University of Cumbria

Institute of Education,

Arts & Society

2026

- ✓ **PGCE Primary (&EYFS) with QTS Jan Cohort**
- ✓ **Student Progress Assessment Record (SPAR)**
- ✓ **DEVELOPING phase**

If you are unable to access The Curriculum Depth Links throughout this document; please ensure you are viewing in Adobe Reader
If you do not have Adobe Reader- please access a download HERE

University Of Cumbria: Institute of

Education, Arts & Society

Initial Teacher Education 2025/26

PGCE **EYFS & Primary Placement Assessment**

The University of Cumbria–Institute of Education has further developed our Partnership assessment processes to ensure it builds on student progress from phase to phase of placement experience (staged expectations). This approach fully integrates the ambitious ITT curriculum across student's learning contexts to ensure that a seamless link occurs between learning and enacting parts of their programmes. It explores the 'what the student's 'will have learnt' and 'will have learned how to' and asks them to work on developing their enactment of learning within the context they are placed. Our ITE curriculum ensures full coverage of the national ITTECF (Initial Teacher Training Early Career framework); which is the mandatory, minimum for all ITT programmes. Indeed, our integrated curriculum is ambitious and thus goes beyond minimum criteria being designed to meet local/ regional needs (Challenging Disadvantaged together)

Students' assessment will allow us to track their growing progress over time based on what they have learnt and enacted. It is only at the final (Extending placement) that students will be summatively assessed against the national teacher standards; however- as with any effective assessment matrix, we have shown how the curriculum helps students to demonstrate growing competency in addressing areas of teacher standards at both the beginning and developing phases.

Our staged expectation grids outline assessment against the ITT Programme curriculum- highlighting what students have learnt and what they will be enacting in the classroom context.

We have mapped the teacher standards to the staged expectations in our grids beneath.

The staged expectation is the point in assessment of progress that we expect **most** students to have achieved during the phase of placement.

We are aware that some will have exceeded the expectation for the placement phase and therefore will need to be targeted to consider how to increase their breadth and depth (mastery) of enactment at each phase of training.

A few will not yet be on a trajectory to meeting all standards by the end of their training. These will be exemplified by a lack of coherence between or inability to take steps towards independence in the staged expectation of each placement phase. These students will require an intensive 'Intervention Action Plan' (formally CFC). Failure to make adequate progress against intervention plan targets may result in the need to repeat the phase of placement.

Throughout the school/setting placements we ask students and mentors to work with existing core themes and proformas that relate to how to approach each of the core domains of the Core Content Framework:

Domain of ITT Learning	UoC Cross-programme/partnership domain approaches	Document or resources - links
Professional behaviours	• Teacher Wellbeing and Workload Charter	06 Workload Charter 2021.22.pdf
Behaviour	• Integrated within each programme curriculum	
Ambitious Curriculum- Challenging disadvantaged together	• Visions and Values- based on research by John Coxhead	TT 438 - Called, Connected, Committ

	• Definition- Ofsted's (2016, p.12) definition of disadvantage as **pupils who are 'those vulnerable to lower educational achievement, poor health and well-being and a reduced chance of leading a successful and fulfilling life'.**	
Curriculum	• Shared Learning planning • Learning plan – proformas • Subject knowledge exemplifications • Cumbria Teacher of Reading	 **Link for planning proformas CTOR**
Pedagogy	• ITTECF reading & resources	**Link here**
Assessment	• Tracking Progress & Pupil Profiling	**TP&P Link**

Understanding how to access the breadth and depth of our ITT curriculum:

Remembering that:

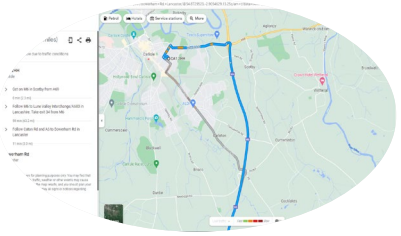
- Student teachers (trainees) are on a journey in their learning to become a teacher
- The staged expectations act as progress way markers towards the 'end point assessment'
- The staged expectations are derived from the ITT curriculums; i.e. the things they cover before each phase of placement.
- The breadth of the ITT curriculum is outlined at the top level in our assessment grids (the modules and subjects covered- with composite knowledge outlined)- Column 3.
- Student teachers have 2 types of learning- **(knowledge) 'learn that'** & **(skills) 'learn how to'**.
- Progress on placement should be seen through high quality targets (built from the curriculum) and reflective weekly reviews.

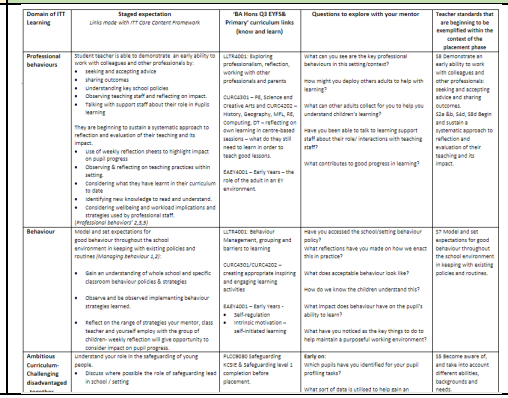
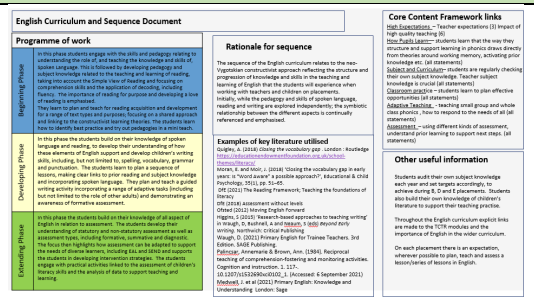
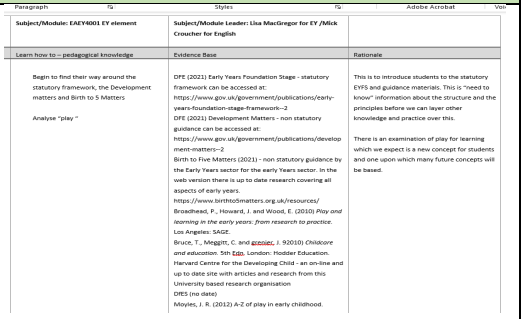
In order that our trainees remember more of what they have learnt and that you as expert colleagues (mentors) can best support their journey through effective target setting we have **included depth to the ITT curriculums**. This depth outlines the **'essential' knowledge (components)**.

For simplicity in accessing this information we have created this fully e-linked document; that allows you to work down from the staged expectation breath and explore the essential knowledge depth (displayed in knowledge organiser formats).

Below we show you the full range of ITT curriculum documents available (noting that as mentors we steer you towards 2 keys parts of this- green highlighting)

The purpose is to outline how a student journey through their curriculum is achieved with taught input and your mentor support along the way.

			
Top level course documents- inc. Programme specification & module descriptor forms. **We display this overview to you as** a grid of the modules and sequence throughout the Programme- '**course overview'**	The progression of the ITT Curriculum. **We display this to you as the 'Staged Expectations'** These give you a clarity of what modules broad content and subjects have occurred and how they relate to the staged expectation- the point at which most students will be at the end of the	**We display these to you as 'Knowledge Organisers'** **You will be able to click through any module or subject link in the staged expectations to discover the depth of the curriculum** learnt by the point in the training. These organisers outline the 'essential (components) knowledge and skills' learnt by	**Subject- Session steps of knowledge & Sequence** For our PGCE programmes we are able to share Subject input via **curriculum subject Sequence steps; via your ULM:UPT/PPL** Please refer to knowledge organiser explanation.

