

University of Cumbria Institute of Education

2024

- PGCE Primary (&EYFS) with QTS (*January Cohort*)
- Student Progress Assessment Record (SPAR)
- Developing phase



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University Of Cumbria: Institute of Education

Initial Teacher Education 2023/24

EYFS & Primary Placement Assessment



PGCE

The University of Cumbria–Institute of Education has further developed our Partnership assessment processes to ensure it builds on student progress from phase to phase of placement experience (staged expectations). This approach fully integrates the ambitious ITT curriculum across student’s learning contexts to ensure that a seamless link occurs between learning and enacting parts of their programmes. It explores the ‘what the student’s ‘will have learnt’ and ‘will have learned how to’ and asks them to work on developing their enactment of learning within the context they are placed. Our ITE curriculum ensures full coverage of the national ITT core content framework (CCF); which is the mandatory, minimum for all ITT programmes. Indeed, our integrated curriculum is ambitious and thus goes beyond minimum criteria being designed to meet local/ regional needs (Challenging Disadvantaged together)

Students’ assessment will allow us to track their growing progress over time based on what they have learnt and enacted. It is only at the final (Extending placement) that students will be summatively assessed against the national teacher standards; however- as with any effective assessment matrix, we have shown how the curriculum helps students to demonstrate growing competency in addressing areas of teacher standards at both the beginning and developing phases.

Our staged expectation grids outline assessment against the ITT Programme curriculum- highlighting what students have learnt and what they will be enacting in the classroom context.



We have mapped the teacher standards to the staged expectations in our grids beneath.


The staged expectation is the point in assessment of progress that we expect **most** students to have achieved during the phase of placement.

We are aware that some will have exceeded the expectation for the placement phase and therefore will need to be targeted to consider how to increase their breadth and depth (mastery) of enactment at each phase of training.

A few will not yet be on a trajectory to meeting all standards by the end of their training. These will be exemplified by a lack of coherence between or inability to take steps towards independence in the staged expectation of each placement phase. These students will require an intensive ‘Intervention Action Plan’ (formally CFC). Failure to make adequate progress against intervention plan targets may result in the need to repeat the phase of placement.

Throughout the school/setting placements we ask students and mentors to work with existing core themes and proformas that relate to how to approach each of the core domains of the Core Content Framework:

<u>Domain of ITT Learning</u>	UoC Cross-programme/partnership domain approaches	Document or resources - links
Professional behaviours	<ul style="list-style-type: none">Teacher Wellbeing and Workload Charter	 06 Workload Charter 202 1.2.2.pdf
Behaviour	<ul style="list-style-type: none">Integrated within each programme curriculum	
Ambitious Curriculum- Challenging disadvantaged together	<ul style="list-style-type: none">Visions and Values- based on research by John Coxhead	 TT 438 - Called, Committed, Committed

	<ul style="list-style-type: none"> Definition- Ofsted's (2016, p.12) definition of disadvantage as pupils who are 'those vulnerable to lower educational achievement, poor health and well-being and a reduced chance of leading a successful and fulfilling life'. 	
Curriculum	<ul style="list-style-type: none"> Shared Learning planning Learning plan – proformas Subject knowledge exemplifications Cumbria Teacher of Reading 	 <p>U.S. Planning for Trainee Teachers 2020</p> <p>Link for planning proformas CTOR</p>
Pedagogy	<ul style="list-style-type: none"> Core Content reading & resources 	<p>Link here</p>
Assessment	<ul style="list-style-type: none"> Tracking Progress & Pupil Profiling 	<p>TP&P Link</p>

Understanding how to access the breadth and depth of our ITT curriculum:

Remembering that:




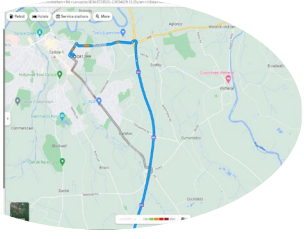
- Student teachers (trainees) are on a journey in their learning to become a teacher
- The staged expectations act as progress way markers towards the 'end point assessment'
- The staged expectations are derived from the ITT curriculums; i.e. the things they cover before each phase of placement.
- The breadth of the ITT curriculum is outlined at the top level in our assessment grids (the modules and subjects covered- with composite knowledge outlined)- Column 3.
- Student teachers have 2 types of learning- **(knowledge) 'learn that' & (skills) 'learn how to'**.
- Progress on placement should be seen through high quality targets (built from the curriculum) and reflective weekly reviews.

In order that our trainees remember more of what they have learnt and that you as expert colleagues (mentors) can best support their journey through effective target setting we have **included depth to the ITT curriculums**. This depth outlines the **'essential' knowledge (components)**.

For simplicity in accessing this information we have created this fully e-linked document; that allows you to work down from the staged expectation breath and explore the essential knowledge depth (displayed in knowledge organiser formats).

Below we show you the full range of ITT curriculum documents available (noting that as mentors we steer you towards 2 keys parts of this- green highlighting)

The purpose is to outline how a student journey through their curriculum is achieved with taught input and your mentor support along the way.

			
<p>Top level course documents- inc. Programme specification & module descriptor forms.</p> <p>We display this overview to you as a grid of the modules and sequence throughout the Programme- 'course overview'</p>	<p>The progression of the ITT Curriculum.</p> <p>We display this to you as the 'Staged Expectations'</p> <p>These give you a clarity of what modules broad content and subjects have occurred and how they relate to the staged expectation- the point at which most students will be at the end of the</p>	<p>We display these to you as 'Knowledge Organisers'</p> <p>You will be able to click through any module or subject link in the staged expectations to discover the depth of the curriculum learnt by the point in the training.</p> <p>These organisers outline the 'essential (components) knowledge and skills' learnt by</p>	<p>Subject- Session steps of knowledge & Sequence</p> <p>For our PGCE programmes we are able to share Subject input via curriculum subject Sequence steps.</p> <p>Please refer to knowledge organiser explanation.</p>



placement) **Breadth of curriculum-** ‘learn that’ and ‘learn how to’ statements

our student teachers before each phase of placement. They outline a rationale for the sequence of this learning, how the components align to the Core content framework (minimum entitlement of any ITT programme) and the core research articles/texts used to underpin the knowledge.

This depth should allow you as mentor to understand the granularity of what a student has learnt; therefore helping set targets that build on their prior learning in order to meet the staged expectations.

You can cross reference session to phase using the course overview document.

Further depth for Core modules can be accessed via your UPT/ PPL- We use these documents internally to ensure Quality assurance & impact of our programmes.

PGCE Primary January 2022: Module Tracking Document

PGPC9130: Being a Teacher, PGPC9140: Learning Teaching and Subject Pedagogy, PGPC9150: Subject Knowledge and Pedagogy [Enrichment](#), PGPC9070: Cumbria Teacher of Reading, PGCE7003: Building Professional Understanding, PGCE7004: Enhancing Professional Practice

Week	Level 7 Modules	Level 8 Modules	Subjects	PGPC9150	PGPC9070	School based	Scrapbook focus
10/1	Module overview + teaching and learning / what helps learners	Vision, values, reflective practice	Welcome + How children learn (1)	Maths 1	Auto knowledge / skills in chosen subject, lessons planned	POA introduction – terms and SSP	
17/1	Learning theories and the role they play in practice – links to working memory		How children learn (2) memory and schema	English 1 PE 1 History 1 Language 1		Simple View of reading, implications skills and terms	
24/1	Student-led learning session focusing on learning theories and their application	Working with others, emotional intelligence	Understanding ACEL, supporting wellbeing	Maths 2 RE 1 Geography 1	Workshops input on variety of foundation subjects	Early phonological awareness	Maths Supporting wellbeing
31/1	Academic skills – literature searches, reviewing literature and academic writing		Intro to SEL+ safeguarding	English 2 History 2 Language 2		Modelling a teaching sequence	2 days SEL English Safeguarding Languages

Domain of ITT Learning	Staged expectation	BA Home (3) EYFSE Primary Curriculum lists (know and learn)	Questions to explore with your mentor	Teacher statements that are required to be identified within the content of the placement phase
Professional behaviours	Student teacher is able to demonstrate an early ability to work with colleagues and other professionals by: <ul style="list-style-type: none"> seeking and accepting advice sharing outcomes understanding the school policies observing teaching staff and reflecting on impact taking up support staff about their role in pupils' learning They are beginning to sustain a systematic approach to reflection and evaluation of their teaching and its impact.	L17A001: Encouraging professional reflection, working with other professionals and parents C04A010 – and, Science and Creative Arts and C04A020 – History, Geography, Art, PE, Computing, DT – reflecting on own learning to inform future lessons – what do you still need to learn in order to reach good lessons. S04A001 – Early Years – the role of the adult in an environment.	What can you see as the key professional behaviours in this writing context? How might you deploy other adults to help with learning? What can other adults offer for you to help you understand children's learning? How are you able to talk as learning support staff about their role/ interactions with teaching staff? What contributes to good progress in learning?	It demonstrates an early ability to work with colleagues and other professionals, seeking and accepting advice and sharing outcomes. C04A010, S04A001 and S04A002 A systematic approach to reflection and evaluation of their teaching and its impact.
Behaviour	Visible and set expectations for good behaviour throughout the placement environment in respect of existing policies and routines including behaviour (L17)	L17A002: Behaviour Management, group and partner learning C04A020, L17A040 – creating appropriate responses and engaging learning activities S04A001 – Early Years – self-regulation S04A002 – Self-regulation S04A003 – Self-initiated learning	Have you accessed the school's existing behaviour policy? What expectations have you made on how we expect this to practice? What does acceptable behaviour look like? How do we know the children understand that? What impact does behaviour have on the pupil's ability to learn? What have you noticed as the key things to do to help maintain a purposeful working environment?	It meets and sets expectations for good behaviour throughout the placement environment in respect of existing policies and routines.
Additional Curriculum/ Challenge/ Advantage	Understand your role in the safeguarding of young people. Discuss when possible the role of safeguarding in school/ setting	A100001 Safeguarding A04A001 Safeguarding level 1 Completion before placement	Early on which pupils have you identified for your pupil protection plans? What part of this is difficult to help you gain?	It fulfils the role of safeguarding in school/ setting.

