PGCE Secondary

# School Experience 2: Evaluation Report 2013-14

**Response Rates**

|  |  |  |  |
| --- | --- | --- | --- |
| **Trainees** | **Evaluations received** | **Possible number of evaluations** | **Percentage response rate** |
| **Art & Design** | 21 | 29 | 72% |
| **D & T** | 4 | 5 | 80% |
| **Drama** | 13 | 18 | 72% |
| **Mathematics** | 16 | 26 | 62% |
| **Music** | 22 | 29 | 76% |
| **Science** | 9 | 11 | 82% |
| **Total** | 85 | 118 | 72% |

\*Numbers include School Direct trainees who followed the BCU EPPS programme.

|  |  |  |  |
| --- | --- | --- | --- |
| **Mentors** | **Evaluations received** | **Possible number of evaluations** | **Percentage response rate** |
| **PMs** | 43 | 65 | 66% |
| **SMs** | 56 | 93 | 60% |

**Commentary:**

We would like to pass on our thanks to mentors in school who supported trainees to achieve Qualified Teacher Status. We would also like to thank them for responding through the evaluation forms which underpin this report. The response rates have increased significantly (from 38% to 66% for Professional Mentors and from 17% to 60% for Subject Mentors). The information provided is invaluable and helps us to identify ways in which we can further improve the ITE experience for our trainees. There have been statistical improvements in a number of areas including: SEN; Behaviour; Planning: Feedback & Support; Teaching & Learning Strategies; Assessment for Learning.

**Areas for Consideration:**

There are still a number of areas which include ‘not at all’ responses which need to be considered in the first instance: EAL (9 trainees and 3 PMs); Supporting Early Readers (9 trainees and 6 PMs); Individual Needs (1 trainee); Lesson Evaluations

(1 trainee); Communication and Language Development (which links to Supporting Early Readers) (1 trainee).

Trends would suggest that mentors are stronger at supporting trainees with their planning but less rigorous in their monitoring and response to lesson evaluations.

The importance of reflection and reflexivity in teacher development has been well documented and this is an area for consideration. The course team have been considering ways in which the focus on classroom enquiry can be emphasised in the context of the re-write. This will support trainee development and progression towards practice based accreditation like the Master’s in Teaching & Learning.

During the School 2 Placement the training provided by the school included . . .

|  |
| --- |
| 1… the national priority: meeting the needs of pupils with Special Educational Needs |
|  |
| There are no trainees who feel they are not addressing this issue which is an improvement from the School Experience 1 Report. The limited coverage on some placements relates to the context of the school where SEN relates to a smaller number of the school population. This contextual variation is addressed during the BCU EPPS (Education, Pedagogy and Professional Studies) programme (highlighted by Ofsted as an area of best practice), particularly the Diversity, Transition and Inclusion and Raising Aspirations and Removing Barriers to Achievement, both of which will occur in January and February 2015.  |

|  |
| --- |
| 2… the national priority: meeting the needs of pupils with English as an additional language |
|  |
| The number of trainees across all subjects who identify they have not addressed this issue have dropped from 29 to 9 in comparison to the School Experience 1 Report. There are also fewer professional mentors who say that they are not addressing this issue (3 instead of 6). Some trainees and mentors still identify that this question does not apply to ‘their school’ and others identified that EAL was not a barrier to achievement. We continue to address this issue directly in the context of the BCU EPPS programme (see above). Our aim is to include schools who demonstrate ‘best practice’ in this area during these EPPS programme. |

|  |
| --- |
| 3… the national priority of managing behaviour and discipline |
|  |
| As a partnership we are clearly addressing this key issue. Behaviour and discipline will remain a high priority for beginning teachers and we address it in a number of ways during various stages of the EPPS programme to support the work that is clearly taking place in our partner schools.  |

|  |
| --- |
| 4… the national priority of supporting early readers (including an understanding of systematic synthetic phonics)  |
|  |
| There are now 9 instead of 31 trainees who identified that they did not address this issue. However, there are still 6 Professional Mentors do not recognise this as an area of priority. Where this has been addressed in great detail, trainees identify that this has happened during their primary school experience or as part of the whole school issues programme with specialist members of staff in school. As part of the EPPS programme we link our trainees with the expertise that exists in the primary and early years courses that take place in the School of Education. |

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

|  |
| --- |
| 6…direct support with, and feedback on, the trainees’ planning and preparation (Units of Work & lesson plans) |
|  |
| The comments from 2 D&T trainees who identified that they only addressed this issue to a limited extent have been noted. It is likely that perceptions on the nature and effectiveness of “support” and “feedback” have a bearing on responses from trainees. A discussion at the start of the placement where expectations and understandings are made clear would be helpful to resolve any misunderstandings. It is pleasing to see that the majority of trainees identify that their feedback and support was delivered in great detail. The partnership recognises that these are a crucial part of the training process and an entitlement for trainees. |

|  |
| --- |
| 7…support with developing teaching and learning strategies to enable teaching of his/her specialist subject |
|  |
| The majority of trainees (98% of those who responded) identified that this issue has been addressed in some depth or in great detail. The specific problems identified by one Science trainee and one Art trainee have been noted. Again, it is clear that the partnership recognises the need for support and development in this area.  |

|  |
| --- |
| 8…support with responding to the individual needs of pupils being taught by the trainees including pupils with SEN, EAL and the G&T, including access to relevant pupil information  |
|  |
| This question relates to questions 1 and 2 above, where the professional mentors respond to the whole school issues training provided. Here, subject mentors respond to the training provided in a teaching context. A total of 5 trainees report that this has been addressed in training to no more than a limited extent or not at all (1 D&T trainee). However, 94% of the trainees who responded report training in some depth or in great detail. This is a crucial element of the Teachers’ Standards (5) and an area that trainees need to address to enable them to teach in any school context. |

