

# Primary

Undergraduate and Postgraduate

Partnership Handbook 2021-22





**Coronavirus (COVID-19): initial teacher training**

It may be necessary to adapt the guidance in this booklet based on government advice in relation to coronavirus (COVID-19). The University is following government advice to ensure that trainees are given a fair opportunity to qualify and to safeguard teacher supply. This balances against the need to ensure those awarded qualified teacher status (QTS) are of the highest possible quality. We are asking schools to use their professional judgement and expertise in implementing this guidance. It may be necessary to amend and update this guidance as necessary.

<b>CONTENTS</b>	
Welcome from the Primary Partnership	4
Team Primary Partnership team contacts	5
<b>KEY DATES</b>	
School Experience Calendar	7
<b>SE TUTOR VISITS</b>	8
<b>COMPLIANCY AND PROFESSIONALISM</b>	15
Primary Computing Safeguarding Protocols	16
<b>PROCEDURES</b>	17
Communication during School Experience	17
Attendance	17
Absence	17
Interview Dates	17
Adverse Weather	17
School closure/Inclement weather procedure	18
Data Protection Legislation	19
Teacher’s standards	20
<b>ASSESSMENT AND GRADING</b>	21
Assessing trainee teachers during School Experience	21
Concerns	22
Termination of School Experience	22
Assessment of Trainees – The Tripartite model	23
<b>Tailored Action Plan</b>	23
Flowchart for Targeted Support (UG/PG)	24
<b>MODERATION AND EVALUATION</b>	25
Evaluation of School Experience	25
Mentor standards	26
Frequently Asked Questions	27
Observation guidance resources	28

# CONTENTS

# Welcome to the University of Worcester Primary Partnership Handbook 2021-22

## Welcome from the Primary Partnership Team

Thank you for supporting the University of Worcester Initial Teacher Education (ITE) courses. We look forward to working with you this year and value the partnership that has developed between the University, schools, and trainees.

School Experience for the ITE trainee teachers is organised and managed by the Primary Partnership Team. The team consists of professionals with a wide range of experience and expertise. Their aim is to work closely with both trainees and school colleagues to support and facilitate excellent practise. They are aware of the current expectations of, and challenges for, schools but also the exciting partnership opportunities which are available. The School of Education has always valued its partnerships and increasingly, aims to work even more closely, imaginatively, and effectively with its school partners. As well as maintaining our excellent relationships with regard to ITE placements, we actively work with school colleagues to ensure that the university taught curriculum is purposefully integrated with the work in schools.

The Primary Partnership team is delighted to work in active partnership with more than 500 schools including mainstream, independent, special schools, pupil referral units and nursery schools across a wide geographical area. These areas are arranged into hubs. These partnership hubs are committed to working together to make a real difference to children, young people, and their families, by training the very best professionals to work with the next generation.

**“Despite the difficulties of training during a pandemic, University of Worcester dealt with it incredibly, providing a course that was as normal as possible and maintaining excellent standards of training and support.”**

- PGCE Trainee

**“Supportive tutors for school experience and academically. The course workload links well with the school experience.”**

- UG2 Trainee

## Contact Details

### Primary Partnership team contacts

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## KEY DATES

### School experience calendar - Primary UG & PGCE 2021-22

Week no	W/C	UG1	UG2	UG3	PGCE	PGCE JAN	PGCE SD
1	23/08/2021						
2	30/08/2021						SE1
3	06/09/2021						
4	13/09/2021	INDUCTION WEEK			SE1	SE3	SE1
5	20/09/2021				SE1	SE3	SE1
6	27/09/2021				TOTAL = 10 days	SE3	SE1
7	04/10/2021					SE3	SE1
8	11/10/2021					SE3	SE1
9	18/10/2021					SE3	SE1
10	25/10/2021						
HALF TERM							
11	01/11/2021	GRADUATION WEEK			SE1	SE3	SE1
12	08/11/2021				SE1	SE3	SE1
13	15/11/2021				SE1	SE3	SE1
14	22/11/2021	(Start 22/11/21) SE1		(Start 29/11/21) SE3	SE1	SE3	SE1
15	29/11/2021	SE1	(Start 29/11/21) SE2	(Start 29/11/21) SE3 (End 03/12/21) TOTAL = 5 days	SE1	SE3	SE1
16	06/12/2021	SE1 (End 10/12/21) TOTAL = 15 days	SE2		SE1 (Final report 10/12/21) TOTAL = 30 days	SE3 (60)	SE1
17	13/12/2021		(End 17/12/21) SE2 TOTAL = 15 days				SE1
CHRISTMAS							
18	20/12/2021						
19	27/12/2021						
20	03/01/2022			(Start 04/01/22) SE3			SE2
21	10/01/2022			SE3			SE2
22	17/01/2022			SE3	Alternative virtual (3)		SE2
23	24/01/2022			SE3	SE2		SE2
24	31/01/2022			SE3	SE2		SE2
25	07/02/2022			SE3 (Midpoint 11/02/22)	SE2		SE2
26	14/02/2022			SE3 (4 days PD day at LW/TBC)	SE2 (Mid point 18/02/22)		SE2
27	21/02/2022						
HALF TERM							
28	28/02/2022			SE3	SE2 (4 days - PD day)		SE2
29	07/03/2022			SE3	SE2		SE2
30	14/03/2022			SE3	SE2		SE2
31	21/03/2022			SE3	SE2 (Final report 26/03/22) TOTAL = 39 days		ENHANCED PLACEMENT
32	28/03/2022			SE3 (Final report 01/04/22) TOTAL = 58 days			SE3
33	04/04/2022						SE3
34	11/04/2022						
35	18/04/2022						
EASTER							
36	25/04/2022		(Start 25/04/22) SE2		SE3 (2 days)		SE3
37	02/05/2022	Tue 03 - Thu 05/05/22 Visit days (3 days)	SE2 (BH)		SE3 (BH)		SE3
38	09/05/2022		SE2		SE3		SE3
39	16/05/2022	(Start 16/05/22) SE1	SE2 (Midpoint 18/05/22)		SE3		SE3
40	23/05/2022	SE1	SE2 (4 days - PD day at LW/TBC)		SE3 (Mid point 27/05/22)		SE3
41	30/05/2022						
HALF TERM							
42	06/06/2022	SE1	SE2		SE3 (4 days - PD day)		SE3
43	13/06/2022	SE1 (Final report 17/06/22) TOTAL = 23 days	SE2 (Final report 17/06/22) TOTAL = 33 days		SE3		SE3
44	20/06/2022				SE3		SE3
45	27/06/2022				SE3		SE3
46	04/07/2022				SE3 (3 days) (Final report 06/07/22) TOTAL = 43 days		
47	11/07/2022						
48	18/07/2022						
		38 days	48 days	63 days	122 days		

## School Experience (SE) tutor visits to schools

It is really important that the placement visits are carried out at the time points that are indicated. Data and information from SE midpoints and endpoints are used to inform tracking and progress meetings back in university as well as provide information for Exam Boards. Delays in SE visits can result in knock-on implications. SE tutors and schools should work closely together to carry out the reviews at the stated points.

### UG SE1

Autumn term			
Length of visit	When	Visit to include:	Placement preparation
0.5 hours per trainee virtual	Week 1	<ul style="list-style-type: none"> <li>Ensure the trainee has read the key policies (Safeguarding, Health and Safety etc)</li> <li>Carry out the quality assurance of the placement via the Initial Visit Checklist.</li> <li>Ensure that requirements of the placement are being met.</li> <li>Ensure that the trainee is demonstrating professional behaviours.</li> <li>Discuss the trainee's progress so far with the class teacher and/or mentor</li> </ul> <p><b>This 'visit' will not include an observation of teaching.</b></p>	Pre-placement briefings

Summer term			
Length of visit	When	Visit to include:	Placement preparation
0.5 hours virtual	Week 1	<ul style="list-style-type: none"> <li>Ensure the trainee has read the key policies (Safeguarding, Health and Safety etc)</li> <li>Carry out the quality assurance of the placement via the First Visit Checklist.</li> <li>Ensure that requirements of the placement are being met.</li> <li>Discuss the trainee's progress so far with the class teacher and/or mentor</li> </ul> <p><b>This 'visit' will not include an observation of teaching.</b></p>	Pre-placement briefings
1.5 hours	Week 4	<p><b>Observe a lesson</b> Observation of the trainee teacher carried out by the SE Tutor and Mentor/ Class Teacher. Length of observation dependent upon context and circumstances. 1 joint observation with the class teacher is required.</p> <p><b>Review Documentation Engage in Professional Dialogue</b> SE Tutor to consider evidence from a range of sources. In addition, the SE tutor will consider children's achievement and the impact of the trainee's teaching on the children's progress over time. The Pebblepad Electronic Reflective Portfolio will be used to inform professional dialogue between SE Tutor and trainee.</p> <ul style="list-style-type: none"> <li>SE tutor will review trainee progress over the SE, including reviewing the targets set at each Weekly Review and discussion of trainee's work towards the placement requirements.</li> <li>Final formative outcome of progress to be agreed at this Progress Point using the RAG rating, as per the assessment guidance.</li> <li>SE tutor and trainee will discuss Actions for Development in preparation for the next SE.</li> </ul>	

