

Section F

Partnership Documentation

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These documents are for reference only. **Electronic versions** of Teaching Practice documents can be downloaded from the 'Teaching Practice Documents' area of the Secondary Partners' website - <http://www.bcu.ac.uk/elss/school-of-education/partnerships-collaborations/secondary-partnerships>

Trainee Name:

School:

Date of Observation/Discussion:

Sheet Number:

Subject:

Class Taught:

Placement (*circle*):

Sch 1

Sch 2

List below the Standard(s) being targeted during the lesson observation or review and guidance session:

Teachers' Standard(s) and Standard Prompts observed or discussed:	Formative Feedback

PART A: Comments from Observations OR Summary of Training Session/Discussion:

Signed (Mentor):

Date:

Signed (Trainee):

See **Part B** for Lesson Summary and Targets

Trainee Name:

School:

Date of Observation/Discussion:

Sheet Number:

Subject:

Class Taught:

PART B: Lesson Summary and Targets:

How well is the teachers' subject knowledge used to develop pupils' knowledge, skills and understanding?

How well does the structure of the lesson, as evident in both the planning and teaching, promote learning?

Are pupils sufficiently challenged and engaged given their prior skills, knowledge and understanding?

Do pupils understand what they are being asked to do in every stage of the lesson?

Do pupils have opportunities and means to indicate their understanding (or lack) of the concepts being introduced?

Do pupils improve their understanding as a result of accurate feedback on their learning?

Are pupils who are having difficulty supported to help them understand?

Please comment on behaviour management (including health and safety)

NB&RS

Targets:

•

•

Signed (Mentor):

Date:

Signed (Trainee):

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Weekly Review

	Weekly Review No:	School 1 2 Placement
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Trainee's Evaluation: <i>(completed this section on screen)</i> <i>What targets did you address this week?</i> <input type="radio"/> <i>Give a brief report on the progress you have made.</i> X <i>In what other ways has your teaching progressed in relation to the Teachers' Standards?</i> X <i>Suggest the areas you might focus on next.</i> <input type="radio"/>	Teachers' Standards
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Once the above section is completed, print out the sheet, discuss your weekly review with your mentor(s) and complete the following sections by hand.

Mentor's Response:	Teachers' Standards:
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Negotiated Targets and Success Criteria <i>(include timescale and person responsible where appropriate)</i> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Teachers' Standards:
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Trainee's Signature:	Date:	Mentor's Signature
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This sheet should be kept in the trainee's Teaching Practice File. Mentors are also advised to keep a copy.

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Placement Assessment and Evaluation Report

The intention of the Placement Assessment and Evaluation Report is to provide a summary of the progress to date of the trainee. From this information, and in discussion with the trainee, clear targets can be set to ensure that the trainee makes good progress in their next placement or, in the case of the final School 2 Report, their Induction Year. For this reason, accurate assessment is vital; trainees need a very clear understanding of their achievement in order to make the necessary progress.

Where a trainee is not making adequate progress and/or is in danger of failing to meet any of the Teachers' Standards, please discuss the matter immediately with the supervising tutor from BCU. See the notes on Assessment and Moderation in section B of the Partners' Handbook.

Process:

By comparing trainee characteristics in each grade, underline the specific phrases that exemplify your trainee's achievement (you may need to underline phrases from different grade descriptors to do this). *The characteristics are illustrative and the match need not be identical in every particular. Characteristics are not intended to be definitive or exhaustive.* Underlining must also be supported with an evaluative comment in each area to indicate achievement, good practice and targets.

Having underlined all the phrases that describe the trainee's achievement to date, also give the summative grade for each area.

Evidence on which judgements are to be made might include:

- TP files which include:
 - All units of work and lesson plans
 - Evaluations of lessons taught (see lesson planning template)
 - Assessment of pupils' learning in each lesson taught (see lesson planning template)
 - Observation notes
- Observation of teaching and other progress during the placement
- Analysis and review sheets ("pinks")
- Joint observations and discussions with BCU tutors
- Examples of trainee's assessments of pupils' work and any records made (to date)
- Evidence presented in the Professional Development Profile, and the formative grades awarded through the BCU Formative Feedback process (see Section E).

Action:

This Assessment and Evaluation Report should be completed by mentors and discussed with the trainee. The sheet is also available on-line at <http://www.bcu.ac.uk/elss/school-of-education/partnerships-collaborations/secondary-partnerships>

A copy (electronic or photocopy) of the completed sheet must be given to the trainee and another copy forwarded (emailed or posted) to the Secondary Partnership Administrator by the date given on the top of the sheet. Please ensure that photocopies are clear and legible.

Placement Assessment and Evaluation Reports will be completed at the end of School 1 and at the end of School 2. The Mid-point Review document (see F8) will be used to monitor progress at the mid-point of School 2 and the Internal School Moderation document (see F9) will be completed towards the end of School 2. The following is the Placement Assessment and Evaluation Report for School 1. There are small but significant differences with the other reports.

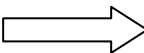
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Please note that the A & E Report is being updated to align with the Teachers' Standards, but the process will remain the same

School 2 Placement 2014: Submit this report by Friday 21st May 2014

Name of Trainee:	Subject:
School:	Number of ½ days absent:
Professional Mentor:	Subject Mentor:

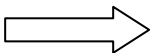
This report must reflect the trainee's attainment rather than effort or intention. Nor should it be used as a motivator or an expression of thanks for help given by the trainee (e.g. after school clubs). Attainment must be accurate and not overstated.

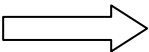
Area 1: Subjects and Curriculum Relevant Standards: Q11, Q14, Q15			Summative grade for this area:
Trainee's Attainment <i>Underline all applicable phrases across grade descriptions to indicate attainment:</i>		Evaluative comment on this area <i>Include achievements, good practice and targets:</i>	
Grade 1. Outstanding trainees in this area <ul style="list-style-type: none"> have a very good knowledge of the arrangements for teaching and assessing their subject throughout KS3, KS4 and, where relevant, Post 16 including 14-19 Diplomas, and apply their knowledge to teaching accurately make very good use of relevant statutory and non-statutory curricula, frameworks, and other relevant initiatives present and communicate subject skills, related pedagogy, knowledge and understanding convincingly demonstrate a well informed ability to cope confidently with pupils' questions and enquiries 			
Grade 2. Good trainees in this area: <ul style="list-style-type: none"> have a good knowledge of the arrangements for teaching and assessing their subject throughout KS3, KS4 and, where relevant Post 16, including 14-19 Diplomas, and apply their knowledge with some accuracy make good use of relevant statutory and non-statutory curricula, frameworks, and other relevant initiatives present and communicate subject skills, related pedagogy, knowledge and understanding securely demonstrate an informed ability to cope with pupils' questions and enquiries 			
Grade 3. Satisfactory trainees in this area: <ul style="list-style-type: none"> have a satisfactory knowledge of the arrangements for teaching and assessing their subject throughout KS3, KS4 and, where relevant, Post 16 and 14-19 Diplomas, and apply their knowledge adequately make adequate use of relevant statutory and non-statutory curricula, frameworks, and other relevant initiatives present and communicate subject skills, related pedagogy, knowledge and understanding adequately are usually able to cope with pupils' questions and offer some strategies to help them with their own enquiries 			
Grade 4. Inadequate trainees in this area: <ul style="list-style-type: none"> have an inadequate knowledge of the arrangements for teaching and assessing their subject throughout KS3, KS4 and, where relevant, Post 16 and 14-19 Diplomas, and/or are unable to apply their knowledge adequately are unable to make adequate use of relevant statutory and non-statutory curricula, frameworks, and other relevant initiatives present and communicate subject skills, related pedagogy, knowledge and understanding inadequately are sometimes unable to answer pupils' questions and lack strategies to help them with their own enquiries 			

PGCE Secondary
Placement Assessment and Evaluation Report

Please note that the A & E Report is being updated to align with the Teachers' Standards, but the process will remain the same



Area 2: Planning Relevant Standards: Q10, Q22, Q24, Q25b		 Summative grade for this area:	
Trainee's Attainment <i>Underline all applicable phrases across grade descriptions to indicate attainment:</i>		Evaluative comment on this area <i>Include achievements, good practice and targets:</i>	
Grade 1. Outstanding trainees in this area <ul style="list-style-type: none">○ select highly appropriate curriculum content differentiated effectively for the needs of all pupils○ draw on an extensive repertoire of teaching and learning strategies appropriate for the full age and ability range and consistently personalise learning for individuals○ include detailed evidence that pupils' prior achievement has been taken into account○ employ a broad range of strategies and approaches to homework, or other out-of-class work, stimulating pupils to extend and consolidate their learning			
Grade 2. Good trainees in this area: <ul style="list-style-type: none">○ select appropriate curriculum content differentiated for the needs of the pupils○ draw on a good repertoire of teaching and learning strategies appropriate for the full age and ability range and usually personalise learning for individuals○ include evidence that pupils' prior achievement has been taken into account○ employ a range of strategies and approaches to homework, or other out-of-class work, that encourages pupils to consolidate and extend their learning			
Grade 3. Satisfactory trainees in this area: <ul style="list-style-type: none">○ usually select appropriate curriculum content and attempt to differentiate for the needs of the pupils○ draw on teaching and learning strategies that are appropriate for the full age and ability range and attempt to personalise learning for individuals○ include some evidence that pupils' prior achievement has been taken into account○ set homework, or other out-of-class work, that supports pupils in consolidating or extending their learning			
Grade 4. Inadequate trainees in this area: <ul style="list-style-type: none">○ are sometimes able to select appropriate curriculum content but remain unaware of how to differentiate for the needs of the pupils○ use teaching and learning strategies that are limited or are not appropriate for the full age and ability range and personalising learning for individuals is inadequate○ include little evidence that pupils' prior achievements have been taken into account○ set homework, or other out-of-class work, which fails to consolidate or extend pupils' learning			

