



Generic Primary & Early Years Placement Handbook



21/2022

- **Three Year BA (QTS) programmes**
- **Four Year BA (QTS) programmes**
- **PGCE Primary & Early Years Full-time**
- **School Direct**

CONTENTS

1.0 Contacts	4
2.0 Introduction	5
2.1 Beginning Placement	5
2.2 Developing Placement.....	5
2.3 Extending Placement	5
3.0 Roles and Responsibilities	6
3.1 The Student Teacher	6
3.2 School Based Mentor	6
3.3 The Class Teacher	7
3.4 The University Partnership Tutor (UPT)/Partner Programme Lead (PPL- School Direct only)	7
3.5 The Professional and Academic Tutor	8
3.6 The Cohort Leader.....	8
3.7 External Examiners	8
4.0 PROFESSIONAL COMPETENCIES	9
4.1 Professional Responsibilities & Conduct	9
4.2 Dress Code.....	9
4.3 Punctuality	9
4.4 Absence	10
4.5 Professional Attitude.....	10
4.6 Confidentiality	10
4.7 Health & Safety	10
4.8 Professional Communication	10
4.9 Planning & Preparation Time (PPA)	11
5.0 SCHOOL PLACEMENT, MONITORING AND ASSESSMENT FILES	11
5.1 School information in section 3 of the folder.....	11
5.2 Timetable of Teaching Commitments Section 4 , planning folder.....	12
5.3 Planning In planning folder	12
5.4 Health and safety considerations including e-safety.....	12
5.5 Working with Teaching Assistants	12
5.6 Evaluation of Teaching	13
5.7 Organisation of Monitoring & Assessment File	13
5.8 The Cumbria Teacher of Reading.....	13

6.0 Assessment of Student Progress – Achieving the Teachers’ Standards & QTS Status	14
6.1 Assessing Student Teachers	14
6.2 The SPAR – Student Progress Assessment Record	14
6.3 Teachers’ Standards	15
6.4 Key Assessment Points (KAPS)	17
6.5 Need for Intervention	17
7.1 FREQUENTLY ASKED QUESTIONS	18

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Schools Direct

Your PPL

**SCHOOLS - PLEASE SEND A COPY OF THE REPORT TO
YOUR UNIVERSITY PARTNERSHIP TUTOR AS WELL AS THE UNIVERSITY.**

2.0 Introduction

This handbook serves as a reference document to support school placements for all QTS primary courses at the University of Cumbria. It contains generic guidance for placement activities and requirements. The handbook should be used in conjunction with the specific supplements for Beginning, Developing and Extending Placements, which provide placement-specific information.

School experience is central to the learning and assessment on all primary QTS programmes. All teachers completing their training on, or after, 1st September 2012 will be assessed against the Teachers' Standards formally published in May 2012. The revised standards also apply to Early Career Teachers (ECTs) and they replace the former Core Standards.

Increasingly in education which includes initial teacher education (ITE), collaborative teaching is being recognised as a valuable means of professional development at all stages from student teacher to highly experienced/senior member of staff. It is widely recognised that people will be working together and supporting each other in order to achieve mutually beneficial outcomes. Team teaching, mentoring, peer coaching, joint planning, mutual observation and feedback are increasingly becoming a normal part of school life. The University recognises the benefits of such collaborative approaches by incorporating opportunities to undertake a group or paired placement.

The school experience requirements have been designed to provide a progressive experience leading to Qualified Teacher Status, with an increase in autonomy as students' progress through their training, in line with their developing knowledge and skills. The number, length and scheduling of these placements will vary between courses (see B, D, E supplements), although the assessment criteria and learning outcomes are the same, regardless of which course of study is followed.

There are **three** main types of placement which provide this progression:

2.1 Beginning Placement

The Beginning placement provides the first placement experience of the course. Many students will therefore be at the beginning of their journey in demonstrating the skills and knowledge required. Students may be placed individually, in pairs or occasionally in fours for Beginning Placements, initially working with groups of children building up to some whole class teaching.

2.2 Developing Placement

The Developing placement is an individual or occasionally a paired placement that will build on the student's learning from the Beginning Placement. Students will be expected to take on more substantial responsibilities and undertake a greater proportion of whole class teaching.

2.3 Extending Placement

The Extending placement (final block placement) is an individual one and will build on the student's learning from the Developing Placement. Students will be expected to demonstrate a sustained level of competence in the skills of planning, teaching and assessment with the whole class.

By the end of this placement, students must have met all the Teacher Standards. and be ready to take on the full professional role of a qualified teacher.

3.0 Roles and Responsibilities

Student teachers are expected to demonstrate commitment to their studies both in the University and in school. **They** are also expected to demonstrate a responsible and professional attitude to all staff in the University and school, to fellow student teachers and to pupils.

