PRIMARY

PASSPORT FOR TRAINEES & MENTORS

BA Primary Education - School Experience 3
Developing & Consolidating Phases
2023-24

lifechanging

University of Sunderland

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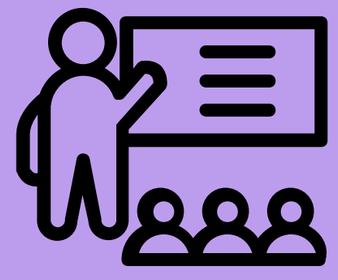

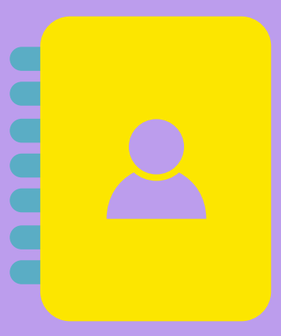

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SAFEGUARDING

We are aware of our legal responsibilities and our enhanced duty of care to children, learners and vulnerable adults. We play host to children and vulnerable adults who come on to University premises to study and to visit. We also undertake academic activities which involve staff and students spending time in both internal and external environments, within which they have contact with children and/or vulnerable adults.

This is a particularly important consideration for trainees and tutors when visiting Placement Schools/Colleges and other placement providers.
Accordingly, we have developed appropriate policies and arrangements to create an environment which actively promotes their health, safety and welfare.
Please see our website for the following policies:

Policy and Procedure for the Protection of Children and Vulnerable Adults ('Safeguarding')
Protecting Children and Vulnerable Adults - Code of Practice
Safeguarding - When to Refer
University Equality Policy
Single Equality Scheme
Equality and Diversity Policy

All trainees as part of their Theory Linked Practice tasks are required to become familiar with, and follow, key school policies and systems including:

- Safeguarding
- Child Protection
- Prevent

Our Faculty safeguarding Officer is Duncan Cross: duncan.cross@sunderland.ac.uk 0191 515 2038

We are aware of our legal responsibilities and our enhanced duty of care to children, learners and vulnerable adults.

A SUNDERLAND TRAINEE

A Sunderland Partnership trainee demonstrates the following qualities throughout their training:.

·Professionalism

- develops excellent professional relationships across the school community based on mutual respect
- works in a very effective manner with high quality tutors in school to identify and address developmental need
- readily takes responsibility and acknowledges their accountability

·Self-reflection and an intrinsic passion for learning

- takes initiative in a range of school contexts and accepts responsibility for accessing training opportunities in school
- uses reflection and critical reflection to adapt their teaching drawing on a wide range of practical and creative strategies
- exhibits passion and desire to become an outstanding teacher

·Commitment to high standards for all pupils

- demonstrates a clear understanding of teaching in a diverse society, exploiting opportunities to promote pupil appreciation of social and cultural diversity
- understands and effectively addresses issues that impact on pupil progress and attainment, reflecting a commitment to the inclusion of all pupils
- is able to translate national and school-based policies into effective practice, and understands the importance of whole-school, consistent strategies

·Planning and teaching of sessions using creative and innovative approaches

- matches individuals' needs and interests, including taking risks to generate enthusiasm and engender a love of learning
- uses a wide range of assessment strategies and adapts lessons as necessary, ensuring that pupils are aware of the progress they are making and the targets to be addressed
- applies good subject knowledge and pedagogy to maximise learning, promoting a spirit of enthusiasm and engagement within the class through the use of their own effective and stimulating resources

·Commitment to own professional development

- works diligently and proactively to achieve personal targets throughout practice / programme showing initiative in contributing to curriculum planning
- can work effectively as a team member, bringing fresh ideas as well as acknowledging the importance of learning from more experienced colleagues
- sets targets which enable them to make an outstanding contribution to the school
- 'A Sunderland Partnership Trainee is Reflective, Proactive and Professional'

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Welcome to the

BA PRIMARY EDUCATION SCHOOL EXPERIENCE 3 PASSPORT

THE AIMS OF THIS PASSPORT ARE:

- To show mentors what trainees have studied during university-based sessions and to suggest "learn how to" statements for mentors and trainees to work through together. This will help mentors offer precise feedback on topics in education that are being taught at the University. It will also scaffold an approach to mentoring that will allow trainees to rehearse and practise the skills needed to make a success of teaching in the primary classroom.
- To outline the requirements of School Experience 3 and ensure that mentors and trainees are aware of the expectations during this school experience. It sets out how trainees are assessed at each stage and details what is required on a week by week basis.

We appreciate that mentors are in a privileged position to support new and developing teachers as they begin to move into the profession. We want to enable mentors to support their mentees in the most effective and efficient way possible, and to ensure that our mentors feel comfortable and confident in their role. We believe that mentors examining their own practice, outlining their thinking process, and modelling effective teaching strategies is key in making vital differences to the development of a trainee teacher.

This guide, alongside the curriculum map, will ensure mentors are aware of the university-based sessions that trainees are undertaking during their initial teacher training programme. It is important that trainees are given the opportunity to discuss the realities of teaching with expert colleagues, and that they have the space to observe, deconstruct, rehearse, and practise these realities in a teaching environment.

Throughout this passport, you will find infographics that summarise the material studied in university-based sessions, as well as guidance on key literature and up to date theory. Importantly, you will also see *"learn how to"* statements and an overview of the theory linked practice activities (see trainee task booklet) which trainees are expected to complete during their placement. We ask that mentors and trainees review these activities together, and that space is made to complete them during the teaching practice. University mentors will discuss progress with these tasks during their placement meetings with trainees and their school mentor.

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OVERARCHING INTENT AND ETHOS OF THE PROGRAMME

The ambition of the Primary Education curriculum is demonstrated in its solid foundations of teaching and learning, development of subject knowledge and purposeful integration with school-based practice.

The programme intends to provide trainees with a solid grounding in the foundations of teaching and learning. We have identified 5 Foundational Concepts that underpin the competence of a beginning teacher. These 5 Foundational Concepts are formatively assessed throughout the programme. Formative assessment activities include, trainee's progress review with placement mentors and the formal review of progress at emerging, developing and consolidating points with the university mentor. Where relevant, next steps to success, are focused on specific targets couched in terms that distinguish between '*learn that*' and '*learn how to*'. For more information on the Foundational Concepts please see the appendices at the end of this Passport.

The ambition of this curriculum is further established by its commitment to go beyond these foundations to support trainees to critically engage with research and work collaboratively to develop thinking and professional practice. The intention of this further work is to support and nurture a career long passion for teaching.

Our 5 Foundational Concepts are:

(FC1) High expectations and managing behaviour
(FC2) How pupils learn, classroom practice and adaptive teaching
(FC3) Subject knowledge and curriculum
(FC4) Assessment
(FC5) Professional behaviours

These 5 Foundational Concepts are important because:

- They provide a clear focus for the Primary Education curricula, informing curriculum planning, implementation, and the evaluation of impact.
- They provide a sharp focus for progress monitoring for individual trainees and cohorts.
- They give trainees a clear focus of study and practice. Mastery of these 5 Foundational Concepts in terms of 'knowing what' and 'knowing how to' will equip trainees to get off to a flying start in their first teaching post.
- They make it possible to focus assessment on the formative development of trainee knowledge and skills.
- They provide a framework to support mentor and trainee in negotiating the purposeful integration of university-based work and professional teaching practice experience.

BA Primary - Year Three Learning Journey

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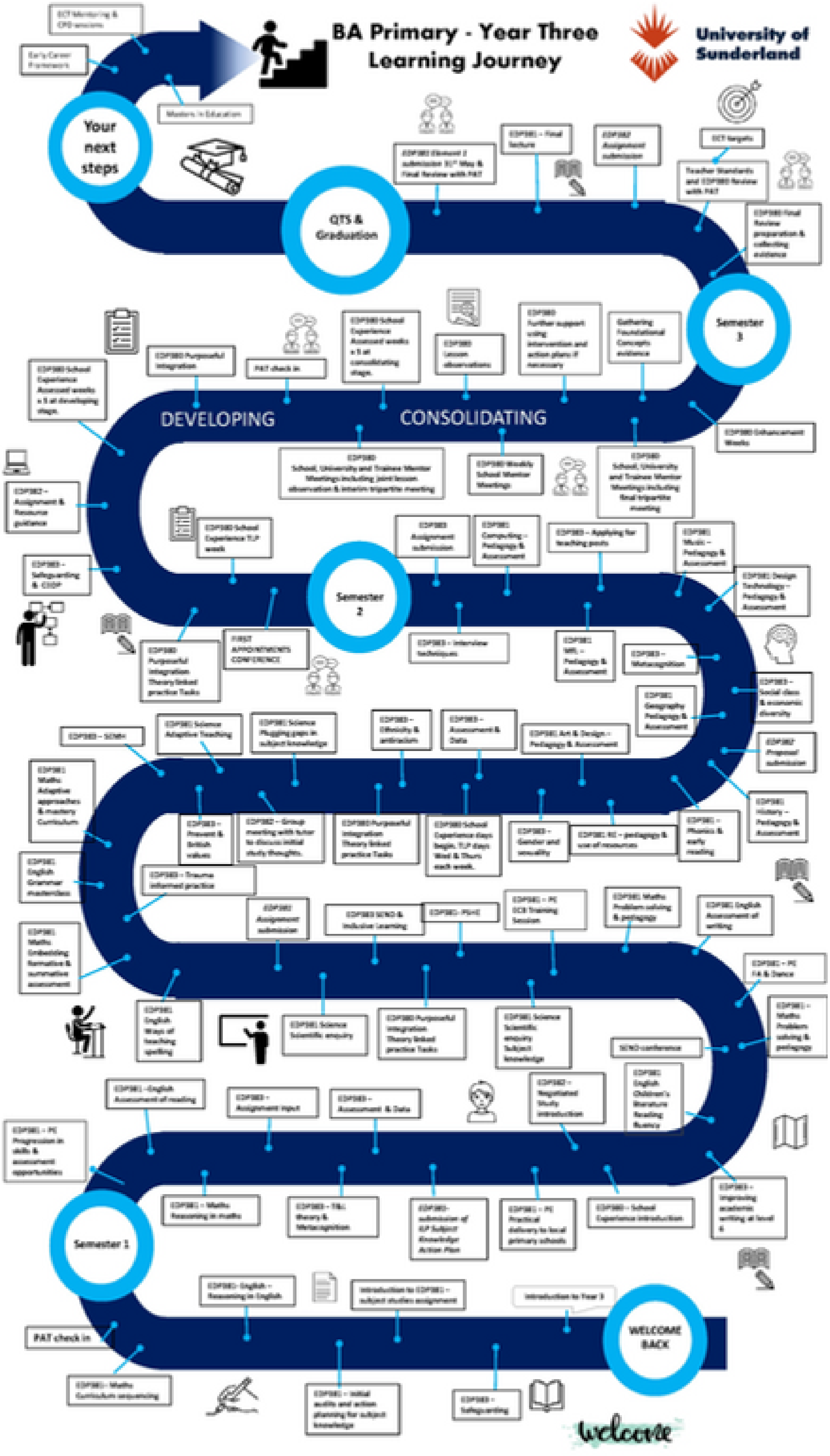


OUR VALUES

University of Sunderland

At the University of Sunderland, we are committed to Partnership working in line with our five 'Core Values' as set out in our Strategic Plan. Our values set out the kind of organisation we are and the principles that will guide our activities, decisions and behaviours:

01 INSPIRING

We will provide an inspiring, enterprising and empowering experience for our students and staff.