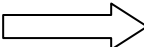
Area 3: Teaching Relevant Standards: Q10, Q25a, Q25b, Q25c, Q25d		 Summative grade for this area:	
Trainee's Attainment <i>Underline all applicable phrases across grade descriptions to indicate attainment:</i>		Evaluative comment on this area <i>Include achievements, good practice and targets:</i>	
Grade 1. Outstanding trainees in this area <ul style="list-style-type: none"> use teaching strategies and resources to introduce new concepts very clearly take very good account of diversity and actively promote equality and inclusion support learning through highly effective interventions, catering effectively for individual learning needs, supporting and challenging throughout, and ensuring learners apply new ideas use explanations, questions, discussions and plenaries consistently and effectively to ensure understanding, responding to and correcting learner misconceptions demonstrate consistently effective timing and pace in lessons, and the ability to adapt their language to suit the range of different learners organise class and group activities meticulously and manage them efficiently and effectively, making frequent modifications to suit the learning of individuals, groups and whole classes, as appropriate make effective use of available ICT 			

PGCE Secondary Placement Assessment and Evaluation Report

Please note that the A & E Report is being updated to align with the Teachers' Standards, but the process will remain the same



<p>Grade 2. Good trainees in this area:</p> <ul style="list-style-type: none"> ○ use teaching strategies and resources to introduce new concepts quite clearly ○ take good account of diversity and attempt to promote equality and inclusion ○ support learning through effective interventions, catering for individual learning needs, supporting and challenging frequently, and enabling learners to apply new ideas ○ use explanations, questions, discussions and plenaries effectively to check understanding, responding to and correcting learner misconceptions ○ demonstrate effective timing and pace in lessons, and the ability to adapt their language to suit most learners ○ organise class and group activities well and manage them efficiently, making a number of modifications to suit the learning of individuals, groups and whole classes, as appropriate ○ make good use of available ICT 	
<p>Grade 3. Satisfactory trainees in this area:</p> <ul style="list-style-type: none"> ○ use teaching strategies and resources to introduce new concepts with some clarity ○ take some account of diversity and aim to promote equality and inclusion ○ support learning through interventions, seeking to cater for individual learning needs, frequently supporting and encouraging learners to apply new ideas ○ use explanations, questions, discussions and plenaries to facilitate understanding, responding to and correcting learner misconceptions where identified ○ demonstrate an awareness of timing and pace in lessons, and the ability to adapt their language to suit some learners ○ organise class and group activities adequately and usually manage them competently, making some modifications to suit the learning of individuals, groups and whole classes, as appropriate ○ make some use of available ICT 	
<p>Grade 4. Inadequate trainees in this area:</p> <ul style="list-style-type: none"> ○ use teaching strategies and resources that are inadequate to introduce new concepts with clarity ○ take little or no account of diversity and do little to promote equality and inclusion ○ fail to intervene adequately to support learning, unable to adequately cater for individual learning needs or support learners in applying new ideas ○ use explanations, questions, discussions and plenaries inconsistently and/or ineffectively to check understanding and/or are unable to identify or adequately respond to learner misconceptions ○ demonstrate inadequate timing and pace in lessons, and their ability to adapt their language to suit different learners is inadequate or ineffective ○ unable to organise class and group activities adequately and/or unable to manage them competently ○ unable to make appropriate use of available ICT 	

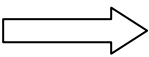
Area 4: Assessment and Monitoring Relevant Standards: Q12, Q13, Q26a, Q26b, Q27, Q28		 Summative grade for this area:
Trainee's Attainment <i>Underline all applicable phrases across grade descriptions to indicate attainment:</i>	Evaluative comment on this area <i>Include achievements, good practice and targets:</i>	
<p>Grade 1. Outstanding trainees in this area</p> <ul style="list-style-type: none"> ○ use a range of formative assessment strategies as an integral part of planning and delivery of lessons, including consistently using learning outcomes to assess pupils' progress ○ consistently provide high quality, timely, accurate and constructive feedback on learners' attainment, progress and areas for development ○ consistently support and guide learners in reflecting on their learning and identifying their progress and their emerging learning needs ○ make effective use of accurate assessment, monitoring and recording strategies ○ have a secure knowledge of available assessment data and make very good use of national and local statistical information in planning and delivery of lessons to monitor pupils' progress 		

PGCE Secondary Placement Assessment and Evaluation Report



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<p>Grade 2. Good trainees in this area:</p> <ul style="list-style-type: none"> ○ use some formative assessment strategies on a regular basis in planning and delivery of lessons, including frequently using learning outcomes to assess pupils' progress ○ mostly provide good quality, timely, accurate and constructive feedback on learners' attainment, progress and areas for development ○ frequently support and guide learners in reflecting on their learning and identifying their progress and their emerging learning needs ○ make use of accurate assessment, monitoring and recording strategies ○ have knowledge of available assessment data and make good use of local and national statistical information to monitor pupils' progress 	
<p>Grade 3. Satisfactory trainees in this area:</p> <ul style="list-style-type: none"> ○ use a limited range of formative assessment strategies in planning and delivery of lessons, including sometimes using learning outcomes to assess pupils' progress ○ frequently provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development ○ adequately support learners in reflecting on their learning and identifying their progress and their emerging learning needs ○ make some use of accurate assessment, monitoring and recording strategies ○ have some knowledge of available assessment data and make adequate use of national and local statistical information to monitor pupils' progress 	
<p>Grade 4. Inadequate trainees in this area:</p> <ul style="list-style-type: none"> ○ appear to be unable to use formative assessment strategies adequately and do not use learning outcomes to assess pupils' progress ○ are not able to provide timely, accurate or constructive feedback on learners' attainment, progress or areas for development or give feedback infrequently or inappropriately ○ do not support or guide learners in reflecting on their learning, the progress they have made or their emerging learning needs ○ do not make adequate use of accurate assessment, monitoring and recording strategies ○ appear to be unaware of available assessment data and/or are unable to make adequate use of national and/or local statistical information to monitor pupils' progress 	

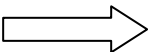
Area 5: Reflecting Relevant Standards: Q7a, Q8, Q9, Q10, Q29		 Summative grade for this area:
Trainee's Attainment <i>Underline all applicable phrases across grade descriptions to indicate attainment:</i>	Evaluative comment on this area <i>Include achievements, good practice and targets:</i>	
<p>Grade 1. Outstanding trainees in this area</p> <ul style="list-style-type: none"> ○ evaluate their own teaching, consistently making insightful judgements about the impact on the learning, attainment and progress of all learners ○ consistently act upon advice and feedback that is given ○ perceptively identify areas for improvement and effectively adapt practice ○ consistently adopt a creative and constructively critical approach towards innovation ○ actively consider their professional development needs and take opportunities for further professional development, as far as possible 		
<p>Grade 2. Good trainees in this area:</p> <ul style="list-style-type: none"> ○ evaluate their own teaching and make realistic judgements about the impact on the learning, attainment and progress of individuals ○ usually act upon advice and feedback that is given ○ identify areas for improvement with some success in using this information to inform practice ○ clearly demonstrate a creative and constructively critical approach towards innovation with some prompting or support ○ consider their professional development needs and take some opportunities for further professional development 		

PGCE Secondary Placement Assessment and Evaluation Report



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<p>Grade 3. Satisfactory trainees in this area:</p> <ul style="list-style-type: none"> ○ evaluate their own teaching and make some appropriate judgements about the impact on the learning, attainment and progress of some individuals ○ often act upon advice and feedback that is given ○ identify some areas for improvements which are used to inform practice ○ demonstrate a creative and constructively critical approach towards innovation when prompted or supported ○ consider their professional development needs, in the light of prompts or support from others and take opportunities for further professional development 	
<p>Grade 4. Inadequate trainees in this area:</p> <ul style="list-style-type: none"> ○ evaluate their own teaching at a superficial level and may not recognise the impact on the learning, attainment or progress of individuals ○ rarely act upon advice and feedback that is given ○ recognise some basic or generalised areas for improvement but these have little impact on practice ○ do not demonstrate a creative or constructively critical approach towards innovation even when prompted ○ rarely recognise professional development needs beyond immediate commitments and concerns and only take further opportunities when directed 	