|  |
| --- |
| 9…support in using assessment for learning strategies |
|  |
| One Drama trainee and two Art trainees identified that this had been covered to a limited extent. However, 99% of the trainees identified that Assessment for Learning strategies have been covered in great detail or in some depth. Assessment is a major theme in School Experience 2 and this is clearly recognised by the partnership.  |

|  |
| --- |
| 10…discussion of trainees’ lesson evaluations, including teaching and assessment of the pupils’ learning |
|  |
| Three Music trainees consider that this was covered to a limited extent and one Drama trainee considered it was not covered at all. This is a significant improvement on the School Experience 1 Report where a total of 19 trainees considered that this issue had not been addressed. Mentors have recognised that this is a crucial element of the training process and one of the assessment for learning tools to support trainees. Trainees who are reflective and reflexive are empowered to think deeply about their practice and take ownership of their continuing professional development. |

|  |
| --- |
| 11…addressing the national priority of communication and language development in subject teaching |
|  |
| This issue relates to the development of early readers in addition to being a seen as fundamental aspect of subject teaching. Overall, 81% of trainees report receiving school-based training in some depth or better and only one Drama trainee reported receiving no training at all which is an improvement from the School Experience 1 Report.  |

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

**Mentors' Feedback on School Experience 2**

**Professional Mentors**

* Channels of communication have been clear, open and prompt.
* We were always pleased with the offers of help/clarification and the promptness of any email responses to queries.
* Visiting tutors approachable & do not impeded the school’s working day.
* Tutor feedback developmental for trainees and mentors.
* We appreciate the support that BCU and we look forward to working with you again in the future. We are completely satisfied!
* Trainees were in touch with the university and aware of the requirements of the course and their professional conduct in a school environment. They were enthusiastic and keen to do well.
* University tutor played a crucial part in getting one of our trainees back on track after some personal issues had arisen. The partnership is a positive aspect of the course and the subject mentors were very pleased with the quality of support they received.
* The clarity of instruction and the clear nature of the paperwork is a very definite strength of the BCU documentation. I appreciate the colour-coded relative simplicity of the BCU forms.
* Impressed every year with the high quality trainees and even better this year
* I have been very impressed by BCU. Staff are professional and communicate well. We are keen to work with BCU in the future.
* Support from BCU positive. Please continue. Two good trainees and relationships with course tutors and support are to be commended.

**Subject Mentors**

* Excellent relationship with tutors – always available to answer questions.
* Ace working with BCU. Tutors are amazing!
* The Weekly Review is central to the training process.
* School based ITT programmes supported by BCU help trainees acclimatise to the school environment.
* Lots of support to address the paperwork
* Mentor training courses were very helpful and in-depth, especially the information/paperwork provided.
* I felt confident to contact BCU with respect to any queries. Good communication.
* Handbook online with exemplar material useful and informative. Very happy with both placements.
* Very organised and well prepared trainee who clearly received excellent training prior to her placement.
* Incredibly helpful tutors. Mentoring sessions provided by the tutors were extremely helpful.
* Excellent support from tutors. Partnership session with SMs and trainees working together was very helpful.
* Training sessions for mentors very helpful.
* Fruitful relationships between the university and school. Consistent and regular support highly valued.
* Tutor a fabulous asset with feedback for mentors and not just trainees. Intend to continue with this partnership where high quality T&L is a key part of the BCU training process.
* It has been a real pleasure to be a mentor. Very supportive advice and feedback.
* Love having a trainee from BCU. Helps my own teaching and the development of my department.
* Outstanding job!
* Support from BCU was extremely strong in relation to other partnerships. Please continue this.
* A thorough paper-trail. Trainee expert at managing her file.
* Enjoy working with BCU with very effective communication via email. Paperwork is supportive and works well. Pleased that Ofsted validated our partnership.
* Good communication and excellent tutor support

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

* Could the university share executive summaries of key research papers in national priority areas?
* Can the university ensure that paperwork is sent out in advance of the student arriving and can an email be sent to me before the placement starts?
* Can the PM meet with the subject route leader in a more formal capacity?
* It was problematic to provide a Post-16 experience in an 11-16 school and this experience, in addition to university commitments and job interviews, impacted negatively on the continuity of the placement during the early stages.
* Can there be one standard form for every university?
* Can there be a space for a PM comment on the final report?
* Where is the information about days at the university?
* Can there be more dates for mentor training?
* Can the university provide: teaching strategies that cater for SEN/EAL pupils and include outstanding questioning for G&T pupils; teaching for trainees so they do not use resources from the TES without adapting it to the needs of the class; teaching resources and units of work as examples?
* Can the university provide: mentor training during the day; hard copies of handbook; more subject specific CPD experiences; tutors to attend school subject department meetings; more regular visits to school?
* Can there be a private meeting between mentor and tutor?
* Plan visits early on in the placement so that trainees can produce a good, well considered lesson observations?
* Visits in school should focus on lesson observations rather than paperwork so that the trainees do not get concerned about what is going on.
* Share what is covered at BCU.
* The trainee exhibition came at a difficult/busy time.
* Provide experience of examination marking.
* Identify a minimum number of lessons to be observed not a maximum so that appropriate support can be offered.
* Provide examples of outstanding and provide sharp targets (examples) for each standard next to example questions for discussion.
* Is there any mentor standardisation or CPD for subject mentors (opportunities to meet other mentors)?
* Can you set up an MTL group at our school?
* There is lots of form filling, signing and cross-referencing. Very intensive paperwork which took time away from planning.
* Can there be a consistent assessment process (not E’s and then numbers)? E words too similar and easy to mix up.