English Curriculum and Sequence Document

Programme of work

Rationale for sequence

Examples of key literature used

Other useful information

Core Content Framework links

Other useful information

Paragraph	Topic	Author/Artist	Year
Subject/Module: EAEY001 EY assessment	Subject/Module Leader: Lisa MacGregor for EY /Nick Creecher for English		
Learn how to – pedagogical knowledge	Evidence Base		
Begin to find their way around the statutory framework, the Development matters and Birth to 5 matters	DfE (2021) Early Years Foundation Stage – statutory framework. This is 'need to know' information about the structure and the principles before we can layer other knowledge and practice over this. DfE (2021) Development Matters – non-statutory guidance can be accessed at: https://www.gov.uk/government/publications/development-matters-2 DfE (2021) Five Matters (2021) – non-statutory guidance by the Early Years sector for the early years sector. In the web version there is up to date research covering all aspects of early years. https://www.eyfsframework.org.uk/resources/ Bradshaw, R., Howarth, J. and Wood, E. (2018) Play and learning in the early years. From research to practice. Los Angeles: SAGE. Bruce, T., Angell, C. and Aspinall, J. (2018) Childhood and education. 5th Edn. London: Hodder Education. Harvard Centre for the Developing Child – an on-line and up to date site with articles and research from the University based research organisation DfE (no date)		
Analyse 'play'			

PGCE Primary January 2024: Module Tracking Document

PGPC9130: Being a Teacher, PGPC9140: Learning Teaching and Subject Pedagogy, PGPC9150: Subject Knowledge and Pedagogy Enrichment, PGPC9070: Cumbria Teacher of Reading, PGCE7003: Building Professional Understanding, PGCE7004: Enhancing Professional Practice

	Level 7 Modules		Level 6 Modules						
week	PGCE7003	PGCE7004	PGPC9130	PGPC9140	subjects	PGPC9150	PGPC9070	School-based	Reflection focus
8/1	Module overview + teaching and learning / what helps learners		Vision, values, reflective practice	Welcome + How children learn (1)	Maths 1 <i>Good Practice in Primary Maths</i>	Audit knowledge and skills in chosen subject, actions planned. Introduce curriculum audit and use it to select workshop topics	PDA introduction – terms and SSP		
15/1	Learning theories and the role they play in practice – links to working memory			How children learn (2) memory and schema	English 1 <i>What effective English practice looks like</i> PE 1 <i>PE teaching & locomotion</i> History 1 <i>NC & skills of working as a historian</i> Languages 1 <i>Requirements and lesson structure</i>		Simple View of of reading, implications skills and terms		
22/1	Student-led learning session focusing on learning theories and their application		Working with others, emotional intelligence	Understanding ACEs, supporting wellbeing	Maths 2 <i>Foundations of numeracy</i> Geography 1 <i>NC & geographical learning</i> R.E. 1 <i>features of an RE lesson</i>	Workshops input on variety of foundation subjects	Early phonological awareness		
29/1	The cycle of plan-teach-assess and			Intro to SEL + safeguarding	English 2 <i>Shared work</i>		Planning a teaching sequence	2 days School Embedded Learning	Subject focus from 9140 subjects sessions

	effective formative assessment				<i>and guided writing</i> History 2 <i>adaptive teaching, enquiry learning</i> Languages 2 <i>sounds, words, grammar</i>				
5/2	Academic skills – literature searches, reviewing literature and academic writing		Working with others, mentoring and coaching	Managing behaviour – <i>Routines and environment</i>	Maths 3 Place <i>Value</i> English 3 <i>Spelling, grammar, punctuation</i>	Target setting and action setting – linked to placement	Model a lesson from phase 3	3 days School Embedded Learning	Managing Behaviour
12/2	Structuring learning – exploring the science underpinning effective learning			Assessing learning – anticipating misconceptions Planning for learning (lessons)	English 4 Small <i>group focused reading</i> PE 2 <i>STEP</i> Geography 2 <i>sequencing geographical learning</i> Computing 1 <i>NC & progression of skills, knowledge, understanding</i>		PDA – preparation for SSP mini teach		
19/2	Formative review session		Exploring professionalism <i>Professional behaviours</i>	Adaptive teaching <i>SEND Code of Practice. Inclusive Pedagogy</i>	Maths 4 <i>addition & subtraction</i> RE 2 <i>evaluate modelled lesson</i>	Guided support to work on and evidence actions	SSP mini teach & feedback	3 days School Embedded Learning	Planning for learning
26/2 -29/3	BEGINNING PLACEMENT (5 WEEKS)								
	EASTER BREAK (3 WEEKS) – 1 ST – 19 TH April 2024								
22/4	Student-led session – core subjects	Principles and practices of assessment	Applying for jobs – letters of application focus		Maths 6 <i>3D shape</i> Art 1 <i>NC, drawing & sculpture</i>	Audit knowledge /skills in chosen subjects, discuss actions	Phase 5 phonics	2 days School Embedded Learning	Assessment for Learning

						planned from Beginning Placement			
29/4	Formative to summative	Reflective Practice and reflective models		Questioning and the role of talk in learning	English 5 <i>Assessment and TAF</i> PE 3 <i>Teaching gymnastics</i> Science 1 <i>NC</i> & <i>working scientifically</i> Music 1 – <i>singing and NC</i>		Lecture –core criteria, screening, formative assessment	2 days School Embedded Learning	Questioning and dialogic teaching
6/5	D.T. 1 <i>NC, skills and processes</i>	Formative review session 1	The role of the subject leader	Adaptive teaching EAL learners - Inclusive Pedagogy	Maths 6 Art 2 <i>painting, assessment, role of the teacher</i>	Guided support to work on and evidence actions	PDA – core criteria task	2 days School Embedded Learning	Adaptive Teaching
13/5		Tutor-led bespoke on an element of high quality teaching & learning	The subject leader and Ofsted	Planning for Progression (weekly/unit)	English 6 <i>writing process</i> Science 2 <i>assessment, adaptive planning electricity</i> Music 2 <i>Listening, composing, planning & progression</i>		Mini teach phase 5 Teaching spelling and phase 6	2 days School Embedded Learning	Planning for Progression – structuring sequences of learning
20/5		Tutor-led bespoke on an element of high quality teaching & learning		Behaviour for Learning	PE 4 teaching athletics & assessment Computing 2 <i>Digital technologies: planning & teaching</i>	Reflective work, placement file, audit development. Sharing, actions progress		2 days School Embedded Learning	Behaviour for Learning
HALF TERM – 27 TH -31 ST May 2024									

3/6		Student-led bespoke on an element of high quality teaching & learning	Applying for jobs, focus on interviews	Critical Thinking and higher order questioning	Maths 7 <i>Measures</i> Science 3		Subject knowledge audit. Using data Running records	2 days School-Embedded Learning	Critical thinking, questioning and supporting greater depth learning
10/6- 19/7	DEVELOPING PLACEMENT (6 WEEKS)								
22/7		Analysing the impact of enquiry. How to draw conclusions from your reflective enquiry		Using data for improving progress					
SUMMER BREAK – 26TH July – 30TH August									
2/9			Applying for jobs, focus on interviews (2)		English 7 interview lesson PE 5 OAA & learning outside Computing 3 computational thinking, algorithms D.T. 2 Using materials safely, adaptive teaching and assessment	Audit knowledge /skills in chosen subject, actions planned from Dev Placement	Miscue analysis Wider reading strategies		
9/9				Extending professional Practice into ECT year		Reflective work, placement file, audit development. Sharing, actions progress	Wider reading strategies (2)		
16/9	PLACEMENT PLANNING AND PREPARATION WEEK + PLACWEMENT TUTORIALS								
23/9 6/12	EXTENDING PLACEMENT (9 WEEKS + 1 WEEK VISITS) – Half term (England schools) is week beginning 21ST October 2024.								
9/12				CEDP TUTORIALS					

Developing placement:

Build on the experience gained on Beginning Placements –

- Seek to further develop professional practice which supports group and whole class teaching.
- Increases awareness and engagement beyond the classroom.
- Teach up to 60% of the time spent in schools- building on students’ knowledge of the plan, teach, assess, and reflect cycle.
- Develop ability to track impact of teaching on pupil progress over time
- Have common expectations and requirements for all Programmes- These placements may be paired in some cases.

This should be done by:

- Adapting / developing and updating weekly, sequences and individual learning activity plans to support and sustain teaching and learning for all learners throughout the placement
- Sustaining learners’ interest and engagement in age / ability appropriate learning activities that meet the intended objectives.
- Planning and carrying out assessment of learning to inform next steps in learning and teaching.
- Managing a safe and stimulating learning environment.
- Discussing and enacting informed feedback and personal reflection to identify and support progress in professional practice throughout the placement.

