



BIRMINGHAM CITY
University

School of Education and Social Work

Secondary Partnership Handbook

2018/19



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Introduction to the Partnership

We welcome our partner schools to our PGCE Secondary programme which trains specialist teachers of Art & Design, Computer Science, Design & Technology (Food, Textiles and Product Design), Drama, English, Geography, Mathematics, Music, Science (Biology, Physics and Chemistry) and Religious Education. In addition to these subjects we also support History, Modern Foreign Languages, Physical Education and Psychology via our School Direct route. The programme was rewritten in 2016 by a team of tutors and mentors from the Faculty of Health, Education and Life Sciences at Birmingham City University and secondary school partners in the West Midlands. We are very grateful to all who participated in this as part of the practical outworking of partnership.

This handbook contains an outline of the activities tutors, mentors and trainee teachers will engage in as part of the partnership in the training and professional development of future teachers in secondary schools through both the Core and School Direct Routes. Our intention is that the information contained in this guide will enable all of our partners to have a holistic understanding of the programme and a more specific knowledge of the roles and responsibilities of its stakeholders.

Trainee teachers undertake teaching practices in two schools which provide a supportive, developmental framework with progressively more challenging learning opportunities, and these are followed by a research project in a school to enable trainees to investigate areas relevant to their professional responsibilities and personal interest. In the Faculty of Health, Education and Life Sciences we work on specific subject teaching methodologies and develop trainees' thinking and understanding of education, pedagogy and professional issues. Trainee teachers are introduced to the concept of profiling their own achievements, setting targets for their future development, and planning ways of ensuring that they achieve the standards which must be met for the award of QTS (*The Teachers' Standards, DfE, 2012*).

The Teachers' Standards and associated guidance form part of the trainees' School Experience Progress Journal (SEPJ) and a copy of the Standards, and guidance on the levels of performance expected for the award of QTS are included in this handbook.

Partner schools are reminded that the Secondary Partnership website also includes key documents relating to the PGCE Secondary programme and to its partnership with schools. Additionally, the School Experience documents, Mentoring Support and Briefing Meetings sections of the website contain electronic copies of the paperwork required for teaching practices, for example Review and Analysis forms and Midpoint or End of placement review forms.

The PGCE Secondary Programme aims to produce highly skilled graduate teachers who:

- Have a deep knowledge and understanding of learning and teaching enabling them to demonstrate the highest levels of professional practice.
- Are committed early career professionals who are confident, creative, reflective and accountable practitioners, able to teach their subject in contemporary cultural contexts delivering a rich and diverse curriculum.
- Are able to exercise professional judgement, based on an informed understanding of a systematic and coherent body of knowledge related to education and subject pedagogy.

Programme Aims

1. Pursuing Excellence	To prepare graduates to become outstanding teachers for secondary schools who are committed, creative and confident and who go on to make a significant contribution to the teaching profession.
2. Practice-led, knowledge-applied	Through structured professional practice activities and academic study, to learn and apply subject and professional knowledge to meet the requirements for qualified teacher status at the highest levels.
3. Interdisciplinarity	To meet the challenges of teaching in the secondary school by drawing together and applying the knowledge, understanding and skills from subject study, pedagogic content knowledge, and education theory, policy and practice.
4. Employability-driven	To prepare students to address directly the needs of employers by meeting the requirement for high quality subject specialists from a wide range of degree disciplines.
5. Internationalisation	To understand the nature and scope of a range of subject curricula such as GCSE, iGCSE and International Baccalaureate, and cross-curricula themes such as Diversity, Citizenship and SMSC (Spiritual, Moral, Social and Cultural) education.

DBS Enhanced Disclosures and Safeguarding

DBS and child protection issues in initial teacher training (ITT)

As an ITT provider the university must by law check all entrants to ITT programmes against the DBS barred list, the list of people prohibited from teaching and carry out a criminal record check. DBS certificates will be issued to individual applicants and not to providers. ITT providers have a responsibility to ensure that entrants on all routes, including salaried School Direct programmes, have been subject to DBS checks, although responsibility for checks on trainees on salaried routes lies with the employing school.

In response to recent requests from partnership schools for more detailed information, we will complete a pro forma and send it into school before a placement commences. We refer to this as a safeguarding letter and trainees will have their own copy of this which they can present to schools. We are particularly grateful to the schools and professional mentors who have guided us in developing this document.

Where a trainee has lived abroad within the last five years, we will also indicate that we have obtained a Certificate of Good Conduct. See Handbook 2018 19

The university's responsibilities include:

- For trainees on routes other than School Direct salaried, the university is responsible for ensuring that checks have been completed by requesting sight of the original DBS certificate and keeping a record of the fact that it has been seen.
- The university will provide schools with a letter confirming that these checks have been made. Schools may record this fact in their central record, although they are not required to do so.
- For trainees on salaried School Direct programmes, the employer is responsible for ensuring that checks have been completed by requesting sight of the original certificate and keeping a record. Schools will confirm to with the university that checks have been made and the university will record this.
- For those training to teach in FE colleges, the university is responsible for ensuring that checks have been completed in respect of pre-service trainees, while employers are responsible for those on in-service programmes. In each case the responsible organisation should confirm to the other that checks have been made.
- Continuing trainees are required to return an Annual Declaration to confirm no changes in circumstances and that they are still in good health and of good character.

Further checks should not be made by providers, schools or colleges if they have received notification from the responsible organisation that a satisfactory enhanced check has been obtained.

Childcare Disqualification Regulations

Trainees who work in childcare or early years settings are required to disclose whether they or (as far as they are aware) members of their households are disqualified from working in childcare settings.

Trainees who are subject to this regulation are asked to confirm in writing that neither they or, as far as they are aware, members of their household are disqualified. They are required to inform the university during their training if they or a member of their household becomes disqualified.

The university will confirm to schools that declarations relating to the disqualification requirements have been obtained. Schools are advised to record this fact in their central record.

Teachers from overseas and those who have lived or worked overseas

Trainees from overseas who teach in schools in England are subject to criminal record checks, the children's barred list checks and that candidates are not subject to a prohibition order issued by the Secretary of State and/or are not prohibited to teach in another country of the European Economic Area (EEA).

The requirement to provide an overseas criminal record certificate applies to anyone who has lived abroad for 12 months or more in the past 10 years.

Sharing of information

It remains an offence under the 1997 Police Act, and a breach of the DBS Code of Practice, for registered bodies such as ITT providers to share copies of DBS certificates, or any information contained in a trainee's disclosure, with third parties such as schools or colleges.

Key Contacts

Name	Role	Contact
Kelly Davey Nicklin	PGCE Secondary Programme Leader & Music Subject Leader	0121 331 5176 kelly.daveynicklin@bcu.ac.uk
Jennifer Whitford	Partnership Lead RE Subject Tutor	0121 331 7614 jennifer.whitford@bcu.ac.uk
Jo Nahal	Programme Administrator	0121 331 7338 jo.nahal@bcu.ac.uk
Craig Davis	Partnership Administrator	0121 331 6591 craig.davis@bcu.ac.uk



Ian Axtell	Music Subject Tutor	0121 331 7322 ian.axtell@bcu.ac.uk
Chris Bolton	Drama Subject Leader	0121 331 7323 christopher.bolton@bcu.ac.uk
Peter Carr	Art & Design Subject Leader	0121 331 5156 peter.carr@bcu.ac.uk
Fiona Darby	English Subject Tutor	0121 331 7736 fiona.darby@bcu.ac.uk
Christine Swan	Computer Science Subject Tutor	Christine.swan@bcu.ac.uk
Martin Duke	Mathematics Subject Tutor	0121 331 7726 martin.duke@bcu.ac.uk
Jean Dyson	Art & Design Subject Tutor	0121 331 5179 jean.dyson@bcu.ac.uk
Tracey Goodyere	SKE Programme Leader and Design & Technology Subject Leader	0121 331 7369 tracey.goodyere@bcu.ac.uk
Michele Hargrave	Music Subject Tutor	michele.hargrave@bcu.ac.uk
Kerasia Lefkaditou	MFL Subject Tutor	0121 331 5514 kerasia.lefkaditou@bcu.ac.uk
Helen Lowther	Mathematics Subject Tutor	0121 331 7726 helen.lowther@bcu.ac.uk
Don Newton	Mathematics Subject Leader	0121 331 7726 don.newton@bcu.ac.uk
Paul Sanders	Geography Subject Tutor School Direct	0121 331 6610 paul.sanders@bcu.ac.uk
Shahla Sheasby	Science Subject Tutor	shahla.sheasby@bcu.ac.uk
Gary Spruce	Music Subject Tutor	gary.spruce@bcu.ac.uk
Helen Thomas	Science Subject Leader	0121 331 7342 helen.thomas@bcu.ac.uk
Shane Walsh	Mathematics Subject Tutor	shane.walsh@bcu.ac.uk
Kevin Mattinson	Head of School of Education and Social Work and Social Work	0121 331 7337 kevin.mattinson@bcu.ac.uk

Simon Spencer	School Quality Enhancement Lead & Drama Subject Tutor	0121 331 7356 simon.spencer@bcu.ac.uk
Karen McGrath	Head of Dept. Secondary & Post Compulsory Education	0121 331 7341 Karen.mcgrath@bcu.ac.uk
Helen Yorke	Partnerships and External Engagement Lead updated	0121 331 7355 helen.yorke@bcu.ac.uk

- Please note that the best method of contact for a swift response from a subject tutor is email contact.

Strategic Leadership Committee

The purpose of the Strategic Leadership Committee is to ensure that the future direction of the BCU PGCE programme is driven by a focus on school-led issues. The role of the Chair, professional and subject mentor reps on the Strategic Leadership Committee is to collect feedback from regional schools and to represent them to ensure that the future workforce requirements of partner schools are gathered, collated and implemented as focussed actions for the PGCE programme.

The Strategic Leadership Committee:

- Directly challenges the programme team on their improvement plan and their self-evaluation documentation.
- Gathers mentor feedback on placements and the programme, and considers trainee feedback through evaluations.
- Provides an essential bridge between HE research and school practice leading to evidence based research and evidence based practice.

The mentor representatives for each subject are listed below and can be contacted by subject or professional mentors with information to feedback to the Strategic Leadership Committee:

Subject	Name	Email
Chair	Mark Rhatigan	mrhatigan@erdingtonacademy.bham.sch.uk
Art and Design	Laura Sydenham	lsydenham@hwga.org.uk
	Dane Marinkovic	D.MARINKOVIC@cttc.staffs.sch.uk
Music	Tom Lingard	t.lingard@kingsnortonboys.bham.sch.uk
Drama	Ed Lee	e.lee@heartlands-academy.org.uk
	Caroline Wilkes	caroline.wilkes@heathpark.net



English	Neeloufar Hanif	n.hanif@georgedixonacademy.com
RE	Maggie Everett	m.everett@kingswolverhampton.co.uk
Science & Professional Mentor	Kerry Taylor	k.hetherington@arkboulton.org
DT	Ros Benton	r.benton@broadway-academy.co.uk
Maths	Hodan Sheikh Ahmed	ahmedh@hamsteadhall.com
	Shabana Nabi	staffsna@saltley.bham.sch.uk
Computer Science	Jerson Thomas	jerson.thomas@hodgehill.bham.sch.uk
School Direct	Teresa Wilson	twilson@holyheadschool.org.uk
	Carol Turner	c.turner@holte.bham.sch.uk

Partnership Agreement

Birmingham City University Secondary Partnership is a collaborative venture in which schools play a leading role to ensure the best possible outcomes for trainees, schools and pupils. All partners have a joint responsibility for ensuring that the training and professional development provided for trainee teachers is relevant and meets the needs of individuals, schools and the changing needs of the profession.

Birmingham City University School of Education and Social Work is committed to working in partnership with schools to ensure that all trainee teachers become teachers who are:

Committed, Creative and Confident:

Committed to:

- Being an outstanding teacher
- Creating a vibrant learning environment in which all learners will thrive
- Addressing the needs of all learners and their communities
- Their own professional development and learning
- Developing excellent subject and pedagogical knowledge

Creative in:

- Engaging, inspiring and motivating all learners
- Informing learning and teaching through research and evidence
- Overcoming disadvantage and barriers to learning
- Reflecting on the impact of their professional practice

Confident to:

- Act as a leader of learning



- Respond flexibly and proactively to change
- Communicate effectively with all partners in learning
- Accept responsibility and be accountable for their professional actions and decisions.

The Partnership Agreement outlines the expectations for School Based Training and the roles of each of the partners in providing excellent learning experiences for trainee teachers through a range of activities and to ensure that trainee teachers have a positive impact on learning outcomes for the pupils they teach.

All schools in our partnership sign the Partnership Agreement which details the roles and responsibilities of all stakeholders involved in initial teacher training in the Birmingham City University Partnership. The Roles and responsibilities of all stakeholders are defined and specified therein.

Management of Partnership

Each programme in the School of Education and Social Work, Faculty of Health, Education and Life Sciences, has a Student Feedback Forum which is responsible to the School Academic Board. The Programme Leader has overall responsibility, under the Head of Department for Secondary and PCET ITT for the day-to-day operation of the programme and for maintaining and enhancing its quality.

The head of department and the programme leader, with the support of the Secondary Partnership Lead and the Secondary Partnership Administrator and the tutor team, are responsible for organising and supporting teaching placements and for monitoring the operation of partnership agreements with schools and other providers. Subject tutors take a direct lead in training our school based mentors to ensure they are up to date with the priorities for each subject in terms of initial teacher training.

The remit of the Secondary Partnership Lead with the support of the Programme Leader, includes responsibility for the Partners' Handbook; determining the roles and responsibilities of trainee teachers, mentors and tutors; mentor training; placement documentation; moderation, evaluation procedures, and monitoring and reviewing improvement planning.



Roles and Responsibilities

For school based training to be effective in supporting trainees to become good or outstanding teachers it is important that all stakeholders understand their role in this process.

The Mentors, or School-based Trainers

Schools working in partnership with the Faculty will have teachers who have undergone training as mentors, either at Birmingham City University or another institution of higher education offering mentor training programmes. The subject mentor will be a teacher with considerable experience of teaching the subject and may be the head of department. The professional mentor is usually a senior member of staff whose responsibilities may also include NQTs and their induction programme.

Mentors share responsibility for the trainee teacher's programme. During the early stages of training it is envisaged that the professional mentor will provide the framework for the programme, to which the subject mentor will contribute. Towards the end of the training, we envisage the subject mentor taking on greater responsibility for trainees and their progress in learning to teach their specialist subject.

The programme organised by mentors for trainee teachers will vary according to the requirements of different placements. However, aspects common to all placements include:

- a general introduction to the school
- access to relevant documentation such as the school prospectus, the latest Ofsted report, the staff handbook, school policies on areas such as special educational needs and disabilities, equal opportunities and promoting inclusion, pastoral care, behaviour management, safeguarding, systematic synthetic phonics, the use of ICT, assessment, etc.
- a programme of structured observation and teaching, relevant to the stage of training. This may include teacher and/or pupil trailing, observation of different subjects, observation of a range of teaching styles, and observation of a broad range of pupils in terms of ability and age
- attachment to a tutor group
- opportunities to become familiar with a second subject
- opportunities to attend relevant meetings and in-service training



The Subject Mentor

The subject mentor is the person most closely involved with the support and assessment of trainee teachers and is responsible for their programme of observation and teaching within the specialist subject. Subject mentors will provide:

- opportunities for trainee teachers to observe teaching across different ages and abilities;
- discussion and analysis of methods and strategies employed;
- discussion of subject ethos/philosophy;
- access to the subject department's units (schemes) of work and relevant examination specifications;
- opportunities for trainee teachers to teach their specialist subject, as appropriate to the stage of training, and including KS3, KS4, and, where possible, post-16 groups;
- access to relevant pupil information, such as assessment records and Individual Education Plans;
- support and guidance in preparing units of work and in planning lessons;
- formal observation of at least two lessons a week followed by written feedback, using Review and Analysis forms;
- timetabled weekly review and guidance sessions;
- discussions of trainee teachers' progress with professional mentors and university tutors;
- opportunities for checking, signing and grading (where appropriate) evidence in trainee teachers' SEPJ which contributes to the achievement of the Teachers' Standards;
- opportunities for trainee teachers to negotiate future Teachers' Standards targets, using the Weekly Review pages in the SEPJ;
- regular scrutiny of trainee teachers' School Experience Files, including their written evaluations of teaching and their assessment records;
- a Midpoint review at a date set part-way through the placement, indicating the trainee teacher's current progress and identifying any areas that might be a cause for concern;
- an End of Placement report at the end of the placement which provides a final assessment of the trainee teacher's achievement of the Teachers' Standards (in Block A this will indicate whether or not the trainee has passed the placement and can proceed onto Block B, in Block B the End of Placement report is a summative assessment that leads to the award of QTS)
- a Placement Evaluation Report at the end of each placement;
- signing off the trainees' SEPJ Tasks to support the evidence towards the Teachers' Standards
- in Block B, assistance in drafting the Career Entry and Development Profile.
- The assessment of trainees in light of impact on pupil progress overtime

Where trainees are teaching classes other than the subject mentor's we would encourage the class teacher to observe, both formally and informally, and give feedback. However, it is important that the subject mentor manages the process to ensure that the training experience remains coherent and targeted.



