

**Guidance for supporting students who are**

**‘In Need of Intervention’: Intervention Plan**

**2021/22**

\*Formally CFC

This section is to provide guidance if an **intervention** is needed to ensure rapid progress can be achieved.

**Guidance for supporting students who are ‘in need of intervention’ and could be at risk of failing:** At the University of Cumbria, we aim for all of our student teachers to be meeting or exceeding the expected Teacher Standards exemplification at the end of their programme. All student teachers will therefore need to maintain consistent progress towards this point- “on trajectory to recommendation of award of QTS”. There may be occasions where a student teacher is unable to maintain this consistent progress and will require rapid intervention from partnership staff to support effective target setting.

**Definition:**

At Beginning and Developing phases- Where students are making little or no progress towards the staged expectation-; as guided by their ongoing targets for development; an **intervention plan** would need to be instigated.

At Extending Phase- When students are assessed as ‘Not yet meeting’ (Teacher Standards exemplification) as arranged in the Assessment grids; together with school based mentors and partnership staff we would usually instigate a **‘need for intervention’; resulting in a rapid intervention action plan being devised.**

**Failure to make or little progress made in any phase would result in a student needing to repeat that phase \* in line with University Of Cumbria module regulations.**

However, if they are in the early stages of their training- **Key Assessment Point KAP B (Beginning phase)**, it may mean they need more time to develop some competencies. Students can still follow the normal placement progression if they are assessed as ‘not on trajectory’ for some aspects of their work during KAP B **BUT** these areas must have tight SMART targets evident in weekly progress and end of placement reports.

Where a student fails to maintain progress against targets set- partnership staff (mentors and university/SD leads) will review the need to repeat this phase of training

**During the Developing phase** placement if a student teacher is identified as not making adequate progress in tragets set towards meeting the staged expectation they should be identified as being **‘in need of intervention’** and be supported with an **Action Plan**.

If a students is not making progress in a number of targeted areas not being met at this stage- partnership staff (mentors and university/SD leads) will review the need to repeat this phase of training

**During an Extending** **(KAP E)** placement a student is ‘in need of intervention’ is they look likely to be ‘not yet meeting ‘in one or more Teacher Standards at KAP E (Extending phase) and they will require an **Intervention Action Plan**. In the case of the use of an Action Plan, early intervention is vital to allow the student time to demonstrate progress. **Intervention (CFC)** **Action Plans** remain 'live' until all targets are reviewed and met.

**UoC KAP recording points:**

At the end of each placement we record student teachers progress against the module outcomes (pass/fail) and their ability to maintain consistent progress towards meeting teacher standards; as below.

A student identified as ‘Not yet on trajectory’ must have been supported with an Intervention plan throughout the placement.

To maintain ‘on trajectory status’ a student must show consistent (professional judgement) progress to meeting the teacher standards in the assessment grids.

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| **Module assessment items Outcome** | **Professional Practice**  Choose an item. | | | | **Placement File/ Reflection**  Choose an item. | | | |
| **Trajectory towards the recommendation of award of QTS** | **Beginning:** | | **Developing:** | | | **Extending:** | | |
| **Not yet on trajectory** | **On trajectory** | **Not yet on trajectory** | **On trajectory** | | **Not yet meeting expected Teacher standards exemplification** | **Meeting expected Teacher standards**  **Exemplification** | **Exceeding expected Teacher standards exemplification** |
|  | **A trainee would be deemed to have failed where no / insufficient progress has been made against targets set in B and D phases. In E phase ‘not yet meeting teacher standards exemplification’ in any standard indicates fail.** | | | | | | | |

**Purpose of an intervention action plan:**

The process of identifying a student as ‘in need of intervention’ is used to make explicit the need to improve and maintain progress towards meeting staged expectations (B&D phases) and then teacher standards in the extending phase; with clearly identified targets for improvement. The Action Plan is used to indicate what action will be taken to systematically and intensively promote improvement.

The process will include the student, School Mentor, University Partnership Tutor/Partner Programme Lead (UPT/PPL)- with direct communication with Personal Academic Tutor (PT) and Cohort Leader/University Programme Lead (UPL).

It is essential to inform the student as early as possible if they are in need of intervention, in order to maximise the time available to them to achieve the necessary improvement during the school placement. Guidance on the following pages outlines the typical procedure for responding to this need but there may be exceptional circumstances where such a procedure may not be followed. In such circumstances, schools should liaise fully with the UPT / PPL to discuss.

