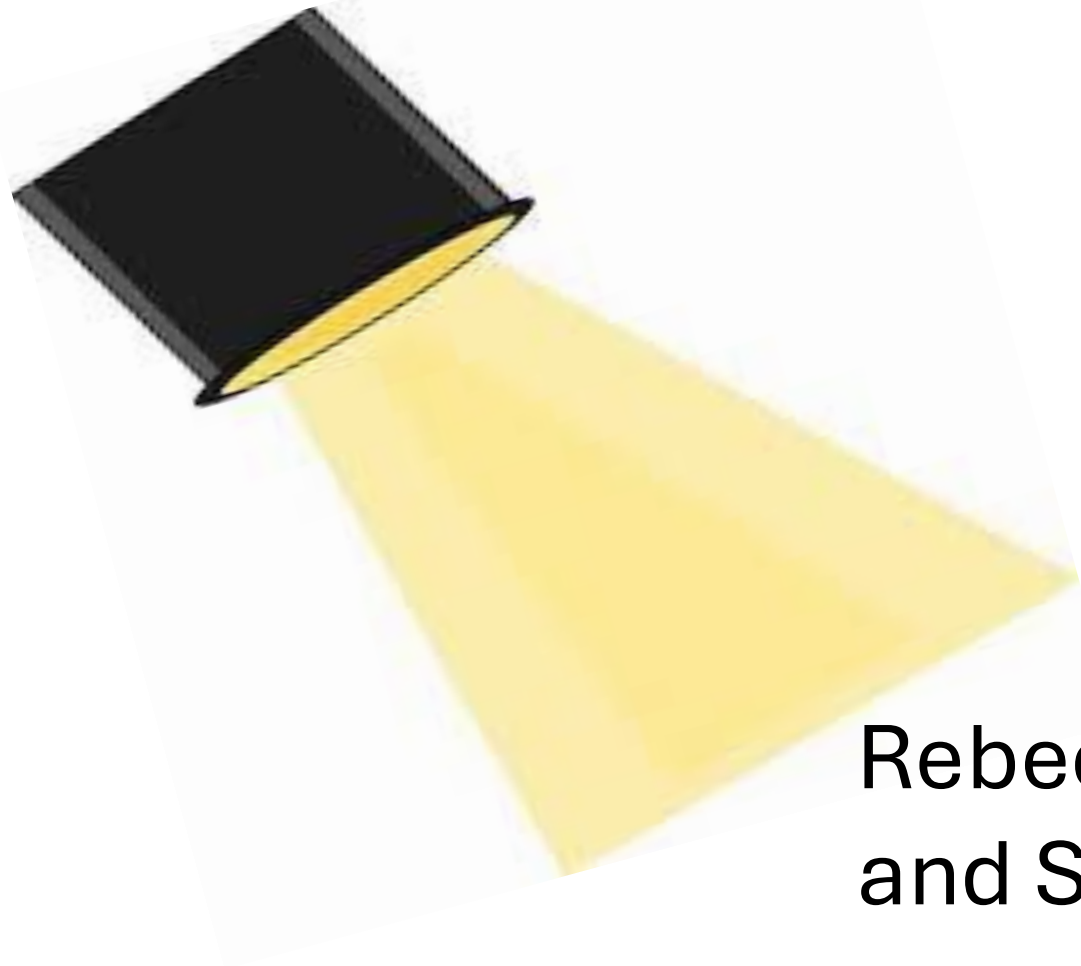- **Meeting of Warwick and Schools Partnership (WaSP)**
- **2.00pm – 3.30pm,**
- **Wednesday ³ʳᵈ July 2024**