The Professional Mentor:

- Organises and quality assures a trainee teachers' programme of activities during any induction stage and outside of the specialist subject
- Ensures that trainee teachers will not at any point be asked to cover for absent teachers
- Ensures that at all times trainee teachers are under the supervision of a qualified teacher
- Assigns trainee teachers to a tutor group
- Arranges opportunities for observation outside the specialist subject
- Arranges opportunities for experience in a second subject
- Arranges for trainees to visit feeder Primary schools in both Block A and Block B placements (one day in each block) and support trainees in arranging an 'Enrichment' placement at the end of Block B. Trainees may also need support in arranging experience with working with post-16 if this is not offered by either school placement.
- Provides opportunities for trainee teachers to attend appropriate school meetings
- Provides an appropriate CPD programme to complement the professional training provided at university covering whole school issues
- Monitors and contribute to a trainee teachers' completion of the SEPJ tasks
- Observes the trainee teaching **at least once** per placement through the completion of a **joint observation** with the subject mentor and gives feedback using the university R&A form
- Moderates the subject mentor's assessment of the trainee teacher
- Provides support for subject mentors in target setting and assessment
- Contributes to the completion of the End of Placement Report
- Quality assures subject mentoring in school, ensuring that subject mentors complete the duties outlined below.
- The assessment of trainees in light of impact on pupil progress overtime

The University Tutor (PDT):

Each trainee teacher is allocated to a university tutor, according to their specialist subject, whose role is to support the trainee throughout the programme. This involves holding termly tutorials to discuss trainee teachers' progress, marking trainees' assignments, and visiting

them during school placements. The tutor is the first point of contact with schools in which their trainees are placed. S/he will:

- following an initial subject audit, agree and monitor targets and action points for the trainee teacher which should be addressed in schools as well as in the Faculty;
- be responsible for placing the trainee in their Block A and Block B placements (with the exception of School Direct where placements are arranged by the lead school) and ensuring that these offer a contrasting experience
- during tutorials, agree and monitor targets and action points which will help the trainee teacher to achieve the Teachers' Standards;
- visit each placement school to assure the quality of provision;
- liaise with subject and professional mentors to ensure that appropriate training is provided;
- support mentors in their supervision and assessment of trainees;
- where appropriate, jointly observe lessons taught by trainees and participate in the discussion which follows;
- Hold termly progress review meetings with trainees to discuss their progress towards achieving the Teachers' Standards and moderate the assessments made by schools;
- recommend and assist in the organisation of visits by external examiners;
- assist the trainee teacher to complete the Career Entry and Development Profile;
- draft the trainee teacher's reference.
- be accountable for the delivery of PGCE modules and the marking and feedback of assignments (for those trainees following the Core route and certain models in the School Direct route).
- The assessment of trainees in light of impact on pupil progress overtime

The Trainee Teacher:

Trainees are not expected to be competent teachers until towards the end of their training, and they need to experience the agonies and triumphs of learning to teach, preparation and planning, organising work, evaluating and assessing in a supportive and challenging school environment. The programme has been designed so that trainee teachers gradually take on more responsibility - for the percentage of time and the number of pupils taught, for planning units (schemes) of work and lessons, and for assessing pupils and setting targets for them. From the start, trainee teachers have a major responsibility for their own learning and progress. However, it is not expected at any point during training that trainee teachers will be asked to cover for absent teachers; at all times they should be under the supervision of a qualified teacher.

A summary of our expectations of trainee teachers follows:

- Trainee teachers are expected to attend all taught sessions in the Faculty and carefully read all the information they are given to prepare themselves for school experience.
- Trainee teachers must attend timetabled tutorials in the Faculty and prepare for these as appropriate.
- Adhere to a professional dress code for all university-based sessions.



- Following the initial Subject Audit, trainee teachers should work towards meeting their agreed targets and accumulate appropriate evidence.
- Trainee teachers should file their SEPJ in a loose-leaf ring binder and systematically accumulate evidence from a range of sources towards the achievement of Standards.
- Trainee teachers should complete the SEPJ tasks as required and present them to their subject mentor to be signed off.
- Trainee teachers must demonstrate that they are meeting the Standards for Personal and Professional Conduct (Teachers' Standards, Part Two, DfE 2012), and follow guidelines for the professional behaviour expected by schools. They should:
 - arrive in plenty of time, not just as the bell goes; good **attendance and punctuality** facilitate a calm and well-focused start and help establish the right working environment
 - be well **organised**; plan ahead
 - act in a **professional** manner in all areas of the school; be particularly mindful of the need for **confidentiality**, using tact and diplomacy
 - seek and act upon **advice**, trainees are not expected to know everything but are expected to ask
 - set **cover work** for the classes they would have been teaching, if they are not in school
 - be **flexible**
 - dress appropriately, observing and following **dress codes**; some body piercings are not welcome and can be dangerous in crowded corridors
 - become familiar with school **routines, procedures and policies**
 - be able to **negotiate** appropriate learning opportunities for themselves
 - keep **up to date** with their subject
 - be responsible for their **dealings with pupils**; pass information on; **be accountable**
 - observe **safeguarding protocols** and be aware of the dangers posed by **social networking sites** and other **new technologies**. (See Section F, New Technologies – a health warning)
 - work well in a **variety of teams**, contribute and take their turn; attend all appropriate **meetings** (pastoral, subject, staff, parents)
 - **communicate** clearly and appropriately with pupils and adults
 - maintain a **sense of humour** and proportion
 - develop healthy and appropriate **working relationships** with pupils and staff
 - learn to **defuse** difficult situations; maintain a wide view, and avoid confrontation
- Trainee teachers must follow the requirements for school experience in relation to medium and short term planning (units of work and lesson plans). Units must be signed by subject mentors before trainees can begin teaching.



- Trainee teachers are responsible for ensuring that their School Experience File conforms to University requirements is kept up-to-date, and is available for scrutiny by university tutors and school mentors at all times.
- Trainee teachers are responsible for generating and collating evidence of their achievement against the Teachers' Standards, keeping their Professional Development Profile up to date, and presenting it to mentors regularly for verification and, where appropriate, grading. The Profile should also be available for scrutiny by university tutors and school mentors at all times.
- Trainee teachers must be aware of the requirements for each placement and negotiate an appropriate timetable which must include weekly timetabled training with mentors.
- Trainee teachers should act upon advice given and targets set by mentors and tutors.
- Trainees' understand how good and outstanding teaching is seen through the lens of the progress that pupils make.
- All trainees are expected to make a positive contribution to pupils' learning from the beginning of their programme.

For School Direct only - The Faculty Link Tutor:

- Main contact at BCU for the School Direct lead within the school.
- Monitors the progress of all trainees across all subjects within a school/consortium.
- Conducts a quality assurance visit in each school once in each Block experience.
- Second port-of-call for trainees after the subject-specialist tutor.
- Receive copies of all tutor visit forms completed by the university tutors.
- Liaise with the School Direct lead to arrange interviews for applicants to the programme.

The Faculty Link Tutor team for School Direct/SCITT:

Arthur Terry Teaching School Alliance (School Direct & SCITT)	Christopher Bolton	Christopher.bolton@bcu.ac.uk
Biddulph High School	Peter Carr	peter.carr@bcu.ac.uk
Holte School	Fiona Darby	fiona.darby@bcu.ac.uk
Innovation Learning and Leadership Alliance (Ashlawn School Rugby)	Peter Carr	peter.carr@bcu.ac.uk



RSA Academies Teaching School Alliance	Tracey Goodyere	tracey.goodyere@bcu.ac.uk
Waverley School Direct	Kerasia Lefkaditou	kerasia.lefkaditou@bcu.ac.uk
Coventry SCITT	Kelly Davey Nicklin	Kelly.daveynicklin@bcu.ac.uk
Haybridge SCITT	Jean Dyson	Jean.dyson@bcu.ac.uk
Titan SCITT	Peter Carr	Peter.carr@bcu.ac.uk

Absence

Trainees are expected to attend school based training on all of the dates allocated, and to remain in the school for the whole day.

It is not acceptable to be absent during the school day for routine appointments (dentist, doctor, optician, hairdresser, etc.).

Any requests for leave of absence must be negotiated with both the school and the Secondary Partnership Team, e.g. to attend a family funeral.

Absence Reporting Procedure

If trainees are absent from school for any reason, it is their professional responsibility to:

1. Contact the class teacher to inform them of the absence as far in advance as possible and provide them with information regarding the lessons planned for delivery that day.
2. Telephone school to report absence formally in accordance with school policy for staff.
3. Email educationstudentabsence@bcu.ac.uk by 08:30am at the very latest on each day of absence; stating their name, school, stage of programme and reason for absence.
4. Inform your University Tutor by an agreed means.
5. Keep the school and university informed about continuing absence.

Trainees must make calls in person except in extreme circumstances.

Programme and Placements Overview PGCE and School Direct

Prior to enrolment at BCU trainee teachers are expected to have spent time in a secondary school of their choice and follow faculty suggested guidance to prepare them for the start of their PGCE training programme. Over the training year trainee teachers



undertake teaching practices in at least two contrasting schools which provide a supportive training environment with progressively more challenging learning opportunities. For the **Block A placement**, trainees are usually paired in their subject on the Core route. For the **Block B placement** trainees are not paired and are placed in a contrasting school from their Block A placement. School Direct trainees are likely to be placed in two different schools during the Block B placement (usually returning to the host school for the last part of the programme).

Block A Experience - Introductory weeks before half-term

- Structured observations and relevant directed tasks.
- Agree teaching timetable.
- Draft and revise units of work.
- Trainees experience a limited amount of teaching in a supported framework the expectation is that full teaching of some lessons takes place before half-term (enough to inform the midpoint review assessment on 9th November 2018).
- Completion of specific tasks in their School Experience Progress Journal (SEPJ).

Block A Experience – After half-term

- Midpoint Review due in on **Friday 9th November 2018**.
- Trainees teach **14 hours of a subject timetable between them** (teaching can include team teaching with mentor, paired teaching with other trainees and solo teaching). Each individual trainee must lead on 7 hours of teaching and partner for 7 hours making 14 hours in total. For School Direct trainees the same number of hours applies (7 per trainee).
- Timetabled opportunity (one day or equivalent part days) to spend time in a feeder **Primary school**.
- Completion of relevant SEPJ tasks.
- Gathering of evidence toward the Teachers' Standards.
- Gain familiarity with a second subject where appropriate.
- Mentors complete an assessment of trainees' progress called the 'end of placement report' due in by **21st December 2018**.

Block B Experience – Introductory weeks before half-term

- Structured observations and relevant directed tasks.
- Agree teaching timetable for block placements including form tutor role. Post-16 should be included on the timetable if possible. If there is no provision for this in either the trainees' Block A or Block B placements, trainees will need support arranging relevant experience in another institution.
- Draft and revise units of work/ undertake preparatory tasks.
- Completion of specific tasks in the SEPJ.
- Timetabled opportunity (one day or equivalent part days) to spend time in a feeder **Primary school**.

Block B School Experience – After half-term

- Midpoint Review due in on **Friday 8th March 2019**.
- Trainees teach **15 hours of their first subject per week**.

- Trainees undertake the range of duties and responsibilities expected of NQTs (form tutoring, break duties, reporting to parents, meetings and contributing to the life and ethos of the school).
- Completion of relevant SEPJ tasks.
- Gathering of evidence toward the Teachers' Standards.
- Mentors complete an assessment of trainees' progress called the 'end of placement report' due in by **Friday 24th May 2019**.

Below is a diagram giving a suggested range of activities and distribution of time in the Block A placement (to be divided between the trainees):

	Monday	Tuesday	Wednesday	Thursday	Friday
1	University	Subject teaching with partner supporting	Observe head of department teach own subject	Subject team teaching with partner and class teacher	Subject team teaching with partner
2	University	Subject teaching with partner observing	Subject teaching with partner supporting	Team teaching a GCSE group	Subject teaching with partner observing
3	University	Subject team teaching with partner	Observe or team teach 2nd subject with class teacher	Mentoring feedback on lessons observed	Subject teaching with partner supporting
4	University	PDF tasks/Professional Development Profile.	PM Training session	'Feeder' school visit	PSHE, and tutor group Weekly Review meeting with SM
5	University	Subject teaching with partner observing	Pupil or teacher trailing	'Feeder' school visit	Preparation and marking

Progress Review Days

These are days when trainees are required to attend University for all or part of the day to meet with their Personal Development Tutor to discuss the trainees' progress to date.



Year Overview

	2018/19 W/C	Monday	Tuesday	Wednesday	Thursday	Friday
06	03 Sept	University-based training week (Professional Studies)				
07	10 Sept	University-based training week (Professional Studies)				
08	17 Sept	University-based training week (Professional Studies)			School 1	School 1
09	24 Sept	Subject Pedagogy	School 1	School 1	School 1	School 1
10	01 Oct	Subject Pedagogy	School 1	School 1	School 1	School 1
11	08 Oct	Subject Pedagogy	School 1	School 1	School 1	School 1
12	15 Oct	Professional Studies	School 1	School 1	School 1	School 1
13	22 Oct	Subject Pedagogy	School 1	School 1	School 1	School 1
14	29 Oct	Block A Planning & Preparation/School Half Term				
15	05 Nov	Subject Pedagogy	School 1	School 1	School 1	School 1
16	12 Nov	Progress Review Mtg	School 1	School 1	School 1	School 1
17	19 Nov	Subject Pedagogy	School 1	School 1	School 1	School 1
18	26 Nov	Subject Pedagogy	School 1	School 1	School 1	School 1
19	03 Dec	Subject Pedagogy	School 1	School 1	School 1	School 1
20	10 Dec	Subject Pedagogy	School 1	School 1	School 1	School 1
21	17 Dec	Subject Pedagogy	School 1	School 1	School 1	School 1
22	24 Dec	Christmas Holiday				
23	31 Dec					
24	07 Jan	University-based training week (Professional Studies)				
25	14 Jan	University-based training week (Professional Studies)				
26	21 Jan	Subject Pedagogy	School 2	School 2	School 2	School 2
27	28 Jan	Subject Pedagogy	School 2	School 2	School 2	School 2
28	04 Feb	Prof Enquiry Day 1	School 2	School 2	School 2	School 2
29	11 Feb	School 2	School 2	School 2	School 2	School 2
30	18 Feb	Block B Planning & Preparation/School Half Term				
31	25 Feb	School 2	School 2	School 2	School 2	School 2
32	04 Mar	School 2	School 2	School 2	School 2	School 2
33	11 Mar	Progress Review Mtg	School 2	School 2	School 2	School 2
34	18 Mar	School 2	School 2	School 2	School 2	School 2
35	25 Mar	School 2	School 2	School 2	School 2	School 2
36	01 Apr	School 2	School 2	School 2	School 2	School 2
37	08 Apr	Prof Enquiry Day 2	School 2	School 2	School 2	School 2
38	15 Apr	Easter Holiday				



39	22 Apr					
40	29 Apr	School 2	School 2	School 2	School 2	School 2
41	06 May	Bank Holiday	School 2	School 2	School 2	School 2
42	13 May	School 2	School 2	School 2	School 2	School 2
43	20 May	School 2	School 2	School 2	School 2	School 2
44	27 May	School Half Term – End of Block B placement				
45	03 Jun	Progress Review Mtg	Research placement for Professional Enquiry module			
46	10 Jun	Research placement for Professional Enquiry module				
47	17 Jun	Enrichment placement				
48	24 Jun	Enrichment placement	University-based sign off week (attendance required all days)			

Key:

Professional Studies module (at BCU)
Subject Pedagogy module (at BCU)
Professional Enquiry module (teaching at BCU with placement in June)
School Experience 1 (in school)
School Experience 2 (in school) – please note dates of School experience 2 may differ for School Direct
Enrichment placement (in school)
Progress Review Meeting at BCU or Study day

Some School Direct and SCITT trainees will not attend all BCU-based sessions. Details of sessions to attend will be clarified for trainees via the course leaders.

Key Dates

Mentor Meeting and Training Dates

Event	Date	Venue
School Direct Leaders Briefing	Monday 9 th and Tuesday 10 th July	City South Campus
Professional Mentor training 1 – Block A	Tuesday 18 th and Thursday 27 th September	City South Campus
Subject Mentor training 1 – Block A	Tuesday 18 th and Thursday 27 th September	City South Campus



BIRMINGHAM CITY
University

Professional Mentor training 2 – Block B	Wednesday 16 th and Thursday 24 th January	City South Campus
Subject Mentor training 2 – Block B	Wednesday 16 th and Thursday 24 th January	City South Campus



Assignment Submission Dates

Module / Assignment	Formative Feedback Review Meeting Date	Final Submission Date	Final Marks Published and Assignments Collected	Resubmission Date
Diagnostic Assignment	Monday 10th September 2018 (Progress Review Meeting 1)	Friday 21st September 2018	Friday 19th October 2018	N/A
EDU7344 School Experience 1	School mentor feeds back in weekly meeting on progress, tutor monitor progress throughout and in discussions	Final assessment End of placement report due in Friday 21st December 2018	N/A	If the School 1 placement needs to be retaken, plans for this will be discussed with your tutor.
EDU7343 /EDU6249 Professional Studies	Monday 12th November 2018 (Progress Review Meeting 2)	Monday 7th January 2019 by 12.00pm midday (electronic submission)	Monday 4th February 2019	Friday 29th March 2019
EDU7346 Secondary Subject Pedagogy	Monday 11th March 2019 (Progress Review Meeting 4)	Monday 8th April 2019 by 12.00pm midday (electronic submission)	Tuesday 7th May 2019	Monday 3rd June 2019
EDU7345 School Experience 2	School mentor feeds back in weekly meeting on progress, tutor monitor progress throughout and in discussions	Final assessment End of placement report due in Friday 24th May 2019	N/A	If the School 2 placement needs to be retaken, plans for this will be discussed with your tutor.
EDU7342 Professional Enquiry	Monday 25th Feb 2019 – Submission of part 1 of the Professional Enquiry proposal form Monday 29th April 2019 – Submission of part 2 of the Professional Enquiry proposal form	Monday 17th June 2018 by 12:00pm midday (electronic submission)	Wednesday 26th June 2019	Monday 1st July 2019



Block A School Experience Key Dates

School Experience 1		
Midpoint Review	09/11/18	Send via email to secondarytpdocuments@bcu.ac.uk
Progress review meeting 2	12/11/18	Trainees are required to attend University for all or part of the day to meet with their Personal Development Tutor to discuss the trainees' progress to date.
End of Placement Report	21/12/18	Send via email to secondarytpdocuments@bcu.ac.uk
Placement Evaluation	21/12/18	A link to the online placement evaluation will be emailed out to all subject and professional mentors.