02 INNOVATIVE

We value people for their creativity and update our knowledge and practice to enhance the student experience and improve our institutional performance.

03 COLLABORATIVE

We work together as a community with our partners and build lasting relationships to achieve our shared ambition.

04 INCLUSIVE

We celebrate our diverse culture where everyone's contribution is welcomed and valued.

05 EXCELLENT

We strive for the highest quality in academic delivery, research and service standards

ROLE OF THE SCHOOL MENTOR

The role of mentor is a foundational experience in all ITT programmes at University of Sunderland. The ITT Core Content Framework (CCF) (2018 p. 3) acknowledges that "Mentoring and support from expert colleagues forms a key element of this multi-year entitlement". With the arrival of the Early Career Framework (ECF) and its emphasis on high quality mentoring, the centrality of the role in both training and retaining excellent beginning teachers has been highlighted.

Mentoring is a unique relational process involving support, encouragement and guidance for a trainee teacher to reach their full potential on the challenging and enriching journey into the profession. Essentially, the mentor has the experience and skills that need to be acquired by the mentee and mentor becomes the mediator of knowledge, skills, information and direction over a longer timeframe than traditional coaching. Excellence in mentoring draws from experienced classroom practitioners forming strong and positive professional relationships that provide stretch, challenge, illumination and support on the trainee learning journey to ensure they flourish. Our regular mentor development activities are free for all mentors in our partnership to attend and offer a frequent infusion of cutting-edge mentoring strategies from sector experts employed by the University.

Development sessions align the work of all mentors to the relevant frameworks (Core Content Framework, (CCF), Early Career Framework, (ECF) and Teachers' Standards, (TS), to ensure our work in partnership is consistently excellent against all available benchmarks. It is our mission to support our partnership mentors in the development of their own career trajectories as our means of consolidating cross-sector excellence, and we look forward to working with you on your own professional journeys.

ROLE OF THE SCHOOL MENTOR

It is a requirement of each School Experience that trainees are observed on at least one occasion teaching a phonics or spelling lesson. There is additional guidance in the document 'Phonics, Spelling and Reading. Guidance for Mentors and Trainees' which is available on CANVAS.

Trainees are expected to teach PE during their School Experiences and should have at least one formal observation of this. Whilst we recognise that some schools have specialist provision for this subject, it is hoped that trainees will be able to support in the provision of PE lessons and then develop their own lesson in which they can be observed by the School Mentor. There is additional guidance in the document 'Teaching PE and School Sport: Guidance for Mentors and Trainees' which is available on CANVAS.

Trainees are required to collect evidence to show how they have met the 'expectations' of the School Experience related to each of the Foundational Concepts. Most will be derived from evidence of pupil progress for all learners through planning, evaluation, teaching and assessment activity. This will be added to during the course of the School Experience. Trainees will also collect evidence in other ways e.g. through offsite visits, attending staff meetings, participating in after-school activity, working effectively alongside other practitioners in the school team etc. It is the trainees' responsibility to collect this evidence and share it with their School Mentors during the Weekly Review Meeting using the Weekly Review Record . If validated and agreed as suitable evidence, trainees will then upload this to Pebblepad for University Mentors and Personal Academic Tutors to access and monitor.
It is also the responsibility of the trainee to record links to evidence on their ILP in Pebblepad throughout the course of the placement.

The evidence within the Pebblepad will be used as a basis for the review of trainees' attainment and progress during the School Experience. This will be recorded by trainees on the Weekly Review Record and will form the basis of Weekly Review Meetings.

The Weekly Review meetings support a holistic approach to formative assessment of school experience and consider the development of the trainee's progress through a range of evaluations, rather than focusing on a single observation. Through the Weekly Review meetings and following professional discussions with their School Mentors and other expert colleagues, students are able to reflect on their practice and consider how this might be further developed to ensure a positive outcome on pupil progress. The Weekly Reviews will inform the discussions at both interim and final tripartite meetings between the trainee, the School Mentor and University Mentor. The following table offers examples of the types of evaluations that may be used to determine progress towards the expectations of the School Experience during Weekly Review meetings.

A holistic approach to evaluating trainee progress towards expectations of the School Experience should involve the following:	
Discussions	• Discussions with the trainee • Discussions with pupils • Discussions with Teaching Assistants
Lesson Observations	• One formal lesson observation per week • Informal lesson observations
Planning and Assessment records in	• Lesson plans • Pupil tracking records
Pupil Work	• Responses to teaching within lessons • Responses to teaching within classroom work

EXPERT MENTORS

Ensure that they have a clear understanding of the role of a mentor and how this is adapted across the different school experiences by engaging with University of Sunderland mentor training and development opportunities;

Engage with the Core Content Framework to ensure trainees receive a comprehensive range of training experiences whist on school experience;

Provide the trainee with a teaching timetable that complies with the requirements set out in the Partnership Agreement and this Passport;

Meet weekly to undertake formative assessment against the Foundational Concepts and record these on Weekly Review forms

Ensure the trainee receives a minimum of one formal lesson observation peer week on assessed placement. Feedback should be given to trainees as soon as practical so they can reflect on their strengths and areas for development. Whilst there is no definitive way feedback should be presented, an 80/20 model – 80% strengths and 20% areas for development – works well;

Enable the trainee to have opportunities to engage with wider professional responsibilities, e.g. be attached to a tutor group, attend parents' evenings, participate in CPD, attend staff and departmental meetings etc;

Support transition between the school experience and the trainee's Early Career Teacher (ECT) phase by ensuring rigorous assessment against the Foundational Concepts;

Assist the trainee to collect appropriate evidence to demonstrate they are meeting the Foundational Concepts in preparation for assessment. This assessment will be standardised and moderated by the trainee's Personal Academic Tutor (PAT), when trainees complete a viva.

Where there are any concerns regarding trainee progress, that these are raised with both the University Mentor and the School Experience Module Leader and implement a Trainee Support Plan, or an Action Plan, if necessary.

Engage with External Examiners where appropriate.

UNIVERSITY MENTORS

The University Based Mentor will be a member of the Primary Team or one of our Associate Tutors employed as experienced practitioners. The trainee should provide their University Mentor with details about their School Experience, such as:

·Year group/class;
·Name of their Host Class Teacher and/or School Mentor;
·Contact/email details of this member of staff.

This will give the University Mentor some context for the School Experience and allow them to make contact with the School Mentor.

During the School Experience, the University Mentor will make three visits (some of these will be in a virtual capacity using Teams for example). The initial visit will take place during Focus Weeks and is likely to take place online. During this meeting they will ensure the School Mentor is confident with the expectations of the School Experience and the documentation. It will also provide an opportunity to ensure the trainee is settled into the context and is engaging well with pupils and staff. The second visit will usually take place around the middle of the assessed weeks of the School Experience and will consist of a joint observation with the School Mentor. This will be followed with a tripartite meeting to review the evidence that the trainee is on track to meet the expectations of the School Experience. The Interim Tripartite Record on PebblePad should be completed. A Final Tripartite meeting will take place during the final assessed week of the placement and the Final Tripartite Record will be completed, showing the strengths and areas of development for the trainee. UBMs will also arrange short meetings to discuss tasks and are your first point of contact should you have any queries or concerns.

Mentors

DO...

1

...read lots about the strategy/approach your trainee is trying to improve

2

...make targets as small and manageable as possible, also articulating the 'how' and 'why'

3

...rehearsing and modelling action steps in teaching will help your trainee create more complex mental models

4

...debunked theories such as Bloom's, learning styles or differentiation by task should be avoided

5

...think out loud and discussing focused observations of experts is the key to unlocking the mysteries of teaching

6

...encourgae your trainee to reflect on their own teaching and development by probing how and why

7

...make feedback purposeful by using the 'Six Step Feedback Model'

8

...give your trainee the opportunity to articulate their own mental models and ask questions

9

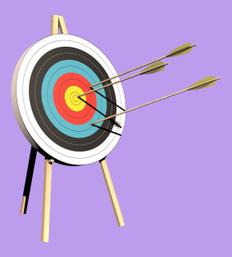
...use metaphors/analogies from your own practice to root abstract theories into real experiences

10

...work alongside University Mentors

DON'T...

1



...give abstract targets, such as 'include more challenge'

2

...promote things which have been debunked, such as learning styles

3

...always tell your trainee. At times you need to be directive but as a trainee progresses, they need to steer their own development

4

...just tell them to observe. Observations should have a clear focus so trainees know what they are looking for

5

...pretend to have all the answers. Be prepared to be vulnerable and admit if you don't know...learn together

6

...rely only on experience. Being a great mentor uses distinct skills. Research and training are vital

7

...forget the automaticity. Trainees won't have the sophisticated schemas which experts have developed. Explain and model for trainees.

8

...expect too much of beginner trainees. Skills such as planning, setting high expectations, giving clear explanations need to be explicitly taught and modelled

9

...work in isolation. Work collaboratively with colleagues to support the trainee

10

...challenge too much. A balance of support and challenge is needed. Provide praise and act as a critical friend

Trainees

DO...

1

...read a wide evidence base, starting with the CCF so your teaching can be research informed

2

...script and rehearse explanations. Don't be afraid to script explanations and rehearse them before a lesson

3

...always have high expectations of pupils - in their work and behaviour

4

...always invite pupils into your space by meeting and greeting them at the door with a smile, this creates a purposeful start

...encourage pupils to retrieve prior knowledge, so that new learning can stick

5

6

...share worked examples and live models with pupils - 'think out loud'

7

...teach to the top and scaffold learning

8

...use formative assessment to adapt teaching and close gaps in knowledge

9

...reduce workload by providing a range of feedback

...use a range of engagement and participation methods

10

DON'T...

1

...reduce teacher talk

2

...set ridiculously high expectations

...differentiate by task, objective or demographic, does not help pupils make progress. Instead adapt your teaching and scaffold

3

4

...employ learning styles. Research behind learning styles has been dubunked

5

...have learners teach one another without prior training

6

...plan "fun" tasks that are unrelated to the learning

7

...skimp on subject knowledge. Teachers need very strong subject knowledge to stretch and challenge pupils

...only give bad feedback. Build positive relationships with parents by sharing positive news too.

8

9

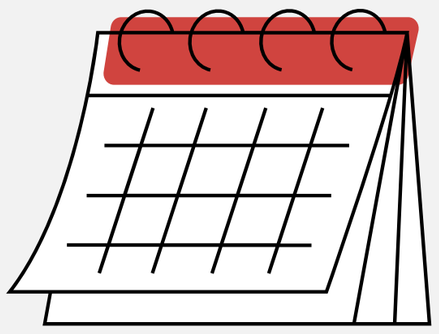
...constantly change seating plans and expectations. This can be disruptive to learning

...set rules that are agreed with pupils. Consistency across the school is needed

10

STRUCTURE OF SCHOOL EXPERIENCE 3

Theory Linked Practice Days	Wednesday & Thursday each week starting on 15th November 2023 until 14th December 2023.



