

## ITE EYFS & Primary Newsletter: Summer 2021

Dear Partner,  
Welcome to our summer 2021 update.  
Thank you for your ongoing support of our ITE partnership.

We hope that you have lots of plans for working with your ITE student throughout this term to help improve outcomes for the young people in your schools and settings. We wanted to take this opportunity to offer ongoing resources, development and ITE news that will be of use in supporting your student's development.

### 1) Ofsted

It is very likely that the IoE ITE partnership will receive a visit from Ofsted this summer term to share with them the amazing difference you and our students make to the lives of young people.

The Education Inspection Framework for ITE can be found [HERE](#). However, the likely focus of the inspection will be based around: 1) How we have collaborated and supported during the CoVID-19 Pandemic & 2) How ITE students continue to access development based around a well-planned ITE curriculum and how support is delivered by EXPERT colleagues (ITE staff including you as school mentors!)

We have structured the sections beneath to show resources available for ITE, Recent partnership updates, Reminders about elements of student programmes and finally our partnership responses to the pandemic. (inc. student feedback)

Please use the information below as a basis of key areas of focus:

### 2) Core Content Framework

Please download a copy [Here](#)

The initial teacher training (ITT) core content framework defines in detail the minimum entitlement of all trainee teachers. Drawing on the best available evidence, it sets out the content that ITT providers and their partnerships must draw upon when designing and delivering their ITT programmes.

It focusses on 2 key evidence statements used across the ITE curriculum for trainee teachers : 'Learn that...' & 'Learn how to...'; using these two foci it expects trainee teachers to learn from **Expert colleagues (School mentors & University / SD lecturers/staff)** to help them link the understanding behind practise and enactment of that practise.

See definitions below:

-Expert colleagues: Professional colleagues, including experienced and effective teachers, subject specialists, mentors, lecturers and tutors.

-Practise: Opportunities to use approaches defined in the 'Learn how to...' column of the ITT Core Content Framework. Throughout their training, trainees should expect multiple opportunities to rehearse and refine particular approaches, possibly beginning outside the classroom before using approaches in classrooms

-Discussing and analysing with expert colleagues: Interrogate with an expert colleague – using the best available evidence – what makes a particular approach successful or unsuccessful, reflecting on how this approach might be integrated into the trainee's own practice.

-Observing how expert colleagues ... and deconstructing this approach: Working with expert colleagues – using the best available evidence – to critique a particular approach – whether using in-class observation, modelling or analysis of video – to understand what might make it successful or unsuccessful.

-Receiving clear consistent and effective mentoring: Receiving structured feedback from expert colleagues on a particular approach – using the best available evidence – to provide a structured process for improving the trainee's practice

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

While the ITT Core Content Framework is presented around the Teachers' Standards for clarity, the ITT Core Content Framework is not, and should not be used, as an assessment framework. Trainee teachers will not be expected to collect evidence against the ITT Core Content Framework, and they will continue to be assessed against the Teachers' Standards only.

### 3) Core Content Framework for mentors setting targets

This document ([Download a copy here](#)) includes amongst other elements a range of current literature mapped directly to each of the national teacher standards.

**Mentors (Expert colleagues) should utilise this resource to support the setting of ongoing targets;** As part of the weekly meeting with their assigned student to review and set new targets. It would be excellent to see the students being signalled not only to the practical elements they need to demonstrate but **how they can locate or access further thinking / reading on each target set.**