Domain of ITT Learning	Staged expectation	‘PGCE EYFS & Primary’ curriculum links (know and learn)	Questions to explore with your mentor	Teacher standards that are developing to be exemplified within the context of the placement phase
Professional behaviours	<p>Engage in self and collaborative reflection to identify and inform professional development.</p> <ul style="list-style-type: none"> • Showing a developed ability to engage in weekly reflection. Critical reflection based on sound, current and relevant research. • A developed ability to identify ‘student teacher’s’ own professional development targets Inc. subject knowledge / key concepts of subject sequencing. • Considering wellbeing and workload implications and strategies used by professional staff. <p>Contribute to an understanding of progress and impact and development in pupils’ learning and welfare.</p> <ul style="list-style-type: none"> • Developing pupil profiles and exploring how best to track progress of the class/ group using case studies as key exemplars of learner needs. 	<p>PGPC9130: Know that reflective practice is an essential part of teaching. Know that continuous professional development through subject and pedagogical knowledge updating is essential for effective teaching. Learn how to reflect effectively so as to develop practice and thinking.</p> <p>PGCE7004 – critical reflection and reflective models</p> <p>PGCE7004: Enhancing Professional Practice Understanding of the importance of reflective practice as a tool for professional development.</p>	<p>How well do you:</p> <ul style="list-style-type: none"> • Seek support and communicate effectively with other colleagues? • Recognise the value, expertise and benefits to learning of cooperative working? • Plan for, brief and deploy effectively other adults in and out of the classroom? • Review professional learning and practice on a regular basis and identify strategies to improve? • Seek out guidance and support from mentors and other colleagues and use the feedback to improve practice? • Demonstrate sensitivity to home background, ethnicity, culture and 	<p>S8 Demonstrate a sound ability to work collaboratively with other colleagues and professionals both in a support and lead capacity: contribute to an understanding of progress and impact and development in pupils’ learning and welfare.</p> <p>S2a&b, S4d, S8d Engage in self and collaborative reflection to identify and inform professional development.</p>

	<ul style="list-style-type: none"> Weekly reflections showing ability to track pupil progress and identify next steps to learning. Develop ability to independently guide, plan and direct other adults to best support children's needs. 	Critical understanding of different aspect of high quality professional practice	religion when communicating with parents and carers?	
Behaviour	<p>Demonstrate a sound ability to model, command and create circumstances that support good behaviour throughout the school environment</p> <ul style="list-style-type: none"> Gain an understanding of whole school and specific classroom behaviour policies & strategies. Develop your ability to enact strategies to different learning activities / environments, as necessary. Observe and be observed implementing behaviour strategies learned. Develop your understating of how high quality teaching and engagement in learning activities impacts on positive behaviour. Develop your ability to reflect on the range of strategies your mentor, class teacher and you employ with the group of children- weekly reflection will give opportunity to consider impact on pupil progress. 	PGPC9140 – Know that the creation of classroom climate and pre-empting possible poor behaviour through planning and activity design can support behaviour that leads to effective learning. Learn how to apply this principle to a classroom context through setting cognitively challenging tasks and clear expectations.	<p>How well have I developed my application of:</p> <ul style="list-style-type: none"> Making use of the relevant school behaviour policy and be able to employ a range of effective strategies to secure appropriate learning behaviour, self-control and independence so that all learners can make progress? Ensuring that pupils know the boundaries of acceptable behaviour and understand the consequences of their actions? Minimising the impact of negative behaviour of some pupils on teaching and the learning of others? Establishing and maintaining effective relationships in the classroom between teacher to pupil, other adults to pupil and pupil to pupil? Understanding the link between learners' behaviour and their involvement and engagement with learning? 	S1, S7 Demonstrate a sound ability to model, command and create circumstances that support good behaviour throughout the school environment.
Ambitious curriculum- Challenging disadvantage together.	<p>Demonstrate an informed understanding of policy and practice to ensure effective engagement of all learners regardless of ability and background.</p> <ul style="list-style-type: none"> Gain an overview of children's backgrounds and what interventions exist to support learning. Understand school/setting vision and values- develop ways of incorporating aspects into everyday approaches to learning. Explore with mentor how curriculums are adapted to meet the needs of all children. Implement with pupil profile children. 	<p>PGPC9130 – Know the role of the subject leader and teacher in relation to Ofsted expectations and inspections. Learn how to prepare for that as a student teacher and their role in subject teaching.</p> <p>PGPC9130 – Learn how to search effectively for appropriate teaching jobs. Learn how to create a personal statement, to complete an application form effectively and prepare for an interview.</p>	<p>How well have I:</p> <ul style="list-style-type: none"> Taken into account the key factors that contribute to the development and wellbeing of learners? Understood the extent to which different backgrounds and influences may have an impact on learning? Known and developed my understanding surrounding the factors that can present barriers to learning, progress and wellbeing and how these barriers might be overcome? Interpreted and developed use of school level data to identify targets for learners? 	<p>S2, S4 Develop and update plans to support the respective needs of learners across the relevant curriculum to sustain learning and progression throughout the placement.</p> <p>S5 Demonstrate an informed understanding of policy and practice to ensure effective engagement of all</p>

	<ul style="list-style-type: none"> Identify PP, EAL, SEND children- use their action plans to provide adaptive teaching activities to ensure they make progress. Develop your role in understanding how subjects are sequenced to support all learners, with particular focus around 'disadvantaged' groups. 	<p>PGPC9140 - Know how to keep children safe online and how to use the internet safely so as to keep them free from exploitation</p> <p>PGPC9140 – Learn how to adapt teaching for children with EAL. Learn that effective teaching for children with EAL is effective for all, in terms of visual cues and multiple entry points.</p>	<ul style="list-style-type: none"> Known how to identify the needs of pupils and adapt tasks, activities, resources effectively to support learners including those with special educational needs, those with disabilities, those for whom English is an additional language and those from diverse social, cultural, ethnic, religious and linguistic backgrounds? Developed recognition of differences in the rates of progress and attainment of pupils experiencing challenging circumstances? 	<p>learners regardless of ability and background.</p>
<p>Curriculum</p>	<p>Demonstrate good personal understanding of the relevant areas of learning and a sound understanding of how they may be taught to inspire learning and address misconceptions</p> <ul style="list-style-type: none"> Develop your role in understanding how subjects are sequenced to support all learners. Develop an ability to adapt and design sequences of learning for the young people you teach. Enact approaches to both formative and summative assessment that allow you to understand how to sequence next steps in sequences of learning. 	<p>PGPC9140 – Music, Art, In these sessions, know the core concepts and pedagogies. Learn how to plan lessons, use resources and apply the concepts and pedagogies to their own teaching. Science, Learn how to work scientifically, plan for the development of scientific knowledge. Learn how to apply a progressive scientific toolkit to all topics taught. Computing – Know the three strands of the computing curriculum and understand unplugged activities. Learn how to apply computing concepts and create simple programs. Maths – Know the variety and progression in multiplication and division calculation. Know the progression in skills and knowledge of 2d and 3d shape. Know how to apply practical measures to problem solving. English - Know the statutory summative assessment measures used in school and how they work. Learn how to apply creative approaches to teaching the writing process and developing reading beyond SSP. PE. Learn how to plan and teach safe athletics and games lessons, applying principles to different disciplines and</p>	<p>How well have I:</p> <ul style="list-style-type: none"> Identified possible misconceptions and plan how to prevent these forming Developed understanding of how learners learn? Selected and adapted teaching styles and strategies to suit the stage of the lesson, and the learning of individuals, groups and whole classes as appropriate? Guided, scaffolded and model to help learners understand new processes and ideas, and remove scaffolding when learners are achieving a high degree of success? Effectively use questioning for many purposes, including to check learners' prior knowledge, assess understanding and break down problems? Provided opportunities for learners to consolidate and practise enacting new knowledge and skills? Managed the timing and pace of lessons, intervene effectively and change direction and shift in emphasis to support learning? Used a variety of imaginative resources and innovative learning activities that interest and challenge pupils' learning and put this into the context of the real world? 	<p>S1, S3 Demonstrate good personal understanding of the relevant areas of learning and a sound understanding of how they may be taught to inspire learning and address misconceptions</p>

		<p>how to apply a progression in skill development.</p> <p>PGPC9070 – Know the learning required to understand, plan and teach phase 5 and 6 phonics. Learn how to assess reading through use of running record.</p>		
Pedagogy	<p>Demonstrate a secure ability to draw on a range of creative strategies to engage learners throughout the different stages of a lesson and in different learning contexts.</p> <ul style="list-style-type: none"> • Develop and update plans to support the respective needs of learners across the relevant curriculum to sustain learning and progression throughout the placement. • Adopt, adapt and, where necessary, create resources that inspire and sustain active learning and are managed effectively • Develop your knowledge of the application of working memory, cognitive load in design of learning sequences 	<p>PGPC9140 – Learn how to apply questioning, critical thinking and higher order learning strategies to support those learners working at greater depth. Know what effective classroom talk is, in terms of exploratory talk. Learn how to engender this type of talk in the classroom.</p> <p>Know how to plan for a series of lessons that progress skills, knowledge and understanding systematically. Including key principles and adapting published planning.</p> <p>PGCE7004: exploring what high quality practice looks like and involves</p> <p>PGCE7004: Enhancing Professional Practice Using a research informed approach to plan for the implementation of an identified approach on placement which will form the basis of the module assignment.</p>	<p>How well have I:</p> <ul style="list-style-type: none"> • Taken into account pupils’ prior knowledge when planning how much new information to introduce? • Taken account of prior learning in planning and teaching? • Constructed and scaffolded learning and analyse learner’s progress and make accurate assessments of their learning and achievements? • Broken complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps). • Monitored and assessed progress and give feedback so that most pupils make good progress in their learning? • Planned for continuity and progression across the key stage(s) building on pupils’ prior knowledge and attainment? • Sequenced lessons so that pupils secure foundational knowledge before encountering more complex content. 	<p>S2d, S4b Demonstrate a secure ability to draw on a range of creative strategies to engage learners throughout the different stages of a lesson and in different learning contexts.</p> <p>S2, S4 Develop and update plans to support the respective needs of learners across the relevant curriculum to sustain learning and progression throughout the placement.</p> <p>S1 Adopt, adapt and, where necessary, create resources that inspire and sustain active learning and are managed effectively.</p>