3.1 The Student Teacher

- Ensure pre-placement contact with the Mentor and University Partnership Tutor.
- Work to support the aims/principles/ethos/philosophy of the school;
- Engage in reflection on professional development, tracking progress and target setting.
- Make a full and active contribution to the life of the school in line with current school policies and course requirements;
- Demonstrate a professional attitude.
- Sustain a timely cycle of: planning, preparation, evaluation & reflection. Develop knowledge of assessment procedures.
- Develop appropriate and constructive relationships with learners, parents and other professionals.
- Seek and take into account advice and guidance from experienced colleagues.
- Respond professionally to advice from University and school-based colleagues;
- To maintain a Placement File and Complete the weekly School / Setting Progress Assessment Record (SPAR)
- Be punctual and dress appropriately in relation to their school experience;
- To maintain a separate Monitoring & Assessment file; including detailed pupil profiles.

3.2 School Based Mentor

The Mentor is responsible for guiding and supervising student teachers in all aspects of their teaching during school experience. Mentors are expected to meet weekly with their student teacher to discuss and review progress, discuss pupil progress and set ongoing developmental targets for improvement. They are also expected to observe the student teacher's classroom practice, offer critical feedback and complete the placement report, including an assessment of progress in relation to the assessment grid. The Mentor may or may not be the student class teacher. If not, s/he will liaise with the class teacher and others in the school to monitor student progress.

In specific terms, the Mentors responsibilities will include the following:-

- provide students with information about school policies and practices
- participate in mentor training, including keeping up to date with new partnership developments including attending cluster meetings;
- to carry out lesson observations including joint observations with the University Partnership Tutor & class teacher; including one with a focus on the teaching of Systematic Synthetic Phonics and early reading;
- to undertake a weekly tutorial and review session with the student/students;
- monitor student's files and completion of the Student Placement Assessment Record (SPAR);
- facilitate opportunities for students to address specific requirements and tasks
- engage in professional conversations to promote the student's development of knowledge and skills
- support and encourage student background reading based on the ITT core Content reading list
- provide appropriate support for students experiencing difficulties with aspects of the placement
- monitor student's planning, teaching, assessment and evaluation, and give regular, constructive feedback
- work with student teacher, class teacher and University Partnership Tutor on the completion of all relevant placement documentation. Complete and return the placement report
- liaise with the University Partnership Tutor about students' progress and development

- to raise any formal “need for intervention” in keeping with the guidance
- to liaise with the assigned University Partnership Tutor on details regarding their visits to the school;
- support student teachers in planning effectively for working with teaching assistants and other adults, including liaison with outside agencies;
- agree to support the University in its implementation of its Health and Safety requirements / procedures and all Equal Opportunities/Race Equality policies as they relate to the students experience in schools;
- support the student teacher in planning and completing school based tasks and in pupil profiling;
- assess the student in collaboration with the University Partnership Tutor against the assessment grid;
- monitor student teacher absences from school and inform the UPT if there are any concerns;

3.3 The Class Teacher

The class teacher is responsible for offering the student teacher regular support and guidance while they are in their class.

The class teacher’s responsibilities will include the following:

- support the student teacher in the classroom;
- advise the student teacher on all aspects of their class;
- provide pupils’ names and key information on their development;
- facilitate planning ;
- involve student teachers as far as possible in planning;
- allow a phased introduction to whole class teaching through group work;
- ensure that student teachers have effective plans for their teaching;
- provide informal feedback on sessions/lessons taught by the student teacher ;
- advise student teachers on matters relating to classroom management;
- support student teachers in the effective deployment of classroom assistants;
- check student teachers are aware of available teaching resources within the school;
- advise student teachers on any matters relating to safety of pupils;
- liaise closely with the Mentor & University Partnership Tutor regarding student teacher progress;

3.4 The University Partnership Tutor (UPT)/Partner Programme Lead (PPL- School Direct only)

The University Partnership Tutor (UPT) and PPL for School Direct is the bridge between the University and the school. All UPTs/PPLs have responsibility for a large number of schools in a geographical cluster or clusters and will visit schools at specific points during school placements. The role of the UPT is to work with their cluster schools to place student teachers, quality assure placements and provide support to both students and schools.

The UPT’s responsibilities will include the following:

- work in collaboration with school-based colleagues to identify and support the development of both ITE and CPD activities in schools across the cluster
- develop, maintain and build a working relationship with agreed schools to ensure each school have regular contact and enjoy genuine developmental partnership
- contribute to mentor training and development as appropriate
- support student ITE placements, as detailed in the specific placement guidance supplements;
- quality assure the placement experience for student teachers
- make early contact with the Mentor to support the start of the placement as appropriate
- be flexible and responsive to school and student teacher needs

- respond to placement issues as required and support the formal process for dealing with a "Need for intervention " if raised;
- plan school visits in advance and in agreement with Mentors;
- undertake a QA visit / visits (some of which may be virtual) to include some or all of the following-observation and assessment of teaching , file scrutiny, discussion with mentor and student with appropriate formal verbal and written feedback as required in the relevant placement documentation;
- provide professional support for the school mentor, class teacher and member of staff with overall responsibility for ITE in the school;
- deal with issues arising ;
- moderate placement assessment and ensure that all reports and assessments are submitted in time for the module assessment boards;

3.5 The Professional and Academic Tutor

The Professional and Academic Tutor (PT) provide a point of contact for help, advice or discussion pertaining to progress with the course or personal issues which may be impacting on study or placement.