Block placement begins in January 2024 until April 2024. During this period, trainees will predominantly be in school settings but please note that some days in the first half of this block, trainees will be required at University for purposeful integration sessions. The dates are outlined below:

Theory Linked Practice Week	Mon 8th Jan Trainees in university	Tues 9th Jan - Fri 12th Jan Trainees in school settings.
Assessed Week 1	Mon 15th Jan Trainees in university.	Tues 16th Jan - Fri 19th Jan Trainees in school settings - developing phase.
Assessed Week 2	Mon 22nd Jan - Fri 26th Jan Trainees in school settings - developing phase.	
Assessed Week 3	Mon 29th Jan Trainees in university.	Tues 30th Jan - Fri 2nd Feb Trainees in school settings - developing phase.
Assessed Week 4	Mon 5th Feb - Fri 9th Feb Trainees in school settings - developing phase.	
Assessed Week 5	Mon 12th Feb - Fri 16th Feb Trainees in school settings - developing phase.	
Assessed Weeks 6 - 10	Monday 26th Feb - Until Thursday 28th Mar Trainees in school settings full time - consolidating phase.	
Enhancement Week	Monday 15th Apr - Until Friday 19th Apr Trainees in school settings full time.	

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BA PRIMARY EDUCATION SCHOOL EXPERIENCE ASSESSMENT OVERVIEW

School Experience 1

During the first year of the programme, trainees undertake a range of experiential school experiences. These take place in a range of contexts and help to inform their decision about their phase of specialism (either ages 3-7 or 7-11) which they begin in the second year of the programme. These school experiences allow trainees to observe practice and gain a greater understanding of the role of the professional teacher. Various tasks are assigned to these school experiences which link to the teaching which trainees have received during university-based teaching.

School Experience 2

Trainees are formatively assessed against the **emerging criteria**. This is carried out in two stages:

1. Trainees will take part in an 'Interim Tripartite Meeting' with both the School Mentor and the University Mentor. During this meeting, discussions as to whether the trainee is on track to meet the expectations or whether they are working below these expectations. Targets to support trainees in the remainder of their placement will be agreed at this point against each of the five foundational concepts.
2. Trainees will take part in a 'Final Tripartite Meeting' with both the School Mentor and the University Mentor. At this meeting, discussions will take place to determine whether the trainee is working at the expected standard against the emerging criteria or whether they are working below these expectations. Targets to support trainees in their final School Experience will be set at this meeting.

*N.B. Trainees are **not assessed against the Teachers' Standards at this point** but should collect evidence against the five foundational concepts.*

School Experience 3

Within this placement, trainees will receive both formative and summative assessment as follows:

1. They will take part in an 'Interim Tripartite Meeting' with their School Mentor and University Mentor. At this point, discussions will take place to determine whether you are on track to meet the expectations or not yet on track to meet the expectations against the **developing criteria**. Targets to support trainees in the remainder of their placement will be agreed at this point.
2. Trainees will take part in a 'Final Tripartite Meeting' with their School Mentor and University Mentor. At this point, discussions take place to determine whether trainees have reached the expected standard against the **consolidating criteria**. Targets will be set at this meeting to support trainees as they transition to becoming an Early Career Teacher (ECT) and will form the basis for an Early Career Development Plan.

*N.B. Trainees are **not assessed against the Teachers' Standards at this point** but should collect evidence against the five foundational concepts.*

3. Following successful completion of School Experience 3, trainees will present evidence at a Final Review Meeting with their Personal Academic Tutor (PAT) through a viva. This will be a formal, summative dialogic assessment related to the evidence they have collected and have chosen to present demonstrating meeting the Teachers' Standards, (DfE, 2011), a copy of which can be found here:
Teachers' standards - GOV.UK (www.gov.uk)

The context of our

FOUNDATIONAL CONCEPTS

Over the course of the programme, we intend to provide our trainees with a solid grounding in the foundations of teaching and learning.

We have identified five Foundational Concepts that underpin the competence of a trainee teacher, informed by the ITT Core Content Framework.

These five Foundational Concepts are formatively assessed throughout the programme and help to shape conversations about teaching, learning and assessment.

During the programme, it is important that trainees observe as many expert teachers and colleagues across all subject areas to gain a breadth of experience in the Primary and Early Years curriculums. This will consolidate University sessions and support trainees in developing the 'learn how to' within the ITT Core Content Framework. As trainees work through the tasks within their Theory Linked Practice booklets, purposeful integration will be evident as they make links between theory and practice in the classroom.

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HIGH EXPECTATIONS

Learn how to establish effective routines and expectations by:

- Establishing routines at the beginning of the year
- Reinforcing classroom routines
- Developing, with colleagues, effective strategies for engaging with parents/carers to better support learners to succeed

Learn how to promote the potential of all students by:

- Communication a belief in the academic potential of all learners
- Setting challenging but achievable tasks
- Creating a positive environment that promotes learning from mistakes, effort and persistence

Learn how to set high behavioural expectations by:

- Acknowledging and praising learners, emphasising progress
- Modelling courteous behaviour amongst colleagues
- Working with the organisation behavioural policies

Learn how to build trusting relationships and motivate learners by:

- Responding consistently to learner behaviour
Supporting learners to master challenging content
- Supporting learners to articulate their long term goals
- Relating goals to subject learning and qualifications

Learn how to create a positive and safe learning environment by:

- Responding quickly to any behavioural issues
- Establishing a supportive and inclusive environment
- Giving clear instructions to introduce a task and check comprehension
Using consistent language that is clear and reinforced

AND MANAGING BEHAVIOUR

CLASSROOM PRACTICE

Learn how to organise lessons by:

- Breaking the topic into manageable chunks
- Making abstract ideas concrete
- Teaching key content first
- Scaffolding and knowing when to remove

Learn how to deliver effective exposition by:

- Correctly pitching exposition
- Modelling clear learning processes
- Combining verbal and visual accounts
- Including potential pitfalls and how to avoid them

Learn how to support classroom learning by:

- Supporting groups and collaboration
- Promoting higher order thinking
- Providing scaffolding for discussions
- Asking a range of questions

Learn how to adapt to teaching by:

- Planning for prior knowledge
- Keeping task complexity achievable
- Building on learner prior knowledge
- Allowing learners to work on memory retention

HOW STUDENTS LEARN

Learn how to give lessons a sharp focus by:

- Breaking down complex ideas
- Planning to address misconceptions
- Sequencing lessons to secure key concepts
- Providing shareable learning experiences

Learn how to consolidate learning over time by:

- Reviewing and practicing key ideas
- Designing tasks for high success
- Balancing exposition, repetition, practice and retrieval
- Increasing challenge of tasks over time

Learn how to support additional needs by:

- Identifying learners who need further support and assessing correctly
- Working with SEND professionals and key institution colleagues

Learn how to adapt teaching to meet additional needs by:

- Using well designed resources
- Reframing questions with extra scaffolding
- Building in additional practice
- Utilising effective teaching assistant support

AND ADAPTIVE TEACHING

SUBJECT KNOWLEDGE AND SUBJECT CURRICULUM

Learn how to identify the key concepts in your subject specialism by:

- Identifying essential concepts, knowledge, skills and principles
- Focusing learner thinking and cognition on key ideas
- Making clear links between lesson and the subject curriculum plan

Learn how to support learners in engaging with the key concepts by:

- Creating activities to support the mastery of the key concepts
- Using powerful analogies, illustrations and examples

Including resources aligned with the wider institution priorities

Learn how to effectively consolidate key subject knowledge by:

- Balancing exposition, repetition and practice
- Linking new content and subject concepts
- Building critical thinking within the subject
- Using spaced practice and revision to consolidate fluency

ASSESSMENT

Learn how to make effective use of formative and summative assessment by:

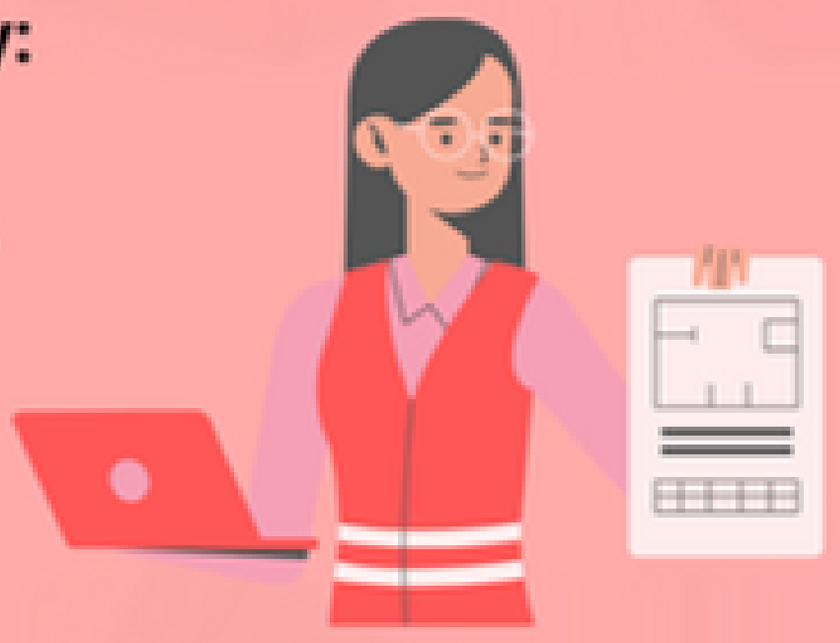
- Planning assessment tasks linked to lesson objectives
- Using assessment, including questioning, to identify knowledge gaps and misconceptions
- Using assessment to identify patterns in performance
- Using externally validated materials for summative assessment

Learn how to assess prior learning and provide quality feedback by:

- Extending discussions of questions to check comprehension
- Giving specific and timely feedback for learners to respond to
- Anticipating learner response to feedback
- Modelling making the most of feedback

Learn how to mark effectively and efficiently by:

- Recording useful data to improve learner outcomes
- Using a range of ways to give feedback
- Using verbal feedback in place of written feedback where possible
- Focusing feedback on correcting misconceptions



PROFESSIONAL BEHAVIOURS

Learn how to develop as a professional and take opportunities to improve by:

- Engaging in professional development
- Seeking mentoring
- Using wider neworks to strengthen subject pedagogy and knowledge
- Using lesson evaluation and reflection to extend subject pedagogy and knowledge
- Engaging critically with research

Learn how to build effective working professional relationships by:

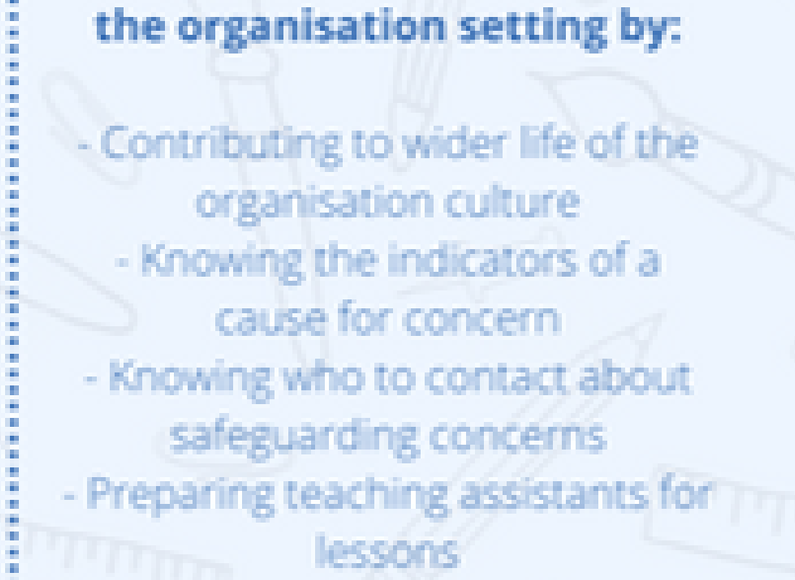
- Working effectively in a team and supporting colleagues
- Working closely with other professional supporting learning
- Sharing lesson intentions with teaching assistants
- Collaborating with others to share planning load/resource identification/preparation

Learn how to effectively contribute to wider the life of the organisation setting by:

- Contributing to wider life of the organisation culture
- Knowing the indicators of a cause for concern
- Knowing who to contact about safeguarding concerns
- Preparing teaching assistants for lessons

Learn how to look after your own mental health and wellbeing while teaching by:

- Making efficient use of time with personalised systems and routines
- Using the support available, including mental wellbeing
- Protecting your rest and recovery time



HOW THE INFOGRAPHICS ARE ORGANISED

FOUNDATIONAL CONCEPTS FOCUS

- This text box details the teaching which trainees have received at University and any links to any previous school experiences. This will help school mentors to understand the curriculum and teaching which trainees have received and support trainees in recalling linked concepts taught in sessions. Each bullet point links to the three columns below and the three the theory linked practice (TLP) tasks which trainees are required to complete each week. Trainees should upload evidence of completing tasks on PebblePad and these must be uploaded by the end of each week.

Learning "how to"	The 'learning how to' details the learning intention for the trainee.
Clarifying "how to"	The 'clarifying how to' details how school mentors should support trainees in completing the TLP task.
Building "how to"	The 'building how to' details the TLP task which trainees are required to complete. Trainees should complete these tasks on a weekly basis and upload evidence to PebblePad.

Engaging in Research:

This details research linked to the teaching trainees have received and is included to serve as a useful guide for trainees and school mentors.

Further Reading:

This details further research linked to the teaching trainees have received and is included to serve as a useful guide for trainees and school mentors.

BA PRIMARY SE3 - TLP WEEK 1 INFOGRAPHIC

Professional Behaviours, Managing Behaviour & Subject Knowledge and Curriculum

- In teaching sessions, trainees have revisited key, legal and moral responsibilities, including the importance of Safeguarding, the Prevent strategy and British Values.
- Trainees have had several sessions aimed at managing behaviour including assertive discipline, the importance of consistency in implementing school behaviour management policies and how to have high expectations whilst building effective relationships. During Year 2 of the programme, trainees have completed a six-week assessed placement with a focus on managing behaviour. Trainees should consider the behaviour management policy and how this is implemented in their placement school. Managing behaviour is a focus for the initial stages of the school experience to support trainees in revisiting this key learning and putting this into practice in a new environment and as part of our spiral curriculum.
- Trainees have continued to develop their subject knowledge and approaches to teaching. In these inital stages of the placement, it is important for trainees to gain an understanding of the planning & assessment processes used within school. Through their observations & discussions with expert practitioners, trainees should gain an understanding of the pedagogical approaches used including why these approaches have been chosen and the assessment methods deployed are used to inform next steps of learning.

Learning "how to"	Contact the appropriate person with safeguarding concerns and have a clear understanding of how to report in a timely and appropriate manner.	Apply the various school policies within the classroom and the wider school environment with a specific focus on managing behaviour.	Make choices related to pedagogical approaches and decisions related to assessment strategies.
Clarifying "how to"	Discuss how experienced colleagues identify Prevent and Safeguarding issues and the policies in place for reporting safeguarding concerns,	Observe how expert colleagues and how they manage behaviour in the classroom.	Observe pedagogical and assessment approaches used by expert colleagues and discuss reasons for these choices at the planning stage.
Building "how to"	• Identify the designated safeguarding lead/s in school. • Access a copy to read and annotate the safeguarding policy.	• Read & annotate the school behaviour management policy. • Observe a lesson and complete the behaviour management proforma to support you in understanding how the behaviour policy is enacted within the classroom.	• Observe an English/ maths lesson. • Record what you observed and record in UoS lesson plan proforma. • Discuss the lesson plan you have created based on your observation with the class teacher focusing on pedagogical approaches and assessment strategies.

Engaging in Research:

- Department for Education. (2021) Keeping Children Safe in Education. Available: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1080047/KCSIE_2022_revised.pdf
-The Education and Training Foundation. (n.d) Safeguarding and Prevent. Available: https://www.et-foundation.co.uk/professional-development/safeguarding-prevent/
-Bennet, T. (2016). Developing behaviour management content for initial teacher training (ITT). Available:https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/536889/Behaviour_Management_report_final__11_July_2016.pdf
- Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) What makes great teaching. Review of the underpinning research. Durham University: UK. Available at: http://bit.ly/20vmvKO.

Further Reading:
-Department for Education. (2018) Working Together to Safeguard Children A guide to inter-agency working to safeguard and promote the welfare of children. DFE
-Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. American Educator, 12-20. https://www.aft.org//sites/default/files/periodicals/Rosenshine.pdf .

BA PRIMARY SE3 - TLP WEEK 2 INFOGRAPHIC

Managing Behaviour, Assessment & How pupils learn, classroom practice and adaptive teaching

- Trainees should continue to develop their knowledge of behaviour management, with a focus on 'transitions'. Trainees should consider the school behaviour management policy and how this is enacted during transition periods (such as travelling to assemblies, getting ready for lunch/home time, moving to other areas of the school, etc). Trainees have had several sessions aimed at managing behaviour including assertive discipline, the importance of consistency in implementing school behaviour management policies and how to have high expectations whilst building effective relationships. This also builds on their assessed school experience in Year 2 of their programme where they focused on managing behaviour.
- Trainees have been taught to consider how to adapt their teaching in a variety of ways to ensure that high expectations are maintained of all pupils. They are taught to consider at what level pupils are operating at from an 'attainment' perspective rather than an 'ability' perspective. Trainees are taught that adaptive teaching encompasses a range of strategies such as explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and using technology.
- Trainees have considered key pieces of research linked to assessment including formative and summative assessment strategies. Trainees have been taught to consider assessment strategies such as diagnostic assessments, concept mapping, hinge questions and Ofsted's research on assessment.

Learning "how to"	Apply the various school policies within the classroom and the wider school environment with a specific focus on managing behaviour.	Adapt lessons whilst maintaining high expectations of all pupils.	Apply the various school policies within the classroom and the wider school environment with a specific focus on assessment.
Clarifying "how to"	Observe how expert colleagues and how they manage behaviour in the classroom.	Discuss with the trainee the adaptive teaching strategies put in place to support all pupils in making progress across the curriculum.	Provide the trainee with a copy of the school assessment policy and relevant assessment documents this week so that trainees can read this before discussing with you next week.
Building "how to"	• Observe one transitional period (for example, getting ready for lunch/break/home time, travelling to assemblies, movement around the classroom, tidy up time, etc.) complete the behaviour management proforma.	• Observe a range of lessons with a focus on adaptive teaching strategies to ensure all pupils have access to the curriculum.	• Read and annotate a copy of the assessment policy and any example assessment documents. Prepare any questions to ask your mentor next week.

Engaging in Research:

Education Endowment Foundation (2017) Metacognition and Self-regulated learning Guidance Report. [Online] Accessible from: https://educationendowmentfoundation.org.uk/tools/guidance-reports/ [retrieved 10 October 2018].

Education Endowment Foundation (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit: Accessible from: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit [retrieved 10 October 2018].

Further Reading:

Hattie, J. (2009) Visible learning: a synthesis of over 800 meta-analyses relating to achievement. London: Routledge.

Willingham, D. T. (2010) The Myth of Learning Styles, Change, 42(5), 32–35.

BA PRIMARY SE3 - TLP WEEK 3 INFOGRAPHIC

Managing Behaviour, Assessment & How pupils learn, classroom practice and adaptive teaching

- Trainees should now have completed two managing behaviour observations in school and this week, they should continue to develop their knowledge of behaviour management. Trainees should now have an understanding of the school behaviour management policy and how this is enacted during whole class teaching. Building on the teaching they have had in University which is detailed in weeks 1 and 2 infographics, trainees should deliver a short, whole class teaching input where the focus is on managing behaviour. School mentors should observe this whole class teaching episode focusing on how trainees manage behaviour and complete a snapshot observation.
- Trainees are taught to consider the principles of inclusive teaching, they are taught to consider a range of SEND needs and work in small groups to use educational research to identify some of the challenges which a child can face along with considering some possible support strategies which can be used in the classroom. Trainees are taught to consider how to ensure that all pupils regardless of any SEND needs are able to access the curriculum and the role of support staff in supporting pupils with SEND.
- Trainees have considered key pieces of research linked to assessment including formative and summative assessment strategies. Trainees have been taught to consider assessment strategies such as diagnostic assessments, concept mapping, hinge questions and different types of marking such as acknowledgement marking, praise marking, live marking, developmental marking, peer and self assessment and Ofsted's research on assessment.

Learning "how to"	Maintain high expectations and manage behaviour effectively to promote a positive learning environment.	Apply the various school policies within the classroom and the wider school environment with a specific focus on supporting pupils with SEND.	Apply the various school policies within the classroom and the wider school environment with a specific focus on assessment.
Clarifying "how to"	School mentors to observe a 10-15 minute whole class activity and complete a snapshot observation. Provide feedback to trainee on strengths in managing behaviour and set specific targets for future development.	School mentor/SENDCo to discuss pupils who have additional needs linked to SEND and strategies deployed to support pupils.	Discuss the school assessment policy with trainee sharing an example of an assessment record for a child and discuss how you record observations of their progress. Answer questions trainees may have about assessment policy.
Building "how to"	• Liaise with school mentor to complete snapshot observation with a focus on how you manage behaviour. • Teach whole class activity ensuring you manage behaviour in line with school policy and engage with school mentor regarding feedback on this.	• Read the school SEND policy and annotate the key points of this which you will need to ensure you consider when planning and teaching. • Observe strategies put in place by class teacher to ensure support is available to pupils with SEND and make notes on this.	Based on your knowledge of assessment policy in school and based on example shared by school mentor, establish three focus pupils you will track and assess over time and set up appropriate assessment documents.

Engaging in Research:

Black, P., & Wiliam, D. (2009) Developing the theory of formative assessment. Educational Assessment, Evaluation and Accountability, 21(1), pp.5-31.

DfE (2015) Special Educational Needs and Disability Code of Practice.: 0-25 years. London:DfE.

Further Reading:

Ekins,A. (2012) The changing face of special educational needs: impact and implications for SENCOs and their schools. Oxon. Routledge.

