of individuals from particular groups of society. We encourage all students to discuss their strengths and areas for development openly with schools so that they can be addressed by the formulation of an appropriate Individual Training and Development Programme.

Provision for disabled students in the university is co-ordinated by a specialist Disability and Dyslexia Team. The Team operates a self-referral policy in order to protect confidentiality. Students who might need additional support on placement due to any disability are advised to discuss this with the Assistant Head of School, Partnerships so that, where necessary, partnership schools can be informed in advance of the placement to ensure that appropriate support is in place.

If partnership schools or student teachers need further clarification of any aspect of the implementation of the university's equal opportunities policy during school placements, they should contact Dr. John Smith, Assistant Head of School, Partnerships.

As part of our Quality Assurance processes, the partnership's annual Self-Evaluation Document (SED) includes a section on equality and diversity. Sources of evidence include placement evaluations, feedback from student teachers, university tutors and schools' self-evaluations. Findings are used to develop the partnership and are fed back to schools through mentor training, twilight sessions and annual partnership survey reports.

### **The Partnership Resource Scheme**

The Faculty of Education and Sport is very keen to offer its professional expertise to partner schools and colleges on a preferential basis in order to develop a more reciprocative relationship. It therefore offers an alternative to cash payments in the form of CPD which can be used to pay either for courses for individual members of staff or other forms of professional development work.

An example will illustrate this: a group of schools within the region entered into an agreement with the university whereby the university taught an agreed number of Masters students drawn from the school's teaching staff in return for the training of an agreed number of students from the university.

Fees are discussed annually with partners.

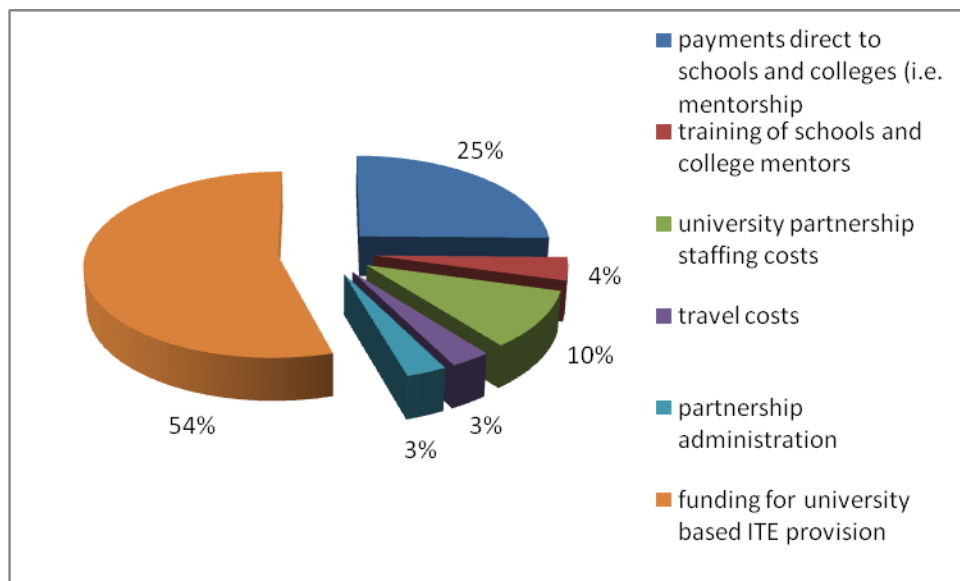
The current scale of payment is:

BA (Hons) Primary Year 1 and BA (Hons) KS2/KS3 Year 1	£450 (12.5% increase on 09/10)
BA (Hons) Primary Year 2	£350 (28.7% increase on 09/10)
BA (Hons) Primary Year 4 and BA (Hons) KS2/KS3 Year 4	£300 (20% increase on 09/10)
PGCE route (initial placement)	£450 (50% increase on 09/10)
PGCE route (final placement)	£300 (20% increase on 09/10)
Illinois (7 week block – Autumn term)	£200
Illinois (7 week block – Spring/Summer term)	£200

Mentors are paid directly a £60 mentorship fee plus travelling expenses following the attendance of a twilight training session.

Paired placements receive the fee for two students

## Distribution of Initial Teacher Education (ITE) 2011/12 funding



This chart shows how the overall amount of funding which came into the Faculty of Education and Sport, specifically for the delivery of ITE, was distributed. Whilst levels of funding may change from year to year, the proportional breakdown of expenditure is likely to remain constant.

The following areas of expenditure were included in this breakdown:

### **Payments direct to schools and colleges (i.e. mentorship) – 25%**

- \* primary mentorship
- \* secondary mentorship

### **Training school mentors – 4%**

- \* staff time
- \* hospitality
- \* supply cover
- \* travel

### **University partnership staffing costs – 10%**

- \* Twilight payments to mentors
- \* primary tutor visits

### **Travel costs – 3%**

- \* student travel costs
- \* university staff travel and subsistence costs

### **Partnership administration – 4%**

- \* documentation
- \* telephone calls
- \* postage
- \* fax
- \* Faculty Partnership Office
- \* general equipment and computers

### **University – based ITE provision – 54%**

- \* university staff salaries for the teaching of ITE, placement tutors and associated administrative work
- \* materials and resources required for the university-based delivery of ITE such as library and teaching and learning resources
- \* capital equipment required for the university-based delivery of ITE
- \* accommodation required for the university-based delivery of ITE including maintenance and building work
- \* other associated costs such as photocopying, postage, telephones etc.

The distribution of resources is discussed annually at the Partnership in Education Committee.

## **1.3 Roles in the Partnership**

The following roles and responsibilities were established by a Partnership in Education working group. They provide a series of guidelines set within the framework of partnership arrangements at the University of Brighton. When considering individual students, the university recognises that there may be particular circumstances which necessitate a departure from these guidelines.

### **The Headteacher**

- \* To negotiate with the Assistant Head of School, Partnerships over the use of the school and its ability to provide an appropriate range of placements
- \* To appoint a mentor to be responsible for the training and supervision of student teachers throughout each placement. It is recommended that mentors should be senior members of staff and that the person appointed should be prepared to act in that capacity for some time in order to maintain continuity. The mentor should not normally be the classteacher
- \* To ensure that the mentor is able to attend all the training opportunities provided by the university
- \* To anticipate the need for a member of staff to take on the role of mentor and to make arrangements for “shadowing opportunities” to ensure continued provision of high quality training within the school
- \* To place the student teacher(s) in an appropriate class which will allow opportunities for them to meet the requirements for the placement in order that they are able to meet the Standards for the award of Qualified Teacher Status
- \* To provide opportunities for the student teacher(s) to teach their specialist subject/subject strength in accordance with university expectations for the placement
- \* To liaise with the Assistant Head of School, Partnerships should a cause for concern be identified at any point during the placement. To agree and implement a course of action to be carried out
- \* To approve the school placement report and to add any comments if necessary
- \* The Headteacher may wish to appoint more than one mentor, depending on the organisation and/or size of the school.

### **The Mentor (ideally this should not be the classteacher)**

- \* To acquaint him/herself with the student teachers’ school experience record, Placement Handbook and Professional Development Profile (PDP) and Individual Training Development Programme (ITDP)
- \* To participate in partnership training
- \* To meet the student teacher(s) on the first visit, induct them into school life and explain school policies and approaches to the curriculum (supported, where appropriate, by written documentation)

- \* To oversee student teacher(s) on each preparatory visit
- \* To meet with the student teacher during initial days of the placement to negotiate an ITDP
- \* To ensure that appropriate documentation (School Placement Handbook etc.) is distributed to the classteacher
- \* To be responsible for resolving any difficulties a student may be experiencing and to cultivate good relations between the student teacher and the classteacher
- \* To agree the framework for preparation and planning (in consultation with subject co-ordinators where appropriate). If the mentor considers that a student teacher is not adequately prepared he/she must ensure that the Assistant Head of School, Partnerships is contacted so that a course of action can be agreed and implemented
- \* To undertake the required number of formal observations, two of which should normally occur when the student teacher is teaching English, mathematics, science or subject specialism/strength. Each observation should include scrutiny of student teacher files, observation of teaching and oral and written feedback. Ways forward and actions should be identified, including any amendments to the ITDP
- \* To scrutinise the planning and assessment, and monitoring and recording files on a weekly basis
- \* To undertake one of the formal observations jointly with the university placement tutor (normally). The feedback should be agreed jointly
- \* To meet the classteacher regularly in order to discuss the progress of the student teacher
- \* To arrange an interim evaluation between the student teacher, classteacher and mentor by the mid point of the placement to review progress and set additional targets and record these in the ITDP. The outcomes of this meeting should be recorded on form PB
- \* To agree the assessment of the student teacher with the university placement tutor, in relation to the requirements of the placement (using the grading descriptors), and to develop a report on the placement in collaboration with the classteacher. The report (form PC) will be discussed with the student teacher and Headteacher. A copy of the completed report (form PC) is given to the student teacher. The student teacher will need to show this to their Professional Development tutor, university placement tutor and their next placement school
- \* To ensure that the Assistant Head of School, Partnerships is contacted if a student teacher is identified as a cause for concern.
- \* Monitor the student teacher's attendance (appendix 6) and contact the Faculty Partnership Office if the student fails to attend the placement two consecutive without contacting the school.



### **The Classteacher**

- \* To acquaint him/herself with the student teacher's school experience record and Placement Handbook
- \* To negotiate class contact, timetable and teaching contact in relation to the specific requirements for the placement
- \* To guide and support the student teacher's preparation and planning, in conjunction with the mentor and subject co-ordinator(s) where appropriate
- \* To discuss with the student teacher daily teaching, planning and assessment and to pay regular attention to written plans and assessments
- \* To provide the student teacher with necessary information about pupils, their needs (including statements of special educational need) and attainment
- \* To initiate the student teacher into administrative practice in the classroom and to share the assessment and record keeping processes
- \* To work as a colleague with the student teacher
- \* To negotiate with the student teacher and the mentor the rationale and programme for the withdrawal of children from the classroom
- \* To liaise closely with the mentor on the progress of the student teacher and to provide evidence to inform written feedback
- \* To participate in the interim evaluation which is undertaken by the mid point in the placement, to review student teacher progress and set additional targets. The outcomes of this meeting should be recorded on form PB
- \* To participate in the final evaluation (form PC)
- \* If necessary to meet with the university placement tutor when he/she visits the student teacher in school.

### **The University Placement Tutor**

- \* To participate in partnership training and carry out annual moderation such as through a joint placement tutor observation of a student teacher
- \* To liaise with each student teacher before the school placement either by telephone or email. The purpose of this contact is to check that preparation has been carried out. Initial contact also provides an opportunity to discuss the forthcoming placement with reference to evidence of prior achievement, areas of strength and targets for further development (as documented in the PDP). If the placement tutor considers that a student teacher is not adequately prepared he/she should liaise with the Assistant Head of School, Partnerships so that a course of action can be agreed and implemented
- \* To undertake a quality assurance role and using the first visit to carry out a formal observation. The placement tutor should negotiate the timing of this observation with the school beforehand, giving as much notice as possible. The observations should normally occur when the student teacher is teaching English, mathematics, science or subject specialism/strength. The observation should include scrutiny of the student's files, observation of teaching and oral and written feedback. Ways forward and actions should be identified, including any amendment to the ITDP. This observation should normally be shared with the mentor, enabling feedback to be agreed jointly. Provide feedback to the Assistant Head of School, Partnerships.
- \* To undertake a quality assurance role, using the second visit to carry out a detailed review of the student's documentation/files. The visit should include a meeting with the student and mentor with an extended annual meeting with the Headteacher. However, if necessary, the second visit could partly or wholly be used for a lesson observation. Following each visit the placement tutor is required to submit a written report to the Partnership Office.
- \* To liaise closely with the mentor and the classteacher and, where there is cause for concern, support the mentor, classteacher and student teacher to identify and agree clear targets for improvement, criteria for success and a realistic timescale for action. If a student teacher is identified as a cause for concern, the Assistant Head of School, Partnerships must be informed and presented with evidence in order for the course of action to be documented and disseminated to the appropriate course/route leader via a form PD

- \* To support the mentor's assessment of each student teacher in relation to the requirements of the placement (using the grading descriptors and in the final course placement OfSTED's Criteria for Assessing Trainees). As part of the moderation and quality assurance process, placement tutors review the school's final assessment of students
- \* To arrange a tutorial with the student teacher during the final school placement visit to consider the school reports and the student teacher's progress in relation to the Individual Training and Development Programme to enable the student teacher to identify areas of strength and areas for further development. This tutorial will continue a process of target setting and action planning as part of the professional development programme.

### **The Student teacher**

- \* Make contact with the placement tutor before the block placement commences
- \* Attend twilight training/meetings
- \* To meet with the mentor on the first preparatory visit and discuss school policies and approaches to the curriculum
- \* To meet with the mentor on each preparatory visit to discuss and provide evidence of preparation, planning and required tasks related to the specific requirements for the placement
- \* To meet with the mentor during serial school days to develop and agree an Individual Training and Development Programme and provide an opportunity for the mentor / classteacher to review the PDP
- \* To seek from the classteacher relevant information about pupils, their needs (including statements of special educational need) and attainment
- \* To discuss with the mentor the school's procedures for child protection/safeguarding children and managing complex additional needs and behaviour management
- \* To discuss with the classteacher daily teaching, planning and assessment requirements and to ensure that written documentation (related to planning and assessment) is always accessible
- \* To meet with the subject co-ordinator, if necessary, to gather information, discuss issues and/or present plans adequately for the placement in accordance with the specific requirements of the placement
- \* To prepare teaching plans/lessons and present them to mentor and/or subject co-ordinator on the required dates before the start of the placement. Where necessary, to amend and/or revise plans in relation to advice given
- \* To listen to and act upon advice following formal observations and the interim evaluation. To take an active part in the setting and achievement of targets as documented in the ITDP
- \* To seek advice from the placement tutor (in the first instance) or the appropriate course/route leader, should any major difficulties arise
- \* To discuss the final reports with the mentor and sign the reports following the discussion. **The student must retain their copy and provide a copy of the final reports to the placement tutor, professional development tutor and their next placement school and placement tutor.**
- \* To ensure that the record of mentorship is checked and countersigned by the placement tutor. This should be kept at the front of the planning file
- \* To meet the university placement tutor during the final school visit. School reports and the PDP should be brought to this meeting to be used as the basis for a discussion about progress in relation to the Standards for Qualified Teacher Status. To identify areas of strength and areas for further development in order that the process of target setting and action planning continues.

### **External examiners**

All the university's courses are subject to systematic scrutiny by external examiners with the brief to report on such areas as:

- (i) the general standard of the work assessed, assessment against OfSTED's Criteria for Assessing Trainees and comparability with similar levels of work nationally;
- (ii) the overall performance of the student teachers in relation to their peers in other institutions;
- (iii) the strengths and weaknesses of student teachers;
- (iv) the quality of knowledge and skills (both general and subject-specific) demonstrated by the student teachers;
- (v) the structure, organisation, design and marking of all assessments;
- (vi) the quality of teaching as indicated by student teacher performance;
- (vii) curriculum, specification, syllabus, teaching methods and resources developed by the student teacher;
- (viii) any other recommendations arising from the assessments.

Therefore external examiners require to see a sample of student teachers, their work and the assessments made of them in all components of the course including the practice of teaching. External examiners will wish to see a sample of student teachers operating as student teachers towards the end of their final placements.

The sample will be selected to include a range of student teacher abilities. It will depend on student teachers' timetables and on the practicalities of arranging an itinerary. An external examiner will review the student teacher's teaching file, to see the student teacher teach, to discuss the lesson with the student teacher and the mentor and to discuss the mentoring and assessment process with all those concerned.

When a draft itinerary has been produced, the Faculty Partnership Office will check it with the schools concerned and send a final version to the headteacher at the school. We would ask the headteacher to inform the student and mentor and to co-ordinate the visit in the school. The essential function of the external examiner on a school visit is to engage in moderating the university's performance.

### **External adviser**

The external advisers carry out a quality assurance roles not dissimilar to that of an external examiner. They have a rolling programme of visits and meetings with Headteachers, and are given copies of students' placement evaluations and access to reports. Following each visits the external adviser submits a brief report to the Assistant Head of School, Partnerships outlining the issues raised with the Headteacher.

The second aspect of the external adviser's role is to visit those students who are likely to fail. The visit, which is arranged with the Headteacher, would normally involve an observation of the student teacher teaching, a review of the paperwork and discussions with the student teacher, mentor and classteacher.

The visit would consider whether the cause for concern procedure has been followed and to confirm (or otherwise) that suitable systems and judgements are being made. The student teacher would normally be notified of an external adviser visit one working day in advance. The external adviser is only answerable to the Assistant Head of School, Partnerships and the Head of School (Education).

### **Placement Evaluation**

Following the placement, all students are provided with an opportunity to formally evaluate school-based training. These evaluations are returned to the placement school. Evaluations are used and form part of course/school annual academic health process and SED.

