University of Worcester

PGCE Secondary

Partnership Handbook (for schools) 2019-20

School of Education

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SECTION 1:
AIMS AND PRINCIPLES

Welcome to the University of Worcester PGCE Secondary Partnership Handbook (for schools) 2019-20

This guidance provides the essential information about the University of Worcester Secondary Partnership: Core and School Direct. At the heart of the course is the notion of partnership. Partnership implies a full recognition of the part to be played by trainees, school and university staff and the close collaboration between them.

The partnership between trainees, schools and the university recognises that the well-being of pupils in partner schools takes priority over all other considerations. The partnership believes that learning to teach should be an informed and gradual process and not just a 'survival' approach. Research shows that collaborative work is a positive and effective way to develop in vocational settings and offers the best support to develop skills for a complex role.

At the heart of good teaching is the desire to promote learning and the love of learning. Nothing is taught until it is learnt. To achieve this, the programme aims to develop teachers who are:

◊ skilled and inspirational subject specialists;

◊ confident and reflective practitioners;

◊ effective communicators who can work in partnership;

◊ informed intellectuals who promote a love of learning;

◊ resilient professionals able to demonstrate high standards of personal conduct.

We value our partnership and the positive impact trainee teachers can have in the classroom.

> **"The key factor in judging the quality of teaching over time is the impact teaching has on the quality of the learning of pupils."**
>
> - Ofsted (2018, p.31)

SECTION 2:
ESSENTIAL INFORMATION

This guidance should be read in conjunction with the 'Inspiring Partnership' website – www.worc.ac.uk/about/academic-schools/school-of-education/secondary-partnerships/documentation.aspx The website includes information and examples of paperwork relevant to trainees.

If you have queries the first point of contact is the subject tutor. You can also contact the course administrator c.rowlands@worc..ac.uk or the Course Leader Suzanne Lawson s.lawson@worc.ac.uk . For matters concerning School Direct contact Judy Miller j.miller@worc.ac.uk.

Tutor	Role	e-mail address
Louise Beattie	English SL	l.beattie@worc.ac.uk
Yvonne Cashmore	Business with Economics SL	y.cashmore@worc.ac.uk
Rebecca Davidge	Religious Education SL	r.davidge@worc.ac.uk
Janinne DeLorenzo	Science SL	j.delorenzo@worc.ac.uk
Bronwen Duggan	English	b.duggan@worc.ac.uk
Kim Hibbert-Mayne	Physical Education SL	k.hibbertmayne@worc.ac.uk
David Hunt	Computer Science SL	d.hunt@worc.ac.uk
Anita Iddon	English	a.iddon@worc.ac.uk
Jill Jackson	Head of Partnership	j.jackson@worc.ac.uk
Suzanne Lawson	PGCE Course Leader	s.lawson@worc.ac.uk
Eleanor Lengthorn	Geography SL	e.lengthorn@worc.ac.uk
Ben Looker	Science SL	b.looker@worc.ac.uk
Judy Miller	Psychology SL & School Direct Coordinator	j.miller@worc.ac.uk
Rachael Moore	History SL	rachael.moore@worc.ac.uk
Jane Moreton	Mathematics SL	j.moreton@worc.ac.uk
Sue Parker-Morris	D&T SL	s.parkermorris@worc.ac.uk
Claire Rowlands	Course Administrator	c.rowlands@worc.ac.uk
Isabelle Schäfer	Modern Languages SL	i.schafer@worc.ac.uk
Christine Watson	Mathematics	christine.watson@worc.ac.uk
Alison Winson	Head of Department	a.winson@worc.ac.uk
Sue Wood-Griffiths	Partnership	s.wood-griffiths@worc.ac.uk
Dave Woodward	Physical Education	d.woodward@worc.ac.uk
SL = Subject Leader		

PGCE Secondary Course Overview (PGCE Core) 2019-20

Wk	w/b	Monday	Tuesday	Wednesday	Thursday	Friday
2	02/09			PS	S / S / S	PS / PS / S
3	09/09	S / S / S	S / S / S	S / S / PS	PS / PS / PS	PS / PS / DT
4	16/09	S / S / S	S / S / S	S / S / PS	PS / PS / PS	PS / PS / DT
5	23/09	S / S / S	S / S / S	S / S / PS	PS / PS / PS	PS / PS / DT
6	30/09	S / S / S	PS / PS / DT	School 1 induction	School 1 induction	School 1 induction
7	07/10	S / S / S	PS / PS / DT	School 1 induction	School 1 induction	School 1 induction
8	14/10	S / S / S	PS / PS / DT	School 1 induction	School 1 induction	School 1 induction
9	21/10	School 1	School 1	School 1	School 1	School 1
10	28/10	Directed Time				
11	04/11	School 1	School 1	School 1	School 1	School 1
12	11/11	School 1	School 1	School 1	School 1	School 1
13	18/11	School 1	School 1	School 1	School 1	EA / S / S
14	25/11	School 1	School 1	School 1	School 1	School 1
15	02/12	S / S / PS	School 1	School 1	School 1	School 1
16	09/12	School 1	School 1	School 1	School 1	School 1
17	16/12	School 1	School 1	PS / S / S	School 1	School 1
18	23/12	Holiday	Holiday	Bank Holiday	Bank Holiday	Holiday
19	30/12	Holiday	Holiday	Bank Holiday	Holiday	Holiday
20	06/01	Directed Time	Directed Time	S / S / S	PS / PS / PS	PS / PS / PS
21	13/01	S / S / S	S / S / S	S / S / PS	PS / PS / PS	PS / PS / DT
22	20/01	S / S / S	S / S / S	S / S / S	PS / PS / PS	School 2 induct
23	27/01	EA	S / S / S	S / S / S	PS / PS / DT	School 2 induct
24	03/02	School 2	School 2	School 2	School 2	School 2
25	10/02	School 2	School 2	School 2	School 2	School 2
26	17/02	Directed Time				
27	24/02	School 2	School 2	EA / PS / S	School 2	School 2
28	02/03	School 2	School 2	School 2	School 2	School 2
29	09/03	S / S / S	School 2	School 2	School 2	School 2
30	16/03	School 2	School 2	School 2	School 2	School 2
31	23/03	School 2	School 2	School 2	School 2	School 2
32	30/03	S / S / S	S / S / S	PS / PS / PS	S / S / DT	PS / PS / PS
33	06/04	Holiday	Holiday	Holiday	Holiday	Bank Holiday
34	13/04	Bank Holiday	Holiday	Holiday	Holiday	Holiday
35	20/04	School 2	School 2	School 2	School 2	School 2
36	27/04	School 2	School 2	School 2	School 2	School 2
37	04/05	School 2	School 2	School 2	School 2	Bank Holiday
38	11/05	School 2	School 2	School 2	School 2	EA / PS / S
39	18/05	School 2	School 2	School 2	School 2	School 2
40	25/05	Directed Time				
41	01/06	Presentations	Presentations	School 2	School 2	School 2
42	08/06	School 2	School 2	School 2	School 2	S / S / S
43	15/06	School 2	School 2	School 2	School 2	School 2
44	22/06	School 2	School/Tutorials	School/Tutorials	Tutorials / S	Valediction / DT

S= Subject sessions, PS = Professional Studies, EA = Enhancement Activities, Sch = Placements, DT = Directed Time

