

# UOC- LASL UPDATE NOVEMBER 2020



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Dear LASL Partners,

**A brief summary of activity from UoC- Institute of Education:**

**1) ITE Paperwork changes for 2020/21 reminder:**

The Institute of Education have continued to develop and refine ITT partnership paperwork to meet the needs of our students and streamline assessments that need to be made on their progress.

• **Common Framework for assessing Teacher Standards**

One of the most critical changes this year has been to our assessment framework/ matrix. Nationally teacher training assessment has been based on student teachers working 'on a trajectory' towards award QTS. The past 6-8 years has seen ITE providers utilise a Common Framework of Teacher Standards that have been used to identify areas of ongoing development and link these to grade continuum from 4 (Not meeting) – 1 (Addressing teacher standards at a higher level); with students having to meet all standards above grade 3: requires improvement to be recommended for the award of QTS. Over the past few years we have instigated much greater focus on consistency in target setting and ongoing development and a move away (apart from final point assessment) from individual / overall grades. In line with other ITT providers it is with great pleasure that we signal to you the **complete removal of numerical grading in academic year 2020-21.**

Instead we will be using formative assessment to ensure that students' development remains on a trajectory towards recommendation of award of QTS. We will only sign a student off for this recommendation when they satisfy us that they have met the national teacher standards for ITT.

Therefore we have continued to utilise a development framework to help students identify areas of strength and development throughout their journey towards QTS; see below:

**Primary / EYFS framework example below:**

		Not yet meeting full Teacher Standards exemplification	Meeting Expected Teacher Standards exemplification	Exceeding expected Teacher Standards exemplification
		On Trajectory Student Teacher: <ul style="list-style-type: none"> <li>With intervention from an expert colleague the student teacher can show an ability to carry out or exemplify the standard.</li> <li>With intervention the student teacher has an impact on pupils' progress over time</li> </ul> Not yet on trajectory student teacher: <ul style="list-style-type: none"> <li>After intervention; is not yet able to...</li> </ul>	<ul style="list-style-type: none"> <li>Independently the student teacher can carry out or exemplify the standard</li> <li>Pupils make expected progress over time.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently, independently and using initiative the student teacher can carry out or exemplify the standard</li> <li>Pupils make good (or better) progress over time.</li> </ul>
S1	Standard Prompts	"I can't yet" [intervention needed]... / It is unclear that children make progress at this stage	"Independently I can"... so that children make expected progress over time.	"With independence and initiative I can do this consistently"... so that children make good or better progress over time

The standards need to be applied as appropriate to the **role, phase of training and context** within which the trainee is practising (placement).

- Student teachers should demonstrate a continued progression towards the recommendation of award of QTS; mapping evidences against the Teacher Standards below.
- A professional assessment of the ability to stay 'on trajectory' toward QTS will be made during each placement phase.
- SMART targets will continue to help a student teacher work towards meeting a best fit outcome of the teacher standards.
- They should be assessed against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS.
- Mentor "support" is critical to sustained student teacher progress. Mentors will continue to support activity in all bands of this framework.

**Secondary Example of matrix below:**

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Currently achieving above the expected level of progress	Currently achieving at the expected level of progress	Currently achieving below the expected level of progress

**Our Partnership Vision:**  
*"Aspirational training to achieve inspirational teachers with pupils' learning and well-being at the heart of our partnership"*

Consistently uses innovative strategies to establish a safe and stimulating environment for pupils, rooted in mutual respect, which motivates and inspires pupils to learn and enjoy the subject.	Is able to establish a safe and stimulating environment for pupils, rooted in mutual respect.	Is mostly unable to establish a safe and stimulating environment for pupil.
Sets goals that stretch, challenge and motivate pupils and uses strategies to support the learning and progress of underperforming groups.	Can set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.	Is mostly unable to set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
Consistently and effectively demonstrates and models the positive attitudes, values and behaviour which are expected of pupils.	Demonstrates consistently the positive attitudes, values and behaviour which are expected of pupils.	Has difficulty in demonstrating consistently the positive attitudes, values and behaviour which are expected of pupils.

- **Target Setting**

Target setting and weekly mentor interaction maintains its primary place in helping trainee teachers understand, feel supported and develop their practice.