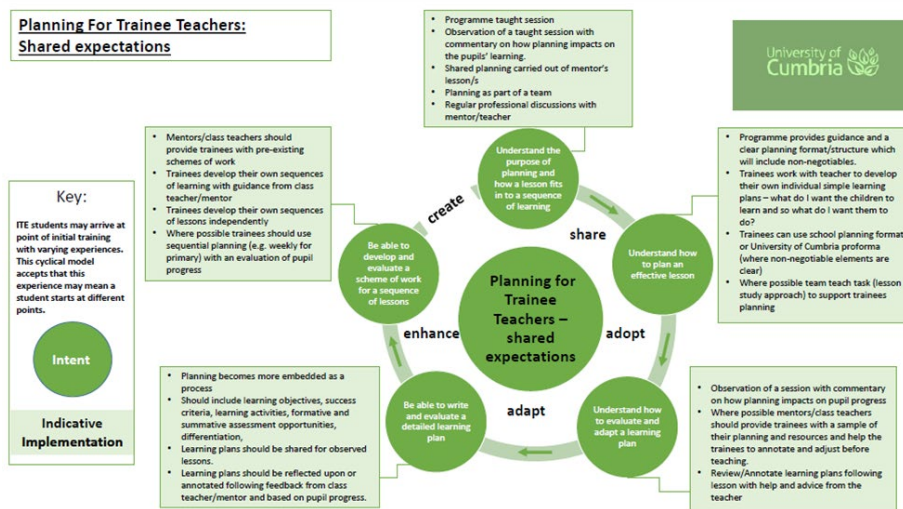
Students have a direct library link to this reading list via their learning support platform ['Onelist'](#)

### Additional CCF resources for trainee teachers and their mentors

Please also see the linked resources below This selection of CCF Exemplification Resources has been produced 'by the sector' and 'for the sector.' It provides links to resources which support each of the 'learn how to' emboldened statements in the ITT Core Content Framework (CCF).

<https://v3.pebblepad.co.uk/spa/#/public/94jgbwqyzpr8kZdfm6xbqpHGzy?historyId=1ZEtAsPa1K&pageId=94jgbwqyzpr8mdH3kfrHp5w5RM>

### 4) RECENT PARTNERSHIP DEVELOPMENTS: Supporting Planning with ITE students



Launched in 2019 our partnership led approach to learning plans and process saw a cyclical model developed where a student teacher learnt **with** their expert colleague (mentor) how to plan effectively and take necessary steps to become competent in the production of sequences of learning themselves.

Work to develop a format of learning plan utilising non-negotiable elements was devised.

Encouraging Mentors and Students to collaborate in the planning process:

- Drawing on the Non-negotiable elements of teachers planning (as found on our partnership website).
- Looking to share existing planning and re-sources.
- Discussing how to adapt sessions to meet the needs of the group being taught.
- Resource sharing to enhance sessions.
- Co-working on creation of new knowledge enhancement and sequences of learning.

### 5) RECENT PARTNERSHIP DEVELOPMENTS: Focussing on teacher workload reduction, resilience and wellbeing

2019/20 saw us formally launch and utilise our teacher workload reduction, resilience & wellbeing charter. This charter can be found in the student SPAR paperwork via our [website](#).

## 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 NQT year 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.



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As part of weekly meetings we continue to ask mentors to give focus to a student's wellbeing targets and discuss approaches your school or setting has made to tackle teacher workload.

\*Additional wellbeing and resilience CPD activity can be found in our bank of teacher CPD activities [HERE](#)

### 6) RECENT PARTNERSHIP DEVELOPMENTS: Assessing progress and offering ongoing formative development with ITE students (Common Framework)

One of the most critical changes in 2020/21 has been to our assessment framework/ matrix.

Nationally teacher training assessment has been based on student teachers working 'on a trajectory' towards award QTS. The past 6-8 years has seen ITE providers utilise a Common Framework of Teacher Standards that have been used to identify areas of ongoing development and link these to grade continuum from 4 (Not meeting) – 1 (Addressing teacher standards at a higher level); with students having to meet all standards above grade 3: requires improvement to be recommended for the award of QTS.

Over the past few years we have instigated much greater focus on consistency in target setting and ongoing development and a move away (apart from final point assessment) from individual / overall grades. In line with other ITT providers it is with great pleasure that we signal to you the complete removal of numerical grading in academic year 2020-21.