PGCE Secondary Course Overview (PGCE SD) 2019-20

Wk	w/b	Monday			Tuesday			Wednesday			Thursday			Friday		
2	02/09	Lead School			Lead School			Lead School			PS S	S	S	PS	PS	S
3	09/09	S	S	S	S	S	S	S	S	DT	PS	PS	PS	Lead School		
4	16/09	S	S	S	S	S	S	S	S	DT	PS	PS	PS	Lead School		
5	23/09	S	S	S	S	S	S	S	S	DT	Lead School			Lead School		
6	30/09	S	S	S	Lead School			Lead School			Lead School			Lead School		
7	07/10	S	S	S	Lead School			Lead School			Lead School			Lead School		
8	14/10	S	S	S	Lead School			Lead School			Lead School			Lead School		
9	21/10	Lead School			Lead School			Lead School			Lead School			Lead School		
10	28/10	Directed Time														
11	04/11	Lead School			Lead School			Lead School			Lead School			Lead School		
12	11/11	Lead School			Lead School			Lead School			Lead School			Lead School		
13	18/11	Lead School			Lead School			Lead School			Lead School			EA	S	S
14	25/11	Lead School			Lead School			Lead School			Lead School			Lead School		
15	02/12	S	S	PS	Lead School			Lead School			Lead School			Lead School		
16	09/12	Lead School			Lead School			Lead School			Lead School			Lead School		
17	16/12	Lead School			Lead School			PS	S	S	Lead School			Lead School		
18	23/12	Holiday			Holiday			Bank Holiday			Bank Holiday			Holiday		
19	30/12	Holiday			Holiday			Bank Holiday			Holiday			Holiday		
20	06/01	Directed Time			Directed Time			S	S	S	PS	PS	PS	Lead School		
21	13/01	S	S	S	S	S	S	S	S	PS	PS	PS	PS	Lead School		
22	20/01	S	S	S	S	S	S	S	S	S	PS	PS	PS	School 2 induct		
23	27/01	EA			S	S	S	S	S	S	PS	PS	DT	School 2 induct		
24	03/02	School 2			School 2			School 2			School 2			School 2		
25	10/02	School 2			School 2			School 2			School 2			School 2		
26	17/02	Directed Time														
27	24/02	School 2			School 2			EA	PS	S	School 2			School 2		
28	02/03	School 2			School 2			School 2			School 2			School 2		
29	09/03	S	S	S	School 2			School 2			School 2			School 2		
30	16/03	School 2			School 2			School 2			School 2			School 2		
31	23/03	School 2			School 2			School 2			Lead school			Lead School		
32	30/03	S	S	S	S	S	S	PS	PS	PS	S	S	DT	PS	PS	PS
33	06/04	Holiday			Holiday			Holiday			Holiday			Bank Holiday		
34	13/04	Bank Holiday			Holiday			Holiday			Holiday			Holiday		
35	20/04	Lead School			Lead School			Lead School			Lead School			Lead School		
36	27/04	Lead School			Lead School			Lead School			Lead School			Lead School		
37	04/05	Lead School			Lead School			Lead School			Lead School			Bank Holiday		
38	11/05	Lead School			Lead School			Lead School			Lead School			EA	PS	S
39	18/05	Lead School			Lead School			Lead School			Lead School			Lead School		
40	25/05	Directed Time														
41	01/06	Presentations			Presentations			Lead School			Lead School			Lead School		
42	08/06	Lead School			Lead School			Lead School			Lead School			S	S	S
43	15/06	Lead School			Lead School			Lead School			Lead School			Lead School		
44	22/06	Lead school			School/Tutorials			School/Tutorials			Tutorials			S	S	DT

S= Subject sessions, PS = Professional Studies, EA = Enhancement Activities, Sch = Placements, DT = Directed Time

Please note trainees will be in university on the following days during the main placement periods:

Autumn Term

Friday 22 November 2019

Monday 2 December 2019

Wednesday 18 December 2019

Spring/Summer Term

Wednesday 26 February 2020

Monday 9 March 2020

Monday 30 March, Tuesday 31 March, Wednesday 1 April, Thursday 2 April and Friday 3 April 2020

Friday 15 May 2020

Either Monday 1 June or Tuesday 2 June 2020 (this is for assessed presentations – trainee will be given a time slot)

Friday 12 June 2020

Trainees will also attend university for a tutorial in the final week(s) of the course.

When planning timetables please take into account that trainees will not be in school on these days. Where lessons are scheduled for this planned absence, please work in partnership with the trainee to plan the lessons ensuring that all parties know what is to be taught.

Part time route

The PGCE part time route is available for those applying for the core route. In summary this is a four term programme. The start date is September. Any trainees following this route will attend all university sessions that have been planned in the first three terms. In the first three terms during the school experience periods there is a minimum expectation that a trainee will attend school three days a week. Days will be in negotiation with the school and the trainee but it is expected they will be the same days each week. Typically the trainee will spend terms 1 and 2 in the first school and terms 3 and 4 in a contrasting second school. Days in school will be closely monitored to ensure the minimum requirement of 120 is met by the end of the training. In term 4 the trainee will be following a full time programme which will be largely made up of days in school. As a minimum trainees will be visited in school by their subject tutor once per term.

Mentor Meetings

All new mentors (core and school direct) should be 'new mentor' trained through the University of Worcester regardless of previous training with other providers. This is a whole day training event at the university (see partnership agreement for funding arrangements). Onsite school-based training can be arranged if there are sufficient numbers.

New Mentor Training for 2019-20

Friday 13 September 2019

Friday 17 January 2020

The range and scope of training for mentors changes to meet the needs of the partnership in response to course priorities. There is an expectation that all mentors hosting a trainee (subject and professional) attend school experience briefings (autumn and spring). These are across a two-week period at a range of venues and online. Professional mentors are urged to attend one of these meetings a priority and monitor that all active subject mentors also attend. We pay £30 for attending, paid directly to the mentor and not the school, refreshments are also provided. Places are booked by contacting c.rowlands@worc.ac.uk. Mentor attendance is monitored.

School Experience Briefings

DATE	PROVISIONAL VENUES 16.30 – 18.00
Monday 16 September	University of Worcester, Henwick Grove, St John's Campus, WR2 6AJ
Tuesday 17 September	Cheltenham Bourneside School, Warden Hill Rd, Cheltenham, GL51 3EF
Wednesday 18 September	South Bromsgrove High School, Charford Road, B60 3NL
Thursday 19 September	Online webinar – (limited places)
Tuesday 24 September	University of Worcester, Henwick Grove, St John's Campus, WR2 6AJ
Wednesday 25 September	Online webinar – (limited places)
Wednesday 25 September	Woodrush High School, Shawhurst Lane, Hollywood, Birmingham, B47 5JW
Thursday 26 September	Redhill School, Junction Road, Stourbridge, DY8 1JX
Thursday 26 September	Whitecross Hereford High School, Three Elms Road, HR4 0RN

School Experience Briefings

DATE	PROVISIONAL VENUES 16.30 – 18.00
Monday 20 January	University of Worcester, Henwick Grove, St John's Campus, WR2 6AJ
Tuesday 21 January	Churchdown School, Winston Rd, Churchdown, Gloucester GL3 2RB
Wednesday 22 January	South Bromsgrove High School, Charford Road, B60 3NL
Thursday 19 September	Online webinar – (limited places)
Monday 27 January	Whitecross Hereford High School, Three Elms Road, HR4 0RN
Monday 27 January	Online webinar – (limited places)
Monday 27 January	Redhill School, Junction Road, Stourbridge, DY8 1JX
Wednesday 29 September	University of Worcester, Henwick Grove, St John's Campus, WR2 6AJ
Thursday 30 January	Woodrush High School, Shawhurst Lane, Hollywood, Birmingham, B47 5JW

DEADLINES FOR SCHOOL REPORTS

Final reports, that have been shared and discussed with the trainee, must be emailed to c.rowlands@worc.ac.uk by the deadlines below. Report templates and exemplars can be found on the Partnership webpage.

First School Report	Friday 13 December
Second School Report	Wednesday 25 March
Final School Report	Wednesday 17 June

The professional mentor undertakes the following:

- To be the first point of contact, and maintaining communication, in the trainee, subject mentor (school) and university partnership.
- The welfare and supervision of the trainee whilst on placement.
- The organisation and quality assurance of the school experience, ensuring trainee entitlement and moderation of interim and end point assessments.
- Providing an induction programme for each placement that includes access to the school child protection policy, the staff behaviour policy (sometimes called a code of conduct), information about the role of the designated safeguarding lead and a copy of Keeping Children Safe in Education.
- Liaising with the subject tutor (university) and subject mentor (school) on the needs assessment of the trainee providing intervention in a timely manner.
- Ensuring all active mentors have QTS and are UW mentor trained prior to hosting a placement. Attend placement briefings (autumn and spring) and monitor the attendance of all active subject mentors at these briefings.
- Ensuring the delivery of the professional studies programme in the school.
- Liaising with partnership primary schools to make arrangements for the trainee to visit (see section 5 of this guidance).

Subject mentor undertakes the following:

- Day to day supervision, providing a suitable timetable across two key stages (4 year groups) for the trainee and access to relevant department and school documentation including access to schemes of work and pupil data.
- Ensuring the completion of 3 lesson observations per week and coordinate feedback in line with partnership documentation.
- Arranging regular and undisturbed weekly review sessions to review progress and set SHARP targets that are regularly monitored.
- Working with professional mentors and tutors to determine timely and accurate assessment of progress towards the Teachers' Standards using partnership documentation.

Professional and subject mentor will both:

- Liaise and communicate with the subject tutor (university) on the progress and assessment of the trainee against the Teachers' Standards.
- Facilitate the trainee's school-based assignments within the classroom, liaising with other teachers if appropriate.
- Establish trusting relationships, modelling high standards and providing support (mentor standard 1).
- Support trainees to develop their teaching practice in order to set high expectations of all pupils whilst also considering the workload of the trainee (mentor standard 2).
- Set high expectations and induct the trainee to understand their role and responsibilities as a teacher (mentor standard 3).
- Continue their own CPD; investing time to develop a good working relationship with the university (mentor standard 4) including new mentor training and attendance at two placement briefings per year.
- Observe and monitor the overall performance of the trainee on a regular basis and provide verbal and written feedback on lessons observed using the university lesson observation forms.

Course leader (university) undertakes the following:

- Liaison with professional mentors and tutors over placements.
- Organising mentor school experience briefings for professional and subject mentors and new mentors.
- Reviewing recruitment policies and strategies.
- Organising interviews.
- Organising examination boards.
- Organising external examiners and mentors who act as internal moderators.
- Liaising with committees over term dates, structure of the course and financial payments.
- Liaising with national bodies about developments in the structure and management of ITT (initial teacher training) courses.
- Co-ordinating inspections.
- Developing the course in light of feedback from Ofsted, external examiners, mentors and trainees.
- Evaluating and reviewing course structures and procedures.
- Acting as second viewer for failing trainee teachers.
- Advising trainee teachers who are not on target.

