

Meeting of Warwick and Schools Partnership (WaSP)

Wednesday 12th March 2025
2.00pm – 4:00pm
(lunch from 1.00pm)

Westwood Teaching Centre
Rooms WT0.01 and WT0.04

Meeting Notes


Item	Subject		Notes
1	Welcome and Introductions	Kate Hamer/ Jo Dobb	Attendance list circulated for staff to sign in to register number plates.
2	Partnership updates – Oracy spotlight impact, Model 2/3 reviews/ Trainee evaluations – term 1	Kate Hamer/ Jo Dobb	<p>Oracy spotlight impact Recap of the spotlight in November</p> <p>As a consequence of the spotlight, it has grown the reach of the hub around Coventry, with lots of opportunities going forwards. Next spotlight CPDs shared.</p> <p>Slides from last time and this time will be shared.</p> <p>Contact details Sally Edwards: sally.edwards@castlephoenixtrust.org.uk Mel Dipple: mel@voice21.org</p> <p>Next Spotlight CPD Sessions:</p> <p>Tuesday 8th April, 3:45–4:15: “Listen Up! Teaching Listening Explicitly”</p> <p>Tuesday 6th May, 3:45–4:15: “Word Play: The Explicit Teaching of Vocabulary”</p> <p>Charter Primary Open Morning Thursday 22nd May – more information to follow</p> <p>Event Date Thursday 26th June – more information to follow</p> <p>Model 2/3 reviews Check in points ‘touch points’ with lead mentors have been a valuable experience for ULMS – Time set aside to scrutinize information collected in these meetings to</p>

			look at feedback and identify areas of strength and development – A positive way of maintaining a strong partnership. Met with most schools and will be an ongoing process. It's been really good to meet with the partners working closely with trainees
3	CCWTSH – Updates from the Teaching School Hub	Sally Hewitt	<p>Sally Hewitt introduced herself and shared updates:</p> <p>Sally shared some significant updates which have come out of the review for the framework named the ITTECF. The framework sets out the new training entitlement for teachers in the first 3 years of their teaching career (initial teacher training year and statutory induction period)</p> <p>Feedback: Current ECT feedback - teachers feel they are revisiting/repeating learning, but this change will signal that they are deepening their understanding rather than repeating.</p> <p>Additional change: There were historically 3 ways for ECF training. This has been simplified to 2. Fully funded or create their own program using government materials.</p> <p>Change to ECF mentor training: 2-year requirement reduced to 1 year, (similar to changes to ITT mentor training requirements)</p> <p>Any mentors already on a 2-year pathway are required to finish.</p> <p>In light of these changes worked with PO to help shape the CEDP and will be attending the ECT conference to explain the teaching hub's role and the role of the appropriate body.</p> <p>Any questions please contact: tshub@lawrencesherriffschool.com; rebecca.wheeler@lawrencesherriffschool.com; sally.hewitt@lawrencesherriffschool.com</p>
4	Partner Updates (ITaP 4 feedback, recruitment, feedback on review meetings.)	Partners	Tables Introduced themselves

