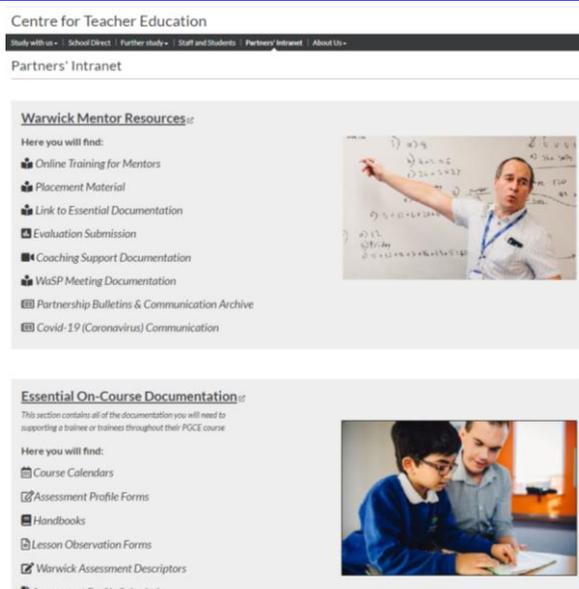


**Early Years and Primary  
CORE PGCE 21-22  
AUTUMN PLACEMENT  
GUIDE**

# The Core PGCE Primary and Early Years Partners' Intranet

Explore the **Partners' Intranet** for placement resources, training information, dates, conference resources, examples of completed forms, 'how to' mini-videos and much more! This site is regularly updated to reflect the most current resources.

<https://warwick.ac.uk/fac/soc/cte/pintra/>



The screenshot shows the 'Partners' Intranet' page from the Centre for Teacher Education. At the top, there is a navigation bar with links for 'Study with us', 'School Direct', 'Further study', 'Staff and Students', 'Partners' Intranet', and 'About Us'. Below the navigation bar, the page is titled 'Partners' Intranet'. There are two main content sections:

- Warwick Mentor Resources:** This section includes a list of resources under the heading 'Here you will find:'. The resources are: Online Training for Mentors, Placement Material, Link to Essential Documentation, Evaluation Submission, Coaching Support Documentation, WtSP Meeting Documentation, Partnership Bulletins & Communication Archive, and Covid-19 (Coronavirus) Communication. To the right of this list is a photo of a man pointing at a whiteboard with mathematical equations.
- Essential On-Course Documentation:** This section includes a sub-heading 'This section contains all of the documentation you will need to supporting a trainee or trainees throughout their PGCE course'. Below this, it lists resources under the heading 'Here you will find:': Course Calendars, Assessment Profile Forms, Handbooks, Lesson Observation Forms, Warwick Assessment Descriptors, and Assessment Profile Submission. To the right of this list is a photo of a man and a young boy looking at a book together.

This page is password protected.

The password is shared at Professional Mentor and Class Teacher Development; alternatively contact the Partnership staff at [Partnership@warwick.ac.uk](mailto:Partnership@warwick.ac.uk) or your Moderation Tutor.

# AUTUMN PLACEMENT GUIDE

## Contents

1.	KEY INFORMATION .....	5
	University Contacts: .....	5
	Autumn Placement Calendar .....	5
	Key Expectations for this Placement .....	6
	Absence from School Placement.....	6
	Consideration and Risk Management in Relation to Covid-19 .....	7
2.	PROFESSIONAL GUIDANCE .....	9
	Professionalism .....	9
	Safeguarding.....	11
	Managing Workload on School Placement .....	12
	Warwick Teacher Values Framework.....	13
3.	THE TEACHING FILE .....	15
	Planning, Assessment, Evaluation & Record-Keeping.....	15
	Checklist for Teaching Placement File.....	18
4.	WEEKLY GUIDANCE FOR AUTUMN PLACEMENT.....	19
	Suggested build-up of teaching timetable .....	19
	Weekly Checklists .....	21
	<b>Week-by-week Guidance: Overview</b> .....	22
	WEEK-BY WEEK GUIDANCE FOR EARLY YEARS TRAINEES.....	23
	WEEK-BY WEEK GUIDANCE FOR PRIMARY TRAINEES .....	27
	Guidance for Professional Mentors & Class Teachers .....	31
	Curriculum Map A .....	32
	Curriculum Map B.....	33
	The Role of the Class Teacher .....	34
	The Role of the Professional Mentor .....	35
	Mentor Toolkit.....	35
	Supporting all trainees: Core Content Framework and training entitlement.....	35
	Observing expert colleagues and the 'ELF' form.....	35
	Weekly Lesson Observation and the ICON Form .....	35
	Weekly Trainee-Mentor Meeting.....	36
	Warwick Tutor Moderation visits in the Autumn term.....	36
	Coaching Guidance .....	37
	Instructional Coaching Model .....	37
	Coaching Contract .....	38
	Instructional Coaching Support: guidance for first mentor-trainee meeting.....	39
	Instructional Coaching Support: guidance for subsequent coaching conversations.....	41
	INSTRUCTIONAL COACHING OBSERVATION NOTES (ICON) FORM .....	42
	EXPERIENTIAL LEARNING FORM (ELF).....	44
5.	TRAINING TASKS .....	47
6.	ASSESSMENT OF THE PLACEMENT and the COLLABORATIVE REVIEW DOCUMENT.....	51
	Maximising the progress of trainees.....	51
	Expectations of progress and the Collaborative Review Document.....	51
	Formative Assessment .....	51
	The Core Content Framework .....	51
	Placement Guide: Week-by-Week Section .....	51
	Summative Assessment.....	52
7.	PGCE PRIMARY AND SECONDARY TRAINEE INTERVENTION FOR DEVELOPMENT AND PROGRESS.....	53



# 1. KEY INFORMATION

## University Contacts:

Partnership	
Leigh Capener	Partnership Development Officer: Email: <a href="mailto:l.capener@warwick.ac.uk">l.capener@warwick.ac.uk</a> 024 765 23824
Alex Walker	<a href="mailto:A.Walker.1@warwick.ac.uk">A.Walker.1@warwick.ac.uk</a> 024 765 28522
Professional Support Services	
Emma Rawlings	E.Rawlings@warwick.ac.uk 024 765 23373

## Autumn Placement Calendar

w/b	Mon	Tue	Wed	Thurs	Fri	Notes
11.10.21	University days			Preparation days		
18.10.21	Week 1					Leicester half-term
25.10.21	<b>HALF TERM</b> ( <i>all authorities except Leicester</i> )					Week 1 for Leicester schools
1.11.21	Week 2		University day			
8.11.21	Week 3			Assessment Point 1		Trainee and Professional Mentors to update the <b>Collaborative Review Document</b> with progress at Assessment Point 1. Mentor to confirm judgements in Assessment Profile 1 (webform).
15.11.21	Week 4					
22.11.21	Week 5					
29.11.21	Week 6				Assessment Point 2	Trainee and Professional Mentors to update the <b>Collaborative Review Document</b> with progress at Assessment Point 2. Mentor to confirm judgements in Assessment Profile 2 (webform).

## Key Expectations for this Placement

- Promote pupils' progress across all areas of learning (EY) or core subjects (primary)
- Manage children's behaviour positively, promote positive learning behaviours and attitudes and a climate for learning
- Develop skills of planning, teaching and evaluating through planning and teaching a series of lessons/adult directed activities and evaluating impact of teaching on pupil progress
- Promote progress in phonics and Early Reading
- Develop Assessment for Learning practice, including assessing and recording evidence of pupils' progress and using to adapt planning and teaching
- Build up to responsibility for around 50-60% of the timetable
- Demonstrate excellent professional practice


## Absence from School Placement

Absence from school placement is not something to be taken lightly. Unless you are ill, you must get permission from your Head teacher or School Professional Mentor and your Course Leader for any absence.

If your absence from school is inevitable, you **MUST** take the following steps:

(i) **Notify the school.** It is a most important part of professional etiquette to ensure that fellow teachers have prompt information of a colleague's absence by 8.00 am at the latest.

(ii) Notify the University before 8:00am via the Absence Reporting Form on the front page of Moodle. <https://warwick.ac.uk/fac/soc/cte/students-partners/students/absenceform>

(iii) In the event of an absence of more than five working days, send a medical certificate to the Professional Services Support Team.

(iv) If you were expecting a Moderation tutor visit to the school, please try to ensure that s/he does not have a wasted journey by ringing/emailing the University and asking the staff to contact the tutor at home as soon as possible.

(v) Notify the University and your Moderation Tutor of your **return** to school.

(vi) If you are ill for more than seven days you will need to obtain a medical certificate.

**Please also see information in the programme Handbook on Moodle > Programme Information.**

# Consideration and Risk Management in Relation to Covid-19

## Placements

As a PGCE trainee, you will be expected to engage fully in professional placements from the date on which you are due to commence. For trainees on University-led (Core) routes, your placement schools and dates are allocated by the CTE Partnership Office.

Once you begin your placement, we have asked our placement and partner schools to brief you on their safe operating procedures and expectations. You will be expected to follow all guidance and expectations of your training school whilst on placement. We want to draw your attention to the importance of following all school guidance and within the current context, in particular, relating to Covid-19 health & safety procedures.

## Risk Assessment

If you or a member of your household have specific personal and/or health concerns relating to Covid-19, which you believe may prevent or limit you from undertaking school placements or attending the University sessions, please inform CTE as a matter of urgency by email to your Personal Tutor or the department Senior Tutor: Rachel Cooper

[r.a.cooper@warwick.ac.uk](mailto:r.a.cooper@warwick.ac.uk)

Given the changing situation relating to Covid-19, we have designed a risk assessment protocol covering a range of possible scenarios over the course of the 2021/22 academic year. The flow chart below outlines the process to be undertaken by CTE in relation to any of the six scenarios listed below:

1. Schools remain open and programmes continue, but opportunities are limited because of schools' inability to offer placements.
2. Trainees are reluctant to attend placements because of concerns about safety in school and/or while travelling to and from school.
3. A trainee is at high or moderate risk, or has to shield or self-isolate for any reason, and is required to take additional measures with regard to social distancing, and is unable or unwilling to attend placement or face-to-face teaching sessions.
4. A trainee is required by national or school guidelines to self-isolate for reasons related to COVID-19.
5. Imposition of local and regional lockdowns.
6. Re-imposition of national lockdown.

## Checklist for Initial Teacher Education Trainees' travel to placements during Covid 19

School based work is essential to ITE Programmes and will continue through the Covid 19 time period as long as government guidelines allow.

ITE trainees are responsible for assessing for themselves the travel risk and to mitigate appropriately. The following suggestions are based on Government guidance at the time of writing but should be taken into consideration with the latest government guidance at the time of travel.

Risk assessment for Covid 19 infection risk from travelling to placements relates to factors that increase the prospects of coming into contact with the Covid 19 virus. Fellow travellers or transport staff may be asymptomatic. If the risk of exposure to infectious individuals can be minimised this will lower risk.

## What do trainees need to do?

Please read and consider carefully the advice given below which has been gathered from Gov.UK and the Health and Safety Executive.

### Advice for trainees regarding travelling to placement

Walking and Cycling

If you are able to walk or cycle to your placement:

- Where possible, try to maintain social distancing when you walk or cycle, for example when approaching or passing other pedestrians or waiting at crossings or traffic lights.
- Where using a bicycle, wash your hands for at least 20 seconds or sanitise your hands before and after cycling.
- Plan your route for cycling – some alterations to traffic routes has occurred to make cycling easier in some urban areas.
- Consider a list of items to take with you that you will need on placement.

#### Car travel

- Plan your journey. Routes may have been altered to accommodate more walkers or cyclists at the current time.
- If you are able to share your vehicle, please try to ensure it is with the same person or people each time
- Optimise distance between people in the vehicle, for example, by the passenger sitting in the back, left hand seat of the car.
- Wear masks while travelling (unless solo). Wash hands before putting them on and taking them off.
- Drive with care and anticipate more walkers and cyclists.
- Limit the time you spend at garages, petrol stations and motorway services. Try to Social Distance where possible. Use contactless payment systems if possible. Wash your hands for at least 20 seconds or sanitise your hands when arriving and leaving.
- Be aware of the surfaces that you and others touch.
- Clean door handles and other areas that people may touch between journeys using standard cleaning products.
- Avoid physical contact while in the car and have good ventilation (keep the car windows open if possible)

#### Public Transport

- Plan your journey. Some routes or timings may have changed to enable Social Distancing measures or to facilitate safe cycling.
- Current UK Government policy states currently that masks must be worn at all times while using public transport.
- Wash or sanitise your hands before and after travel.
- Avoid touching your face.
- Avoid touching surfaces where possible.
- Try to sit side by side with other passengers, rather than face to face if you are unable to Social Distance.
- Ensure you follow transport company guidance
- Avoid consuming food or drink while travelling.
- Travel at off peak times, if possible, (and it might not be possible due to school operating hours).
- Use quieter stations and stops. It may be a good idea to get on or off a stop early to avoid crowding.
- Keep changes to a minimum, for example between buses and trains.
- Book your tickets online or pay by contactless methods if possible.

## 2. PROFESSIONAL GUIDANCE

### Professionalism

Professionalism is of paramount importance and your performance in this area is assessed continuously throughout the course and especially whilst on school placement. Part Two of the Teachers' Standards defines the behaviour and attitudes which set the required standard for conduct throughout a teacher's career. These standards must always be met and stand alongside the ITT Core Content Framework.

#### Part two: Personal and professional conduct

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

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

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

To uphold schools' expectations of professionalism, you must ensure that you:

- make children your first concern and work consistently to be the 'best teacher you can be';
- safeguard children's well-being – see specific guidance overleaf;
- are appropriately and professionally dressed;
- maintain high standards of attendance and always **notify the school, the University Absence Line and your Moderation Tutor** of any absence **in good time**;
- arrive in school/remain in school to ensure that you have sufficient time to be well-prepared for the day ahead/next day; ensure your class teacher or Professional Mentor knows when you are leaving the premises;
- have read, understand and follow all school policies, practices and procedures;
- keep your placement file and pupil records **up-to-date** and **always available** in school/setting for your class teacher, Professional Mentor or Moderation Tutor to view;
- keep your Training Plan **up-to-date** and **always available** in school/setting for your class teacher, Professional Mentor or Moderation Tutor to view;
- plan lessons in advance and check initial Learning Plans with class teacher/Professional Mentor and as required thereafter;
- evaluate lessons promptly to inform future planning and next steps for pupils and improve teaching;
- always treat pupils with dignity and respect;
- build positive, professional relationships with your colleagues in school;
- promote equality of opportunity at all times;
- promote fundamental British values;
- do not express personal beliefs and show tolerance and respect for the faiths and beliefs of others;
- take responsibility for your own professional development by:

- engaging in professional dialogue with expert colleagues/your Professional Mentor, responding to guidance given in order to support your professional development and ensure that you offer the best possible experiences for pupils;
- preparing for your weekly Trainee - Mentor Meeting and completing the log of your meeting (in your Training Plan);
- regularly reviewing your targets and progress towards meeting these;
- regularly using the **Core Content Framework** to **reflect on your progress** and to support discussion of your progress with your Professional Mentor and Moderation Tutor so that you are clear about the 'next steps'.
- keeping your Training Plan up-to-date

At any point, if you find that you are unable to meet any of the above criteria, you need to seek support from one or more of the following sources:

- School Professional Mentor
- University Moderation Tutor
- University Personal Tutor
- University Programme Leader [M.O.Harris@warwick.ac.uk](mailto:M.O.Harris@warwick.ac.uk)
- Senior Tutor: Rachel Cooper [r.a.cooper@warwick.ac.uk](mailto:r.a.cooper@warwick.ac.uk)
- University Wellbeing Services <https://warwick.ac.uk/services/wss>

# Safeguarding

## Safeguarding is everyone's responsibility.

As a priority you must ensure that **you**:

- (a) know who the Designated Safeguarding Lead (DSL) is;
- (b) have a copy of the school's/setting's Child Protection/Safeguarding policy in your teaching folder;
- (c) have read and understood the school's/setting's Child Protection and Safeguarding policy;
- (d) have signed a copy of the school's 'Staff Behaviour Policy' or 'Code of Conduct' and keep this in your teaching folder;
- (e) implement these policies/codes.

### What to do if a child makes a disclosure

- All disclosures must be taken seriously. It is of vital importance that if a child discloses experience of abuse or mistreatment, you listen carefully to the child disclosing:
- Take him or her seriously
- Don't judge
- Ask open, non-leading questions
  - You are allowed to ask 'TED' questions – Tell me, Explain, Describe
- Don't promise to keep it secret
- Tell him or her, if you can, what you will do next
- Check you have got their details
- Carefully record the conversation as soon as possible and keep the record in a secure place.

### What to do if you observe signs of potential abuse or mistreatment

If you observe injuries or behaviours in children you should:

- ask open questions about any injuries you observe
- note what the child says in response
- carefully record your observations as soon as possible
- and keep the record in a secure place.