Subject tutor (university) undertakes the following:

- Deliver subject and curriculum knowledge to enable trainees to meet the Teachers' Standards across the age range of training.
- Maintaining regular communication with the trainee and school, organising at least one placement visit per term, liaising with the professional mentor and subject mentor in advance.
- Providing pastoral and academic support and career guidance to the trainee.
- Quality assuring the placement, and judgements against the Teachers' Standards, by conducting joint observations with the subject mentor and or professional mentor and observing the feedback.
- Providing feedback to the partnership using the Tutor Visit Form to quality assure the placement (see Trainee Entitlement) and the quality of mentoring against the Mentor Standards (2016).
- Regular reviewing of PebblePad to track trainee progress.
- Moderating trainee outcomes across schools, subjects and age phases.
- Mark and moderate assignments.

PGCE administrator/partnership coordinator will undertake with the schools, tutors and trainees to:

- Collate school offers and match trainees to suitable placements that meet their needs.
- Ensure all schools have been quality checked, have completed the health and safety audit and have returned the partnership agreement.
- Ensure that trainees are placed in at least 2 high quality contrasting school settings including schools with post 16 provision for those on the 11-16 with post 16 enhancement route.
- Be the liaison point in the partnership between trainees, schools and the university including the administration of school documentation.
- Coordinate arrangements for the delivery of new mentor training and placement briefing meetings (autumn and spring) keeping a register of attendance.

SECTION 4:

ABOUT TRAINEE TEACHERS – ENTITLEMENT AND PROFESSIONAL CONDUCT

Trainees are expected to behave as teachers, maintaining a professional stance at all times i.e. to meet the Teachers' Standards (2013) parts 1 and 2. Part 2 refers to the personal and professional conduct expected of a teacher. All trainees are required to sign the Secondary PGCE Trainee Teacher Code of Conduct.

Whilst on placement trainees are entitled to:

- One subject mentor meeting focused on review and planning (one hour per week)
- Professional studies taught programme organised by the professional mentor
- Three formal written subject observations per week
- One joint observation by the professional mentor (or deputy) during the placement to quality assure the standard of mentoring and standardise judgements across the school (as applicable)
- Access to policies and related documents

Guidance for Initial Teacher Training requires all providers to ensure trainees are given sufficient time being trained in schools. This means that typically trainees spend 120 days (24 weeks) on placement. School experience is arranged in three phases:

- ◊ Induction
- ◊ School experience 1
- ◊ School experience 2

On the School Direct route school experience is arranged in four phases:

- ◊ Induction in base school
- ◊ Base school experience 1
- ◊ Second school experience
- ◊ Base school experience 2

Please remember that trainees are novices with minimal experience in a classroom. They are learning to become teachers. Whilst they are on placement with you they are training within our partnership, and we support them together. The university is responsible for the framework of the training but it is the experience with you in the classroom where they practise to become teachers.

Attendance – Our attendance and punctuality expectations ensure that trainees have the curriculum subject knowledge required for school experience and that they consistently demonstrate the professionalism required in Part 2 of the Teachers' Standards (Department for Education, 2011).

Attendance is monitored throughout the year; all absences, lateness or leaving early and missed tutorials will be monitored by the University on an individual basis in order to support the trainee. Persistent absence or lateness will result in students being interviewed by the Course Leader to ascertain commitment to the course and review progress. The Head of Department may also be informed and may be involved in this interview process.

Absence from university and school sessions may result in bursary payments being suspended.

All trainees must have the opportunity to work in two schools for a minimum of 120 days. They must record attendance at university and school on the 'PGCE Secondary Attendance Register' and submit this on PebblePad.

As noted in the code of conduct trainees have the following responsibilities:

- *There is a requirement to attend all days in University and in school unless you have agreed mitigating circumstances. You should arrive in good time and dress appropriately.*

- *If you are going to be absent from University – contact your tutor. If you are going to be absent from school – messages MUST be given to the appropriate member of staff following normal school procedures. You should also contact the course administrator and your subject tutor in University. An absence of five days should be followed up by a Doctor's note.*

- *Request for absences: normally permission for absence is restricted to attending the funeral of a close relative or to attend a job interview following school protocols as applicable. Absence from university sessions must be agreed with your tutor in advance. All planned absence from school must be made up. If you are absent you will need to be prepared to supply work for classes to be covered and to communicate this clearly with your school mentor.*

- *Routine doctors and dentist appointments should be booked outside of core university and school hours. Absence for hospital appointments must be negotiated with your university tutor and school mentors as applicable.*

- *Prospective school visits, prior to applying for a job, must be agreed with the school mentor and tutor in advance. These should be in non-contact time avoiding absence from teaching or taught sessions.*

Tutor visits - All trainees have a designated university subject tutor. The tutor will work collaboratively with the trainee and the school, and should be the first point of contact. During the two school experiences, the tutor will arrange suitable times to visit the trainee notifying the professional mentor, subject tutor and trainee of all plans. The visit will last approximately 2 hours.

Purpose: The tutor is there primarily to visit and support the subject mentor. The purposes of the joint observation is to aid consistency of assessment across schools and to help develop the skills of mentors. On occasions a moderating tutor may accompany the subject tutor to quality assure the consistency of assessment across subjects and schools.

During the lesson: The essential part of the visit, for achieving consistency of judgement, is for joint observation to take place and for the mentor and tutor to compare their assessment of the lesson. Ideally, this will happen immediately after the lesson. The mentor and the tutor should take care not to talk to each other during the lesson if it creates a disturbance.

After the lesson: Ideally, the lesson will be followed by a brief discussion between the mentor and the tutor followed by a mentoring conversation with the trainee. The mentoring conversation should always start with the trainee being asked for their views. A useful first question is 'what did you enjoy about the lesson'? On all visits the mentor should lead the feedback session. There will be times when the tutor adds to the conversation as part of the collaborative process.

During the autumn term and the early weeks of the spring term the emphasis should be formative feedback and on the identification of SHARP priorities for development (see page 29 for details). Tutors and mentors will focus on whether the right priorities are being identified, the quality of the evidence based on the Teachers' Standards and if progress is satisfactory for this stage of the course. In the spring/summer terms there will be more emphasis on summative assessment.

After the tutor visit: Lesson feedback from the mentor and tutor should be shared with the trainee. Documentation from the visit should also be shared with the professional mentor.

As part of the quality assurance process tutors will also periodically review the lesson observations uploaded by trainees onto PebblePad and may provide feedback to the mentor, copying in the professional mentor, as applicable.

Trainees who are a cause for concern - In agreeing to accept the placement the school has recognised the role and responsibilities that it has for supporting and training the trainee. The PGCE secondary course has a clear Cause for Concern procedure. Details can be found on the partnership website.

Exceptional circumstances: a major sudden crisis

In the event of a major sudden crisis, for example professional misconduct, that requires the exclusion of a trainee from the placement, the Course Leader should be contacted immediately and before any precipitous action is taken. At this stage it may be necessary to invoke the University Fitness to Practice procedures: http://www.worcester.ac.uk/registryservices/documents/FitnesstoPractiseProcedures.pdf

In the event that a school is unwilling for a trainee to continue, the lead school or university may attempt to find an alternative placement if the cause is considered to have mitigating circumstances. This will be done openly, acknowledging that if a new placement cannot be found, the place on the course will terminate.

Please note a school has the right to withdraw a placement at any time.

At any stage in this process, if matters are considered serious enough, the trainee may be asked to leave the programme. Counselling through the university will be offered.

Temporary withdrawal – Sometimes a trainee's circumstances change and interferes with them completing the course (e.g. pregnancy, or serious illness). In these circumstances trainees should talk with their subject tutor, school mentor (where applicable) and the PGCE Course Leader. Where appropriate, a decision may be granted that will allow for temporary withdrawal until circumstances allow continuation. This would normally be within one year. Trainees will be expected to pay course fees on their return. For School Direct, it may not be possible to return to the base school, however the lead school will endeavour to arrange a suitable placement with an alternative school.

Trainees must arrange to meet with the Course Leader and complete the withdrawal form available on SOLE. No action will be taken until this form has been completed.

Assignments

Trainees complete two assignments during the course. The first assignment (assignment A) is submitted in January but is completed during the autumn term school experience. The purpose of this assignment is to develop understanding as to what makes effective learning and teaching in the trainee's subject. They will produce a high quality and creative resource that shows a systematic understanding of some of the key aspects of teaching and learning in their subject. They will use the resource during the delivery of a short sequence of lessons in the autumn term. It is important that they scrutinise the resource and the subsequent learning from a learner-centred perspective.