# Updates from Andy Hind

Rebecca Wheeler and Sally Hewitt

**Becky Wheeler – Teaching School Hub Director**

rebecca.wheeler@lawrencesheriffschool.com

**Sally Hewitt – Teaching School Deputy Director**
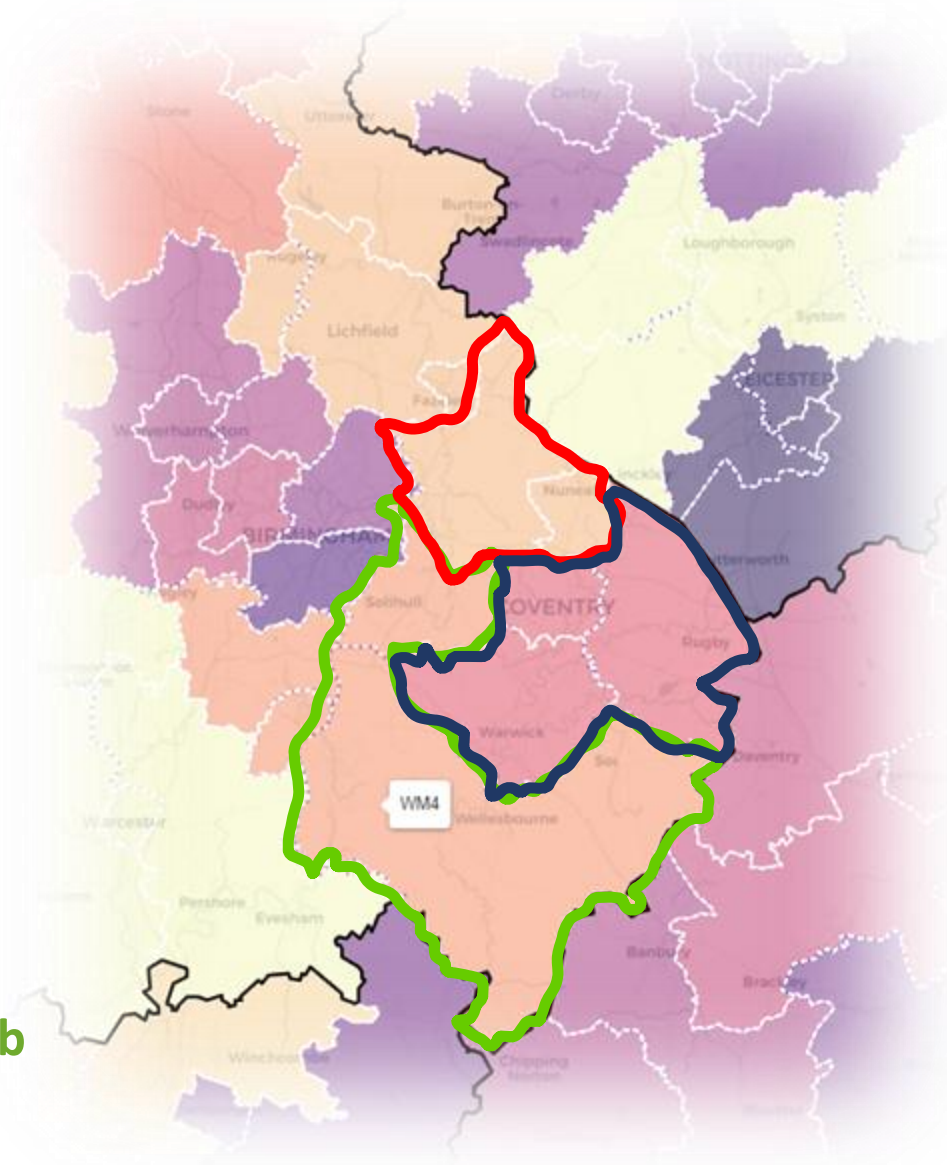
sally.Hewitt@lawrencesheriffschool.com

**John Taylor Teaching School Hub**
**(North Warwickshire, Nuneaton &**
**Bedworth,** Tamworth, Lichfield,
Cannock, East Staffs**)**

**Tudor Grange Teaching School Hub**
**(Solihull, Stratford-Upon Avon,**
Bromsgrove and Redditch**)**

**Coventry and Warwickshire**
**Teaching School Hub**
**(Coventry, Warwick, Rugby)**

# Working in Partnership



- ECF programme – supporting ECTs across the region

- NPQs – funding changes; no longer universal funding for all schools; scholarship places are capped nationally.

# ITT: TSH strategic roles

*In response to the teacher recruitment and retention strategy (2019), the ITT market review report (2021) outlined changes in ITT to be implemented from September 2024.* The DfE have placed a responsibility on Teaching School Hubs to support and increase capacity for schools to engage with ITT.