Area 6: Learning Environment Relevant Standards: Q10, Q31		 Summative grade for this area:	
Trainee's Attainment <i>Underline all applicable phrases across grade descriptions to indicate attainment:</i>		Evaluative comment on this area <i>Include achievements, good practice and targets:</i>	
<p>Grade 1. Outstanding trainees in this area</p> <ul style="list-style-type: none"> ○ demonstrate their knowledge and understanding of an extensive range of strategies for maintaining a purposeful learning environment ○ use very high quality teaching resources effectively to engage and involve learners and to maintain positive learning behaviours ○ pay detailed and appropriate attention to health and safety issues ○ make expectations for behaviour, including following school routines and systems, completely clear and enforce them effectively and consistently ○ have a confident, effective and authoritative classroom presence 			
<p>Grade 2. Good trainees in this area:</p> <ul style="list-style-type: none"> ○ demonstrate their knowledge and understanding of a good range of strategies for maintaining a purposeful learning environment ○ use high quality teaching resources well to engage and involve learners and to maintain positive learning behaviours ○ pay good attention to health and safety issues ○ make expectations for behaviour, including following school routines and systems, clear and usually enforce them effectively ○ have an effective classroom presence 			
<p>Grade 3. Satisfactory trainees in this area:</p> <ul style="list-style-type: none"> ○ demonstrate their knowledge and understanding of an adequate range of strategies for maintaining a purposeful learning environment ○ use good quality teaching resources soundly to engage and involve learners and to help maintain positive learning behaviours ○ pay adequate attention to health and safety issues ○ make expectations for behaviour, including following school routines and systems, mostly clear and attempt to enforce them effectively ○ have a satisfactory classroom presence 			
<p>Grade 4. Inadequate trainees in this area:</p> <ul style="list-style-type: none"> ○ demonstrate insufficient knowledge and understanding of an adequate range of appropriate strategies for maintaining a purposeful learning environment ○ use teaching resources that do not engage or involve learners or help maintain positive learning behaviours ○ pay insufficient attention to health and safety issues ○ are not always clear or consistent in setting expectations for behaviour, including following school routines and systems, and are sometimes unable to enforce them ○ are not able to establish and maintain a consistently satisfactory classroom presence 			

PGCE Secondary Placement Assessment and Evaluation Report

Please note that the A & E Report is being updated to align with the Teachers' Standards, but the process will remain the same



Area 7: Personalisation and Diversity Relevant Standards: Q10, Q19		Summative grade for this area:
Trainee's Attainment <i>Underline all applicable phrases across grade descriptions to indicate attainment:</i>	Evaluative comment on this area <i>Include achievements, good practice and targets:</i>	
Grade 1. Outstanding trainees in this area <ul style="list-style-type: none"> are able to make very effective provision for the specific needs of individuals and groups of learners are able to take effective practical account of diversity and explicitly promote equality and inclusion in their teaching, demonstrating their understanding of the effectiveness of such measures 		
Grade 2. Good trainees in this area: <ul style="list-style-type: none"> are able to make effective provision for the specific needs of individuals and groups of learners are able to take effective practical account of diversity and overtly promote equality and inclusion in their teaching 		
Grade 3. Satisfactory trainees in this area: <ul style="list-style-type: none"> are able to make adequate provision for the specific needs of individuals and groups of learners are aware of ways to take practical account of diversity and promote equality and inclusion in their teaching 		
Grade 4. Inadequate trainees in this area: <ul style="list-style-type: none"> are unable to make adequate provision for the specific needs of individuals and groups of learners are unaware of or unable to take practical account of diversity or promote equality and inclusion in their teaching 		

Area 8: Relationships with Young People Relevant Standards: Q1, Q2, Q18, Q21b		Summative grade for this area:
Trainee's Attainment <i>Underline all applicable phrases across grade descriptions to indicate attainment:</i>	Evaluative comment on this area <i>Include achievements, good practice and targets:</i>	
Grade 1. Outstanding trainees in this area <ul style="list-style-type: none"> develop outstanding relationships with pupils and demonstrate a thorough knowledge of, and respect for, individuals motivate and encourage high levels of engagement in learning and respect for others, and exemplify the school ethos in practice are very aware of the ways in which pupils' progress, development or well-being is likely to be affected, and suggest a number of ways in which appropriate support might be offered consistently communicate positive values, attitudes and behaviour explicitly and through personal example, both inside and outside the classroom 		
Grade 2. Good trainees in this area: <ul style="list-style-type: none"> develop good relationships with pupils and demonstrate sound knowledge of, and respect for, individuals motivate and encourage good levels of engagement in learning and respect for others, and generally demonstrate the school ethos in practice are aware of the ways in which pupils' progress, development or well-being might be affected, and suggest a number of ways in which support might be offered communicate positive values, attitudes and behaviour, explicitly and through personal example, both inside and outside the classroom 		
Grade 3. Satisfactory trainees in this area: <ul style="list-style-type: none"> develop satisfactory relationships with pupils and demonstrate some knowledge of, and respect for, individuals motivate and encourage satisfactory levels of engagement in learning and respect for others, and often demonstrate the school ethos in practice have some awareness of the ways in which pupils' progress, development or well-being might be affected, and suggest some ways in which support might be offered communicate positive values, attitudes and behaviour in aspects of their work in school although not always clearly or consistently 		

PGCE Secondary
Placement Assessment and Evaluation Report



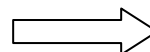
Please note that the A & E Report is being updated to align with the Teachers' Standards, but the process will remain the same

Grade 4. Inadequate trainees in this area:

- are unable to develop satisfactory relationships with pupils or consistently demonstrate adequate knowledge of, and respect for, individuals
- are unable to motivate and encourage engagement in learning and respect for others, and rarely demonstrate the school ethos in practice
- have limited awareness of the ways in which pupils' progress, development or well-being might be affected or how support might be offered
- communicate positive values, attitudes and behaviour inconsistently

Area 9: Communicating and Working with Others

Relevant Standards: Q4, Q5, Q6, Q20, Q32, Q33



**Summative grade
for this area:**

Trainee's Attainment

Underline all applicable phrases across grade descriptions to indicate attainment:

Evaluative comment on this area

Include achievements, good practice and targets:

Grade 1. Outstanding trainees in this area

- communicate precisely with young people, colleagues, parents and carers in a range of different contexts
- are very aware of the contributions made by colleagues, parents and carers to the learning, attainment, development and well-being of young people
- demonstrate very good collaborative and cooperative work, seeking appropriate support and guidance when required, such that colleagues have a very good understanding of the role they are expected to fulfil

Grade 2. Good trainees in this area:

- communicate coherently with young people, colleagues, parents and carers in different contexts
- are aware of the contributions made by colleagues, parents and carers to the learning, attainment, development and well-being of young people
- demonstrate good collaborative and cooperative work, seeking appropriate support and guidance when required, such that colleagues have a good understanding of the role they are expected to fulfil

Grade 3. Satisfactory trainees in this area:

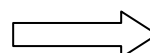
- communicate adequately with young people, colleagues, parents and carers in different contexts although occasionally tentative
- have some awareness of the contributions made by colleagues, parents and carers to the learning, attainment, development and well-being of young people
- demonstrate satisfactory collaborative and cooperative work, seeking appropriate support and guidance when required, such that colleagues have a reasonable understanding of the role they are expected to fulfil

Grade 4. Inadequate trainees in this area:

- communicate with young people, colleagues, parents and carers inadequately or inappropriately in different contexts
- have little awareness of the contributions made by colleagues, parents and carers to the learning, attainment, development and well-being of young people
- are unable to work collaboratively or cooperatively, respond inadequately to leading and/or fail to seek appropriate support and guidance; colleagues have a limited understanding, if any, of the role they are expected to fulfil

Area 10: Frameworks and Policies

Relevant Standards: Q3a, Q3b, Q17, Q21a, Q23



**Summative grade
for this area:**

Trainee's Attainment

Underline all applicable phrases across grade descriptions to indicate attainment:

Evaluative comment on this area

Include achievements, good practice and targets:

Grade 1. Outstanding trainees in this area

- have a detailed knowledge of school and departmental policies and practice, and implement these fairly, effectively and consistently
- through interactions with pupils inside and outside the classroom, consistently demonstrate a well-informed knowledge and understanding of the legal requirements, national policies and guidance on safeguarding young people, and professional duties and statutory frameworks
- display competent and creative literacy, numeracy and ICT skills and have clear understanding of how or when to use them efficiently and effectively to enhance the quality of pupils' experience as well as to fulfil their professional role

PGCE Secondary Placement Assessment and Evaluation Report



Please note that the A & E Report is being updated to align with the Teachers' Standards, but the process will remain the same

Grade 2. Good trainees in this area:

- have a broad knowledge of school and departmental policies and practice, and implement these fairly and effectively
- through interactions with pupils inside and outside the classroom, demonstrate a clear knowledge and understanding of the legal requirements, national policies and guidance on safeguarding young people and other professional duties and statutory frameworks
- display competent literacy, numeracy and ICT skills and have clear understanding of how or when to use them efficiently to enhance the quality of pupils' experience as well as to fulfil their professional role

Grade 3. Satisfactory trainees in this area:

- have an adequate knowledge of school and departmental policies and practice, and use these reasonably effectively
- through interactions with pupils inside and outside the classroom, demonstrate an adequate knowledge and understanding of legal requirements, national policies and guidance on the safeguarding of young people, other professional duties and statutory frameworks
- display adequate literacy, numeracy and ICT skills, have some understanding of how or when to use them to assist their professional role and have begun to use them to enhance the quality of pupils' experience

Grade 4. Inadequate trainees in this area:

- have an inadequate knowledge of school and departmental policies and practice, and/or use these inappropriately in inadequately
- through interactions with pupils inside and outside the classroom, fail to demonstrate an adequate knowledge and understanding of legal requirements, national policies and guidance on the safeguarding of young people, or professional duties and statutory frameworks
- **display limited literacy, numeracy and ICT skills, are unaware of how or when to use them to assist their professional role and have little confidence in using them to enhance the quality of pupils' experience**

Outcomes:

I confirm that internal school moderation has taken place and the form is attached to this report (✓ / ✗) ☐

I confirm that **ALL*** QTS Standards have been achieved and have verified this by signing each of them in the trainee's QTS Standards Profile

Signed: SM / PM

**Q16 refers to the Skills Tests and need not be included here. This will be checked at a later date*

I confirm the result of this placement as:

PASS (ALL* QTS Standards met):

FAIL (NOT all* QTS Standards met):

(SM / PM to sign only **one** to indicate result)

Main Targets for Induction (NQT) year:

- 1.
- 2.
- 3.

