# PebblePad Walk Through

As your academic team will have already discussed, PebblePad is an online workbook that you will use on placement to demonstrate your progress. A number of 'users' will have access to your workbook, for various reasons, including the placement team.

The following are actions that you MUST complete before and during your placement. Your academic team will ask you to complete some additional sections, but for the administration of your workbook you must fill in ALL of the following for the Placement team – <u>failure to engage with PebblePad will result in you being set a Support Plan during placement which could potentially lead to an unsuccessful and terminated placement</u>.

<u>Getting Started.</u>

1. Access PebblePad here **http://pebblepad.co.uk/leedsbeckett/** or via MyBeckett

2. Your home screen will look like this –
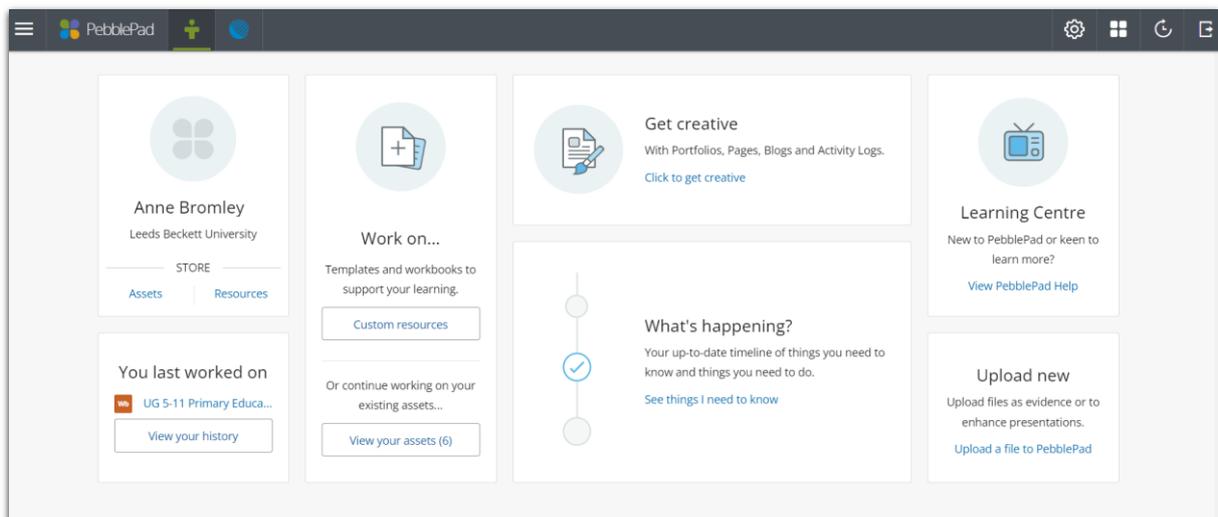
3. All student teachers need a new workbook for this year. If you haven't yet picked up your new workbook you need to search in Resources for the workbook that matches your course and start year, for example –
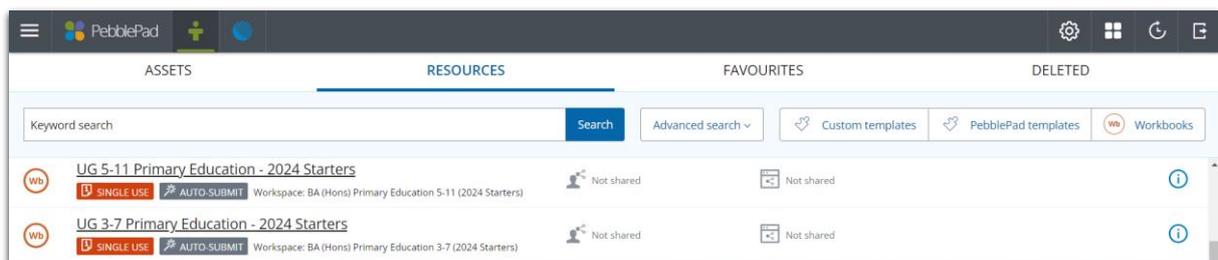
   Click on the relevant workbook and save it. Once saved, your new workbook will appear in your assets list for future use.