**Don't share the information with anyone else. Share it with the Designated Safeguarding Lead (DSL) using the school procedure.**

**If the allegation is against the DSL go to the Head or the DS Governor.**

**The piece of information you have may be the piece of the jigsaw that makes everything clear and may safeguard a child's life.**

## Managing Workload on School Placement

The **Department for Education** states that, ‘all parts of the education system have a role to play in **reducing teacher workload**’ and in particular in reducing unnecessary activity that takes teachers and school leaders away from their core tasks. The DfE offers support and practical resources for schools to help reduce workload, including the school workload reduction toolkit. See information and resources at the following address. <https://www.gov.uk/government/collections/reducing-school-workload>

The **Ofsted** Inspection Framework for Schools (2019) and the Ofsted Inspection Framework for Initial Teacher education (2020) reiterate DfE advice on the avoidance of ‘*unnecessary workload for staff*’ (2019 p.10) and preparing trainees for the ‘*realities of teaching*’ by eliminating ‘*unnecessary workload*’ for trainees (2020, p.46).

The **Department for Education’s** [Early Career Framework](#) (DfE, 2019) and the [Core Content Framework for ITT](#) (DfE, 2019) requires trainees and early career teachers to ‘*Learn how to... manage workload and wellbeing*’ for example through ‘*Collaborating with colleagues to share the load of planning and preparation and making use of shared resources.*’ (2019, p. 25).

The **Department for Education** (2018) has also offered specific advice for Initial Teacher Education to help providers reduce the workload faced by trainee teachers and their school partners, see: [Addressing workload in initial teacher education \(ITE\)](#)

In response to the guidance provided by the **DfE** and **Ofsted**, **CTE** have reviewed workload demands for our trainee teachers and partnership colleagues. We offer guidance on managing workload to trainees (see suggestions below) and encourage active reflection on workload management. Trainees are encouraged to discuss, with their class teachers and Professional Mentors, efficient working practices that allow them to focus their efforts where they will have the most impact on pupils’ wellbeing and progress.

<b>Managing Workload – advice for Trainee Teachers</b>
<i>Reviewed in line with the ‘Independent Teacher Workload Review Group’ reports (DfE, 2016) and in discussion with trainees.</i>
<ul style="list-style-type: none"> <li>▪ <b>Avoid duplication</b> – you should never be asked to duplicate planning i.e. planning on one format for school and another for University; don’t waste time typing up handwritten logs or notes – if they are readable they are fine.</li> </ul>
<ul style="list-style-type: none"> <li>▪ <b>Share PPA time with your class teacher and follow your class teacher’s planning support/guidance</b> – learning to plan is a craft and you will learn this from your class teacher; as your programme progresses you will become increasingly confident and develop more independence.</li> </ul>
<ul style="list-style-type: none"> <li>▪ <b>Where a school is using published schemes</b>, work in line with school expectations, using the school’s chosen scheme(s) as the basis for your planning. However, develop your planning skills through involvement in professional discussion with your guiding class teacher about when it may be appropriate, and how, to adapt the scheme to ensure learning and progress for all pupils.</li> </ul>
<ul style="list-style-type: none"> <li>▪ <b>Develop your understanding of what a ‘reasonable’ workload looks like</b> - there is no doubt that teaching is a challenging but highly motivating profession and a teacher’s day extends well beyond a pupil’s day. However, if you find yourself working late into the evening and regularly not getting a break before bedtime, you should talk to colleagues for advice (e.g. class teacher, Mentor, Moderation tutor).</li> </ul>
<ul style="list-style-type: none"> <li>▪ <b>How does your class teacher manage their workload?</b> Ask your class teacher’s and Professional Mentor’s advice to help develop <i>efficient</i> working practices.</li> </ul>
<ul style="list-style-type: none"> <li>▪ <b>Pupil progress</b> – when in doubt about where to focus your time and efforts, focus on whatever will promote pupils’ wellbeing and progress.</li> </ul>
<ul style="list-style-type: none"> <li>▪ <b>Weekly planning</b> - as your workload increases, and especially when you are teaching 50% or more of the timetable, with your Professional Mentor’s approval, develop the skill of weekly planning .</li> </ul>
<ul style="list-style-type: none"> <li>▪ <b>Follow the school’s assessment policy and seek advice regarding how to ensure that marking</b> is providing feedback which is ‘<i>meaningful</i>’ for the pupils, ‘<i>manageable</i>’ for you as a trainee teacher and ‘<i>motivating</i>’ for the pupils; review the usefulness and manageability of your record-keeping.</li> </ul>

## Warwick Teacher Values Framework

**Social Justice:** Adopts an ethical approach to young people's learning, inclusive of all young people in their work and active in developing and promoting socially-just teaching and learning practices.

**Intellectual curiosity:** A keen desire to learn about learning, eager to interrogate 'knowledge' and develop critical thinking skills and committed to offering high-quality learning experiences.

**Creativity:** Receptive and resilient to challenge and change, open to imaginative and innovative ways of working and resourceful in acquiring new skills

### Intellectual Values

Character traits necessary for discernment, right action and the pursuit of knowledge, truth and understanding

**Examples of intellectual values:**  
autonomy, critical thinking, curiosity, judgement, reasoning, reflection, resourcefulness

### Moral Values

Character traits that enable us to act well in situations that require an ethical response

**Examples of moral values:**  
compassion, courage, gratitude, honesty, humility, integrity, justice, respect

### Civic Values

Character traits that are necessary for engaged responsible citizenship, contributing to the common good

**Examples of civic values:**  
citizenship, civility, community awareness, neighbourliness, service, volunteering

### Performance Values

Character traits related to professional accomplishment that have an instrumental value in enabling the intellectual, moral and civic values

**Examples of performance values:**  
confidence, determination, motivation, perseverance, resilience, teamwork

**Practical wisdom (phronesis):** is the integrative virtue, developed through experience and critical reflection, which enables us to perceive, know, desire and act with good sense. This includes discerning, deliberative action in situations where values are in conflict and we may encounter professional unease.

**Flourishing teachers, pupils, schools and communities**

Character values adapted from: Jubilee Centre for Character and Virtues (2017) *Framework for Character Education in Schools*

## **Glossary of Character Values:**

**Autonomy:** the ability to be independent in one's thinking and action.

**Citizenship:** active engagement in projects that benefit the community or contribute to the common good.

**Civility:** being polite and courteous in behaviour and speech.

**Community Awareness:** to actively and meaningfully learn from and share information with different parts of the community.

**Compassion:** to exhibit care and concern for others in need.

**Confidence:** being certain in your own abilities, the abilities of others, or that a certain course of action is best.

**Critical Thinking:** the ability to think reflectively and come to independent conclusions.

**Curiosity:** eagerness to know or learn something new.

**Determination:** the ability to keep going even when things are really tough.

**Gratitude:** to feel or to show appreciation for something that has been done for you.

**Honesty:** to be true to yourself and other people.

**Humility:** the ability to be modest and respectful and to not over estimate your own importance.

**Integrity:** the quality of having and following strong moral principles.

**Judgement and Reasoning:** the ability to make decisions after careful consideration.

**Justice:** to have an understanding of what it is to uphold what is right.

**Motivation:** having a strong reason and drive to act or accomplish something.

**Neighbourliness:** a disposition to be friendly and helpful to others.

**Perseverance:** the steady persistence in a course of action especially in spite of difficulties.

**Reflection:** the ability to ponder alternative possibilities and not jump to conclusions.

**Resilience:** bouncing back from adversity despite obstacles in your path. **Resourcefulness:** the ability to find quick and clever ways to overcome difficulties.

**Service:** working hard for a person, organisation or country. It is helping other people.

**Teamwork:** the ability to work with others effectively and efficiently.

**Volunteering:** giving your time to help someone else.

Definitions taken from the Jubilee Centre for Character and Virtues reflective journal available at:

<https://www.jubileecentre.ac.uk/userfiles/jubileecentre/pdf/Teacher%20Education%20Resources/My%20Character%20Journal.pdf>

## 3. THE TEACHING FILE

Guidance in this section has been reviewed against the Reports from the *'Independent Teacher Workload Review Group'*.

### Planning, Assessment, Evaluation & Record-Keeping

#### A. The Teaching File

Trainees must set up and maintain a well-organised teaching placement file in which to store their planning, evaluations, record-keeping and training information. **All documentation must be maintained in printed form** AND the file must be **available in school every day of the placement** to enable ease of access for those supporting the trainee's professional development i.e. Professional Mentors, class teachers and Moderation Tutors. To support organisation, a **file checklist** is available at the end of this section.

#### B. Planning Proformas

It is recognised that 'planning is essential for good teaching...'<sup>1</sup>. On this first AUTUMN placement, it is recommended that trainees use the University of Warwick planning and evaluation formats for all activities and lessons. This is because:

- The University proformas ensure that trainees focus on the key elements which underpin beginning trainees' effective planning and pupils' learning;
- The University proformas contain carefully worded prompts, designed to scaffold and develop the beginning trainees' understanding of planning, assessment and evaluation;
- The level of detail required on these plans offers a degree of accountability to schools, so that schools are aware of trainee's thought processes and how they intend to meet the needs of the pupils; it also allows schools to review and support the planning/assessment/evaluation process to develop trainees' skills and better meet the needs of the school's pupils **and ensure pupil progress**.

The University understands that there are many possible structures for a lesson, however, the University proforma does offer a good starting point for beginning trainees, many of whom can find the process of learning to plan both challenging and time-consuming. As trainees gain experience, competence and confidence, then they will be able (with the support of class teachers and Professional Mentors) to begin to adapt the proforma to meet the needs of a range of learning intentions, pupils and contexts in order to promote learning.

#### Weekly Planning

In the final weeks of the placement, when the trainees are teaching 50% or more of the timetable, they *could* consider developing the skills of weekly planning. A weekly planning proforma is available to download from the 'Essential Documents' page. They should do this with the support of their class teacher/year group team. This is optional.

#### Using published Schemes

Where a school is using a published scheme, trainees should work in line with school expectations, using the school's chosen scheme as the basis for their planning. They should be encouraged to develop their planning skills through involvement in professional discussion with their guiding class teacher about when it may be appropriate, and how, to **adapt** the scheme to ensure learning and progress for all pupils.

#### How can schools help to develop trainees' effective planning and teaching?

The Independent Teacher Workload Review Group on planning recognises the importance of 'collaborative planning, which offers excellent opportunities for professional development'. It also states that 'Access to effective plans and materials for new entrants to the profession will support their

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<sup>1</sup> Eliminating unnecessary workload around planning and teaching resources Report of the Independent Teacher Workload Review Group (2016) p. 6

development and allow them to concentrate on teaching.<sup>2</sup> It is for these reasons that we ask that class teachers:

- **share PPA time with trainees;**
- **undertake supported, guided planning**, including 'regular and professional discussion which focuses on the outcomes for pupils; thinking through the teaching of a subject, and the resources to support this'<sup>3</sup>; trainees should be supported to ***gradually develop independence*** in planning as the placement progresses;
- **share weekly or medium-terms plans with trainees.**

**THE AIM of this developmental approach** is to ensure quality provision for pupils enabling pupil progress whilst at the same time developing the planning skills of new entrants to the profession ***in a sustainable and manageable way.***

### C. Assessment of pupils' learning

The focus for this first placement is upon **day-to-day, formative, assessment for learning**, which includes:

- setting clear objectives;
- setting clear success criteria which break down the objective and enable children to see how to be successful;
- ensuring that objectives and success criteria are shared with and understood by pupils;
- ensuring that the objectives and success criteria are used by the pupils and teacher **during** the lesson;
- assessment of achievement against learning objectives and success criteria by the trainee teacher;
- identifying opportunities for assessment in the Warwick Learning Plan including planning clear questions, strategies and focal points for observation to support teacher assessment;
- beginning to use assessment information to **adapt** teaching within the lesson;
- assessment of achievement against learning objectives and success criteria by pupils through peer and self-assessment;
- providing oral and written feedback and marking according to school policy which is **meaningful, manageable and motivating**<sup>4</sup>;
- encouraging pupils to take responsibility for their own learning;
- and, crucially, use of assessment information to inform planning/intervene to promote learning.

### D. Evaluation

Evaluation is a key skill which enables professionals to be able to develop their own practice. At this stage, trainees will be learning to reflect upon and evaluate their own practice and this process will be supported by coaching discussions with class teachers, Professional Mentors and Moderation Tutors. They should use the assessment/evaluation proforma at the end of the Warwick Learning Plan.

**Trainees should:**

- assess and record pupils' learning against their lesson objectives;
- use assessment of pupils' learning to evaluate their teaching;
- **evaluate the impact of their teaching on the progress and learning of their pupils.**

They should be analytical in this self-evaluation process, avoiding description and focusing on specific elements of their practice which promoted learning and progress and specific aspects which could be improved to further promote progression e.g. clarity of modelling, teaching strategies/resources, questioning skills, pace, adaptive teaching, depth of planning, behaviour management, accuracy of subject knowledge etc..

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<sup>2</sup> Eliminating unnecessary workload around planning and teaching resources Report of the Independent Teacher Workload Review Group (2016) p. 8

<sup>3</sup> Eliminating unnecessary workload around planning and teaching resources Report of the Independent Teacher Workload Review Group (2016) p. 9

<sup>4</sup> Eliminating unnecessary workload around marking Report of the Independent Teacher Workload Review Group (2016) p.5

## E. Record-Keeping

All data collection should have a 'clear purpose' and 'efficient' process, with the aim of enhancing 'outcomes for pupils'<sup>5</sup>.

Record-keeping provides the trainee with information to inform planning and can offer evidence to all (trainee, class teacher, Professional Mentor and Moderation Tutor) of pupil progress and the trainee's assessment skills.

(a) The trainee is expected to keep **records of pupils' achievements against learning objectives**

- on AUTUMN Placement you should keep records of achievement for **ALL** pupils that you teach
- these records should be **used** to inform your planning so that you are able to promote pupil progress

(b) It is also **good practice to develop pupil profiles** which provide a broader evidence base and help you understand each pupil as an individual, e.g. including information about pupils' interests, talents and strengths, likes and dislikes, views about what helps them to learn etc. Your SEND Inclusion Enhancement has introduced you to an '**All About Me/1 Page Profile**' to give you an idea of how you might create a pupil profile and what you might include, and your Professional Enquiry Module has introduced you to the importance of understanding pupils as individuals in order to support high quality **adaptive teaching**.

### Tips to support manageability:

Remember that, 'assessment' is making a judgement, for example the child knows or does not know something/can or cannot do something; 'record-keeping' is writing down or noting this judgement in some way. There are a range of ways to 'record' learning and progress e.g.:

- Marking against objectives (samples of marked work/annotated work)
- Post-it notes of observations
- Annotated photos (check school policy on photos)
- University record-keeping sheets
- School record-keeping sheets
- Records of personal development behaviour and wellbeing.

Trainees should **not** 'type up records neatly'. As long as they are legible, they are fine.

Trainees should try different approaches to record-keeping and be prepared to evaluate their use in terms of their manageability and their usefulness. Trainees might ask themselves: How long do they take to complete? When and how do I use the data that I record?

## NB. Ensure the confidentiality of record-keeping and follow school policy.

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<sup>5</sup> Eliminating unnecessary workload associated with data management Report of the Independent Teacher Workload Review Group (2016) p.5

Divider Heading	Checklist for Teaching Placement File		✓
<b>TODAY</b>	A section in which to keep resources you are currently using e.g.: <ul style="list-style-type: none"> <li>• Today's learning plans and any associated resources</li> <li>• Copy of learning plan and a record-keeping sheet for TAs and any observer</li> </ul>		
<b>ASSESSMENT FOR/OF LEARNING &amp; PUPIL INFORMATION</b>	<ul style="list-style-type: none"> <li>• Day-to-day records of pupils' attainment against lesson/activity objectives e.g. <i>record-keeping sheets, 'post-it' notes, samples of marked work/annotated work against objectives</i></li> <li>• Pupils' targets and information about prior learning and achievement (Provided by school)</li> <li>• (EY only) Observations including reference to Characteristics of Effective Learning and next steps</li> <li>• Information about individual needs e.g. EHCs etc.</li> <li>• Class Lists including groupings/sets for different areas of learning/ subjects</li> </ul>		
<b>TIMETABLES</b>	<ul style="list-style-type: none"> <li>• 1 timetable for <u>each week</u> of placement, identifying what and when you are teaching. Timetable in when you have opportunities to complete your AUTUMN PLACEMENT Training Tasks.</li> </ul>		
<b>CURRICULUM PLANS</b>	<p style="text-align: center;"><b>PRIMARY</b></p> Systematically organised e.g. by week and/or subject, to include <ul style="list-style-type: none"> <li>• Medium-term/weekly plans (provided by school)</li> <li>• Learning Plans with Evaluations and any associated resources</li> </ul>	<p style="text-align: center;"><b>EARLY YEARS</b></p> <ul style="list-style-type: none"> <li>• Divide plans into 'Adult-led' by main subject area, as appropriate, and 'Learning Opportunities' which will link across all areas (indoors and outdoors)</li> <li>• Weekly plans, where appropriate (provided by school/setting)</li> </ul>	
<b>INFORMATION ABOUT THE SCHOOL</b>	<ul style="list-style-type: none"> <li>• (EY only) Plan of your Indoor and outdoor learning areas</li> <li>• Any key policies e.g. <i>safeguarding/SRE/behaviour/assessment/marketing policies etc.</i> NB. You do not have to store hard copies in your file, but you must have read, understand and be implementing school policies</li> </ul>		
<b>TRAINING TASKS</b>	<ul style="list-style-type: none"> <li>• Evidence of tasks (handwritten notes are acceptable)</li> </ul>		

Checklist for Training Plan File	
In the ring binder in which you keep your Training Plan, you should maintain: <ul style="list-style-type: none"> <li>• Up-to-date copy of your TRAINING PLAN (including Lesson Observation Forms);</li> <li>• Behaviour to Learn Checklist</li> </ul>	

## 4. WEEKLY GUIDANCE FOR AUTUMN PLACEMENT

### Suggested build-up of teaching timetable

On AUTUMN PLACEMENT trainees should build up to teaching a timetable of 50 - 60%\*

**\*Individual needs:** all trainees will vary in terms of their previous experiences and their confidence and competence in a particular age phase. Therefore it is important that **Professional Mentors and Class teachers, in consultation with trainees, use their judgement and interpret the guidance given** to ensure that their trainees build up to their **50-60%** teaching responsibility as appropriate to the individual trainee.