	placement) **Breadth of curriculum-** 'learn that' and 'learn how to' statements	our student teachers before each phase of placement. They outline a rationale for the sequence of this learning, how the components align to the Core content framework (minimum entitlement of any ITT programme) and the core research articles/texts used to underpin the knowledge. This depth should allow you as mentor to understand the granularity of what a student has learnt; therefore helping set targets that build on their prior learning in order to meet the staged expectations.	You can cross reference session to phase using the course overview document. Further depth for Core modules can be accessed via your UPT/ PPL- We use these documents internally to ensure Quality assurance & impact of our programmes.
PGCE Primary January 2022: Module Tracking Document PGPC9130: Being a Teacher, PGPC9140: Learning Teaching and Subject Pedagogy, PGPC9150: Subject Knowledge and Pedagogy Enrichment, PGPC9070: Cumbria Teacher of Reading, PGCE7003: Building Professional Understanding, PGCE7004: Enhancing Professional Practice Level 7 Modules / Level 6 Modules week | PGCE7003 | PGCE7004 | PGPC9130 | PGPC9140 | subjects | PGPC9150 | PGPC9070 | School-based | Scrapbook focus 10/1 | Module overview + teaching and learning / what helps learners | | Vision, values, reflective practice | Welcome + How children learn (1) | Maths 1 | Audit knowledge /skills in chosen subject, actions planned | PDA introduction – terms and SSP | | 17/1 | Learning theories and the role they play in practice – links to working memory | | | How children learn (2) memory and schema | English 1 PE 1 History 1 Language 1 | | Simple View of reading, implications skills and terms | | 24/1 | Student-led learning session focusing on learning theories and their application | | Working with others, emotional intelligence | Understanding ACEs, supporting wellbeing | Maths 2 RE 1 Geography 1 | Workshops input on variety of foundation subjects | Early phonological awareness | | Maths Supporting wellbeing 31/1 | Academic skills – literature searches, reviewing literature and academic writing | | | Intro to SEL + safeguarding | English 2 History 2 Language 2 | | Modelling a teaching sequence | 2 days SEL | English Safeguarding Languages	 Domain of ITT Learning | Staged expectation *Links made with ITT Core Content Framework* | 'BA Hons Q3 EYTSS Primary' curriculum links (know and learn) | Questions to explore with your mentor | Teacher standards that are beginning to be exemplified within the context of the placement phase Professional behaviours | Student teacher is able to demonstrate an early ability to work with colleagues and other professionals by: • seeking and accepting advice • sharing outcomes • understanding key school policies • Observing teaching staff and reflecting on impact. • Talking with support staff about their role in Pupils learning They are beginning to sustain a systematic approach to reflection and evaluation of their teaching and its impact. • Use of weekly reflection sheets to highlight impact on pupil progress • Observing & reflecting on teaching practices within setting. • Considering what they have learnt in their curriculum to date • identifying new knowledge to read and understand. • considering wellbeing and workload implications and strategies used by professional staff. *(Professional behavior' 2,5,5)* | LLTR4001: Exploring professionalism, reflection, working with other professionals and parents CUR4C001 – PE, Science and Creative Arts and CUR4C002 – History, Geography, NPL, RE, Computing, DT – reflecting on own learning in centre-based sessions – what do they still need to learn in order to teach good lessons. EAEY4001 – Early Years – the role of the adult in an EY environment. | What can you see are the key professional behaviours in this setting/context? How might you deploy others adults to help with learning? What can other adults collect for you to help you understand children's learning? Have you been able to talk to learning support staff about their role/ interactions with teaching staff? What contributes to good progress in learning? | S8 Demonstrate an early ability to work with colleagues and other professionals: seeking and accepting advice and sharing outcomes. 22a &b, S4d, S8d Begin and sustain a systematic approach to reflection and evaluation of their teaching and its impact. Behaviour | Model and set expectations for good behaviour throughout the school environment in keeping with existing policies and routines *(Managing behaviour 1,2)*: • Gain an understanding of whole school and specific classroom behaviour policies & strategies • Observe and be observed implementing behaviour strategies learned. • Reflect on the range of strategies your mentor, class teacher and yourself employ with the group of children– weekly reflection will give opportunity to consider impact on pupil progress. | LLTR4001: Behaviour Management, grouping and barriers to learning CUR4C001/CUR4C002 – creating appropriate inspiring and engaging learning activities EAEY4001 – Early Years – • Self-regulation • intrinsic motivation – self-initiated learning. | Have you accessed the school/setting behaviour policy? What reflections have you made on how we enact this in practice? What does acceptable behaviour look like? How do we know the children understand this? What impact does behaviour have on the pupil's ability to learn? What have you noticed as the key things to do to help maintain a purposeful working environment? | S7 Model and set expectations for good behaviour throughout the school environment, in keeping with existing policies and routines. Ambitious Curriculum- Challenging disadvantaged | Understand your role in the safeguarding of young people. • Discuss where possible the role of safeguarding lead in school / setting | PLC0080 Safeguarding YCDC & Safeguarding level 1 completion before placement. | Early on: Which pupils have you identified for your pupil profiling tasks? What sort of data is utilised to help gain an | S5 Become aware of, and take into account different abilities, backgrounds and needs.	 English Curriculum and Sequence Document Programme of work Beginning Phase In this phase students engage with the skills and pedagogy relating to understanding the role of, and teaching the knowledge and skills of, Spoken Language. This is followed by developing pedagogy and subject knowledge related to the teaching and learning of reading, taking into account the Simple View of Reading and focusing on comprehension skills and the application of decoding, including Fluency - the importance of reading for purpose and developing a love of reading is emphasised. They learn to plan and teach for reading acquisition and development for a range of text types and purposes, focusing on a shared approach and linking to the constructivist learning theories. The students learn how to identify best practice and try out pedagogies in a mini teach. Developing Phase In this phase the students build on their knowledge of spoken language and reading, to develop their understanding of how these elements of English support and develop children's writing skills, including, but not limited to, spelling, vocabulary, grammar and punctuation. The students learn to plan a sequence of lessons, making clear links to prior reading and subject knowledge and incorporating spoken language. They plan and teach a guided writing activity incorporating a range of adaptive tasks (including but not limited to the role of other adults) and demonstrating an awareness of formative assessment. Extending Phase In this phase the students build on their knowledge of all aspect of English in relation to assessment. The students develop their understanding of statutory and non-statutory assessment as well as assessment types, including formative, summative and diagnostic. The focus then highlights how assessment can be adapted to support the needs of diverse learners, including EAL and SEND and supports the students in developing intervention strategies. The students engage with practical activities linked to the assessment of children's literacy skills and the analysis of data to support teaching and learning. Rationale for sequence The sequence of the English curriculum relates to the neo-Vygotskian constructivist approach reflecting the structure and progression of knowledge and skills in the teaching and learning of English that the students will experience when working with teachers and children on placements. Initially, while the pedagogy and skills of spoken language, reading and writing are explored independently; the symbiotic relationship between the different aspects is continually referenced and emphasised. Examples of key literature utilised Quigley, A. (2018) Closing the vocabulary gap . London : Routledge https://educationendowmentfoundation.org.uk/school-themes/literacy/ Mokes, E. and Moir, J. (2018) 'Closing the vocabulary gap in early years: is "word aware" a possible approach?', Educational & Child Psychology, 35(1), pp. 51–65. DfE (2021) The Reading Framework; Teaching the foundations of literacy DfE (2018) assessment without levels Ofsted (2021) Moving English Forward Higgins, S (2015) 'Research-based approaches to teaching writing' in Waugh, D, Rushnell, A and Hesom, S (eds) *Beyond Early Writing*, Northwich: Critical Publishing. Waugh, D. (2021) Primary English for Trainee Teachers. 3rd Edition. SAGE Publishing. Palincsar, Annemarie & Brown, Ann. (1984). Reciprocal teaching of comprehension-fostering and monitoring activities. Cognition and instruction. 1. 117-. 10.1207/s1532690xci0102_1. [Accessed: 6 September 2021] Medwell, J. et al (2021) Primary English: Knowledge and Understanding. London: Sage Core Content Framework links High Expectations – Teacher expectations (3) Impact of high quality teaching (6) How Pupils Learn– students learn that the way they structure and support learning in phonics draws directly from theories around working memory, activating prior knowledge etc. (all statements) Subject and Curriculum– students are regularly checking their own subject knowledge. Teacher subject knowledge is crucial (all statements) Classroom practice – students learn to plan effective opportunities (all statements) Adaptive Teaching – teaching small group and whole class phonics , how to respond to the needs of all (all statements) Assessment – using different kinds of assessment, understand prior learning to support next steps. (all statements) Other useful information Students audit their own subject knowledge each year and set targets accordingly, to achieve during B, D and E placements. Students also build their own knowledge of children's literature to support their teaching practice. Throughout the English curriculum explicit links are made to the TCTR modules and the importance of English in the wider curriculum. On each placement there is an expectation, wherever possible to plan, teach and assess a lesson/series of lessons in English.	 Paragraph | Styles | Adobe Acrobat Subject/Module: EAEY4001 EY element Subject/Module Leader: Lisa MacGregor for EY /Mick Croucher for English Learn how to – pedagogical knowledge | Evidence Base | Rationale Begin to find their way around the statutory framework, the Development matters and Birth to 5 Matters Analyse "play " DFE (2021) Early Years Foundation Stage - statutory framework can be accessed at: https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2 DFE (2021) Development Matters - non statutory guidance can be accessed at: https://www.gov.uk/government/publications/development-matters--2 Birth to Five Matters (2021) - non statutory guidance by the Early Years sector for the early Years sector. In the web version there is up to date research covering all aspects of early years. https://www.birthtofivematters.org.uk/resources/ Broadhead, P., Howard, J. and Wood, E. (2010) *Play and learning in the early years: from research to practice*. Los Angeles: SAGE. Bruce, T., Meggitt, C. and Grenier, J. 92010) *Childcare and education*. 5th Edn. London: Hodder Education. Harvard Centre for the Developing Child - an on-line and up to date site with articles and research from this University based research organisation DfES (no date) Moyles, J. R. (2012) A-Z of play in early childhood. This is to introduce students to the statutory EYFS and guidance materials. This is "need to know" information about the structure and the principles before we can layer other knowledge and practice over this. There is an examination of play for learning which we expect is a new concept for students and one upon which many future concepts will be based.

PGCE Primary January start 2026 Overview

	Modules								
Week	PGCE7010	PGCE7011	PGCE7012	PGPC9310	PGPC9320	PGPC9330	PGPC9340	PGPC9350	PGPC9360
5/1	**Session 1** relationship between teaching and learning. exploring factors that impact on outcomes.			**Session 1** Vision and Values. Experiences as learners, Construct a deeper awareness of a teacher's role in society.	**English 1** Effective English teaching **Maths 1** Good Practice in maths **PE 1** Nat Curriculum Requirements. Teaching FMS **Geography 1** Key foundational concepts inc. fieldwork		**Session 1** We start by looking at children as learners before moving onto factors that impact on learning processes. A focus on primary and secondary learning.		**Session1** The importance and role of subject knowledge for teaching. Introduce subject knowledge audit.
12/1	**Session 2** Learning theories, expanded upon and applied to classroom. The role of memory, schema, cognitive load theory.			**Session 2** Effective communication with a broad range of people	**English 2** Shared work **Maths 2** Foundations of Numeracy **Science 1** Working scientifically **PE 2** STEP Principles. Teaching games		**Session 4** safeguarding principles, apply them to school-based situations. Then we put students in role as teachers responding to a potential child protection situation		**Session 2** Mini-teaches. Students to prepare and carry out some small group teaching based on an element of SK from the audit.
19/1	**Session 3** Academic skills for critical reading and writing at postgraduate level			**Session 3** Critical reflection. Receiving feedback. Working with Applying the skills of coaching	**English 3** Grammar & punctuation **Maths 3** Place Value **Computing 1** Nat Curriculum requirements **Geography 2** Aspects of planning.			Simple View of Reading. Key technical terminology. The alphabetic code. Rose's principles. Phonics in the EYFS.	**Session 3** Application of subject knowledge to lesson structure, objectives and the role of the National Curriculum.
26/1	**Session 4** 'differentiation' and 'adaptive teaching' importance of adaptive teaching			**Session 4** deeper examination of the teacher as a 'professional' – values.	**English 4** Guided Reading **Maths 4** Addition & subtraction **Computing 2**		**Session 3** Impact that ACEs have on lives. We explore how some of these ACEs have impacted on brain	effective teaching sequence for SSP, what makes it effective?	**Session 4** Target setting training – developing quality targets

	in supporting the needs of all pupils.				Digital technology **Science 2** Concepts		architecture and cognitive development.	Observation grid to evaluate practice	and actions for placement.
2/2			Rolfe's model of reflection and their own observations. Articulate key learning points for first 'patch' Criticality and integrating reading.			**Managing Behaviour** All aspects of managing behaviour, including centre-based and school-based work. Links to PGCE7012.			
9/2-3/4	BEGINNING PLACEMENT								
6/4 13/4	EASTER BREAK								
20/4	**Session 5** Student-led session – reporting back on reading introduced earlier in the module and present their findings to the rest of the cohort			**Session 5** Beliefs, values, what is meant by British Vaues and implications for diverse classrooms.	**Maths 5** Multiplication & division **History 1** Working as a historian **Art 1** Nat Curriculum requirements **DT 1** NC processes		**Session 4** the importance of memory and how it affects learning and then consider cognitive load/ overload. How teachers can plan learning and instruction to avoid it.	Phase 4/Adjacent consonants 'phase 5' Split vowel digraphs. The essential core criteria for validated SSP schemes. Assessments for phonics in KS1	**Session 5** **General** Reflection on placement, linked to subject knowledge and planning for targets for the next placement
27/4			Discussion and critique of policy and practice re: observations in school. Explore bigger picture and reflect on the impact of this in school. Write 'patch			**Adaptive Teaching** All aspects of adaptive teaching, including centre-based and school-based work. Links to PGCE7012.			
4/5	**Session 6** distinction between formative and summative assessment and how each may appear in classrooms.	**Session 1** Introduction to the module and the related assignment, students will start to consider their chosen area of reflective enquiry through the lens of 'challenging disadvantage'			**English 5** The writing process **Science 3** Assessment & adaptive plans **PE 3** High quality PE Safety, Teaching of gymnastics **History 2**			**Independent activity** Plan a phonics session for 'phase 5' using the teaching sequence. **Mini teach** To enact plan.	

	Characteristics of assessment for learning				Adapt planning			To reflect on their teaching	
11/5			Brookfield's four lenses model discuss its use as a tool to enable criticality. Discuss perspectives, their important for teacher development. Write 'patch 3'			**Assessment of Learning** All aspects of assessment including centre-based and school-based work. Links to PGCE7012.			
18/5 – 10/7	DEVELOPING PLACEMENT								
13/7		**Session 2** Pedagogical choices should be underpinned by a critically enquiring and reflective approach to learning. Create a plan of action to implement on their developing placement.			**English 6** Assessment **Maths 6** 2D & 3D shape **Art 2** Skills: painting **Music 1** National Curriculum Singing				**Session 6** All groups, conference style presentation sharing their learning – together – developing and sharing expertise.
20/7		**Session 3** understanding what evidence of progress and attainment looks like and how to make the most effective assessment. Current thinking in the field of their enquiry (with a CD lens). Writing critical		**Session 6 + 7** Applying for jobs – CVs, personal statements, where to look, start interview preparation. The role of the curriculum leader	**Music 2** Composition Planning **RE 1** Knowledge, pedagogy **Languages 1** NC requirement KS2 framework **DT 2** Assessment & adaptive plans				
27/7 – 4/9	SUMMER BREAK								
7/9					**English 7** Reading comprehension & spelling			**Seminars 5/6** Phase 6' Application of SSP skills.	

					Maths7 Measures **Languages 2** Sounds, words & grammar **RE 2** Planning, festivals, Art, concepts of God.			formative, summative and diagnostic assessment of children's phonics. Miscue analysis	
14/9			Modelling of how to summarise learning from patch texts. Pick out key personal and professional learning for ITAPs and impact on placement progress – what evidence do you have? Write final patch.			**Curriculum Design** All aspects of structuring learning, designing units including centre-based and school-based work. Links to PGCE7012.			
21/9 – 11/12	EXTEDING PLACEMENT								
14/12			Assessment vivas	CEDP tutorials and course sign off					

Developing placement:

Build on the experience gained on Beginning Placements –

- Seek to further develop professional practice which supports group and whole class teaching.
- Complete Professional Practice Learning tasks to support 'learn how to' elements of teaching role.
- Increases awareness and engagement beyond the classroom.
- **Be directly involved in teaching and learning support for up to 60%-65% of the weekly timetable**- building on students' knowledge of the plan, teach, assess, and 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.

