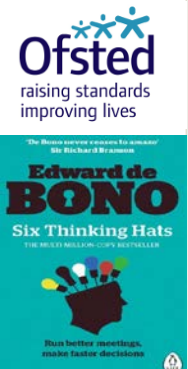


Our Partnership Vision:
"Aspirational training to achieve
inspirational teachers with pupils'
learning and well-being at the heart of
our partnership"



- Data- Placements so far this academic year- areas of strength and areas to further support trainee teachers.
Ofsted Visit- The When , What and How of an Ofsted visit.
6 thinking hats- Area of focus for 17/18- Teacher Standards 2&5
External Examiners- who are they and what do they do?
Quality Assurance and Ongoing & Mentor Development



Data- Placements in current academic year: Areas of Strength and Areas to further support trainee teachers.

High quality mentoring is leading to high quality outcomes- THANK YOU!

Finalist Outcomes so far:

- Spring term 2018 saw our Undergraduate Q4/4 students complete their final teaching placement (Extending phase). 73% achieved an overall Grade 1 outcome!
Teacher Standards 3, 7 & 8 achieved the highest scoring outcomes.
Teacher Standard 5 saw a rapid improvement when compared with last years Finalist's outcomes. (16/17= 46%, 17/18- 62%)
Teacher Standard 2 was the lowest scoring outcome: 59% grade 1 & 31% grade 2 outcomes in this standard.

Developing placements:

- PgCE students- 87% achieved a good or higher overall outcome.
Teacher standards 1, 7 & 8 scored highest outcomes.
Teacher Standards 5 & 6 had the lowest scoring outcomes- please continue to focus on use of ongoing assessment and progress tracking with these trainees in their Extending phase. (TPP documentation)

Overall:

Please ensure that you have a discussion with your Extending phase trainee about the context of TS2 and TS 5 fitting with your school/ setting's tracking and assessment processes. How do you as a school use this data to inform planning cycles?

- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
guide pupils to reflect on the progress they have made and their emerging needs
know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these

Quality Assurance and Ongoing & Mentor Development

Have you discussed & worked through our QA questions with your UPT (Partnership Tutor) this year?

As part of a QA visit a UPT will ask a series of questions linked to student support and the National Mentor standards.:

- Mentor meeting & Feedback
Monitoring of students engagement on placement
Mentor Training & Development

This QA form could be used as part of the evidence towards a Mentor Qualification portfolio...

The University of Cumbria's Institute of Education is breaking new ground and enabling mentors in our partner schools to complete Mentor and Lead Mentor Qualifications. See our website for information:

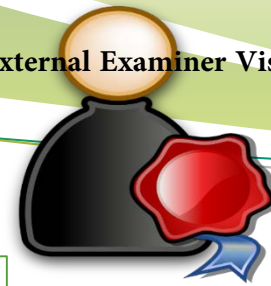
https://www.cumbria.ac.uk/study/academic-departments/institute-of-education/cumbria-mentor/

The UoC ITT partnership are expecting an Ofsted inspection during this summer term.

Inspection is of the **Partnership**

Inspectors if making a visit to your school / setting will expect to meet with student and mentor.

External Examiner Visits



Thank you for supporting the work of the partnership by engaging with our External Examining processes.

As part of the Quality Assurance work that takes place across our QTS programmes, we work with external examiners from other institutions who act as 'critical friends' and provide feedback to us which helps to strengthen our courses.

They will explore the support given to the student throughout their training.
They will expect that QA mechanisms work to ensure that all are in the best position to offer this support.
They may expect to see a trainee teach and observe a feedback and target setting meeting.

National Focus areas of ITT inspections:

- Developmental targets for trainees – based on pupil progress
- Pupil premium – social mobility – disadvantaged able pupils
- Gifted and talented
- SEND
- Induction targets for NQTs
- Primary only – foundation subjects

Inspectors would normally expect trainees to have the following documentation*:

- teaching files containing lesson plans, schemes of work and teaching resources
- trainees' self-evaluations and/or reflective journals
- information about children's/pupils'/learners' progress
- profiles/portfolios of evidence
- subject knowledge audits and records
- records of feedback, meetings with mentors and tutors, and reviews of targets
- assignments, directed tasks and feedback sheets.

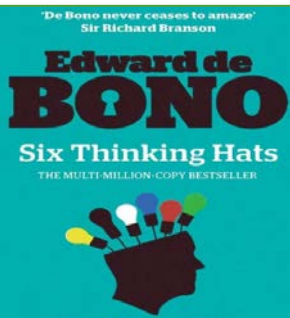
*On 10 March 2018, the Secretary of State for Education gave a speech about the importance of removing unnecessary workload. A video has also been published explaining how the department is working with the profession, the teaching unions, Ofsted and others to reduce unnecessary teacher workload.

<https://www.gov.uk/government/publications/reducing-teachers-workload/reducing-teachers-workload>

Teacher Standards 2 & 5- ITT Partnership development area.

We recently facilitated a day utilising De Bono's 6 Thinking hats to help us explore how we can better support trainees to achieve better outcomes in these two teacher standards.

The Partnership event involved Programme staff, School Direct leads, School Senior leaders, Senior mentors and University Partnership Tutors.



They play an important role in moderating and checking overall standards of programme provision and trainee teacher performance, through visiting schools to see a sample of trainees. External examiners observing placements, are specifically concerned with moderating standards of professional attributes, professional knowledge and understanding and professional skills such as classroom teaching and the professional development of trainee teachers in school.

As part of their visit to schools, they will want to see the mentoring process in action. This generally involves observing a trainee's lesson alongside the mentor and then following this up with a discussion. Our external examiners visit several trainees in different geographical areas from all aspects of our provision and use this to provide programmes with a written report covering the areas listed below.

- Moderation of assessment grades against the standards;
- Are judgements about trainees based on evidence from a **range** of sources, particularly: observation of teaching; checking teaching files; impact of the trainee's teaching on pupil progress; discussion with trainee teacher, class teacher and mentor;
- Observation of some teaching to judge standards of classroom practice;
- Monitoring the effectiveness of mentoring, supervision and support by school based and university based mentors through a range of the following: completed lesson observation proformas, quality of targets, discussion, joint feedback to trainees following an observation;
- Trainees knowledge and understanding of key agendas, e.g. safeguarding
- Quality of communication, support and partnership working

Their time will be divided as follows (indicative):

- **Scrutiny of Placement Files and discussion of lesson plan with trainee**
- **Observation of trainee teaching (in some cases)**
- **Observation of feedback given to students by mentor**
- **Discussion with Mentor / Head teacher (where applicable)**

It may be that the EE will visit a school with a number of trainees, observe one trainee and discuss other aspects of the placement or training experience with other trainees in the school.

If possible, please make available a quiet area where discussions between the EE and the student and the mentor can take place.

Key actions: Mentors & Students: Have a focussed meeting (as part of weekly schedule) to discuss school / setting context for 'planning, assessing and tracking' for all learning needs. What does this look like in this school / setting? *remembering that students will have had up to 2 previous experiences in other settings that have different methods/formats of planning for progression and inclusion of all learners.*

ITE Partnership Paperwork: Review QA documentation to have yearly development foci included as part of mentor UPT discussions. Current focus to look at school context for TS2&5.