**PebblePad Walk Through – Placement Office Requirements**

At Leeds Beckett University, we use PebblePad to monitor and record our student teachers' progress on their assessed placements. PebblePad is an online workbook that you will have access to and will need to update at certain points during the placement. The workbook is used by the student, you the school-based Mentor, the university Lead Mentor and the Placement team.

In order for the student to successfully demonstrate their progress, we ask that you complete the sections required, shown below. At the placement team we have a particular focus on the Progress and Final Review pages, however there are a couple of other pages that also need to be updated by the school-based Mentor.

(Please be advised that the students' engagement with PebblePad is essential and will be monitored by the university Lead Mentor throughout the placement.)

Getting Started.

1. Your full name and email address as school-based Mentor should have been confirmed on the school information form that you returned to us when the placement was confirmed. This enables us to add you to your student's workspace. If you are a new user, or haven't accessed PebblePad this academic year, you will receive an email confirming that an External User Account has been set up - please follow the link in the email to create a password. You will receive an email confirmation that you have been added you to the workspace, and another when the student shares their workbook with you. **If you have not received this email, it means that we do not have your details. Please locate the School Information Form and ensure this is completed. Without this, we cannot add you to PebblePad.** Contact carngie.partnerships@leedsbeckett.ac.uk if this form has been misplaced and we can send it across again.

2. Access PebblePad here **http://pebblepad.co.uk/leedsbeckett/**

3. To log in you should select 'I am an external user' button and use your school email address and your PebblePad password (you can reset this by clicking the 'Forgot Password' button.)
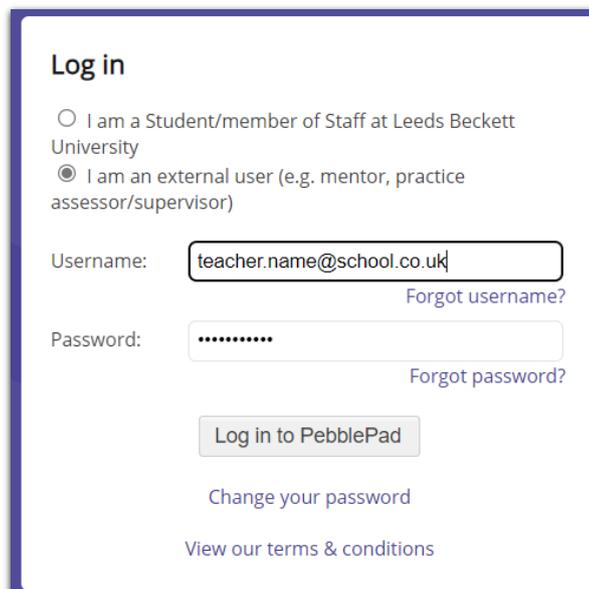
Log in

○ I am a Student/member of Staff at Leeds Beckett University
◉ I am an external user (e.g. mentor, practice assessor/supervisor)

Username: teacher.name@school.co.uk
                                    Forgot username?

Password: ●●●●●●●●●●●
                                    Forgot password?

                    Log in to PebblePad

                    Change your password

                    View our terms & conditions

If you cannot proceed at this point, or you have not received the email notifications that you have been added to the workspace/your student has shared their workbook, please ask the student to check the details with the Placement Team, or get in touch directly at carnegie.partnerships@leedsbeckett.ac.uk**