This should be done by:

- Adapting / developing and updating weekly, sequences and individual learning activity plans to support and sustain teaching and learning for all learners throughout the placement
- Sustaining learners' interest and engagement in age / ability appropriate learning activities that meet the intended objectives.
- Planning and carrying out assessment of learning to inform next steps in learning and teaching.
- Managing a safe and stimulating learning environment.
- Discussing and enacting informed feedback and personal reflection to identify and support progress in professional practice throughout the placement.

This Staged Expectation journey towards recommendation of award of QTS 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.

• The staged expectations need to be applied as appropriate to the role, phase of training and context within which the trainee is practicing (placement). We provide statements that relate to a student meeting the expectation or exceeding it.

• Student teachers should demonstrate a continued progression towards the recommendation of award of QTS; **mapping evidence against their curriculum and enactment of knowledge within the school / setting context.**

• A professional assessment of the ability to stay 'on trajectory' towards recommendation of award of QTS will be made during each placement phase; based on meeting or exceeding the phased expectation

• SMART targets will continue to help a student teacher work towards meeting or exceeding the staged expectation and understanding of the links between the ITE integrated programme curriculum.

• Mentor "support" is critical to sustained student teacher progress. Mentors will continue to support activity in all 6 domains and day to day teaching & learning support. Professional judgements of 'Meeting the staged expectation' are based on the degree of intervention (support) required. At each phase of placement, we would normally expect trainee teacher to develop a degree of independence around that particular staged expectation.

Domain of ITT Learning	Staged expectation *Links made with ITT Early Carreer Framework*	'PGCE EYFS & Primary' curriculum links (know and learn)	Questions to explore with your mentor	Teacher standards that are developing to be exemplified within the context of the placement phase
Professional behaviours	**Meeting** • Responds positively and pro-actively to coaching and identifies appropriate development steps. Identifies resources to enable improvement. Takes ownership of their personal professional development and is using the Curriculum depth documents to guide target setting. • Is accountable for demonstrating high standards of professional behaviour, attendance and punctuality. Embodies values in aspects of their practice. Recognises that the education of pupils is a teacher's first concern and demonstrates respect for the policies and practices of the school. • Actively contributes to the wider life of the school and safeguards the well-being of pupils. Maintains effective professional relationships with colleagues and consistently communicates in a professional manner. • Is able to manage time effectively and prioritise tasks. Uses appropriate support from colleagues without making unreasonable demands. Makes personal time for well-being and rest. **Exceeding** • Actively manages the coaching relationship with the mentor to identify development targets and resources to enable improvement. Has full ownership of their personal professional development and is using the staged expectation framework- curriculum depth; to work toward ITT curriculum coverage. • Is accountable for demonstrating high standards of professional behaviour, attendance and punctuality. Recognises that the education of pupils is a teacher's first concern and demonstrates respect for the policies and practices of the school. • Makes a significant contribution to the wider life of the school and is involved in the enrichment and safeguarding of pupils. Maintains very effective professional relationships with colleagues and communicates in a professional manner with a range of interested parties. • Is able to manage time effectively and prioritise tasks. Accesses appropriate support from colleagues with specialist knowledge. Makes personal time for well-being and rest.	PGPC9330 (each ITAP), PGPC9360 (all pathways), PGCE7010: Know that reflective practice is an essential part of teaching. Know that continuous professional development through subject and pedagogical knowledge updating is essential for effective teaching. Learn how to reflect effectively so as to develop practice and thinking. PGPC9330 (each ITAP), PGPC7010 – critical reflection and reflective models PGPC9330 (each ITAP): PGCE7011 and 7012 - the importance of reflective practice as a tool for professional development. PGCE7011 - Critical understanding of different aspect of high quality professional practice	Engage in self and collaborative reflection to identify and inform professional development. • Showing a developed ability to engage in weekly reflection. Critical reflection based on sound, current and relevant research. • A developed ability to identify 'student teacher's' own professional development targets Inc. subject knowledge / key concepts of subject sequencing. • Considering wellbeing and workload implications and strategies used by professional staff. How well do you: • Seek support and communicate effectively with other colleagues? • Recognise the value, expertise and benefits to learning of cooperative working? • Plan for, brief and deploy effectively other adults in and out of the classroom? • Review professional learning and practice on a regular basis and identify strategies to improve? • Seek out guidance and support from mentors and other colleagues and use the feedback to improve practice? • Demonstrate sensitivity to home background, ethnicity, culture and religion when communicating with parents and carers? Develop pupil profiles and explore how best to track progress of the class/ group use of case studies as key exemplars of learner needs. • Weekly reflections show ability to track pupil progress and identify next steps to learning. • Develop ability to independently guide, plan and direct other adults to best support children's needs.	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. S2a&b, S4d, S8d Engage in self and collaborative reflection to identify and inform professional development.

Domain of ITT Learning	Staged expectation *Links made with ITT Early Career Framework*	'PGCE EYFS & Primary' curriculum links (know and learn)	Questions to explore with your mentor	Teacher standards that are developing to be exemplified within the context of the placement phase
Behaviour	**Meeting** • Shows an understanding of how to interact with learners in a way that promotes social justice. Demonstrates that they are a positive role model for pupils. Understands and supports school approach to creating an environment where bullying, abuse and discrimination are not tolerated. • Is beginning to take responsibility for maintaining a positive learning environment in which pupils feel safe and secure, promotes learners' success • With guidance, sets clear expectation for expected behaviours. Actively reinforces school routines and behavioural expectations using strategies to manage low-level behaviours, in line with school policy. Uses strategies to motivate pupils to engage in learning. Understands a range of factors which may affect (both positively and negatively) children's behaviour and motivation to learn and with some guidance, addresses these in teaching. **Exceeding** • Shows a well-developed understanding of how to interact with learners in a way that promotes social justice. Is a consistently positive role model for pupils. Understands and implements the school approach to creating an environment where bullying, abuse and discrimination are not tolerated. • Takes responsibility for maintaining a positive learning environment in which pupils feel safe and secure, promotes learners' success. • Independently sets clear expectation for expected behaviours. Actively reinforces school routines and behavioural expectations using strategies to manage low-level behaviours, in line with school policy. Independently uses strategies to motivate pupils to engage in learning. Understands a range of factors which may affect (both positively and negatively) children's behaviour and motivation to learn and. with some support, addresses these in teaching.	PGPC9330 (Managing Behaviour ITAP from beginning phase). Developed in PGPC9320 curriculum subjects as applied to subject sessions. PGPC9360– Know that the creation of classroom climate and pre-empting possible poor behaviour through planning and activity design can support behaviour that leads to effective learning. Learn how to apply this principle to a classroom context through setting cognitively challenging tasks and clear expectations.	How well have I developed my understanding and application of: • whole school and specific classroom behaviour policies & strategies. • Making use of the relevant school behaviour policy and be able to employ a range of effective strategies to secure appropriate learning behaviour, self- control and independence so that all learners can make progress? • Ensuring that pupils know the boundaries of acceptable behaviour and understand the consequences of their actions? • Minimising the impact of negative behaviour of some pupils on teaching and the learning of others? • Establishing and maintaining effective relationships in the classroom between teacher to pupil, other adults to pupil and pupil to pupil? • Understanding the link between learners' behaviour and their involvement and engagement with learning?	S1, S7 Demonstrate a sound ability to model, command and create circumstances that support good behaviour throughout the school environment.

Domain of ITT Learning	Staged expectation *Links made with ITT Early Carreer Framework*	'PGCE EYFS & Primary' curriculum links (know and learn)	Questions to explore with your mentor	Teacher standards that are developing to be exemplified within the context of the placement phase
Ambitious curriculum- Challenging disadvantage together.	**Meeting** Demonstrates an informed understanding of policy and practice to ensure effective engagement of all learners regardless of ability and background. • Gain an overview of children's backgrounds and what interventions exist to support learning. • Understands school/setting vison and values- develop ways of incorporating aspects into everyday approaches to learning. • Explores with mentor how curriculums are adapted to meet the needs of all children. Implement with pupil profile children. • Identifies PP, EAL, SEND children discusses with mentor and other adults how to resource to provide adaptive teaching approaches. • Develop your role in understanding how subjects are sequenced to support all learners, with particular focus around 'disadvantaged' groups. **Exceeding** • Uses overview of children's backgrounds to inform sequences of learning and necessary adaptations to T&L approaches • Reviews and reflects of approaches in light of the school/setting vision and values • Practices approaches to curriculum/sequence of learning adaptation (with some mentor guidance) • Identify PP, EAL, SEND children- use their action plans to provide adaptive teaching activities to ensure they make progress. • Actively seeks out opportunities to observe other expert colleagues. • Sets targets that indicate focus on CDT; adaptations clear in T&L sequences.	PGPC9360 (specialism pathways) – Know the role of the subject leader and teacher in relation to Ofsted expectations and inspections. Learn how to prepare for that as a student teacher and their role in subject teaching. PGPC9310 – Learn how to search effectively for appropriate teaching jobs. Learn how to create a personal statement, to complete an application form effectively and prepare for an interview. PGPC9340 – Understanding Learning - Know how to keep children safe online and how to use the internet safely so as to keep them free form exploitation. PGCE7011 – Exploring the learning outcomes of this module through the lens of challenging disadvantage.	How well have I: • Taken into account the key factors that contribute to the development and wellbeing of learners? • Understood the extent to which different backgrounds and influences may have an impact on learning? • Known and developed my understanding surrounding the factors that can present barriers to learning, progress and wellbeing and how these barriers might be overcome? • Interpreted and developed use of school level data to identify targets for learners? • Developed recognition of differences in the rates of progress and attainment of pupils experiencing challenging circumstances?	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. S5 Demonstrate an informed understanding of policy and practice to ensure effective engagement of all learners regardless of ability and background.

Domain of ITT Learning	Staged expectation *Links made with ITT Early career Framework*	'PGCE EYFS & Primary' curriculum links (know and learn)	Questions to explore with your mentor	Teacher standards that are developing
Curriculum	**Meeting:** With some support: • is able to connect planning with the school's medium-term planning and curriculum, and to national frameworks, making use of existing planning and school resources appropriate to age and phase. • reflects upon the balance between relevant detail in their planning to promote learning and progress with workload manageability e.g. avoiding unnecessary duplication in planning; using weekly planning. • Subject knowledge is secure with little guidance needed to support trainee understanding. • Common misconceptions are identified and assessment enables them to be addressed appropriately in teaching. • With occasional guidance, shows secure understanding of teaching sequences of learning in mathematics appropriate to age and phase. • Makes use of recommended strategies to revisit knowledge and ideas, make connections with prior learning and uses evidence informed strategies to support learners with key knowledge and specialist vocabulary. Strategies to strengthen learning over a sequence of lessons are being used. • With occasional guidance, shows secure understanding of teaching sequences of learning in early mathematics. **Exceeding** • Makes explicit connections with the school's medium-term planning and curriculum, and to the national frameworks. Planning makes effective use of existing planning and school resources adapted to their pupils appropriate age and phase. • Contributes to the school's medium term planning and/or independently undertakes medium term planning. • Independently reflects on the balance between relevant detail in their planning to promote learning and progress with workload manageability e.g. avoiding unnecessary duplication in planning; using weekly planning. • Subject knowledge underpinning practice is secure and proactive to support understanding: for example, to understand the subject language, terminology and the key concepts taught. Common misconceptions are anticipated and assessment enables them to be recognised in teaching. The trainee's teaching of SSP, reading comprehension and mathematics is secure appropriate to age and phase. • Independently makes use of recommended strategies to revisit knowledge and ideas, make connections with prior learning and uses evidence informed strategies to support learners with key knowledge and specialist vocabulary. Strategies to strengthen learning over a sequence of lessons are used effectively. • Shows secure understanding of teaching sequences of learning in early mathematics and with some support is able to develop childrens' early mathematic understanding.	PGPC9320 – Curriculum **English –** writing process, assessment of writing, statutory assessments. Reading comprehension and teaching spelling. **Maths –** space, shape, measures, practical resources, assessment, creative approaches. **Science –** Assessment, adaptive planning around electricity **PE –** High Quality PE, managing behaviour in PE. **History, Art, Music, DT, Languages, RE –** in these subjects, other components are discussed focusing in on planning units of work and assessment of the subjects. Detail includes specific topics such as Romans, food and deconstructing unit of work to support planning and resourcing. how to apply a progression in skill development. PGPC9350 – Know the learning required to understand, plan and teach phase 5 and 6 phonics. Learn how to assess reading through use of running record.	How well have I: • Identified possible misconceptions and plan how to prevent these forming • Developed understanding of how learners learn? • Selected and adapted teaching styles and strategies to suit the stage of the lesson, and the learning of individuals, groups and whole classes as appropriate? • Guided, scaffolded and model to help learners understand new processes and ideas, and remove scaffolding when learners are achieving a high degree of success? • Effectively use questioning for many purposes, including to check learners' prior knowledge, assess understanding and break down problems? • Provided opportunities for learners to consolidate and practise enacting new knowledge and skills? • Managed the timing and pace of lessons, intervene effectively and change direction and shift in emphasis to support learning? • Used a variety of imaginative resources and innovative learning activities that interest and challenge pupils' learning and put this into the context of the real world?	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

