Primary Mentor CPD 2

BIRMINGHAM CITY University

Thursday 10 February and

Monday 14 February 2022

1. Welcome and updates
2. Mentor expectations and dates of future CPD
3. Mentor CPD2 – Moderation and Standardisation (supporting trainee progress)
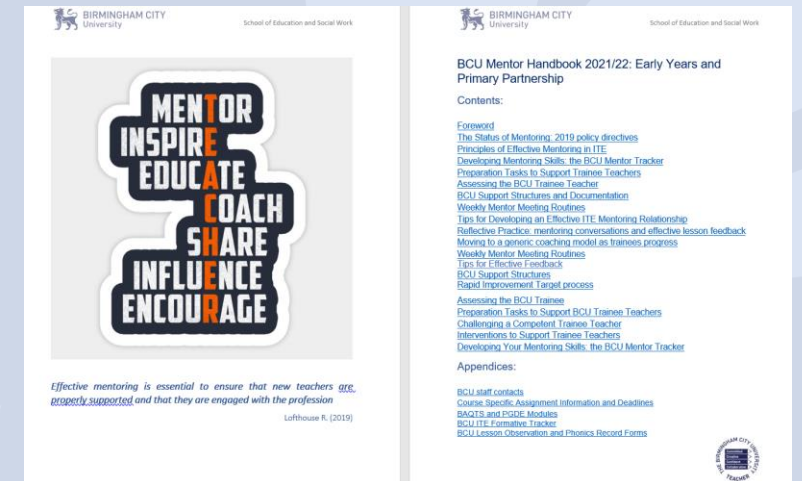4. We need your help…..

BCU Staff contacts: reminder

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Available in the BCU Mentor Handbook

Welcome and updates

- Covid mitigations
  - Schools to continue to guide trainees on Risk Assessment processes in school
  - BCU Notify to record Covid related absences
  - Teach with school / mentor guidance

- Working with your University Tutor/Visiting Lecturer

- Mentor expectations

- Primary Partnership Website

Our Mentor expectations

'Our expectations around attending CPD is a mandatory termly involvement. For Primary and Early Years, we have set up a series of 6 CPD sessions so the minimum requirement for the Spring Term and Summer Term is that they attend 2 (one per term). Attendance is monitored during all sessions. To support mentors, we have added an additional Monday date and sharing PowerPoints with notes on the Primary Partnership Website so mentors can engage with all resources if circumstances prevent attendance at a CPD session. However, we do expect Lead Mentor(s) to ensure that all relevant colleagues are engaging with the resources and accessing their minimum entitlement.'

January, 2022

Future CPD Dates

Activity	Theme	Date	**Repeated**	Time and Teams Link
CPD 2	Mentoring strategies to support trainee progress	10.02.2022	**14-02-2022**	15:30 – 17.00 Click here to join the meeting
CPD 3	Developing Feedback	07.04.2022	**11-04-2022**	15.30 – 16.30 Click here to join the meeting
CPD 4	Modelling best practice	19.05.2022	**23-05-2022**	15.30 – 16.30 Click here to join the meeting
CPD 5	Assessment and Progress	09.06.2022	**13-06-2022**	15,30 – 17.00 Click here to join the meeting
CPD 6	Coaching and Mentoring Module	05.07.2022	**11-07-2022**	15.30 – 16.30 Click here to join the meeting

Agenda

- Purpose
- What does an Exploring/Establishing/Embedding trainee look like?
- Making judgements - completing the review/progress meeting assessment report
- Making judgements - using the Formative Assessment Tracker Grade descriptors
- What do the tracker statements mean? Scenarios to support discussion.

The main purpose of today is ......

•To be able to make accurate judgements of the trainees attainment and progress based upon the impact the trainee performance has on pupil progress

•To ensure evidence used to make accurate judgements is robust

•To ensure all levels of pupil progress judgements, targets, report comments, and final grades are aligned with evidence

•To be able to make accurate judgements using all the available evidence to complete the mid-point and final progress meetings.

•For inspection: to satisfy Ofsted who will **judge the accuracy of the ITT partnership's assessment of trainees' teaching**

Assessment Criteria

- a **vision** for the development of trainee teachers which places the pupil at the heart of teacher education

- a **framework** for assessing the quality of trainees' teaching starting with impact on pupils' progress which, in turn, informs ongoing achievement and final attainment

- identification of the essential **resources** to support trainees and their tutors/mentors in recording and evidencing progress and setting appropriate long and/or short term targets

- assessments reflect the **quality** of trainees' teaching overall and the interrelatedness of the BCU Key Themes enabling pupil progress

- an **unambiguous shared language** for discussing the
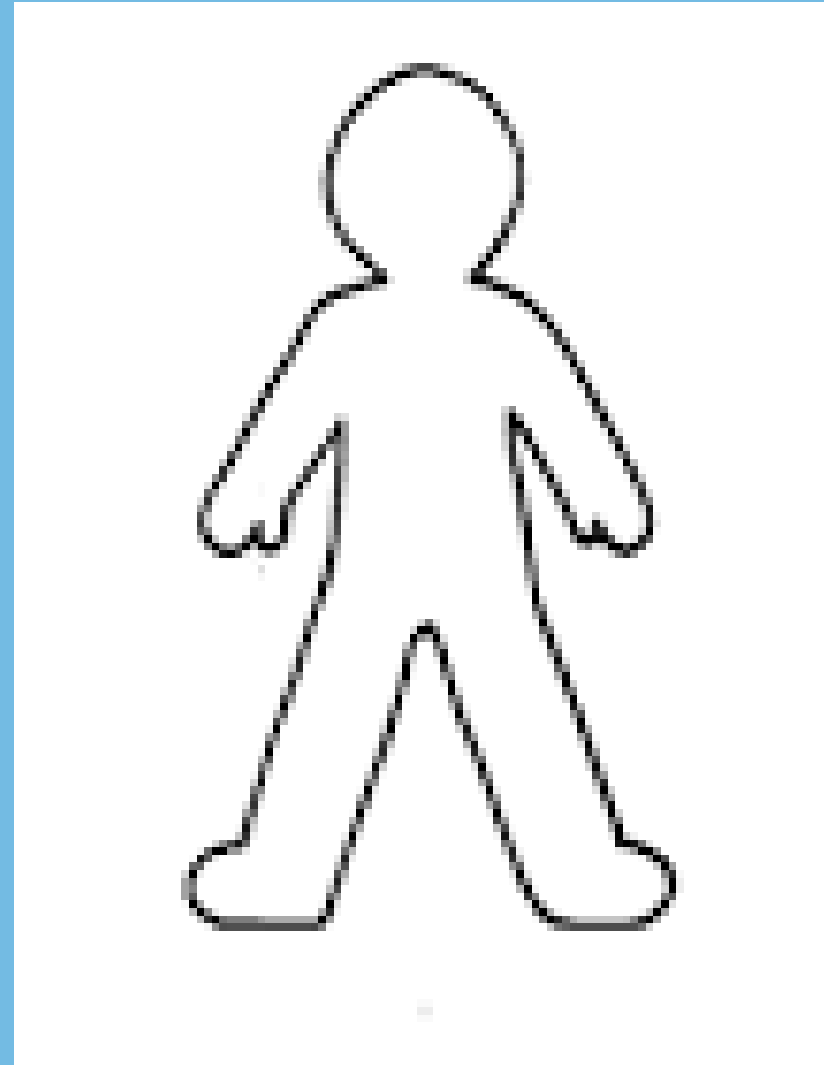
  progress of, and expectations for, trainees.