**The DfE have specified the following strategic roles for teaching school hubs:**

- **Active involvement in delivery of ITT**
  - Strategic partnership with University of Warwick
  - Recruitment & Delivery

- **Growing engagement in ITT by:**
  - Understanding the current needs, context and challenges of the local area
  - Understanding the current landscape of school engagement – including challenges and barriers to school participation
  - Raising awareness of ITT and supporting schools to be involved

- **Finding and supporting Intensive Training and Practice**

# ITT Advocate

**ITT Advocate – Ben Wilde**

Undertaken analysis of the ITT landscape to produce a report for the DfE. All TSHs have to undertake this work.

**Questions raised from this analysis:**

- Is engagement in ITT currently less likely in schools with higher Pupil Premium i.e in schools in areas of higher deprivation?
- Is engagement in ITT currently less likely in smaller schools with fewer staff?
- What is the true status re engagement of those schools currently recorded as 'not engaged' ?

**Possible barriers that may prevent ITT placements being offered:**

• School in Ofsted improvement category

• Mentor workload and time commitments

• Poor support from ITT providers

• Poorly designed paperwork adding to mentor workload

• Trainees with lack of skills and commitment to apply themselves through PGCE

• High levels of SEND in classes

• Capacity of staff team in small school setting

• Mentors to cover both ITT and ECTs.

# Appropriate Body

**Appropriate Body Services transitioning from Local Authorities to TSHS – completed by September 2024.**

**The role of the AB is to check that new teachers:**
- Receive statutory entitlements and that regard is had to the statutory guidance
- Are fairly and consistently assessed
- Receive a programme of support and training based on the ECF and provide ECF fidelity checks where necessary

Appropriate bodies make the final decision as to whether the ECT has satisfactorily met the Teachers' Standards, based on the Headteacher's recommendation.
*(DfE AB Statutory Guidance)*
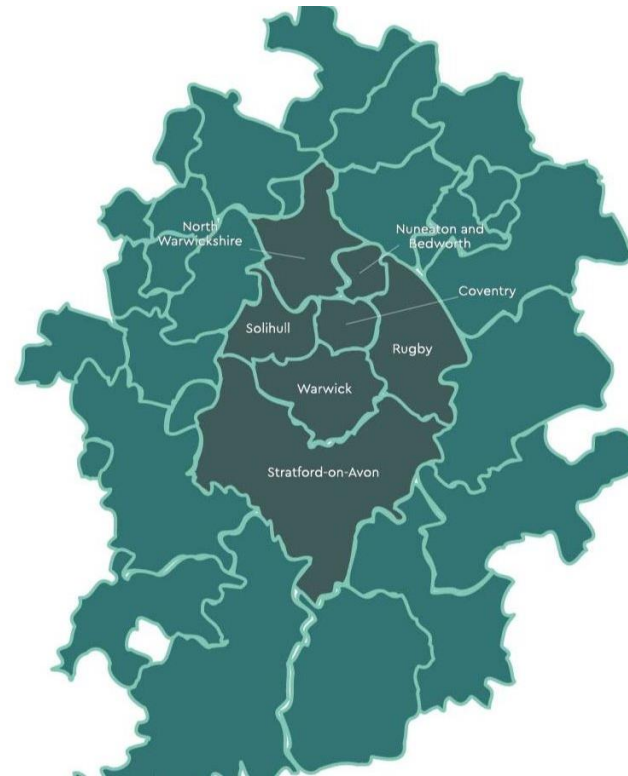
English Hub — Little Sutton Primary School — Learn, Read, Succeed in the Heart of England

SCIENCE LEARNING PARTNERSHIP

Behaviour HUBS

NCELP | Hubs

MATHSHUBS ORIGIN

North Warwickshire
Nuneaton and Bedworth
Coventry
Solihull
Rugby
Warwick
Stratford-on-Avon

Teach Computing — Computing Hub

WARWICK — CENTRE FOR TEACHER EDUCATION

Staffordshire Research School — Supported by the Education Endowment Foundation

Tudor Grange Research School — Supported by the Education Endowment Foundation

NATIONAL CHILDREN'S BUREAU — Early Years Stronger Practice Hubs

# ITT reflection questions:

1. Are your trainees aware of the next steps in their career journey? Do they know what their statutory entitlements should be?