BA PRIMARY SE3 - TLP WEEK 4 INFOGRAPHIC

Managing Behaviour, Assessment & How pupils learn, classroom practice and adaptive teaching

- Trainees should now have completed two managing behaviour observations in school and been observed leading a whole class teaching episode, they should continue to develop their knowledge of behaviour management this week with a focus on classroom transitions. Trainees observed school mentors in week 2 and this week, they will take the lead on a classroom transition to gain feedback on what they are doing well and areas for development.
- Trainees have been introduced to data showing performance at various assessment points of how pupils with EAL compare to non-EAL peers. They have been introduced to the Cummins' Iceberg Theory considering basic interpersonal communication skills and cognitive academic language proficiency. Trainees have been taught to consider inclusive practices and to consider ways in which to communicate and engage with parents/carers.
- Trainees have considered how assessment is used to identify pupil needs and next steps of learning. Trainees have been taught to consider a range of marking and feedback strategies and that each school will have its own marking and feedback policy. Trainees have been taught to consider different types of marking such as acknowledgement marking, praise marking, live marking, developmental marking, peer and self assessment.

Learning "how to"	Maintain high expectations and manage behaviour effectively to maintain a calm and safe environment for all pupils.	Apply the various school policies within the classroom and the wider school environment with a specific focus on supporting pupils with EAL.	Apply the various school policies within the classroom and the wider school environment with a specific focus on assessment.
Clarifying "how to"	School mentors to observe a classroom transition period and complete a snapshot observation. Provide feedback to trainee on strengths in managing behaviour and set specific targets for future development.	School mentor/EAL coordinator to discuss pupils who have English as an additional language and strategies deployed to support pupils.	School mentors to provide opportunities for trainees to observe focus pupils during whole class teaching and allow trainees to access pupil books so trainees can reflect on progress and any gaps in learning.
Building "how to"	• Liaise with school mentor regarding a transitional period which you can lead. • Liaise with school mentor to complete a snapshot observation with a focus on how you manage behaviour during classroom transitions.	• Read the school EAL policy and annotate the key points. • Observe strategies put in place by class teacher to ensure support is available to pupils with EAL and make notes on this.	• Begin to observe your three focus pupils during a range of lessons observed noting what pupils have achieved in lessons and any gaps in their learning. • Record observations of their progress on tracking document.

Engaging in Research:

DfE (2020), English proficiency of pupils with English as an additional language, London: DfE

Education Endowment Foundation (2016) A marked improvement? A review of the evidence on written marking. Accessible from: https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Marking_Review_April_2016.pdf.

Further Reading:

Graf, M (2011), Including and supporting leaners of English as an additional language, London: Continuum International Publishing Group

Wiliam, D. (2017) Assessment, marking and feedback. In Hendrick, C. and McPherson, R. (Eds.) What Does This Look Like in the Classroom? Bridging the gap between research and practice. Woodbridge: John Catt.

BA PRIMARY SE3 - TLP WEEK 5 INFOGRAPHIC

Managing Behaviour, Assessment & How pupils learn, classroom practice and adaptive teaching

- Trainees should now have completed two managing behaviour observations in school and had two snapshot observations in week 3 and week 4. This week, trainees should be give the opportunity to repeat one of these observations to show how they have implemented feedback given by their school mentor.
- Trainees have been taught to consider the impact social class and economic deprivation can have upon outcomes for pupils. They are taught to consider Pupil Premium including the purpose this was introduced. Trainees consider attainment data of pupils in receipt of Pupil Premium and pupils who are not entitled to Pupil Premium. They are taught to consider research showing that teaching, academic support and wider approaches are considered to be most effective in closing the attainment gap. Trainees are also taught what is meant by the term 'cultural capital'; they are taught to consider ways in which to increase pupil cultural capital.
- Trainees have considered how assessment is used to identify pupil needs and next steps of learning. Trainees have been taught to consider a range of marking and feedback strategies and that each school will have its own marking and feedback policy. Trainees have been taught to consider different types of marking such as acknowledgement marking, praise marking, live marking, developmental marking, peer and self assessment.

Learning "how to"	Maintain high expectations and manage behaviour effectively and respond appropriately to targets set.	Apply the various school policies within the classroom and the wider school environment with a specific focus on Pupil Premium (PP).	Provide written feedback to pupils across a range of subjects across the curriculum.
Clarifying "how to"	Allow trainees an opportunity to either revisit whole class/transitional activity and implement feedback given to improve their behaviour management. Complete snapshot observation.	School mentor/Pupil Premium Lead to discuss pupils who are entitled to PP in class and what strategies are in place to support pupils entitled to PP.	Share the marking and feedback policy with trainee and provide feedback on sample pieces of work marked by trainee linked to school policy.
Building "how to"	• Liaise with school mentor regarding a follow up snapshot observation. • Reflect upon targets given by school mentor and use this to improve performance in follow up snapshot observation.	• Discuss with class teacher pupils who are identified as Pupil Premium in class. • Identify percentage of pupils within school who are identified as Pupil Premium. • Discuss support for pupils entitled to Pupil Premium and how this is being used to close the gap.	• Liaise with host class teacher to complete marking and feedback for focus pupils' work in a range of subjects. • Self-assess your marking and feedback against the school marking and feedback policy.

Engaging in Research:

DfE (2020), English proficiency of pupils with English as an additional language, London: DfE

Education Endowment Foundation (2016) A marked improvement? A review of the evidence on written marking. Accessible from: https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Marking_Review_April_2016.pdf.

Further Reading:

Graf, M (2011), Including and supporting leaners of English as an additional language, London: Continuum International Publishing Group

Wiliam, D. (2017) Assessment, marking and feedback. In Hendrick, C. and McPherson, R. (Eds.) What Does This Look Like in the Classroom? Bridging the gap between research and practice. Woodbridge: John Catt.

BA PRIMARY SE3 - SUBJECT-SPECIFIC (CORE SUBJECTS OR EQUIVALENT) TLP INFOGRAPHIC

Subject-specific TLP tasks to be completed during the School Experience. These tasks can be completed at any time up until the end of assessed week 5. It is expected that once trainees move into the consolidating phase all TLP tasks will be complete and uploaded to PebblePad.

- *In English, trainees have been taught the importance of developing a love of reading and how reading can support the teaching of a range of subjects. Trainees have seen how high-quality literature can motivate and enthuse pupils about reading and have been taught how to use this reading stimulus to support the teaching of writing.*
- *Prior to the final year of their programme, trainees are taught the fundamental skills and processes of how to teach phonics throughout the phonics phases via modelled phonics teaching sessions; they are taught to understand the terminology related to phonics teaching and to understand the synthetic systematic processes which make phonics effective in teaching children to read. In phonics this year, trainees have continued to study a range of phonics schemes which are used in schools. They have then worked in small groups to research the similarities and differences of some of the different schemes validated by the DfE and the schemes which research tells us is being delivered in the north-east of England; these schemes are Little Wandle, Read, Write, Inc., Sounds Write & Phonics Bug.*
- *In mathematics, trainees have been taught the key aims of the mathematics National Curriculum and how fluency, reasoning and problem solving are taught to support pupils in developing a deeper understanding of mathematics. Trainees have considered how different pedagogical approaches can support reasoning and researched these using recent and relevant literature considering the strengths of these approaches and the possible limitations of these approaches. Trainees have also been taught to understand what problem solving is and been taught to consider a range of approaches to support developing problem solving skills for pupils.*
- *In science, trainees are supported in continuing to develop their subject knowledge and in the final year of the programme, any areas which have been identified are then taught. Trainees are taught the importance of scientific enquiry and how this should be considered when planning science units of work. Trainees also consider pedagogical approaches to support the teaching of science with a specific focus on reasoning to ensure that pupils are taught to explain their thinking. Trainees have researched using a range of literature approaches to support reasoning in science.*

	English	Phonics	Mathematics	Science
Learning "how to"	Support developing a love of reading and how this can be used to scaffold and motivate pupils in developing their own writing.	Access the curriculum, early literacy provides fundamental knowledge; systematic synthetic phonics is the most effective approach for teaching pupils to decode.	Ensure that fluency, reasoning and problem solving are embedded into mathematics sessions.	Interweave scientific enquiry into science units of work.
Clarifying "how to"	Discuss an element of writing which pupils are working on or is an area to be addressed.	Allow trainee the opportunity to observe phonics teaching and discuss an opportunity for them to plan and deliver a session (prior to the assessed phase if possible).	Discuss an area of mathematics where trainees could support by delivering a session to either a group/whole class to develop problem solving & reasoning.	Discuss how scientific enquiry is interwoven into science lessons and how pupil progress is tracked.
Building "how to"	Research and identify an engaging writing stimulus to teach an element of writing and teach this to either whole class/group of pupils.	Observe phonics sessions in school and liaise with school mentor to plan and teach a phonics session with either a group/whole class reflecting on the progress made by pupils.	Plan and teach a mathematics activity to promote problem solving and reasoning.	Observe a science lesson and discuss the planned progression of the science unit with the host class teacher considering how scientific enquiry is interwoven into science lessons.

Engaging in Research:

CLPE (2017) Choosing & using quality texts: What we know. London: CLPE

DfE (2023) The reading framework: teaching the foundations of literacy. Guidance for schools to meet existing expectations for teaching early reading.

Glazzard, J (2017) Teaching systematic synthetic phonics and early English. Critical Publishing ebook

EEF (2021) EEF blog: The problem with problem-solving in maths. Available at: https://educationendowmentfoundation.org.uk/news/eef-blog-the-problem-with-problem-solving-in-maths

Borthwick, A. and Cross, A. (2019) Reasons to Reason in Primary Maths & Science. Sage

BA PRIMARY SE3 - SUBJECT-SPECIFIC (FOUNDATION SUBJECTS OR EQUIVALENT) TLP INFOGRAPHIC PAGE 1 OF 2

Subject-specific TLP tasks to be completed during the School Experience. We recognise that different schools have different arrangements for teaching foundation subjects and by not limiting these to a specific week, it is anticipated that trainees will be able to have observed and had the opportunity to teach all subjects during the school experience. These tasks can be completed at any time up until the end of assessed week 5. It is expected that once trainees move into the consolidating phase all TLP tasks will be complete and uploaded to PebblePad.