Domain of ITT Learning	Staged expectation *Links made with ITT ECF*	'PGCE EYFS & Primary' curriculum links (know and learn)	Questions to explore with your mentor	Teacher standards that are developing
Pedagogy	**Meeting** • Models the value of intellectual curiosity, demonstrating a genuine interest in their own learning and reflecting on how pupils learn to inform their own teaching. With occasional support, plans teaching that is informed by evidence of how children learn. • Takes some responsibility, with expert guidance, for literacy, oracy and maths skills of learners (including SSP) appropriate to age and development • With some guidance, uses suitable strategies to support the development of literacy skills and the effective use of language and subject vocabulary in teaching and shows secure understanding of teaching sequences of learning which promote vocabulary development, SSP and reading comprehension. With some support: - Understands that learning involves a lasting change in pupils' knowledge and can plan opportunities for exposition, pupil dialogue, repetition, purposeful practice, retrieval of key knowledge/skills and 'thinking hard'; - can make complex material accessible and connect with prior learning; - uses a range of strategies in their teaching to promote learning including modelling, scaffolding, clear explanations, exposing potential pitfalls and how to avoid them. With some support: - adapts teaching using approaches which are appropriate for the age and developmental stage of their learners. - recognises where there are barriers to learning [e.g. EAL learners, SEND] and uses approaches which aim to overcome these barriers. **Exceeding** • Models the value of intellectual curiosity, demonstrating a genuine interest in their own learning and reflecting on how pupils learn to inform their own teaching. Independently plans teaching that is informed by evidence of how children learn. Shares an understanding of research evidence with colleagues. • Increasingly, independent in the development of literacy, oracy, and maths skills of learners (including SSP) appropriate to age and development • Independently uses suitable strategies to support the development of literacy skills and the effective use of language and subject vocabulary in teaching and shows secure understanding of teaching sequences of learning which promote vocabulary development, SSP and reading comprehension. With increasing independence: - Understands that learning involves a lasting change in pupils' knowledge and can plan memorable exposition, pupil dialogue, repetition, purposeful practice, retrieval of key knowledge/skills and 'thinking hard'; - can make complex material accessible and connect with prior learning; - uses a range of strategies in their teaching to promote learning including modelling, scaffolding, clear explanations, exposing potential pitfalls and how to avoid them. With increasing independence: - adapts teaching using approaches which are appropriate for the age and developmental stage of their learners; - recognises where there are barriers to learning and uses approaches which aim to overcome these barriers. Uses recognised strategies to support the needs of specific groups of learners [e.g. EAL learners, SEND] and evaluates the success of these strategies.	PGPC9340 – Learn how to apply questioning, critical thinking and higher order learning strategies to support those learners working at greater depth. Know what effective classroom talk is, in terms of exploratory talk. Learn how to engender this type of talk in the classroom. PGPC9330 – ITAP (Curriculum Design). This is also developed and supported in PGPC9320 curriculum subjects - Know how to plan for a series of lessons that progress skills, knowledge and understanding systematically. Including key principles and adapting published planning. PGCE7011: Enhancing Professional Practice Using a research informed approach to plan for the implementation of an identified approach on placement which will form the basis of the module assignment.	Adopt, adapt and, where necessary, create resources that inspire and sustain active learning and are managed effectively… How well have I: • Taken into account pupils' prior knowledge when planning how much new information to introduce? • Taken account of prior learning in planning and teaching? • Constructed and scaffolded learning and analyse learner's progress and make accurate assessments of their learning and achievements? • Broken complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps). • Monitored and assessed progress and give feedback so that most pupils make good progress in their learning? • Planned for continuity and progression across the key stage(s) building on pupils' prior knowledge and attainment? • Sequenced lessons so that pupils secure foundational knowledge before encountering more complex content.	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 Adopt, adapt and, where necessary, create resources that inspire and sustain active learning and are managed effectively.

Domain of ITT Learning	Staged expectation *Links made with ITT ECF*	'PGCE EYFS & Primary' curriculum links (know and learn)	Questions to explore with your mentor	Teacher standards that are developing
Assessment	**Meeting** • With occasional support, makes effective use of appropriate formative assessment strategies in lessons to check comprehension and learning. Questions are used strategically, intentionally and effectively to evaluate the effectiveness of teaching and adapt teaching. Is developing confidence in using age-appropriate self or peer assessment strategies to promote progress. • Is aware of the progress of individual learners over time and can adapt teaching to respond to individual concerns. Teaching aligns with school systems for checking learners' progress and contributes to school systems for progress checking. In discussion with expert colleagues, shows an awareness of the role of statutory assessment in school and a developing awareness of national benchmarks against which pupils are assessed. • Provides regular, constructive oral/written feedback and can provide opportunities for pupils to respond to feedback, as consistent with school policy. • Shows intellectual curiosity in evaluating the usefulness of feedback and record-keeping systems for pupil progress and workload manageability. **Exceeding** • Independently uses appropriate formative assessment strategies in lessons to check comprehension and learning. Questions are used strategically, intentionally and effectively to evaluate the effectiveness of teaching and adapt teaching. Identifies and responds to misconceptions appropriately. Independently uses age-appropriate self or peer assessment strategies to promote progress and to support pupils to begin to monitor and regulate their own learning. • Is aware of the progress of all learners over time and adapts teaching to maximise learning. Teaching aligns with school systems for checking learners' progress and independently contributes to school systems for progress checking. Where appropriate/possible, and working with expert colleagues, engages in/utilises data from, assessment of pupils against national frameworks. • Makes regular and effective use of constructive oral/written feedback which supports pupils to progress and is time efficient for the teacher. Written feedback maximises teacher work time to give constructive feedback that impacts on progress. • Shows intellectual curiosity in evaluating the usefulness of feedback and record-keeping systems for pupil progress and workload manageability, adapting these as appropriate and in accord with school policy.	PGPC9330 (ITAP-Assessment for/of Learning) – Know that schools use summative assessment measures and a range of data to inform their planning, inform them about progress and forma range of comparison tools to measure their effectiveness. Learn how to use data effectively, including software packages to to inform progression and learning PGCE7011: Enhancing Professional Practice Critical evaluation of research in the area of assessment for learning, the differences and relationship between formative and summative, and the impact that effective feedback can have on learning.	How well do I: • Make effective use of the schools; monitoring, marking assessment and recording policy? • Build formative assessment into lessons? • Know the NC levels of attainment and use these appropriately and effectively to monitor progress and attainment and develop and extend learning? • Relate assessment to learning objectives, learning activities and learning outcomes? • Use a developing range of assessment strategies including self and peer assessment in a way that promotes pupil progress? • Give appropriate and timely oral and written feedback to motivate and reinforce learning and help pupils to set targets to improve?	S6 Draw on wide- ranging methods of assessment to identify, communicate and record a broader spectrum of learning and development.

PG Developing: Professional Practice Learning (PPL) tasks:

In order to help you further develop the **'learn how to'** components of your ITT curriculum (as drawn from the ITTECF) we have integrated a series of sequenced foci below. You will be able to carry out the task- as linked to the modules in the staged expectations above; and reflect with your mentor how well you have enacted this 'learn how to' approach in your professional practice.

Use these tasks to gain a greater understanding of the link between your taught modules and school context in which you are placed.

Each task may require a Product, conversation, observation or track of pupils learning; accompanied by your critical reflections on their impact on your own learning.

Mentors: please support completion of these tasks throughout the placement- to help build the understanding of these core elements of professional practice. Discuss as part of weekly reflections. Mentors we will ask you about impact of these tasks in the end of placement report

Student teachers : work with your mentor to plan & complete tasks as part of your weekly activities; Discuss as part of weekly reflections then tick off/ highlight areas completed.

Domain of ITT Learning (5 from ITTECF & Ambitious Curriculum)	ITTECF 'Learn How to' Statement	Professional Practice Learning Task for Teacher Training Student *(*additional How to statements mapped)*	Mentor Support Strategy *(8c&e)*	Next Steps in Development (thinking about your next placement)	Suggested Key Academic Reading *(8d)*
Professional behaviours (1)	**Continue to develop targets set from Beginning phase.** **Consider how you ensure deliberate practice of these skills will help cement their understanding.**				
Behaviour (2)	2c) Reducing distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content)	**Task:** Plan and deliver a series of lessons with a focus on minimising distractions. Implement strategies to keep the complexity of tasks to a minimum and ensure attention is focused on the content. Reflect on the effectiveness of these strategies. **Possible strategies:** Use simple and clear instructions, and minimise visual and auditory distractions.	Observe one of your student teacher's lessons, provide feedback on their strategies to reduce distractions, and suggest improvements. **Questions:** - What types of distractions did you identify in your lessons? - How did you minimise these distractions? - How will you measure the impact of these strategies on pupil focus and learning?	Refine and adapt strategies to minimise distractions based on feedback and reflection.	Sweller, J. (2016) Working Memory, Long-term Memory, and Instructional Design.
	7q) Helping pupils to think through scenarios before they occur and using cues to help them recall agreed upon behaviours	**Task:** Plan and implement activities that help pupils think through scenarios before they occur. Use cues to help pupils recall agreed upon behaviours. Reflect on the effectiveness of these strategies. (2j) **Possible strategies:** Use role-playing and visual cues to help pupils anticipate and recall appropriate behaviours. *(3g)*	Observe your student teacher's activities, provide feedback on their use of role-playing and cues, and suggest improvements. **Questions:** - What scenarios did you use to help pupils think through behaviours? - How did you use cues to help pupils recall agreed upon behaviours? - How will you measure the effectiveness of these strategies?	Refine and adapt strategies to help pupils think through scenarios and recall behaviours based on feedback and reflection.	Ursache, A., Blair, C., & Raver, C. C. (2012) The promotion of self-regulation as a means of enhancing school readiness and early achievement in children at risk for school failure.

	7r) Providing new opportunities to exercise self-regulation and for the youngest pupils to practise impulse control	**Task:** Plan and implement activities that provide opportunities for pupils to exercise self-regulation and practise impulse control. Reflect on the effectiveness of these activities. **Possible strategies:** In PE - Use games and activities that require pupils to wait their turn and follow rules.	Observe your student teacher's activities, provide feedback on their use of games and activities, and suggest improvements. **Questions:** - What activities did you use to help pupils practise self-regulation and impulse control? - How did you structure these activities to maximise their effectiveness? - How will you assess the impact of these activities on pupils' self-regulation and impulse control?	Refine and adapt activities to help pupils practise self-regulation and impulse control based on feedback and reflection.	Ursache, A., Blair, C., & Raver, C. C. (2012) The promotion of self-regulation as a means of enhancing school readiness and early achievement in children at risk for school failure.
Ambitious curriculum- Challenging disadvantage together	8i) Working closely with the SENCO and other professionals supporting pupils with additional needs, making explicit links between interventions delivered outside of lessons with classroom teaching. 7k) Working with the SENCO, other SEND specialists or expert colleagues if a pupil needs more intensive support with their behaviour to understand how the approach may need to be adapted to their individual needs	Collaborate with the SENCO and other professionals to support pupils with additional needs. Use individualised education plans (IEPs) to inform lesson planning and delivery. Reflect on the effectiveness of these strategies. *(7k) (5c)* **Possible strategies:** Use IEPs to tailor lesson plans and ensure interventions are integrated into classroom teaching.	Facilitate introductions to the SENCO and other professionals for your student teacher, review their use of IEPs, and provide feedback on their implementation. **Questions:** - How did you collaborate with the SENCO and other professionals to support pupils with additional needs? - How did you use IEPs to inform your lesson planning and delivery? - How will you assess the impact of these strategies on pupil outcomes?	Refine and adapt strategies to support pupils with additional needs based on feedback and reflection.	Cullen, M. A., Lindsay, G., Hastings, R., Denne, L., & Stanford, C. (2020) Special Educational Needs in Mainstream Schools: Evidence Review.
	3r) Promoting reading for pleasure (e.g. by using a range of whole class reading approaches and regularly reading high quality texts to pupils)	**Task:** Plan and conduct whole class reading sessions. Select high-quality texts and encourage pupils to engage with the material. Reflect on the effectiveness of these sessions. **Possible strategies:** Use high-quality picture books and encourage pupils to predict what will happen next. EEF Reading Comprehension Strategies **PGPC9140: Learning Teaching & Subject Pedagogy (English) :** Choose a text that you wish to read to the children in the class and timetable with your mentor key parts of the day/week to read to them- modelling a love of reading.	Review your student teacher's text selections, observe their reading sessions, and provide feedback on pupil engagement. **Questions:** - What criteria did you use to select the texts for your reading sessions? - How did you encourage pupil engagement and discussion during the sessions? - How will you measure the impact of these sessions on pupils' reading habits and enjoyment?	Refine and adapt reading sessions based on feedback and reflection.	Shanahan, T. (2005) The National Reading Panel Report: Practical Advice for Teachers.