4. Undergraduate students - You should rename your workbook to correspond with your year of study, e.g., UG Primary Education 2025 Starters - <u>First Year Workbook</u>. Returning students will need to pick up a new workbook for this year and attach your previous workbooks, <mark>see step 5.</mark>

5. RETURNING STUDENTS ONLY (Level 5, 6 and repeating students) – After picking up your new workbook you will need to add your previous workbooks to this new one so that your university Lead Mentor and school-based Mentor can view your progress.
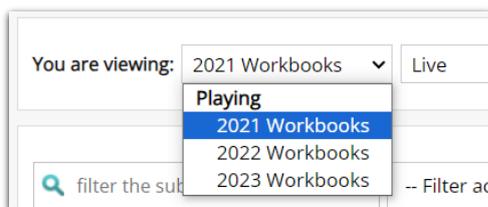
   In the Guidance tab click on Pre-course Tasks and scroll down to the bottom of the page.

Click Add, Add Evidence, Add an Asset – your previous workbook(s) should be listed so select and click Done – Save.

You will be able to see your previous workbooks in the drop-down menu as below:

Sharing your workbook

1. The Placement team will be in touch with your placement school to ask for your School Based Mentor Information, **please do not email the Placement Team with this information**
2. To share your workbook with your school-based Mentor you must open your workbook and click on the 'I want to' box in the top right of the screen.
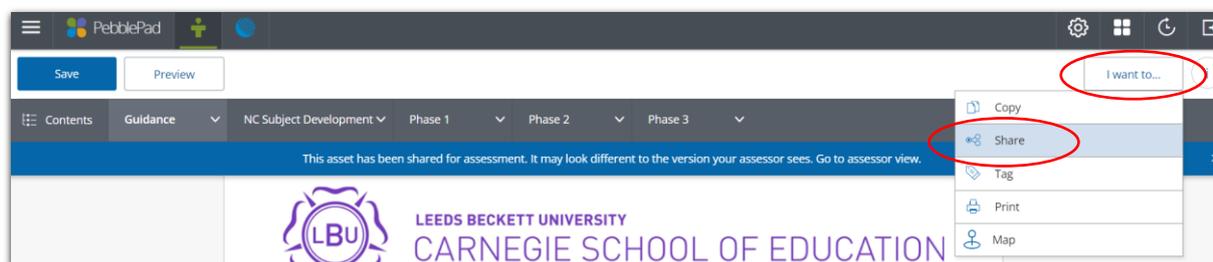
Click on 'Share', then 'With an External Assessor'
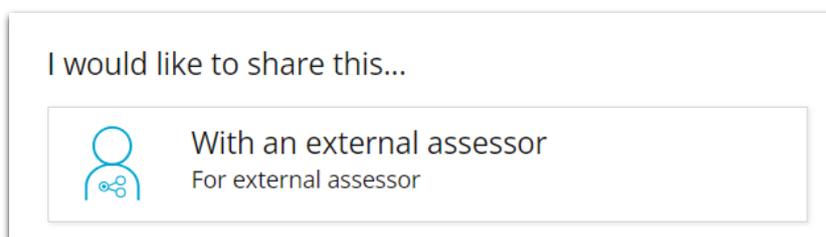
Enter your school-based Mentor's email address and search – if they have been added to the workspace their name should appear – select them. **YOU MUST LEAVE THE SHARE EXPIRY DATE BLANK**. Then select Share Asset.