- The quality of trainees' teaching should be judged by the **impact on pupil progress** and **learning over time**
- The context and content of their teaching, through sequences of lessons; individual lessons should not be judged in isolation but the full range of evidence available should be assessed... *including marking*

- All assessment documentation and feedback should reference the 6 BCU Key Themes:
  - to **track** progress against these
  - to **identify** strengths
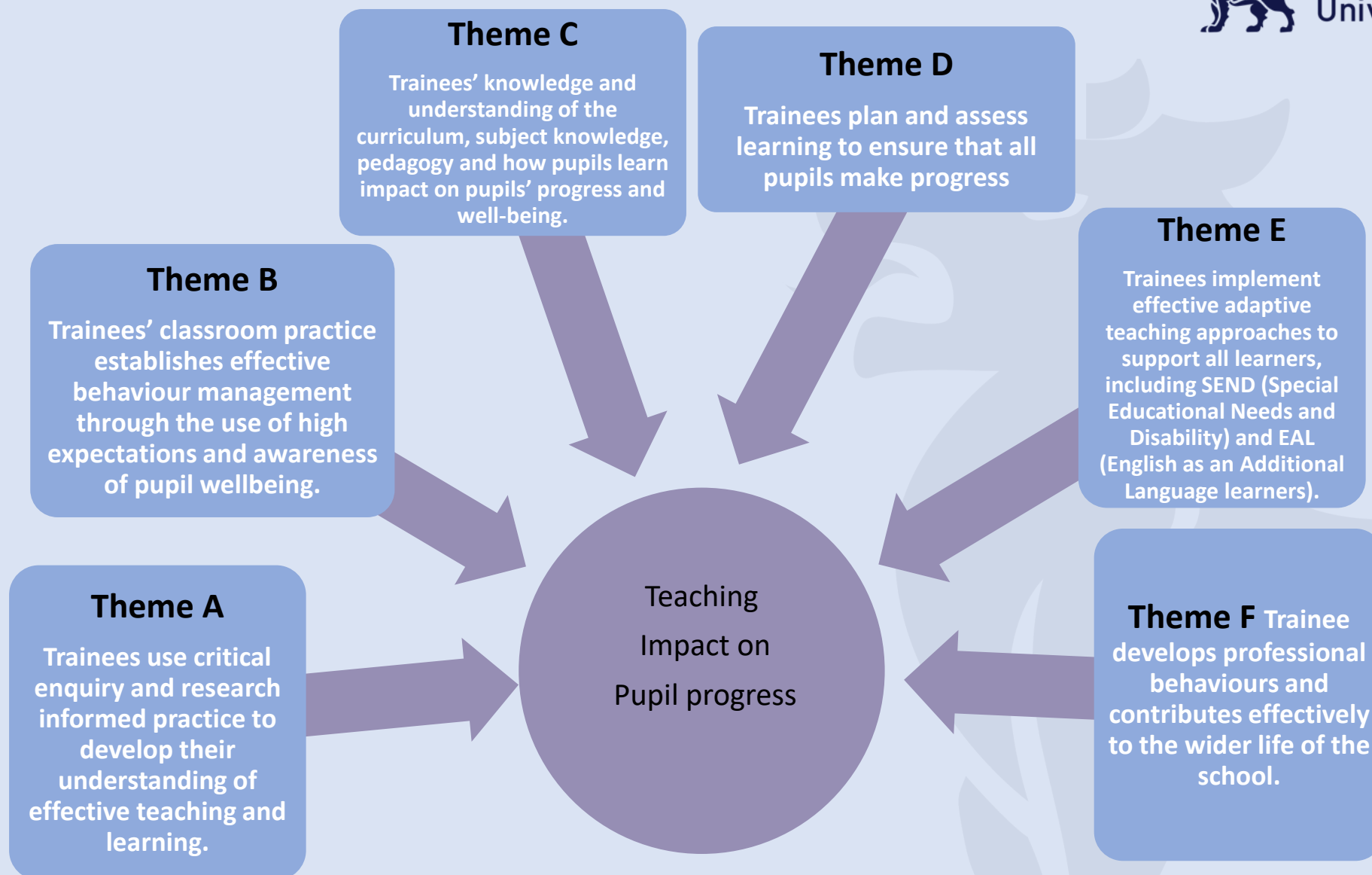 - to **determine** areas for additional development

So what does trainee performance look like?

What does …

- An **exploring…**
- An **establishing…**
- An **embedding**

… trainee look like?

Expectations

To be an **exploring** trainee:

- pupil learning and progress: not always evident overtime

- trainees must demonstrate **exploring** practice in most of the key themes

- Part 2 consistently high quality practice in personal and professional conduct

- Acts on advice and feedback most of the time

Expectations

To be an **establishing** trainee:

• pupil learning and progress: evident overtime

• At least 50% of statements are establishing overall

• Trainee must demonstrate establishing practice in **most** of the BCU Key Themes

• Any **exploring** judgements to be scrutinised

• Part 2 consistently high quality practice in personal and professional conduct

• Consistently acts on advice and feedback

Expectations

To be an **embedding** trainee:

• pupil learning and progress: good or better overtime

• At least 50% of statements are embedding overall

• Trainee must demonstrate embedding practice in **most** of the BCU Key Themes

• No **exploring** judgements

• Part 2 consistently high quality practice in personal and professional conduct

• Has continued to act on advice and feedback consistently

BCU ITE
Formative Assessment Tracker
2021 22

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The tracker will provide an accurate picture of where the trainee is at the assessment point

The tracker will also provide a clear picture for future targets to be set.