<p>Assessment</p>	<p>Draw on a developing range of methods of assessment to identify, communicate and record a broader spectrum of learning and development.</p> <ul style="list-style-type: none"> • Monitor and track pupil profile children’s progress. • Develop ways to communicate with young people what they have learnt and how they can focus on targeted next steps to their own development. • Consider and develop summative assessment tasks that allow you to plan further sequences and interventions where necessary. 	<p>PGPC9140 – Know that schools use summative assessment measures and a range of data to inform their planning, inform them about progress and form a range of comparison tools to measure their effectiveness. Learn how to use data effectively, including software packages to to inform progression and learning</p> <p>PGCE7004: Critical analysis and reflection of principles and practices of assessment</p> <p>PGCE7004: Enhancing Professional Practice Critical evaluation of research in the area of assessment for learning, the differences and relationship between formative and summative, and the impact that effective feedback can have on learning.</p>	<p>How well do I:</p> <ul style="list-style-type: none"> • Make effective use of the schools; monitoring, marking assessment and recording policy? • Build formative assessment into lessons? • Know the NC levels of attainment and use these appropriately and effectively to monitor progress and attainment and develop and extend learning? • Relate assessment to learning objectives, learning activities and learning outcomes? • Use a developing range of assessment strategies including self and peer assessment in a way that promotes pupil progress? • Give appropriate and timely oral and written feedback to motivate and reinforce learning and help pupils to set targets to improve? 	<p>S6 Draw on wide-ranging methods of assessment to identify, communicate and record a broader spectrum of learning and development.</p>
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Tasks to complete as part of your teaching & learning activity

Domain of ITT Learning	<p>Professional development task:</p> <p>Use these tasks to gain a greater understanding of the link between your taught modules and school context in which you are placed. Each task may require a Product, conversation, observation or track of pupils learning; accompanied by your critical reflections on their impact on your own learning.</p>
Professional behaviours (1)	<p>All Tasks relating to the 5 domains of ITT learning for PgCE (QTS) students form part of your School embedded learning 'Reflection Book'</p>
Behaviour (2)	
Ambitious curriculum- Challenging disadvantage together	<p>We do encourage all ITT students to negotiate what this task may look like with your Mentor.</p> <p>We recognise that each placement will have its own context, circumstances that lead to 'Challenging disadvantaged together' to need tackling in diverse ways. At Developing phase, we encourage you to become more involved in the delivery of support within the approach your school/setting is taking in this area. Some settings may focus on Pupil Premium- so the focus may be on supporting intervention for identified children. Your setting may be in a national 'Ward' of deprivation. This may relate to the work you have covered on vision and values</p>
Curriculum (3)	<p>All Tasks relating to the 5 domains of ITT learning for PgCE (QTS) students form part of your School embedded learning 'Refelction Book'</p>
Pedagogy (4)	
Assessment (5)	

All Developing Placements:

Each student should:

- Adhere to school / setting Health and safety advice/ policies.
- Be flexible in the role and context in which they are placed (or virtually attached). Student teachers must have the opportunity to address teacher standards throughout a placement.
- Demonstrate a professional approach to appearance, behaviour, timekeeping and attendance.
- Arrive at least 30 minutes before the start of the school/setting day. Allow time for completing relevant responsibilities at the end of the day (not to leave before 4.30pm unless circumstances are agreed with school)
- Follow the guidance set out in the Generic Placement Handbook for giving notice of absence.
- Be directly involved in teaching and learning support for up to 60% of the weekly timetable.
- Allocate the remaining time to observing teaching; familiarisation with school organisation / routines; planning and preparation and evaluation of progress.
- Observe the teaching of Systematic Synthetic Phonics and Guided Reading.
- Be observed (with feedback) teaching Phonics and Guided Reading.
- Undertake small scale Professional Development Activities (PDA) set by tutors: to be shared and discussed with the Mentor at the beginning of the placement
- Maintain a reflective log of pupil progress targets and annotate session plans.
- MAP EXPERIENCES TO staged expectation descriptors

Student Teachers

- Ensure pre-placement contact with Mentor and University Partnership Tutor (UPT)/Partner Programme Lead (PPL).
- Maintain a professional demeanour and appearance.
- Sustain a timely cycle of: planning, preparation, evaluation. **Building to teaching 60% of contact time.**
- Develop track & reflectively log impact on **Pupil progress over time (See TPP guidance)**
- Develop appropriate and constructive relationships with learners and other professionals.
- Seek and take into account advice and guidance from experienced colleagues.
- Engagement in reflection on professional development, tracking progress and target setting.
- **To maintain a Placement File** and Complete the weekly review in the **Student Progress Assessment Record (SPAR)** directly linked to **staged expectation** Assessment Descriptors
- To profile 3 children (See Profiling guidance).
- Maintain a reflective log throughout (see model in SPAR for guidance)

Schools, Mentors and Class Teachers [CT]

- To provide an appropriate setting and context for the student to develop the necessary experience including: An effective welcome / induction opportunity
- Guidance and materials to inform the student's preparation, teaching and contribution to children's learning and welfare.
- Opportunity, feedback and guidance to support and engage the student in reflection, target setting
- To ensure that at least 3 formal observations take place, plus one phonics and one guided reading To undertake weekly tutorial and review sessions focused on pupil progress over time.
- Monitor Student's files and completion of Student Progress Assessment (SPAR) To complete the assessment requirements: KAP D: End of Placement report
- To raise any formal "In need of Intervention plan' in keeping with the guidance (See Guidance for Students who are a "In Need of Intervention"); To liaise with the assigned University Partnership Tutor / Partner Programme Lead

University Partnership Tutors [UPT] / Partner Programme Lead [PPL] for SD Alliances At each placement phase there will be at least 2 Quality assurance touch points (Visits) from your UPT or PPL.; 50% of QA touch points will be 'in person: 50% will be Virtual via TEAMS or ZOOM

- Ensure pre-placement contact with student teacher. Provide contact details.
- Make early contact with the Mentor to support the start of the placement as appropriate.
- Respond to placement issues as required and support the formal process for dealing with an "Intervention Plan" if raised.
- Conduct two QA visits to moderate staged expectation progress assessments
- Assist in the moderation of placement assessment (formative & summative).
- Ensure that all placement outcomes are collated in time for module assessment boards and are presented to PAd
- In School Direct Alliances, being a UPT and Personal Academic Tutor is part of the role of the Partner Programme Lead (PPL)

Week by Week suggested exemplification:

Week	Student's Role	Mentor's Role	Class Teacher's Role	UPT/PPL's
<p>Serial days/ prep week</p>	<ul style="list-style-type: none"> • Prepare and maintain a placement file. • Share your SPAR with Mentor/CT • Identify your placement teaching timetable and content including PPA entitlement {same as ECT} • Share any school based assignments/ research set for placement-negotiate time for these {Prof Devt. activities} • Observe lessons / sessions taught by the Class Teacher and discuss pedagogy / behaviour management / organisation. • Reflection book activities as necessary • Work with a small group and collect evidence of their learning. • Choose and begin to gather evidence on your 3 pupil profile children. • Create an assessment record to use throughout placement to record evidence of pupil progress in all subjects taught (TTP Guidance) • Gather Pupil Progress data (Class data summary sheet) Adhere to school GDPR guidance throughout. • Email your UPT / PPL. Provide an update 	<ul style="list-style-type: none"> ▪ Discuss targets from student's previous observations and reports. • Ensure student(s) have the information necessary to prepare for the placement. • Consult with student re any school based assignments /research set for placement • Negotiate times for teaching timetable including PPA and weekly tutorial. • Ensure Pre-Placement Checklist is complete; if not contact UPT / PPL to discuss. <p>Explain School GDPR guidance regarding storage of documents and pupil formation</p>	<ul style="list-style-type: none"> ▪ Consider placement set-up implications for the student (s), the class, yourself. ▪ Arrange suitable opportunity to work with children. ▪ Disseminate necessary information to aid initial planning. ▪ Discuss initial planning ideas ▪ Support trainee in settling into a professional role. • Liaise with Mentor as appropriate 	<ul style="list-style-type: none"> • Assist / visit as necessary in response to issues that arise. • Make early contact & visit if required. • Inform Cohort Leader of any issues. • QA / moderate schools & settings. • Make students aware of QA contact / type • Address and support the role of the External Examiner. Liaise and support as necessary
<p>Week 1</p>	<ul style="list-style-type: none"> • Maintain Placement File • Continue to draw on the setting's medium term / weekly plans to develop your lesson / activity/ weekly plans to support your teaching of individuals, groups and even elements of whole class- moving towards 50% of curriculum delivery time • At other times, support learning as directed by the Class Teacher and observe good practice across the school. • Work with groups of children to support learning across the curriculum and negotiate with the CT about undertaking whole class management • Develop your awareness and possible involvement in the wider life of the school. • Make effective use of assessment in your planning and teaching. • Make progress on your PDAs (e.g. profiles / displays / taking the register). • Complete Weekly Review (SPAR) discuss in tutorial with Mentor and agree targets. 	<ul style="list-style-type: none"> • At least 3 observations to be across the placement Provide copy of Obs. for student's SPAR • Weekly Tutorial to include review of student's file and completion of the SPAR and confirm targets <p>Discuss progress / concerns as appropriate with the PT</p>	<ul style="list-style-type: none"> • Provide opportunities for the student(s) to observe your teaching and to work with children (including opportunities to gain experience and confidence in supporting reading development - phonics and group reading) • Liaise with Mentor on student's progress. • Support Assessment Recording and Reporting (ARR). • Encourage student to review and adjust plans if necessary. • Student should be sustaining planning, teaching and class management with increasing independence 	
<p>Week 2</p>	<p>As Week 1</p> <ul style="list-style-type: none"> • Teaching load would normally build up to or maintain 50% curriculum delivery time • Develop your ability to assess, record and report the children's learning. • Review Medium Term Plans and adapt your lesson / activity plans accordingly. 	<ul style="list-style-type: none"> • Discuss/advise on progress of PDAs. • Alert UPT / PPL of any student raising 'In Need of Intervention plan where necessary. 		