2. Do you have further capacity to host an **ITT placement**?

3. What are the recruitment barriers in your context?

4. Have you got people in your organisation that may benefit from the wider professional development opportunities that the TSH could offer? E.g. NPQs, Facilitation, AB work

5. How can Teaching School Hubs help you?

# Partner Updates

# Assessment Only (AO) Route
Sally Spicer

# Assessment Only (AO) route to QTS

- 12-week programme, rigorous recruitment
- **Not** a training route; **candidates**, not trainees
- 3 University QA lesson observations over the programme (including 1 as part of initial assessment /suitability)
- Weekly lesson observations and mentor meeting
- Produce a portfolio of evidence to demonstrate meeting the Teachers' Standards



QTS Assessment Only (Primary)
Programme Handbook 2023/24

Updates and overview for '24 – '25:
Alison and Julie

# PGCE SECONDARY UPDATES

Head of Secondary PGCE: Dr Alison Morgan

Senior Lead - University Provision: Jonty Leese

Senior Lead - School-Based Provision: Kate Hamer

Senior Tutor: Rachel Cooper

Mentoring Lead: Penny Ottewill

# Secondary PGCE 2024-25

**Key changes**

- 17 subjects (130 accepted offers, all subjects)

- Digital home PGCE (16 accepted offers)

- Three level 7 modules: Subject Studies, Professional Enquiry, Professional Practice

- Revised Professional Practice Units

- ITaPs: behaviour to learn, preparation for teaching & learning, literacy, adaptive teaching

- Language changes:

  - Professional Practice Tutor = University Lead Mentor

  - Collaborative Review = Collaborative Assessment Point

  - Placements

    - Autumn: Beginning

    - Spring: Developing

    - Summer: Extending

**Collaborative Assessment Points**
**Formative**
**CAP1a: w/c 21$^{st}$ October**
**CAP1b: w/c 9$^{th}$ December**
**CAP2: w/c 10$^{th}$ February**
**Summative**
**CAP3a: w/c 12$^{th}$ May**
**CAP3b: w/c 23$^{rd}$ June**

# PROFESSIONAL PRACTICE UNITS 24/25

PPU1: Professional Roles & Observation of Classroom Practice

PPU2: Understanding Learning

PPU3: Understanding Assessment

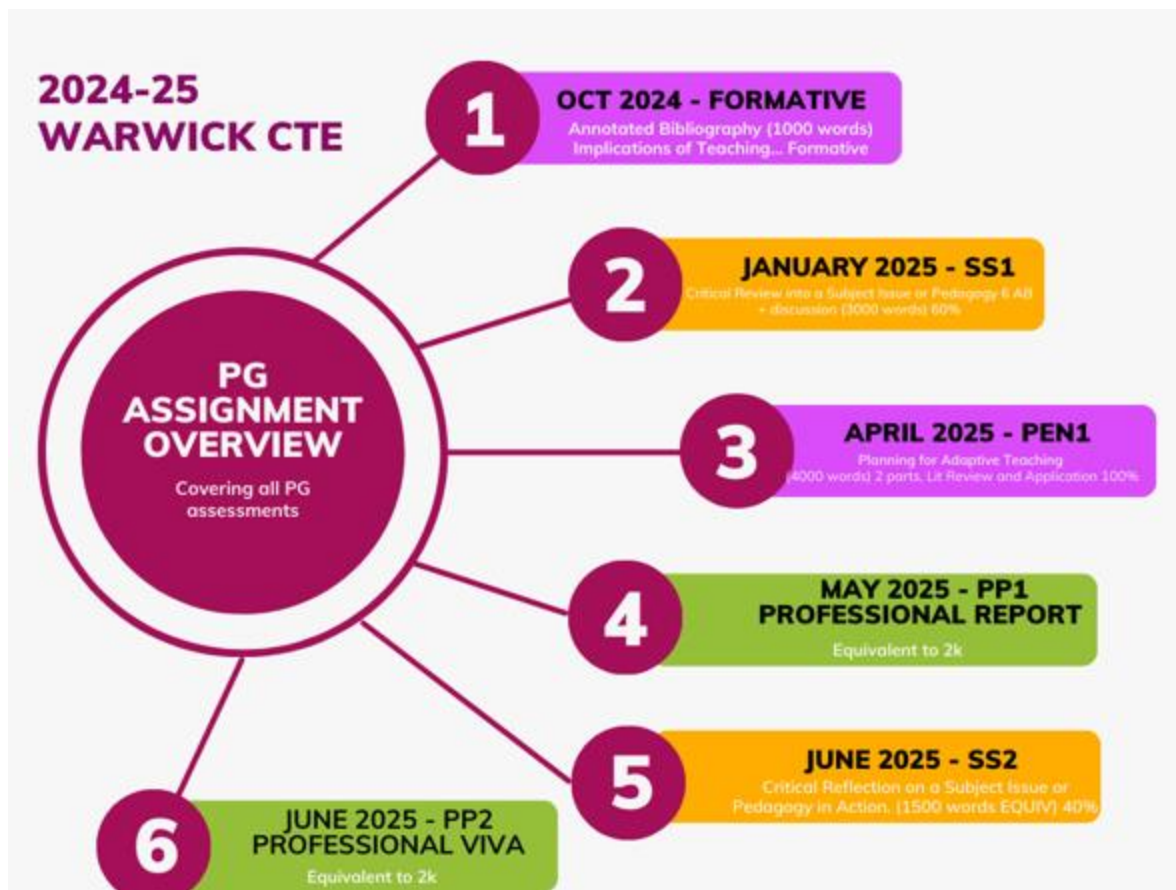PPU4: Establishing Classroom Relationships