THE BIRMINGHAM CITY UNIVERSITY TEACHER

- Committed
- Creative
- Confident
- Collaborative

The BCU Formative Assessment Tracker incorporates the Teachers' Standards so it is the assessment tool that is used to make a summative judgement for the award of QTS.
To be highlighted weekly in preparation for each Assessment Point.

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BCU ITE Curriculum Key Theme A - Trainees use critical enquiry and research informed practice to develop their understanding of effective teaching and learning.

(CCF – Professional Behaviours) (TS8 and Part 2)

Phase 1 Exploring	Phase 2 Establishing	Phase 3 Embedding
The trainee works with clearly focused support using critical enquiry and research informed practice to:	*The trainee works confidently under direction using critical enquiry and research informed practice to:*	*The trainee demonstrates growing independence using critical enquiry and research informed practice to:*
engage with relevant research and policy relating to subject and pedagogical knowledge	critically evaluate identified resources and reading to develop subject and pedagogical knowledge	make informed pedagogical choices based on reading, research, and intended impact on pupils' learning
reflect on lessons making links to theory and practice explored in taught sessions and observed in school	reflect critically on practice to identify and discuss links to evidenced based research	justify these choices in professional discussions with expert colleagues
use subject audits to identify areas of current strengths and development	recognise pedagogical approaches they have adopted which are underpinned by learning theories	critically evaluate the impact of pedagogical approaches on pupils' progress and use research informed practice to develop their practice
use identified resources and reading to support learning in the subject	identify the impact of their practice on pupils' learning and discuss with expert colleagues how to develop practice as a result	critically evaluate reading and research to continue their own professional development
track own development of curriculum and pedagogical knowledge, skills, and understanding	engage more fully with subject audits tracking own development of curriculum and pedagogical knowledge, skills, and understanding	

Progress:		YES/NO
On track to meet the curriculum expectations for this BCU ITE Curriculum Theme within the current phase?		Choose an item.
If not on track have Rapid Improvement Targets been set?		Choose an item.

BCU ITE Curriculum Key Theme B – Trainees' classroom practice establishes effective behaviour management through the use of high expectations and awareness of pupil wellbeing.
(CCF – High Expectations; Managing Behaviour) (TS1 and TS7)

Phase 1 Exploring	**Phase 2** Establishing	**Phase 3** Embedding
The trainee works alongside expert colleagues at BCU and in school through observations, discussion, CPD and team teaching opportunities to develop their knowledge, skills and understanding of effective behaviour management and high expectations to:	*The trainee works alongside expert colleagues at BCU and in school through teaching lessons, observations, discussion, CPD opportunities to develop their practice, knowledge, skills and understanding of effective behaviour management and high expectations to:*	*The trainee collaborates with expert colleagues at BCU and in school through confident teaching, observations, discussion and CPD to develop their practice, knowledge, skills and understanding of effective behaviour management and high expectations to:*
explore and observe how expert colleagues establish effective classroom routines	establish a supportive and inclusive learning environment with clear behavioural expectations and effective classroom routines	consistently ensure a predictable and secure learning environment that is supportive and inclusive for all pupils with high-quality teaching and behavioural expectations embedded within the daily routine
be clear about what good behaviour looks like	demonstrate clear expectations that communicate shared values and support classroom and school culture.	support pupils to believe that their feelings will be considered and understood.
prepare for common behaviour issues and plan how they will be addressed	proactively teach pupils the behaviour that is expected of them by being precise and clear about what good conduct looks like and the norms of the classroom	Understand pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward) and how to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically
build effective relationships with pupils based on an ethos of mutual trust and respect; demonstrating that pupils' feelings are considered and understood	role model behaviour that influences the attitudes, values, and behaviours of pupils through consistency in language and non-verbal signals for instructions and directions	identify goals and targets that challenge and stretch all pupils, understand the long-term positive impact of high expectations on pupils' life chances
experience how high expectations are demonstrated through praising pupil engagement and progress made	discuss with expert colleagues and understand how to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically	support pupils to self-regulate their emotions and know that this affects pupils' ability to learn, and succeed in school and future lives
understand the impact of positive reinforcement to affect and improve the motivation, behaviour, and well-being of pupils	maintain high expectations which impact pupil outcomes by setting goals that challenge and stretch all pupils	clearly embed a range of effective behaviour management strategies within their professional practice
explore policies related to behaviour management and well-being of pupils, and understand how they are implemented within the classroom	engage with the school behaviour policy to implement a range of strategies appropriate to the needs of the children	
	establish high expectations of behaviour using a predictable and secure system of reward and sanction	respond with authority to any behaviour or bullying that threatens emotional and/or physical safety
	respond quickly to any behaviour or bullying that threatens emotional and/or physical safety	consistently use early and least-intrusive interventions as an initial response to low level disruption

Progress:	YES/NO
On track to meet the curriculum expectations for this BCU ITE Curriculum Theme within the current phase?	Choose an item.
If not on track have Rapid Improvement Targets been set?	Choose an item.

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BCU ITE Curriculum Key Theme C – Trainees' knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impact on pupils' progress and well-being.
(CCF – How Pupils Learn; Curriculum) (TS2 and TS3)