**Professional issues will be reviewed by programme teams- this could result in a repeat of these phases.**

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| **Procedure** | | **Involving** | |
| **1** | Ensure the areas giving rise to the ‘in need of intervention’ are made explicit in feedback, following lesson observations, tutorials or mentor support sessions.   * Identify and confirm short term targets. * Make it clear which areas of weakness are included in the intervention plan. * Specify which domains & staged expectations (B&D Phase) are not seeing progress; then teaching standards (E Phase) are not yet being met. * Target key actions to take place and where possible give reasonable time for the student to make improvements.   **All students from this point forward should be provided with at least 1 weekly formal observation.** | | Mentor  Student |
| **2** | Mentor contacts the University Partnership Tutor (UPT) / Partner Programme Lead (PPL) and discusses the areas of weakness and the rate of improvement so far. | | Mentor  UPT/PPL |
| **3** | If the need for intervention-is confirmed with the UPT/PPL, return the referral form (Appendix 1) to the PAD (on form); ALSO ensure that the UPT/PPL has a copy to take to the Personal Tutor and Cohort Leader/UPL. | | Mentor  PAT  UPT/PPL  Student  Cohort Leader/UPL |
| **4** | Mentor completes the Action Plan preferably in consultation with the student and UPT/PPL. The UPT/PPL will forward to the Cohort Leader/UPL and Personal Tutor and will inform the School Engagement Manager. The student is strongly advised to seek further advice from the Cohort Leader/UPL and/or Personal Tutor. | | Mentor  UPT/PPL |
| **5** | Explain the status of the need for intervention to the student. At this point it does not mean the student has failed the placement. It does mean there is some urgency to improve. If the student is on an assessed placement and the identified areas are not improved (consistent progress returned) to a satisfactory standard, the student will be at risk of failing the module outcomes; a need to repeat this phase of placement will be discussed. If assessed as a fail, this decision will be subject to confirmation at the module assessment board. | | Mentor  UPT/PPL  Cohort Leader/UPL  Personal Tutor  Student |
| **6** | The UPT/PPL should liaise with the Mentor to collate the necessary documentation which is passed on to the cohort leader ready for the appropriate module assessment board. This will be communicated to the School Engagement manager. | | UPT/PPL  Cohort Leader/UPL  Mentor  School Engagement Manager |

**Process for Responding to a Need for intervention**

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| **Procedure** | | **Involving** | |
| **1** | After a Need for Intervention Plan has been communicated to the Cohort Leader/UPL, the student will attend a Progress Review Meeting with their Personal Tutor or Cohort leader to explain the procedure to be followed in the case of the placement being finally assessed as a fail; and to support the student in making progress. However, between the point of raising the action plan and the end of the placement the student may improve sufficiently to pass. **Where the student does not make improvement (consistent progress against targets set) or meet the outcomes of the placement they may be deemed a fail.** | | Student  Cohort Leader/UPL |
| **2** | Before the appropriate Module Assessment Board, the student should contact the Cohort Leader/UPL and provide information and documentation relating to the Intervention action plan or fail judgment. In order to demonstrate the degree of progress made, this documentation should include the lesson observations, targets, Action plan, and final report. | | Student  Cohort Leader/UPL |
| **3** | The fail mark will be presented at the appropriate module assessment board. The outcome of the board will be pass, fail or deferred assessment. For failed final or penultimate placements, students will be required to do a full resit (a deferred first sit in cases where the board accepts Extenuating Circumstances). For such students, resit/deferred placements will take place during the following academic year. For all other failed placements students will carry targets into their next scheduled placement (however, if the student has missed a significant number of days the Board may recommend further time in school). Students will receive notification of the outcome via the student portal. It is important to emphasise that a student teacher can only ‘carry’ one ‘Fail’ per phase where Extenuating Circumstances have not been accepted. | | External Examiner  Cohort Leader/UPL  Mentor  School Engagement Manager |
| **4** | Students who have not passed will meet with the Cohort Leader/UPL and/or Personal Tutor/PPL to set an Action Plan to satisfy the recommendations / findings of the board (as above). This Action Plan should be forwarded to the School Engagement Manager. If appropriate they will complete a form requesting a further placement and provide a current contact address. | | Student  Cohort Leader/UPL  Personal Tutor/PPL  Programme Leader |

**What Happens next?**

**Should a student be removed from a school?- Cessation of a Placement:**

The following guidance has been devised to promote consistent procedures for responding to challenging professional and personal circumstances that may seriously impact on the student’s ability to continue with the placement and not easily dealt with by the Intervention procedures. The intention is to provide close and prompt collaboration between the Mentor, Head Teacher and UPT/PPL to resolve difficult issues.

Cessation of a placement could be prompted by the following circumstances:

* The student requests it because of personal or professional issues.
* The school is responding to professional incompetence or misbehaviour, which is not covered by the process for responding to the intervention.
* With the agreement of all parties (student, school and UPT/PPL); the student has been unable to meet actions raised in the Action Plan within a reasonable time frame.
* The school is responding to immediate and pressing internal factors (such factors would not normally include notice of an OfSTED inspection)

**A. The student requests cessation of the placement**

**Procedure:**

Involve the University Partnership Tutor/Partner Programme Lead.

Inform the School Engagement Manager & Cohort Leader/University Programme Lead

Forward reports to the Cohort Leader/UPL before the Placement Module Assessment Board.

