PGCE Secondary

# School 1 Evaluation 2013-14

**Response Rate**

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| **Trainees** | **Evaluations received** | **Possible number of evaluations** | **Percentage response rate** |
| **Art & Design** | 20 | 24 | 83% |
| **D & T** | 6 | 6 | 100% |
| **Drama** | 16 | 16 | 100% |
| **Mathematics** | 9 | 30 | 30% |
| **Music** | 24 | 26 | 92% |
| **Science** | 13 | 14 | 93% |
| **Total** | 88 | 114 | 77% |

**\*** School Direct trainees are not included.

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| **Mentors** | **Evaluations received** | **Possible number of evaluations** | **Percentage response rate** |
| **PMs** | 23 | 60 | 38% |
| **SMs** | 14 | 82 | 17% |

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| 1… the national priority: meeting the needs of pupils with Special Educational Needs |
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| The small but important discrepancy between trainees’ and mentors’ perception of this issue is important. This is caused by the comments from 2 Art and Design trainees who identified that they did not address this issue as part of their whole school issues programme. These two trainees were both in the same school, the use of which is now under review. 18 trainees across all subjects considered it had been addressed to a limited extent. Although in itself disappointing, this is an improvement from last year and we would like to thank professional mentors for ensuring that SEN is addressed as part of their whole school issues programme. In order to continue this improving trajectory all trainees need continued support to develop their understanding of SEN. |

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| 2… the national priority: meeting the needs of pupils with English as an additional language |
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| Significant numbers of trainees (29 across all subjects) and 6 professional mentors identified that they had not addressed this issue. Some trainees identified that they felt this question did not apply to the type of school in which they were placed and others identified that EAL was not a barrier to achievement. However, there is need for schools to address this issue specifically and explicitly. **Discussion Point**: How can we support school colleagues to address this issue even if they do not regard it as a priority in their own school context? |

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| 3… the national priority of managing behaviour and discipline |
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| 3 trainees reported that this issue had not been addressed during their whole school issues programme (one Art, one Drama and one Science) and 7 identified that it had only been addressed to a limited extent. Behaviour management continues to be a National Priority. Although “not at all” and “to a limited extent” responses indicate that this issue may not be an issue for the individual schools, it is important in terms of their ITT provision that all trainees are made aware of behaviour management policies to support their induction into school in addition to supporting their broader professional development. |

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| 4… the national priority of supporting early readers (including an understanding of systematic synthetic phonics) |
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| This area continues to require attention. 31 trainees identified that they did not address this issue and 6 Professional Mentors do not recognise this as an area of priority. Where this has been addressed in great detail, trainees identify that this has happened during their primary school experience or as part of the whole school issues programme with specialist members of staff in school. **Discussion Point**: How can we support colleagues in schools to replicate these successful training models? Are there any other models that we could recommend? |

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| 5…discussions / meetings / INSET on a range of other whole school issues, possibly meeting other key members of staff |
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| Trainees are positive about how whole school issues are being addressed. Professional mentors are confident that these are taking place and are to be commended for their work providing these programmes. Trainees identify that where professional mentors have been unable to provide a comprehensive WSI programme, subject mentors have provided additional support. We would like to pass on our thanks to those subject mentors who have taken this action. |

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| 6…direct support with, and feedback on, the trainees’ planning and preparation (Units of Work & lesson plans) |
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| The comments from 2 Drama trainees who identified they did not address this issue have been noted. They were both in the same school and department, the use of which is now under review. It is likely that perceptions on the nature and effectiveness of “support” and “feedback” have a bearing on responses from trainees. A discussion at the start of the placement where expectations and understandings are made clear would be helpful to resolve any misunderstandings. |

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| 7…support with developing teaching and learning strategies to enable teaching of his/her specialist subject |
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| The majority of trainees (95% of those who responded) identified that this issue has been addressed in some depth or in great detail. The specific problems identified by 2 Drama trainees also relate to the issues identified in 6 above. One D&T trainee also identified a lack of support in this area, as did 1 Art and Design trainee. All departments concerned are under review. |

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| 8…support with responding to the individual needs of pupils being taught by the trainees including pupils with SEN, EAL and the G&T, including access to relevant pupil information |
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| This question relates to questions 1 and 2 above, where the professional mentors respond to the whole school issues training provided. Here, subject mentors respond to the training provided in a teaching context. A total of 10 trainees report that this has been addressed in training to no more than a limited extent. However, over 89% of the trainees who responded report training in some depth or in great detail. Given the early stage of training, this can be seen as a very positive response. Given that differentiation is a feature of practice that might been seen in the best trainees in School 1 but should be expected more extensively in School 2, the high proportion of trainees who say that they are being supported in this area in School 1 is very positive. |