Signed: PM / SM

Date:

Signed: Trainee

Date:

FOR OFFICE USE:

Trainee: Subject:

SPT:	Area 1	Area 2	Area 3	Area 4	Area 5	Area 6	Area 7	Area 8	Area 9	Area 10
.....										

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School 2 Placement – Mid-Point Review

Name of Trainee:

Subject:

School:

Professional Mentor:

Subject Mentor:

Number of ½ days absent:

Submit this review by Friday 28th March 2014

This review must reflect the trainee's attainment rather than effort or intention. Nor should it be used as a motivator or an expression of thanks for help given by the trainee (e.g. after school clubs). Attainment must be accurate and not overstated.

Areas of **satisfactory** or better progress to dateRelated
Standards

--	--

Areas requiring **attention** to ensure achievement by the end of the placementRelated
Standards

--	--

Areas that are a **cause for concern** and will result in failure unless addressed
(a formal warning will be issued)

Related
Standards

--	--

Please write any additional comments on the back, if required

Signed: PM / SM

Date:

Signed: Trainee

Date:

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Internal School Moderation Summary Form

This form is to be used in the second half of the placement as a record of internal school moderation of trainee teachers. Moderation should be conducted by the professional mentor or a mentor from a different subject area in discussion with the subject mentor with responsibility for the trainee.

Trainee Name:	School:	
Subject:	Class Taught:	Sch 1 / Sch 2
Date of Moderation Observation:	Subject Mentor:	
Moderating Mentor:	Role:	

Key points raised by the Moderating Mentor:

--

Subject Mentor's comments on the above points (refer to a wider range of evidence where necessary):

--

List below the Standard(s) observed during the lesson:

Agreed grades following discussion:

Agreed Targets for Trainee:

-
-

I support the subject mentor's judgements. Signed (Moderating Mentor):

Date:

Signed (Subject Mentor):

Signed (Trainee):

Where there is disagreement notify the professional mentor and the university tutor immediately

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School:	PM:	SM:
BCU Tutor:	Visit 1:	Visit 2:
Trainees:		

The following questions are intended as a guide for tutors, indicating the requirements for the School 1 placement visits. Tutors will usually make two visits and the list of items will be considered across both visits; not all questions will be relevant on both visits. Tutors tick the appropriate column during conversations with mentors and trainees.

✓✓ = action taken by trainees &/or mentors

Item (possible questions to pose to mentors and trainees)	PM	SM	Trainees
Setting up the placement:	✓ = discussion only ✓✓ = action taken		
Have you accessed this year's Partners' Handbook? Note web address: http://www.bcu.ac.uk/elss/school-of-education/partnerships-collaborations/secondary-partnerships Have you read the pages relevant to the School 1 placement? Is the placement set up to ensure that trainees receive their full entitlement as outlined in the handbook?			
Has the Whole School Issues (WSI) programme been timetabled? SEND, Behaviour Management, ICT and Supporting Early Readers (Systematic Synthetic Phonics) are TDA priorities for 2012-13			
Do trainees' timetables include: <ul style="list-style-type: none"> second subject observation weekly review meeting tutor group 			
Have trainees collected all relevant pupil information (IEPs, SEN, G&T, prior attainment/levels)? Meeting individual needs remains a priority.			
With help and support from mentors, are trainees addressing items from their subject knowledge action plans?			
Have trainees contacted an appropriate primary school?			
Developmental/on-going items (targets set and progress monitored)	✓ = discussion only ✓✓ = action taken		
Are trainees submitting plans (Units of Work & lesson plans) with sufficient time for mentors to review and comment?			
The follow topics have been covered in University Taught Sessions. Are trainees paying particular attention to these in their planning? <ul style="list-style-type: none"> Teaching styles Learning styles Questioning Explaining & Modelling Aims and intended learning Starters and plenaries Assessment for Learning 			
Are trainees receiving explicit support with developing teaching and learning strategies in their specialist subject?			
Is pupil information being used explicitly and directly in lesson planning and teaching? Are trainees planning for differentiation? (SEN, G&T, EAL) Are the plans enacted in teaching?			
Are trainees receiving support in using assessment for learning strategies?			
Are trainees being set 'sharp' targets? ('Pinks', Weekly Reviews)			
Are trainees' Processional Development Profiles up to date? Is evidence for the Profile being graded using the BCU Formative Feedback system?			

Items to check during Visit 2	✓ = discussion only ✓✓ = action taken		
Are <i>assessment of pupils' learning</i> and <i>evidence of reflective practice</i> sections of the lesson plan, completed after teaching, checked by mentors and discussed with trainees?			
Are weekly review sheets being completed regularly?			
Subject Issues: Art & Design, Design and Technology, Drama, Maths, Music, Science (delete as appropriate)	✓ = discussion only ✓✓ = action taken		

- These notes should be used as the basis of the Tutor Visit Feedback Sheet (yellow)
- Tutors should keep a copy of these notes for cross-referencing purposes between Visit 1 and Visit 2
- A copy of these notes should be attached to the file copy of the Tutor Visit Feedback Sheet
- Mentors and trainees could also have a copy of these notes

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Birmingham City University: PGCE Secondary: School 2 Placement 2014: Tutor Visits

School:

PM:

SM:

BCU Tutor:

Visit 1:

Visit 2:

Trainee:

The following questions are intended as a guide for tutor visits, indicating key requirements for School 2

✓ = initial discussion between trainees & mentor only

✓✓ = action taken by trainees &/or mentors

Item (questions to pose to mentors and trainees)	PM	SM	Trainee
Setting up the placement:	✓ = discussion only ✓✓ = action taken		
Have you accessed this year's Partners' Handbook ? Note web address: http://www.bcu.ac.uk/elss/school-of-education/partnerships-collaborations/secondary-partnerships Have you read the pages relevant to the School 2 placement? Is the placement set up to ensure that trainees receive their full entitlement as outlined in the handbook?			
Has the Whole School Issues (WSI) programme been timetabled? Are you addressing the key priorities for this year? <ul style="list-style-type: none"> • Special Educational Needs and Disability • Behaviour Management • Supporting Early Readers (Systematic Synthetic Phonics) • ICT 			
Do trainees' timetables include: <ul style="list-style-type: none"> ▪ weekly review meeting ▪ second subject observation ▪ tutor group 			
Has the trainee collected all relevant pupil information (IEPs, SEN, G&T, prior attainment/levels)? Meeting individual needs remains a priority.			
With help and support from mentors, is the trainee addressing items from their subject knowledge action plan ?			
Have appropriate arrangements been made for the trainee to become familiar with Post 16 provision? (Only relevant where they did not have post-16 in School 1)			
Developmental/on-going items (targets set and progress monitored)	✓ = discussion only ✓✓ = action taken		
Are trainees submitting plans (Units of Work & lesson plans) with sufficient time for mentors to review and comment?			
Do aims and learning outcomes refer to learning not activity?			
To achieve the relevant Teachers' Standards, trainees are required to pay particular attention to these in their planning . Are they? <ul style="list-style-type: none"> ▪ Modelling ▪ Personalising learning ▪ Starters related to learning ▪ Plenaries to reinforce learning ▪ Assessment for Learning ▪ Assessment of Learning ▪ Questioning skills 			
Are trainees receiving explicit support with developing teaching and learning strategies in their specialist subject?			
Is pupil information being used explicitly in planning and teaching? Are trainees planning to meet individual needs ? Are the plans enacted? This is a priority in both planning and teaching in School 2			
Are trainees receiving support in using the full range of assessment strategies (AfL & AoL) in teaching ? Practical experience of recording and reporting needs more attention – priority for this placement			
Are trainees' Professional Development Profiles up to date? Is evidence for the Profile being graded using the BCU Formative Feedback system?			