## CHAPTER 2 THE COURSES AND PATTERN OF SCHOOL EXPERIENCE

### 2.1 BA (Hons) Primary Education with QTS: year 1, 2, 3 and 4 students

Year 1		
Semester 1		Semester 2
EV115 Education Studies with Professional Development 1 (double module) 20 Level 4 credits		ET103 (FS/KS1) or ET104 (KS1/2) School Placement 1 (6 weeks)  20 Level 4 credits
EE116 (FS/KS1) or EE117 (KS1/2) English Curriculum Studies 1 10 Level 4 credits	ES102 (FS/KS1) or ES103 (KS1/2) Science Curriculum Studies 1 10 Level 4 credits	
EI106 (FS/KS1) or EI107 (KS1/2) An Introduction to ICT in the Curriculum 10 Level 4 credits	EM102 (FS/KS1) or EM103 (KS1/2) Maths Curriculum Studies 1 10 Level 4 credits	
EP115 (FS/KS1) or EP116 (KS1/2) History, Design & Technology and Music 20 Level 4 credits		
EP117 (FS/KS1) or EP118 (KS1/2) Geography, Art and Religious Education 20 Level 4 credits		
<b>Progression point</b>		

Year 2		
Semester 1		Semester 2
EV213 (FS/KS1) or EV214 (KS1/2) Education Studies (double module) 20 Level 5 credits	ET206 (FS/KS1) or ET207 (KS1/2) School Placement 2 (6 weeks)  30 Level 5 credits	EV213 (FS/KS1) or EV214 (KS1/2)
EE210 (FS/KS1) or EE211 (KS1/2) English Curriculum Studies 2 10 Level 5 credits		Subject Specialism 2 10 Level 5 credits
EM220 (FS/KS1) or EM221 (KS1/2) Maths Curriculum Studies 2 10 Level 5 credits		EP207 (FS/KS1) or EP239(KS1/2) Foundation Subjects/RE 10 Level 5 credits
ES220 (FS/KS1) or ES221 (KS1/2) Science Curriculum Studies 2 10 Level 5 credits		
Subject Specialism 1 10 Level 5 credits		
EP227 (FS/KS1) or EP228 (KS1/2) PE in the Curriculum 10 Level 5 credits		
EA201 Materials, Techniques and Process in Art EE227 Children's Literature EH201 The Historian & Geographer at Work	EA202 Art and the Land EE228 Language and how we use it EH202 Local History with geography	

EI234 Digital Animation in the Primary Classroom EM222 Developing Understanding of Mathematical ideas through the use of ICT ER204 Unity and Diversity ES209 Science in Society EX215 Curriculum Gymnastics/Dance	EI221 E-Learning and Citizenship EM233 Thinking Mathematically ER203 Narratives and Texts ES210 Scientific Enquiry and the Curriculum EX216 Physical Development /Health Related Fitness/ Athletic activities
<b>Professional Development is carried out by subject study tutors</b>	
<b>Progression point</b>	

Year3 from 2011-12	
Semester 1	Semester 2
Subject Specialism 3 20 Level 6 credits	EE602 (FS/KS1) or EE603 (KS1/2) English Curriculum Studies 10 Level 6 credits  EM602 (FS/KS1) or EM603 (KS1/2) Maths Curriculum Studies 10 Level 6 credits  EV504 Complementary Placement 20 Level 5 credits  Professional Development 10 Level 5 credits  ES602 (FS/KS1) or ES603 (KS1/2) Science Curriculum Studies 10 Level 6 credits
EV320 (FS/KS1) or EV321 (KS1/2) Education Studies 3 20 Level 6 credits	
EV503 Developing Inclusive Practice: towards an understanding of complex additional learning needs 10 Level 5 credits	
EV502 Complementary Placement Preparation 10 Level 5 credits	
<b>Subject Study modules Semester 1</b> EA302 Materials, Techniques and Process 2 EE301 Drama in Education in the English Classroom EH301 On the Move EI317 Digital Media and Communication EM311 Nature and Learning of Mathematics ER302 Delivering RE in the Primary Context ES310 Science Beyond the Classroom EX301 Teaching Games in the Primary School	

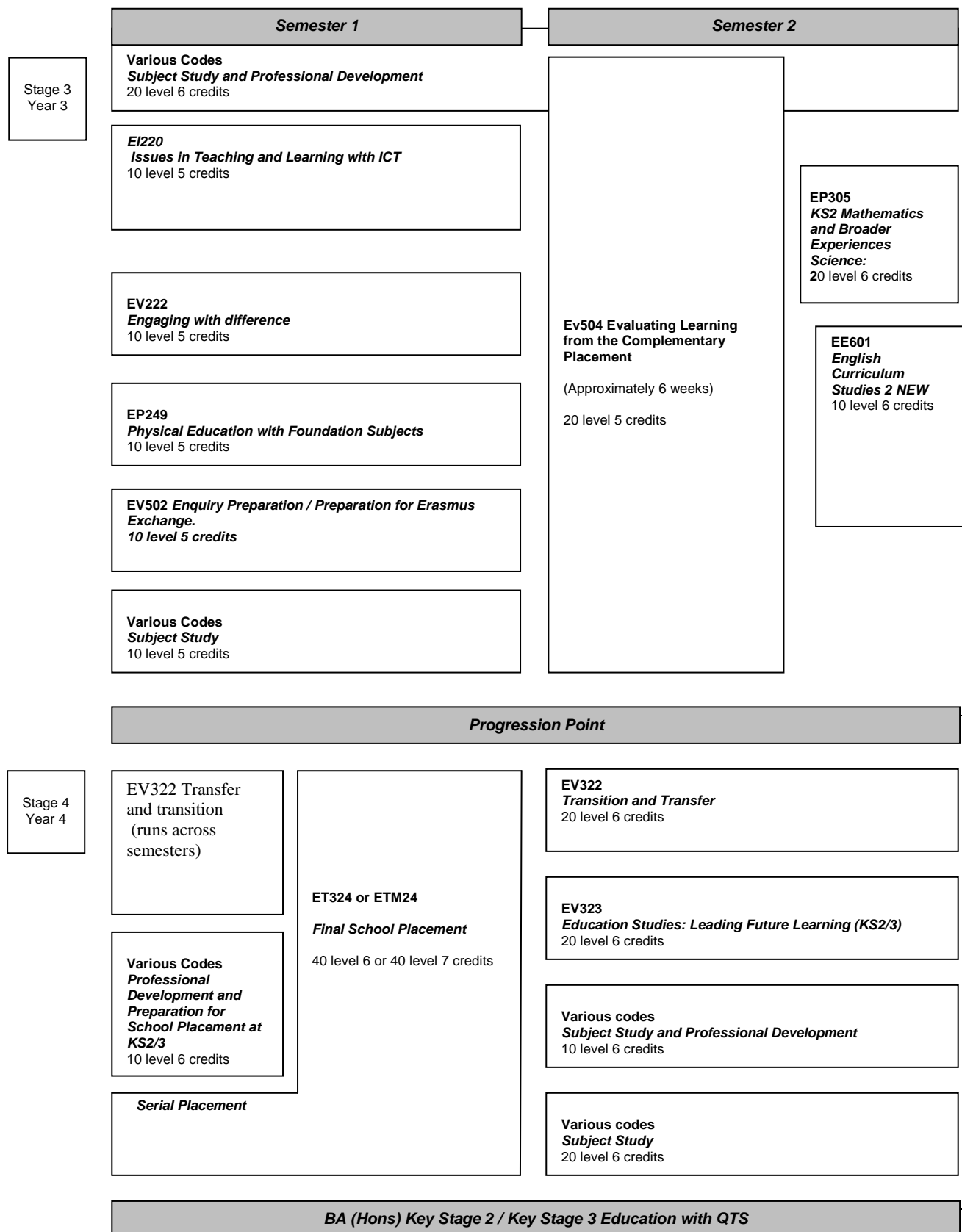
<b>Progression point</b>	
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Year 4	
Semester 1	Semester 2
English Curriculum Studies 10 Level 6 credits	English Curriculum Studies 10 Level 6 credits <b>(continued)</b>  Maths Curriculum Studies 10 Level 6 credits <b>(continued)</b>  Science Curriculum Studies 10 Level 6 credits <b>(continued)</b>  Professional Development (subject based/tutorial) 10 Level 6 credits  Education Studies inc. Professional Issues 20 Level 6 credits  Subject Specialism D inc. extended project 20 Level 6 credits
Maths Curriculum Studies 10 Level 6 credits	
Science Curriculum Studies 10 Level 6 credits	
Professional Development	
Education Studies	
Subject Specialism D	
<b>Block School Placement</b> 40 Level 6 credits or 40 M Level credits (Sem 1- 30/ Sem 2 -10)	

**BA (Hons) Primary Education with QTS**

## 2.2 BA (Hons) Key Stage 2 / 3 Education with QTS: Year 1, 2, 3 and 4 students

	Semester 1	Semester 2	
Stage 1 Year 1	<b>EV114</b> <b>An Introduction to Education Studies</b> 20 level 4 credits		<b>ET105</b> <b>Primary Block School Placement 1 (Key Stage 2)</b> (Approximately 6 weeks) 20 level 4 credits
	<b>Various Codes</b> <b>Subject Study and Professional Development</b> 20 level 4 credits (in some subjects this may be taught as two 10 credit modules)	<b>EP122</b> <b>The Broader Curriculum</b> 10 level 4 credits	
	<b>EM104</b> <b>Mathematics Curriculum Studies</b> 10 level 4 credits	<b>EP123</b> <b>The Learning Journey</b> 20 level 4 credits	
	<b>EE104</b> <b>English Curriculum Studies (KS2)</b> 10 level 4 credits	<b>Primary Serial Placement</b>	
	<b>ES401</b> <b>Introduction to Teaching Science at KS2</b> 10 level 4 credits		
<b>Progression Point</b>			
Stage 2 Year 2	<b>Various Codes</b> <b>Subject Study and Professional Development</b> 20 level 5 credits (in some subjects this may be taught as two 10 credit modules)	<b>ET205</b> <b>Secondary Block School Placement 2 (Key Stage 3)</b> (Approximately 6 weeks) 30 level 5 credits	<b>Various Codes</b> <b>Subject Study</b> 10 level 5 credits
	<b>EV221</b> <b>Assessment Teaching and Learning</b> 20 level 5 credits		<b>EI502 ICT Capability and Digital Media Literacy</b> 10 level 5 credits
	<b>Various Codes</b> <b>Subject Study and Professional Development</b> 20 level 5 credits (in some subjects this may be taught as two 10 credit modules)		<b>Various Codes</b> <b>Subject Study and Professional Development</b> 10 level 5 credits
	<b>Progression Point</b>		



### **BA (Hons) Key Stage 2 / Key Stage 3 with QTS**

The BA (Hons) Key Stage 2/Key Stage 3 with QTS degree qualifies students to teach both Key Stage 2 (7-11 years) **and** Key Stage 3 (11-14 years). Students engage in a subject specialism, study in the primary core and foundation curriculum, cover education studies and gain a clear understanding of the issues of transfer and continuity across primary and secondary phases of schooling.

#### **Course Details**

Students study a range of professional issues including those associated with this transitional phase of education. To achieve qualified teacher status (QTS) for this age range students work during the course to attain the necessary standards in teaching the core (English, mathematics and science) and foundation subjects at Key Stage 2, and in their own specialist subject at Key Stage 3. These are **English, Information and Communication Technology and Mathematics**.

Students study their own subject specialism to degree level and undertake research within their specialism and as part of the Transfer and Transition module. In year 3 they engage in a placement in a non-traditional school based setting to broaden their pedagogical knowledge and understanding.

This four-year course prepares teachers to work in either Key Stage 2 or Key Stage 3. During the course students undertake three placements, one in Key Stage 2, one in Key Stage 3 and a final placement in either primary or secondary placement. Experience in the opposite setting takes place within their transition module placement. However, it is expected this will be arranged with a partner school that is linked to their final placement. Key Stage 3 placements normally takes place in a secondary school (though they may also be undertaken in middle and preparatory schools) and occurs in year 2



## 2.3 Professional Graduate Certificate in Education/ Post Graduate Certificate in Education (PGCE)

### Primary Education (3-7 and 5-11 years)

The PGCE Primary Education course aims to prepare graduates to become effective primary teachers who will make a significant contribution to the work of a school. Successful student teachers will be versatile and resourceful in their teaching and have high levels of professional competence, together with a secure grasp of principles underlying good practice and a positive attitude towards their own professional development.

The content for each mode of study reflects the need to develop knowledgeable, highly skilled and reflective practitioners and will provide student teachers with experiences associated with and in accordance with age phase and route:

- \* English
- \* Mathematics
- \* Science
- \* ICT
- \* Foundation subjects and religious education (RE)
- \* Education studies
- \* Professional Studies and Professional development
- \* School experience

### Course Structure

The course has a modular structure with each module being assessed separately (see diagram below).

#### PGCE Primary Education (3-7 years)

September –November ( Semester 1)	November - December	January – April (Semester 1 / Semester 2)				April - June
EV681 Education Studies (10 credits)	ET580 Initial School Placement (20 credits)	Education Studies (10 credits)				ET780 (ET680) * Professional Studies (including Final School Placement) (40 credits)
EE680 Language and literacy in early childhood (10 credits)		Linking Learning (10 credits)	Scientific enquiry and ICT capability (PGCE 3-7) (10 credits)	Mathematical development (10 credits)	Language and literacy in early childhood (10 credits)	
EM680 Mathematical development in early childhood (10 credits)		EP681 Early Years Studies (including PSED)				
ES680 Scientific enquiry and ICT capability (PGCE 3-7)(10 credits)		EYFS setting / school enrichment week	EYFS setting / school enrichment week	EYFS setting / school enrichment week		
EP680 Linking Learning (10 credits)						
Professional Studies* spans the year and includes Professional Development, Study skills, Course Briefings and culminates in the final school placement and submission of PDP & M level submission task						

PGCE Primary Education (5-11 years)

September –November (Semester 1)	November - December	January – April (Semester 1 / Semester 2)			April - June
EV381 Education Studies (10 credits) EE382 English (10 credits) EM382 Mathematics (10 credits) ES382 Science (10 credits) EI380 ICT in the Curriculum (10 credits) EP382 Foundation Subjects and RE (10 credits)	ET281 Initial School Placement (20 credits)	EV381 Education Studies EE382 English EM382 Mathematics ES382 Science EI380 ICT in the Curriculum 10 EP382 Foundation Subjects and RE			ETM81 (ET381) * Professional Studies (including Final School Placement) (40 credits)
		School-based training week (Science)	School-based training week (Maths)	School-based training week (English)	
Professional Studies* spans the year and includes Professional Development, Study skills, Course Briefings and culminates in the final school placement and submission of PDP & M level submission task.					

## 2.4 Graduate Teacher Programme

The university is an Employment Based Initial Teacher Training provider (EBITT) for the Graduate Teacher Programme and works with the school and colleges to train students in both the primary and secondary phases. Normally, the university works only with existing partnership school in this programme building upon a common understanding and an agreed working relationship.

## **CHAPTER 3 PROCEDURES FOR SUPERVISION AND ASSESSMENT**

### **3.1 Proformas for Supervision and Assessment**

#### **Record of Mentorship and Training**

This form provides evidence that the procedures for the placement have all been undertaken. It must be completed by the mentor at the end of the placement meeting and placed into the student's School Placement File.

#### **Individual Training and Development Programme(ITDP)**

This is developed during the serial school days. Prior to the placement the student will have identified priorities for development that can be addressed in school. The mentor and student will discuss ways in which these targets can be addressed through appropriate actions/opportunities with the student's ITDP.

The ITDP should be continually amended and updated throughout the placement, especially in response to mentor/placement tutor feedback.

#### **Observation and Feedback Report (form PA)**

The mentor and classteacher should have an opportunity to review the student's PDP at the start of the placement.

Mentors and university placement tutors should complete these forms following their observation. Form PA links explicitly to the ITDP and requires mentors/placement tutor to identify and comment upon:

- \* progress made in relation to the actions identified on the ITDP and previous feedback reports
- \* ways forward and actions including any suggested amendments to the ITDP.

#### **Three Way Interim Evaluation (form PB) Meeting**

This meeting should be arranged between the student, classteacher and mentor. It should take place at the mid-point of the placement. The purpose of the meeting is to review progress and agree targets for future development. The mentor and classteacher should have an opportunity to review the student's PDP at the interim stage. The ITDP is likely to be amended as a result of this meeting. Students should note achievements and evidence in section D of their PDP. The mentor and classteacher should take the opportunity to review the student teacher's PDP at this stage.

A copy of the Interim Placement Review on Teaching Competence (Form PB) should be emailed to the Partnership Office, a copy retained by the school and a further copy given to the student.

#### **End of Placement Report on Teaching Competence (form PC)**

The mentor and classteacher should have an opportunity to review the student's PDP at the end of the placement. Mentors are asked to prepare a summative report on the placement in collaboration with the classteacher (PC). This report must be shared and discussed with the student and Headteacher.

A copy should be emailed to the partnership office, a copy retained by the school and a further copy given to the student.

**These reports contain judgements about quality of practice and evidence of achievement. PC forms are used to complete the practical teaching report on the student teacher's reference.**

Electronic copies of these forms can be accessed: [www.brighton.ac.uk/education/placements/resources](http://www.brighton.ac.uk/education/placements/resources)

Forms PB and PC should be emailed to: [educationprimaryreports@bton.ac.uk](mailto:educationprimaryreports@bton.ac.uk)

Form PA should not be submitted to the Faculty Partnership Office

### **Final Placement of a course & OfSTED Criteria for Assessing Trainees**

Mentors and Schools are requested to use the OfSTED's criteria for Assessing Trainees when forming an overall judgement for the recommendation of QTS (see Appendix 2). This judgement is used by the University together with other performance data to form an overall OfSTED judgement for the student teacher.

### 3.2 The Individual Training and Development Programme (ITDP)

Student teachers are required to review their progress in relation to the Standards for QTS by identifying strengths and development needs at specific points throughout the course. The development needs form the basis of an action plan that is a means of identifying targets for development, how these might be achieved and how evidence of success can be recorded against the Standards. This process of reviewing progress setting targets and evaluating success is cyclical and will continue throughout the course, the NQT year and beyond.

A distinctive feature of this process is the creation of an ITDP during each school placement. Student teachers will use the action plan to identify specific development needs that can be addressed in school. These will form the basis of the ITDP. The programme will inform and guide the student's professional practice and this is reviewed and amended regularly during the placement. At the end of the placement the ITDP will be used, in conjunction with other written feedback, to confirm (and provide evidence of) the student teacher's strengths and future development needs.

### 3.3 Guidelines for students

1. Contact your school several days (if possible) before you are expected in order to check exactly where and at what time you should arrive at the school. If you do not know the school, find out in advance where it is, which bus or train you should catch and how long it takes to get there. Arrive **punctually** at the expected time.
2. You should be dressed in the way your school expects teachers to dress. (Check in advance if you are not sure). Generally, this means a jacket and tie for men. Jeans, leggings and bare midriffs are never acceptable. Classteachers, mentors and Headteachers should take appropriate action if the student is dressed inappropriately.
3. You should be fully prepared for taking notes and asking questions on the first day.
4. If for any reason you cannot attend school **telephone the school prior to the start of the school day and inform the Faculty Partnership Office. Refer to Appendix 7.** Any absence longer than three days must be covered by a medical certificate to be sent to the course leader. Note: This is less time than absence whilst you are in employment since this is a professional course and you are required to complete a certain number of days to achieve your qualification. Any breach of these arrangements will be treated very seriously by the university. If a student fails to attend a school placement for two consecutive days without contacting the school, the mentor/classteacher should contact the Faculty Partnership Office immediately.

#### **Absence from placement:**

Email : [EducationPlacementAbsence@brighton.ac.uk](mailto:EducationPlacementAbsence@brighton.ac.uk) or telephone 01273 641041

5. **Your teaching files must be up to date, with you and in school every day. Your Professional Development Profile (PDP) must be made available to the school at the start, interim and end stages of the placement.**
6. **Every lesson must have a lesson plan** and only the University of Brighton lesson-planning must be used. School pro formas should not be used. Lesson plans must be initially presented to the classteacher/mentor at least one working day in advance of the lesson. At the discretion of the classteacher/mentor the student teacher will be permitted to use shortened lesson plans.
7. All lessons must be evaluated in writing. The evaluations may form the basis of your mentor session.
8. If you are in doubt about anything, **ask** your mentor or your classteacher.

9. You are required to be in school for the whole of the school day whether teaching or not. Leave of absence must be obtained from the Headteacher who will if necessary consult the university. Leave of absence will normally be granted only on grounds that would be acceptable for a teacher, e.g. medical or compassionate, or for job interviews, provided that this will not jeopardise your chances of meeting the Standards. Refer to Appendix 6.
10. During lessons when you are not teaching you should always be professionally occupied, e.g. working on lesson plans, evaluations, learning packages, classroom observation, placement-based tasks or other professional activities.
11. You should keep your Record of Mentorship forms up to date. This must not be submitted to the Faculty Partnership Office.
12. You should meet with your mentor at the beginning of each placement to devise an Individual Training and Development Plan.
13. After each formal observation a written record (on form PA) of the session, including a review of your ITDP, should be placed in your PDP. This may be written up by either you or your mentor. If by you, your mentor should sign it as a record of events.
14. You should show initiative in offering to assist and work with teachers carrying out a wide range of duties, e.g. break time duties.
15. You should always refer to staff members or fellow students by their title and surname in front of pupils. Unless told otherwise by school. Avoid any discussion with pupils about members of staff.
16. You should know what procedures are in place for you to photocopy and use resources/equipment/ICT suite.
17. Students must not consume alcohol during the school day and it is not acceptable for students to smoke close to school buildings or on school grounds.
18. You should actively participate in meetings, parents evenings, report writing and extra-curricular activities where appropriate. Students are requested to attend all school-based meetings whilst on placement.
19. Mobile phones must be switched off on school premises.
20. You must seek permission before using the school's telephones or computers for personal use and adhere to the school's policy in respect of this.

### 3.4 Code of Professional Conduct:

This code has been designed to align with the codes of conduct laid down for trainee teachers including those by the General Teaching Council for England (GTCE) to reflect reasonable behaviour expected of a trainee as a professional.

