SCHOOL PLACEMENT HANDBOOK

Early Years and Primary PGCE 22-23

Version 2/Spring Term

for Trainees, Class Teachers and Mentors

WARWICK

CENTRE FOR
TEACHER EDUCATION

The 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/

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 or your Moderation Tutor.

SCHOOL PLACEMENT HANDBOOK

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1. KEY INFORMATION

University Contacts:
Partnership
Main contact point: partnership@warwick.ac.uk
Partnership Development Officer: Leigh Capener **Email:** l.capener@warwick.ac.uk **024 765 23824**
Professional Support Service

Emma Rawlings	**Email:** E.Rawlings@warwick.ac.uk	02476 528340

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 From 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.

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:
  o treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  o having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  o showing tolerance of and respect for the rights of others
  o 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
  o 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 (CORE) M.O.Harris@warwick.ac.uk

- University Programme Leader (SCHOOL DIRECT) j.dobb@warwick.ac.uk

- Senior Tutor: Rachel Cooper r.a.cooper@warwick.ac.uk

- Deputy Senior Tutor: Sally Spicer s.l.spicer@warwick.ac.uk

- University Wellbeing Services https://warwick.ac.uk/services/wss

Safeguarding

Keeping pupils safe and promoting the wellbeing of all pupils both in school and online, is a key responsibility for schools, consequently safeguarding is EVERYONE'S responsibility.

On all placements, 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, paying particular attention to the online safeguarding guidance;
   (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 them 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 them, 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.

Share it with the Designated Safeguarding Lead (DSL) using the school procedure. Do not share the information with anyone else.

If the allegation is against the DSL go to the Head or the Chair of Governors.

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.

Share it with the Designated Safeguarding Lead (DSL) using the school procedure. Do not share the information with anyone else.

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

For further information see: [Course: Safeguarding (warwick.ac.uk)](warwick.ac.uk)

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.

Managing Workload – advice for Trainee Teachers
Reviewed in line with the 'Independent Teacher Workload Review Group' reports (DfE, 2016) and in discussion with trainees.
▪ **Avoid duplication –** 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.
▪ **Share PPA time with your class teacher and follow your class teacher's planning support/guidance –** 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.
▪ **Where a school is using published schemes**, 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.
▪ **Develop your understanding of what a 'reasonable' workload looks like -** 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).
▪ **How does you class teacher manage their workload?** Ask your class teacher's and Professional Mentor's advice to help develop *efficient* working practices.
▪ **Pupil progress –** when in doubt about where to focus your time and efforts, focus on whatever will promote pupils' wellbeing and progress.
▪ **Weekly planning -** 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 .
▪ **Follow the school's assessment policy and seek advice regarding how to ensure that marking** is providing feedback which is '**meaningful'** for the pupils**, 'manageable'** for you as a trainee teacher and **'motivating'** for the pupils; review the usefulness and manageability of your record-keeping.

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	**Moral Values**	**Civic Values**	**Performance Values**
Character traits necessary for discernment, right action and the pursuit of knowledge, truth and understanding	Character traits that enable us to act well in situations that require an ethical response	Character traits that are necessary for engaged responsible citizenship, contributing to the common good	Character traits related to professional accomplishment that have an instrumental value in enabling the intellectual, moral and civic values
Examples of intellectual values: autonomy, critical thinking, curiosity, judgement, reasoning, reflection, resourcefulness	**Examples of moral values:** compassion, courage, gratitude, honesty, humility, integrity, justice, respect	**Examples of civic values:** citizenship, civility, community awareness, neighbourliness, service, volunteering	**Examples of performance values:** confidence, determination, motivation, perseverance, resilience, teamwork

Practical wisdom (phronesis): is the integrative virtue, developed through experience and critical refection, 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

Adapted from: Jubilee Centre for Character and Virtues (2022) *The Jubilee Centre Framework For Character Education in Schools: Third Edition*

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. 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.

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

Given trainees' changes in the age phases and placement 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 expect **class teachers and trainees to 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. As trainees develop confidence and competence and as their workload builds on each placement, they can be supported to move to weekly planning as and when appropriate.