Item (questions to pose to mentors and trainees)	PM	SM	Trainee
Items to check during Visit 2	✓ = discussion only ✓✓ = action taken		
Are <i>assessment of pupils' learning</i> and <i>evidence of reflective practice</i> sections of the lesson plan, completed (as required) analytically after teaching, checked by mentors, and discussed with trainees ?			
In evaluating pupils' learning, does assessment clearly link pupils' achievement with stated learning outcomes?			
Does assessment inform planning?			
Are weekly review sheets being completed regularly? Are the targets 'sharp' ?			
Has the trainee been observed by the PM or other moderator? Are plans in place for this at a later date?			
Subject Issues	✓ = discussion only ✓✓ = action taken		

- These notes should be used as the basis of the Tutor Visit Feedback Sheet (yellow)
- Tutors should keep a copy of these notes for cross-referencing purposes between Visit 1 and Visit 2
- A copy of these notes should be attached to the file copy of the Tutor Visit Feedback Sheet
- Mentors and trainees could also have a copy of these notes

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Tutor Visit Feedback Sheet

School:	Date of Visit:
Professional Mentor:	Subject Mentor:
Trainee(s):	BCU Tutor:

Summary of Visit:**Weekly Reviews
completed****Programme**

refer to Partners'
Handbook

**Progress of
Trainee(s)**

in relation to the
Teachers' Standards

**Professional
Development
Profile**

evidence and grading

- Professional Values and Practice
- Knowledge and Understanding
- Planning, expectations and targets
- Monitoring and Assessment
- Teaching and class management

TP File

evaluations of teaching
and assessment of
pupils' learning

Action Points:

Signed:

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PGCE Secondary
Trainees' Evaluation of School 2 Placement **(to be updated for 2013-14)**

Trainee: Subject: School: BCU Tutor:

During my School 2 placement, the training provided by the school included...	Tick one				Comments, if required	Provided mainly through	
	not at all	to a limited extent	in some depth	in great detail		PM	SM
1... the TDA priority of Special Educational Needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
2... the TDA priority of Behaviour Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
3... the TDA priority of Supporting Early Readers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
4... discussions / meetings / INSET on a range of other whole school issues, possibly meeting other key members of staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
5... direct support with, and feedback on, my planning and preparation (Units of Work & lesson plans)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
6... support with developing teaching and learning strategies to enable teaching of my specialist subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

7... support with responding to the individual needs of pupils, including pupils with SEN, EAL and the G&T, and including access to relevant pupil information						
8... support in using a range of assessment methods, including assessment for learning and assessment of learning strategies						
9... discussion of my lesson evaluations, including teaching and assessment of the pupils' learning						
10...regular feedback, target setting and grading (using the BCU grading system) of my progress towards the QTS Standards						

Any additional helpful comments on this placement:

I agree to this evaluation being forwarded to the school:

Signed (trainee):

Signed (tutor):

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Partnership Agreement between the Birmingham City University and its Secondary Partner Schools

The Faculty of Education, Law and Social Sciences, Birmingham City University and «**School_Name**» agree to form a partnership in the training of the University's secondary trainee teachers according to the following conditions.

The Faculty of Education, Law and Social Sciences of Birmingham City University undertakes to:

- Ensure full compliance with the procedures prescribed by the Training and Development Agency for Schools with regard to trainee teachers and the safeguarding of children and young people;
- Support trainee teachers in all matters relating to their individual needs as registered students of the University, e.g. in respect of welfare, accommodation, services etc.;
- Provide adequate induction and training for all school mentors and faculty staff;
- Involve mentors in partnership schools in the admissions and recruitment process;
- Ensure that the PGCE Secondary course prepares trainee teachers for school placements;
- Ensure quality assurance procedures are communicated and implemented and that any issues raised are addressed;
- Support all staff in the partnership in fulfilling their roles and responsibilities, as defined in the Partners' Handbook;
- Offer appropriate training and personal opportunities to ensure high quality support for trainee teachers;
- Take account of factors which may affect the quality of school-based provision and take appropriate action;
- Communicate effectively with all involved in the partnership;
- Pay the participating schools the sum agreed per trainee teacher as specified in the document "Funding for school placements". (A detailed breakdown of how the University apportions funding is included in the Partners' Handbook)
- Ensure that trainees, as students of the University, are at all points in their training treated in accordance with the University's policies on equal opportunities and race relations as published on the University's website, <http://www.bcu.ac.uk/about-us/policies-and-procedures/equality-scheme-action-plan>

The School undertakes to:

- Support faculty and school-based staff working with trainee teachers to fulfil their partnership responsibilities;
- Identify appropriate staff as Subject and General mentors who have been trained for their role;
- Maintain regular contact with appropriate members of the partnership;
- Attend briefing meetings and training as appropriate;
- Ensure that partnership information is disseminated to relevant colleagues;

Continued.../

- Support trainee teachers as appropriate to the stage of training and individual need;
- Adhere to the partnership processes in relation to all aspects of a placement;
- Place trainee teachers with appropriately trained and experienced subject teachers;
- Inform the Faculty of changes which will affect the provision of suitable placements;
- Ensure that trainees work in a context which provides examples of good practice in respect of equality of opportunity and the avoidance of discrimination.

Signed

***Dean
Faculty of Education, Law and Social Sciences***

Date

Signed

Headteacher, School

Date

(Please complete and return in the enclosed envelop to: **Matt Waterhouse, Secondary Partnership Administrator**)

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Funding for School Placements 2013-2014

General Notes.

1. Schools in which trainee teachers complete a period of school-based training are eligible for payment.
2. Payment is made where offers of placements are taken up; no payment is made for the offer of a placement.
3. In the case of an Instrumental Music trainee teacher, the payment is divided between the school and the Birmingham Music Service on a pro-rata basis.
4. Payments are made at the end of each placement on return of a pro-forma invoice issued by the Faculty of Education, Law and Social Sciences.
5. The Headteacher or Professional Mentor must sign the proforma invoice and return it to the Faculty of Education, Law and Social Sciences.
6. Payment will not be made until all documentation, including final reports on the trainee teacher(s), has been received.
7. If a school withdraws a place before the placement has begun then no payment will be made.
8. If a trainee teacher withdraws, or is withdrawn by BCU, before the end of a placement, a guaranteed sum will be paid. BCU guarantees to pay 50% of the payment where the placement ends half way through or before. Where a placement ends after this, the payment will be on a pro-rata basis.
9. Mentors are required to attend briefing meetings and training sessions as appropriate for which a set contribution towards personal expenses may be claimed. Claim forms are issued at each event.
10. In some circumstances, schools will be asked to release mentors for meetings or training during [part of] the school day for which cover costs may be claimed. Requisition forms will be issued at events, inviting schools to submit an invoice.

Payments for School-based Training:

PGCE Secondary Full-time routes

School 1 Placement (Usually 2 trainee teachers per subject route)	Oct - Dec 2013
Payment per trainee teacher	£350
Payment to schools per Instrumental Music trainee teacher	£200
Payment to BMS per Instrumental Music trainee teacher	£100
Guaranteed minimum payment - 50% of figures above	

School 2 Placement (1 trainee per subject route)	Jan - May 2014
Payment per trainee teacher	£650
Payment to schools per Instrumental Music trainee teacher	£400
Payment to BMS per Instrumental Music trainee teacher	£250
Guaranteed minimum payment - 50% of figures above	

Research Placement	June 2014
Payment per trainee teacher	£150
Guaranteed minimum payment - 50% of figure above	

We are pleased to advise that payments to schools for 2013-14 have been increased.

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Liability Insurance

The insurance position of students on Teaching Practice is as follows:

As the University cannot directly control student activities whilst they are on Teaching Practice, it is the organisation with which the students is placed that must ensure adequate liability covers are in place. This is normally the responsibility of the LA for maintained schools.

The liability for overseas students comes under the same ruling, however, the University is liable if any student is injured due to BCU negligence. The University would also be liable if one of its students caused injury to a member of the public whilst undertaking BCU business (studying).

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Student Placements

1 Policy Governing Partnership Arrangements operated by the Faculty

1.1 Definition

For the purposes of this policy partnership is defined as an arrangement under which parts of the training and/or assessment of students on courses of initial training is shared, or undertaken wholly, by staff in a school, college or training provider, and where such training and assessment are an integral part of the course provided by the Faculty. The formal agreement and arrangements made between the Faculty and the school, college, or provider for the delivery of this training and assessment constitute the partnership. The policy may also from time, govern such other courses which share responsibility for work-based training between the Faculty and an external provider. Such courses will be designated by the Dean as coming within the remit of this policy.

1.2 Background

Until 1992, students on the Faculty's courses of teacher training undertaking assessed teaching practice in schools or colleges were supervised and assessed by Faculty staff. Since 1992, following a change in Government policy on the training of the teachers, school staff have shared responsibility for this process, in return for a proportion of course resources, after concluding a formal partnership agreement with the Faculty. This system of shared training responsibility was first established in courses of Secondary training and then extended to Primary training. The expansion since 2000 of the Faculty's provision of courses for teachers in adult and further education has meant that staff in colleges and training centres have also shared in the process of mentoring, training and assessing students, though the organisation of this form of partnership was less formal than that in operation with schools. Although, necessarily, the organisation of different placement settings may vary in nature and scope in response to the needs of different courses of training, the Faculty recognises that underlying principles and policies should govern the operation of all partnership agreements.