**Planning:** Given the early stage of the course and the significant variability between schools, **ALL trainees will require significant support with planning** and it is anticipated that schools will involve trainees in their joint planning processes, and will provide the medium term/weekly plans for trainees (see section 3).

#### Whilst not timetabled to teach, trainees might:

- observe learning & teaching (class teacher/other colleagues)
- complete training tasks
- carry out planning, preparation and assessment
- support the class teacher/peer partner/pupils.

Week	% of timetable	Suggested Responsibilities: Plan/teach/assess/evaluate:	
		EARLY YEARS in NURSERY SETTINGS	PRIMARY in KS1 or 2
1	30%	Plan and teach some adult-directed sessions and support child-initiated learning in the learning environment.	Build up to planning/teaching whole lessons across the core subjects.
2	30%	Plan and teach some adult-directed sessions and begin to plan related activities to support child-initiated learning in the learning environment	Plan and teach <b>a series of whole class lessons</b> for English <b>OR</b> mathematics. Plan and teach science or foundation subjects in areas of greater confidence.
3	40%	Plan and teach an increasing amount of adult-directed sessions and related activities to support child-initiated learning in the learning environment	Plan and teach <b>a week's lessons</b> for maths <b>OR</b> English, alternating with subject taught last week. Plan and teach science. For the remaining time, teach foundation subjects in areas of greater confidence.
4	45-50%	Plan and teach 45-50% of the total number of adult-directed sessions across the week and also 45- 50% of the activities available in the environment. This should include planning for other practitioners.	Plan and teach a week's lessons for maths <b>OR</b> English, alternating with subject taught last week. Plan and teach science. For the remaining time, teach a mix of the remaining core subject and foundation subjects in areas of greater confidence.
5	50-60%	Plan and teach 50-60% of the total number of adult-directed sessions across the week and also 50-60% of the activities available in the environment. This should include planning for other practitioners.	Plan and teach a week's lessons for maths <b>OR</b> English, alternating with subject taught last week. Plan and teach science. For the remaining time, teach a mix of the remaining core subject and foundation subjects in areas of greater confidence.
6			Plan and teach a week's lessons of English <b>AND</b> mathematics. Plan and teach science. In any remaining time, teach foundation subjects.

## **TASKS FOR *EARLY YEARS* AND *PRIMARY* TRAINEES BEFORE THE PLACEMENT and PREPARATORY DAYS**

*As you are likely to be in the same school for Serial and Autumn Placement, you can review the list below, disregarding any tasks already completed. If you have changed schools, then you should address all tasks.*

<b>Trainee tasks: Before the Placement</b>	
<ol style="list-style-type: none"> <li>1. Meet with Personal Tutor to set targets for the placement and record these in your Training Plan.</li> <li>2. Read the Placement Guide and other key documentation</li> <li>3. Start a placement file(s);</li> <li>4. Meet your Moderation Tutor; note any questions that you may have about AUTUMN PLACEMENT to share with your Moderation Tutor.</li> </ol>	
<b>Trainee tasks: Preparation days</b>	
<ol style="list-style-type: none"> <li>1. Share the Collaborative Review Document folder with your Mentor and Moderation Tutor</li> <li>2. Share your Training Plan including AUTUMN PLACEMENT targets with Professional Mentor and class teacher.</li> <li>3. Share school-based training tasks with Professional Mentor and class teacher.</li> <li>4. Ensure your placement file is organised (see checklist in section 3);</li> <li>5. In preparation for week 1, agree timetable for planning/teaching and undertake SUPPORTED GUIDED PLANNING WITH YOUR CLASS TEACHER.</li> <li>6. Ensure you have accessed and taken account of relevant school policies – especially Behaviour, SRE and Assessment &amp; feedback.</li> <li>7. Ask your school to brief you on their safe operating procedures and expectations for <b>COVID-19</b> and ensure you follow this guidance.</li> <li>8. Clarify safeguarding/child protection procedures and personnel</li> <li>9. Ask the school to share their 'Emergency Plan' with you.</li> <li>10. Find out about your school's approach to promoting SMSC development in pupils in order to address "British values" and prepare pupils for life in modern Britain.</li> <li>11. For your class, ensure you are aware of:               <ul style="list-style-type: none"> <li>- pupils with specific needs e.g. SEND, EAL, physical and mental health, and practices to overcome barriers to learning.</li> <li>- pupils eligible for pupil premium funding and associated targeted interventions.</li> <li>- assessment data on pupils (e.g. age-related achievements);</li> </ul> </li> <li>12. Gather relevant classroom information e.g.: class/school timetables; class lists and how children are grouped, any commercial schemes used by the school/setting.</li> <li>13. Work with groups, getting to know the class as this will help to inform your planning.</li> <li>14. Undertake activities which help to establish you as an authority figure e.g. reading a story to the class, taking the register etc.</li> </ol>	<ol style="list-style-type: none"> <li>15. Observe classroom and school routines.</li> <li>16. Ensure you are aware of classroom rules.</li> <li>17. Observe how the behaviour policy is implemented (including the use of rewards and sanctions).</li> <li>18. Identify which 'learning behaviours' e.g. 'try new things', 'don't give up', are promoted and how this is achieved.</li> <li>19. Identify 'stop'/attention gaining signal(s) in use.</li> <li>20. Learn pupils' names quickly.</li> <li>21. Identify the range of phases/age-specific activities, approaches and resources that the class teacher uses to engage pupils and promote learning (and minimise behaviour problems).</li> <li>22. Identify how the teacher creates a good and safe environment and promotes a climate for learning.</li> <li>23. If appropriate, ensure that appropriate steps/risk assessment have been undertaken to your medical needs and/or you have shared your ISP and agreed 'reasonable adjustments'.</li> </ol>

	<b>Weekly Checklists - tick when achieved</b>					
<b>Weekly Tasks</b>	<b>WEEK 1</b>	<b>WEEK 2</b>	<b>WEEK 3</b>	<b>WEEK 4</b>	<b>WEEK 5</b>	<b>WEEK 6</b>
<b>Plan, teach, evaluate required % of lessons</b>						
<b>Record-keeping and marking</b>						
<b>PPA time with class teacher with guided supported planning</b>						
<b>Update Training Plan and include lesson observation form</b>						
<b>Mentor Meeting</b>						
<b>Engage with the CRD (independently and with mentor):</b> review relevant CCF statements to help support actions and progress						
<b>Engage with the CRD (independently and with mentor):</b> review Term 1 Collaborative Review statements						
<b>Weekly email to Moderation Tutor</b>						
<b>Complete Training Tasks</b>						
<i>Own tasks</i>						
<i>Own tasks</i>						

## Week-by-week Guidance: Overview

**The section which follows** aims to **link your University-based training with your school-based practice**. It is organised into the five strands of the Core Content Framework: Curriculum, Behaviour Management, Pedagogy, Assessment and Professional Behaviours.

It suggests foci from your University training which *may* be relevant for you to consider on placement – you can decide which aspects are particularly relevant for you to work on.

Remember you can refer back to your **University-based taught seminars** for a reminder of key ideas e.g. how to promote behaviour to learn or use assessment of learning strategies (Professional Enquiry lectures/workshops) or how to implement subject-specific approaches by referring to your Maths, English, Science and whole Curriculum Studies lectures/workshops.

Whilst this next section is organised into groups of weeks, you can of course select from different weeks as appropriate to your own progress and development.

Trainees have always been advised to observe good practice and discuss practice with colleagues, and more specifically, the Core Content Framework advocates the following:

- ***Observing expert colleagues ... and deconstructing this approach***
- ***Following expert input - by taking opportunities to practise, receive feedback and improve at...***
- ***Discussing and analysing with expert colleagues***
- ***Receiving clear consistent and effective mentoring***

### **Evidence Base:**

If **trainees** would like to access additional reading on any of the areas of the Core Content Framework areas, then a Talis Aspire List can be accessed via the link below:

<https://rl.talis.com/3/warwick/lists/B7F69089-F715-BE78-A61E-AF6A0B240453.html>

OR via Moodle > Core Content Framework

**Mentors** can access an externally available list via the Mentors Portal > Essential Documents

<https://warwick.ac.uk/fac/soc/cte/pintra/essentialdocuments/primaryandeyessentialdocs/#KeyDocs>

## **WEEK-BY WEEK GUIDANCE FOR EARLY YEARS TRAINEES**

## EARLY YEARS: EARLY PLACEMENT - WEEKS 1 & 2

Review potential actions below - **highlight** those which would be a useful focus for your professional development

*NB. Wednesday 3<sup>rd</sup> November is a University Day*

Curriculum TS 3	Behaviour management TS 1 & 7	Pedagogy TS 2, 4 & 5	Assessment TS 2 & 6	Professional Behaviours TS 8
<p><b>Observe how expert colleagues:</b> -focus children’s thinking on key ideas both in adult led sessions and through sustained shared thinking in the environment -provide learning opportunities based on children’s prior learning.</p> <p><b>Practise, reflect, receive coaching and improve at:</b> -identifying essential concepts to be taught rather than starting by thinking of the activity - modelling reading comprehension by asking questions, making predictions and summarising when reading -modelling high quality oral language recognising that spoken language underpins the development of reading and writing -use number rhymes effectively as part of sessions to consolidate early number concepts.</p> <p><b>Discuss with expert colleagues</b> -how to support pupils to become fluent readers and fluent, legible writers -the rationale for curriculum choices, how do they balance themes with children’s interest? How much of the curriculum is written down in a long-term plan to be followed year on year and how much of it is unwritten or changed?</p>	<p><b>Discuss and analyse with expert colleagues:</b> – How the school behaviour policy is implemented and a positive learning climate established – Also see your ‘Behaviour to Learn Checklist’ in your Training Plan</p> <p><b>Practise, reflect, receive coaching and improve at:</b> – establishing and reinforcing routines, including through positive reinforcement – creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine. – creating a culture of respect and trust in the classroom that supports all pupils to succeed – setting clear behavioural expectations (e.g. for contributions, volume level and concentration) – using <b>positive language and rewarding the behaviour you want to see</b>; – intervening promptly and using a hierarchy of sanctions (for low-level disruption) - least intrusive first (e.g. NVC, proximity offering support); – applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate</p>	<p><b>Discuss and analyse with expert colleagues</b> – the needs of individual pupils, and barriers to learning and any support that is in place for them – how to take into account pupils’ prior knowledge when planning how much new information to introduce – How teaching is adapted to support and challenge learners</p> <p><b>Practise, reflect, receive coaching and improve at:</b> – Planning activities around what you want pupils to <b>think hard</b> about – Giving manageable, specific and sequential instructions – Using modelling, narrating your thought processes aloud to make explicit how experts think – Checking pupils’ understanding of instructions before a task begins – Linking what pupils already know to what is being taught (e.g. explaining how new content builds on what is already known). – Offering different levels and types of support to help pupils succeed – Implementing specified approaches to support pupils with SEND and/or barriers to learning</p>	<p><b>Discuss and analyse with expert colleagues</b> – The school’s marking policy – How to plan assessment opportunities and strategies linked to learning objectives/ success criteria when planning, – how to you interpret your observations of children’s learning – <b>Practise, reflect, receive coaching and improve at:</b> – Sharing learning objectives and success criteria with pupils – monitoring pupil work during lessons, including checking for misconceptions. – Use your assessment information to help evaluate your teaching and complete lesson evaluations – For an identified focus group of 10 children within your key group, recording observations of and using this information to inform planning for child-initiated activities; – Making careful <b>observations</b> of child-initiated learning supported by other practitioners throughout the learning environment, indoors and outdoors, to identify the children’s skills, interests and the learning taking place. – For your adult-led activities, assessing the extent to which pupils have achieved the learning objective and using this assessment information to plan subsequent activities.</p>	<p><b>Take responsibility for your own professional development</b> e.g. by: – Planning in training tasks to be completed (whilst teaching commitment is lowest) – <b>Reflecting upon your practice</b> by: completing lesson evaluations – Reflecting upon your progress in relation the CCF statements (in the CRD) – Reflecting upon your progress in relation to progress statements in the CRD (Term 1 Collaborative Review) – <b>Preparing for your weekly Mentor meeting</b> by identifying questions, targets upon which you would like to focus or aspects of your progress about which you would like coaching</p> <p><b>Observe</b> and learn from expert colleagues (own CT and others) depending on your needs (e.g. behaviour management, phonics) use the ELF form to support focused observation and discussion.</p> <p><b>Discuss and analyse with expert colleagues</b> – How colleagues work together as a team</p> <p><b>Practise, reflect, receive coaching and improve at:</b> – Preparing teaching assistants for lessons with support of expert colleagues.</p>

## EARLY YEARS: MID-PLACEMENT - WEEKS 3 & 4

Review potential actions below - **highlight** those which would be a useful focus for your professional development

You could also **revisit** statements from previous weeks.

