



LEEDS BECKETT UNIVERSITY

CARNEGIE SCHOOL OF EDUCATION

ITE Courses Placements Handbook 2023/24

**Including Undergraduate Primary Education
3-7 and 5-11, PGCE 3-7, 5-11, 11-18 and
Schools Direct PGCEs**



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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 courses, 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. 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>), however, 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) 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

2.1 Staff Contact Details

Name	Role	Course	Email
Pinky Jain	Head of ITE	All courses	Pinky.Jain@leedsbeckett.ac.uk
Sarah Hindmarsh	Course Director	Primary Education Undergraduate 3-11	S.L.Hindmarsh@leedsbeckett.ac.uk
Erin Ireland Lucy Patrick	Level 4 Leaders	Primary Education Undergraduate 3-11	E.Ireland@leedsbeckett.ac.uk lucy.patrick@leedsbeckett.ac.uk
Rebecca Pyatt Bev Keen	Level 5 Leaders	Primary Education Undergraduate 3-11	r.pyatt@leedsbeckett.ac.uk B.Keen@leedsbeckett.ac.uk
Ruth Gilmore Mandy Pierlejewski	Level 6 Leaders	Primary Education Undergraduate 3-11	R.Gilmore@leedsbeckett.ac.uk M.J.Pierlejewski@leedsbeckett.ac.uk
Louise Nelson	Course Director	All PGCE Primary	L.Nelson@leedsbeckett.ac.uk
Suzanne Simpson	Level Leader	All PGCE Primary	suzanne.simpson@leedsbeckett.ac.uk
Paul Ogilvie	Course Director	All Secondary	P.Ogilvie@leedsbeckett.ac.uk



Carl Wilkinson	Level Leader	All Secondary	Carl.Wilkinson@leedsbeckett.ac.uk
Nick Mitchell	Partnership Lead	All ITE courses	n.n.mitchell@leedsbeckett.ac.uk
John Greenhalgh	Partnership Lead	All ITE courses	j.e.greenhalgh@leedsbeckett.ac.uk
The Placement & Partnership Team		All courses	Carnegie.partnerships@leedsbeckett.ac.uk / 0113 812 1761
The Course Admin Team		All courses	teachertraining@leedsbeckett.ac.uk

2.2 School Direct Partners

Partner code	Name of Partner	Name of Contact	Email Address of Contact
PGBAT	Batley Girls' High School - Visual Arts College	Emma Rodrigues	erodrigues@batleymat.co.uk
BFS	Beckfoot School	Imogen Cork	icork01@beckfoottrust.org
CAT	Castleford Academy	Jo O'Brien	jobrien@castlefordacademy.com
MHP	Mills Hill Primary School	Judy Ivell	j.ivell@millshill.oldham.sch.uk
ROD	Rodillian Academy	Kelly Young	kyoung@braytonacademy.org.uk
SHO	Shire Oak Voluntary Controlled Primary School	Marcelle Maver	maver@shireoak.leeds.sch.uk
WOL	Woldgate School and Sixth Form College	Kirsten Russell	krussell@woldgate.net

2.3 Key Dates

2.3.1 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 from 2-4pm.

Date
Tuesday 17 th October 2023
Thursday 25 th January 2024
Monday 22 nd April 2024
Wednesday 19 th June 2024

2.3.2 School Direct Meetings

Date
Monday 18 th September 2023, 4-5:30pm
Monday 13 th November 2023, 4-5:30pm
Monday 11 th March 2024, 4-5:30pm
Monday 18 th July 2024, 4-5:30pm

2.3.3 Mentor Training Sessions

There will be regular Mentor training sessions throughout the year. Some will be live online sessions, and some will be self-directed. The live sessions will take place separately for Primary and Secondary Mentors. Further information regarding the training will be sent to mentors throughout the year.

2.3.4 External examiner visits

Undergraduate BA (Hons) Primary Education 3-7 and 5-11 (Phase 3) 6th December 2023

Undergraduate BA (Hons) Primary Education 3-7 and 5-11 (Phase 2) 6th March 2024

All PGCE Courses 7th May 2024

2.4 School Placement Calendars 2022-23

UG Primary Education 3-11				
Phase	Dates	Number of days	Progress Review window	Final Review window
Holistic	20 th Nov 2023 to 1 st Dec 2023	10	N/A	N/A
Phase 1	18 th March 2024 to 4 th May 2024	28 days	15 th to 26 th April 2024	29 th April to 10 th May 2024
Phase 2	15 th Jan 2024 to 15 th March 2024	40 days	5 th Feb to 23 rd Feb 2024	4 th to 15 th Mar 2024
Phase 3	16 th Oct 2023 To 15 th Dec 2023	40 days	6 th to 17 th Nov 2023	4 th to 15 th Dec 2023



PGCE Primary 3-7, 5-11, and 5-11 with PE				
Phase	Dates	Number of days	Progress Review window	Final Review window
Phase 1	Tues 10 th Oct 2023 In school full time from 4 th Dec 2023 to 9 th Feb 2024	52 days	11 th to 22 nd Dec 2023	29 th Jan to 9 th Feb 2024
Phase 2	Thurs 19 th Feb 2024 to 5 th July 2024	67 days	6 th to 17 th May 2024	24 th June to 5 th July 2024

PGCE 11-18				
Phase	Dates	Number of days	Progress Review window	Final Review window
Phase 1	Tues 10 th Oct 2023 In school full time from 4 th Dec 2023 to 9 th Feb 2024	52 days	11 th to 22 nd Dec 2023	29 th Jan to 9 th Feb 2024
Phase 2	Thurs 19 th Feb 2024 to 5 th July 2024	67 days	6 th to 17 th May 2024	24 th June to 5 th July 2024

3. Roles and Responsibilities

Head of ITE

The Head of ITE has overall responsibility for the strategic direction and development of the partnership.

Partnership Leads (University)

The Partnership Leads are 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 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 Director

The 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 Director will become involved in drawing up an action plan for repeat placements.

Level Leads

The level lead is responsible for supporting students in their year cohort. The liaison with placement team and Link Tutors to help ensure successful placements. They monitor student progress indicators and sign students off as placement ready.

Personal Tutors

Have pastoral responsibility for students assigned to them. They approve PREP plans.

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 the Progress Review and Final Review.

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**. Together they will complete the Progress Review



and Final Review via a tripartite meeting with the student. Before and during the Progress Review visit when they will also jointly observe the student teaching.

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 in-person and virtually, 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** and liaising with the Partnership Leads and/or making a visit to assess the outcome of the support plan.

For more information on these roles see section **7. Our Partnership in Action** below.

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. School Direct

School Direct is a PGCE training route for both primary and secondary student teachers where the responsibility for training is shared between the University and the School Direct Partner. The University has overall responsibility for the quality assurance of the training and for recommending students for QTS; School Direct Partners have responsibility for how students' training is delivered.

School Direct Partners will:

- Select students for their alliance in conjunction with Leeds Beckett University.



- Ensure that students are allocated placements that are compliant with DfE ITE criteria (training including substantial teaching placements in at least two schools and two key stages with experience of observing higher and lower key stages).
- Review, monitor, and assess students as an ongoing progress.
- Allocate and support suitable Mentors for each trainee and make sure Mentors have sufficient time and resources to carry out this role.
- Moderate the assessment of students by Mentors.
- Support students' subject knowledge development.

Leeds Beckett University will:

- Support with all procedures around recruitment and admission of students.
- Provide Mentor training as appropriate.
- Quality assure students' placements and assessment judgement.
- Work in collaboration with Partners to ensure the training received by School Direct students is comprehensive, consistent and compliant.

For more details see the Leeds Beckett Partnership Agreement. <https://www.leedsbeckett.ac.uk/student-information/careers-and-opportunities/placements/education-placements-hub/>

School Direct Placements:

School Direct students have the same entitlements and responsibilities as any Leeds Beckett student and are assessed against the same expected progress and Teacher Standards' criteria. There are differences in the structure of their placements and the way in which they are supported.

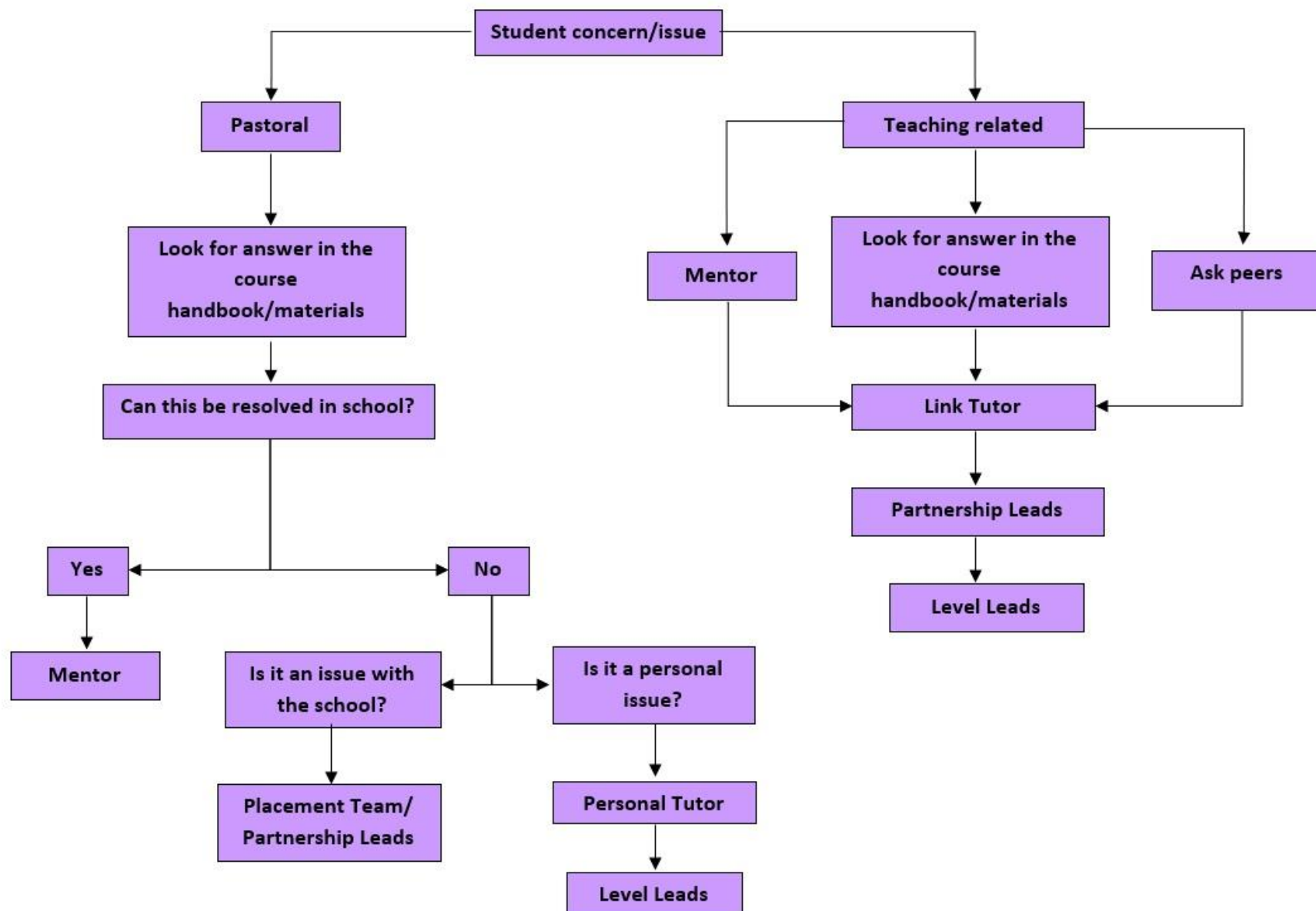
- School Direct students have two placement patterns:
 - One in the Autumn term and another in a different school starting in January and ending in June. This long second placement take the place of the phase two and phase three placements of university-led students. This extended School Direct placement is divided into the equivalent of phase two and phase three sections and the Core Area expected progress statements will accordingly change as the student progresses.
 - Three placements, one in each term following either an ABB, ABA or ABC pattern as decided by School Direct partners.
- The support and quality assurance of School Direct students is shared between the university and partners. All School Direct students will be supported by a university Link Tutor who will visit once in each of their placements.