In relation to school experience, the tutor will:

- provide students with advice and support in relation to school experience, in liaison with the Cohort Leader, UPT & Partnership Manager.
- help students to resolve school placement issues, in consultation with the UPT and other staff as necessary
- assist students in the process of review, reflection and target setting, facilitated by the SPAR, in order to maximize their learning from school experience (both Pre and Post Placement)
- in cases of an intervention plan it is imperative that students meet with PAT to review progress before the end of the action plan

3.6 The Cohort Leader

The Cohort Leader has a broad responsibility for overseeing the progress of students in the cohort.

In relation to school experience, the Cohort Leader will:

- provide students with advice and support in relation to school experience, in liaison with the Professional & Academic tutor, Partnership Tutor and Partnership Manager.
- monitor students progress with school experience and conduct student support sessions as required
- attend Examination Boards and contribute to discussions about student progression

In addition to the roles defined above, other university tutors will liaise and work with schools in different ways. This might involve assessing students on placement to support the work of the Partnership tutor, or work relating to subject development or research projects.

3.7 External Examiners

Schools and student teachers may at some point be visited by external examiners. **External Examiners** are normally professional teacher educators from other ITE providers or experienced school based staff that are responsible to the 'Module Assessment Boards' (MABs) for reporting on standards within components of a programme. They play an important role in moderating and checking overall standards of programme provision and student teacher performance through visiting schools to see a sample of student teachers. External Examiners for placements are specifically concerned with standards of professional attributes, professional knowledge and understanding and professional skills such as classroom teaching and the professional development of student teachers in school. It is appropriate, therefore, for the placement External Examiners to focus on those aspects of the programme that relate to student teachers'

practical teaching. The main areas for the attention of External Examiners in relation to school experience would normally include:

1. Moderating a sample of outcomes;
2. Collecting evidence from a range of sources, particularly: observation of teaching; checking teaching files; discussion with student teacher, class teacher and mentor;
3. Assessing student teacher level of preparation: through the teaching and file scrutiny and discussion;
4. Observing teaching to judge standards of classroom practice;
5. Monitoring the effectiveness of supervision and support by mentors and tutors: through lesson reports and discussion;
6. Providing verbal feedback to student teachers, teachers and tutors/mentors;
7. Submitting a report to the relevant programme leader on standards which is presented during the Module Assessment Board.

4.0 Professional Competencies

4.1 Professional Responsibilities & Conduct

"A teacher is expected to demonstrate consistently high standards of personal and professional conduct. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality."

Teachers' Standards May 2012

Students on placement are taking on the role of a teacher and as such are expected to behave professionally at all times.

4.2 Dress Code

As a professional and a role model for the children, it is expected that students will dress appropriately and adhere to the school's dress code, if students are unsure of the school requirements then they should be pro-active and ask the Mentor prior to placement commencing.

Dress should be 'fit for purpose' and conform to health and safety guidelines. In most cases it is appropriate to dress in a smart but casual way that is also appropriate for the classroom. Designer and expensive clothing is best avoided in a busy, active and sometimes messy environment. Likewise, it is also good practice and common sense to avoid any clothing that may cause offence to a school community such as items that are low cut, rather revealing or even antagonistic to local culture such as sportswear associated with particular teams. Students will also be expected to wear appropriate clothing, such as a tracksuit, for PE and associated lessons.

Schools differ in what they consider to be appropriate dress although they are expected to respect the religious and cultural values of individual student teachers.

4.3 Punctuality

Students should be aware of the times they should be in school, in lessons, in tutor time, and be punctual. Whilst in school, students are expected to fulfill the professional role of the teacher and therefore need to arrive as a minimum at least half an hour before the school day starts. Start and finish times may well need to be extended according to the amount of preparation and organisation needed to fulfill your professional responsibilities as a teacher. As a minimum requirement students should aim to leave the placement setting no earlier than 4.30pm each day.

4.4 Absence

As a general rule, students should follow the school's absence procedure and in all cases inform the school as early as possible, certainly before 8.15 am if for any reason they are unable to attend. Text messages may be considered too informal by some settings and you are advised to speak personally to your mentor and/or Class Teacher to advise them of your absence, when you are likely to return to school, and to discuss any arrangements that the school may have to make when you are absent. You should also notify your Partnership tutor, your personal tutor and the University absence line.

Students should contact the school at the end of the day to confirm their attendance for the next day. Students are also expected to keep in contact with the placement provider during the course of an extended absence (more than a day) to ensure the placement setting is aware of when the trainee intends to return. Students must also inform the placement setting in good time if they are likely to be late.