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

All guidance has been reviewed against the Reports from the 'Independent Teacher Workload Review Group' and the Core Content Framework.

The Trainee's University Curriculum:

Primary ITE Curriculum Map 2022-23

Strands	Recursive Threads (& CCF)	Curriculum for Autumn Placement: Emerging	Curriculum for Spring Placement: Developing	Curriculum for Summer Placement: Autonomousa
	Trainee journey	Understanding the school context	Adapting to different school contexts	Preparing to be an Early Career Teacher
Social justice	Behaviour for learning (CCF 1, 7)	Behaviour to Learn: routines, relationships and responses. High expectations	Understanding, planning for and responding to more challenging behaviour. Anti-bullying	Placement application of principles of effective behaviour to learn
Social justice	Inclusive teaching (CCF 5)	Areas of common need and strategies for inclusion. Adaptive teaching, Pupils' Social, Emotional and Mental Health	The Equalities Act and Social Justice. English as an additional language	Social Justice and Disadvantage. SEND Intensive Placement
Social justice	SEND/ Inclusion Enhancement (CCF 5)	Becoming an Inclusive Teacher. Autism and thinking	Language and communication. Attachment. Autism and behaviour	English as an additional language, assessment and progression. Culture and intercultural awareness
Intellectual Curiosity	How children learn (CCF 1,2,4)	Child development, How children learn, Motivation	Memory and cognitive science in the classroom	Self-regulation and metacognition. Applied cognitive science
Intellectual Curiosity	Subject pedagogies (CCF 3,4)	Research informed subject-specific pedagogies (including mastery pedagogies). NC expectations and associated subject knowledge. Teacher as model. Behaviour management and classroom organization for facilitating scientific enquiry	The value of talk and questioning. Adaptive teaching. Progression and refining subject specific knowledge. Teacher as guide. Assessment strategies linked to subjects. Addressing commonly held misconceptions	Creative pedagogies. Developing autonomy in approaches to subject-specific pedagogies. Application of pedagogical content knowledge. Teacher as facilitator
Intellectual Curiosity	Evidence-informed practice	Introduction to education research, Evaluating education research	Application of evidence to teaching	Critical reflection and self-evaluation, applying research and theory. Overall evaluation, pupil outcomes and progress
Creativity	Planning and Assessing (CCF 4, 6)	Lean lesson planning, Assessment for learning – between lesson assessment	Planning sequences of lessons. Assessment for learning (within lessons). Assessment of foundation subjects. Self and peer assessment and effective Feedback	Cross-curricular planning. Assessment of Learning and Pupil Progress
Creativity	Curriculum (CCF 3, 4)	Broad and balanced curriculum. Focus on early reading and early maths. Curriculum principles. Learning to plan sequences of learning	Contrastive curriculum (KS). Enhanced Placements (SEN school, EAL focus). Focus on developing subject -specific skills. Planning and assessment in Foundation Subjects	Connecting the curriculum. Planning for progression. Application of subject-specific skills
Creativity	Professional Behaviours and Trainee agency (CCF 8)	Reflective practice, professionalism, values and ethics. Developing agency. Safeguarding: Introduction. Safeguarding: Prevent and British Values	Effective deployment of TAs. Applications and interviews. Agency: beginning to take responsibility for own professional development and wellbeing. Safeguarding: Mental Health and wellbeing	Engaging and Working with Parents. Consolidating teacher identity integrating professionalism, values and ethics. Agency: taking responsibility for own professional development and wellbeing. Safeguarding: Domestic Abuse. ECT conference and transition to ECF
Teaching placements	Trainee (% class teaching)	Observing and early teaching / Developing teaching (50-60%)	Teaching in a different KS and school (70%)	Autonomy and responsibility (80%)
Teaching placements	Placement activity	Observing expert colleagues … and deconstructing this approach. Following expert input, taking opportunities to practise, receive feedback and improve at…		Discussing and analysing with expert colleagues
Teaching placements	Mentor/Class Teacher	Instructional coaching and collaborative review. Co-constructed targets		Instructional coaching and collaborative review. Co-constructed targets. Summative Assessment for QTS