Writing the assignment A provides trainees with the opportunity to integrate what they have learnt from taught sessions at university and independent reading with their experiences in school. They are expected to engage with an appropriate range of literature about theories related to learning. Furthermore, they must critically examine the impact that the resource and teaching has on student learning outcomes in their subject. The reflective commentary needs to focus on subject knowledge, subject pedagogy (including common misconceptions), assessment and inclusion. The most important aspect of the assignment is the critical self-reflections on how this experience will impact on future practice particularly regarding ensuring pupil progress over time.

Assignment B is completed in the spring/summer terms. This assignment is about evidence informed teaching. It involves the appraisal of personal professional practice to develop evidence informed teaching based on an area of interest or personal challenge. This should be an area of practice that the trainee wishes to develop, an aspect that they are interested in, it could be linked to their specialist Enhancement Activity or an area of future professional development.

The assignment is in 2 parts. Part 1 is a literature review of current research relating directly to the key theme they have selected. Part 2 is a presentation that seeks to use an evidence informed approach to evaluate the potential impact that the literature review will have on learning and teaching in the classroom. As part of the formative assessment process for this assignment trainees need to present their work in school during the week beginning 18th May 2020. During this formative assessment the audience should include either the subject and/or the professional mentor. There should

be at least two people in the audience, and where possible other trainees or colleagues should watch the presentations.

The professional or subject mentor provides feedback (using the presentation assessment form). This assessment will act as formative feedback to make improvements before the trainee presents in University. After May half term trainees re-present their findings to subject tutors and peers; this will not necessarily be in exactly the same format as presented to the school as the audience is different and the trainee may have made improvements.

In addition, trainees submit evidence in their professional portfolio (PebblePad). PebblePad is an evidence base of progress throughout the year. It is where trainees store evidence that they have met the Teachers' Standards and it will be shared with a range of stakeholders including subject and professional mentors, subject tutors, Ofsted inspectors, external examiners and course moderators. Trainees invite mentors to view their PebblePad at the beginning of each placement. Quality assurance checks will be completed throughout the course to provide the trainee with formative feedback. In addition to the portfolio trainees also complete weekly reviews and a series of action plans. This module culminates in the trainee demonstrating that they have met the Teachers' Standards via a viva voce at the end of the course.

PebblePad and Teaching File Information. Trainees are responsible for their digital portfolio (PebblePad). This is a shared on-line platform where trainees store key information, track their progress via weekly reviews and record evidence of their progress towards the Teachers' Standards. At the beginning of each placement trainees will invite subject and professional mentors to view their PebblePad portfolios. Trainees should also keep day-to-day teaching files either as hard copies or electronically. Typically these will include:

- General information about the placement school and department
- Teaching information
- Assessment and attendance records of pupils

Weekly review meetings and use of the 'Meeting the Teachers' Standards' booklets.

It is essential that trainees assess their strengths against the Teachers' Standards considering the impact they are having on pupil learning over time. Weekly reviews need to be prepared meticulously by trainees using the template on PebblePad and the 'Meeting the Teachers' Standards' booklet as a guide.

Mentors should use their professional judgement and common sense to assess trainees at a level that is consistent with what should reasonably be expected given the trainee's level of experience. Trainees, mentors and tutors track progress periodically using this 'Meeting the Teachers' Standards' booklet in addition to the weekly review meetings. Standards are presented in this booklet as separate headings, each of which is accompanied by a number of bullet points. The bullets are an integral part of the Standards, designed to illustrate the scope of each heading. They should not be interpreted as separate standards in their own right but used by trainees, mentors and tutors to track progress against each Standard, to determine areas where additional experience and development might be needed, or to identify areas where the trainee is already demonstrating excellent skills. All judgements are made through the lens of the progress pupils make.

The booklet is a formative assessment tool allowing trainees and mentors to periodically self-assess progress (weekly reviews) and set challenging personal targets. The language in the booklet should be used to write focused/SHARP targets considering how to move to a good or high performing profile. Mentors should also use the booklet as guidance when writing school reports. "The key factor in judging the quality of teaching over time is the impact teaching has on the quality of learning of children/pupils/learners' (ITEIH, para 128).

A School Professional Studies Programme (core)

The partnership agreement requires professional mentors to provide a school professional studies programme for one hour each week. Although the programme is indicative we ask partner schools to deliver dedicated sessions as shown opposite as these compliment the taught programme in university. The order in which the topics are delivered is a guide as schools may include extra sessions if there is a prevalent agenda. All trainees should receive a copy of the programme at the start of their placement and this should be uploaded onto PebblePad. The partnership website contains a self-audit/ planning tool for Professional Mentors (PM).

Autumn	
Dedicated sessions	ALL <u>highlighted</u> dedicated sessions must be covered in accordance with Ofsted, *ITT Frameworks* and criteria.
<u>Induction</u> Teaching Standard (TS) Part 2. Links to university sessions on: Becoming a teacher	<u>Share</u> • **Child protection policy & safeguarding procedures including reference to DfE (2016) 'Keeping Children safe in Education'** document (trainees have a copy on PebblePad). • Emergency procedures (first aid, fire, lock-down) • **Code of conduct for staff**, E Safety & General Data Protection Regulation • Assessment policy (including homework & marking) • Behaviour management policy • Roles & responsibilities of key staff (Head, SLT, **designated safeguarding lead**, SENCo, pastoral care) <u>Discuss</u> • School profile including aims, ethos and diversity, the school's challenges and opportunities *(the role teachers play in the wider school community/society)* • Promotion of British values and the Prevent agenda • *How to work effectively in the professional context of the school* • Strategies to promote work life balance and well-being
<u>Classroom management and Persona</u> TS1a, 1b, 1c, 7a,b,c,d Links to University sessions on: *Tools for the classroom 1*	<u>Intended learning</u> • To interpret the school's behaviour policy, subject specific routines, and know how it can be used for pupil and teacher support • To recognise the positive effects that praise and reward can have on behaviour • To know the importance of consistency when using the school's reward & sanction systems • *To understand a variety of strategies for managing behaviour effectively, including the importance of routines, responses and relationships for ensuring good classroom behaviour*
	• **Collaborate with an effective form tutor** *– to take part in the day-to-day life of the school, including the pastoral system, extra-curricular activities and parents' evenings.*
<u>Meeting the needs of individuals</u> TS1b, 5a,b,c,d Links to University sessions on: *Meeting individual differences*	<u>Intended Learning</u> • *To understand the schools approach to the principles of the SEND Code of Practice, including the four broad areas of need* • To explore ways to motivate and challenge pupils regardless of age, ability or aptitude including – SEND, EAL, most able and pupil premium pupils • *To begin to understand how effective planning is not an isolated activity, but draws upon knowledge of subject, progression, assessment and skilful questioning*
<u>Using school Data</u> 6b, 6c, 4c, 2a, 8e Links to University sessions on: *Tools for the classroom 3*	<u>Intended Learning</u> • To explore the data systems that the school and departments use • *To begin to understand how to make use of assessment to track pupil progress* • To develop an understanding of how data informs teaching *to ensure that teaching is both supportive and challenging*
Spring/Summer	

Dedicated sessions	ALL <u>highlighted</u> dedicated sessions must be covered in accordance with Ofsted, *ITT Frameworks* and criteria.
<u>Induction</u>	<u>Share</u> • **Child protection policy & safeguarding procedures including reference to DfE (2016) 'Keeping Children safe in Education'** document (trainees have a copy on PebblePad). • Emergency procedures (first aid, fire, lock-down) • **Code of conduct for staff**, E Safety & General Data Protection Regulation • Assessment policy (including homework & marking) • Behaviour management policy • Roles & responsibilities of key staff (Head, SLT, d**esignated safeguarding lead**, SENCo, pastoral care)
<u>Behaviour management</u> Teachers' Standard (TS) 7a,b,c,d Links to University sessions on: *Raising aspirations and removing barriers to leanirng*	**Intended learning** • To explore the school's & departments' behaviour policies including the framework for rewards and sanctions • To explore the promotion of positive behaviour • To appreciate the impact that communication with pupils, colleagues, parents & carers can have on behaviour • *Through practical demonstration and instruction observe techniques to improve and practice behaviour management techniques*
<u>Data</u> management, **Assessment** and **Pupil progress** TS6b, 6c, 4c, 2a, 8e Links to University sessions on: *Tools for the classroom 3*	**Intended learning** • To know how the school collects, monitors and analyses data and explore strategies for the sharing of assessments with pupils, colleagues & parents • *To know how a teacher can be held accountable for pupil outcomes* • To understand how data impacts on planning sequences of learning • To consider pupils' progress over time including that of English and mathematics • *To understand the fundamental principles of assessment and testing; including the differences between formative and summative assessments* • To consider the effective use of homework & the implications of homework timetabling
<u>Meeting the needs of individuals</u> TS1b, 5a,b,c,d Links to University sessions on: Raising aspirations and removing barriers to learning To explore ways to motivate and challenge pupils regardless of age, ability or aptitude - including SEND, most able and pupil premium pupils	**Intended learning** • To clarify the school's SEND department's role, responsibilities and procedures • *To analyses the strengths and needs of all pupils effectively, including their cognitive, social, emotional, physical and mental health* • *To adapt teaching strategies to ensure pupils with SEND (including but not limited to autism, dyslexia, ADHD, sensory impairment or speech, and language and communication needs (SLNC) can access the curriculum)* • *Understand how to work with and effectively deploy support staff in ways that have the greatest positive impact on pupils' education and progress* • *To explore ways to motivate and challenge pupils regardless of age, ability or aptitude including SEND, EAL, most able and pupil premium pupils.*
<u>PSHE, Citizenship, SMSC and extra curricular</u> activities TS1a,b,c, 5c, 8a, PART 2 (1,2,3) Links to University sessions on: The PSHE Fayre	**Intended learning** • To understand how schools, integrate the learning of PSHE, Citizenship & SMSC • To understand the impact extra-curricular activities and educational trips have on pupil achievement • To know the procedures and teacher's role in organising extra-curricular activities