Week 3	<p>As in Week 2</p> <ul style="list-style-type: none"> Teaching load would normally build up to 60% curriculum delivery time Develop your ability to assess, record and report the children's learning. (TPP Guidance) Review Medium Term Plans and adapt your lesson / activity plans accordingly. 	<ul style="list-style-type: none"> Alert UPT / PPL of any student raising an 'in need of intervention plan' Analysis of impact of trainee's teaching on pupil progress meeting 	As previous Weeks	<ul style="list-style-type: none"> Check students are maintaining useful records which inform future planning.
Week 4	<ul style="list-style-type: none"> As in week 3 Sustain your teaching. Ensure completion of PDAs. Complete Weekly Review (SPAR) discuss in tutorial with Mentor and agree targets for next placement 	<ul style="list-style-type: none"> Host External Examiner visit as necessary 		<ul style="list-style-type: none"> Remind students they must sustain good progress against staged expectations. Advise Mentor re: areas of strength and those needing further development
Week 5	<p>As in Week 4</p> <ul style="list-style-type: none"> Sustain your teaching. Ensure completion of PDAs. Complete Weekly Review (SPAR) discuss in tutorial with Mentor and agree targets for next placement. Focus on analysis of pupil progress in weekly meeting. Ensure Pupil Profile reports are completed and discuss progress made by all children taught throughout your placement Discuss End of Placement Report with Mentor and sign proforma 	<ul style="list-style-type: none"> Review student's file and completion of Pupil Profiles reports, class assessment records and SPAR and confirm targets for next placement Analysis of impact of trainee's teaching on pupil progress meeting Complete Developing KAP Outcome Record in the SPAR. Email copy of Complete End of Placement Report to University & UPT / PPL 		<ul style="list-style-type: none"> Remind students they must sustain good progress against staged expectations. Advise Mentor re: areas of strength and those needing further development. <ul style="list-style-type: none"> Make a final contact with schools support conclusion of placement and completion and return of assessment outcomes.
Week 6	<p>As in Week 5</p> <ul style="list-style-type: none"> Share completed assessment records with CT Sustain your teaching. Ensure completion of PDAs. Complete Weekly Review (SPAR) discuss in tutorial with Mentor and agree targets for next placement. 	<ul style="list-style-type: none"> Review student's file and completion of the SPAR Confirm targets for next placement Discuss end of placement report / Developing KAP with student in final tutorial Student and Mentor to sign paper copy. Student to include report in file for post placement tutorial with PAT. 		<ul style="list-style-type: none"> Remind students they must sustain good progress against staged expectations. Advise Mentor re: areas of strength and those needing further development

Placement Offers, Allocations, Students	Lancaster and Carlisle Students including School Direct		London Students
	<p>Placement Unit University of Cumbria, Bowerham Road, Lancaster, LA1 3JD</p> <p>Tel 01228 279289 Email educationplacements@cumbria.ac.uk</p>		<p>Placement Unit University of Cumbria, East India Dock Road London E146JE</p> <p>Tel 01228 279289 Email educationplacements@cumbria.ac.uk</p>
Return Reports	<p>Lancaster Students & SD</p> <p>kaplancaster@cumbria.ac.uk copy to</p> <p>PPL or UPT</p> <p>Written enquiries to Programme Administration (PAd)</p>	<p>Carlisle students</p> <p>kapcarlisle@cumbria.ac.uk Written enquiries to Programme Administration (PAd)</p>	<p>London Students (as above)</p> <p>kaplondon@cumbria.ac.uk</p> <p>Written enquiries to the respective campus</p>

Placement Documentation and expectation for completion:

Mentor	Destination	Due	Student
Preplacement Checklist	1 copy to student*	1 st week in school.	To make a complete record of all assessment, feedback and reflections in the SPAR Retain a copy for presentation on future placements Make a copy to be discussed and submitted to your Personal tutor at your post placement tutorial Carry out a placement evaluation as specified on back page of SPAR
Observation Proforma [OP]	1 copy to student*	At least 2 over beginning phase	
Key Assessment Point (KAPD) Outcome Record – Developing KAP	1 copy to Student* 1 copy to University & UPT / PPL	End of Penultimate week of placement.	
In Need of Intervention Referral form (If Needed)	1 copy to Student* 1 copy to UPT / PPL 1 copy to Pad“campus”@cumbria.ac.uk PadLancaster@cumbria.ac.uk	At any point that gives a student appropriate time to improve on targets set (usually flagged by mid-point)	
KAP D Placement Report * as above	Hard copy to be signed by Mentor and student and held in SPAR Email copy to University** Copy to UPT / PPL * To be held in SPAR **Email addresses: kaplancaster@cumbria.ac.uk (Lancaster students) or SD kapcarlisle@cumbria.ac.uk (Carlisle students) kaplondon@cumbria.ac.uk (London students)		

1. **Student Progress Assessment Record [SPAR]:** This standalone booklet builds and retains a record of the student’s development throughout each placement.

It contains:

- **Placement Weekly Review** forms to stimulate and capture the student’s reflection on progress against the Assessment Criteria and informed by self-evaluation, feedback and tutorials. The process incorporates a systematic engagement in reviewing and setting targets.
- **Trainee Development Targets Running Record:** for students to enter agreed (with Mentor) targets based on feedback, discussion, scrutiny of files and their wider reflection on their progress. Register where the Mentor monitors attendance on placement.
- **Staged Expectation Placement Assessment Grid** for annotating, assessing and tracking progress to support feedback, reflection, target setting and summative assessment.
- **Key Assessment Point Outcome Record** completed by the Mentor for capturing summative assessment outcome and formative development targets progress.
- **End of Placement Phase Report Proforma-** usually completed in penultimate week of placement. To be shared with Student during final week. Comments to give formative feedback in relation to progress against the domains of ITT learning. Summative outcome (Pass / Fail) made on the student’s ability to show they have met (best fit) the staged expectation.
- **Tracking Pupil Progress[TPP]-** Working with individuals and groups; This may be parts of lessons...; Specific focus on gathering/evaluation of pupil progress in week 2&4; Keep an ongoing reflective evaluation log; Annotate learning plans to show impact of teaching on progress.
- **Link to Cumbria Teacher of Reading (CTOR)-** You will be teaching a sequence of 3 sessions- evaluate your impact on pupil progress.

The student is responsible for collating and completing this record (See Below: “Completion and Return of Documentation”)

2. **The Placement File:** From first contact (visit days) and throughout the placement each student is required to maintain a file which typically holds:

Current SPAR

Sections as specified in pre placement checklist.

Placement Tasks (where relevant). For PgCE this relates to your SEL scrap book and the negotiation of the ambitious curriculum contextualised task with your mentor.

N.B. This collection of lesson observation feedback, weekly reviews and annotation/ dialogue around of the assessment descriptors will monitor and track the student’s professional development and provide a regular assessment profile which will readily inform and build up the required summative assessment of the placement.

Mentors and University Partnership Tutors / Partner Programme Lead are asked to keep a check on the student's completion of these important documents.

All assessment placement forms (below) can be downloaded from the Partnership Website and completed in electronic format. Visit: <https://www.cumbria.ac.uk/about/partnerships/placements/education/information-primary/>

All students have (hardcopy) **Student Placement Assessment Record**.

Schools/settings should email completed Key Assessment Point Outcome Record (KAPs) / end of Placement Reports to kaplancaster@cumbria.ac.uk (Lancaster students & SD) or kapcarlisle@cumbria.ac.uk (Carlisle students) kaplondon@cumbria.ac.uk (London students) and your UPT / PPL.



“Aspirational training to achieve inspirational teachers with pupils’ learning and well-being at the heart of our partnership”

Early Years & Primary Initial Teacher Education

SPAR: Student Progress Assessment Record

Information:

Trainee:	
Year/ Programme (e.g.PGCE):	
Placement (B,D,E):	
School/Setting:	
Mentor:	
Class Teacher:	
University Partnership Tutor (UPT) /PPL:	
Age Range taught:	
Start / Finish Dates of Placement:	

Signatures:

In order for you to start your placement you must have the following signatures: Personal Tutor(PT)/PPL: during target-setting meeting with trainee prior to placement. Mentor: on or following final visit day or by end of first day of placement at latest (see also ‘Pre-Placement Check List’ in this pack).

Personal Tutor/PPL:	
Mentor*:	

*or other nominated school-based colleague who also complete the Pre-Placement Checklist with the student

STUDENT PROGRESS ASSESSMENT RECORD (Academic year 2023/2024)



Introduction:

The SPAR is designed to track, monitor and evidence your journey from the start of your QTS course through to the end. It is to support you in tracking your progress against staged expectations and in meeting the required Teachers' Standards by the end of your programme (extending placement). This is the key record of your professional and academic development and has been designed so that all tracking and assessment documentation is recorded and stored in one place.

