DEVELOPING Placements

For

Student Teachers

(Early Years QTS and Primary QTS Programmes)

Developing Placements

For all student teachers on all ITE Programmes:

• 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, 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.

2020/21 update

• COVID-19: Student teachers are classed as ‘Critical Workers’ and should be deployed in schools as that of other staff. (This can be flexible across a school/setting)

As can be seen in the common framework and statements below, we are looking for our student teachers to be, at least, Meeting Expected Teacher Standards exemplification by the end of their programme.

This Journey allows for flexibility of a student to map their experience and progress at each placement phase regardless of context or role. A student could be supporting online home learning alongside a class/bubble teacher or co-teaching (teacher directed catch up) a subject / specialist area face to face with a class/bubble. There could of course be scope for a blend of the above. A student will also be identifying phase specific areas of CPD. Early on this may be specific school H&S and safeguarding policies/ procedures in which they are placed.

ALL our ITE students complete online safeguarding training before commencement of assessed placement experiences.

National ITT compliance criteria surrounding total numbers of days a student is physically on placement, numbers of schools to attend and Key-Stage / age phase interactions have continued to be relaxed moving into 2020/21 if the situation demands this. Giving providers and their partnerships flexibility in enabling student teachers to gain appropriate and necessary input and opportunities to address the teacher standards.

• Flexibility based on Common Framework updates

• 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. (Best Fit)

• Mentor “support” is critical to sustained student teacher progress. Mentors will continue to support activity in all bands of this framework.

Academic Year 2020/21
Key Expectations (of Students) e.g. S2 = Standard 2

Students on this placement will be expected to:

- 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.
- 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.
- 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.
- S6 Draw on wide-ranging methods of assessment to identify, communicate and record a broader spectrum of learning and development.
- S1 Adopt, adapt and, where necessary, create resources that inspire and sustain active learning and are managed effectively.
- S5 Demonstrate an informed understanding of policy and practice to ensure effective engagement of all learners regardless of ability and background.
- S1, S7 Demonstrate a sound ability to model, command and create circumstances that support good behaviour throughout the school environment.
- S2a,b,S4d, S8d Engage in self and collaborative reflection to identify and inform professional development.
- 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.

Prior Experience

Students on all Undergraduate Programmes will have up to 8 weeks in school; in 2 or more learning experiences. These may be in different Key Stages. During 2020/21 they only had 2-3 weeks in school. Summer term 2020 saw them complete a range of CPD-see attachment (via this link).

PGCE students will have completed an assessed placement; along with ~15 days of school embedded learning. Some students, perhaps drawing on pre-course experience or on a School Direct PgCE course will have undertaken more whole class teaching than others.

Student Teachers

- Ensure pre-placement contact with the 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 Trainee Teachers’ Standards 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 “Cause for Concern in keeping with the guidance (See Guidance for Students who are a “Cause for Concern”); To liaise with the assigned University Partnership Tutor / Partner Programme Lead.
University Partnership Tutors [UPT] / Partner Programme Lead [PPL] for SD Alliances

UNTIL FURTHER NOTICE ALL QA VISITS WILL BE CONDUCTED ‘VIRTUALLY’ - Unless other arrangements are specifically requested by a school / setting; A risk assessment process will be needed in these cases.

- 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. Support formal process for dealing with ”Cause for Concern” if raised.
- QA / Moderate judgements
- Assist in the moderation of placement assessment
- Ensure that all outcomes are collated in time for module assessment boards. Presented to KAP”campus”/PAd (Programme administration)
- In School Direct Alliances, being a UPT and Personal Academic Tutor is part of the role of the Partner Programme Lead (PPL).