Phase 1 Exploring	**Phase 2** Establishing	**Phase 3** Embedding
The trainee works alongside expert colleagues at BCU and in school through observations, discussion, CPD and team teaching opportunities to develop their subject knowledge, skills and understanding of the curriculum to:	*The trainee works alongside expert colleagues at BCU and in school through teaching lessons, observations, discussion, CPD opportunities to develop their practice, subject knowledge, skills and understanding of the curriculum to:*	*The trainee collaborates with expert colleagues at BCU and in school through confident teaching, observations, discussion and CPD to develop their practice, subject knowledge, skills and understanding of the curriculum to:*
familiarise them self with relevant statutory and non-statutory curriculum guidance and frameworks and understand the importance and impact that developments in the subject and curriculum area will have on their practice	implement relevant statutory and non-statutory curriculum guidance and frameworks in their practice	use statutory and non-statutory curriculum guidance and frameworks with confidence when planning and teaching sequences of lessons
reflect upon their personal developing subject knowledge, with support if necessary, in relation to key concepts and skills of the subject	actively develop pedagogical content knowledge in relation to key concepts and skills of the subject	make discerning use of quality resources, e.g. from Subject Associations, to proactively develop subject knowledge and pedagogical content knowledge
know that taking pupils' prior knowledge into account is a key aspect of successful learning and securing progress, as is knowing how much new information should be introduced so it is manageable for pupils	use information on pupils' prior knowledge to inform lesson planning and teaching, and teach making explicit links between prior and new knowledge to secure progress. Introduce information in a way that does not detract from the learning and confidence of the pupils	plan and teach to support pupils in making links between prior and new knowledge so that new information can be introduced appropriately and pupils make good progress
understand that making explicit links between prior and new knowledge, increases the likelihood of pupils retaining knowledge and understanding, contributing to pupils' development as confident learners	teach a topic by breaking it down into smaller steps taking into account and addressing potential misconceptions	demonstrate in lesson planning anticipation of misconceptions, and to teach competently to address these so that pupils overcome them
understand that complex ideas and concepts can be broken down into smaller steps, minimising the complexity of a task and avoiding potential	teach using a range of approaches for modelling and scaffolding learning, e.g. live modelling, to ensure that pupils make progress, knows when to withdraw scaffolding as knowledge builds to ensure apt stretch and challenge	withdraw scaffolding as pupils' knowledge builds to ensure apt stretch and challenge
	use high-quality spoken language and subject specific high-frequency vocabulary to enable pupils to make progress in reading and writing development	teach demonstrating confident use of a pedagogical spectrum with evidenced learning theory and practice applied appropriately

misconceptions whilst maintaining focus on key content

know that a range of approaches for modelling and scaffolding learning, e.g. live modelling, is essential to enable pupils to make progress

know that they should model high-quality spoken language and subject specific high frequency vocabulary recognising that spoken language underpins development of reading and writing

familiarise them self with a range of learning theories and understanding the importance of why a balance of these in classroom practice is important for developing skills in the subject

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Primary trainees:

understand the importance of systematic synthetic phonics and the impact that this has on the teaching of early reading, spelling, and writing

begin to teach phonics following school policy

know of the approaches for teaching for conceptual understanding and depth in mathematics

begin to teach mathematics, following school policy

teach, drawing on a range of learning theories and practice, including a considered use of approaches to enable pupils to make progress in developing skills in the subject

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Primary trainees:

demonstrate a good understanding of the role of systematic synthetic phonics in the teaching of early reading, spelling, and writing

teach early reading, systematic synthetic phonics, communication and language development with increasing confidence and competence so that pupils make expected progress

teach mathematics with a good understanding of effective teaching strategies that support the development of conceptual understanding and depth ensuring good progress for all pupils

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Primary trainees:

to show a clear understanding of the progression and delivery of phonics lessons that support the development of early reading, spelling, and writing. This results in pupils making good or better than expected progress

effectively teach using strategies that are clearly embedded within the teaching of mathematics to ensure conceptual understanding, depth, and progression

Progress:	YES/NO
On track to meet the curriculum expectations for this BCU ITE Curriculum Theme within the current phase?	Choose an item.
If not on track have Rapid Improvement Targets been set?	Choose an item.

BCU ITE Curriculum Key Theme D - Trainees plan and assess learning to ensure that all pupils make progress.
(CCF – Classroom Practice; Adaptive Teaching; Assessment) (TS4 and TS6)

Phase 1 Exploring	Phase 2 Establishing	Phase 3 Embedding
The trainee works alongside expert colleagues at BCU and in school through observations, discussion, CPD and team teaching opportunities to develop their knowledge, skills and understanding of planning and assessment to:	*The trainee works alongside expert colleagues at BCU and in school through teaching lessons, observations, discussion, CPD opportunities to develop their practice, knowledge, skills and understanding of planning and assessment to:*	*The trainee collaborates with expert colleagues at BCU and in school through confident teaching, observations, discussion and CPD to develop their practice, knowledge, skills and understanding of planning and assessment to:*
explore key components of lesson planning through observing expert colleagues and discussing how plans are implemented	plan effective sequences of learning using a range of teaching strategies	plan and teach innovatively and creatively, fully engaging and challenging all pupils. Lesson sequences are developmental and progressive
identify the teaching and learning strategies, e.g. modelling, explanations, scaffolding, and classroom talk, that enable pupils to make progress in their learning	plan sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills	comprehensively embed a range of teaching and learning strategies and adapt these to ensure that all learning needs are met
adapt and teach from existing planning to demonstrate the key lesson components in practice	use a range of teaching and learning strategies effectively (including pre-teaching, grouping of pupils and deployment of additional adults and resources) to adapt the learning to meet the needs of all pupils. Pupils make appropriate progress	uses higher-order teaching strategies, such as narrating thought processes, through asking a range of questions when modelling to make explicit how experts think
begin to implement a range of teaching and learning strategies, e.g. modelling, explanations, and scaffolding, to enable pupils to make progress through critical thinking and problem solving		
observe how expert colleagues adapt lessons during the teaching process based upon formative assessment	plan appropriate 'Assessment For Learning' strategies, e.g. mini-plenaries, questioning, self-assessment and peer assessment, within the lessons they teach linked to the lesson objective	expose potential pitfalls/misconceptions and explain how to address them
discuss and analyse 'Assessment For Learning' opportunities with expert colleagues		continually adapt the teaching to respond to emerging learning needs
recognise the importance of effective marking and feedback in line with school policy through discussion with expert colleagues	effectively implement assessment strategies to monitor progress and inform future lessons. There is evidence of impact on pupils' progress	fully integrate additional adults into the planning, teaching and assessment process (where applicable)
use marking and feedback strategies effectively within the lessons they teach and identify how pupils act on feedback to make progress	use specific, helpful, and manageable marking and feedback strategies effectively within the lessons they teach	consistently use specific, helpful, and manageable marking and feedback strategies effectively within the lessons they teach to enable all pupils to make progress
discuss and explore how summative assessment informs future planning, and discuss with expert colleagues how externally validated summative assessments are used	use summative assessment to inform planning to ensure progress for all pupils	ensure that assessment is integral to the teaching and learning process and to analyse assessments to inform future planning. The impact of the teaching is evident in progress data and targets can be set

Progress:		YES/NO
On track to meet the curriculum expectations for this BCU ITE Curriculum Theme within the current phase?		Choose an item.
If not on track have Rapid Improvement Targets been set?		Choose an item.