The SPAR:

- is your record and you are responsible for ensuring that it is completed in an accurate and timely manner.
- comprises all of the documentation that is completed during each placement phase (B, D or E)
- should be kept in section 2 of your file and should be available for the Mentor and UPT to refer to and use as relevant
- should be retained in paper or accessible electronic form during all placement phases
- individual forms are available in electronic form from <https://www.cumbria.ac.uk/about/partnerships/placements/education/information-primary/>

Placement information	Complete before placement and obtain the required signatures.	
Trainee Teachers' Staged Expectations Assessment Descriptors	Use with your Mentor and UPT to discuss and track progress over time against the staged expectation and enactment of your ITT curriculum. You will have 'learnt' knowledge and 'learned how to' consider many skills that you then gain a chance to enact in a classroom setting. Through ongoing high quality professional discussion with your mentor you will be able to identify areas of strength and areas for development in order to set short-term and longer-term developmental targets.	
Development Targets Running Record	Use to record the targets set at your Pre-placement tutorial . These should be based upon areas for development identified at the end of your previous placement (continuing trainees only) and linked with the aspects of 'new' learning from your ITT curriculum. Update after each Mentor meeting and add new target(s) agreed.	
Pre-placement check list	Complete before each placement. Mentor should sign to confirm that you are ready to undertake the placement.	
Curriculum coverage	Complete during each placement to record different aspects of curriculum coverage.	
Class data summary	Complete at the very beginning of your placement to help you plan for the class. You should collect the data from the class teacher.	Refer to detailed Tracking Pupil Progress Guidance
Class progress tracking sheet	Use to record your formative assessment for the class and track pupils' progress.	
Group progress tracking sheet	Use to record your formative assessment for different groups. This could also be used by the TA or other support staff.	
Lesson observation (observers form)	Complete when observing colleagues' teaching – see guidance on observation proforma.	
Reflections	There is an expectation on all phases of placement that you will keep an ongoing reflections of impact on pupil progress, use the prompts in the TPP guidance as starters, please devise your own format for this.	
Focused pupil progress review form	Use as prescribed on B, D, E placements (see TPP guidance) to demonstrate your impact on pupil progress and learning over time.	
Weekly Review template	Complete prior to your weekly tutorial with your Mentor. For B & D phases this review focusses your thinking around 6 'domains' of ITT learning & enactment. At all time you should consider the effect your teaching is having on ongoing pupil progress over time.	
Observation proforma	Completed by the Mentor or UPT, or other observer, after each observation.	
Student QA form	Your UPT /PPL will share this form with you prior to a visit. You record a summary of your work and reflections so far – these will be discussed and added to during UPT visit.	
Pupil profile log	Use to record your pupil profiles – 3 pupils on B, D and E placements. Refer to detailed Pupil Profiling Guidance.	
End of Placement Report	Completed by the Mentor at the end of all placements of four weeks or more.	

Key Assessment Points*

The Common Framework involves use of the descriptors at 3 Key Assessment Points (KAPs) during the period of training, regardless of the chosen Programme: Postgraduate, Undergraduate, full or part time. Using the terms adopted by the University of Cumbria to describe the **stages** in school-based experience, the KAPs occur:
KAP B - At the end of the assessed "Beginning" Placement
KAP D - At the end of the assessed "Developing" Placement
KAP E - At the end of the assessed "Extending" placement

At Beginning & Developing phases your summative assessment will be a professional judgement on your ability to make good progress in addressing the staged expectation (the skills & knowledge that MOST student teachers will have been able to enact in a school or setting)

At extending phase the summative judgement will be made on your ability to 'meet' the national teacher standards.

The specific timings of Key Assessment Points for each Programme are as follows:

Programme	KAPB	KAPD	KAPE
BAQTS 3 year	End of Beginning placement in Year 1	End of Developing placement in Year 2	End of Extending placement in Year 3
BAQTS 4 year	End of Beginning placement in Year 1	End of Developing placements in Year 2&3 – each mapped to the staged expectation based on the curriculum covered. <i>*Y3/4 is taken as a comparator with other programmes for moderation purposes.</i>	End of Extending placement in Year 4
PgCE Fulltime/SD	End of Beginning placement	End of Developing placement	End of Extending placement

*Often the KAP grading points land in the penultimate week of each placement phase. This is designed to allow adequate time for Mentor, student and UPT (or PPL) to effectively moderate progress & outcomes ensuring that forms are returned to the university in good time to meet academic examination boards (effectively allowing students to progress or graduate).

It is essential that all comments regarding trainee progress are aligned with descriptors in the "Staged expectation assessment descriptors". It is essential that all involved in the assessment process, including the trainees, fully understand and can explain how the assessment guidance and criteria are applied to ensure accuracy and consistency.

PRE-PLACEMENT CHECK LIST

For Assessed placements only
Last Revised Sept 2022



The Trainee and mentor should agree and sign-off this form pre-placement before they sign the front of this pack

Trainee Name		Programme & Year group		Placement Phase	
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THE FOLLOWING ARE PRESENT IN THE PROFESSIONAL FILE	Signature of Trainee	Signature of Mentor
<p>SPAR File: SPAR Front cover signed Pre-placement Checklist signed off Staged expectation assessment descriptors for this placement phase. Curriculum Tracker Developmental Targets Record signed by PT Placement Supplement Weekly Review proforma Formal and Informal observations proformas Safeguarding Policy (read, signed, dated) GDPR Policy (read, signed, dated) General information about the placement setting/school, class information</p> <p>All observations, reports, Assessment outcomes and Action Plans from previous placements</p>		
<p>Planning File: Class timetable per week identifying teaching % UoC Planning document for reference Sequences/Medium term plans for placement Planning proformas to be used</p> <p>For EYFS Trainees: Areas of learning</p> <p>For KS1/2 Trainees: English; Mathematics; Science; Computing; RE; Range of Non-Core Subjects.</p> <ul style="list-style-type: none"> • Weekly Planning Sheets • Daily/Organisational Plans Learning Plans (for first 2 days)		
<p>Tracking Pupil Progress File: Class Data Summary completed Pupil Profile information for 3 children Class/ Group trackers printed ready to complete Focused Review proforma</p>		

Trainee **is** adequately prepared to begin his/ her placement

Trainee **is not** adequately prepared to begin his/ her placement and is therefore at risk of failure

Signature of AT/Mentor:

Date:

Areas for attention

- 1.
- 2.
- 3.

The areas for attention, indicated above, must be addressed during the first few days of the Block Placement if the planning is still not adequate, the trainee may not be allowed to start the placement.

CURRICULUM COVERAGE

Revised September 2022



Name of trainee:

Beginning Placement	English/ Literacy	Phonics	Guided Reading SPAG	Maths	Science	Computing	PE	D&T	Geography	History	MFL	Music	PSHCE	Art	RE
Observed teacher															
Participated															
Planned and taught a lesson															
Mentor Lesson Observation Form Completed															
Developing Placement															
	English/ Literacy	Phonics	Guided Reading SPAG	Maths	Science	Computing	PE	D&T	Geography	History	MFL	Music	PSHCE	Art	RE
Observed teacher															
Participated															
Planned and taught a lesson															
Created a sequence of learning / unit of work															
Mentor Lesson Observation Form Completed															
Target curriculum coverage on next placement:															
Extending Placement															
	English/ Literacy	Phonics	Guided Reading SPAG	Maths	Science	Computing	PE	D&T	Geography	History	MFL	Music	PSHCE	Art	RE
Observed teacher															
Participated															
Planned and taught a lesson															
Created a sequence of learning / unit of work															
Mentor Lesson Observation Form Completed															
Target curriculum coverage in ECT years:															

EYFS COVERAGE of Areas of Learning

Revised September 2022



Name of trainee:

Beginning Placement	Communication	Physical Development	Personal, Social, Emotional Literacy	Maths	Understanding the World	Expressive Arts & Design	Indoors	Outdoor	Care Routines – sleep and rest	Care routines – food and drink	Care routines – personal hygiene	Partnership - parents	Partnership – other prof			
Observed teacher/key person/ practitioner																
Participated																
Planned and taught an adult-led activity/experience																
Planned and facilitated an enhancement to continuous provision – adult led activity/experience																
Planned and facilitated an enhancement to continuous provision – child led activity/experience																
Retrospective planning capturing the spontaneous learning from child-initiated activity/experience																
Mentor Observation Form Completed																
Developing Placement																
	Communication	Physical Development	Personal, Social, Emotional Literacy	Maths	Understanding	Expressive Arts & Design	Indoors	Outdoor	Care Routines – sleep and rest	Care routines – food and drink	Care routines – personal hygiene	Partnership - parents	Partnership – other prof			
Observed teacher/key person/ practitioner																
Participated																
Planned and taught an adult-led activity/experience																
Planned and facilitated an enhancement to continuous provision – adult led activity/experience																
Planned and facilitated an enhancement to continuous provision – child led activity/experience																
Retrospective planning capturing the spontaneous learning from child-initiated activity/experience																
Mentor Observation Form Completed																
Target possible coverage on next phase/placement:																

Extending Placement	Communication	Physical Development	Personal, Social, Emotional Literacy	Maths	Understanding the World	Expressive Arts & Design	Indoors	Outdoors	Care Routines – sleep and rest	Care routines – food and drink	Care routines – personal hygiene	Partnership - parents	Partnership – other prof			
Observed teacher/key person/ practitioner																
Participated																
Planned and taught an adult-led activity/experience																
Planned and facilitated an enhancement to continuous provision – adult led activity/experience																
Planned and facilitated an enhancement to continuous provision – child led activity/experience																
Retrospective planning capturing the spontaneous learning from child-initiated activity/experience																
Mentor Observation Form Completed																
Target development for post qualifying years (ECT):																

University Of Cumbria ITE Partnership: Resilience & Teacher Workload Reduction Charter

The University of Cumbria ITE Partnership has a strong focus on teacher workload reduction and teacher resilience for all. Our aim is to supplement and, in many cases, add value to the support being offered in Partner Schools & Settings. The opportunities offered by the University of Cumbria are open to all of our students, current or recently qualified.

We also offer the enhancement of ongoing quality training and CPD noting the benefit this brings to the wider Partnership.

Everyone has a right to expect access to support throughout our Partnership- please use this Charter as the starting point for conversations with leads both at University and in Schools/Settings.

Intent –

- Our intent is that our partnership has a focus on ensuring all teachers & students are well supported (mentally / emotionally)
- Challenge and lead dialogue about Teacher Workload Reduction (TWR) and Teacher Resilience.
- Encourage professional conversations...& lay out responsibilities for ensuring Resilience and TWR are key attributes of any Teacher training programme.
- To provide support for students targeted at individuals leading to resilient trainees.

Implementation –

- To promote discussion and provoke challenge
- To be shared throughout programmes and their partnerships
- Lead to CPD;
- To promote professional conversations relating to wellbeing and workload feeding into ongoing partnership feedback mechanisms.

Impact –

- Students leaving the university feeling confident to take on their ECT years and remain in the profession
- Ensuring students know where to go for support and to understand that asking for help is a strength; also to recognise the students who may not seek this support when they need it.
- School / Setting staff receive regular feedback, training and ongoing CPD opportunities linked to Teacher workload reduction and resilience

* This Charter will become part of the UoC ITE Partnership Agreement ensuring that it will come to the attention of Head Teachers / mentoring leads who sign the agreement.