Curriculum TS 3	Behaviour management TS 1 & 7	Pedagogy TS 2, 4 & 5	Assessment TS 2 & 6	Professional Behaviours TS 8
<p><b>Deliver a carefully sequenced and coherent curriculum by:</b></p> <ul style="list-style-type: none"> <li>-providing opportunities in the environment for children to revisit key concepts and consolidate their learning</li> <li>-being confident about the key vocabulary you wish children to know and use within and across different aspects of their learning</li> <li>-teach a series of phase 1 phonological awareness sessions which help children build on a range of speaking and listening skills.</li> </ul> <p><b>Practise, reflect, receive coaching and improve at:</b></p> <ul style="list-style-type: none"> <li>-providing opportunities for all children to learn and master concepts</li> <li>- making learning opportunities visually stimulating enough for children to want to join in</li> <li>-Supporting children at play using sustained shared thinking techniques</li> <li>- leading family group sessions which focus on PSED.</li> </ul> <p><b>Discuss, analyse and receive clear and consistent feedback in how to:</b></p> <ul style="list-style-type: none"> <li>-promote reading for pleasure.</li> <li>-plan for colleagues to support you in revising key concepts with children</li> <li>-keep a record of observational evidence against planned next step activities so that nothing gets lost as you plan to deliver the curriculum.</li> </ul>	<p><b>Discuss and analyse with expert colleagues:</b></p> <ul style="list-style-type: none"> <li>– Approaches taken to prevent/respond to bullying; week 4 is anti-bullying week with a theme of ‘one kind word’ see: <a href="https://anti-bullyingalliance.org.uk/anti-bullying-week">https://anti-bullyingalliance.org.uk/anti-bullying-week</a>; what is your school doing?</li> </ul> <p><b>Practise, reflect, receive coaching and improve at:</b></p> <ul style="list-style-type: none"> <li>– acknowledging and praising pupil effort and emphasising progress being made</li> <li>– Responding consistently to pupil behaviour (intervening promptly, using a hierarchy of sanctions, applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate)</li> <li>– reinforcing routines, creating a positive environment with trust and respect</li> <li>– setting clear behavioural expectations, especially for practical and active lessons.</li> <li>– Promoting positive learning behaviours; if the school has a learning behaviours approach, then implement this; if not, identify specific behaviours you wish to promote, teach and reward e.g. ‘trying hard/not giving up’.</li> </ul>	<p><b>Discuss and analyse with expert colleagues</b></p> <ul style="list-style-type: none"> <li>– how to identify possible misconceptions and plan how to prevent these forming</li> <li>– how to use concrete representation of abstract ideas (e.g. using analogies, metaphors, examples and non-examples).</li> <li>– How to set tasks that stretch pupils, but which are achievable within a challenging curriculum</li> </ul> <p><b>Observe/deconstruct how expert colleagues:</b></p> <ul style="list-style-type: none"> <li>– adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations</li> </ul> <p><b>Practise, reflect, receive coaching and improve at:</b></p> <ul style="list-style-type: none"> <li>– Using intentional and consistent language that promotes challenge and aspiration</li> <li>– setting tasks that stretch pupils, but which are achievable, within a challenging curriculum.</li> <li>– Providing targeted support for pupils who are struggling</li> <li>– reframing questions to provide greater scaffolding</li> <li>– using/developing strategies to enable pupils with SEND/barriers to access the curriculum and be successful</li> </ul>	<p><b>Discuss and analyse with expert colleagues:</b></p> <ul style="list-style-type: none"> <li>– how to check prior knowledge during lessons, e.g. structuring tasks/questions to identify knowledge gaps/misconceptions</li> <li>– how to use assessment information to begin to adapt teaching in the lesson</li> </ul> <p><b>Observe and deconstruct how expert colleagues:</b></p> <ul style="list-style-type: none"> <li>– use age-appropriate self and peer assessment</li> <li>– gather assessment information DURING the lesson to adapt teaching ‘minute-by-minute’ to promote learning</li> </ul> <p><b>Practise, reflect, receive coaching and improve at:</b></p> <ul style="list-style-type: none"> <li>– identifying assessment opportunities and strategies linked to learning objectives/ success criteria when planning, thinking ahead about what will indicate understanding.</li> <li>– Pre-planning clear questions</li> <li>– Providing effective and efficient feedback (see weeks 1-2)</li> <li>– assessing the extent to which pupils have achieved the success criteria and objective, using this information to adapt planning</li> <li>– maintaining on-going records for your focus group of 10 children and ensuring your record-keeping and planning link, e.g. where pupils didn’t achieve the LO, how is this followed up?</li> </ul>	<p><b>Take responsibility for your own professional development</b> e.g. by:</p> <ul style="list-style-type: none"> <li>- <b>Preparing</b> for your weekly Mentor meeting (see week 1)</li> <li>– <b>Reflecting upon your practice</b> by: completing lesson evaluations</li> <li>– Reflecting upon your progress in relation to the CCF</li> <li>– Reflecting upon your progress in relation to progress statements in the CRD</li> <li>- Ensuring completion of <b>training tasks</b></li> </ul> <p><b>Observe</b> and learn from expert colleagues (own CT and others) use the ELF form to support focused observation and discussion.</p> <p><b>Discuss and analyse with expert colleagues</b></p> <ul style="list-style-type: none"> <li>– how colleagues communicate with parents/carers proactively and make effective use of parents’ evenings to engage them in their children’s schooling</li> </ul> <p><b>Practise, reflect, receive coaching and improve at:</b></p> <ul style="list-style-type: none"> <li>- extending subject and pedagogic knowledge as part of the lesson preparation process</li> <li>- IN week 3 – with your Mentor, review your progress in the CRD – ‘Term 1 Collaborative Review’ – Assessment Point 1; add your own comments and ensure that you understand your targets</li> </ul>

## EARLY YEARS: LATE PLACEMENT - WEEKS 5 & 6

Review potential actions below - **highlight** those which would be a useful focus for your professional development

You could also **revisit** statements from previous weeks.

Curriculum TS 3	Behaviour management TS 1 & 7	Pedagogy TS 2, 4 & 5	Assessment TS 2 & 6	Professional Behaviours TS 8
<p><b>Discuss and analyse with expert colleagues</b></p> <ul style="list-style-type: none"> <li>-how to encourage children to transfer what has been learnt in one discipline to a less familiar context</li> <li>-how to support individual children who demonstrate a preference for a particular schema</li> <li>-misconceptions that you have noticed children have and identify ways to rectify these.</li> </ul> <p><b>Practise, reflect, receive coaching and improve at:</b></p> <ul style="list-style-type: none"> <li>- relating planning to national frameworks as well as the resources and opportunities open to the setting</li> <li>-using time effectively to plan and prepare a growing number of learning opportunities both adult led and in the environment</li> <li>-annotate planning to show where adaptations have been made to cater for the needs of different pupils.</li> </ul> <p><b>Help pupils to apply their knowledge and skills to other contexts and across subjects by:</b></p> <ul style="list-style-type: none"> <li>-having an overview of all the adult led planning and planning for the environment over the week, note links and cross over and use time effectively to support learning.</li> <li>-ensuring that taught activities are, where possible, taught in the area of the learning environment where the child will go back to access the resources.</li> </ul>	<p><b>Discuss and analyse with expert colleagues</b></p> <ul style="list-style-type: none"> <li>– how teachers manage <b>more ‘challenging behaviour’</b> (to prepare you for subsequent placements).</li> </ul> <p><b>Observe expert colleagues ... and deconstruct</b></p> <ul style="list-style-type: none"> <li>– Where possible observe in an alternative key stage – how is the school behaviour policy adapted to different age ranges/phases? (to prepare you for subsequent placements&amp;</li> <li>– how your class teacher (and others) promote a climate for learning which encourages <b>pupils to take responsibility for their own learning</b></li> </ul> <p><b>Practise, reflect, receive coaching and improve at:</b></p> <ul style="list-style-type: none"> <li>– promoting a climate for learning which encourages <b>pupils to take responsibility for their own learning</b></li> <li>– consistently promoting learning behaviours, developing a rapport with learners, motivating all learners to engage and sustain interest in learning</li> <li>– for which pupils has this been more challenging? What else could you do to improve these pupils’ engagement in learning?</li> </ul>	<p><b>Discuss and analyse with expert colleagues:</b></p> <ul style="list-style-type: none"> <li>– how to reduce distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content) -see also assessment</li> </ul> <p><b>Practise, reflect, receive coaching and improve at:</b></p> <ul style="list-style-type: none"> <li>– identifying potential misconceptions and planning how to prevent these</li> <li>forming/encouraging pupils to share emerging understanding and points of confusion so that misconceptions can be addressed.</li> <li>– using concrete representation of abstract ideas (e.g. making use of analogies, metaphors, examples and non-examples</li> <li>– Adapting teaching to respond to any pupils who are struggling (including targeted strategies) to enable all pupils to be successful</li> <li>Developing your questioning by Including a range of types of questions in class discussions to extend and challenge and providing appropriate wait time between question and response.</li> </ul>	<p><b>Discuss and analyse with expert colleagues</b></p> <ul style="list-style-type: none"> <li>– How clarity of the desired outcome and clear success criteria can help focus teaching, keeping the complexity of explanations/ modelling to a minimum, so that attention is focused on the key content.</li> <li>– the records of children’s learning kept in the setting and how evidence you have collected could contribute to these records e.g. learning journals</li> </ul> <p><b>Practise, reflect, receive coaching and improve at:</b></p> <ul style="list-style-type: none"> <li>– Planning/implementing effective assessment strategies, thinking ahead about what will indicate understanding in relation to LO/SC</li> <li>– using assessment information to adapt teaching between lessons and to begin to adapt teaching in the lesson</li> <li>– making effective use of self and peer assessment at different stages of the lesson, e.g. lesson introduction, mini-plenaries etc.</li> <li>– prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding.</li> </ul>	<p><b>Take responsibility for your own professional development</b> e.g. by:</p> <ul style="list-style-type: none"> <li>- <b>Preparing</b> for your weekly Mentor meeting (see week 1)</li> <li>– <b>Reflecting upon your practice</b> by: completing lesson evaluations</li> <li>– Reflecting upon your progress in relation to the CCF</li> <li>– Reflecting upon your progress in relation to CRD progress statements</li> </ul> <p>- Ensuring completion of <b>training tasks</b></p> <p><b>Observe</b> and learn from expert colleagues (own CT and others) use the ELF form to support focused observation and discussion.</p> <p><b>Practise, reflect, receive coaching and improve at:</b></p> <ul style="list-style-type: none"> <li>– Managing your workload effectively and developing a positive work-life balance (see also ‘Managing workload on School Placement’ in Section 2 of this Guide)</li> </ul> <p><b>IN week 6</b> – with your Mentor, review your progress in the CRD – ‘Term 1 Collaborative Review’ – Assessment Point 2; ensure that you understand your targets</p> <ul style="list-style-type: none"> <li>– You have now reached <b>Reflection Point 2</b> and can begin to reflect upon your progress in your e-PDP.</li> </ul>

## **WEEK-BY WEEK GUIDANCE FOR PRIMARY TRAINEES**

**PRIMARY: EARLY PLACEMENT - WEEKS 1 & 2**

Review potential actions below - **highlight** those which would be a useful focus for your professional development

*NB. Wednesday 3<sup>rd</sup> November is a University Day*

Curriculum TS 3	Behaviour management TS 1 & 7	Pedagogy TS 2, 4 & 5	Assessment TS 2 & 6	Professional Behaviours TS 8
<p><b>Observe how expert colleagues:</b></p> <ul style="list-style-type: none"> <li>- Explicitly teach mathematical skills and knowledge through using the CPA approach</li> <li>- Explicitly model reading and writing skills and behaviours within the English lesson e.g. Shared and Guided work</li> <li>- Teach early reading skills through Systematic Synthetic Phonics and how this is applied across the curriculum</li> <li>- <b>explicitly teach science, both substantive knowledge (concepts) and disciplinary knowledge (working scientifically).</b></li> </ul> <p><b>Practise, reflect, receive coaching and improve at:</b></p> <ul style="list-style-type: none"> <li>- Identifying essential concepts, knowledge, skills and principles of mathematics.</li> <li>- Identifying how the learning is sequenced in English considering the Teaching Sequence (from Reading to Writing)</li> </ul> <p><b>Discuss with expert colleagues</b></p> <ul style="list-style-type: none"> <li>- The school's calculation policy for mathematics</li> <li>- how the medium-term planning for English is developed and implemented; also discuss the handwriting and Reading for Pleasure policies</li> <li>- how planning for the foundation subjects is undertaken</li> </ul>	<p><b>Discuss and analyse with expert colleagues:</b></p> <ul style="list-style-type: none"> <li>- How the school behaviour policy is implemented and a positive learning climate established</li> <li>- Also see your 'Behaviour to Learn Checklist' in your Training Plan</li> </ul> <p><b>Practise, reflect, receive coaching and improve at:</b></p> <ul style="list-style-type: none"> <li>- establishing and reinforcing routines, including through positive reinforcement</li> <li>- creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine.</li> <li>- creating a culture of respect and trust in the classroom that supports all pupils to succeed</li> <li>- setting clear behavioural expectations (e.g. for contributions, volume level and concentration)</li> <li>- using <b>positive language and rewarding the behaviour you want to see;</b></li> <li>- intervening promptly and using a hierarchy of sanctions (for low-level disruption) - least intrusive first (e.g. NVC, proximity offering support);</li> <li>- applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate</li> </ul>	<p><b>Discuss and analyse with expert colleagues</b></p> <ul style="list-style-type: none"> <li>- the needs of individual pupils, and barriers to learning and any support that is in place for them</li> <li>- how to take into account pupils' prior knowledge when planning how much new information to introduce</li> <li>- How teaching is adapted to support and challenge learners</li> </ul> <p><b>Practise, reflect, receive coaching and improve at:</b></p> <ul style="list-style-type: none"> <li>- Planning activities around what you want pupils to <b>think hard</b> about</li> <li>- Giving manageable, specific and sequential instructions</li> <li>- Using modelling, narrating your thought processes aloud to make explicit how experts think</li> <li>- Checking pupils' understanding of instructions before a task begins</li> <li>- Linking what pupils already know to what is being taught (e.g. explaining how new content builds on what is already known).</li> <li>- Offering different levels and types of support to help pupils succeed</li> <li>- Implementing specified approaches to support pupils with SEND and/or barriers to learning</li> </ul>	<p><b>Discuss and analyse with expert colleagues</b></p> <ul style="list-style-type: none"> <li>- The school's marking policy</li> <li>- How to identify assessment opportunities and strategies linked to learning objectives/success criteria when planning, thinking ahead about what will indicate understanding.</li> <li>- Using assessment information from one lesson, to inform planning of next lesson.</li> </ul> <p><b>Practise, reflect, receive coaching and improve at:</b></p> <ul style="list-style-type: none"> <li>- Sharing learning objectives and success criteria with pupils</li> <li>- monitoring pupil work during lessons, including checking for misconceptions.</li> <li>- Assessing the extent to which pupils have achieved the LO;</li> <li>- Providing effective <b>feedback</b>, in line with school policy, e.g. by identifying specific actions for pupils, providing time for pupils to respond to feedback, prioritising the highlighting of errors related to misunderstandings, rather than careless mistakes when marking and using verbal feedback during lessons</li> <li>- Use your assessment information to help evaluate your teaching and complete lesson evaluations</li> </ul>	<p><b>Take responsibility for your own professional development</b> e.g. by:</p> <ul style="list-style-type: none"> <li>- Planning in training tasks to be completed (whilst teaching commitment is lowest)</li> <li>- <b>Reflecting upon your practice</b> by: completing lesson evaluations</li> <li>- Reflecting upon your progress in relation the CCF statements (in the CRD)</li> <li>- Reflecting upon your progress in relation to progress statements in the CRD (Term 1 Collaborative Review)</li> <li>- <b>Preparing for your weekly Mentor meeting</b> by identifying questions, targets upon which you would like to focus or aspects of your progress about which you would like coaching</li> </ul> <p><b>Observe</b> and learn from expert colleagues (own CT and others) depending on your needs (e.g. behaviour management, phonics) use the ELF form to support focused observation and discussion.</p> <p><b>Discuss and analyse with expert colleagues</b></p> <ul style="list-style-type: none"> <li>- How colleagues work together as a team</li> </ul> <p><b>Practise, reflect, receive coaching and improve at:</b></p> <ul style="list-style-type: none"> <li>- Preparing teaching assistants for lessons with support of expert colleagues.</li> </ul>

**PRIMARY: MID-PLACEMENT - WEEKS 3 & 4**

Review potential actions below - **highlight** those which would be a useful focus for your professional development

You could also **revisit** statements from previous weeks.

Curriculum TS 3	Behaviour management TS 1 & 7	Pedagogy TS 2, 4 & 5	Assessment TS 2 & 6	Professional Behaviours TS 8
<p><b>Observe and deconstruct how expert colleagues:</b></p> <ul style="list-style-type: none"> <li>- anticipate common misconceptions in maths and science and address these in teaching</li> <li>- Model and use strategies to engage pupils in shared reading and writing; consider how pupils' ideas and contributions are recognised and used within the lesson.</li> <li>- identify, model and promote the use of subject specific vocabulary in foundation subjects</li> </ul> <p><b>Deliver a carefully sequenced and coherent curriculum by:</b></p> <ul style="list-style-type: none"> <li>- discussing with the class teacher how the school's resources and materials for the maths curriculum are structured.</li> <li>- Focussing on establishing clear and measurable, skills-based learning objectives for English across the week in the current unit of work.</li> <li>- Discussing resourcing for working scientifically with the CT or science lead.</li> <li>- ensuring you have sound subject knowledge when teaching foundation subjects, researching as appropriate</li> </ul> <p><b>Practise, reflect, receive coaching and improve at:</b></p> <ul style="list-style-type: none"> <li>- modelling mathematical concepts, knowledge, skills and principles</li> <li>- modelling reading (comprehension or decoding) and/or writing e.g. through shared reading and writing</li> <li>- ensure sound subject knowledge in teaching foundation subjects, researching as appropriate</li> </ul> <p><b>Discuss, analyse and receive clear and consistent feedback in how to:</b></p> <ul style="list-style-type: none"> <li>- Support pupils' independent reading; the school's rationale for chosen approaches to the teaching of reading e.g. whole class, small group</li> </ul>	<p><b>Discuss and analyse with expert colleagues:</b></p> <ul style="list-style-type: none"> <li>- Approaches taken to prevent/respond to bullying; week 4 is anti-bullying week with a theme of 'one kind word' see: <a href="https://anti-bullyingalliance.org.uk/anti-bullying-week">https://anti-bullyingalliance.org.uk/anti-bullying-week</a>; what is your school doing?</li> </ul> <p><b>Practise, reflect, receive coaching and improve at:</b></p> <ul style="list-style-type: none"> <li>- acknowledging and praising pupil effort and emphasising progress being made</li> <li>- Responding consistently to pupil behaviour (intervening promptly, using a hierarchy of sanctions, applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate)</li> <li>- reinforcing routines, creating a positive environment with trust and respect</li> <li>- setting clear behavioural expectations, especially for practical and active lessons.</li> <li>- Promoting positive learning behaviours; if the school has a learning behaviours approach, then implement this; if not, identify specific behaviours you wish to promote, teach and reward e.g. 'trying hard/not giving up'.</li> </ul>	<p><b>Discuss and analyse with expert colleagues</b></p> <ul style="list-style-type: none"> <li>- how to identify possible misconceptions and plan how to prevent these forming</li> <li>- how to use concrete representation of abstract ideas (e.g. using analogies, metaphors, examples and non-examples).</li> <li>- How to set tasks that stretch pupils, but which are achievable within a challenging curriculum</li> </ul> <p><b>Observe/deconstruct how expert colleagues:</b></p> <ul style="list-style-type: none"> <li>- adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations</li> </ul> <p><b>Practise, reflect, receive coaching and improve at:</b></p> <ul style="list-style-type: none"> <li>- Using intentional and consistent language that promotes challenge and aspiration</li> <li>- setting tasks that stretch pupils, but which are achievable, within a challenging curriculum.</li> <li>- Providing targeted support for pupils who are struggling</li> <li>- reframing questions to provide greater scaffolding</li> <li>- using/developing strategies to enable pupils with SEND/barriers to access the curriculum and be successful</li> </ul>	<p><b>Discuss and analyse with expert colleagues:</b></p> <ul style="list-style-type: none"> <li>- how to check prior knowledge during lessons, e.g. structuring tasks/questions to identify knowledge gaps and misconceptions</li> <li>- how to use assessment information to begin to adapt teaching in the lesson</li> </ul> <p><b>Observe and deconstruct how expert colleagues:</b></p> <ul style="list-style-type: none"> <li>- use self and peer assessment</li> <li>- gather assessment information DURING the lesson to adapt teaching 'minute-by-minute' to promote learning</li> </ul> <p><b>Practise, reflect, receive coaching and improve at:</b></p> <ul style="list-style-type: none"> <li>- identifying assessment opportunities and strategies linked to learning objectives/ success criteria when planning, thinking ahead about what will indicate understanding.</li> <li>- Pre-planning clear questions</li> <li>- Providing effective and efficient feedback (see weeks 1-2)</li> <li>- assessing the extent to which pupils have achieved the success criteria and objective, using this information to adapt planning</li> <li>- <b>ensuring your record-keeping and planning link</b>, e.g. where a pupil/group of pupils didn't achieve the LO, how is this followed up in the next lesson?</li> </ul>	<p><b>Take responsibility for your own professional development</b> e.g. by:</p> <ul style="list-style-type: none"> <li>- <b>Preparing</b> for your weekly Mentor meeting (see week 1)</li> <li>- <b>Reflecting upon your practice</b> by: completing lesson evaluations</li> <li>- Reflecting upon your progress in relation to the CCF</li> <li>- Reflecting upon your progress in relation to progress statements in the CRD</li> </ul> <p>- Ensuring completion of <b>training tasks</b></p> <p><b>Observe</b> and learn from expert colleagues (own CT and others) use the ELF form to support focused observation and discussion.</p> <p><b>Discuss and analyse with expert colleagues</b></p> <ul style="list-style-type: none"> <li>- how colleagues communicate with parents/carers proactively and make effective use of parents' evenings to engage them in their children's schooling</li> </ul> <p><b>Practise, reflect, receive coaching and improve at:</b></p> <ul style="list-style-type: none"> <li>- extending subject and pedagogic knowledge as part of the lesson preparation process</li> </ul> <p>- IN week 3 – with your Mentor, review your progress in the CRD – 'Term 1 Collaborative Review' – Assessment Point 1; add your own comments and ensure that you understand your targets</p>