Professional Enquiry Module Overview

Warwick Teacher Values	INDUCTION: SEPTEMBER	SPINE DAY 1: SEPTEMBER	SPINE DAY 2: OCTOBER	SPINE DAY 3: NOVEMBER	SPINE DAY 4: JANUARY	SPINE DAY 5: MARCH
Social Justice	Behaviour to Learn: Routines, relationships and responses	Adaptive Teaching	Principles of inclusion & SEND	Social, emotional and affective learning and mental health	English as an Additional Language / Behaviour to Learn: Challenging Behaviour / Bullying	Social Justice and Disadvantage
Intellectual Curiosity	How Children Learn Child Development	PEn Assignment/ Critical Thinking and Pedagogy	The Equality Act and Social Justice	Learning Theory Presentations #2	Cognitive Science in the classroom	Self-Regulated Learning and Metacognition
Creativity	The Broad and Balanced Curriculum Learning to Plan (SD)	Assessment for Learning Learning to Plan (Core)		Motivation and Engagement	Effective Deployment of Teaching assistants	Engaging and working with Parents / Assessment of Learning and tracking Progress

Professional Practice Module Overview

	AUTUMN					SPRING			SUMMER	
Professionalism & Ethics / Character Education / Mindfulness / Intro to Safeguarding / Reflective Practice / WTV & Teacher Identity / The Teacher and the Law	Safeguarding #2 Prevent and British Values	Mental Health & Wellbeing	Supported Reflection #1	Safeguarding #3 Current Issues tbc	Supported Reflection #2	Applications & Interviews	Safeguarding #4: Bullying	Supported Reflection #3	Safeguarding #5: Current Issues tbc	Supported Reflection #4/CEDP Tutorials

The Early Years Programme

EY1: Play, Engagement and well-being
EY2: The Early Years Framework and Planning Cycle
EY3: Number
EY4: Birth-3, Being 2
EY5: Shape and Space
EY6: Planning and SST
EY7: Maths and the Environment
EY8: Engaging with parents
EY9: Key approached to EY philosophies
EY10: Counting and Place Value
EY11: Spoken language
EY12: Storytelling
EY13: Phonological awareness phase 1&2
EY14: Writing processes
EY15: Supporting Boys – writing
EY16: Leadership/ and summative assessment
EY17: Assessment
EY18: SElf-Regulation

The Maths Programme

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

The English Programme

En1: Introduction to English
En2: Appreciating Ch's Literature
En3: Teaching Reading
En4: Phonics (x2)
En5: Multi-modality & affordance
En6: Teaching Writing
En7: Planning
En8: Handwriting and Spelling
En9: Grammar x 2
En10: Developing Comp
En11: Assessment
En12: Non-Fiction
En13: Spoken Language
En14: Poetry
EN15: Narrative

The Science Programme

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

The Whole Curriculum Studies Programme

WCS1: Geography
WCS2: PSHE
WCS3: Music
WCS4: Art
WCS5: History
WCS6: Computing
WCS7: PMFL
WCS8: PE
WCS9: D&T
WCS10: RE
WCS11: Humanities (SD only)
WCS12: Music/Art (SD only)