PPU5: Deeper Learning

PPU6: Activating Metacognition

PPU7: Assessing & Reporting Progress

PPU8: Working as Part of a Professional Team

3 activity outputs per PPU & no synoptic writing tasks

2024-25 WARWICK CTE

**PG ASSIGNMENT OVERVIEW**
Covering all PG assessments

1. **OCT 2024 - FORMATIVE**
   Annotated Bibliography (1000 words)
   Implications of Teaching... Formative

2. **JANUARY 2025 - SS1**
   Critical Review into a Subject Issue or Pedagogy & AB
   + discussion (3000 words) 60%

3. **APRIL 2025 - PEN1**
   Planning for Adaptive Teaching
   (4000 words) 2 parts, Lit Review and Application 100%

4. **MAY 2025 - PP1 PROFESSIONAL REPORT**
   Equivalent to 2k

5. **JUNE 2025 - SS2**
   Critical Reflection on a Subject Issue or
   Pedagogy in Action. (1500 words EQUIV) 40%

6. **JUNE 2025 - PP2 PROFESSIONAL VIVA**
   Equivalent to 2k

**Assessment Deadlines 2024-25**

# Secondary PGCE Calendar 2024-2025

CTE - University of Warwick Secondary Course Overview 2024-25
Final (March 2024)