Block B School Experience Key Dates

School Experience 2		
Midpoint Review	8/3/19	Send via email to secondarytpdocuments@bcu.ac.uk
Progress review 4	11/3/19	Trainees are required to attend University for all or part of the day to meet with their Personal Development Tutor to discuss the trainees' progress to date.
Professional Enquiry Day 2	8/04/19	Trainees are required to attend University for the day for activities relating to their Professional Enquiry assignment.
End of Placement Report	24/5/19	Send via email to secondarytpdocuments@bcu.ac.uk (Please note that part of this document needs to be signed using a hand written signature, Scanned versions sent via email are accepted.)
Placement Evaluation	24/5/19	A link to the online placement evaluation will be emailed out to all subject and professional mentors



Birmingham City University

Professional Training Overview

Throughout the training year the University runs compulsory professional and subject training days which trainees attend before either the Block A or Block B placements and on Mondays during the placement period. The university based training days develop the trainee's knowledge of professional and subject teaching issues. Outlined below is the training programme that supports the Professional Studies module. Subject workshops that support the Subject Pedagogy module are outlined in the separate subject mentor handbooks for each subject.

Professional Studies Year Long Plan	
Date	Topics Covered
4/9/18	<ul style="list-style-type: none">Teachers' persona and professional identitySafeguarding part 1
5/9/18	<ul style="list-style-type: none">Digital identitiesWorking with parents and carers
6/9/18	<ul style="list-style-type: none">Scheme of Work planningLesson planning
7/9/18	<ul style="list-style-type: none">Teachers' Standards and the SEPJ
11/9/18	<ul style="list-style-type: none">Learning theoriesModelling and scaffolding
12/9/18	<ul style="list-style-type: none">Assessment part 1
13/9/18	<ul style="list-style-type: none">Factors that inhibit and enhance learningWriting at Level 7
17/9/18	<ul style="list-style-type: none">Diversity in Regional ContextsBehaviour part 1
18/9/18	<ul style="list-style-type: none">SEND part 1EAL
19/9/18	<ul style="list-style-type: none">PreventPolicy Landscape
15/10/18	<ul style="list-style-type: none">Safeguarding part 2 (e-safety, mental health, transition, FGM, forced marriage, child exploitation)
08/1/19	<ul style="list-style-type: none">Behaviour part 2Differentiation



09/01/19	<ul style="list-style-type: none">• Mental health in schools
10/01/19	<ul style="list-style-type: none">• Employability
11/01/19	<ul style="list-style-type: none">• Employability
14/1/19	<ul style="list-style-type: none">• SEND part 2
15/1/19	<ul style="list-style-type: none">• Sex and Relationships Education• SMSC and British Values
16/1/19	<ul style="list-style-type: none">• Assessment part 2• School Governance
17/1/19	<ul style="list-style-type: none">• The role of Ofsted
18/1/19	<ul style="list-style-type: none">• Supporting LGBT+ pupils



Key Mentor and Trainee Documentation

Partner schools are reminded that the Secondary Partnership website includes the key documents relating to the PGCE Secondary and School Direct programme for partner schools. The below resources can be found by navigating the tabs on the partnership homepage: <http://www.bcu.ac.uk/education/partnerships-and-collaborations/secondary-partnerships/overview>

Placement documentation:

- **Midpoint Review-** Analyses the progress at the midpoint of the placement against the Teachers' Standards. A Midpoint review is completed during both school placement 1 and 2 by the subject mentor and the trainee. The professional mentor and university tutor will moderate this process. For some School Direct trainees, it may be appropriate for two midpoint reviews to take place in the Block B experience due to the timing of the contrasting placements.
- **Trainee Developmental Framework-** Outlines the process of extra support that can be put in place before a trainee needs to be considered on the Cause for Concern procedure.
- **End of Placement Report Form-** A summative report of the trainee's attainment at the end of the school placement. The end of placement report form is completed by the subject mentor and the trainee. The professional mentor and university tutor will moderate this process.
- **Internal School Moderation Form (Block A and Block B)** 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.
- **Placement Evaluation-** This will be sent out to partner schools with further instructions via the BCU placements office.

Weekly documentation:

- **School Experience Progress Journal (SEPJ) -** Evidences progress over a placement. It provides a structure for weekly target setting, reflection and the collection of evidence and should be used to inform weekly mentor meetings. The SEPJ contains tasks that must be completed during the school placement.
- **Learning Observation Record -** These are the forms where formal observations must be recorded. It is expected that trainees will be observed twice per week as a minimum. Written formative feedback will be provided on an observation form which focusses on three Teaching Standards. These standards will be assessed using the university formative descriptors for trainees which grades trainees as 'Emerging, Establishing, Embedding or Enhancing'.



- **Formative Descriptors for Trainees (teaching standards tracker)** - Formative feedback guidance produced through collaboration between UCET and the HEA. The guidance provides a set of statements that outline the minimum standard that can be expected of trainee teachers at each stage of their development 'Emerging-Enhancing'. This document is used during observations and when completing formal/informal reviews of trainee progress.

Documents for Trainees:

- **Unit of work and lesson plan template-** For mentors to sign off prior to a trainees teaching
 - **BCU Timetable Template-** For trainees to upload to Moodle so that university tutors know trainee timetables
 - **Professional Progress Pen Portrait**
 - **Subject Knowledge Audit**
 - **Subject Knowledge Action Plan**
 - **Professional Practice Audit**
- Should be reviewed by mentors to support the setup of the placement

Observation and feedback as a Mentor

Subject mentors should formally observe trainees teach **at least two lessons per week** and give trainee teachers written feedback using Review and Analysis forms. The Review and Analysis form alongside the formative descriptors for trainee teachers on the Birmingham City University Teachers' Standards tracker should be used to indicate trainees' progress towards meeting the Teachers' Standards. The use of the formative descriptors helps the trainees and mentors to devise and take 'next steps' towards progress targets. Additionally, the descriptors strengthen consistency across the partnership by helping mentors, tutors and trainees to articulate the expectations that we have for achieving each of the Teachers' Standards.

Formative Descriptors for Trainees (Teachers' Standards Tracker)

Formative feedback guidance is set out for each Standard using progressive headings:

Emerging → Establishing → Embedding → Enhancing

S1: Set high expectations which inspire, motivate and challenge pupils				
Standard Prompts	Emerging (EMG)	Establishing (EST)	Embedding (EMB)	Enhancing (ENH)
a) Establish a safe and stimulating environment for pupils, rooted in mutual respect	<p>Unable to demonstrate the ability to encourage pupils to participate and contribute and/or create an atmosphere conducive to learning.</p> <p>Inadequate or inconsistent rapport developed with individuals and groups such that engagement in learning is hampered.</p> <p>Regularly require the intervention of other professionals to assist in maintaining a purposeful and safe learning environment.</p>	<p>Demonstrate the ability to encourage pupils to participate and contribute in an atmosphere conducive to learning.</p> <p>Develop a rapport with a range of individuals and groups so that most pupils are engaged in their learning.</p> <p>Routinely demonstrate the necessary understanding, presence and management skills to maintain a purposeful and safe learning environment.</p>	<p>Usually encourage pupils to participate and contribute in an atmosphere conducive to learning.</p> <p>Show respect for, and be well respected by, learners and effectively promote pupils' resilience, confidence and independence when tackling challenging activities.</p> <p>Demonstrate an extended range of strategies to establish and maintain a purposeful learning environment.</p>	<p>Consistently encourage pupils to participate and contribute in an atmosphere highly conducive to learning.</p> <p>Show high levels of mutual respect between the trainee and pupils. Very effective in promoting learners' resilience, confidence and independence when tackling challenging activities.</p> <p>Demonstrate innovative and creative strategies to establish and maintain a purposeful and safe learning environment.</p>
b) Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions	Routinely requires the support of another professional to set goals that stretch and challenge pupils.	Routinely set goals that engage most pupils in their learning including those from the range of backgrounds represented and with special educational needs and/or disabilities.	Set goals that motivate, enthuse and motivate most pupils.	Set goals that generate high levels of enthusiasm for, participation in and commitment to learning in all pupils.
c) Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils	<p>Unable to demonstrate positive attitudes, values and behaviour.</p> <p>Shows inconsistent or unequal respect for pupils, colleagues, parents/carers and lacking support for the ethos of the school. Unable to demonstrate sufficient enthusiasm for working with pupils and/or for teaching and learning.</p>	<p>Be able to demonstrate positive attitudes, values and behaviour.</p> <p>Show respect for pupils, colleagues, parents/carers and support the ethos of the school. Demonstrate enthusiasm for working with pupils and for teaching and learning.</p>	<p>Usually demonstrate positive attitudes, values and behaviour.</p> <p>Show respect for pupils, colleagues, parents/carers and actively support the ethos of the school. Most learners are enthused and motivated to actively participate in their learning.</p>	<p>Consistently demonstrate positive attitudes, values and behaviours.</p> <p>Show high levels of respect for pupils, colleagues, parents/carers and energetically support the ethos of the school. Generate high levels of enthusiasm, participation and commitment to learning for all pupils.</p>



For formative feedback purposes only, guidance is given for each sub-heading of each Standard. The language of the formative descriptors should be adopted during written and verbal feedback. This is to support trainees and mentor to *track progress against the standard, to determine areas where additional development might need to be observed, or*


to identify areas where a trainee or teacher is already demonstrating excellent practice relevant to that standard (DfE). Please see the notes on summative assessment below.

The statements in relation to Part One of the Teachers' Standards set out typical characteristics of the practice of trainees. The expectation is that their practice will demonstrate improvement throughout their training and beyond. The formative feedback helps trainees and their assessors to identify progress in their achievement towards the Standards through the levels. Judgements from observations will be based on an assessment of the available evidence to decide which descriptor provides the 'best fit'. Formative feedback must be given for **achievement only**, not effort, intention or as a motivator.

Learning Observation Records

All formal lesson observations must be completed using the BCU Learning Observation Record form.

PGCE Secondary		 BIRMINGHAM CITY University	
Learning Observation Record			
Part A – to be completed by trainee prior to the lesson			
Trainee Name: _____		School: _____	
Date: _____			
Subject: _____			
Placement (circle): _____		Block A _____ Block B _____	
<small>List below the Standard(s) being targeted during the lesson observation and refer to the BCU Standards Tracker for formative and summative feedback</small>			
Teachers' Standard(s) and Standard Prompts observed or discussed:		Formative Feedback Circle/underline Level	
		EMG/EST/EMB/ENH	
		EMG/EST/EMB/ENH	
		EMG/EST/EMB/ENH	
Learner Profile or Context			
Year group	Gender	SEN	More Able
		EAL	Ethnicity
Part B: Formative Comments and questions for the trainee to consider:			
Trainee Action	Impact on learners	Links to Teachers' Standards and questions for trainee to address	
			
<small>Copies to - trainee; school subject mentor; BCU Professional Development Tutor</small>			

PGCE Secondary		 BIRMINGHAM CITY University	
Learning Observation Record			
Part C: Lesson Summary and Targets linked to discussion and trainee reflection on questions:			
Lesson strengths linked to learners' progress: (three minimum)			Link to Teachers' Standards
1. _____			
2. _____			
3. _____			
Developmental targets arising out of the lesson: (one minimum, no more than three).			Link to Teachers' Standards
How can the trainee promote better pupil learning and progress?			
Subject specific target(s)			
Signed (Mentor): _____ Date: _____ Signed (Trainee): _____			
<small>Copies to - trainee; school subject mentor; BCU Professional Development Tutor</small>			

A copy can be downloaded at: <http://www.bcu.ac.uk/education/partnerships-and-collaborations/secondary-partnerships/documentation>



Learning Observation Record example:

Trainee Name: Xxxx Xxxxxxxx	School: XXXXXXXXXXXXX
Date: 13.11.2018	
Subject: Religious Education	
Placement (circle): Block A	Block B

List below the Standard(s) being targeted during the lesson observation and refer to the BCU Standards Tracker for formative and summative feedback:

Teachers' Standard(s) and Standard Prompts observed or discussed:	Formative Feedback Circle/underline Level
2a be accountable for pupils' attainment, progress and outcomes	EMG/ <u>EST</u> /EMB/ENH
3a have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings	EMG/ <u>EST</u> /EMB/ENH
7b have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly	EMG/ <u>EST</u> /EMB/ENH

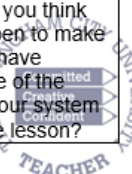
Learner Profile or Context

Year group	Gender	SEN	More Able	EAL	Ethnicity	Other
9	19F and 12M	1 ADHD and 2 Dyslexic	2	11	2 mixed, 4 white (other), 9 white (British), 16 Asian (British)	1 new pupil to the class

PART B: Formative comments and questions for the trainee to consider:

Trainee Action	Impact on learners	Links to Teachers' Standards and questions for trainee to address
<p>The learner profile on this form and the lesson plan shows knowledge of some of the diverse needs in the group.</p> <p>Pupils are welcomed into the lesson at the door, resources and exercise books are organised.</p> <p>The school behaviour system is used, with 3 warnings given out and 5 merits.</p>	<p>Awareness of pupil ability and need will enable you to make learning accessible for all pupils.</p> <p>The lesson begins on time, and pupils have material in the form of a key quotation to focus on. This stops pupils becoming off task and bad behaviour escalating.</p> <p>Pupils respond well to the warnings and are happy to receive the praise – although there is some confusion of why these specific pupils are given praise at the end of the lesson.</p>	<p>TS2 and 5. How might you have supported some of the less able pupils to access both the demanding content and the tasks?</p> <p>TS4 and 7. How might you have maximised this engagement at the beginning of the lesson?</p> <p>TS7. What do you think needs to happen to make sure that you have purposeful use of the school behaviour system throughout the lesson?</p>

Copies to - trainee; school subject mentor; BCU Professional Development Tutor





Questioning is good, particularly when introducing new information and setting tasks. The school hands down policy of cold calling is used to check past knowledge and understanding of new tasks/expectations.	Pupils are engaged with new material delivered through different mediums, and questions enable all pupils to gain an understanding of what they need to do.	TS2 and 3. How might questioning be used to facilitate pupil links with previous learning? What other AfL tools might you use to check pupil subject knowledge development throughout the lesson?
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Part C: Lesson Summary and Targets linked to discussion and trainee reflection on questions:

<p>Lesson strengths linked to learners' progress: (three minimum)</p> <ol style="list-style-type: none"> Clearly outlined learning outcomes – identifying command words and content with pupils from the beginning of the lesson Use of different sources of information – including the video clip, case studies/scenarios and the Pope's twitter account Clear questions for discussion and to structure pupil notes used over the course of the lesson to frame subject knowledge development 	<p>Link to Teachers' Standards</p> <p>2a</p> <p>4a</p> <p>3a</p>
<p>Developmental targets arising out of the lesson: (one minimum, no more than three).</p> <p>How can the trainee promote better pupil learning and progress?</p> <p>How might you link learning tasks to the intended learning which you discussed at the beginning of the lesson. This would support pupils in being able to understand the aim of each task and to reflect on their progress.</p> <p>You have recognised the current learning ability and need in this class, this knowledge needs to have a more developed impact in your delivery and resources. For each task consider how you will scaffold those who might struggle, and how you will challenge those who successfully complete the general lesson requirements.</p> <p>Subject specific target(s)</p> <p>Develop links beyond the lesson across the subject. This lesson is focussed on the pro-life understanding of abortion, but you need to remind pupils of differing points of view additional relevant information (inc. scripture references) which they have or will cover. Making these links will add depth to your classroom discussions, provide challenge and revision opportunities for pupils and support pupils in developing subject relevant skills such as balancing an argument in academic discussion.</p>	<p>Link to Teachers' Standards:</p> <p>2a and 2c</p> <p>5a</p> <p>2b and 3a</p>

Signed (Mentor):

Date: 13/11/2018

Signed (Trainee):





Weekly mentor meetings

A weekly mentor meeting between the trainee teacher and the subject mentor should be timetabled, so that progress and achievement can be evaluated systematically and future targets set. To prepare for this meeting and to ensure that time is used productively, trainee teachers should complete the first part of the Weekly Review sheet (found in the SEPJ) in advance. This will then be discussed with the mentor and future targets agreed.

Weekly review meetings provide the opportunity to:

- Regularly work in partnership with their subject mentor
- Review progress made over the previous week
- Agree developmental targets to support progress over the forthcoming week
- Specifically discuss developments in subject knowledge and any emerging needs related to subject pedagogy
- Provide the opportunity for the trainee to discuss and make further progress towards the Teachers' Standards which have a subject specific dimension
- Identify any individual training needs and take actions to ensuring that needs are met
- Support the trainee to work collaboratively with other colleagues and professionals in school to support trainee professional development
- Monitor the SEPJ tasks
- Identify impact on pupil learning

Placement Overview

The programme is designed around at least two significant and regular placements in schools. These placements are set in a supportive, developmental framework with progressively more challenging learning opportunities. Further details of each placement are given below which supplement the information given in the section on Roles and Responsibilities above.

Throughout the programme, trainee teachers are required to submit coursework assignments. These have been designed to reflect aspects of their developing understanding of schools and of teaching in their specialist subject. In addition to specific coursework assignments, trainee teachers are required to complete directed tasks during their school placements, known as School Experience Journal Tasks. These tasks form part of the evidence for the achievement of the Teachers' Standards. The completed tasks are submitted to the Subject Mentor, who will sign off the trainee's response, before being printed and included in the trainee's Professional Development Profile.