4. Your home screen will look like this and should show the student's workbook -
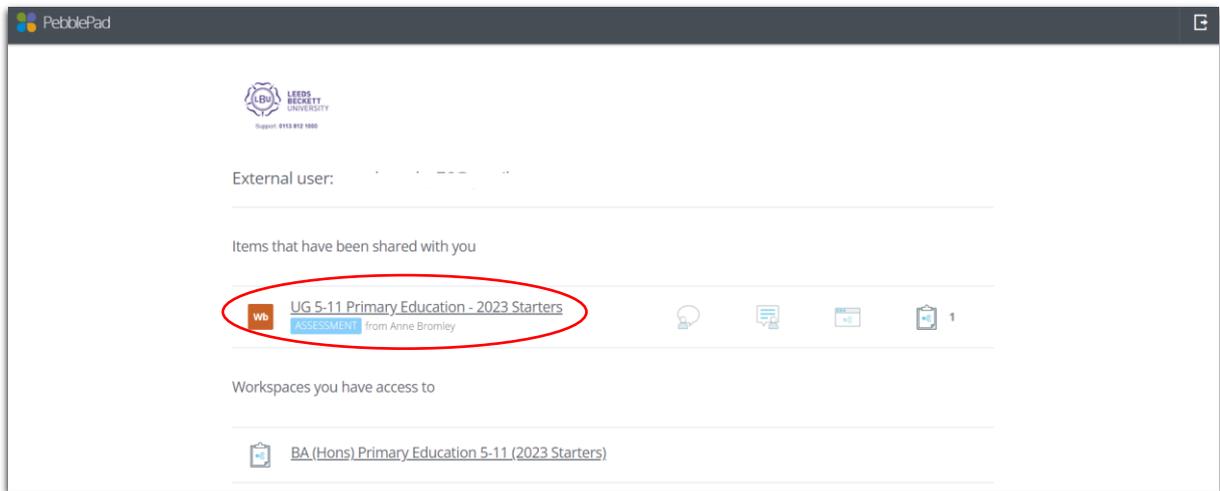
If you cannot see your student's workbook it means they have not shared it with you. Please ask them to do so following the guidance they have been sent.

5. Please do take an opportunity to read the Guidance tab which includes information about the course in the Welcome page and information about the student in the Student Information page. Students will also have completed the Pre-course Tasks section. You can also see the documentation that we ask our students to work with on placement. There is also a section about our 'Criteria for Progress' for our students throughout their course.

   This year we have added a standalone section where students can add details of their Reasonable Adjustment Plan (if they have one and have chosen to share it with you – this is optional, but they have been encouraged to do so if they are likely to need any additional support whilst in school).
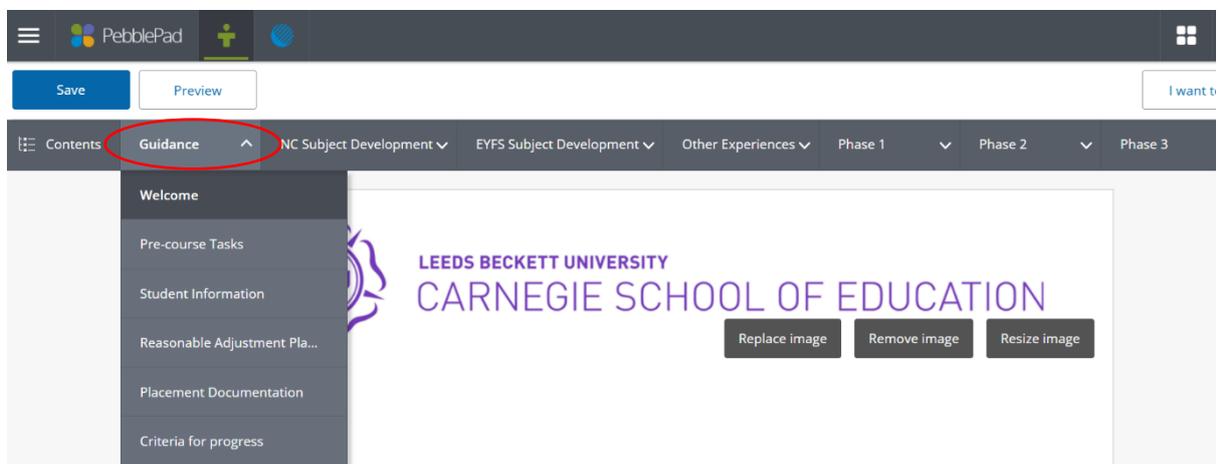

6. Depending on the course the student is on, you will see tabs titled:

- Subject Development
- NC Subject Development
- EYFS Subject Development

You do not need to action anything in these tabs, but you will be able to see an overview of each subject and how/what is being taught at university. This will help you to understand the student's curriculum and their role in supporting its delivery and practice. There is also a section for the student for complete about their own subject knowledge development at university. This is reviewed by the student's personal tutor periodically.