5. The Student

5.1 Student Queries

If you have any questions or queries at any point during your placement, please follow the chart on the next page:





5.2 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.

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.

5.2.1 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 would equally like to help you celebrate your achievements. It is 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 will 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 contact:

- Your placement school to introduce yourself and make arrangements for starting the placement, including finding out who your Mentor is.
- Your Link Tutor, making sure they know at which school you are on placement 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.

5.2.2 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 December 2021

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: most 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.
- **Communicate 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 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 always your responsibility 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. 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 placement setting's 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 providers 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.

5.2.3 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.

5.2.4 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. It is the student's responsibility to share their RAP with their placement school.



- 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 any time 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](https://www.leedsbeckett.ac.uk/student-information/disability-advice/disabilityadvice@leedsbeckett.ac.uk)

0113 812 5831

5.3 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 consider 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.



5.3.1 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 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.

5.3.2 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
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 must 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 section **7.3** below).

5.3.3 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 is 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 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.

5.3.4 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 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.

5.3.5 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 any way 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 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**.

5.3.6 Termination of Placement

Undergraduate students will have 3 assessed placements, postgraduate students will have 2 assessed placements. Each placement needs to be completed successfully in order to progress onto the next phase, i.e., in order to progress from a phase 1 placement to the next stage of training students need to have met all the expected progress requirements for that phase by the end of the 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 final 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 re-sits see section **6.4.1** below.

5.3.7 What constitutes a failed placement?

The following could result in 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 misconduct or insubstantial progress.
- If a **Placement School** withdraws their support for a student during placement
- 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 their final placement.

5.3.8 Pathways to achieving recommendation for QTS

- If a student makes the required progress in their placement they move on to the next phase or are recommended for QTS at the end of their final placement.
- If a student does not make the required progress in their placement, they have ONE opportunity to re-sit that placement in the same academic year.
- If a student does not successfully pass a re-sit placement their options are:
 - Re-sit the academic year; student will only be able to do this once
 - Transfer to a non-QTS course (first year undergraduates only)
 - Take a non-QTS contained award which gives credit for academic achievement (all other students)

5.4 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).

5.4.1 Pre-Placement

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



Once you know where you will be placed, students should:

- Contact their Placement School. This will normally be through the school office unless we have contact details for your Mentor. Email your Mentor to introduce yourself.
- Take a look at the latest Ofsted report for your placement school. Bear in mind that this will not necessarily reflect your experience there but it will give you some insights into the background to your placement.
- 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 (you will be provided with their contact details).

5.4.2 During Placements

Everybody is nervous approaching their first placement; this is perfectly natural, your Mentor should understand this. Building a professional working relationship with your Mentor (and with other staff at the school) will be a priority for you. Try to get to know the childrens' names as soon as possible and understand and participate as much as possible in the life of the school. On a first placement children will understand that you are not their 'proper' teacher, but the more you adopt a teacher presence, the more you will begin to feel like and be treated like a teacher.

- Establish with your Mentor when you will be arriving and leaving school each day, explain any personal circumstances that might be relevant to your attendance. This may include sharing your PREP plan and/or RAP should you have one.
- Attend staff meetings and CPD where possible. These are an important part of your training in becoming a teacher and attending will help you to feel part of the team in your setting.
- 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 contributions on a regular basis.
- Agree a regular time for a one hour weekly meeting with your Mentor. Start working with your Mentor on a timetable for the placement; what you will be teaching and when, and what you will be doing when you are not teaching.
- Review and refine your subject knowledge in collaboration with your Mentor. Be proactive in developing this aspect of your teaching, it is important in building your confidence in the trust children have in you as a teacher. Always ask if you are unsure about the content you are teaching, it needs to be right first time.
- 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.

Your weekly Mentor meeting must be recorded on PebblePad, and you should:



- Review new implementation and progress
- Reflects on observations of others and observations of you
- Consider what to implement in the following week and set targets for the following week.
- Have your Mentor add a comment.

You will be formally observed by your Mentor (or a colleague) once a week and this formal observation is 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.

Your Link Tutor will make an in-person visit to discuss your Progress Review with you and your Mentor. Your Mentor and Link Tutor will briefly observe you teaching a lesson during this visit as well as discuss progress with you. This is intended to be a supportive process to help you make most of your placement.

In the final week of your placement your Mentor will complete the Final Review in PebblePad which will record the progress you have made. Your Link Tutor will arrange a virtual meeting with your Mentor and you to discuss this Final Review.

5.4.3 Weekly schedule and checklists for students

- For undergraduate students

Time period of student placement	Phase 1	Phase 2	Phase 3
From weeks 1-2	Meet virtually with your Link Tutor and arrange the Progress Review visit.		
	Access important school policy documents.		
	Establish with your Mentor when you will be arriving and leaving school each day, explain any personal circumstances that might be relevant to your attendance. This may include sharing your PREP plan and/or RAP should you have one.		
	Discuss the use of PebblePad with your school Mentor and make sure they are connected to you on the system.		
	Understand about any children with SEND and EAL needs, talk about barriers to learning and how these may be overcome.		



	Investigate different aspects of the school environment and take opportunities to observe other teachers, break-time duty, school trips etc. Attend staff meetings/briefings		
	Start completing your Holistic tasks.	Start completing your Holistic tasks.	
	Introduce yourself to the class and get involved as a TA.	Introduce yourself to the class and get involved as a TA. Depending on your readiness, start some small group teaching.	Introduce yourself to the class and get involved as a TA. Depending on your readiness, start some small group teaching or whole class teaching.
	Start having one-hour weekly meetings with your Mentor in which you discuss the Core Areas and set weekly SMART developmental targets. Start working with your Mentor on a timetable for the placement; what you will be teaching and when, and what you will be doing when you are not teaching.		
	Start taking informal feedback.		
	Assess your subject knowledge, discuss and jointly action plan for your development.		
From weeks 3-4	Continue to observe your Mentor and others teach, and work as a classroom assistant.		
	Start to build your timetable towards the target of 50% leading teaching (10% PPA, 20% supporting as a TA and 20% observing). (For Primary, focus mainly on the core subjects).	Build your timetable towards the target of 60% leading teaching (10% PPA, 15% supporting as a TA and 15% observing). (For Primary, focus mainly on the core subjects but including some foundation subjects).	Build your timetable towards the target of 80% leading teaching (10% PPA, 5% supporting as a TA and 5% observing). (For Primary, focus on core and foundation subjects).
	Continue to have weekly meetings with your Mentor in which you discuss the Core Areas and set weekly SMART developmental targets.		
	Undergo one recorded observation per week and upload to the weekly meeting in PebblePad.		



	<p>Review pupil progress data.</p> <p>Refine your use of Assessment for Learning (AfL).</p>	<p>Develop your use of AfL. For example, through improving your questioning.</p> <p>When opportunity arises, engage with summative assessment.</p>	<p>Develop your use of AfL. For example, through improving your questioning.</p> <p>Where appropriate, be regularly marking and giving feedback.</p> <p>When opportunity arises, engage with summative assessment.</p>
	<p>Start preparing lessons and share the school's planning.</p>	<p>Plan your teaching with support.</p>	<p>Plan more independently and where appropriate contribute to the planning of others.</p>
<p>Roughly halfway through the placement</p>	<p>The Progress Review is the gateway to the second half of the placement.</p> <p>You, your Mentor and the university Link Tutor will review your progress towards expected progress for each phase.</p> <p>If there is any concern at the Progress Review that you will not have made the expected progress or meet the Teachers' Standards by the end of the placement, an intervention will be put in place.</p> <p>By the Progress Review, if all of the Core Areas are stated as 'Made expected progress' or 'Making expected progress' it is assumed that, as long as you stay on the expected trajectory, you will pass the placement or meet the Teachers' Standards.</p> <p>Details of the Progress Review can be found in section 5.4.4</p>		
<p>Rest of placement</p>	<p>Continue to prepare lessons and share the school's planning.</p> <p>Where appropriate start planning teaching sequences on your own.</p>	<p>Plan your teaching with support, expanding your repertoire of subjects.</p>	<p>Largely plan independently and contribute to the planning of others.</p>
	<p>You should be leading teaching 50% of the time (and for Primary, mostly core</p>	<p>You should be leading teaching 60% of the time (and for Primary, mostly</p>	<p>You should be leading teaching 80% of the time.</p>



	but where possible including some foundation subjects).	core but including some foundation subjects).	
	Continue to have weekly meetings with your Mentor in which you discuss the Core Areas and set weekly SMART developmental targets. You should become increasingly proactive in setting and planning to achieve challenging targets. In phase 3, the weekly discussions should now be based around the Teachers' Standards and set weekly SMART developmental targets should also relate to these.		
	Undergo one recorded observation per week.		
Final Review	The Final Review provides a summative statement of your achievement against the expected progress statements (phases 1 and 2) or the Teachers' Standards (phase 3).		
After the placement is completed	Complete the student placement survey sent out by the placements team		

- For postgraduate students

Time period of student placement	Phase 1	Phase 2
Weeks 1-2	Meet virtually with your Link Tutor and arrange the Progress Review visit.	
	Access important school policy documents.	
	Establish with your Mentor when you will be arriving and leaving school each day, explain any personal circumstances that might be relevant to your attendance. This may include sharing your PREP plan and/or RAP should you have one.	
	Discuss the use of PebblePad with your school Mentor and make sure they are connected to you on the system.	
	Understand about any children with SEND and EAL needs, talk about barriers to learning and how these may be overcome.	



	Investigate different aspects of the school environment and take opportunities to observe other teachers, break-time duty, school trips etc. Attend staff meetings/briefings	
	Start completing your Holistic tasks.	Start completing your Holistic tasks.
	Introduce yourself to the class and get involved as a TA.	Introduce yourself to the class and get involved as a TA. Depending on your readiness, start some small group teaching or whole class teaching.
	Start having one-hour weekly meeting with your Mentor in which you discuss the Core Areas and set weekly SMART developmental targets. Start working with your Mentor on a timetable for the placement; what you will be teaching and when, and what you will be doing when you are not teaching.	
	Start taking informal feedback.	
	Assess your subject knowledge, discuss and jointly action plan for your development.	
From weeks 3-4	Continue to observe your Mentor and others teach, and work as a classroom assistant.	
	Start to build your timetable towards the target of 60% leading teaching (10% PPA, 15% supporting as a TA and 15% observing). (For Primary, focus mainly on the core subjects).	Build your timetable towards the target of 80% leading teaching (10% PPA, 5% supporting as a TA and 5% observing). (For Primary, focus on core and foundation subjects).
	Continue to have weekly meetings with your Mentor in which you discuss the Core Areas and set weekly SMART developmental targets.	
	Undergo one recorded observation per week and upload to the weekly meeting in PebblePad.	
	Review pupil progress data. Refine your use of Assessment for Learning (AfL).	Develop your use of AfL. For example, through improving your questioning. Where appropriate, be regularly marking and giving feedback.