4.5 Professional Attitude

Students are expected to demonstrate a professional attitude to all school staff, university staff who may visit, parents and pupils at all times. Students must also be professional and receptive to feedback offered. Students should exemplify a good standard of spoken English and avoid any use of inappropriate language.

Many schools have mobile phone policies therefore students should check their particular placement settings policy with the Mentor and adhere to it.

4.6 Confidentiality

As part of the placement, students will need to collect material specific to the school and to individual children (e.g. policies, class lists, samples of work, assessment records etc). The school GDPR policy must be adhered to at all times in relation to such information. Such information should not leave the school premises or be copied without the formal agreement of the school (and only then if you can guarantee security of the information and its ultimate return or destruction).

Where students need to cite or refer to schools or individuals in academic work, they must ensure that such references are anonymous or seek written permission from the placement setting. Any conversations with parents and other professionals regarding children should be held privately. Correspondingly, it is also sensible to hold personal discussions away from the professional environment.

4.7 Health & Safety

Students must fully comply with their school or placement settings health and safety guidelines. Students should ask for this information during visit days and record it in their placement file.

4.8 Professional Communication

Appropriate professional communication is a significant aspect of the professional behaviour of all teachers. As such, students will be expected to uphold high standards of professionalism when communicating about any aspect of their training. Particular attention should be paid to the

appropriate use of forms of e-communication such as social networking sites like Facebook and Twitter. Please note that under the University's Academic Regulations, and in particular its social networking policy, any breach of this policy could result in an adjudication hearing and disciplinary action. Schools also have E-safety policies.

4.9 Planning & Preparation Time (PPA)

All teachers are entitled to dedicated planning and preparation time (PPA) usually amounting to 10% of their teaching timetable. This is delivered in a variety of ways by schools such as using teaching assistants or dedicated cover supervisors to cover classes and in some cases staff are permitted to work off site. Student teachers are also entitled to PPA time **but should undertake this on school premises wherever possible**

5.0 School Placement, Monitoring and Assessment Files

Files are important working documents. They should be available for consultation at **all times** in school. Students' are required to compile and maintain placement files during each of their placements. The information in these files serves to facilitate their work in the placement setting, support their professional development and provide evidence of progress against the Assessment Framework.

The Placement File acts both as a record of development and as a resource for teaching. It should be detailed and professionally acceptable in style and content. The Monitoring & Assessment file contains your ongoing assessment of pupil progress including formative and summative assessment and also includes aspects such as pupil profiling records. Students files should be divided into clearly indexed sections and be available for scrutiny by school and university staff at all times. The organization of files is clearly outlined in the pre placement checklist of the SPAR. There are 5 sections. It is suggested that these be organized into 3 separate folders. Sections 1,2 and 3 in Folder 1, Section 4 in a planning folder and Section 5 in a separate assessment and pupil profile evidence folder.

SPAR (Student Progress Assessment Record) must be evident at the front of the placement file. In section 1. This record is the **responsibility of the student** to ensure that it is current and that correct forms are used, completed and returned on time (see section 6).

5.1 School information in section 3 of the folder

Typical information students will be required to collect from the placement setting is as follows:

a) Background information

- School or setting name, address and telephone number
- Names of your class teacher, Mentor, Headteacher and Partnership Tutor
- Details of school staff and their roles and responsibilities
- Relevant information from the school prospectus about the school, its local community, environment and catchment area.
- School policy information as needed – most will be on the school website (you don't necessarily need your own copies of policies, but need to be familiar with them)
- Health and safety considerations.
- The physical geography of the school, including plans of the school and work areas as needed
- Details of school routines and procedures you will need to follow
- Lists of resources available and their location
- General information about the school curriculum and planning systems

b) Information about the class and the children

- Classroom Support
- Classroom organisation, layout and resources
- Details of class rules and routines
- Lists of pupils' names
- Details of grouping arrangements
- Information about specific children as needed.

5.2 Timetable of Teaching Commitments Section 4, planning folder

When students begin to take on responsibility for planning and teaching they should have available a weekly timetable indicating the subjects and/or tasks that they are undertaking and the groups/classes in which they will be teaching and the timing of sessions. This should be available at all times as part of their placement file.

5.3 Planning in Planning Folder

Planning documentation is of central importance and will often occupy the majority of the placement file. The following planning information is needed:

- Daily Lesson plans and/or tasks
- Medium term and weekly plans
- Previous lesson plans and/or tasks with reflective annotations

All previous short term plans for the placement should be filed chronologically under each subject and accompanied by evaluations.

Planning is generally completed in conjunction with established school procedures. However, student teachers are expected to, *in good time*, a lesson plan. The Planning Guidance document outlines these expectations and offers a planning proforma and an outline of what type of planning is expected at each stage. Remember - **NO PLAN – NO TEACH!** It is important that student teachers adopt a systematic approach to planning.

Plans **MUST** be annotated reflectively following each taught lesson.