		<p>Kate Rogers – Castle phoenix (Model 3) Already matched recruitment numbers from last year</p> <p>ITaP 4 was valuable and the timing seemed appropriate</p> <p>Emma Gaylor – St Lawrence primary school (Model 1) PGCE student 20 years ago at Warwick. The trainees have been great and really represented Warwick well</p> <p>Sean Townsend – Lion Alliance (Model 3) Latest ITaP went well – enjoy all trainees coming together to have networking opportunities and work collaboratively. Mostly positive from develop day – like practical elements of program. Mixed feedback around how the school enable the meeting with SENDCo as sometimes these can be difficult to access</p> <p>Embed day booklet has been shared with PMs ahead of the day and PMs have organised that as a group. Having the booklets early is helpful to facilitate this.</p> <p>Recruitment – steady and in line with last year.</p> <p>Sally Hewitt – CCWTSH (Model 3) ITaPs lovely to see how the trainees professional voice is developing across the year. They are now able to draw more on their experience</p> <p>Recruitment feels more buoyant and the quality of applications has improved. Number of deferrals seems to be increasing.</p> <p>Parul Arora - Langley (Model 1) Mentor 2nd year working with Warwick. ITaP has been managed well by the PMs.</p> <p>Micheal Hancock – Coundon Court (Model 1) Placements from Coventry University and SCITT so the school is a melting pot hosting from many different lead partners. Embed day booklets early really helps.</p> <p>Jenny Cross – Myton School (Model 1) Trainees are really communicative and vocal and have agency about what they need from a school. Feedback is positive on ITAP</p> <p>Claire Amed – Creative Education Trust (Model 3 digital)</p>
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			<p>Recruitment is level with last year but the pool is smaller and they're struggling with competitors locally who are offering monetary incentives.</p> <p>CET Work with 23 different providers. Digital delivery ITAPS delivered with Greenwood. Practical elements of ITAPs seem to be most popular with trainees and are the favourite bits. Digital materials have been developed by Claire.</p> <p>Theresa Ford – Greenwood (Model 2 digital) Exceeded numbers for recruitment. 1 issue well supported by ULM. Getting schools to interview candidates quickly can be challenging.</p> <p>Adele Wallace – WMG Coventry (Model 1) Here to observe and build partnership</p> <p>Angela Greenway TLET ITAPs are delivered differently, in a seminar style. When the trainees are together it's useful for other activities like recruitment briefing</p> <p>Recruitment is reasonable. Seems to be high withdrawal rates really quickly. Could be a portal (DfE system issue) but more likely it's candidates changing their minds on the options they're choosing.</p> <p>Gemma Jephcote –North Leamington (Model 1) Warwick trainees are proactive. Any trainee who has had their own challenges have been supported by Warwick ULM.</p> <p>Andrew Edwards – Ignite Federation (work with CCWTSC as a school within their alliance) Fully supported trainees. Trainees are driven. Recruitment is going well.</p> <p>Matthew Parker -Wolvey School (Model 1) – enjoyed the coaching of trainee. Patrick (Same school) – ECT best performing teaching is from Warwick</p> <p>Ellie Tew – Bilton (Model 1) ITaP days have gone well. PMs across the MAT have organised the SENCO and seeing things early is useful</p>
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			<p>Inspire Education trust Delivering ITaPS with Lion and Castle Phoenix. Mentors in schools can see the benefit of the ITaPs, as well as trainees.</p>
5	Spotlight: Coaching in Education	Nick McKie	<p>Nicholas McKie - Director of Persyou gave an overview of the work his company have been doing, working with schools all over the world in coaching.</p> <p>He shared the growing consensus that culture is key in coaching and shared some statistics about the areas of interest</p> <p>Slides will be shared.</p> <p>Nick shared the people development blueprint and reiterated that coaching encourages a way of moving away from going through a script.</p>
6	MDP Engagement	Kate Hamer/ Penny Ottewill/Emma Rawlings	<p>Penny provided updates on the MDP (including detail on how mentor engagement is tracked and monitored) and the process for claiming funding for the training undertaken.</p> <p>Model 3 partners have been provided with the most up to date list of program engagement for their mentors and are asked to contact partnership@warwick.ac.uk if they see any issues with the details they have been provided.</p> <p>Claire Ahmed (Creative Education Trust) – reported that the invitations from the DfE (to allow school to register for the correct area of the portal to submit claims, which should have begun to go out in February) have still not been sent out (for any provider not just Warwick).</p> <p>All partners confirmed no invitations have been received.</p> <p>PO & ER confirmed that the university have submitted the report to DfE regarding active schools who have had trainees throughout the year, so the delay is with DfE.</p> <p>Breakdown of hours for each module (which can be claimed) as follows: Tier 1: 7hrs Tier 2: 7hrs Tier 3: 1.5hrs per unit</p> <p>for full 20 hours it's all of all three tiers.</p>