		When opportunity arises, engage with summative assessment.
	Start preparing lessons and share the school's planning.	Plan more independently and where appropriate contribute to the planning of others.
Roughly halfway through the placement	<p>The Progress Review is the gateway to the second half of the placement.</p> <p>You, your Mentor and the university Link Tutor will review the your progress towards expected progress for each phase.</p> <p>If there is any concern at the Progress Review that you will not have made the expected progress or meet the Teachers' Standards by the end of the placement, an intervention will be put in place.</p> <p>By the Progress Review, if all of the Core Areas are stated as 'Made expected progress' or 'Making expected progress' it is assumed that, as long as you stay on the expected trajectory, you will pass the placement or meet the Teachers' Standards.</p> <p>Details of the Progress Review can be found in section 5.4.4</p>	
Rest of placement	Continue to prepare lessons and share the school's planning.	Largely plan independently and contribute to the planning of others.
	Where appropriate start planning teaching sequences on your own.	
	You should be leading teaching 60% of the time (and for Primary, mostly core but where possible including some foundation subjects).	You should be leading teaching 80% of the time.
	Continue to have weekly meetings with your Mentor in which you discuss the Core Areas and set weekly SMART developmental targets. You should become increasingly proactive in setting and planning to achieve challenging targets. In phase 3, the weekly discussions should now be based around the Teachers' Standards and set weekly SMART developmental targets should also relate to these.	
	Undergo one recorded observation per week.	



Final Review	The Final Review provides a summative statement of your achievement against the expected progress statements (phase 1) or the Teachers' Standards (phase 2).
After the placement is completed	Complete the student placement survey sent out by the placements team

5.4.4 The Progress Review visit

- The Progress Review is important as, should it be required, this will be the last opportunity for an intervention to be put in place for a you. This is an in-person visit and should follow this format:

Timeline		Activity
Before the visit		<p>On PebblePad,</p> <ul style="list-style-type: none"> In the Core Areas section ensure your Mentor completes the tables within each Core Area Check attendance is complete and up to date In the Progress Review section, ensure your Mentor completes the table, and the comments underneath
During the visit	5 minutes	Your Mentor will meet your Link Tutor at reception and take them to the classroom.
	20 minutes	Your Link Tutor and Mentor will observe you teaching.
	15 minutes	Your Link Tutor will meet with your Mentor to discuss your progress. If any of the Core Areas are marked as 'Not making expected progress,' an intervention will be put in place.
	15 minutes	<ul style="list-style-type: none"> You will meet with your Link Tutor and Mentor to discuss the lesson and your progress. If an intervention is necessary, a student support plan will be jointly completed with you, your Link Tutor and your Mentor. You will set a date for the Final Review meeting.



	5 minutes	You will escort your Link Tutor back to reception.
After the visit		<ul style="list-style-type: none"> If you have not done so already, add your comments to the Progress Review page on PebblePad.

5.4.5 The Final Review meeting

The Final Review meeting is an important quality assurance check and Link Tutors will have to be sure from what they see and hear that you have 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 Final Review which your Mentor should have completed prior to the meeting (even though they might not necessarily have shared this with you before the meeting).

This is a Microsoft Teams meeting and should follow this format:

Timeline	Activity	
Before the meeting	Compete/check the following on PebblePad:	
	For UG phases 1 and 2 or PG phase 1: <ul style="list-style-type: none"> Your attendance record is complete. In the Core Areas section, all expected progress statements are ticked 'Made expected progress' by your Mentor and the comments underneath the table are completed. You have uploaded one appropriate piece of evidence for each Core Area. In the Final Review page, each of the Core Area boxes is ticked as Made expected progress by your Mentor and comment is completed. The subject development table for this phase is completed by your Mentor. 	For UG phase 3 or PG phase 2: <ul style="list-style-type: none"> Your attendance record is complete. In the Core Areas section, all expected progress statements are ticked 'Made expected progress' by your Mentor and the comments underneath the table are completed. In the Meeting the Standards section, all Teachers' Standards are ticked 'Yes' by your Mentor and the part 2 section is 'Met', and the comments completed. You have uploaded one appropriate piece of evidence for each Teacher Standard.



		<ul style="list-style-type: none"> In the Final Review page, each of the Met boxes is ticked by your Mentor and the Mentor comment is completed. The subject development table for this phase is completed by your Mentor.
During the meeting	5 minutes	<ul style="list-style-type: none"> You will discuss your placement, progress and contribution
	20 minutes	<ul style="list-style-type: none"> Your Mentor will run through the expected progress statements/a sample of the Teachers' Standards, indicating how you have met each one. You will explain how your submitted evidence supports having made expected progress/met the Teachers' Standard.
	5 minutes	<ul style="list-style-type: none"> If appropriate, consider targets for next phase of your training/ECT transition. Your Link Tutor will detail anything that is still outstanding on PebblePad that requires completion.
After the meeting		<ul style="list-style-type: none"> If you have not done so already, add your comments to the Final Review page on PebblePad.

5.4.6 PebblePad guide

The table below details what is required to be completed by your Mentor and you on PebblePad during the placement.

Location in Pebblepad	Mentor action	Student action
Guidance > Student Information	No action necessary.	Add your details.



Subject Development > Subject > Subject Overview	Can check for information of the student's curriculum, the relevant research base which informs it, and your role in supporting its delivery and practice.	No action necessary.
Subject Development > Progress	No action necessary.	Complete the Audit Scores and Action Plan for each subject.
UG Phase 1-3 and PG Phase 1-2 > School Information	No action necessary.	Complete details and tick boxes, for example, on safeguarding in the first week of placement.
UG Phase 1-3 and PG Phase 1-2 > Progress Overview > 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	<p>Review these with your student each week covering each of the strands of the five areas. Complete each table with:</p> <ul style="list-style-type: none"> • Not making expected progress • Making expected progress • Made expected progress • Exceeding expected progress (final placement only) <p>All tables must be completed by the end of placement with a mentor comment.</p>	Upload evidence for each of the five sections as you go along, this should be complete by the end of placement.
PG Phase 3 and UG Phase 2 > Progress Overview > Meeting the Standards	By the Final Review meeting, tick 'Yes' for each of the Teachers' Standards and complete the comments in Part 2.	Upload one piece of evidence for each of the 8 Teachers' Standards before the Final Review Meeting.
UG Phase 1-3 and PG Phase 1-2 > Progress	Complete the table, strengths, areas to work on and comments before the Progress Review visit. You can 'save and hold' your entry so only you and the Link	Add a comment after the Progress Review has taken place.



Overview > Progress Review	Tutor can see this prior to the meeting – you can then ‘save and release’ later.	
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 before the Final Review meeting. You can ‘save and hold’ your entry so only you and the Link Tutor 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 > Weekly Meetings	Complete the week 1 Mentor self-audit. Add a comment to each weekly meeting record. Complete one weekly observation of your student (a colleague can also do this) on the Word document lesson observation form.	Record the conversation you have with your Mentor: record the weekly meeting information, including the date, a review of targets, reflections, your weekly observation, and targets for the next week.
PG only 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.

5.5 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:

Undergraduate

Phase	Phase 1		Phase 2	Phase 3
Placement type	Single placement	Paired placement	Single Placement	Single placement
Teaching	50%	30%	60%	80%
Helping in the role of a Teaching Assistant	20%	40%	15%	5%
Observing expert colleagues teaching	20%	20%	15%	5%
Marking and preparation	10%	10%	10%	10%

Postgraduate

Phase	Phase 1	Phase 2
Teaching	60%	80%
Helping in the role of a Teaching Assistant	15%	5%
Observing expert colleagues teaching	15%	5%
Marking and preparation	10%	10%



5.6 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, but also 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.

5.6.1 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.

5.6.2 General planning 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 (including for the observation during the Progress Review visit).
- 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.



6. Assessment and Moderation

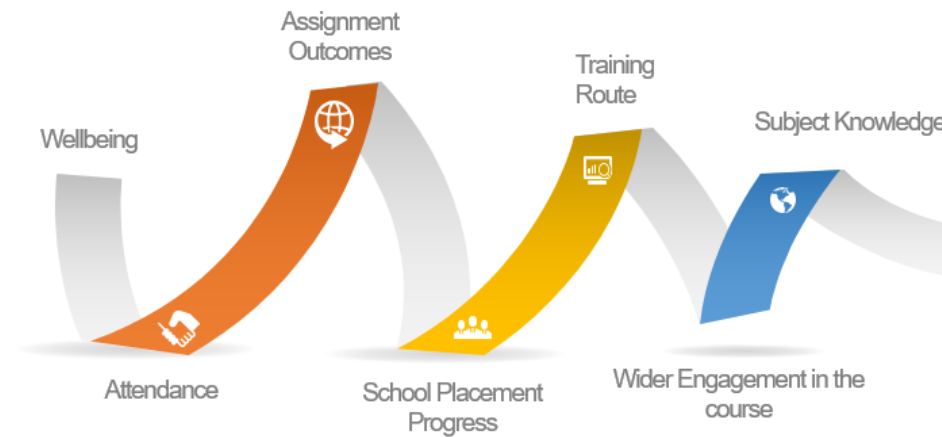
6.1 Assessment of Progress

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. 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, and school Mentor. 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



We assess using our Core Areas (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)

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 placement as follows:



6.2 Expected Progress Statements

	PRE-Course UG Phase 1	UG Phase 1	UG Phase 2	UG Phase 3	
	PG Phase 1		PG Formative Action Planning Stage ONLY	PG Phase 2	
	Expected Progress 'Curious Phase'	Expected Progress 'Emerging Phase'	Expected Progress 'Embedding Phase'	Expected Progress 'Securing Phase' by the Progress Review. Student teachers must have met the Teachers' Standards by the end of the final placement.	Exceeding Expectations 'Autonomous Phase'
	<i>During pre and early course, students familiarise themselves with their legal and ethical duties as part of entering the teaching profession.</i>	<i>The student works with their mentor and Link Tutor to set objectives for their own professional development.</i>	<i>The student works with their mentor and Link Tutor to identify and address targets for their professional development and is responsive to mentoring and coaching. They can evaluate the impact of their teaching on pupils' learning with the support of their mentor.</i>	<i>The student proactively identifies and addresses their own professional development with the guidance of their mentor and Link Tutor. They can accurately self-evaluate the impact of their teaching on pupils' learning. They respond positively to mentoring and coaching.</i>	<i>The student can independently identify areas for continual professional development (CPD). The impact of their teaching on pupils' learning is fully evident. They respond to mentoring and coaching with professional courtesy.</i>
	Becoming a professional (TS1, TS8, Pt2)				



The student understands and is aware of the need to uphold the legal, statutory and ethical duties and frameworks that people in the teaching profession are expected to observe.	The student understands their responsibility to uphold high standards of professional conduct which contribute to public trust and respect in the teaching profession, in line with <i>LBU's Carnegie School of Education's Student Contract</i> . They have a sound understanding of what sorts of behaviour, disclosures, and incidents to report in relation to safeguarding, including understanding the need to safeguard themselves, for example in the use of social media. They understand the importance of managing their personal and professional wellbeing, including workload and are aware of resources available at university, to support their wellbeing.				
Learning from experts; developing a teacher identity.		With support from experienced colleagues, the student can 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'.	The student uses research and evidence to consistently reflect on practice both with and in collaboration with other colleagues. They actively seek out opportunities for further professional development and make a regular effort to advance their own practice. They can confidently articulate their 'Teacher Identity'.
Responding to feedback.		The student can 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	The student is proactive in seeking feedback. They make rapid adaptations to their practice and demonstrate the	The student can synthesise both their own and wider practices in a cycle of feedback and development to consistently improve teaching



			adapt their practice in response to feedback.	ability to reflect and engage in professional dialogue.	and learning in dialogue with experienced colleagues.
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.	The student actively and positively creates and sustains positive relationships with parents and carers within the wider school community to enhance the learning experience of the pupils.
Working with other adults.		The student can 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 student sustains positive and productive relationships with all adults in the classroom and the wider multi-disciplinary team. Consequently, all adults, including Teaching Assistants, are always well prepared to support pupils' learning effectively over time.