Subject knowledge = i
Planning and assessment = ii
PE only = iii

SUBJECT STUDIES MODULE OVERVIEW

	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, 4, 6, 8, 9		EY15, 16, 17, 18
	En1, En3, En9 EY: 11, 12, 13, 14	En4, 6, 12, 13,	En14, 15
	Ma 1, 3, 4, 7, EY:3, 5, 7, 10	Ma 2, 5, 6, 8, 10,	MA11, 13
	Sc 1, 2, 3, 4, 5, 6, 7, 8. 9	Sc 10, 11, 12, 13,	SC14, 15
	WCS2, WCS10, WCS5, WCS9, WCS1,	WCS6, WCS8i, WCS3, WCS8ii	
Primary Core	En1, 2, 3, 5,6,7, 8, 9	En4, 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	Sc 10, 11, 12,	Sci13, 14, 15
	WCS2i, WCS10i, WCS5i, WCS1i, WCS4i, WCS9i, WCS2ii, WCS7i	WCS6i, WCS8i, WCS9ii, WCS7ii, WCS3i, WCS8ii, WCS5ii,	WCS6ii, WCS3ii, WCS8iii, WCS4ii
Primary School Direct	En1,2,3,4, 6	4 (2nd session) 9, 13, 12	14
	Ma 1, 2, 3, 4, 5, 6	Ma 9, 10	Ma 11, 12
	Sc 1, 2, 3, 5, 6,	Sc 8, 12,	Sc 13, 15
	WCS2i, WCS10i, WCS5i, WCS3i,	WCS7i, WCS9i, WCS8i, WCS6i, WCS2ii, WCS8ii, WCS1i, WCS4i, WCS6ii, WCS8iii, WCS12	WCS11

The Role of the Class Teacher
The class teacher acts as a critical supportive colleague for the trainee

Before the placement
The class teacher will: • have attended CT/Professional Mentor Professional Development/accessed the online training materials; • know the name of the trainee, and the dates of the placement and be ready to welcome the trainee.
Preparation training days
The class teacher will: • have a copy of the Placement Guide; • share with the trainee specific class info e.g., timetables, class lists, groups, routines etc.; • ensure that the trainee is aware of individual needs e.g. in relation to pupils' physical and mental health, SEND, EAL, etc.; • share assessment data and records to support trainee's planning; • share copies of long/medium plans/overviews and short term weekly/daily plans; • ensure that the trainee is aware of pupils eligible for pupil premium funding and relevant interventions; • 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; • **ensure appropriate timetabling of PPA time so that the trainee and class teacher are able to undertake shared/supported planning together.**
During Placement
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: • undertake **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'[1];** in line with judgements of the trainee's developing confidence and competence, **the class teacher might gradually reduce support so that the trainee learns to plan more independently;** • where school uses **published schemes**, involve the trainee in professional discussion about **when** it may be appropriate, **and how, to adapt the scheme to ensure learning and progress for all**; • ensure the trainee is clear about his/her planning responsibilities; • **ensure the trainee understands the school marking and assessment policy, including how to ensure that marking is 'manageable, meaningful and motivating'[2];** • offer **support and informal feedback** e.g. with lesson delivery, classroom management, lesson evaluation etc.; • liaise with Professional Mentor; • role model good professional practice to the trainee, including: *behaviour management,* practice in *assessment and tracking pupil progress*; and practices to overcome *barriers to learning/support pupil progress*; • in consultation with the Professional Mentor, ensure an appropriate timetable for the trainee; • facilitate the trainee's completion of training tasks; • 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; • 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 **Core Content Framework** to guide specific actions.

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[1] Eliminating unnecessary workload around planning and teaching resources Report of the Independent Teacher Workload Review Group (2016) p. 9

[2] Eliminating unnecessary workload around marking Report of the Independent Teacher Workload Review Group (2016) p. 5

The Role of the Moderation Tutor

The moderation tutor serves as the link between university and school and moderates the quality of the school provision for the trainee