Students on school placement are required to:

- be punctual and attend on all scheduled dates
- **if absent, inform the school and Faculty Partnership Office before the start of the school day. Refer to Appendix 7** Email : [EducationPlacementAbsence@brighton.ac.uk](mailto:EducationPlacementAbsence@brighton.ac.uk) or telephone 01273 641041
- address other members of staff in front of pupils by their title and surname
- respect confidentiality at all times and abide by the policy on the use of data and images of pupils as defined in the PiE and student placement handbook.
- know and maintain at all times the school policy on behaviour management, rewards and sanctions. It is illegal to use physical means of punishment
- have due regard for the safety and welfare of the pupils at all times
- demonstrate non-prejudicial attitudes and behaviour to all persons in the school community
- abide by the requirements relating to physical contact with children as defined in the Department for Education and Employment, Section 93 of the Education and Inspections Act 2006 and relationships with pupils as defined in the Sexual Offences Act / legislation.
- not consume alcohol or smoke on the school site
- respect the traditions of the school
- be suitably dressed to fit with prevailing standards and expectations of the school involved
- consult with the appropriate person in charge concerning use, loan and responsibility for resources in the school
- attend all reasonable planning and feedback sessions, out of school activities etc. as requested by the Headteacher, mentor or classteacher
- consult with classteacher and tutor on planning and present all documentation as required in the individual School Experience Handbook and PiE Agreement and Handbook.
- Respect the confidentiality of the school, staff and pupils
- At all times the health, safety and education of pupils is the most important factor in relation to the student's progression

**If you are in doubt about anything, ask your classteacher, mentor or university tutor.**

**You should welcome and act upon constructive feedback from your mentor and other observers.**

**Failure to comply with this professional code of conduct in either a serious or sustained way is sufficient reason to terminate a school placement or debar the student from continuing to train as a teacher.**

### **3.5 Assessment of the Professional Standards for the Award of Qualified Teacher Status – Grading Descriptors**

The proformas for supervision and assessment link explicitly with the Standards. The expectations for each placement (as identified in each PiE Handbook) identify the need for students to gain specific experiences that will enable them to meet the Standards.

The School of Education has developed a set of grading descriptors that are designed to help mentors, tutors and students make judgements about the quality of a student teacher's practice.

The document comprises a set of descriptors for each set of the Standards for QTS. These descriptors aim to be consistent with the OfSTED's Criteria for Assessing Trainees. A '4-unsatisfactory' column has also been included for purposes of clarity. The intention is to take a 'best fit' approach to the descriptors. Each Standard and its related descriptor have been allocated a stage in order to support progression across the training process.

In order to support progress, descriptors relating to the Standards have been produced for placements in each stage of the training:

- from initial competence in stage 1: 4yr BA Primary and KS2/KS3 initial placement
- to competences expected in stage 2: PGCE, 2 year BA and 4 year BA PE initial placement and 4 year BA Primary and KS2/KS3 second placement
- to full competence in stage 3: the final placement in all courses.

**See Appendix 1 for grading descriptor.**

**For the TDA Professional Standards for recommendation of QTS, see Appendix 3**

#### **Final Placement of a course & OfSTED Criteria for Assessing Trainees**

Mentors and Schools are requested to use the OfSTED's criteria for Assessing Trainees when forming an overall judgement for the recommendation of QTS (see Appendix 2). This judgement is used by the University together with other performance data to form an overall OfSTED judgement for the student teacher.



### 3.6 Cause for Concern Procedure

The Cause for Concern process is initiated if a student teacher is not making sufficient progress in relation to the Standards or expectations of the placement. For Instance, a Cause for Concern will be initiated if a student's planning or placement based files are unsatisfactory, their subject knowledge is insufficient or they are not behaving in a professional manner.

The following section explains the procedures that would normally be adopted if a student teacher is giving cause for concern. There may be particular reasons or circumstances why the university and its partner institutions may need to depart from this framework, and in these instances, the adhoc framework will be clarified.

A Cause for Concern can be raised at any stage in the placement, although as the review period is usually 5 full days.

If at the interim assessment stage any aspect is deemed unsatisfactory, a cause for concern must be raised.

It is better to raise a Cause for Concern, and for the trainee to address specific areas of weakness, earlier in the placement than later.

#### **Cause for Concern**

If a student teacher is giving cause for concern and does not appear to be achieving the expectations of the placement and/or his her teaching are unsatisfactory the Assistant Head of School, Partnerships, Dr. John Smith must be informed.

Whilst it is important to avoid demoralising a student teacher who is causing concern, it is important that s/he should be left in no doubt as to the situation.

The Cause for Concern must be communicated clearly both orally and in writing using form PD, which must be signed by the student teacher, the mentor, and the Professional Tutor (Secondary schools) or Headteacher (Primary Schools). It is essential to pinpoint specific areas of weakness with reference to the Standards, agree targets for improvement with deadlines and suggest how these targets can be achieved.

The school mentor would then normally work to ensure that:

1. An PD form is completed either by the placement or university indicating which aspects are unsatisfactory with reference to the Standards (mentors may find the grading descriptors useful)
2. A supportive course of action should normally be agreed with the student teacher, identify:
  - i. targets for action with a review date which is normally within five working days;
  - ii. strategies for improvement;
3. Arrangements are made to meet and discuss the Cause for Concern with the student teacher as soon as practically possible;
4. The student teacher has an opportunity to record a response on the form PD.
5. A copy of the Cause for Concern is either faxed or posted to the Faculty Partnership Office. The Partnership Office require a copy which shows all signatures. The fax number is 01273 643218
6. On the review date, if the student teacher has met the targets to a satisfactory standard, the mentor and professional tutor sign the form PD to confirm the student teacher is no longer causing concern. A copy of form PD is either faxed or posted to the Faculty Partnership Office;
7. If, by the review date, the student teacher has not met the targets to a satisfactory standard a second Cause for Concern should be issued. Again, an PD form should generated, be signed by all concerned (trainee, mentor, Professional Tutor or Headteacher) and be faxed or posted the Faculty Partnership Office as above, with a new review date of a further 5 working days.

8. By the review date of the second Cause for Concern, if progress has been made, the review period may be extended for a further 5 working days. If insufficient progress on the second Cause for Concern is reported an External Adviser will normally visit the school to meet with the student, mentor and professional tutor. Normally, the student teacher will be informed by the school 24 hours in advance of an External Advisers visit. If insufficient progress is reported by the professional tutor and mentor, the placement would normally be terminated. Any decisions following the initial review date will be made in consultation with the Assistant Head of School, Partnerships. A placement is normally curtailed if insufficient progress has been made following three consecutive Cause for Concerns (i.e. three weeks).
9. The placement sub-committee will meet and decide whether to offer a repeat opportunity.

**If, in the final stages of a placement no progress is evident or an exceptionally serious cause for concern is evidenced at this stage and the student teacher is unlikely to achieve the Standards for QTS, the Assistant Head of School, Partnerships must be informed immediately.**

**In exceptional cases, the university has the right to fail a student teacher despite Cause for Concern not being raised.**

**If a student teacher is deemed as unprofessional or is unable to achieve an acceptable standard, they will, by agreement between placement and university, be withdrawn from the placement and deemed to have failed.**

**If a student teacher is unable to meet the aspects of teaching which are causing concern after being afforded the opportunity, the placement and university may wish to consider terminating the placement.**

**The University Examination Board may require a student teacher to withdraw from the course if s/he is unsuited to the course.**

## CHAPTER 4 REQUIREMENTS FOR PLACEMENTS

### 4.1 Requirements for Teaching

Students are required to teach a range of subjects/areas of learning on each placement. By the end of their course they will have taught a sufficient range of subjects to enable them to meet the Standards for the recommendation of QTS.

Course	Year/ Placement	Subject/Teaching Requirements
BA(Hons) Primary Education with QTS (3 – 7)	1	A paired placement. Observe, plan, teach and evaluate group/whole class activities across the broad curriculum range normally in Foundation Stage or Key Stage 1 leading to a 50% teaching timetable.
BA(Hons) Primary Education with QTS (5 – 11), & BA(Hons) KS2/KS3 with QTS	1	A paired placement. Observe, plan, teach and evaluate group/whole class activities across the broad curriculum range normally in Key Stage 1 or 2, leading to a 50% teaching timetable. Note: BA(Hons) KS2/KS3 is within KS2 setting.
BA (Hons) Primary Education with QTS (3–7 / 5–11 years)	2	A paired placement. Foundation Stage setting: plan, teach, evaluate and assess across all six areas of learning. Key Stage One/Two settings: plan, teach, evaluate and assess English, mathematics, science, ICT, an area of physical education (gymnastics, dance or games but not swimming), plus a minimum of two other foundation subjects and/or RE, leading to a 75% teaching timetable.
BA (Hons) Primary Education with QTS (3–7 / 5–11 years) & BA (Hons) KS2/3 with QTS.	4	Foundation Stage setting: plan, teach, evaluate and assess across all six areas of learning. Key Stage One/Two settings: English, mathematics, science, ICT, subject specialism and a range of foundation subjects and/or RE, leading to a 75% teaching timetable. Note: BA(Hons) KS2/3 is within KS2.
PGCE Primary Education (3-7 years / 5–11 years)	Initial	A paired placement. Key Stage One/Two settings: plan, teach, evaluate and assess English, mathematics, science, ICT, an area of physical education (gymnastics, dance or games but not swimming).
PGCE Primary Education (3-7 years / 5–11 years)	Final	A paired/single placement. Foundation Stage Setting: plan, teach, evaluate and assess across all six areas of learning. Key Stage One/Two settings: English, mathematics, science, ICT, subject strength and a range of foundation subjects.

#### Preparing to Teach – Requirements for Preparation and Planning

##### Core Subjects/Subject Specialism

Before the Block School Placement students must provide evidence that they have the underlying knowledge and understanding to teach what is required. The creation of this evidence is managed in different ways according to the requirements of the subject and/or placement. Specific details can be found in each Placement Handbook.

##### Foundation Subjects and Religious Education

In the foundation subjects and Religious Education student teachers must show that they can plan and teach a series of lessons across a range of subjects with advice from an experienced colleague as necessary. To achieve this, student teachers should use the medium term plans of the school and create plans arising from these which are discussed with the classteacher.

Students in a foundation stage setting will need to plan and teach all six areas of learning and use the university foundation stage planning sheets.

## Teaching Load

In Year 1 of the 4 Education BA (Hons) with QTS courses student teachers must be involved in teaching for 50% of the normal teaching time. On all other placements student teachers must be involved in teaching activities building up to the equivalent of 75% of a normal teaching load. The remaining time should be non-contact for them to evaluate their teaching and the pupil's learning, reflect upon their progress, lesson observations and undertake future planning. Student teachers are encouraged to use university observation schedules. Specific details about the requirements for working with groups and taking major responsibility for a class can be found in each Placement Handbook. The teaching commitment in the final PGCE placement varies from 50% to 75%. Please refer to the Placement Handbook for more details.

Given that student teachers are expected to plan, teach, evaluate and assess a range of subjects for each placement (and setting) a balanced timetable will need to be negotiated. This may necessitate the student working in more than one class. The school's help in organising this is much appreciated.

Student teachers must not be left unsupervised when teaching PE.

## 4.2 Requirements for School Placement Files

Student teachers are required to keep two files throughout the placement. These will include details of all plans, evaluations, assessments and records. During the placement both files must be available at all times for the classteacher, mentor, Headteacher and university placement tutor. The files provide evidence of students teachers' professional development and their ability to meet the Standards for Qualified Teacher Status.

### File 1: Planning and Assessment File

This file must be organised into the following sections:

#### Section One: Professional Development

This section must contain the following information, organised in chronological order:

1. Record of Mentorship
2. Individual Training and Development Plan
3. Weekly evaluations
4. Observation schedules

#### Section Two: Lesson Plans and Evaluations

This section must contain all lesson plans and evaluations. The plans must be organised in chronological order and subdivided week by week. A timetable (indicating the student's teaching responsibilities) should be placed at the beginning of each weekly section. Student teachers complete weekly evaluations.

#### Section Three: Medium Term Plans

This section should include all medium term planning and any school plans that are used to inform short term (or lesson) planning.

### File 2: Monitoring and Recording File

For components of this second file, please refer to you School Placement Handbook.

### **4.3 Expectations for the Teaching of English, Mathematics and Science**

These expectations relate specifically to each placement; details of which can be found in the Placement Handbooks.

### **4.4 Observations**

#### **Observing Teachers on Placement**

Observation is an integral part of the student's induction into the placement and the profession. It is particularly important during the early stages of a placement / the course but should continue to feature throughout the placement. Observing another teacher can be a great learning experience if there is purpose in the observations. The observers job is NOT to make judgments on what happens during the class session, but to describe and then to analyse what goes on in class. An important part of the observation is for the student to consider the implications for their own practice.

#### **Why Observe?**

Students could gain access to professional knowledge through planned and progressively structured observation tasks, gaining understanding of the complexities of teaching and learning through observing different colleagues and different age groups. Observation combined with follow-up discussion is a valuable way of developing the ability to observe, analyse and evaluate professional practice.

Follow up discussion can help student teachers to think about the class in the same way as the teacher by focusing on:

- the learning objectives of the lesson;
- the way the children made progress;
- classroom organisation and behaviour management;
- monitoring and assessment;
- the conditions the teacher took into account in making decisions during the lesson.

#### **The Benefits of Focused Observation**

Through observing different colleagues teaching students can:

- learn the craft of teaching, e.g. strategies for class management;
- appreciate expert information processing and decision-making that makes the experienced teacher's teaching look easy;
- gain insights into conditions teachers take account of, e.g. the classes previous experience and level of ability; the planned learning outcomes;
- recognise the need for the teacher to be alert and to adapt and 'fine tune' tasks according to pupils' reactions and progress;
- learn by example skills of management, communication, progression of learning, pupil motivation;
- gain understanding of alternative teaching strategies and teaching styles.

#### **Observing Lessons**

Student teachers often hold images of 'the right way to teach', rooted in powerful beliefs, values and feelings generated by the long apprenticeship of observation of teachers, when they were pupils. These images may be fairly current or quite out of date, but are certainly one sided. University and school-based colleagues need to help students to develop approaches to teaching that are most effective.

Inherent in all school placements is the importance and status of observing teachers. This may be the classteacher, another student (if in a paired placement), subject co-ordinators, the SENCO, teaching assistants and learning mentors. Attending school meetings, open events, parents' evenings or observing on In-service days are other ways to utilise skills of observation and reflection.

### Observation Protocol: Best Practice

Before the observation sessions students should talk with the teacher who has agreed to be observed. Expectations about roles and responsibilities should be negotiated with the teacher. Deciding on the key focus for the observation should also be discussed and it is this that will constitute the key area for discussion after the observation. The purpose and expectations of observations may change in different settings though importantly, how, when, what, where should be agreed with the mentor / classteacher beforehand. It is also the case that 'joint' observations (including the student teacher and mentor / classteacher) can be highly beneficial as the experienced teacher is able to highlight specific aspects of good practice for the student.

**Note:** This is NOT an assessment of the (observed) teacher, rather an opportunity for students to identify strategies, principles, approaches and to reflect on the ways in which these might become integrated into their own practice.

### When to Observe

- **Initial Placement Days**

Before any period of assessed school placement, student teachers need the opportunity to collect information that will inform their preparation in order that their pupils have the best opportunities to learn whilst they are teaching.

Therefore, students are encouraged to negotiate times to meet with appropriate school colleagues and undertake observations during this time. At the class level, information is best gathered through observation of the classteacher. It is recommended that all class observation is written down so that the student can reflect, analyse and interpret the experiences at a future point.

- **Block placement**

In accordance with the placement expectations (see placement specific School Experience Handbooks), students are advised to plan an initial timetable of observations. These may be negotiated as a consequence of the student's ITDP. These observations may go beyond the vicinity of the student's placement class and could include observing other teachers in other year groups. Reflecting on specific standards that need to be addressed would enable the student to precisely identify the focus for observation. Observation should continue throughout the placement and across the school setting.

*For example*

A student was noted as having difficulties with managing transition times both within and beyond the classroom. The mentor arranged the student teacher to observe three teachers on three separate occasions (at the beginning of a lesson, at the end of the lesson and managing pupils from classroom to playground / assembly hall). The student used a set of key 'prompts' to help identify the key strategies used effectively by these teachers.

As the placement progresses, issues that are identified through mentor and placement tutor feedback (form PA) or via student's own weekly evaluations may also provoke the need for observations.

*For example*

Students who are raised as a cause for concern will invariably be advised to make use of their (potentially reduced) timetable to make observations as advised by the mentor.

### Time for Observations

#### Weekly timetable

Typically, early on in a placement, a student might, (with the teacher's support) plan and teach one morning session (literacy), observe the classteacher teach the other (numeracy), collaboratively plan and teach an afternoon session, and then use the non-contact time for planning and recordkeeping.

Students are expected to teach in accordance with the requirements for the placement (see School Experience Handbook). It is envisaged that whilst most of the contact time will be spent teaching the class, some of this will also be (necessarily) utilised to make observations of the classteacher and other colleagues. **'Working in the classroom' includes observations of experienced teachers as well as teaching.**

### Using non-contact time

Students are encouraged to use some of their non-contact time to make additional observations, as agreed with the mentor. Exceptionally it may be appropriate to visit another setting (off-site) and this must be negotiated with the mentor.

## What and How to Observe

### (1) The Observation Schedules

### (2) Prompt Questions

Students may devise their own questions / area for focus in discussion with the mentor / placement tutor

### Student Teacher Observation: Conditions for Success

1. Observation will contribute to professional development only if it is:

- planned;
- focused - through a series of questions relating to the teacher's craft knowledge and pupils' learning;
- progressive - from analysing more 'concrete', measurable aspects e.g. the number of tasks set during a learning episode, to analysing qualitative aspects of learning, e.g. the teacher-pupil interaction; the reasons for the teacher's choice of teaching strategy or teaching style;
- followed up with discussion based on the issues arising (see below)

2. The Follow-up Discussion. This can help to reflect on:

- variations and common aspects of teaching across age and ability groups;
- how your own practice differs from the professional practices you have observed? What aspects and questions to focus on in future observation sessions?
- how realistic you are about the problems teachers face and your own ability to handle them?
- the relation of the lesson observed to the National Curriculum Programmes of Study or other frameworks and Units of Work.

## 4.5 Shortened lesson plans

There is an expectation in the initial stages of both placements that a student will normally write:

- a sequence of lessons
- detailed lesson plans **in the university format** for every lesson taught

Students are expected to begin each placement with full, in-depth planning. If, during either placement, evidence of in-depth planning is repeatedly demonstrated, the subject tutor may use his/her discretion to permit a student to:

- use school's sequences of lessonss
- précis lessons **within the university format. All sections of the lesson plan must be completed, the difference being that the content section may be précised.**

**The placement tutor or mentor may, at any point during the placement, instruct the student teacher to revert to more detailed plannin**

## APPENDIX 1            The Grading Descriptors

### QTS Standards 2007

This document comprises a set of descriptors for each set of the TDA Professional Standards for QTS to be used to grade student teachers' level of competence at the end of each placement.

In order to support progression, descriptors relating to the Standards have been produced for placements in each stage of the training:

- from initial competence in Stage 1: 4 Year BA Primary and KS2/KS3 initial placement
- to competencies expected in Stage 2: PGCE, 2 Year BA and 4 Year BA PE initial placement and 4 Year BA Primary and KS2/KS3 second placement and GTP September to April
- to full competence in Stage 3: the final placement on all courses and GTP April - July.

For each placement, all of the Professional Standards for QTS (Q1-33) need to be considered to determine whether a placement is a 'pass' or a 'fail'.

- In Stages 1 and 2, the potential to meet all the standards by the end of their course, without undertaking supplementary placements, should indicate a 'pass'.
- In Stage 3, all the standards must be met in order to 'pass'.

However, it is not necessary to 'grade' each of the standards separately. For grading purposes, the following twelve key focus areas have been used to produce descriptors at each stage for each of the three interrelated sections of the Standards.

#### Professional Attributes (Q1-9)

- Frameworks (including professional responsibilities)
- Relationships, communicating and working with others
- Personal professional development (including evaluation & reflective practice)

#### Professional knowledge and understanding (Q10-Q21) of:

- Teaching and learning
- Assessment and monitoring
- Subjects and Curriculum (including literacy, numeracy & ICT)
- Achievement and diversity, including health & well-being.