1.3 Selection of Partners

Institutions which share training responsibilities with the Faculty should have the following characteristics:

- i) a management commitment to the participation of staff in the training and assessment of trainee teachers or educators. This will include the releasing of staff to take part in training and briefing sessions and the provision of time and resources to enable mentors and class teachers to take a significant training role;
- ii) sufficient depth, range and diversity of curriculum content to enable the students to be provided with an experience which is commensurate with the aims and outcomes of their course of training;
- iii) policy and practice which encourages equal opportunities for staff and students in respect of race, gender and disability and where the curriculum reflects an awareness of these issues;

- iv) opportunities for students to observe good practitioners and to experience such practitioners as mentors and advisors;
- v) a willingness for staff to take part if appropriate in admissions interviews, examination boards for the course, course reviews and course team meetings.

1.4 Partnership Models

The Faculty provides a variety of models of partnership, each with a different balance of responsibility for the training of teachers. Each model will define which partner assumes responsibility for guiding the preparation of teaching plans and schemes by students, the provision of background information on the placement setting, the supervision of the students, and their pastoral care, during placements. Models will also define which partner undertakes the observation, evaluation and assessment of students and provides them with feedback on their performance.

Each course adopts a model or models appropriate to its needs and ensures that both Faculty and staff in partner institutions are aware of the division of responsibilities it involves. Some models of partnership, typically those which place greater levels of responsibility on partner institutions, will involve some transfer of resources to those institutions.

1.5 Partnership Agreements

The Faculty enters into formal agreement with each partner before the onset of any student placement. The agreement defines the commitment of both partners in respect of resourcing and staffing, the induction and preparation of mentors and the provision of a training programme in line with the relevant course, as defined in its definitive documentation, and with any relevant DCSF/TDA Standards. It also defines the level of involvement of both partners in other processes connected with the training of students, such as course monitoring, staff development and attendance at course meetings, examination boards, and training and briefing sessions.

1.6 Training, Briefing and Consultation of Partners

Each course establishes an initial training programme for prospective mentors. No mentor undertakes the supervision of a student until s/he has completed a training programme agreed by the course. The Faculty may pay appropriate expenses for colleagues from the partner institutions when they attend training and consultation sessions held at the Faculty. From time to time it may be more helpful and enabling for the training to take place at the partner institution. Initial training programmes will include a general overview of the relevant course, the specific requirements of each placement, discussion of the mentor's role, the level of supervision and guidance expected and the criteria which should be applied when assessing students. Most courses will wish to use the training to introduce key personnel to new mentors and to discuss ways of handling potentially difficult situations. Mentors will be made aware of basic course organisation and management responsibilities, particularly lines of communication which will enable mentors to contact Faculty staff. Processes for monitoring and evaluating placement experiences and

moderating the assessment of students, including the role of the external examiner, will also be explained and the underlying principles explored. After the initial training, mentors are invited to regular meetings connected with individual placements. This provides mentors with the opportunity to meet staff and colleagues from other partnership institutions, whilst discussing practice-specific information and changes in the course or placement. In most courses there will also be opportunities for further training, either at the partner institution or in the Faculty. For example, a trainee may teach a lesson which is observed by both a mentor and a University tutor and which is followed by a discussion about their progress and achievement. Other training might focus on specific issues relevant to groups of mentors which in some instances may be subject specific. In some courses, experienced mentors are provided with training to enable them to visit other partner institutions and be involved in the moderation of standards across the whole partnership.

1.7 Management Structures

The management of partnership within each course is the responsibility of the Course Director, working with the Course Board of Studies. Course management structures sometimes include members of staff with a significant partnership role who may organise individual placements and conduct most of the day-to-day liaison with partners. Each course makes arrangements for liaison between partnership institutions and the Faculty. Sometimes a link tutor takes responsibility for a group of schools or colleges, whereas in other courses the trainee's personal tutor is the link tutor for each school or college in which the trainee is placed. The Partners' Handbook will clearly define those members of the course team whose remit is to maintain contact with the institution to facilitate placement arrangements and to provide practical advice and guidance.

The Faculty Academic Standards Committee formulates policy on partnership matters and monitors its implementation across all courses, age phases and partnership models. It also has a remit to develop appropriate methods of evaluation and the dissemination of good practice. Three sub-committees of Academic Standards Committee consider specific issues connected with primary/early years, secondary and post-compulsory partnership. Representatives of partnership institutions are crucial members of these sub-committees which draw up working documents to use during placements and determine responses to placement evaluations.

1.8 Quality Assurance

Placement experience is integral to courses of initial teacher training and, as such, is included in the Faculty's processes for module evaluation, annual monitoring of courses and moderation. Placements are a central part of student assessment and, as such, are sampled by external examiners and scrutinised by OfSTED. The contribution of the placement to course content and assessment and the role of partner institutions are fully explained in the definitive course document and explored at the initial approval of the course. However, it would be possible, given the variety of placement settings, for there to be an unacceptable variation in the nature of the placement, the level and quality of support and the application of

assessment criteria, between one placement and another. It is essential therefore that each course adopts a system for moderating provision across the partnership in respect of student experience and achievement. This is particularly important in models of partnership where partners assume significant responsibility for training and assessment of students. Each course will also articulate the process by which an agreement can be reached in those cases where there may be disagreement between the link tutor and the mentor over the level of performance of students.

1.9 Deselection of Partners

There will be circumstances where it is advisable to discontinue temporarily the use of a partner for placement purposes, whilst retaining the partnership links between the Faculty and the provider with a view to future placements. Such temporary suspension of the operation of the partnership may be caused by one or more of the following circumstances:

- i) significant staff changes in the partner institution, or in a particular department within that institution, may mean that there are insufficient experienced mentoring staff or insufficient staff who could provide a good role model;
- ii) poor inspection results where significant weaknesses or failure to meet national standards have been noted in the provider;
- iii) poor evaluation reports by students which have been confirmed by moderators from the Faculty. These would usually relate to insufficient or inappropriate support for students or insufficient opportunities for them to achieve the learning outcomes of placements;
- iv) evidence that a partner does not provide examples of good practice in respect of inclusion or equal opportunities.

In many circumstances close liaison between the Faculty and partner institutions may help to identify problem areas and resolve them, or the internal situation in the school or college may improve so that the placement arrangements can resume. Discussions at the relevant partnership groups may help the partnership to reach a consensus on acceptable levels of provision in both partners. Each course will establish procedures for attempting to resolve difficulties and identify where the responsibility for making the decision to discontinue the partnership will lie.

1.10 Partners' Handbook

Each course or school will work with the relevant partnership committees to produce a partnership handbook which will, in line with Faculty policy, contain the definitive processes and procedures governing the operation of partnership within the college or school. The handbook will contain details of the following:

- criteria for the selection and deselection of partners and the processes by which selection and deselection will take place;
- any partnership models which may be operated within the course[s];
- the partnership agreement to which both partners will subscribe;
- the briefing and training of mentors and other forms of consultation and discussion;
- the management structures governing the operation of partnership

- within the course[s];
- quality assurance procedures, both internal and external including processes for partnership and placement evaluation, moderation and external examining;
- roles, responsibilities and contact details of staff connected with the partnership;
- course content, aims and outcomes;
- assessment criteria for placements, including any relevant external Standards;
- responsibilities of partners for the induction, observation, pastoral care and guidance of students during placements;
- responsibilities of students in terms of professional behaviour and preparation for the placement including preliminary visits, dress codes, punctuality and planning;
- examples of key documentation which will be used during placements.

1.11 Breakdown of Placements

In cases where a student or a partner organisation claims that a placement has become inoperable under the terms of this policy or the particular processes and procedures adopted by individual courses, the Faculty will involve any current University or Faculty procedures governing Fitness for Practice or Breakdown of Placements as may be applicable.

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Fitness for Practice Policy and Procedure

1 Introduction

The academic progress of students is governed by the University's standard assessment regulations; however some programmes prepare students for entry to professions for which academic criteria are not sufficient to ensure suitability for practice. For these programmes the University must also be confident that students are fit to practise their chosen career. The following policy, therefore, applies to programmes where there are compulsory integral periods of professional placement (for example, nursing, radiography, speech therapy, midwifery, teaching and social work) and for which there are behavioural and health requirements to ensure suitability to practise the profession.

2 When the Policy should be used

2.1 The Policy should be followed when there are concerns **at any time** about a student's personal/professional suitability to remain on their programme, for example, when a student

- has physical or mental health problems which may put themselves or others at risk
- demonstrates unprofessional behaviour
- has committed an offence under the University's Student Disciplinary Procedure which raises doubts about professional suitability

This list is not exhaustive and other behaviour may raise concerns about a student's fitness for practice.

2.2 *Failure of a placement where there are concerns about behaviour and/or professionalism*

Examination Boards should ensure that students are not failed on academic grounds alone where there are concerns about fitness for practice. Therefore, the Policy should be used when

- a student is failing or has failed a placement and there are reservations about allowing a further opportunity for professional rather than academic reasons;
- a student has failed a placement more than once (which would normally lead to withdrawal by the Examination Board on academic grounds) and there are also reservations about the student's suitability to follow any professional programme covered by this Policy (see paragraph 1 above).

2.3 *Failure of a placement where there are no concerns about behaviour and/or professionalism*

Failure in such cases should be handled by the relevant Examination Board under the assessment regulations for the programme concerned.

2.4 *Relationship to the University's Student Disciplinary Procedure*

The University's Student Disciplinary Procedure covers general matters of misconduct. The scope of the Fitness for Practice Policy is wider, relating to behaviour or ill health which is thought to put at risk the welfare of others or the student him/herself but may not be covered by the Student Disciplinary Procedure.