IF YOUR SEARCH DOES NOT BRING UP YOUR SCHOOL-BASED MENTOR'S NAME, CONTACT THE PLACEMENT OFFICE STRAIGHT AWAY AS THIS MEANS THEY HAVEN'T BEEN ADDED TO THE WORKSPACE. If you try alternative ways to add their details, you will corrupt your workbook.
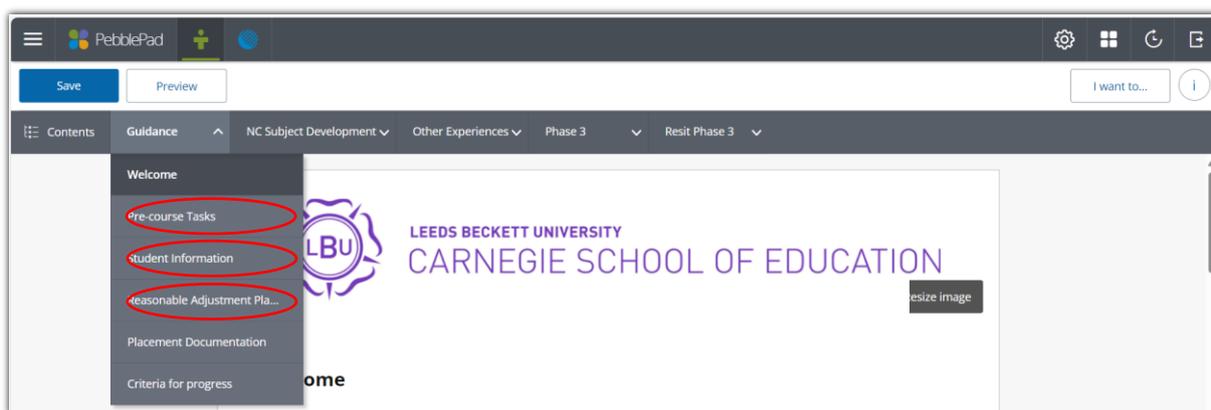
Completing your workbook
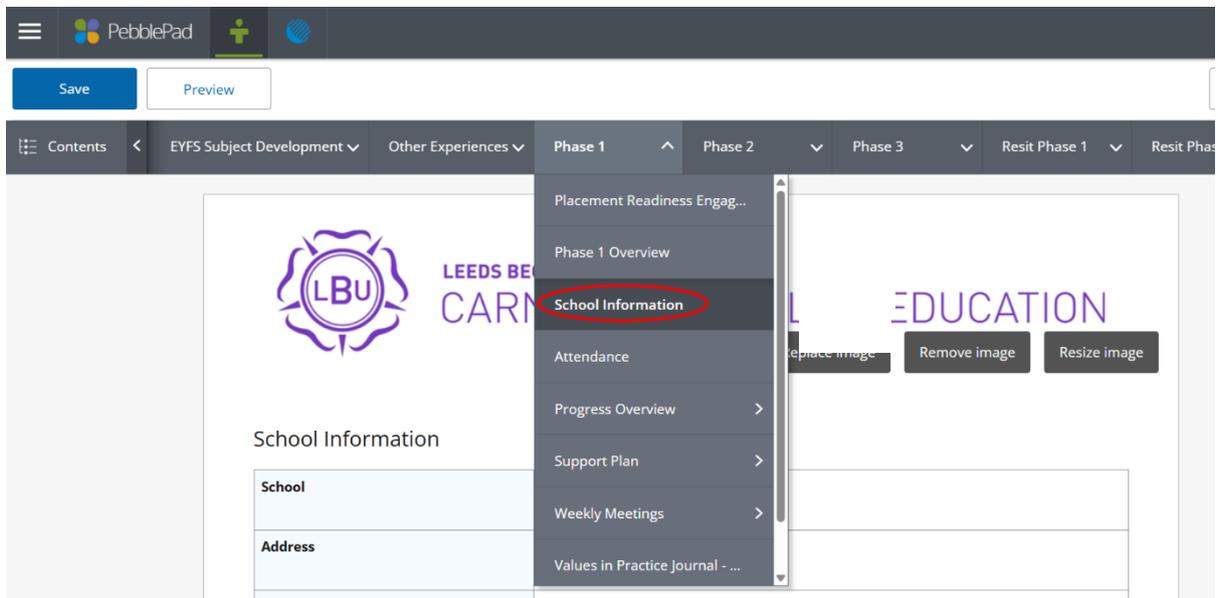
Before Placement

Under the guidance tab on the main page, you MUST complete the Pre-course tasks and Student Information sections in full.

There is a new section for you to add your RAP if you are planning on sharing the contents with your school-based Mentor. To add your RAP, firstly upload it into the Assets. In the Reasonable Adjustment Plan tab, scroll down and click Add, Add Evidence, Add an Asset –select the relevant document and click Done – Save.

All the documents and guidance/handbooks are available under Placement Documentation section, as are the Criteria for Progress.