<table>
<thead>
<tr>
<th>Placement Offers, Allocations, Students</th>
<th>Lancaster and Carlisle Students including School Direct</th>
<th>London Students</th>
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</thead>
<tbody>
<tr>
<td>Placement Unit</td>
<td>Placement Unit</td>
<td>Placement Unit</td>
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<tr>
<td>University of Cumbria</td>
<td>University of Cumbria</td>
<td>University of Cumbria</td>
</tr>
<tr>
<td>Bowerham Road</td>
<td>East India Dock Road</td>
<td>East India Dock Road</td>
</tr>
<tr>
<td>Lancaster LA1 3JD</td>
<td>London E14 6JE</td>
<td>London E14 6JE</td>
</tr>
<tr>
<td>Tel: 01524 385697</td>
<td>Tel: 0207 4804</td>
<td>Tel: 0207 4804</td>
</tr>
<tr>
<td>Email: <a href="mailto:educationplacements@cumbria.ac.uk">educationplacements@cumbria.ac.uk</a></td>
<td>Email: <a href="mailto:partnershiplondon@cumbria.ac.uk">partnershiplondon@cumbria.ac.uk</a></td>
<td>Email: <a href="mailto:partnershiplondon@cumbria.ac.uk">partnershiplondon@cumbria.ac.uk</a></td>
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<table>
<thead>
<tr>
<th>Return Reports</th>
<th>Lancaster Students &amp; SD</th>
<th>Carlisle students</th>
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<tbody>
<tr>
<td><a href="mailto:kaplancaster@cumbria.ac.uk">kaplancaster@cumbria.ac.uk</a></td>
<td><a href="mailto:Kaplanlancaster@cumbria.ac.uk">Kaplanlancaster@cumbria.ac.uk</a></td>
<td><a href="mailto:kapcarlisle@cumbria.ac.uk">kapcarlisle@cumbria.ac.uk</a></td>
</tr>
<tr>
<td>Copy to PPL or UPT</td>
<td>Written enquiries to the respective campus c/o</td>
<td>Written enquiries to the respective campus c/o</td>
</tr>
<tr>
<td>Programme Administration (PAd)</td>
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<td>Programme Administration (PAd)</td>
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<th>London Students</th>
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<tr>
<td><a href="mailto:kaplondon@cumbria.ac.uk">kaplondon@cumbria.ac.uk</a></td>
<td>Written enquiries to the respective campus</td>
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</table>
1. Student Progress Assessment Record [SPAR]
This standalone booklet builds and retains a record of the student’s development throughout each placement. It contains
- Observation Proforma for the Mentors observations and feedback
- 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 targets based on feedback, discussion, scrutiny of files and their wider reflection on their progress.
- Common Framework Assessment Descriptors for annotating, assessing and tracking progress to support feedback, reflection, target setting and summative assessment.
- Tracking Pupil Progress - see TPP guidance
- Key Assessment Point Outcome Record: Placement Report Proforma completed by the Mentor for capturing summative assessment.

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
- Previous (Beginning phase) SPAR
- Section your folder as specified in pre placement checklist
- Placement Tasks: record of required placement activities such as pupil profiles (Profiling guidance).

n.b. This collection of lesson observation feedback, weekly reviews and annotation 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 Leads are asked to keep a check on the student’s completion of these important documents.

Completion and Return of Placement Documentation

All assessment placement forms (below) can be downloaded from the Partnership Website and should be 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;

Lancaster based student: Kaplancaster@cumbria.ac.uk
Carlisle based students: Kapcarlisle@cumbria.ac.uk
London based students: Kaplondon@cumbria.ac.uk
ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>Mentor</th>
<th>Destination</th>
<th>Due</th>
<th>Student</th>
</tr>
</thead>
</table>
| Pre-placement Checklist | 1 copy to student  
1 copy to UPT / PPL- if the student is underprepared | First few days | To make a complete record of all assessment, feedback and reflections in the SPAR |
| Observation Proforma [OP] | 1 copy to student for SPAR | At least 3 observations over the developing phase. | Retain a copy for presentation on future placements |
| Cause for Concern Referral form: Action Plan - where necessary | 1 copy to student  
1 copy to UPT / PPL  
1 copy sent to KAP“campus” | At any point that gives the student appropriate time to improve on targets set (usually flagged by mid-point) | Make a copy to be discussed and submitted to your PAT at your post placement tutorial. |
| KAP D Outcome Record (Developing KAP): End of Placement Report | 1 copy to student*  
1 copy emailed to UPT / PPL  
1 copy emailed to KAP**  
*To be held in SPAR  
** Email Addresses  
Lancaster: Kaplancaster@cumbria.ac.uk  
Carlisle: Kapcarlisle@cumbria.ac.uk  
London: Kaplondon@cumbria.ac.uk | End of penultimate week (unless CFC action plan in place) | Carry out placement evaluation as specified on back page of SPAR. |

This module can be formally failed if a student fails to sufficiently address targets in the following area if flagged as Cause for Concern (NOT 2/4QTS students):

i. Adapt / develop and update medium term, weekly and individual lesson activity plans to support and sustain teaching and learning for all learners throughout the placement.

ii. Sustain learners’ interest and engagement in age / ability appropriate learning activities that meet the intended objectives.

iii. Plan and carry out assessment of learning to inform next steps in learning and teaching.

iv. Manage a safe and stimulating learning environment.

v. Discuss and apply informed feedback and personal reflection to identify and support progress in professional practice throughout the placement.