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.	The student actively contributes to effective professional relationships across the whole school, supporting colleagues and teams to achieve shared goals.
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 can manage their time effectively, demonstrating good time management skills in placement and seeks support to manage their wellbeing and workload where needed.	The student fully understands the importance of managing their personal and professional wellbeing, including workload; they know how to access available support to manage their wellbeing if required.	The student manages their workload effectively, taking a proactive approach and demonstrating a resilient attitude.



	<i>Behaviour management (TS1, 7)</i>				
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.	High expectations are co-created with pupils and evident in all elements of their classroom practice and the wider school environment.
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	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	The student always demonstrates exemplary standards of professional integrity and values, in relation to the school ethos, which is reflected in the pupils' behaviour. As a result, the school ethos is exemplified in the pupils' behaviour for learning.



			and the wellbeing and safety of pupils.	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.	The student uses a range of sophisticated strategies to create a positive learning environment, in which pupils take full responsibility for their learning. The student ensures there is no loss of learning time.
	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,	Additionally, the student consistently makes effective pedagogical choices in order to capitalise on all unplanned learning opportunities, thereby demonstrating an advanced understanding of how children learn.



				illustrations, concrete and abstract examples and retrieval and spaced practices that secure 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.	The student demonstrates a comprehensive understanding of how pupils learn.
Adapting Lessons for pupils with SEND		The student supports pupils with additional needs under the guidance of the class teacher.	The student can 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.	The student proactively, consistently and creatively ensures all pupils' needs are met through a variety of approaches.



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.	The student has a comprehensive understanding of pupils' differing additional needs, underpinned by research, and skilfully implemented in the classroom.
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.	The student's planning consistently reflects recent developments in subject specific pedagogy that supports learning for all pupils and may inform innovative teaching by school colleagues.



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.	The student consistently promotes high quality talk within the wider learning environment.
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.	Additionally, the student develops the skills of others through sharing in professional learning and CPD.
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.	The student's teaching and learning is consistently adapted to meet existing and emerging needs., securing high 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.	In addition, the student enables pupils to select the best learning strategies for them to make progress.
	Curriculum (TS3)				
Subject Knowledge		The student researches and starts to develop their subject knowledge across a small range of subjects, including English and mathematics; and with support begins to apply this knowledge to identify the essential concepts, knowledge, skills and 'Big Ideas' of the subject taught.	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.	The student demonstrates exemplary subject and curriculum knowledge and understanding of key concepts. They can critically reflect upon and articulate a pedagogical rationale for the selection of these approaches in order to maximise learning.



Systematic Synthetic Phonics (Primary ONLY)		Systematic Synthetic Phonics: when teaching early reading the student begins to demonstrate an understanding of SSP through observing an expert teacher delivering SSP sessions, either in their own placement class or have observed an expert teacher in a Reception or Key Stage 1 class and discussed those observations in detail with their mentor.	Systematic Synthetic Phonics: When teaching early reading the student demonstrated a sound understanding of SSP through the confident use of domain specific vocabulary. When teaching a discrete SSP session with either a small group or the whole class, the student can plan and deliver it independently using the school's SSP scheme.	Systematic Synthetic Phonics: when teaching early reading the student demonstrates a well-developed understanding of SSP using domain specific vocabulary confidently. If teaching in a Reception or Key Stage 1, they can plan and deliver sequences of SSP sessions independently using the school's SSP scheme. If the student is working with specific KS1 or KS2 children who need additional support with their reading, they understand the importance of providing targeted additional SSP support where appropriate.	Systematic Synthetic Phonics: when teaching early reading the student demonstrates confidence in planning and teaching SSP and recognises how this supports wider reading and writing and its application in other subjects.
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Mathematics (Primary ONLY)		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).	Mathematics: when teaching mathematics the student demonstrates an exemplary understanding of mathematics subject, pedagogical and curriculum knowledge that extends before and after the age they are teaching. (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.	The student's teaching provides a bridge to abstract thinking and attends to learners' ideas in order that they are supported to reflect upon their understanding and correct misconceptions.
	Assessment TS6				
Assessment for Learning strategies (AfL)		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).	The student skilfully plans formative assessment tasks are routinely used to establish pupils' prior learning and understanding at key points in lessons.	The student employs advanced formative assessment strategies to ensure that all pupils are engaged and challenged appropriately in learning.



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 regularly adapts 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 learning and provide oral and written feedback to pupils to which they respond.	The student plans for pupil self and peer assessment and gives specific and helpful oral and written feedback to pupils to which they respond.	The student's feedback to pupils is timely and of consistently high quality and a range of strategies are used effectively (such as self and peer assessment). Feedback in marked work has a particular purpose and is efficient and productive.
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 a 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.	They actively and systematically elicit diagnostic information from individual pupils regarding their attainment and can monitor the progress of individuals and the whole class.



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.	The student consistently and effectively uses previous assessment data to plan, assess current progress and set targets. Where available, school and class data is always used to inform learning.
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6.3 Assessment Calendar

Stage of placement	Mentor	Student	Link Tutor
<i>From start of placement to the Progress Review</i>	Meet weekly to review new implementation and progress, reflects on observations consider what to implement in the following week and set targets for the following week. Targets should be informed by the 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 are recorded in PebblePad, including a Mentor comment.		Monitor PebblePad – are suitable targets being set, does the student seem on course?
		Assemble evidence of progress on PebblePad	
<i>Progress Review</i>	Complete Progress Review on PebblePad	Contribute to the Progress Review on PebblePad and during the visit	Visit the student in school to support and moderate
	Progress Review jointly agreed. 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 Progress Review is the last opportunity to do so.		
<i>Between Progress Review and Final Review</i>	Meet weekly to review new implementation and progress, reflects on observations consider what to implement in the following week and set targets for the following week. Targets should be informed by the 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 are recorded in PebblePad, including a Mentor comment.		Monitoring PebblePad – are suitable targets being set, is momentum from Progress Review being sustained?
		Assemble evidence of progress/Teachers’ Standards	



		on PebblePad – needs to be complete by the end of placement	
<i>Final Review</i>	Completes Final Review on PebblePad Mentor confirms that student has met expected progress statements	Contributes to the Final Review. Demonstrates evidence of having met expected progress statements	Virtual meeting held to moderate judgements. Mentor judgement moderated by Link Tutor
<i>Final placements</i>	Mentor judges whether student has met Teachers' Standards and hence should be recommended for QTS	Demonstrates evidence of having met Teachers' Standards	Moderated and Confirmed by Link Tutor

6.4 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 have had the opportunity to observe the student teaching alongside the Mentor and who will have supported the Mentor in their Progress Review and Final Review. 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 have shown that they are ready to progress to the next phase of their training or 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 Final 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 Progress Review should pass the placement in all but exceptional circumstances. Mentors should therefore be objective at all stages in their assessment of students, strongly consider the need for an intervention should a student not be making expected progress at the Progress 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.

6.4.1 Re-sit placements

Students who have been judged not to have made expected progress on their placements will have **one opportunity** to re-sit that year's placement within the same academic year. We will ensure that students re-sitting 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 re-sit, will be briefed as to the reason for the re-sit and will be supported by a **Link Tutor** working closely with the student.

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

6.4.2 Support Plan Template

Students will be given one opportunity to re-sit their placement. All students re-sitting will require a Placement Readiness Engagement Planner (PREP) before starting their re-sit placement. The purpose of a PREP is to help the Mentor and student to focus the early stages of a re-sit 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 PREP and builds this into target setting in the early stages of the re-sit placement.

The PREP should be shared with the **Partnership Team** so they can ensure the student is ready for the re-sit placement before they release placement details. The PREP will be uploaded to Pebblepad in the relevant phase which the student is re-sitting. The template for this is on the next page:



Placement Readiness Engagement Planner (PREP)

Student details

Student Name: Student ID:

Course: Year/Level:

Action Plan

Area of Concern	Action Required	How will I show this?

Personal Tutor Signature:

Personal Tutor Name:

Date:

6.4.3 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 judgements 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.

7. Our Partnership in Action

7.1 Professional and Associate 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.

7.1.1 The role of the Professional and Associate 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.
- Self-development and working in partnership – continuing 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 on PebblePad 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.

7.1.2 Weekly schedule and checklists for Mentors

- For undergraduate students

Time period of student placement	Phase 1	Phase 2	Phase 3
From weeks 1-2	The university Link Tutor will contact you to introduce themselves and arrange the Progress Review visit.		
	Join a 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.
	Hold weekly meetings with the student in which you discuss the Core Areas and set weekly SMART developmental targets with the 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.		
From weeks 3-4	Continue to allow your student to observe you and others teach and work as a classroom assistant.		
	Start to build your student's timetable towards the target of 50% leading teaching (10% PPA, 15% supporting as a TA and 15% observing). (For Primary, focus mainly on the core subjects).	Build your student's timetable towards the target of 60% leading teaching (10% PPA, 15% supporting as a TA and 15% observing). (For Primary, focus mainly on the core subjects but including some foundation subjects).	Build your student's timetable towards the target of 80% leading teaching (10% PPA, 5% supporting as a TA and 5% observing). (For Primary, focus on core and foundation subjects).
	Continue to hold weekly meetings with the student in which you discuss the Core Areas and set weekly SMART developmental targets with the student.		
	Carry out one recorded observation per week and upload to the weekly meeting in PebblePad.		
	Support the student in reviewing pupil progress data. Help the student to refine their use of Assessment for Learning (AfL).	Encourage the student to develop their use of AfL. For example, through improving their questioning. When opportunity arises, help student to engage with summative assessment.	Encourage the student to develop their use of AfL. For example, 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.		
Roughly halfway through the placement	<p>The Progress 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>If there is any concern at the Progress Review that the student will not have made the expected progress or meet the Teachers' Standards by the end of the placement, then an intervention must be put in place. The Progress Review is the last opportunity to do so.</p> <p>By the Progress Review, if all of the Core Areas are stated as 'Made expected progress' or 'Making expected progress' it is assumed that, as long as they stay on the expected trajectory, the student will pass the placement or meet the Teachers' Standards</p> <p>Details of the Progress Review can be found in section 7.1.3.</p>		
Rest of placement	<p>Continue to help student to start preparing lessons and share the school's planning.</p> <p>Where appropriate help student to start planning teaching sequences on their own.</p>	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 50% of the time (and for Primary, mostly core but where possible including some foundation subjects).	Student should be leading teaching 60% of the time (and for Primary, mostly core but including some foundation subjects).	Student should be leading teaching 80% of the time.
	Continue to hold weekly meetings with the student in which you discuss the Core Areas and set weekly SMART developmental targets with the student. Students should become increasingly proactive in setting and planning to achieve challenging targets. In phase 3, the weekly discussions should now be based around the Teachers' Standards and set weekly SMART developmental targets should also relate to these.		



	Carry out one recorded observation per week.
	Share any questions or concerns with the student's university Link Tutor.
Final Review	The Final 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).
After the placement is completed	Complete the Mentor placement survey sent out by the placements team

- For postgraduate students

Time period of student placement	Phase 1	Phase 2
Weeks 1-2	The university Link Tutor will contact you to introduce themselves and arrange the Progress Review visit.	
	Join a 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 or whole class teaching.



	Hold weekly meetings with the student in which you discuss the Core Areas and set weekly SMART developmental targets with the 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.	
From weeks 3-4	Continue to allow your student to observe you and others teach and work as a classroom assistant.	
	Start to build your student's timetable towards the target of 60% leading teaching (10% PPA, 15% supporting as a TA and 15% observing). (For Primary, focus mainly on the core subjects).	Build your student's timetable towards the target of 80% leading teaching (10% PPA, 5% supporting as a TA and 5% observing). (For Primary, focus on core and foundation subjects).
	Continue to hold weekly meetings with the student in which you discuss the Core Areas and set weekly SMART developmental targets with the student.	
	Carry out one recorded observation per week and upload to the weekly meeting in PebblePad.	
	Support the student in reviewing pupil progress data. Help the student to refine their use of Assessment for Learning (AfL).	Encourage the student to develop their use of AfL. For example, 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.	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.	