Pastoral care	Intended learning
Assemblies, house systems, tutoring, counselling. TS1a,b,c, 5c, 7a,b,c,d, 8a,b,e PART 2 (1,2,3) Links to University sessions on: health and well-being	• To understand the role of the form tutor and the pastoral care that pupils receive in school • *To identify strategies for improved personal organisation, well-being and maintaining a sustainable work/life balance.* • To identify the colleagues to seek out for advice when support for a pupil is needed • To define bullying and know how to deal with situations witnessed or incidents that are reported
	Collaborate with an effective form tutor – *to take part in the day-to-day life of the school, including the pastoral system, extra-curricular activities and parents' evenings*
Employability and getting a job TS8d Links to University sessions on: Employability	Intended learning • To understand what Headteachers are looking for when appointing teachers • To know what to expect from the interview day, student panel and formal interview
Transition and links to feeder schools and future destinations TS1b, 2b, 5c, 6c, 8a,b	Intended learning • To identify ways in which schools support the transition of pupils from one key stage to another • To know how secondary schools work with feeder schools to maximise pupil attainment and achievement • To know how secondary schools prepare pupils to future destinations
	• **Visit to a primary school/feeder school**
Life as an NQT TS8d, PART 2 (1,2,3)	Intended learning • To clarify the requirements, procedures and expectations of the NQT year • To consider individual SHARP targets for the NQT year • *To develop a commitment to continuing professional development and access professional development opportunities*

Induction periods – The start of new placements is not intended as a full 'teaching practice' but a transition phase where trainees begin to explore and develop classroom management skills, to examine their subject specialism as a context for learning and to develop an understanding of how children learn with reference to their subject. For PGCE Core, trainees are normally placed in subject pairs in the autumn term. School Direct trainees are in their Base School, often with other School Direct trainees.

Trainees will be doing the following:
• Using the induction booklet (autumn) or PebblePad (spring) to familiarise themselves with the school and subject department.
• Be involved in collaborative teaching based on prior experience.

Professional mentors will:
• Liaise with the partnership coordinator regarding start times.
• Organise the programme of induction to the school and to teaching.
• Provide a pupil trail/pursuit opportunity (one day).

Subject mentors will:
• Provide an induction to the department.
• A provisional timetable for the induction period and the placement.
• Access to schemes of work, assessment and recording procedures and resources.
• Provide the opportunity for the observation of quality teaching.

- Provide the opportunity to try out skills in a safe environment, planning lessons or parts of lessons and evaluating performance.

By the end of the induction phases trainees should have a good understanding of their proposed timetable and the classes they will be teaching. Although trainees may be working as a pair in the autumn term it is important that they are given the opportunity to take full responsibility for at least one class so that they gain confidence in operating on their own. An indicative schedule for the autumn term is given below.

Induction: PGCE: Core – Trainees are in school 3 days per week

Dates in school	Part of the Course	Collaborative working	Solo teaching	Observation or directed time*	Weekly review meetings & school based professional studies	Study and preparation
02, 03 and 04 Oct 2019 (3 days per week)	Induction period	0	0	10	2	3
09, 10 and 11 Oct 2019 (3 days per week)	Induction period	1	0	8	2	4
16, 17 and 18 Oct 2018 (3 days per week)	Induction period	1	1	6	2	5

Induction PGCE: School Direct – Trainees are in school 4 days per week from 01 Oct

Dates in school	Part of the Course	Collaborative working	Solo teaching	Observation or directed time*	Weekly review meetings & school based professional studies	Study and preparation
02 Sept – 27 Sept 2019	Induction period	As advised by the lead school				
01 Oct – 18 Oct 2019 (4 days per week)	Induction period	6	6	6	1	6

Trainee Timetables

Trainees' needs must be considered when planning timetables. As a general rule, they should have 17 hours of teaching experience plus time for study and preparation. The grid opposite (based on a 25 period week) provides an indicative overview but mentors may wish to adjust the observation, solo teaching and collaborative teaching ratios to enhance the trainees' experiences. In certain cases the timings will need to be significantly different in order to support development. In PE, in the autumn term, there will be a higher percentage of teaching alone and less paired teaching; however, collaborative work with mentors and other teachers should continue. Where modern languages, science and design and technology trainee pairs have different specialisms these proportions will also need variation. It is best in the first school experience if trainees teach their main subjects. This particularly applies to design and technology, science and modern language trainees who need to gain confidence in their subject specialism before being helped in areas they have not themselves studied for some time.

If the school works on a two-week timetable, then there may be differences between week one and week two.

Please note that to be compliant no training programme should cover fewer than four school years so this must be considered when planning timetables.

When planning timetables please be mindful of trainee workloads. It is good practice to allow trainees to use department schemes of work and resources as well as involving them in shared planning experiences. Timetabling of repeat lessons within the same year group is also a good training experience.

1: PGCE: Core – School Experience						
Dates in school	Part of the Course	Collaborative working	Solo teaching	Observation or directed time*	Weekly review meetings & school based professional studies	Study and preparation
21 Oct – 20 Dec 2019	Placement 1	6	6	5	2	6
03 Feb to 24 June 2020	Placement 2	2	12	3	2	6

2: PGCE: School Direct					
Dates in school	Part of the Course	Collaborative working	Solo teaching	Professional Development (including 1 hour weekly review, 3 hours observation and directed time)	Study and preparation
21 Oct – 20 Dec 2019	Base School Experience 1	6	6	7	6
03 Feb – 20 March 2020	Second School Experience – at least 30 days	2	12	7	4
23 March – 24 June 2020	Base School Experience 2	2	12	7	4

After the preliminary visit in January trainees need to come away with a clear idea of at least some of the classes and details of what they will be expected to teach so that they can begin to plan lessons and schemes of work in university and have access to support from tutors.

The timetable during placement two should be introduced gradually. Trainees should not begin teaching the full twelve periods (solo) until after half term although some negotiation may be necessary to suit the trainee's needs and issues such as class rotations or assessment periods.

Trainees will maintain a 50% timetable throughout the summer term. For some subjects this may be problematic so schools should provide enrichment activities for trainees for example; participating in a school trip; one to one support with SEND or more able pupils; transition activities; organising events for activity day/week.

Second Subject Teaching

For some subjects, it is important that trainees can offer a second subject. School experience is the only opportunity for them to develop their ability in a second subject and schools are therefore asked to look favourably on requests for experience in a second area. Trainees are likely to work collaboratively with second subject mentors. Further information will be provided for trainees who have taken the 'second subject enhancement' activity.

Tutor Groups

Trainees should be allocated a tutor group to work with on both placements. Initially this can be as a supportive role and then with wider responsibility. It is good practice that this involves working with a tutor outside of the trainee's department. Trainees should attend all registration sessions and adopt all of the roles and responsibilities of a form tutor.

Enhancement Activities

The optional enhancement activities (EA) are designed to provide enrichment within the core and school direct programmes and add value to trainees' employability prospects. They involve some additional taught university sessions (approximately 12 hours) but with no change in overall workload in school. Trainees may only take one EA. There are currently six EAs; SEND, EAL, Citizenship, Technology Enhanced Learning, Teenage Mental Health and Second Subject Support. Whilst there is no requirement for trainees to gain specific experience concerning EA options mentors are asked to support trainees with additional experiences relating to their chosen area. Those taking the SEND and EAL EA will be offered the opportunity to visit a special school setting during the spring/summer term. A further 'Aspiring Leaders' EA is offered to selected trainees in the summer term.

Pre-and-post Phase Experience

The Initial Teacher Training (ITT): criteria and supporting advice: C2.2 states *Providers must ensure that trainees are afforded the opportunity to develop a comprehensive understanding of progression across and **before and after the age range for which they are training to teach**.* This means that all trainees should have experience of primary provision (in particular at Key Stage 2) * and Key Stage 5 (sixth form).

This experience could be achieved in a number of ways:
- During university subject and professional studies sessions
- Wider reading
- Exploring the data secondary schools have, for example, on incoming pupils or predictive data for Key Stage 5
- Discussions with teachers and other professionals, especially those dealing with transition arrangements
- Observing practice in these phases

*Please note; business/economics and psychology trainees should be working with Key Stage 3 pupils and be familiar with the expectations, curricula, strategies and teaching arrangements in post compulsory education and training – this post compulsory experience will be arranged by the university.