During Placement

1. When your placement school is allocated, select the relevant tab - Phase (1, 2 or 3) and complete the school information details in full. This will help you establish yourself in placement, and includes information about your placement, such as school name, contact details for university Lead Mentor and school-based Mentor, and Key Stage and Year Group. Your university Lead Mentor will check this with you. Once you have it, please upload a copy of your teaching timetable to this section too.

2. If you have a Placement Readiness and Engagement Plan, this will be recorded here, before your placement starts.
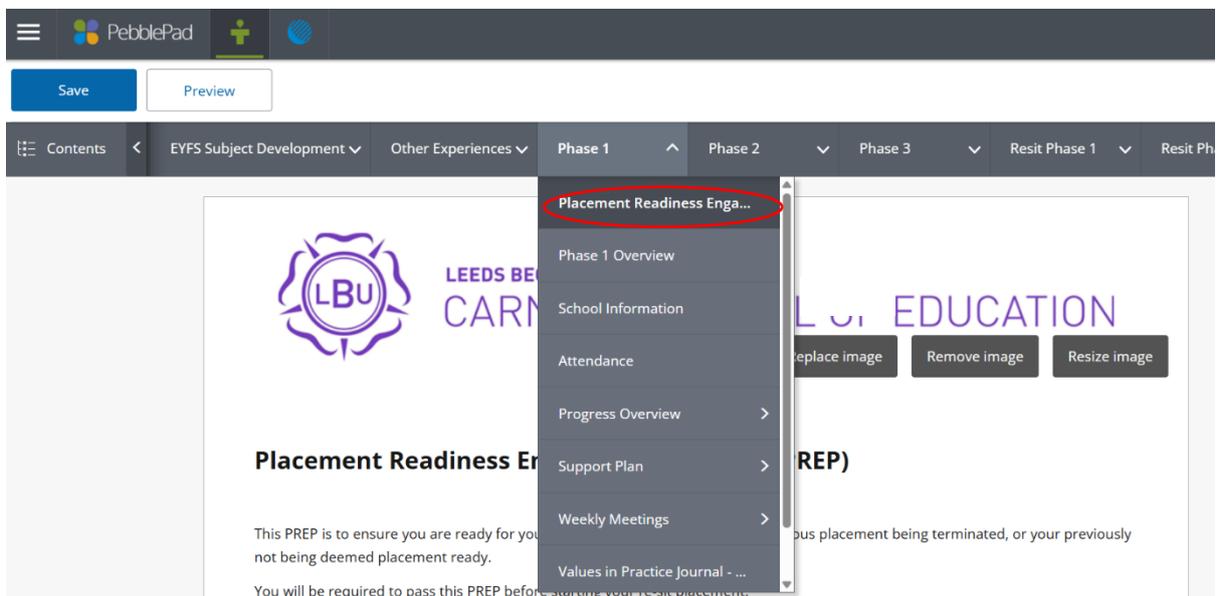
3. Whilst on placement you need to keep a record of attendance – you must update this at least weekly.
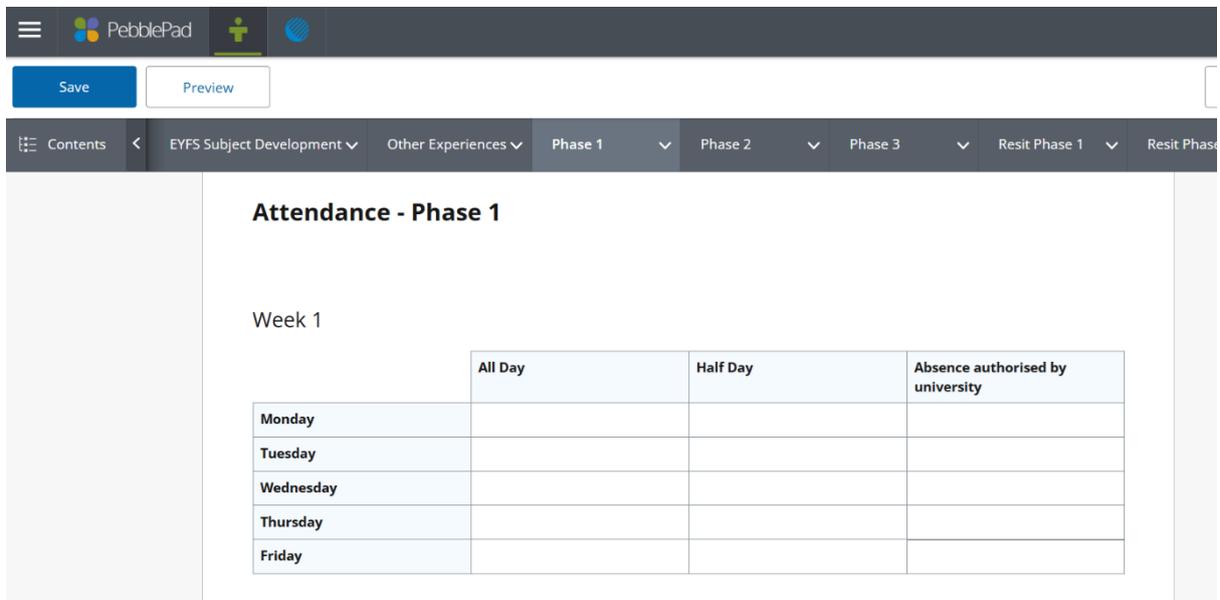
4. Under the Progress Overview tab, you will find the Progress Review and Final Review pages. These MUST be completed before your Progress Review and Final Review meetings and are evidence that your university Lead Mentor and school-based Mentor are confident in your ability. You MUST complete the student comment in both sections, and the attendance box in the Final Review. You must also ensure that your school-based Mentor completes their sections in full (using information from the Core Areas tab in the Progress Overview tab) to complete the tick-box section. Your university Lead Mentor will add their comments here too. If your university Lead Mentor and school-based Mentor consider it necessary to create a Support Plan for you on Placement, it should be completed within the Support Plan tab. This will be reviewed after 5 normal working days.