Before the placement
The Moderation Tutor will: • have attended Moderation Tutor training led by the Lead Moderation Tutor; • be familiar with relevant Professional Practice documentation and placement expectations; • know the name of the trainees for whom they will be responsible.
During Placement
The Moderation Tutor will: **Be the main point of contact between school and University:** • Moderation Tutors will establish contact with the trainee and Professional Mentor, sharing contact details and signposting essential documentation and training relevant for the placement to ensure mentors are well prepared for their role; • organise visit/online Moderation Tutor visit/meeting with Professional Mentor and trainee. • Liaise with the trainee and school during the placement, as necessary • Use the Moderation Tutor Checklist to support consistency of the Moderation Tutor role across schools and programmes **Moderate training provision:** • Moderation Tutors will moderate training provision to ensure each trainee's minimum training entitlement is being met (as outlined in Placement Guides); they will do this through: school visit/online meetings; scrutiny of the trainee's Training Plan, teaching file documentation and Collaborative Review Document; ongoing professional dialogue with Professional Mentor and trainee. • Where there are any concerns that training provision is not meeting minimum expectations, they will contact the Lead Moderation Tutor and Course Lead immediately. **Moderate judgements related to trainee progress:** • Moderation Tutors will moderate assessment judgements through: ongoing professional dialogue with mentor and trainee(s); joint lesson observation with Professional Mentor and observation of post-lesson coaching conversation between Professional Mentor and trainee; and scrutiny of, training plan, teaching file documents and lesson observation forms (ICON and ELF) and Collaborative Review Document at relevant assessment points. • Moderate quality of coaching development, signposting support as appropriate • Quality assure that the CRD is fully completed at each assessment point, liaising with the Mentor where this is not the case, to ensure accurate and timely information is available for Review Meetings. **Provide additional support for schools and trainees where intervention is needed:** • Moderation Tutors will provide additional support as required through: ongoing professional dialogue with Professional Mentor and trainee; work collaboratively with Professional Mentors to develop and review an Intervention Plan to support trainee progress; liaise with course lead/Lead Moderation Tutor to plan for additional support, if required.

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 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

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As a minimum, all trainees should have
- one formal lesson observation per week, and
- one Mentor meeting per week with a coaching conversation

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; an observation of the trainee's teaching; or 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. The ELF Form is available via the Partners' Intranet – see 'Essential On-course Documentation' and at the end of this section. This observation of expert colleagues with the accompanying deconstruction/discussion and opportunities to practice is part of the training entitlement established in the Core Content Framework.

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 (updated for 22-23) and re-named as the **Instructional Coaching Operation Notes form (ICON)** is 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. Additional supporting resources for coaching are available via the Partners' Intranet – see 'Warwick Mentor Resources' and later in this section.

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 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, some aspects of the Trainee - Mentor Meetings might be conducted with all trainees together, where there is a shared issue to discuss. However, it is important 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.**

Focused Learning Opportunities (FLOs)

Focused Learning Opportunities or FLOs are undertaken in school, with the support of Professional Mentors and Class Teachers. They integrate the trainee's University-based curriculum with school-based training and development. They **map the trainee's Core Content Framework (CCF) training entitlement** across the year and thus it **is essential that trainees complete <u>all</u> FLOs**.

The FLOs include both guidance for the trainee and coaching questions to support Mentors.

Whilst all FLOs must be completed, trainees select 5 FLOs (2 in the Autumn Term, 2 in the Spring Term and 1 in the Summer Term) to undertake further reading. The school-based learning opportunities in the FLO and further reading form the basis of a 500-word Reflective Writing Assessment which is recorded in the trainee's e-PDP (online reflective portfolio). Any FLOs not selected as a Reflective Writing Assessment will be assessed dialogically via the Summer Placement viva. The reflective writing and viva contribute to the assessment of the Professional Practice Module.

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:

Review of support: to check that the trainee has shared PPA time with their class teacher and received supported guided planning appropriate to the trainee's stage of development; and the trainee has had a lesson observation/coaching discussion

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. It is the trainee's responsibility to share this document with their Mentor.

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)

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 and by reference to the **Core Content Framework (CCF).**

Trainee's reflection on teaching and impact on learning over the week

Trainee's reflection on their ability to manage their workload efficiently

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.

WEEK	TRAINEE-MENTOR MEETING LOG	DATE:

SECTION 1: Review of Support *Please ✓ or x to indicate training and support received*

	Lesson Observation with written feedback and coaching discussion		Shared PPA time with class teacher to enable supported, guided planning

Where the above support has not been available this week, please explain why, and whether this can be made up next week, e.g. with an additional observation:

SECTION 2: Reflection on progress in Core Areas and the Warwick Teacher Values *Comments in this section offer a broader evidence base upon which to base longer-term judgements e.g. when completing profiles.*

Trainee's weekly reflection on their progress • *Which core area(s) have you been focusing upon this week [e.g. Behaviour management, pedagogy, curriculum, assessment or professional behaviours]* • *How has coaching had an impact on your progress/children's progress (as discussed and noted on the **ICON/ELF** forms)* • *Agree any additional actions below if appropriate (e.g. not already included in the lesson observation).*	
Trainee's weekly reflection against the Warwick Teacher Values • *Which values have you demonstrated in your practice this week?* • *What impact have these values had on you and children's progress/wellbeing* • *Which values might you focus next week? Why? How might you do this?*	

SECTION 3: Elements of the weekly Mentor meeting
All elements to be included over the course of the placement/term but not necessarily all in every meeting.