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

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

Primary / EYFS framework example below:

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

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

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

### 7) RECENT PARTNERSHIP DEVELOPMENTS: Target setting for ITE students

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

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

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

**\*Additional focus as outlined above (CCF section) to link with how we encourage student to 'Learn that' from the CCF by engaging with ongoing reading linked to their targets has been a core focus of 2020/21**

### 8) Quality Assurance and professional development of mentoring across the ITE partnership

We have worked to update our QA overview this academic year.

We recognise the close working relationship that UPT / PPLs have with school leaders and mentors that gives rise to effective support of ITE students.

We have mapped our Quality Assurance (QA) of placement activity for our EYFS & Primary ITE Partnership to a number of themed approaches:

- Mentor development continuum
- Common Framework (assessment) of Teacher Standards- parity/consistent use
- Student Led process & Paperwork development.
- Expert Colleague (Mentor) Coaching & Mentoring feedback & Target development
- University Partnership Tutor (UPT) QA Visits
- Stakeholder / External development & verification of quality



QA of and Professional Develop

Please see the embedded document for further detail.

### 9) How well you know the ITE programmes and their curriculums

We share with you programme overviews via placement documentation- all of which can be found below:

Programme Structures:

Download: [BA Hons Primary Education with QTS \(3 -11\) / Year 3 Orientation Placement](#)

Download: [BA \(Hons\) Primary Education: Inclusion with SEND \(with QTS\)](#)

Download: [PGCE Lower Primary with QTS \(3-7 Years\) and PGCE General Primary with QTS \(5-11 Years\)](#)

**\*Please note that all of our programmes (curriculums) include the minimum expectations as mapped out in the core content framework.**

## 10) Reminder: Cumbria Teacher of Reading (CTOR):

Download a copy of our CTOR booklet/resources [HERE](#)

Could we please remind you that our trainees may have had disrupted or virtual placement experiences this year.

One of the areas we are aware of (we regularly audit student's workbooks) is that early reading or phonics observations have not always been possible due to bubble isolation in your school or setting. If there is further chance this summer term to focus on observing and being observed in both SSP and guided reading it will really help support the development of your student teacher.



## 11) Pandemic response: Remote Learning support

During the period of March 2020-July 2020 our student teachers were unable to access consistent physical school placements. Many students did however support home learning, school hub teaching and learning and even ran a parental support Facebook page to help parents home school their children. Alongside this the IoE produced and monitored ongoing progress of our students teacher CPD through use of a set a of online materials. This concluded with students attending a tripartite CEDP process where they reflected on learning and set themselves targets for the early career. A sample of these [CPD materials can be found on our website](#).

The [CPD resources were added to in Autumn term](#) 2020 to ensure that we had progression through each phase of placement journey.

As we entered January 2021 lockdown we were able to help support our trainees with remote learning platform [help sheets](#) and small training courses (free online). This gave them a flavour of how to be prepared for the different platforms used in your schools/ settings.

All of the resources included sections on wellbeing support for teachers.

## 12) Pandemic Response & Student Feedback:

**Our student teachers have shown amazing flexibility and adaptability during the COVID19 pandemic.**

Indeed, as ever we monitor student feedback via online surveys at the end of each placement and gather your thoughts through your ongoing interactions with University Partnership Tutors.

We therefore felt it pertinent to share a few examples of the excellent ways you and our students (in partnership) have worked together for the children in your care over the past 12 months amongst the global pandemic restrictions.

Tasks student have supported with both physically and remotely have been:

- Checking & editing teaching & learning resources.
- Devise their own recorded sessions aimed at those children who require individual support
- Create bespoke materials for targeted children (recorded session linked to a hard copy resource – workbook for aspects of phonics/mental maths etc.)
- Record story reading –target pupils for levels of reading
- Work on class assessment data analysis with class teacher
- Support with online marking where appropriate
- Record sessions for mathematics for starters and plenaries (Problem solving – U&A/Mastery materials). Specific aspects of the curriculum such as calculation strategies
- Create and mark individual assignments and assess these- giving focused feedback to pupils and parents
- Provide personalised learning for individual children as directed by class teacher
- Group/1:1 provision
- Create hard copy workbook materials
- Create recorded quizzes
- Support catch up/interventions for pupils.