**PRIMARY LATE PLACEMENT - WEEKS 5 & 6**

Review potential actions below - **highlight** those which would be a useful focus for your professional development

You could also **revisit** statements from previous weeks.

Curriculum TS 3	Behaviour management TS 1 & 7	Pedagogy TS 2, 4 & 5	Assessment TS 2 & 6	Professional Behaviours TS 8
<p><b>Discuss and analyse with expert colleagues</b></p> <ul style="list-style-type: none"> <li>- how to revisit foundational skills in mathematics over time</li> <li>- how the school approaches topic based and cross curricular teaching and learning</li> </ul> <p>How to revisit the key concepts in English over time and through a range of examples</p> <p>how to effectively sequence the learning of science concepts and build on prior knowledge / learning.</p> <p><b>Practise, reflect, receive coaching and improve at:</b></p> <ul style="list-style-type: none"> <li>- carefully sequencing mathematical concepts that build upon pupils' prior knowledge</li> <li>- carefully sequencing learning in English so pupils' are prepared and feel confident to tackle independent reading and/or writing activities</li> <li>- teaching science specific vocabulary</li> <li>- identify, model and promote the use of key subject specific vocabulary in foundation subjects</li> </ul> <p><b>Help pupils to apply their knowledge and skills to other contexts and across subjects by:</b></p> <ul style="list-style-type: none"> <li>- identifying opportunities to transfer mathematical skills and concepts to the wider curriculum.</li> <li>- Draw links between new content and prior learning e.g. application of taught skills in Phonics or grammar being applied in a writing or reading lesson</li> </ul>	<p><b>Discuss and analyse with expert colleagues</b></p> <ul style="list-style-type: none"> <li>- how teachers manage <b>more 'challenging behaviour'</b> (to prepare you for subsequent placements).</li> </ul> <p><b>Observe expert colleagues ... and deconstruct</b></p> <ul style="list-style-type: none"> <li>- Where possible observe in an alternative key stage – how is the school behaviour policy adapted to different age ranges/phases? (to prepare you for subsequent placements&amp;</li> <li>- how your class teacher (and others) promote a climate for learning which encourages <b>pupils to take responsibility for their own learning</b></li> </ul> <p><b>Practise, reflect, receive coaching and improve at:</b></p> <ul style="list-style-type: none"> <li>- promoting a climate for learning which encourages <b>pupils to take responsibility for their own learning</b></li> <li>- consistently promoting learning behaviours, developing a rapport with learners, motivating all learners to engage and sustain interest in learning</li> <li>- for which pupils has this been more challenging? What else could you do to improve these pupils' engagement in learning?</li> </ul>	<p><b>Discuss and analyse with expert colleagues:</b></p> <ul style="list-style-type: none"> <li>- how to reduce distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content) -see also assessment</li> </ul> <p><b>Practise, reflect, receive coaching and improve at:</b></p> <ul style="list-style-type: none"> <li>- identifying potential misconceptions and planning how to prevent these forming/encouraging pupils to share emerging understanding and points of confusion so that misconceptions can be addressed.</li> <li>- using concrete representation of abstract ideas (e.g. making use of analogies, metaphors, examples and non-examples</li> <li>- Adapting teaching to respond to any pupils who are struggling (including targeted strategies) to enable all pupils to be successful</li> </ul> <p>Developing your questioning by Including a range of types of questions in class discussions to extend and challenge and providing appropriate wait time between question and response.</p>	<p><b>Discuss and analyse with expert colleagues</b></p> <ul style="list-style-type: none"> <li>- How clarity of the desired outcome and clear success criteria can help focus teaching, keeping the complexity of explanations/ modelling to a minimum, so that attention is focused on the key content.</li> <li>- How to identify efficient approaches to assessment and marking</li> </ul> <p><b>Practise, reflect, receive coaching and improve at:</b></p> <ul style="list-style-type: none"> <li>- Planning/implementing effective assessment strategies, thinking ahead about what will indicate understanding in relation to LO/SC</li> <li>- using assessment information to adapt teaching between lessons and to begin to adapt teaching in the lesson</li> <li>- making effective use of self and peer assessment at different stages of the lesson, e.g. lesson introduction, mini-plenaries etc.</li> <li>- prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding.</li> </ul>	<p><b>Take responsibility for your own professional development</b> e.g. by:</p> <ul style="list-style-type: none"> <li>- <b>Preparing</b> for your weekly Mentor meeting (see week 1)</li> <li>- <b>Reflecting upon your practice</b> by: completing lesson evaluations</li> <li>- Reflecting upon your progress in relation to the CCF</li> <li>- Reflecting upon your progress in relation to CRD progress statements</li> </ul> <p>- Ensuring completion of <b>training tasks</b></p> <p><b>Observe</b> and learn from expert colleagues (own CT and others) use the ELF form to support focused observation and discussion.</p> <p><b>Practise, reflect, receive coaching and improve at:</b></p> <ul style="list-style-type: none"> <li>- Managing your workload effectively and developing a positive work-life balance (see also 'Managing workload on School Placement' in Section 2 of this Guide)</li> </ul> <p><b>IN week 6</b> – with your Mentor, review your progress in the CRD – 'Term 1 Collaborative Review' – Assessment Point 2; ensure that you understand your targets</p> <ul style="list-style-type: none"> <li>- You have now reached <b>Reflection Point 2</b> and can begin to reflect upon your progress in your e-PDP.</li> </ul>

## Guidance for Professional Mentors & Class Teachers

*This information and guidance is intended to support Professional Mentors in maximising the progress of their trainees and in doing so, offer the best provision possible to the pupils of the school.*

### Trainees' prior experiences

The **Early Years PGCE** qualifies trainees to teach across the 0-7 age range and **Primary PGCE** qualifies trainees across the 5-11 age range. Prior to this placement, trainees have completed a 5-day Serial placement which aims to allow trainees to apply university-based training to school-based practice. The Curriculum maps overleaf, summarise trainees' prior experiences on the programme.

### Supporting trainees with 'declared disabilities'

All trainees who have disclosed a disability are encouraged to complete an Individual Support Plan (ISP) to specify any 'reasonable adjustments' which will support their successful completion of the PGCE.

We would recommend that trainees share their ISP and disability disclosure with school in order to facilitate adjustments, although it is ultimately a trainee's decision whether or not to disclose a disability and to share the ISP. However, if a trainee does not disclose their disability and/or ISP to the school, the amount of adjustment available may be more limited. Trainees should discuss any concerns over disclosing a disability with their personal tutor.

Trainees are welcome to request an early school-based meeting between a university tutor, the trainee and Professional Mentor, to discuss in more detail the practicalities, responsibilities and expectations with reference to the reasonable adjustments identified in the ISP.

### Risk assessment for trainees' medical needs

Where trainees have a medical need/health issue which requires a risk assessment and/or the trainee to have access to medication in school, the school will be made aware of this in advance of the placement, to ensure that appropriate steps/safe storage of medicines can be agreed.

### Supporting Planning and Teaching on AUTUMN PLACEMENT

Given the early stage of the course and the significant variability in processes between schools, **ALL trainees will require significant support with planning** and schools are expected to involve trainees in their joint planning processes and professional discussions around planning and resourcing lessons. We recommend that **class teachers and trainees share PPA time and complete page 1 of the learning plan together, in note form**, especially early in placements. Following this support, trainees should develop/write up page 2 of the plan in greater detail and subsequently assess children's learning and evaluate each session using the University proformas.

***NB. As a basis for trainees' planning, schools are asked to provide medium term and weekly plans for all trainees.***

***Please also see section 3 – 'The Teaching File: Planning, Assessing, Evaluation and Record Keeping', where guidance has been reviewed against the Reports from the 'Independent Teacher Workload Review Group'.***

# Curriculum Map A

## Primary ITT Curriculum Model with links to CCF: Professional Enquiry, Professional Practice and Subject Studies mapping 2021-22

Strands	Recursive Threads (&CCF)	Autumn: Developing	Spring: Contrasting	Summer: Autonomy	
Trainee journey	Agency and identity	Emerging understanding of teacher identity, teaching and learning Reflective practice, evaluation, professionalism and ethics	Developing teacher identity in different contexts Managing wellbeing	Meeting the Teacher Standards (TS1-8 & Pt2) Consolidating teacher identity:	
	Understanding context	Understanding the school context	Understanding different school contexts and education policy Applications and interviews	Adapting to change, autonomy and responsibility Developing accountability Preparing to be an Early Career Teacher	
Social justice	Behaviour for learning (CCF 7)	Relationships, routines and responses Learning behaviours and self-regulation Setting expectations and climate for learning	Understanding, planning for and responding to more challenging behaviour Effective deployment of TAs	Reinforcing relationships and expectations with all pupils Bullying Responding to poverty and disadvantage	
	Inclusive teaching (CCF 5)	Adaptive teaching, Equality, SEND, EAL	Creating an inclusive classroom	Taking responsibility for Quality First Teaching, implementing Inclusion and Equality Act	
	SEND/ Inclusion Enhancement (CCF 5)	Autism, Speech, language and communication, attachment, dyslexia EEF: SEND in mainstream settings	EAL (focus on higher order English) Racism/ bullying: Gypsy and Traveler community	Implementing adaptive teaching for all	
Intellectual Curiosity	How children learn (CCF 1,2,3)	Child development, How children learn, motivation Introduction to Quality First Teaching (QFT)	Memory and pedagogy for memorable learning Implications of learning theory in different KS Applying QFT in different contexts	Metacognition Applying knowledge of modelling, scaffolding and zone of proximal development in sequences of learning	
	Subject pedagogies (CCF 4, 6)	Core subject teaching pedagogies and cross-curricular approaches Wider curriculum: SRE, PHSE, Religion, humanities	Wider curriculum: PMFL, PE, Art, Music, D&T, Further professional / subject training	Resolving issues in subject teaching	
	Academic writing and L7 development (CCF 1-8)	Introduction to education research, writing at L7 and target setting for assignments Lesson evaluation and reflective practice	Professional Enquiry assignment titles: adaptive teaching, AfL, B4L Subject studies assignment: talk for learning	Critical reflection and self-evaluation, applying research and theory Overall evaluation, pupil outcomes and progress	
Creativity	Planning, Assessing learning (CCF 4, 6)	Lesson planning, assessment for learning LTA cycle and planning individual learning episodes	Planning learning sequences Planning memorable learning/ cross-curricular AfL (within lessons), Self and peer assessment	Taking responsibility for curriculum planning Taking responsibility for Assessment for Learning Assessment of Learning	
	Curriculum (CCF 2,3, 4)	Broad and balanced curriculum Focus on early reading and early maths	Contrastive curriculum (KS) Enhanced Placements (SEN school, EAL focus)	Learning outside the classroom and school trips	
	Wider Context (CCF 8)	SEMH for pupils and teachers Workload management	Working with Teaching assistants	Family and community NQT conference and transition to ECF	
Teaching placements	Trainee (% class teaching)	Observing practice Early teaching (30%)	Developing teaching (50-60%)	Teaching in a different KS and school (building up to 70%)	Autonomy and responsibility (building up to 80%)
	Placement activity	Co-planning groups and whole class	Learning plans – whole classes	Learning sequences and medium-term planning	Taking responsibility for the curriculum and class outcomes
	Mentor	Modelling	Instructional coaching (inc. live feedback) and collaborative review	Instructional coaching (inc. live feedback) and collaborative review	Instructional coaching and collaborative review Synoptic Assessment for QTS
	Assessment Profiles	Training Plan AP1	Training Plan AP2	Training Plan AP3, AP4	Training Plan/ CEDP AP 5, 6

## Curriculum Map B

	Autumn Term	Spring Term	Summer Term
	Creativity      Social Justice Intellectual Curiosity	Creativity      Social Justice Intellectual Curiosity	Creativity      Social Justice Intellectual Curiosity
	CCF 1-8	CCF 1-8	CCF 1-8
Early Years Core	EY1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	En3,4,5,6,7, 11	EY13, 14, 15,16
	Ma 1, 3, 4	Ma 2, 5, 6, 7, 8, 10, 11, 13	Ma 9
	Sc1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Sc 11, 12, 13, 14, 15	
	WCs1,3,5,6,7,	WCs2,4,9,10	WCs11
Primary Core	En1, 2, 3, 4, 5, 6, 7, 8	En9, 10, 11, 12, 13	En14, 15
	Ma 1, 2, 3, 4, 5, 6, 7, 8	Ma: 9, 10, 11, 12, 13	Ma14, 15
	Sc 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	Sc 12, 13, 14, 15	
	WCs1i,3i,3ii,5i,5ii,6,7i,8i	WCs1ii,2i,4i,4ii,6ii,7ii,8ii,9i,9ii,10	WCs
Early Years School Direct (* = external)	En1, 3, 6, 12 En*	EY6, 9	EY* 12, 16
	Ma: 3, 5	EY*	En5
	Sc 1, 2, 7, 9, 10	2, 5	Ma 6, 15
	WCs1i,2i,3i,4i,6i	En7, 11	Ma 3, 4
Primary School Direct	En1, 3, 4, 5, 6, 7	En9, 11, 15	
	Ma: 1, 2, 3, 5, 6	Ma: 9, 10, 11, 12	
	Sc 1, 2, 3, 5, 7	Sc 9, 10, 14, 15 (& Sc 8 recorded)	
	WCs1i,2i,3i,5i,6i,7i,8i,9i	WCs1ii,2ii,3ii,4ii,5ii,6ii,7i,7ii,11	WCs8ii,9ii

### The Early Years Programme

EY1: Play, EYFS Framework and Development Matters  
 EY2: Observation & wellbeing  
 EY3: Spoken language and sustained shared thinking  
 EY4: Birth-3, Being 2  
 EY5: Phonics: phases 1,2  
 EY6: Number  
 EY7: Writing processes/ mark making  
 EY8: Key approaches to EY philosophies  
 EY9: Shape and Space  
 EY10: Planning  
 EY11: Storytelling  
 EY12: Working with parents  
 EY13: Assessment/ Moderation (ELGs)  
 EY14: Maths and the environment  
 EY15: Engaging boys  
 EY16: Leadership/Revisiting quality pedagogy