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BCU ITE Curriculum Key Theme E - Trainees implement effective adaptive teaching approaches to support all learners, including SEND (Special Educational Needs and Disability) and EAL (English as an Additional Language learners).
(CCF - How Pupils Learn, Classroom Practice; Adaptive Teaching) (TS3 and TS5)

Phase 1 Exploring	Phase 2 Establishing	Phase 3 Embedding
The trainee works alongside expert colleagues at BCU and in school through observations, discussion, CPD and team teaching opportunities to develop their knowledge, skills and understanding of adaptive teaching to:	*The trainee works alongside expert colleagues at BCU and in school through teaching lessons, observations, discussion, CPD opportunities to develop their practice, knowledge, skills and understanding of adaptive teaching to:*	*The trainee collaborates with expert colleagues at BCU and in school through confident teaching, observations, discussion and CPD to develop their practice, knowledge, skills and understanding of adaptive teaching to:*
understand that pupils are likely to learn at different rates and require different levels and types of support from teachers to succeed	anticipate pupils' differences, including their different levels of knowledge, and potential barriers to learning, and reflect this in their planning	flexibly group pupils within a class to provide more tailored support, with care taken to monitor the impact on engagement and motivation of all pupils, particularly for low attaining pupils
begin to understand that pupils' differences, including their different levels of prior knowledge, and potential barriers to learning, are a fundamental part of teaching	begin to adapt teaching in a responsive way, with support from expert colleagues, including by providing targeted support to pupils who are struggling e.g. through using dual coding and translanguaging to support EAL pupils	work with guidance from the Special Educational Needs and Disabilities Co-ordinator (SENDCo) where relevant, to adapt learning for groups and individuals. Reflect on this experience to develop responsive teaching of all groups of pupils
know there is a common misconception that pupils have distinct and identifiable learning styles	build on prior learning with appropriate stretch and challenge for all pupils, particularly high attaining pupils	to consistently apply a range of research-informed strategies to accelerate language learning for EAL pupils
know pupils with special educational needs or disabilities are likely to require additional or adapted support	use current related frameworks and policy initiatives, which provide additional guidance on supporting pupils with SEND effectively	make consistent use of teaching assistants and other adults in the classroom
work closely with expert colleagues to understand barriers and identify effective strategies for identified pupils, including those with EAL	identify pupils who need new content to be broken down further	demonstrate their ability to decide when intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils
observe and deconstruct how expert colleagues adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet those expectations	make use of formative assessment to inform adaptive learning to meet the needs of all pupils	build in additional practice or remove unnecessary expositions to meet the needs of all pupils.
	provide opportunities for all pupils to experience success, by discussing and analysing with expert colleagues how to balance input of new content so that pupils master foundational concepts	
The trainee works with clearly focused support to develop:	ensure that planning and learning outcomes are shared with additional adults so pupils are effectively supported	plans learning to ensure that all pupils are supported by teachers so additional adults supplement rather than replace support from teachers
professional relationships with colleagues	work with expert colleagues, such as SENDCos and pastoral leaders to ensure they understand the needs of pupils and how to support these needs	collaborates with colleagues, such as SENDCos, and pastoral leaders to learn from their expertise and broaden their own understanding of the needs of pupils and how appropriate support can be included in planning
reflective practice and acting upon expert feedback		
understanding of professional development as a sustained process over time that will impact positively on pupil outcomes	be responsible for their own professional development and extend their own subject and pedagogical understanding as part of lesson planning	

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BCU ITE Curriculum Key Theme F - Trainee develops professional behaviours and contributes effectively to the wider life of the school.
(CCF Professional Behaviours) (TS8 and Part 2)

Phase 1 Exploring	Phase 2 Establishing	Phase 3 Embedding
The trainee demonstrates professional behaviour by consistently following placement expectations:	*The trainee confidently demonstrates professional behaviour and works with expert colleagues to:*	*The trainee's professional behaviour is consistent and noticeable:*
understands safeguarding responsibilities as set out in Keeping Children Safe In Education	know who to contact with any safeguarding concerns	collaborates with expert colleagues to seek challenge and critique to identify sustainable improvement in their own practice
adheres to BCU Code of Conduct and school staff behaviour policy, dress code, absence policy, is punctual, has a professional tone in communications	use feedback and discussion with expert colleagues to reflect upon and improve own practice	reflective practice is informed by observation feedback, professional debate, and recent and relevant research evidence
understands the expectations regarding personal and professional conduct of a teacher and the ethics of the teaching profession	use recent and relevant research evidence to inform professional discussions and to improve own practice	
	develop effective professional relationships with colleagues and to begin to identify ways to contribute to the wider life of the school	seeks opportunities to make valuable contributions to the wider life of the school in a broad range of ways
recognises the experience and expertise of university and school staff, acts upon advice	understand how relationships with carers and parents can impact on pupils and begin to develop these relationships	understands how effective relationships with parents and carers can improve pupils' motivation, behaviour, and academic success
The trainee works with clearly focused support to develop:		plans learning to ensure that all pupils are supported by teachers so additional adults supplement rather than replace support from teachers
professional relationships with colleagues	ensure that planning and learning outcomes are shared with additional adults so pupils are effectively supported	
reflective practice and acting upon expert feedback	work with expert colleagues, such as SENDCos and pastoral leaders to ensure they understand the needs of pupils and how to support these needs	collaborates with colleagues, such as SENDCos, and pastoral leaders to learn from their expertise and broaden their own understanding of the needs of pupils and how appropriate support can be included in planning
understanding of professional development as a sustained process over time that will impact positively on pupil outcomes	be responsible for their own professional development and extend their own subject and pedagogical understanding as part of lesson planning	

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Assessment Points

Review meeting 1

(mid-point)

BA Year1

PGCE: SBT1

BCU Key Themes	EXP	EST	EMB
Key Theme A	☐	☐	☐
Key Theme B	☐	☐	☐
Key Theme C	☐	☐	☐
Key Theme D	☐	☐	☐
Key Theme E	☐	☐	☐
Key Theme F	☐	☐	☐
Overall Grade	☐	☐	☐
Part 2 Teachers' Standards	Choose an item.		
RIT	Choose an item.		
Phonics Grade	NT ☐	D ☐	C ☐

Review Meeting 1 will take place between the trainee, class teacher (or school mentor) and university tutor.