Roughly halfway through the placement	<p>The Progress 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>If there is any concern at the Progress Review that the student will not have made the expected progress or meet the Teachers' Standards by the end of the placement, then an intervention must be put in place. The Progress Review is the last opportunity to do so.</p> <p>By the Progress Review, if all of the Core Areas are stated as 'Made expected progress' or 'Making expected progress' it is assumed that, as long as they stay on the expected trajectory, the student will pass the placement or meet the Teachers' Standards</p> <p>Details of the Progress Review can be found in section 7.1.3.</p>	
Rest of placement	<p>Continue to help student to start preparing lessons and share the school's planning.</p> <p>Where appropriate help student to start planning teaching sequences on their own.</p>	Student should be largely planning independently and contributing to the planning of others.
	Student should be leading teaching 60% of the time (and for Primary, mostly core but where possible including some foundation subjects).	Student should be leading teaching 80% of the time.
	Continue to hold weekly meetings with the student in which you discuss the Core Areas and set weekly SMART developmental targets with the student. Students should become increasingly proactive in setting and planning to achieve challenging targets. In phase 2, the weekly discussions should now be based around the Teachers' Standards and set weekly SMART developmental targets should also relate to these.	
	Carry out one recorded observation per week.	
	Share any questions or concerns with the student's university Link Tutor.	
Final Review	The Final Review provides a summative statement of the student's achievement against our expected progress statements (phase 1) or the Teachers' Standards (phase 2).	

After the placement is completed	Complete the Mentor placement survey sent out by the placements team
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7.1.3 The Progress Review visit

- The Progress Review is important as, should it be required, this will be the last opportunity for an intervention to be put in place for a student. This is an in-person visit and should follow this format:

Timeline		Activity
Before the visit		<p>On PebblePad,</p> <ul style="list-style-type: none"> In the Core Areas section complete the tables within each Core Area Check the student has been completing their attendance In the Progress Review section, complete the table, and the comments underneath
During the visit	5 minutes	Meet the Link Tutor at reception and take them to the classroom.
	20 minutes	Observe the student teaching with the Link Tutor.
	15 minutes	<p>Move somewhere quiet to meet with the Link Tutor alone. You should:</p> <ul style="list-style-type: none"> Lead the discussion and give your opinion on how the student is doing. Discuss the progress being made against the Core Areas. At this stage, they can be still as 'Making expected progress,' but there needs to be consideration of whether the student will get there by the end of the placement. If there is any doubt that the student will not reach expected progress in any category by the end of the placement an intervention should be put in place. The Progress Review is the last opportunity to do so.



		<ul style="list-style-type: none"> If you have marked the student as 'Not making expected progress' for any of the Core Areas, an intervention must be put in place. See section 7.3 for more detail.
	15 minutes	<p>Meet with the Link Tutor and student.</p> <ul style="list-style-type: none"> Lead giving feedback on the lesson, the Link Tutor will contribute where appropriate. Evaluate the progress the student is making with the Link Tutor. If an intervention is necessary, complete a student support plan with the Mentor and student as per section 7.3 Set a date and time for the Final Review meeting.
	5 minutes	The student will escort the Link Tutor back to reception.

7.1.4 The Final Review meeting

The Final Review 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 Final Review which you should have completed prior to the meeting (even though they might not necessarily have shared this with the student before the meeting).

This is a Microsoft Teams meeting and should follow this format:

Timeline	Activity	
Before the meeting	Compete/check the following on PebblePad:	
	<p>For UG phases 1 and 2 or PG phase 1:</p> <ul style="list-style-type: none"> The attendance record is complete. In the Core Areas section, all expected progress statements are ticked 'Made expected progress' and the comments underneath the table are completed. 	<p>For UG phase 3 or PG phase 2:</p> <ul style="list-style-type: none"> The attendance record is complete. In the Core Areas section, all expected progress statements are ticked 'Made expected progress' and the comments underneath the table are completed.



		<ul style="list-style-type: none"> There is one appropriate piece of student evidence for each Core Area. In the Final Review page, each of the Core Area boxes is ticked as Made expected progress and comment is completed. The subject development table for this phase is completed. 	<ul style="list-style-type: none"> In the Meeting the Standards section, all Teachers' Standards are ticked 'Yes' and the part 2 section is 'Met', and the comments completed. There is one appropriate piece of student evidence for each Teacher Standard. In the Final Review page, each of the Met boxes is ticked and the Mentor comment is completed. The subject development table for this phase is completed.
During the meeting	5 minutes	<ul style="list-style-type: none"> The student will discuss their placement, progress and contribution 	
	20 minutes	<ul style="list-style-type: none"> You will run through the expected progress statements/a sample of the Teachers' Standards, indicating how the student has met each one. The student will explain how the evidence submitted supports having made expected progress/met the Teacher Standard. If expected progress has been made/the Teachers' Standards met, congratulate the student. 	
	5 minutes	<ul style="list-style-type: none"> If appropriate, consider targets for next phase of the student's training/ECT transition. The Link Tutor will detail anything that is still outstanding on PebblePad that requires completion. 	

7.1.5 PebblePad checklist

The table below details what is required to be completed by the Mentor and student on PebblePad during the placement.

Location in Pebblepad	Mentor action	Student action
Guidance > Student Information	No action necessary.	Add your details.



Subject Development > Subject > Subject Overview	Can check for information of the student's curriculum, the relevant research base which informs it, and your role in supporting its delivery and practice.	No action necessary.
Subject Development > Progress	No action necessary.	Complete the Audit Scores and Action Plan for each subject.
UG Phase 1-3 and PG Phase 1-2 > School Information	No action necessary.	Complete details and tick boxes, for example, on safeguarding in the first week of placement.
UG Phase 1-3 and PG Phase 1-2 > Progress Overview > Attendance	Verify the accuracy of the attendance record by the end of the placement in the Final Review.	Complete your attendance record daily.
UG Phase 1-3 and PG Phase 1-2 > Progress Overview > Core Areas	<p>Review these with your student each week covering each of the strands of the five areas. Complete each table with:</p> <ul style="list-style-type: none">• Not making expected progress• Making expected progress• Made expected progress• Exceeding expected progress (final placement only) <p>All tables must be completed by the end of placement with a mentor comment.</p>	Upload evidence for each of the five sections as you go along, this should be complete by the end of placement.
PG Phase 3 and UG Phase 2 > Progress Overview > Meeting the Standards	By the Final Review meeting, tick 'Yes' for each of the Teachers' Standards and complete the comments in Part 2.	Upload one piece of evidence for each of the 8 Teachers' Standards before the Final Review Meeting.



UG Phase 1-3 and PG Phase 1-2 > Progress Overview > Progress Review	Complete the table, strengths, areas to work on and comments before the Progress Review visit. You can 'save and hold' your entry so only you and the Link Tutor 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 before the Final Review meeting. You can 'save and hold' your entry so only you and the Link Tutor 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 > Weekly Meetings	Complete the week 1 Mentor self-audit. Add a comment to each weekly meeting record. Complete one weekly observation of your student (a colleague can also do this) on the Word document lesson observation form.	Record the conversation you have with your Mentor: record the weekly meeting information, including the date, a review of targets, reflections, your weekly observation, and targets for the next week.
PG only 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.

7.2 Link Tutors

7.2.1 The Link Tutor role

The role of the Link Tutor is to be the bridge between the university and the placement school. This role is vital in:

- Quality assuring placements
- Confirming that the student is making expected progress and if not, pursue an intervention
- Supporting Professional and Associate Mentors
- Building 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 tripartite relationship between student, Professional/Associate Mentors and Link Tutor is critical. Usually as Link Tutor, you will 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, Microsoft Teams 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. In addition, you will bring an objectivity and experience that the Professional/Associate 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 Professional/Associate Mentors through this process.

7.2.2 Link Tutor Placement Activity Overview

Undergraduate

Timeframe of placement	Activity	Throughout the placement
Start of placement	<ol style="list-style-type: none"> Email your student/s and Mentor/s to let them know you are the Link Tutor and to offer support if necessary. Guidance for the content of these emails can be found in The Link Tutor Microsoft Teams Channel. Establish norms of communication: when, how etc. Agree dates and times in advance for catch ups and the Progress Review (and if possible, the Final Review). If the student is a re-sit student, share the student's PREP plan with the Mentor. Check student has set up their PebblePad and has successfully shared it with their Mentor. If there are any problems, make sure the Mentor and student both have access to the PebblePad guide, if there are persistent problems, the Placements Team can help. 	<p>Check PebblePad weekly to confirm:</p> <ul style="list-style-type: none"> Weekly meetings are being recorded Attendance is being recorded Appropriate targets are being set, and progress against targets is being reviewed.
In week 2 (or week 1 for re-sit placement students)	<ol style="list-style-type: none"> Catch up with the student by phone or Microsoft Teams to review progress so far. During this catch up: <ul style="list-style-type: none"> Check everything is alright with them and the placement Check school information is complete in PebblePad Go over what is required to be completed on PebblePad. See section 7.2.6 for more detail on this. If applicable, remind the student what their PREP plan is 	<ul style="list-style-type: none"> Observations are being recorded. Mentor is completing the Core Areas, and these are completed



	<ul style="list-style-type: none"> • If applicable, outline that it is the student's decision whether to share a Reasonable Adjustment Plan (RAP), but that even if they have a RAP, they still need to meet the expected progress statements or Teachers' Standards by the end of the placement • If a student is a level 6 re-sit students, please confirm they understand that they will not be able to graduate with their cohort (as we cannot get their assessments to the exam board in time), but if they pass the re-sit placement, they will get their qualification and so will be able to start employment in any jobs secured. <p>2. Email Mentor to check on progress and any areas for concern. Remind them when the Progress Review is due and support them in completing this. Guidance for the content of this email can be found in The Link Tutor Microsoft Teams Channel.</p>	<p>by the Progress Review.</p> <ul style="list-style-type: none"> • If any aspect of PebblePad is not being completed as appropriate, email or phone the student. <p>Additionally:</p> <ul style="list-style-type: none"> • Remind Mentor to complete Progress Review • Remind Mentor to complete final placement review
Halfway through of the placement	<p>Roughly halfway through the placement, the Progress Review visit should be carried out. The Progress Review is important as, should it be required, this will be the last opportunity for an intervention to be put in place for a student.</p> <p>Details of the format of the Progress Review can be found in section 7.2.3</p> <p>It is recommended that a follow up email is sent to both student and Mentor. Guidance for the content of these emails can be found in The Link Tutor Microsoft Teams Channel.</p>	
In week 6 (or week 4 for re-sit placement student)	<p>1. Hold a 15-minute catch up with the student by phone or Microsoft Teams to review progress. During this catch up:</p> <ul style="list-style-type: none"> • Check everything is alright with them and the placement • Check PebblePad is being completed as expected • Briefly outline what is needed for and will happen in the Final Review meeting. <p>2. Email the student with the details of the Final Review meeting. Guidance for the content of this email can be found in The Link Tutor Microsoft Teams Channel.</p>	



	Email the Mentor with the details of the Final Review meeting. Guidance for the content of this email can be found in The Link Tutor Microsoft Teams Channel.	
At the end of the placement	<p>Hold a 30-minute Final Review meeting via Microsoft Teams with Mentor and student centred around the Final Review on PebblePad.</p> <p>Confirm the student and Mentor have recorded the Final Review on PebblePad and add your own comments.</p> <p>Add a comment to say that moderation has been carried out.</p> <p>More detail of this meeting can be found in section 7.2.5</p>	
After the placement has completed	Complete the Link Tutor placement survey sent out by the placements team	