### The English Programme

En1: Introduction to English  
 En2: Reading – The Big Picture  
 En3: Teaching Reading  
 En4: Phonics  
 En5: Grammar SK  
 En6: Teaching Writing  
 En7: Non-Fiction  
 En8: Learning to Plan  
 En9: Grammar for Writing  
 En10. Handwriting and Spelling  
 En11. Poetry  
 En12. Spoken Language  
 En13. Assessment  
 En14. Developing Comprehension  
 En15: Creative Pedagogies

### The Maths Programme

Ma1: Mathematical Mindset  
 Ma2: Introduction to Mastery  
 Ma3: Counting and Place Value  
 Ma4: Counting and Dyscalculia  
 Ma5: Developing Fluency  
 Ma6: Representation and Structure (CPA approaches for written maths)  
 Ma7: Variation  
 Ma8: Planning for Primary Maths  
 Ma9: Reasoning and Problem Solving  
 Ma10: Fractions  
 Ma11: Talk in Maths  
 Ma12: Fractions, Decimals, Percentages, Ratio and Proportion  
 Ma13: Assessment  
 Ma14: Measures (Length, Weight, Capacity)  
 Ma15: Measures (Time and Money)

### The Science Programme

Sc1: Introduction to science  
 Sc2: Working Scientifically 1  
 Sc3: Working Scientifically 2  
 Sc4: Earth and Space  
 Sc5: Materials  
 Sc6: Management and Organisation  
 Sc7: Life Processes  
 Sc8: Planning for Progression in science  
 Sc9: Forces  
 Sc10: Questions & Talk in Science  
 Sc11: Electricity  
 Sc12: Working Scientifically 3  
 Sc13: Evolution and Inheritance  
 Sc14: Assessing Science- Light & Sound context  
 Sc15: Plants & The Environment

### Whole Curriculum Studies

WCs1: PSHE  
 WCs2: RE  
 WCs3: Geography  
 WCs4: History  
 WCs5: Art  
 WCs6: Music  
 WCs7: Computing  
 WCs8: Primary Foreign Languages  
 WCs9: D&T  
 WCs10: PE (up to 3 sessions)  
 WCs11: Cross-Curricular  
 i) Subject Knowledge session  
 ii) Planning and assessment

# The Role of the Class Teacher

The class teacher acts as a critical supportive colleague for the trainee

<p><b>Before the placement</b></p> <p>The class teacher will:</p> <ul style="list-style-type: none"> <li>• have attended CT/Professional Mentor Professional Development/accessed the online training materials;</li> <li>• know the name of the trainee, and the dates of the placement and be ready to welcome the trainee.</li> </ul>
<p><b>Preparation training days</b></p> <p>The class teacher will:</p> <ul style="list-style-type: none"> <li>• have a copy of the Placement Guide;</li> <li>• share with the trainee specific class info e.g., timetables, class lists, groups, routines etc.;</li> <li>• ensure that the trainee is aware of individual needs e.g. in relation to pupils' physical and mental health, SEND, EAL, etc.;</li> <li>• share assessment data and records to support trainee's planning;</li> <li>• share copies of long/medium plans/overviews and short term weekly/daily plans;</li> <li>• ensure that the trainee is aware of pupils eligible for pupil premium funding and relevant interventions;</li> <li>• ON preparation days, encourage the trainee to establish themselves as an authority figure, for example, by: reading a story to the class, taking the register or bringing the children in from break;</li> <li>• <b>ensure appropriate timetabling of PPA time so that the trainee and class teacher are able to undertake shared/supported planning together.</b></li> </ul>
<p><b>During Placement</b></p> <p>With a view to supporting the developing skills of new entrants to the profession, and helping to ensure a manageable workload, the class teacher is asked to:</p> <ul style="list-style-type: none"> <li>• undertake <b>supported, guided planning with the trainee, including 'regular and professional discussion which focuses on the outcomes for pupils; thinking through the teaching of a subject, and the resources to support this'</b><sup>6</sup>; in line with judgements of the trainee's developing confidence and competence, <b>the class teacher might gradually reduce support so that the trainee learns to plan more independently</b>;</li> <li>• where school uses <b>published schemes</b>, involve the trainee in professional discussion about <b>when</b> it may be appropriate, <b>and how, to adapt the scheme to ensure learning and progress for all</b>;</li> <li>• ensure the trainee is clear about his/her planning responsibilities;</li> <li>• <b>ensure the trainee understands the school marking and assessment policy, including how to ensure that marking is 'manageable, meaningful and motivating'</b><sup>7</sup>;</li> <li>• offer <b>support and informal feedback</b> e.g. with lesson delivery, classroom management, lesson evaluation etc.;</li> <li>• liaise with Professional Mentor;</li> <li>• role model good professional practice to the trainee, including: <b>behaviour management</b>, practice in <b>assessment and tracking pupil progress</b>; and practices to overcome <b>barriers to learning/support pupil progress</b>;</li> <li>• in consultation with the Professional Mentor, ensure an appropriate timetable for the trainee;</li> <li>• facilitate the trainee's completion of training tasks;</li> <li>• notify the trainee and Professional Mentor of any difficulties that arise on the placement as early as possible, so that these can be swiftly addressed;</li> <li>• where requested by the Professional Mentor, undertake a formal written observation of the trainee's teaching, recording this on the observation proforma and providing coaching. Ensure clear targets are set, using the <b>Core Content Framework</b> to guide specific actions.</li> </ul>

<sup>6</sup> Eliminating unnecessary workload around planning and teaching resources Report of the Independent Teacher Workload Review Group (2016) p. 9

<sup>7</sup> Eliminating unnecessary workload around marking Report of the Independent Teacher Workload Review Group (2016) p. 5

# The Role of the Professional Mentor

Where the *Class Teacher is also the Professional Mentor*, you are asked to **identify another member of staff to whom the trainee can go to discuss progress and needs.**

## Mentor Toolkit

All key documents to support Mentors in working with trainees can be found in the **Mentor Toolkit**:

<https://warwick.ac.uk/fac/soc/cte/pintra/mentorresources/support/primary>

The Professional Mentor is responsible for the management of the trainee's placement, including coaching and formative support and training and collaborative review/assessment of the trainee's practice.

## Supporting all trainees: Core Content Framework and training entitlement

The Core Content Framework establishes trainees' entitlement to the following:

- Observing expert colleagues ... and deconstructing this approach
- Following expert input - by taking opportunities to practise, receive feedback and improve at...
- Discussing and analysing with expert colleagues
- Receiving clear consistent and effective mentoring

Evidence-based teaching is an expectation for all aspects of initial teacher training

If trainees would like to access additional reading on any of the areas of the Core Content Framework areas, then a Talis Aspire List can be accessed via the link below:

<https://rl.talis.com/3/warwick/lists/B7F69089-F715-BE78-A61E-AF6A0B240453.html>

**Mentors** can access an externally available list via the Mentors Portal > Essential Documents

<https://warwick.ac.uk/fac/soc/cte/pintra/essentialdocuments/primaryandeyessentialdocs/#KeyDocs>

### As a minimum, all trainees should have

- one formal lesson observation per week, and
- one Mentor meeting per week

## Observing expert colleagues and the 'ELF' form

Trainees will also benefit from observing expert colleagues. This is usually most beneficial where the observation is focused upon a particular aspect of the trainee's practice which may have been identified by the trainee's self-review or arise as a development need during the weekly trainee-mentor meeting. The **Experiential Learning Framework (ELF)** introduced in 20-21 offers a supportive framework to structure this focused observation and deconstruction/discussion/analysis with an expert colleague, following by the trainee then taking opportunities to 'practise, receive feedback and improve at...' the identified aspect of practice (copies available via the Partners' Intranet – see 'Essential On-course Documentation' and at the end of this section).

## Weekly Lesson Observation and the ICON Form

All trainees should have a formal lesson observation once per week, which includes:

1. an observation of their teaching which is recorded on the **lesson observation form**. The lesson observation form has been updated for 21-22 and re-named as the **Instructional Coaching Operation Notes form (ICON)** (copies available via the Partners' Intranet – see 'Essential On-course Documentation' and at the end of this section)
2. formative discussion using the Instructional Coaching Model and trainee-led developmental target-setting supported by reference to the Core Content Framework (CCF) to guide specific actions. A copy of the CCF statements can be found in the first section of the online Collaborative Review Document (CRD). Additional supporting resources for coaching are available via the Partners' Intranet – see 'Warwick Mentor Resources'

Observations are usually undertaken by the Professional Mentor, however, observations may be undertaken by colleagues where this is felt to be more appropriate e.g. subject leads might observe teaching of specific subjects/areas e.g. phonics. **Where observations are delegated to colleagues, it is the responsibility of the Professional Mentor to ensure that the colleague is appropriately trained and understands the expectations associated with formal lesson observations** as in the paragraph above.

**Where possible**, at an appropriate point in their placement, **trainees should be observed teaching phonics** using the Phonics Observation Form.

Where the school/setting is hosting more than one trainee, Trainee - Mentor Meetings can be conducted with all trainees together. However, it may be appropriate to offer a separate, short meeting where trainees indicate that they wish to discuss something in private. **Coaching discussions following lesson observations should always be conducted individually.**

### **Weekly Trainee-Mentor Meeting**

**Trainees are encouraged to lead their own professional development** by preparing for this meeting e.g. by identifying areas in which they would like coaching. Meetings usually include the following:

1. **Review of support:** has the trainee had a lesson observation/coaching discussion; has the trainee had shared PPA with their class teacher and supported guided planning
2. **Trainee's weekly reflection on their progress and against the Warwick Teacher Values** (*particular areas of practice/values may be selected for discussion*); termly expectations of progress are shared in the **Collaborative Review Document (CRD)** see 'Term One Collaborative Review' tab. The trainee will share this document with you.
3. **Review of specific elements** e.g. *one or more of the following*:
  - a. Trainee's reflection on personal and professional conduct
  - b. recognition of progress towards current targets, signing off any targets met/completed;
  - c. trainee's reflection on teaching file (planning, assessment and record-keeping, evaluation)
  - d. **focused coaching discussion** – this can be supported by reference to the **week-by-week section of this Guide** which aims to integrate the trainee's university curriculum with their school-based practice (see earlier in Section 4) and by reference to the **Core Content Framework (CCF)**, a copy which can be found in the first section of the online **Collaborative Review Document (CRD)**.
  - e. Trainee's reflection on teaching and impact on learning over the week
  - f. Trainee's reflection on their ability to manage their workload efficiently
4. **Set new targets** – *where relevant, in relation to the broader discussion of the Mentor Meeting.*

The trainee will take responsibility for recording the meeting in the trainee's Training Plan.

### **Warwick Tutor Moderation visits in the Autumn term**

Each school will have a moderation tutor who will contact the Professional Mentor early in the placement. The Moderation Tutor is a link between the University and the school, offering support to the Mentor and trainee and undertaking quality assurance of the placement.

**Moderation Tutors will usually visit each school once during the Autumn placement.** They are likely to meet with the Professional Mentor and meet with the trainee. With the professional Mentor, they will undertake a joint observation of the trainee's teaching and sit in on the coaching discussion.

Professional Mentors are asked to keep in good contact with the Moderation Tutor throughout the placement and contact them promptly with any concerns or queries.

# Coaching Guidance

## Instructional Coaching Model

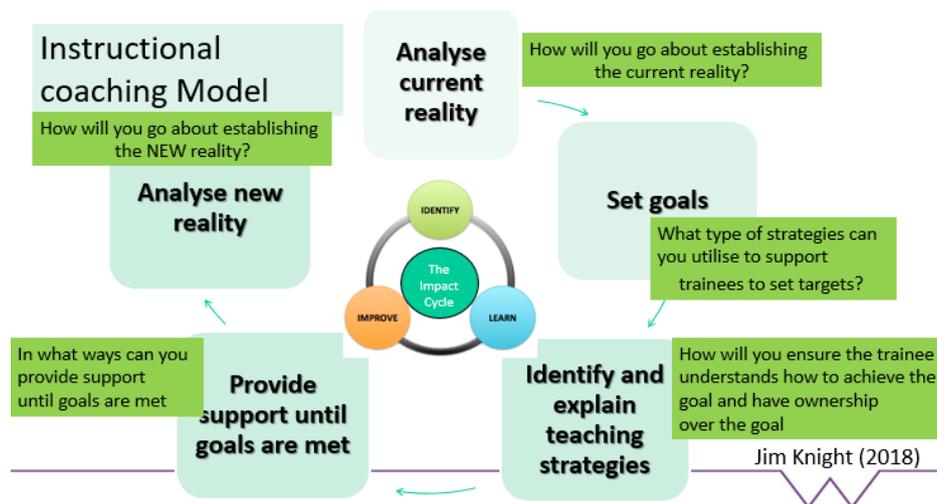
CTE advocates the use of an instructional coaching model (adapted from Knight, 2018) which aligns with our core values and facilitates high quality professional dialogue between the trainee and mentor which positively impacts on trainee progress and autonomy.

Through recent mentor development sessions, mentors have explored key themes such as adult learning, empathetic listening and effective open-ended questions to consider how mentors can empower the trainee to take greater ownership of their own development. When mentors use the model to support critical reflection, trainees become skilled in effectively understanding the reality of their classroom and identifying for themselves relevant targets which will enable them to continue to make progress with their practice both in their PGCE year and beyond. Effective coaching from mentors results in: **A**ction; **C**hoice and **V**oice for the trainee.

Trainees will receive training on coaching during the PGCE year to develop their understanding of this important aspect of teacher professional development.

Further details about 21/22 training and resources to support the implementation of the instructional coaching model can be found on our Partners' Intranet:

<https://warwick.ac.uk/fac/soc/cte/students-partners/pintra/>



**All** mentors will be required to engage with further training this academic year. Mentors who are new to Warwick should also complete the online training. Class teachers are also encouraged to attend training if they are new to the role. Details of this year's training programme will be communicated to schools once we have received the contact details of 2021/22 mentors from lead schools/alliances.

The 2021/22 lesson observation forms will support mentors in undertaking their role as 'expert colleague' and 'coach' and make explicit links with the Core Content Framework to ensure trainees are receiving their minimum training entitlements. Further guidance about how to use these forms will be provided via moderation tutors and through mentor training in the Autumn Term.

- i) In addition to the materials on the Partners' Intranet, the guidance sheet provides further support for mentors in applying the coaching model when observing and meeting with trainees.
- ii) Instructional Coaching Observation Notes (ICON) – replaces our previous weekly observation form and guides mentors and trainees to follow the instructional coaching model to develop a shared understanding of the reality of the trainee's classroom and supports the development of co-constructed targets to promote progress.
- iii) Experiential learning form (ELF) – follows the instructional coaching model and provides an additional layer of support for trainees to make progress in a particular focus area, embedding opportunities for trainees to observe their chosen focus being demonstrated by expert colleagues and applying their learning to their own practice.

## Coaching Contract

This Coaching Contract between the Professional Mentor (Coach) and the trainee will define your working interactions and expectations for the “Instructional Coaching” process in order to contribute to a positive, collaborative relationship. Professional Mentors possess the ability to inspire trainees, affect change, support trainee growth and move thinking forward. As an instructional coach, the Professional Mentor will listen, question, support, guide and work with the trainee to set goals, put actions into place and reflect on practice to develop and enrich professional growth.



### **The Professional Mentor (Coach) will:**

Provide a space and time for the coaching conversations to take place (comfortable, no distractions, regular, weekly)  
Be an active listener-listen to the trainee process their own thinking and learning. (Listen, paraphrase, check)  
Stay focused on the trainee -Focus on the strengths, emerging skills and individual target.  
Ask open questions- Probe the trainee to think deeply, critically and reflectively without being judgmental of responses. (Use question stems to support- Instructional Coaching Support for Professional Mentors)  
Collaborate with the trainee to help deepen that thinking. Use expertise and experience.  
Offer guidance and support to address the identified target. Use the professional network in the setting.  
Observe the trainee over a range of lessons and daily routines.  
Collect data to share and inform future coaching conversations. Use the ELF/ ICON.



### **The trainee will:**

Be prepared for the weekly coaching conversation. Attend on time.  
Provide the Professional Mentor (Coach) with documents pertinent to the coaching conversation (Core Content Framework, Discussion documents, Collaborative Review Document, ELF, ICON, Teaching File, Training Plan).  
Lead the discussion-Identify emerging skills, prioritise targets.  
Be open to suggestions to positively and successfully implement changes in practice.  
Ask questions- Request support.  
Be observed over a range of lessons and daily routines.  
Continuously reflect on practice.  
Share thoughts, perspective and reflections to inform future coaching conversations.



### **Both the Professional Mentor and trainee will:**

Be open and respectful.  
Communicate fluidly.  
Maintain confidentiality.