- ✓ We have seen a group of students from our London campus supporting CET schools in Cumbria with a range of virtual online teaching & learning.
- ✓ A link with schools in Luton has allowed a range of virtual experiences of large urban BAME/EAL rich settings to be worked with.
- ✓ Schools within coastal & rural or deprivation wards were supported physically by students in NW- focussing on building relationships with young people and identifying gaps in learning.

Student feedback shows as ever the value our ITE students place in you, 'expert colleagues' (mentors) as part of their learning journey to become qualified teachers. A Huge THANK YOU for all that you continue to do to support ITE in our partnership.

Question	Beginning placements Autumn term 2020	Developing placements 2020/21
The placement school provided good quality training & support which has enabled me to make progress towards the QTS Standards	<b>91.2%</b> of respondents agreed or agreed for the most part with this statement.	<b>92.2%</b> of respondents agreed or agreed for the most part with this statement.
I was able to establish an effective working relationship with my Mentor.	<b>89.5%</b> of respondents agreed or agreed for the most part with this statement.	<b>94.5%</b> of respondents agreed or agreed for the most part with this statement.
Your weekly meetings with your Mentor.	<b>89.5%</b> of respondents felt these meetings were good or outstanding!	88.3% of respondents felt these meetings were good or outstanding!
Verbal and written feedback on your teaching	<b>91.2%</b> of respondents felt this feedback was good or outstanding.	<b>89.6%</b> of respondents felt this feedback was good or outstanding.
Your involvement in the "Weekly Review and target setting activities set out in the SPAR.	<b>89.5%</b> of respondents felt these meetings were good or outstanding for setting targets.	<b>90.9%</b> of respondents felt these meetings were good or outstanding for setting targets.
The extent to which your mentor and other staff demonstrated and explained professional practice	89.4% of respondents felt this practice was well explained by their mentor at a good or better level.	<b>89.6%</b> of respondents felt this practice was well explained by their mentor at a good or better level.

Qualitative statement sample from Beginning phase	<ul style="list-style-type: none"> <li>• My mentor was extremely committed to encouraging my progress and offered me feedback after all lessons. They put aside time for this and weekly reviews included a detailed conversation with in depth feedback from my mentor. I was allowed to try out my own ideas and take risks with my mentors preview of my plans. This encouraged me to learn new effective teaching strategies and reflect on those that were not as successful and why.</li> <li>• Everyone was professional and extremely friendly. I never felt scared to try out something new and I knew there was support always behind me. I never felt scared to ask for help so I feel I leaned a massive amount from the staff.</li> <li>• Always there to give advice and support me with my placement. When she observed my lessons, her feedback was prompt and very helpful. Always there to answer my questions and source any plans/resources I needed. my weekly reviews and target setting meetings were completed weekly. I feel I created a positive professional relationship with my mentor.</li> <li>• My mentor was absolutely fantastic. He has gone above and beyond during the self-isolation incidents to see what he can do for me and how to progress me forward as much as possible. He has answered any questions I've had and has been very approachable. He has tried his absolute best to do as much as possible in the minimal time we've had together on placement and I felt he was very thorough with the details of the folder.</li> <li>• Each Friday afternoon my mentor put aside time for the weekly meeting to go ahead. This allowed me to prepare for the meeting and ensured my file was ready to present. My mentor, class teacher and all staff have been incredibly supportive during my beginning placement. I have developed new skills, and feel like a member of the team. I have particularly enjoyed specialist maths guidance from my class teacher. Her approach to mastery of maths is incredible...such a great role model for a student teacher. THANKYOU!!</li> <li>• I had had a lecture by the HeadTeacher at the school before placement about the culture of this school and observing my mentor in the beginning of my placement I really saw what she spoke of! The ethos promoted in the early years setting was incredible, and I wanted to be able to promote that as well. My mentor gave me a lot of confidence in my practice and gave me great targets to work on week by week to keep pushing myself and become a reflective teacher. The staff within my class were wonderful and welcoming and also had an abundance of knowledge and were incredibly willing to share it, I feel I made great connections with the staff and my mentor and will be sad to leave such a wonderful beginning placement.</li> </ul>
Qualitative statement sample from	<ul style="list-style-type: none"> <li>• Mentor was extremely helpful throughout placement and made me feel welcome. We had regular contact throughout the week and met on a Friday afternoon to discuss how i had been getting on. Teachers were helpful and provided feedback on my tasks prior to teaching.</li> <li>• My school based mentor was amazingly supportive through such an unusual time.</li> </ul>