| W/C | Uni wk | Monday | Tues | Weds | Thurs | Friday | Content — Yellow = in PEn groups / Blue = in subject groups / Pink = whole cohort / Peach = Individual support |
|---|---|---|---|---|---|---|---|
| 2-Sep-24 | 49 | Partner-led trainees in school if required | Foundation Week | Foundation Week | Foundation Week | Foundation Week | |
| 9-Sep-24 | 50 | Foundation Week | Partner-led trainees in school if | Partner-led trainees in school if | School for all | School for all | |
| 16-Sep-24 | 51 | Behaviour (all at uni) | Behaviour (PL/uni delivered) | Behaviour (in school) | Behaviour (in school) | Behaviour (PL/uni delivered) | |
| 23-Sep-24 | 52 | university | | | | university | Introduction to SS1 & issues in Subject |
| 30-Sep-24 | 1 | Planning (all at uni) | Planning (PL/uni delivered) | Planning (in school) | Planning (in school) | Planning (in school) | |
| 7-Oct-24 | 2 | university | | | | university | Subject - Planning & Issues in Subject |
| 14-Oct-24 | 3 | university | | | | university | Neurodiverse learner case study / Meeting professional expectations |
| 21-Oct-24 | 4 | university | | | | university | Subject Pedagogy |
| 28-Oct-24 | 5 | | | | | | reading week |
| 4-Nov-24 | 6 | Literacy ITaP (all at uni) | Literacy ITaP (PL/uni delivered) | | | | |
| 11-Nov-24 | 7 | | | | | Careers/Study Day | Careers/Study/Tutorials |
| 18-Nov-24 | 8 | university | | | | university | Principles and practices of assessment in subject |
| 25-Nov-24 | 9 | university | | | | university | Socially disadvantaged case study / Developing coaching relationships |
| 2-Dec-24 | 10 | university | | | | university | Subject Pedagogy |
| 9-Dec-24 | 11 | Interdisciplinary Day (Cross Phase) | | | | Research in Action Conference | RIA Conference |
| 16-Dec-24 | 12 | university | | | | university | Tutorials |
| 23-Dec-24 | 13 | | | | | | Christmas |
| 30-Dec-24 | 14 | | | | | | Christmas |
| 6-Jan-25 | 15 | university | | | | university | Subject Pedagogy - Covering PEN1 to ALL then subject for the rest of the day |
| 13-Jan-25 | 16 | university | | | | university | Subject Pedagogy - adaptive teaching |
| 20-Jan-25 | 17 | university | | | | university | Equality Act & LGBTQ+ case study / Introduction to PEN1 |
| 27-Jan-25 | 18 | university | | | | university | Subject Pedagogy - metacognition |
| 3-Feb-25 | 19 | university | | | | university | Subject Pedagogy - Progress feedback |
| 10-Feb-25 | 20 | university | | | | university | Pastoral Care/ Hard To Reach Learners/ Forces/Travellers/ Communicating with Parents / PEN1 assignment Support |
| 17-Feb-25 | 21 | | | assignment support | | | reading week |
| 24-Feb-25 | 22 | | | Inclusion Conference (all at uni) | Day 1 of ITAP | Adaptive Teaching (PL/uni delivered) | Inclusion Conference (Day 1 of ITAP) |
| 3-Mar-25 | 23 | Adaptive Teaching (in school) | Adaptive Teaching (in school) | Adaptive Teaching (in school) | | | |
| 10-Mar-25 | 24 | university | | | | university | Inclusion & EAL |
| 17-Mar-25 | 25 | university | | | | university | Minority curriculum exclusion case study (anti-racist pedagogies) / PEN1 assignment support |
| 24-Mar-25 | 26 | university (Build) / Literacy Presentation (all at uni) | | | | university (Build) / Literacy Presentation (all at uni) | Professional Report (Literary) (PP1) & challenge in subject pedagogy - ITAP3 |
| 31-Mar-25 | 27 | university | | | | university | Safeguarding and Mental Health case study / Intro to Written Task (PP assignments) and viva |
| 7-Apr-25 | 28 | Full time (5 days a week in school) | | | | Full time (5 days a week in school) | Tutorials |
| 14-Apr-25 | 29 | | | | | | |
| 21-Apr-25 | 30 | | | | | | |
| 28-Apr-25 | 31 | Subject Pedagogy | Literacy (in school) | Literacy focus (in school) | Literacy (in school) | Green Space Day | Green Space Day |
| 5-May-25 | 32 | BANK HOLIDAY | | | | Subject Pedagogy | academic presentation (SS2) & creativity in subject |
| 12-May-25 | 33 | Full time (5 days a week in school) | | | | | |
| 19-May-25 | 34 | | | | | | |
| 26-May-25 | 35 | | | assignment support | | | |
| 2-Jun-25 | 36 | | | | | | |
| 9-Jun-25 | 37 | | | | | | |
| 16-Jun-25 | 38 | | | | | | |
| 23-Jun-25 | 39 | | | | | ECT Conference | Course Completion Day: Preparation for first post and ECF |
| 30-Jun-25 | 40 | | | | | | |
| 7-Jul-25 | 41 | | | | | | |
| 14-Jul-25 | 42 | | | | | | |

Additional days in School as required. Experience has shown us that some trainees need a little longer than the length of the planned programme to securely meet the standards for QTS and as a result, you may need to attend school after the date of the Final Exam Board. It is in your own interests to keep these dates free for such an eventuality.