   For trainees on their final placement your school-based Mentor will need to complete the Meeting the Standards pages within the Progress Overview tab.
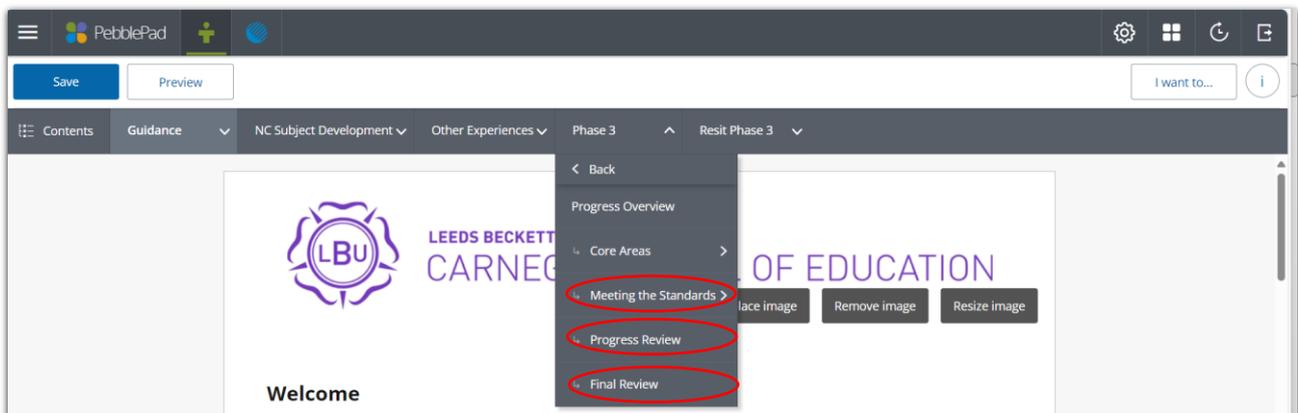