When making a judgement for the *Review Meeting 1* consider the trainee's overall performance to date and make a 'best fit 'judgement based upon performance against all of the BCU Curriculum Key Themes as recorded in the BCU Formative Assessment Tracker.
Review the trainee's progress and attainment against Part 2 of the Teachers' Standards.

Review Meeting 1 - Trainees who are **on track** to be awarded QTS will be demonstrating their competence in **most** of the BCU Curriculum Key Themes at the **Exploring** level.

If the trainee is **not** able to demonstrate their competence in **one or more** of the BCU Curriculum Key Themes at **Exploring level** and/or is not fully engaged or responding to advice and feedback their progress is judged as **requiring improvement.**

 Please identify targets and strategies for improvement with the trainee and complete the RAPID IMPROVEMENT TARGETS form.
Please email a copy of the **RAPID IMPROVEMENT TARGETS** to:
Course/Year Leads

Progress meeting 1
(Final)

BA Year 1

PGCE: SBT1

BCU Key Themes	EXP	EST	EMB
Key Theme A	☐	☐	☐
Key Theme B	☐	☐	☐
Key Theme C	☐	☐	☐
Key Theme D	☐	☐	☐
Key Theme E	☐	☐	☐
Key Theme F	☐	☐	☐
Overall Grade	☐	☐	☐
Part 2 Teachers' Standards	Choose an item.		
RIT	Choose an item.		
Phonics Grade	NT ☐	D ☐	C ☐

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Progress Meeting 1 will take place between the trainee, class teacher (or school mentor) and university tutor.

The BCU Formative Assessment Tracker incorporates the Teachers' Standards so it is the assessment tool that is used to make a summative judgement for the award of QTS.

When making a judgement for the *Progress Meeting 1* consider the trainee's overall performance to date and make a 'best fit 'judgement based upon performance against all of the BCU Key Themes as recorded in the Assessment Criteria.
If the trainee has any **RAPID IMPROVEMENT TARGETS** outstanding from during the placement, please review these during Progress Meeting 1.
Review the trainee's progress and attainment against Part 2 of the Teachers' Standards.

Progress Meeting 1 - Trainees who are **on track** to be awarded QTS will be demonstrating their competence in **all** of the BCU Curriculum Key Themes at the **Exploring** level.

If the trainee is not able to demonstrate their competence **within all areas** of the BCU Curriculum Key Themes at **Exploring level** and/or is **not** fully engaged or responding to advice and feedback their progress is judged as **Failed Placement.**

Please identify targets and strategies for improvement with the trainee and complete the RAPID IMPROVEMENT TARGETS form.

Trainee has taught phonics/guided reading - yes/no
If the trainee still requires further experience of teaching phonics/ guided reading, include as a target for their next placement.
Please email a copy of the **RAPID IMPROVEMENT TARGETS** to:
Course/Year Leads

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Review meeting 2

(mid-point)

BA Year 2

PGCE: SBT2

BCU Key Themes	EXP	EST	EMB
Key Theme A	☐	☐	☐
Key Theme B	☐	☐	☐
Key Theme C	☐	☐	☐
Key Theme D	☐	☐	☐
Key Theme E	☐	☐	☐
Key Theme F	☐	☐	☐
Overall Grade	☐	☐	☐
Part 2 Teachers' Standards	Choose an item.		
RIT	Choose an item.		
Phonics Grade	NT ☐	D ☐	C ☐

Review Meeting 2 will take place between the trainee, class teacher (or school mentor) and university tutor.

When making a judgement for the **Review Meeting 2** consider the trainee's overall performance to date and make a 'best fit 'judgement based upon performance against all of the BCU Curriculum Key Themes as recorded in the BCU Assessment Tracker.

Review the trainee's progress and attainment against Part 2 of the Teachers' Standards.

Review Meeting 2 - Trainees who are **on track** to be awarded QTS will be demonstrating their competence in all of the BCU Curriculum Key Themes at the **Exploring Level with elements of Establishing**.

If the trainee has not achieved any BCU Curriculum Key Themes in the **Establishing Level and/or is not fully engaged or responding to advice and feedback their progress is judged as requiring improvement**. Please identify targets and strategies for improvement with the trainee and complete the RAPID IMPROVEMENT TARGETS form.

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Progress meeting 2
(Final)

BA Year 2

PGCE: SBT2

BCU Key Themes	EXP	EST	EMB
Key Theme A	☐	☐	☐
Key Theme B	☐	☐	☐
Key Theme C	☐	☐	☐
Key Theme D	☐	☐	☐
Key Theme E	☐	☐	☐
Key Theme F	☐	☐	☐
Overall Grade	☐	☐	☐
Part 2 Teachers' Standards	Choose an item.		
RIT	Choose an item.		
Phonics Grade	NT ☐	D ☐	C ☐

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Progress Meeting 2 will take place between the trainee, class teacher (or school mentor) and university tutor.

When making a judgement for the *Progress Meeting 2* consider the trainee's overall performance to date and make a 'best fit 'judgement based upon performance against all of the BCU Key Themes as recorded in the Assessment Criteria.

If the trainee has any **RAPID IMPROVEMENT TARGETS** outstanding from during the placement, please review these during Progress Meeting 2. Review the trainee's progress and attainment against Part 2 of the Teachers' Standards.

Progress Meeting 2 - Trainees who are **on track** to be awarded QTS will be demonstrating their competence in all of the BCU Curriculum Key Themes at the **Exploring Level and 50%/+ in the Establishing Level.**

If trainees do not demonstrate competence **in all standards at the Exploring Level and 50%/+ in the Establishing Level their progress is judged as requiring improvement.** Please identify targets and strategies for improvement with the trainee and complete the RAPID IMPROVEMENT TARGETS form.

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Review meeting 3

(mid-point)

BA Year 3

PGCE: SBT3

BCU Key Themes	EXP	EST	EMB
Key Theme A	☐	☐	☐
Key Theme B	☐	☐	☐
Key Theme C	☐	☐	☐
Key Theme D	☐	☐	☐
Key Theme E	☐	☐	☐
Key Theme F	☐	☐	☐
Overall Grade	☐	☐	☐
Part 2 Teachers' Standards	Choose an item.		
RIT	Choose an item.		
Phonics Grade	NT ☐	D ☐	C ☐

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Review Meeting 3 will take place between the trainee, class teacher (or school mentor) and university tutor.

