**Birmingham City University ITE Partnership Covid19 Guidance 2020 21**

During 2020 the impact of Covid 19 on the education system has been unprecedented and schools have had to adapt and work in different ways and the expectation is that this will continue to evolve throughout 2020-21. The BCU ITE Partnership has developed this guidance to ensure:

* the 2020 21 cohort of trainee teachers have a fair opportunity to attain Qualified Teacher Status (QTS),
* those trainee teachers awarded QTS are well prepared and have sufficient experience in schools and colleges to be successful NQTS
* the safeguarding of teacher supply in the West Midlands.

**The Birmingham City University ITE Partnership will:**

* Ensure that all trainee teachers have been subject to a Covid 19 Risk Assessment and those trainees assessed as at risk will be advised by health professionals on the options available to them including deferring teacher training.
* Ensure tutors work with partners to place trainee teachers in schools and colleges safely and in accordance with the partner’s risk assessment procedures.
* Pay schools and colleges the agreed amount to induct trainees and ensure that the trainee teacher can play a full role in school/college and virtually if further lockdowns occur.
* Provide regular virtual meetings with mentors and trainees during the times that external visitors to schools/colleges are judged to be a risk.
* Ensure all trainee teachers will be supported in planning and teaching blended and virtual learning for the phase in which they are being trained.
* Ensure that all mentor training can be accessed virtually and be offered as synchronous and asynchronous learning.
* Provide all mentors with the opportunity to engage with a fully funded virtual learning Mentor Development Module with 20 Level 7 Credits.
* **Ensure that trainee teachers will be well prepared to play a key role in their placement school’s/college’s recovery plans:**
  + Ensure that trainee teachers are aware of the impact that lockdown will have had on learner’s wellbeing, mental health and progress.
  + Ensure that trainee teachers have access to key subject knowledge and the current evidence (EEF) about what works well in closing the gap and intervention programmes in one to one and small group tuition.
  + Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average. Overall, the evidence is consistent and strong and effects on pupils from disadvantaged backgrounds also tend to be particularly positive.
  + Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.
  + Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.
  + Studies comparing one to one with small group tuition show mixed results. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. The variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.

**School Direct Lead Schools and School and College partners will:**

* Recognise that trainee teachers have been recognised by the DfE as key workers
* Ensure that all trainee teachers are subject to a risk assessment and full induction programme and understand and are subject to the procedures that the school/college has adopted during the Covid 19 pandemic.
* Ensure that trainee teachers will be safeguarded and subject to the same rules, procedures and expectation as a member of the school/college staff even if a further period of lockdown occurs.
* Ensure that all trainee teachers will have access to online learning resources and will be able to plan teaching and learning for whole classes, small groups and one to one tuition.
* In the event of a further period of lockdown during a placement the trainee teacher will be included in virtual learning plans and continue to support pupils’ learning.
* Work with the university tutor to ensure that trainee teachers have a broad and balanced experience of the full curriculum and experience of a different phase during their placement, if possible.
* Ensure that trainee teachers will receive regular formative feedback.
* Provide opportunities, where possible, for trainee teachers to observe good practice.
* Ensure that mentors and or class teachers attend regular virtual meetings and maintain contact with the university tutor as necessary.

# **DfE Guidance for full opening: schools** Updated 28 August 2020

#### **Expectation and deployment of ITT trainees**

We strongly encourage schools to consider hosting ITT trainees. Demand for teacher training is high this year and, while it is understandable that schools will have prioritised other activity, there is a risk that insufficient training places will be available. ITT trainees have the potential to play a significant role in supporting schools. Schools should consider how they could host ITT trainees, and discuss with relevant ITT providers how this can be done flexibly and innovatively to help meet both school and trainee needs. Deployment decisions will need to take into account the skills and capacity of the trainees in question.

Trainees could:

* take responsibility, with the usual mentor oversight, for small groups of pupils across or within years, adapting resources for such groups, creating online learning materials, re-planning sequences of lessons or delivering catch-up lessons
* work in pairs or groups to co-plan, co-teach and co-assess lessons with their mentors or other trainees. Paired and group placements, where these are possible, benefit trainees, mentors and teaching staff, promoting a greater sense of team collaboration, ongoing professional learning and reductions in workload
* be engaged in wider professional activity, for instance tackling pupil, family and school needs by learning about, identifying and addressing challenges such as vulnerability, mental health problems or safeguarding issues
* develop or engage in working groups to share best practice around resilience, commitment and team-working.