	7o) Providing opportunities for pupils to articulate their long-term goals and helping them to see how these are related to their success in school	**Task:** Plan and implement activities that help pupils articulate their long-term goals. Use discussions and goal-setting activities to help pupils see the connection between their goals and their success in school. Reflect on the effectiveness of these strategies. **Possible strategies:** Use goal-setting activities and discussions to help pupils articulate their long-term goals. *(7p)*	Review your student teacher's goal-setting activities, observe their implementation, and provide feedback on pupil engagement. **Questions:** - What activities did you use to help pupils articulate their long-term goals? - How did you help pupils see the connection between their goals and their success in school? - How will you assess the impact of these activities on pupils' motivation and engagement?	Refine and adapt goal-setting activities based on feedback and reflection.	Lazowski, R. A., & Hulleman, C. S. (2016) Motivation Interventions in Education: A Meta-Analytic Review.
Curriculum (3)	2d) Identifying possible misconceptions and planning how to prevent these forming	**Task:** Plan and deliver lessons with a focus on identifying and addressing misconceptions. Use strategies to prevent misconceptions from forming. Reflect on the effectiveness of these strategies. **Possible strategies:** narrating your own thought processes, teachers can model how expert learners make sense of and apply new information to tasks, reducing the chances of new knowledge being wrongly applied (EEF Metacognition and Self-Regulated Learning)	Review your student teacher's lesson plans, observe their implementation, and provide feedback on their strategies to address misconceptions. **Questions:** - What are some common misconceptions related to the topic you chose? - How did you address these misconceptions in your lessons? - How will you assess whether pupils have overcome these misconceptions?	Refine and adapt strategies to address and prevent misconceptions based on feedback and reflection.	Chi, M. T. (2009). Three types of conceptual change: Belief revision, mental model transformation, and categorical shift.
	3o) Supporting younger pupils to become fluent readers by building automatic and accurate decoding with various texts and repeated reading of texts with modelling and feedback.	**Task:** Plan and conduct reading sessions focused on building automatic and accurate decoding. Use repeated reading of texts with modelling and feedback to build fluency. Reflect on the effectiveness of these strategies. **Possible strategies:** Use repeated reading of texts with modelling and feedback to build fluency. EEF Reading Comprehension Strategies *(5h)* **TCTR**: Focus on your CTOR tasks- ensure that you practiced this skill in a sequence of phonics sessions. Then, are observed teaching and receive direct feedback on a specific session.	Review your student teacher's reading sessions, observe their implementation, and provide feedback on their strategies to build fluency. **Questions:** - What strategies did you use to help pupils build automatic and accurate decoding? - How did you use modelling and feedback to support pupils' reading fluency? - How will you assess the impact of these strategies on pupils' reading skills?	Refine and adapt strategies to support pupils' reading fluency based on feedback and reflection.	Rasinski, T. V. (2004). Assessing reading fluency.
	3n) Demonstrating a clear understanding of systematic synthetic phonics, particularly if teaching early reading and spelling, and deconstructing this approach	**Task:** Plan and deliver phonics lessons using systematic synthetic phonics. Demonstrate a clear understanding of the approach and its key elements. Reflect on the effectiveness of these lessons. Possible strategies- draw from your CTOR sessions as necessary. *(3a)*	Support student teacher in completion of CTOR paperwork- observe where required.	Complete CTOR workbook (online)	

	4h) Using concrete representation of abstract ideas (eg making use of analogies, metaphors, manipulatives for counting, examples and non examples).	**Task:** Plan and deliver Maths lessons that use concrete representations to explain abstract ideas. Use analogies, metaphors, manipulatives, and examples/non-examples to enhance understanding. Reflect on the effectiveness of these strategies. **Possible strategies:** Use manipulatives for counting and visual aids to represent abstract concepts. *(5k)*	Review your student teacher's lessons, observe their use of concrete representations, and provide feedback on their effectiveness. **Questions:** - What concrete representations did you use to explain abstract ideas? - How did you use analogies, metaphors, and manipulatives in your lessons? - How will you assess the impact of these strategies on pupils' understanding?	Refine and adapt strategies to use concrete representations based on feedback and reflection.	Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2008) Learning Styles: Concepts and Evidence.
Pedagogy (4)	Use the learning from your PGPC9330 ITAPs in Assessment and Curriculum Design to develop and/or adapt units of work that meet the needs of the learners whilst being intentionally designed to develop progression of knowledge, skills and understanding towards a meaningful outcome.				
Assessment (5)	3t) Teaching different forms of writing by modelling planning, drafting and editing	**Task:** Plan and deliver a build-up of writing lessons that involve modelling the processes of planning, drafting, and editing. Demonstrate different forms of writing (e.g., narrative, persuasive, informative). Reflect on the effectiveness of these lessons. *(4e)* **Possible strategies:** Use graphic organisers to help pupils plan their writing.	Review your student teacher's writing lessons, observe their implementation, and provide feedback on their modelling of planning, drafting, and editing. **Questions:** - What forms of writing did you focus on in your lessons? - How did you model the processes of planning, drafting, and editing? - How will you assess the impact of these lessons on pupils' writing skills?	Refine and adapt writing lessons based on feedback and reflection.	Graham, S., & Perin, D. (2007) Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools.

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 4.30pmunless 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%-65% 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 Practice Learning tasks 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 staged expectation descriptors

Student Teachers

- Ensure pre-placement contact with Mentor and University Lead Mentor: University Partnership Tutor (ULM:UPT)/Partner Programme Lead (ULM:PPL).
- Maintain a professional demeanor and appearance.
- Sustain a timely cycle of: planning, preparation, evaluation. **Building to teaching 60%-65% 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 and reflection of professional practice learning tasks; 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 **staged expectation** Assessment Descriptors
- To profile 3 children (See Profiling guidance).
- Maintain a reflective log throughout (see model in SPAR for guidance)

General 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 "In need of Intervention plan' in keeping with the guidance (See Guidance for Students who are a "In Need of Intervention"); To liaise with the assigned ULM:University Partnership Tutor / Partner Programme Lead

ULM:University Partnership Tutors [UPT] / Partner Programme Lead [PPL] for SD Alliances At each placement phase there will be at least 2 Quality assurance touch points (Visits).
50% of QA touch points will be 'in person: 50% will be Virtual via TEAMS

- 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 and support the formal process for dealing with an "Intervention Plan" if raised.
- Conduct two QA visits to moderate staged expectation progress assessments
- Assist in the moderation of placement assessment (formative & summative).
- Ensure that all placement outcomes are collated in time for module assessment boards and are presented to PAd
- In School based delivery alliances, being a Lead Mentor:UPT and Personal Academic Tutor is part of the role of the Partner Programme Lead (PPL)

Developing Phase: PGCE Week by Week suggested engagement

***PPA**- PPA time is calculated from your 'Teaching/ Contact Time' each week (32.5hr school week).
So, a Developing placement would accrue 20% PPA of a 60-65% Contact time commitment.
Your working week would therefore consist of 60% contact time (19.5hrs equiv), 3.9 hrs equiv PPA, The remaining non-contact time (9.1 hrs) is to complete any placement tasks, observe teachers/ peers, explore policies, speak with other expert colleagues in the school / setting, understand schemes of work, build resources for sessions liaise with support staff, complete your folder/s, reflect on your practice etc.

Week	Student's Role	General Mentors	Class Teacher's	University Lead Mentor:UPT/PPL's
Visit Week	• Share your SPAR with Mentor/CT • Prepare and maintain a placement file. • Ensure you gather the information to support your placement preparation • Collect class data **see TPP guidance** • Identify 3 profile children including 1 pupil premium child where possible. Refer to guidance in SPAR • Identify your placement teaching timetable and content **including PPA time*** • Observe lessons /sessions taught by the CT and discuss pedagogy, behaviour management and organisation. (**Utilise "observing a colleague "proforma found in SPAR** • Support learning in a TA role as directed by the CT • Discuss and prepare your Professional Practice learning tasks & any linked ITAP learning/enactment ***(Managing Behaviour and Adaptive Teaching)*** Email your 'Lead mentor: UPT / PPL'	• Ensure student(s) have the information necessary to prepare for their placement. ▪ Ensure Pre-placement Checklist is complete and sign. If not email UPT / PPL to discuss. ▪ Discuss targets from student's previous observations and reports. • Consult with student ITAP learning/enactment • Negotiate times for teaching timetable including PPA and weekly tutorial.	▪ 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 general mentor as necessary ▪ Support trainee accessing any necessary policies.	▪ Give contact details and advice/ support to all as required.
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	• 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 /	• 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 -	▪ Assist / visit as necessary in response to issues that arise. (make students and mentors aware of QA touchpoints and content) ▪ Make early contact & visit if required. ▪ Maintain contact with

	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. **<u>ITAP learning/enactment 3 (ongoing wks 1-6)</u>** • Observe class teacher using template provided and used in ITAP sessions, tally AfL techniques, note impacts on learning, compare this to your tally completed during the ITAP. • Consider again the impact on practice, takeaways, and potential barriers. • Use hinge question prompts from ITAP sessions, work with a group to explore the two hinge questions, note children's responses, and discuss with your school Mentor.	concerns as appropriate with the ULM:UPT/PPL	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. • Review and discuss practice around ITAPs (Assessment for/of Learning)	Personal tutor as necessary ▪ Review and discuss practice around ITAPs where needed. • Support programme team in identification of External examiner visits.
Week 2	As Week **1** • Teaching load would normally build up to or maintain 50% curriculum delivery time • Develop your ability to assess, record and report the children's learning. • Review Medium Term Plans/sequences of learning and adapt your learning / activity plans accordingly.	• Discuss/advise on progress of PDAs. • Alert ULM: UPT / PPL of any student raising 'In Need of Intervention plan where necessary.		
Week 3	As in Week 2 • Teaching load would normally build up to 60% curriculum delivery time • Develop your ability to assess, record and report the children's learning. (TPP Guidance) • Review Medium Term Plans and adapt your lesson / activity plan accordingly.	• Alert UPT / PPL of any student raising an 'in need of intervention plan' • Analysis of impact of trainee's teaching on pupil progress meeting	As previous Weeks • Check students are maintaining useful records which inform future planning.	
Week 4	As in week 3 ▪ Sustain your teaching. ▪ Ensure completion of PDAs. ▪ Complete Weekly Review	Host External Examiner visit as necessary	• Remind students they must sustain	

	(SPAR)discuss in tutorial with Mentor and agree targets for next placement Continue focus on Professional practice learning tasks		good standards in all areas. • Advise Mentor re: areas of strength and those needing further development	
Week 5	Teaching load would normally build up to 65% curriculum delivery time As in Week 4 • Sustain your teaching. • Ensure completion of PPLs • Complete Weekly Review (SPAR)discuss in tutorial with Mentor and agree targets for next placement. • Focus on analysis of pupil progress in weekly meeting. • Ensure Pupil Profile reports are completed and discuss progress made by all children taught throughout your placement • Discuss End of Placement Report with Mentor and sign proforma	• Review student's file and completion of Pupil Profiles reports, class assessment records and SPAR and confirm targets for next placement • Analysis of impact of trainee's teaching on pupil progress meeting • Complete Developing KAP Outcome Record in the SPAR. Email copy of Complete End of Placement Report to University & ULM: UPT / PPL	• Remind students they must sustain good progress against staged expectations in all areas. • Advise Mentor re: areas of strength and those needing further development.	• Make a final contact with schools support conclusion of placement and completion and return of assessment outcomes.
Week 6	**As in Week 5** • Share completed assessment records with CT/mentor • Sustain your teaching. • Ensure completion of Professional development tasks • Complete Weekly Review (SPAR) discuss in tutorial with Mentor and agree targets for next placement. • **Ensure next step targets are set and discussed**	• Review student's file and completion of the SPAR Confirm targets for next placement • Discuss end of placement report / Developing KAP with student in final tutorial • Student and Mentor to sign paper copy. • Student to include reporting file for post placement tutorial with PAT. **Ensure that KAP from has been sent to university/SBD alliance.** **Ensure next step targets are set and discussed**	• Remind students they must sustain good progress against staged expectations in all areas. • Advise Mentor re: areas of strength and those • needing further development	Ensure that KAP form is returned to university/ PPL Complete Marksheet for placement board.