5.4 Health and Safety Considerations Including E-safety

Before teaching any lesson with a potentially hazardous content, such as science, design technology or PE, student teachers have a responsibility to make sure they understand the safety implications. Careful planning and risk assessment will ensure that neither children nor adults will be harmed from taking part in lessons. Student teachers should add a full risk assessment to medium term and lesson plans for these lessons. The Health and Safety implications of all lessons should be considered prior to teaching. The class teacher should be present at all times during a lesson with potentially hazardous content.

Student teachers should also be aware of e-safety considerations when on placement and follow school policy/guidelines in relation to aspects such as recording children's images digitally, the use of portable memory devices, electronic assessment files and the use of social networking sites. Student teachers should discuss the school's policy around e-safety with the Mentor before starting their placement.

5.5 Working with Teaching Assistants

All planning should clearly indicate how student teachers will deploy TAs/other adults in the classroom. Lesson plans should make explicit references to the role of any other adults working in the classroom with student teachers. Teaching assistants are an integral part of learning and teaching teams in schools and bring valuable experience and expertise to lessons. Student

teachers are expected to work with support staff under the direction of the class teacher and then later to include them in the planning, brief them prior to the lesson and receive feedback from them at the end of the lesson.

All student teachers need to work effectively with support staff during school experience. They should find out the background and qualifications of any adults working in the classroom and ask the class teacher and/or link tutor about this. Such adults may have specific training as learning support workers, as nursery nurses, etc.

It is important for student teachers to develop a professional working relationship with support staff from the very start of placement.

5.6 Evaluation of Teaching

- There is a requirement to evaluate **all** teaching reflectively e.g. by annotating planning following a taught lesson. Each week students need to reflect on their progress and impact guided by the integral headings on the weekly review proforma appropriate to their phase. This completed reflective document will form the basis for discussion and target setting at the weekly review meeting with their mentor. Evidence of pupil progress should also be used during the discussion. eg annotated plans, marked pupil work, tracking...

5.7 Organisation of Monitoring & Assessment File

This information is now captured as part of the TPP (tracking pupil progress) documentation. During the first placement in school student teachers will begin to collate assessment records for learning, i.e. how assessment informs teaching and subsequent learning.

Knowledge and understanding of monitoring and assessment will develop over time. Suggested information gathering could be through the proactive questioning of class teachers, mentors, University Partnership Tutors, School Assessment Coordinator and background reading based on the ITT Core Content reading list.

https://www.cumbria.ac.uk/media/university-of-cumbria-website/content-assets/public/education/images/documents/courses/partnership/cpd/0.5-Initial_teacher_training_core_content_framework-READING-ONLY-CPD.pdf

Student teachers are also expected to pursue their own professional development in this area by noting learning outcomes against learning objectives, noting children's misconceptions and reflecting on children's learning. Student teachers should also keep pupil profiles for children. The Profiling & Assessment file should reflect the increasing professional development and involvement in the monitoring assessment, recording and discussions of pupils' work with the class teacher, Mentor and with the pupils themselves.

5.8 The Cumbria Teacher of Reading

All primary QTS trainees engage with 'The Cumbria Teacher of Reading'. This module is phased to integrate practically into each placement. 'The Cumbria Teacher of

Reading Booklet' is available electronically to students and mentors and a Phonics specific observation should be undertaken at each phase using the specific grid proforma found in the booklet.

6.0 Assessment of Student Progress – Achieving the Teachers’ Standards & QTS Status

6.1 Assessing Student Teachers

Student teachers progress will be monitored in the following ways:

- Observation of teaching (part or whole lessons) by Mentor and/or UPT
- Weekly review and target setting meeting with the Mentor, including review of placement files and discussion of PUPIL PROGRESS
- reflective discussion with mentor and other school staff
- discussion of background reading based on ITT Core Content reading list
- professional reflective discussion with University Partnership Tutor
- Monitoring progress against the assessment grid using the staged expectations (Beginning and Developing phases) and the Teacher Standards (Extending phase)

6.2 The SPAR – Student Progress Assessment Record

This record comprises all of the documentation that is completed during each placement phase (Beginning, Developing or Extending) .

The record belongs to the student teacher and for the duration of each placement should be kept, maintained and be available for the mentor , class teacher , UPT and External Examiner where necessary . **This document provides evidence of progress and impact.** The SPAR plus end of placement report from the basis for the post placement tutorial between student and personal tutor.

The following forms are included in this record:

Front Cover	Student to complete before placement and obtain the required signatures.
Pre-placement Check List	Student to complete before placement and Mentor to sign to confirm that the student’s file demonstrates that student is ready to undertake placement.
Observation Pro-forma	One to be completed at each formal bservation by the Mentor or partnership tutor or other observer. Beginning phase: At Least 2 observations, Developing phase at least 3 observations & Extending phase at least 4 observations during the 10 weeks. Intervention students/those not on trajectory: Students identified as needing intervention must have at least one observation per week.