### UG SE2

Autumn term			
Length of visit	When	Visit to include:	Placement preparation
0.5 hours per trainee 'virtual' or by phone	Week 1	<ul style="list-style-type: none"> <li>Ensure the trainee has read the key policies (Safeguarding, Health and Safety etc)</li> <li>Carry out the quality assurance of the placement via the Initial Visit Checklist.</li> <li>Ensure that requirements of the placement are being met.</li> <li>Ensure that the trainee is demonstrating professional behaviours.</li> <li>Discuss the trainee's progress so far with the class teacher and/or mentor</li> </ul> <p><b>This 'visit' will not include an observation of teaching.</b></p>	Pre-placement briefings

Summer term			
Length of visit	When	Visit to include:	Placement preparation
0.5 hours per trainee 'virtual' or by phone	Week 1	<ul style="list-style-type: none"> <li>Ensure the trainee has read the key policies (Safeguarding, Health and Safety etc)</li> <li>Carry out the quality assurance of the placement via the First Visit Checklist.</li> <li>Ensure that requirements of the placement are being met.</li> <li>Ensure that the trainee is demonstrating professional behaviours.</li> <li>Discuss the trainee's progress so far with the class teacher and/or mentor</li> </ul> <p><b>This 'visit' will not include an observation of teaching.</b></p>	Pre-placement briefings
1.5 hours	Around mid point	<p><b>Observe a lesson</b> Observation of the trainee teacher carried out by the SE Tutor and Mentor/ Class Teacher. Length of observation dependent upon context and circumstances. 1 joint observation with the class teacher is required.</p> <p><b>Review Documentation Engage in Professional Dialogue</b> SE Tutor to consider evidence from a range of sources. In addition, the SE tutor will consider children's achievement and the impact of the trainee's teaching on the children's progress over time. The Pebblepad Electronic Reflective Portfolio will be used to inform professional dialogue between SE Tutor and trainee.</p> <ul style="list-style-type: none"> <li>SE tutor will review trainee progress to date.</li> </ul>	
1.5 hours	Final 2 weeks	<p><b>Observe a lesson</b> Observation of the trainee teacher carried out by the SE Tutor and Mentor/ Class Teacher. Length of observation dependent upon context and circumstances. 1 joint observation with the class teacher is required.</p> <p><b>Review Documentation Engage in Professional Dialogue</b> SE Tutor to consider evidence from a range of sources. In addition, the SE tutor will consider children's achievement and the impact of the trainee's teaching on the children's progress over time. The Pebblepad Electronic Reflective Portfolio will be used to inform professional dialogue between SE Tutor and trainee.</p> <ul style="list-style-type: none"> <li>SE tutor will review trainee progress over the SE, including reviewing the targets set at each Weekly Review</li> <li>Final formative outcome of progress to be agreed at this Progress Point using the RAG rating, as per the assessment guidance.</li> <li>SE tutor and trainee will discuss actions for development in preparation for the next SE.</li> </ul>	

Spring term			
Length of visit	When	Visit to include:	Placement preparation
0.5 hours per trainee 'virtual' or by phone	Week 1	<ul style="list-style-type: none"> <li>Ensure the trainee has read the key policies (Safeguarding, Health and Safety etc)</li> <li>Carry out the quality assurance of the placement via the Initial Visit Checklist.</li> <li>Ensure that requirements of the placement are being met.</li> <li>Ensure that the trainee is demonstrating professional behaviours.</li> <li>Discuss the trainee's progress so far with the class teacher and/or mentor</li> </ul> <p><b>This visit will not include an observation of teaching.</b></p>	Pre-placement briefings
0.5 hours per trainee 'virtual' or by phone	Around week 4	<ul style="list-style-type: none"> <li>Ensure that requirements of the placement are being met.</li> <li>Ensure that the trainee is demonstrating professional behaviours.</li> <li>Discuss the trainee's progress so far with the class teacher and/or mentor</li> </ul> <p><b>This visit will not include an observation of teaching.</b></p>	
1.5 hours	Around mid point	<p><b>Observe a lesson</b> Observation of the trainee teacher carried out by the SE Tutor and Mentor/ Class Teacher. Length of observation dependent upon context and circumstances. 1 joint observation with the class teacher is required.</p> <ul style="list-style-type: none"> <li>SE tutor will review trainee progress to date.</li> <li>Assessment against the progress descriptors will be finalised.</li> </ul>	<p><b>Review Documentation Engage in Professional Dialogue</b> SE Tutor to consider evidence from a range of sources. In addition, the SE tutor will consider children's achievement and the impact of the trainee's teaching on the children's progress over time. The Pebblepad Electronic Reflective Portfolio will be used to inform professional dialogue between SE Tutor and trainee.</p>
2 hours	Final 2 weeks	<p><b>Observe a lesson</b> Observation of the trainee teacher carried out by the SE Tutor and Mentor/ Class Teacher. Length of observation dependent upon context and circumstances. 1 joint observation with the class teacher is required.</p> <p>The final visit will consider a trainee's practice from three perspectives which are all inter-related and do not sit in isolation.</p> <p><b>1. Observation</b> Observation of the trainee teacher will be carried out by the SE Tutor and Mentor/ Class Teacher. The length of observation will be dependent upon context and circumstances. Trainees will not normally be observed for a whole lesson. SE tutor to facilitate feedback professional dialogue between the mentor/class teacher and the trainee.</p> <p><b>2. Documentation</b> This will form an important part of the discussion. Documentation will include The Pebblepad Electronic Reflective Portfolio (ERP) and the Assessment task.</p>	<p><b>Review Documentation Engage in Professional Dialogue</b> SE Tutor to consider evidence from a range of sources. In addition, the SE tutor will consider children's achievement and the impact of the trainee's teaching on the children's progress over time. The Pebblepad Electronic Reflective Portfolio will be used to inform professional dialogue between SE Tutor and trainee.</p>

	<p><b>3. Professional Dialogue</b> A formal review will take place in the professional dialogue. Progress will be discussed between the trainee teacher, SE Tutor and Class Teacher/Mentor. The trainee will refer to the Pebblepad Electronic Reflective Portfolio to engage in discussion which will focus upon a set of questions from the SE Tutor. This process will support the trainee to provide evidence of how they are meeting the Teachers' Standards. The discussion will include consideration of children's achievement and the impact of the trainee's teaching on the children's progress.</p> <p><b>In addition:</b></p> <ul style="list-style-type: none"> <li>Discuss the assessment task. This should feed into the questions on TS6.</li> <li>Final summative assessment against the Teachers' Standards will be agreed between the class teacher, SE tutor and trainee.</li> <li>SE tutor will review trainee progress over the SE, including reviewing the targets set at each Weekly Review.</li> </ul>
Completion of the Career Entry Profile (CEP)	Trainees should complete the CEP on their Pebblepad Electronic Reflective Portfolio once the SE report has been completed.



## School Experience (SE) tutor school visits PGCE

### PGSE1

Length of visit	When	Visit to include:	Placement preparation
0.5 hour virtual/ phone	Week 1 or 2	<ul style="list-style-type: none"> <li>Ensure the trainee has read the key policies (Safeguarding, Health and Safety etc)</li> <li>Ensure that requirements of the placement are being met.</li> <li>Ensure that the trainee is demonstrating professional behaviours.</li> <li>Discuss the trainee's progress so far with the class teacher and/or mentor</li> </ul> <p><b>This visit will not include an observation of teaching.</b></p>	Pre-placement briefings
1.5 hours	Mid placement FOR SD ONLY	<p><b>Observe a lesson</b> Observation of the trainee teacher carried out by the SE Tutor and Mentor/ Class Teacher. Length of observation dependent upon context and circumstances. 1 joint observation with the class teacher is required.</p> <p><b>Review Documentation Engage in Professional Dialogue</b> SE Tutor to consider evidence from a range of sources. In addition, the SE tutor will consider children's achievement and the impact of the trainee's teaching on the children's progress over time. The Pebblepad Electronic Reflective Portfolio will be used to inform professional dialogue between SE Tutor and trainee.</p> <ul style="list-style-type: none"> <li>SE tutor will review trainee progress to date.</li> </ul>	
1.5 hours	Final 2 weeks	<p><b>Observe a lesson</b> Observation of the trainee teacher carried out by the SE Tutor and Mentor/ Class Teacher. Length of observation dependent upon context and circumstances. 1 joint observation with the class teacher is required.</p> <p><b>Review Documentation Engage in Professional Dialogue</b> SE Tutor to consider evidence from a range of sources. In addition, the SE tutor will consider children's achievement and the impact of the trainee's teaching on the children's progress over time. The Pebblepad Electronic Reflective Portfolio will be used to inform professional dialogue between SE Tutor and trainee.</p> <ul style="list-style-type: none"> <li>SE tutor will review trainee progress over the SE, including reviewing the targets set at each Weekly Review</li> <li>Final formative outcome of progress to be agreed at this Progress Point using the RAG rating, as per the assessment guidance.</li> <li>SE tutor and trainee will discuss Actions for development in preparation for the next SE.</li> </ul>	

### PGSE2

Length of visit	When	Visit to include:	Placement preparation
0.5 virtual or phone	Week 1	<ul style="list-style-type: none"> <li>Ensure the trainee has read the key policies (Safeguarding, Health and Safety etc)</li> <li>Ensure that requirements of the placement are being met.</li> <li>Ensure that the trainee is demonstrating professional behaviours.</li> <li>Discuss the trainee's progress so far with the class teacher and/or mentor</li> </ul> <p><b>This visit will not include an observation of teaching.</b></p>	Pre-placement briefings
1.5 hours	Around mid point	<p><b>Observe a lesson</b> Observation of the trainee teacher carried out by the SE Tutor and Mentor/ Class Teacher. Length of observation dependent upon context and circumstances. 1 joint observation with the class teacher is required.</p> <p><b>Review Documentation Engage in Professional Dialogue</b> SE Tutor to consider evidence from a range of sources. In addition, the SE tutor will consider children's achievement and the impact of the trainee's teaching on the children's progress over time. The Pebblepad Electronic Reflective Portfolio will be used to inform professional dialogue between SE Tutor and trainee.</p> <ul style="list-style-type: none"> <li>SE tutor will review trainee progress to date.</li> </ul>	
1.5 hours	Final 2 weeks	<p><b>Observe a lesson</b> Observation of the trainee teacher carried out by the SE Tutor and Mentor/ Class Teacher. Length of observation dependent upon context and circumstances. 1 joint observation with the class teacher is required.</p> <p><b>Review Documentation Engage in Professional Dialogue</b> SE Tutor to consider evidence from a range of sources. In addition, the SE tutor will consider children's achievement and the impact of the trainee's teaching on the children's progress over time. The Pebblepad Electronic Reflective Portfolio will be used to inform professional dialogue between SE Tutor and trainee.</p> <ul style="list-style-type: none"> <li>SE tutor will review trainee progress over the SE, including reviewing the targets set at each Weekly Review</li> <li>Final formative outcome of progress to be agreed at this Progress Point using the RAG rating, as per the assessment guidance.</li> <li>SE tutor and trainee will discuss actions for development in preparation for the next SE.</li> </ul>	

Length of visit	When	Visit to include:	Placement preparation
0.5 virtual or phone	Week 1 or 2	<ul style="list-style-type: none"> <li>Ensure the trainee has read the key policies (Safeguarding, Health and Safety etc)</li> <li>Invite the trainee to discuss any planning that has taken place</li> <li>Ensure that requirements of the placement are being met.</li> <li>Ensure that the trainee is demonstrating professional behaviours.</li> <li>Discuss the trainee's progress so far with the class teacher and/or mentor.</li> <li>Discuss the 'Assessment task' to be carried out in preparation for the Tripartite meeting.</li> <li>Discuss how to prepare for the Tripartite visit.</li> </ul> <p><b>This visit will not include an observation of teaching.</b></p>	Pre-placement briefings
1.5 hours	Around mid point	<p><b>Observe a lesson</b> Observation of the trainee teacher carried out by the SE Tutor and Mentor/ Class Teacher. Length of observation dependent upon context and circumstances. 1 joint observation with the class teacher is required.</p>	<p><b>Review Documentation Engage in Professional Dialogue</b> SE Tutor to consider evidence from a range of sources. In addition, the SE tutor will consider children's achievement and the impact of the trainee's teaching on the children's progress over time. The Pebblepad Electronic Reflective Portfolio will be used to inform professional dialogue between SE Tutor and trainee.</p> <ul style="list-style-type: none"> <li>SE tutor will review trainee progress to date.</li> </ul>
2 hours	Final 2 weeks	<p><b>Observe a lesson</b> Observation of the trainee teacher carried out by the SE Tutor and Mentor/ Class Teacher. Length of observation dependent upon context and circumstances. 1 joint observation with the class teacher is required.</p> <p>The final visit will consider a trainee's practice from three perspectives which are all interrelated and do not sit in isolation.</p> <p><b>1. Observation</b> Observation of the trainee teacher will be carried out by the SE Tutor and Mentor/ Class Teacher. The length of observation will be dependent upon context and circumstances. Trainees will not normally be observed for a whole lesson.</p> <p><b>2. Documentation</b> This will form an important part of the discussion. Documentation will include The Pebblepad Electronic Reflective Portfolio (ERP) and the Assessment task.</p> <p><b>3. Professional Dialogue</b> A formal review will take place in the professional dialogue. Progress will be discussed between the trainee teacher, SE Tutor and Class Teacher/Mentor. The trainee will refer to the Pebblepad Electronic Reflective Portfolio to engage in discussion which will focus upon a set of questions from the SE Tutor. This process will support the trainee to provide evidence of how they are meeting the Teachers' Standards. The discussion will include consideration of children's achievement and the impact of the trainee's teaching on the children's progress.</p>	<p><b>Review Documentation Engage in Professional Dialogue</b> SE Tutor to consider evidence from a range of sources. In addition, the SE tutor will consider children's achievement and the impact of the trainee's teaching on the children's progress over time. The Pebblepad Electronic Reflective Portfolio will be used to inform professional dialogue between SE Tutor and trainee.</p>

	<p>In addition:</p> <ul style="list-style-type: none"> <li>Final summative assessment against the Teachers' Standards will be agreed between the class teacher, SE tutor and trainee.</li> <li>SE tutor will review trainee progress over the SE, including reviewing the targets set at each Weekly Review.</li> </ul>
Completion of the Career Entry Profile (CEP)	Trainees should complete the CEP on their Pebblepad Electronic Reflective Portfolio once the SE report has been completed.

## COMPLIANCY AND PROFESSIONALISM

There are specific requirements from the DfE which the University of Worcester adheres to. The criteria and supporting advice can be found here [Coronavirus \(COVID-19\): initial teacher training \(ITT\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/coronavirus-covid-19-initial-teacher-training-itt)

There is still:

- expectation that trainees train to teach in at least 2 schools
- requirement for a trainee to have met the standards across the full age and ability range of training
- expectation that training programmes cover no fewer than 4 school years
- a requirement that any ITT programme covers 120 days for placements

As there are ongoing considerations regarding Covid-19

Trainees have been advised to:

- Follow government and university advice.
- Stay at home if they think they have coronavirus (self-isolating). Report this absence to the school, their tutor, and the Partnership Team immediately.
- Stay alert and safe: follow social distancing guidance

**"Great teachers continuously improve over time, benefitting from the mentoring of expert colleagues and a structured introduction to the core body of knowledge, skills and behaviours that define great teaching."**

(ITT Core Content Framework 2019, p3)



## PRIMARY COMPUTING SAFEGUARDING PROTOCOLS

The following guidance is intended to facilitate an informed discussion with Partnership schools regarding the protocols all University of Worcester ITE trainees are asked to follow as part of their professional responsibility in relation to safeguarding learners.

### Context: trainees digitally capturing events involving children

Often, for very valid professional training reasons, outcomes of classroom activities are being digitally captured and stored by trainees. For example, an English speaking and listening activity might involve a recording being made by the children/teacher using an 'easi-speak'. Naturally, trainees might want to share outcomes with colleagues and tutors for professional reflection.

### When there is a valid reason for digital capture and storage:

All trainees must consult school-based practitioners and abide by the school's policy. If further questions arise, please can you contact one of the Primary Department's CEOP Ambassadors for further guidance.

In all instances the safeguarding of children will be the deciding factor.

1. This policy has been written by a team of CEOP trained Ambassadors at UW and is reviewed annually.
2. All ITE trainees are DBS cleared prior to commencement of any School Experience placement.
3. All primary ITE trainees are directed to obtain a copy of a school's Acceptable Use Policy for each school experience. In Worcestershire, this will generally take the form of a signed agreement.
4. All trainees and staff will consult practitioners/schools regarding protocol when online and abide by the school's policy.
5. All ITE trainees will be made aware of how to anonymise data collected from school, either by pixilation for images or editing audio/video files. All entries to e-journals will be anonymised.
6. All ITE trainees will engage in 'Child Exploitation Online Protection' (CEOP) training as part of their Computing module.
7. Files held by trainees on portable memory devices should not identify children or schools; data needs to be held in line with GDPR guidelines.
8. Trainees are permitted to host items as agreed by school policy on the designated UW system e.g. One Drive provided by UW
9. Devices containing recordings or images of children must be password protected.
10. Trainees and staff should not contact children using social networking sites. No recordings of children should be hosted on commercial sites, for example, Flickr, You Tube or other public shared areas.

## PROCEDURES

### COMMUNICATION DURING SCHOOL EXPERIENCE

If assistance is required, the school should follow these guidelines:

- If the matter is **urgent** (e.g. a serious personal or professional situation) the School Experience (SE) tutor should be contacted in the first instance. If they are not available then please contact the Partnership Office on 01905 855071 (UG) / 01905 855044 (PG) who will direct the query to the most appropriate member of staff.
- If the matter concerns a safeguarding issue, contact Andy Hale, Primary Partnership Lead on 01905 542148 or the Partnership Office.
- For all non-urgent enquiries linked to **placements in school**, again, the SE tutor should be contacted in the first instance or queries can be emailed to [primarypartnership@worc.ac.uk](mailto:primarypartnership@worc.ac.uk). The UG or PG Administrators can be contacted on 01905 855071 (UG) / 01905 855044 (PG).
- Trainees are advised to maintain clear lines of communication with the school. They should provide the school with their contact details.

### ATTENDANCE

Attendance is compulsory and monitored for the visit days and block practice.

- Trainees are required to attend a planned placement programme of no less than 120 days
- Attendance is recorded and monitored through the 'attendance sheet' on the ERP
- As far as is possible, any day's absence from school during a school experience placement should be made up.

### ABSENCE

All trainee teachers are reminded that the consequences of absence may result in an extension of School Experience, or the arrangement of an additional period of time in school.

If trainees are absent they **must**:

- telephone (not text) the school (Class Teacher / Lead Mentor/ Head Teacher).
- email the SE Tutor.
- email the Partnership & Placements Administrator at [primarypartnership@worc.ac.uk](mailto:primarypartnership@worc.ac.uk).

### INTERVIEW DATES

Most teaching posts will be advertised after Easter, however if trainees are applying for posts and wish to visit a school whilst on School Experience, they should arrange to view schools advertising a teaching post after the school day where possible.

Schools will be aware that trainees are on a professional course and that attendance requirements need to be adhered to.

If the trainee has an interview, they may request time off school placement to attend an interview for a teaching post. Up to 3 days maximum (for UG) and 5 days (for PG) in total is permitted, however, this is dependent on the trainee's SE attendance record and individual circumstances across the course.

### PROCEDURE FOR INTERVIEW DATES

Trainees must:

- Request the permission from the school experience head teacher, school mentor and SE tutor.
- Email/contact the Partnership Office requesting time out of school experience to attend interviews.

### ADVERSE WEATHER

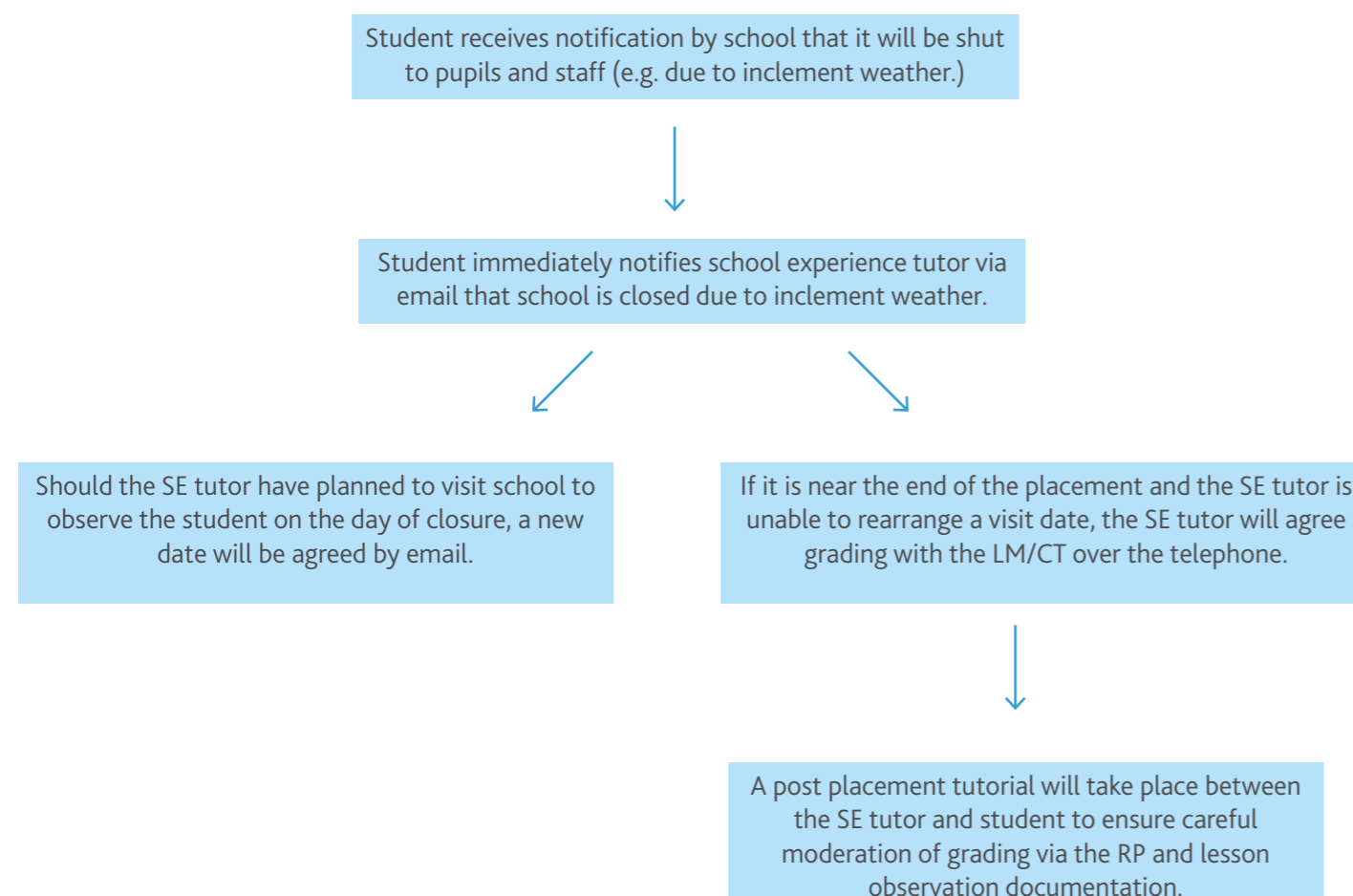
In the event of any adverse weather trainees should:

- Ensure they are aware of the school's procedure in the event of adverse weather.
- Telephone (not text) the school (Class Teacher / Lead Mentor/ Head Teacher).
- Make every effort to attend school as long **as it is safe to do so or arrange to support online learning if the school makes that provision.**

If trainees do not go into school this will be counted as absence which must be reported to the Partnership Office unless the school itself is closed.

Some trainees will have a long distance to travel and are therefore advised to be sensible and take all the necessary precautions to ensure they are safe.

### SCHOOL CLOSURE/INCLEMENT WEATHER PROCEDURE



### DATA PROTECTION LEGISLATION

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, and 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.

# Teachers' Standards

## PREAMBLE

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

## PART ONE: TEACHING

### A teacher must:

#### 1 Set high expectations which inspire, motivate and challenge pupils

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

#### 2 Promote good progress and outcomes by pupils

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

#### 3 Demonstrate good subject and curriculum knowledge

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

#### 4 Plan and teach well structured lessons

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

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

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

#### 6 Make accurate and productive use of assessment

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

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

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

#### 8 Fulfil wider professional responsibilities

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

## PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

# ASSESSMENT AND GRADING

## ASSESSING TRAINEE TEACHERS

### UG and PGCE formative progress points

Trainee assessment procedures should be rigorous and robust, supporting consistent and accurate judgements. Where schools take significant responsibility for judgements that lead to a recommendation for the award of QTS, such as during the delivery of School Direct programmes, the ratifying accredited provider should ensure that assessment moderation procedures are robust and all recommendations for the award are as secure as possible. The accredited provider remains accountable for all assessment judgements and recommendations and should ensure that this is understood across the partnership.

<https://www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice>

The assessment of the trainee is formative throughout the course until they reach the end of SE3. During the previous school experience placements and into SE3 the trainee will be assessed against the university curriculum and their progress will be recorded in the tri-partite meetings at Progress Points. These progress points are outlined on the trainees ERP and give a range of descriptors and suggested question prompts to help SE tutors and the school mentors to agree the progress of the trainee to date. It is vital that each weekly review is linked to the weekly focus and expectations which are listed on the weekly tabs on the ERP to enable a trainee to be set targets which help them to make that progress. The targets should be SHARP targets as outlined in the following infographic:



This year, 2021-22 we have changed the way that our trainees are assessed during their placements and there is detailed information for school colleagues and University staff on the trainee's Formative Progress Descriptors tab on their ERP. Although the UG and PGCE courses have a different curriculum, we have designed an assessment system which enables consistent assessment across both courses and curriculum, and which allows trainees to meet and exceed the Teachers' Standards by the end of their training. This has been generated as part of a review of compliance with government guidance for ITT.

The basic principles are:

There are 5 progress points across all courses apart from the School Direct, which has 6.

Progress Points 1 – 5 are aligned completely to the course curriculum and linked to the assessment descriptors.

At the penultimate progress point a tripartite discussion is held that looks at the trainee's trajectory towards the Teachers' Standards by the end of SE3 and the end of the course. At this point, any concerns are relayed to the Partnership Team.

At the final progress point the trainee is assessed against the Teachers' Standards.

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>

Trainees will be assessed as to whether they have met the teachers' standards during their final placement as a summative assessment.

During the previous placements, trainees will be assessed against the curriculum and placement requirements.

At each Progress Point, a tripartite discussion will take place as part of the placement visit by the SE tutor. A trainee's progress will be reviewed against the relevant phase statements (Building, Enriching, Thriving) and a decision will be made using a red, amber, green rating to indicate how proficient the trainee is at that stage.

The assessment document is NOT a checklist. The descriptors are there to assist with deciding the progress of the trainee, but it should not be used as a checklist where all aspects have to be 'ticked' as the experience will differ and vary based upon the context of the school.

Throughout UG School experience 1 (The Building phase) and SE2 (The Enriching phase) students work alongside their class teacher/mentor to reflect on their own development and progress by utilising the formative progress descriptors tab and weekly learning and reflection pages in their Pebble Pad ERP.

Together they set and monitor weekly targets, based upon the weekly reflections, with the aim of maintaining a trajectory towards meeting the Teachers' Standards (or preferably beyond) by the end of their course.

Summative assessment of school experience against the Teachers' Standards occurs in SE3 and is very much a collaborative process. It is monitored through lesson observations, weekly reviews with the class teacher, SE tutor visits, review points and the school experience report. Trainee teachers are expected to at least meet the Teachers' Standards in all areas by the end of the course and all Teachers' Standards must be met in order for the trainee to be recommended for QTS.

SE tutors generally carry out at least one joint lesson observation with the class teacher and/or lead mentor during a placement. Before the lesson it is helpful to agree what the observers of the lesson are focussing on, how they will record the observations and who will feedback to the trainee.

It is expected that trainees work alongside their class teacher in their weekly reviews using the Assessment tab on their Pebblepad Electronic Reflective Portfolio (ERP) to gain an understanding of where their strengths and areas for development lie. A tripartite system of lesson observation, work scrutiny and professional discussion should be used at all times to consider progress.

## CONCERNS

If, for any reason, a trainee is showing areas of weakness, in any aspect of their practice, it is the responsibility of the class teacher and/or lead mentor to report this to the School Experience Tutor, as early as possible, in order to enable the appropriate support to be put in place. It is important that support is provided as early as possible so that a trainee is given the best chance to succeed.

If there is any concern about any aspect of a trainee's practice, then a Tailored Action Plan (TAP) should be put in place without delay. The TAP is purely supportive and has no punitive elements as we believe that it is better to address issues earlier rather than later.

If you have any concerns in relation to the trainee's fitness to teach, please inform the Partnership Office. The Partnership Team will discuss the issues and where necessary the trainee teacher will be informed by the Head of School or her representative and referred either to their medical practitioner or Occupational Health for an assessment.

## TERMINATION OF PLACEMENT

If a school chooses to withdraw a placement following ongoing concerns with a trainee, the school will be required to complete a Termination of Placement form. A Termination of Placement form is ideally a very last resort after all other measures, including mediation, action plans and a Target Support Plan have been used without a positive outcome.

## UG School Experience 3 (SE3) - End of placement

Final Overall grade

<b>MET</b>
All Teachers' Standards graded at MET or above. <b>No EMERGING Teachers' Standards</b>

The trainee must demonstrate professional behaviours at all times, linked to PART 2 of the Teachers' Standards.

## ASSESSMENT OF TRAINEES – THE TRIPARTITE MODEL THROUGH PROFESSIONAL DISCUSSIONS

A Tripartite model is used to assess trainees. This is an effective model that considers the whole, holistic development of a trainee throughout their final practice. This philosophy is set within the context of government agendas and draws on a shared pedagogy of what is understood by effective observation and feedback. Importantly the model supports trainees through considering **how** schools and universities work together to ensure the trainee's progress is discussed to consider not just a snapshot of the lesson being observed, but the trainee's progress over the whole practice.

The observation process provides an ideal opportunity for school staff and university tutors to work together in a meaningful way to support the development of trainees.

Research (Mtika et.al.2014) has shown that tutors develop a more holistic picture of how the trainee was doing because the trainee was in school for longer and the opportunity to have shared experiences with the Class Teacher was important. It also states how trainees appreciate the way that the tutor and teacher worked effectively as one rather than two separate parties to give consistent feedback.

### Formal structure of the final visit

The final visit will consider a trainee's practice from three perspectives which are all inter-related and do not sit in isolation.

- **Observation**

Observation of the trainee teacher will be carried out by the SE Tutor and Mentor/ Class Teacher. The length of observation will be dependent upon context and circumstances. Trainees will not normally be observed for a whole lesson.

- **Documentation**

This will form an important part of the discussion. Documentation will include the Reflective Portfolio, SE file, children's work including assessed work, displays and planning.

- **Formal Professional Dialogue opportunity**

A formal review will take place in the professional dialogue. Progress will be discussed between the trainee teacher, SE Tutor and Class Teacher/Mentor. The trainee will refer to their Reflective Portfolio and SE File to engage in discussion. For SE3 the focus will be upon a specific set of questions from the SE Tutor. This process will support the trainee to provide evidence of how they are meeting the Teachers' Standards as part of the final, summative assessment.

**The final SE report and grading will be agreed between the SE tutor, the class teacher / mentor and the trainee.**

**Where there is any disagreement or there is not a consensus of opinion, the trainee's case will be referred to the Practice Panel who will then agree on arrangements for moderation of the case. The Practice Panel will then be the mechanism through which a decision regarding recommendation for QTS is made.**

## TAILORED ACTION PLAN

From time to time there may be a need to provide some additional support to a trainee for a specific reason and it is the nature of a placement that through weekly reviews and professional dialogue, a trainee, the school mentors, or an SE tutor might decide to facilitate some extra support for a trainee. This supportive plan is wholly developmental and is a positive move to ensure that any experience or CPD is provided at an early stage, where appropriate. A Tailored Action Plan or TAP can be issued at ANY time during a placement and is designed to document any extra support that has been given. It is a way of having a documented audit trail of support that has been provided which is over and above the usual support given by the class teacher mentor.

It is better to use the TAP as an early support strategy, rather than leaving the support and intervention to a later stage.

A TAP form should be completed for any Tailored Action Plan, and this should be uploaded and recorded by the trainee on their ERP. Schools will be provided with copies of all relevant forms including the TAP form.

The review of the support provided should feature as part of the weekly review session between the trainee and school mentor.

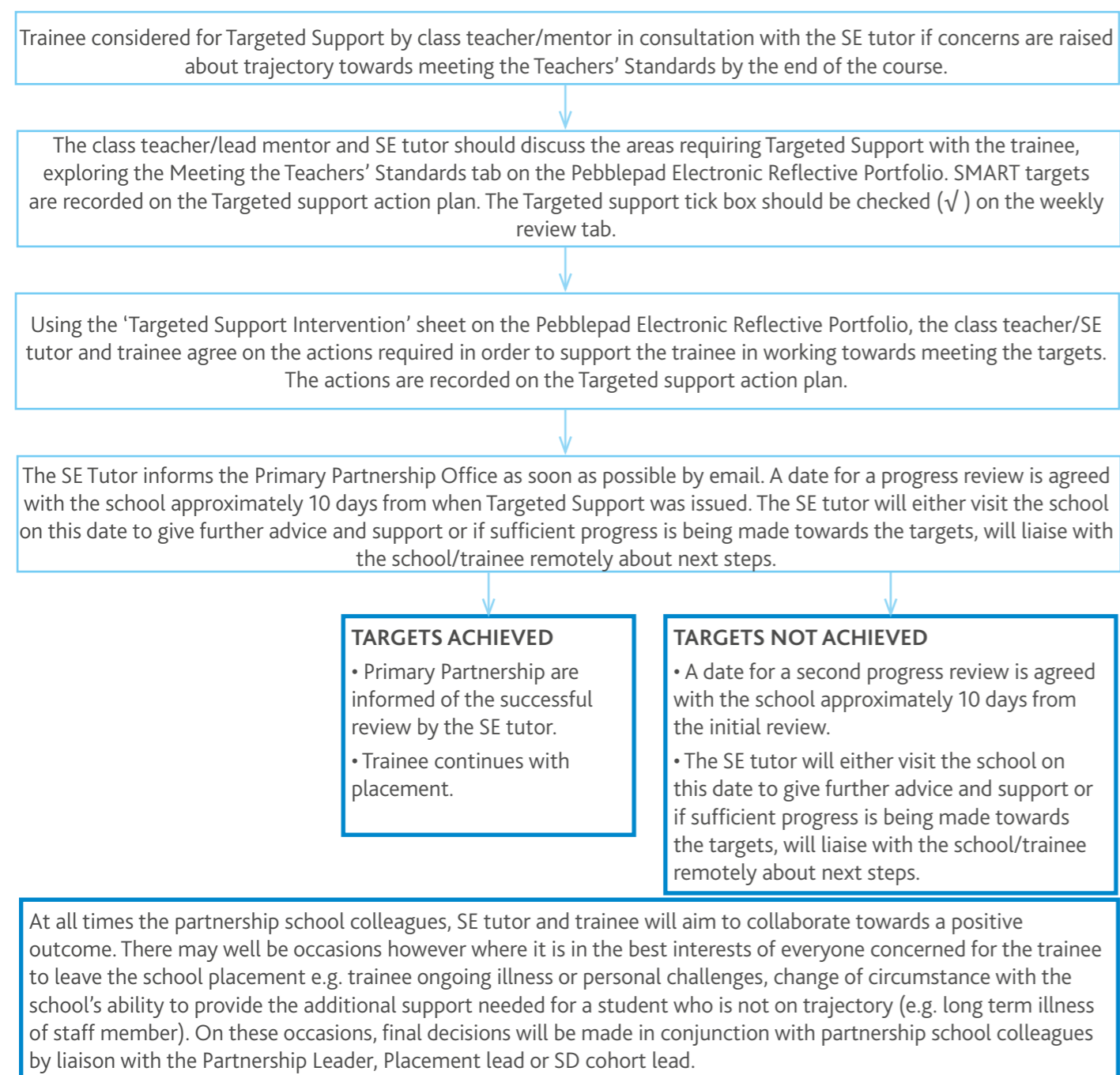
There is no need to notify the SE tutor or Partnership Team as this is just a plan agreed for support. There is no external moderation of a TAP in the way that a Targeted Support plan is reviewed by an independent tutor.

An example of a TAP might feature something such as the trainee's skills delivering phonics. The TAP might record the fact that a plan is set up for the trainee to observe additional expert colleagues and to gain experience before planning and delivering the next phonics session. Or a trainee's IT skills might need some support and the plan would identify where and how that support will be provided.

### Targeted Support

Targeted Support should be put in place if there are concerns around a trainee's practice further to the use of a Tailored Action Plan. Unless of a serious nature, the TS should only be used at the progress point in the middle of SE3 or if there is a serious concern regarding professional behaviours. If this is the case, the SE tutor must be notified. The aim of the targeted support process is to enable further personalised support for trainees and schools within the context of a school placement. It gives colleagues the flexibility to 'mould' the placement experience to the needs of the trainee but also highlights to the trainee the areas within which they need to commit to further personal and professional development and focus if they are to be on a trajectory to meet The Teachers' Standards by the end of their course. It is important to note that a TS plan should feature the range of support that will be provided by the school, the university, and that which will be actioned by the trainee.

### Flowchart for Targeted Support (UG/PG)



## MODERATION AND EVALUATION

### Visit from the External Examiner (EE) whilst on School Experience

As part of the Quality Assurance procedure, approximately 10% of a cohort of trainee teachers are visited by External Examiners. They make visits to trainees in their final school placements to observe the trainee teaching, speak to the class teacher and/or lead mentor and confirm the trainees' grades.

**Who are the External Examiners?** - The EEs are colleagues from different ITE institutions and schools who familiarise themselves with our systems and paperwork in order to moderate our judgements. They consider the grading of trainees and monitor trainee and school's views as to the support provided during school experience. They provide independent feedback on how well aspects of partnership are working as well as offering advice on areas of development.

**How are the 10% of trainees selected?** - The EEs see a cross-section of trainees in order to build up a picture of the cohort and moderate our final grades. This includes different age phases taught, a range of final grades, a mix of male/female trainees and types of school settings. If selected for an observation, the trainee should view it as a positive professional development opportunity.

**How should the trainee prepare?** - The EEs are familiar with our expectations and want to see evidence of the trainees' professional development and critical awareness. They need a copy of the trainees' lesson plan for the lesson. They are generally in school for morning or afternoon sessions.

**What happens after they have observed the trainee?** - The Examination Board will meet at some point after the placement has finished. The External Examiners contribute to the confirmation of all final grades. They report their findings on the observed trainees. External Examiners will not change grades agreed between tutors and the school.

### Moderation visits

In addition to External Examiner visits, the University English, Mathematics, Science and Partnership teams carefully track and moderate aspects of trainee development. This is via visits to school, analysis of Pebblepad electronic reflective portfolios, grading reviews and focus groups. The aim in each instance is to enable consistency of expectations and assessment and reflections also play a vital part in partnership and course development work.

As part of the Primary Department's drive to maintain consistency in practice and quality outcomes for trainees, internal moderation of our primary courses is at the centre of our evaluative procedures. The Partnership Moderation Group visit a sample of schools every year, in order to moderate the judgements made by our Partnership when assessing our trainees and to assess and maintain the excellent quality of mentoring and support offered.

The role of the Partnership Moderation Group is not to give personal feedback or change the judgement that has been made by the school and SE tutor in respect of grading. Members of the Partnership Moderation Group include University tutors, external tutors, and partnership colleagues from schools. Moderators observe teaching as well as talk to trainees, mentors, class teachers, SE tutors and head teachers.

The results of moderation are discussed in the Primary Moderation Team meeting and the Primary Partnership Leader and Primary Placement Manager consider actions where needed. Outcomes of the moderation process are reported as part of the processes for the Primary Practice Panel.

### Evaluation of School Experience placements

Reviews of school placement take place informally on a day-to-day basis but each year the Partnership Team meet formally to evaluate the placements across the year. This process identifies any concerns, which need action. Concerns from previous years are considered to see whether the nature of the concern has been raised before and what action, if any was taken. Information is then discussed with the person(s) raising the concern, if appropriate, and the Primary Partnership Leader considers if there are implications for further training or a visit to a school to discuss the points informally. In extreme cases, where the concern continues, these will be taken to the Primary Leadership and Management Team where it may be decided that deselection of the school from the partnership is appropriate. If that is the case, then the matter is taken to the Primary Practice Panel for final decision.

# THE MENTOR STANDARDS

## STANDARD 1 - PERSONAL QUALITIES

Establish trusting relationships, modelling high standards of practice, and understand how to support a trainee through initial teacher training.

The mentor should:

- Be approachable, make time for the trainee, and prioritise meetings and discussions with them;
- use a range of effective interpersonal skills to respond to the needs of the trainee;
- offer support with integrity, honesty and respect;
- use appropriate challenge to encourage the trainee to reflect on their practice;
- support the improvement of a trainee's teaching by modelling exemplary practice in planning, teaching and assessment.

## STANDARD 2 – TEACHING

Support trainees to develop their teaching practice in order to set high expectations of all pupils and to meet their needs.

The mentor should:

- support the trainee in forming good relationships with pupils, and in developing effective behaviour and classroom management strategies;
- support the trainee in developing effective approaches to planning, teaching and assessment;
- support the trainee with marking and assessment of pupil work through moderation or double marking;
- give constructive, clear and timely feedback on lesson observations;
- broker opportunities to observe best practice;
- support the trainee in accessing expert subject and pedagogical knowledge;
- resolve in-school issues on the trainee's behalf where they lack the confidence or experience to do so themselves;
- enable and encourage the trainee to evaluate and improve their teaching;
- enable the trainee to access, utilise and interpret robust educational research to inform their teaching.

## STANDARD 3 – PROFESSIONALISM

Set high expectations and induct the trainee to understand their role and responsibilities as a teacher.

The mentor should:

- encourage the trainee to participate in the life of the school and understand its role within the wider community;
- support the trainee in developing the highest standards of professional and personal conduct;
- support the trainee in promoting equality and diversity;
- ensure the trainee understands and complies with relevant legislation, including that related to the safeguarding of children;
- support the trainee to develop skills to manage time effectively.

## STANDARD 4 – SELF-DEVELOPMENT AND WORKING IN PARTNERSHIP

Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITT partnerships.

The mentor should:

- ensure consistency by working with other mentors and partners to moderate judgements;
- continue to develop their own mentoring practice and subject and pedagogical expertise by accessing appropriate professional development and engaging with robust research

# FREQUENTLY ASKED QUESTIONS

## Can a trainee teacher be left on their own with a class of children?

Not for PE or any subject where there may be health and safety issues. Safety is always the priority. The Head Teacher must take responsibility for trainee teachers in school.

## Can a trainee teacher be used as supply cover when the class teacher is sick or on a course?

A trainee teacher is developing and always learning. It can be tempting for a school to use a trainee as a 'supply' teacher, however, all trainee teachers must be supervised and supported at all times. It is therefore inappropriate to use a trainee teacher as unpaid cover. It is also not appropriate for a trainee to be used as cover for staff PPA.

## Whose responsibility is it to complete SE reports?

The Class Teacher and SE Tutor will discuss the SE reports and agree on grading for the trainee teacher. The SE report is written on the ERP, and it is the responsibility of the school to complete that report. The trainee must not write their own report as it is not their own reflections.

## Should I give the trainee teacher PPA time?

Yes. All trainees need PPA time, just as teachers do. For the UG3 placements, trainees also need an additional 10% time to carry out their research and data collection for their dissertation.

COHORT	AMOUNT OF PPA TIME
UG1	10%
UG2	10%
UG3	20%
PG1	10%
PG2	10%
PG3	10%

## Can the trainee teacher start teaching the whole class straight away?

We would recommend that you read the expectations for each practice; the amount of teaching varies by each practice, each week, and each course.

## How often should I observe my trainee teacher and give formal written feedback?

There MUST be a formal lesson observation with written feedback once a week for formal observations, but as much feedback as possible in an informal way e.g., notes, discussions after lessons.

# OBSERVATION GUIDANCE

When undertaking observations of lessons, class teachers, mentors and SE tutors should consider the following prompt questions to help highlight strengths/areas of development related to the practice observed:

## The Planning Process

### Does the planning:

- Reflect the appropriate statutory programme of study relevant to that age group (e.g., N.C./EYFS framework)?
- Show an awareness of prior learning and previous (and potential) misconceptions?
- Clearly identify learning objectives and success criteria?
- Consider the needs of all learners with a clear focus on how these will be addressed?
- Have a clear focus on appropriate subject content (see additional subject guidelines for observations)?
- Provide opportunities for the children to be actively engaged in their learning and verbalise their thoughts and ideas?
- Indicate how additional adults will be deployed throughout the lesson?

## Learning and Teaching

### Does the lesson:

- Allow the children to be actively engaged in their learning (e.g., through hands-on experience/multi-sensory learning, asking their own questions and engaging in peer/class discussion where appropriate)?
- Provide appropriate resources to support learning?
- Allow all children to access learning and provide them with appropriate challenge?
- Ensure that the correct subject specific vocabulary is being consistently modelled and the children are encouraged to apply this vocabulary to their learning?
- Allow for modification of the plan to ensure all pupils can make progress?
- Give the children the opportunity to communicate their learning appropriately (for example through discussion, demonstration, presentation, completing work or sharing outcomes from their learning in other ways)?
- Ensure the additional adult(s) is/are clear of their role in developing learning?

## Assessment

### Does the student:

- Provide opportunities for on-going assessment (AfL) throughout the session? Are these appropriate to the focus of the lesson and for the learners involved (e.g., through questioning, observing the children, use of photographs, written/visual work)?
- Judge well when to intervene and support learning (e.g., asking questions to prompt further thinking and next steps in learning, address common misconceptions)?
- Give appropriate feedback (verbal/written) to the children to develop their learning?
- Record the children's learning in an appropriate manner?
- Reflect on the outcomes of the lesson as a whole in terms of the children's learning as well as their own?

In the pages following this one there is subject specific guidance to help mentors and tutors when observing across the range of curriculum areas. Please use this guidance in addition to the generic guidance above.

# ART & DESIGN OBSERVATION GUIDANCE

## Planning

The trainee teacher should demonstrate a clear understanding of:

- EYFS/ National Curriculum?
- Prior learning in art?
- The visual elements of art - colour, pattern, texture, line, shape, form, and space
- Materials – considering the health and safety and classroom management.
- Process – drawing, painting, printing, collage, photography, textiles or 3dimensional work.
- Contextual Understanding – Taking inspiration from artists, crafts people, and designers.

## Teaching and Learning

Children should be given opportunities to demonstrate:

- Curiosity – To ask questions and explore through direct observation.
- Persistence – To revisit work to improve and develop ideas.
- Imagination – To create something new and original.
- Collaboration – To work with others or discuss their work and communicate their thinking.
- Discipline - To develop new skills with perseverance.

There should be clear opportunities in every lesson for the children to make their own choices about their art.

## Assessment

Opportunities for formative assessment should be built into the lesson. This could be annotations in a sketchbook, post-it notes on work or discussions in talk partners. Teachers should be asking open questions to support children's artistic thinking. Assessment should value the process of art over the finished product.

## COMPUTING OBSERVATION GUIDANCE

Does the lesson cover one of these aspects of the computing curriculum (after CAS, 2013, p. 5):

- **Computer Science (CS)**—the foundation  
Creating logical algorithms/programs/instructions to complete a task, debugging (correcting) mistakes, understanding computer networks (e.g. the internet).
- **Information Technology (IT)** – the implementation  
Use technology purposefully to create, organise, store, manipulate and retrieve digital content to accomplish given goals.
- **Digital Literacy (DL)** – the implication  
Using technology safely, respectfully and responsibly to make the most of its opportunities while protecting yourself and others around you.

Are key vocabulary and key concepts explained or explicitly acknowledged throughout the lesson?

Where computing is often taught with a cross-curricular approach, which is taking a greater role (such as most time or cognitive resources): computing or the content/project/product? For example, if programming a history quiz game, is it the planning, creating, or debugging the program or the history content that is taking up most time/cognitive resources?

Does the teacher explicitly address computing-specific concepts (such as sequencing or variables), or does this get lost while focusing on the project/product?

Can the teacher justify the software/hardware used or the choice of cross-curricular links?

Are safeguarding and online safety concerns identified and addressed? e.g., safe management of search engines to avoid inappropriate content or teaching pupils what to do if they witness cyberbullying.

References

Computing At School (2013) Computing in the national curriculum: A guide for primary teachers. Available at: <https://www.computingschool.org.uk/data/uploads/CASPrimaryComputing.pdf> (Accessed: 24 March 2020).

## DESIGN AND TECHNOLOGY (DT) OBSERVATION GUIDANCE

Does the lesson cover one of the following within the DT sequence of learning?

- Research
- Design
- Make
- Evaluate

Does the lesson give the opportunity for children to explore any of the principles of design?

- User (who is it for?)
- Purpose (what is it for?)
- Functionality (how will it work?)
- Design decisions (what informed choices will be made?)
- Innovation (is the design original?)
- Authenticity (is it real, believable and can it be evaluated?)

Are there opportunities for the development of ideas, as well as making iterations?

Is there clear opportunity to explore and develop technical knowledge and skills within the DT lesson/sequence of learning as it develops?

Does the DT lesson/sequence of learning allow the opportunity to design and make purposeful and functional products that can be tested against a design criterion?



# ENGLISH LESSON OBSERVATION GUIDANCE

Please use this guidance alongside the generic guidance for lesson observations.

Does the student:

- Model good spoken and written Standard English?
- Have good English subject knowledge to inform a well-planned and well taught lesson (e.g., good grammatical knowledge, knowledge of children's literature etc.)?
- Demonstrate interest in, and enthusiasm for English?
- Model the learning effectively throughout the lesson?
- Explore vocabulary within context and encourage interest in, and discussion of, key/new words?
- Use high quality texts on occasions as a stimulus and promote reading for enjoyment?

Does the lesson:

- Have a clear focus on developing aspects of English taken from the NC or EYFS (i.e., Spoken English, Reading, Writing or Communication and Language)?
- Ensure that children have planned opportunities to use spoken language (both speaking and listening) in a meaningful context?
- Provide opportunities for the children to encounter and use new vocabulary in their talk and, where appropriate, written work?
- Provide pupils with the opportunity to respond to key questions, elaborating upon their answers and explaining their understanding?
- Contain planned opportunities for the student to model and share effective learning?
- Provide opportunities for children to improve/proofread/redraft/edit their work (where appropriate)?
- Have high expectations for accurate spelling and grammar use (both verbal and written constructions)?

# EARLY YEARS FOUNDATION STAGE OBSERVATION GUIDANCE

When observing teaching and learning in the EYFS, children may be engaged with a range of opportunities covering all areas of development. The four overarching principles of the EYFS and the following question prompts, provide a framework for observing students.

The unique child:

- Is there a respectful relationship and acknowledgement that all children are individuals?
- Does the student respond to the individuals' needs, scaffolding the child's interests and curiosities?

Positive Relationships:

- Does the student Interact with children, using age-appropriate language and open body language?
- Is praise used effectively to reinforce learning and behaviour for the children?
- Are children being supported to feel confident and secure?
- Are activities adapted to each child's ability?
- Do activities provide challenges to all children?
- Are there clear routines that support the children?

Enabling Environment:

- Is the learning environment rich and stimulating and do planned opportunities (focussed activities and continuous provision) reflect the learning taking place?
- Are children's interests reflected in the planning in order to keep them interested and motivated?
- Are resources for focussed activities and planned continuous provision well organised and age appropriate?
- Are there opportunities for children to work collaboratively and independently within the learning environment?
- Are there opportunities for the children to self-select and learn through child-initiated play?
- Has the student used their knowledge of the EYFS to plan continuous provision opportunities (utilising the indoor/outdoor area)?

Learning and Development:

- Has the student planned for opportunities that build upon what the children already know?
- Does the student use a multi-sensory approach to support learning and development? (e.g., visual aids, movements, touch, sound)
- Are activities appropriately pitched to support children to develop key skills?
- Are open-ended questions used, allowing the child time to answer?
- Do the students' interactions with children help to identify next steps in learning?
- Is the student using ongoing assessment through observation, questioning, and looking at individual outcomes?
- Is new vocabulary introduced and explored as part of the learning?
- Has adult support been deployed effectively within the learning environment (to support focussed or child-initiated activities)?
- Are there opportunities for the children to take the initiative and lead learning?

## GEOGRAPHY OBSERVATION GUIDANCE

The opening statement of the Primary Geography NC is:

'A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives' (DfE, 2013, 1).

Does the lesson include aspects of some or all of the following key elements of the geography curriculum?

- Knowledge
- Geographical skills
- Understanding
- Values
- Human geography
- Physical geography
- The inter-relationship between human and physical geography

For values:

- is an appreciation of human and natural diversity discussed and encouraged?
- Is geography taught with a view to respect for the natural world we live in and for the people we share this planet with?
- Are children encouraged to take responsibility for their place and actions in the world?

Does the lesson give the opportunity for children to geographically investigate, explore, or enquire about any specific:

- Places or spaces – such as specific region, country, shopping centre or woodland
- Geographical processes – such as erosion or migration
- Geographical patterns – like environments, river systems or understanding maps
- Sustainability, environmental education, or global citizenship

## HISTORY OBSERVATION GUIDANCE

Does the lesson have a clear focus on one, or more, of the following:

### Knowledge and understanding

Is the information being imparted in an age-appropriate manner (for example with a focus on continuity and change/ cause and consequence / similarity and difference)?

### Chronological understanding

Are the approaches to the teaching of time appropriate for the age range being taught in terms of vocabulary being deployed and forms of sequencing activities being used?

### Historical enquiry

What forms of enquiry are being used and how are children acquiring and using the information being gathered; for instance, use of websites, artefacts, written texts, audio-visual material, outside speakers, museum visits, etc? Is enquiry embedded throughout the lesson using Enquiry Questions?

### Historical interpretation

Are children being given the opportunity to see the past through a variety of perspectives, e.g., male and female, rich and poor? Are children being introduced to different ways of looking at the past, including through the lives of significant individuals and differing cultures to allow for diversity? Can they see that there can be different views that were once held?

Overall does the History being observed allow for the following:

- Sufficient challenge in the work being presented for all ages and abilities and the potential for children to progress in their historical learning?
- Is questioning by teachers developed, and encouraged among the children, along the lines of the What, Why, When, Who and How of issues being discussed as a feature of the learning?
- Are creative approaches, including meaningful cross-curricular links, being explored?
- Are students looking for tangible links to the Teachers' Standards when delivering their history teaching, including Part Two and values, for instance?

# MATHEMATICS OBSERVATION GUIDANCE

When undertaking observations of mathematics lessons, class teachers, mentors and SE tutors must consider evidence of the 'Perfect 6' (University of Worcester, 2018) seen in planning, teaching and learning.

Please consider the following prompt questions to help you highlight strengths/areas of development related to the practice observed:

## CPA (Concrete-Pictorial-Abstract) Representations

- How is the conceptual understanding of mathematics being developed with children (as opposed to only procedural understanding)?
- In what ways are varied and appropriate representations (concrete, pictorial and abstract) used by the teacher to support the children's understanding and reasoning?
- In what ways are varied and appropriate representations (concrete, pictorial and abstract) used by children to support/demonstrate their own understanding and reasoning?

## Misconceptions

- How are potential errors and misconceptions planned for, explored and discussed?
- How are mistakes valued as a learning tool?
- How are language/resources/explanation used accurately?

## Questioning

- How effective are questions in promoting mathematical thinking, reasoning, and understanding?
- How is questioning used to help to assess the depth of children's understanding and reasoning?
- To what extent are children encouraged to ask their own questions and promote mathematical curiosity?
- How effectively are the chosen examples used to support children's understanding? (e.g.,  $23 \times 6$  is good for demonstrating a written method, whereas  $19 \times 6$  better worked out mentally)

## Language and Talk

- Is correct and accurate mathematical vocabulary modelled by the teacher and then used by children? How and when?
- How is focused mathematical talk planned for and used as an effective pedagogy?

## Problem solving and reasoning

- To what extent are children encouraged to reason, explain and justify their thinking?
- How effectively are planned opportunities for reasoning and problem solving integrated into lessons?
- Do children try out ideas, take risks and learn from mistakes?

## Making connections

- To what extent does the teacher make connections with relevant areas of mathematics?
- To what extent are children given the opportunity to link and articulate their learning with relevant areas of mathematics?
- To what extent does the teacher make connections with previous learning in mathematics?
- How clearly does the teacher break the concept down into steps that can be understood by the children (i.e. in a progressive order)? Is the teacher aware of different levels of difficulty within a concept?

# MUSIC OBSERVATION GUIDANCE

## Does the lesson include:

- Aspects of singing, performing, composing, listening, and appraising
- A focus on developing at least one of the inter-related dimensions (duration [rhythm and pulse], pitch, structure, texture, timbre, dynamics, tempo)
- Practical engagement with musical sound
- Opportunities to develop pupils' musical responses

## Has progression in musical learning been considered?

- Is there improvement in the quality, depth, and breadth of pupils' musical responses?
- Are opportunities provided for pupils to discuss, refine, and improve individual and group compositions and performances?
- Are pupils encouraged to develop their musicality through appropriate questioning?
- Are children encouraged to discuss musical responses using appropriate musical vocabulary?
- Has the lesson been appropriately adapted to take different needs and abilities into consideration?

## Does planning appropriately reflect the relevant age phase?

- Is appropriate reference made to the EYFS / NC?
- Are the songs and related activities relevant to the age phase and do they actively encourage musical understanding?
- Are children encouraged to be active listeners, focusing on developing their musical understanding?

## Assessment

Is opportunity provided throughout the lesson for:

- Effective questioning which encourages children to make improvements to their musical responses?
- Individual, peer, and group feedback resulting in refining and developing musical responses?
- Using music technology to record practical activity, listening, responding, and refining to improve the quality of the response?
- Recording through graphic, pictorial, or standard notation?

## PHYSICAL EDUCATION OBSERVATION GUIDANCE

### Does the lesson clearly cover one of the National Curriculum aims?

- Clearly identified within their planning.
- The national curriculum does not specify sports; therefore, this should not be a focus.

### Is the lesson objective and success criteria clearly displayed and articulated?

- As with all other NC subjects, this should be a pre-requisite.
- A consideration of how this links to the activities and intended learning of the children should be interrogated.

### Are activities contextualised?

- For example, if focusing on dribbling, do all children have a ball and are dribbling in a clearly demarcated space where they are having to avoid one another, therefore having to respond to different stimuli, as they would in a game.
- Or are they lined up one behind another taking it in turn to dribble in and out of cones?
- We need high activity time for the children, reduced queueing, and contextualised activities.

### Is exploration encouraged?

- Across all activity areas children should first be encouraged to explore.
- Rather than prescribe how they should move, pass, or kick, provide the opportunity for them to explore movements/skills.

### The importance of questioning.

- Ask the children what and how questions rather than telling.
- This will enable the children to share their understanding and support the trainee to develop this further through thought provoking questioning.

### Learning is not linear.

- A warm-up, drill, skill and possibly a game at the end is not required as a lesson model.
- Children do not need a warm-up, but if one is required, it needs to be linked to the lesson/activity focus. This is another learning opportunity.
- Encourage the students to explore the pedagogies that they have been introduced to at university.

### Transferring classroom pedagogy.

- Draw on what the trainees do well in the classroom and encourage them to transfer it into the PE environment.

## PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE) OBSERVATION GUIDANCE

### Does the lesson cover one of the following aspects of PSHE education?

- Relationships Education (statutory)
  - Health Education (statutory)
  - Sex Education (non-statutory)
  - Economic Education (non-statutory)
  - Global and environmental Education (non-statutory)
  - Citizenship Education (non-statutory)
- 
- Has the lesson been linked to specific objectives taken from the DfE Relationships, Sex and Health Education guidance (2019) or from the PSHE Association 'Living in the Wider World' objectives?
  - Has the teacher co-created with or drawn pupils' attention to ground rules which must be followed during the lesson?
  - Are there opportunities for pupils to discuss subject content, develop particular, new skills or develop existing skills? How do they plan to progress this knowledge, or the skills developed in future lessons?
  - Do pupils have the opportunity to voice their opinions or ideas in a range of ways? Do these strategies consider the need for distancing from some topics which might be sensitive? These might include, graffiti walls, role play, journals, cartoon strips and scenarios.
  - Is the teacher aware of any aspects of a pupil's life which may need to be taken into consideration prior to the session due to the sensitive/personal nature of a topic? E.g., talking about loss if a child's grandparent or loved one has recently died.
  - Are PowerPoint images, language and topics shown, used, or discussed inclusive and take into account diversity in relationships, body image, gender identity, race, and culture?
  - Has the teacher considered any "difficult" questions which might be raised within the session and ways in which they would deal with these?
  - How has the teacher chosen to assess the content or skills learnt during the lesson? Is the assessment inclusive in nature and is it sensitive to the topic being respectful that some children may not want to share their ideas (e.g., if discussing what makes a friendship unhealthy some children may not wish to share this as they are experiencing unhealthy friendships or relationships within their own lives).
  - Has the teacher shown a clear understanding, or can they talk about how they would deal with any disclosures which might be made within a PSHE lesson and how this links to the PSHE policy and safeguarding?

# RELIGIOUS EDUCATION (RE) OBSERVATION GUIDANCE

## Good practice in planning:

- Use of a Locally Agreed Syllabus (LAS) or the school's RE curriculum
- Considered the sensitive nature of RE
- Acknowledged any children that may be withdrawn from RE
- Opportunities to develop subject knowledge, skills and communicate/express ideas
- Use of range of assessment opportunities

## Good practice in the lesson:

- Use of questions
- Address any misconceptions that may be offensive
- Practical element (use of artefacts, photos, videos etc.) to bring RE to life
- 'Real life' links, i.e. links to children's own beliefs, religions and values
- Opportunity for discussion to share views/own opinions in safe environment
- Links to other religions, beliefs and values

# SCIENCE OBSERVATION GUIDANCE

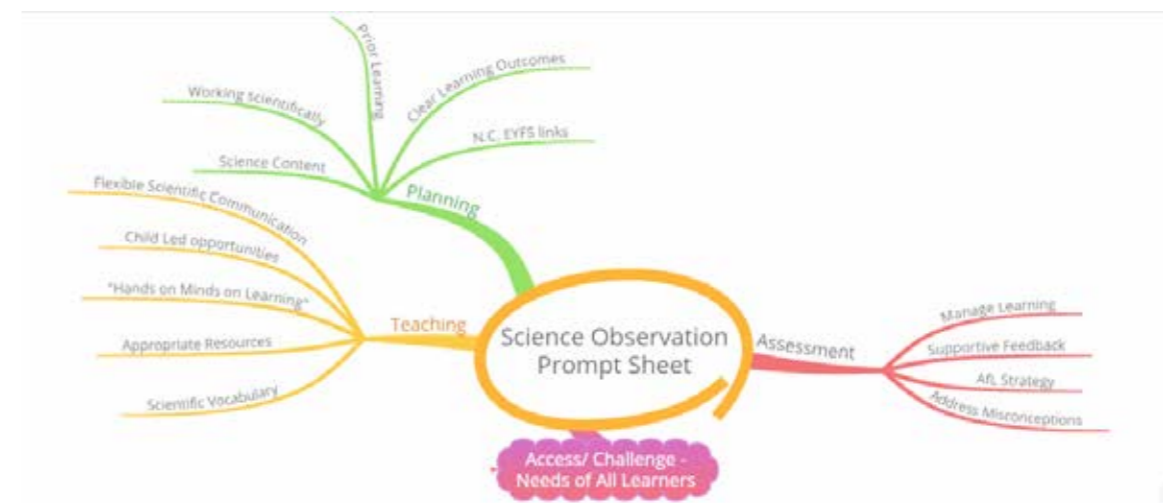
When undertaking observations of science lessons, class teachers, mentors and SE tutors should refer to the science content mind map below and consider the following prompt questions to help highlight strengths/areas of development related to the practice observed:

## Planning

- Is there a clear focus on an appropriate aspect of 'Working Scientifically'?
- Is there a clear focus on appropriate subject content for the science topic?
- Does the planning reflect the appropriate resourcing of science materials?

## Teaching

- Are there opportunities for children to shape the learning? (e.g., by asking their own questions, engaging in peer discussion, or designing their own scientific inquiries)
- Are the children actively engaged in their learning through 'hands-on, minds on' scientific enquiry in the form of a practical lesson?
- Does teaching allow all children to access learning and provide them with appropriate scientific challenge?
- Is the correct science technical vocabulary being consistently modelled? Are children encouraged to apply this vocabulary to their learning?
- Are the children given opportunity to communicate their developing scientific findings and ideas?
- Does the student teacher judge well when to intervene and support learning? (e.g., asking questions to prompt further scientific thinking and next steps in inquiry)
- Is there evidence that the student teacher has a strategy to identify and/or address common scientific misconceptions?





# Primary Partnerships

Partnership Handbook 2021-22

**University of Worcester**

School of Education

September 2021