Completing the workbook

Once the student starts their placement with you, you should select the relevant 'Phase' they are attending. Each Phase has an overview of the expectations of the placement. Students should also complete the School Information page at the start of placement, and the Attendance page regularly. Trainees who are undertaking a resit placement will also have a Placement Readiness and Engagement Plan.
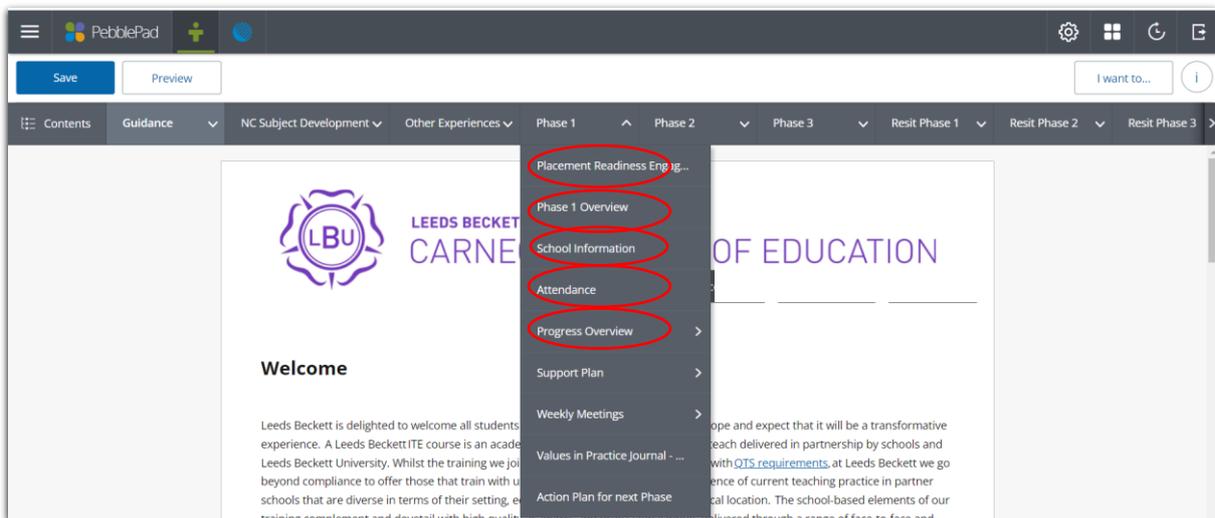
In the Progress Overview page, there are several further tabs –
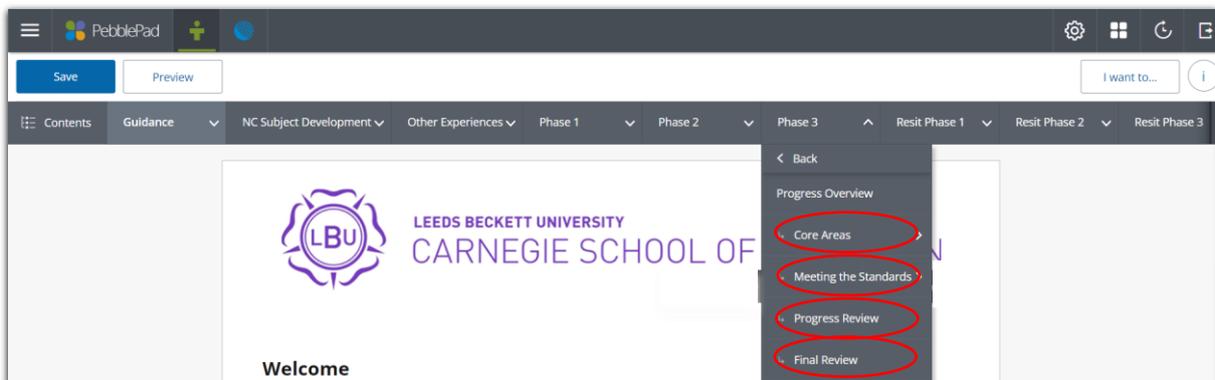

Core Areas – These are our 5 main areas of assessment and are linked to the ITTECF and the Teachers' Standards. Each area has a table which you can update throughout the placement to demonstrate if your student is making the required progress.