If a student is found to have committed a disciplinary offence under the Student Disciplinary Procedure his or her case may be referred to the Faculty Practice Panel if it is considered necessary.

If, at any time, it is considered that the alleged behaviour is sufficiently serious to warrant the permanent exclusion of the student from the University, the case must be referred for consideration under the Student Disciplinary Procedure (see also paragraphs 3.2 and 3.2.3 below). This is because the Student Disciplinary Procedure stipulates that, where it is possible a student may be permanently excluded from the University, the hearing must be conducted by a member of the Directorate and the student must be informed of the possibility of exclusion before the hearing commences (see paragraph 3.2 of the Student Disciplinary Procedure).

Procedure for claiming exceptional extenuating circumstances

Where a student has failed a placement and there are no concerns about behaviour or professionalism, the University's normal procedures will apply (ie students may make a claim of extenuation to the Representations Committee and, if successful, are allowed a further opportunity to undertake the placement).

Students may raise extenuating circumstances at a Faculty Practice Panel. They must normally produce documented and independent proof of these circumstances.

2.5 Student Complaints Procedure

Faculties should have in place mechanisms for dealing with placement breakdown or student complaints about a placement provider. Students should be given written information about the procedure before they undertake their first placement.

3 Procedure to be followed where there are concerns about a student's fitness for practice

3.1 Informal Stage

Faculties should have in place mechanisms for ensuring that students are notified in writing of concerns about their fitness for practice and that, where appropriate, they are given the opportunity and support to rectify the problems before the formal stage of the Policy is invoked.

If concerns about a student's alleged behaviour and/or professionalism persist the case should be referred to a Faculty Practice Panel under 3.2 below.

Where the alleged behaviour is sufficiently serious, the case can be referred directly to the formal stage of the Policy (3.2 below).

3.2 Formal stage – Faculty Practice Panel

Where a programme director has been notified of concerns about a student's fitness for practice either by a member of University staff or a member of staff from a practice provider which are considered to be sufficiently serious for formal action the programme director should inform the Dean of the Faculty or a nominee appointed by the Dean.

If the Dean (or nominee) deems it necessary, the Faculty Registrar will establish a Faculty Practice Panel to consider the student's case and to decide appropriate action. Within three working days of the decision to refer a case to a Faculty Practice Panel the student concerned should be informed in writing of this decision. The Panel should be set up within 20 working days of the programme director's notification to the Dean (or nominee).

If the Dean or nominee judges that the alleged behaviour may be sufficiently serious to warrant the student's exclusion from the University, the Academic Registrar should be consulted immediately. The Academic Registrar will decide whether the matter should be heard under the Student Disciplinary Procedure or by a Faculty Practice Panel (see paragraph 2.4 above).

Suspension of the student from the placement pending the Faculty Practice Panel Hearing.

If the student is on placement, he or she should be suspended from the placement pending the outcome of the Faculty Practice Panel hearing but may be allowed to attend the University for academic classes and any academic assessments.

3.2.1 Membership of the Panel shall comprise

- The Dean or nominee (Chair)
- One member of academic staff who has experience of placements from another Faculty or from the Faculty but unconnected with the student or the programme
- An external practitioner from the profession concerned who is unconnected with the student or with the placement provider

The Union of Students will also be given the opportunity to nominate a Sabbatical Officer to serve as an additional member.

3.2.2 Secretary to the Panel

The Faculty Registrar or nominee will act as Secretary to the Panel.

The Secretary is not a member of the Panel.

3.2.3 Conduct of the Panel

Notice of the meeting

A student whose case has been referred to a Faculty Practice Panel should be given at least seven working days' notice of the date of the meeting.

Documentation for the Faculty Practice Panel, including any submission by the student, must be circulated to the panel **at least three days** before the meeting, unless, exceptionally, the Chair agrees that additional material may be submitted late by, or on behalf of, the student.

Agenda papers sent to the student should identify all those who will be present at the meeting, including any witnesses.

All participants (the student, Panel members, representatives of the Faculty/placement provider) should receive the same papers.

The format of the meeting

The normal format of the meeting should be as follows:

- private meeting of the Panel
- the student, programme director and witnesses should then be admitted to the meeting
- the programme director should present the evidence about the student's behaviour
- the witnesses should be asked to leave and be re-admitted in turn to give their evidence
- the student should have the opportunity to respond to each witness's evidence and to ask questions of the witness, via the Chair of the Panel
- the witness should then leave the meeting (see below)
- the student should have an opportunity to make a closing statement
- the student and programme director should then withdraw from the meeting
- private meeting of the Panel to reach a decision.

Attendance by the student

The student has the right to be present to hear all of the evidence presented.

Student's right to representation

The student has the right to be accompanied by a friend or representative who may speak on behalf of the student. The student must notify the Faculty Registrar of the name and status of any such attendee in advance of the meeting.

Absence of the trainee

The meeting should only proceed in the absence of the student when:

- the student has indicated in writing a wish not to attend and understands that a decision will nevertheless be made.
- the student fails to attend without valid reason on more than one occasion.

Witnesses

The Chair and the student may ask for witnesses to be invited. The student should notify the Faculty Registrar in advance of the meeting of the name and status of witnesses to be invited.

Witnesses will be asked to leave the meeting after giving their evidence but should be asked to remain available in case the Panel needs to call them back into the meeting.

Evidence

Evidence should generally be in writing, although oral evidence is acceptable. Evidence may be anonymised at the discretion of the Chair of the Panel. The student, however, must have the opportunity to hear all the evidence considered by the Panel and be given a chance to respond fully.

Burden of proof

The Panel must reach a reasonable decision based on all of the facts available at the time.

Decision

The Panel need not be unanimous in its decision, but should base its decision on the majority view. Where there is not a majority view, the Chair will have the casting vote.

Referral to the Student Disciplinary Procedure

If, at any time during the hearing it becomes apparent that the alleged behaviour may be sufficiently serious to warrant the permanent exclusion of the student from the University, the Chair of the Faculty Practice Panel should suspend the hearing and ask for the case to be referred for consideration under the Student Disciplinary Procedure (see paragraph 2.4 above). The student must be advised in writing of the reason for the suspension of the process.

3.3 Outcomes

The Faculty Practice Panel may decide one of the following outcomes:

- no further action;
- an extended period of placement at the same provider;
- a new placement at the same or a different provider;
- interruption of studies while receiving appropriate therapy/counselling/medical treatment. In such cases, students should be asked to provide evidence of suitability to resume study and professional practice before being re-

admitted to their programme (a student may be referred to an appropriate Occupational Health adviser for this purpose). This evidence should be submitted to the Faculty Registrar;

- that the student be excluded from the programme. This would normally mean that the student will not be eligible for admission to other professional programmes covered by this Policy (see paragraph 1 above). The Panel's report should specify where such an exclusion is to apply.

This list is not exhaustive and the Panel may agree other outcomes as appropriate.

Exclusion from a Programme

When a Fitness for Practice Panel has decided to exclude a student from a programme the next meeting of the Examination Board following the Panel meeting should formally withdraw the student from the programme and recommend that the student be given the highest award for which he or she is eligible and/or be given a transcript of academic credits achieved on the programme. Where possible, a student who has been excluded from a programme should be offered a place on an alternative programme which does not lead to a professional qualification or accreditation likely to fall under the scope of this policy (see paragraph 1 above).

Failure to find a further placement

The Student Handbook for a programme which includes placements should make it clear that the University cannot guarantee to provide further placements but will use its best endeavours to do so. Where, after all reasonable attempts have been made, it proves impossible to provide a further placement, the student should be offered a place on an alternative programme which does not lead to professional qualification or accreditation likely to fall under the scope of this policy (see paragraph 1 above). Where this is not possible the Examination Board should recommend that the student be given the highest award for which he or she is eligible and/or given a transcript of academic credits achieved.

3.4 Record of the meeting

The Secretary shall produce a formal record of the meeting.

The formal report of the meeting should include

- the nature of concerns about the student's fitness for practice
- the evidence considered and the weight given to it
- the Panel's decision
- the reasons for the decision.

3.5 Notification of the Committee's decision to the student

The student should be notified in writing of the Committee's decision within three working days of the conclusion of the meeting. Where appropriate, the student should be notified of their right of appeal.

3.6 Notification of the Panel's decision to the Examination Board

The Secretary will notify the Chair of the relevant Examination Board of the Panel's decision.

3.7 *The Appeal Procedure*

The Appeal Procedure will be as laid down in Section 7 of the Student Disciplinary Procedure.

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Birmingham City University

Faculty of Education, Law and Social Sciences

Breakdown of Placements

1 Background

The Faculty has experienced a number of difficulties in cases where an assessed placement has broken down for one of a variety of reasons. There is a risk that different courses will adopt different strategies in dealing with this situation, and that, in trying to arrive at a solution to a problem, courses will inadvertently act in contravention of University rules. Additionally the procedures used to terminate a practice may not be transparent to providers and students.

There is a need for a consistent and transparent procedure which addresses the following issues in cases where a practice has broken down or is in danger of breaking down.

Should the student fail the practice?
Should any subsequent practices be regarded as first or final attempts?
Should any subsequent attempts require the student to undertake a full or truncated practice?