#### Professional Skills (Q22-Q33)

- Planning
- Teaching
- Assessing, monitoring & giving feedback (including reviewing teaching and learning)
- Learning environment
- Team working and collaboration



The descriptors in Stage 3 are consistent with the OFSTED grades. Placement documentation represents an important source of evidence for instance lesson plans and evaluations. Student will not be able to achieve either very good or good unless such documentation is comprehensive and complete. For each of the 3 sets of standards, the intention is to use a 'best fit' approach to the descriptors to determine a grade of very good, good or satisfactory. At each stage an unsatisfactory column has also been included for purposes of clarity. A grade of 'unsatisfactory' in any of the three sections will indicate a failed placement.

Stage 1: BA Primary and KS2/KS3 first placement (Year 1)

1. Professional Attributes (Q1-9)			
1:Very Good	2:Good	3:Satisfactory	4:Unsatisfactory
For this stage, they have developed an impressive understanding of the professional responsibilities of teachers. They consistently demonstrate and promote positive values and create opportunities to make meaningful contributions to the corporate life of the school.	For this stage, they are developing a good understanding of the professional responsibilities of teachers. They consistently demonstrate positive values and make useful contribution to the corporate life of the school.	For this stage, they show a developing awareness of the professional responsibilities of teachers. They demonstrate positive values and make some contributions to the corporate life of the school.	They fail to demonstrate that they have the potential to meet the Standards (Q1-9) by, for example, displaying <u>any</u> of the following characteristics: <ul style="list-style-type: none"> <li>• show very limited awareness of a teachers professional duties;</li> <li>• have limited expectations of pupils and/or of themselves;</li> <li>• demonstrate inappropriate values, attitudes and/or behaviour;</li> </ul>
They establish and maintain constructive relationships with pupils, showing a sensitive understanding of their individual needs, respect for their diverse backgrounds and concern for their health and well being. They collaborate very effectively as a member of a team and appreciate the contribution that others make to raising attainment. They communicate with pupils and colleagues in a highly professional and sensitive manner.	They develop constructive relationships with pupils, showing an understanding of their individual needs, respect for their diverse backgrounds and concern for their health and well being. They collaborate effectively with colleagues and recognise the contribution that others make to raising attainment. They communicate with pupils and colleagues in a professional and sensitive manner.	They develop satisfactory relationships with pupils, showing some understanding of their individual needs, respect for their diverse backgrounds and concern for their health and well being. They collaborate effectively with colleagues and are aware of the contribution that others make to raising attainment. They communicate with pupils and colleagues in an appropriate way.	<ul style="list-style-type: none"> <li>• fail to develop appropriate relationships with pupils and/or with colleagues;</li> <li>• have difficulties in communicating effectively with pupils and/or colleagues;</li> <li>• fail to recognise the importance of collaboration and co-operative working;</li> </ul>

<p>They critically evaluate their practice in highly reflective way and are keen to be proactive in pursuing their own professional development. They respond extremely well to mentoring and coaching, giving thoughtful consideration to advice and feedback before acting to improve their practice</p>	<p>Their evaluations of their practice are constructively critical and they take increasing responsibility for their own professional development. They respond well to mentoring and coaching, acting on advice and feedback in order to improve their practice.</p>	<p>They evaluate their practice conscientiously but often need support from colleagues to identify areas for development and ways of improving their practice. They are open to mentoring and coaching but do not always act appropriately upon advice and feedback.</p>	<ul style="list-style-type: none"> <li>• pay insufficient attention to evaluating their practice;</li> <li>• do not act upon advice and feedback to improve their practice;</li> <li>• have difficulty in taking any responsibility for their own professional development.</li> </ul>
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Stage 1: BA Primary and KS2/KS3 first placement (Year 1)

2. Professional Knowledge and Understanding (Q10- Q 21)			
1: Very Good	2:Good	3:Satisfactory	4:Unsatisfactory
They have a good level of knowledge and understanding of a range of teaching, learning and behaviour management strategies and understand how they can be adopted and adapted appropriately to personalise learning opportunities for pupils.	They know and understand a range of teaching, learning and behaviour management strategies and know how these can be used effectively to personalise learning opportunities for pupils.	They can identify and describe key characteristics of teaching and learning and are aware of a range of teaching, learning and behaviour management strategies.	They fail to demonstrate that they have the potential to meet the Standards (Q10-Q21) by, for example, displaying <u>any</u> of the following characteristics: <ul style="list-style-type: none"> <li>• have very little knowledge and understanding of teaching, learning and/or behaviour management strategies;</li> </ul>
They know and understand the assessment requirements and a range of approaches to assessment, including the importance of formative assessments to help raise the attainment of pupils.	They are beginning to develop a good understanding of assessment requirements and understand how formative and summative assessments can raise the attainment of their pupils.	They have a basic knowledge of assessment requirements. they recognise the difference between formative and summative approaches and are aware of how these are used to raise attainment.	<ul style="list-style-type: none"> <li>• lack awareness of basic assessment requirements and/or the use of assessment strategies, and the importance of formative assessments;</li> <li>• demonstrate weak skills, knowledge and/or understanding of the core subjects and/or ICT;</li> </ul>
They have been proactive in developing their knowledge and understanding of their subject(s)/curriculum areas and related pedagogy to enable them to teach these confidently and effectively. They understand how ICT is used to enhance teaching and learning.	They have developed secure knowledge and understanding of most of their subject(s)/curriculum areas and related pedagogy to teach these confidently and effectively. They demonstrate proficiency in their use of ICT.	They have sufficient knowledge and understanding of most subject(s)/curriculum areas and related pedagogy to teach these with some confidence, and have a basic proficiency in ICT.	<ul style="list-style-type: none"> <li>• make little attempt to develop their knowledge and understanding of the broader curriculum and related pedagogy;</li> <li>• show very limited understanding of the developmental stage of their pupils;</li> <li>• lack awareness of the factors that affect pupils learning and achievement;</li> <li>• fail to appreciate the need to promote equality and inclusion.</li> </ul>

<p>They have a good understanding of how children develop and that their progress and well-being are affected by a range of factors. They know and understand how to take practical account of diversity and promote equality and inclusion and understand the roles of colleagues with specific responsibilities for pupils with individual needs.</p>	<p>They understand how children develop and that their progress and well-being are affected by a range of factors. They know how to take practical account of diversity and promote equality and recognise the roles of colleagues with specific responsibilities for pupils with individual needs.</p>	<p>They show some understanding of how children develop and are aware that their progress and well-being are affected by a range of factors. They are beginning to understand how to take practical account of diversity and promote equality and inclusion and are aware of the roles of colleagues with specific responsibilities for pupils with individual needs.</p>	
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Stage 1: BA Primary and KS2/KS3 first placement (Year 1)

3. Professional Skills (Q22-Q33)			
1: Very Good	2: Good	3: Satisfactory	4: Unsatisfactory
They plan very effective learning sequences within lessons independently and imaginatively, adjusting learning objectives, activities and resources to take account of pupils' needs.	They plan effective learning sequences within lessons and, with some assistance, adjust learning objectives, activities and resources to take account of pupils' needs.	With support, they plan effective learning sequences within lessons and adjust learning objectives, activities and resources to take account of pupils' needs	They fail to demonstrate that they have the potential to meet the Standards (Q10-Q21) by, for example, displaying <u>any</u> of the following characteristics:
They use a range of teaching and learning strategies very effectively.	They use several different teaching and learning strategies effectively.	They use a limited range of teaching and learning strategies competently in their teaching.	<ul style="list-style-type: none"> <li>• have difficulties in planning without considerable support from the classteacher;</li> <li>• ignore issues of equality or diversity when planning or teaching lessons;</li> <li>• are unable to employ any effective teaching strategies;</li> <li>• are unable to communicate relevant concepts and skills to pupils;</li> <li>• fail to employ basic assessment strategies in lessons;</li> <li>• are unable to judge the needs of pupils;</li> <li>• fail to provide feedback to pupils;</li> </ul>
They make very good use of appropriate strategies to assess the learning needs and progress of pupils. With support, they are able to give accurate and constructive feedback on pupils' attainment, progress and areas for development. They evaluate the impact of their teaching perceptively and use this to improve teaching and learning.	They use appropriate strategies to assess the learning needs and progress of pupils. With support, they are able to give useful feedback on pupils' work and identify areas for development. They evaluate the impact of their teaching thoughtfully in order to improve teaching and learning.	They are beginning to use appropriate strategies to assess the learning needs of pupils. With support, they are able to give some feedback on pupils' work and recognise areas for development. They evaluate their teaching conscientiously but need support in order to use this to improve teaching and learning.	
They make creative use of resources available, including ICT, to enthuse and motivate their pupils. They use the school's policies and strategies effectively to establish and maintain a purposeful atmosphere.	They make good use of resources available, including ICT, and use the school's policies and strategies effectively to maintain a purposeful atmosphere.	They make use of resources available, including ICT, and use the school's policies and strategies adequately to maintain a purposeful atmosphere.	

<p>They work well as a member of a team and they communicate very effectively and sensitively with colleagues working in the classroom to support pupils' learning.</p>	<p>They work well as a member of a team and they communicate effectively with colleagues working in the classroom.</p>	<p>They participate as a member of a team but make limited contributions</p>	<ul style="list-style-type: none"> <li>• have insufficient classroom presence to maintain a safe and productive working environment;</li> <li>• fail to organise time or resources adequately;</li> <li>• are unable to work as a member of a team or with individual colleagues.</li> </ul>
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Stage 2: PGCE, GTP, 2 Year BA & BA PE initial placement and BA Primary and KS2/KS3 second placement (Year 2)

1. Professional Attributes (Q1-9)			
1: Very Good	2: Good	3: Satisfactory	4: Unsatisfactory
<p>For this stage, they have developed an impressive understanding of the professional responsibilities of teachers. They consistently demonstrate and promote positive values and create opportunities to make meaningful contributions to the corporate life of the school.</p>	<p>For this stage, they are developing a good understanding of the professional responsibilities of teachers. They consistently demonstrate positive values and make useful contribution to the corporate life of the school.</p>	<p>For this stage, they show a developing awareness of the professional responsibilities of teachers. They demonstrate positive values and make some contributions to the corporate life of the school.</p>	<p>They fail to demonstrate that they have the potential to meet the Standards (Q1-9) by, for example, displaying <u>any</u> of the following characteristics:</p>

<p>They establish and maintain constructive relationships with pupils, showing a sensitive understanding of their individual needs, respect for their diverse backgrounds and concern for their health and well being. They collaborate very effectively as a member of a team and appreciate the contribution that others make to raising attainment. They communicate with pupils and colleagues in a highly professional and sensitive manner.</p>	<p>They develop constructive relationships with pupils, showing an understanding of their individual needs, respect for their diverse backgrounds and concern for their health and well being. They collaborate effectively with colleagues and recognise the contribution that others make to raising attainment. They communicate with pupils and colleagues in a professional and sensitive manner.</p>	<p>They develop satisfactory relationships with pupils, showing some understanding of their individual needs, respect for their diverse backgrounds and concern for their health and well being. They collaborate effectively with colleagues and are aware of the contribution that others make to raising attainment. They communicate with pupils and colleagues in an appropriate way.</p>	<ul style="list-style-type: none"> <li>• show very limited awareness of a teachers professional duties;</li> <li>• have limited expectations of pupils and/or of themselves;</li> <li>• demonstrate inappropriate values, attitudes and/or behaviour;</li> </ul>
<p>They critically evaluate their practice in highly reflective way and are keen to be proactive in pursuing their own professional development. They respond extremely well to mentoring and coaching, giving thoughtful consideration to advice and feedback before acting to improve their practice</p>	<p>Their evaluations of their practice are constructively critical and they take increasing responsibility for their own professional development. They respond well to mentoring and coaching, acting on advice and feedback in order to improve their practice.</p>	<p>They evaluate their practice conscientiously but often need support from colleagues to identify areas for development and ways of improving their practice. They are open to mentoring and coaching but do not always act appropriately upon advice and feedback.</p>	<ul style="list-style-type: none"> <li>• fail to develop appropriate relationships with pupils and/or with colleagues;</li> <li>• have difficulties in communicating effectively with pupils and/or colleagues;</li> <li>• fail to recognise the importance of collaboration and co-operative working;</li> <li>• pay insufficient attention to evaluating their practice;</li> <li>• do not act upon advice and feedback to improve their practice;</li> <li>• have difficulty in taking any responsibility for their own professional development.</li> </ul>

Stage 2: PGCE, GTP, 2 Year BA & BA PE initial placement and BA Primary and KS2/KS3 second placement (Year 2)

<b>2. Professional Knowledge and Understanding (Q10- Q 21)</b>			
<b>1: Very Good</b>	<b>2:Good</b>	<b>3:Satisfactory</b>	<b>4:Unsatisfactory</b>
They have a good understanding of a range of teaching, learning and behaviour management strategies and know how to use these flexibly to enable pupils to make good progress.	They have a good developing knowledge and understanding of a range of teaching, learning and behaviour management strategies and can select from these appropriately.	They have sufficient knowledge and understanding of a limited range of effective teaching, learning and behaviour management strategies.	They fail to demonstrate that they have the potential to meet the Standards (Q10-21) by, for example, displaying <u>any</u> of the following characteristics:
They increasingly appreciate the assessment requirements, and the value of a range of assessment approaches, including formative assessment. They know how to use assessment data to monitor and raise the attainment of their pupils.	They are developing a good level of understanding of assessment requirements, different approaches to assessment, including the importance of formative assessments and know how to use these effectively to help raise the attainment of their pupils.	They are aware of the assessment requirements, a range of approaches to assessment, including the importance of formative assessments and demonstrate some understanding of how these can be used to help raise the attainment of their pupils.	<ul style="list-style-type: none"> <li>• have limited knowledge and understanding of teaching, learning and/or behaviour management strategies;</li> <li>• lack of awareness of assessment requirements and/or the use of assessment strategies, and the importance of formative assessments;</li> <li>• have weak knowledge and understanding of their subject(s)/curriculum areas and/or related pedagogy;</li> <li>• have significant weaknesses in literacy, numeracy and/or ICT skills;</li> </ul>
They are developing very secure knowledge and understanding of their subject(s)/curriculum areas and related pedagogy to enable them to teach these with confidence and use ICT effectively to enhance their teaching.	They demonstrate secure knowledge and understanding of their subject(s)/curriculum areas and related pedagogy, and know how to use ICT appropriately in their teaching.	They are developing sufficiently sound knowledge and understanding of their subject(s)/curriculum areas and related pedagogy to teach effectively and know how ICT can be used.	



<p>They show a reflective understanding of the range of factors that affect the development, progress and well-being of learners and understand how to take account of this to personalise provision for pupils, to celebrate diversity and to promote equality and inclusion. They understand the roles of colleagues who provide specialist support and their responsibility to refer pupils to them.</p>	<p>They have a good understanding of the developmental stage of their pupils and appreciate the range of factors that can affect their development, progress and well-being. They know how to use this knowledge to personalise provision for their pupils and understand the roles of colleagues who provide specialist support.</p>	<p>They have a developing understanding of the range of factors that affect the development, progress and well-being of their pupils and how to personalise provision for their pupils. They are aware of the roles of colleagues who provide specialist support</p>	<ul style="list-style-type: none"> <li>• show limited understanding of the developmental stage of their pupils;</li> <li>• lack awareness of the factors that affect pupils learning and achievement;</li> <li>• fail to appreciate the need to promote equality and inclusion.</li> </ul>
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Stage 2: PGCE, GTP, 2 Year BA & BA PE initial placement and BA Primary and KS2/KS3 second placement (Year 2)

<b>3. Professional Skills (Q22-Q33)</b>			
<b>1:Very Good</b>	<b>2:Good</b>	<b>3:Satisfactory</b>	<b>4:Unsatisfactory</b>
They plan very effective lessons and series of lessons independently and creatively with clear objectives and well matched learning resources and activities, taking thoughtful account of the varying needs of pupils	They plan effective lessons and series of lessons, with objectives that show clear progression. They select appropriate learning resources and activities, taking account of the varying needs of individuals and groups within a class.	Their planning sometimes lacks detail and they occasionally need advice from an experienced teacher to ensure that the objectives are matched to activities and resources and the intended outcomes take account of the needs of different groups of pupils	They fail to demonstrate that they have the potential to meet the Standards (Q22-33) by, for example, displaying <u>any</u> of the following characteristics:
They select highly appropriate teaching strategies which they use very effectively to enable pupils to make progress and develop their knowledge, understanding and skills.	They employ a range of teaching strategies effectively and are able to communicate concepts and skills to their pupils very clearly.	They employ a limited range of teaching and learning strategies but can use these competently. They occasionally find it difficult to communicate concepts and skills clearly.	<ul style="list-style-type: none"> <li>• demonstrate very limited capability to plan lessons, or a series of lessons independently;</li> <li>• ignore issues of equality or diversity when planning or teaching lessons;</li> </ul>
They use a range of assessment strategies very effectively to inform their planning and they provide regular feedback to pupils to help them progress. They are perceptive in evaluating the impact of their teaching and regularly use this to improve teaching and learning. They make use of the school's performance data to monitor and raise the attainment of their pupils	They are beginning to use a range of formative and summative assessment strategies effectively and they provide useful feedback to pupils to assist their learning. They keep conscientious records of pupils' achievements in order to monitor and report progress.	They make use some formative and summative assessment strategies but often need help from an experienced teacher to assess pupils' strengths and weaknesses accurately. They provide feedback to pupils although this is not always sufficiently focussed to help them progress. They keep some records of pupils' achievements in order to monitor and report progress.	<ul style="list-style-type: none"> <li>• find it difficult to employ any effective teaching strategies;</li> <li>• often fail to communicate relevant concepts and skills to pupils;</li> <li>• fail to employ basic assessment strategies in lessons;</li> <li>• regularly misjudge the needs of pupils;</li> </ul>

<p>They make very good use of resources available, including ICT, to create a stimulating environment and to enthuse and motivate their pupils. They employ effective classroom and behaviour management strategies and techniques to maintain a purposeful atmosphere.</p>	<p>They make use of effective behaviour management strategies to establish a framework for classroom discipline, in line with the school's expectations. They organise and manage their time and resources to support their learning objectives and enable pupils to learn effectively</p>	<p>They make use of appropriate behaviour management strategies but these are limited in range and effectiveness. They generally organise and manage their time and resources adequately, although lessons sometimes lack pace</p>	<ul style="list-style-type: none"> <li>• provide poor feedback to pupils with very little guidance on how to improve;</li> <li>• cannot maintain a safe and productive working environment;</li> <li>• regularly fail to organise time or resources adequately</li> <li>• have difficulties working as a member of a team or with individual colleagues</li> </ul>
<p>They work extremely well as a member of a team in a mutually beneficial way and they communicate very effectively and sensitively with colleagues working in the classroom to support pupils' learning.</p>	<p>They work effectively as a member of a team with some contribution to the work of colleagues. They communicate effectively with colleagues working in the classroom.</p>	<p>They participate in team work and communicate appropriately with colleagues working in the classroom.</p>	