## Instructional Coaching Support: guidance for first mentor-trainee meeting

The first meeting	Guidance for Trainees/Mentors
<p><b>Where are we now?</b></p> <p>Trainee should have reflected on their current practice/ experience</p>	<p><b>Suggested questions for mentor to ask trainee:</b></p> <p>What is your previous experience? How would you assess your level of confidence currently? Can you share your hopes and ambitions? What are your aspirations? Do you have any worries?</p>
<p><b>Discuss the longer term goals</b></p> <p><b>By asking questions you will be:</b></p> <p>Empowering and enabling. Challenging and encouraging ownership.</p>	<p><b>Suggested questions to ask trainee:</b></p> <p>What do you hope to achieve by the end of the placement? What would be your long-term goal? What is it you would like to achieve personally? Professionally? What skills would you like to develop? What knowledge do you want to develop? Is there anything that you are finding challenging currently? What support do you think you might need?</p> <p><b>Mentor and trainee to look at the overview of targets set by the trainee in preparation for the practice.</b></p> <p>So this is your thinking for the practice. What is your current priority? What do you think will be the first target that you would like to address? Why have you chosen that? What would you like to achieve by this time next week?</p> <p><b>Look at the Core Content Framework/Discussion documents and Collaborative Review Document together.</b></p> <p>These will be used in each meeting to support the trainee develop in the 5 core areas and support them in achieving the 8 Teacher standards and the Preamble/Part 2 by the end of the PGCE year.</p> <p><b>Mentor and trainee also need to discuss the range of data that will be collected to analyse the impact of the targets.</b></p> <p>We will be looking at:</p> <p>What is actually happening in the classroom? What are the children doing? How many children are responding to questions? How many children are asking questions? How many children are on task? When do children ask for help? Who do they ask? Does the quality and quantity of work in the books match the time spent? What is the quality of the children's talk?</p>
<p><b>Setting the first target.</b></p> <p><b>Identify and explain teaching strategies – co-construct targets/goals</b></p> <p><b>Targets should be:</b></p> <p><u>P</u>owerful <u>E</u>asy <u>E</u>motionally Compelling <u>R</u>eachable <u>S</u>tudent-focused</p>	<p><b>Suggested questions to ask trainee:</b></p> <p>So here is where you want to be...</p> <p>What options/strategies are there to help you achieve your target? What have you learnt at university/through research that could have a positive impact? (mentor offers options/ideas for trainee to select from so they are invested in the target/goal)</p> <p>What will your steps to success/checklist look like to help you achieve your target/goal? What will be the first step? What will come next?</p> <p><b>Refer to Core Content Framework/ Discussion documents for additional support.</b></p>

<p><b>Provide support until goals are met (mentorship)</b></p> <p><b>By guiding and supporting, you will be:</b> Motivating and inspiring.</p>	<p><b>Suggested actions for mentor and other expert colleagues to enable target/goal to be met:</b>          Trainee observation of strategies          Mentor/class teacher/subject mentor modelling expert practice          Observation of subject specialists          Team teaching          Role play          Professional dialogue with colleagues          Live feedback (feedback within lesson)          Video analysis (record trainee’s practice and review collaboratively)          Additional planning/assessment support and guidance</p> <p><b>Refer to Core Content Framework for additional support.</b></p>
<p><b>The Coaching Contract.</b></p> <p><b>The expectations, roles and responsibilities for the partnership between the Professional Mentor and trainee.</b></p> <p>An equal partnership whereby both the Professional Mentor and trainee are valued.</p>	<p><b>Actions for the Professional Mentor and the trainee to enable the practice to be a positive, collaborative and successful experience.</b></p> <p>Establish the responsibilities and commitment of both the Professional Mentor and the trainee.          Establish a commitment for regular and protected time for meetings with the Professional Mentor /trainee. Where/when will this be?          Ensure lines of communication are established. What is the plan for re-scheduling if there is a need? (missed meeting, Professional Mentor not available)</p> <p><b>Share what the future mentor meetings/coaching conversations will look like.</b></p>
<p><b>For subsequent meetings follow the Instructional Coaching Support for Professional Mentors for guidance with the stages and questions.</b></p>	

# Instructional Coaching Support: guidance for subsequent coaching conversations

*Trainees to record key discussion points in weekly training plan log – targets identified to feed into future lesson observations to allow for focused feedback*

Stages of Instructional Coaching Model	Guidance for Trainees/Mentors
<p><b>Analyse New/Current Reality</b></p> <p>Trainee should have reflected on their developing practice through analysis of lesson data and reference to the Core Content Framework prior to dialogue with mentor</p>	<p><b>Suggested questions for mentor to ask trainee:</b> where are you now with your progress/current practice?            In a few words sum up what it's like for you in your classroom this week compared to last?            What are you now doing as a consequence of your targets/action steps?            What are you now doing that you weren't doing before that is having a more positive impact on pupil learning?            What are the pupils doing differently?            What else? How do you know?            On the basis of what you have taught/taught this week, on a scale of 1-10 how would you judge your lesson(s)? What pleased you? What could have been more effective? Why? Tell me more...            What strategies have you successfully implemented? What data evidences this? <b>(At this point, mentors should share data that they have gathered in relation to the trainee's target e.g. number of pupils who answered questions to ensure a shared understanding and any additional evidence/data in relation to their wider practice that needs to be addressed)</b></p>
<p><b>Set goals/targets</b></p> <p><b>Targets should be:</b>  <u>P</u>owerful  <u>E</u>asy  <u>E</u>motionally Compelling  <u>R</u>eachable  <u>S</u>tudent-focused</p>	<p><b>Suggested questions to ask trainee:</b></p> <p>Based on our coaching conversation, what would you change to move your practice forward? What would your pupils be doing differently? What would this look like? What would <u>you</u> be doing differently in your classroom? What can realistically be achieved by next week? What needs prioritising?</p> <p><b>Mentor and trainee to co-construct target</b></p> <p><b>At this stage, mentor and trainee also need to decide what data will need to be collected to analyse impact of target.</b></p>
<p><b>Identify and explain teaching strategies – co-construct targets/goals</b></p>	<p><b>Suggested questions to ask trainee:</b></p> <p>So here is where you want to be...            What options/strategies are there to help you achieve your target?            What have you learnt at university/through research that could have a positive impact? (mentor offers options/ideas for trainee to select from so they are invested in the target/goal)            What will your steps to success/checklist look like to help you achieve your target/goal?            What will be the first step? What will come next?  <b>Refer to Core Content Framework for additional support.</b></p>
<p><b>Provide support until goals are met (mentorship)</b></p>	<p><b>Suggested actions for mentor and other expert colleagues to enable target/goal to be met:</b></p> <p>Trainee observation of strategies            Mentor/class teacher/subject mentor modelling expert practice            Observation of subject specialists            Team teaching            Role play            Professional dialogue with colleagues            Live feedback (feedback within lesson)            Video analysis (record trainee's practice and review collaboratively)            Additional planning/assessment support and guidance  <b>Refer to Core Content Framework for additional support.</b></p>
<p><b>Cycle to be repeated as new target set or target is adjusted to meet the needs of the trainee</b></p>	

**Warwick Primary Partnership for Teacher Education**  
**INSTRUCTIONAL COACHING OBSERVATION NOTES (ICON) FORM**

<b>Trainee:</b>	<b>Area of Learning/Subject:</b>	
<b>Observer:</b>	<b>Year Group:</b>	<b>No. Present</b>
<b>Date:</b>	<b>School:</b>	

Steps of the Instructional Coaching Model (Jim Knight, 2018)	Sequence of action steps <i>with guidance notes</i>	Notes
<b>IDENTIFY</b>  Identifying the reality of trainee's practice - data	<p><b>Trainee's Target for Observation</b></p> <p><i>Trainee identifies a target which they would like the observer to help them consider (CCF/Warwick Collaborative Review Doc can help identify targets/specific actions to achieve target/areas of focus for observation) Target may also be established from trainee's previous observation/informal feedback/dialogue with expert colleague etc.</i></p>	
	<p><b>Observer collects evidence</b></p> <p>What does the observer witness during the lesson in relation to the <b>trainee's target</b>?</p> <p>What does the observer witness in relation to the <b>curriculum area</b> being taught? <i>e.g. Subject specific teaching strategies, focus of the learning objective, skills taught, resources, the learning environment, vocabulary, language and questioning, subject/age specific pedagogies, pitch etc.</i></p> <p>Additionally, what does the observer witness during the lesson in relation to the <b>trainee's wider practice</b>?</p> <p>Aim to include <b>evidence</b> to support observations; <i>evidence may include: pupils' time on task; levels of engagement; type/kind of questions asked; teacher v pupil talk; no. of different pupils responding; no. of disruptions etc.</i></p>	

<b>LEARN</b>	Analysis of reality of trainee's practice - coaching questions	<p><b>Observer's questions - related to the <u>identified target</u></b></p> <p><b>Pose specific questions to frame the post-observation discussion.</b> Based on the evidence above, what would you like the trainee to consider about their practice, in relation to the target?</p>	
		<p><b>Observer's questions – related to <u>wider aspects of practice</u></b></p> <p><b>Pose specific questions to frame the post-observation discussion.</b> Are there other aspects of the trainee's practice which the trainee could consider? Questions which prompt consideration of <b>subject –specific pedagogies and strategies</b> should feature here too.</p>	
		<p><b>Summary of coaching discussion</b></p> <p>What does this conversation prompt the mentor and trainee to consider further? How well does the trainee's understanding of reality match with that of the observer? (Reference to the CCF may help to deepen discussion/offer sources of research to follow-up)</p>	
<b>IMPROVE</b>	Set goals and identify and explain teaching strategies	<p><b>Co-constructed targets</b></p> <p>Agree together, what is the trainee going to target/focus on and build into their practice? Consider what the indicators of positive change/achievement of targets look might look like i.e. what will new evidence look like? (CCF/Warwick Collaborative Review Doc can support in identifying areas of focus for targets)</p>	
		<p><b>Actions (related to targets)</b></p> <p>What actions will the trainee take to address and focus on the new targets? Identify these together e.g. specific teaching strategies (CCF/Warwick Collaborative Review Doc can support in identifying specific actions to achieve targets)</p>	
	Provide support until goals are met	<p><b>Mentorship</b></p> <p>What support will be put in place to help the trainee meet these targets? Identify the actions of the mentor, class teacher or other expert colleague to support outcomes for the trainee e.g. <i>further discussion/dialogue, arranging focussed observations of expert colleagues (using the ELF), videoing the trainee.</i> (CCF/Warwick Collaborative Review Doc can support in identifying specific actions to support targets)</p>	
			<p><b>Reflect</b> - Analyse the 'new reality' During the weekly trainee-mentor discussions consider: Is the sequence of action steps (above) having a positive impact on practice? What are the indicators of positive change? What further support may be helpful?</p>

# EXPERIENTIAL LEARNING FORM (ELF)



## A: Trainee's Observation of expert colleague

Part A. focuses upon the *trainee's identification of a target and observation of an expert colleague* modelling practice in relation to the trainee's target, with follow-up discussion.

Step	Guidance	Notes
<b>Trainee's Target</b>	<p><b>Trainee identifies a target</b> e.g. from Trainee's longer-term targets in the Training Plan or a previous observation, this can be decided in consultation between the trainee and expert colleague.</p> <p><i>What would you like your expert colleague to help you develop?</i> <i>Identify your target.</i> <i>Select or modify a 'Learn how' statement(s) from the CCF.</i></p>	<p><i>Trainee's target &amp; links with CCF</i></p>
<b>Observing an expert colleague</b>  e.g. class teacher/ subject lead/ mentor/ external specialist/ subject specialist/ phase lead.	<p><b>Discuss your target and focus for observation</b> with your expert colleague in advance of the lesson.</p> <p><i>Agree some key points to look out for.</i> <i>Use the CCF to help identify specific points to look out for in relation to your target.</i></p>	<p><i>Trainee records key focal points for observation of expert colleague</i></p> <hr/> <p><i>Trainee's notes and <b>trainee's</b> questions identified during observation</i></p>
<b>Discuss your observations</b>	<p><b>Talk to your expert colleague about what you observed.</b></p> <p><i>Make notes of your discussion e.g. How does this relate to your target?</i> <i>What questions do you have about your observations?</i> <i>What might you want your expert colleague to look out for/observe in your own practice?</i></p> <p><i>Identify specific actions in relation to your target.</i></p>	<p><i>Trainee's notes of discussion with expert colleague</i></p>

## B: Observation of trainee's practice by expert colleague

*Part B. focuses upon **observation of the trainee's practice**, with reference to their **identified target**, with subsequent **reflection, feedback/coaching and target-setting**.*

<p><b>Taking opportunities to practise, receive feedback/coaching and improve</b></p>	<p><b>Your expert colleague observes your practice</b>  <b>Observer collects evidence</b> in relation to the trainee's target</p> <p><b>Observer's questions.</b>  <i>During the teaching episode the observer identifies question prompts to stimulate discussion.</i>  <i>Use the CCF to help identify specific points</i></p>	<p><i>Observer's notes and questions.</i></p>
<p><b>Discussion: trainee and expert colleague</b></p>	<p><b>The trainee shares their reflection:</b></p> <ul style="list-style-type: none"> <li>- on the ways in which they have been able to meet their target</li> <li>- any challenges.</li> <li>- further questions arising.</li> </ul>	<p><i>Observer to note these reflections and questions.</i></p>
	<p><b>Observer's feedback/coaching</b> using question prompts above</p> <p><b>Questions arising.</b>  <i>What does this conversation prompt the expert colleague and trainee to consider further?</i>  <i>(Look at the CCF to help here)</i></p>	<p><i>Trainee's note down key points of discussion</i></p>
<p><b>Future target</b></p>	<p><b>Trainee and expert colleague create a new target</b></p>	<p><i>Trainee's notes</i></p>



## 5. TRAINING TASKS

All trainees are asked to complete a number of training tasks whilst on placement. The purpose of these tasks is to help trainees to bridge the gap between theory and practice and they are thus an integral part of their professional development.

Some tasks may be directly assessed and, if this is the case, guidelines on submission are provided. Other tasks, whilst not directly assessed, will contribute to a trainee's professional development in a number of ways, for example:

- informing school-based reflection and discussions with colleagues, Professional Mentors, Moderation Tutors and peers;
- promoting reflection and evaluation within university-based seminars where trainees share and evaluate their experiences thus informing their future practice;
- informing written assignments for the award of PGCE;
- informing the trainee's e-PDP (electronic Professional Development Profile) another assessed element of the course which in turn feeds into target-setting and action-planning for professional practice.

A checklist of training tasks is provided below:

Training Tasks Checklist for EARLY YEARS	To be completed by week	✓
PE Training Task	9	
English Training Task	15	
Subject Studies Training Task	15	

Training Tasks Checklist for PRIMARY	To be completed by week	✓
PE Training Task	9	
English Training Task	15	
Maths Training Task	9	
Professional Enquiry: Assessment	16	

All trainees will have discussed the tasks at the University as part of the teaching sessions so they should be clear about the expectations. It is the trainee's responsibility to complete these tasks, contributing to expectations for trainees to take responsibility for their own professional development.

However, we ask schools to facilitate the collection of the necessary data for the tasks that follow. If trainees are not able to complete tasks, they may be disadvantaged in terms of the assessment for the course.