Assessment Framework	Highlighted or annotated use of the appropriate framework will help demonstrate progress of the staged expectations and also support target setting.
Developmental running record	This should be reviewed each week with the target(s) agreed. It is important to review targets regularly and reflectively. New targets set based on weekly review discussions with mentor using staged expectations (Beg and Dev) and Teacher standards (Extending)
Student Weekly Review Need for intervention -	The weekly review form should be completed by the student prior to their meeting with their mentor and used to reflect on intention, implementation and Impact on pupil progress and own progress towards each of the teachers' standards. To be completed ONLY if a student is exhibiting a need for intervention on any placement.
End of Placement Report Form -	This form is completed by the end of all assessed placements.

6.3 Teachers' Standards

The Standards provide a benchmark for the minimum requirements for recommendation of QTS at the end of training.

The Teachers' Standards are arranged in two sections:

PART ONE: Teaching		
S1	Expectations	Safe and stimulating environment, goals that stretch all, positive attitudes, values and behaviour.
S2	Progress and Outcomes	Accountability for outcomes, build on capabilities and knowledge, understand how pupils learn, encourage.

S3	Subject Knowledge	Secure knowledge, teaching strategies, address misunderstandings, maintain interest, promoting scholarship, early mathematics, systematic synthetic phonics, correct use of standard English.
S4	Planning and Teaching	Use of time, promote learning and curiosity, engaging curriculum, homework, reflect on effectiveness.
S5	Inclusion	Differentiate, adapt, understand child development, SEN, EAL, high ability, overcoming inhibiting factors, engage, support.
S6	Assessment	Formative and summative, feedback and marking, use data, set targets, inform planning, monitor and secure progress.
S7	Behaviour Management	Clear rules and routines, praise, sanctions and rewards, effective approaches, consistency and fairness, high expectations, in classrooms and around school, relationships with pupils, decisive when necessary.
S8	Professional Responsibilities	Contribution to the school, professional relationships, deployment of support staff, parental communications, response to advice and support, professional development responsibility.

PART TWO: Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

6.4 Key Assessment Points (KAPS)

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 progress towards meeting the staged expectations (Beginning and Developing) or Teacher Standards (Extending) as defined in the assessment framework. as below.

A student identified as 'Not yet on trajectory' should have been supported with an Intervention plan.

To maintain 'on trajectory status' a student must show consistent (professional judgement) progress to meeting the phase appropriate expectations.

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 <input type="checkbox"/>	On trajectory <input type="checkbox"/>	Not yet on trajectory <input type="checkbox"/>	On trajectory <input type="checkbox"/>	Not yet meeting expected Teacher standards exemplification <input type="checkbox"/>	Meeting expected Teacher standards Exemplification <input type="checkbox"/>	Exceeding expected Teacher standards exemplification <input 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. In E phase 'not yet meeting teacher standards exemplification' in any standard indicates fail.							

Key Assessment Points or KAPs involve Mentors in association with class teachers and UPTs making a holistic assessment of progress and impact made during the placement. The phase appropriate assessment framework should be used as a basis. There are 3 Key Assessment Points (KAPs) during the period of training.

- **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**

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

Programme	KAP B	KAP D	KAP E
BA QTS 3 year	End of Beginning placement in Year 1	End of Developing placement in Year 2	End of Extending placement in Year 3
BA QTS 4 year	End of Beginning placement in Year 1	End of Developing placement in Year 3	End of Extending placement in Year 4
PgCE Full-time	End of Beginning placement	End of Developing placement	End of Extending placement

6.5 A Need for Intervention

A 'need for intervention' regarding a student's progress is indicative of a standard of teaching (including professional knowledge, understanding and skills) and/or professional attributes below that expected for the relevant stage of school experience.

The 'Need for Intervention' policy sets out the guidance for moderation and subsequent action to deal with this situation. They are designed to give the student teacher where reasonably possible the opportunity to redeem the situation, whilst at the same time working to protect children from poor teaching.

Definition:

When students are assessed as not making expected progress defined by the phase appropriate assessment framework or are deemed to be acting in an unprofessional manner a school in conjunction with the UPT would initiate an intervention plan.

An action plan comprising of SMART targets, clear actions and an appropriate review date would be written, shared and discussed with the student. Targets must be based on the appropriate assessment framework for the stage of training.

If at the review the targets have been met the student progresses as expected; if the targets have not been met then the placement will be deemed a fail and the appropriate board would deem a resit or deferred placement for the next academic year.

For full current guidance see:

- Need for Intervention guidance available at <http://tiny.cc/UOCPartnershipPaperwork>

7.0 Frequently Asked Questions

1. I am placed with an NQT as my class teacher.

This should not happen but you must inform your University Partnership Tutor immediately. Trainees *cannot* be placed with an NQT as a class teacher.

2. I am not receiving my entitlement to lesson observations and verbal and written feedback from school based mentor.

Contact your University Partnership Tutor immediately.