During placements, the progress made by trainee teachers towards the achievement of the Teachers' Standards must be assessed on a regular basis. We have asked trainee teachers to consider the achievement of Standards to be an on-going, cumulative process and they have been told to present the evidence recorded in the Professional Development Profile to mentors on a regular basis for verification and, where appropriate, for grading. Some trainee teachers will need to be actively encouraged to do this, particularly in the early stages of the programme, and they will continue to need guidance as to the range and quality of evidence required in order to fully meet the requirements of each Standard. The Questions for



Assessors, which are included in the Professional Development Profile, give very useful suggestions which will help both mentors and trainee teachers to understand the scope of the Standards. However, these are not statutory. The grading system developed by the partnership is integrated into trainees' Professional Development Profiles with the grading criteria for each Standard located next to the page where trainees record their progress. The grading system is also reproduced in the previous pages of this handbook (pp. 19 – 22).

University sessions have been planned to support school placements by addressing key issues and concepts in a progressive and developmental way. It is important that trainees are provided with opportunities to demonstrate their developing knowledge and understanding in a practical context. Details of the taught programme can be found on page 13.

Cause for Concern

Cause for concern procedure 2018 /19

The cause for concern procedure will ensure that all trainees are supported and offered intervention where necessary to meet all of the Teachers' Standards.

A cause for concern will be issued when:

A trainee does not make the expected progress;

A trainee struggles professionally or personally to meet the Teachers' Standards (Part One: Teaching);

A trainee fails to demonstrate high standards of personal and professional conduct (Part Two: Personal and Professional Conduct).

A cause for concern can be raised at any stage of the programme and:

Can relate to a trainee's engagement with and attendance at the taught elements of the programme;

Can relate to specific aspects of the trainee's teaching and be characterised by a lack of expected progress by the pupils as identified against the Teachers' Standards referencing the grade descriptors.

A cause for concern may also be raised if:

A trainee's teaching, for any reason, is not developing as expected; for example, if a trainee 'plateaus' and there is no evidence of further progress or development in the quality of their teaching;

A trainee has not received the necessary support from the placement school at which point the university will intervene and offer additional support.

A cause for concern will outline the concerns, set targets, identify intervention strategies, training needs, support strategies and agree review points. It is an intervention strategy and will result in an agreed increase in school and university support and monitoring.

Cause for Concern Process on Placement

Stage 1

At the earliest opportunity after a concern has arisen, the teacher/mentor and/or university tutor discusses the concerns with the trainee. In this discussion the causes for concern, supported by evidence from the trainee's practice, need to be shared with the trainee. The trainee will have the opportunity to share their perceptions of the concerns and a joint understanding is established.

A Cause for Concern Form is completed to:

Record and identify the issue(s) which give cause for concern in relation to the Teachers' Standards;

Record and agree a maximum of three targets which are focused explicitly on areas for improvement;

Record and agree intervention actions for the trainee;

Record and agree intervention strategies to support the trainee for the class teacher/mentor/university tutor;

Record and agree, using professional judgement, a date to review outcomes, which must be within 10 working days.

The trainee and the teacher/mentor/university tutor sign the form and a copy is sent to: education.partnerships@bcu.ac.uk.

If the university tutor is not present the teacher/mentor emails or calls the university tutor to inform them of the discussion. The university tutor will consult the course leadership team and may offer additional visits.

Stage 2

In a meeting between the trainee and the teacher/mentor and/or the university tutor the Cause for Concern Form is used to:

Review the targets using the full range of evidence;

If sufficient progress has been made by the trainee, normal training routines resume;

A copy of the completed Cause for Concern Form is sent to: education.partnerships@bcu.ac.uk.

If insufficient progress has been made a Cause for Concern Form is used to agree:

The causes for concern and set revised targets;

Intervention actions for the trainee, teacher/mentor and/or university tutor are agreed as part of the cause for concern intervention plan;

Using professional judgement, a timescale of up to 10 working days is set for the trainee to focus on the cause for concern targets;

All observations and meetings should focus on the cause for concern targets.

The trainee and the mentor/university tutor sign the form and a copy is sent to: education.partnerships@bcu.ac.uk

If the university tutor is not present the teacher/mentor emails or calls the university tutor to inform them of the discussion. The university tutor will consult the course leadership team and may offer additional visits.

Stage 3

A formal review of targets, using the full range of evidence, by the trainee, teacher/mentor and/or university tutor. There are three possible outcomes from the formal review:

If sufficient progress has been made, the cause for concern ends and the normal training routines resume;

If limited progress has been made, the mentor/university tutor and trainee review the issues, revise the targets and the cause for concern is extended and Stage 3 can be repeated. If the university tutor is not present the class teacher/mentor emails or calls the university tutor to inform them of the discussion. The university tutor will consult the course leadership team and may offer additional visits.

If insufficient progress has been made proceed to Stage 4.

Stage 4

The mentor/senior school leader/ university tutor contacts the course team to discuss the trainee's progress. There are two possible outcomes:

It is agreed that a further Cause for Concern would be appropriate and targets and intervention support are agreed and Stage 3 repeated;

It is agreed that the trainee has failed to meet the Teachers' Standards at the appropriate level so has failed the placement. Proceed to Stage 5.

Stage 5

The mentor/senior school leader completes an exit interview with the trainee so that the trainee understands the evidence that was used to judge their performance against the Teachers' Standards.

The trainee meets with a member of the course leadership team to discuss the evidence and to agree targets for improvement and the record for a failed placement is completed.

The placement records are reviewed by the course team and the decision is referred to the Head of Department for review.

An email is sent to the trainee with a copy to the Professional Development Tutor.

A de-brief meeting takes place between the university tutor and the relevant school personnel, leading to a report of arising issues and actions when necessary.

Stage 6

The university Head of Department decides if there is any evidence or circumstances that require further investigation.

Trainees that are a cause for concern will not be demonstrating their understanding or application of the Teachers' Standards at the appropriate level for their stage of training or will not be fully engaged or responding to advice and feedback.

Ensure that the trainee understands which aspects of their practice they need to improve and the strategies and actions they need to employ to achieve this improvement.

A Cause for Concern form will be written identifying the reasons for the concern, the targets, the support available and the date when the targets will be reviewed. This is usually done in conjunction with the PDT so it is important that they are informed



immediately of any trainees at risk of being a cause for concern. If necessary, the PDT may conduct supplementary visits to ensure that the trainee makes appropriate progress.

Monitor the progress of trainees, liaise closely with the class teacher and ensure that interventions are timely and appropriate. In the event of a trainee not completing school based training write a report detailing the reasons for non-completion and the support offered to the trainee.

- **If you have a cause for concern please complete a Cause for Concern form and email a copy to education.partnerships@bcu.ac.uk.**

Retaking placements

Each block of school experience (Block A and B) are modules within the PGCE course, and as such need to be passed. In the unlikely event that a trainee is unsuccessful on placement, they will have one opportunity to retake the module by repeating their time in school. This will take place in a different school and incur additional expense for the trainee via a placement retake fee. To pass Block A trainees need to have achieved a grade of 'Establishing for five or more standards and to pass Block B trainees need to have achieved a grade of a minimum of 'Establishing' for all standards. Ideally trainees are aiming towards achieving a grade of a minimum of 'Embedding'. Trainees must also 'pass' part 2 of the Teachers' Standards in order to place a placement.

School Experience File

For the all Block placements, trainee teachers are expected to have a School Experience File and to keep it up-to-date. If keeping a hard copy of documentation the School Experience File should be in a loose-leaf ring file, with coloured section dividers. It should be with trainees at **all** times during their teaching practice, and made available to mentors and university tutors on request. Inspectors and external examiners will also expect to have access to it. We have asked trainees to use the following format which allows progress and development to be monitored easily. Trainees are welcome to keep a School Experience File digitally but they must ensure that the contents can be seen by any mentors or tutors wishing to see it.

School Experience File Format

The following labelled sections should be in the File:

1. General Information

Items will include:

- Lists of relevant names and contact details (School, Head, Professional Mentor, Subject Mentor, other staff in the subject department, university tutor)
- School Experience Register. This is a register of the trainee teacher's own attendance and should be kept up to date. It will need to be signed at the end of the practice by the Head or Professional Mentor. This will also be required for any claim of travelling expenses. Instrumental teachers will require an additional register
- Their timetable – this should indicate the times of each lesson, including tutorial times and breaks, rooms used, and site if a split-site school
- Nominal roll of classes taught (this may include details of pupils with Special Educational Needs)
- A brief description of the school
- A summary of the provision for the subject and details of the curriculum (including examination specifications) followed
- A list of available resources for teaching the subject

2. *Today's lessons*

- Lesson plans, in order, for all lessons to be taught on the day in question. These should then be transferred to Section 3

3. *Class or Group Sections*

There must be a separate section for each class or group so that development and progression can be seen clearly. Each of these sections will include:

- A class list/register of attendance indicating pupils' absences
- A mark list for each class, showing all pupils' names and their level of attainment in specific tasks (this can be incorporated into the attendance register)
- Information about specific pupils (sensitive and confidential information must be respected). For pupils with Special Educational Needs this should consist **either** of copies of IEPs (Individual Educational Plans) **or** trainee teachers' notes on the pupils compiled after reading IEPs
- The medium-term plan (Unit of Work) for the class, signed by the mentor
- A lesson plan for every lesson or part of lesson taught by the trainee teacher
- After all sections of the plan have been completed, they should be filed in chronological order
- A single copy of any worksheets used or produced for that lesson

4. *Weekly reviews*



- Trainee teachers complete the first part of the Weekly Review page in the SEPJ, reflecting on the progress they have made with previous targets and identifying areas for future development
- This is then discussed with the mentor during the weekly review meeting
- Trainee teachers and mentors need to negotiate targets for the following week and these should be clearly stated on the Weekly Review page.

End of Placement Report

End of Placement Reports should be completed electronically via the template provided on the partnership website. Towards the end of the placement, mentors will discuss progress with each trainee and will complete the End of Placement Report. Trainee teachers will need to have read and signed the report before it is submitted to the Faculty. Copies of trainees' End of Placement Reports will be forwarded to the schools in which the trainees are subsequently placed so that mentors are given as much information about trainee teachers as possible in order to facilitate effective and appropriate planning. Similarly, each trainee teacher's introductory information, subject knowledge audit and action plan will be forwarded to subject mentors so that appropriate support can be provided and targets set.

Planning

Trainee teachers are expected to teach the syllabus of the subject department in which they are placed and adhere to Programmes of Study in the National Curriculum and/or local curricula as appropriate, and to examination specifications. They are expected to have their own copy of the National Curriculum Subject orders, and any required local curriculum Programmes of Study or other documentation. They need to gain experience of writing and adapting units of work and they are required to use the Birmingham City University template for units whether these are of their own devising, adaptations of published materials, or those prescribed by the department. They also need to gain experience of preparing and teaching lessons which they have planned themselves, so trainees will benefit if mentors could allow as much flexibility as possible with regard to the mode of delivery of curriculum content within the constraints of their syllabus. Trainee teachers also need to gain experience of assessing pupils in line with school assessment policies and statutory requirements.

Where units of work have been approved and signed, in Block A, teaching can be phased in prior to October half-term and they should start teaching all their classes after half-term. In Block B, teaching can be phased in prior to February half-term and they should start teaching all their classes after half-term. These arrangements will be slightly different for School Direct trainees in Block B where they will be spending a minimum of 25 days in a second school. Trainees have been told that they will not be able to begin teaching until their



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units have been approved and signed by subject mentors. Units of work should be planned using the University format. The University format for planning lessons should also be used.

Trainees are required to use the University format for lesson planning a minimum of twice per week (ideally timed when formal observations take place with the subject mentor). For the remainder of their lessons, trainees may use any template/format approved by the mentor (this might be the school lesson planning template or any other appropriate template). Lesson plans should be submitted to the class teacher a minimum of 48 (working) hours prior to lessons taking place to allow time for feedback before delivery.

Second Subject

The programme does include a second subject and experience of teaching or observing another subject in school which may help trainee teachers to obtain their first teaching post. Trainees will need to discuss this with the professional mentor. Subjects chosen as the second subject may be ones that have formed part of the trainee's degree or that they have taken at 'A' level, or a subject where they are able to demonstrate an adequate level of subject knowledge. Other possibilities are areas which do not require subject-specific qualifications in the first instance such as PSHE or Citizenship.

It may not be possible for schools to provide appropriate experience for trainee teachers in the subject of their first choice and they must be prepared to be flexible.

Unit of Work



School / Term / Dates: <i>Delete and type over all Xs</i>	Subject: X	Duration of Unit: X
Group / Class: X	Title / Topic / Theme: X devised by (name/s)	Weekly hours / lessons: X
Number in group / class: X		Length of lessons: X
School / Term / Dates: <i>Delete and type over all Xs</i>	Subject: X	Duration of Unit: X
Group / Class: X	Title / Topic / Theme: X devised by (name/s)	Weekly hours / lessons: X
Number in group / class: X		Length of lessons: X

Pupil information (school data):	X
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Unit of Work



Ability range with evidence, individual needs, group dynamics	
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Experience: Prior skills, knowledge concepts; NC levels; exam progress	X
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General Aims:	To provide opportunities for pupils to:	Links to N.C. and/or Exam Specs:
	<ul style="list-style-type: none"> • X • X 	<ul style="list-style-type: none"> • X • X

Intended Learning: Include skills, concepts, values etc,	By the end of the unit pupils will have learned: ➤ X
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Phase	Key Intended Learning	Possible Activities	Assessment <small>How key intended learning will be assessed</small>	Inclusion <u>and</u> Links to Wider Learning <small>Including transferable skills</small>	Resources <small>(including ICT)</small>
A	X	<ul style="list-style-type: none"> • X 	X	X	X

Unit of Work



Phase	Key Intended Learning	Possible Activities	Assessment How key intended learning will be assessed	Inclusion <u>and</u> Links to Wider Learning Including transferable skills	Resources (including ICT)
B		•			
C		•			
D		•			
E		•			
F		•			

I have checked and approved the proposals for teaching outlined in this unit of work. Signed PM / SM



Unit of Work

Guidance on the Completion of Units of Work

School / Term / Dates:	Subject:	Duration of Unit:
Group / Class:	Title / Topic / Theme:	Weekly hours / lessons:
Number in group / class:	<p>Information in this section is straightforward but nevertheless, important. An individual unit of work is required for every class to be taught. It is acceptable that much of the content will be used for more than one class but specific details must, by necessity, be adapted</p>	Length of lessons:

Pupil information (school data): Ability range with evidence, individual needs, group dynamics	Information here will be drawn from school data and discussion with the usual class teacher. It must include the specific details for this class and will include such information as those named pupils who have SEN/ALN, EAL, IEP, G&T, LAC, EAL, FSM, EBD and so on. It will list individual needs and provide evidence of the range of ability. The nature of the group (mixed ability, set etc) and a note about group dynamics are also relevant.
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Experience: Prior skills, knowledge concepts; NC levels; exam progress	This will be a development from class information above and need only be brief. It will have a curriculum focus and may include reference to a range of other information but should set this unit of work into the learning context for this group or class.
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General Aims:	To provide opportunities for pupils to: <ul style="list-style-type: none"> This will give the overall aims for the unit. Avoid "over-loading" with all the potential aims; focus directly on the aims that will be addressed in the teaching of this unit of work. 	Links to N.C. and/or Exam Specs: Cross reference to the National Curriculum (KS3) or the relevant exam specification (KS4 & Post-16).
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Intended Learning: Include skills, concepts, values etc,	By the end of the unit pupils will have learned: <ul style="list-style-type: none"> Intended learning must state what pupils will <u>learn</u>, not what they will do in this unit, derived from the aims. Give a clear sense of differentiation and attainment at appropriate levels for this group or class.
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Phase	Key Intended Learning	Possible Activities	Assessment <small>How key intended learning will be assessed</small>	Inclusion <u>and</u> Links to Wider Learning <small>Including transferable skills</small>	Resources <small>(including ICT)</small>
A	Provide the focus for this phase of learning, clearly linked to assessment: why are pupils going to take part in these activities?	This should provide an <u>outline</u> and should not be confused with the lesson plan. It should indicate the main activities proposed and some pertinent questions that will be central to the	Identify the key focus for assessment and consider the types and methods of assessment you intend to use in this phase of learning. Assessment for learning might includes ways in	<u>Inclusion</u> should include the ways in which tasks or activities in this phase will be adapted to enable equal access for all. You should consider pupils across the whole ability range and ensure that	List what will be required for this stage. This can help to shape teaching and learning strategies, particularly where the use of ICT is concerned. This list will also help with forward planning.



Phase	Key Intended Learning	Possible Activities	Assessment How key intended learning will be assessed	Inclusion <u>and</u> Links to Wider Learning Including transferable skills	Resources (including ICT)
		focus for this phase of learning. Teaching methods should also be indicated. Frequently plans will change in the light of teaching, this is quite permissible and the outline plan should be flexible but still give a clear indication of progression.	which assessment information will be used by the teacher and/or the pupils and how this will be collected and communicated. Assessment of learning should relate to school or departmental procedures and be clearly linked to the aims and intended learning given above, including exams. What evidence will be produced or required to allow for assessment?	work is appropriately differentiated so that all pupils are suitably engaged and challenged. <u>Links to Wider Learning</u> should specify the ways in which this phase contributes to wider teaching and learning: key skills or transferable skills, PSHE, Citizenship, etc. Focus on what <u>will</u> be covered directly rather than all potential coverage. You will need to refer to other documentation.	