Stage 3: Final placement – all courses

1. Professional Attributes (Q1-9)			
1:Very Good	2:Good	3:Satisfactory	4:Unsatisfactory
They are highly committed to their role, fully understanding their professional responsibilities. They consistently demonstrate and promote positive values and make significant contributions to the corporate life of the school.	They are committed to and understand their professional responsibilities. They consistently demonstrate positive values, attitudes and behaviour and successfully contribute to the corporate life of the school.	They demonstrate an appropriate level of commitment and show an awareness of their professional responsibilities. They demonstrate positive values attitudes and behaviour and make some contribution to the corporate life of the school.	They fail to meet one or more of the Standards (Q1-9) by, for example, displaying <u>any</u> of the following characteristics: <ul style="list-style-type: none"> <li>• lack awareness of their professional duties;</li> <li>• have limited expectations of pupils and/or of themselves;</li> </ul>
They quickly establish and maintain very constructive relationships with pupils, showing sensitive concern for their health and well-being. They set high and demanding expectations, based on thoughtful and thorough analysis of pupils' individual needs and respect for their diverse backgrounds. They are adaptable and flexible, work highly effectively with colleagues and communicate sensitively with parents to help all pupils reach their full potential.	They establish and maintain constructive relationships with pupils, showing concern for their health and well-being. They set high expectations, based on an analysis of pupils' prior achievements, respect for their diverse backgrounds and individual needs. They can be adaptable and flexible, work very effectively with colleagues and communicate appropriately with parents to help all pupils reach their full potential.	They develop constructive relationships with pupils, showing concern for their health and well-being. They aim to raise pupils' achievement appropriately as a result of their teaching, recognising the need to take account of pupils' prior achievements and to respect their diverse backgrounds and individual needs. They work effectively with colleagues and communicate appropriately with parents to help all pupils reach their full potential.	<ul style="list-style-type: none"> <li>• demonstrate inappropriate values, attitudes and/or behaviour;</li> <li>• fail to develop constructive relationships with pupils;</li> <li>• find it difficult to communicate effectively with pupils, colleagues and/or parents and carers;</li> <li>• fail to recognise the importance of collaboration and co-operative working;</li> </ul>
They show initiative in pursuing their own professional development: their critical evaluations on all aspects of their practice are insightful and they take full advantage of advice and feedback and critical consideration of innovations to improve their practice.	They take responsibility for identifying and meeting their professional development needs: they reflect on and critically evaluate the impact of their teaching on pupils learning and take advantage of advice and feedback to improve their practice.	They act upon advice and feedback and take responsibility for their own professional development. They evaluate their teaching in order to improve their practice but may need some support to be critically reflective.	<ul style="list-style-type: none"> <li>• fail to evaluate their teaching effectively;</li> <li>• do not act upon advice and feedback to improve their practice;</li> <li>• take little responsibility for their own professional development</li> </ul>

Stage 3: Final placement – all courses

2. Professional Knowledge and Understanding (Q10- Q 21)			
1:Very Good	2:Good	3:Satisfactory	4:Unsatisfactory
They have very well-developed knowledge and understanding of a wide repertoire of teaching, learning and behaviour management strategies which they use and adapt to enable all pupils to achieve their potential.	They make appropriate use of their knowledge and understanding of a range of teaching, learning and behaviour management strategies to select those that enable their pupils to make good progress.	Their knowledge and understanding of a range of teaching, learning and behaviour management strategies is sufficient to enable their pupils to make progress	They fail to meet one or more of the Standards (Q10-Q21) by, for example, displaying <u>any</u> of the following characteristics:
They demonstrate clearly their sophisticated knowledge and understanding of assessment requirements, the importance of formative assessments and how to use assessment data to monitor and raise the attainment of their pupils.	They demonstrate their secure knowledge and understanding of assessment requirements, the importance of formative assessments and their understanding of how to use assessment data to monitor and raise the attainment of their pupils.	They demonstrate adequate understanding of assessment requirements, recognise the importance of formative assessments and, with some guidance, are aware of how to use assessment data to monitor and raise the attainment of their pupils.	<ul style="list-style-type: none"> <li>• have insufficient knowledge and understanding of teaching, learning and/or behaviour management strategies;</li> <li>• have very limited understanding of assessment requirements, the importance of formative assessments;</li> </ul>
They have secure in-depth knowledge and understanding of their subject(s)/curriculum areas and related pedagogy and use this perceptively to teach with confidence and authority, using ICT creatively to enhance their teaching.	They make good use of their secure knowledge and understanding of their subject(s)/curriculum areas and related pedagogy to teach these very effectively, using ICT to enhance their teaching.	They have sufficiently sound knowledge and understanding of their subject(s)/curriculum areas and related pedagogy to teach these effectively and are proficient in their use of ICT.	<ul style="list-style-type: none"> <li>• have significant weaknesses in their knowledge and understanding of their subject(s)/curriculum areas and/or related pedagogy;</li> <li>• have weak skills in literacy, numeracy and/or ICT;</li> </ul>
They use their sophisticated understanding of the range of factors that affect the development, progress and well-being of learners to personalise provision for their pupils, to celebrate diversity, to promote equality and inclusion and to recognise when to refer pupils to colleagues for specialist support.	They demonstrate a very sound understanding of the range of factors that affect the development, progress and well-being of learners by using this to personalise provision for their pupils appropriately and to recognise when to refer pupils to colleagues for specialist support.	They demonstrate a developing understanding of the range of factors that affect the development, progress and well-being of their pupils and, with some help from experienced colleagues, are able to personalise provision for their pupils and identify those that need specialist support.	<ul style="list-style-type: none"> <li>• are insufficiently aware of factors that affect pupils learning and achievement;</li> <li>• fail to understand issues relating to equality and inclusion.</li> </ul>

Stage 3: Final placement – all courses

<b>3. Professional Skills (Q22-Q33)</b>			
<b>1:Very Good</b>	<b>2:Good</b>	<b>3:Satisfactory</b>	<b>4:Unsatisfactory</b>
<p>Their planning is imaginative and of a consistently high standard: objectives, activities, resources and outcomes are all matched very well to the varied needs of pupils. They take practical account of diversity and promoting equality and inclusion in their planning and in their teaching.</p>	<p>They set well thought out, clear and precise objectives for lessons and sequences of lessons and match their learning resources and activities carefully to the intended outcomes. They plan effectively for the varying needs of individuals and groups within a class, matching work well to the range of achievement with a recognition of the value of diversity and inclusion</p>	<p>They set clear objectives for their lessons but not always with the appropriate specific detail, and this means that the match of activities and resources to intended outcomes is not fully worked out. They take account of the needs of different groups of pupils and are able to differentiate their work accordingly with some guidance from an experienced teacher.</p>	<p>They fail to meet one or more of the Standards (Q22-Q33) by, for example, displaying <u>any</u> of the following characteristics:</p> <ul style="list-style-type: none"> <li>• cannot plan effectively without help from an experienced teacher;</li> <li>• do not take into account issues of equality or diversity when planning or teaching lessons;</li> </ul>
<p>They use a wide range of teaching strategies, with a good understanding of the particular contributions different strategies make to pupils’ gains in knowledge, understanding and skills.</p>	<p>A range of teaching strategies is used and evaluated according to effectiveness and fitness for purpose. They are able explain and communicate concepts and skills to a high standard.</p>	<p>They are aware of a range of teaching strategies but do not use them all with confidence in their own teaching. They are able to describe and communicate relevant concepts and skills to pupils.</p>	<ul style="list-style-type: none"> <li>• use a very narrow range of teaching strategies;</li> <li>• cannot communicate relevant concepts and skills to pupils;</li> <li>• make very limited use of assessment strategies in lessons;</li> </ul>

<p>They are adept and confident in using a range of assessment strategies, and skilled in providing well-focussed feedback and setting clear and precise targets for improvement. Record-keeping includes accurate and useful assessments of individuals and analyses of the performance of groups or whole classes. They use a range of assessment information effectively to inform planning and teaching. Evaluation of the impact of their teaching is rigorous and used very effectively to improve teaching and learning.</p>	<p>They use a range of formative and summative assessment strategies at the appropriate time to assess pupils' achievement accurately and consistently and can recognise when pupils have made progress. They interpret and use the school's performance data to judge starting points and to target levels of attainment. They are methodical and systematic in recording and reporting pupils' achievements.</p>	<p>They use a range of assessment strategies and, with some help from more experienced teachers, are able to identify pupils' individual needs. They are able to use the school's performance data to place the performance of pupils they teach into context. They mark pupils' work constructively, provide helpful feedback and record and report achievement, guided by the school's practice.</p>	<ul style="list-style-type: none"> <li>• do not respond to the needs of pupils in lessons;</li> <li>• rarely provide useful feedback to pupils;</li> <li>• find it difficult to maintaining a safe and productive working environment;</li> <li>• rarely contribute effectively to team work</li> </ul>
<p>They consistently enthuse and motivate their pupils. They create a stimulating environment in the classroom and are proactively exploit opportunities for out of school learning. They employ very effective classroom and behaviour management strategies, ensuring a highly purposeful atmosphere.</p>	<p>They are able to enthuse and motivate their pupils. They know how to manage time effectively in lessons, and create a positive climate for good behaviour and for pupils to take responsibility for their learning. They exploit opportunities for learning in out of school contexts.</p>	<p>They establish a clear framework for classroom discipline, in line with the school's expectations. They organise and manage their time and resources to support their learning objectives and enable pupils to learn effectively.</p>	
<p>They play a proactive and insightful role in team work adding to the team's shared knowledge, understanding and expertise. They communicate very effectively with colleagues working with them to maximise benefits to children's learning.</p>	<p>They work very effectively with colleagues as a member of a team and ensure that others working in the classroom understand their role to support pupils' learning in the lesson.</p>	<p>They work effectively with colleagues as a member of a team and inform those working in the classroom of their expected role in lessons.</p>	





## Features of trainees

<b>Key aspects of trainees' performance: In lessons</b>			
<b>Outstanding</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Inadequate</b>
<p>Outstanding trainees:</p> <ul style="list-style-type: none"> <li>■ teach lessons that are mostly good, and often show characteristics of outstanding lessons</li> <li>■ ensure that all learners make good progress so that they fully achieve the challenging intended learning outcomes</li> <li>■ teach learners to be able to explain how the teaching helped them to make progress</li> <li>■ teach lessons that invariably capture the interest of learners, are inclusive of all learners, and feature debate between learners and between learners and the teacher</li> <li>■ have a rapport with learners – high-quality dialogue and questioning, guiding learning, with attention to individuals and groups</li> <li>■ monitor learners' progress to evaluate quickly how well they are learning so that they can change the approach during the lesson if necessary, and provide detailed feedback and targets to individual learners that are focused well to ensure further progress</li> <li>■ demonstrate the ability to apply their own depth of subject knowledge to support learners in acquiring understanding and skills, often showing understanding, through application of a range of different approaches to ensure that all learners make the expected progress</li> <li>■ demonstrate flexibility and adaptability by changing pace, approach and teaching method in a lesson in response to what learners say and do</li> <li>■ make links with other aspects of learners' development and understanding (for example, linking to work in other subjects)</li> <li>■ fully exploit possibilities to promote learners' understanding and appreciation of social and cultural diversity.</li> </ul>	<p>Good trainees:</p> <ul style="list-style-type: none"> <li>■ teach lessons that are never less than satisfactory, but often good or better</li> <li>■ ensure that all learners are sufficiently challenged and achieve the intended learning objectives</li> <li>■ teach in a way that engages learners' interest so that they become fully involved in the lesson</li> <li>■ make creative use of resources</li> <li>■ use a range of different assessment methods matched well to the expected learning outcomes and show an understanding of why a particular method was chosen</li> <li>■ monitor and assess learners' achievement and provide feedback to them that is based on the specific needs of learners or groups of learners that leads to further progress</li> <li>■ show flexibility/adaptability that takes account of the progress made by learners and match their teaching to it, including by matching pace to learning and the use of a variety of teaching methods</li> <li>■ understand how to overcome barriers to learning such as low levels of literacy/numeracy</li> <li>■ use their subject knowledge to find different ways of explaining or teaching approaches</li> <li>■ work effectively with learning support and other professionals in planning, teaching and monitoring and reviewing learners' progress</li> <li>■ make links with and explore possibilities to develop learners' understanding and appreciation of social and cultural diversity.</li> </ul>	<p>Satisfactory trainees:</p> <ul style="list-style-type: none"> <li>■ teach consistently at least satisfactory lessons (by the end of their training) in which learners make progress or consolidate their learning</li> <li>■ teach at a satisfactory level across a range of different contexts (for example, different ages, groups sizes, levels)</li> <li>■ respond to individual and groups of learners' questions and needs to enable learners to progress and meet the learning expectations</li> <li>■ demonstrate secure subject knowledge that develops learners' understanding and skills</li> <li>■ set clear expectations for learning and behaviour</li> <li>■ manage the learning environment and resources to enable all learners to make progress</li> <li>■ match teaching and learning activities to the intended learning outcomes</li> <li>■ plan and use resources efficiently, including the deployment of other adults, learning support and other professionals</li> <li>■ monitor learners' progress and assess their achievement, and provide feedback to learners which aids their progress</li> <li>■ begin to develop learners' wider understanding and appreciation of social and cultural diversity.</li> </ul>	<p>Inadequate trainees do not meet the characteristics to be satisfactory. They are unlikely to meet all of the qualified teacher status standards or the requirements of the appropriate learning and skills teaching qualification by the end of the course.</p>

<b>Key aspects of trainees' performance: Trainees' files</b>			
<b>Outstanding</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Inadequate</b>
<p><b>Outstanding trainees:</b></p> <ul style="list-style-type: none"> <li>■ demonstrate a clear and deep understanding of how to plan for progression – stages in learning, different rates of progress, identifying clear 'strands of progression' and the use of these to plan 'steps in learning', their teaching, dealing with barriers to learning, and through this demonstrate depth of subject knowledge and subject pedagogy</li> <li>■ provide evidence of monitoring and recording learners' progress and how this the outcomes are used in subsequent planning, with a clear focus on groups and individual learners</li> <li>■ demonstrate the clarity of links between learning objectives, teaching approaches and assessment strategies – 'what I want learners to learn, how they will learn, and how I know that they have, what I will do next'</li> <li>■ show innovation within the constraints of a scheme of work/curriculum</li> <li>■ maintain files as working documents – annotated as part of self-evaluation</li> <li>■ show high-quality self-evaluation with clear focus on learners and setting challenging targets for their own professional development – including, for example, future career progression with evidence of implementation and further review, and critical analysis and reflection, taking full account of feedback from trainers and other professionals they work with</li> <li>■ innovative approaches to the integration of <i>Every Child Matters</i>, and social and cultural diversity.</li> </ul>	<p><b>Good trainees:</b></p> <ul style="list-style-type: none"> <li>■ plan lessons that take account of the needs of groups of learners and individuals, through the setting of differentiated learning outcomes, and matching these to the teaching and learning approaches and activities used – with clear recognition of how to deal with any potential barriers to learning – and through this demonstrate their own depth of subject knowledge</li> <li>■ plan clear links between expected outcomes and how progress and achievement will be monitored and assessed, with outcomes used in subsequent planning</li> <li>■ set lessons clearly in a sequence that is designed well to secure progression</li> <li>■ provide clear evidence of understanding the need to take responsibility for their own professional development through evaluating performance and setting challenging targets, working with trainers to refine these and to monitor their progress, then evidence of implementation, review and critical reflection</li> </ul>	<p><b>Satisfactory trainees:</b></p> <ul style="list-style-type: none"> <li>■ plan lesson/s that set clear learning outcomes and indicate how the planned activities will enable learners to meet these, and how progress and achievement will be monitored and assessed – including recognition of potential barriers to learning such as low levels of literacy/numeracy</li> <li>■ evaluate their teaching and show an understanding of the need to evaluate the effectiveness of it through the impact on learners – with evidence of the use of aspects covered in training activities to secure trainees' own progress</li> <li>■ take some responsibility for their own professional development – clear relationship between targets set by trainers and trainees' own reflections and personal target-setting, and trainees' progress</li> <li>■ take account of <i>Every Child Matters</i>, and social and cultural diversity</li> </ul>	<p><b>Inadequate</b> trainees do not meet the characteristics to be satisfactory. They are unlikely to meet all of the qualified teacher status standards or the requirements of the appropriate learning and skills teaching qualification by the end of the course.</p>

<b>Key aspects of trainees’ performance: Trainees’ explanations</b>			
<b>Outstanding</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Inadequate</b>
<p><b>Outstanding trainees:</b></p> <ul style="list-style-type: none"> <li>■ describe the stages in progress through a topic/set of ideas and concepts/sequence of teaching – explaining what they would look for in learners</li> <li>■ can give examples of lessons, and individual/groups of learners, to illustrate this – including the identification of barriers to learning and how these were/can be overcome</li> <li>■ are able to discuss in detail individual learners’ progress as well as attainment/achievement</li> <li>■ are able to use their depth of subject-specific pedagogical understanding to explain in detail why they use particular teaching approaches and why these are likely to be more successful than others</li> <li>■ demonstrate an understanding of the range of professionals that contribute to learners’ overall development and their place in the ‘bigger picture’ – well-informed discussion about individual/groups of learners and particular needs</li> <li>■ show a depth of understanding of the implications of <i>Every Child Matters</i> across a wide range of work and how to promote learners’ understanding and exploit the potential provided by social and cultural diversity.</li> </ul>	<p><b>Good trainees:</b></p> <ul style="list-style-type: none"> <li>■ can give examples of how they have secured progression for groups of learners through a sequence of lessons, including how they know that learners have made progress</li> <li>■ are able to explain why they use particular teaching and learning approaches and why these work in their subject</li> <li>■ demonstrate their understanding of barriers to learning and how these can be overcome in their subject</li> <li>■ can give examples of working with a wider range of professionals to secure the overall development of learners</li> <li>■ demonstrate a secure understanding of the implications of <i>Every Child Matters</i>, and social and cultural diversity, and can apply this to their own teaching.</li> </ul>	<p><b>Satisfactory trainees:</b></p> <ul style="list-style-type: none"> <li>■ can explain how the training has enabled them to improve their teaching</li> <li>■ can explain how their lesson planning fits into a sequence that will enable learners to make progress</li> <li>■ can explain how they monitor and assess learners’ achievements, and how this indicates that the learners are making progress</li> <li>■ show awareness of barriers to learning, such as levels of literacy or numeracy, and the likely impact on their subject, with some ideas for dealing with this</li> <li>■ know who they should turn to for expert advice on particular aspects of learners’ overall development, specifically including child protection and safeguarding issues</li> <li>■ demonstrate a secure understanding of <i>Every Child Matters</i> and of social and cultural diversity.</li> </ul>	<p><b>Inadequate trainees</b> do not meet the characteristics to be satisfactory. They are unlikely to meet all of the qualified teacher status standards or the requirements of the appropriate learning and skills teaching qualification by the end of the course.</p>

<b>Key aspects of trainees’ performance: Noticeable characteristics</b>			
<b>Outstanding</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Inadequate</b>
<p><b>Outstanding trainees:</b></p> <ul style="list-style-type: none"> <li>■ take risks when trying to make teaching interesting, are able to deal with the unexpected and ‘grab the moment’</li> <li>■ inspire and communicate their enthusiasm to learners</li> <li>■ have an intrinsic passion for learning</li> <li>■ show innovative and creative thinking – lateral thinkers</li> <li>■ have the ability to reflect critically and rigorously on their own practice to inform their professional development, and to take and evaluate appropriate actions – they are able to learn from their mistakes</li> <li>■ take full responsibility for their own professional development</li> <li>■ are highly respected by learners and colleagues and, where appropriate, parents/carers and employers</li> <li>■ have the clear capacity to become outstanding teachers</li> <li>■ demonstrate, or show the capacity to develop, leadership and management skills.</li> </ul>	<p><b>Good trainees:</b></p> <ul style="list-style-type: none"> <li>■ show a willingness to try out range of approaches to teaching and learning, know how to learn from both success and ‘failure’, and know when/who to ask for support both in trying out new approaches and in evaluating how well they work</li> <li>■ clearly understand their own role as ‘learners’ and how to ensure they achieve their own learning goals</li> <li>■ systematically evaluate their own practice, including through its impact on learners, and take appropriate action</li> <li>■ have the clear capacity to become good, and possibly outstanding, teachers.</li> </ul>	<p><b>Satisfactory trainees:</b></p> <ul style="list-style-type: none"> <li>■ tend to have a limited, but adequate, range of teaching and assessment strategies, but use these competently and with confidence</li> <li>■ evaluate their own practice, including through its impact on learners, and take appropriate action</li> <li>■ recognise that they need help with some aspects of teaching, and are willing to seek out and act on advice and guidance</li> <li>■ show clear capacity to become competent, and in some aspects, good teachers..</li> </ul>	<p><b>Inadequate</b> Inadequate trainees do not meet the characteristics to be satisfactory. They are unlikely to meet all of the qualified teacher status standards or the requirements of the appropriate learning and skills teaching qualification by the end of the course.</p>

### APPENDIX 3

#### The Framework of Professional Standards for Teachers in England

An online version of this document is available on [http://www.tda.gov.uk/upload/resources/pdf/s/standards\\_framework.pdf](http://www.tda.gov.uk/upload/resources/pdf/s/standards_framework.pdf)

1. Professional attributes				
Those recommended for the award of QTS (Q) should:	All teachers (C) should:	Post Threshold Teachers (P) should:	Excellent Teachers (E) should:	Advanced Skills Teachers (A) should:
<u>Relationships with children and young people</u>				
<b>Q1</b> Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.	<b>C1</b> Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.			
<b>Q2</b> Demonstrate the positive values, attitudes and behaviour they expect from children and young people.	<b>C2</b> Hold positive values and attitudes and adopt high standards of behaviour in their professional role.			
<b>Frameworks</b>				
<b>Q3</b> (a) Be aware of the professional duties of teachers and the statutory framework within which they work. (b) Be aware of the policies and practices of the workplace and share in collective responsibility for their implementation.	<b>C3</b> Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.			
	<b>P1</b> Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.			
	<b>E1</b> Be willing to take a leading role in developing workplace policies and practice and in promoting collective responsibility for their implementation.	<b>A1</b> Be willing to take on a strategic leadership role in developing workplace policies and practice and in promoting collective responsibility for their implementation in their own and other workplaces.		