3. The school based mentor is not undertaking the Weekly Review of Progress.

Are you having professional conversations with your CT/Mentor. If so, this is also part of your tutorial entitlement.

Contact your University Partnership Tutor immediately.

4. My mentor is very hard on me and is critical all the time.

It is important to be clear on why this is happening. Are you working to your full potential? Are you keeping up-to-date with planning, evaluations and pupil assessment? Are you acting on advice? Are you demonstrating appropriate professional attributes? If the answer to all of these questions is YES, then please contact your UPT. If the answer is NO, then the mentor may be trying to motivate you!

5. I have a part-time job. Can I continue this during placement?

We realise that trainees experience financial difficulties but if you continue to work in employment during the evenings when you are on placement you run the risk of getting behind with your work and not being alert in the classroom. We would advise against it. You are on a full time course of study.

6. What if I wake up ill one morning?

Everyone experiences illness. It is part of life. If it is a minor illness (e.g. sore throat, cold) you will probably be able to attend school. If you are having a more serious illness, then you need to ring the school by 8.15am to inform them of your intention to be absent. Please ring the school at the end of the day to inform them of whether you will be attending the following day. Please note that absences are inconvenient to schools so should be avoided where possible.

Students must also contact the University of Cumbria's absence line depending upon which campus they are based at on the following numbers;

Carlisle - 01228 616351
Lancaster - 01524 384510
London - 0207 364 6334

7. I don't feel welcome in the school.

Try to reflect on why this may be the case. Have you done anything to upset anyone? If not then try to discuss the issue with your Mentor or University Partnership Tutor

8. My school goes into special measures or is served with a notice to improve?

Contact your University Partnership Tutor immediately. Schools in Special Measures are no longer allowed to train teachers. We must remove you from the school.

9. I'm not getting on very well with my fellow student on a paired placement. What can I do?

This sometimes, regrettably, happens, but is also part of the world of work. We will not always see eye to eye with everyone we work with. However, you have a professional job to do and need to come to an agreement about any differences you might have to ensure that the children do not in any way suffer.

10. Is it OK to spend my non-contact time working away from school?

NO. Although some school colleagues may work elsewhere during their PPA time you should work in school so that you can plan, assess and evaluate with your fellow students. This is best achieved in school.

11. How much should I involve myself in other activities and duties in school?

Throughout your placement you should show initiative and offer to assist with a wide range of duties and other activities, e.g. break-time duties (alongside a qualified member of staff, but not by yourselves); meetings and parents' evenings (at the discretion of the school) and after school extra-curricular activities. Overall seek opportunities to involve yourself in this important aspect of school life.

12. What time should I arrive at and leave school?

You should aim to be in school no later than 8.15am and should not leave school until after 4.30pm.

13. How often do I assess children?

In short, **every single lesson!** You should know which children you are going to assess in each lesson with a view to assessing every child in every lesson either through group or class assessment undertaken by you or the TA.

14. Can I arrange my own placement?

NO. This is against the university placement policy.

15. Who do I contact if I need help on placement?

In the first instance you should contact your University Partnership Tutor. They may in turn involve programme colleagues such as your Professional and Academic Tutor or cohort leader depending on the type of support needed.

16. Where do I find placement paperwork?

All placement paperwork is available electronically from the partnership site on the main university website. <http://tiny.cc/UOCPartnershipPaperwork>

17. How do I ensure I teach the required percentage of time when I am paired with another student?

Each student teacher will be the lead teacher in some lessons and the support teacher in other lessons. You will also co-plan and co-teach lessons, as well as being solely responsible for some further lessons. To varying degrees, it is anticipated that co-planning and co-evaluation will take place across all lessons, except those lessons for which each student teacher has sole responsibility.

18. How many times will my UPT visit?

Usually twice but some UPT's like to add an additional visit at the start of some placements, to introduce themselves. The second visit is a QA moderation meeting to discuss the placement outcome. Due to COVID some UPT visits may be virtual.

19. How many observations will I have and how long will they last?

As a minimum, dependent on progress, there should be one observations from the Mentor or another member of staff every two weeks. The UPT will usually observe on B placements but will always observe on a D or E placement. A joint observation is preferred, whenever possible. The length of the observation will depend on the lesson.

20. How often should the review meetings take place?

Weekly review meetings with a mentor should be held and targets should be set. There may well be other meetings with mentors as well.

21. Who do I hand my SPAR to after my placement?

The SPAR is your record of your placement and should be taken along to your post placement tutorial with your Personal and Academic Tutor to be discussed and evaluated. You will also need to provide your Personal and Academic Tutor with a copy of your placement report for your academic record file.

22. How many pupil profiles do I need to do?

Beginning – 3, Developing – 3, Extending – 3. These should be reviewed in your post placement tutorial.

23. Who has access to my files?

You are expected to have your file/s in school every day. Files should be set out as stated in the SPAR and generic placement handbook. Your UPT, Mentor, CT or Headteacher should have access to them.