Postgraduate

Timeframe of placement	Activity	Throughout the placement
Start of placement	<ol style="list-style-type: none">1. Email your student/s and Mentor/s to let them know you are the Link Tutor and to offer support if necessary. Guidance for the content of these emails can be found in The Link Tutor Microsoft Teams Channel. Establish norms of communication: when, how etc. Agree dates and times in advance for catch ups and the Progress Review (and if possible, the Final Review). If the student is a re-sit student, share the student's PREP plan with the Mentor.2. Check student has set up their PebblePad and has successfully shared it with their Mentor. If there are any problems, make sure the Mentor and student both have access	<p>Check PebblePad weekly to confirm:</p> <ul style="list-style-type: none">• Weekly meetings are being recorded• Attendance is being recorded



	to the PebblePad guide, if there are persistent problems, the Placements Team can help.	
In week 3	<ol style="list-style-type: none"> Catch up with the student by phone or Microsoft Teams to review progress so far. During this catch up: <ul style="list-style-type: none"> Check everything is alright with them and the placement Check school information is complete in PebblePad Go over what is required to be completed on PebblePad. See section 7.2.6 for more detail on this. If applicable, remind the student what their PREP plan is If applicable, outline that it is the student's decision whether to share a Reasonable Adjustment Plan (RAP), but that even if they have a RAP, they still need to meet the expected progress statements or Teachers' Standards by the end of the placement Email Mentor to check on progress and any areas for concern. Remind them when the Progress Review is due and support them in completing this. Guidance for the content of this email can be found in The Link Tutor Microsoft Teams Channel. 	<ul style="list-style-type: none"> Appropriate targets are being set, and progress against targets is being reviewed. Observations are being recorded. Mentor is completing the Core Areas, and these are completed by the Progress Review. If any aspect of PebblePad is not being completed as appropriate, email or phone the student.
Halfway through of the placement	<p>Roughly halfway through the placement, the Progress Review visit should be carried out. The Progress Review is important as, should it be required, this will be the last opportunity for an intervention to be put in place for a student.</p> <p>Details of the format of the Progress Review can be found in section 7.2.3</p> <p>It is recommended that a follow up email is sent to both student and Mentor. Guidance for the content of these emails can be found in The Link Tutor Microsoft Teams Channel.</p>	<p>Additionally:</p> <ul style="list-style-type: none"> Remind Mentor to complete Progress Review Remind Mentor to complete final placement review
Around week 12 for phase 1	<ol style="list-style-type: none"> Hold a 15-minute catch up with the student by phone or Microsoft Teams to review progress. During this catch up: <ul style="list-style-type: none"> Check everything is alright with them and the placement Check PebblePad is being completed as expected 	

Around week 14 for phase 2	<ul style="list-style-type: none"> Briefly outline what is needed for and will happen in the Final Review meeting. <p>2. Email the student with the details of the Final Review meeting. Guidance for the content of this email can be found in The Link Tutor Microsoft Teams Channel.</p> <p>Email the Mentor with the details of the Final Review meeting. Guidance for the content of this email can be found in The Link Tutor Microsoft Teams Channel.</p>	
At the end of the placement	<p>Hold a 30-minute Final Review meeting via Microsoft Teams with Mentor and student centred around the Final Review on PebblePad.</p> <p>Confirm the student and Mentor have recorded the Final Review on PebblePad and add your own comments.</p> <p>Add a comment to say that moderation has been carried out.</p> <p>More detail of this meeting can be found in section 7.2.5</p>	
After the placement has completed	Complete the Link Tutor placement survey sent out by the placements team	

7.2.3 The Progress Review Visit

- The Progress Review is important as, should it be required, this will be the last opportunity for an intervention to be put in place for a student. This is an in-person visit and should follow this format:

Timeline	Activity	Questions to consider/ask
Before the visit	<p>Check PebblePad, look at:</p> <ul style="list-style-type: none"> The most recent targets 	<ul style="list-style-type: none"> Are the targets developmental? Is the student receiving regular, appropriate feedback? How might you support the Mentor?



		<ul style="list-style-type: none"> • The most recent observation • The Core Area • The Progress Review 	<ul style="list-style-type: none"> • Is the student making expected progress with all the Core Areas?
During the visit	5 minutes	Have the Mentor meet you at reception and take you to the classroom. Chat with them on the way.	<ul style="list-style-type: none"> • Does the Mentor have any concerns about the student? • Is there anything you have noticed on PebblePad that you want to highlight?
	20 minutes	Observe the student teaching. You should: <ul style="list-style-type: none"> • Be given a lesson plan • Make brief notes to feed back to the student. A possible observation notes template organised by the Teachers' Standards to use can be found in section 7.2.4 	<ul style="list-style-type: none"> • Does what you see accord with what you read on PebblePad? • Why this specific lesson been chosen for your observation? • Does it seem representative of the student's practice? • Does the Mentor's assessment of the student seem reasonable? • See section 7.2.4 for further lesson observation prompts
	15 minutes	Move somewhere quiet to meet with the Mentor alone. You should: <ul style="list-style-type: none"> • Have the Mentor lead the discussion. Discuss the lesson. Have the Mentor give their opinion on how they are doing as they understand the children and what they are like. • Discuss the progress being made against the Core Areas. At this stage, they can be still as 'Making expected progress, but there needs to be consideration of whether the student will get there by the end of the placement. 	Questions about the student: <ul style="list-style-type: none"> • Is the student making the expected progress? Will they get there by the end of the placement? • Has the student been arriving and leaving at appropriate times? • Is the student getting opportunities to observe other practice? • At what point are you with scaling up the student's teaching timetable? How does the subject balance seem? • Are appropriate targets being set and is student proactive in setting and planning to achieve targets?



		<ul style="list-style-type: none"> • If there is any doubt that the student will not reach expected progress in any category by the end of the placement an intervention should be put in place. The Progress Review is the last opportunity to do so. • If the Mentor has marked the student as 'Not making expected progress' for any of the Core Areas, an intervention must be put in place. See section 7.3 for more detail. • FOR UG PHASE 3 and PG PHASE 2: <ul style="list-style-type: none"> ○ Remind the Mentor that at the Final Review, they will be assessing against the Teachers' Standards. ○ If the student is making expected progress, then from Progress Review, ask the Mentor to switch to looking at Teachers' Standards in weekly meetings; it is entirely up to the Mentor to make this decision. 	<ul style="list-style-type: none"> • Is the student making the most of non-teaching contact time i.e., small groups, working as TA? • How is the student working with you around planning? • How is the student working with non-teaching staff? <p>Questions about the Mentor:</p> <ul style="list-style-type: none"> • Has the Mentor accessed training? If not, please report this to the placements team. • Has the Mentor been able to access PebblePad? • Have there been any difficulties in finding Mentoring time? • If appropriate, probe the school's plans for hosting future students?
	15 minutes	<p>Meet with the Mentor and student. Your QA role here is to:</p> <ul style="list-style-type: none"> • Observe the Mentor giving feedback on the lesson (as they are the ones who will eventually be making a decision on reaching the expected progress for all Core Areas or Teachers' Standards). • Evaluate and moderate the judgements made by the Mentor. 	<p>Questions to consider about the Mentoring:</p> <ul style="list-style-type: none"> • Does the Mentor's assessment of the student seem reasonable? • Are there any issues with the level of Mentoring support the student is receiving? <p>Questions to ask the student:</p>



		<ul style="list-style-type: none"> Consider the appropriateness of the targets that are set by the Mentor. Evaluate the progress the student is making with the Mentor. If an intervention is necessary, complete a student support plan with the Mentor and student as per section 7.3 Ensure that Student and Mentor are aware of what needs to be completed on Pebblepad. Set a date and time for the Final Review meeting. 	<ul style="list-style-type: none"> What have the pupils done in previous lessons? How are they building on learning? If they did it again, how would they do it differently?
	5 minutes	Have the student escort you back to reception. Take the opportunity to check if they have any concerns.	<ul style="list-style-type: none"> 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 wellbeing?
After the visit		<p>Confirm the Progress Review has been recorded on PebblePad and add your own comments. The audience for these comments is the student and can be written in the 2nd or 3rd person. The comments should include the following:</p> <ul style="list-style-type: none"> That QA visit took place A comment on progress/professionalism A comment on subject knowledge An observed student strength linked to the expected progress statements or Teachers' Standards 	

	<ul style="list-style-type: none"> • An observed area for development linked to expected progress statements or Teachers' Standards • Level of evidence/engagement with the expected progress statements, Teachers' Standards and/or PebblePad • A reminder of what needs doing on PebblePad <p>If an intervention was put in place, let the partnership and placements team know and email a copy of the student support plan to n.n.mitchell@leedsbeckett.ac.uk, j.e.greenhalgh@leedsbeckett.ac.uk, and carnegie.partnerships@leedsbeckett.ac.uk</p>	
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7.2.4 Lesson observation guidance

It is important to remember that observing individual lessons, or parts of lessons can only yield limited evidence of the progress a student is making. The practice you see will always be triangulated by conversations with and between mentor and student. The following is intended to help those evaluating and supporting improvement in student teacher performance by directing attention to the features of practice that research evidence shows correlates most deeply with early teacher development.

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 do not expect Link Tutors to observe or comment on every detail in this list or in the example observation notes template. These are 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 around 20 minutes, up to 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 both training as, and the career of 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. When providing lesson observation feedback to the student, observe the Mentor giving feedback first, adding your own comments as appropriate. This will offer insights into the Mentoring practice and wider context of the placement.

Generic Lesson Observation Prompts

- What learning has taken place? To what extent is the student aware of the learning that has taken place?
- Is there a clear lesson focus building on pupils' prior learning? Are the lesson objectives relevant, achievable and shared with pupils?
- Is all equipment required available and ready to use? Are other adults involved in the lesson?
- Can you see inclusive practice/adaptive teaching where every child feels valued and can participate?
- Can you see children making progress in their skills, knowledge and understanding?
- Is teacher talk/instruction kept to a minimum to allow children opportunities to engage and participate actively, particularly at the beginning of lessons?
- Does the student achieve proactive, assertive and supportive classroom management?
- Is the lesson memorable?

Subject Specific Observation Prompts

These are intended to help Link Tutors and mentors support students' subject knowledge development by giving better and more detailed feedback on how students are teaching subjects. They are not meant to be a definitive list or to exclude all the other things on which we give feedback during and following lesson observations.

Early years

- Does the student Interact with children, using age-appropriate language and open body language?
- Does the student physically get down to same level with the children when interacting with them (i.e., not looking down at them, but looking at them)?
- To what extent does the student engage in active listening, so they truly respond to what the child is communicating and so truly engage with the child?
- To what extent can the student follow the lead of the child(ren) during play, rather than dominate and lead play?
- To what extent does the student promote and maintain sustained shared thinking in the Early Years?
- Is the student acting on AfL to promote learning and development 'in the moment'?

- To what extent is the student using their knowledge of individuals to promote holistic development (Are they including links to different areas of development and/or Characteristics of Effective Teaching and Learning during play)?
- To what extent is the student personalising their interaction and all provision to meet the individual learning needs of different learners? (thinking inclusion: equality, equity here)
- Is praise used effectively to reinforce learning and behaviour for the children?
- Are children being supported to feel confident and secure?
- Is the learning environment rich and stimulating and do planned opportunities (focussed activities and continuous provision) reflect the learning taking place?
- Are there opportunities for children to work collaboratively and independently within the learning environment?
- Are there opportunities for the children to self-select and learn through child-initiated play?
- Has the student used their knowledge of the EYFS to plan continuous provision opportunities (utilising the indoor/outdoor area)?
- How effectively has the student planned for and managed the other adults in the learning environment, so everyone is promoting learning and development (indoors and outside)?