<u>1. Professional attributes</u>				
<u>Those recommended for the award of QTS (Q) should:</u>	<u>All teachers (C) should:</u>	<u>Post Threshold Teachers (P) should:</u>	<u>Excellent Teachers (E) should:</u>	<u>Advanced Skills Teachers (A) should:</u>
<u>Communicating and working with others</u>				
<b>Q4</b> Communicate effectively with children, young people, colleagues, parents and carers.	<b>C4</b> (a) Communicate effectively with children, young people and colleagues. (b) Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being. (c) Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.			
<b>Q5</b> Recognise and respect the contribution that colleagues, parents and carers can make to the development and well-being of children and young people and to raising their levels of attainment.	<b>C5</b> Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.			
<b>Q6</b> Have a commitment to collaboration and co-operative working.	<b>C6</b> Have a commitment to collaboration and co-operative working where appropriate.			

<b>Personal professional development</b>	
<b>Q7</b> (a) Reflect on and improve their practice, and take responsibility for identifying and meeting their developing professional needs. (b) Identify priorities for their early professional development in the context of induction.	<b>C7</b> Evaluate their performance and be committed to improving their practice through appropriate professional development.
<b>Q8</b> Have a creative and constructively critical approach towards innovation, being prepared to adapt their practice where benefits and improvements are identified.	<b>C8</b> Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified. <b>E2</b> Research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform their own practice and that of colleagues.
<b>Q9</b> Act upon advice and feedback and be open to coaching and mentoring.	<b>C9</b> Act upon advice and feedback and be open to coaching and mentoring.

<b>2. Professional knowledge and understanding</b>				
<b>Those recommended for the award of QTS (Q) should:</b>	<b>All teachers (C) should:</b>	<b>Post Threshold Teachers (P) should:</b>	<b>Excellent Teachers (E) should:</b>	<b>Advanced Skills Teachers (A) should:</b>
<b>Teaching and learning</b>				
<b>Q10</b> Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential.	<b>C10</b> Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.			
	<b>P2</b> Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.			
	<b>E3</b> Have a critical understanding of the most effective teaching, learning and behaviour management strategies, and including how to select and use approaches that personalise learning to provide opportunities for all learners to achieve their potential.			
<b>Assessment and monitoring</b>				
<b>Q11</b> Know the assessment requirements and arrangements for the subjects/curriculum areas they are trained to teach, including those relating to public examinations and qualifications.	<b>C11</b> Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.			
	<b>P3</b> Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.			
	<b>P4</b> Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.			
<b>Q12</b> Know a range of approaches to assessment, including the importance of formative assessment.	<b>C12</b> Know a range of approaches to assessment, including the importance of formative assessment.			

<b>Assessment and monitoring /cont.</b>	
<b>Q13</b> Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.	<b>C13</b> Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.
	<b>C14</b> Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.
	<b>E4</b> Know how to improve the effectiveness of assessment practice in the workplace, including how to analyse statistical information to evaluate the effectiveness of teaching and learning across the school.

<b>2. Professional knowledge and understanding</b>				
<b>Those recommended for the award of QTS (Q) should:</b>	<b>All teachers (C) should:</b>	<b>Post Threshold Teachers (P) should:</b>	<b>Excellent Teachers (E) should:</b>	<b>Advanced Skills Teachers (A) should:</b>
<b>Subjects and Curriculum</b>				
<b>Q14</b> Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained.	<b>C15</b> Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments.			
	<b>P5</b> Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.			
	<b>E5</b> Have an extensive and deep knowledge and understanding of their subjects/curriculum areas and related pedagogy gained for example through involvement in wider professional networks associated with their subjects/curriculum areas.			
<b>Q15</b> Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas, and other relevant initiatives applicable to the age and ability range for which they are trained.	<b>C16</b> Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.			



<b>2. Professional knowledge and understanding</b>				
<b>Those recommended for the award of QTS (Q) should:</b>	<b>All teachers (C) should:</b>	<b>Post Threshold Teachers (P) should:</b>	<b>Excellent Teachers (E) should:</b>	<b>Advanced Skills Teachers (A) should:</b>
<b>Literacy, numeracy and ICT</b>				
<b>Q16</b> Have passed the professional skills tests in numeracy, literacy and information and communications technology (ICT).				
<b>Q17</b> Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.	<b>C17</b> Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.			

<b>Achievement and diversity</b>	
<b>Q18</b> Understand how children and young people develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.	<b>C18</b> Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
<b>Q19</b> Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.	<b>C19</b> Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.
	<b>E6</b> Have an extensive knowledge on matters concerning equality, inclusion and diversity in teaching.
<b>Q20</b> Know and understand the roles of colleagues with specific responsibilities, including those with responsibility for learners with special educational needs and disabilities and other individual learning needs.	<b>C20</b> Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.
	<b>C21</b> Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.

<b>2. Professional knowledge and understanding</b>				
<b>Those recommended for the award of QTS (Q) should:</b>	<b>All teachers (C) should:</b>	<b>Post Threshold Teachers (P) should:</b>	<b>Excellent Teachers (E) should:</b>	<b>Advanced Skills Teachers (A) should:</b>
<b>Health and well-being</b>				
<p><b>Q21</b>                      (a) Be aware of the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.                      (b) Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.</p>	<b>C22</b> Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.			
	<b>C23</b> Know the local arrangements concerning the safeguarding of children and young people.			
	<b>C24</b> Know how to identify potential child abuse or neglect and follow safeguarding procedures.			
	<b>C25</b> Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.			
	<b>P6</b> Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.			
<b>Planning</b>				
<p><b>Q22</b>                      Plan for progression across the age and ability range for which they are trained, designing effective learning sequences within lessons and across series of lessons and demonstrating secure subject/curriculum knowledge.</p>	<b>C26.</b> Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.			
	<b>P7</b> Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.			
	<p><b>E7</b>                      (a) Take a lead in planning collaboratively with colleagues in order to promote effective practice.                      (b) identify and explore links within and between subjects/curriculum areas in their planning.</p>			

Planning /cont.	
<b>Q23</b> Design opportunities for learners to develop their literacy, numeracy and ICT skills.	<b>C27</b> Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.
<b>Q24</b> Plan homework or other out-of-class work to sustain learners' progress and to extend and consolidate their learning.	<b>C28</b> Plan, set and assess homework, other out-of-class assignments <u>and coursework for examinations</u> , where appropriate, to sustain learners' progress and to extend and consolidate their learning.

3. Professional skills				
Those recommended for the award of QTS (Q) should:	All teachers (C) should:	Post Threshold Teachers (P) should:	Excellent Teachers (E) should:	Advanced Skills Teachers (A) should:
<b>Teaching</b>				
<p><b>Q25</b> Teach lessons and sequences of lessons across the age and ability range for which they are trained in which they:</p> <p>(a) use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion.</p> <p>(b) build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives.</p> <p>(c) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.</p>	<p><b>C29</b> Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:</p> <p>(a) use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion.</p> <p>(b) build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress.</p> <p>(c) develop concepts and processes which enable learners to apply new knowledge, understanding and skills.</p> <p>(d) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.</p> <p>(e) manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners.</p>			

<b>Teaching /cont.</b>	
<b>Q25 (cont)</b> (d) demonstrate the ability to manage the learning of individuals, groups and whole classes, modifying their teaching to suit the stage of the lesson.	<b>C30</b> Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.
	<b>P8</b> Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
	<b>E8</b> Have teaching skills which lead to excellent results and outcomes.
	<b>E9</b> Demonstrate excellent and innovative pedagogical practice.

<b>Assessing, monitoring and giving feedback</b>	
<b>Q26</b> (a) Make effective use of a range of assessment, monitoring and recording strategies. (b) Assess the learning needs of those they teach in order to set challenging learning objectives.	<b>C31</b> Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
	<b>E10</b> Demonstrate excellent ability to assess and evaluate.
<b>Q27</b> Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development.	<b>C32</b> Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
	<b>E11</b> Have an excellent ability to provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development that promotes pupil progress.
<b>Q28</b> Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs.	<b>C33</b> Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
	<b>C34</b> Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.

<b>3. Professional skills</b>				
<b>Those recommended for the award of QTS (Q) should:</b>	<b>All teachers (C) should:</b>	<b>Post Threshold Teachers (P) should:</b>	<b>Excellent Teachers (E) should:</b>	<b>Advanced Skills Teachers (A) should:</b>
<b>Reviewing teaching and learning</b>				
<b>Q29</b> Evaluate the impact of their teaching on the progress of all learners, and modify their planning and classroom practice where necessary.	<b>C35</b> Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.			
	<b>C36</b> Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.			
	<b>E12</b> Use local and national statistical data and other information, in order to provide (a) a comparative baseline for evaluating learners' progress and attainment, (b) a means of judging the effectiveness of their teaching, and (c) a basis for improving teaching and learning.			

<b>Learning environment</b>	
<b>Q30</b> Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out-of-school contexts.	<p><b>C37</b></p> <p>(a) Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.</p> <p>(b) Make use of the local arrangements concerning the safeguarding of children and young people.</p> <p>(c) Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts.</p>
<b>Q31</b> Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control and independence.	<p><b>C38</b></p> <p>(a) Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.</p> <p>(b) Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.</p>
	<b>C39</b> Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.

<b>3. Professional skills</b>				
<b>Those recommended for the award of QTS (Q) should:</b>	<b>All teachers (C) should:</b>	<b>Post Threshold Teachers (P) should:</b>	<b>Excellent Teachers (E) should:</b>	<b>Advanced Skills Teachers (A) should:</b>
<b>Team Working and Collaboration</b>				
<b>Q32</b> Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them.	<b>C40</b> Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.			
	<b>P9</b> Promote collaboration and work effectively as a team member.			
	<b>E13</b> Work closely with leadership teams, taking a leading role in developing, implementing and evaluating policies and practice that contribute to school improvement.	<b>A2</b> Be part of or work closely with leadership teams, taking a leadership role in developing, implementing and evaluating policies and practice in their own and other workplaces that contribute to school improvement.		
<b>Q33</b> Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.	<b>C41</b> Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.			
	<b>P10</b> Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.			
	<b>E14</b> Contribute to the professional development of colleagues using a broad range of techniques and skills appropriate to their needs so that they demonstrate enhanced and effective practice.			
	<b>E15</b> Make well-founded appraisals of situations upon which they are asked to advise, applying high level skills in classroom observation to evaluate and advise colleagues on their work and devising and implementing effective strategies to meet the learning needs of children and young people leading to improvements in pupil outcomes.			
	<b>A3</b> Possess the analytical, interpersonal and organisational skills necessary to work effectively with staff and leadership teams beyond their own school.			

## **APPENDIX 4**

### **Selection and Deselection of Schools**

When a school requests to enter into partnership, the university has a number of criteria which need to be met.

To enter the partnership, a school should:

- 1 demonstrate a commitment to the education and training of teachers
- 2 be able to offer a broad and balanced programme of activities which reflects the whole school experience
- 3 deliver the whole curriculum, including the National Curriculum, effectively (as demonstrated, for example, by inspection reports and test and examination results)
- 4 have in place an experienced member of staff to act as a mentor
- 5 be willing to accept the role and responsibilities as defined in the partnership responsibilities.

A school wishing to join the partnership should do so in writing to the Assistant Head of School, Partnerships. The Faculty Partnership Office will review the school's most recent OfSTED report before allowing the school to join the partnership. It is important that any school entering into the partnership agreement should have fully considered the implications as outlined in the Partnership in Education Agreement and Handbook. The school may further discuss the implications with the Assistant Head of School, Partnerships.

If an existing school should fall short of the selection criteria set, the university will endeavour to provide extra support to ensure that the training provided is of a high standard. If this proves unsuccessful, the university will have to consider ceasing to place student teachers in the school concerned.

A school which demonstrates any of the following criteria will normally result in automatic deselection from the partnership:

- 1 A school that goes into special measures following an OfSTED inspection
- 2 Persistent non-compliance with the requirement of the Partnership Agreement
- 3 Persistent non-compliance with course requirements such as sufficient opportunity to teach or the protection of non-teaching time
- 4 Persistent evidence that observation or feedback has not been provided
- 5 If university tutors or student teachers' evaluations persistently reflect concerns over the provision being offered by the school.

## APPENDIX 5

### Procedures for Checking the Criminal Background of Student Teachers and University-Based Tutors

The University of Brighton is acutely aware of the need to safeguard children in schools and we adhere rigorously to the latest regulations and guidance including the DfE guidance 'Safeguarding Children and Safer Recruitment in Education' (2010 revised version) and the TDA's more specific Suitability Requirements for all ITE providers. Full details of these requirements can be found online

[http://www.tda.gov.uk/partners/ittstandards/guidance\\_08/itt.aspx](http://www.tda.gov.uk/partners/ittstandards/guidance_08/itt.aspx)).

It is the university's responsibility, and not the responsibility of our partnership schools, to ensure that all the necessary vetting and suitability checks are carried out on student teachers. CRB Enhanced Disclosure checks are undertaken by the university for all student teachers on entry to their course of ITE and additional checks are made in respect of any time recently spent living in other countries. Student teachers are not required to be subject to more than one CRB check during their course and checks in respect of separate placements are not therefore required.

In order to comply with the CRB Code of Practice and the University of Brighton's policy on handling and storing disclosure documents, the contents of a CRB disclosure may not be revealed to anyone other than those directly involved with CRB clearance at the point of entry to the course. Schools/colleges should not expect to have access to completed CRB disclosure documents but the university will supply schools/colleges with the CRB enhanced disclosure number and date of issue so that this can be added to their own single central record.

All University of Brighton ITE tutors have previously taught in schools and references will have been checked rigorously before appointment. Current regulations do not require ITE tutors visiting student teachers in schools to have been CRB checked because they should not be left unsupervised with children. However, as an additional precaution, all ITE tutors are now CRB checked at the point of initial employment.

As a very large ITE provider, we organise over 2,500 school placements per year in about 600 schools in at least five different local authorities. In recent months, we have received an increasing number of queries from schools about student teachers' CRB checks and many have sought further advice and/ guidance from their local authorities. In order to avoid any confusion or mixed messages, the university has worked closely with local authorities and the Training and Development Agency (TDA) to ensure that the advice given to schools on this matter is consistent. It is hoped that the following Frequently Asked Questions may help to avoid any unnecessary work or anxiety and reassure schools on this important matter.

#### FAQs

##### **Should student teachers be allowed to start a placement when their CRB is still 'pending'?**

All of the guidance makes it clear that head teachers have the discretion to allow student teachers to start a placement DfE before the CRB Disclosure has been received (e.g. DfE, Jan 2007, para 4.77) provided that all other vetting and suitability checks have been completed. This is a common occurrence for PGCE students who start their first placement very early in the academic year when many CRBs are still pending. When this happens, we always write to the Headteacher to explain the situation. Although we recognise that head teachers have the right to refuse to allow such students to start a placement, this is very unfortunate for the student as any delay jeopardises their chances of successfully completing the course.

##### **The date on my student teacher's CRB check is more than three years old is it still valid?**

Misunderstandings about the shelf-life of CRB Disclosures are very common. Occasionally schools think that student teachers should be CRB checked before each placement, or each year but, more commonly, schools believe that student teachers need to be checked at least every three years, which is not the case. Student teachers are subject to a CRB check on entry to the course but they do not need to be rechecked in subsequent years, even if they are on 4 year courses.



**Can I see copies of the student teachers' CRB Disclosure?**

We adhere strictly to the CRB Code of Practice on handling and storing CRB Disclosures. This means that the contents of a CRB Disclosure may not be revealed to anyone other than those directly involved in 'clearance' at the point of entry to the course and our copies have to be destroyed within 6 months of issue. Although students may have kept their own copy, the guidance is clear that this should not be used to make any suitability judgement. Our students are advised that they should not show their copy of the CRB Disclosure to schools: however, we do supply schools with their CRB Disclosure Number and date of issue as validation that they have been CRB 'cleared'. Students are also advised that they need to show a photo form of ID (passport/driving licence) on their first visit to a partnership school so that the school can match this to the list of student teachers' names that we will have sent them. (Ref: DfE, January 2007, Parag. 4.76).

**We are expecting Ofsted. Do the inspectors need to see student teacher's CRBs?**

Section 5 Ofsted inspectors should not be requesting CRB clearance details of student teachers and this is made explicit in Annex 5 of the latest 'Briefing for section 5 inspectors on safeguarding children' (Sept 2009). This makes it clear that it is the University's and not the school's responsibility to ensure that all the necessary checks are completed. The only exception is for trainees on a Graduate Teacher Programme because, unlike other student teachers, these are employed by the school. All other student teachers are not employed by the school, neither are they classed as 'volunteers' and should be treated like other public sector staff whose suitability has been checked by their employing organisation (DfE, Jan 2007, parag 4.49).

## APPENDIX 6

### Data Protection and the Use of Images

Student teachers are often given access to confidential and sensitive information and data to assist in their teaching and professional development.

Students must be made aware by the school that personal data is covered by the Data Protection Act 1998 and the school or Local Authority (LA) policy. Schools may consider anonymising sensitive information during the placement or prior to the student completing their placement if the information is to be kept by the student once the placement is completed.

Schools and LAs are free to decide their own policies relating to the use of photographs and video images. However, images of pupils and staff are classed as personal data under the Data Protection Act 1998. Students must not take images of pupils without the written permission of the Headteacher. Students are subject to the school's policy on the taking and distribution of images. The images should not be retained or used following a placement without the written consent of the Headteacher. Schools should let the person being photographed know whether or not the image will be retained for further use and ensure the images are securely stored and only used by those authorised to do so.

Related websites:

[www.teachernet.gov.uk](http://www.teachernet.gov.uk)

[www.tda.gov.uk](http://www.tda.gov.uk)

[www.ofcom.org.uk](http://www.ofcom.org.uk)

#### **Images of pupils: student teacher guidance for gaining permission:**

1. Review the school's policy and guidance on images of pupils and their use
2. Discuss in detail your needs with the mentor
3. On the advice of the mentor write to the Headteacher requesting in detail the nature of the image you require. Defining which students would be involved, the context in which the images would be taken and their subsequent use. You must also define the future audiences and when the images will be deleted or destroyed.
4. Only when written permission is given by the Headteacher may you take an image of the pupils.