Please continue to work with UPT/PPL colleagues to refine SMART targets for student development. Advice on target setting can be found on our partnership section of the university website:

<https://www.cumbria.ac.uk/media/university-of-cumbria-website/content-assets/public/education/images/documents/courses/partnership/12-Effective-Target-Setting-for-ITE-Trainees-2020.21.pdf>

- **QA Visits- Due to COVID-19 restrictions**

ITT staff are not nationally classed as critical workers (where the training teachers are) so have been working hard to develop ways of supporting training teachers and mentors virtually; also to QA placement activity. Your UPL/UPT will likely meet with you via MS TEAMS during placements this academic year (until further notice).

- **CPD resources for training teachers (and QTS teachers everywhere!)**

Look here for details of CPD resources to supplement training and development of all training teachers throughout periods of school closure or self-isolation where virtual support of schools cannot be achieved.

Although we expect, wherever possible that our trainee teachers will continue to support your school or hub in virtual teaching and learning approaches; there may be times where this is not possible. \To help student teachers continue to be able to make progress in exemplification of the teacher standards we have put together the following resources.

These are linked to phase of placement.

<https://www.cumbria.ac.uk/media/university-of-cumbria-website/content-assets/public/education/images/documents/courses/partnership/forms/earlyyearsandprimaryplacement/Extending-CPD-Resources.pdf>

## 2) **Initial Teacher Training (Education) Inspection Framework**

The new OfSTED ITE Inspection Framework has been published and inspection cycles are set to commence at the end of January 2021.

**UoC ITT partnership are very likely to be one of the first providers to be inspected within this new cycle.**

Likely to match EIF with a strong focus on knowledge acquisition and curriculum design.

We also note that early indications predict that the 'grading' (Numerical) of training teachers will take much changed emphasis during inspections. Teams will want to be assured that providers are rigorous in producing good teachers but outcomes will be driven by 'have they met requirements of the teacher standards'.

We are aware that in current circumstances the inspections are likely to be virtual- with scheduled online meetings with both university leaders, teaching staff and partnership staff. This will also apply to school based staff supporting ITT provision (mentors); alongside students who will be on placement at the time of inspections.

### 3) University Outreach to Schools / Settings / Partners

#### **DISCOVER. EXPLORE. SUPPORT.**

All sorts of events and opportunities available for young people thinking about taking the next step in their studies.

**See attached flyer**

#### ➤ **Virtual Academic Masterclasses**

Masterclasses give students the opportunity to explore academic subjects of interest beyond what's covered in the school curriculum.

Masterclasses will be delivered by a leading member of academic staff. Specifically designed for students studying A-levels and other level 3 qualifications, our masterclasses offer an insight into undergraduate study and encourage topical debate.

Some of the titles...

- Youth Crime Prevention through Sports
- The Psychology of Gender and Sexuality
- Observational Sketching
- Covid, Community and Criminology
- Microbiology – Why Microbes Matter
  - More titles online...

\*on selected University of Cumbria courses only. Full T&Cs on our website.

To find out more and book visit: **[www.cumbria.ac.uk/masterclasses](http://www.cumbria.ac.uk/masterclasses)**

#### ➤ **Support Sessions**

We can offer you a whole range of recorded sessions and presentations, available 24/7 at a time to suit you and your students. Each one has been developed to help and guide your students through the HE application journey and for IAG practitioners, we've highlighted where they link to the **Gatsby Benchmarks for Good Careers Guidance**. These sessions are designed to explore Higher Education from initial consideration phase, right through to the selection and admission process. You can book the sessions as a series or as individual activities to compliment your own programme of support.

- ***Introduction to the University of Cumbria***
- ***Choosing a Course and University***
- ***Applying to University and UCAS***
- ***Writing a Personal Statement***
- ***UCAS Guidance – after application***
- ***Student Finance***
- ***Interview Skills***
- ***Student Life***
- ***What is Higher Education? Is it for me?***
- ***How to Study – guidance for Pre 16 students***

We're happy to deliver these sessions bespoke as well as your student accessing independently in their own time via this link: **[www.cumbria.ac.uk/webinars/](http://www.cumbria.ac.uk/webinars/)**

For more information and to speak to a member of the Outreach Team, contact us at: **[outreach@cumbria.ac.uk](mailto:outreach@cumbria.ac.uk)**

#### ➤ **Virtual Open Day**

We've moved our Open Days into the virtual world and are bringing our university to you and your students from the comfort of your own home. Our virtual open day will help guide and support students through choosing the right university and course for them. Our next Virtual Open Day is on Saturday 5<sup>th</sup> December 2020. For our dates and times or to book please visit: **[www.virtualopenday.cumbria.ac.uk](http://www.virtualopenday.cumbria.ac.uk)**