UoC students will:

- identify your strengths & skills early on and have the confidence to share these;
- know who to approach for support (seek it out);
- aim to maintain a healthy work/life balance by:
 - Getting adequate sleep.
 - Getting regular exercise.
 - Being realistic about what you can achieve.
- set your own placement well-being target and review it each week with your mentor;
- take responsibility in confronting fears rather than avoiding them; helping to reduce anxiety. The sooner they are confronted the sooner they will be addressed;
- be clear about how you exemplify staged expectations (B&D) and National Teachers' Standards (E phase);
- know when you have done enough!

ITE Partnership Staff will:

- have regular & timely check ins with ITE students whilst on placement- be specific in asking:
 - how they are feeling?
 - have they any concerns?
 - are they maintaining a work/life balance?
- talk to ITE Students about ways in which your school have reduced teacher workload & support teachers to develop effective work/life balance;
- allow ITE students the opportunity to discuss ways that they have experienced planning, pupil tracking & assessment methods;
- share school well-being guidance & policy;
- ensure that ITE students signal where evidence can be found for Staged expectation exemplification; rather than collection. (Reflection not collection)

UoC Programmes will:

- ensure that students understand the staged expectations in each placement phase leading to meeting teacher standards at end point assessment.
- work through elements of ITE paperwork during programme sessions prior to placement (Planning, tracking, assessment);
- support students to reduce the workload associated with planning for learning, marking and use of data in line with DfE guidance;
- ensure Personal Tutors review and refer to student's targets prior to and post placement;
- be honest and balanced about expectations of teachers and how to manage reasonable workloads;
- reach out & support as necessary. e.g. high quality mentoring that explores the enactment of knowledge and skills learned in their ITT curriculum.

Together we will:

- ask, assess, act; listen non-judgmentally; give reassurance & information; encourage self-help strategies (www.mhfaengland.org); enable the ITE student to get appropriate professional help;
- have a shared understanding of and commitment to implementing teacher workload reduction; conduct an annual review of ITE partnership paperwork with a focus on responding to teacher workload reduction;
- aim to place ITE students in schools which will recognise their strengths and provide them with appropriate challenge; supporting for areas of development effectively; ensure that everyone is clear as to expectations of students at different stages of placement journey;
- encourage mentors to develop and be recognised for their mentoring & coaching skills; through ongoing professional development & qualifications with the University of Cumbria.

DEVELOPMENT TARGETS RUNNING RECORD

last revised Sept 2022



Name of Trainee:

Placement: B/D/E (use colour coding to track)

INTENT		IMPLEMENTATION		IMPACT	
Targets	Links to staged progress expectations (B&D) In extending phase links to Teacher Standards	Actions to be taken by Trainee	Date to Achieve	Review Target & Signal Evidence trail (e.g. Weekly reflection dd/mm/yy)	Sign and date: student/UPT/Mentor/PPL

INTENT		IMPLEMENTATION		IMPACT	
Targets	Links to staged progress expectations (B&D) In extending phase links to Teacher Standards	Actions to be taken by Trainee	Date to Achieve	Review Target & Signal Evidence trail (e.g. Weekly reflection dd/mm/yy)	Sign and date: student/UPT/Mentor/PPL

TRAINEE' S Beginning & Developing PLACEMENT WEEKLY REVIEW

Revised Sept 2022 V2



- This reflection document should refer to the **staged expectations** in the placement supplement.
- You should **complete it electronically**, by reflecting on your week and referring to your developmental targets (running record).
- **Your mentor will complete their section during the weekly meeting. (*or shortly after returning to you)**
- Select evidence from your placement paperwork; lesson annotations, tracking data, profile children, observations or professional conversations undertaken with others and any lesson feedback of your teaching.
- You should comment on your impact on pupils' progress and your own progress in relation to your targets linked to the staged expectations for your placement.
- You should refer directly to the 6 domains of learning; building on what 'you have learnt' and 'learned how to' in your ITT curriculum. Reflect on how this has helped you to enact this in your school or setting.
- The completed document should then be central to your professional conversation, with your mentor, at the weekly review meeting.
- **New Targets discussed here feed directly into the trainee running record of developmental targets sheet.**

Trainees Name		Placement	
Week		Mentor	
School/ Setting			Attendance this week:

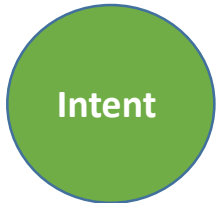
Reflect on your week. Consider how you have worked on your targets during planning, teaching and non-contact time. Discuss and evidence the impact this is having on your pupils and your own development.	My Evidence of this is: (refer to paperwork in your files, observations of children's learning and behaviours, samples of children's work, feedback from others, reading or CPD)	MENTOR COMPLETION How have you supported the student this week? What observations, guidance, steering to other expert colleagues in school, research and subject focus have you been able to discuss or provide? How have you used the ITT curriculum of this student to help them build on their learning?
Teacher wellbeing, workload and resilience: How have you developed your approach to workload management? Have you maintained your well-being target? Identify further support required:		
My priority area of development this week was: (link to staged expectations and your target). I know that... I have learnt how to...		
Actions Taken: (cross-reference to your running record of targets) What did you do to action your targets this week? What did others do to support you to meet your targets? What did you learn from this?		

Impact: What progress are the pupils making? What progress have you made?		
My next steps are to:		
<i>My Agreed Target/s and actions to be written directly on Development Target Running record, following this meeting.</i>		
Trainee Signature:	Date: Click or tap to enter a date.	
Mentor Signature:	UPT/PPL signature (if present):	
Mentor- Any Further Comments linked to professional behaviors, file and staged expectations:		

Planning For Trainee Teachers: Shared expectations

Key:

ITE students may arrive at point of initial training with varying experiences. This cyclical model accepts that this experience may mean a student starts at different points.



Indicative Implementation

- Mentors/class teachers should provide trainees with pre-existing schemes of work
- Trainees develop their own sequences of learning with guidance from class teacher/mentor
- Trainees develop their own sequences of lessons independently
- Where possible trainees should use sequential planning (e.g. weekly for primary) with an evaluation of pupil progress

- Programme taught session
- Observation of a taught session with commentary on how planning impacts on the pupils' learning.
- Shared planning carried out of mentor's lesson/s
- Planning as part of a team
- Regular professional discussions with mentor/teacher

- Programme provides guidance and a clear planning format/structure which will include non-negotiables.
- Trainees work with teacher to develop their own individual simple learning plans – what do I want the children to learn and so what do I want them to do?
- Trainees can use school planning format or University of Cumbria proforma (where non-negotiable elements are clear)
- Where possible team teach task (lesson study approach) to support trainees planning

- Planning becomes more embedded as a process
- Should include learning objectives, success criteria, learning activities, formative and summative assessment opportunities, differentiation,
- Learning plans should be shared for observed lessons.
- Learning plans should be reflected upon or annotated following feedback from class teacher/mentor and based on pupil progress.

- Observation of a session with commentary on how planning impacts on pupil progress
- Where possible mentors/class teachers should provide trainees with a sample of their planning and resources and help the trainees to annotate and adjust before teaching.
- Review/Annotate learning plans following lesson with help and advice from the teacher



B&D Phase OBSERVATION PROFORMA (Revised September 2022)



You **MUST** discuss a focus for observation in advance of the session. The completed proforma should be held in your SPAR.

Beginning placement = min 2 x observations. Developing placement = min 3 x observations. Extending placement = min 4 x observations.

Trainee Name:		Setting/School:			
University Programme		Age range:		No. in Group	
Curricular Area:		Observer / Role:		Date:	Time:

Student Focus Target:		
Practice Observed Today:	Impact on pupil progress:	Links to domains of learning:
Questions about practice observed		

Page 2 to be completed in the **lesson discussion** following observation.

Effective Lessons – prompts:

- **Task Design:** teacher instruction, engagement, pace of learning, pitch, collaboration, independent application or practice, motivation
- **Responsive teaching - AFL:** feedback / forward, questioning, challenge
- **Subject knowledge** – use of specific subject vocabulary, cross-curricular links
- **Behaviour for learning:** Expectations, aspirations and relationships.

Agreed Strengths of Session:	Impact on progress:	Links to staged expectations
Agreed Targets:	Actions to be taken:	Links to staged expectations
Trainee Teacher's Signature:	Observers' Signature (s):	Date:



LESSON OBSERVATION OBSERVERS FORM

Revised September 2022

Suggested format for use when observing colleagues' teaching.