Primary Phase Experience

Aims:

1. Understand the similarities and differences in pedagogy and pastoral aspects of teaching in secondary and primary/middle schools
2. Understand the teaching of early reading and systematic synthetic phonics
3. Understand appropriate teaching strategies used to teach early mathematics
4. Appreciate liaison arrangements and the transition needs of pupils (from primary/middle to secondary) - this would be best achieved in a feeder school.

Requirements:

Trainees are **required** to undertake a school visit to a primary school (or middle school years 5 & 6). The length of the time spent in the school should be a minimum of one day (or the equivalent).

The visit(s) should be arranged by the professional mentor at the main placement school. After the visit(s) trainees are required to complete the Record of Primary Visit form. Once completed this is added to PebblePad. This should also be shared with the primary school, as a matter of courtesy. It would be helpful if the professional mentor organising the visit gives some direction to the primary/middle school. The activities that are planned for the trainee could include;

- A discussion between the trainee and the subject coordinator about how their specialist subject is taught at key stage 2.
- Observation of lessons at key stage 2 (including early reading and systematic synthetic phonics and mathematics)
- Trainee to support as a teaching assistant
- Trainee to plan and teach a lesson(s) in their subject specialism

Post 16 Experience

Those trainees who are following the 1*1-16 with post sixteen enhancement* route will be expected to experience Post-16 teaching. This should be arranged as part of their timetable. There are a few occasions where a trainee has been placed in two 11-16 schools. In these instances, the university will organise a short third placement.

Trainees will use the *'PGCE Secondary Attendance Record'* to record post -16 experience. Please note that as a guide, trainees should teach/experience a minimum of 20 hours at post-16. For collaborative work the trainee should have some responsibility for the planning and assessment of activities.

School closure – Trainees on placement should follow the school protocols and procedures concerning school closure. Should a school close trainees should use the time for planning and preparation. This is counted as a school day on attendance records.

Requests for leave of absence

There are times when trainees may request a leave of absence, for paternity leave for example. In this instance the trianee needs to gain permission from the school and the Course Leader prior to taking the leave of absence. Trainees may be required to make this time up at the end of the course.

Industrial Action

Trainee members of teaching unions cannot go on strike or participate in industrial action in any way as they are not employed by the school, were not balloted about strike action, nor are they members of the teachers' pension scheme. Consequently trainees should go into school provided that it remains open and that those colleagues responsible for the supervision of trainees are confident they can engage in training activities. However, trainees must not be used to cover a striking teacher and should not be left unsupervised. If the headteacher closes the school or if there is a picket line at the school and a trainee does not wish to cross this, they should inform the professional mentor and tutor that they will be working from home. Trainees will not need to make up this day nor will progress on their training programme be jeopardised. If trainees wish to seek further advice, they are encouraged to contact their union/professional association.

What to do regarding Ofsted inspections

School inspections – It is up to schools to manage arrangements for school Ofsted inspections. Most schools adopt a 'business as usual' policy and expect trainees to continue teaching. For further information see the School Inspection Handbook (paragraph 76).

University (ITE) inspections – ITE inspections are currently in two phases. The first is in the summer term and the second is in the autumn term. Providers are notified of inspections on a Thursday. Inspectors will visit schools during the following week. University tutors will support schools and trainees with preparations.

As the Workload Challenge (DfE 2016) showed, all parts of education have a role to play in reducing the unnecessary tasks that take teachers, including trainees, away from their core task: improving the outcomes for children

Lesson planning - The five principles of lesson planning

Trainee teachers are told that they should plan their lessons and submit these plans to mentors two working days in advance unless there are circumstances that prevent this. Where a trainee sees a class on consecutive days then planning cannot be meaningful until the previous lesson has been taught. An outline of the next lesson could be prepared, discussed and then refined once the progress of the pupils has been assessed. The PGCE secondary course has developed a generic lesson planning template that individual subjects have adapted to address pedagogic issues within subjects.

Prior to starting their placement trainees will be given training and support to plan lessons using the five principles below. The five principles are posed in a question format to prompt the hard thinking required and it is emphasised that this is not a linear process.
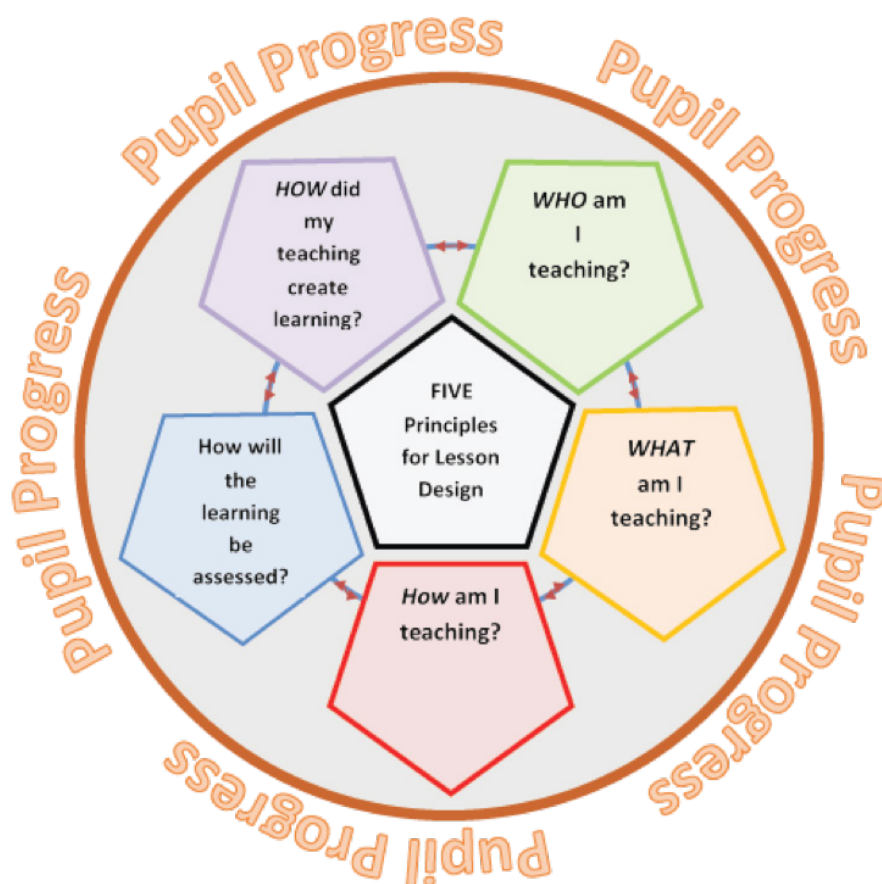
Spring/Summer lesson planning

Whilst in the autumn term trainees develop their practice in planning individual lessons, in the spring term trainees should be given far more autonomy and freedom to enable them to plan sequences of lessons over a period of time (two, three, four or more lessons).

Time spent on planning should not be wasted time. Lesson plans should be given the proportionate status they merit, and no more, to lessen trainee workloads. By working together, drawing on evidence about 'what works', trainees and mentors can increase their joint knowledge of a subject and the best way to teach it. For further information on lesson planning see the Partnership Website.
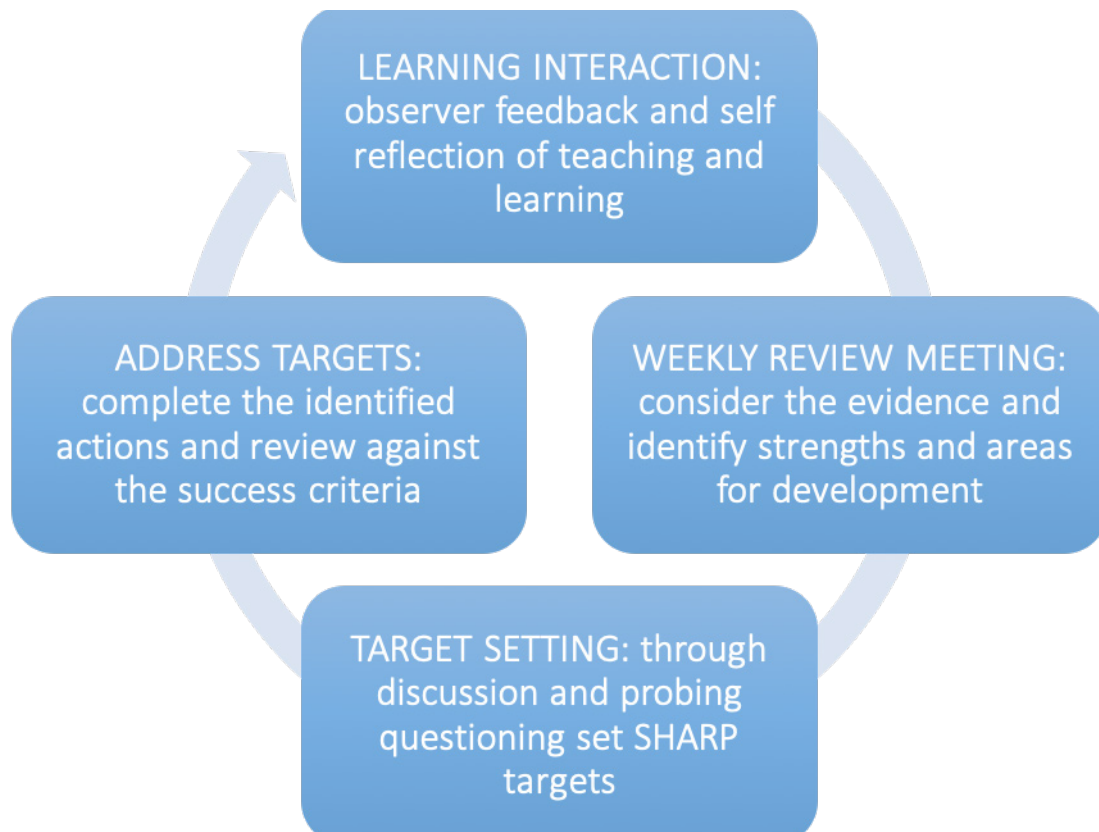
Lesson Evaluations