I have checked and approved the proposals for teaching outlined in this unit of work. Signed PM / SM

Mentors must sign to indicate their approval that these proposals are appropriate for the education of these pupils

Lesson Plan

Section A – Information

Subject: Delete and type over all Xs	Date: X	Time of Lesson: X	Duration of Lesson: X
Unit of Work: X	Class: X	Number of Pupils: X	Lesson number in unit: X
Title/Focus of Lesson: X			

Section B – Professional Development Links:

The following **Teachers' Standards** (maximum 3) will be addressed:

- X

Action Points from last lesson (*see section J of previous lesson plan*):

- X

Section C – Aims: *Select aims related to the Unit of Work (maximum 2)*

To provide opportunities for pupils to:

1. X
2. X



Section D – Intended Learning: <i>By the end of the lesson...</i>		Differentiation for Groups: By the end of the lesson...	
Pupils will have learned: <ul style="list-style-type: none"> • X Text to share with pupils related to intended learning: <ul style="list-style-type: none"> • X 		Additional Challenge. These pupils will have learned: <ul style="list-style-type: none"> • X Additional Support. These pupils will have learned: <ul style="list-style-type: none"> X 	
Section E – Meeting Individual Needs: Briefly outline the measures you will take to meet the needs of some <u>named</u> pupils: <ul style="list-style-type: none"> • X 			
Section F - Resources Checklist: <ul style="list-style-type: none"> • X 		Section G – Homework / Independent Learning: <ul style="list-style-type: none"> • X 	
Section H - Lesson Plan:			
Time:	Learning:	Teaching:	Assessment:



Complete the following sections by hand as soon as possible after the lesson:

Class:	Date:	Time of Lesson:
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Section I - Assessment for Learning

What have some individual [named] pupils learned in relation to your stated learning outcomes?

What is the evidence for this?

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What additional, unexpected or unplanned outcomes were apparent in this lesson?

What learning targets for some individual pupils need to be set?

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Section J – Evidence of Reflective Practice: Complete for every lesson taught until Easter. Complete for one lesson per day after Easter

What aspects of the lesson were successful, and why?

What are your action points for the next time you teach this group and/or lesson? (Transfer to the next lesson plan for this group/lesson)

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Continue over if necessary

Guidance on the Completion of Lesson Plans

This guidance indicates some of the key points that trainees are expected to include in their lesson planning. It is also intended to guide mentors in their monitoring and support of the lesson planning process. We encourage mentors to be actively involved in lesson planning; annotating and correcting plans are both entirely appropriate!

Section A – Information

Subject:	Date:	Time of Lesson:	Duration of Lesson:
Unit of Work:	Class:	Number of Pupils:	Lesson number in unit:

Title/Focus of Lesson: A separate lesson plan should be completed for each class, even if the body of the lesson has been taught already to a different group

Section B – Professional Development Links:

The following **Teachers' Standards** (maximum 3) will be addressed:

2 Standards is usual. Evidence from this lesson can be cross-referenced to the Professional Development Profile

Action Points from last lesson (*see section J of previous lesson plan*):

After the first lesson, this information ensures the sequential nature of lessons where learning is developmental

Section C – Aims: Select aims related to the Unit of Work (maximum 2)

To provide opportunities for pupils to:

Aims need to be specific to the lesson and limited to those that **will be** addressed in the lesson rather than a list of those that have potential. The aims need to link clearly to those from the unit of work to which this lesson refers.

Section D – Intended Learning: *By the end of the lesson...*

Differentiation for Groups: By the end of the lesson...

'**Groups**' (below) should be identified for this group and might include the gifted and talented (G&T), those with disabilities, Additional Learning Needs (ALN), Looked after children (LAC), English as an additional language (EAL), Free School Meals (FSM), Individual Education Plans (IEPs), Emotional and Behavioural Difficulties (EBD) and so on

Pupils will have learned:

Additional Challenge. These pupils will have learned:

Statements of intended learning should indicate what the majority of pupils in the group are expected to achieve, not do. It is helpful to use the stem '*pupils will have learned **that** or **how to**...*'

Text to share with pupils related to intended learning:

Where required, this text will be based on the intended learning statements but couched in pupil-friendly terms. The school's customs and requirements regarding intended learning can also be included here.

Statements of intended learning in this section will be based on those to the left but will indicate additional learning challenges for the most able in the group.

Additional Support. These pupils will have learned:

Statements of intended learning in this section will be based on those above and left but will indicate learning for those in the group who require additional support. These pupils should also be appropriately challenged

Section E – Meeting Individual Needs: Briefly outline the measures you will take to meet the needs of some named pupils:

This section will indicate how **named** pupils will have access to the lesson in terms of activities, content, assumed skills and use of equipment. Clear and specific notes are expected to indicate the action the teacher will take to support these pupils. Across a sequence of lessons a range of pupils should be considered, not only those with known or obvious needs. This section is very much concerned with **individuals**.

Section F - Resources Checklist:

A function list as an aide memoire

Section G – Homework / Independent Learning:

This should be in line with the school policy and should be linked clearly to the lesson. Success or assessment criteria should be included as well as tasks and logistical arrangements.

Section H - Lesson Plan:

Time:	Learning:	Teaching:	Assessment:
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	<p>The intended learning for each activity, with clear links or reference to Section D, above.</p>	<p>The teaching activities and strategies, and pupil activities. This should include key points/concepts for explanations and modelling, and key questions for questions and discussions.</p> <p>Detailing pupil activities separate from teacher activities will help to ensure that the balance of the lessons is in favour of pupils' learning. The relationship between the activities here, the learning (left) and the assessment (right) should be clear. Logistical arrangements for assessment activities should be included here.</p>	<p>Provide the criteria that will determine the success of the activity. This is important even where the response may seem obvious. Stating the intended response and/or outcome is important to clarify expectations.</p>
<p>For example</p>	<p>That Birmingham is an industrialised city</p>	<ul style="list-style-type: none"> Teacher models how to interrogate a picture using projection and writing key questions next to example picture; e.g. What does the picture show? Are there links between items? What are the implications of X, Y or Z? Small groups interrogate pictures of B'ham City. Differentiated pictures used to scaffold responses and challenge the more able. 	<p>Pupils are able to identify buildings that pertain to industry and evidence of industrial activity.</p> <p>Most pupils draw conclusions beyond the picture - e.g. the canal was built to transport materials</p>

Complete the following sections by hand as soon as possible after the lesson:

Class:	Date:	Time of Lesson:
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Section I - Assessment for Learning

<p><i>What have some individual [named] pupils learned in relation to your stated learning outcomes?</i></p> <p>Section I (4 parts) must be completed after each lesson, the sooner the better. For this reason, handwriting the response is perfectly acceptable. Mere description of the lesson is inadequate here, as are bland statements such as "the pupils achieved all of the intended learning...". Responses need to reflect the extent to which intended learning was achieved the quality of learning. The named pupils should include those highlighted in Sections D and E above.</p> <p>For example: It was clear that Hassan understood that Birmingham is an industrialised city, making a number of connections between key features.</p>	<p><i>What is the evidence for this?</i></p> <p>This section is a continuation and is intended to foster analysis, not merely description; it may be preferable to treat these two sections as one. Specific examples or instances from the lessons should be cited to clarify evaluative judgements made about named pupils.</p> <p>For example: This was evidence from the annotations made in connection with the picture. Hassan cited two good examples of synthesising information to arrive at conclusions.</p>
<p><i>What additional, unexpected or unplanned outcomes were apparent in this lesson?</i></p> <p>References to enjoyment or behaviour are only significant in terms of how they affect achievement and progress.</p> <p>For example: Most pupils had not interrogated a picture in such a structured manner before. This appeared very successful.</p>	<p><i>What learning targets for some individual pupils need to be set?</i></p> <p>The emphasis here is on learning targets rather than behavioural targets. For example: Hassan could be challenged by considering the Birmingham map of 1870. Anna describes well but needs to talk through implications of what she has identified</p>

Section J – Evidence of Reflective Practice: *Complete for every lesson taught until Easter. Complete for one lesson per day after Easter*

<i>What aspects of the lesson were successful, and why?</i>	<i>What are your action points for the next time you teach this group and/or lesson? (Transfer to the next lesson plan for this group/lesson)</i>
<p>This needs to be objective and analytical; the what, how and why of the lesson. Strengths and achievements are also important and should be discussed. How pupils responded and reacted to the teaching might also be significant.</p> <p>For example: teacher modelling worked very well using IWB because the pupils saw the whole process and had a clear idea of expectations.</p>	<p>Identifying significant features must lead to strategies to change, develop or refine practice. Analysis must lead to action! For this reason, the requirement to complete this section is relaxed after Easter.</p> <p>For example: Include greater challenge for Hassan. Place Anna with Salema for guided talking activity.</p>

Quality Assurance Procedures

External examiners are employed for the courses and meet with mentors in schools when moderating the teaching of the selected sample of trainees as part of their annual examination of the programme. External examiners may include comments from mentors in their reports, which again are considered in the Programme Annual Review.

Tutors moderate the work of mentors across the partnership during their school visits. The grading system provides benchmarks to be used throughout the partnership and helps to standardise the quality of assessment across the partnership. Quality across the partnership is a central focus for external examiners during their annual visits.

For School Direct partners, a Faculty Link Tutor (FLT) is nominated for each partner and will carry out quality assurance visits to the partner schools to ensure that the university and the school colleagues are aligned.

If problems arise during a school placement, tutors will visit the school in the first instance to seek resolutions. If this does not prove to be possible, the trainee may be referred to Student Governance.

Selection of Schools

Selection and Deselection of Schools (“School” is used generically to refer to a range of educational institutions including sixth form centres and further education colleges.)

Schools join the Secondary Partnership by one of two routes; either the school approaches the University or the University approaches the school.

Typically, a school will approach the University where the teaching staff in the schools’ subject department have expressed a particular interest in working in Initial Teacher Training. This might have been initiated by the appointment of new staff or in order to enable staff development.

Typically, the University will approach a school where the school can offer the experience particularly required by a trainee teacher, whether specifically or generally. On occasion, the geographical location becomes a factor.

Criteria to be met by schools joining the Partnership:

- the head of the school must sign a Partnership Agreement;
- the school must have a professional mentor (also known as the general or senior mentor);
- the school must also identify a subject mentor;
- mentors must be trained to fulfil their roles by the BCU tutor team;
- a school may take trainee teachers before mentor training has been completed provided arrangements have been made for the training to take place as soon as possible. As an interim measure, a tutor will visit the school to brief mentors on their role.
- the school must be able to offer an appropriate amount of curriculum time in the trainee's subject for them to be able to fulfil the requirements of a Block A or Block B placement.

Being in partnership is an indication of a willingness to accept trainee teachers on placement and is not a guarantee that trainee teachers will be placed in the school. Schools are asked annually to indicate the placements for which they are willing to take trainee teachers. Schools are able to make offers in the light of their own circumstances which may vary from year to year.

Subject Leaders, in consultation with tutors, will place trainee teachers in a school where:

- the school can meet the terms of the Partnership Agreement;
- the policy and practice of the school and/or subject department is such that it will expose trainee teachers to good practice, providing experiences that will challenge trainee teachers as they address the Teachers' Standards;
- the philosophy or ethos of the school and/or subject department will challenge the thinking of trainee teachers, presenting them with a widening range of experiences and opportunities in their professional development;
- the school and/or subject department can demonstrate a commitment to initial teacher training, supporting trainee teachers' development as teachers by providing and resourcing an appropriate programme of training, teaching, and opportunities for review and reflection;
- its location is within reasonable access for the trainee teacher.

Trainee teachers will not be placed in schools where these criteria cannot be met.

The school's Partnership Agreement remains valid and may be used for subsequent placements as long as the criteria can be met. If a school breaks the terms of the Partnership Agreement, the Agreement will be deemed invalid and trainees will not be placed in the school.

Equal Opportunities: Policies and Codes of Practice

In order to meet the Teachers' Standards (DfE, 2012), trainee teachers need to demonstrate their understanding of equal opportunities issues. Standard S5 is the most direct statement of this:

A teacher must:

S5 adapt teaching to respond to the strengths and needs of all pupils

- *Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.*

The purpose of this document is twofold: firstly to provide an institutional context for these requirements, and secondly to give trainees, mentors and tutors some guidance on how to deal with some situations they may encounter.

Equal Opportunities Policy

Schools will have their own equal opportunities policies and trainee teachers should be supplied with details of these as part of their general introduction to each of the schools in which they are placed. Trainees must ensure that all aspects of their work in school conform to the requirements of current legislation and to school policies and procedures. In addition, trainee teachers are students of Birmingham City University and must conform to the University's policies on equal opportunities.

Birmingham City University's Equal Opportunities Policy Statement states that:

Birmingham City University promotes equality of opportunity in respect of every aspect of its provision. University policy and practice will seek to provide an environment that is free from discrimination against students, staff, visitors and others. The University will ensure that all students and staff, current or prospective, are treated solely on the basis of their merits, abilities and potential. The University will seek to prevent any form of unlawful or unfair discrimination, and will be concerned with the prevention of direct and indirect, associative and perceptive discrimination on the grounds of age, sex (gender), disability, race, sexual orientation, transgender status, family circumstances, marital or civil partnership status, religion or belief, citizenship, colour or ethnicity, social and economic status, or other irrelevant personal characteristic

The University is committed to fairness in its practices and in meeting the needs of our diverse student and staff bodies. Where appropriate and within our means, the University will take positive action to meet these commitments.

The full document can be viewed at <http://www.bcu.ac.uk/about-us/equality-and-diversity>

Race Equality Policy

One very significant aspect of equal opportunities is race equality, and this is addressed in legislation. The Race Relations Act 1976 (as amended by the Race Relations (Amendment) Act 2000) requires all public authorities, including schools, to promote good race relations. The general duty has three parts:

PGCE Secondary

- eliminating unlawful race discrimination
- promoting equality of opportunity
- promoting good relations between people from different racial groups

The Act lays down specific duties for schools and for FE and HE institutions.

Schools must:

- prepare and publish a race equality policy
- monitor and assess how their policies affect ethnic minority pupils, staff and parents; the emphasis here is on pupils' achievements

Additionally, the Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002 introducing a duty on the governing bodies of maintained schools to promote community cohesion.

Schools will therefore have their own policies, and trainee teachers must familiarise themselves with them and any associated codes of conduct.

Higher and further education institutions must:

- prepare a race equality policy
- assess how their policies affect ethnic minority students and staff
- arrange to publish their policy, and the results of assessments and monitoring

Birmingham City University's race equality statement can be found at <http://www.bcu.ac.uk/about-us/equality-and-diversity> .

PGCE Secondary Programme

The PGCE Secondary programme addresses equal opportunities and race equality issues in a number of ways. These include:

- a taught programme focusing on diversity, transition and inclusion during the autumn and spring terms
- a SEPJ Task which asks trainee teachers to discuss pupils' achievement in Block A in relation to the school's social, cultural, linguistic, religious and ethnic mix

When organising school placements, care is taken to ensure that, wherever possible, all trainees have an opportunity to train in schools in which different ethnic and religious groups are represented, in order to heighten their awareness of equal opportunities and race equality issues.

Complaints regarding Equal Opportunities

The secondary partnership agreement between the Faculty and schools includes an undertaking that the school will

- Ensure that trainees work in a context which provides examples of good practice in respect of equality of opportunity and the avoidance of discrimination

However, despite the existence of policies in the University and in schools and the importance accorded to them, there may be occasions when staff and students feel that these policies are being contravened. The University has a formal Student Complaints Procedure, details of which are given in the Student Handbook to which each trainee teacher has access. Schools may have their own procedures, and trainee teachers should ask for details of these.

Guidance on action

If mentors are concerned about any aspect of a trainee teacher's work in relation to equal opportunities and race equality policies and procedures, they should in the first instance bring this to the attention of a university tutor or the Programme Leader so that a decision can be taken about how to proceed. In some instances it may be necessary to invoke the University's *Fitness for Practice Policy and Procedure*, details of which can be found in Section F. Similarly, any concerns that a university tutor may have about a trainee teacher's work in school should be communicated to the school mentors, and appropriate action discussed.

There may be occasions when a trainee teacher feels that s/he has encountered breaches of equal opportunities, either in the university or during placements, directly or by observation. Trainees may be uncertain how to respond since these are controversial and delicate areas and they may feel that action would affect their relationships in the university or the placement, and possibly the relationships between the placement institution and the university. However, there are statutory requirements and policies regarding equal opportunities and race relations that will support trainees.

The partnership is committed to promoting equal opportunities. If any trainee feels that their choice of teaching strategies and materials is being restricted or criticised in a manner which contravenes the university's policies or that they are not being supported in action they take in response to such contravention, they should inform their tutor, their route leader or the Director of Work Based Learning as soon as possible. Provided that they have acted professionally and in line with the above policies, the Faculty will act on their behalf in the most appropriate manner.

Breaches of Equal Opportunities by pupils

Offensive actions, such as racist or sexist comments, by pupils to fellow pupils or to school staff, are a challenge to trainee teachers' authority and to school and university equal opportunities policies. Trainees should intervene and clearly state their disapproval, in the context of these policies. The intention may not have been consciously racist or sexist, especially where comments are made by younger children - or the offender may have been looking for an over-reaction! However, offensive behaviour needs to be addressed professionally. Trainee teachers should always discuss with mentors the best way to proceed, and should ensure that mentors are made aware of any such incidents.

Complaints about Equal Opportunities from pupils or parents

Again, any such complaints should not be dealt with by a trainee teacher in isolation; they should always be discussed with mentors in the first instance so that appropriate action can be taken.

Breaches of Equal Opportunities by school or university staff

There may be instances where a trainee teacher believes that he or she has been the victim of discrimination and sometimes a trainee teacher may feel that he or she has observed instances of breaches of equal opportunities policies. Examples might include comments made by school or university staff to or about pupils, other trainees, or school or university staff; instances of harassment; inappropriate use of language; or issues relating to the curriculum. There are a number of possible programmes of action, and choosing which to take is likely to depend on the circumstances. If possible, the trainee teacher should discuss the incident with the person concerned in the first instance, and this may lead to a successful resolution. Other possible programmes of action would be to seek the advice of the Programme Leader or a union representative. In some instances the trainee teacher may feel that they have no choice but to make a formal complaint.

Equal opportunities policies cover a wide range of areas, and it is not possible to do justice to them in a paper such as this. Trainee teachers need to develop their understanding through reading, discussion, and reference to policies and codes of conduct. However, there is one area that may cause particular anxiety, and this is discussed below.