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 Teacher Standards in Common Framework.
<table>
<thead>
<tr>
<th>Week</th>
<th>Student’s Role</th>
<th>Mentor’s Role</th>
<th>Class Teacher’s Role</th>
<th>UPT/PPL’s Role</th>
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</table>
| Visit days/prep week | - Prepare and maintain a placement file.  
- Share your SPAR with Mentor/CT  
- Identify your placement teaching timetable and content including PPA entitlement {same as NQT}  
- 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.  
- 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)  
- Engage with Part 2 of standards eg, registering whole class.  
- Gather Pupil Progress data (Class data summary sheet) Adhere to school GDPR guidance throughout.  
- Email your UPT / PPL. Provide an update | - 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.  
- Explain School GDPR guidance regarding storage of documents and pupil formation | - 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 | - 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 |
| Week 1 | - 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. | - 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  
- Discuss progress / concerns as appropriate with the PT | - 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 |
<table>
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<tr>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
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<tbody>
<tr>
<td>As Week 1&lt;br&gt;• Teaching load would normally build up to or maintain 50% curriculum delivery time&lt;br&gt;• Develop your ability to assess, record and report the children’s learning.&lt;br&gt;• Review Medium Term Plans and adapt your lesson / activity plans accordingly.</td>
<td>As in Week 2&lt;br&gt;• Teaching load would normally build up to 60% curriculum delivery time&lt;br&gt;• Develop your ability to assess, record and report the children’s learning. (TPP Guidance)&lt;br&gt;• Review Medium Term Plans and adapt your lesson / activity plans accordingly.</td>
<td>As in Week 3&lt;br&gt;• Sustain your teaching.&lt;br&gt;• Ensure completion of PDAs.&lt;br&gt;• Complete Weekly Review (SPAR) discuss in tutorial with Mentor and agree targets for next placement</td>
<td>As in Week 4&lt;br&gt;• Sustain your teaching.&lt;br&gt;• Ensure completion of PDAs.&lt;br&gt;• Complete Weekly Review (SPAR) discuss in tutorial with Mentor and agree targets for next placement.&lt;br&gt;• Focus on analysis of pupil progress in weekly meeting.&lt;br&gt;• <strong>Ensure Pupil Profile reports are completed and discuss progress made by all children taught throughout your placement</strong>&lt;br&gt;• Discuss End of Placement Report with Mentor and sign proforma</td>
</tr>
</tbody>
</table>

**This module can be formally failed if a student fails to meet minimum requirements in the following area if flagged as Cause for Concern (NOT 2/4QTS students)**

- Adapt / develop and update medium term, weekly and individual lesson activity plans to support and sustain teaching and learning for all learners throughout the placement.
- Sustain learners’ interest and engagement in age / ability appropriate learning activities that meet the intended objectives.
- Plan and carry out assessment of learning to inform next steps in learning and teaching.
- Manage a safe and stimulating learning environment.
- Discuss and apply informed feedback and personal reflection to identify and support progress in professional practice throughout the placement.

**As previous Weeks**

- Check students are maintaining useful records which inform future planning.
<table>
<thead>
<tr>
<th>Week 6</th>
<th>As in Week 5</th>
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<tbody>
<tr>
<td></td>
<td>Share completed assessment records with CT</td>
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<td></td>
<td>Sustain your teaching.</td>
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<td></td>
<td>Ensure completion of PDAs.</td>
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<td></td>
<td>Complete Weekly Review (SPAR) discuss in tutorial with Mentor and agree targets for next placement.</td>
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<td></td>
<td>Review student’s file and completion of the SPAR Confirm targets for next placement</td>
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<td></td>
<td>Discuss end of placement report / Developing KAP with student in final tutorial</td>
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<td>Student and Mentor to sign paper copy.</td>
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<td></td>
<td>Student to include report in file for post placement tutorial with PAT.</td>
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<td></td>
<td>Remind students they must sustain good progress against standards in all areas.</td>
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<tr>
<td></td>
<td>Advise Mentor re: areas of strength and those needing further development</td>
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</table>