Progress Review – This review takes place with the university Lead Mentor around half way through the placement and is an opportunity for reflection and additional target setting if required (see point 8 for further information about Support Plans). We ask that this section is completed in full before the Progress Review meeting.

Final Review – This review takes place towards the end of the placement at which point the student should be able to demonstrate the required progress in all Core Areas. There is a section for comments from the school-based Mentor, university Lead Mentor and Student, and we would ask you to confirm attendance on this page too. The Final Review is taken to a panel for confirmation, so it is important that this section is complete.

Meeting the Standards (For UG phase 3 and PG phase 2 ONLY) – These are the DfE Teachers' Standards that need to be met for a student to be awarded QTS. By the Final Review, each of these needs to be ticked to say the student has met the standard with a comment to support this, and part 2 completed with comments by you as their school-based Mentor.

Should you, or the university Lead Mentor conclude that the student requires a Support Plan, this will be created in partnership and the Support Plan should be completed here.
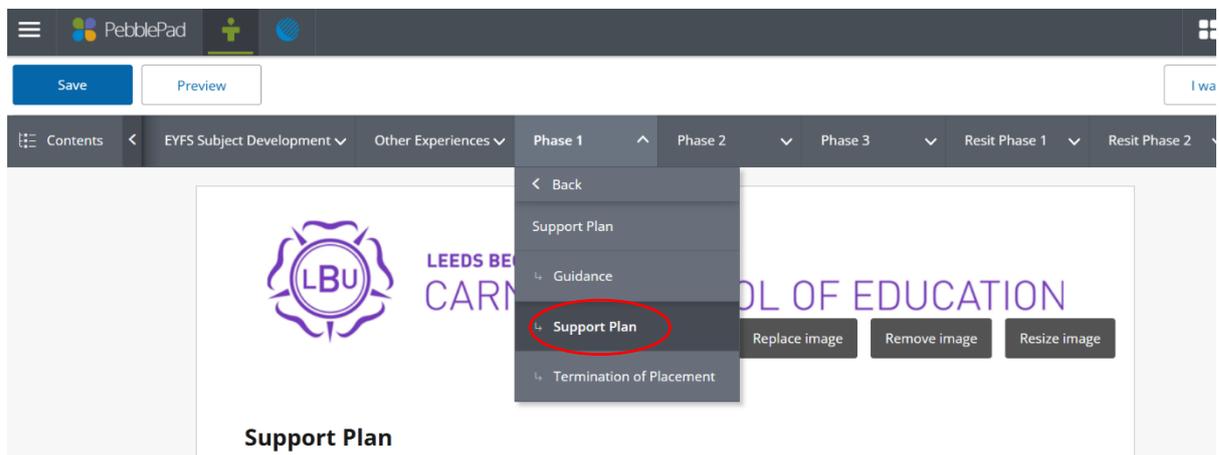
If after a review of the Support Plan, it is decided that the student has not met the targets of the Support Plan, then unfortunately their placement will be deemed unsuccessful and terminated. The Termination form is within the Support Plan tab and will be completed with the university Lead Mentor.
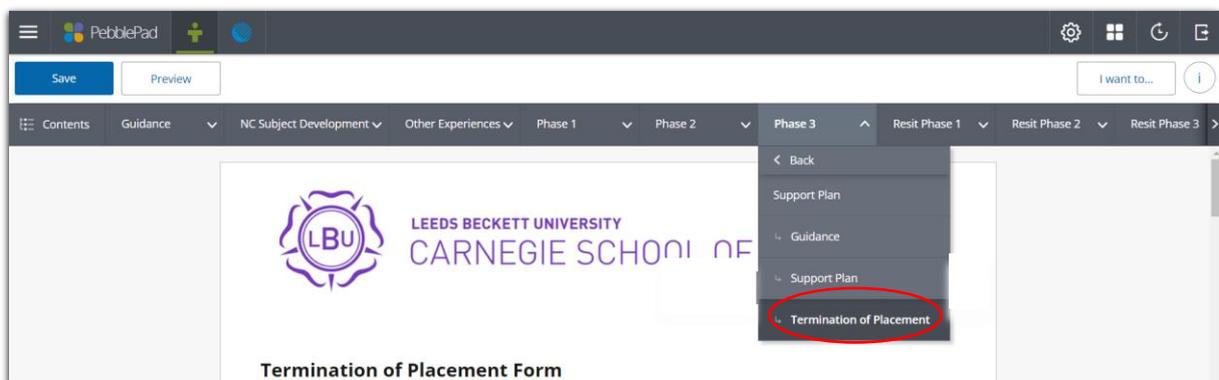
Weekly Meetings – We ask that you meet formally with the student weekly. The DfE stipulate this is for a minimum of 90 minutes per week but does not have to be in one 90-minute block. This section is to be completed by the student but there is a section for 'school-based Mentor Comments' at the bottom of the page.
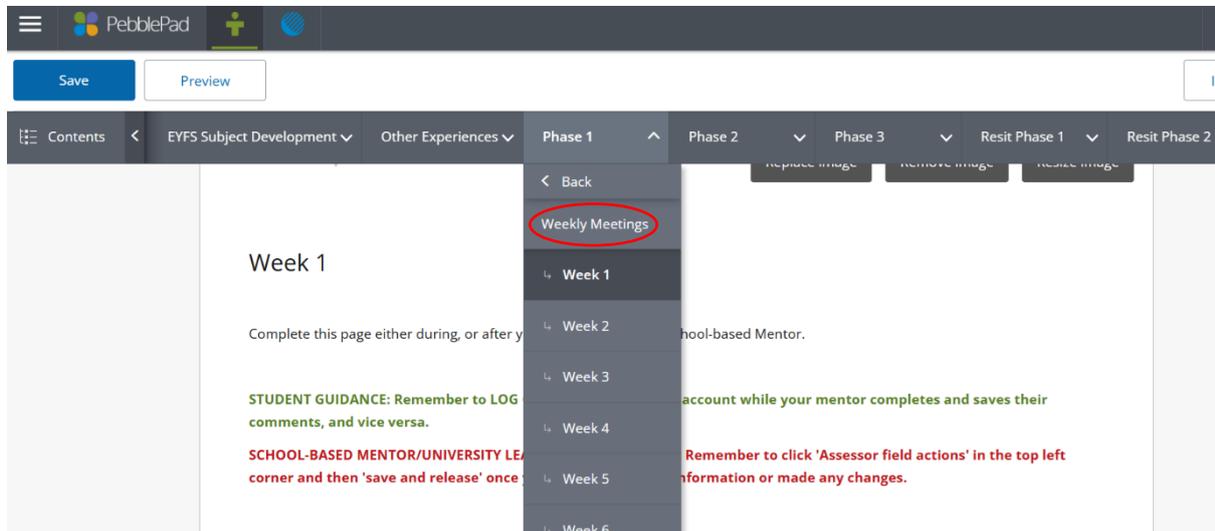
Following these instructions should ensure that all the requirements (from the Placement Office) are met. If you have any further questions, please check in the Library Guides HERE. Please remember that the university Lead Mentor should be the main point of contact about the content of the workbook.