Sexual orientation

The Faculty undertakes to support lesbian, gay, bisexual or transgender trainee teachers and staff if they suffer discrimination in the Faculty or in partnership schools. Their position may be particularly vulnerable as a result of prejudices and misconceptions. If a trainee teacher feels that they need additional advice or guidance before going in to schools, they should talk in confidence to a tutor or to the Programme Leader. Teachers and tutors have a duty to act for the welfare of their pupils by protecting them from bullying and victimisation from others who may taunt them because they are believed to be lesbian, gay, bisexual or transgender.

The aim of all equal opportunities and race equality policies in schools and other educational establishments is a relatively simple one, although effective implementation is far from straightforward. The purpose of this document is to assist the partnership in establishing an environment in which a positive approach to equal opportunities enhances teaching and learning.

Birmingham City University

School Experience Progress Journal (SEPJ)

The purpose of the SEPJ booklet is to enable and evidence the trainee's progress throughout a school placement. This is achieved by providing a structure for personalised target setting and the collection of evidence. The journal is to be used in preparation for and as part of the weekly review mentor meetings.

It is the responsibility of the trainee to ensure that this journal is systematically completed and supporting evidence is collected and suitably organised. Before the weekly mentor meetings trainees must summarise the evidence which they have collected over the course of the week, against each of the 2012 Teachers' Standards and standard prompts (i.e. 1a, 1b or 1c). Evidence which trainees refer to here has to be evaluated and stored either physically or electronically. Trainees must then complete the reflection to provide an overview of their professional progress. As part of the meeting the formative descriptor (taken from the BCU tracker: emerging, establishing, embedding or enhancing) should be discussed and agreed for this evidence, and it is the mentor's role to sign and date the evidence as an accurate record of progress.

Targets from the previous week should be discussed, and it is the mentor's role to indicate in the outcomes box, the extent to which these have been met. For the week ahead, mentor and trainee should then negotiate three targets as next steps of progress. Of these three targets, at least one should be subject specific (based on both the immediate demands of your teaching and your subject knowledge action plan) and one relate to professional practice. It is important that each target is clear about how it will be successfully achieved.

In the final two weeks of the Block B placement, mentors will sign to indicate that the **range and quality** of evidence presented is such that the Standard has been achieved, assuming that this is the case. This judgement will be made on both the evidence gathered throughout the programme, as presented in the SEPJ, but also on the trainee's professional practice and development as a teacher. In cases where, in the mentor's professional judgement, a Standard or Standards have not been met, the mentor will not sign off the Standard at the foot of the page.

In such cases, the matter should have been discussed with the appropriate University tutor. The gathering and presentation of evidence alone does not automatically lead to the achievement of a Standard; the evidence should be seen as an indicator of the trainee's competence.

Guidance

Each Standard is accompanied by some questions for assessors along with the formative feedback guidance. The questions are intended to support both the trainee and the mentor in determining the kinds of evidence that might appropriate in demonstrating achievement towards each Standard. The questions are for guidance only and are NOT requirements.

Evidence

To support evidence presented by trainees, based on their professional practice, suitable documentary evidence should also be included in the SEPJ. Standards vary as to the type and amount of evidence that is appropriate to demonstrate its achievement. It is impossible to suggest how many pieces of evidence or the number or type of documentary evidence is required to meet each Standard; this is dependent upon the range of experiences each trainee gains. Documentary evidence might include (copies of):

- units of work
- lesson plans
- lesson evaluations
- lesson observation notes
- Learning Observation Records
- Weekly review sheets
- SEPJ Tasks and other assignments
- notes taken during discussions, meetings, lectures, from web sites or from publications
- policy documents from placement schools
- letters, pro-forma, etc from placement schools
- samples of pupils' work

As mentioned above, it is important to bear in mind that documentary evidence, of itself, will not serve as the “demonstration” required by each of the Standards; to a large extent the achievement of Standards must be linked to **practical demonstration in classroom teaching** and wider involvement in schools. Evidence might, therefore, be that which is **observed by mentors** rather than documentary evidence. Trainees will need to discuss with mentors the nature of the evidence required to verify the achievement of each Standard.

Formative Assessment of Teachers’ Standards

The PGCE Secondary programme at Birmingham City University has, for many years, included a set of descriptors to support trainees and their mentors in assessing their progress towards the achievement of Standards for the award of Qualified Teacher Status. The system of formative assessment, which was originally requested, devised and developed in collaboration with trainees and mentors, gets straight to the heart of achievement against the Teachers’ Standards by:

- helping mentors help trainees to take the next steps in their development
- helping trainees help themselves to take the next steps in their development
- helping trainees help each other to take the next steps in their development

The descriptors or formative feedback guidance that accompanies the revised Teachers’ Standards (2012) strengthens consistency across the partnership by articulating something of the expectations we have of trainees in their achievement of the Standards.

Formative feedback guidance is set out for each Standard using progressive headings:

Emerging → Establishing → Embedding → Enhancing

This formative feedback guidance is based heavily on that produced through a collaboration between members of UCET (the Universities Council for the Education of Teachers), NASBTT (the National Association of School Based Teacher Trainers) and the Higher Education Academy (HEA).

For formative feedback purposes only, guidance is given for each sub-heading of each Standard. This is to support trainees and mentor to *track progress against the standard, to determine areas where additional development might need to be observed, or to identify areas where a trainee or teacher is already demonstrating excellent practice relevant to that standard* (DfE). Please see the notes on summative assessment below.

The statements in the guidance set out the minimum standard that can reasonably be expected of the trainee teacher at the point of recommendation for the award of QTS. **All trainees recommended for the award of QTS must meet all of the Standards at least at the ‘Establishing’ level.** This is a demanding standard in itself; nevertheless in order to achieve continued improvement in the quality of teaching, the target should be to achieve better outcomes, as indicated by the guidance for ‘Embedding’ and ‘Enhancing’.

School-based training programmes must be designed to ensure that trainees have the opportunity to demonstrate achievement of all of the standards, in some cases with appropriate support from experienced practitioners.

The statements in relation to Part One of the Teachers’ Standards set out typical characteristics of the practice of trainees. The expectation is that their practice will demonstrate improvement throughout their training and beyond. The formative feedback helps trainees and their assessors to identify progress in their achievement towards the Standards through the levels. Higher achievement is a relative judgement and will be based on an assessment of the available evidence to decide which descriptor provides the best fit and will take into account the setting and context of the complementary school experiences in which the training has taken place. Part Two of the Teachers’ Standards relates to personal and professional conduct. Trainees are expected to demonstrate high professional standards from the outset. For that reason the guidance on the standards in Part Two is not levelled.

Standard Prompts	Emerging (EMG)	Establishing (EST)	Embedding (EMB)	Enhancing (ENH)
Sub-headings of the each of the Teachers' Standards DfE 2012	BCU formative feedback guidance to indicate the trainee's achievement against the Standard. Attainment at this level by the <u>end</u> of training indicates failure to meet the expectations for the award of QTS.	BCU formative feedback guidance, based on UCET / NASBTT guidance on the attainment required to make the judgement for the recommendation for the award of QTS	BCU formative feedback guidance, based on UCET / NASBTT guidance on the attainment required to make the judgement for the recommendation for the award of QTS with a 'good' grade.	BCU formative feedback guidance, based on UCET / NASBTT guidance on the attainment required to make the judgement for the recommendation for the award of QTS with an 'outstanding' grade.

Professional Judgements

Formative feedback must be given for **achievement only**, not effort, intention or as a motivator. Although these elements are very important and necessary, ultimately it is misleading and unfair for the trainee to receive feedback that is not an accurate reflection of achievement. Trainees themselves have clearly expressed this view.

Mentors will need to make professional judgements in the context in which the trainee teacher is working. Mentors may need to look for the "best fit" rather than an exact description and such judgements must be made in discussion with the trainee teacher so that appropriate targets can be set. As a trainee teacher moves from one placement to the next, mentors will have a clearer understanding of the progress made by trainees, based on a consistent point of reference, and so will be in a position to set targets and monitor progress more directly to move the trainee forward.

Self Evaluation

A key skill for teachers is that of reflection. Trainee teachers will have the opportunity to reflect on their progress and achievement against each Standard at strategic times in their training. In the context of their own reflections and in consultation with mentors trainees will be able to determine their next steps in addressing Standards.

Quality and Range

The nature of evidence that might be appropriate or acceptable will depend on the individual Standard. Assessing Standards involves a balance between the range (breadth) of evidence and the quality (depth) of evidence. The TDA guidance presented alongside each Standard will help to identify the nature of evidence required. Attempting to suggest how many pieces of evidence each Standard requires is inappropriate.

Summative Assessment of Teachers' Standards

Towards the end of the Block A placement, based on the evidence presented in the profile, the subject mentor will complete an End of Placement report to indicate whether or not the trainee has passed the Block A placement. Assessment of the Teachers' Standards for the Block A placement is on a pass/fail basis. A trainee will be deemed as having failed the Block A placement if:

- A summative judgement of 'Not Achieving' is awarded for the Part 2 Teachers' Standard (see learning outcome 9 above) at the end of the placement, OR
- Five or more summative judgements of 'Emerging' are awarded against the Part 1 Teachers' Standards (see learning outcomes 1-8 above) at the end of the placement.

Towards the end of the Block B placement, based on the evidence presented in the profile, the subject mentor will complete an End of Placement report to indicate whether or not the trainee has achieved QTS. Assessment of the Teachers' Standards for the Block B placement is on a pass/fail basis. A trainee will be deemed as having failed the Block B placement if:

- A summative judgement of 'Not Achieving' is awarded for the Part 2 Teachers' Standard (see learning outcome 9 above) at the end of the placement, OR
- One or more summative judgements of 'Emerging' is awarded against the Part 1 Teachers' Standards (see learning outcomes 1-8 above) at the end of the placement.

Although for formative purposes, Standards may be broken into the different sub-headings or Standard Prompts, summative assessment must consider the Standard as a whole.

Trainees must be given every opportunity to address each Standard appropriately with a view to being able to achieve them all by the end of the final teaching placement. Where there are concerns mentors must discuss the situation with the supervising tutor as soon as possible.

Example of formative feedback for the SEPJ.

S7	A B C D	<i>I devised a seating plan for class 7A to help minimise disruption during the lesson. The seating plan worked well because the pupils were more engaged in their learning and there was less low-level disruption.</i>	<i>1 (seating plan)</i>	<i>EST</i>	<i>KDN 6/9/16</i>
S8	A				

PART ONE: TEACHING

Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- plan teaching to build on pupils' capabilities and prior knowledge
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

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 in their own 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

Introduction

This formative feedback guidance is based on that produced through collaboration between members of UCET (the Universities Council for the Education of Teachers), NASBTT (the National Association of School Based Teacher Trainers) and the HEA (Higher Education Academy).

The statements in the guidance set out the minimum standard that can reasonably be expected of the trainee teacher at the point of recommendation for the award of QTS. **All trainees recommended for the award of QTS must meet all of the Standards at least at the ‘Establishing’ level.** This is a demanding standard in itself; nevertheless in order to achieve continued improvement in the quality of teaching, the target should be to achieve better outcomes, as indicated by the guidance for ‘Embedding’ and ‘Enhancing’. School-based training programmes must be designed to ensure that trainees have the opportunity to demonstrate achievement of all of the standards, in some cases with appropriate support from experienced practitioners. It is expected that beginner teachers will have personal and pedagogical aspirations that will be met in the induction phase and subsequently through continuing professional development.

The statements in relation to Part One of the Teachers’ Standards set out typical characteristics of the practice of trainees. The expectation is that their practice will demonstrate improvement throughout their training and beyond. The feedback guidance helps trainees and their assessors to identify progress in their achievement towards the Standards through the levels. Higher achievement is a relative judgement and will be based on an assessment of the available evidence to decide which descriptor provides the best fit and will take into account the setting and context of the complementary school experiences in which the training has taken place. Part Two of the Teachers’ Standards relates to personal and professional conduct. Trainees are expected to demonstrate high professional standards from the outset. For that reason the guidance on the standards in Part Two is not graded.

Standard Prompts	Emerging (EMG)	Establishing (EST)	Embedding (EMB)	Enhancing (ENH)
Teachers’ Standards DfE 2012	BCU formative feedback guidance to indicate the trainee’s achievement against the Standard.	BCU formative feedback guidance, based on UCET / NASBTT guidance on the attainment required to make	BCU formative feedback guidance, based on UCET / NASBTT guidance on the attainment required to make	BCU formative feedback guidance, based on UCET / NASBTT guidance on the attainment required to make

	Attainment at this level by the end of training indicates failure to meet the expectations for the award of QTS.	the judgement for the recommendation for the award of QTS	the judgement for the recommendation for the award of QTS with a 'good' grade.	the judgement for the recommendation for the award of QTS with an 'outstanding' grade.
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Preamble

Teachers make the education of their learners their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their learners.

PART ONE: TEACHING

A teacher must...

Standard 1: Set high expectations which inspire, motivate and challenge learners

- establish a safe and stimulating environment for learners, rooted in mutual respect
- set goals that stretch and challenge learners of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of learners.

Questions for Assessors

These questions are for guidance only and are NOT requirements.

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| <ul style="list-style-type: none">○ Is the trainee able to create and maintain a positive, purposeful, safe and secure learning environment?○ Does the trainee establish positive relationships with learners that enable them to inspire, motivate and challenge learners?○ Does the trainee implement the school's policies on equality, discipline, bullying and harassment?○ Can the trainee encourage learners to contribute views, and to reflect on, evaluate and learn from their mistakes?○ Can the trainee resolve conflicts and learners' problems sensitively to protect their self-esteem?○ Does the trainee succeed in teaching learners to cooperate, to collaborate and to listen to others?○ Does the trainee establish high expectations for learner behaviour, and resolve conflicts inside and outside the classroom appropriately?○ Is the trainee able to build learners' confidence?○ Do learners show respect and sensitivity in their relationships with one another and in their responses to the trainee? |
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- Does the trainee set a good example through the relationships they forge and in their general conduct throughout the school?
- Has the trainee planned work at a suitably high level in relation to age and ability and to external benchmarks such as national curriculum level descriptors?
- Has the trainee planned to meet diverse needs?
- Does the trainee demonstrate an understanding of the needs of minority groups
- Does the trainee encourage a 'can-do' approach?
- Does the trainee communicate and promote positive attitudes, values and behaviour by personal example?
- Does the trainee motivate learners and encourage them to engage in and enjoy learning?

Formative Descriptor for Trainees				
Standard 1: Set high expectations which inspire, motivate and challenge learners				
Standard Prompts	Emerging (EMG)	Establishing (EST)	Embedding (EMB)	Enhancing (ENH)
a) establish a safe and stimulating environment for pupils, rooted in mutual respect	Is beginning to establish a safe and stimulating environment for pupils.	Is able to establish a safe and stimulating environment for pupils, rooted in mutual respect.	Uses a range of strategies to establish a safe environment which, much of the time, is stimulating and rooted in mutual respect.	Consistently uses innovative strategies to establish a safe and stimulating environment for pupils, rooted in mutual respect, which motivates and inspires pupils to learn and enjoy the subject.
b) set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions	Is beginning to set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.	Is able to set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.	Sets goals that stretch, challenge and motivate pupils. Use strategies to support the learning and progress of underperforming groups.	Consistently sets goals that stretch, challenge and motivate pupils. Uses effective strategies to support the learning and progress of underperforming groups.
c) demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	Is beginning to demonstrate the positive attitudes, values and behaviour which are expected of pupils.	Is able to demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	Consistently demonstrates and models the positive attitudes, values and behaviour which are expected of pupils.	Consistently and effectively demonstrates and models the positive attitudes, values and behaviour which are expected of pupils.

A teacher must...

Standard 2: Promote good progress and outcomes by learners

- be accountable for learners' attainment, progress and outcomes
- plan teaching to build on learners' capabilities and prior knowledge
- guide learners to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how learners learn and how this impacts on teaching
- encourage learners to take a responsible and conscientious attitude to their own work and study.

Questions for Assessors

These questions are for guidance only and are NOT requirements.

- Does the trainee know how to set realistic targets for learners, and involve them fully in every aspect of learning?
- Does the trainee know how to monitor individual responses and use discussion and questioning to provide challenges at a variety of levels?
- Can the trainee demonstrate how they have modified their lesson planning in the light of their evaluations of impact?
- Does the trainee adapt their support and strategies according to the age and ability of learners, and according to the subject matter?
- Does the trainee know how to use learner-level and school-level data to gauge the impact of their teaching?
- How does the trainee support learners to develop self-assessment skills?
- How effective is the trainee's feedback to and dialogue with individuals and groups in supporting self-assessment?
- Does the trainee support learners in making judgements about their progress towards meeting learning objectives?
- Does the trainee prepare and use self-assessment tasks and activities to support learners in developing reflective skills?
- Does the trainee have a secure understanding of how learners learn?
- Is the trainee able to make realistic judgements about their impact on the progress of individual learners?
- Does the trainee have evidence to show that the modifications they plan lead to changes in practice?
- Does the trainee seek advice and feedback from experienced colleagues on the impact of their teaching?