## APPENDIX 7

### Absence from placement

Students are required to complete a number of days on placement in schools or other suitable settings in order to meet the requirements for Qualified Teacher Status (QTS). The number of days required is outlined by the Training and Development Agency (*Professional Standards for QTS and Requirements for Initial Teacher Training*, TDA, 2007) and in the course programme.

Students must attend all placement days. Where students are absent whilst on placement they must inform the placement setting or school and the Partnership Office as soon as possible. In line with the school's absence policy, students must contact their placement and the Partnership Office should be notified by telephone (01273 641041) or email via [EducationPlacementAbsence@brighton.ac.uk](mailto:EducationPlacementAbsence@brighton.ac.uk). The student teacher is responsible for setting appropriate work for those lessons for which they are absent. Failure to inform the placement setting or Partnership Office on the day of absence will be deemed unprofessional, may lead to the termination of the placement and may be reflected in any subsequent reference provided for the student by the University.

Students' performance on placement must be assessed over a sustained period of time. If the absence lasts for three or more consecutive days then a doctor's certificate must be provided to the Partnership Office covering the period of absence. If a student, for any reason (excluding absence due to interviews or school closure), misses a total of more than 5 days of the placement, the placement will ordinarily be terminated and the student will be deemed to have failed. The days do not have to be consecutive. Half days contribute to the total. Any absence of less than half a day will be counted as half a day. Any absence greater than half a day will be counted as a whole day. If the school is closed due to unforeseen circumstances (for instance adverse weather conditions) the student teacher should check with the placement school when it is due to re-open (normally via the school's website). The student teacher does not need to inform the Partnership Office of absences due to school closure. Pregnant students or those requesting maternity or paternity leave should refer to Appendix 13.

In order to redeem a failed placement and pass, students will ordinarily have to retake the placement in its entirety. The decision as to whether a student will be offered an opportunity to repeat a failed placement rests with the Board of Examiners for their course.

Where the absence was caused by reasons outside of the student's control they may have grounds for submitting a claim of mitigating circumstances. Students in this position should discuss this possibility with the Assistant Head of School (Partnerships) or Deputy School Administrative Officer at their earliest opportunity.

In rare and exceptional circumstances, placements may be extended by the number of days missed. In these cases students would not have to retake the placement in its entirety. The decision as to whether this can be offered is made by the Assistant Head of School, Partnerships in consultation with the student's course leader, the university subject / placement tutor and staff at the placement setting. They will consider:

- The number of days absent;
- The reason(s) for absence and where these relate to medical grounds, whether the student is fit to recommence;
- The student's performance on placement thus far;
- Whether the setting can accommodate an extension to the placement;
- Consequences of extending the placement in relation to the course programme.

This is a matter of academic judgement and there is no right of appeal against the decision of the Assistant Head of School, Partnerships.

## APPENDIX 8

### Failed Placements

In accordance with section 3.8 of the Faculty of Education and Sport Modular Scheme (Definitive Document) entitled Failure of a placement task within Initial Teacher Education courses, **a student teacher does not have an automatic right to repeat a placement.** If a repeat placement is offered, the timing of that repeat placement is decided by the Course Examination Board. A student teacher does not have the right to decide when or where a placement is repeated.

The student teacher will be charged the module cost for a repeat placement.

A student teacher who fails to attend a placement or who withdraws themselves from a placement will have deemed to have failed the placement.

Where failure was caused by reasons outside of the student's control, they may have grounds for submitting a claim of mitigating circumstances. Students in this position should discuss this possibility with the Assistant Head of School (Partnerships) or Deputy School Administration Manager at their earliest opportunity.

The student teacher may be required to provide the Assistant Head of School, Partnerships with their placement files and PDP.

Placement repeats are not normally permitted to take place within the same academic year, because course structures and the path by which students progress through their studies do not allow it. Students are therefore normally required to slow their progress and repeat the placement in the following academic year.

However, the structure of a minority courses do allow for some exceptions to this rule, in very specific circumstances. For example:

- **Students on the PGCE Secondary course who fail their first placement** normally have their profiles considered by an Examination Board which meets in February. This Examination Board can offer a repeat of the first placement at the point where a student would normally attempt their second placement (if they feel this is in the student's best interests and if a suitable placement can be arranged). The second placement is then deferred until semester 1 of the following academic year. Students would then have the opportunity to complete their course at the end of the autumn term.
- **Students on 4 year undergraduate degree programmes who are unable to commence a placement through no fault of their own** may be permitted to take that placement at the end of the summer term, instead of having to slow progress and returning to take it the following academic year.

Decisions regarding repeat opportunities at any module are always matters of academic judgement by members of the Examination Board. Students have no right of appeal against decisions that are matters of academic judgement.

## Appendix 9: Failure of a placement task within ITE courses

### 3.8 Failure of a placement within Initial Teacher Education courses<sup>1</sup>

3.8.1 If a placement module or a placement element within a module contributing to an Initial Teacher Education course<sup>2</sup> within the Faculty Modular Scheme is failed, students will not normally be offered the opportunity to repeat the task, unless the three criteria specified below are met:

- There is evidence of improvement towards meeting the targets identified on the 'Cause for Concern' form during the placement (following the implementation of the formal Cause for Concern procedures), even if these have not been fully achieved by the end of the placement;
- There is evidence that the student is demonstrating a willingness to adopt a constructive approach to the advice received from their mentor, their University adviser / tutor(s), the Partnership Co-ordinator or the external adviser in relation to their targets and progress towards the Standards for QTS;
- There is evidence that the student has not significantly deviated from the behaviour which is commensurate with the Professional Code of Conduct stated in the Partnership Agreement and Handbook and the GTCE's Code of Conduct and Practice for Practising Teachers.

3.8.2 The following procedures will be followed in instances of a student who has failed a placement module:

- i) The Placement Co-ordinator (or nominated deputy) will complete a short report in instances where a student has received a recommended mark of Fail for a placement. This will be completed in liaison with the mentor, University tutor(s) and External Adviser and will report on the extent to which the student has met the criteria indicated in paragraph 3.8.1 above. The Placement Co-ordinator will draw on all available evidence to compile this report (including, in particular, the evidence within the student's placement files, the Cause for Concern form or associated review forms and, where available, the report of the External Adviser's / University tutor's visit / observation of the student) in order to determine whether these criteria have been met. The Placement Co-ordinator will also take into account the views of the host placement school, although these will not determine the final recommendation in the report.

The report will include a recommendation about whether the criteria indicated in paragraph 3.8.1 have been met, and therefore a recommendation on whether the student should be offered a repeat placement opportunity.

- ii) In instances where a student has withdrawn themselves from a placement (thereby failing that placement), the criteria will be considered in the context of the student's performance at the point immediately prior to withdrawal. This may include evidence of any intention to place the student on 'Cause for Concern' procedures.
- iii) If the report indicates that the criteria have not been met, a copy of the report will be forwarded to the student, who will be invited to submit additional documentation or information to the Partnership Co-ordinator which provides evidence of the criteria having been met. Additional evidence provided by the student must be submitted within two weeks of the date of the receipt of the report.

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<sup>1</sup> These regulations relate to students who started their ITE courses in 2008/9 or after

<sup>2</sup> This regulation relates to the following ITE courses: BA (Hons) Primary Education with QTS, PGCE Primary Education, BA (Hons) Key Stage 2 / 3 Education with QTS, BA (Hons) Physical Education with QTS, 2 Year BA (Hons) Secondary Education with QTS, PGCE Secondary Education and PGCE Post Compulsory Education (full-time)

- (iv) The report and any supporting documentary evidence will be considered by the Placement Sub-Committee, a sub-committee of the relevant Area Examination Board or Joint Area / Course Examination Board.

The Placement Sub-Committee will operate in a similar way to a Mitigating Circumstances Sub-committee. Its membership will normally be comprised of the chair of the Area or Joint Area / Course Examination Board (or, in the case of Placement Sub-committee meetings which are considering the outcomes of placements for more than one ITE course, a representative of the chairs of the relevant Area or Joint Area / Course Examination Board), the Course Leader or representative, the Partnership Co-ordinator and the External Adviser in addition to the Faculty Examinations Officer. The relevant Route / Year Leader may also be invited to attend where relevant. It will review the report and any supporting documentary evidence and will then make one of the following recommendations to the Area or Joint Area / Course Examination Board in relation to the failed student:

- The student has met the criteria stated in paragraph 3.8.1, and should therefore be provided with the opportunity to repeat the placement in full;
  - The student has not met the criteria stated in paragraph 3.8.1, and should not be offered the opportunity to repeat the module.
- (v) The content of the report and any supporting documentary evidence will remain confidential to the chair of the Area or Joint Area / Course Examination Board, Placement Sub-Committee and the student. They will not be copied to members of the Examination Board, but sufficient information will be made orally to allow the Board to make a decision and this information will be treated in confidence by the Board.
- (vi) The Placement Sub-Committee will meet prior to the Area or Joint Area / Course Examination Board. In instances where the student's deadline for providing additional evidence (refer to paragraph (ii) above) falls after the date of the meeting of the Placement Sub-Committee, it will be reconvened to consider the student's evidence and report, and to make a recommendation to the Area or Joint Area / Course Examination Board.
- (vii) In instances where the student is provided with the opportunity to repeat the placement in full, there will be an expectation of a tutorial between the student and his/her Year / Route / Course leader prior to the repeat placement opportunity where a learning agreement will be normally be developed and agreed. This will be provided to the repeat placement provider school, and will be reviewed at agreed point(s).
- (viii) The Placement Sub-Committee's remit will also normally include a review of a sample of other recommended placement outcomes and a sample of the recommended final Ofsted grades awarded to ITE students, drawing on a range of evidence available, to promote consistency of assessment against the QTS Standards.
- (IX) The placement Sub-Committee's remit will also normally include a review of a sample of other recommended placement placement outcomes and a sample of the recommended final Ofsted grades awarded to ITE students, drawing on a range of evidence available, to promote consistency of assessment against the QTS Standards.

## APPENDIX 10

### Specimen Forms

PA = Observation and feedback form

PB = Interim Review

PC = End of Placement Report

PD = Cause for Concern

#### Notes

1. Reports should arrive in the university **no later** than the given dates. It is especially important to keep to the dates with final reports as these are essential for considering students teachers' progression.
2. Reports should be emailed by the school to the Partnership Office: [educationprimaryreports@bton.ac.uk](mailto:educationprimaryreports@bton.ac.uk) **please do not entrust them to student teachers or university tutors to deliver by hand.**
3. Copies should be kept in school in case of originals going astray in transit
4. copies of forms PA, PB and PC must be given to the student teacher

The above forms are available on the Partnership Office page of the School of Education/Partnership website: [www.brighton.ac.uk/education/placements/resources](http://www.brighton.ac.uk/education/placements/resources)

FACULTY OF EDUCATION AND SPORT  
PARTNERSHIP OFFICE

**RECORD OF MENTORSHIP AND TRAINING**  
**PGCE/BA (Hons) Primary Education / BA (Hons) KS2/KS3 with QTS School Placement**

This form must be placed at the front of the student teacher's school placement file.  
The completed record must be signed by the student and mentor and retained by student teacher.

Student ..... School .....

Serial Days	Date
Meeting with mentor is undertaken, Individual Training and Development Programme(ITDP) is developed and agreed. An opportunity is provided for the mentor and classteacher to review the PDP.	
Timetable is agreed	
Meeting with placement tutor is undertaken, ITDP is discussed	
Preparation for teaching is agreed by school	
Student is familiarised with school procedures regarding child protection/safeguarding children, managing complex additional needs and behaviour management	

Placement			
<i>Formal observations are undertaken, oral and written feedback is provided (PA form). Mentor checks teaching files with particular focus on quality of preparation and evaluation using checklist in the Partnership in Education Agreement and Handbook. One of the Mentor's three observations should be a joint observation with the Placement Tutor.</i>			
	<b>Date</b>		<b>Date</b>
Mentor observation 1		Evidence checked by Mentor	
Mentor observation 2		Evidence checked by Mentor	
Mentor observation 3		Evidence checked by Mentor	
Joint Placement Tutor and Mentor observation		Evidence checked by Mentor / Placement Tutor	
If necessary further Placement Tutor observation		Evidence checked by Placement Tutor	
Additional observation(s) (if necessary)			
Interim evaluation is undertaken (PB form), ITDP is adjusted, targets set for the remainder of the placement. An opportunity is provided for the mentor and classteacher to review the PDP.			
Final evaluation and report (PC form) are shared, strengths and development needs are confirmed. A copy of the report is given to the student. An opportunity is provided for the mentor and classteacher to review the PDP.			

**Signed:** Student \_\_\_\_\_ Mentor \_\_\_\_\_

Meeting with Placement Tutor is undertaken during the Placement Tutor's final placement visit. Outcomes of ITDP and school reports are interpreted and targets are discussed.	<b>Date</b>
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**Signed:** Student \_\_\_\_\_ Placement Tutor \_\_\_\_\_





**University of Brighton**  
 FACULTY OF EDUCATION AND SPORT  
 PARTNERSHIP OFFICE

**Form P A**  
 [09/09]

**Observation and feedback report**

An on-screen version of this form is available on the Primary Partnership page of our website:  
[www.brighton.ac.uk/education/placements/resources](http://www.brighton.ac.uk/education/placements/resources)

<b>Student:</b>	<b>Date:</b>
<b>School:</b>	<b>Subject being taught:</b>

**Feedback** (This should arise from observation of the lesson and scrutiny of the files: reference should be made to relevant QTS Standards – 1. (Q1-9) Professional attributes; 2. (Q10-21) Professional knowledge and understanding; 3. (Q22-33) Professional skills).

**Progress and Future Actions** (please make reference to the QTS Standards in the commentary)

In discussion with the student, identify and comment upon:

- (i) Progress made in relation to actions identified on the ITDP and previous feedback report forms
- (ii) Additional points for discussion (e.g. significant achievements, issues arising from specific lessons)
- (iii) Ways forward and actions (including and suggested amendments to the ITDP)

**As seen and discussed:**

Signed (student):	Date:
Signed (mentor/placement tutor):	Date:

Sheet \_\_\_ of \_\_\_

Please make two copies: (1) student's file (2) school mentor / placement tutor's record



**University of Brighton**  
 FACULTY OF EDUCATION AND SPORT  
 PARTNERSHIP OFFICE

**Form P B**  
 [07/10]

**Interim placement review on teaching competence**

An on-screen version of this form is available on the Primary Partnership page of our website:  
[www.brighton.ac.uk/education/placements/resources](http://www.brighton.ac.uk/education/placements/resources)

Student:			
School:			
Class age:		Date of practice:	
Education Group (KS1/2 etc):		Placement Tutor:	

**1. Professional attributes**

- Relationships with children and young people (Q1-2)
- Frameworks (Q3)
- Communicating and working with others (Q4-6)
- Personal professional development (Q7-9)

Please tick:  strength     sound     area for development     cause for concern

**2. Professional knowledge and understanding**

- Teaching and learning (Q10)
- Assessment and monitoring (Q11-13)
- Subject and curriculum (Q14-15)
- Literacy, numeracy and ICT (Q17)
- Achievement and diversity (Q18-20)
- Health and well-being (Q21)

Please tick:  strength     sound     area for development     cause for concern

**3. Professional skills**

- Planning (Q22-24)
- Teaching (Q25)
- Assessing, monitoring and giving feedback (Q26-28)
- Reviewing teaching and learning (Q29)
- Learning environment (Q30-31)
- Team working and collaboration (Q32-33)

Please tick:  strength     sound     area for development     cause for concern

**4. Overall appraisal (identifying strengths and areas for further development).**

**Overall appraisal at this stage (based upon evidence from PA forms and grading descriptors):**

1: very good     2: good     3:satisfactory     4:unsatisfactory

**A cause for concern form (form P D) must be completed if graded unsatisfactory.**

---

I confirm this report has been seen and discussed by the Headteacher \_\_\_\_\_  
mentor \_\_\_\_\_ and student \_\_\_\_\_ before being emailed to the  
Partnership Office (please insert respective names).

Completed by: \_\_\_\_\_

Role: \_\_\_\_\_

Date completed: \_\_\_\_\_

<b>Please Make three copies</b>	(1) email to: <a href="mailto:educationprimaryreports@bton.ac.uk">educationprimaryreports@bton.ac.uk</a> by the date shown in the PIE/School Handbook (2) student's file (3) school record
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**University of Brighton**  
 FACULTY OF EDUCATION AND SPORT  
 PARTNERSHIP OFFICE

**Form P C**  
 [05/10]

**End of placement report on teaching competence**

An on-screen version of this form is available on the Primary Partnership page of our website:  
[www.brighton.ac.uk/education/placements/resources](http://www.brighton.ac.uk/education/placements/resources)

Student:			
School:			
Class age:		Date of practice:	
Education Group (KS1/2 etc):		Placement Tutor:	

Information given may be used in a reference and to assist in the continuing professional development of the student either on a subsequent placement or as a newly qualified teacher. Please acknowledge success and identify aspects that require further development.

**In relation to the expectations and grading descriptors of this placement, please tick the appropriate box achieved.**

**1. Professional attributes**

- Relationships with children and young people (Q1-2)
- Frameworks (Q3)
- Communicating and working with others (Q4-6)
- Personal professional development (Q7-9)

Grade:    very good            good            satisfactory            unsatisfactory

**2. Professional knowledge and understanding**

- Teaching and learning (Q10)
- Assessment and monitoring (Q11-13)
- Subject and curriculum (Q14-15)
- Literacy, numeracy and ICT (Q17)
- Achievement and diversity (Q18-20)
- Health and well-being (Q21)

Grade:    very good            good            satisfactory            unsatisfactory

**3. Professional skills**

- Planning (Q22-24)
- Teaching (Q25)
- Assessing, monitoring and giving feedback (Q26-28)
- Reviewing teaching and learning (Q29)
- Learning environment (Q30-31)
- Team working and collaboration (Q32-33)

Grade:    very good            good            satisfactory            unsatisfactory

**4. Overall appraisal (identifying strengths and areas for further development).**

Overall grade: very good            good            satisfactory            unsatisfactory

---

**Recommended Result:**             **PASS**             **FAIL**

**Number of full / half days absent:**  
**Reasons other than illness:**

---

**FINAL PLACEMENTS OF A COURSE (Year 4 or PGCE final placements)**

Please assess against OfSTED's Criteria for Assessing Trainees when forming an overall judgement for the recommendation of QTS  
(<http://www.brighton.ac.uk/education/placements/resources/primary/index.php?PagelD=252>)

Overall grade: outstanding            good            satisfactory            inadequate

---

I confirm this report has been seen and discussed by the Headteacher \_\_\_\_\_, mentor \_\_\_\_\_ and student \_\_\_\_\_ before being emailed to the Partnership Office (please insert respective names).