2 Faculty Placements Panel

In order to achieve parity of treatment of students who are experiencing difficulties with placements for reasons other than academic failure and where there is not an immediate concern about a student's personal or professional ability to enter the teaching profession, a Faculty Placements Panel shall be convened to decide on the immediate action to be taken.

The Composition of the Placements Panel shall be:

The Dean or nominee (Chair);
One member of academic staff who has experience of placements from another Faculty or from the Faculty but unconnected with the student or the programme;
An external practitioner from the profession concerned who is unconnected with the student or with the placement provider.

Meetings of the Panel to be serviced by the Faculty Registrar or his nominee.

Remit

The Placements Panel will be convened by the Dean in respect of any placement in which the student, the placements co-ordinator, the link tutor or the headteacher/principal of the placement provider has raised issues connected with the placement which has led or threatens to lead to the termination of the practice before the official end of the placement for any reason other than the illness of the student, the voluntary withdrawal of the student for personal reasons or concerns being raised about the student's fitness to enter the teaching profession. The purpose of the meeting will be to collect and evaluate the evidence and to ensure that all available evidence has been considered. The Panel will prepare a report with a clear recommendation for the student and the examination board.

Organisation of the Committee

The Dean will convene a meeting of the Panel and will decide what evidence will be needed.

If the Dean (or nominee) deems it necessary, the Faculty Registrar will establish a Faculty Practice Panel to consider the student's case and to decide appropriate action. Within three working days of the decision to refer a case to a Faculty Practice Panel the student concerned should be informed in writing of this decision. The Panel should be set up within 20 working days of the programme director's notification to the Dean (or nominee).

The student, supervising tutor and relevant staff from the placement provider will be requested either to attend the meeting or to provide written evidence. Any written evidence provided will be made available to all participants in advance of the meeting.

Documentation for the Faculty Practice Panel, including any submission by the student, must be circulated to the Panel **at least three days** before the meeting, unless, exceptionally, the Chair agrees that additional material may be submitted late by, or on behalf of, the student.

Students will be entitled to bring a friend with them to the meeting. The name and status of any such attendees will be notified to the Faculty Registrar in advance of the meeting. The meeting of the panel is not a disciplinary hearing and the student should be reassured that this is the case.

Witnesses will be asked to leave the meeting after giving their evidence but should be asked to remain available in case the Panel needs to call them back into the meeting.

The decision of the Panel will be notified in writing to the student within three working days of the meeting.

Students wishing to challenge the decisions of the Panel will be entitled to appeal to University Representations Committee.

3 Situations which have resulted in the termination of a placement and which do not need to be brought before the Committee

i) The illness or personal situation of a student

This is reasonably straightforward in that a student who fails to complete a practice through ill health or other personal circumstances will fail, just as a student who is unable to sit an exam through illness will fail the exam. Such students may however submit claims to the Representations Committee on the grounds that their failure to complete the practice was due to exceptional extenuating circumstances.

A student who misses a few days of a practice through illness may be able to make up the missed days at the end of the practice, provided that s/he is not permitted any additional time in comparison to the other students. The feasibility of adding additional days to the practice in this way will vary from practice to practice and the final decision will be made by the placement tutor for the course.

ii) A student withdrawing from a practice

A student who decides, for whatever reason, to withdraw him/herself from a practice and who does not subsequently invoke the Breakdown of Placements procedure will be deemed to have failed the practice. Course books should list this as one of the criteria for failure. It is important to ensure that students are not permitted to withdraw from a practice in order to avoid failure.

Students who do have genuine problems which resulted in the decision to withdraw will be able to submit a claim to the Representations Committee which may then uphold the claim. In this case the student's next attempt at the placement will be counted as a first attempt.

iii) Cases where there are concerns about a student's professional suitability for the teaching profession

Such cases should be referred to the Faculty Practice Panel.

4 Situations which have resulted in the termination of a practice or the possibility of a termination and which require the convening of the Panel

i) A placement where the headteacher/principal/manager has asked in writing for the student to be removed from the placement, but where the student's professional or personal suitability for the profession does not appear to be involved. This will include circumstances in which internal events in the placement have led to a situation where the headteacher/principal/manager no longer feels able to support the student.

ii) A placement where the partnership co-ordinator, course manager, or Head of School for the course judges that the placement situation has become untenable and has suspended the placement, pending the decision of the Faculty Placements Panel.

No placement should be terminated by Faculty staff except as in (i) above.

As a result of the enquiry the Panel will usually arrive at one of the following decisions, although variations may be necessary from time to time.

i) One or more circumstances associated with the placement are such that the student has been disadvantaged.

In this case a recommendation should be made to the examination board that the student should be permitted to undertake another placement of equivalent length, or in exceptional cases, to continue the placement with another provider. If the placement was the student's first attempt, then the placement which is subsequently organised will also be regarded as a first attempt. If the placement was the student's final attempt, then the placement which is subsequently organised will also be regarded as a final attempt.

ii) Evidence has been produced to indicate that the student's behaviour and/or performance on the placement is such as to disadvantage the education and/or well-being of the students, or to otherwise disrupt the smooth running of the institution.

In this eventually the case should be referred immediately to the Faculty Practice Panel.

iii) The placement is broken down or is likely to break down as a result of a situation in which, in the opinion of the Panel, neither the student nor the provider is culpable.

A recommendation should be made to the examination board that the student should be permitted to undertake another placement of equivalent length, or in exceptional cases, to continue the placement with another provider. If the placement was the student's first attempt, then the placement which is subsequently organised will also be regarded as a first attempt. If the placement was the student's final attempt, then the placement which is subsequently organised will also be regarded as a final attempt.

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PGCE Secondary

New Technologies – a health warning!

Social Networking Sites such as Facebook, Bebo, MySpace and Instagram provide opportunities for you to link online with like-minded people to share ideas and information, as well as providing another forum for communication. However, communication online is far more informal and lacks the non-verbal clues of face-to-face conversations and it is easy to respond and publish before taking time to think through the implications. A particular issue for trainee teachers is that of maintaining appropriate pupil / teacher boundaries in these more informal forums.

It should be remembered that the publication of private and personal information in any online forum cannot be controlled. Information you may publish may be copied, altered and republished anywhere else or in another format. In addition, search engines can retrieve information that you thought you had removed.

The Teachers' Standards, Part 2: Personal and Professional Conduct state that:

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards of attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

(DfE 2012)

Trainees must bear these professional requirements in mind when using social networking sites and note that they apply to *personal* conduct *outside* school, as well as conduct in school. Another issue that is often overlooked is that many employers check social networking sites to vet prospective employers. A survey released by Viadeo suggests that "62 per cent of British employers now check the Facebook, MySpace or Bebo pages of some applicants, and that a quarter had rejected candidates as a result. Reasons given by employers included concerns about "excess alcohol abuse", ethics and job "disrespect".

For the reasons outlined above, and others, it is wholly inappropriate to have any kind of contact with pupils or their parents through social networking sites. Even if such contact is well intentioned and, of itself, “innocent”, it is open to misinterpretation and misunderstanding by others.

In summary please remember:

- There are no privacy settings that truly protect your privacy.
- Things you might share with close friends and family may be taken out of context by others.
- Consider the amount of detail you reveal about yourself
- Comments and images posted endure, even after you have deleted them from your account.
- Think carefully about your profile picture.
- Be professional: do not discuss work, schools, colleagues, pupils or parents.
- Watch who comments: although you might be careful with what you are posting, you may still receive inappropriate comments, images or video clips from your contacts.
- Ensure your family, friends and contacts understand your professional role and the standards expected of you.
- Pupils and their parents are not appropriate online friends.
- If others abuse your right to privacy, ask them to remove the material and also contact the site to request that they remove the information.

Digital Images and Taking Photographs/Video

It can sometimes support your professional development to have a record of pupils’ work; this is particularly suggested for some assignments. However, the emphasis is on recording the pupils’ work, rather than the pupils themselves. In subjects such as drama it is almost impossible to separate the two. When recording pupils’ work is required, it is of the utmost importance that appropriate protocols are followed.

Please ensure that you obtain the express permission of the appropriate person in school (your Professional Mentor should be able to direct you here) and explain precisely what you intend to do and what you intend to do with the images taken. Bear in mind that, as a visitor to the school, the procedure that you are required to follow might be different to the custom and practice of established teachers in the school. Following the correct procedure might mean that spontaneously capturing images, on a mobile phone, for example, might be very unwise, however frustrating it might be that an opportunity has been missed!

Whether part of the school protocol or not, it is ethical practice to seek the permission of the individual and to explain why you are taking the images and what you intend to do with them. String images can also be problematic unless managed appropriately. Consider the appearance of holding images on you own camera or mobile phone!

In summary:

- Ensure that you have express permission from the appropriate member of staff at school before taking any photographs. This may require obtaining signed consent from parents before taking photographs of pupils (follow the school procedures in this event).
- Only use photographs in their intended context e.g. if you take a photo to be used in an assignment, ensure that it is used only for that purpose.

- Regularly review stored images and delete them. Never store images on your camera, download them as soon as possible on to a secure site or save as a password protected document on a memory stick.
- Do not model taking photographs with your mobile phone camera, however tempting it may be to just capture an excellent piece of work. If necessary, borrow a school or university camera or ask the school to photograph the evidence for you.

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