Primary

Art and Design

- Are practical activities engaging, enjoyable and meaningful?
- Does the student use subject specific language and concepts such as tone, pattern, shape and texture?
- How confident is the student in demonstrating art techniques?
- Is the student able to support children to be creative and inquisitive and make their own choices?
- Has the student thought about diversity in cultures and art in their planning?
- Is the student using formative assessment?

Computing

- Is new learning related to prior understanding? Can children make links with topics or areas already studied?
- Could children make efficient use of equipment?
- Were children taught any new computing skills or knowledge?
- Were children given the opportunity to explore new learning and to collaborate?

- Were the children creating something that could be shared? Was there an evident purpose to the activity?
- Is paired-work or paired programming used to help reduce the cognitive load for some children who may require it?
- Was the task modelled effectively? Was questioning used to good effect to make the children think?

Design and Technology

- Has health, safety, risks and or hygiene been considered and addressed?
- Do the chosen activities/tools/resources cater for pupils' needs?
- Are pupils able to make their own design decisions and create designs for an identified user and purpose?
- If relevant has a global world view been considered eg.in the products evaluated or selected?

Early Reading/Phonics

- Is the session interactive, engaging and focused on the learning outcomes?
- Is the articulation of phonemes by the student correct?
- Does the student encourage the children to articulate phonemes themselves?
- Are the children being taught how to blend and/or segment?
- Do children have opportunities to apply their phonic knowledge and skills in reading and / or writing activities?

English

- How is the student engaging all learners: in talk for writing, group discussions, reading aloud, etc?
- How is the student planning for and implementing class organisation, transitions and behaviour management strategies?
- How is the student supporting all pupils to make progress from where they are at? Are they planning groups of mixed ability support, adapting resources for students with specific learning needs or English as an additional language?
- How is the student feeding back to their mentor when they notice a student is struggling with spelling, reading, writing? How are they then feeding this forward to future planning?
- How is the student making the lesson memorable and engaging for students of all learner styles?

Geography

- What substantive learning took place during the lesson?
- How was geographical knowledge, understanding and skills being developed during the lesson?
- Were students being encouraged to think like a geographer?
- What specific geographical vocabulary was used in the lesson and was this age appropriate?
- How was teaching adapted to meet the needs of learners?
- How was geographical knowledge, understanding and skill being assessed?

- Did the geographical resources used in the lesson reflect an inclusive and diverse society?

History

- Is the lesson planned and delivered to help pupils develop their historical skills such as chronology and interpretation of evidence?
- Are pupils' being encouraged to be curious and to inquire about history?
- Are children provided with resources and time to allow independent research and learning?
- Do children have the chance to communicate their own ideas about history?
- Are pupils being encouraged to relate history to their own experiences?

Maths

- Are varied and appropriate representations (concrete, pictorial and abstract) used to support children's understanding and reasoning?
- Does the student use questions to promote and assess children's mathematical thinking, reasoning and understanding?
- Is correct and accurate mathematical vocabulary modelled by the student and then used by children?
- Are children encouraged to reason, explain and justify their thinking?
- Does the student make connections with previous learning in mathematics?
- How clearly does the student break the concept down into progressive steps that can be understood by the children? Is the student aware of different levels of difficulty within concepts?

Music

- Are children given the opportunity to develop their musical ideas and understanding?
- Do children engage in listening and/or producing music during the lesson?
- Does the student use a visual signal to gain the children's attention to ensure behaviour is managed effectively and children are kept safe?
- Do music activities represent a range of diverse cultures?
- Is supportive feedback given to children to promote their musical development?

PE

- Is there a clear focus for learning based on formative assessment from previous lesson?
- Is all the equipment required available, checked and ready to use?
- Is the activity in the lesson Inclusive practice allowing every child to participate fully?
- Is physical activity and challenge in movement a priority in the lesson?
- Is it clear that children are making progress in skills, knowledge and/or understanding?
- Is there consistent control of the class through organisation, routines, transitions and behaviour management strategies?

Foreign Languages



- How were knowledge, understanding and skills in the language being developed during the lesson?
- Were students being encouraged to use accurate pronunciation and their phonics skills to decode words?
- What specific skills were being developed: Listening, speaking, reading and/or writing?
- How was teaching adapted to meet the needs of learners?
- How was new knowledge, understanding and skills being assessed?
- Did the resources used in the lesson reflect an inclusive and diverse society?
- Were opportunities for developing students' intercultural understanding included in the lesson?

PSHE

- Is the student confident in covering sensitive issues and actively creating a safe place for discussion and posing safe discussion questions?
- Is the student confident in safely responding to pupil questions, with support where necessary, and provide regular opportunities for pupils to ask questions anonymously and provide accurate, timely and appropriate responses.
- Does the student protect pupils with increased vulnerability, for example by liaising with pastoral and safeguarding staff, discussing future lesson content with pupils, providing opportunities to opt-out of lessons or safely leave the lesson if appropriate.
- Are activities carefully chosen to ensure a balance between building knowledge, rehearsing skills and developing positive attributes
- Does the student recognise the links between PSHE education and whole school responsibilities, such as SMSC, promoting British values, (careers education) and safeguarding?

RE

- Are potentially offensive misconceptions addressed?
- How does the student respond to the sensitive nature of some RE topics?
- Are links made to children's own beliefs and values?
- Are children encouraged to share their views in a safe environment?
- Does the student use resources to stimulate discussion and research?

Science

- Does the student use science specific vocabulary relate to concepts and skills within the lesson?
- Do lesson objectives include a knowledge focus and a working scientifically focus?
- Does the lesson build on pupils' prior learning?
- Is there evidence of a full range of working scientifically skill development (e.g., observing, predicting, interpreting, evaluating?)
- Is there evidence of an appropriate context and focus for learning? Is memorable learning taking place?

- Are pupils being encouraged to think like scientists? For example: Where would they take their investigation next? How could they improve their investigation design. How are they collaborating with others?

Secondary

Art and Design

- Are the practical activities engaging, enjoyable and meaningful?
- Does the student use subject specific language and concepts such as tone, pattern, shape and texture?
- How confident is the student in demonstrating art techniques?
- Is the student able to support children to be creative and inquisitive and make their own choices?
- Has the student thought about diversity in cultures and art in their planning?
- Is the student using formative assessment?

English

- How secure is the student's subject knowledge for the content they are teaching?
- How is the student engaging all learners?
- How is the student planning for and implementing class organisation, transitions and behaviour management strategies?
- How is the student supporting all pupils to make progress from where they are at? E.g., planning groups of mixed ability support, adapting resources for students with specific learning needs, English as an additional language?
- How is the student making the lesson memorable and engaging for students of all learner styles?

Geography

- What substantive learning took place during the lesson?
- How was geographical knowledge, understanding and skills being developed during the lesson?
- Were students being encouraged to think like a geographer?
- What specific geographical vocabulary was used in the lesson and was this age appropriate?
- How was teaching adapted to meet the needs of learners?
- How was geographical knowledge, understanding and skill being assessed?
- Did the geographical resources used in the lesson reflect an inclusive and diverse society?

Maths

- Are appropriate representations used to support children's understanding and reasoning?



- Does the student use questions to promote and assess children's mathematical thinking, reasoning and understanding?
- Is correct and accurate mathematical vocabulary modelled by the student and then used by children?
- Are children encouraged to reason, explain and justify their thinking?
- Does the student make connections with previous learning in mathematics?
- How clearly does the student break the concept down into steps that can be understood by the children (i.e., in a progressive order)?

PE

- Is there a clear focus for learning based on AfL from previous lessons. Is the lesson focus relevant, achievable and shared with pupils?
- Is equipment required available, checked and ready to use?
- Can you see evidence of inclusive practice using adaptive teaching where every child feels valued and can participate?
- Is there engagement and participation for all pupils throughout the lesson with physical activity and challenge in movement being a priority?
- Are children making progress in skills, knowledge and/or understanding
- Is there a minimum of teacher talk/instruction in favour of more physical participation, particularly at the beginning of the lesson?
- Does the student show consistent control of the class through organisation, routines, transitions and behaviour management strategies?

On the next page you will find an example template organised by the Teachers' Standards that you could use to make observation notes:



Teacher Standard	Evidence
1. Set high expectations which inspire, motivate and challenge	Are pupils motivated and engaged? Is the student modelling what pupils are supposed to be doing, e.g., do first example? Are they pushing understanding? Are they extending questioning? For example, " <i>right answer, do we all agree?</i> "
2. Promote good progress and outcomes by pupils	Do they explain how what you see follows on from previous learning? Are students aware they are learning?
3. Demonstrate good subject and curriculum knowledge	Are they confident in their subject knowledge? Did they cover any misconceptions? Was the vocabulary appropriate and accurate?
4. Plan and teach well-structured lessons	Do pupils know what they are doing and why? Are learning outcomes obvious? Were all materials to hand and ready? Timing and pace? What learning has taken place? Is the lesson memorable?
5. Adapt teaching to respond to the strengths and needs of all pupils	Can you see inclusive practice/adaptive teaching where every child feels valued and can participate? Is the teaching adapted for different abilities and needs? Who are they asking questions to? Is there a strategy to their questioning?
6. Make accurate and productive use of assessment	Is there evidence of formative assessment to inform teaching? How does the student know pupils are making progress?
7. Manage behaviour effectively to ensure a good and safe learning environment	Behaviour management, do they apply the school's policy? Do they know students' names? Is off-task behaviour affecting learning? Does the student achieve proactive, assertive and supportive classroom management?
8. Fulfil wider professional responsibilities	Has the student briefed any support staff? Are they using them to best effect? Have they thought about how to use them?
PART TWO: PERSONAL AND PROFESSIONAL CONDUCT	

7.2.5 The Final Review

The Final Review 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 focus is Final 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).

This is a Microsoft Teams meeting and should follow this format:

Timeline	Activity		Questions to consider/ask
Before the meeting	Check the following on PebblePad:		<ul style="list-style-type: none"> Is the evidence submitted appropriate?
	For UG phases 1 and 2 or PG phase 1: <ul style="list-style-type: none"> The attendance record is complete. In the Core Areas section, all expected progress statements are ticked 'Made expected progress' and the Mentor comments completed. There is one appropriate piece of student evidence for each Core Area. In the Final Review page, each of the Core Area boxes is ticked as Made expected 	For UG phase 3 or PG phase 2: <ul style="list-style-type: none"> The attendance record is complete. In the Core Areas section, all expected progress statements are ticked 'Made expected progress' and the Mentor comments completed. In the Meeting the Standards section, all Teachers' Standards are ticked 'Yes' and the part 2 section is 'Met', and the comments completed. There is one appropriate piece of student evidence for each Teacher Standard. 	



		<p>progress and comment is complete.</p> <ul style="list-style-type: none"> The subject development table for this phase is completed. 	<ul style="list-style-type: none"> In the Final Review page, each of the Met boxes is ticked and the Mentor comment is complete. The subject development table for this phase is completed. 	
During the meeting	5 minutes	<ul style="list-style-type: none"> Welcome the student and Mentor Have the student discuss their placement, progress and contribution 		<ul style="list-style-type: none"> Does the student feel they have developed/are developing their teacher identity? Does the student see themselves as the teacher of their class/es
	20 minutes	<ul style="list-style-type: none"> Have the Mentor run through the expected progress statements/a sample of the Teachers' Standards, indicating how the student has met each one. Ask for clarification if needed. Have the student explain how the evidence submitted supports having made expected progress/met the Teacher Standard. If expected progress has been made/the Teachers' Standards met, congratulate the student. 		<ul style="list-style-type: none"> Ask the student to consider the review as preparation for interview. For example, they should explain each piece of evidence in terms of how they feel it made a difference to pupils. Consider having the Mentor, student and you choose one of the Teachers' Standards each to run through.
	5 minutes	<ul style="list-style-type: none"> If appropriate, consider targets for next phase of training/ECT transition. Detail anything that is still outstanding on PebblePad that requires completion, give a deadline for completion. Thank the Mentor for their support and guidance of the student. 		
After the meeting		<p>Confirm the Final Review has been recorded on PebblePad and add your own comments, including:</p> <ul style="list-style-type: none"> That QA visit took place 		

	<ul style="list-style-type: none"> • That you support the Mentor in their assessment and confirm that the student has made the expected progress or met the Teachers' Standards. • Add further comments at your discretion about the student and their progress. • Thank the Mentor. 	
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7.2.6 PebblePad checklist

The table below details what is required to be completed by the Mentor, student and Link Tutor on PebblePad during the placement.