Standard 2: Promote good progress and outcomes by learners				
Standard Prompts	Emerging (EMG)	Establishing (EST)	Embedding (EMB)	Enhancing (ENH)
a) be accountable for pupils' attainment, progress and outcomes	Is beginning to take accountability for pupils' attainment, progress and outcomes.	Is able to take accountability for pupils' attainment, progress and outcomes.	Is accountable for pupils' attainment, progress and outcomes.	Is consistently accountable for pupils' attainment, progress and outcomes.
b) be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these	Is beginning to demonstrate an awareness of pupils' capabilities and their prior knowledge, and is unable to plan teaching to build on these.	Is aware of pupils' capabilities and their prior knowledge, and plans teaching to build on these.	Has a good understanding of the pupils' capabilities and their prior knowledge. Is able to assess pupils' achievement and plan and teach lessons that enable pupils, including those who are disabled and those who have special educational needs, to make at least expected progress.	Has a detailed understanding of the pupils' capabilities and their prior knowledge. Demonstrates through their planning and teaching that their pupils, including those who are disabled and those who have special educational needs, make good progress.

c) guide pupils to reflect on the progress they have made and their emerging needs	Is beginning to guide pupils to reflect on the progress they have made and their emerging needs.	Is able to guide pupils to reflect on the progress they have made and their emerging needs.	Pupils are offered intervention and feedback which, much of the time, enables them to identify the progress they have made and understand what they need to do to improve.	Pupils are consistently offered high quality intervention and feedback which enables them to identify the progress they have made and understand what they need to do to improve.
d) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching	Is beginning to demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.	Is able to demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.	Much of the time makes good use of knowledge and understanding of how pupils learn to inform their teaching.	Is consistently and effectively able to use knowledge and understanding of how pupils learn to improve their teaching.
e) encourage pupils to take a responsible and conscientious attitude to their own work and study.	Is beginning to encourage pupils to take a responsible and conscientious attitude to their own work and study.	Is able to encourage pupils to take a responsible and conscientious attitude to their own work and study.	Much of the time encourages pupils, to take a responsible and conscientious attitude to work and study by setting expectations.	Consistently and effectively encourages pupils, by setting specific high expectations, to take a responsible and conscientious attitude to work and study.

A teacher must...

Standard 3: Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain learners' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

Questions for Assessors

These questions are for guidance only and are NOT requirements.

Does the trainee demonstrate that they:

- Have secure subject-related pedagogical knowledge and understanding of the relevant subject?
- Can answer learners' questions confidently and fully?
- Can foster and maintain learners' interest?
- Know and can respond to learners' common misconceptions?
- Have a sufficiently secure knowledge and understanding of relevant curricula, frameworks and initiatives?
- Have knowledge and understanding of any new initiatives applicable to the age range they are training to teach, and make critical use of them?
- Can promote the value of learner scholarship and the value of further learning?
- Can locate relevant resources to help them improve their teaching and wider professional activities?
- Know the ways that learners can be supported in developing literacy across the curriculum?

Standard 3: Demonstrate good subject and curriculum knowledge				
Standard Prompts	Emerging (EMG)	Establishing (EST)	Embedding (EMB)	Enhancing (ENH)
a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings	Does not yet have a secure knowledge of the relevant subject(s) and curriculum areas, does not yet foster and maintain pupils' interest in the subject, and does not address misunderstandings.	Has a secure knowledge of the relevant subject(s) and curriculum areas, fosters and maintains pupils' interest in the subject, and addresses misunderstandings.	<p>Teaches well, demonstrating:</p> <ul style="list-style-type: none"> - good subject and curriculum knowledge; - phase expertise. <p>Works within the current and new curriculum arrangements.</p> <p>Much of the time demonstrates the ability to address misunderstandings and maintain pupils' interest.</p>	<p>Consistently teach exceptionally well, demonstrating:</p> <ul style="list-style-type: none"> - strong subject and curriculum knowledge; - phase expertise. <p>Is confident to work within the current and new curriculum. Demonstrates the ability to address misunderstandings and maintain pupils' interest.</p>
b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship	Is beginning to demonstrate a critical understanding of developments in the subject and curriculum areas, and is beginning to promote the value of scholarship.	Is able to demonstrate a critical understanding of developments in the subject and curriculum areas, and promotes the value of scholarship.	Demonstrates, much of the time, critical understanding of developments in the subject and curriculum areas. Much of the time promotes the value of scholarship.	<p>Effectively demonstrates consistent and critical understanding of developments in the subject and curriculum areas.</p> <p>Consistently and effectively promotes the value of scholarship.</p>

<p>c) demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject</p>	<p>Is beginning to demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.</p>	<p>Is able to demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.</p>	<p>Demonstrates a good understanding of how to develop the reading, writing, communication skills of the pupils they teach.</p> <p>Much of their teaching demonstrates an understanding of and takes responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialist subject.</p>	<p>Consistently demonstrates a thorough understanding of how to teach reading, writing, communication effectively to enhance the progress of pupils they teach.</p> <p>Consistently demonstrates an understanding of and takes responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialist.</p>
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d) * if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics	Is beginning to, if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.	Is able to, if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.	Trainee can teach early reading, systematic synthetic phonics, communication and language development with increasing confidence and competence so that pupils make at least expected progress. Demonstrates a good understanding of the role of systematic synthetic phonics in the teaching of early reading.	Trainee can teach early reading, systematic synthetic phonics, communication and language development confidently and competently so that pupils make good or better than expected progress. Consistently demonstrates a thorough understanding of the role of systematic synthetic phonics in the teaching of early reading.
e) * if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies	Is beginning to, if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.	Is able to, if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.	Trainee can teach primary mathematics with increasing confidence and competence so that pupils make at least expected progress. Demonstrates a good understanding of strategies for the teaching of early mathematics.	Trainee can teach primary mathematics confidently and competently so that pupils make good or better than expected progress. Consistently demonstrates a thorough understanding of appropriate teaching strategies for the teaching of early mathematics.

A teacher must...

Standard 4 Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and learner's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding learners have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Questions for Assessors

These questions are for guidance only and are NOT requirements.

- Does the trainee select and adapt teaching styles and strategies to suit the stage of the lesson, and to suit the learning of individuals, groups and whole classes as appropriate?
- Does the trainee draw on a range of relevant resources when planning?
- Does the trainee plan lessons to take account of the age and ability range of the learners?
- Does the trainee use accurate assessments of learners' progress to inform planning?
- Does the trainee build on learners' prior experience?
- Can the trainee plan for a personalised learning approach?
- Does the trainee support and encourage learners to manage aspects of their own learning?
- Does the trainee engaged and challenge learners so that they enjoy learning?
- Does the trainee successfully differentiate teaching to take account of learners' needs?
- Does the trainee manage the timing and pace of lessons?
- Does the trainee intervene effectively to support learning?
- Can the trainee manage unexpected changes of direction or shifts in emphasis?
- Does the trainee plan homework or other out-of-class work to take account of learners' attainment, needs and interests?

- Does the trainee design, assess and record relevant homework to consolidate and extend learning?
- Does the trainee offer learners feedback about their homework including their achievements and targets for improvement?
- Does the trainee use self-reviewing techniques to identify specific ways of improving their practice?

Standard 4: Plan and teach well-structured lessons				
Standard Prompts	Emerging (EMG)	Establishing (EST)	Embedding (EMB)	Enhancing (ENH)
a) impart knowledge and develop understanding through effective use of lesson time	Is beginning to impart knowledge and develop understanding through effective use of lesson time.	Is able to impart knowledge and develop understanding through effective use of lesson time.	Much of the time imparts knowledge and develops understanding through using lesson time to good effect.	Consistently and effectively imparts knowledge and develops understanding through using lesson time to great effect.
b) promote a love of learning and children's intellectual curiosity	Is beginning to promote a love of learning and children's intellectual curiosity.	Is able to promote a love of learning and children's intellectual curiosity.	Much of the time promotes a love of learning and children's intellectual curiosity.	Consistently and effectively promotes a love of learning and children's intellectual curiosity.
c) set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired	Is beginning to set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.	Is able to set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.	Much of the time plans differentiated homework/out-of-class activities that consolidates and extends existing knowledge and understanding.	Consistently and effectively plans differentiated, purposeful homework/out-of-class activities that consolidates and extends existing knowledge and understanding.

d) reflect systematically on the effectiveness of lessons and approaches to teaching	Is beginning to reflect systematically on the effectiveness of lessons and approaches to teaching.	Is able to reflect systematically on the effectiveness of lessons and approaches to teaching.	Is systematically able to reflect in order <i>to improve their practice</i> . Is able to judge the effectiveness of their lessons and impact on all groups of pupils.	Is systematically and critically reflective in analysing, evaluating and improving their practice (paraphrased). Is able to accurately judge the effectiveness of their lessons and impact on all groups of pupils.
e) contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	Is beginning to contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	Is able to contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	Makes good contributions to the design and provision of an engaging curriculum within the relevant subject area(s).	Consistently makes effective contributions to the design and provision of an engaging curriculum within the relevant subject area(s).

A teacher must...

Standard 5: Adapt teaching to respond to the strengths and needs of all learners

- know when and how to differentiate appropriately, using approaches which enable learners to be taught effectively
- have a secure understanding of how a range of factors can inhibit learners' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of learner, and know how to adapt teaching to support learners' education at different stages of development
- have a clear understanding of the needs of all learners, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Questions for Assessors

These questions are for guidance only and are NOT requirements.

- Is the trainee able to take account of the range of learners' needs through an inclusive approach?
- Does the trainee identify learners' needs and differentiate tasks, activities and resources effectively to support individuals and groups of learners including those with special educational needs, those with disabilities, those for whom English is an additional language, and those from diverse social, cultural, ethnic, religious and linguistic backgrounds?
- How well does the trainee understand the progress made by individual learners in a lesson or sequence of lessons?
- How well does the trainee apply such understanding in identifying personalised targets for future lessons?
- Does the trainee understand the impact of the design and content of the curriculum on meeting learners' needs, and the extent to which teaching strategies and resources can be modified to provide for personalised learning?
- Does the trainee know how to use the principles and techniques of formative assessment in order to meet the needs of all learners?
- Has the trainee found out about and taken account of the key factors that contribute to the development, progress and well-being of learners, including drawing on evidence from a range of stakeholders?
- Is the trainee aware of the whole-school ethos and the policies, procedures and approaches relating to the range of factors that can affect learning and well-being?
- Is the trainee aware of the extent to which different backgrounds and influences may impact learning both positively and negatively?
- Does the trainee know to whom they should refer for support and advice on EAL including bilingual learners, SEN, disability and diversity, and how to utilise the advice and support?

- Does the trainee understand the connection between a child or young person's behaviour, and changes or difficulties in their personal circumstances?

Standard 5: Adapt teaching to respond to the strengths and needs of all learners				
Standard Prompts	Emerging (EMG)	Establishing (EST)	Embedding (EMB)	Enhancing (ENH)
a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively	Is beginning to understand when and how to differentiate appropriately.	Knows when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.	Much of the time differentiates appropriately using approaches which enable pupils to be taught effectively.	Consistently and effectively differentiates appropriately using timely approaches which enable pupils to be taught effectively.
b) have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these	Is beginning to develop an understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.	Has a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.	Understand how to challenge and motivate pupils where attainment is low and use strategies to support underperforming groups.	Understands the causes of low achievement; challenge and motivate pupils where attainment is low; and use effective strategies to support underperforming groups.

<p>c) demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development</p>	<p>Is beginning to demonstrate an awareness of the physical, social and intellectual development of children, and does not know how to adapt teaching to support pupils' education at different stages of development.</p>	<p>Is able to demonstrate an awareness of the physical, social and intellectual development of children, and knows how to adapt teaching to support pupils' education at different stages of development.</p>	<p>Demonstrates an awareness of the physical, social and intellectual development of pupils and, much of the time, adapts teaching to support pupils' education at different stages of development.</p>	<p>Consistently and effectively demonstrates clear awareness of the physical, social and intellectual development of children, and effectively adapts teaching to support pupils' education at different stages of development.</p>
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d)	have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.	Is beginning to develop an understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and is beginning to use and evaluate distinctive teaching approaches to engage and support them.	Has a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and is able to use and evaluate distinctive teaching approaches to engage and support them.	Much of the time evaluates and adapts teaching to support all pupils, including those with special educational needs, high ability (including Gifted and Talented), English as an additional language, disabilities and pupils eligible for the pupil premium (including Free School Meals). Understands how to challenge and motivate pupils where attainment is low and use strategies to support underperforming groups. Much of the time uses and evaluates distinctive teaching approaches to engage and support pupils.	Consistently and effectively evaluates and adapts teaching to meet the needs of all pupils, including those with special educational needs, high ability (including Gifted and Talented), English as an additional language, disabilities and pupils eligible for the pupil premium (including Free School Meals). Challenges and motivates pupils where attainment is low; and use effective strategies to support underperforming groups. Consistently and effectively uses and evaluates distinctive teaching approaches to engage and support pupils.
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A teacher must...

Standard 6: Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure learners' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give learners regular feedback, both orally and through accurate marking, and encourage learners to respond to the feedback.

Questions for Assessors

These questions are for guidance only and are NOT requirements.

- Does the trainee engage in discussion with experienced colleagues about assessment requirements and arrangements?
- Is the trainee aware of how to moderate and interpret assessments and apply this in practice?
- Is an awareness and understanding of assessment requirements and arrangements evident in the trainee's planning and teaching?
- Is the trainee familiar with ways of preparing learners for assessment activities and is this apparent in practice?
- Is the trainee familiar with the national expectations for learners in the subject, and how learners make progress, based on an understanding of available data sets?
- Does the trainee know and understand how to apply a range of assessment strategies in different contexts and for different purposes?
- Does the trainee know and understand how and why formative assessment can improve learning outcomes and attainment?
- Does the trainee know and understand the value of oral and written feedback and apply this to practice, engaging learners with feedback?
- Does the trainee know and understand the ways that immediate feedback can reinforce learning, challenge understanding, construct ways forward, and help learners to improve? Is this applied in practice?
- Does the trainee know and understand the impact of their feedback, for example on learner engagement, enthusiasm and confidence?
- Does the trainee know and understand the need for learners to understand the purposes of tasks and activities, and how this understanding can support self and peer assessment?
- Does the trainee know and understand the benefits of involving learners in the assessment of their own learning?
- Does the trainee know and understand how assessment relates to intended learning outcomes and use this to generate learners' targets?
- Is the trainee able to set realistic targets for achievement based on the learner level data available to them?

- Can the trainee demonstrate how statistical information can be used to differentiate their teaching and to personalise learning?
- Does the trainee assess learners and set them targets against their achievement of intended learning outcomes and national benchmarks?
- Are learners involved in setting objectives for the development of their own learning?
- Does the trainee provide immediate feedback in order to reinforce learning, challenge understanding, construct ways forward, and help all groups of learners to improve?
- Does the trainee provide oral and written feedback that is accurate and constructive, securing learner engagement and confidence?
- Does the trainee use a range of assessment strategies, and demonstrate an understanding of the impact of formative assessment?

Standard 6: Make accurate and productive use of assessment				
Standard Prompts	Emerging (EMG)	Establishing (EST)	Embedding (EMB)	Enhancing (ENH)
a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements	Is beginning to understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.	Knows and understands how to assess the relevant subject and curriculum areas, including statutory assessment requirements.	Assess pupils' achievement in the relevant subject and curriculum areas, including statutory assessment requirements.	Accurately assess achievement and attainment in relevant subject and curriculum areas, including statutory assessment requirements, using new curricula examinations and assessment arrangements.
b) make use of formative and summative assessment to secure pupils' progress	Is beginning make use of formative and summative assessment to secure pupils' progress.	Is able to make use of formative and summative assessment to secure pupils' progress.	Much of the time uses formative, continuous assessment and summative tests to secure progress through a sequence of lessons over time.	Consistently and effectively uses formative, continuous assessment and summative tests to great effect to secure progress for all pupils, through a sequence of lessons over time.

c) use relevant data to monitor progress, set targets, and plan subsequent lessons	Is beginning to use relevant data to monitor progress, set targets, and plan subsequent lessons.	Is able to use relevant data to monitor progress, set targets, and plan subsequent lessons.	Uses a range of relevant data including school progress data to monitor pupil progress and learning over time. Records of pupil progress and learning and attainment are accurate and up-to-date and, much of the time, are used to inform future planning and target setting.	Consistently and effectively uses a range of relevant data, including school progress data, to monitor pupil progress and learning over time. Records of pupil progress and learning and attainment are accurate and up-to-date and used to inform future planning and target setting.
d) give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.	Is beginning to give pupils regular feedback, both orally and through accurate marking, and does not encourage pupils to respond to the feedback.	Is able to give pupils regular feedback, both orally and through accurate marking, and encourages pupils to respond to the feedback.	Uses a range of methods to give pupils regular feedback and the opportunity to respond to it. Accurate and regular marking and oral feedback contributes to pupil progress and learning over time.	Consistently uses a range of effective methods to give pupils regular and constructive feedback and the opportunity to respond to it. Accurate and timely marking and oral feedback contributes to pupil progress and learning over time.

A teacher must...

Standard 7: Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to learners' needs in order to involve and motivate them
- maintain good relationships with learners, exercise appropriate authority, and act decisively when necessary.

Questions for Assessors

These questions are for guidance only and are NOT requirements.

Does the trainee:

- Make use of relevant school policies, such as the school's behaviour policy, to secure appropriate learning behaviours?
- Use the full range of rewards and sanctions fairly and consistently?
- Use praise appropriately?
- Communicate in ways that demonstrate respect for others?
- Employ a range of strategies to secure effective learning behaviours including self-control and independent learning, so that all learners can make progress?
- Employ a range of strategies including working with colleagues across the wider school workforce to secure appropriate learning behaviours and effective progress?
- Establish and maintain effective relationships with learners?
- Ensure that learners know the boundaries of acceptable behaviour and understand the consequences of their actions?
- Minimise the impact of the negative behaviours of some learners on teaching, and on the learning of others?
- Use different organisational strategies to support individuals and groups effectively?
- Understand the link between learners' behaviour and their involvement and engagement with a lesson?
- Use high quality teaching resources to engage and involve learners and help to maintain positive learning behaviours?
- Work with colleagues across the wider school workforce to establish a purposeful learning environment?

- Set realistic targets for learners, and involve them fully in every aspect of learning?
- Recognise and take account of the specific needs of individuals and groups of learners?