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| 9…support in using assessment for learning strategies |
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| Only 1 Drama trainee identified that this had not been covered, which relates to issues that impacted on previous responses. However, there are 12 trainees who identify that this has been addressed to a limited extent. Assessment is a major theme in School 2 but AfL should be covered in School 1 specifically and explicitly. |

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| 10…discussion of trainees’ lesson evaluations, including teaching and assessment of the pupils’ learning |
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| A total of 19 trainees consider that this was not covered at all or to a limited extent. Mentors may (or may not) read trainees’ lesson evaluations, but the discussion is the crucial element as an assessment for learning tool to support trainees. **Discussion Point**: How do mentors use trainee lesson evaluations? Can they be used more explicitly to support trainee development and progress? When is the best time to discuss trainees’ lesson evaluations, as soon as possible after they are done, or in Weekly Review sessions? |

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| 11…addressing the national priority of communication and language development in subject teaching |
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| This issue relates to the development of early readers in addition to being a seen as fundamental aspect of subject teaching. Overall, 73% of trainees report receiving school-based training in some depth or better and only 9% report no training at all which is an improvement from last year. However, there is still the need to improve trainees’ perception of the issue.**Discussion Point**:Are there any models of good practice that can be shared across the partnership to support colleagues in school to address this issue explicitly? Should this be made a subject specific issue? |

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| 12…regular target setting and formative feedback (using the BCU descriptors) of the trainees’ progress towards the Teachers’ Standards |
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| Trainees recognise that mentors are using the language of BCU’s formative feedback descriptors, linked to the Standards, as a tool for discussion. Mentors value the formative feedback descriptors to help them to lead clearly focused discussion and feedback sessions that enable them to set sharp and challenging targets. We would like to thank mentors for engaging with this crucial aspect of the training process. |

**Mentors' Feedback on School 1**

**Professional Mentors**

* Very positive experience. BCU staff very supportive of both trainees and us, especially when issues arise.
* Good levels of support and communication with uni tutor. Thank you.
* Well organised, structured and ran smoothly. Happy to accept students in future who meet partnership criteria, subject to in-school capacity.
* All information and requirements were very clearly outlined to us and excellent support from BCU was available if needed.
* Excellent help and support as well as rapid and effective communication.
* Trainees are enthusiastic, use initiative, try things – and evaluate well and openly.
* We were very happy with the communication and support we received. They were solidly good trainees who involved themselves fully as professionals during their placement.
* Very pleased with the partnership. Good communication.
* Very impressed with the speed of intervention that occurred following my email to the tutor. A visit was quickly organised and the student was quickly back on track and looking much happier and more confident.
* Email documents/reminders of deadlines were relevant.

**Subject Mentors**

* I felt extremely supported . . . with emails and feedback after school visits that enabled my practice to progress further.
* Tutors provided good support to trainees to improve their teaching.
* Good support from staff from BCU. Tutors coming in twice – once early on in the placement is helpful.
* University tutors were very supportive when needed extra support.
* In university sessions for mentors are really helpful. Not only did they cover everything entailed with being a mentor, but they also lectured on current educational issues affecting schools which was really helpful.
* Evidence of good practice: All lessons are observed and written on pinks. These are then discussed with the subject mentor at the weekly review meeting. The targets are then reviewed and slimmed down to the main 3 key areas for improvement.

**Ways in which BCU tutors might improve practice:**

* Meeting to be scheduled during the school day instead of 4pm due to issues with extracurricular activities and childcare.
* Hard copies of partnership books.
* Further training on form and content. My feedback and detailed reports are perhaps too much in depth, particularly now I have the additional sheet to complete. Is there a sample of expected feedback that staff/mentors could observe to set the standard?
* Learning briefly about differentiation and assessment for learning strategies before the placement (trainees).
* More contact to check progress on targets set.
* Maybe a second lesson observation could have been helpful.
* A mentor pack with timelines, deadlines, tasks, examples of acceptable evidence, etc.
* Please could correspondence to professional mentors be addressed to us by name as at the moment it is taking several days to reach me once it gets into school? Post gets sent to the wrong school. Confirmation of places or declining comes very late – only a few days before they start – needs to be more organised.
* Go through professional mentor to arrange placements and not direct to HoD.
* Emphasise with students the value of sending a lesson plan to mentor/subject teacher two days prior to lesson (advice /support).
* Prepare students for feedback – receive in a positive manner and see it as a route to improvement.
* I would quite like the contribution of PM’s to be acknowledged a bit more – notified of tutor visits before as well as after (which is detailed and excellent); room for a brief comment on trainee’s report?
* Some staff spend too long reading from PowerPoint slides verbatim at SM/PM meetings.
* Contact us more regularly to monitor progress and/or check support for mentors.