It is essential that trainees reflect on lessons and use these to inform comments in the weekly reviews. During the autumn term three detailed evaluations should be written each week. In the spring/summer term trainees should use the weekly review to evaluate the impact their teaching is having on learning unless guided otherwise by their tutor.
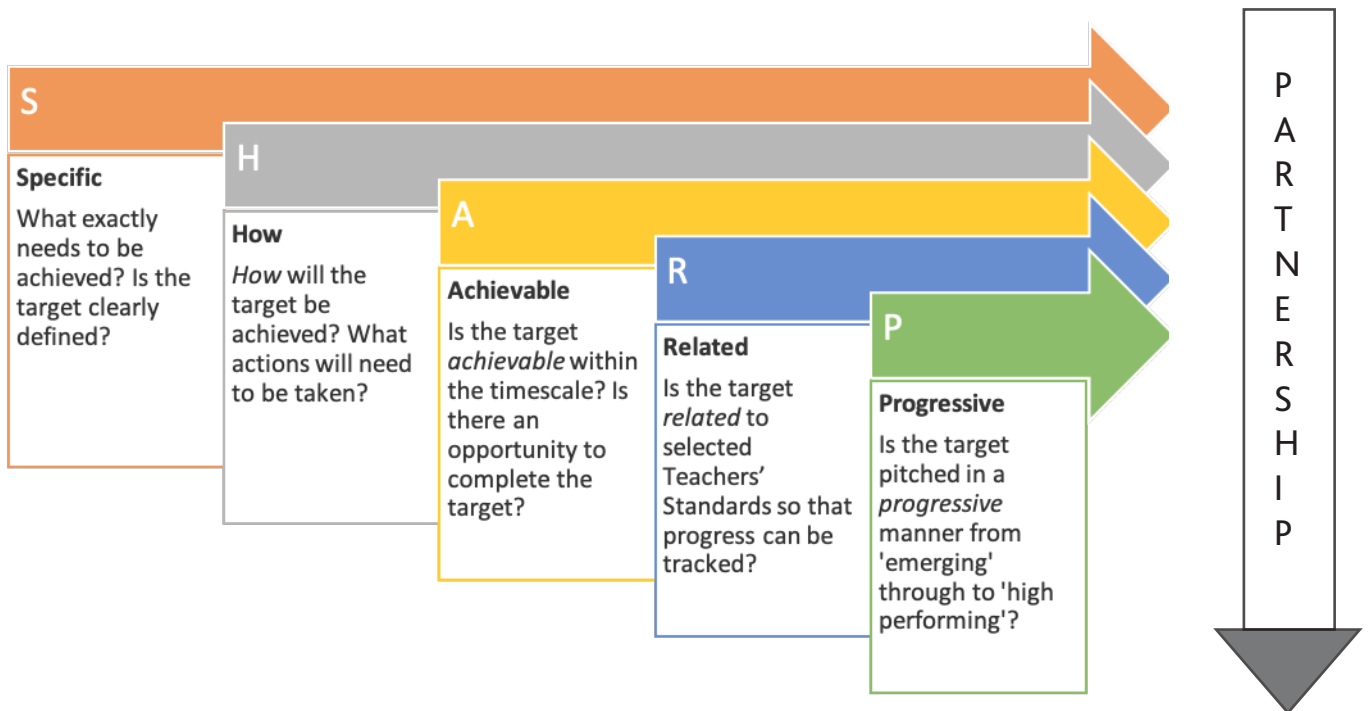
Target Setting

The quality of a trainee's teaching should be assessed against the Teachers' Standards in full. Reviewing the evidence of the impact a trainee has on the learning and progress of pupils over time is a key process in this assessment. To make progress, the trainee and mentor need to work in partnership, setting, monitoring and reviewing targets to support a continuous cycle of improvement throughout the PGCE year and beyond. This complex problem solving process is an important part of the Mentoring Cycle.

Figure 1: The Mentoring Cycle

All targets are linked to the Teachers' Standards. Therefore, most targets should be guided by the assessment criteria in the Meeting the Teachers' Standards booklet.

LEARNING INTERACTION: observer feedback and self reflection of teaching and learning

WEEKLY REVIEW MEETING: consider the evidence and identify strengths and areas for development

TARGET SETTING: through discussion and probing questioning set SHARP targets

ADDRESS TARGETS: complete the identified actions and review against the success criteria

The Target Setting Process

S

Specific

What exactly needs to be achieved? Is the target clearly defined?

H

How

How will the target be achieved? What actions will need to be taken?

A

Achievable

Is the target *achievable* within the timescale? Is there an opportunity to complete the target?

R

Related

Is the target *related* to selected Teachers' Standards so that progress can be tracked?

P

Progressive

Is the target pitched in a *progressive* manner from 'emerging' through to 'high performing'?

PARTNERSHIP

Further guidance on the Target Setting process can be found in the 'Principles of Target Setting' booklet available on the 'Inspiring Partnership' webpage.

School Reports

Mentors are asked to complete a cumulative school report at three points in the year; the first report in December, the second at the mid-point of the spring/summer term and the third (cumulative to the second) at the end of the course. Mentors are asked to complete the reports electronically. Once completed, reports should be emailed directly to Claire Rowlands the PGCE Administrator c.rowlands@worc.ac.uk by the deadline dates as indicated on each of the reports.

Trainee comments on the reports must be completed before they are submitted to the university. A mentor's judgement on the school report should be based on what we would expect a trainee teacher to be achieving for the particular point in the course. It is essential that trainees and mentors use text from the 'Meeting the Teachers' Standards' booklet when considering attainment at any point in the course.

Copies of the School Reports templates and exemplars can be found on the partnership section of the website.

What do report grades mean?

Reports are cumulative. In the autumn (first) report, spring (second) report and summer (final) reports use actual performance assessments on a cumulative template based on the Teachers' Standards. Please remember that the standards apply to the vast majority of teachers regardless of their career stage. For this reason, the Standards need to be applied as appropriate to role, experience and context. It is acceptable for progress against the Standards to be 'emerging' in the autumn term. If performance is 'not on target' meaning that there is a risk of not achieving this standard and progressing to the competent level by the end of the course, trainees should be given a support plan (written by the university tutor in partnership with the school). An 'emerging' grade in the spring term again indicates a risk of failure and intervention will be needed to support progress. Trainees are expected to be demonstrating good or high performing characteristics in the spring and summer terms. Part 2 of the standards 'Personal and Professional Conduct' are graded 'pass' or 'fail'.

Written comments on the First Report

At this stage in the course it is important that the trainee and those involved in the training, have a clear picture of what has been achieved so far against the Teachers' Standards. We ask that these reports are detailed and are an honest and fair judgement. Judgement should be based on tracking in the Meeting the Teachers' Standards booklet and should be a best fit professional opinion. Trainees are not expected to meet every aspect of the bullet points for an overall judgement to be made. Due to time constraints trainees are only expected to be emerging, and in some cases competent, for the first report.

First Report *(please remember that outcomes **are best fit professional judgements** based on the Teachers' Standards)*	Competent	Teaching over time requires improvements as it is not yet good but the trainee has met the minimum requirements for the Standard.
	Not on target (autumn) Emerging (spring) Fail (summer)	Teaching requires improvement across the standard and has not yet met the competent level.

What do Report Grades Mean (Second Report)?

The second report builds upon the comments written by mentors from the autumn term placement. It is possible for the same text to be bold and underlined if the trainee has not been able to make progress in an area. It is important that the trainee and those involved in the training, have a clear picture of what has been achieved so far against the Teachers' Standards. Judgement should be based on tracking in the Meeting the Teachers' Standards booklet and should be holistic best-fit professional opinions. For this reason, there should be no surprises as trainees should know how they are progressing. If they are deemed 'emerging' for any of the Standards this indicates that they are not yet meeting the minimum competency so will negotiate a targeted support plan with the subject tutor/mentor and will meet with the Course Leader. A trainee graded at 'competent' will be monitored closely by the subject tutor. Intervention strategies will be put into place if needed.