If you are experiencing access or technical issues, please contact the Placement Team at carnegie.partnerships@leedsbeckett.ac.uk

Please find below a table that provides an overview of what your student and you need to complete on PebblePad during their placement.

Location in Pebblepad	School-based Mentor action	Student action
Guidance > Pre-course Tasks	No action necessary	Tick the boxes to show which tasks you have completed and upload supporting documents.
Guidance > Student Information	No action necessary, but you can find out background information about your student.	Add your details. This is very important to Personal Tutor writing references. The more information you can include, the better.
Guidance > Reasonable Adjustment Plan (RAP)	No action necessary, but you can find out if your student has a RAP and what support they might need if they have chosen to upload it.	Upload your RAP if you have one. This is optional but will help you get the support you need on your school placement.
Guidance > Placement Documentation	This is where you will find • Handbooks and placement dates • Lesson planning proformas • Lesson observation proformas and guidance • Teachers' Standards Statement Guidance	This is where you will find • Handbooks and placement dates • Lesson planning proformas • Lesson observation proformas and guidance • Teachers' Standards Statement Guidance
Subject Development > Subject > Subject Overview	This is where you can find one-page subject overviews that detail the student's university curriculum, the relevant research base which informs it, and your role in supporting its delivery and practice.	No action necessary.
UG Subject Development	No action necessary.	Complete the Audit and Action Plans for each subject and upload evidence of your university-based subject development work.
PG Primary Subject Development	No action necessary.	Complete the audits, action plans, skills trackers, reflective progress logs and skills and training sections
PG Secondary Subject Development > Audit	No action necessary.	Complete the Audit, Weekly Reflective Progress Log and Skills and Training