5. If your university Lead Mentor and school-based Mentor have concerns about any aspect of your placement a Support Plan will be created for you. All the documents are within the Support Plan pages. The Support Plan is reviewed after 5 normal working days.
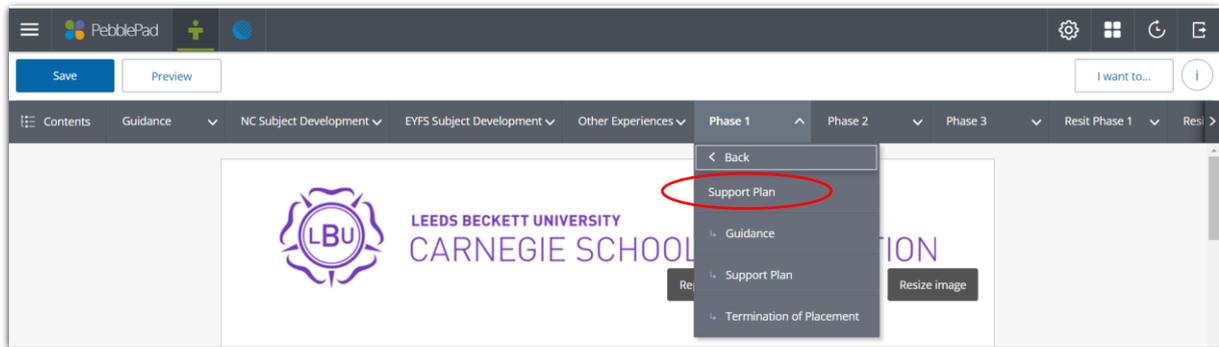
6. If you have not met the targets set in your Support Plan, your placement will be terminated. This section will be completed by your university Lead Mentor and school-based Mentor (or yourself if you decide to terminate your placement at any point) and the information recorded can be used to formulate a PREP plan for a resit placement.
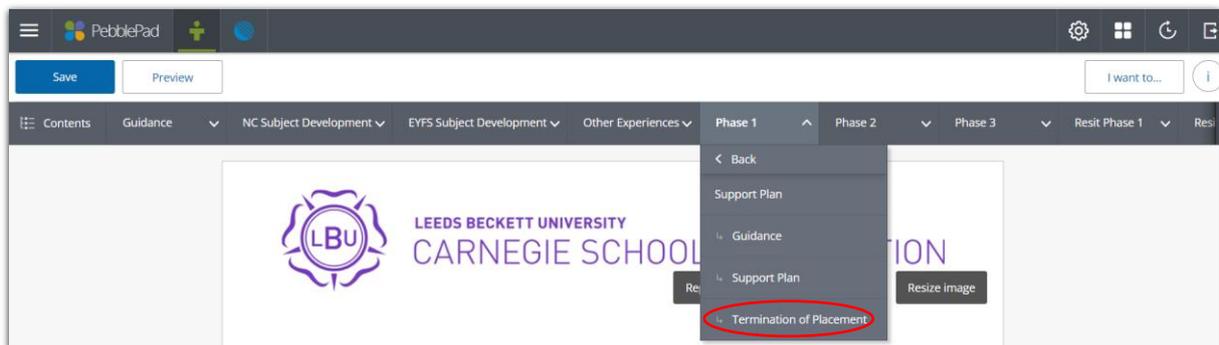
7. Weekly Meetings – you will meet formally with your school-based Mentor at least once a week, and for at least 90 minutes per week. Each week you need to record the weekly meeting information, including the date, a review of targets, reflections of observations, upload your weekly observation, and add targets for the next week. You need to also ensure your school-based Mentor adds their comments each week. The weekly meeting section is of utmost importance for demonstrating your progress across the placement.
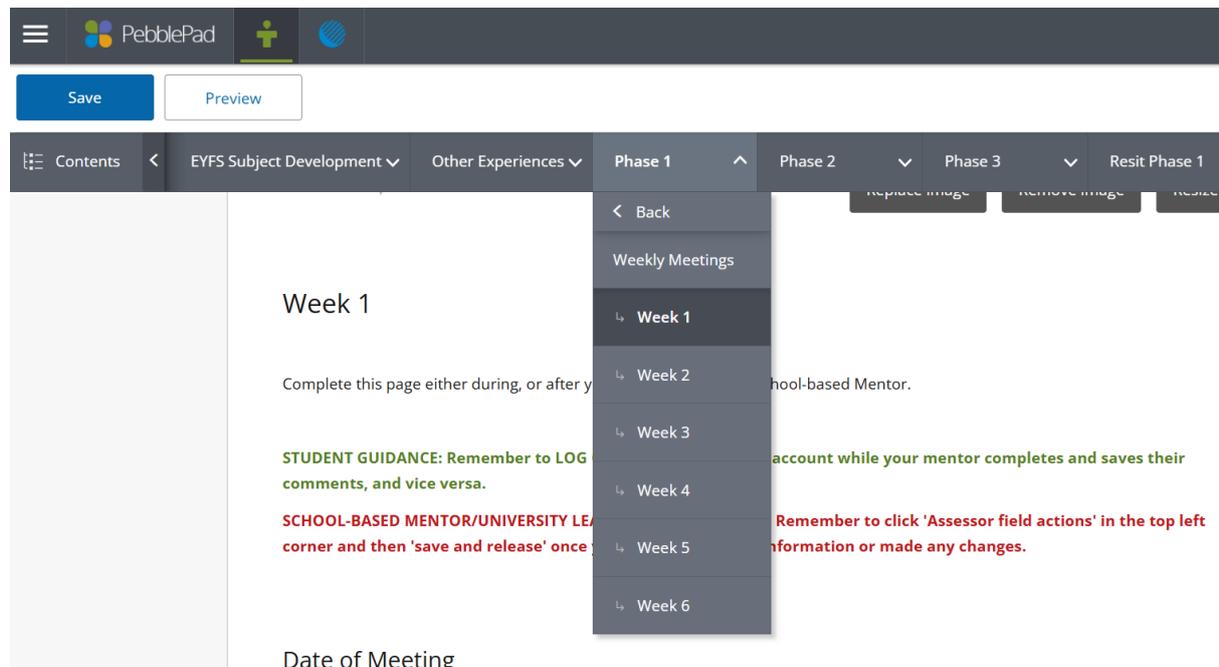
8. (PG trainees ONLY) At set intervals of your placement you will be asked to complete your Values in Practice Journal.
9. (UG Phase 1 or Phase 2 and PG Phase 1 ONLY) At the end of your placement you must complete the Action Plan with your Personal Tutor