Standard 7: Manage behaviour effectively to ensure a good and safe learning environment				
Standard Prompts	Emerging (EMG)	Establishing (EST)	Embedding (EMB)	Enhancing (ENH)
a) have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school's behaviour policy	Is beginning to have clear rules and routines for behaviour in classrooms, and is beginning to take responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school's behaviour policy.	Has clear rules and routines for behaviour in classrooms, and takes responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school's behaviour policy.	<p>In accordance with the school's behaviour policy:</p> <ul style="list-style-type: none"> • takes responsibility for and is able to promote and manage behaviour in the classroom well to ensure a good and safe learning environment; • encourages pupils to behave well in the classroom and around the school and display good levels of courtesy and co-operation; <p>Is able to tackle bullying, including cyber and prejudice-based (and homophobic) bullying.</p>	<p>In accordance with the school's behaviour policy:</p> <ul style="list-style-type: none"> • takes responsibility for and has the knowledge, understanding and skills to promote and manage behaviour effectively and create an excellent climate for learning; • actively encourages pupils to behave well in the classroom and around the school and display high levels of courtesy and co-operation; <p>Can effectively tackle bullying, including cyber and prejudice-based (and homophobic) bullying.</p>

b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly	Is beginning to have high expectations of behaviour, and is beginning to establish a framework for discipline with a range of strategies.	Has high expectations of behaviour, and establishes a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.	Sustains high expectations of behaviour. Establishes and maintains or applies the school's framework for discipline, using a range of strategies.	Consistently sustains high expectations of behaviour. Establishes and maintains or applies the school's framework for discipline consistently and fairly, using a wide range of effective strategies.
c) manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them	Is beginning to manage classes effectively.	Is able to manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.	Manages a good level of pupil motivation and involvement using a range of approaches appropriate to the pupils' needs.	Consistently manages a high level of pupil motivation and involvement using a range of effective approaches appropriate to the pupils' needs.
d) maintain good relationships with pupils, exercising appropriate authority, and act decisively when necessary.	Is beginning to maintain good relationships with pupils, is beginning to exercise appropriate authority and/or act decisively when necessary.	Is able to maintain good relationships with pupils, exercising appropriate authority, and acts decisively when necessary.	Demonstrates good relationships with pupils and exercises appropriate authority, and acts decisively when necessary.	Consistently demonstrates strong and effective relationships with pupils exercising appropriate authority, and acts decisively when necessary.

A teacher must...

Standard 8: Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to learners' achievements and well-being.

Questions for Assessors

These questions are for guidance only and are NOT requirements.

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| <ul style="list-style-type: none">○ What is the nature of the contributions made by the trainee to the wider life and ethos of the school and what impact do these have?○ Does the trainee seek guidance and support from, and communicate positively and effectively with, colleagues and other professionals?○ Does the trainee establish collaborative working relationships with colleagues within and outside of the classroom?○ Does the trainee demonstrate a clear understanding of how the teacher's role relates to that of other colleagues in school and other support professionals?○ How effectively does the trainee involve other adults in the work of the classroom by drawing on their specific insights or expertise?○ Is the trainee aware of how they might contribute to the work of other professionals across the spectrum of learner's services?○ Is the trainee able to contribute to planning when working with others, for example, teaching assistants, peers, coaches or mentors?○ Does the trainee engage with colleagues in the reflection on and discussion of practice?○ Does the trainee brief colleagues sufficiently about the expectations of learners' progress?○ Does the trainee monitor the impact of colleagues' work and provide them with positive and constructive feedback?○ Is the trainee able to identify and reflect on their main strengths and achievements as a trainee teacher, and on the knowledge, skills and expertise they have developed?○ Is the trainee able to critically appraise and justify their own and others' practice in the light of innovation?○ Is the trainee able to develop their own practice as a result of an informed and constructively critical analysis of innovations they encounter?○ Does the trainee seek opportunities to engage in collaborative planning and teaching?○ Is the trainee open to advice and feedback from others including, mentors, tutors and peers, respond positively to constructive criticism?○ Is the trainee able to reflect on and evaluate advice and feedback, demonstrating the ability to develop their professional practice? |
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- Is the trainee able to articulate the benefits of engaging with others, including parents and carers, in supporting learning and teaching, and raising attainment levels?
- Does the trainee demonstrate sensitivity, for example to ethnic, cultural and religious factors when communicating with parents and carers?

Standard 8: Fulfil wider professional responsibilities				
Standard Prompts	Emerging (EMG)	Establishing (EST)	Embedding (EMB)	Enhancing (ENH)
a) make a positive contribution to the wider life and ethos of the school	Is beginning to make a positive contribution to the wider life and ethos of the school.	Is able to make a positive contribution to the wider life and ethos of the school.	Is proactive and makes a positive contribution to the wider life and ethos of the school.	Is consistently proactive and makes a positive contribution to the wider life and ethos of the school.
b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support	Is beginning to develop effective professional relationships with colleagues, and is beginning to understand how and when to draw on advice and specialist support.	Is able to develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.	Professional relationships with colleagues are good. Consults with colleagues as appropriate, knowing when and how to draw on their advice and specialist support.	Professional relationships with colleagues are consistently effective. Consistently and effectively consults with colleagues as appropriate, knowing when and how to draw on their advice and specialist support.
c) deploy support staff effectively	Is beginning to deploy support staff.	Is able to deploy support staff effectively.	Deploys support staff effectively to support the learning of pupils.	Consistently and effectively deploys support staff to maximise the learning of pupils.
d) take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues	Is beginning to take responsibility for improving teaching through appropriate professional development, and is beginning to respond to advice and feedback from colleagues.	Is able to take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.	Takes responsibility for improving their own teaching through professional development. Respects and responds to the advice and guidance offered by colleagues.	Is consistently proactive in taking full responsibility for improving their own teaching through professional development. Effectively uses the advice and guidance offered by colleagues to secure improvements in practice.

e) communicate effectively with parents with regard to pupils' achievements and well-being.	Is beginning to communicate effectively with parents with regard to pupils' achievements and well-being.	Is able to communicate effectively with parents with regard to pupils' achievements and well-being.	Communicates effectively with parents and carers about pupils' achievements and well-being.	Proactively and consistently communicates effectively with parents and carers about pupils' achievements and well-being.
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PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

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 learners 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 learners' 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 learners' 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.

Questions for Assessors

These questions are for guidance only and are NOT requirements.

- Does the trainee display high standards of personal and professional behaviour inside and outside school, including attendance and punctuality?

- Does the trainee establish and maintain sound professional relationships, rooted in mutual respect?
- Is the trainee able to articulate, and abide by, the roles and responsibilities of the teacher in relation to statutory frameworks?
- Is the trainee aware of their responsibilities in relation to, for example, equality legislation and duties and safeguarding?
- Does the trainee seek advice at an appropriate stage in relation to, for example, understanding different faiths and beliefs?
- Does the trainee take appropriate responsibility for their own and learners' well-being in the classroom and during off-site activities or visits?
- Is the trainee able to judge when they may need advice and help in matters of child protection or confidentiality?
- Is the trainee aware of the range of policies that support school practice and does the trainee incorporate these to support their planning, teaching and wider involvement in the life of the school?

Formative Descriptor for Trainees

Teachers' Standard: Part Two descriptor	Scope	Key questions
<p>i Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p>	<ul style="list-style-type: none"> • 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 pupil's 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. 	<ul style="list-style-type: none"> • Does the trainee have a commitment to upholding the high standards of the teaching profession, within and outside school? • Does the trainee develop appropriate professional relationships with colleagues and pupils? • Is the trainee able to safeguard pupils' well-being, in accordance with statutory provisions? * • Does the trainee understand that schools are required to develop pupils' wider understanding of social and cultural diversity, tolerance for others and respect for different faiths and beliefs, in line with the maintenance of fundamental British values? * • Does the trainee understand the challenges of teaching in modern British schools? ** • Is the trainee aware of the Prevent Strategy and its implications? *** • Does the trainee understand the responsibility teachers hold in relation to the expression of personal beliefs and the impact these could have on pupils and their consequent actions? ** • Does the trainee understand and adhere to the school's and provider's VLE/internet safety policy, including the safe and responsible use of social media?
<p>ii Teachers must have proper and professional regard to the ethos, policies and practices of the school in which they teach, and maintain high</p>	<ul style="list-style-type: none"> • The trainee's conduct demonstrates a highly professional approach to teaching, understanding and demonstrating that their own conduct is appropriate at all times. 	<ul style="list-style-type: none"> • Does the trainee display high standards of personal and professional behaviour, inside and outside school, including attendance and punctuality at all times? • Does the trainee understand and apply the range of policies that support school practice

standards in their own attendance and punctuality.	<ul style="list-style-type: none"> • The trainee reads, understands and applies school policies at all times, e.g. health and safety, risk assessments before trips, homework, etc. • The trainee is punctual for school, lessons, meetings, etc. • The trainee always informs the school/colleagues of reasons for any non-attendance involving his/her teaching obligations or other professional meetings and responsibilities in line with school policy. • The trainee's language and dress are highly professional and in line with school policy. 	<p>and act on these in their planning, teaching and wider involvement in the life of the school?</p> <ul style="list-style-type: none"> • Does the trainee take appropriate responsibility for their own and pupils' well-being in the classroom and during off-site activities or visits?
iii Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.	<ul style="list-style-type: none"> • The trainee is able to articulate, and abide by, the roles and responsibilities of the teacher in relation to statutory frameworks. • The trainee is aware of his/her responsibilities in relation to, for example, equality legislation, duties and safeguarding. • The trainee is able to judge when he/she may need advice and help in matters of Child Protection or confidentiality. 	<ul style="list-style-type: none"> • Is the trainee aware of and does the trainee act in the context of the professional duties of teachers as set out in the statutory School Teachers' Pay and Conditions document? • Has the trainee received relevant training in Child Protection/safeguarding? Can he/she articulate the school's policy if reporting a concern?

Placement Moderation Procedure

Application

This Placement Moderation Process is applicable to the following ITE programmes where the Teachers' Standards (2012) are the means through which trainees are recommended for the award of Qualified Teacher Status:

- BA (Hons) Primary Education with QTS
- PGCE Primary and Early Years

- PGCE Secondary
- Assessment Only

Context and Principles

The following contextual factors and agreed principles have been considered in developing this revised procedure:

- ITE programmes have their own system of moderation at the end of placements.
- For consistency and standardisation purposes, it is desirable that ITE programmes forming part of the same Ofsted inspection are the same.
- It is important that school-based colleagues are made aware of the outcomes of moderation to support consistency across partnerships and their continuing professional development.
- Summative assessment of trainees' achievements against the Standards is based on the process of formative feedback and monitoring currently in use across all programmes and is a feature of BCU's ITE provision.
- The BCU placement assessment systems makes use of grades and sub-grades for purposes of: internal monitoring of trainees' progress and attainment; measuring the value-added across a training programme; providing guidance and support for trainees' transition from one placement to the next; providing guidance and support for intervention and where there is cause for concern.
- The text-based language of the formative feedback descriptors will continue to be used across all ITE programmes, based around the progress descriptors: Emerging, Establishing, Embedding, Enhancing.

Procedure

- School-based colleagues work with University-based tutors to complete the summative report at the end of each placement.
- The summative report identifies the trainee's attainment against each of Teachers' Standards 1 to 8, using the 'E' word descriptors Emerging, Establishing, Embedding, Enhancing.
- School-based colleagues and/or University-based tutors transfer the 'E' word descriptors onto the moderation sheet (see below).
- The supervising tutor (that is, the tutor who supervised the trainee's on placement) will work with a moderating tutor.
- Based on the information provided by the school-based colleague in the summative report through the process of underlining/highlighting, the supervising and moderating tutors translate the 'E' word descriptor into the equivalent numerical grade for each Standard: Emerging = Grade 4; Establishing = Grade 3; Embedding = Grade 2; Enhancing = Grade 1
- To arrive at the sub-grade for each Standard, the supervising and moderating tutors will agree the extent to which a trainee's attainment meets the descriptor (grade) awarded. This will be a professional judgement that takes into consideration the trainee and his or her placement context.
- As a broad guide, notwithstanding the need for professional judgement, where a trainee's attainment is identified in the summative report as fully within the grade descriptor the sub-grade 'A' may be used; where a trainee's attainment is two thirds within the grade

descriptor the sub-grade 'B' may be used; where a trainee's attainment is one third within the grade descriptor the sub-grade 'C' may be used.

- To calculate the final grade, tutors will convert the grades to a numerical value using the following values:

Grade	1A	1B	1C	2A	2B	2C	3A	3B	3C
Value	9	8	7	6	5	4	3	2	1

- The final moderated grade is determined by taking the mean average of the numerical values (adding all values together and dividing by 8) and converting the final score back to a grade using the same table above. Scores should be rounded to the nearest whole figure.
- In the case of final placements (PGCE School 2 placements, BA Primary Year 3 placement and AO End-point Review) if a trainee's attainment against any Standard is Emerging / Grade 4, the trainee is deemed not to have met all Standards and cannot pass the placement.
- The moderation form will be signed by the supervising tutor and the moderating tutor
- Information about the moderated final grades will be communicated back to the placement school. Programme teams will develop the most appropriate system to manage this.

Quality

The procedure outlined here is the mechanism through which moderation takes place. Within this common procedure ensuring accurate judgements and consistency across the partnerships remains the responsibility of programme teams. Quality assurance requires this consistency. Quality enhancement will require that programme teams continued to work with school-based colleagues across partnerships to provide training and to constantly work toward consistency of assessment.



Trainee's Name:		School:	
Programme:	BA Primary Education with QTS	Placement:	1 2 3

Record the 'E' word descriptor identified against each of the Teachers' Standards into the top line of the table below and identify the trainee's overall summative outcome.

	Stand ard 1	Standard 2	Standar d 3	Standard 4	Stand ard 5	Stan dard 6	Standar d 7	Stand ard 8	Part 2 (Pass /fail)	Summ ative Outco me
Summ ative Repor t Descr iptors	EMB	EMB	ENH	EMB	ENH	EST	ENH	EMB	PASS	EMB
	Completed by the class teacher/mentor and/or the supervising tutor. Based on the underlining/highlighting in the summative report and/or the formative feedback descriptors									Best fit judgme nt
The summative report descriptors above are moderated by University tutors to ensure consistency across the partnership. The moderation process is informed by the formative feedback guidance and Ofsted descriptors. Evidence is gathered from the PDP/SEPJ, records of weekly discussions, lesson observations and the trainee’s school experience file. Changes are not made to judgements against individual Standards but the moderation process may result in a final outcome which is different to the summative outcome given above.										
Sub- levelled Grade s	1b (8)	2b (5)	1c (7)	2b (5)	1b (8)	3a (3)	1c (7)	2a (6)	PASS	2a (tot 49)
	Completed by the supervising and moderating tutor. Based on professional judgement that takes into consideration the trainee and his or her placement context. Broad guide: fully within the grade descriptor = ‘A’; ² /₃ within = ‘B’; ¹ /₃ within = ‘C’.									*See note below

**Moderated
Grade**

Moderator's comment

2a
In the above example a total numerical score of 49 is divided by 8 = 6.125 = 2a

Grade	1A	1B	1C	2A	2B	2C	3A	3B	3C
Value	9	8	7	6	5	4	3	2	1

*Using the above grid, the sub-levelled grades are given a numerical value which are then totalled and divided by 8 (Standards) to arrive at the mean average (rounded to the nearest whole figure). The comments in this box should refer to any changes to the summative outcome.

Date:

Signature

s:

Mentor /
Class

Teacher:

Supervis
ing

Tutor:

Moderat
ing

Tutor:

**We MUST have 2
BCU signatures**

School of Education and Social Work
Placement Moderation Form

Trainee's Name:		School:	
Programme:		Placement:	1 2 3

Record the 'E' word descriptor identified against each of the Teachers' Standards into the top line of the table below and identify the trainee's overall summative outcome.

	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Standard 8	Part 2 (Pass/fail)	Summative Outcome
Summative Report Descriptors										
The summative report descriptors above are moderated by University tutors to ensure consistency across the partnership. The moderation process is informed by the formative feedback guidance and Ofsted descriptors. Evidence is gathered from the PDP/SEPJ, records of weekly discussions, lesson observations and the trainee's school experience file. Changes are not made to judgements against individual Standards but the moderation process may result in a final outcome which is different to the summative outcome given above.										
Sub-levelled Grades										

Moderated Grade

Moderator's comment

Date: _____

Signatures:

Mentor /
Class

Teacher: _____

Supervising

Tutor: _____

Moderating

Tutor: _____

Assessing Trainees: important considerations

1. *The key factor in judging the quality of teaching over time is the impact teaching has on the quality of learning of pupils/learners.* ('Initial teacher education inspection handbook', March 2015, Paragraph 125)
2. When assessing the quality of primary and secondary trainees' teaching over time, reference should be made *to the Teachers' Standards in full* ('Initial teacher education inspection handbook', March 2015, Paragraph 126). The bulleted sub-headings in this toolkit should be used to:
 - track progress against the Teachers' Standards;
 - determine areas for additional development;

- identify strengths which indicate excellent practice;
 - enable the identification of aspects of, for example, outstanding practice for 'Good' (EMB) trainees and good practice for trainees with 'Requires improvement' (EST) in order to show that they are exceeding the minimum in aspects of the Teachers' Standards
3. 'The standards need to be applied as appropriate to the role and context within which a trainee or teacher is practising. Providers of initial teacher training (ITT) should assess trainees against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS.' ('Teachers' Standards', Paragraph 6)
 4. Trainees' teaching over time should be assessed in relation to:
 - the impact they have on the progress and learning over time of the pupils for which they are responsible;
 - the context and content of their teaching, over sequences of lessons; **the quality of teaching must be judged in terms of attainment in relation to the relevant Teachers' Standards and not on individual lessons.**

When making judgements, the full range of evidence should be utilised, including planning, discussions with trainees and pupils, pupils' responses in lessons and in their work books, the quality and impact of trainees' marking and feedback, trainees' assessment and planning records and evidence of their own and their pupils' progress and learning over time.

References and Additional Information

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