When making a judgement for the *Review Meeting 3* consider the trainee's overall performance to date and make a 'best fit 'judgement based upon performance against all of the BCU Curriculum Key Themes as recorded in the BCU Assessment Tracker.Review the trainee's progress and attainment against Part 2 of the Teachers' Standards.

Review Meeting 3 - Trainees who are on track to be awarded QTS will be demonstrating their competence in all of the BCU Curriculum Key Themes at the **Establishing Level**.

If trainees do not demonstrate competence in all standards at the **Exploring Level and 75%/+ in the Establishing Level their progress is judged as requiring improvement**. Please identify targets and strategies for improvement with the trainee and complete the RAPID IMPROVEMENT TARGETS form.

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Progress meeting 3
(Final)

BA Year 3

PGCE: SBT3

BCU Key Themes	EXP	EST	EMB
Key Theme A	☐	☐	☐
Key Theme B	☐	☐	☐
Key Theme C	☐	☐	☐
Key Theme D	☐	☐	☐
Key Theme E	☐	☐	☐
Key Theme F	☐	☐	☐
Overall Grade	☐	☐	☐
Part 2 Teachers' Standards	Choose an item.		
RIT	Choose an item.		
Phonics Grade	NT ☐	D ☐	C ☐

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Progress Meeting 3 will take place between the trainee, class teacher (or school mentor) and university tutor.

When making a judgement for the *Progress Meeting 3* consider the trainee's overall performance to date and make a 'best fit 'judgement based upon performance against all of the BCU Key Themes as recorded in the Assessment Criteria.

If the trainee has any **RAPID IMPROVEMENT TARGETS** outstanding from during the placement, please review these during Progress Meeting 3.

Review the trainee's progress and attainment against Part 2 of the Teachers' Standards.

Progress Meeting 3 - Trainees who are **on track** to be awarded QTS will be demonstrating their competence in all of the BCU Curriculum Key Themes at the **Establishing Level**. Trainees in the Embedding levels can be deemed to have made very good progress in readiness for their ECT year.

If trainees have any standard in the **Exploring level** the placement is deemed as a **FAIL.**

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Expectations

A failing trainee

- Trainees fail to meet the minimum level of practice expected of trainees as defined by the BCU Key Themes by the end of their placement.

- The quality of trainees' teaching over time is weak; it contributes to pupils/learners or groups of learners making limited or inadequate progress

Evidence to support judgements

Making accurate judgements

What evidence is available? (in no particular order or hierarchy of importance)

Observations

Observation tasks

Progress Journal

Teaching file - 3 sections

Planning

Evaluations

Lesson observations and feedback

Weekly Reflections

Pupil records

Formative assessment tracker

At review/progress meetings

Consider the range of evidence to inform judgements

- impact on progress of groups of learners over time
- which aspects of teaching, linked to BCU Key Themes, are securing this impact?
- which aspects of teaching, linked to the BCU Key Theme, need strengthening to enhance impact?
- Always emphasising it is the impact of the strengths across the BCU Key Themes overall which secure pupil progress

Impact on progress of pupils over time

Quality of trainee's teaching:

How trainees' skills against each BCU Key Theme has enabled them to impact on pupil progress.

Strengths

Which aspects of teaching, linked to the BCU Key Themes, are securing impact?

Which BCU Themes?

Which statement(s) best describe this in the Formative Assessment Tracker?

Development

Which aspects of teaching, linked to the BCU Key Theme, need strengthening to enhance impact?

Use the language of the BCU Key Themes to make points explicit to the trainee.

Discussion Tasks

Scenario 1 - Joe

Joe considers his seating plan to allow for mixed-ability pairings for most of the class. When planning lessons he always asks the teaching assistant to work with the same group (two students with EAL, a child with ADHD, and a child with autism) and asks the TA to mark these children's books at the end of each lesson.

Scenario 2 - Faizah

Faizah is following a maths scheme used by her placement school. A few children finish their set worksheets within a few minutes of starting. Faizah gives them a sticker for finishing quickly and the children spend the rest of the lesson reading quietly.

Scenario 3 - Mia

Mia demonstrates how to use apostrophes for possession for the first time to the class. Some children are paying close attention and regularly put their hand up to give the correct answers to her questions. Mia works with a small group that she selected before the lesson after giving her instructions and leaves the rest of the class to complete set questions.

Scenario 4 - Stephanie

Stephanie takes her break and lunchtime in the classroom where she sits in the book corner on the beanbag on her phone. A fellow student from another class has begun to join her during these times where they are talking about personal matters, their course and the staff.

The class teacher has decided that their conversation topics are not appropriate for him to be listening to so is now sitting in his year group partners classroom with the door shut.

Dates for your diary

Review meeting 1: BA Year 1

The trainee will have all documentation up to date and annotated on the Progress journal

Formative assessment tracker updated to reflect development against the BCU Key Themes.

Review meeting 1 to be completed by the SB mentor, trainee and UT.

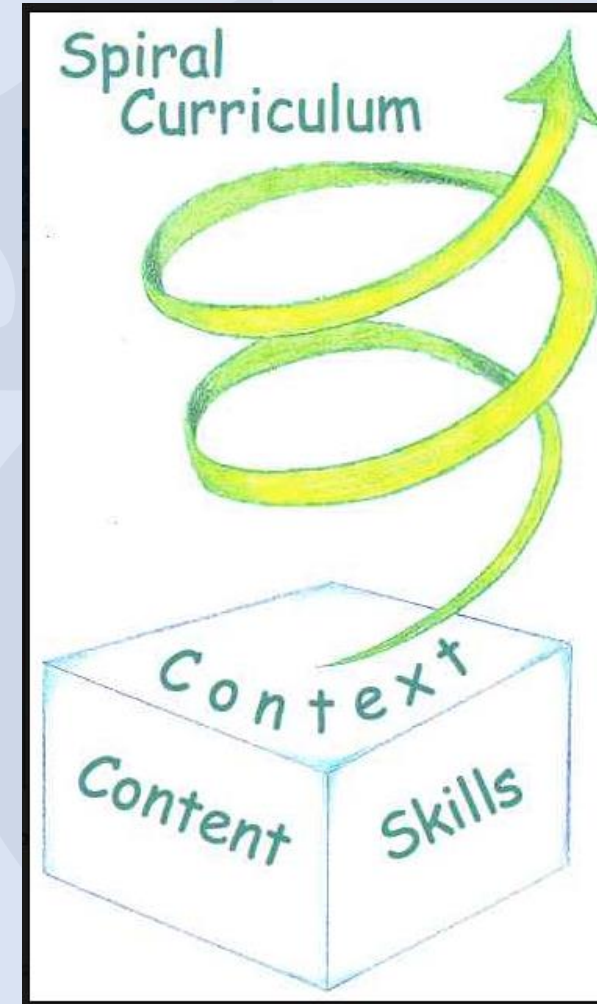Lead Mentor to Quality Assure and comment – if appropriate.