Placement Documentation and expectation for completion:

Mentor	Destination	Due	Student
Preplacement Checklist	1 copy to student*	1st week in school.	To make a complete record of all assessment, feedback and reflections in theSPAR Retain a copy for presentation on future placements Make a copy to be discussed and submitted to your Personal tutor at your post placementtutorial Carry out a placement evaluationas specified on back page of SPAR
Observation Proforma [OP]	1 copy to student*	**At least 2** over beginning phase	
Key/Collaborative Assessment Point (KAPB) Outcome Record – Beginning KAP	1 copy to Student* **1 copy to University & ULM:UPT / PPL**	End of Penultimateweek of placement.	
In Need of Intervention Referral form (If Needed)	1 copy to Student* **1 copy to UPT / PPL** 1 copy to PAd"campus"@cumbria.ac.uk	At any point that gives a student appropriate time to improve on targets set (usually flaggedby mid-point)	
Placement Report * as above	Hard copy to be signed by Mentor and student and held in SPAR Email copy to University** **Copy to ULM:UPT / SLM:PPL** * To be held in SPAR **Email addresses: programmeadmin@cumbria.ac.uk		

1. **Student Progress Assessment Record [SPAR]**: This standalone booklet builds and retains a record of the student's development throughout each placement.

   It contains:

- **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 (with Mentor) targets based on feedback, discussion, scrutiny of files and their wider reflection on their progress. Register where the Mentor monitors attendance on placement.
- **Staged Expectation Placement Assessment Grid** for annotating, assessing and tracking progress to support feedback, reflection, target setting and summative assessment.
- **Key Assessment Point Outcome Record** completed by the Mentor for capturing summative assessment outcome and formative development targets progress.
- **End of Placement Phase Report Performa-** usually completed in penultimate week of placement. To be shared with Student during final week. Comments to give formative feedback in relation to progress against the domains of ITT learning. Summative outcome (Pass / Fail) made on the student's ability to show they have met (best fit) the staged expectation.
- **Tracking Pupil Progress[TPP]-** Working with individuals and groups; This may be parts of lessons…; Specific focus on gathering/evaluation of pupil progress in week 2&4; Keep an ongoing reflective evaluation log; Annotate learning plans to show impact of teaching on progress.
- **Link to Cumbria Teacher of Reading (CTOR)-** You will be teaching a sequence of 3 sessions- evaluate your impact on pupil progress.

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

Sections as specified in pre placement checklist.

PG Developing: Professional Practice Learning (PPL) tasks:

In order to help you further develop the 'learn how to' components of your ITT curriculum (as drawn from the ITTECF) we have integrated a series of sequenced foci below. You will be able to carry out the task- as linked to the modules in the staged expectations above; and reflect with your mentor how well you have enacted this 'learn how to' approach in your professional practice.

Use these tasks to gain a greater understanding of the link between your taught modules and school context in which you are placed.

Each task may require a Product, conversation, observation or track of pupils learning; accompanied by your critical reflections on their impact on your own learning.

Mentors: please support completion of these tasks throughout the placement- to help build the understanding of these core elements of professional practice. Discuss as part of weekly reflections. Mentors we will ask you about impact of these tasks in the end of placement report

Student teachers: work with your mentor to plan & complete tasks as part of your weekly activities; Discuss as part of weekly reflections then tick off/ highlight areas completed.

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 Lead are asked to keep a check on the student's completion of these important documents.

All assessment placement forms (below) can be downloaded from the Partnership Website and completed in electronic format. Visit: https://www.cumbria.ac.uk/about/partnerships/placements/education/information-primary/

All students have **Student Placement Assessment Record**.
Schools/settings should email completed Key Assessment Point Outcome Record (K(C)APs) / end of Placement Reports to
programmeadmin@cumbria.ac.uk

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

Early Years & Primary Initial Teacher Education

SPAR:Student Progress Assessment Record

Information:

Trainee:	
Year/ Programme (e.g.PGCE):	
Placement (B,D,E)**:**	
School/Setting:	
Mentor:	
Class Teacher:	
University Lead Mentor (UPT) /(PPL):	
Age Range taught:	
Start / Finish Dates of Placement:	

Signatures:
In order for you to start your placement you must have the following signatures: Personal Tutor(PT)/PPL: during target-setting meeting with trainee prior to placement. Mentor: on or following final visit day or by end of first day of placement at latest (see also 'Pre-Placement Check List' in this pack).

Personal Tutor/SBD:PPL:	
Mentor*:	

*or other nominated school-based colleague who also complete the Pre-Placement Checklist with the student

STUDENT PROGRESS ASSESSMENT RECORD (Academic year 2025/2026)

Introduction:

The SPAR is designed to track, monitor and evidence your journey from the start of your QTS course through to the end. It is to support you in tracking your progress against staged expectations and in meeting the required Teachers' Standards by the end of your programme (extending placement). This is the key record of your professional and academic development and has been designed so that all tracking and assessment documentation is recorded and stored in one place.

The SPAR:

- is your record and you are responsible for ensuring that it is completed in an accurate and timely manner.
- comprises all of the documentation that is completed during each placement phase (B, D or E)
- should be kept in section 2 of your file and should be available for the Mentor and UPT to refer to and use as relevant
- should be retained in paper or accessible electronic form during all placement phases
- individual forms are available in electronic form from https://www.cumbria.ac.uk/about/partnerships/placements/education/information-primary/

Placement information	Complete before placement and obtain the required signatures.	
Trainee Teachers' Staged Expectations Assessment Descriptors	Use with your Mentor and UPT to discuss and track progress over time against the staged expectation and enactment of your ITT curriculum. You will have 'learnt' knowledge and 'learned how to' consider many skills that you then gain a chance to enact in a classroom setting. Through ongoing high quality professional discussion with your mentor you will be able to identify areas of strength and areas for development in order to set short-term and longer-term developmental targets.	
Professional Practice Learning Tasks (PPL tasks) **NEW 25/26**	In order to help you further develop the **'learn how to'** components of your ITT curriculum (as drawn from the ITTECF) we have integrated a series of sequenced foci below. You will be able to carry out the task- as linked to the modules in the staged expectations above; and reflect with your mentor how well you have enacted this 'learn how to' approach in your professional practice. Use these tasks to gain a greater understanding of the link between your taught modules and school context in which you are placed. Each task may require a Product, conversation, observation or track of pupils learning; accompanied by your critical reflections on their impact on your own learning. Mentors: please support completion of these tasks throughout the placement- to help build the understanding of these core elements of professional practice. Student teachers – work with your mentor to tick off/ highlight areas completed.	
Development Targets Running Record	Use to record the targets set at your **Pre-placement tutorial**. These should be based upon areas for development identified at the end of your previous placement (continuing trainees only) and linked with the aspects of 'new' learning from your ITT curriculum. **Update after each Mentor meeting and add new target(s) agreed**.	
Pre-placement check list	Complete before each placement. Mentor should sign to confirm that you are ready to undertake the placement.	
Curriculum coverage	Complete during each placement to record different aspects of curriculum coverage.	
Class data summary	Complete at the very beginning of your placement to help you plan for the class. You should collect the data from the class teacher.	**Refer to detailed Tracking Pupil Progress Guidance**
Lesson observation (observers form)	Complete when observing colleagues' teaching – see guidance on observation proforma.	
Reflections	There is an expectation on all phases of placement that you will keep an ongoing **reflections** of impact on pupil progress, use the prompts in the TPP guidance as starters, please devise your own format for this.	
Focused pupil progress review form	Use as prescribed on B, D, E placements (see TPP guidance) to demonstrate your impact on pupil progress and learning over time.	
Weekly Review template	Complete prior to your weekly tutorial with your Mentor. For B & D phases this review focusses your thinking around 6 'domains' of ITT learning & enactment. At all time you should consider the effect your teaching is having on ongoing pupil progress over time.	
Observation proforma	Completed by the Mentor or UPT, or other observer, after each observation.	
Student QA form	Your UPT /PPL will share this form with you prior to a visit. You record a summery of your work and reflections so far – these will be discussed and added to during UPT visit.	
Pupil profile log	Use to record your pupil profiles – 3 pupils on B, D and E placements. **Refer to detailed Pupil Profiling Guidance.**	
End of Placement Report	Completed by the Mentor at the end of all placements of four weeks or more.	

Key (collaborative) Assessment Points*

Our placement assessment process involves use of the descriptors at 3 Key/Collaborative Assessment Points (K/CAPs) during the period of training, regardless of the chosen Programme: Postgraduate, Undergraduate, full or part time. Using the terms adopted by the University of Cumbria to describe the **stages** in school-based experience, the KAPs occur:
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

At Beginning & Developing phases your summative assessment will be a professional judgement on your ability to make good progress in addressing the staged expectation (the skills & knowledge that MOST student teachers will have been able to enact in a school or setting)
At extending phase the summative judgement will be made on your ability to 'meet' the national teacher standards.

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

Programme	KAPB	KAPD	KAPE
BAQTS 3 year	End of Beginning placement in Year 1	End of Developing placement in Year 2	End of Extending placement in Year 3
BAQTS 4 year	End of Beginning placement in Year 1	End of Developing placements in Year 2&3 – each mapped to the staged expectation based on the curriculum covered. **Y3/4 is taken as a comparator with other programmes for moderation purposes.*	End of Extending placement in Year 4
PgCE Fulltime/SD	End of Beginning placement	End of Developing placement	End of Extending placement

*Often the KAP grading points land in the penultimate week of each placement phase. This is designed to allow adequate time for Mentor, student and ULM:UPT (or ULM:PPL) to effectively moderate progress & outcomes ensuring that forms are returned to the university in good time to meet academic examination boards (effectively allowing students to progress or graduate).

It is essential that all comments regarding trainee progress are aligned with descriptors in the "Staged expectation assessment descriptors". It is essential that all involved in the assessment process, including the trainees, fully understand and can explain how the assessment guidance and criteria are applied to ensure accuracy and consistency.

PRE-PLACEMENT CHECK LIST

For Assessed placements only
Revised Sept 2025

The Trainee and mentor should agree and sign-off this form pre-placement before they sign the front of this pack

Trainee Name		Programme & Year group		Placement Phase	

THE FOLLOWING ARE PRESENT IN THE PROFESSIONAL FILE	Signature of Trainee	Signature of Mentor
SPAR File: SPAR Front cover signed Pre-placement Checklist signed off Staged expectation assessment descriptors for this placement phase. Professional Practice Learning tasks Curriculum Tracker Developmental Targets Record signed by Personal tutor Week by week exemplification Weekly Review proforma Formal and Informal observations proformas Safeguarding Policy (read, signed, dated) GDPR Policy (read, signed, dated) Staff Behaviour Policy (code of conduct) Information about the role of the Designated Safeguarding Lead (DSL) A copy of Keeping Children Safe in Education		
Planning File: Class timetable per week identifying teaching % UoC Planning document for reference Sequences/Medium term plans for placement Planning proformas to be used For EYFS Trainees: Areas of learning For KS1/2 Trainees: English; Mathematics; Science; Computing; RE; Range of Non-Core Subjects. • Weekly Planning Sheets • Daily/Organisational Plans Learning Plans (for first 2 days)		
Tracking Pupil Progress File: B&D phases: Class Data Summary completed Pupil Profile information for 3 children		

Trainee **is** adequately prepared to begin his/ her placement ☐

Trainee **is not** adequately prepared to begin his/ her placement and is therefore at risk of failure ☐

Signature of Mentor: Date:

Areas for attention

1.