			<p>1hour per session in T1 & T2 can be claimed separately if needed, as DfE has confirmed training can be claimed on an hourly basis.</p> <p>TIP: The asynchronous conference is best undertaken as a group activity.</p> <p>For lead mentors there is a different payment system (Tier4 units are there, and engagement is tracked/evidenced)</p> <p>SEF (Self-evaluation form)</p> <p>At the end of the course – it’s helpful for mentors but also helpful for us as the course provider. Please can you ask mentors to complete the SEF (which is anonymous)</p> <p>Recognising Excellence in Mentoring</p> <p>PO shared the Excellence in mentoring award nomination information. Nominations will close on or around 10 June 2025 (in line with the trainee awards) QR code to nomination form</p> 
7	Planning 2025-2026 – overview of calendars.	Alison Morgan/ Julie Taylor	<p>JT (Head of Primary) update:</p> <p>53 Primary (+2 TWD) 2 Digital (+1 TWD) 15 EY + 1 EY returner</p> <p>99% pass rate in primary presentation the Lit review/presentation provided a different type of assessment which students engaged well with. 99% pass rate.</p>

			<p>Jo Dobb also shared a bit more information about the enhanced placement opportunities – these provide additional experiences beyond their placements to give them a rich and varied experience – new for 24/25 continuous provision in KS1</p> <p>Summer term placements start soon (W/C 24 March) in most cases Uni-Led students will remain in same school as their Spring placement, lead partner students return to host school.</p> <ul style="list-style-type: none"> • Mentor briefing for new mentors/class teachers – 4.00-5.00pm on Tuesday 25th March • Mentor briefing for experienced mentors – 4.00-4.45 pm Wednesday 26th March <p>Model 3 partners – Please support us to encourage mentor engagement with these</p> <p>2025-26 Calendar</p> <ul style="list-style-type: none"> • Midweek school experiences in autumn first half term • 2-week gap between ITaP1, 2 and 3; ITaP4 earlier in placement • University days have been bookended (Monday and Friday) due to feedback about job shares within school <p>AM (Head of Secondary) update</p> <p>139 on course (includes 14 digital) 92% pass rate for Subject Studies 1 Assignment SEND mini placement summer term</p> <p>External Examiner visits 12-14 May so the education team will be in touch with some schools to arrange visits.</p> <p>91 accepted offers for 25/26 (up 36% on same time last year) - Fewer applications, but better quality, but echo concern about deferrals.</p> <p>Calendar – Close to last year as possible, subject split and offer is same. Assessment the same. Still looking for a business studies tutor.</p>
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			New strand in curriculum related to AI to encourage critical reflection across all programs. (Primary and Secondary)
8	Interviews and needs analysis form	Jo Dobb	<p>For Partners who recruit (model 2 & 3 Partners)</p> <p>As part of the interview there are questions which identify the needs and targets set at the interview.</p> <p>Partners have been asked to feed this forward to trainees, as historically the trainees recruited through partners have sometimes arrived on program less aware of the needs identified at interview and the actions which would help them prepare.</p> <p>We have added a new prompt to the Qualtrics form you complete after conducting the interview where we ask if you've informed the candidate of these identified needs</p>
9	Professional dialogue/Viva - key points. Literacy report (secondary)	Deborah Roberts/ Will Haywood	<p>Professional dialogue/Viva - key points.</p> <p>Professional dialogue/Viva is now assessed at Masters' level with the mark counting towards 50% of the Professional Practice module.</p> <p>It's a 30-minute dialogue with ULM (online/recorded for moderation) with questions based on the module learning outcomes – coaching style dialogue</p> <p>Trainees may be nervous about the Professional dialogue/Viva so we ask that schools ensure they have access to a quiet, private space for the dialogue/viva, with wifi coverage (or work from home)</p> <p>If there is any feedback received in school by mentors about the Professional dialogue/viva please do feedback to us.</p>
10	AOB	All	