**Legend:**
- Partner Led (PL) Base School Placement and Uni Led PP1 Placement
- Core PP2 / PL Comp Placement
- Partner Led (PL) Base School Placement
- ITaPs
- Uni Days - Monday Group
- Uni Days - Friday Group
- Special events - all in university
- Support Sessions

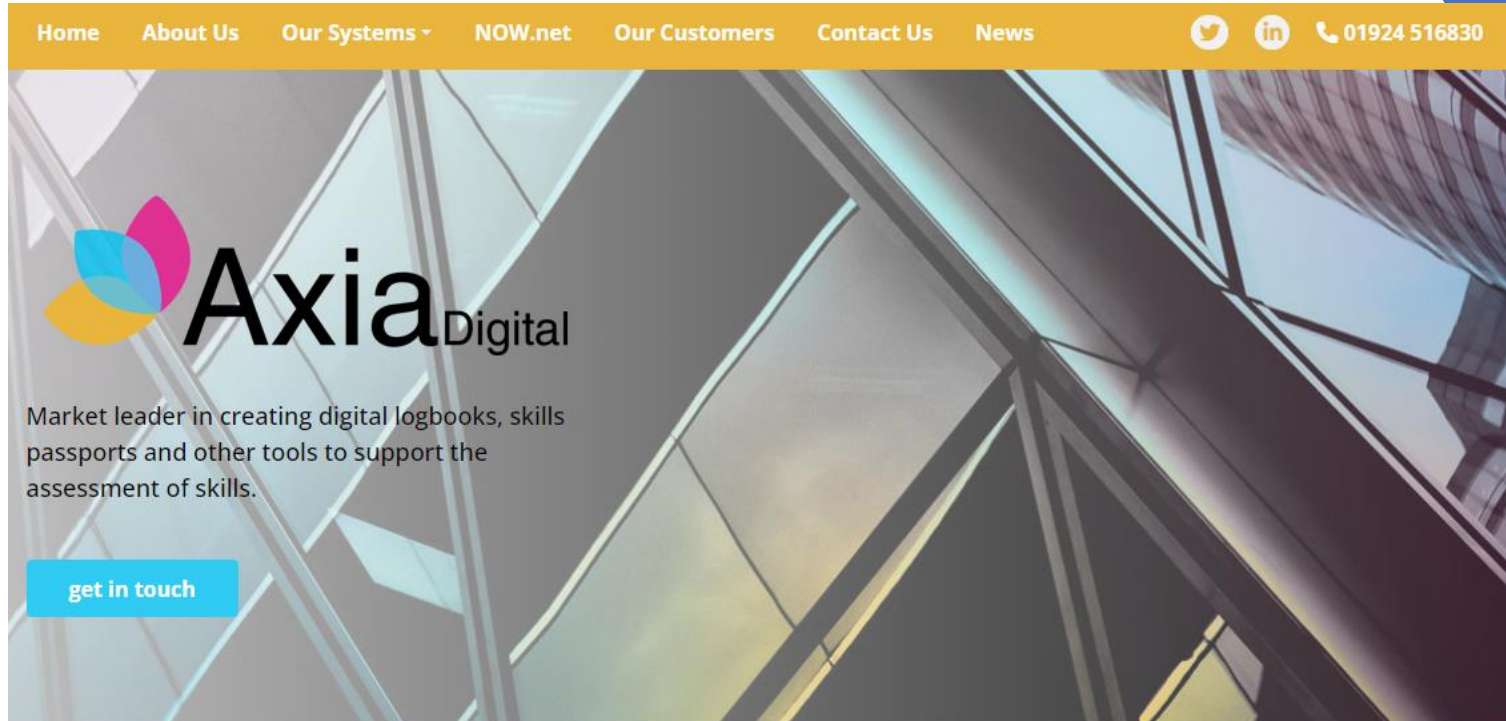| Monday | Friday |
|---|---|
| English | Science |
| MFL | Maths |
| Drama | History |
| CS | Geography |
| Art | PE |
| RE | DT |
| Music | Social sciences |
| | Business Studies |

Please note that there is an expectation that students will attend school based provision when their university day switches e.g. in week 22 all students are expected to be in school for the Mon-Wed of that week.