2.

3.

The areas for attention, indicated above, must be addressed during the first few days of the Block Placement
If the planning is still not adequate, the trainee may not be allowed to start the placement.

CURRICULUM COVERAGE

Name of trainee:

Beginning Placement	English/ Literacy	Phonics	Guided Reading	SPAG	Maths	Science	Computing	PE	D&T	Geography	History	MFL	Music	PSHCE	Art	RE
Observed teacher																
Participated																
Planned and taught a lesson																
Mentor Lesson Observation Form Completed																

Developing Placement	English/ Literacy	Phonics	Guided Reading	SPAG	Maths	Science	Computing	PE	D&T	Geography	History	MFL	Music	PSHCE	Art	RE
Observed teacher																
Participated																
Planned and taught a lesson																
Created a sequence of learning / unit of work																
Mentor Lesson Observation Form Completed																

Target curriculum coverage on next placement:

Extending Placement	English/ Literacy	Phonics	Guided Reading	SPAG	Maths	Science	Computing	PE	D&T	Geography	History	MFL	Music	PSHCE	Art	RE
Observed teacher																
Participated																
Planned and taught a lesson																
Created a sequence of learning / unit of work																
Mentor Lesson Observation Form Completed																

Target curriculum coverage in ECT years:

EYFS COVERAGE of Areas of Learning

Name of trainee:

Beginning Placement	**Communication**	**Physical Development**	**Personal, Social, Emotional**	**Literacy**	**Maths**	**Understanding the World**	**Expressive Arts & Design**	**Indoors**	**Outdoor**	**Care Routines – sleep and rest**	**Care routines – food and drink**	**Care routines – personal hygiene**	**Partnership - parents**	**Partnership – other prof**		
Observed teacher/key person/ practitioner																
Participated																
Planned and taught an adult-led activity/experience																
Planned and facilitated an enhancement to continuous provision – adult led activity/experience																
Planned and facilitated an enhancement to continuous provision – child led activity/experience																
Retrospective planning capturing the spontaneous learning from child-initiated activity/experience																
Mentor Observation Form Completed																
Developing Placement	**Communication**	**Physical Development**	**Personal, Social, Emotional**	**Literacy**	**Maths**	**Understanding**	**Expressive Arts & Design**	**Indoors**	**Outdoor**	**Care Routines – sleep and rest**	**Care routines – food and drink**	**Care routines – personal hygiene**	**Partnership - parents**	**Partnership – other prof**		
Observed teacher/key person/ practitioner																
Participated																
Planned and taught an adult-led activity/experience																
Planned and facilitated an enhancement to continuous provision – adult led activity/experience																
Planned and facilitated an enhancement to continuous provision – child led activity/experience																
Retrospective planning capturing the spontaneous learning from child-initiated activity/experience																
Mentor Observation Form Completed																
Target possible coverage on next phase/placement:																

Extending Placement	Communication	Physical Development	Personal, Social, Emotional	Literacy	Maths	Understanding the World	Expressive Arts & Design	Indoors	Outdoors	Care Routines – sleep and rest	Care routines – food and drink	Care routines – personal hygiene	Partnership - parents	Partnership – other prof		
Observed teacher/key person/ practitioner																
Participated																
Planned and taught an adult-led activity/experience																
Planned and facilitated an enhancement to continuous provision – adult led activity/experience																
Planned and facilitated an enhancement to continuous provision – child led activity/experience																
Retrospective planning capturing the spontaneous learning from child-initiated activity/experience																
Mentor Observation Form Completed																
Target development for post qualifying years (ECT):																

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 ECT years 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.

University of Cumbria

University Of Cumbria ITE Partnership: Resilience & Workload Reduction Charter

UoC students will:

- identify your strengths & skills early on and have the confidence to share these;
- know who to approach for support (seek it out);
- aim to maintain a healthy work/life balance by:
  - Getting adequate sleep.
  - Getting regular exercise.
  - Being realistic about what you can achieve.
- set your own placement well-being target and review it each week with your mentor;
- take responsibility in confronting fears rather than avoiding them; helping to reduce anxiety. The sooner they are confronted the sooner they will be addressed;
- be clear about how you exemplify staged expectations (B&D) and National Teachers' Standards (E phase);
- know when you have done enough!

UoC Programmes will:

- ensure that students understand the staged expectations in each placement phase leading to meeting teacher standards at end point assessment.
- work through elements of ITE paperwork during programme sessions prior to placement (Planning, tracking, assessment);
- support students to reduce the workload associated with planning for learning, marking and use of data in line with DfE guidance;
- ensure Personal Tutors review and refer to student's targets prior to and post placement;
- be honest and balanced about expectations of teachers and how to manage reasonable workloads;
- reach out & support as necessary. e.g. high quality mentoring that explores the enactment of knowledge and skills learned in their ITT curriculum.

ITE Partnership Staff will:

- have regular & timely check ins with ITE students whilst on placement- be specific in asking:
  - how they are feeling?
  - have they any concerns?
  - are they maintaining a work/life balance?
- talk to ITE Students about ways in which your school have reduced teacher workload & support teachers to develop effective work/life balance;
- allow ITE students the opportunity to discuss ways that they have experienced planning, pupil tracking & assessment methods;
- share school well-being guidance & policy;
- ensure that ITE students signal where evidence can be found for Staged expecation exemplification; rather than collection. (Reflection not collection)

Together we will:

- ask, assess, act; listen non-judgmentally; give reassurance & information; encourage self-help strategies (www.mhfaengland.org); enable the ITE student to get appropriate professional help;
- have a shared understanding of and commitment to implementing teacher workload reduction; conduct an annual review of ITE partnership paperwork with a focus on responding to teacher workload reduction;
- aim to place ITE students in schools which will recognise their strengths and provide them with appropriate challenge; supporting for areas of development effectively; ensure that everyone is clear as to expectations of students at different stages of placement journey;
- encourage mentors to develop and be recognised for their mentoring & coaching skills; through ongoing professional development & qualifications with the University of Cumbria.

University of Cumbria

DEVELOPMENT TARGETS RUNNING RECORD

Name of Trainee: **Placement: B/D/E (use colour coding to track)**

INTENT		IMPLEMENTATION		IMPACT	
Targets	Links to staged progress expectations (B&D) In extending phase links to Teacher Standards	Actions to be taken by Trainee	Date to Achieve	Review Target & Signal Evidence trail (e.g. Weekly reflection dd/mm/yy)	Sign and date: student/ULM/Mentor/PPL

INTENT		IMPLEMENTATION		IMPACT	
Targets	Links to staged progress expectations (B&D) In extending phase links to Teacher Standards	Actions to be taken by Trainee	Date to Achieve	Review Target & Signal Evidence trail (e.g. Weekly reflection dd/mm/yy)	Sign and date: student/ULM/Mentor/PPL

TRAINEE' S Beginning & Developing PLACEMENT WEEKLY REVIEW

Revised Sept 2025 V1

- This reflection document should refer to the **staged expectations** in the placement supplement.
- You should **complete it electronically,** by reflecting on your week and referring to your developmental targets (running record).
- **Your mentor will complete their section during the weekly meeting.(*or shortly after returning to you)**
- Select evidence from your placement paperwork; lesson annotations, tracking data, profile children, observations or professional conversations undertaken with others and any lesson feedback of your teaching.
- You should comment on your impact on pupils' progress and your own progress in relation to your targets linked to the staged expectations for your placement.
- You should refer directly to the 6 domains of learning; building on what 'you have learnt' and 'learned how to' in your ITT curriculum. Reflect on how this has helped you to enact this in your school or setting.
- The completed document should then be central to your professional conversation, with your mentor, at the weekly review meeting.
- **New Targets discussed here feed directly into the trainee running record of developmental targets sheet.**

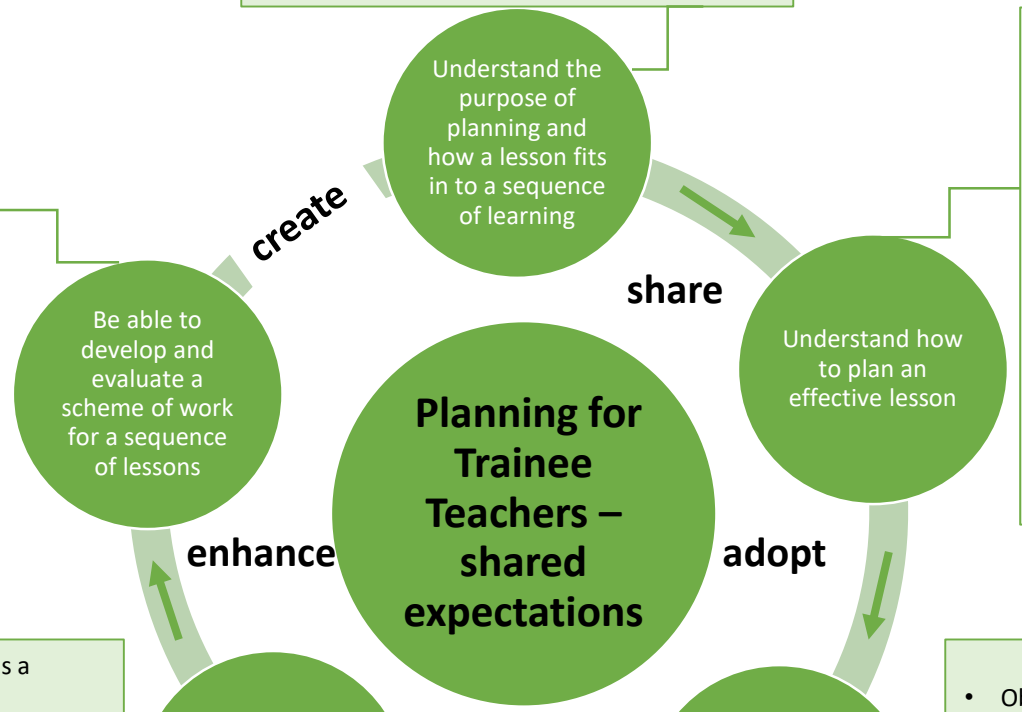
Trainees Name		**Placement**	
Week		**Mentor**	
School/ Setting		**Attendance this week:**	

Reflect on your week. Consider how you have worked on your targets during planning, teaching and non-contact time. Discuss and evidence the impact this is having on your pupils and your own development.	**My Evidence of this is:** (refer to paperwork in your files, observations of children's learning and behaviours, samples of children's work, feedback from others, ITAP learning enactment, reading or CPD; How have Professional practice learning tasks aided progress this week?)	**MENTOR COMPLETION** How have you supported the student this week? What observations, guidance, steering to other expert colleagues in school, research and subject focus have you been able to discuss or provide? How have you used the ITT curriculum of this student to help them build on their learning? How have Professional practice learning tasks aided progress this week?
Teacher wellbeing, workload and resilience: **How have you developed your approach to workload management?** **Have you maintained your well-being target?** **Identify further support required:**		
My priority area of development this week was: (link to staged expectations and your target). **I know that…** **I have learnt how to…**		

Actions Taken: (cross-reference to your running record of targets) **What did you do to action your targets this week?** **What did others do to support you to meet your targets?** **What did you learn from this?**		
Impact: **What progress are the pupils making?** **What progress have you made?**		
How have Professional practice learning tasks aided progress this week?		
My next steps are to:		
My Agreed Target/s and actions to be written directly on Development Target Running record, following this meeting.		
Trainee Signature:	**Date:** Click or tap to enter a date.	
Mentor Signature:	**ULM/PPL signature (if present):**	
Mentor- Any Further Comments linked to professional behaviors, file and staged expectations:		

Planning For Trainee Teachers: Shared expectations

- Programme taught session
- Observation of a taught session with commentary on how planning impacts on the pupils' learning.
- Shared planning carried out of mentor's lesson/s
- Planning as part of a team
- Regular professional discussions with mentor/teacher



- Mentors/class teachers should provide trainees with pre-existing schemes of work
- Trainees develop their own sequences of learning with guidance from class teacher/mentor
- Trainees develop their own sequences of lessons independently
- Where possible trainees should use sequential planning (e.g. weekly for primary) with an evaluation of pupil progress

- Programme provides guidance and a clear planning format/structure which will include non-negotiables.
- Trainees work with teacher to develop their own individual simple learning plans – what do I want the children to learn and so what do I want them to do?
- Trainees can use school planning format or University of Cumbria proforma (where non-negotiable elements are clear)
- Where possible team teach task (lesson study approach) to support trainees planning

- Planning becomes more embedded as a process
- Should include learning objectives, success criteria, learning activities, formative and summative assessment opportunities, differentiation,
- Learning plans should be shared for observed lessons.
- Learning plans should be reflected upon or annotated following feedback from class teacher/mentor and based on pupil progress.