24. Do I have to complete the placement Survey at the back of the SPAR?

YES. The survey helps the university to monitor school experiences and plan for improvement. This information is also used by outside agencies such as Ofsted in evaluating the partnership.

25. Do I have to teach phonics on all placements?

Yes, except 1/3 and 1/4 on autumn experience who have to observe.

26. Do I have to be observed teaching phonics on all placements?

YES

27. Do I only have to teach 3 Phonics sessions?

No, it is a minimum of three sessions in sequence and is preferable if you teach it in a daily basis for most of your placement.

28. My teacher hasn't given me a copy of my report. What should I do?

Student teachers should be made aware of the content of their final report before finishing their placement and should be fully aware of their progress. On some occasions the writing of the final report is delayed to enable student teachers to make additional progress in the latter stages of placement. If you have not received a copy of your report before leaving the placement you should talk to your School Based Mentor and request a copy.

29. I have a strong faith commitment and want to teach in that type of school when I qualify. Can I ask to be placed in faith schools for my placements?

Although UPTs will do all that they can to support student progress in a variety of contrasting school types they cannot limit placements to faith schools.

30. I only want to teach in village schools when I qualify but I've been placed in a large city school for placement. Do I have to go there?

Yes. Dfe criteria of ITE stipulate that student teachers undertake a range of placements in contrasting types of schools.

31. I don't want to teach KS1 (or KS2) when I qualify. Why do I have to do both Key Stages on placement?

If you are undertaking a general primary route in ITE then you must have taught in 2 consecutive key stages – KS1 & KS2. If you are undertaking an early year's route, then this will be in nursery/foundation stage and KS1. The university must be compliant with these regulations as stipulated by DfE.

32. My placement school have said I can return for my next placement but I've been placed in a different school. Why is that?

DfE requirements of ITE stipulate that student teachers undertake a range of placements in contrasting types of schools. It is also beneficial to experience a wide range of contrasting school types and environments to fully prepare for your future career.

33. What should I do when my class go to assembly?

You should usually accompany the class and be responsible for their behavior and conduct. However, statutory safeguards are in place to ensure that teachers are not disadvantaged as a result of their religious or non-religious beliefs for attending or omitting to attend religious worship. If you do not wish to attend an assembly because of your religious beliefs or lack of such beliefs, you should contact/inform your Partnership Tutor (or equivalent University based academic contact) or class teacher at the earliest possible opportunity.

In some situations, staff are not required to stay in for assemblies, in these cases you should use the time to set up for the next lesson, plan or assess work or if possible meet with your Mentor or Class Teacher to support progress.

34. My class say prayers at the start and end of the day. Do I have to join in?

For prayer that takes place in the form of a school assembly, you should usually accompany the class to the activity for supervision purposes.

However, statutory safeguards are in place to ensure that teachers are not disadvantaged as a result of their religious or non-religious beliefs for attending or omitting to attend religious worship. You should contact/inform your Partnership Tutor (or equivalent University based academic contact) or class teacher at the earliest possible opportunity if you do not wish to participate or join in prayer as a result of your religious beliefs or lack of such beliefs.

35. It says that I have to be at school at 8.15 but my child-minder won't take my children before 8.30. What should I do?

You have made a commitment by enrolling on a teacher education course and will need to put in place the necessary support mechanisms including childcare when on placement. Sufficient time is required in the morning to set up for the day's lessons and as a result you will be better prepared to teach.

36. My class teacher says I have to teach XXXX. I've never done that before but she still expects me to have some ideas for what to do and how to do it. Is that fair?

As a teacher you will be required to be flexible and adaptable to an ever changing educational curriculum. If you have concerns about your ability to deliver a subject, you should discuss this with your Mentor who will be able to suggest available resources and research. For further assistance, you can also contact your UPT.

37. Can I go out of school at lunch time?

You must ensure that you are fully prepared for afternoon teaching and also be available to meet with your mentor if required.

38. Should I go to the staff room at lunch time and breaktime?

Follow the lead of other staff in the school! It is not advisable to be the only member of staff sitting in the staffroom when the other teachers are busy planning and preparing for the next teaching session. However, the staff room can be a good source of support and professional dialogue with the rest of the staff in school.

39. My school says students can't go in the staff room at break time. Can they do this?

On occasions when there are a large number of student teachers in school it can be difficult to accommodate all members of staff in the staffroom. However, it is hoped that all student teachers

would be welcomed into the school and receive the same opportunities and resources available to other members of staff. In the first instance discuss this with your Mentor and see if it can be professionally resolved, if not highlight the issue with your UPT.

40. I don't think my class teacher is treating me fairly. What should I do?

It is important to be clear on why you think this is happening. Are you working to your full potential? Are you keeping up-to-date with planning, evaluations and pupil assessment? Are you acting on advice? Are you demonstrating appropriate professional attributes? If the answer to all of these questions is YES, then please contact your UPT. If the answer is NO, then the class teacher may be trying to motivate you!