#### ➤ **'Getting into...' Series**



Additionally, we're offering '*Getting into...*' sessions geared for students who need support or guidance in entering a particular degree course area we offer here at the University of Cumbria giving enquirers information on the courses and graduation destinations from our academics and outreach team. Again, bespoke bookings available and like the *HE Support Sessions* are available on demand via:

[www.cumbria.ac.uk/webinars/](http://www.cumbria.ac.uk/webinars/)

Finally, as always we're open to your requests and will do our best to meet these! (see **attachments for an e-flyer with further detail**)

Contact: [Paul.Lawlor@Cumbria.ac.uk](mailto:Paul.Lawlor@Cumbria.ac.uk)

#### 4) Research & Conferences:

*Diversity research, teaching and learning enrichment at Cumbria's university*

Building upon its academic excellence and unique characteristics, the Institute of Education at University of Cumbria is enriching its teaching and learning of and research into diversity. Our LED research school has led; This semester, achievements have included:

- recognition on a national stage for academic research which gives insight into factors affecting aspirant headteachers from minority ethnic and other backgrounds seeking to pursue school leadership roles;
- enriching Initial Teacher Education (ITE) curriculum for student teachers with professional development training from the UK's largest anti-racism charity;
- having leading social injustice expert speaking at Cumbrian race conference.

<https://www.cumbria.ac.uk/research/centres/learning-education-and-development/>

With a firm focus on increasing higher-level skills in the North West, the university encompasses Cumbria, a county recognised as being one of the least diverse areas of the country. With sites across Cumbria, the university also has a campus in Lancaster and another in East India Dock Road in the London borough of Tower Hamlets - one of the most diverse areas of England – as well strong partnerships with education providers around the world delivering programmes to international students.

The [Institute of Education](#) at University of Cumbria, one of the largest providers of teaching training in the UK, that delivers education and teaching programmes in Carlisle, Lancaster and London, is heading up several initiatives that have the ability to shape future policy and attitudes.


[Research](#) by academics Professor Sally Elton-Chalcraft and senior lecturer Ann Kendrick, and Lancashire headteacher Alison Chapman into how race, gender, faith and other factors impact upon aspirant headteachers as they pursue school leadership roles, has been recognised by the British Educational Leadership, Management and Administration Society (BELMAS). BELMAS supports the delivery of quality education through effective leadership and management with its annual awards recognising significant contributions made to this.

If there are any projects that you would be keen to explore please contact [LED@Cumbria.ac.uk](mailto:LED@Cumbria.ac.uk)

#### 5) ITT core content:

<https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework>

November 2019 saw the release of 'The initial teacher training (ITT) core content framework' which defines in detail the minimum entitlement of all trainee teachers.



Learning, Education & Development  
Research Centre

Drawing on the best available evidence, it sets out the content that ITT providers and their partnerships must draw upon when designing and delivering their ITT programmes.

The ITT core content framework aligns with the [Early Career Framework](#) to establish an entitlement to a 3 or more year structured package of support for all new teachers at the start of their careers.

Ofsted inspections are likely to take a strong focus on providers ability to & ongoing plans to develop all aspects of the Core Curriculum

Well worth a read- especially as it now explicitly links training with the new 2yr requirement to support NQT CPD.

## 6) Universities sector (HE) and responses to Government Guidance / COVID-19 Secure Learning & Teaching

The University of Cumbria continues to work very closely with both DfE, OfS and local PHE teams to provide ongoing COVID19 secure teaching and learning for all of our Programmes.

At the time of writing, the University of Cumbria continues to see very low incident, case and outbreak numbers across its provision. We also have a robust and approved outbreak plan to help minimise spread of any known symptomatic cases.

This has helped us maintain an education (HE) Tier 1 approach to blended learning provision across our programmes.

We were pleased to help shape national agendas earlier this year in relation to ITT students and their 'critical worker' status. This has allowed ongoing partnerships to continue to train and develop the next wave of teachers; whilst adding very useful extra pairs of hands in schools/settings during these challenging times.

### Run up to Christmas 2020:

We are still awaiting Ministerial response in relation to the exemption of (some\*) ITT students to national requirements for universities first published on November 19<sup>th</sup>. As are the entire HE sector about restart of Programmes in January 2021

Further detail will follow!