- *In art & design, trainees are taught to understand what progression in art & design from EYFS, through to KS1 and then KS2 looks like. The art & design teaching links to portraits and developing the skills for this. Cross curricular approaches to the teaching of this subject are also discussed.*
- *In design technology, trainees have been taught to consider the different stages involved in design technology including: inquiring & analysing; developing ideas; creating the solution and evaluating. Trainees are taught approaches and shown a range of examples of how to deliver and record this at various stages of a design technology unit of work.*
- *In computing, trainees are taught to embed a range of multimedia features into presentations to support creative and engaging delivery.*
- *In geography, trainees are taught to understand a range of human and physical features of South America. Whilst the focus is on South America, trainees are taught that many of the skills taught in this session are transferable. Content includes longitude and latitude, biomes, Andes case study, population and trade.*
- *In history, trainees are taught about progression from EYFS through to KS2 in this subject. Trainees are taught a range of pedagogical approaches to support the teaching of this subject including: : powerful stories, history detectives, take one treasure and event framing. This is delivered through looking at Victorian Britain but trainees are taught that this is transferable to a range of other history topics.*

	Art & Design	Design Technology	Computing	Geography	History
Learning "how to"	Plan, teach and assess pupil knowledge, understanding and skills in art & design	Plan, teach and assess pupil knowledge, understanding and skills in design technology	Plan, teach and assess pupil knowledge, understanding and skills in computing	Plan, teach and assess pupil knowledge, understanding and skills in geography	Plan, teach and assess pupil knowledge, understanding and skills in history
Clarifying "how to"	Allow the trainees the opportunity to observe art & design and discuss how objectives are sequenced and how pupils are assessed in the subject	Allow the trainees the opportunity to observe design technology and discuss how objectives are sequenced and how pupils are assessed in the subject	Allow the trainees the opportunity to observe computing and discuss how objectives are sequenced and how pupils are assessed in the subject	Allow the trainees the opportunity to observe geography and discuss how objectives are sequenced and how pupils are assessed in the subject	Allow the trainees the opportunity to observe history and discuss how objectives are sequenced and how pupils are assessed in the subject
Building "how to"	Observe an art & design session discussing with the host class teacher how the lesson objectives build from the previous lesson's learning and how pupils are assessed. Plan and teach the next lesson in the sequence based on the assessment of pupils and the progress of the previous lesson.	Observe a design technology session discussing with the host class teacher how the lesson objectives build from the previous lesson's learning and how pupils are assessed. Plan and teach the next lesson in the sequence based on the assessment of pupils and the progress of the previous lesson.	Observe a computing session discussing with the host class teacher how the lesson objectives build from the previous lesson's learning and how pupils are assessed. Plan and teach the next lesson in the sequence based on the assessment of pupils and the progress of the previous lesson.	Use a case study of a non-UK country and plan and teach a one-off lesson exploring the human and physical geography. Consider one or more of the following: maps, biomes, population, GDP and trade, famous people amongst other aspects.	Discuss assessment strategies used in school to measure progress and attainment in History. Reflect on progression through outcomes linked to the EYFS & National Curriculum.

Engaging in Research:

Gregory, P et al. (2020) Mastering Primary Art and Design. Bloomsbury Publishing Plc.

Hope, G (2018) Mastering Primary Design and Technology. Bloomsbury Academic

Beauchamp, G. (2016) Computing and ICT in the primary school: from pedagogy to practice. London: Routledge.

Davies, C. (no date), Sticky Knowledge in the Primary School Curriculum. Available at: https://www.focus-education.co.uk/blog/sticky-knowledge-primary-curriculum/

Doull, K., Russel. C & Hales. A. (2019) Mastering Primary History. Bloomsbury: London.

BA PRIMARY SE3 - SUBJECT-SPECIFIC (FOUNDATION SUBJECTS OR EQUIVALENT) TLP INFOGRAPHIC PAGE 2 OF 2

Subject-specific TLP tasks to be completed during the School Experience. We recognise that different schools have different arrangements for teaching foundation subjects and by not limiting these to a specific week, it is anticipated that trainees will be able to have observed and had the opportunity to teach all subjects during the school experience. These tasks can be completed at any time up until the end of assessed week 5. It is expected that once trainees move into the consolidating phase all TLP tasks will be complete and uploaded to PebblePad.

- *In languages, a range of pedagogical approaches are demonstrated to support the teaching of MfL; these include the use of stories, songs, games and rhymes to support building vocabulary. Trainees are also taught the importance of revisiting new vocabulary at regular intervals to ensure that this is secured in pupils' long-term memory.*
- *In music, trainees have been taught about the aspects of musical development: hearing and listening, vocalising and singing, moving and dancing & exploring and playing. They are taught about the progression expected as pupils move from EYFS to KS1 and then into KS2. Trainees are taught a range of ways to teach musical notation.*
- *In PE, trainees have been taught about the pillars of PE being motor competence; rules, strategies and tactics & healthy participation. Trainees have been taught the key principles included in Ofsted's review of PE (DfE, 2022). Trainees have been taught how to plan for progression in PE and have delivered these sessions to a number of visiting primary school pupils from our partnership. Trainees have also had the opportunity to engage with training from the FA and gain an accredited qualification to support their teaching of PE.*
- *In PSHE, a range of pedagogical approaches to teaching this subject have been demonstrated. The requirements of teaching PSHE have been delivered including knowledge of strands included in curriculum documents: families and people who care for me; respectful relationships; online relationships and being safe.*
- *In RE, trainees have been taught to consider approaches to teaching RE and consider developing knowledge and vocabulary. Trainees are also shown a range of resources to support the teaching of RE.*

	Languages	Music	Physical Education	Personal, Social, Health Education	Religious Education
Learning "how to"	Plan, teach and assess pupil knowledge, understanding and skills in modern foreign languages (MfL)	Plan, teach and assess pupil knowledge, understanding and skills in music	Plan, teach and assess pupil knowledge, understanding and skills in physical education	Plan, teach and assess pupil knowledge, understanding and skills in personal, social, health education	Plan, teach and assess pupil knowledge and understanding in religious education
Clarifying "how to"	Allow the trainees the opportunity to observe MfL and discuss how objectives are sequenced and how pupils are assessed in the subject	Allow the trainees the opportunity to observe music and discuss how objectives are sequenced and how pupils are assessed in the subject	Allow the trainees the opportunity to plan and deliver a short PE session focusing on AfL. Please note trainees must be supervised when teaching PE for health and safety reasons.	Allow the trainees the opportunity to observe PSHE and discuss how objectives are sequenced and how pupils are assessed in the subject	Allow the trainees the opportunity to observe RE and discuss how objectives are sequenced and how pupils are assessed in the subject
Building "how to"	Observe a languages session discussing with the host class teacher how the lesson objectives build from the previous lesson's learning and how pupils are assessed in MfL. Plan and teach a short languages activity to recap and consolidate learning from this lesson.	Observe a music session discussing with the host class teacher how the lesson objectives build from the previous lesson's learning and how pupils are assessed. Plan and teach the next lesson in the sequence based on the assessment of pupils and the progress of the previous lesson.	Reflect on the activity you delivered to our partnership primary schools as part of your PE seminars (or deliver an in-school activity). Evaluate how successful your activity was and any amendments you would make in future. You should also identify next steps and what would follow on from this activity within a series of PE lessons.	Observe a PSHE session discussing with the host class teacher how the lesson objectives build from the previous lesson's learning and how pupils are assessed in PSHE. Plan and teach the next lesson in the sequence based on the assessment of pupils and the progress of the previous lesson.	Observe a religious education session discussing with the host class teacher how the lesson objectives build from the previous lesson's learning and how pupils are assessed. Plan and teach the next lesson in the sequence based on the assessment of pupils and the progress of the previous lesson.

Engaging in Research:

Drinkwater, N. (2008). Games and Activities for Primary Modern Foreign Languages. Harlow, Pearson.

Burnard, P. and Murphy, R. (2017) Teaching Music Creatively. London: Routledge CH11

Grout, H. & Long, G. (2009) Improving Teaching & Learning in Physical Education. Berkshire: Open University Press

DfE (2021) Promoting children and young people's mental health and wellbeing A whole school or college approach https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf

Ofsted (2021) Research review series: religious education - GOV.UK (www.gov.uk)

ASSESSING TRAINEES DEVELOPING CRITERIA

University of Sunderland

During assessed weeks 1-5 and by the mid-point of this School Experience, it is expected that the trainee will have met the expectations against the **developing criteria** below related to each of the Foundational Concepts (FC):

FC1

High Expectations and Managing Behaviour

- Work is planned using data for each student. Many pupils achieve their maximum potential in the classroom environment created by the trainee.
- The Trainee applies rules and routines consistently and has high expectations.
- The Trainee employs some strategies to promote positive behaviour in order to create an environment supportive of learning.
- The Trainee plans and teaches lessons in which pupils' behaviour is managed successfully and an appropriate, positive learning atmosphere is established, maintaining a positive learning environment.

FC2

How Pupils Learn, Classroom Practice and Adaptive Teaching

- The trainee (with some support) plans and teaches lessons which match student needs and interests and promote a love of learning.
- The Trainee teaches lessons employing a number of pedagogical strategies to engage pupils and maximise learning for most pupils, including targeted questioning.
- The Trainee is frequently able to discern their pupils' strengths and needs and can adapt their teaching to meet these.
- By demonstrating awareness to barriers for learning, they are beginning to produce resources that aid teaching and motivate pupils. Where resources are produced by the Trainee, they consider pupil needs and are suitable for their target audience.
- The Trainee can identify where interventions are needed to assist progress and can evaluate the impact of these to aid future planning for progression.
- They are developing an understanding of different teaching approaches in terms of impact on learning and engagement of pupils.
- The Trainee is able to reflect systematically on the effectiveness of the lesson and their teaching within it.
- The Trainee sets homework or other out of class learning.
- The Trainee models correct use of Standard English.

FC3

Subject Knowledge and Curriculum

- The Trainee demonstrates sound subject knowledge and uses it effectively to answer pupils' questions and misconceptions.
- The Trainee models correct use of subject specific vocabulary.
- The Trainee can identify misconceptions and identifies these in their lesson plans.
- The Trainee demonstrates some understanding of developments in their subject.

FC4

Assessment

- The Trainee employs some appropriate assessment strategies effectively.
- The Trainee often adapts their teaching in light of pupils' responses.
- The Trainee checks pupils' understanding, giving feedback and anticipating where intervention may be needed.
- The Trainee can assess pupils' attainment against national benchmarks, although this may be with support from the Host Class Teacher.

FC5

Professional Behaviours

- The Trainee has been professional in their engagement with the whole school community (including other staff, parents and pupils).
- The Trainee has endeavoured to make a positive contribution to the wider school community, assisting with out of lessons activities such as after school clubs, school productions or trips, preparing resources that can be used in the department, attending parents' evenings.
- The Trainee has engaged with the wider life of a teacher through engagement with staff meetings, training, parent's evening, etc (where possible).
- The Trainee has formed positive relationships with a range of staff in the school.

Where trainees are working 'beyond' these expectations, we would ask School Mentors to provide details of this within the Interim Tripartite Meeting so specific areas of strength can be identified within the trainees Individual Learning Plan.