Trainee's Name	Teacher Observed	Date and Time
Class	Lesson /Theme	
Starting the lesson/transitions within the lesson	Links made to Previous Learning	
Teaching Strategies	Pupil's Activities/Opportunities for Learning	
Organisation of the Learning	Use of Resources (including use of IT) Role of Other Adults	
Management of Pupils	Strategies for Assessing Pupil's Learning	
Consideration of Inclusion	Teacher Presence in the Classroom	
Summarising and Extending the Learning	Concluding the Lesson	

LESSON OBSERVATION OBSERVERS FORM

<p><u>Starting the lesson/session/transitions within the lesson/session</u></p> <ul style="list-style-type: none"> ■ Movement of pupils ■ Strategies to gain pupils' attention ■ Introduction of lesson objective and possible use of success criteria (WALT and WILF) ■ Organisation of room to facilitate start ■ What are other adults in the class doing? ■ Changing subject mid-session 	<p><u>Links made to previous learning</u></p> <ul style="list-style-type: none"> ■ Does the teacher check prior knowledge? ■ Recall/ use of warm ups ■ Questioning to determine understanding ■ Demonstrating previous learning in a different context
<p><u>Teaching strategies</u></p> <ul style="list-style-type: none"> ■ Explaining ■ Questioning ■ Modelling ■ Discussion ■ Demonstration ■ Scaffolding ■ Interactive/ didactic 	<p><u>Pupil's activities/Opportunities for Learning</u></p> <ul style="list-style-type: none"> ■ Type of task, e.g. investigation
<p><u>Organisation of the learning</u></p> <ul style="list-style-type: none"> ■ Groupings: mixed, ability, friendship, higher ability/ low ability ■ Individual, pairs, collaborative group, whole class ■ Differentiation ■ Does the teacher work with one group of many? ■ What are other adults doing? ■ Structure of lesson – timings, introduction, development and plenary 	<p><u>Use of resources (including use of ICT)/ Role of other adults</u></p> <ul style="list-style-type: none"> ■ ICT ■ Access to resources ■ Library ■ Use of resources after school
<p><u>Management of pupils</u></p> <ul style="list-style-type: none"> ■ How does the teacher welcome and direct the pupils? ■ How does the teacher keep the pupils on task? ■ What sanctions does the teacher use? ■ What reward systems are used? ■ How do the pupils get their resources? ■ What does the teacher do if a pupil is not paying attention? ■ Lunchtimes/ midday supervisors 	<p><u>Strategies for assessing pupil learning</u></p> <ul style="list-style-type: none"> ■ How do pupils know how well they have done? ■ Use of questioning ■ Use of peer and self-assessment ■ Feedback from teacher ■ Marking to the objective
<p><u>Consideration of Inclusion</u></p> <ul style="list-style-type: none"> ■ Adaptive teaching approach ■ Use of other adults ■ Support ■ Resources 	<p><u>Teacher presence in the classroom</u></p> <ul style="list-style-type: none"> ■ Voice ■ Body language ■ Movement and circulation ■ Appropriate use of space
<p><u>Summarising and extending the learning</u></p> <ul style="list-style-type: none"> ■ What is the signal for this phase of the lesson? ■ What learning is revisited? ■ Is there homework? ■ Does assessment take place? ■ Is the next lesson referred to? ■ How long does this phase of the lesson last? ■ What do other adults in the class do? 	<p><u>Concluding the lesson/ session</u></p> <ul style="list-style-type: none"> ■ What strategies are used for tidying the classroom? ■ How does the teacher dismiss the class?

Beginning & Developing Phase- END OF PLACEMENT REPORT (to be

completed and returned via email by the mentor)

For all EYFS / KS1&2 Placements- Length: 4 Weeks – 6 weeks

Academic year 2023/2024



Trainee Name		University Programme	Choose an item.
If School Direct please include alliance Name:			
University Year Group	Choose an item.	Key Stage and Age Range Taught (For mixed Key Stage classes please indicate number of pupils in each Key Stage)	
Setting/ School		No. of Children Taught	
Mentor		University Partnership Tutor / PPL	
Class Teacher Name		Class	
KAP Point and Placement Dates	Beginning	From: Click or tap to enter a date.	To: Click or tap to enter a date.
	Developing		

Module assessment items Outcome	Professional Practice Choose an item.		Placement File/ Reflection Choose an item.	
Trajectory towards the recommendation of award of QTS *	Beginning Placement:		Developing Placement:	
	Not Yet On Trajectory <input type="checkbox"/>	On Trajectory <input type="checkbox"/>	Not Yet On Trajectory <input type="checkbox"/>	On Trajectory <input checked="" type="checkbox"/>
A trainee would be deemed to have failed where no / insufficient progress has been made against targets set in B and D phases.				

OVERALL SUMMARY STATEMENT [THIS WILL BE USED AS A BASIS FOR AN INTERIM OR FINAL REFERENCE]

Please comment directly on the Trainee's impact on children's learning:

The Trainee's Teaching has had 'Impact on children's learning and progress over time'. Please indicate below:

Little / No Impact on Pupil's progress	Some impact on progress evident allowing some pupils to make progress as expected over time.	Most pupils make good or better than expected progress over time.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please comment on the following Domains of ITT learning as identified in our Assessment grids:

Area:	Comment:
<u>Professional Behaviours</u>	
<u>Behaviour</u>	
<u>Challenging disadvantage</u>	
<u>Curriculum</u>	
<u>Pedagogy</u>	
<u>Assessment</u>	

Key Agendas:

Please use this box to comment directly on the Trainee's confidence and competence in the understanding and teaching of our key agendas:

<p>Please type your statement here:</p> <p>a). Systematic Synthetic Phonics and Reading:</p> <p>b). Writing</p> <p>c). Mathematics</p>
--

Placement File/portfolio of reflection

Please comment on the trainee's reflection and organisation.

<p>Please type your statement here:</p>
--

A signed copy should be retained in the Trainee's file as part of the 'Student Progress Assessment Record'

IDENTIFICATION OF STRENGTHS AND PRIORITIES FOR FURTHER DEVELOPMENT:

These areas support trainee teacher ongoing development.

Trainee Strengths (Identify 3):

	Targets	RELEVANT STAGED EXPECTATIONS (Drawn from Placement Assessment Grids)	ACTIONS TO BE TAKEN BY TRAINEE	SUCCESS CRITERIA
1.			• • •	
2.			• • •	
3.			• • •	

HEADTEACHER'S or ASSOCIATE TUTOR'S ADDITIONAL COMMENTS (Not Compulsory):

Please type your statement here:

Number of absences from placement	
Signature of Trainee (Who must be provided with a copy of the report)	
Signature of Mentor	

Please email this form from your school email address to your University Partnership Tutor (UPT) / School Direct Partnership Programme Lead (PPL) AND to:

Carlisle Campus	Lancaster Campus	London (EIDR) Campus	School Direct
KAPcarlisle@cumbria.ac.uk	KAPlancaster@cumbria.ac.uk	KAPLondon@cumbria.ac.uk	'Your PPL'

A signed copy should be retained in the Trainee's file as part of the 'Student Progress Assessment Record'



S₁ T₁ U₁ D₂ E₁ N₁ T₁



Student Quality Assurance (QA)

QA of Student Experience ITT Placements Academic Year 2023-24

The purpose of this process is to **assure the quality of the ITT placement**. This will be facilitated by your mentor and UPT /PPL using the prompts in the framework below:

- (1) Student Progress/Learning; (2) Your Targets; (3) Quality of mentoring / support; (4) Quality of experience/next steps**

This form is part of your **SPAR** document and aims to capture key learning and experiences during this placement, relating them to the five curriculum domains. It also supports your assessment on your journey towards QTS. It **will be discussed at your QA touch points** and completed by you to **act as a summary** of the discussions you will have as your experience progresses.

- **pre-populate** your thoughts / reflections to questions posed
- brief overviews are required (use of bullet points is appropriate)
- signal where your evidences are held

You will **retain a copy for your SPAR folder** and share a copy with your **UPT/PPL as a record of QA**. We anticipate that this should not exceed more than two sides of A4. This form can also act as a useful aide memoire for you and your school-based mentor when recalling experience for report writing or meeting a new mentor.

Programme / Phase		Date / week no	
Student Name		UPT / PPL	
Mentor		Personal Tutor (PT)	

UPT touch point focus			Face to face	Online
Discussion with Mentor	Evidence presented	Weekly review meeting	Discussion with mentor & Student	Joint Observation

Evidence Available					
Annotated plans	Weekly Reviews	Running Targets	Pupil Profile notes	Assessment trackers	Lesson observations

Present work with pupils			
Individual Support	Small Groups (Teacher Planned)	Small Groups (Trainee Planned)	Whole Class

(1) Student Progress/Learning	
Pedagogy	
How Pupils Learn, Classroom Practice and Adaptive Teaching (S2, S4, S5)	
Summarise the actions you have completed to meet the staged expectations (Student to complete prior to meeting)	
Discussion points:	
<ul style="list-style-type: none"> • How do your plans and evaluations show your understanding of how children learn? • Have you found aspects of your teaching that has highlighted the theories and research in your course? 	
Curriculum	
Subject Knowledge (S3)	
Summarise the actions you have completed to meet the staged expectations (Student to complete prior to meeting)	
Discussion points:	
<ul style="list-style-type: none"> • Is your curriculum subject knowledge structured to underpin learning? • Are there areas of the curriculum you have found more difficult to teach to engage pupils and improve progress? • What have you done to develop your own subject knowledge? 	
Behaviour management	
High Expectations and Managing Behaviour (S1 and S7)	
Summarise the actions you have completed to meet the staged expectations (Student to complete prior to meeting)	

Discussion points: <ul style="list-style-type: none"> • Are you using a range of behaviour management strategies aligned to school policy? • Do your lesson observations and weekly reviews support this?
Challenging disadvantage Inclusion (S5)
Summarise the actions you have completed to meet the staged expectations (Student to complete prior to meeting)
Discussion points: <ul style="list-style-type: none"> • Do your plans/assessments show how learners have been supported and disadvantage challenged? • Do you have adequate support to achieve this?
Assessment Assessment (S6)
Summarise the actions you have completed to meet the staged expectations (Student to complete prior to meeting)
Further discussion points <ul style="list-style-type: none"> • How have you had an impact on pupil progress? • Do your plans demonstrate examples of pupil progress over a series of lessons taught in a variety of curriculum areas? • Can you communicate pupil progress to others i.e., parents, professionals etc?

(2) Your ITT Targets

Discussion points: <ul style="list-style-type: none"> • How do you generate your weekly targets? • How do you ensure specificity of targets? • Have you set subject specific targets alongside pedagogic targets? • How have you been proactive in your own development by this point in the placement?

(3) Mentoring / Support

Professional Behaviour Professional Responsibilities (S8)
Discussion points <ul style="list-style-type: none"> • Do you have weekly reviews with your mentor? • How do you and your MENTOR use & build on prior learning (campus and placement) within your ITT Curriculum? • What support have you received from your mentor and/or school so far?

(4) Quality of experience / Next steps

Agreed Strengths	What else do I need to be successful? (Next Steps)
Is the student on trajectory?	Yes/No