10. (UG Phase 3 and PG Phase 2 ONLY) At the end of your placement you must complete the ECT Transition page with your Personal Tutor.

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 Lead Mentor should be the main point of contact about the content of the workbook. If you or your Mentor are experiencing access issues, please contact the Placement Team at carnegiepartnerships@leedsbeckett.ac.uk.

For further technical support please contact the Library team HERE.

The table BELOW summarises what is required to be completed by the school-based Mentor and student on PebblePad during the 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
Other experiences	No action necessary.	Complete the following sections: • PG/UG Primary: Lower Key Stage Placement, Higher Key Stage Placement, ITAPs

Location in Pebblepad	School-based Mentor action	Student action
		• PG Secondary: Lower Key Stage Placement, Post-16 Placement, ITAPs
UG Phase 1-3 and PG Phase 1-2 > Placement Readiness Engagement Planner (PREP)	If your student is resitting a placement, this page will detail what they have done to prepare for their resit.	If you are resitting a placement, you will compete this with your Personal Tutor prior to starting the placement.
UG Phase 1-3 and PG Phase 1-2 > Phase Overview	Read the overview, this will provide: • A summary of what your student has learnt and done before arriving with you • A guide of what the student and you should be doing over placement • A summary of where the student should have got to before coming back to the university.	Read the overview, this will provide: • A summary of what you should have learnt and done before arriving at your placement school • A guide of what you and your Mentor should be doing over placement • A summary of where you should have got to before coming back to university.
UG Phase 1-3 and PG Phase 1-2 > School Information	No action necessary.	Complete details, tick boxes and upload a copy of your teaching timetable.
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 school-based 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.

Location in Pebblepad	School-based Mentor action	Student action
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 uuniversity 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 in 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 1-2 > Weekly Meetings	• Review the Core Areas' Expected Progress statements and set weekly targets with your student. They should be o simple, small-step and where possible, SMART o ~3 Core Areas per week against the most relevant based on the expected progress statements. o 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: o A comment on progress/professionalism o A comment on subject knowledge o One strength linked to the Core Areas' expected progress statements o One area for development linked to the Core Areas' expected progress statements	Record the weekly meeting information, including • 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: o simple, small-step and where possible, SMART o ~3 Core Areas per week against the most relevant o based on the expected progress statements o reviewed the following week.

Location in Pebblepad	School-based Mentor action	Student action
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.