**Involve the UPT / PPL, in order to liaise with the school and student to discuss:**

* the implications of such an action for completing the course;
* the impact on the school and future partnership working;
* the repercussions in terms of failing to meet the Qualified Teacher Status (QTS) standards;
* the option of meeting with the Cohort Leader/UPL or Personal Tutor/PPL to discuss ways forward;
* the potential for making changes in order to respond to the issue. For example: additional support from the UPT/PPL and Mentor. A change of class might be appropriate, or changes to the expectations of the placement, placing more emphasis on observation than teaching, for a short period.

**B. The Headteacher requests cessation of the placement**

**Procedure:**

Contact the UPT / PPL

Where possible, the Headteacher and UPT / PPL should allocate time with the student in order to:

* explain the issues to the student, with clear reference to the staged expectations or QTS standards,
* discuss possible alternatives to ending the placement
* allow the student time to reflect and respond to the concerns
* encourage the student to identify what actions they can make immediately to repair damaged relationships or to improve their professionalism, if these are areas of concern
* inform the School Engagement Manager and Cohort Leader/UPL if ceasing the placement is unavoidable.

The safety and well-being of pupils is of prime consideration and where this is jeopardised the school’s established Child Protection procedures should be followed.

**When the Headteacher is responding to immediate and pressing internal school factors**

**Procedure:**

* Involve the University Partnership Tutor/Partner Programme Lead
* UPT / PPL to inform the School Engagement Manager, relevant administrator and Cohort Leader / UPL
* For reasons beyond the control of the Headteacher, it may be necessary to cease the placement. The immediate involvement of the UPT / PPL will enable alternatives to be considered promptly. Whilst being supportive of our Partnership Schools, the UPT / PPL will also aim to minimise the disruption to student progress.

**Need for Intervention – STUDENT REFERRAL FORM**

# For all EYFS & KS1/2 Placements (Revised September 2021)

To be completed ONLY if a student is in need of intervention according to the guidance. Please use in conjunction with guidance and target setting sheets. Please forward to the relevant UPT/PPL.

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| **Name of**  **Student:** |  | **Student Programme:** |  | **Placement Phase/Year:** |  |
| **School /**  **Setting Name:** |  | **Mentor:** |  | **UPT/PPL:** |  |
| **Date Intervention**  **Raised:** |  | |  | | |

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|  | **Please Tick** | **Please email this form your school email address to:**   * **Lancaster Campus students –** [**Padlancaster@cumbria.ac.uk**](mailto:Padlancaster@cumbria.ac.uk) * **Carlisle Campus students –** [**Padfusehill@cumbria.ac.uk**](mailto:Padfusehill@cumbria.ac.uk) * **London Tower Hamlets Students-** [**partnershipLondon@cumbria.ac.uk**](mailto:partnershipLondon@cumbria.ac.uk) * **SD-** **Your PPL** |
| I have read and followed guidance on the website:  <https://www.cumbria.ac.uk/about/partnerships/placements/education/information-primary/> |  |
| I have agreed this action with the UPT/PPL. |  |
| I have attached targets agreed with the student. |  |

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| **BEGINNING & DEVELOPING PHASES** | **Main areas for development** **(Relating to the staged expectations in each domain of learning).**  **Please tick where relevant:** | **Comments** | **EXTENDING PHASE** | **Main areas for development** **(Relating to the standards).**  **Please tick where relevant:** | | **Comments** |
|  | **Professional behaviours** |  |  | **S1: Set high expectations which inspire, motivate and challenge pupils.** |  | |
| **Behaviour** |  | **S2: Promote good progress**  **and outcomes by pupils** |  | |
| **Ambitious Curriculum-Challenging**  **disadvantage together** |  | **S3: Demonstrate good subject and curriculum knowledge** |  | |
| **Curriculum** |  | **S4: Plan and Teach well-structured Lessons** |  | |
| **Pedagogy** |  | **S5: Adapt teaching to respond to the strengths and needs of all pupils** |  | |
| **Assessment** |  | **S6: Make accurate and productive use of assessment** |  | |
|  | | **S7: Manage behaviour effectively to ensure a good and safe learning environment** |  | |
| **S8: Fulfil Wider Professional**  **Responsibilities** |  | |
| **Part Two: Personal and Professional Conduct.** | |  | |

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| Student Signature |  | Date: |  |
| Mentor Signature |  | Date: |  |
| UPT/PPL Signature |  | Date: |  |

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| **Name of Student** |  | **UPT / PPL** |  |
| **Name of**  **School/Setting** |  | **Cohort Leader / UPL** |  |
| **Mentor** |  | **Timescale for Action Plan** |  |

# Need for Intervention Action Plan

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| **Areas of Strength** | **Priorities for Further Development** |
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|  | **TARGETS** | **RELEVANT**  **Staged Expectations or Standards**  **\* Drawn from**  **Assessment Grids** | **ACTIONS TO BE**  **TAKEN BY STUDENT** | **SUCCESS**  **CRITERIA**  **How will you know it has been achieved?** | **TIMESCALE FOR**  **ACHIEVEMENT** | **REVIEW OF**  **TARGET**  **(Dated)** |
| 1. |  |  |  |  |  |  |
| 2. |  |  |  |  |  |  |
| 3. |  |  |  |  |  |  |
| 4. |  |  |  |  |  |  |