WB: 14.02.22

Evaluation.

Complete the short TEAMS survey.

BCU ITE Primary Curriculum Themes

What does our ambitious curriculum look like?

A. How to use critical enquiry and research informed practice to develop an understanding of effective teaching and learning.

B. How classroom practice establishes effective behaviour management using high expectations and awareness of pupils' well-being.

C. How knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impacts on pupils' progress and well-being.

D. How to plan and assess learning to ensure that all pupils make progress.

E. How to implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners.

F. How to develop professional behaviour and contribute effectively to the wider life of the school.

BCU ITE Curriculum Key Themes in Practice

BCU Key Themes
- How trainees knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impact on pupils' progress and wellbeing.
- How trainees use critical enquiry and research informed practice to develop their understanding of effective teaching and learning.

Learning Outcomes	ITT Core Content Framework	Teachers' Standards
- to understand key aspects of primary history in relation to curriculum requirements - Develop understanding of learning theory and pedagogy that underpin effective learning and teaching in history	**How Pupils Learn** **Learn that:** Learning involves a lasting change in pupils' capabilities or understanding. An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.	2. Promote good progress and outcomes by pupils
	Subject and curriculum **Learn that**: Secure subject knowledge helps teachers to motivate pupils and teach effectively. Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial. pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or "schemata"); carefully sequencing teaching to facilitate this process is important. **Learn how to:** Deliver a carefully sequenced and coherent curriculum	3. Demonstrate good subject and curriculum knowledge
	Classroom Practice **Learn that:** Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible. High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary. **Learn how to:** Stimulate pupil thinking and check for understanding	4. Plan and teach well structured lessons

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BCU Curriculum Key Themes:
A. How trainees use critical enquiry and research informed practice to develop their understanding of effective teaching and learning.
C. How trainees' knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn (meta-learning) impact on pupils' progress and wellbeing.
D. How trainees plan and assess learning to ensure that all pupils make progress.
E. How trainees implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners.

Learning Outcomes	ITT Core Content Framework	Teachers' Standards
• Demonstrate knowledge and understanding of the principles and practices of current curriculum frameworks covering EYFS and Key Stages 1 and 2 • Demonstrate appropriate subject knowledge for teaching the core subjects and prime and specific areas of the EYFS • Demonstrate an understanding of a range of strategies appropriate to the teaching of the core subjects and prime and specific areas of the EYFS to meet the needs of all learners	**High Expectations** Learn how to … Communicate a belief in the academic potential of all pupils	1. Set high expectations which inspire, motivate and challenge pupils
	How Pupils Learn Learn that… Learning involves a lasting change in pupils' capabilities or understanding	2. Promote good progress and outcomes by pupils
	Subject and curriculum Learn that… Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed Learn how to… Provide tasks that support pupils to learn key ideas securely Help pupils apply knowledge and skills to other contexts, Interleaving concrete and abstract examples, slowly withdrawing concrete examples and drawing attention to the underlying structure of problems	3. Demonstrate good subject and curriculum knowledge
	Classroom practice: Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible. Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.	4. Plan and teach well structured lessons

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BCU Mentor Audit: Reminder

- Identifies 4 areas of skills within ITT mentoring practice – **1. Personal Qualities; 2. Teaching; 3. Professionalism; 4. Self-development / working in partnership**

- Allows us to identify strengths within practice and areas for development

- Will set up a Mentor Experts working group for Mentor CPD4 (Modelling best practice)

BCU Mentor Audit: Reminder

BCU Mentor Name: Click or tap here to enter text.

Phase: Primary   Partner School   Click or tap here to enter text.   Date

Please return to your BCU University Tutor contact and Anne Whitacre anne.whitacre@bcu.ac.uk

Suggested developmental discussions between a BCU University tutor and a BCU school mentor

- Have you completed the BCU mentor training?
- How has the tracker helped you to identify your strengths as a mentor?
- Where in your weekly support of your trainee teacher have you been able to draw on these identified strengths to train and support the trainee?
- How do you know that your mentoring conversation has been successful?
- Tell me how you have had an impacted with you trainee recently?
- Where is your trainee doing well within the BCU Core Curriculum Content– how is that being communicated with him/her?
- Where do you think your trainee needs further direction or support– how is that being communicated with him/her?
- Which aspects of the 3Cs (committed, creative, confident) have you observed in your trainee's practice to date?
- How has the tracker helped you identify further development needs to enhance your role as a mentor?
- Where do you feel inexperienced, or lacking in knowledge, to meet aspects of the Mentor Standards?
- Can we work though some solutions to support your development?
- Can I model some ways to develop that area of your practice within a future collaborative mentor meeting?
- What steps can you make to building your confidence in this identified area between now and my next meeting?
- To what extent is the tracker and this meeting supporting your role as a mentor?

And...

Mentor Involvement with BCU

- We know this is challenging during Covid restrictions
- Opportunities in Mentor CPD sessions
- Working directly with University Tutors

Pedagogy in Progress and Review Meetings

- Trainees do use what they learn in BCU sessions in the classroom!
- Ask the trainee what they have been learning
- Reflect on the subject priorities outlined in the Progress Journal with your trainee
- Ask trainees to critically reflect on how their learning can shape their practice in the classroom

We need your help….

How can we support you as a mentor/class teacher to take part in our mentor training?

Are you free to join a 30 minute MS Teams meeting to discuss ideas, approaches, that will work for you?

When is the best day/time?

Q&A and Feedback

Please add comments in the chat bar.

Next time

- Ideas and suggestions
- CPD 3: