



LEEDS BECKETT UNIVERSITY

CARNEGIE SCHOOL OF EDUCATION

# ITE Courses Placements

## Handbook 202223

UG Primary Education EYFS

Phase 3 Placement

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## 1. Welcome from the Partnership

### 1.1 Aims and Principles

Leeds Beckett is delighted to welcome all students to their teacher training course: we hope and expect that it will be a transformative experience. A Leeds Beckett ITE course is an academic and professional preparation to teach delivered in partnership by schools and Leeds Beckett University. Whilst the training we jointly provide will always be compliant with QTS requirements (<https://www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice>), at Leeds Beckett we go beyond compliance to offer those that train with us as teachers a rich and varied experience of current teaching practice in partner schools that are diverse in terms of their setting, educational philosophy and geographical location. The school-based elements of our training complement and dovetail with high quality academic and professional inputs delivered through a range of face-to-face and blended learning approaches and are informed by a sophisticated teacher education pedagogy and the tradition of an organisation with over a century of teacher training experience. Our curriculum has been designed to integrate the ITE Core Content Framework [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974307/ITT\\_core\\_content\\_framework\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf) and to go beyond, drawing on the most recent research from within our own academic community at Leeds Beckett University and beyond.

## 2. Essential Information

### Staff Contact Details

Name	Role	Course	Email
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Erin Ireland	Level Leader	Primary Education Undergraduate 5-11	<a href="mailto:E.Ireland@leedsbeckett.ac.uk">E.Ireland@leedsbeckett.ac.uk</a>
Ruth Gilmore	Level Leader	Primary Education Undergraduate 5-11 / Secondary Geography	<a href="mailto:R.Gilmore@leedsbeckett.ac.uk">R.Gilmore@leedsbeckett.ac.uk</a>
Jess Bellamy	Level Leader	Primary Education Undergraduate 5-11	<a href="mailto:J.C.Bellamy@leedsbeckett.ac.uk">J.C.Bellamy@leedsbeckett.ac.uk</a>
Bev Keen	Level Leader	Primary Undergraduate 3-7	<a href="mailto:B.Keen@leedsbeckett.ac.uk">B.Keen@leedsbeckett.ac.uk</a>
Mandy Pierlejewski	Course Leader	Primary Undergraduate 3-7	<a href="mailto:M.J.Pierlejewski@leedsbeckett.ac.uk">M.J.Pierlejewski@leedsbeckett.ac.uk</a>

Jennifer Holly	Level Leader	Primary Undergraduate 3-7	<a href="mailto:Jennifer.Holly@leedsbeckett.ac.uk">Jennifer.Holly@leedsbeckett.ac.uk</a>
Louise Nelson	Course Director	All PGCE Primary	<a href="mailto:L.Nelson@leedsbeckett.ac.uk">L.Nelson@leedsbeckett.ac.uk</a>
Suzanne Simpson	Course Leader	PGCE Primary 3-7	<a href="mailto:suzanne.simpson@leedsbeckett.ac.uk">suzanne.simpson@leedsbeckett.ac.uk</a>
Paul Ogilvie	Course Director	All Secondary	<a href="mailto:P.Ogilvie@leedsbeckett.ac.uk">P.Ogilvie@leedsbeckett.ac.uk</a>
Carl Wilkinson	Course Leader	PGCE Secondary Maths, English, Geography, Art, RE	<a href="mailto:Carl.Wilkinson@leedsbeckett.ac.uk">Carl.Wilkinson@leedsbeckett.ac.uk</a>
Nici Pedley	Course Leader	PGCE Secondary Physical Education	<a href="mailto:N.Pedley@leedsbeckett.ac.uk">N.Pedley@leedsbeckett.ac.uk</a>
Nick Mitchell	Partnership Lead	All ITE courses	<a href="mailto:n.n.mitchell@leedsbeckett.ac.uk">n.n.mitchell@leedsbeckett.ac.uk</a>
The Partnership Team	Partnership Team	All courses	<a href="mailto:Carnegie.partnerships@leedsbeckett.ac.uk">Carnegie.partnerships@leedsbeckett.ac.uk</a> / 0113 812 1761
The Pastoral Team	Pastoral Team	All courses	<a href="mailto:educationpastoral@leedsbeckett.ac.uk">educationpastoral@leedsbeckett.ac.uk</a>
The Student Admin Team	Student Admin	All courses	<a href="mailto:teachertraining@leedsbeckett.ac.uk">teachertraining@leedsbeckett.ac.uk</a>

## 2.1 Key Dates

### 2.1.1 Link Tutor Meetings

These training sessions are for all Link Tutors from full time members of staff to part time hourly paid colleagues. **It is expected that all Link Tutors will attend these sessions.** The sessions will be face to face and on Teams.

Wednesday 5th October 2022 3-5pm Face to face

Tuesday 7<sup>th</sup> February 2023 3-5pm Online

Tuesday 18<sup>th</sup> April 2023 3-5pm Online

Thursday 22<sup>nd</sup> June 2023 3-5pm Face to face

### 2.1.2 Mentor Training Sessions

(Open to all; all sessions from 4-5pm on Teams)

Date	Course
Wednesday 14th September	Primary



Thursday 15th September	Secondary
Wednesday 4th October 2022	Primary
Thursday 6th October 2022	Secondary
Tuesday 18th October 2022	Secondary
Wednesday 19th October 2022	Primary
Wednesday 9th November 2022	Primary
Thursday 10th November 2022	Secondary
Tuesday 10th January 2023	Primary
Wednesday 11th January 2023	Secondary
Wednesday 25th January 2023	Secondary
Thursday 26th January 2023	Primary
Tuesday 7th February 2023	Secondary
Wednesday 8th February 2023	Primary
Wednesday 22nd March 2023	Primary
Thursday 23rd March 2023	Secondary
Tuesday 18th April 2023	Secondary
Wednesday 19th April 2023	Primary

### 2.1.3 External examiner visits

Course	Date of visits
UG 5-11 L6	7 <sup>th</sup> December 2022
UG 5-11 L6	7 <sup>th</sup> December 2022
UG 3-7 L6	7 <sup>th</sup> December 2022
UG 5-11 L5	8 <sup>th</sup> March 2023
UG 5-11 L5	8 <sup>th</sup> March 2023
UG 3-7 L5	8 <sup>th</sup> March 2023
PGCE Primary	17 <sup>th</sup> May 2023
PGCE Secondary	17 <sup>th</sup> May 2023

## 2.2 School Placement Calendars 2022/23

UG Primary Education 3-11				
Phase	Dates	Number of days	Complete mid-placement review	Complete end-placement review
Holistic	21 <sup>st</sup> Nov 2022 to 2 <sup>nd</sup> Dec 2022	10	N/A	N/A
Phase 1	20 <sup>th</sup> March 2023 to 12 <sup>th</sup> May 2023	30 days	w/c 17 <sup>th</sup> April 2023 <i>may vary due to Easter break</i>	w/c 8 <sup>th</sup> May 2023
Phase 2	16 <sup>th</sup> Jan 2023 to 17 <sup>th</sup> March 2023	40 days	w/c 6 <sup>th</sup> Feb 2023	w/c 13 <sup>th</sup> Mar 2023
Phase 3	17 <sup>th</sup> Oct 2022 To 16 <sup>th</sup> Dec 2022 <i>*7<sup>th</sup> Nov Mid-Placement Day at Uni</i>	39 days	w/c 14 <sup>th</sup> Nov 2022	w/c 12 <sup>th</sup> Dec 2022

## 3. Roles and Responsibilities

### Head of ITE

Has overall responsibility for the strategic direction and development of the partnership.

### Partnership Lead (University)

The Partnership Lead is responsible for overseeing the day-to-day working and development of the ITE partnership. They work closely with partners to advance the learning and development of all pupils in partner schools using the complementary resources and expertise of the Partnership.

The Partnership lead's role includes: quality assuring students' ITE placement; working closely with the Placement Office Team to ensure schools receive the agreed level of support in working with our students; overseeing the training of school-based Mentors; and developing the relationship with partner schools.

### Course Leader/Course Director

The course leader or course director has responsibility for the students on their course. They are involved in helping match students to school placements and in preparing our students for their placement experience, ensuring continuity between the different elements of the training that our students receive. In the event of a student's placement being terminated, the Course Leader / Director will become involved in drawing up an action plan for repeat placements.

### **Placement Review Panel**

This is a Carnegie School of Education panel which meets regularly to moderate the outcomes of placement assessment decisions.

### **Mentors**

High quality Mentoring is at the heart of our ITE partnership. In the Leeds Beckett partnership, we recognise two Mentor roles: the **Professional Mentor** who has overall responsibility for the development of our student whilst they are on placement and the **Associate Mentor** who will typically be the host classroom teacher. In reality the roles will have some degree of overlap and in some cases the two Mentors may be the same person. Where there are both, the Professional Mentor will have responsibility for writing mid- and end-placement reviews.

The **Associate Mentor** will support our students with informal feedback, observations, and by reviewing planning and resources. The **Professional Mentor** will hold weekly meetings with students and ensure that students are formally observed once a week, with the observation being recorded on Pebblepad. The **Professional Mentor** will be in regular contact with the university **Link Tutor** and together they will complete the mid-placement and end-placement reviews in a tripartite meeting with the student before and during the mid-placement visit when they will also jointly observe the student teaching.

Our expectation is that **Mentors** should:

- Attend Mentor training at least once each academic year.
- Complete all the sections required of Mentors on Pebblepad in a timely manner, including completing the mid- and end-placement reviews within the timescales expected (see below).
- Facilitate the student's full and active involvement in the life of the school.
- Arrange for a weekly hour long meeting with the student(s) they are supporting.
- Provide a programme of structured support and observation adapted to the needs of the student.
- Work with the university **Link Tutor** to ensure the student is appropriately supported throughout their placement.

**School Direct Professional Mentors** have additional responsibility for:



- Ensuring that students are placed in a way that is compliant with relevant criteria [www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice](http://www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice)
- Carrying out quality assurance monitoring and visits in order to ensure our students are accurately assessed.

### **University Link Tutor**

University **Link Tutors** are responsible for liaising with partner schools throughout a student's placement to ensure the quality of the student experience, to support and develop Mentors in their role, and to help build a stronger and deeper ITE partnership. **Link Tutors** visit students on placement in school, both virtually and in-person, in order to quality assure the arrangements for the placement and the assessment judgements made by the **Professional and Associate Mentor** (may be same person). Working with the **Professional and Associate Mentors**, the **Link Tutor** judges whether a student is making expected progress and if not initiates the intervention process (see below). The **Link Tutor** has responsibility for supporting students who require an intervention, including drawing up a support plan with the **Professional / Associate Mentor**, making a visit to assess the outcome of the support plan and writing an action plan (in association with colleagues including the **Course Leader / Director**, see above) if a student should require a resit placement.

The university **Link Tutor** is the first point of contact for Mentors and students during student placements.

For more detail on the Link Tutor role see below.

**University School Direct Liaison Tutor** has responsibility for supporting and overseeing the work of school direct partners. Liaison tutors work closely with their school direct alliance professional Mentors and with Link Tutors attached to school direct students.

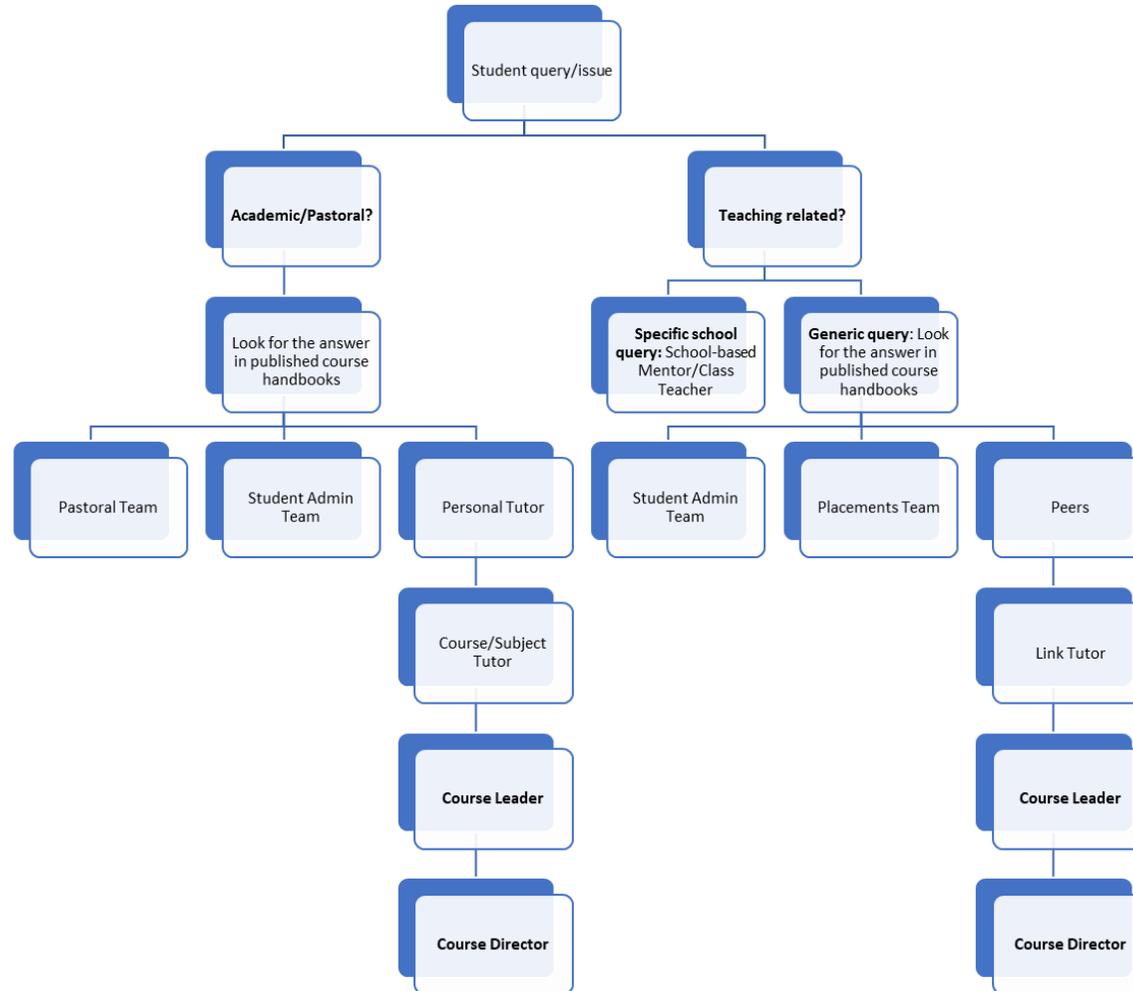
### **The Partnership Team**

The **Partnership Team** are a student-centred service providing high quality administrative support to placement providers, students and staff in relation to placements as well as standardising procedures and documentation. The **Partnership Team** support and guide students and school colleagues throughout the professional placements. The **Partnership Team** are responsible for finding all teaching placements and matching students to suitable schools within the Partnership based on a careful consideration of the needs of each student in collaboration with course teams. Students are not permitted to source their own teaching placements.

## 4. The Student

### 4.1 Student Queries

If you have any questions or queries at any point during your course please follow the flowchart below:



## 4.2 An introduction to school placements for students

School placements are an integral part of your learning as a student teacher. Our programme is designed so that the university-based parts of the programme combine seamlessly with the school-based elements to encompass the complete ITE Core Content Framework and Teachers' Standards. We aim for this continuity to carry on beyond your course with Leeds Beckett University into your ECT year, so you should see the school placements as a part of a larger whole. During your course you will have short placement periods in school including a lower and a higher key stage experience which are designed for you to develop your understanding of aspects of school practice and to help you prepare for your more extended periods in school.

University-led students will undertake three extended placements during their training in two or three schools in two different key stages. We refer to these placements as phase 1, 2 and 3. School Direct students will train over two phases in two different schools and key stages. There is more detail on placements below.

Your school placement will be a challenging but exciting time in which you will perhaps learn as much about yourself as you do about teaching. It is a chance for you to decide whether teaching really is for you, to begin to develop into the professional you aspire to be, and perhaps more importantly, it will give you the opportunity straight away to make a difference to children's lives.

In this section we have provided advice on how to communicate during your placement, guidance on how to dress and behave professionally, and a general guide to navigating the events that may happen during your school experience.

The ITE Core Content Framework (CCF) is an essential resource for you and your Mentor throughout your placements. It maps out the key areas in which you will be developing and will support you and your Mentor in planning, reflecting and target setting. The CCF is built into the expected progress statements that we use to structure your placements as you progress through the phases of your training. You and your Mentor will draw on the 'Learn How To...' statements as a resource to focus your conversations as you progress.

### 4.2.1 Communication during placement

It is important for you to communicate with us appropriately when you are on placement. We do need to hear from you swiftly if things are not going well and we'd equally like to help you celebrate your achievements. It's also important for you to make contact with your school at an early stage and to remain in close touch during your placement: you are a part of a professional team whilst on placement and you have a responsibility towards your host school to let them know if for instance you are unable to attend. You'll find advice on this below.

**Whilst on placement your first and main point of contact should be your university Link Tutor.** Our **Link Tutors** are all highly experienced and they will have come across almost everything that happens to you or that you will be feeling. The job of our **Link Tutors** is to help you get the most out of your placement and help you to perform at your very best so please make contact if you have any concerns however small you feel they are. If you are having difficulty contacting your **Link Tutor**, the **Partnership Team** are available to help. When reporting your absence from school for whatever reason you should contact your **Link Tutor** and the **Partnership Team** (see absence reporting procedures).

Before your placement starts you should make contact with:

- Your placement school to introduce yourself and make arrangements for starting placement, including finding out who your Mentor.
- Your Link Tutor and make sure they know which school you are on placement at and who your Mentor is.
- The Partnership Team to ensure they know who your Mentor is and have their email address to add them to Pebblepad.

#### 4.2.2 Student Conduct on School Placement

Our students are expected to uphold academic and professional standards of conduct at all times. Becoming a teacher means taking on the role of a professional from the very start. The Teachers' Standards put it this way.

*A teacher is expected to demonstrate consistently high standards of personal and professional conduct. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. 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' Standards May 2012*

As a student teacher on placement, you will be regarded as a member of staff (albeit a temporary one) in your school and accordingly you are expected to be both a professional and a role model for children and young people. It is expected that student teachers will:

- **Dress** appropriately and conform to the school's dress code from the start of their placement. Dress should be 'fit for purpose' and conform to health and safety guidelines. In most cases it is appropriate to dress in a smart but casual way that is also appropriate for the classroom. You should, however, tie up long hair, remove any piercings, cover tattoos where possible, avoid wearing over-revealing clothing, jeans or leggings. Designer and expensive clothing is best avoided in a busy, active and sometimes messy environment. Likewise, it is also good practice and common sense to avoid any clothing that may cause offence to a school community or even be antagonistic, for example sportswear associated with particular teams. Students will also be expected to wear appropriate clothing, such as a tracksuit, for PE and associated lessons. Schools differ in what they consider to be appropriate dress although they are expected to respect the religious and cultural values of individual student teachers. If in any doubt raise this with your Mentor or another member of staff: they will have been student teachers themselves and so should understand and be helpful in this respect.
- **Attend school at the same time as members of staff**, as you are a temporary member of staff. You should establish with your Mentor prior to the placement what time you are expected to be in school. We are aware that some journeys to school are challenging for student teachers and you should have a professional conversation with your Mentor about the practicalities of attending. Students should check start and finish times with the school, but these may well need to be extended according to the amount of preparation and organisation needed to fulfil professional responsibilities as a teacher.



- **Demonstrate a professional attitude** to all school (and university) staff, parents and pupils at all times. You should be professional and receptive to feedback on your teaching and progress, however difficult you may find this. Part of developing your relationship with your Mentor is showing that you are open to advice and criticism and can act on what your Mentor suggests. You should understand that responding to feedback is an important skill that you are developing on your placement. Being able to separate the personal from the professional is critical here: the vast majority of Mentors simply want to see you improve, but in a busy and demanding classroom, communication can sometimes be difficult and messages may not always quite come across as intended. Always take time to reflect on feedback and remember that your Mentor will always notice when you show in your teaching that you have absorbed and responded to their comments. If you do have concerns about the quality of the feedback you are receiving from your Mentor, your Link Tutor is there to help.
- **Speak clearly and correctly.** As well as being part of the Teachers' Standards by which you are assessed, spoken English is vital for children's learning so you should pay attention to this aspect of your practice. Talking to children requires a different register to normal speech and in particular you need to avoid ungrammatical phrases which work perfectly well in everyday life, but which will be confusing for children who are developing their own use of English. You should also avoid language that could be misunderstood such as slang, being overly familiar in the way you speak and, of course, any form of swearing.
- **Attendance at the University safeguarding sessions is compulsory.** Safeguarding children is one of the prime responsibilities of any teacher and by extension of student teachers working with children during their training. You should be aware of and apply safeguarding procedures in your placement setting at all times. The university safeguarding sessions are an important part of your preparation in this respect. It is your responsibility at all times during your training to be proactive in keeping children safe which includes ensuring you are properly trained and briefed.
- **Become familiar with the school policies, follow procedures, safeguarding and behaviour management policies and take every opportunity to become involved in staff meetings and CPD.** Students should become familiar with the health and safety regulations which apply to schools and particular subjects. In particular, you should be aware of, and be prepared to fully engage with safeguarding policies and procedures in your setting. In respect of safeguarding, you should expect to have the same responsibility as any other member of staff from the time you start on placement: you should always ask your Mentor if unsure about anything to do with safeguarding and remember your Link Tutor is there to help you should you need them.
- **Be mindful of discussing any confidentiality issues inside or outside the placement setting** and express any opinion in a professional manner and refrain from gossip. As a student teacher you may become privy to information about children and colleagues. You must treat personal information shared with you in confidence (for example medical conditions) with caution and only disclose this where necessary for your professional role. This care extends to playing your part in keeping data secure, so for example, you should not disclose passwords or allow access to school hardware or school premises.
- **Restrict use of mobile phones** during the school day to private and personal time. Many schools have mobile phone policies for staff and students should check their particular placement settings policy.
- **Be mindful of social media posts and settings.** Have social media profiles set to private and / or use a different first or surname. As several students have found to their cost in the past, social media posts will always be discovered and you should be able to account professionally for anything that is publicly available on social media connected with you.



- **Protect yourself and others from potential complaints by never meeting / remaining with pupils on your own in a private space.** When you are with pupils, there should either be a member of school staff present or you should meet in a public space where you can be seen by others. Mentors will be aware of this and will perhaps raise this with you early on in your placement. You will sometimes be dealing with complex and sensitive issues on placement and you should always ensure that you are properly supervised and you should refer any concerns to your Mentor and/or the person in the school with responsibility for child protection. If in any doubt, your Link Tutor can advise on this.
- **Take an active and committed role in the classroom.** This will include assessing pupils' achievements (including the marking of homework), keeping records, working under the supervision of placement staff and observing codes of confidentiality.
- **Complete lesson planning as requested by Professional / Associate Mentor.** Our standard expectation is that such planning should be made available at least 48 hours before the teaching of the relevant session (see section on planning below).
- **Complete any directed activities as required and take the initiative in liaising with Professional / Associate Mentor to organise these.** Participation in extracurricular activities is an expectation, therefore students must show initiative and not wait to be asked. Students should attend the placement provider's professional development days unless this is judged by the host school to be inappropriate. It is expected that students participate in playground duty alongside their class teacher and greet pupils at the beginning of the school day and dismiss them alongside the class teacher as appropriate to the setting.

#### 4.2.3 Statutory Legal Responsibilities in Schools

Students must be aware of the school's statutory legal responsibilities about the following and ensure they are familiar with them:

- **Medicine** - do not administer medicines in any form to pupils.
- **Sex Education** - do not undertake any teaching in relation to sex education, either as a planned activity or as it arises in class discussion.
- **Substance Use/ Misuse** - if pupils report any issues relating to drug or solvent abuse, even in confidence, immediately report the matter to the host teachers and/or the Headteacher.
- **Child Protection** - if pupils report any issues relating to abuse even in confidence, immediately report the matter to your Mentor and the child protection / safeguarding lead.
- **Playground Duty and PE** - a qualified teacher must be present during playground duty and in the teaching of Physical Education. Student teachers must not take sole responsibility for these or related activities.
- **Physical Contact** - be mindful of professional responsibilities and the legal framework governing physical contact between teachers and children. Students also need to understand the school policy relating to this matter.
- **Industrial Action** - students need to discuss their position with the Headteacher regardless of your union status.

#### 4.2.4 Reasonable Adjustment Plan (RAP)

At Leeds Beckett, we have a supportive and inclusive approach to working with our students: we will always do our best to help you to overcome any barriers you may experience on your progression to becoming a teacher. **Reasonable Adjustment Plans** are designed to help you, your Mentor, Link Tutor and other professionals plan and communicate regarding meeting your individual needs.

- **Reasonable Adjustment Plans (RAP)** are what are put in place to ensure students have fair and equal access to education. Students would meet with **Disability Support Advice (DSA)** to discuss what barriers may be present in the course and on placement. The **DSA** would explore support strategies that may help enable them to access teaching, learning, assessments, and other aspects such as placement or field trips.
- The **RAP** will detail reasonable adjustments and any difficulties students have relating to their studies. It will be distributed to select Leeds Beckett University staff so that the course will be made more accessible to students and it will include advice to students and University staff.
- Once the student has contacted **DSA**, they will be asked to complete a registration form with details about the disability / health issue and any support that may be beneficial. Students will be asked to upload evidence of their disability or long-term condition (expected to last or has lasted longer than 12 months).
- The student will then be invited to an appointment with a **Disability Adviser** to discuss reasonable adjustments. Your **Reasonable Adjustment Plan** will be set up in this appointment, and the Adviser will explain how to apply for **Disabled Students' Allowance** (if appropriate) or alternative external funding.
- Once the **RAP** is circulated to University staff, students will have the option to share this with their placement schools via Pebblepad. It will be completely up to the student if they want to share this information or not. We would strongly advise that this is shared, so our Partnership Schools can put the necessary support and adjustments in place, in preparation for the placement.
- The University understands that disabilities and health issues may vary from time to time so the support needed may also change. Amendments can always be made to **RAPs** to ensure they meet the needs of the student. Students can contact **Disability Advice** at anytime to speak an Advisor about this.
- Please let us know as soon as possible if there is any change in your circumstances which affect your access to learning in any way.

To contact Disability Support Advice, please see below:

<https://www.leedsbeckett.ac.uk/student-information/disability-advice/disabilityadvice@leedsbeckett.ac.uk>

0113 812 5831

#### 4.3 Placing students in schools

The **Partnership Team** are responsible for the recruitment of ITE placements. The matching of students to placement offers is an academic decision undertaken in collaboration with the **Partnership Team** and all details will be relayed via **InPlace**. We take great care to match students to host schools in order that the training we deliver is compliant with QTS criteria and gives students the opportunity to experience different settings and meet the requirements for QTS.

Matching placements requires considerable commitments in terms of time, effort and motivation. We choose each placement school based on a consideration of students' individual needs to give students the broadest possible experience of a range of good schools during their studies. Among the factors we take into account are:

- the travel time to the placement
- the type of school (urban, rural etc.)
- the key stage of the placement
- any subject specialism at the school
- the expertise of Mentors at the school

Transport to and from the school can be very difficult to arrange and often involves setting off at 6am and returning home after 6pm. It is an expectation that students will have to comply with the transport policy arrangements and the decisions of the Partnership Team.

#### 4.3.1 Types of placements

Students may be placed in pairs in their Holistic and Phase 1 placements or placed as individual students in separate classes. Increasingly in initial teacher education (ITE), collaborative teaching is being recognised as a valuable means of professional development at all stages from student teacher to highly experienced / senior member of staff. It is widely recognised that people will be working together and supporting each other in order to achieve mutually beneficial outcomes. Team teaching, Mentoring, peer coaching, joint planning, mutual observation and feedback are increasingly becoming a normal part of school life. The university recognises the benefits of such collaborative approaches by incorporating opportunities to undertake a group or paired placements where appropriate.

#### 4.3.2 Attendance

Full attendance at the placement school is expected from students. We understand that there will be occasions when students cannot attend because they are unwell or because they have a professional commitment such as a job interview. If a student is unable to go into the placement setting on a day that they are scheduled to attend, this procedure must be followed:

1. Contact the **Placement School** as soon as possible by telephone and follow the school's staff absence reporting procedures. It is helpful if an indication as to the length of absence can be given.
2. Contact the **Partnership Team** on 0113 812 1761 or [carnegie.partnerships@leedsbeckett.ac.uk](mailto:carnegie.partnerships@leedsbeckett.ac.uk)
3. Contact the **Link Tutor**.

On each subsequent day that the student remains unable to attend the placement, advise the **Placement School**, the **Partnership Team** and the **Link Tutor** as early as possible that day. Should the absence extend for more than 5 working days a medical certificate is required.



1. A copy of the certificate must be sent to the **Partnership Team**.
2. The **Partnership Team** will then liaise with the school on behalf of the student until they are ready to return.
3. On resuming the placement the student should ensure that arrangements are made, which are convenient with school, to make up for any days of absence, where possible.

Schools are usually understanding about allowing students time off for job interviews at other schools and may even allow absence for pre-interview visits. In each case, students should engage in a professional and courteous discussion with their Mentor and others at their host school. Your absence as a student can have consequences for the school who will need to make arrangements to cover lessons so the earlier you can let the school know about an absence the better.

In line with Department for Education requirements, all student attendance has to be rigorously recorded and monitored.

In cases of extensive absence (5 days or more), the Link Tutor and Mentor may instigate the intervention procedure (see below).

#### 4.3.3 Travel Policy

School placements are an integral part of our ITE courses, and the nature of our Partnership means that students may be expected to travel considerable distances to attend placements.

**We expect students to meet their own travel costs (students do get a higher grant from Student Finance England to support training to become a teacher).** Students who choose to use taxis / private hire vehicles do so at their own expense. Financial help (such as the Hardship Fund) may be available for certain students, though it likely students will still have to make some contribution to travel costs. To find out more visit <https://www.leedsbeckett.ac.uk/studenthub/money-advice/>

Our Partnership is spread across a wide geographical area to ensure that we have a variety of settings to support student needs, but the core areas are Leeds, Bradford, Wakefield, Kirklees and Calderdale. See map below:



Students are expected to fully engage in all school activities and schools may have an expectation for students to be in attendance from 8am to 4.30pm or later.

The university considers journey times of up to 90 minutes each way, to and from placement, to be acceptable as a standard commute. We do not take into consideration traffic. On average, most journeys by public transport or car will take one hour.

For the purpose of calculating approximate journey times the Placement Office use the term time address of the student found on InPlace or provided on your student profile prior to you joining the university and refer to AA Route Planner for car travel and Travel Line Journey Planner for public transport. Please ensure that your address is correct and up to date, particularly if you are on a three year course and could change address each academic year.

All students using their own vehicle must ensure that their motor insurance covers them for travel to and from their placement or activity of the placement, as the insurer may not deem this to be Social, Domestic and Pleasure cover (SD&P). The University does not hold this cover or accept any responsibility or liability for damage caused to your or third-party vehicles and property. We support ride sharing students as a means of controlling costs and the environmental impact of student travel. We do recommend that where students share cars, they should make a clear agreement prior to the start of the sharing including about dividing up the costs of fuel.

#### 4.3.4 Adverse Weather

- All schools should have a policy in place for actions to be taken when there are adverse weather conditions that may affect them opening. Students should always follow the school procedures that are in place. Please check with your placement school what their adverse weather policy is at the beginning of the placement and make sure you make a record of this.
- Schools should ensure that students are aware of the school/local authority policy and how they will communicate with them if the school is closed. Many schools have arrangements with local radio stations and have texting/answerphone/website facilities to communicate with staff/students/parents.
- If a student is unsure whether their placement school is opening, they need to make contact with the school/Mentor as soon as possible. If the placement school does close, the student will also need to inform the Partnership Team on [Carnegie.partnerships@leedsbeckett.ac.uk](mailto:Carnegie.partnerships@leedsbeckett.ac.uk) or call 0113 812 1761. They will need to inform their University Link Tutor as well. **This needs to be done before 9am.**
- It would be reasonable to expect that if the school is closed, students will use this time to undertake appropriate work-related activities. Students would need to make contact with the school-based Mentor/ class teacher to ask what work you can do.
- If the school is open as usual, students should make all reasonable efforts to get into work. This means assessing the availability of public transport or, if they normally drive to work and are unable to do so, considering the feasibility of walking to work if they live relatively close and are fit and able to do so. If a student is going to be late to placement due to the weather conditions, they will need to keep the school updated regularly.

#### 4.3.5 Exceptional circumstances (e.g. bus or train strike)

- Please speak to your **Placement School** about the situation you are in to ask their advice and see if there is anyway that they can help you commute to placement during the strike. There is a chance that one of the school staff members who drives may live in a similar area to you and be able to drive you all or part of the journey.
- Contact the **Partnership Team** on [Carnegie.partnerships@leedsbeckett.ac.uk](mailto:Carnegie.partnerships@leedsbeckett.ac.uk) or 0113 812 1761 and your **Link Tutor** as soon as you know there is going to be an issue and let us know. We will look at various options internally to see if we can help and feed these back to you as soon as possible.
- If you have absolutely no way of getting into school students will use this time to undertake appropriate work-related activities in line with instructions from your **Placement School / Mentor**. Students would then make up the missed days of placement after the end of the placement at a mutually agreed time with the **Placement School and University**.

#### 4.3.6 Termination of Placement

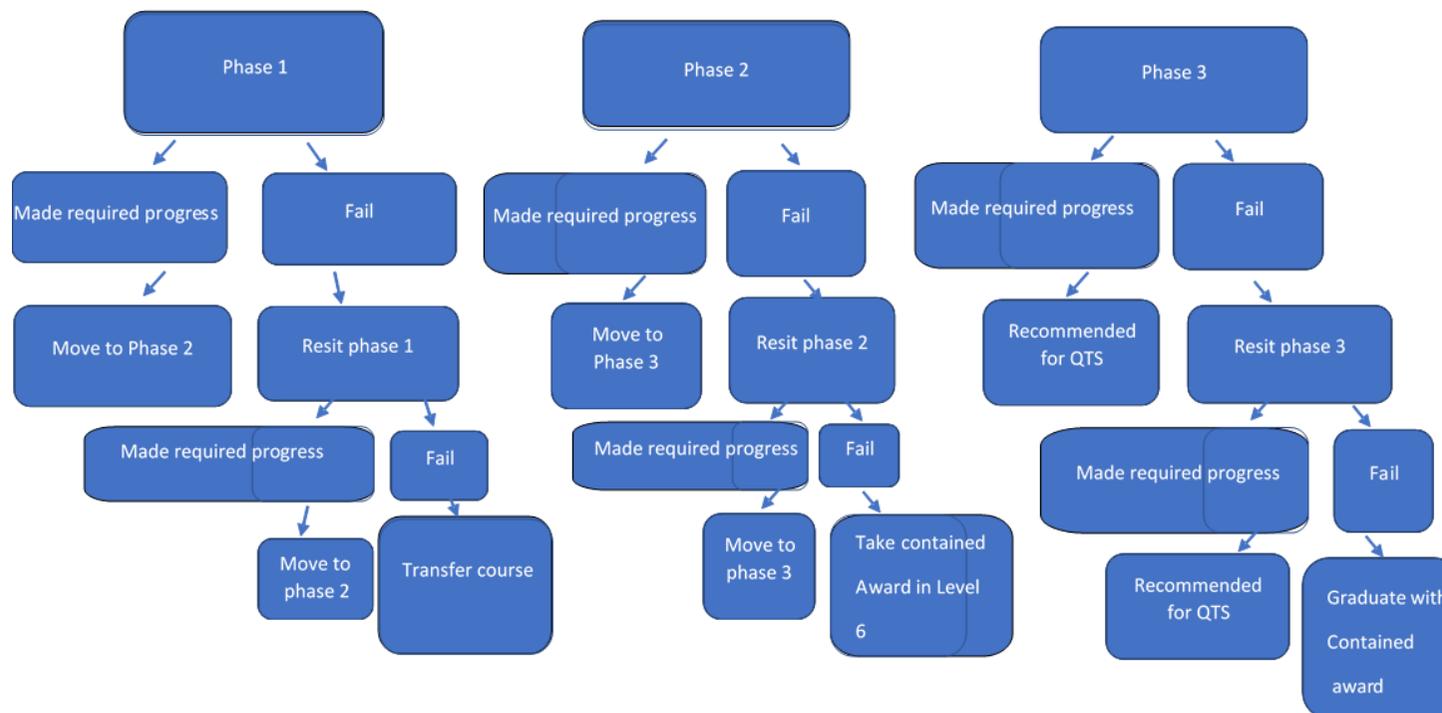
Students will have 3 assessed placements, each of which needs to be completed successfully in order to progress onto the next phase, i.e. in order to progress from a phase 1 or 2 placement to the next stage of training students need to have met all the expected progress requirements for your phase by the end of your placement. To pass a QTS course and to be recommended for QTS, students have to meet all the Teachers' Standards by the end of their phase 3 placement. These judgements are made by school-based **Professional / Associated Mentors**, moderated by university **Link Tutors** and standardised by internal and external moderation. If you are not successful in passing a placement, you will have one opportunity to repeat the placement in that academic year. If you are again unsuccessful in the repeat placement, you will be supported to transfer to a different course or to take a contained (non-QTS) award in which case you will have the opportunity to undertake a further non-QTS assessed placement.

For more information about resits see below.

#### 4.3.7 What constitutes a failed placement?

- Not making expected progress in line with the expected progress statements for the phase of placement will result in the **Link Tutor** instigating the intervention procedure (see below). If the student does not make sufficient progress in line with the support plan within a week, the **Link Tutor** will terminate the placement, and it will be deemed a failed placement. The University's decision on the placement result is final.
- If you do not evidence your progress on Pebblepad by keeping all sections up to date.
- A decision from a **Placement Review Panel** including **Course Directors** regarding insubstantial progress or misconduct.
- If a **Placement School** withdraws their support for a student during placement due to their performance negatively impacting pupils and pupil progress.
- Not meeting Part 2 of the Teachers' Standards which requires your professional conduct and responsibilities and attendance.
- **Student** refusal to attend placement or withdrawing themselves from a placement without due cause.
- Failure to meet all of the Teachers' Standards at the end of Phase 3 (final placement).

#### 4.3.8 Pathways to achieving recommendation for QTS



Please note students can only repeat one academic year in total. Students will not be able to repeat a placement if a resit is not passed. The Termination of Placement Form can be obtained from the Partnership Team. Please email [Carnegie.partnerships@leedsbeckett.ac.uk](mailto:Carnegie.partnerships@leedsbeckett.ac.uk)

#### 4.4 A Step-by-Step Guide to Your Placements

To enable you to meet the requirements for QTS, we have designed a programme of school placements that provide you with the opportunity to spend extended periods in at least two schools (phase placements), have wider experience of schools in a supported group context (holistic placements) and to develop some understanding of the Key stages outside of which you are training to teach (higher and lower key stage placements).

#### 4.4.1 Pre-Placement

The **Partnership Team** will communicate with students about their placement as soon as possible.

Once you know where you will be placed, we suggest that students should:

- Contact their **Placement School**. This will normally be through the school office unless we have contact details for your Mentor. In any event, you should establish email contact with your Mentor.
- Send a short email introducing yourself.
- Arrange to visit the school if time and distance allows: this should make the first days of your placement easier.
- Make sure you understand when and where to attend on your first day.
- Research the journey details so you are clear about how to get to your placement.
- Contact your **Link Tutor** (we will provide you with contact details).

#### 4.4.2 During Placements

Phase 3	
Overview	<p>On your phase 3 placement you will take the main responsibility for teaching your class. You will still have the opportunity to observe your Mentor and others teaching and to support them as they do so, but for most of your time on this placement you will be leading teaching. Having successfully passed your phase 2 placement, we have confidence that you are ready for this but you will find phase 3 a step up in terms of responsibility and workload.</p> <p>By the end of your phase 3 placement you will should be able to show that you have met the QTS Teachers Standards and be ready to move into the Early Career Teacher phase of your training.</p>
Weeks 1-2	<p>Get to know and understand your school, its policies and routines as in pervious phases. Establish with your Mentor when you will be arrving and leaving school each day, explain any personal circumstances that might be relevant to your attendance</p> <p>Attend staff meetings, CPD and any other school events such as parental consultation evenings. Aim to build good relationships and be part of the team from the start.</p> <p>Discuss the use of Pebblepad with your school Mentor and make sure they are connected to you on the system. You are responsible for making sure your Pebblepad is complete and up to date, but your Mentor needs to add their contribution.</p> <p>Agree a regular time for a one hour weekly meeting with your Mentor. You might start by sharing feedback from previous placementz with your Mentor. Agree how you will work with your Mentor, for example as regards submitting planning. You might also start to discuss your timetable early in this placement to give more time for you to build up your teaching. You should also share your action plan for placement at this stage with your Mentor.</p>



	<p>Continue to refine your subject knowledge in collaboration with your Mentor. You'll be substantially responsible for children's learning so it's important that you are clear about all areas of the curriculum.</p> <p>Make contact with your Link Tutor, raise any concerns about your placement with them. You may have a different Link Tutor so be prepared to talk about your previous placements and what you have learnt.</p>
<i>Weeks 3-4</i>	<p>Begin leading teaching in lessons, observe others teaching and ask to see different year groups where and when that is possible. Lead small group teaching, for example in phonics.</p>
	<p>Work with your Mentor to agree a teaching timetable. This should build up from this point towards the target of 80% teaching. You should spend one session per week supporting the class teacher or observing the class teacher (or others). You should have 4 sessions per week of PPA time and you should use this time wisely to spread your workload.</p>
	<p>Discuss and agree weekly targets with your Mentor. Ensure these weekly meetings are recorded in Pebblepad. Talk regularly with your Mentor about the children in your class. Get to know them as individuals from assessment data and increasingly, from your own experience. Understand about any children with SEND and EAL needs: talk about barriers to learning and how these may be overcome</p>
	<p>Your Mentor should be preparing your mid-placement review and your Link Tutor should have been in touch to arrange an in-person visit.</p>
	<p>Continue to review and refine your subject knowledge with your Mentor, make sure you understand what you are teaching and how children might struggle to understand what you present.</p>
<i>Rest of placement</i>	<p>Take responsibility for teaching 80% of the teaching timetable for your group. Remember that you are now responsible for marking and giving children feedback on their work in line with the school marking policy.</p>
	<p>Continue to be formally observed by your Mentor (or a colleague) once a week with this being recorded in Pebblepad. You should arrange to be observed in a variety of lessons at different times of the day. This will help you get a fuller picture of how you are doing and give you more ideas for your development</p>
	<p>Meet with your Mentor for 1 hour per week to discuss progress against your weekly targets and to set new targets for the week ahead</p>
	<p>Your Link Tutor will make an in-person visit to discuss your mid placement review with you and your Mentor. This is intended to be a supportive process to help you make most of your placement</p>
	<p>Take every opportunity to contribute to the wider life of the school by attending visits, residential etc. You may also start to make a contribution to curriculum development in partnership with colleagues by preparing resources for others.</p>



	In the final week of your placement your Mentor will complete the end placement review in Pebblepad which will record the progress you have made and help you to plan for your ECT phase.
	Please make sure you return all school equipment when you leave.

## UG PRIMARY EDUCATION 3-7 PHASE 3 EYFS PLACEMENT

### Introduction

Your phase 3 placement is an opportunity to develop your teacher identity as your knowledge, skill and confidence increase in the classroom. You will be teaching at 80% timetable for the final 4 weeks of the placement and this will give you the opportunity to really feel like the teacher for your class of pupils. Take every opportunity to throw yourself into the life of the school at this time, from playground duty to supporting the Christmas production: the more you put in the more you will gain.

The overview below gives you at a glance guide to this placement which links to the detailed guidance in this placement handbook.

The learning outcomes for this placement are:

- Demonstrate high levels of professionalism in practice
- Use the assess – plan – teach - assess cycle to secure progress across a sequence of lessons in the full curriculum range
- Demonstrate good subject and curricular knowledge in all lessons taught
- Respond to individual learning needs and adapt teaching to the needs of the class
- Evidence a range of pedagogical strategies to secure pupils’ engagement and promote good progress
- Implement assessment for learning methods and the use of summative assessments to monitor the progress pupils make
- Engage with Pebble Pad to monitor your own progress through the placement and to collate and store pieces of evidence

This phase specific information links to the ITE Placement Handbook.

In this placement you will engage in:

- A daily cycle of planning, teaching and assessing
- A weekly cycle of reflecting on your own practice, supported by your Mentor and Link Tutor
- An 8 week cycle of tracking and assessing 3 pupils in detail

You will be using Pebble Pad as your e-portfolio for placement.

## Summary of EYFS Year 3 Placement

### What am I doing?

An 8-week Placement in an EYFS class

Teach up to 80% of teachers timetable in weeks 5-8

Teach the curriculum of your host class. Ensure that you teach the full curricular range if possible.

10% planning and preparation time.

10% 'directed time' under teacher's guidance.

#### Set up your Teaching File (in electronic or paper format)

Your file should include your planning, preparation and assessment of pupils. Keep your teaching and learning records together in this file:- medium term plans, short term plans, planning for 'other adults', feed-forward evaluations (on lesson plan) and assessments

This can be in paper form or as an electronic file.

This file must always be available for your school based Mentor and Link Tutor to view in school.

Pupils full names must not be used in your own documents. Use initials or a code instead. If held electronically, password protect the file.

#### Pebble Pad

Pebble Pad is used as an electronic portfolio and its use will be integral to your placement. You must share access to your Pebble Pad portfolio with your Mentor and University Link Tutor and you University academic advisor. There is advice on how to do this linked from the welcome page.

In pebble pad you will:

- Record your weekly meetings with your school based Mentor, review your progress and set new weekly targets
- Access the lesson observation format and store the lesson observations from your Mentor/Link Tutor
- Store your reflective journal entries
- Find the expected progress statements for your phase 3 placement
- Access and prepare for the mid placement review and the end of placement review. Both reviews are completed by your Mentor. You should prepare evidence that supports your discussion of progress.
- Attach evidence for each of the assessment sections: Becoming a professional, behaviour management, pedagogy, curriculum and assessment

### How do I plan, evaluate, assess and share my work with others?



Weekly	Daily
<p>A <b>weekly overview</b> (form 1) showing what you will be teaching in focused activities and which areas of the learning environment you might enhance</p>	<p>A <b>EYFS focused activity plan</b> for every lesson (Form 4). You may wish to adopt the school's lesson plans or work from weekly plans when your Mentor judges that you are competent to do so.</p> <p>At the end of <b>each focused activity</b>, briefly evaluate the impact of your teaching on learning using the proforma at the end of the focused activity plan. If working from weekly planning ensure that you capture your evaluations perhaps using post it notes or annotating the weekly plan.</p> <p>Your evaluation can be brief but must capture 'feed forward' information which will inform the next lesson.</p> <p>If you take an in the moment planning approach, use Plan 5 In the moment plan or the school's pro forma.</p>
<p><b>Phonics weekly plan</b> (Form 2) to show the phonics you are teaching that week</p>	<p><b>Planning for other adults</b> (Form 7) to make productive use of the valuable resource of other adults.</p>
<p>A <b>continuous provision plan</b> (plan 3) if needed (not essential)</p>	<p><b>Phonics and Early Reading</b>  <u>Progression Stage 1</u> (Sound and visual discrimination activities, rhythm and rhyme, alliteration etc) complete <b>focused activity plan</b>  <u>Progression Stage 2 or above</u> complete a <b>discrete SSP short term planning form</b>            When planning for dialogic talk in shared reading sessions (eg story time / guided reading) complete a <b>dialogic book talk planning proforma</b></p>
<p><b>Weekly meeting with your School Based Mentor</b>            Make sure that you have reflected on your progress before you meet with your Mentor. The reflective journal in Pebblepad should be used to support your reflections. These can feed into your assignments in Semester 2.</p> <p>You will review your progress against your targets in your weekly meeting and this will be recorded in Pebblepad along with your new targets. This is a student led process.</p>	
<p><b>Play Project</b> (form 8) over a period of time during placement. You only need to do this once.</p>	
<p><b>Now, meet with your Mentor for 1 hour weekly.</b></p>	



Review your progress against your targets and set new targets. You can collect evidence throughout the placement which will be stored in Pebblepad.

How do I assess children?	
Weekly	Daily
<p><b>Formative and summative assessment</b> in school formats.</p> <p>Talk to your Mentor about the methods/systems of tracking and assessing children used formatively and summatively by your school. Contribute to these records under supervision if permitted to do so.</p> <p>Engage in the moderation of pupils' work if possible.</p> <p>Join your class teacher at parent's evening for observation and input if permitted by your school.</p>	<p><b>Formatively assess</b> pupils during activities. This is brief, on-going assessment which helps you to gauge the impact of your teaching on learning. (assessment sheet A)</p> <p>Complete observations of children in the continuous provision (assessment sheet A)</p>
<p><b>Complete detailed, ongoing formative assessments for 3 chosen children. (Assessment Sheet A)</b></p> <p>Agree with your class teacher 3 pupils to focus your assessment on over the course of the placement. These observations will have no fixed pattern but will gradually evolve over 8 weeks.</p>	
<p><b>Once only:- at the end of placement</b></p> <p>Complete a <b>summative assessment</b> for your 3 focus-children. (Supplement Assessment Sheet B)</p> <p>This will include an assessment against the EYFS areas of learning using either DM or Birth to Five</p>	
<p><b>Preparation for PDP</b></p> <p>Do a baseline and final summative assessment of the whole class in one area of learning</p> <p>Analyse this data for your PDP</p>	
Systematic Synthetic Phonics	
<p><b>Early on in first 4 weeks</b></p> <p><b>Task 1:</b> Observe and reflect on two sessions of discrete phonics teaching (if you are in nursery, arrange to observe two sessions in reception)</p> <p><b>Task 2:</b> Discuss how the school embeds the teaching of spelling across KS1 &amp; KS2</p> <p><b>Task 3:</b> Plan and teach either a progression stage 1 SSP activity or a progression stage 2 or above discrete phonics session</p>	

Then... **teach a sequence of phonics sessions**

Complete the **tracking of early reading and SSP** form at the end of each day

**Reading:** if in Reception, hear 3 children individually reading or 1 guided reading group each week

### Observations of your teaching

Arrange to be observed **once a week.**

The observation format is found in Pebblepad and the observation once completed is stored in Pebblepad.

**One observation in total** must be of phonics. Please guide your Mentor to use the appropriate phonics observation sheet

**One maths observation in total** Please guide your Mentor to use the specific maths observation proforma.

In the event of any problem in placement you should contact your Link Tutor in the first instance. Your personal tutor, the placement office and the pastoral team are available to you through placement for support.

### Expected Progress Statements and Evidence

The evidence you collect and store in Pebblepad needs to demonstrate your progress towards the Teacher Standards which have to be met by the end of your course, for the award of QTS.

The Expected Progress statements are designed to demonstrate what is expected of you at each level. They are organised into 5 groups which link to the core areas of the ITT Core Content Framework and the Early Career Framework: becoming a professional, behaviour management, pedagogy, curriculum and assessment. You should use the expected progress statements for each group as a guide to the pieces of evidence you could collect.

Chose pieces of evidence carefully and ensure that you can talk to the evidence. This is especially important for your QTS sign off meeting with your Academic Advisor when you will present evidence that you have met the Teachers' Standards.

Possible evidence for each assessment group (note that one piece of evidence may be used for more than one section):

#### **Becoming a professional (TS1, TS8, Part 2 TS)**

Selected weekly reflections

Completed and annotated lesson plans evaluating the impact of your pedagogical choices

- Selected feedback from your Mentor
- Evidence of your communication with parents/ attendance at parent's evenings
- Additional adult briefing and feedback
- Feedback from your Mentor regarding your professional conduct
- Evidence of your involvement with the wider school
- Notes from staff meetings or school Inset/CPD
- Evidence of safeguarding training
- Reflective journal entries

### **Behaviour Management (TS1, TS7)**

- Selected feedback from your Mentor or Link Tutor
- Annotated and evaluated lesson plans
- Evidence of your contribution to the learning environment
- Evidence of how you implemented/contributed to school behaviour for learning systems
- Reflective journal entries
- Risk assessments/planning for off site visits
- Selected observation of experienced colleagues

### **Pedagogy (TS2, TS4, TS5)**

- Annotated lesson plans justifying your pedagogical choices and demonstrating your understanding of how children learn
- Selected short term planning indicating how you responded to the needs of individual learners
- Evidence of accessing prior learning
- Selected weekly or medium-term planning
- Completed and annotated lesson plans evaluating the impact of your pedagogical choices
- Selected lesson observations from your Mentor/Link Tutor
- Evidence of your adaptive teaching approaches
- Additional adult briefing and feedback
- Examples of your use of analogies/CPA approach/resources to support learning
- Evidence of teacher modelling and feedback from your Mentor/Link Tutor

### **Curriculum (TS3)**

Evidence of subject knowledge research for teaching (e.g. annotated notes)

Notes from University taught sessions

Selected evidence and reflection from your planning/teaching/assessment/observation of phonics

Selected evidence and reflection from your planning/teaching/assessment/observation of mathematics

Evidence of your awareness of or planning from pupil misconceptions

Evidence of resources prepared for teaching

Selected lesson observations from your Mentor/Link Tutor

### **Assessment (TS6)**

Evidence of marked pieces of pupils' work (copied with permission and anonymised)

Evidence of tracking of pupils' progress across a sequence of lessons (anonymised)

Selected lesson planning evidencing use of AfL strategies

Notes on summative assessment processes used by the school

Examples of pre-teach or intervention group planning (anonymised)

Notes from assessment of focus pupils (anonymised)

### **Planning for EYFS**

All trainees in EYFS placements will be expected to prepare:

Weekly planning

Plan 1 Weekly overview (essential)

Plan 2 Phonics weekly plan (essential)

Plan 3 Continuous provision plan (optional)

Daily planning

Plan 4 EYFS Focus activity plan (for adult focus or whole class teach)

Plan 5 In the moment plan (For those who use a child led approach)

Plan 6 Phonics Phase 2+ lesson plan (for phase 2 phonics and above)

Plan 7 Other adults plan (when required)

Whole placement project

Plan 8 Play project

## Assessing Pupils' Progress

Assessment is an essential part of the assessing – planning – teaching – assessment cycle. It enables you to evaluate the current stage of each child's learning and progress, and to identify the next step for each child. This knowledge is then used to inform the planning for the next lesson, enabling you to identify appropriate learning objectives and relevant differentiation to meet the needs of all the children within your class.

## Data Protection

You must keep data safe in line with GDPR regulations. You must only record pupils first names or initials or use a code. You must keep your data securely on your One Drive. ***Do not keep any information about children on a memory stick.***

## Prior to starting your block placement

Establish the progress of individual pupils by asking your class teacher to talk through pupils' current attainment levels and share their assessment records. This is important for you to gain an understanding of their prior learning and the targets that the class teacher may have set.

## During the placement

### A. Formative Assessment of all the children within your class

#### 1. Formative assessment during child-initiated play

You will be formatively assessing the children during their child-initiated play through:

- Observing how the children respond during activities – what support do they need, how long did it take them, who they interacted with, what resources did they use.
- Identifying who they are interacting with, for how long and the quality of these interactions
- Identifying the children's interests and which play themes develop during the session
- Evaluating the attitudes, skills, knowledge and understanding that the children are applying, developing and/or practising through their play, as well as the characteristics of effective learning they are demonstrating.
- Noticing if the children demonstrate anything which surprises you during the play?



## 2. Formative assessment during teaching sessions

You will be formatively assessing the children during lessons through:

- Setting clear learning objectives and success criteria, which you can evaluate to establish if pupils have met the learning outcomes for the lesson
- Planning for questions which will enable you to listen carefully to pupils answers and establish what this tells you about their understanding
- Identify any misconceptions and plan to address these in subsequent lessons
- Your observation of pupils learning and engagement, including the support they needed and the resources they used
- Planning for pupils' self and peer assessment
- Planning and giving verbal feedback for individuals or groups
- Noting any pupils that surprise you – either by exceeding your expectations or finding it harder than you expected? What does this tell you about their learning and what are the implications for the next lesson?
- Identifying those pupils that need intervention prior to the next lesson
- *Use post-it notes /small note pad / annotate your planning to jot these observations down during the lesson.*

3. You will be *formatively assessing* the children when *marking their work* through:

- Assessing if they have met the learning objectives and success criteria
- Identifying and highlighting strengths within the work
- Providing feedback consistent with the school's approach
- Identifying any misconceptions and providing feedback in child friendly language, consistent with the school's approach
- *You will need to become familiar with the school's marking policy before the start of your placement and use this consistently when marking children's work.*

4. You will be *formatively assessing* the children by completing the *lesson evaluation / feed forward comments on your Short Term planning (Plan 4)* for any lessons you have taught that day. You will be reflecting on the progress made by pupils in response to your teaching using this form:

- How well did they meet the learning outcome?
- What did their responses within the introduction show about their understanding?
- What evidence do you have of quality learning taking place?
- Did they show any misconceptions? How were these addressed?
- Comment about *individual* children's progress as well as the group overall – identify any children that may need intervention to make progress

## B. Detailed Formative Assessments of three focus children

During each placement

1. Identify **three** children who will become your focus for detailed assessment on this placement (discuss your choice of children with your class teacher)
2. Create a separate section in your Placement file / have a separate assessment folder
3. Collect formative evidence which will support your assessment when you complete the summative assessment forms (**Assessment form C**) at the end of your placement
4. There should be a range of evidence including:
  - Informal observations – post it notes / jotted notes
  - Completed focused observations (**Observation and Assessment Sheet A**)
  - Annotated examples of children’s work and your marking comments (collected with permission)
  - Extracts from your Short Term lesson plans which highlight your focus pupils
  - Photographs of the child’s work (not the child) collected with permission
  - Comments from the child / children
  - Comments from other adults
5. For each observation, you need to consider the child’s well-being and involvement, using the Leuven Scales below:

Leuven Scale of Well-Being		
Level	Well-Being	Signals
1	Extremely Low	The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/herself or others.
2	Low	The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.



3	Moderate	The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.
4	High	The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.
5	Extremely High	The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He /she is open and accessible to the environment. The child expresses self-confidence and self-assurance.

C. **Summative Assessments of the three focus children** *(for all placements except the final placement)*

1. During of the final week of the placement, collate all the formative assessments, in order to summatively assess the child's current stage of progress using **Assessment Form B**.
2. Use your evidence and knowledge of the child to assess the child's progress in the prime and specific areas of learning and identify possible lines of development.
3. Consider what your observations demonstrate about the child's overall wellbeing and involvement.
4. Arrange a meeting with your host teacher/ Mentor to 'moderate' your summative assessments, where you can discuss the reasons behind your judgements in each area of learning

**Teaching of Systematic Synthetic Phonics and Early Reading**

A key aspect of Standard 3 is that trainees are now required to be involved with the planning and teaching of aspects of Systematic Synthetic Phonics, (SSP), early reading and spelling within all their teaching placements. The nature of this teaching will vary depending on the age range of the children and the organisation of the classroom or setting.

We have created a series of specific lesson observation proformas to support this process: These can all be found on Pebblepad:



- Observation Proforma Systematic Synthetic Phonics Progression Stage One *EYFS Placements only*
- Observation Proforma Systematic Synthetic Phonics Lesson Observation Feedback: Teaching of Systematic Synthetic Phonics (Progression Stages 2-6 /Steps for Read, Write, Inc scheme only)
- Observation Proforma Systematic Synthetic Phonics Lesson Observation Feedback: Teaching of Systematic Synthetic Phonics *for Read, Write, Inc scheme only*
- Observation Proforma Guided Reading or Whole Class Reading for meaning [NB, for use when trainee is placed in a class where discrete phonics sessions are not applicable for the year group]

### Guidance for Trainees

For each placement you must complete the school-based tasks set out in the SSP pack you will receive prior to each placement. You must evidence the tasks in your SSP Portfolio, as part of placement 'sign-off' documentation.

#### 1. Prior to assuming full timetabled responsibilities:

- Consider your own subject knowledge relating to the teaching of systematic synthetic phonics; use your SSP Portfolio to revise key information, including practising accurate enunciation of phonemes.
- Find out about the main phonics schemes used by your school/setting
- Find out how your school/setting embeds the teaching of spelling across KS1 and KS2.

#### 2. Once you have assumed full timetabled responsibilities:

- If you are not teaching a series of discrete sessions of phonics as part of your timetabled responsibilities, you must negotiate to at least observe three discrete phonics sessions in Reception or KS1.
- If you are not teaching a series of discrete sessions of phonics as part of your timetabled responsibilities, it is preferable that you arrange to teach a small group so that you actively enunciate phonemes and practise using related technical language with confidence.
- In addition to Guided Reading / Whole Class Reading for Meaning sessions, purposely plan opportunities to use phonic approaches for decoding and spelling in English lessons and potentially in cross-curricular contexts.

#### 3. Observation(s) during placement:

- You must be observed at least once teaching either a discrete session of Systematic Synthetic Phonics, **OR**, a Guided Reading / Whole Class Reading for Meaning session which includes reference to word-level work. **Please ask your School-Based Mentor to use the specific phonics and Guided Reading / Whole Class Reading for Meaning observation proformas on Pebblepad**, in order to provide you with subject specific feedback and Target(s).

#### 4 School Based Task to be completed early in the placement

<b>Task: Early in your phase 3 placement</b>	<b>Observing Systematic Synthetic Phonics for reading and spelling</b>		
<b>Purpose</b>	<p>To develop your knowledge of the systematic synthetic phonics scheme adopted by your placement school and the methods adopted to teaching early reading.</p> <p>To develop your understanding of the structure of a discrete SSP session in this placement setting, which will inform your own planning of SSP sessions.</p> <p>Understanding how a phonic approach underpins developing spelling strategies across KS1 and KS2</p>		
<b>ITT Core Content Framework</b>	<p><b>Subject and Curriculum</b></p> <ul style="list-style-type: none"> <li>Learn that to access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode.</li> <li>Observing how expert colleagues demonstrate a clear understanding of systematic synthetic phonics, particularly if teaching early reading and deconstruct this approach</li> <li>Discussing and analysing with expert colleagues the rationale for curriculum choices, the process for arriving at current curriculum choices and how the school's curriculum materials inform lesson preparation</li> </ul>		
<b>Expected Placement Progress statements: Curriculum - Phonics</b>	<p><b>Phase 1 Placement</b> When teaching early reading the trainee begins to demonstrate an understanding of SSP through observing an expert teacher delivering phonics sessions and discussing those observations in detail with their Mentor.</p>	<p><b>Phase 2 Placement</b> When teaching early reading the trainee demonstrates a sound understanding of SSP through the confident use of domain specific vocabulary and working with groups to deliver a SSP session that they have planned independently.</p>	<p><b>Phase 3 Placement</b> When teaching early reading the trainee demonstrates a well-developed understanding of SSP through independently planning and teaching a sequence of phonics sessions to a Reception or Key Stage One Class</p>



<b>Teachers' Standard(s)</b>	<b>S3 Demonstrate good subject and curriculum knowledge</b> <ul style="list-style-type: none"> <li>○ demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English</li> <li>○ if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</li> </ul>
<b>Preparation</b>	
<b>Task Brief</b> <p><b>Early Reading is defined as applying to teaching children to read throughout their primary education (EYFS – KS2).</b></p> <p>The Independent Review of the Teaching of Early Reading was presented to Government in March 2006; it is a key document which you should read. (<i>Independent review of the teaching of early reading</i>, Final report, Jim Rose, March 2006 (DfES 0201-2006DOC-EN. ISBN 1-84478-684-6)). The report recommended using the Simple View of Reading as the conceptual model for teaching reading and using a systematic synthetic phonics approach when teaching decoding.</p> <p><i>“Despite uncertainties in research findings, the practice seen by the review shows that the systematic approach, which is generally understood as 'synthetic' phonics, offers the vast majority of young children the best and most direct route to becoming skilled readers ... In practice, this means teaching relatively short, discrete daily sessions, designed to progress from simple elements to the more complex aspects of phonic knowledge, skills and understanding. The best teaching seen during the review was at a brisk pace, fired children's interest, often by engaging them in multi-sensory activities, drew upon a mix of stimulating resources, and made sure that they received praise for effort and achievement.”</i> The Rose Report.</p> <p>These recommendations are now embedded into the EYFS and National Curriculum statutory documents. The DfE (2022) The Reading Framework explores the current approach in schools to teaching reading, and is a key document which you should download and read (<a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</a>).</p> <p>The DfE recently revised their core criteria for validating systematic synthetic phonics schemes (<a href="https://www.gov.uk/government/publications/phonics-teaching-materials-core-criteria-and-self-assessment">https://www.gov.uk/government/publications/phonics-teaching-materials-core-criteria-and-self-assessment</a>). There are a range of validated commercial schemes that are being used in our partnership schools which meet these criteria including Read Write Inc. Little Wandle Letters and Sounds Revised, Bug Club Phonics, Floppy's Phonics. Please talk to your SBM or Class Teacher about which scheme your school uses.</p> <p><b>Early Reading and Systematic Synthetic Phonics (SSP) Portfolio.</b> The purpose of the portfolio is to scaffold and record your developing knowledge and understanding of the place of Systematic Synthetic Phonics in the teaching of reading and spelling, and aspects of supporting children's progress in language and reading comprehension. This knowledge and understanding will be developed both through university-based sessions and thorough experiences during placements in our Partnership schools and EYFS settings, enabling you to develop an understanding of how theory is embedded into practice. This year, the portfolio will be in the <u>Subject Development</u> part of Pebblepad, where you will find a section called <i>Early Reading and Systematic Synthetic Phonics</i>. You are required to keep your portfolio on Pebblepad up to date, including putting copies of any related school-based tasks into the relevant section.</p> <p>The <b>Teaching Systematic Synthetic Phonics and Early Reading at Leeds Beckett University Resource Base</b> on the Adobe Express (<a href="https://express.adobe.com/page/0YjuG89IK2nQd/">https://express.adobe.com/page/0YjuG89IK2nQd/</a>) provides a wide range of resources relating to associated subject knowledge, e.g., accurate enunciation of</p>	

individual phonemes and the English alphabetic code, link to relevant DfE documents, links to useful web based resources, as well as planning and assessment proformas to further support the development of your subject knowledge.

**Details of the task**

1. Observe and reflect upon a minimum of two sessions of discrete phonics teaching using either Observation Proforma 1a or 1b below for each session:
  
2. Complete Reflection Proforma 2
  - *Identify the key features of the sessions*
  - *Identify the key features of the SSP scheme used in the school*
  - *Evaluate how the children organised for this session – how does this relate to elements of the ITT core criteria?*
  - *Evaluate how the session(s) relate to the children’s current development in literacy (EYFS) and reading and writing (KS1/ KS2)*
  - *Identify key ideas, aspects or skills which you will incorporate when planning your own phonics session for an EYFS / KS1 class*

**School-based Mentor’s/Class Teacher’s Role**

Please discuss the school’s approach to teaching early reading, the systematic synthetic phonics scheme used by the school, and how this links to children’s writing.  
**If the student’s main placement class has completed the school’s SSP scheme, please arrange for the student to observe at least two discrete SSP sessions in either a Reception or Y1 class.**

**Response**

<b>Student’s Response</b>	<ul style="list-style-type: none"> <li>• Review, evaluate and reflect on your findings about the practical teaching of phonics in the EYFS or KS1</li> <li>• Use the following response proformas to highlight key features during each observation and to support your reflection and evaluation</li> <li>• Please place a copy of the completed proformas from this task into section 10 (Section 10: School Based Tasks) in your Early Reading and SSP Portfolio</li> </ul>
<b>SBM /Class Teacher’s Response</b>	Please sign and date the student’s observation, teaching and reflections



Observation Proforma 1a: For 'Progression Stage 1' EYFS activities prior to introduction of GPCs (eg sound discrimination, rhythm and rhyme, alliteration).

Prompts for observing a discrete phonics session and the application of phonics (phase / stage 1 activity) knowledge and skills: OBSERVATION <i>(Copy for each observation)</i>		
School:	Date:	Class:
No of children:	No of adults:	Phonic phase:
SSP Scheme used by the school:		
Aspect	Prompts for discussion with SBM / Class teacher	Notes



<b>Planning</b>	<p>What was the focus eg sound discrimination, sequencing sounds, alliteration?</p> <p>How was the focus informed by formative assessment of prior learning?</p> <p>Was the session planned for a group / whole class?</p> <p>How does this activity relate the wider sequence of learning for these children?</p>	
<b>Resources</b>	<p>Are the resources appropriate for the age and specific needs of the group of children?</p> <p>Do the resources encourage the children to be actively involved?</p> <p>Is the activity multi-sensory?</p>	
<b>Teaching</b>	<p>How does the teacher engage the child?</p> <p>Are the children actively involved?</p> <p>Does the activity encourage the children to develop at least one of the following?</p> <ul style="list-style-type: none"><li>a. Tune into sounds (auditory discrimination)</li><li>b. Talk about sounds (Developing vocabulary and comprehension skills)</li></ul>	



	<p>c. Listening and remembering sounds (auditory memory and sequencing)</p> <ul style="list-style-type: none"><li>a. Visual discrimination</li><li>b. Visual sequencing</li></ul> <p>If appropriate, does the teacher model language to children through introducing specific vocabulary or modelling sentence stems?</p> <p>Evidence of adapted teaching where appropriate, e.g. through flexible grouping, adult support or targeted additional input</p>	
<b>Assessment for Learning</b>	<p>What did the children's responses within an activity show about their understanding?</p> <p>Identify if the children built on prior knowledge or identify any misconceptions?</p>	



**Prompts for observing a discrete phonics session and the application of phonics knowledge and skills: OBSERVATION (Copy for each observation) – for discrete SSP sessions in Reception / KS1**

School: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

No of children: \_\_\_\_\_ No of adults: \_\_\_\_\_

SSP Scheme used by the school: \_\_\_\_\_ Phonics Stage: \_\_\_\_\_

Aspect	Prompts for discussion with SBM / Classteacher	Notes
<p><b>Quality of teaching and learning</b></p> <p>Revise/ Revisit</p> <p>Teach</p> <p>Practise</p> <p>Apply</p>	<ul style="list-style-type: none"> <li>• All children can clearly hear/see the teaching input or the object(s) being used to support the teaching</li> <li>• Session is fast paced and fully interactive for most of the children for most of the time, <i>e.g. the children are required to articulate phonemes themselves, not just listen to the teacher doing so</i></li> <li>• Session is multi-sensory but tightly focused on the learning goal, <i>e.g. use of IWB, hand puppet, magnetic letters / GPC cards etc.</i></li> <li>• The articulation of phonemes is correct</li> <li>• Letter formation is correctly modelled</li> </ul>	



	<ul style="list-style-type: none"><li>• The children are being taught how to blend and/or segment</li><li>• Use of particular teaching strategies or resources relating to the school's SSP scheme</li><li>• There is evidence of new learning, not just consolidation</li><li>• The teacher ensures that children use their phonic knowledge as the first strategy in word recognition</li><li>• There is application at the point of learning</li><li>• Contribution of additional adults to children's learning</li></ul>	
<b>Application of phonic skills and knowledge</b>	<ul style="list-style-type: none"><li>• Evidence that children have opportunities to apply their phonic knowledge and skills in purposeful reading and writing activities, across the areas of learning.</li><li>• Evidence that the children are applying their phonic knowledge to read decodable texts, appropriate for their stage of development</li><li>• Evidence of adapted teaching where appropriate,</li></ul>	



	<p>e.g. through flexible grouping, adult support or targeted additional input</p>	
<b>Planning &amp; Assessment</b>	<ul style="list-style-type: none"><li>• How these discrete sessions relate to the current sequence of learning in phonics eg within the week / the school's SSP scheme progression</li><li>• The appropriate use of other adults within the SSP sessions</li><li>• The assessment strategies used to assess within an SSP lesson and to track progress during the year.</li><li>• How they make effective use of their formative assessment to inform next steps in planning</li><li>• Children 'at risk of falling behind' receive additional targeted support</li></ul>	



<b>Literacy/ Learning Environment</b>	<ul style="list-style-type: none"><li>• Describe the learning environment; in what ways does it promote literacy learning?</li></ul>	
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**Proforma 2: Reflection**

<b>Reflection</b>	
<b>Evaluate and reflect on your findings about the practical teaching of phonics</b>	
<b>Implications for own practice</b>	
Summarise the key features of high-quality phonics teaching demonstrated in these sessions	
Identify the key features of the SSP scheme used by your placement school	



Reflect on the teaching and learning structures– which strategies from ITT Core Content Framework were implemented eg building on prior knowledge, retrieval and spaced practice, use of subject specific vocabulary, teacher modelling, developing fluency.	
Following discussion with your class-teacher: Evaluate how these sessions relate to children’s progress in Literacy (EYFS) or (1) reading and (2) writing (KS1)	
Identify key ideas, aspects or skills which you will incorporate when planning your own phonics session for an EYFS / KS1 class	

### Teaching of Mathematics

**All trainees must receive at least one maths observation per placement.** Mentors should use the *Mentor observation of a trainee mathematics lesson* proforma on Pebblepad.

### During the placement

#### Year 1

As part of their non-teaching time trainees need to observe mathematics teaching in the key stage in which they are placed using the *Trainee Observation of a mathematics lesson* proforma on Pebblepad.

Trainees should observe mathematics teaching in the alternate key stage if there is an opportunity to do so.

## Year 2

As part of their non-teaching time trainees need to observe mathematics teaching in the key stage in which they are placed using the *Trainee Observation of a mathematics lesson* proforma on Pebblepad.

Trainees should observe mathematics teaching in the alternate key stage if there is an opportunity to do so.

Trainees need to arrange time with the Maths Subject Lead to:

- a. discuss the school's maths policy – to develop their understanding of progression across the Key Stages
- b. discuss how maths is assessed and how the data is used

Trainees to produce a record of the meeting and highlight any aspects to be discussed with university tutors prior to the final placement.

## Year 3

As part of their non-teaching time trainees need to observe mathematics teaching in the key stage in which they are placed using the *Trainee Observation of a mathematics lesson* proforma on Pebblepad.

Trainees should observe mathematics teaching in the alternate key stage if there is an opportunity to do so.

Trainees need to ensure they carry out at least one maths assessment using the school's assessment grid and discuss the results with the class teacher – thinking of next steps, interventions etc.

## Monitoring Your Progress

### Reflective Journal

Aim to create a reflective journal entry in Pebblepad every week. Reflecting on your practice is an important part of your professional role and will feed into your assignments later in the year. We suggest that you use the following prompts for your journal entry:

Overall, you are considering what has gone well in your teaching this week? What do you need to develop further or do differently next time?



- What went well this week and why?
- What did I find difficult this week and why?
- Identify and evaluate at least two examples of how your approach to teaching and learning has impacted on children's learning this week (give clear examples of how you know this has happened).
- Next steps you will be taking to continue with what is going well and to improve.

### **Meeting with Your Mentor**

Each week you should meet with your Mentor for 1 hour to discuss your progress. You will need to access Pebblepad for this meeting with your Mentor. A suggested agenda for this meeting follows:

- Ensure you have access to Pebblepad, and open the weekly meetings tab. Have access to your teaching file (in electronic or paper form)
- Discuss generally how the week has gone. You might like to make reference to your reflective journal
- Discuss what went well and what was a challenge. Ask your Mentor for specific feedback on this
- Use the expected progress statements to help you set targets which are appropriate for your placement phase
- Review your progress against targets set in the previous week and add a comment to the box in Pebblepad
- In discussion with your Mentor, set new targets for the following week and enter them into Pebblepad. One or two targets is sufficient. Remember that targets should be SMART.
- Discuss with your Mentor/class teacher what you are going to plan and teach the following week.

### **Reviewing Your Progress Against the Expected Progress Statements**

You should use the expected progress statements for your placement phase to review your progress at the mid point in discussion with your Mentor and your Link Tutor. These statements are phase specific and set out the expectations for you under 5 assessment sections. You can track your progress from phase 1-3 using the expected progress assessment overview document. You might like to RAG rate your progress using an e-version or printed copy of this document.

At the end of your phase 3 placement you will be assessed against the Teachers' Standards. You must meet all of the Teachers' Standards at this stage in order to be recommended for QTS at the end of your course.

Please note that if you are unsuccessful on this placement you will be required to take a resit from weeks 40-46 on completion of your academic course.

### **Lesson Observations**

Each week a member of staff needs to complete an observation of you.

At least one of your observations needs to be of a maths session

At least one of your observations needs to be of phonics or Guided Reading / Whole Class Reading for Meaning session

Your Mentor/class teacher can access a lesson observation form from the lesson observations tab and the completed form will be saved to that page in Pebblepad.

### Mid-Placement Review

At the mid-point of your placement your Mentor will complete the mid-placement review in Pebblepad, accessed from the Assessment tab. This replaces the weekly meeting for this week. You should prepare evidence to support the judgements against the expected progress statements at the mid point. Your Mentor will complete mid-placement review and your Link Tutor will add a comment. You don't have to have MET all of the expected progress statements at the mid-placement review point but should be ontrack to meet these and the Teachers' Standards in full by the end of your placement. This mid-placement review will help you to identify targets for your continued development.

### End of Placement Review

This review is carried out by your Mentor towards the end of the placement. The Mentor completes the review in discussion with you as trainee and your University Link Tutor. You are assessed against the Teachers' Standards at the end of phase 3. You should have MET all of the TS including Part 2 at the end of this final placement. Your Mentor will write comments for each assessment section and in the progress review section there is space for you, your Mentor and your Link Tutor to comment. You will share your Pebblepad portfolio with your Academic Advisor once back in University after placement.

### 4.5 Division of timetable

Students benefit from a balance of classroom activity including:

- teaching themselves either the whole class or small groups,
- helping the classroom teacher (Mentor) by acting as a teaching assistant (TA)
- observing experienced teachers.

We suggest the following division of activity for each phase:

	Phase 3
Teaching	80%
Helping in the role of a Teaching Assistant	5%
Observing expert colleagues teaching	5%
Marking and preparation	10%

#### 4.6 How We Expect Student Teachers to Plan Whilst on Placement

Planning is an essential part of student teacher learning whilst on placement and we expect our student teachers to develop this aspect of their practice throughout their course. Planning is not only an essential component of teaching, it is prominent in the Teachers' Standards and core content framework. Helping with planning is a key way in which Mentors can support a student teacher: a lesson plan is a means of joint communication between Mentor and student as well as a scheme for teaching.

##### 4.6.1 The Leeds Beckett University Approach to Student Teacher Planning

Planning is a skill which all student teachers need to acquire and the writing and sharing of lesson plans with Mentors is an important way of developing that skill, as well as providing a channel of effective communication between student, Mentor and Link Tutor. Lesson plans also provide good evidence of student progress and support students in reflecting and evaluating their teaching. We are also conscious of the need for students to learn to manage their workload during their course and to help with this, we have developed the following advice for how our students should plan.

##### 4.6.2 General principles

- We expect Mentors to give regular detailed feedback on students' lesson planning and for students to be encouraged to reflect critically on their planning.
- Students on all phases of placement are expected to produce a detailed lesson plan for each lesson where they are formally observed.
- Mentors should receive a copy of students' planning in time for them to give meaningful feedback. We suggest that this period should be at least 48 hours of working days i.e. we do not (and students should not) expect Mentors to be working over weekends.
- Sometimes the norm in a school is that planning is based around schemes of work where, for example, planning has to fit to a weekly schedule. Where this happens, we expect students to work within the school framework but we ask that Mentors understand that students need to learn to plan independently and make planning their own. Less experienced students will often find more detailed planning easier to work from at the start of their course and we encourage students to make use of the detailed Leeds Beckett planning formats where Mentors feel this is appropriate. For phase 1 placements, however, we expect students to use the Leeds Beckett Lesson Plan template for all their planning.
- If a student or Mentor is concerned about any aspect of planning, they should contact the university **Link Tutor** who will be able to advise.

##### 4.6.3 Phase 3

We expect phase 3 students, who are teaching a substantial timetable, to plan in a similar way to more experienced teachers by working from weekly planning when confident to do so. In order to help Mentor's give precise feedback, we suggest students prepare more detailed planning for lessons where they are being observed or where Mentors have any concern about the student's planning.

For Planning Forms see website <https://www.leedsbeckett.ac.uk/student-information/careers-and-opportunities/placements/education-placements-hub/>



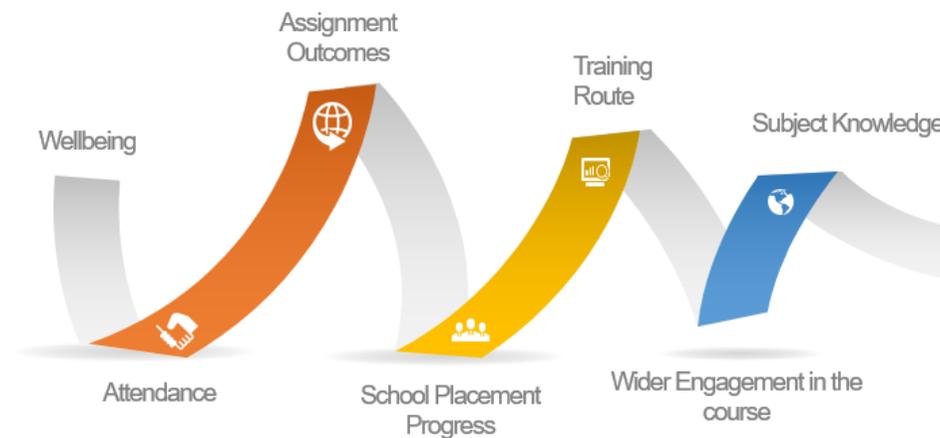
## 5. Assessment and Moderation

### 5.1 Assessment of Progress

When considering your progress and the support you might need throughout the course, we take a holistic view of your development. In order to ensure that you are working at an optimum level, we use the indicators as shown in the diagram to enable you have all that you need to gain the most from your training. It is key that you are fully aware of each of these and what they entail. In order to develop your understanding of these indicators, you will find detailed information in your sessions, course documentation and through discussions with your personal tutor in relation to how you might work with us to ensure that you are getting the best outcome.

We have many different people to support you throughout the course and ensure that you gain the best outcome for you, these being your link tutor, personal tutor, module tutor, school mentor and the well being support team. The course team will keep a track of how you are doing in each of these areas and ensure that you are at the level you need to be to succeed. They will let you know when you are not on track and support you to develop. However a key element to your success is of course you. So look at each indicator and reflect on where your strengths and challenges lie. Work throughout your studies and in placement to ensure you have enhanced your progress in each of these areas.

## Indicators of progress



On phase 1 and 2 and the first half of phase 3 placements, we assess using our progress indicators (see assessment guide) which we have developed around the Core Content Framework and the Teachers' Standards. We assess our students against the Teachers' Standards at the end of their final placement ([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/665522/Teachers\\_standard\\_information.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf)).

We will only recommend the award of QTS where we are confident that a student has met all the Teachers' Standards. The accuracy and reliability of assessment in our Partnership rests on triangulation between the judgment of **Professional / Associate Mentors**, moderated by **Link Tutors** and complemented by student self-assessment.

Our students are continually assessed through their three phases of placement as follows:

### 5.1.2 Phase 3

Students' progress at the mid- point is assessed against the phase 3 expected progress statements.

At the end of Phase 3, Students are assessed against the Teachers' Standards for QTS.

### 5.2 Expected Progress Statements

	Phase 1	Phase 2	Phase 3
	<b><i>Becoming a professional (TS1, TS8, Pt2)</i></b>		
Learning from experts; developing a teacher identity.	With support from experienced colleagues, the student is able to reflect on their practice. They learn from observing experienced colleagues. They begin to explore their 'Teacher identity' by thinking about the teacher they aspire to be.	The student can reflect on their practice, drawing on selected evidence and advice from experienced colleagues. They begin to justify and evaluate the pedagogical choices they make. They learn from observing experienced colleagues. They can articulate their 'Teacher Identity' by demonstrating confidence in their teacher role in the classroom.	The student can critically reflect on their practice, using a range of evidence, and justify and evaluate the pedagogical choices they make. In doing so they articulate their 'Teacher Identity'.



Responding to feedback.	The student is able to respond to feedback from experienced colleagues, listening to and beginning to adapt their practice where needed.	The student seeks feedback to improve their practice. They respond positively and demonstrate the ability to adapt their practice in response to feedback.	The student is proactive in seeking feedback. They make rapid adaptations to their practice and demonstrate the ability to reflect and engage in professional dialogue.
Communicating with parents and the wider community	The student recognises the importance and value of communication with parents and carers and contributes positively to the wider school community.	The student seeks opportunities to engage with and communicate with parents and carers and begins to build effective professional relationships within the school community.	The student communicates positively and professionally with parents and carers. They collaborate effectively within teams to build and maintain effective professional relationships.
Working with other adults.	The student is able to work collaboratively with other adults in the classroom, developing their communication skills.	The student communicates positively with teaching assistants and other adults to support learning.	The student communicates positively and professionally with colleagues in the wider school or setting and collaborates effectively with Teaching Assistants when planning and evaluating learning.
The professional Teacher.	The student demonstrates good personal and professional behaviours in their dress, punctuality, attendance and communications in the school or setting. They are confident in their understanding of their safeguarding responsibilities.	The student demonstrates high standards of personal and professional conduct and demonstrates high standards in their attendance and punctuality. They are confident in their understanding of their safeguarding responsibilities. The student is aware of their responsibilities in relation to equalities legislation.	The student consistently demonstrates high standards of personal and professional conduct and maintains high standards in their own attendance and punctuality. They are confident in their understanding of their statutory safeguarding duties and perform all roles and responsibilities associated with the role of early career teacher.
Workload, resilience & wellbeing	The student is beginning to develop resilience and effective time management skills whilst on placement and seeks support to manage their wellbeing and workload where needed.	The student is able to manage their time effectively, demonstrating good time management skills in placement and seeks support to manage their wellbeing and workload where needed.	The student manages their workload effectively, taking a proactive approach and demonstrating a resilient attitude.
<b><i>Behaviour management (TS1, 7)</i></b>			



Policy	With support, the student promotes positive behaviour for learning by implementing the school policy when working with small groups and under the direction of the class teacher.	The student promotes positive behaviour for learning by working with the school policy and promoting a classroom environment that is conducive to learning.	The student proactively contributes to a positive classroom and wider school environment for learning with high levels of respect and trust. They consistently communicate high expectations of the pupils they work with and develop high levels of mutual respect which promote positive behaviours for learning.
School Ethos	The student supports the class teacher in promoting classroom routines in line with the school ethos; they demonstrate positive verbal and non-verbal communication in the classroom and wider school or setting.	With support, the student can promote classroom routines in line with the school ethos and begins to manage transitions in learning through clear instructions and consistent verbal and non-verbal communication to maximise learning time and the wellbeing and safety of pupils.	The student can establish and promote classroom routines in line with the school ethos and confidently manage transitions in learning through clear instructions and consistent verbal and non-verbal communication to maximise learning time and the wellbeing and safety of pupils.
The Learning Environment	The student recognises the importance of the learning environment and can contribute to this to promote pupil engagement.	The student contributes actively to a positive classroom environment for learning and they communicate high expectations for all pupils. They are well respected by learners and they promote positive behaviours for learning in line with the school ethos.	The student consistently promotes positive behaviour for learning by working with colleagues and the school policy and actively developing a classroom environment that is conducive to learning with high levels of pupil engagement.

***Pedagogy (TS 2,4,5)***

Teaching Approaches	The student can rationalise why a particular teaching approach is used and can begin to relate this to an understanding of how children learn.	The student can justify their pedagogical choices and relate these choices to an understanding of how children learn.	The student confidently justifies their pedagogical choices. They demonstrate a secure understanding of how children learn along with an understanding of the analogies, illustrations, concrete and abstract examples and retrieval and spaced practices that secure
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			understanding and build fluency.
Lesson sequences	The student observes (and may contribute to) planning of a sequence of lessons. They may assist, co-deliver or – when confident – lead the delivery of these.	The student is beginning to plan from pupils’ starting points and, with support, can sequence learning to secure understanding before introducing more complex content. They begin to introduce repetition, practice and retrieval of key knowledge and skills.	The student, with increasing confidence, can plan from pupils’ starting points and is able to sequence learning to secure understanding before introducing more complex content, planning for repetition, practice and retrieval of key knowledge and skills.
Adapting Lessons for pupils with SEND	The student supports pupils with additional needs under the guidance of the class teacher.	The student is able to adapt lessons for pupils with additional needs with the support of experienced colleagues or following expert input.	The student can confidently adapt lessons for pupils with additional needs and work collaboratively with other adults (e.g. Teaching Assistants) and the SENCO or DSL.
Barriers to Learning	The student begins to be aware of possible barriers to learning and seeks the advice of experienced colleagues to understand pupils’ individual learning needs	The student begins to recognise barriers in learning that their pupils may experience and, with guidance, supports those pupils with additional needs in the class, taking advice from the SENCO and experienced colleagues where appropriate.	The student recognises barriers in learning that their pupils may experience and supports those pupils with appropriate interventions and effective management of other adults in the classroom. They independently create these interventions or take advice from the school-based Mentors and/or SENCO.
Planning	The student interprets the school’s planning and/or co-plans with their Mentor to prepare for future learning.	The student, with increasing independence, reviews and reflects on their planning, beginning to judge the impact of their teaching on the learning of individuals and groups of pupils; this may still be with the support of their Mentor.	The student independently adapts teaching approaches within individual and, increasingly, across a sequence of lessons in response to meeting the needs of their pupils.



Questioning and communication	The student models good spoken communication, is aware of the need to encourage high quality talk in the classroom and aims to implement these expectations when working with pupils.	The student is able to plan for and promote high quality talk in the classroom; they develop their use of questioning (with a limited range of techniques) and model good spoken communication.	The student is confident in planning for and promoting high quality talk in the classroom with a skilful use of a wide range of questioning and opportunities for pupils to explore their thinking.
Teacher modelling	The student learns from the observation of experienced teachers and begins to reflect on what they notice and observe.	The student develops confidence in using teacher modelling and scaffolding to help learners secure their understanding and recall, whilst developing their skills in subjects across a limited, but growing, curricular range.	The student confidently and consistently uses teacher modelling and scaffolding to help learners secure their understanding and recall and develop their skills in subjects across the full curricular range.
Adapting Lessons for differentiation	The student observes how their Mentor meets the needs of all pupils and tries to replicate this when teaching. The student develops their understanding for the need to differentiate in this manner.	With support, the student can adapt lessons, with flexible approaches so that most pupils meet expectations and are able to progress their learning.	The student responds proactively and consistently to the needs of individual learners and secures at least satisfactory levels of engagement in learning from all pupils.
Securing pupils' learning	The student observes the use of analogies, illustrations and concrete examples that contribute towards pupils' secure understanding.	With support, the student begins to recognise the analogies, illustrations, concrete and abstract examples and retrieval and spaced practices that secure understanding and build fluency; and develops them in their practice.	The student independently facilitates the use of analogies, illustrations, concrete and abstract examples and retrieval and spaced practices to help secure all pupils understanding and build fluency.
<b>Curriculum (TS3)</b>			



Subject Knowledge	The student researches and starts to develop their subject knowledge across a small range of subjects, including English and mathematics; and <i>with support</i> begins to apply this knowledge to identify the	The student demonstrates secure subject knowledge across the range of subjects they teach, including English and mathematics; and begins to apply this knowledge to identify the essential concepts, knowledge, skills and 'Big Ideas' of the subject taught	The student demonstrates comprehensive subject knowledge across the full curricular range of subjects taught, including English and mathematics; and they apply this knowledge in identifying the essential concepts, knowledge, skills and 'Big Ideas' of the subject taught
	essential concepts, knowledge, skills and 'Big Ideas' of the subject taught.		
Phonics	Phonics: when teaching early reading the student begins to demonstrate an understanding of SSP through observing an expert teacher delivering phonics sessions and discussing those observations in detail with their Mentor.	Phonics: when teaching early reading the student demonstrates a sound understanding of SSP through the confident use of domain specific vocabulary and working with groups to deliver a four part SSP session that they have planned independently.	Phonics: when teaching early reading the student demonstrates a well-developed understanding of SSP through independently planning and teaching a sequence of phonics sessions to a Reception or Key stage One Class.
Mathematics	Mathematics: when teaching mathematics the student begins to demonstrate an understanding of appropriate teaching strategies (see Pedagogy section).	Mathematics: when teaching mathematics the student demonstrates a sound understanding of appropriate teaching strategies (See Pedagogy section).	Mathematics: when teaching mathematics the student demonstrates a well-developed understanding of appropriate teaching strategies (See Pedagogy section).
Misconceptions	The student begins to understand, in discussion with colleagues, likely pupil misconceptions in teaching.	The student can identify pupil's misconceptions in planning and notice and correct pupil misconceptions in teaching	The student can confidently and accurately anticipate pupil's misconceptions in planning and identify and correct pupil misconceptions in teaching
	<b>Assessment TS6</b>		
Assessment for Learning strategies	The student begins to use assessment for learning strategies and with support can begin to adapt their teaching in response to learners.	The student begins to use formative assessment tasks to establish pupils' prior learning and understanding at key points in lessons (including at planned for and in the moment opportunities).	Skilfully planned formative assessment tasks are routinely used to establish pupils' prior learning and understanding at key points in lessons.



Adapting teaching	The student begins to recognise next steps in learning when working with pupils.	The student begins to adapt their teaching in response to the progress that pupils make during lessons.	The student accurately evaluates their practice, judging the impact of teaching on the learning of individuals and groups of pupils; this evaluation informs future planning and teaching.
Feedback	The student is able to offer pupils verbal and written feedback in line with the school policy and with the guidance of their class teacher.	The student begins to incorporate pupil self and peer assessment. They develop opportunities for pupils to reflect on their	The student plans for pupil self and peer assessment and gives specific and helpful oral and written feedback to pupils to which they respond.

		learning and provide oral and written feedback to pupils to which they respond.	
Progress	With support, the student begins to recognise the progress that individual pupils and groups make in response to teaching and learning. They begin to draw from a limited range of assessment for learning methods, such as observation and teacher questioning to gauge pupil's response to teaching.	The student begins to recognise the progress that individual pupils, groups and whole classes make in response to teaching and learning using a range of assessment for learning methods.	The student accurately evaluates the progress that individual pupils, groups and whole classes make in the response to teaching and learning using both formative and summative assessments.
Data	With support, the student begins to understand the use of data to monitor and support pupils' progress.	The student makes use of a limited range of data to monitor and support progress and learning over time.	The student is confident in their use of data to plan for learning and monitor progress and learning over time.



### 5.3 Assessment Calendar

	Mentor	Student	Link Tutor
<i>From start to Mid-Placement Review</i>	Meet weekly to set targets for the week ahead and to review progress against previous weekly targets. Targets should be informed by expected progress statements. Mentors should judge if the student is on course to meet expected progress statements by the end of the placement. Weekly meetings recorded in Pebblepad		Monitor Pebblepad – are suitable targets being set, does the student seem on course?
		Assemble evidence of progress on Pebblepad	
<i>Mid-Placement Review</i>	Complete Mid-Placement Review on Pebblepad	Contribute to the Mid-Placement Review	Visits (in-person or virtual) to support and moderate
	Mid-Placement Review jointly agreed. <b>If there is any doubt that a student will not reach expected progress in each category by the end of the placement an intervention should be put in place. The mid placement review is the last opportunity to do so.</b>		
<i>Between Mid-Placement Review and End Placement Review</i>	Meet weekly to set targets for the week ahead and to review progress against previous weekly targets. Targets should be informed by expected progress statements. Mentors should judge if the student is on course to meet expected progress statements by the end of the placement? Weekly meetings recorded in Pebblepad		Monitoring Pebblepad – are suitable targets being set, is progress from Mid Placement Review being sustained
		Assemble evidence of progress on Pebblepad – needs to be complete by the end of placement	



<i>End-Placement Review</i>	Completes End Placement Review on Pebblepad Mentor confirms that student has met expected progress statements	Contributes to the End Placement Review. Demonstrates evidence of having met expected progress statements	Virtual meeting held to moderate judgements Mentor judgement moderated by Link Tutor
<b>Phase 3 placements</b>	<b>Mentor judges whether student has met Teachers' Standards and hence should be recommended for QTS</b>	<b>Demonstrates evidence of having met Teachers' Standards</b>	<b>Moderated and Confirmed by Link Tutor</b>

#### 5.4 Assessment and Progression

For each phase of placement, the **Professional / Associate Mentor** will make a judgement on whether a student has made the progress described in the expected progress statements for that phase. The **Professional / Associate Mentor** should make this judgement based on a holistic appreciation of the performance of the student over the whole period of the placement, in different subject areas etc. This judgement will be moderated by the **Link Tutor** who will have followed the progress of the student over the placement and will in the case of phase 2 and 3 students have had the opportunity to observe the student teaching alongside the Mentor and who will have supported the Mentor in their mid- and end-placement reviews. It is the responsibility of students to ensure that their Pebblepad records are kept fully up to date. If there is a problem with the Mentor completing the necessary sections, the **Link Tutor** will provide support.

Students who have in these circumstances demonstrated expected progress will, in the case of phase 1 and 2 students, have shown that they are ready to progress to the next phase of their training and in the case of phase 3 students, they will have shown that they have met all the Teachers' Standards. The outcome of this assessment will be communicated clearly to the student through the end-placement review and the University will confirm this outcome in writing to the student.

Assessment of students' performance should be a cumulative process where student and Mentor are aware at each stage of progress against the relevant statements: these should underpin the dialogue in weekly meetings and form the basis for target setting. If a student is judged not on track by their Mentor, there is a process for addressing this (see intervention) which should be followed. There should be no sudden surprises in the assessment of students: a student that is judged to be making expected progress at the middle of their placement should pass



the placement in all but exceptional circumstances. Mentors should therefore be objective at all stages in their assessment of students, consider strongly the need for an intervention should a student not be making expected progress at the mid-placement review and importantly let the **Link Tutor** know rapidly if there is any reason for concern that arises in the second half of the placement.

#### 5.4.1 Resit placements

Students who have been judged not to have made expected progress on their placements will have **one opportunity** to resit that year's placement within the same academic year. We will ensure that students resitting their placement will do so fully supported and will have the best possible opportunity to complete the repeat placement successfully. The host school where the student is placed will be made aware that this is a resit, will be briefed as to the reason for the resit and will be supported by a **Link Tutor** working closely with the student.

The **Partnership Team** will find suitable resit placements for students who require them and you will be informed as early as possible about the details and timing of your resit placement. The timing of resit placements is set out in the Carnegie School of Education Calendar. Resits will be the same standard duration as all placements for the course and phase. For all resits, a support plan (see below) should be completed by a **Link Tutor** working in collaboration with the **Course Director / Leader**. **Resit placements should not begin without a support plan in place.**

#### 5.4.2 Support Plan Template

Students will be given one opportunity to resit their placement. All students resitting will require a support plan before starting their resit placement. The purpose of a support plan is to help the Mentor and student to focus the early stages of a resit placement on addressing the areas of concern from the previous unsuccessful placement. With the help of their **Link Tutor**, students will ensure that their Mentor is aware of the support plan and builds this into target setting in the early stages of the resit placement.

The support plan should be shared with the **Partnership Team** so they can ensure the student is ready for the resit placement before they release placement details.

The support plan will be uploaded to Pebblepad in the Intervention > Support Plan section of the relevant phase which the student is resitting.



Student Support Plan			
<b>Agreed by:</b> <b>Student:</b> <b>Mentor:</b> <b>Link Tutor:</b>			
<b>Date:</b>		<b>Review Date (1 week ahead):</b>	
<b>Area of concern:</b> Related to Expected progress or Teachers' Standards	<b>Objective:</b> Describe what success would look like in this context	<b>Suggested actions:</b> What the student could do and how they would be supported to do this	<b>Review:</b> Has the objective been met?

### 5.4.3 Moderation and Evaluation

We have a robust system of moderation in place to ensure that students are assessed accurately and reliably. Part of the **Link Tutor's** role is to moderate the judgments that **Professional / Associate Mentors** make about students to ensure that our assessment criteria are followed objectively and students are assessed fairly on the whole of their performance during placement. **Link Tutors**, working with the **Partnership Lead**, will share and standardise decisions themselves and the course teams will have an oversight of students' performance through termly **Placement Review Panels**. External moderators and external examiners will also carry out periodic reviews. We will gather information to help us continually evaluate our systems. We will survey students after every placement and we would encourage feedback at any stage on strengths and areas for development. **Professional / Associate Mentors** and **Link Tutors** will also contribute to the development of our systems.



## 6. Our Partnership in Action

### 6.1 Mentors

As a partnership we have consistently been able to access high quality, rich and contrasting school-based experiences that build on students' previous experience. Our goal is to continue to make an impact on teacher supply and quality across all our region. We know that high quality Mentoring is at the heart of teacher education and we will ensure our Mentors receive the support and training that they need.

Leeds Beckett University will provide free Mentor training (see timetable above) that will ensure connectedness, consistency and high quality support for all students. The training will ensure that not only are our Mentors knowledgeable in the key skills needed to be a good Mentor but also aware of the training journey of our students and have the specialist skills needed to develop teachers. Primary and Secondary colleagues will join separate training sessions which will be tailored to the needs of new Mentors and those returning to working with Leeds Beckett University. Attendance at training is an expectation for all Mentors and this will be monitored.

#### 6.1.1 The role of the Mentor

Mentors play a crucial role in the development of student teachers as expert professionals and role models. Mentors knowingly pass on their skills by modelling and sharing feedback with students but perhaps as importantly, they pass on their tacit knowledge about what being a teacher means in a broader sense.

The skills of Mentoring were described in the 2016 National Standards for Mentoring as:

- Personal qualities – establishing trusting relationships, modelling high standards of practice, and empathising with the challenges a student faces.
- Teaching - supporting students to develop their teaching practice in order to set high expectations and to meet the needs of all pupils.
- Professionalism - inducting the student into professional norms and values, helping them to understand the importance of the role and responsibilities of teachers in society.
- Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITT partnerships.

In the Leeds Beckett Partnership we ask Mentors to:

- Assess our students accurately using the framework in our Assessment Handbook and with the support of the university **Link Tutor**.
- Support your student in continually reviewing and extending their subject knowledge.
- Maintain records as required in Pebblepad. Your student and **Link Tutor** will help you in this.



- Make sure your student understands the procedures and policies of the school and you have agreed with your student on a broad structure for the placement including when the student is expected to arrive and leave and how they should spend their time when not teaching.

### 6.1.2 Indicative Weekly Schedule for Mentors

Period	Phase 1	Phase 2	Phase 3
<i>Weeks 1-2</i>	Join Mentor training session. Familiarise yourself with Pebblepad.		
	Allow student access to important school policy documents.		
	Allow student freedom to investigate different aspects of the school environment and offer opportunities to observe other teachers, break-time duty, school trip etc.		
	Assist student (often with just time) to complete their Holistic tasks.	Assist student (often with just time) to complete their Holistic tasks.	
	Introduce student to the class and involve them as a TA.	Introduce student to the class and involve them as a TA.  Depending on your perception of the readiness of the student, suggest some small group teaching.	Introduce student to the class and involve them as a TA.  Depending on your perception of the readiness of the student, suggest some small group or whole class teaching.
	Set weekly developmental targets with student.		
	Start to give your student informal feedback.		
	Assess your student's subject knowledge, discuss and jointly action plan for your student's development.		
	Share any questions or concerns with the student's University Link Tutor.		
<i>Weeks 3-4</i>	Continue to allow your student to observe you and others teach and work as a classroom assistant.		



	Start to build you student’s timetable towards the target of 30-50% leading teaching (20% PPA, 30-50% supporting and observing). Focusing mainly on the core subjects.	Build your student’s timetable towards the target of 60% leading teaching (20% PPA, 20% supporting and observing). Focusing mainly on the core subjects but including some foundation subjects.	Build you student’s timetable towards the target of 80% leading teaching (10% PPA, 10% supporting and observing). Core and foundation subjects.
	Continue to hold weekly meetings reviewing targets and setting new targets.		
	Carry out one recorded observation per week.		
	Support the student in reviewing pupil progress data.  Help the student to refine their use of Assessment for Learning.	Encourage the student to develop their use of AfL e.g. through improving their questioning.  When opportunity arises, help student to engage with summative assessment.	Encourage the student to develop their use of AfL e.g. through improving their questioning.  Where appropriate, student should expect to be regularly marking and giving feedback.  When opportunity arises, help student to engage with summative assessment.
	Help student to start preparing lessons and share the school’s planning.	Student should be planning their teaching with support.	Increasingly student should be planning independently and where appropriate contributing to the planning of others.
	Share any thoughts/concerns with the University’s Link Tutor.  .		
Mid-Placement Review	<p>The mid-placement review is the gateway to the second half of the placement.</p> <p>You, your student and the university Link Tutor will review the student’s progress towards expected progress for each phase.</p> <p><b>If there is any doubt that a student will not reach expected progress in each category by the end of the placement an intervention should be put in place. The mid-placement review is the last opportunity to do so.</b></p>		



Rest of placement	Continue to help student to start preparing lessons and share the school's planning.  Where appropriate help student to start planning teaching sequences on their own.	Student should be planning their teaching with support, expanding their repertoire of subjects.	Student should be largely planning independently and contributing to the planning of others.
	Student should be leading teaching 30-50%, mostly core but where possible including some foundation subjects.	Student should be leading teaching 60% Mostly core but including some foundation subjects.	Student should be leading teaching 80%.
	Continue to hold weekly meetings reviewing targets and setting new targets. Students should become increasingly proactive in setting and planning to achieve challenging targets.		
	Carry out one recorded observation per week.		
End Placement Review	The end placement review provides a summative statement of the student's achievement against our expected progress statements (phases 1 and 2) or the Teachers' Standards (phase 3).		

## 6.2 University Link Tutors

The role of the **Link Tutor** as a bridge between the University and the Placement School is vital in order to: quality assure the placement; to confirm that the student is making expected progress and if not, to pursue an intervention; to support the **Professional / Associate Mentor(s)**; and to build partnership working with school colleagues.

In order for a placement to provide our students with the best possible opportunity to develop as student teachers and to give each student a fair opportunity to show they are capable of meeting the QTS criteria, the tri-way relationship between student, **Professional / Associate Mentor** and **Link Tutor** is critical. Usually as **Link Tutor**, you will usually be the most experienced educator in the trio so your role is central in establishing common expectations and providing support where necessary. Regular communication, whether by email, phone call or text is important as is regular monitoring of Pebblepad.

The **Link Tutor** plays a leading part in ensuring the accurate assessment of students and hence quality assuring our QTS programmes. As a **Link Tutor** you will have a broad insight together with the Mentor about the placement as a whole and how the student has performed but in addition, you will bring an objectivity and experience that the Mentor might lack and which you will employ to moderate and confirm the judgements that are made. **Link Tutors** have an important responsibility for initiating and overseeing interventions where they are required and supporting Mentors through this process.



### 6.2.1 Link Tutoring a Placement

Start of Placement	<p>Email student and Mentor to let them know you are Link Tutor and to offer support if necessary. Establish norms of communication: when, how etc. Agree dates and times in advance for catch ups, mid-placement review and end-placement review.</p> <p>Check student has set up their Pebblepad and has successfully shared it with their Mentor. If there are any problems here, make sure the Mentor and student both have access to the Pebblepad guide, if there are persistent problems, the placement office can help.</p>	<p>Throughout the placement check Pebblepad at least weekly to confirm:</p> <ul style="list-style-type: none"><li>• Weekly meetings are being recorded.</li><li>• Appropriate targets are being set and progress against targets is being reviewed.</li><li>• Observations are being recorded</li></ul>
2 weeks	<p>Hold a 15 minute catch up with the student by phone or Teams to review progress.</p> <p>Email Mentor to check on progress and any areas for concern. Remind them when the mid-placement review is due and support them in completing this. Remind your student to keep the Subject Development section in Pebblepad up to date.</p>	
Mid-Placement	<p>The mid-placement review is important as it should be the last opportunity for an intervention to be put in place for a student.</p> <p>You should:</p> <ul style="list-style-type: none"><li>• Carry out an in-person school visit (or a virtual visit).</li><li>• Meet with the Mentor, observe the student teaching, ideally jointly with the Mentor, give feedback to student together with the Mentor.</li><li>• Confirm the mid-placement review has been recorded on Pebblepad and add your own comments.</li></ul> <p>There is more detail below on mid-placement meetings.</p>	



Around 6 weeks	Hold a 15 minute catch up with the student by phone or Teams to review progress.
End of Placement	<p>Hold a 30 minute end of placement meeting on Teams with Mentor and student centred around the end placement review.</p> <p>Confirm that end-placement review has been recorded on Pebblepad.</p> <p>Add comment to say that moderation has been carried out.</p>

### 6.2.2 Link Tutor In-person Visit

An in-person visit is important in many ways. It will help you as a **Link Tutor** to evaluate the placement in a way you can't remotely and hence assure the quality of the placement. The visit will give you the chance to provide advice, support and help for the Mentor as well as the student.

During an in-person visit, **Link Tutors** are asked to:

- Discuss the student's progress with the **Professional / Associate Mentor(s)**.
- Alongside the Mentor, to observe the student teaching for up to 30 minutes.
- Meet with the student to give joint feedback.
- Meet with the student alone.

#### Link Tutor visits

	University-led	School Direct
Phase 1	Link Tutor visits in the week before the mid-placement review is due	Link Tutor visits in the week before the mid-placement review is due
Phase 2	Link Tutor visits in the week before the mid-placement review is due	Mid-placement visit carried out by alliance tutor
Phase 3	Link Tutor visits in the week before the mid-placement review is due	Link Tutor visits in the week before the mid-placement review is due



### 6.2.3 Link Tutor checklist for an In-person Visit

<i>When?</i>	<i>What</i>	
<i>Prior to an in-person visit</i>	<i>Check Pebblepad. Make sure you are familiar with latest targets and most recent observations. Are targets developmental? Is the student receiving regular, appropriate feedback? How might you support the Mentor?</i>	
<i>When observing the student</i>	<i>Does what you see accord with what you read on Pebblepad? Why this particular lesson has chosen for your observation? Does it seem representative of the students's practice? Does the Mentor's assessment of the student seem reasonable?</i>	
<i>When speaking to the Mentor</i>	<i>Has the Mentor accessed training? Has the Mentor been able to access Pebblepad? Has your student been arriving and leaving at appropriate times? Have there been any difficulties in finding Mentoring time? At what point are you with scaling up the student's teaching timetable? How does the subject balance seem? Is your student getting opportunities to observe other practice? Are appropriate targets being set and is student proactive in setting and planning to achieve targets? Is your student making the most of non-teaching contact time i.e. small groups, working as TA? How is your student working with you around planning? How is your student working with non-teaching staff? If appropriate, probe the school's plans for hosting future students?</i>	
<i>When speaking to the student (before, during, or after the visit)</i>	<i>Is the student getting an appropriate mix of teaching and other activities to enable them to make expected progress? Is the student meeting university expectations in terms of professionalism? Do you have any concerns about the student's well-being?</i>	
<i>After the visit</i>	<i>Ensure that Pebblepad is updated to record your visit. Complete Google Forms placement feedback checklist.</i>	



#### 6.2.4 Link Tutor Observation Prompts

As we know, all lessons vary with circumstances and context and the following is not an exhaustive list of what **Link Tutors** might have the chance to see and comment on: we don't expect **Link Tutors** to observe or comment on every detail in this list. It is intended to complement our expected progress statements to help **Link Tutors** towards a more holistic view of what we see in the very limited time we are watching our students teach. As a general rule, we expect **Link Tutors** to observe for a maximum of 30 minutes. Remember that the prime purpose of a lesson observation is to help you as **Link Tutor** to assess the **Professional / Associate Mentor's** judgement of the student.

As a **Link Tutor** it is not straightforward to place the practice you observe from the student within the context of the placement but what you see can suggest lines of inquiry about the progress the student is making which you can then pursue in discussions.

- **Why has this lesson been chosen for you to observe?** Is what you see a typical lesson for this student? Is the student able to explain how what you see follows on from their previous learning?
- **The student's relationship with children.** Have they established an appropriate way of working with their class? Do children seem motivated and engaged? How did the student circulate around the class? What is the balance between the children treating the student as a teacher or a 'guest' in the Mentor's classroom? How effectively is the student managing the behaviour of children? Is off-task behaviour affecting children's learning?
- **The student's preparation for the lesson.** Were all materials to hand? Were all IT elements, including the whiteboard, ready? Had other adults been appropriately briefed about the lesson? Did the lesson plan (if relevant) reflect what happened (and if not, could the student offer detailed insights as to why)?
- **Did the children know what they were doing and why they were doing it?** Were learning outcomes obvious? Was prior learning discussed? Did the timing and pace make effective use of lesson time? Was there an appropriate mix of modelling and independent working? Was the lesson 'chunked' into identifiable sections with a flow that made sense to pupils?
- **Working with other adults during the lesson.** Were support staff being employed flexibly to assist the student? Was a working relationship between the student and others evident?
- **Understanding of children as individuals.** Was it obvious how the lesson was tailored around the different needs of pupils? Was the student able to discuss those needs? Could you observe the student using formative assessment to inform their teaching? Could the student articulate a strategy they had used in their questioning? How is the student checking for pupils' understanding? How does the student know whether children have made progress during the session you observe? Is the student demonstrating or able to talk about adaptive teaching strategies?



- **Subject knowledge:** Was the student confident in the material they taught? Was their approach informed by an understanding of likely misconceptions? Did they use vocabulary accurately and appropriately for the subject being taught? Were they able to respond to challenging questions from children? Were the student's high expectations of pupils evident?
- **Working with the Mentor/class teacher:** Is a positive working relationship evident between Mentor and student? To what extent is the Mentor's view of the student objective?

It goes without saying that students are often nervous when being observed and may not be teaching at their best. You should make allowance for this but remember that being observed is an unavoidable part of training as a teacher and that many of the elements of what we observe as **Link Tutors**, like preparation for example, are not affected by nerves but reflect an overall level of professionalism and can offer the visitor insights into how the placement is progressing as a whole. Wherever possible arrange to observe Mentors giving feedback to the student, perhaps adding your own comments. This will offer insights into the Mentoring practice and wider context of the placement.

#### 6.2.5 Virtual Meetings

As set out above, we will visit schools for face-to-face meetings at the mid-point of placements but we recognise the value of virtual visits through Teams as an additional way of communicating with schools and students. On rare occasions, we will use virtual meetings to replace face-to-face mid-placement visits.

We will hold 30 minute Teams meetings at the end of each placement to carry out the end-placement review.

The purpose of a **mid-placement virtual school visit** is similar to an in-person visit: this will be to quality assure the placement and provide support for the student and Mentor. Prior to the meeting, **Link Tutors** should check the student's Pebblepad to confirm this is up to date, and in particular that the Mentor has recorded a mid-placement review. You should also check that developmental targets are being set and that weekly meetings and observations are being recorded regularly and get a sense as far as possible from Pebblepad of the nature of the Mentoring that is taking place and how you might use this meeting to help the Mentor and student in working together. The meeting itself should be around 30 minutes and mainly concerned with discussing the mid-placement review and the actions that flow from that.

The **end-placement review Teams meeting** is an important quality assurance check and **Link Tutors** will have to be sure from what they see and hear that the student has achieved the requirements to progress to the next phase or to meet the QTS Teachers' Standards. This is a 30 minute meeting in which the main focus is the end-placement review which the Mentor should have completed prior to the meeting (even though they might not necessarily have shared this with the student before the meeting). A suggested structure for this meeting is:

- **Introduction** – giving student and Mentor a chance to speak about the placement perhaps highlighting the progress and contribution the student has made whilst at the school (5minutes).



- **Mentor goes through each area of expected progress** indicating how the student has met each (15-20 minutes). If you as Link Tutor have any concerns here then you should ask for clarification.
- **If the Mentor indicates that the student has made the required progress then it's entirely appropriate for you and the Mentor to congratulate the student.** This is especially the case where the student is on a phase 3 placement where this meeting is effectively a QTS 'sign off' meeting. There will be no further process at the university. It is at this point that the Mentor and you are agreeing that student should be recommended for QTS.

It is critical that there should be no surprises at this **end-placement meeting**. In other words you and the Mentor should be clear beforehand that the student has met the progress criteria for a particular phase. If there is any concern that they haven't, this should have been addressed by an intervention put in place immediately following the **mid-placement review** (typically week 5 of a placement) at the latest. This means that **Link Tutors** should be proactive in making sure that Mentors understand the success criteria for the student's phase of placement and are applying them objectively.

### 6.3 Intervention

**A student should be supported by an intervention where there is any doubt as to whether a student will make expected progress by the end of the placement: the consequences of not intervening are generally worse than those of putting a student on an intervention.** If a Mentor judges that their student is not making expected progress they should contact the university **Link Tutor**. Also and importantly, should a **Link Tutor** have concerns about a student's progress, they should be proactive in contacting the Mentor to discuss an intervention.

If a student is judged not to be meeting the expected progress statements at the **mid-placement review**, then the Mentor and **Link Tutor** will have to be confident that that student can make the necessary progress in order to pass the placement in the time that remains. If there is any doubt about this then it is appropriate to put an intervention in place.

Once an intervention is in place, the student will have one opportunity to respond over the course of the intervention. Interventions will last one week. The Mentor with the assistance of the Link Tutors will record the intervention in Pebblepad. Should the student not make the progress required, there will be no second intervention, the placement will be terminated as we set out below.

**An intervention may be triggered by a Mentor and Link Tutor.** Potential triggers for an intervention include:

- Concerns about the professionalism of a student, for example inconsistent attendance without a sufficient explanation, planning and other preparations not being shared sufficiently early (a rule of thumb is 48 hours before teaching) to allow for effective feedback.



- General concerns about the progress the student is making, for example apparent unwillingness to engage with pupils, reluctance to increase their teaching hours or a reversal or stalling of previous progress. Often these features will suggest that the student lacks confidence.
- More specific concerns about an area of the Teachers' Standards or expected progress statements. For example students may have weaknesses in subject knowledge or behaviour management.
- Consideration of the **mid-placement review** by **Link Tutor** and Mentor suggests the student will not meet the required level of expected progress for the placement.

### 6.3.1 The Pathway of an Intervention

Mentors should first raise any concerns with the student themselves, and build this area into a weekly target, giving the student an opportunity to make progress. If the student is still not making the required progress, then the Mentor should let the **Link Tutor** know about their concern. At this stage, a Mentor might perhaps speak to a colleague or even arrange an observation of the student by a fellow Mentor.

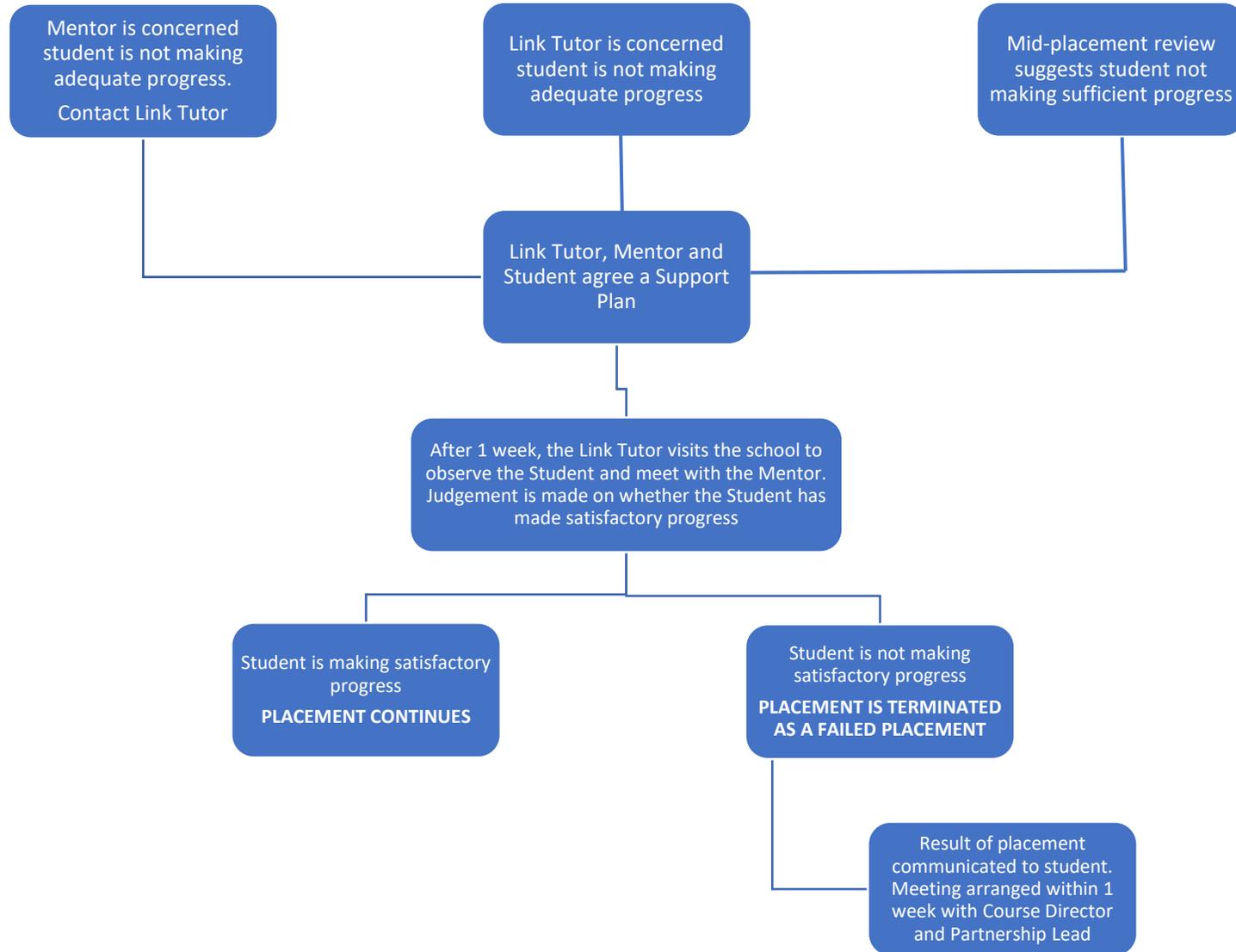
We suggest that if the concerns are not addressed within a week, the Mentor will contact the **Link Tutor** who will arrange a Teams meeting. If Mentor and **Link Tutor** are agreed that progress is not as expected, an intervention will then be put in place as follows:

- a. A support plan based on a maximum of three Teacher Standards (or expected progress areas for students in phase 1 or 2) is agreed between **Link Tutor** and **Professional Mentor** and recorded in **Pebblepad**. The plan should detail targets that are specific and achievable by the student within a week (see support plan template).
- b. Additional Mentor support should be agreed as well as a date and time for the review meeting when an assessment will be made about progress. It is expected that the intervention should last a week: long enough for the student to demonstrate progress and meet expectations by the end of the placement.
- c. The plan is discussed with the student and agreed as achievable. Students should understand that a follow up meeting will be held to determine the outcome of the intervention. **Link Tutors** should offer additional personal support and inform the **Partnership Team** and, where appropriate, the **Pastoral Team**.
- d. The intervention is recorded in Pebblepad in the intervention section for each phase.
- e. The **Link Tutor** and Mentor will agree a date and time to return for an in person visit and follow up review meeting. That meeting will include an observation of the student, a discussion with the Mentor and a tri-partite conversation with the student and Mentor. The conclusion of this meeting will be either that the student continues on placement with an action plan in place or the placement is terminated as a failed placement. **The outcome of the meeting will be clearly communicated to the student at this time.**



- f. A meeting with the **Course Director / Leader /Level Lead** and **Partnership Lead** will be held within a week of the ending of the placement to discuss next steps.

Where we agree to intervene with phase 3 students, the **Link Tutor** will liaise closely with the **Partnership Lead** during this process to provide support and moderation in making this judgement.



### 6.3.2 Support Plan Template for Intervention

The purpose of a support plan is to ascertain whether a student is capable of making expected progress in the time available. Together the Mentor and **Link Tutor** will identify up to three areas of concern related to the Teachers' Standards. For each area of concern, the plan describes what sufficient progress means in the context of the particular student and their placement, suggests actions for the student to take to meet those expectations, and sets out how the student will be supported to achieve those targets.

A support plan will normally last one week after which the student's progress will be assessed by the Mentor and the Link Tutor who will visit the school for this purpose. It is expected that this evaluation will involve an observation of the student teaching but the judgement made on whether the student has made expected progress will be based on evidence from the whole period of the plan. Link Tutors and Mentors should be careful to ensure that the plan is achievable and students will be given a fair opportunity to make the progress required but if the student is unsuccessful in meeting this plan they will fail the placement.

Students should confirm their agreement and the support plan should be recorded in Pebblepad in the Intervention section (there is one in each phase).

Student Support Plan		
Date:	Review Date (1 week ahead):	
Area of concern: Related to Expected progress or Teachers' Standards	Objective: Describe what success would look like in this context	Suggested actions: What the student should do and how they would be supported to do this

## 7. Developing our Partnership

### 7.1 Quality Assuring our Partnership

In order to provide all our students with the best possible experience whilst on placement in schools, we have rigorous quality assurance procedures in place as follows.

The **Partnership Lead** will initially carry out a desktop review and will make contact with all Schools new to our Partnership before students attend those schools. We will ascertain, for example, the school's current involvement in ITE with other providers and the support planned for Mentors including out of class time allocated to the role. Support materials will be made available to those schools and the **Partnership Lead** will ensure that Mentors in those schools will receive appropriate training. Where any concerns arise about the suitability of a school, the **Partnership Lead** will visit the school to make an assessment and provide training for staff.

We will gather feedback on all schools where Leeds Beckett students are placed. **Link Tutors** will be asked to complete a survey at the end of each placement evaluating the quality of Mentoring and support and identify any training needs. Students will also be surveyed each semester seeking similar feedback. Records of particular feedback about schools will also be logged on InPlace. **Placement Panel Reviews** will also provide an opportunity for course teams to share intelligence on placement schools. Regular triangulation of this information by the **Partnership Lead** will identify where there is a need for partnership development and we will share this information with our partners.

We work with the widest possible variety of schools in order to ensure that our students have access to the richest possible training experiences. Students may be placed in special schools or pupil referral units (PRUs) where appropriate for the profile of the student. We will ensure in such cases that students are afforded the opportunity during their course to demonstrate all of the Teachers' Standards across the full age and ability range. We will similarly also carefully consider on a case by case basis placing students in schools with serious weaknesses or in special measures where we are confident the students concerned are not likely to be disadvantaged, and to this end we will keep such placements under continuous review.

### 7.2 Moderation and External Examination

The first tier of moderation is our **Link Tutors** whose role is to advise and support Mentors in their assessment of students. Throughout a student placement, **Link Tutors** will continually monitor Pebblepad data and liaise with student and Mentor regularly. **Link Tutors** will visit schools, observe students teaching and support Mentors in compiling their mid- and end-placement reviews. In this way our **Link Tutors** will have a detailed understanding of the progress of each student throughout their placement and quality assure the placement itself and the assessment of that placement by the Mentor(s) involved.

The assessment of students on placement is overseen by the **Placement Review Panel** which meets regularly to review assessment decisions. Data from the panel will be used to inform the training and development of Mentors and **Link Tutors**. We also work closely with colleagues in the sector to carry out periodic external moderation and our courses are overseen by external examination.

### 7.3 De-selection of Schools from the ITE Partnership

The selection of Partnership Schools is dependent on both the University and a school signing as to their capacity to meet the **Partnership Agreement**. Given our Partnership approach to selection and training, we expect it to be very unusual to need to consider a school for de-selection. However, should a school be identified as not fulfilling their responsibilities in accordance with the **Partnership Agreement** the process below will be followed:

- Stage 1: Leeds Beckett University **Partnership Lead** (or their nominee) will meet with the school ITE Co-ordinator or Headteacher to discuss the issues, identify ways to resolve them including identifying and meeting any training needs of individual staff or substituting individual staff trainers, and re-assess the issue within two weeks with a view to either confirming to the school and the university that it has been satisfactorily resolved or moving to Stage 2.
- Stage 2: If a satisfactory resolution to the issue cannot be secured, the **Partnership Lead** will engage in further discussions with the Headteacher to identify whether the school wishes to continue as a partner school and what actions and requirements will be necessary to enable this. A formal action plan will be agreed, signed and dated; training or other necessary action will be undertaken and, at the completion of an agreed period, the Headteacher and **Partnership Lead** will re-sign the **Partnership Agreement**.
- Stage 3: Where a satisfactory resolution is not achieved, the **Partnership Lead** will write to the Headteacher to confirm that the ITE Partnership will no longer place students in the school.

At any of the above stages, one or more of the students in the school may need to be provided with an alternative school if their entitlement and training provision is deemed by the parties to be compromised. This removal will be at the University's discretion based on evidence that will be provided to the school.