<b>Professional Enquiry Training Tasks: Assessment for Learning</b>	
<b>PRIMARY</b>	
<p><b>Aim:</b> to further develop your awareness, understanding and skills of assessment for learning, with a focus on peer and self-assessment.</p> <p><b>Guidance:</b> <i>your notes/observations will inform your 2 minute ‘nano’ presentation in your Professional Enquiry seminar which will take place in <b>the Assessment for Learning #2 seminar in week 16.</b></i></p>	<b>CCF Areas</b>
<p><b>Assessment Task Part One (School-based):</b></p> <p>(a) Observe good practice in self and peer assessment. This might be in your own class or other classes.</p> <p>(b) Where possible, be involved in/use self and/or peer assessment approaches in your own teaching;</p> <p>(c) Make notes on the strategies you/teachers have used and <b>evaluate</b> their effectiveness in <b>promoting pupils’ progress and learning</b>. What are the benefits or difficulties with the approach? Talk to pupils about their experiences of self-assessment. How do they feel about their involvement in the process? How do they feel it affects their learning and progress?</p> <p><b>Assessment Task Part Two (Uni-based) ‘TeachMeet’</b></p> <p>Prepare a short talk to share one example of peer or self-assessment that you have observed or used; aim to evaluate the strategy in relation to pupil progress.</p> <p>Your presentation/talk should be based on the following ‘TeachMeet’ principles:</p> <ul style="list-style-type: none"> <li>– 2 minute ‘nano’ presentation</li> <li>– Everyone is expected to be ready to share</li> <li>– PowerPoint, or equivalent, is strongly discouraged.</li> </ul>	<b>Pedagogy and Assessment</b>

<b>EARLY YEARS &amp; PRIMARY PE Training Task</b>	
<p><b>Aims:</b> To develop your understanding of the key aspects of a PE lesson.</p> <p>To prepare you for teaching PE on SPRING PLACEMENT/SUMMER PLACEMENT.</p> <p><b>Guidance:</b> You can upload your completed observation form to your e-PDP: the ‘ORP - Subject Knowledge Two’ – under the ‘Wider Curriculum’ heading.</p>	<b>CCF Areas</b>
<ul style="list-style-type: none"> <li>• <b>Observe</b> PE being taught in <b>your own class and possibly another class</b> using the <b>PE observation sheet</b> and supporting prompts to guide your observations (see Essential Documents for PE observation proforma).</li> <li>• Find out about the school’s <b>approach to teaching PE</b>. Who teaches PE (i.e. coach or teacher)? How often is it taught each week? Is the approach the same across both key stages? When is swimming taught and to whom?</li> </ul>	<b>Pedagogy and Curriculum</b>

<b>EARLY YEARS Subject Studies Training Task:</b>		
<b>Training Task related to ‘Talk’ and Subject Studies assignment.</b>		
<p><b>Aims:</b></p> <ul style="list-style-type: none"> <li>- to focus and reflect upon on ‘talk’ as a pedagogy promotes pupil progress in communication and language development</li> <li>- to support progress with your Subject Studies assignment: <b>Explain and critically evaluate how the role of the adult supports communication and language development in the Early Years.</b></li> </ul>	<b>CCF Areas</b>	
1a	Discuss the school’s/setting’s spoken language policy with your mentor/class teacher	<b>Pedagogy and Curriculum</b>
1b	Observe different models of ‘talk’ across all areas of learning. Analyse and make notes on the different ways that <b>the role of the adult and their use of talk</b> supports/encourages/limits/develops children’s learning. Analyse which ‘talk’ (e.g. sustained shared thinking, questioning etc.) is used to support and enhance the learning of skills, knowledge and understanding. You might find it useful to ‘tape’ record a sequence of questions and answers or dialogue in part of an observed lesson so that you have something to analyse later when completing your Subject assignment on ‘Talk’ (we recommend that you capture this now as your next placement will be in KS1)	
1c	Consider, look out for and discuss with your class teacher/mentor, the characteristics of successful ‘talk’ scenarios and the benefit this brings to children’s learning and teacher’s assessment of that learning as well as how it impacts planning and resourcing within the setting.	
1d	Chart differences in the balance between adult and child ‘talk’ across the curriculum and in a range of learning contexts (perhaps make use of the SLCN audit you were asked to complete as part of the serial day tasks).	

<b>PRIMARY Mathematics Training Tasks:</b>	
<p><b>Aim:</b> To develop your understanding of pupils' errors and misconceptions</p> <p><b>Guidance:</b> <i>the outcomes of your work will be presented (PowerPoint presentation) to your school mentor or class teacher. Your presentation should also be uploaded to your 'Subject Knowledge' page of your e-PDP.</i></p> <p><b>ITT Core Content Framework:</b> Learn that ... Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable. <i>Being aware of common misconceptions and discussing with expert colleagues how to help pupils master important concepts.</i></p>	<b>CCF Areas</b>
<p><b>Pupils' Errors and Misconceptions</b></p> <p><b>Part One: Discussion</b> Have a discussion with your class teacher about the common errors and misconceptions in the year group that you are teaching. Discuss how these misconceptions can be identified through assessments and how they can be addressed in the lessons you deliver.</p> <p><b>Part Two: Preparation</b> You will need to work with a range of pupils (approximately six) on appropriate arithmetic tasks. From your own observations and the discussion with the teacher for task one, plan a small number of questions (<u>10 at most</u>) in an area of calculations, which will be appropriate for the pupils concerned. There is no point in choosing something too easy, or too difficult, so you will need to discuss this with the class teacher the range of questions you would like the children to complete. You will need to decide whether to present the questions orally or in written form, and whether you will make any supporting resources available.</p> <p><b>Part Three: Conduct the Observation</b> Arrange to give the questions to the pupils in a situation where you have the chance to observe the methods they use. You will certainly want to ask pupils to describe what they have done and make some notes. Try to record as clearly as you can what the pupils do and say, rather than commenting on why they are doing it. This is an important assessment skill, which you need to be able to use in the classroom. After the session, look at the pupils' work and annotate it with any notes from your observations. Try to remember as much detail as you can.</p> <p><b>When the task is completed you should have:</b></p> <ul style="list-style-type: none"> <li>• a record of the arithmetic tasks you used;</li> <li>• brief notes on how you presented the tasks, apparatus available, the pupils involved etc;</li> <li>• a record of both mental and written strategies used in the calculations;</li> <li>• examples of the pupils' work, annotated with your own comments if appropriate;</li> <li>• your own notes on what the pupils said and did;</li> <li>• your notes from your reading which supports your analysis or offers alternative perspectives.</li> </ul> <p><b>Part Four: Presenting the Analysis</b> Towards the end of your placement, <b>arrange</b> to meet with your school mentor (or class teacher) to share the main outcomes of the task. You will need to create a short presentation (15 mins) to present to your mentor (or class teacher), discussing your findings from the task and how these misconceptions may affect pupils outcomes in the concepts you are teaching. An example of a completed presentation can be found here: <a href="https://moodle.warwick.ac.uk/mod/book/view.php?id=1326375&amp;chapterid=165721">https://moodle.warwick.ac.uk/mod/book/view.php?id=1326375&amp;chapterid=165721</a></p>	<b>Pedagogy and Curriculum</b>

<b>Early YEARS and PRIMARY English Training Task</b>	
<p><b>Aim:</b> to develop your knowledge and understanding of the teaching of phonics and early reading</p> <p><b>Guidance:</b> guidance can be found on the English General tile on Moodle; go to section 4.1, and download the task from there. There is also a recorded BBC link where the task is fully explained in a voice over video.</p>	<b>CCF Areas</b>
<p><b>Learning about the Teaching of Reading</b></p> <p>This piece of work focuses on developing your understanding of the teaching of Phonics and early reading skills; helping to improve your confidence and competence as well as your subject knowledge around this national priority area. <b>Upload your notes and any supporting evidence to Moodle, as outlined in the task notes. The task outlines clearly what is to be uploaded for each aspect of the task and where it should be uploaded to.</b> If you have any questions regarding this task please visit the Padlet page: <a href="https://warwick.padlet.org/jdobb3/ghlq70f5y8hkxm6m">https://warwick.padlet.org/jdobb3/ghlq70f5y8hkxm6m</a></p>	<b>Curriculum, Pedagogy and Assessment</b>



## 6. ASSESSMENT OF THE PLACEMENT and the COLLABORATIVE REVIEW DOCUMENT

### Maximising the progress of trainees

Processes are in place which aim to ensure that all trainees maximise their progress over each placement and over the course of their PGCE. These include ensuring that:

- there are clear expectations for all parties;
- regular Trainee-Mentor Meetings are held
- targets are co-constructed and monitored;
- progress against the termly expectations, in the Collaborative Review Document are used formatively to promote progress
- appropriate and regular coaching is undertaken.

### Expectations of progress and the Collaborative Review Document

For 21-22, the Warwick Assessment Descriptors have been replaced by the **Collaborative Review Document (CRD)** to set the shared expectations for trainees' progress across the PGCE. You can access a video which explains the rationale for this development and an introduction to the CRD on the Partners' Intranet, by following the link below. The trainee will share *their personal CRD* with you.

<https://warwick.ac.uk/fac/soc/cte/pintra/essentialdocuments/primaryandeyessentialdocs/#CRD>

### Formative Assessment

**Formative assessment discussions** with Mentors and **trainee self-assessment** should be in relation to termly expectations of progress which are shared in the **Collaborative Review Document (CRD)**. For the Autumn Placement, please see the 'Term One Collaborative Review' tab.

### The Core Content Framework

Formative coaching conversation will also draw upon the Core Content Framework (CCF) which establishes the trainees' minimum training entitlement. The 'Learn that...' and 'Learn how...' statements are available in the first section of the CRD, with space for trainees to add their own notes.

### Placement Guide: Week-by-Week Section

Formative coaching conversations will also benefit from reviewing the Week-by-Week section of this Guide (see Section 4) which aims to integrate the trainees' University-based curriculum with their placement practice, offering a suggested sequence for implementation [this section relates to the Curriculum Maps included in Section 4, but offers greater detail]. Of course, trainees will move through the week-by-week section at different paces and observation of trainees, self-assessment and coaching will identify which aspects are especially pertinent for an individual trainee at a particular time. One size does not fit all! Trainees are encouraged to review the week-by-week tables and self-assess to identify which aspects in particular they feel they would benefit from developing.

## **Summative Assessment**

Summative assessment, to capture a snapshot of a trainee's progress will take place at Key Assessment Points, usually the mid and end point, of each placement. This will be recorded on the CRD, **Term One Collaborative Review** tab. Both trainees and Mentors will add qualitative comments, Mentors should record co-constructed targets and Mentors should use the drop-down boxes to summarise a trainee's progress in each aspect as either: 'working towards', 'appropriate progress' or 'stronger progress'. Term by term, the CRD will summarise the trainee's progress across the PGCE.

To ensure data integrity, Mentors will be asked to complete a short online form, capturing single statement summative judgements, at each Assessment Point.

## **7. PGCE PRIMARY AND SECONDARY TRAINEE INTERVENTION FOR DEVELOPMENT AND PROGRESS.**

Teaching is a demanding and very high profile profession. All members of the profession are required to meet certain minimum levels of practice by the end of training: this includes knowledge, skills and professionalism as outlined by the DfE (Teacher Standards 2020).

This framework identifies the steps that we put in place to support all trainees on their journey to meeting the Teacher Standards; and also what we have in place to support you for professional development and progress. They cover all dimensions of professional knowledge, skills, practice and professional conduct. They apply to all the activities that you may be involved in whether this is in the University, school or indeed any other setting in which you could be reasonably seen to be involved in your academic and professional activities.

Whilst you train to become a teacher at the University and on school-based placements, you are required to be professional at all times. Trainees, University tutors and school-based staff have asked that these requirements be made explicit. The expectations for progress are clearly set out in the Collaborative review Document (CRD).

Most trainees will experience successes and some challenges in the year. That is normal and your school-based Professional Mentor and University tutors will support you. School Professional Mentors and the University tutors will register a cause for concern, if despite the usual support, a trainee is deemed to need further support.

### **CAUSES FOR CONCERN**

The University of Warwick commits to supporting schools if they identify a trainee who is, or who is likely to become, a cause for concern. Together they will identify and help address issues which are preventing the Trainee from making expected progress against the termly expectations in the CRD and which might potentially prevent the Trainee from achieving QTS by the end of their training year.

In order for trainees to make 'appropriate' progress and be recommended for QTS at the end of the programme, the following processes and systems must be in place in a trainee's host school: all parties, to include Professional Mentor, Class Teacher, University Moderation Tutor and trainee, must fulfil their roles and responsibilities and meet the agreed expectations of them; designated school staff must attend the University provided training and also follow the guidance within this Handbook:

- trainees must attend all of the university taught programme and alliance-led training days
- regular, weekly meetings with Professional Mentors to assess, review and set targets to support trainees' progress, with trainee making and keeping relevant notes in training plan to document each meeting
- any targets identified for trainee are discussed and negotiated on an individual 'needs driven' basis, agreed by all relevant parties, are set and monitored within an appropriate and agreed time scale
- trainees should be given regular, timely and appropriate feedback and support to ensure that you can develop their professional knowledge, skills and understanding. This is to ensure that the children trainees teach make at least good progress and attainment in all subjects across the primary curriculum.

It is essential that the above processes and systems are in place and are followed in order to provide support in an appropriate and timely manner. It is the responsibility of the Professional Mentor to monitor the effectiveness of these processes and systems.

University Personal Tutors will provide pastoral support to you as and when needed. Trainees also have access to the University’s support services, for example counselling, stress management and academic writing.

If there are concerns about a trainee’s progress, Professional Mentors may liaise with the Moderation Tutor and put in place an Intervention Plan detailing relevant targets and the support needed.

Other school procedures to support trainees include:

- Professional Mentor, Class Teacher and University Moderation Tutor explicitly directing trainees to follow the support and guidance being given
- Swift interventions being made by the host and complementary placement schools, and where appropriate the University, to include effective action planning to prevent your difficulties from being exacerbated
- Personalised support, set within a specific timescale, with explicit review points and relevant to continuing professional development needs to support trainees to achieve their targets and address difficulties in appropriate timely steps
- Rigorous and robust record keeping, to either illustrate progress or support decisions if trainees are a cause for concern, not meeting expectations of progress (as set out in the Collaborative Review Document) or at risk of not meeting the Teachers’ Standards at the end of the Programme.

Host and complementary placement schools will inform University Moderation Tutor where concerns regarding a trainee’s progress are being raised or are already becoming apparent

Where progress does not meet expectations, a ‘cause for concern’ will be registered. The appropriate actions and consequences will follow according to the following table. ‘Causes for concern’ will identify support for the trainee to meet targets so that the appropriate expectations are met.

At each level:

- Record the cause for concern and inform the Personal Tutor and Programme Leader;
- Professional and trainee meet to discuss a short-term target which the trainee must achieve within a specified time;
- Interventions to encourage progress and professional development should be outlined in the ‘Intervention Plan’;
- Record outcome against target;

If the outcome is not positive then the concern is registered at the next level.

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<b>CAUSE FOR CONCERN LEVEL</b>	<b>CONTACT WHO WILL REGISTER CAUSE FOR CONCERN</b>	<b>INTERVENTION: PROCESS/SUPPORT</b>
LEVEL 1	Mentor, Moderation Tutor, Personal Tutor,	Mentor or Moderation Tutor Intervention Plan created by Mentor & Moderation Tutor and shared with trainee Copy to Module Leader, Programme Leader and Phase lead Monitoring via student tracker
LEVEL 2	Programme Leader, Phase Leader	Programme Leader and Phase Lead Concern should be explained in writing – failure to progress in respect of targets could result in serious repercussions including failure of modules on grounds of professionalism or ultimately being asked to leave the course. Inform Director CTE

## INTERVENTIONS

This is not an exhaustive list, but includes some of the approaches which trainees have found to be helpful in the past. Whilst every trainee will be treated as an individual, the following interventions to support professional development and progress may be used by the trainee under supervision by more experienced school-based or University colleagues:

Subject knowledge:

- Additional professional reading, and engagement with the curriculum to develop understanding of subject, children's learning or the curriculum;

Professional skills and professional practice:

- Focused observation and analysis of practice (including understanding of modelling, explanation, use of teacher language, questioning;
- Development of planning for lessons and sequences of learning
- Understanding how to adapt teaching to include all learners;
- Focused assessment with a more experienced colleague to understand how to assessment information to inform practice.

Professional Conduct

- Discussion with course tutors and reflection by trainee in understanding of what it means to be a professional;
- Additional Professional tasks to evidence professionalism, particularly in school.

*Please note: this advice supports the implementation of the University policy and procedures on student behaviour and support but does not replace it.*

## INTERVENTION PLANS

Intervention Plans will be set up for trainees who are struggling to meet the minimum expectations at any point on the course.

Minimum expectations of progress on Autumn placement are as follows:

AUTUMN TERM	
Assessment point 1	Assessment point 2
'Working towards appropriate progress' as in the Collaborative Review Document Tern 1 Collaborative Review	'Appropriate progress' as in the Collaborative Review Document Term 1 Collaborative Review

It is critical that continuing areas of weakness of any Trainee's practice are clearly identified and an intervention plan implemented. This intervention plan will be developed by the School Mentor, their Class Teacher [as appropriate], their University Moderation Tutor and the Trainee themselves. It should contain specific targets which provide the Trainee with every opportunity to improve their practice, make appropriate progress against the Termly expectations (as in the CRD) and, subsequently, achieve QTS.

The intervention plan should detail:

- the targets which the trainee needs to work towards achieving,
- the support that the trainee will be given to enable them to do so and
- the dates when the targets, and the trainees' progress, are to be reviewed.
- School Mentors and University Moderation Tutors should agree whether a Trainee is unlikely to meet the Expectations of termly progress (as in the CRD) by the Spring Half Term and advise the

University of Warwick accordingly. In such instances, Trainees will receive a letter advising them of this.

- Where there are concerns about Salaried Trainees, schools should follow their approved systems and procedures for supporting staff causing concern. A copy of the PGCE Trainee Intervention Plan is available on the partners' Intranet > Essential On-course Documentation

#### **FAILURE OF THE PROFESSIONAL PRACTICE MODULE**

Where a student has failed the Professional Practice module, the student may be offered an opportunity for re-examination on one occasion within one year of failure providing the examination board is of the opinion, on the basis of the evidence available to it at the time of the initial assessment, that such re-examination is (on the balance of probabilities) likely to be successful.

In the event that a student is offered the opportunity for re-assessment the student shall be required to complete a further continuous period of professional practice equal to the length of the original period of professional practice before presenting themselves for re-examination.

<https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/pgt/alternatives/pgce>

If the department has significant concerns about a trainee's ability to complete the course, the course lead may require the trainee to take temporary or permanent withdrawal from the course.

<https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress>