Location in Pebblepad	Mentor action	Student action	Link Tutor action
Guidance > Student Information	No action necessary.	Add your details.	No action necessary.
Subject Development > Subject > Subject Overview	Can check for information of the student's curriculum, the relevant research base which informs it, and your role in supporting its delivery and practice.	No action necessary.	No action necessary.
Subject Development > Progress	No action necessary.	Complete the Audit Scores and Action Plan for each subject.	No action necessary.
UG Phase 1-3 and PG Phase 1-2 > School Information	No action necessary.	Complete details and tick boxes, for example, on safeguarding in the first week of placement.	Check details and tick boxes, for example, on safeguarding in the first week of placement.
UG Phase 1-3 and PG Phase 1-2 > Progress Overview > Attendance	Verify the accuracy of the attendance record by the end of the placement in the Final Review.	Complete your attendance record daily.	Check this is completed weekly.



UG Phase 1-3 and PG Phase 1-2 > Progress Overview > Core Areas	Review these with your student each week covering each of the strands of the five areas. Complete each table with: <ul style="list-style-type: none">• Not making expected progress• Making expected progress• Made expected progress• Exceeding expected progress (final placement only) All tables must be completed by the end of placement with a mentor comment.	Upload evidence for each of the five sections as you go along, this should be complete by the end of placement.	Check Mentor has completed each of these and added a comment by Final Review meeting. There should be evidence that these are being visited regularly by Mentor and student. Students should have uploaded their evidence for each of the five sections by the end of placement.
PG Phase 3 and UG Phase 2 > Progress Overview > Meeting the Standards	By the Final Review meeting, tick 'Yes' for each of the Teachers' Standards and complete the comments in Part 2.	Upload one piece of evidence for each of the 8 Teachers' Standards before the Final Review Meeting.	Check Mentor has ticked all 8 of the Teachers' Standards and added comments to Part 2 before the Final Review meeting. Student should have uploaded their evidence for each of the 8 Teachers' Standards before the Final Review meeting.
UG Phase 1-3 and PG Phase 1-2 > Progress Overview > Progress Review	Complete the table, strengths, areas to work on and comments before the Progress Review visit. You can 'save and hold' your entry so only you and the Link Tutor can see this prior to the meeting – you can then 'save and release' later.	Add a comment after the Progress Review has taken place.	Check this is completed prior to your Progress Review visit and add a comment after the visit 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 before the Final Review meeting. You can 'save and hold' your entry so only you and the Link Tutor can see this	Add in the number of days you have attended the placement. Add a comment after the Final Review meeting has taken place.	Check this is completed prior to your meeting and add a comment after the Final Review meeting has taken place.



	prior to the meeting – you can then 'save and release' later.		
UG Phase 1-3 and PG Phase 1-2 > Weekly Meetings	Complete the week 1 Mentor self-audit. Add a comment to each weekly meeting record. Complete one weekly observation of your student (a colleague can also do this) on the Word document lesson observation form.	Record the conversation you have with your Mentor: record the weekly meeting information, including the date, a review of targets, reflections, your weekly observation, and targets for the next week.	Check weekly meetings are being completed with targets being set and lesson observations being uploaded.
PG only 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.	No action necessary.
UG Phase 1 – 2 and PG Phase 1 > Action plan for the next phase	No action necessary.	Complete this with your Personal Tutor.	No action necessary.
UG Phase 3 and PG Phase 2 > ECT Transition	No action necessary.	Complete this with your Personal Tutor.	No action necessary.

7.2.7 Contacts during placement

The following table details who should be contacted and kept informed with any placement issues

Issue	Points of contact	Key decision maker	Kept informed
Student not responding to communication	Link Tutor, Level Lead (may need to consult with PT)	Course Director	Placement Team



Student welfare concerns	Link Tutor, Personal Tutor, Level Lead	Course Director	Placement Team, Personal Tutor
Terminating the placement on welfare grounds	Link Tutor, Personal Tutor, Level Lead	Course Director	Placement Team, Partnership Leads
Student professionalism or progress	Link Tutor	Partnership Leads	Placement Team, Level Leads
Terminating the placement on progress grounds	Link Tutor	Partnership Leads	Placement Team, Level Leads, Course Director
Completion of PebblePad	Link Tutor	Partnership Leads	Placement Team, Level Leads
School relationship or placement quality concerns including lack of response	Link Tutor, Partnership Leads	Partnership Leads	Placement Team, Level Leads

7.3 Intervention

A student should be supported by an intervention where there is any doubt: the consequences of not intervening are generally worse than those of putting a student on an intervention.

If there is any concern at the Progress Review that the student will not make the expected progress or meet the Teachers' Standards by the end of the placement, then an intervention must be put in place. The Progress Review is the last opportunity to do so.

By the Progress Review, if all the Core Areas are stated as 'Made expected progress' or 'Making expected progress' it is assumed that, as long as they stay on the expected trajectory, the student will pass the placement or meet the Teachers' Standards.

If a Mentor feels that their student is not making expected progress, they should first contact their Link Tutor. If a Link Tutor has concerns about a student's progress, they will be proactive in contacting the Mentor to put an intervention in place.

Interventions will last one week. Should the student not make the progress required, there will be no second intervention and the placement will be terminated. The Mentor, with the assistance of the Link Tutor, will record the intervention in Pebblepad. Triggers for an intervention may 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 to allow effective feedback (a rule of thumb is 48 hours before teaching).
- 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.
- 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 Progress Review by Link Tutor and Mentor suggests the student will not meet the required level of expected progress for the placement or the Teachers' Standards.

Should the student not make the progress required during the week of the intervention, there will be no second intervention, and the placement will be terminated as we set out below.

7.3.1 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.

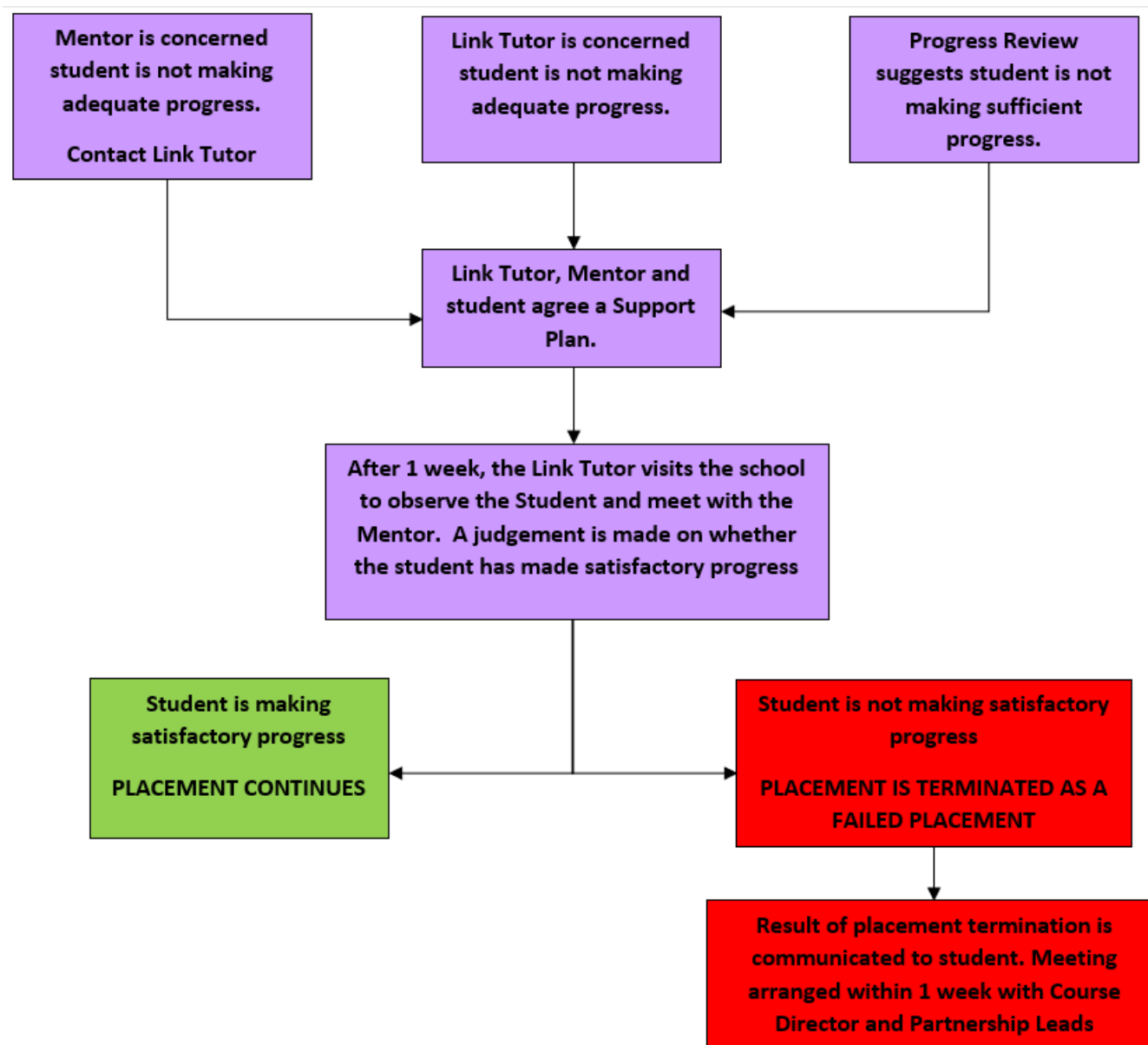
We suggest that if the concerns are not addressed within a week, the Mentor will contact the Link Tutor who will arrange a Teams meeting. If Mentor and Link Tutor are agreed that progress is not as expected, an intervention will then be put in place as follows:

1. A support plan based on a maximum of three Teachers' Standards or Core Areas is agreed between Link Tutor and Professional Mentor and recorded in PebblePad in the intervention section for each phase. The plan should detail targets that are specific and achievable by the student within a week (see support plan template in section **7.3.2**).
2. 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.



3. 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, inform the Partnership Team and, where appropriate, the Level Lead or Personal Tutor.
4. 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 placement, or the placement is terminated as a failed placement. The outcome of the meeting will be clearly communicated to the student at this time.
5. Should a placement be terminated, a meeting with the Course Director, Level Lead and Partnership Lead will be held within a week to discuss next steps.

Where we agree to intervene with UG phase 3, or PG phase 2 students, the Link Tutor will liaise closely with the Partnership Lead who will provide support and moderation in making this judgement during this process.



7.3.2 Support Plan Template for interventions

The purpose of a support plan is to ascertain whether a student can make expected progress in the time available. Together the Mentor and Link Tutor will identify up to three areas of concern related to the Core Areas or Teachers' Standards. For each area of concern, the plan describes what sufficient progress means in the context of the 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. However, 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 using the downloadable proforma as below (a copy is available in each phase):

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

8. Developing our Partnership

8.1 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.

8.2 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 Progress Review and Final Review. 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.

8.3 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.