ASSESSING TRAINEES CONSOLIDATING CRITERIA

University of Sunderland

During assessed weeks 6-10 and by the end-point of this School Experience, it is expected that the trainee will have met the expectations against the **consolidating criteria** below related to each of the Foundational Concepts (FC). Links to the Teachers' Standards (TS) have also been provided:

FC1

High Expectations and Managing Behaviour

- Clear targets are set based on a solid analysis of data for each student.(TS1)
- The majority of pupils achieve their maximum potential in the positive, safe and supportive classroom environment created by the Trainee. (TS1)
- The Trainee applies rules and routines appropriately and fairly. (TS7)
- The Trainee has high expectations and confidently employs strategies to promote positive behaviour and they apply these effectively in order to create an environment highly supportive of learning. This includes the use of school sanctions, rewards and praise. (TS7)
- The Trainee begins to anticipate and minimise factors which contribute to more challenging behaviour. (TS7)
- The Trainee plans and teaches lessons in which pupils' behaviour is managed successfully and an appropriate, positive learning atmosphere is established, maintaining a positive learning environment. (TS7)

FC2

How Pupils Learn, Classroom Practice and Adaptive Teaching

- Planning and teaching of lessons is creative, with work matching student needs and interests. At times the trainee takes risks to generate enthusiasm and a love of learning. (TS2)
- The Trainee teaches lessons making excellent use of a range of pedagogical strategies to engage pupils and maximise learning. (TS2)
- The trainee uses lesson time in an effective manner, employing a range of strategies to engage pupils. (TS4)
- The Trainee can accurately discern their pupils' strengths and needs and are becoming proactive in adapting their teaching. (TS5)
- By demonstrating a keen awareness to barriers for learning, the Trainee is producing resources that aid teaching and motivate pupils. (TS5)
- Where resources are produced by the Trainee, they are generally effective and stimulating. (TS2)
- The Trainee can identify where interventions are needed to assist progress and they are able to evaluate the impact of the interventions to ensure that future planning for progression is appropriate. (TS5)
- They have a very good understanding of how effective different teaching approaches are in terms of impact on learning and engagement of pupils. (TS5)
- The Trainee reflects on their practice effectively. (TS4)
- The Trainee uses homework and out-of-class activities to extend the knowledge and understanding of pupils. (TS4)

FC3

Subject Knowledge and Curriculum

- The Trainee demonstrates good subject knowledge and uses it effectively to answer pupils' questions. (TS3)
- The Trainee models correct use of subject specific vocabulary. (TS3)
- The Trainee effectively addresses misconceptions through their teaching. (TS3)
- The Trainee demonstrates an understanding of developments in their subject area and uses this in their teaching as appropriate. (TS3)
- The Trainee models correct use of Standard English. (TS3)

FC4

Assessment

- The Trainee employs a range of appropriate assessment strategies effectively and they adapt their teaching in light of pupils' responses. (TS6)
- The Trainee systematically checks pupils' understanding, giving feedback (verbal and written) and anticipating where intervention may be needed with some impact on the quality of future learning. (TS6)
- The Trainee can accurately assess pupils' attainment against national benchmarks. (TS6)

FC5

Professional Behaviours

- The Trainee has been professional in their engagement with the whole school community (including other staff, parents and pupils). (Part 2)
- A practical understanding of the school ethos is evident. (TS8)
- Positive initiatives have been taken in contributing to the wider school community, through engagement with staff meetings, training, school visits, performances, out of school sessions, etc. (TS8)
- If possible, The Trainee has shadowed experienced teachers at parents' evenings and is aware of issues raised for pupil progress. (TS8)
- The Trainee has had experience of drafting school reports for parents (this is a requirement of the School Experience). (TS8)
- The Trainee has formed positive relationships with a range of staff in the school and they are aware of the contribution staff make in the smooth running of the school and in achieving school aims. (TS8)

Where trainees are working 'beyond' these expectations, we would ask School Mentors to provide details of this within the Final Tripartite Meeting so specific areas of strength can be identified within the trainees Individual Learning Plan.

TRAINEE SUPPORT FRAMEWORK

From time to time, trainees need varying degrees of support. These will be identified during the Weekly Review meetings and/or during tripartite meetings.

Where there are concerns about a trainee's progress against their targets and/or their impact on pupil progress, support and intervention are be needed to move the trainee forward. The flow chart below outlines the procedure for those trainees who are working towards the expectations at the specific phase their School Experience as outlined below.

PCR

- At the start of the year all trainees will be provided with and sign a **'Professional Conduct Requirement'** form.
- This sets out the professional behaviour and expectations of a trainee.

SP

- At any point a trainee who is '**not meeting targets set**' in 3 of the Foundational Concepts, needs a **Support Plan** put into place to support them to meet those targets. This is completed by the School Mentor.
- With effective intervention strategies in place these targets should be met by the following Weekly Review.
- A copy of the **Support Plan** should be sent to the Placement Office to be placed in the trainees file once it has been completed. It should be shared with the University Mentor too.
- Trainees should upload Support Plans to their e-portfolio and provide a link on their Individual Learning Plan.
- Trainees may have more than one Support Plan before progressing to the next stage of support.

AP

- If a trainee is '**not meeting targets set' in** four or more areas of the Foundational Concepts, then an **Action Plan** should be written in order to prioritize the development of relevant teaching skills. This is the responsibility of the School Mentor in conjunction with the University Mentor.
- A copy should be sent to the Placement Office and saved in the trainee e-portfolio.
- The **Action Plan** should be reviewed after two weeks and if some progress has been made in some areas of the Foundational Concepts, then a subsequent Action Plan/Support Plan may be required.
- If progress continues to be very limited, then the trainee may need counselling (by university tutors).

C4C

- If anyone in the training partnership is concerned about the progress of a trainee or a professional issue, then a **Cause for Concern** form should be completed. This should be accompanied by an Action Plan developed by School Mentors and University Mentors.
- Both should be sent to the Partnership Office so that they can be placed in the trainee's file. The Cause for Concern comes with the same expectations of the Action Plan (see above). If little progress is made against targets set, then the trainee may need counselling (by university tutors) as to their future progress on the ITE course.
- All Action Plans are reviewed after 2 weeks.

NtL

- If a trainee **LEAVES** their own School Experience or has their School Experience ended by the Partnership, then there is no guarantee that a re-sit will be given. It will depend on a) if there are any extenuating circumstances, b) if the Partnership recommend a resit c) if a resit can be found, d) if the trainee is fit to teach and e) if the Exam Board agree to a resit School Experience.
- School Experience should not be stopped by any member of the Partnership unless the above actions have been put into place and there has been a conversation with the University Mentor and Programme Leader. Any school/college ending a School Experience should complete the report with the support of the University Mentor and returned it to the Placement Office.

University of Sunderland

ASSESSED WEEK 1

Trainee	**School Mentor**	**University Mentor**
Teach groups in English and maths approx. 25% and the whole class approx. 25% of the timetable, following the Host Class Teacher's planning. Complete evaluations of each lesson taught.	Agree a timetable of teaching based on the approx. 25% whole class and 25% group. Agree PPA and development time. Discuss/share the planning of English and maths which the trainee will deliver.	Ensure that the trainee and the School Mentor are aware of the requirements of the placement.
Track three focus children across the whole curriculum and track the whole class in English and maths.	Support the trainee in tracking of a small group of children across the curriculum and in whole class tracking in English and maths.	Ensure that TLP tasks have been checked on PebblePad and are now complete.
Agree with your School Mentor to support or deliver an extra-curricular activity for the remainder of placement.	Discuss with the trainee, and any other members of school staff as appropriate, the possibility of them supporting/delivering an extracurricular activity at an appropriate time.	Liaise with School Mentor and Module Leader about any concerns.
Begin to collect evidence towards the Foundational Concepts and record these appropriately.	Discuss with trainee evidence of progress in relation to the Foundational Concepts and endorse any evidence as appropriate.	Check with trainee that evidence is being uploaded to their e-Portfolio.
Continue to work on subject-specific TLP tasks.	Support the trainee in completing subject-specific tasks timetabling opportunities to observe and teach each subject area.	
Ensure you are aware of first formal lesson observation and ensure this is planned on University proforma.	Carry out one formal lesson observation recording this on the proforma on PebblePad. Meet with trainee to provide feedback on lesson observed.	
Ensure documentation is completed on PebblePad in preparation for the Weekly Review Meeting with the School Mentor.	Carry out Weekly Review Meeting with trainee directly on PebblePad and assess against **developing** criteria. Identify specific targets and actions.	

ASSESSED WEEK 2

Trainee	**School Mentor**	**University Mentor**
Teach the whole class for about 40% and a group for 10% of the time, following the HCT's planning. Complete evaluations of each lesson taught.	Agree a timetable of teaching based on the approx. 40% whole class and 10% group. Agree PPA and development time. Discuss/share the planning of English and maths which the trainee will deliver.	In either Assessed Week 2 or Assessed Week 3, arrange a Teams meeting with trainee and School Mentor to discuss weekly review process and progress made.
Track three focus children across the whole curriculum and track the whole class in English and maths.	Support the trainee in tracking of a small group of children across the curriculum and in whole class tracking in English and maths.	Ensure that the trainee and the School Mentor are aware of the requirements of the placement.
Continue to collect evidence towards the Foundational Concepts and record these appropriately.	Discuss with trainee evidence of progress in relation to the Foundational Concepts and endorse any evidence as appropriate.	Ensure that TLP tasks have been checked on PebblePad and are now complete.
Continue to work on subject-specific TLP tasks.	Support the trainee in completing subject-specific tasks timetabling opportunities to observe and teach each subject area.	Check with trainee that evidence is being uploaded to their e-Portfolio.
Reflect upon targets from previous week and ensure you are working towards meeting these. Ensure you are aware of lesson observation and plan using University proforma.	Carry out one formal lesson observation recording this on the proforma on PebblePad. Meet with trainee to provide feedback on lesson observed.	Liaise with School Mentor and Module Leader about any concerns. Support/Action plans should be put in place if there are any concerns regarding the trainee's progress.
Support or deliver an extracurricular activity.	Facilitate an opportunity for the trainee to support / deliver an extracurricular activity.	
Ensure documentation is completed on PebblePad in preparation for the Weekly Review Meeting with the School Mentor.	Carry out Weekly Review Meeting with trainee directly on PebblePad and assess against **developing** criteria. Identify specific targets and actions.	

ASSESSED WEEK 3

Trainee	**School Mentor**	**University Mentor**
Teach the whole class for about 50% of the time, following the HCT's planning. Complete evaluations of each lesson taught.	Agree a timetable of teaching based on the approx. 50% whole class. Include PPA and development time. Discuss/share the planning which the trainee will deliver.	In either Assessed Week 2 or Assessed Week 3, arrange a Teams meeting with trainee and School Mentor to discuss weekly review process and progress made.
Track three focus children across the whole curriculum and track the whole class in English and maths.	Support the trainee in tracking of a small group of children across the curriculum and in whole class tracking in English and maths.	Ensure that the trainee and the School Mentor are aware of the requirements of the placement.
Continue to collect evidence towards the Foundational Concepts and record these appropriately.	Discuss with trainee evidence of progress in relation to the Foundational Concepts and endorse any evidence as appropriate.	Ensure that TLP tasks have been checked on PebblePad and are now complete.
Continue to work on subject-specific TLP tasks.	Support the trainee in completing subject-specific tasks timetabling opportunities to observe and teach each subject area.	Check with trainee that evidence is being uploaded to their e-Portfolio.
Reflect upon targets from previous week and ensure you are working towards meeting these. Ensure you are aware of lesson observation and plan using University proforma.	Carry out one formal lesson observation recording this on the proforma on PebblePad. Meet with trainee to provide feedback on lesson observed.	Liaise with School Mentor and Module Leader about any concerns. Support/Action plans should be put in place if there are any concerns regarding the trainee's progress.
Support or deliver an extracurricular activity.	Facilitate an opportunity for the trainee to support / deliver an extracurricular activity.	
Ensure documentation is completed on PebblePad in preparation for the Weekly Review Meeting with the School Mentor.	Carry out Weekly Review Meeting with trainee directly on PebblePad and assess against **developing** criteria. Identify specific targets and actions.	