Trainee's reflection on personal and professional conduct		
Recognition of progress towards targets *(Initial longer-term & weekly short-term targets)*		
Trainee's reflection on school file *e.g. planning/assessment/ record-keeping/evaluations.*		
Focused training discussion *see guidance in week-by week section of Guide for possible foci*		
Trainee's reflection on teaching and impact on learning over the week		
Trainee's reflection on their ability to manage their workload efficiently		

SECTION 4: ADDITIONAL actions agreed in relation to the broader discussion in the Mentor meeting *(e.g. from reflection on trainees' file, wider progress etc.* ***DO NOT DUPLICATE TARGETS from weekly lesson observation)***

Agreed additional actions	**Action achieved Initialled/dated by Mentor**

Warwick Tutor Moderation visits

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 during the placement. They are likely to meet with the Professional Mentor and meet with the trainee. With the professional Mentor, they might undertake a joint observation of the trainee's teaching and are likely to 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 22/23 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/
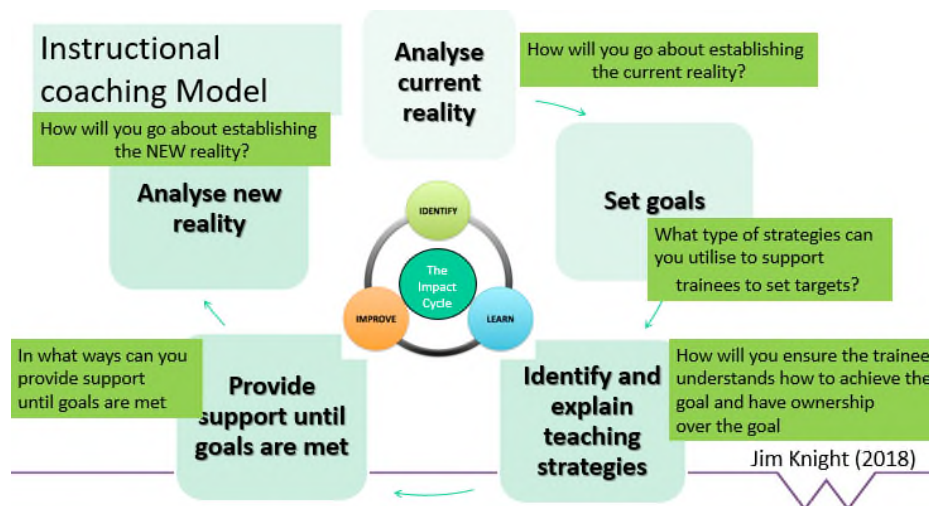
All mentors will be required to engage with further training this academic year. Mentors who are new to Warwick should also complete the online training. Class teachers are also encouraged to attend training if they are new to the role. Details of this year's training programme will be communicated to schools once we have received the contact details of 2022/23 mentors from lead schools/alliances.

The ICON and ELF 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
Where are we now? Trainee should have reflected on their current practice/ experience	**Suggested questions for mentor to ask trainee**: 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?
Discuss the longer term goals **By asking questions you will be:** Empowering and enabling. Challenging and encouraging ownership.	**Suggested questions to ask trainee:** 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? **Mentor and trainee to look at the overview of targets set by the trainee in preparation for the practice.** 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? **Look at the Core Content Framework and Collaborative Review Document together.** 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. **Mentor and trainee also need to discuss the range of data that will be collected to analyse the impact of the targets.** We will be looking at: 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?
Setting the first target. **Identify and explain teaching strategies – co-construct targets/goals** **Targets should be:** **P**owerful **E**asy **E**motionally Compelling **R**eachable **S**tudent-focused	**Suggested questions to ask trainee:** 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? **Refer to Core Content Framework and Mentor Toolkit resources for additional support.**