Developing phase	<ul style="list-style-type: none"> <li>All staff in the school were incredible. I was made to feel very welcome and get involved with as much as possible. I feel I have made a lot of progress in this school. My UPT and mentor were excellent and I'm proud of the quality of my file. My UPT was in touch regularly.</li> <li>My placement was thoughtfully organised, to allow me the greatest opportunity to progress and meet the teacher standards. My mentor gave excellent feedback (both written and verbal) including practical suggestions for improving my practice. They allowed me enough independence to develop my practice and gain experience, whilst always being supportive. I was offered ample opportunity to have informal meetings and discussions to seek opinion and reflect upon my teaching. I was given immediate verbal feedback on my observed lessons and the written feedback was prompt, allowing me to incorporate it into my targets.</li> <li>My mentor was great at allowing me the opportunity to live teach online, starting with smaller groups and building to whole class</li> <li>My Mentor shared the role with my Tutor, due to extreme circumstances of the pandemic. This worked well and I am grateful that the best was done to accommodate me into a placement that also recognised the challenges of homeschooling my own children during this period.</li> <li>My mentor was great at thinking of ways I could challenge myself to develop my practice. They encouraged me to reflect on the strengths and weaknesses of my practice allowing me to actively make changes and improve my practice.</li> <li>She has allowed me to observe her in multiple different settings and year groups. She allowed me to be in control and accommodated everything we wanted to do – as well as challenging us at various point throughout.</li> <li>Due to COVID and the way the school was operating, in our first week it was my mentor's week to be teaching from home, but she made the effort to come into school and make contact and showed us around and welcomed me very warmly. My mentor at this stage kept up zoom meetings at the end of the week and discussed further development, areas we would like to teach and focused on what we wanted out of our placement as opposed to telling us. The feedback and encouragement after observations from our mentor was excellent. I was always pushed to go further with my teaching, and when asking for advice, was given honest advice that would benefit my teaching career, rather than telling me something I wanted to hear.</li> </ul>
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If you have any further questions please do not hesitate to contact your UPT or Pat Freeman as below:

**Patrick Freeman**

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 University of Cumbria

**\*We look forward to working with you all as we move into the next academic year; with that in mind:**

Thank you for working in partnership with the University of Cumbria once again during the course of this academic year. On this page you can access our online offers pack for the academic year **2021/22** for our Undergraduate, Postgraduate and Secondary programmes.

Please click [here](#) to make and submit your offers for the academic year.

We hope that you find the system easy to use, and we look forward to your continued partnership in supporting the future generation of primary school teachers.

Should you have any queries please do not hesitate to discuss these with your University Partnership Tutor (UPT) or by contacting your local Placement Unit on the details below.

Campus	Contact Details
Carlisle and Lancaster	01524 385697 / <a href="mailto:educationplacements@cumbria.ac.uk">educationplacements@cumbria.ac.uk</a>
London	02075 174804 / <a href="mailto:educationplacements@cumbria.ac.uk">educationplacements@cumbria.ac.uk</a>

Wishing you all a safe summer term;  
 Institute of Education Leadership Team