Summary of Expected Progress against Standards 1-8

The standards apply to the vast majority of teachers regardless of their career stage. For this reason, the Standards need to be applied as appropriate to your role, experience and context.

Second Report *(please remember that outcomes are best fit professional judgements based on the Teachers' Standards)*	High Performing	For the identified Standard teaching is 'good' (see Meeting the Teachers' Standard profiles*) or 'high performing' and never less than consistently at a good level.
	Good	For the identified standard teaching is good, some is 'high performing'.
	Competent	Teaching over time requires improvements as it is not yet good but the trainee has met the minimum requirements for the Standard.
	Emerging (spring)	Teaching requires improvement across the standard and has not yet met the 'competent' level.

*Standard profiles can be found in the *'Meeting the Teachers' Standards (Spring/Summer)'* booklet.

Part 2 of the standards 'Personal and Professional Conduct' are graded **'pass'** or **'fail'**.

Final (Summer) Report

This report should reflect the level achieved at the end of the course and is cumulative so mentors add to the grades and comments made in the second school report. This should include evidence gathered from observations, weekly reviews and from the periodic reviewing of the 'Meeting the Teachers' Standards' booklet. Again, the outcomes are holistic best-fit professional judgements. It is also important to indicate the areas for development and targets that should be taken forward as trainees enter the teaching profession. To pass the course and be recommended for QTS trainees must achieve a 'competent' grade in all sections of the Teachers' Standards. When making final judgements against each standard it is useful to look at the definitions below.

Final School Report *(please remember that outcomes are best fit professional judgements based on the Teachers' Standards)*	High Performing	For the identified Standard teaching is 'good' (see Meeting the Teachers' Standard profiles*) or 'high performing' and never less than consistently at a good level.
	Good	For the identified standard teaching is good, some is 'high performing'.
	Competent	Teaching over time requires improvements as it is not yet good but the trainee has met the minimum requirements for the Standard.
	Fail (summer)	Teaching requires improvement across the standard and has not yet met the 'competent' level.

Again, please remember the standards apply to the vast majority of teachers regardless of their career stage. For this reason, the Standards need to be applied as appropriate to the trainee's role, experience and context.

SECTION 7:
SAFEGUARDING

DBS Responsibilities

All entrants to ITE/ITT programmes must by law be checked against the DBS barred list and subject to criminal record checks. DBS certificates will be issued to individual applicants and not, as in the past, to registered bodies such as providers. ITE/ITT providers have a responsibility to ensure that entrants on all routes, including salaried School Direct programmes, have been subject to these checks, although how this is done for trainees on salaried routes does differ.

The university confirms in writing that a non-salaried trainee's criminal record check, including a check of the children's barred list, has been completed and that the individual has been judged to be suitable to work with children. The university is not required to provide any information to schools in addition to this confirmation. In a small number of cases a trainee may not have DBS clearance – where a school allows an individual to start work in a regulated activity before the DBS certificate is available, the school should ensure that the individual is appropriately supervised and that all checks, including a separate barred list check, has been completed.

Trainees have access to the Department for Education's statutory guidance Keeping Children Safe in Education via the university Blackboard organisation. Schools should ensure that all trainee teachers are provided with the following at the commencement of their training in each school:

•   The child protection policy
•   The staff behaviour policy (sometimes called a code of conduct)
•   Information about the role of the designated safeguarding lead
•   A copy of Keeping Children safe in Education (this is also available for trainees on Blackboard)

Other background checks

Schools have a duty to ensure that trainees are properly managed and supervised and that, if there are any concerns, information is referred to the university immediately plus the police and DBS as applicable.

The university and employing schools (School Direct Salaried) will check 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 (EAA).

Data Protection

The University of Worcester will hold and process personal data transferred to it by the Partnership School in accordance with data protection legislation (including GDPR and the Data Protection Act 2018). In addition, for quality assurance purposes, the University will process evaluation data provided by the trainees and mentors relating to their school experience. For these purposes the University is the Data Controller.

The University will update information held in its records as notified by the Partnership School or by the trainee, from time to time, and will annually seek to verify the information held. **The information will be held in line with the University's Document and Record Retention Schedule.** The University will not share the information received from the Partnership School or its trainees with any third party, including outside of the EEA, without the consent of the trainee and/or the school.

We recognise the importance of protecting the personal data of all individuals and the particular concerns relating to children's data. Trainees will be given training in processing of pupil's data and the requirements of the Partnership School in relation to appropriate storage and processing. Partnership Schools are required to ensure that trainees understand the School's processes in relation to data protection, including the transfer of personal data off site. In addition, Partnership Schools are required to ensure that their Privacy Notices include specific reference to children's personal data being shared with trainees as necessary.

In the event of a data breach, the trainee is instructed to inform the school and the university immediately. In the event of the University suffering a data breach in relation to data relating to trainees the Partnership School will be informed as soon as is practicable after the breach is identified.

SECTION 8:
OVERVIEW OF PAPERWORK

Glossary of term, useful abbreviation and acronyms

- DfE – Department of Education
- External examiner – A person appointed from outside of the university with relevant qualifications and experience, responsible for independent assessment of the programme, including school experience, so as to ensure that quality and standards are maintained
- PM – Professional mentor
- SM – Subject mentor
- Tutor – University subject tutor
- Professional studies tutor – University tutor who teacher professional studies in mixed subject groups
- Module – Unit of assessed learning for which credits are awarded
- OfSTED– Office for Standards in Education
- NQT – Newly qualified teacher
- RQT – Recently qualified teacher
- QTS – Qualified teacher status
- Partnership- Professional relationship between the University of Worcester (UW) and a school which provides the learning context for the school-based element of UW teacher training courses
- Enhancement activity – One of 6 optional additional taught options offered to Worcester PGCE secondary trainees. These are SEND, Citizenship, Second Subject, Technology Enhanced Learning, Teenage Mental Health and EAL.
- PebblePad – The platform for the secondary e-portfolio.
- Code of Conduct – Sets the standard for expected behaviour and conduct of trainee teachers
- Mentor Standards- National Standards for School-Based Initial Teacher Training (ITT) Mentors
- SHARP targets – Targets that are explicit in what needs to be achieved and how
- Partnership website - http://www.worcester.ac.uk/discover/education-collaboration.html.
- Induction booklet – scaffolded document to support trainees during the induction period.

The following documents are used on the PGCE Secondary Course

Form/Template	Purpose/Who	When	Where to find it plus additional information
School 1 induction booklet	To be completed by the trainee in the induction phase of school 1.	September and October	Partnership webpage - Documentation
Weekly review template	To be completed by trainees in partnership with subject mentors	Weekly	Trainee's PebblePad portfolio. They will send you an invite to view
Trainee timetable	To be shared with all stakeholders	At the beginning of each placement	Trainee's PebblePad portfolio
PGCE Secondary lesson planning template	Subject templates are available for trainees on Blackboard for solo lesson planning in school 1.	Autumn term. In the spring term trainees should move to planning lessons over time. There is no preferred template	Partnership webpage - Additional Information for subject mentors
Lesson evaluation template	Trainees evaluate 3 lessons per week in the autumn term only unless instructed otherwise	Autumn term. In the spring/summer terms this is part of the weekly review process.	Trainee's Teaching file
Lesson observation forms	Three formal observations to be completed weekly – must refer to the Teachers' Standards	Weekly	Partnership webpage – Documentation. Exemplar available on website.
Meeting the Teachers' Standards booklets	Trainees and mentors	Continually	Partnership webpage – Documentation
School report template	For mentors to complete progress assessments of trainees using the Meeting the Teachers' Standards booklets	Christmas Easter Summer	Partnership webpage – includes templates and exemplars - Documentation
Meeting the Teachers' Standards (A4 page)	For mentors and trainees	Continuously	Partnership webpage - Documentation
Mentor Standards	For all stakeholders	Continuously	Partnership webpage - Additional Information for subject mentors
Code of Conduct for Trainees	For trainees and as reference for mentors	Signed at the start of the course	Partnership webpage - Documentation
Tutor visit form	For tutors as part of the course quality assurance systems	Once per term	Partnership webpage - Documentation
Record of Primary Visit form	For trainees to complete	Once during the second school placement.	Trainees download from Blackboard
Research project assessment form	For school mentors to complete for trainees as formative assessment	Before May half term	Partnership webpage – Documentation
Cause for concern flowchart and supporting documentation	For tutors and mentors	As required	Partnership webpage - Additional Information for subject mentors

Assessment guidance	For all stakeholders	As applicable	Partnership webpage – Documentation. Videos to explain each assignment are also available in-Additional Information for subject mentors
PGCE Secondary Attendance Record'	To monitor compliance. Trainees complete and subject mentors validate	Daily by trainee with periodic validation by subject mentor	Trainees download from Blackboard
Research articles	For all stakeholders	As applicable	Partnership webpage - Research and useful links

PGCE Secondary

Partnership Handbook (for schools) 2019-20

University of Worcester

School of Education

September 2019