Completed by: \_\_\_\_\_

Role: \_\_\_\_\_

Date completed: \_\_\_\_\_

<b>Please make three copies</b>	(1) email to: <a href="mailto:educationprimaryreports@bton.ac.uk">educationprimaryreports@bton.ac.uk</a> by the date shown in the PIE/School Handbook (2) student's file (3) school record
---------------------------------	--

Note: The student MUST provide copies of the PC form to their current Placement Tutor, PD tutor and the next placement school and Placement Tutor

**University of Brighton**  
FACULTY OF EDUCATION AND SPORT  
PARTNERSHIP OFFICE

**Form P D**  
[07/10]

**CAUSE FOR CONCERN**

*(To be completed by partnership placement school)*

**STUDENT:** \_\_\_\_\_

**COURSE & YR:** PGCE Pri / 4Yr BA Pri / 4Yr BA KS2/3      **PLACEMENT:** 1<sup>st</sup> / 2<sup>nd</sup> / Final

**SCHOOL:** \_\_\_\_\_

**MENTOR:** \_\_\_\_\_

**PLACEMENT TUTOR:** \_\_\_\_\_ **PD TUTOR:** \_\_\_\_\_

**CONCERNS RAISED BY:**

Mentor  placement tutor  Other – e.g. Headteacher /Classteacher  (please specify): \_\_\_\_\_

**NATURE OF PROBLEM:**

1. Professional attributes  2. Professional knowledge and understanding  3. Professional skills

**Further Comments:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Unless the following targets are met you are unlikely to reach a satisfactory standard required for the recommendation of QTS**

**Targets for action:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Review date/meeting (normally within 5 working days):** \_\_\_\_\_

**Student's response (optional):**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Student signature:** \_\_\_\_\_ **Date** \_\_\_\_\_

**Mentor signature:** \_\_\_\_\_ **Date** \_\_\_\_\_

***I confirm that the above targets have been met to a satisfactory standard and you are no longer cause for concern***

**Mentor signature:** \_\_\_\_\_ **Date** \_\_\_\_\_

**Please make three copies**      (1) fax to: Partnership Office, Checkland Building, University of Brighton, Falmer Brighton, BN1 9PH (Fax 01273 643218)  
(2) to be kept by school  
(3) to be given to student

*This form is available on our website: [www.brighton.ac.uk/education/placements/resources](http://www.brighton.ac.uk/education/placements/resources)*



**University of Brighton**  
 FACULTY OF EDUCATION AND SPORT  
 PARTNERSHIP OFFICE

**INDIVIDUAL TRAINING AND DEVELOPMENT PROGRAMME**

Student:	Subject Specialism/Strength:
School:	
Course:	
Placement:	

<b>Targets linked to specific standards</b> <i>(identified prior to the placement)</i>	<b>Actions</b> <i>(meet and discuss with mentor as appropriate)</i>	<b>Review Date</b>	<b>Further action needed</b> <i>(evidence of achievement must be documented in section D of the PDP)</i>

**APPENDIX 11**

**Proformas for School Placement File**

**WEEKLY EVALUATION**

Date/ Time	Weekly Evaluation
	Progress made in relation to actions identified on the ITDP and/or previous feedback report forms.
	Specific areas for improvement as identified from lesson evaluations of your teaching and/or feedback report forms.
	Action for next week in relation to ITDP and any other needs arising from the placement.

Seen and discussed by Mentor \_\_\_\_\_ Date \_\_\_\_\_



**APPENDIX 12**

# **University of Brighton**

## **Paired Primary Placements and Collaborative Teaching Handbook**

## Rationale for Collaborative Teaching

***'Collaboration and partnership are a way of life. People work together. There is a consistent approach which is supportive. People are not left to sink or swim. People are available to each other. Team teaching, mentoring, peer coaching, joint planning and mutual observation and feedback are a normal part of the everyday life of the school.'***

'A profile of change', MacBeath and Stoll in Improving School Effectiveness, MacBeath and Mortimer, 2001

In the school context, student teachers have the opportunity to apply the theoretical inputs from a University teaching course. Students working collaboratively can use the shared learning experience from the University based session and try things out in their classroom setting with the support of, and development by, their mentor. Another benefit of having a partner, is the security of another pair of hands (and eyes). As the relationship between the student teachers develops, the level of discussion about their own professional learning can become richer.

## School culture

Research based on effective schools highlights the culture of collaboration. Where student teachers are able to see this being modelled in the work of the school and classroom, they are much more comfortable with working this way themselves. Schools are encouraged to share examples of shared practice with the student teachers to demonstrate how experienced school staff work collaboratively

All the experiences of students, whether on a single or paired placement, develop on the basis of relationships being forged with the Mentor / classteacher and their fellow student teachers. Research, based on student teacher pairings, have highlighted the challenges of relationship building. There have been some difficult moments. However even those students who had these "difficulties", commented positively on the value of having a fellow student teacher to work along side.

There were some very creative ways in which two students worked together. These included;

- more "adventurous" use of small group work (because two teachers made it easier to manage),
- some interesting activities where the student teachers were able to "hot-seat"
- modelling different teaching and learning strategies
- experimenting with the use of role play
- experimenting more effectively with the use of ICT.
- more effective plenary session
- a range of assessment strategies in action (for and of learning)

## Being on a paired placement is not easier!

Through working collaboratively student teachers will need to develop many interpersonal skills. These skills are given an even higher profile in the revised Standards for trainee teachers into force in September 2007 (Professional Standards for teachers 2007).

One head teacher suggested that being on a paired placement was unrealistic, claiming that teaching is a solo activity! Given the very positive outcomes with our PGCE and undergraduate students we would challenge this and argue that the professional learning is enhanced through networked learning communities and that retention (a key concern) is at its greatest where strong communities of practice exist.

Student pairs can provide a number of advantages over a solo placement. Research to date suggests that the following benefits can result from having students in a paired placement.

## Emotional and psychological support

The students can share their anxieties and offer practical support. We know the importance of having someone to talk to and simply by having a peer around can be hugely beneficial.

Having a student teacher does requires a mentor and classteacher to give of their time, having two does not necessarily mean twice the work. The two students can give each other an enormous amount of support.

### **Greater empathy with the demands of the University teaching course and demands of beginning to teach**

However much a Mentor or classteacher may try to empathise with the student, a fellow student is much closer to all the new learning experiences. One of our very experienced mentors has also reflected on the challenge of finding the language to explain aspects of teaching to a student teacher. There is also the challenge of explaining an aspect of classroom practice that has become intuitive. Students on a paired placement have indicated that they found it easier to explain their feelings, misunderstandings and concerns to a fellow student.

### **Subject knowledge support**

Inevitably students experience gaps in subject knowledge during the early school experience, pairs of students can pool their knowledge and help each other with gaps. This can be extended to a sharing of "expertise" to other areas, such as ICT.

Two students in the classroom have positive outcomes for pupils learning. This is a key advantage of a student pairing! Student teachers have looked creatively at how they can plan learning which takes advantage of having additional adults in the classroom. Working with identified small groups of pupils (for example, gifted and talented) has been used.

How do we ensure that the learning opportunities are maximised?

**Learning together does not happen simply by having two student teachers in the Classroom.** The roles for "teacher" and "support" teacher are clearly identified later under the section entitled "The University of Brighton Model".

### **Timetable**

The pair of students should be given a timetable that supports them working collaboratively. The timetable should include lessons where the student is the lead teacher and lessons where they will act in the role of a learning support assistant. There should also be at least one stand alone lesson so that the student can demonstrate developing, independent classroom practice/skills .

Another way in which the students can be encouraged to work collaboratively is through both teaching the same topic to different classes, but the planning can be shared. The timetable could include lessons which will be "team taught". The students can then plan together, teach together and evaluate together!

### **The University of Brighton model**

The University of Brighton model is based on a single timetable of approximately 75% teaching time for students (except year 1 students who have a 50% teaching timetable). The number of lessons may vary. This would mean that each student teacher is leading parts of lessons, acting as a teaching assistant in several lessons and is solely responsible for some further lessons.

The pair need to negotiate with their classteacher to enable them to identify the "lead" teacher and the "support" teacher for each lesson. Once this has been established the students will work collaboratively in terms of observation, planning, evaluation and Standards tracking.

### **Mentor / classteacher feedback**

During the serial phase of the experience the mentor / classteacher could meet the students for a joint meeting. Any feedback reports (for instance form PA) can be completed by the students and signed by the mentor or classteacher.

It can be very productive to have meetings rather than always seeing the student teachers separately. Feedback from one mentor suggested that the discussions and reflections had been much easier with three voices! Of course, there will be occasions when a one-to-one discussion is desirable or necessary especially later in the experience.

The joint mentor / classteacher sessions might still be the most effective model for some aspects of the training but it must be recognised that students may well develop at different rates or personal issues may arise so single sessions might be required at times.

### **Roles and Responsibilities.**

Research conducted by Jim Smith Sheffield Hallam University (2004) suggests a “Tandem” teaching model that describes aspects of the two different teaching roles.

- The Tandem Teaching model is intended to provide peer support in the classroom. This will help each trainee-teacher to gain in confidence and to try out unfamiliar pupil learning activities.
- Tandem teaching involves a degree of collaborative lesson planning and team delivery.
- Tandem teaching provides opportunities to work as lead (trainee) and as back-up (trainee) teacher, both now a normal part of teaching in many schools.
- The pair of trainees are allocated a timetable to teach. In collaboration with their class-teacher, the timetable is divided into two equal parts, one for each trainee to lead.

The University of Brighton is developing these roles further.

**The “lead” (trainee) teacher role** involves all of the usual aspects of teaching including:

- the final selection of pupil activities after discussion and research:
- detailed lesson planning;
- organising the role of the teaching team:
- the production of resources;
- responsibility for delivering the lesson:
- responsibility for management of the class;
- responsibility for marking;
- self-evaluation of own teaching;
- self-evaluation of own management of back-up role.

**The “support” (trainee) teacher role** involves co-operating with the lead (trainee) teacher in delivering the lesson. In particular:

- assisting individual pupils with their work:
- assisting individual pupils to remain on-task and attentive:
- assisting with in-class marking of work;
- sometimes taking small groups for specific purposes:
- helping to manage resources;
- helping to ensure that the room is left tidy;
- observing and noting teaching points of interest for themselves.

The Brighton Model is flexible and allows for the single teaching class situation to be part of the school experience. Since 2005/6 there have been many paired PGCE and Year 1 placements, these have proved to be popular with students and mentors alike.

One of the most positive aspects arising from the pairings was that there was a huge increase in personal confidence of the student teacher at all phases of their training. This has meant that student teachers are going into each phase of their teaching career better prepared, more reflective and generally more pro-active.

### **The way forward?**

#### **Developing collaborative practice during serial school experience days.**

Other countries have been working on collaborative practice in school successfully, Hungary and Japan for example. UK based research is currently focussing on collaborative teaching activities;

- The University Practice Schools, CfBT,
- Network Research Lesson Study, NCSL
- Using Learning Study, Staffordshire University.

Having considered the benefits of working with paired placements it was felt that more collaborative practice could and should develop.

## **APPENDIX 13**

### **Medical fitness in training**

All student teachers need to be cleared as 'fit to teach' by the university's Occupational Health advisor on entry to the course. A student with an outstanding /pending Occupational Health assessment will not be permitted to commence his/her placement unless this has been agreed in advance by the university in consultation with the placement school. If a student is referred back to Occupational Health during a placement, the placement may be terminated: in such circumstances the placement would be deemed a fail though the student may wish to submit mitigating circumstances.

A student teacher should immediately inform the university if their health deteriorates during training. They should consult the university medical adviser about any implications for continuing training or for teaching in the future. Individuals should not judge their own health and physical capacity to teach outside the context of trivial and self limiting ailments.

Where a student teacher:

- becomes temporarily or permanently disabled or
- has a progressive disability

and wishes to continue into teaching, the School of Education and student services will seek to provide particular help to enable the student teacher to meet the required Standards for the recommendation of Qualified Teacher Status, taking account of adjustments under the Equalities Act / Legislation.

### **Failure to disclose relevant medical information and providing false information**

If a student teacher is found to have:

- failed to disclose information which would otherwise have made them ineligible;
- given false information, including appropriate information about medical problems which arise during training;
- failed to comply with conditions imposed by the provider's medical adviser such as regular monitoring or check- ups during the course;

a provider will need to consider whether removing a student teacher from a course is the appropriate course of action.

It is the responsibility of the student teacher to declare any deterioration in health. Failure to do so will likely result in the student teacher being required to withdraw from the placement/course.

### **Taking medication**

If a student teacher needs to take medication during a school placement, either for a temporary or permanent condition, they must notify the Headteacher if in a primary school or Professional Tutor in a secondary school. Medicines should be used and stored in compliance with the school's Health & Safety regulations and with due regard to the pupils' and staff safety.

## **APPENDIX 14**

### **Policy and guidance for pregnant students, maternity and paternity**

The University has a legal responsibility, under the Equality Act (2010) to ensure that they do not penalise students who miss examinations or course work deadlines because of pregnancy and maternity, including pregnancy-related illness or appointment. Therefore the University understands the definition of maternity to include all stages of pregnancy and up to 26 weeks after the birth of a child.

A student who is aware they are pregnant prior to commencing a placement must inform the Assistant Head of School, Partnerships. A student teacher who discovers she is pregnant during the placement should inform the Partnership Co-ordinator and Headteacher / Professional Tutor as soon as is reasonably practical. This will enable the university and school to take steps to protect the health, safety and wellbeing of the student teacher and unborn child.

Those informed must respect the student teacher's wishes about how and when she would like to tell colleagues that she is expecting a baby. However, the student teacher should be aware that for health and safety reasons the Headteacher and Assistant Head of School, Partnerships may need to inform the respective management teams and other colleagues about the pregnancy.

The pregnant student has the right to attend antenatal care if recommended by a doctor or a midwife. Absence due to pregnancy, maternity or paternity is considered as outlined in the policy 'Absence from Placement'. As outlined in the policy, this would not normally exceed six days.

Regular health and safety reviews maybe necessary to take account of changes as the pregnancy develops. By law, the mother must remain absent from work for two weeks immediately after the birth.

Absence including paternity leave would normally be decided following discussions with the Headteacher / Professional Tutor, student and Assistant Head of School, Partnerships.

## **APPENDIX 15:**

### **School Placement information for students**

When allocating student teachers to a school it is important to ensure that you are given the opportunity to meet the requirements of your programme in relation to the age phase and variety of experience.

#### **Organising your school placement:**

The Partnership Office organises over 2,500 placements every year. The Partnership Office contacts schools early in the previous year to request placement offers for the next academic year. These offers are then confirmed in June / July and September. Offers are reconfirmed throughout the year and prior to the placement. However, for unforeseen circumstances schools sometimes have to withdraw their offers at very short notice. Over a year the Partnership Office makes hundreds of phone calls to secure placements.

The University is completely dependent upon the goodwill of schools. Schools are not required and are under no obligation to offer placements or honour any offers made. Schools do make offers for preferred groups. For instance, they may prefer year 4 BA students to year 1 BA students or GTP rather than PGCE students. Despite our efforts, some schools simply do not offer placements for student teachers. If a local school has not offered a placement there are likely to be very good reasons such as loss of a mentor, change in staffing or long term illness.

The university will seek to secure placements with partners in the south-east region of England. However, the university is not liable for failure of placement providers or of placement providers to provide a suitable placement. In such circumstances alternative arrangements will be made by the university. At the peripheries of the region the university has fewer partner schools and these are shared with other universities such as the University of Chichester or Canterbury. It is very difficult to secure placements outside our region since schools are usually affiliated with other training providers to which they do not wish to feel disloyal.

Students complete a placement information form. The route / year leader uses this information to match students against the offers made by schools. When allocating placements to students, university tutors will consider information that you have noted on your placement offer form. When matching individual or pairs of students to schools the route / course leaders considers factors such as previous experiences, travelling distances, age phases taught and the current needs of the student. The Partnership Office will seek to secure a placement as quickly as possible and you will be contacted with the placement details once they have been secured.

#### **Travel:**

It is the responsibility and obligation of the student to arrange travel to and from the placement. However, the university does pay a contribution to travel costs. Further information on claiming travel costs can be found on the Partnership Website. Normally, students would not be expected to travel a one-way journey from the student's term time address of more than one hour forty five minutes either by your own or public transport. The journey is measured via the AA route planner using the shortest distance. If the placement is beyond this travel time then the university will instead offer a contribution towards accommodation costs from Sunday through to Thursday night. If you have your own transport you might be placed in a local but rural school that would otherwise be difficult to get to using public transport. Having your own transport does not mean you will be travelling to distant placements. Travel Claims must be made within the same academic year.

#### **Finding your own placement:**

Students are not permitted to find their own placements. Any placement sought or secured by a student will not be recognised by the university. It is very likely that the Partnership Office will have already approached the school and schools do not welcome individual students contacting them.

If you have personal contacts that you believe will open an otherwise closed door and secure a placement, then please contact the Partnership Office with the schools details and a contact name. You will also need to disclose your relationship with the school. Do not approach the school until you have contacted the Partnership Office since this will cause confusion and they may not wish to join the partnership.

**Appendix 16: Partnership Network – Mentor Training Booklet**



**University of Brighton**

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**Partnership Network**

**Mentor Training Booklet**

<http://partnership.brighton.ac.uk>

**Username:**

**Password:**



## Contents

<b>Partnership Network .....</b>	<b>96</b>
<b>Contents .....</b>	<b>96</b>
<b>Introduction.....</b>	<b>98</b>
<b>Registering to the Site .....</b>	<b>99</b>
Step 1: Select the Register link .....	99
Step 2: The Registration page.....	100
Step 3: Email Address .....	101
Step 4: Choose a Password .....	102
Step 5: Confirm Your Password .....	103
Step 6: State Your School Name.....	104
Step 7: Finish your Registration... ..	105
Step 8: Await for your account to be authorized .....	106
<b>Starting New Reports .....</b>	<b>107</b>
Step 1: Start a new report.....	107
Step 2: Select the Type of Report You Wish To Complete.....	108
Step 3: Click the New Button.....	109
Step 4: Supply the Student's Name.....	110
Step 5: Confirmation of the Save.....	111
Step 1: Select the Report You Wish To Edit.....	112
<b>Editing a Report.....</b>	<b>112</b>
Step 3: Click the Edit Button.....	113
Step 4: Continue to Complete the Report.....	114
Step 5: Using the Date Calendar .....	115
Step 7: Saving a Report .....	116
Step 8: Confirmation of the Save.....	117
<b>Sending a Report.....</b>	<b>118</b>
Step 1: Sending a Report .....	118
Step 2: Select the Record.....	119
Step 3: Click the Send Button.....	120
Or alternatively send a report from within a report you are currently editing.....	121
Step 4: Provide information for any missing fields .....	122
Step 5: Send your report again.....	123
Step 6: Confirmation of the Send .....	124

## **Introduction**

The Partnership Network is a brand new resource for the 2009/10 academic year and brings together students, mentors, academic and administrative staff together under one website for the first time. The site will develop its support for you and help improve communications with the School of Education, Brighton.

As part of the trial of this new website you will be able to:

- Register for an online account with the Partnership Network
- Maintain your personal contact details
- Maintain your school contact details
- Complete Interim and Final assessment reports

This handbook is part of a variety of training materials that are designed to introduce you to the Partnership Network and get you acquainted with the website. In addition you will find online tutorials that show you how to complete the most common tasks.

This handbook represents a printed version of the online tutorials that you can annotate and make your own comments.

It is recommended that when you receive your account details via email that you make a note of your username and password.



































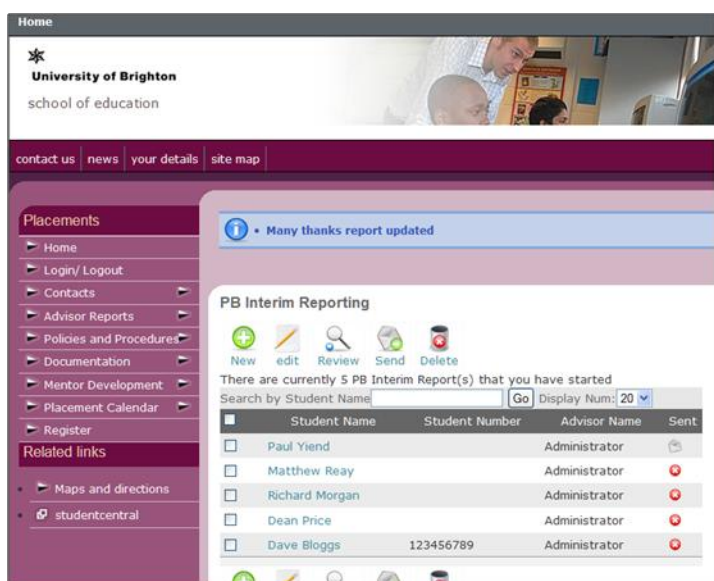








## Sending a Report



### Step 1: Sending a Report

Sending a report means:

- The report is finished
- It is ready to be sent over to the partnership administration team
- Further editing to the report will not be possible

You will however be able to print off copies.