National Requirements (November 2020) stated:

*"The Government is committed to ensuring that students that have been living away from home are able to return home at the end of term, if they choose to do so. HE providers should support students to ensure that this is possible, following the period of national restriction, whilst mitigating the risk of transmission of the virus. It is essential that measures are put in place to ensure this can happen as safely as possible for students, staff and the communities that they return to".*

Therefore the University of Cumbria has taken the following approach to allowing both transition to fully online teaching and student travel to occur within the dates set; mapped with a staggered approach between departments or institutes:

- All student face to face learning will cease **on Friday 4<sup>th</sup> December 2020**; moving to online taught content where timetabled.
- Most Primary QTS assessed placement activity will have been completed by the end of 4<sup>th</sup> December.
- **All other activity will continue until Friday 4<sup>th</sup> December (including UG placement/SEL \*where timetabled)**

Part of  
Education and childcare during coronavirus

Department  
for Education

Guidance  
**Higher education: new national  
restrictions guidance**

Updated 13 November 2020



- **School Embedded Learning** days for **primary PgCE** students that would have been due to take place on **9<sup>th</sup> & 10<sup>th</sup> December- These days will now not go ahead** – to allow compliance with the government instruction outlined above.
- **Primary SD partners will also follow this plan**; ceasing both school embedded learning and moving taught input- online.
- **Secondary provision-** where assessed placement is likely to still be timetabled\*- is awaiting ministerial decision.

**Thank you** for your understanding of disruptions that the above decision may create in programme timetabled provision.

**PgCE Students (in January) will not be on campus prior to the start of their developing phase placement.**

We continue to work closely with CCC COVID-19 Education planning group.

#### 7) **Other UoC events:**

- **Hello Future EXPO2020-** Free places available  
The virtual fair will take place on **Saturday 28<sup>th</sup> November 1-4pm**. To sign up, visit: <https://hellofutureexpo.vfairs.com/>



Students from across Cumbria will be able to access information, advice and guidance at an upcoming further and higher education virtual opportunities fair.

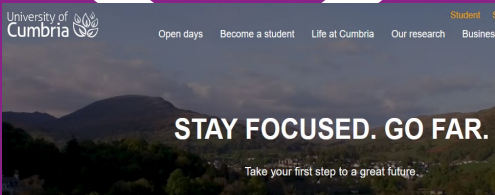
Hello Future, led by the University of Cumbria, is a partnership of universities, further education and skills providers across the North West region. They have been working together to create the Hello Future Expo, a virtual event that will provide young people with information about their next steps after school or college.

#### • **GETTING INTO ILLUSTRATION**



Open day

25 November 2020 16:30 - 17:30 Online



Want to draw, sketch or create animations as a professional career? Our lecturer Tony Peart talks about his experience as a professional creative and how to get into Illustration as a career

- **MASTERCLASS: SUPERHERO LEADERSHIP - THE POWER TO CHANGE ME AND THEN THE WORLD**



Masterclasses

23 November 2020 14:00 - 15:00 Online

Leadership is about change. Where there is change there is life and hope and joy. Finding the desire and will inside you to bring change is exciting but challenging. Especially in a messy world.

8) **AoB!**

<https://www.cumbria.ac.uk/about/news/news-search/>

- **University Campus details:**

**New Citadel Proposals:** Local residents, businesses, students and visitors are again being given the opportunity to have their say on ambitious new proposals for a new campus for the University of Cumbria at the historic Citadels in Carlisle. Online public consultation takes place between Friday 20 November and Friday 11 December 2020.

**New base in Barrow in Furness:**

An ambitious scheme backed by the University of Cumbria to transform Barrow for future generations has secured £25 million from the government's Towns Fund.

#BrilliantBarrow is comprised of a series of innovative projects, including an innovative Barrow Learning Quarter, designed to ensure the borough thrives as a great place to live, work and visit. The funding – from the Ministry for Housing, Communities and Local Government – was confirmed, making Barrow one of the first places in the country to benefit from the scheme.

The University of Cumbria and Furness College are working in partnership on ambitious plans for the development of the Barrow Learning Quarter which will see the development of a new university campus in the town alongside a skills hub for sixth form students. UoC Deputy Vice Chancellor (Academic) Professor Rob Trimble commented on the announcement today: "This is excellent news as this is an exciting time for both the university and Barrow. The Barrow Learning Quarter aims to transform the area for generations to come and we have been working closely with the Brilliant Barrow partnership to develop this pioneering scheme. The new campus will offer University of Cumbria courses and will create a full university presence in Barrow and new higher education opportunities in the town. We now look forward to continuing to work with partners to develop the detailed business case for the project."

**As ever if there is something that you would like to take a focus on with your staff that could be led through an action research project or you would like some support with please drop us a line!**

**Contact details on page 1**

**Thanks**

**Pat Freeman**