Provide support until goals are met (mentorship) **By guiding and supporting, you will be:** Motivating and inspiring.	**Suggested actions for mentor and other expert colleagues to enable target/goal to be met:** 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 **Refer to Core Content Framework for additional support.**
The Coaching Contract. **The expectations, roles and responsibilities for the partnership between the Professional Mentor and trainee.** An equal partnership whereby both the Professional Mentor and trainee are valued.	**Actions for the Professional Mentor and the trainee to enable the practice to be a positive, collaborative and successful experience.** 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) **Share what the future mentor meetings/coaching conversations will look like.**
**For subsequent meetings follow the Instructional Coaching Support for Professional Mentors for guidance with the stages and questions.**

For subsequent meetings follow the Instructional Coaching Support for Professional Mentors for guidance with the stages and questions.

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. The ELF form will guide mentors and trainees through the coaching process.

Stages of Instructional Coaching Model	Guidance for Trainees/Mentors
Analyse New/Current Reality 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	**Suggested questions for mentor to ask trainee**: 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? (**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**)
Set goals/targets **Targets should be:** **P**owerful **E**asy **E**motionally Compelling **R**eachable **S**tudent-focused	**Suggested questions to ask trainee:** 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? **Mentor and trainee to co-construct target** **At this stage, mentor and trainee also need to decide what data will need to be collected to analyse impact of target.**
Identify and explain teaching strategies – co-construct targets/goals	**Suggested questions to ask trainee:** 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? **Refer to Core Content Framework for additional support.**
Provide support until goals are met (mentorship)	**Suggested actions for mentor and other expert colleagues to enable target/goal to be met:** 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 **Refer to Core Content Framework for additional support.**
Cycle to be repeated as new target set or target is adjusted to meet the needs of the trainee	

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

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

Steps of the **Instructional Coaching Model** (Jim Knight, 2018)		Sequence of action steps *with guidance notes*	Notes
IDENTIFY	Identifying the reality of trainee's practice - data	**Trainee's Target for Observation** *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.*	
		Observer collects evidence What does the observer witness during the lesson in relation to the **trainee's target?** What does the observer witness in relation to the **curriculum area** being taught? *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.* Additionally, what does the observer witness during the lesson in relation to the **trainee's wider practice?** Aim to include **evidence** to support observations; e*vidence 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.*	

LEARN	Analysis of reality of trainee's practice - coaching questions	**Observer's questions - related to the _identified target_** **Pose specific questions to frame the post-observation discussion.** Based on the evidence above, what would you like the trainee to consider about their practice, in relation to the target?	
		Observer's questions – related to _wider aspects of practice_ **Pose specific questions to frame the post-observation discussion.** Are there other aspects of the trainee's practice which the trainee could consider? Questions which prompt consideration of **subject –specific pedagogies and strategies** should feature here too.	
		Summary of coaching discussion 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)	
IMPROVE	Set goals and identify and explain teaching strategies	**Co-constructed targets** 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)	
		Actions (related to targets) 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)	
	Provide support until goals are met	**Mentorship** 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. further discussion/dialogue, arranging focussed observations of expert colleagues (using the ELF), videoing the trainee.* *(CCF/Warwick Collaborative Review Doc* can support in identifying specific actions to support targets)	
	Reflect - 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?		

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*
Trainee's Target	**Trainee identifies a target** 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. *What would you like your expert colleague to help you develop?* *Identify your target.* *Select or modify a 'Learn how' statement(s) from the CCF.*	*Trainee's target & links with CCF*
Observing an expert colleague e.g. class teacher/ subject lead/ mentor/ external specialist/ subject specialist/ phase lead.	**Discuss your target and focus for observation** with your expert colleague in advance of the lesson. *Agree some key points to look out for.* *Use the CCF to help identify specific points to look out for in relation to your target.*	*Trainee records key focal points for observation of expert colleague*
		Trainee's notes and trainee's questions identified during observation
Discuss your observations	**Talk to your expert colleague about what you observed.** *Make notes of your discussion e.g. How does this relate to your target?* *What questions do you have about your observations?* *What might you want your expert colleague to look out for/observe in your own practice?* *Identify specific actions in relation to your target.*	*Trainee's notes of discussion with expert colleague*