- Observation of a session with commentary on how planning impacts on pupil progress
- Where possible mentors/class teachers should provide trainees with a sample of their planning and resources and help the trainees to annotate and adjust before teaching.
- Review/Annotate learning plans following lesson with help and advice from the teacher

Key:

ITE students may arrive at point of initial training with varying experiences. This cyclical model accepts that this experience may mean a student starts at different points.

Intent

Indicative Implementation

B&D Phase OBSERVATION PROFORMA

You MUST discuss a focus for observation in advance of the session. The completed proforma should be held in your SPAR.

Beginning placement = min **2 x observations. Developing placement =** min **3 x observations**. **Extending placement =** min **4 x observations**.

Trainee Name:		**Setting/School:**			
University Programme		**Age range:**			**No. in Group**
Curricular Area:		**Observer / Role:**		**Date:**	**Time:**

Student Focus Target:		
Practice Observed Today:	**Impact on pupil progress:**	**Links to domains of learning:**
Questions about practice observed		

B&D Phase OBSERVATION PROFORMA

Page 2 to be completed in the lesson discussion following observation.
Effective Lessons – prompts:

- **Task Design:** teacher instruction, engagement, pace of learning, pitch, collaboration, independent application or practice, motivation
- **Responsive teaching - AFL**: feedback / forward, questioning, challenge
- **Subject knowledge** – use of specific subject vocabulary, cross-curricular links
- **Behaviour for learning**: Expectations, aspirations and relationships.

Agreed Strengths of Session:	Impact on progress:	Links to staged expectations
Agreed Targets:	Actions to be taken:	Links to staged expectations
Trainee Teacher's Signature:	Observers' Signature (s):	Date:

LESSON OBSERVATION OBSERVERS FORM

Suggested format for use when observing colleagues' teaching.

Trainee's Name	Teacher Observed	Date and Time
Class	Lesson /Theme	

Starting the lesson/transitions within the lesson	**Links made to Previous Learning**
Teaching Strategies	**Pupil's Activities/Opportunities for Learning**
Organisation of the Learning	**Use of Resources (including use of IT) Role of Other Adults**
Management of Pupils	**Strategies for Assessing Pupil's Learning**
Consideration of Inclusion	**Teacher Presence in the Classroom**
Summarising and Extending the Learning	**Concluding the Lesson**

LESSON OBSERVATION OBSERVERS FORM

Starting the lesson/session/transitions within the lesson/session ■ Movement of pupils ■ Strategies to gain pupils` attention ■ Introduction of lesson objective and possible use of success criteria (WALT and WILF) ■ Organisation of room to facilitate start ■ What are other adults in the class doing? ■ Changing subject mid-session	Links made to previous learning ■ Does the teacher check prior knowledge? ■ Recall/ use of warm ups ■ Questioning to determine understanding ■ Demonstrating previous learning in a different context
Teaching strategies ■ Explaining ■ Questioning ■ Modelling ■ Discussion ■ Demonstration ■ Scaffolding ■ Interactive/ didactic	Pupil's activities/Opportunities for Learning ■ Type of task, e.g. investigation
Organisation of the learning ■ Groupings: mixed, ability, friendship, higher ability/ low ability ■ Individual, pairs, collaborative group, whole class ■ Differentiation ■ Does the teacher work with one group of many? ■ What are other adults doing? ■ Structure of lesson – timings, introduction, development and plenary	Use of resources (including use of ICT)/ Role of other adults ■ ICT ■ Access to resources ■ Library ■ Use of resources after school
Management of pupils ■ How does the teacher welcome and direct the pupils? ■ How does the teacher keep the pupils on task? ■ What sanctions does the teacher use? ■ What reward systems are used? ■ How do the pupils get their resources? ■ What does the teacher do if a pupil is not paying attention? ■ Lunchtimes/ midday supervisors	Strategies for assessing pupil learning ■ How do pupils know how well they have done? ■ Use of questioning ■ Use of peer and self-assessment ■ Feedback from teacher ■ Marking to the objective
Consideration of Inclusion ■ Adaptive teaching approach ■ Use of other adults ■ Support ■ Resources	Teacher presence in the classroom ■ Voice ■ Body language ■ Movement and circulation ■ Appropriate use of space
Summarising and extending the learning ■ What is the signal for this phase of the lesson? ■ What learning is revisited? ■ Is there homework? ■ Does assessment take place? ■ Is the next lesson referred to? ■ How long does this phase of the lesson last? ■ What do other adults in the class do?	Concluding the lesson/ session ■ What strategies are used for tidying the classroom? ■ How does the teacher dismiss the class?

Adapted from Medwell, J. (2005) *Successful Teaching Placement - Primary and Early Years:* Exeter, Learning Matters

© 2005 Jane Medwell, Mary Briggs, Julie Neale, Nigel Palmer and George Raper

Beginning & Developing Phase- END OF PLACEMENT REPORT (to be completed and returned via email by the mentor)

For all EYFS / KS1&2 Placements

Academic year 2025/2026

Trainee Name			**University Programme**	Choose an item.
If School Based Delivery- please include alliance Name:				
University Year Group	Choose an item.		**Key Stage and Age Range Taught** **(For mixed Key Stage classes please indicate number of pupils in each Key Stage)**	
Setting/ School			**No. of Children Taught**	
Mentor			**University Lead Mentor UPT / PPL**	
Class Teacher Name			**Class**	
KAP Point and Placement Dates	**Beginning**		**From:** Click or tap to enter a date.	**To:** Click or tap to enter a date.
	Developing			

Module assessment items Outcome	**Professional Practice** Choose an item.		**Placement File/ Reflection** Choose an item.	
Trajectory towards the recommendation of award of QTS *	**Beginning Placement:**		**Developing Placement:**	
	Not Yet On Trajectory ☐	**On Trajectory** ☐	**Not Yet On Trajectory** ☐	**On Trajectory** ☐
	A trainee would be deemed to have failed where no / insufficient progress has been made against targets set in B and D phases.			

OVERALL SUMMARY STATEMENT [THIS WILL BE USED AS A BASIS FOR AN INTERIM OR FINAL REFERENCE]

Please comment directly on the Trainee's impact on children's learning:

The Trainee's Teaching has had 'Impact on children's learning and progress over time'. Please indicate below:

Little / No Impact on Pupil's progress	**Some impact on progress evident allowing some pupils to make progress as expected over time.**	**Most pupils make good or better than expected progress over time.**
☐	☐	☐

Please comment on the following Domains of ITT learning as identified in our Assessment grids:

Area:	Comment:
Professional Behaviours	
Behaviour	
Challenging disadvantage	
Curriculum	
Pedagogy	
Assessment	

Key Agendas:

Please use this box to comment directly on the Trainee's confidence and competence in the understanding and teaching of our key agendas:

Please type your statement here:

a) **ITAP skills integration whilst on placements.-** see curriculum documents

b) Impact of Professional Practice Learning tasks on student learning.- see PPL tasks after staged expectations grids

Placement File/portfolio of reflection

Please comment on the trainee's reflection and organisation.

Please type your statement here:

A signed copy should be retained in the Trainee's file as part of the 'Student Progress Assessment Record'

IDENTIFICATION OF STRENGTHS AND PRIORITIES FOR FURTHER DEVELOPMENT:

These areas support trainee teacher ongoing development.

Trainee Strengths (Identify 3):

	Targets	**RELEVANT STAGED EXPECTATIONS (Drawn from Placement Assessment Grids)**	**ACTIONS TO BE TAKEN BY TRAINEE**	**SUCCESS CRITERIA**
1.			• • •	
2.			• • •	
3.			• • •	

HEADTEACHER'S or ASSOCIATE TUTOR'S ADDITIONAL COMMENTS (Not Compulsory):

Please type your statement here:

Number of absences from placement	
Signature of Trainee (Who must be provided with a copy of the report)	
Signature of Mentor	

Please email this form from your school email address to your University Lead Mentor - Partnership Tutor (UPT) / School Partnership Programme Lead (SLM:PPL)

Who will fwd. it to:

Carlisle Campus	Lancaster Campus	London (EIDR) Campus	School based delivery
programmeadmin@cumbria.ac.uk			'Your SLM:UPL & programmeadmin@cumbria.ac.uk

A signed copy should be retained in the Trainee's file as part of the 'Student Progress Assessment Record'

Student Quality Assurance (QA)

QA of Student Experience ITT Placements Academic Year 2025-26

The purpose of this process is to **assure the quality of the ITT placement**. This will be facilitated by your mentor and ULM:UPT /PPL using the prompts in the framework below:
This form is part of your **SPAR** document and aims to capture key learning and experiences during this placement, relating them to the five curriculum domains. It **will be discussed at your QA touch points** and completed by you to **act as a summary** of the discussions.
Pre-populate your reflections to questions posed with bullet points and signal where evidence is held
You will **retain a copy for your SPAR folder** and share a copy with your **ULM:UPT/PPL as a record of QA**. We anticipate that this should not exceed more than two sides of A4.

Programme / Phase:	Choose an item.	**Date:**	Click or tap to enter a date.
Student Name:		**UPT / PPL:**	
Mentor:		**Personal Tutor:**	
UPT touch point focus:	☐ Face to face	☐ Online	

Student Progress/Learning-	
Choose 1 of the Staged Expectations/Teachers Standards and reflect on your progress over time. Consider your long term and short-term targets of achievement – where are your strengths and which areas require further development? *Include any reflections on how your ITAP experiences have supported your development.	
Pedagogy - How Pupils Learn, Classroom Practice and Adaptive Teaching (S2, S4, S5)	
Curriculum - Subject Knowledge (S3)	
Behaviour management - High Expectations and Managing Behaviour (S1 and S7)	
Challenging disadvantage - Inclusion (S5)	
Assessment - Assessment (S6)	

Mentoring / Support - Professional Behaviour - Professional Responsibilities (S8)	
What support have you received from your mentor and/or school so far? • Weekly Meetings? • Formal lesson observations? • Opportunities to observe practice around school? • Staff meetings/CPD? • Inclusion in extra curricular activities?	**Response:** •

Weekly Reviews	
Questions: • What structure do the Weekly Meetings take? • How do you and your Mentor use & build on prior learning (campus and placement) within your ITT Curriculum? • How have you progressed with Professional Practice learning tasks?	**Response:** •
Weekly Review feedback (completed by UPT)	
☐ Completed electronically ☐ Cross referenced with targets ☐ Reference to Staged Expectations/Teacher Standards ☐ Review of pupil progress	☐ Review of progress ☐ Next steps to inform targets ☐ Mentor completion comments

Your ITT Targets		
Questions to reflect on: • How do you generate your weekly targets? • How do you ensure specificity of targets? • Have you set subject specific targets alongside pedagogic targets?	**Response:** •	
Targets setting feedback (completed by UPT)	**Targets updated weekly** ☐	
Intent	**Implementation**	**Impact**
☐ SMART targets ☐ Language aligns with Staged Expectations/Teachers Standards ☐ Links to Staged Expectations/ Teachers Standards	☐ Verb driven implementation steps ☐ Links to CCF readings/research ☐ Presents support and resources required ☐ Realistic time frame	☐ Evidence trail present ☐ Evidence dated ☐ Signed and dated

Agreed Strengths	Next Steps
Completed collaboratively between Student and UPT	

•	•
Is the student on trajectory?	Yes/No