ASSESSED WEEK 4

Trainee	**School Mentor**	**University Mentor**
Teach the whole class for about 50% of the time, independently planning. Complete evaluations of each lesson taught.	Support the trainee in transitioning to independently planning for a range of subjects.	Undertake the joint observation during Assessed Week 4 or during Assessed Week 5 and work alongside SM to provide developmental feedback to the trainee. During this visit complete the Interim Tripartite meeting.
Track three focus children across the whole curriculum and track the whole class in English and maths.	Support the trainee in tracking of a small group of children across the curriculum and in whole class tracking in English and maths.	Check with trainee that evidence is being uploaded to their ePortfolio.
Continue to collect evidence towards the Foundational Concepts and record these appropriately.	Discuss with trainee evidence of progress in relation to the Foundational Concepts and endorse any evidence as appropriate.	Liaise with School Mentor and Module Leader about any concerns. Support/Action plans should be put in place if there are any concerns regarding the trainee's progress.
Continue to work on subject-specific TLP tasks.	Support the trainee in completing subject-specific tasks timetabling opportunities to observe and teach each subject area.	
Reflect upon targets from previous week and ensure you are working towards meeting these. Ensure you are aware of lesson observation and plan using University proforma.	Carry out one formal lesson observation (this can be the joint observation with UM). Complete Interim Tripartite Meeting with University Mentor.	
Support or deliver an extracurricular activity.	Facilitate an opportunity for the trainee to support / deliver an extracurricular activity.	
Ensure documentation is completed on PebblePad in preparation for the Weekly Review Meeting with the School Mentor. Ensure Interim Tripartite Meeting documentation is complete **before** joint lesson observation.	Carry out Weekly Review Meeting with trainee directly on PebblePad and assess against **developing** criteria. Identify specific targets and actions.	

ASSESSED WEEK 5

Trainee	**School Mentor**	**University Mentor**
Teach the whole class for about 50% of the time, independently planning. Complete evaluations of each lesson taught.	Support the trainee in transitioning to independently planning for a range of subjects.	Undertake the joint observation during Assessed Week 4 or during Assessed Week 5 and work alongside SM to provide developmental feedback to the trainee. During this visit complete the Interim Tripartite meeting.
Track three focus children across the whole curriculum and track the whole class in English and maths.	Support the trainee in tracking of a small group of children across the curriculum and in whole class tracking in English and maths.	Check with trainee that evidence is being uploaded to their ePortfolio.
Continue to collect evidence towards the Foundational Concepts and record these appropriately.	Discuss with trainee evidence of progress in relation to the Foundational Concepts and endorse any evidence as appropriate.	Liaise with School Mentor and Module Leader about any concerns. Support/Action plans should be put in place if there are any concerns regarding the trainee's progress.
Continue and complete all subject-specific TLP tasks. **Final week to complete all TLP tasks.**	Support the trainee in completing subject-specific tasks timetabling opportunities to observe and teach each subject area. **Final week for trainee to complete all TLP tasks.**	
Reflect upon targets from previous week and ensure you are working towards meeting these. Ensure you are aware of lesson observation and plan using University proforma.	Carry out one formal lesson observation (this can be the joint observation with UM). Complete Interim Tripartite Meeting with University Mentor.	
Support or deliver an extracurricular activity.	Facilitate an opportunity for the trainee to support / deliver an extracurricular activity.	
Ensure documentation is completed on PebblePad in preparation for the Weekly Review Meeting with the School Mentor. Ensure Interim Tripartite Meeting documentation is complete **before** joint lesson observation.	Carry out Weekly Review Meeting with trainee directly on PebblePad and assess against **developing** criteria. Identify specific targets and actions.	

ASSESSED WEEK 6

Trainee	**School Mentor**	**University Mentor**
Teach the whole class for about 60% the time, independently planning. Complete evaluations of each lesson taught.	Remain available to support the trainee in the planning of lessons.	Check that all TLP tasks have been completed on PebblePad and discuss during next check-in meeting.
Track three focus children across the whole curriculum and track the whole class in English and maths.	Support the trainee in tracking of a small group of children across the curriculum and in whole class tracking in English and maths.	In either Assessed Week 6 or Assessed Week 7, arrange a Teams meeting with trainee and School Mentor to discuss weekly review process and progress made. Schedule final tripartite meeting for Assessed Week 10 to take place via Teams
Continue to collect evidence towards the Foundational Concepts and record these appropriately.	Discuss with trainee evidence of progress in relation to the Foundational Concepts and endorse any evidence as appropriate.	Check with trainee that evidence is being uploaded to their e-Portfolio.
Reflect upon targets from previous week and ensure you are working towards meeting these. Ensure you are aware of lesson observation and plan using University proforma.	Carry out one formal lesson observation recording this on the proforma on PebblePad. Meet with trainee to provide feedback on lesson observed.	Liaise with School Mentor and Module Leader about any concerns. Support/Action plans should be put in place if there are any concerns regarding the trainee's progress.
Support or deliver an extracurricular activity.	Facilitate an opportunity for the trainee to support / deliver an extracurricular activity.	
Ensure documentation is completed on PebblePad in preparation for the Weekly Review Meeting with the School Mentor.	Carry out Weekly Review Meeting with trainee directly on PebblePad and assess against **consolidating** criteria. Identify specific targets and actions.	

ASSESSED WEEK 7

Trainee	**School Mentor**	**University Mentor**
Teach the whole class for about 70% the time, independently planning. Complete evaluations of each lesson taught.	Remain available to support the trainee in the planning of lessons.	In either Assessed Week 6 or Assessed Week 7, arrange a Teams meeting with trainee and School Mentor to discuss weekly review process and progress made. Schedule final tripartite meeting for Assessed Week 10 to take place via Teams
Track three focus children across the whole curriculum and track the whole class in English and maths.	Support the trainee in tracking of a small group of children across the curriculum and in whole class tracking in English and maths.	Check with trainee that evidence is being uploaded to their e-Portfolio.
Continue to collect evidence towards the Foundational Concepts and record these appropriately.	Discuss with trainee evidence of progress in relation to the Foundational Concepts and endorse any evidence as appropriate.	Liaise with School Mentor and Module Leader about any concerns. Support/Action plans should be put in place if there are any concerns regarding the trainee's progress.
Reflect upon targets from previous week and ensure you are working towards meeting these. Ensure you are aware of lesson observation and plan using University proforma.	Carry out one formal lesson observation recording this on the proforma on PebblePad. Meet with trainee to provide feedback on lesson observed.	
Support or deliver an extracurricular activity.	Facilitate an opportunity for the trainee to support / deliver an extracurricular activity.	
Ensure documentation is completed on PebblePad in preparation for the Weekly Review Meeting with the School Mentor.	Carry out Weekly Review Meeting with trainee directly on PebblePad and assess against **consolidating** criteria. Identify specific targets and actions.	

ASSESSED WEEK 8

Trainee	**School Mentor**	**University Mentor**
Teach the whole class for about 75% the time, independently planning. Complete evaluations of each lesson taught.	Remain available to support the trainee in the planning of lessons.	Check with trainee that evidence is being uploaded to their e-Portfolio.
Track three focus children across the whole curriculum and track the whole class in English and maths.	Support the trainee in tracking of a small group of children across the curriculum and in whole class tracking in English and maths.	Liaise with School Mentor and Module Leader about any concerns. Support/Action plans should be put in place if there are any concerns regarding the trainee's progress.
Continue to collect evidence towards the Foundational Concepts and record these appropriately.	Discuss with trainee evidence of progress in relation to the Foundational Concepts and endorse any evidence as appropriate.	
Reflect upon targets from previous week and ensure you are working towards meeting these. Ensure you are aware of lesson observation and plan using University proforma.	Carry out one formal lesson observation recording this on the proforma on PebblePad. Meet with trainee to provide feedback on lesson observed.	
Support or deliver an extracurricular activity.	Facilitate an opportunity for the trainee to support / deliver an extracurricular activity.	
Ensure documentation is completed on PebblePad in preparation for the Weekly Review Meeting with the School Mentor.	Carry out Weekly Review Meeting with trainee directly on PebblePad and assess against **consolidating** criteria. Identify specific targets and actions.	

ASSESSED WEEK 9

Trainee	**School Mentor**	**University Mentor**
Teach the whole class for about 80% the time, independently planning. Complete evaluations of each lesson taught.	Remain available to support the trainee in the planning of lessons.	Check with trainee that evidence is being uploaded to their e-Portfolio.
Track three focus children across the whole curriculum and track the whole class in English and maths.	Support the trainee in tracking of a small group of children across the curriculum and in whole class tracking in English and maths.	Liaise with School Mentor and Module Leader about any concerns. Support/Action plans should be put in place if there are any concerns regarding the trainee's progress.
Continue to collect evidence towards the Foundational Concepts and record these appropriately.	Discuss with trainee evidence of progress in relation to the Foundational Concepts and endorse any evidence as appropriate.	
Reflect upon targets from previous week and ensure you are working towards meeting these. Ensure you are aware of lesson observation and plan using University proforma.	Carry out one formal lesson observation recording this on the proforma on PebblePad. Meet with trainee to provide feedback on lesson observed.	
Support or deliver an extracurricular activity.	Facilitate an opportunity for the trainee to support / deliver an extracurricular activity.	
Ensure documentation is completed on PebblePad in preparation for the Weekly Review Meeting with the School Mentor.	Carry out Weekly Review Meeting with trainee directly on PebblePad and assess against **consolidating** criteria. Identify specific targets and actions.	

ASSESSED WEEK 10

Trainee	**School Mentor**	**University Mentor**
Teach the whole class for about 80% the time, independently planning. Complete evaluations of each lesson taught.	Remain available to support the trainee in the planning of lessons.	Check with trainee that evidence is being uploaded to their e-Portfolio.
Track three focus children across the whole curriculum and track the whole class in English and maths.	Support the trainee in tracking of a small group of children across the curriculum and in whole class tracking in English and maths.	Liaise with School Mentor and Module Leader about any concerns. Support/Action plans should be put in place if there are any concerns regarding the trainee's progress.
Continue to collect evidence towards the Foundational Concepts and record these appropriately.	Discuss with trainee evidence of progress in relation to the Foundational Concepts and endorse any evidence as appropriate.	Check that all documentation is uploaded e-Portfolio.
Write end of year reports for the three children which you have been tracking.	Share previous examples of end of year reports with trainees discussing the processes involved in writing end of year reports. Review these with trainees once complete.	
Reflect upon targets from previous week and ensure you are working towards meeting these. Ensure you are aware of lesson observation and plan using University proforma.	Carry out one formal lesson observation recording this on the proforma on PebblePad. Meet with trainee to provide feedback on lesson observed.	
Ensure documentation is completed on PebblePad in preparation for the Weekly Review Meeting with the School Mentor.	Carry out Weekly Review Meeting with trainee directly on PebblePad and assess against **consolidating** criteria. Identify specific targets and actions.	
Ensure documentation is completed in preparation for your Final Tripartite Meeting.	Liaise with University Mentor to complete a Final Tripartite Meeting to review strengths and targets to support Early Career development.	Carry out the Final Tripartite meeting via TEAMs. Discuss strengths and targets for ECT development plan. Agree plan for enhancement week.

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