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**.*

Taking opportunities **to practise, receive feedback/ coaching and improve**	**Your expert colleague observes your practice** **Observer collects** evidence in relation to the trainee's target **Observer's questions.** *During the teaching episode the observer identifies question prompts to stimulate discussion.* *Use the CCF to help identify specific points*	*Observer's notes and questions.*
Discussion: trainee and expert colleague	The **trainee shares their reflection:** *- on the ways in which they have been able to meet their target* *- any challenges.* *- further questions arising.*	*Observer to note these reflections and questions.*
	Observer's feedback/coaching using question prompts above **Questions arising.** *What does this conversation prompt the expert colleague and trainee to consider further?* *(Look at the CCF to help here)*	*Trainee's note down key points of discussion*
Future target	**Trainee and expert colleague create a new target**	*Trainee's notes*

4. 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

The **Collaborative Review Document (CRD)** sets the shared expectations for trainees' progress across the PGCE and records trainees' progress at key '**Assessment Points'** on the PGCE. Both trainees and Mentors collaborate to complete each Assessment Point. It is the trainee's responsibility to share access to *their personal CRD* with the Mentor.

Further Information about the CRD is available on the Partners' Intranet:
https://warwick.ac.uk/fac/soc/cte/pintra/essentialdocuments/primaryandeyessentialdocs/#CRD

Formative Assessment and Coaching

Regular formative coaching discussions with Mentors and **trainee self-assessment** will benefit from reflection upon key documents including:

- the **Collaborative Review Document (CRD) which enable coaching in relation to** termly expectations of progress
- The **Core Content Framework**
- The termly **Placement Guide** (particularly the **week-by week section** – see below)

The Core Content Framework

Formative coaching conversations will also draw upon the Core Content Framework (CCF) which establishes the trainees' minimum curriculum training entitlement. It is structured around 'Learn that…' statements (core knowledge/what trainees should learn and understand) and 'Learn how…' statements (how trainees should learn this knowledge, through a combination of: *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; and receiving clear consistent and effective mentoring.*
 observation of expert colleagues, deconstruction

Placement Guide: Week-by-Week Section

Formative coaching conversations will also benefit from reviewing the **Week-by-Week** section of this Guide 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 3, 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 wee-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. 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. 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 end-of-term Assessment Points.

5. 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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CAUSE FOR CONCERN LEVEL	CONTACT WHO WILL REGISTER CAUSE FOR CONCERN	INTERVENTION: PROCESS/SUPPORT
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 placements are as follows:

AUTUMN TERM		SPRING TERM		SUMMER TERM	
Assessment Point 1	Assessment Point 2	Assessment Point 3	Assessment Point 4	Assessment Point 5	Assessment Point 6
As a best fit: *'Working towards'* in the CRD **Term 1** Collaborative Review	*As a best fit:* **'Appropriate progress'** in the CRD **Term 1** Collaborative Review	*As a best fit:* **'Working towards'** in the CRD **Term 2** Collaborative Review	As a best fit: **'Appropriate progress'** in the CRD **Term 2** Collaborative Review	As a best fit: *'Meeting'* expectations in the 5 'Summative Assessment' tabs of the CRD (Professional Behaviours, Behaviour Management, Pedagogy, Curriculum, Assessment)	**'Meeting'** or *'Exceeding'* expectations in **all** strands of the 5 'Summative Assessment' tabs of the CRD (Professional Behaviours, Behaviour Management, Pedagogy, Curriculum, Assessment)
'Appropriate progress' in Professional Behaviours Strand 1 and strand 2: **Term 1** Collaborative Review of the CRD		'Appropriate progress' in Professional Behaviours Strand 1 and Strand 2: **Term 2** Collaborative Review of the CRD		'Meeting or 'Exceeding' all aspects of the **Preamble** and **Part Two** of the **Teachers' Standards**	

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