# QUESTIONS AND DISCUSSION

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THE UNIVERSITY OF WARWICK

Out with the old in with the new!
Abi

# Axia Digital

Market leader in creating digital logbooks, skills passports and other tools to support the assessment of skills.

**get in touch**

## Who We Are

Founded in 1997, Axia Digital has been trading for 26 years and, for the last 21 years, we've focused on e-portfolios.

We work collaboratively with organisations to create bespoke e-portfolios to suit customers' needs. With our extensive experience, we've acquired profound expertise and fully recognise the significance of secure and dependable systems.

We adopt a flexible approach to the construction of e-portfolios to reflect the exact assessment methodologies that our customers want using our core platform, NOW.net. By doing so, we guarantee that customers don't need to alter their assessment methods. Instead, they receive a customised system that replicates the familiar forms and processes specific to their needs.

WARWICK
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# What Our Platform Can Do

We produce systems that fit any type of qualification or accreditation, including those for CPD, E-assessment, Digital Logs, and Skills Passports. We've produced websites for a range of organisations, associations, and professional bodies, including a number of health services and universities both within and outside of the UK.

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**E-assessment of Professional and Vocational Skills**

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**Digital Logs of Practice Experience**

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**27 Years Of Experience**

**Fully Flexible Systems**

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**ACCA Think Ahead**

Axia began working with the ACCA in 2015 when we won a tender to update their in-house logbook, which is used by Student accounts to record practical ...

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**SCoR**

We've been working with SCoR since 2004, delivering their CPD Now E-portfolio tools. Over the years there have been several iterations of the site ...

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**Bournemouth University**

OPALBU is used by all undergraduate students on health programmes at Bournemouth University who are required to create a portfolio of ...

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**NHS England**

We've been supplying E-portfolio solutions for the NHS since 2017 and have developed several Skills Passports for them, including the Capital Nurse ...

read more

**Education Development Trust**

EDT commissioned us to create an E-portfolio website which would allow their clients to build a body of evidence to demonstrate organisational ...

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**ROYAL PHARMACEUTICAL SOCIETY**

We work in full partnership with RPS, providing their E-portfolio and collaborating with them to deliver a Skills Passport for Trainee Pharmacists ...

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THE UNIVERSITY OF WARWICK

# Tier 1 for new GM only – 7 hours

Unit 1.1 - What is mentoring?

Unit 1.2 - Effective mentoring relationships

Unit 1.3 - Models of mentoring

Unit 1.4 – Exploring Instructional Coaching

Unit 1.5 - Introduction to the CCF

Unit 1.6 - Feedback and difficult conversations

Unit 1.7- Return to Self-evaluation

# Tier 2 for all GM – 7 hours

**Unit 2.1 – Mentor briefings**

**Unit 2.2 – Mentor conference**

**Unit 2.3 - In school support and development**

# Tier 3 (6 hours)

Mentors sign up to attend one-hour sessions to further develop their mentoring skills.

Their choice of workshop will depend on their individual mentor training needs and their mentoring context.

Subject based CoP are part of this offer

| | | |
|---|---|---|
| Mentoring for wellbeing | Mentoring to promote an anti-racist pedagogy | Mentoring trainees with additional needs |
| Mentoring to support EAL trainees | Navigating current educational research with your trainee | Promoting safeguarding through mentoring |
| Mentoring with live coaching | Mentoring a reluctant trainee | Mentoring to support fundamental skills |
| Having difficult conversations (including managing a breakdown in mentor / trainee relationship. | Using video to support mentoring | **Subject / phase-based Community of Practice forums** |

**https://moodle.warwick.ac.uk/course/view.php?id=62605**

# Tier 4 - Lead Mentor Training – 10 hours

Unit 4.1: Supporting mentor development

Unit 4.2: Effective school-based training and iTaPs

Unit 4.3: Difficult conversations: presenting challenging realities

Unit 4.4: Quality Assurance of mentoring

Unit 4.5: Quality Assurance of school-based training

Planning expectations
for trainees:
Jo and Kate