Location in Pebblepad	School-based Mentor action	Student action
UG Phase 1-3 and PG Phase 1-2 > Attendance	Verify the accuracy of the attendance record by the end of the placement in the Final Review section.	Complete your attendance record daily.
UG Phase 1-3 and PG Phase 1-2 > Progress Overview > Core Areas	Review these with your student each week covering each of the expected progress statements in the five areas. Use the tables as working documents, moving ticks as appropriate each week. All tables must be completed 48 hours before the Final Review meeting.	Review these with your school-based Mentor each week covering each of the expected progress statements in the five areas. Use the tables as working documents, moving ticks as appropriate each week. All tables must be completed 48 hours before the Final Review meeting.
PG Phase 2 and UG Phase 3 > Progress Overview > Meeting the Standards	At least 48 working hours before the Final Review meeting, for all Teachers' Standards: • Tick 'Yes' • Provide a statement of how your student has met the Standard • Tick the part 2 section as 'Met' and complete the Mentor comments.	At least 48 working hours before the Final Review meeting, for all Teachers' Standards provide a statement of how you have met each strand of the Standards, including examples.
UG Phase 1-3 and PG Phase 1-2 > Progress Overview > Progress Review	Complete the table, strengths and areas to work on at least 48 working hours before the Progress Review visit. You can 'save and hold' your entry so only you and the university Lead Mentor can see this prior to the meeting – you can then 'save and release' later.	Add a comment after the Progress Review has taken place.
UG Phase 1-3 and PG Phase 1-2 > Progress Overview > Final Review	Complete the attendance verification, Final Review table, strengths, areas to work on, subject development table for your phase and comments at least 48 working hours before the Final Review meeting. You can 'save and hold' your entry so only you and the university Lead Mentor can see this prior to the meeting – you can then 'save and release' later.	Add the number of days you have attended the placement. Add a comment after the Final Review meeting has taken place.
UG Phase 1-3 and PG Phase 1-2 > Support Plan	Should a support plan be required, you will fill this in with the university Lead Mentor	Should a support plan be required, this will be completed by your school-based Mentor and university Lead Mentor and discussed with you.
UG Phase 1-3 and PG Phase 1-	• Review the Core Areas' Expected Progress statements and set	Record the weekly meeting information, including

Location in Pebblepad	School-based Mentor action	Student action

2 > Weekly Meetings	weekly targets with your student. They should be
	  ○ simple, small-step and where possible, SMART.
	  ○ ~3 Core Areas per week against the most relevant.
	  ○ based on the expected progress statements.
	  ○ reviewed the following week.
	• Complete one weekly observation of your student (a colleague can also do this) on the Leeds Beckett lesson observation proforma.
	• Add a comment to each weekly meeting record that includes:
	  ○ A comment on progress/professionalism
	  ○ A comment on subject knowledge
	  ○ One strength linked to the Core Areas' expected progress statements
	  ○ One area for development linked to the Core Areas' expected progress statements
		• the date
		• a review of targets
		• your observations of other teachers
		• the lesson plan and observation form for your observed lesson
		• targets for the next week. These targets should be:
		• Simple, small-step and where possible, SMART
		  ○ simple, small-step and where possible, SMART.
		  ○ ~3 Core Areas per week against the most relevant.
		  ○ based on the expected progress statements.
		  ○ reviewed the following week.

Values in Practice Journal	No action necessary.	At key junctures in the course, you will be instructed to complete a reflective journal post for your Values in Practice Journal.
UG Phase 1 – 2 and PG Phase 1 > Action plan for the next phase	No action necessary.	Complete this with your Personal Tutor.
UG Phase 3 and PG Phase 2 > ECT Transition	No action necessary.	Complete this with your Personal Tutor.