University of Cumbria

Institute of Education,

Arts & Society

2026/27

- ✓ **BA(Hons) Primary Education with QTS *(3-11) & (5-11 SEND:INC) 3 year Degree**
- ✓ **Student Progress Assessment Record (SPAR)**
- ✓ **BEGINNING PHASE**

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University Of Cumbria: Institute of

Education, Arts & Society

Initial Teacher Education 2026/27

UG **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	0.8 Planning For Trainee Teachers 20 **Link for planning proformas CTOR**
Pedagogy	• ITTECF reading & resources	**Link here**
Assessment	• Tracking Progress & Pupil Profiling & specific ITAP content	**TP&P Link**

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

Remembering that:

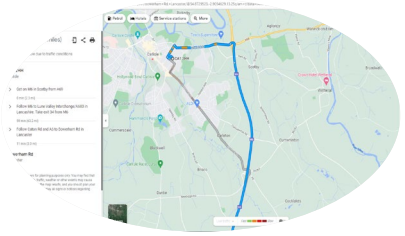
- Student teachers (trainees) are on a journey in their learning to become a teacher
- The staged expectations act as progress way markers towards the 'end point assessment'
- The staged expectations are derived from the ITT curriculums; i.e. the things they cover before each phase of placement.
- The 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 ITE 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 ULM: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 EYFS& 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 behaviors' 2,3,5)*	LLTR4001- Exploring professionalism, reflection, working with other professionals and parents CURC4201 – PE, Science and Creative Arts and CURC4202 – History, Geography, IoTs, 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. S2a Ba, Sad, 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 CURC4201/CURC4202 – 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 [illegible]	Understand your role in the safeguarding of young people. • Discuss where possible the role of safeguarding lead in school / setting	PLC0080 Safeguarding KCSIE & 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	S9 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-Vygotsian 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/
Moses, B. and Mott, 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, Rushmell, A and Hopson, 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 (8)
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 | Voi

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.

General Mentors: You build on and deliver ongoing ITT curriculum throughout placement by: (a) Engaging with phases staged expectations and reviews with trainees; (B) Set foussed targets form the staged expectations. (C) Also by supporting the Professional practice learning Tasks.

Beginning phase

Placement context: For all student teachers on all ITE Programmes.

• Provide student teachers with their first school-based experience and opportunity to support professional development since the start of their course.

• Where possible it is expected that students will stay in the same school / setting throughout and may be in pairs (or occasionally small groups (up to 4 students))

• Gain experience of working across the school with different foci.

• Teach up to 50% of the time spent in schools- This will often be in the same class / with same group & individuals- to help the students develop an understanding of

profiling and progression. Student teachers are classed as 'Critical Workers' and should be deployed in schools as that of other staff. (This can be flexible across a

school/setting)

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.

• **Mentors will build on the ITT curriculum by supporting trainees with Professional Practice Learning Tasks**

Primary Education with SEND 5-11

	Inclusive Teaching and Learning (ITAL / ITAP) Taught by the Personal Tutor	**Maths (QMAT)**	**English (QENG)**	**Teaching and learning in the Foundation Subjects 1 (QFTL1)**	**Teaching and learning in the Foundation Subjects 2 (QFTL2)**	**QE – Early years** **QS - SEND**	**Cumbria Teacher of Reading (PHER)**	**Placements (PLMT)**
Yr1	**Beginning Professional Practice** **ITAPs** **Inclusion** **Professional behaviours / Behaviour management**	**Beginning Maths** (20c)	**Beginning English** (20c)	**Beginning Foundation 1** (20c) Science DT Computing Creative Arts – Music / Art	**Beginning Foundation 2** (20c) History Geography RE PE MfL	**QE Beginning to Understand Teaching and Learning in the Early Years** (20c) **QS** **Becoming an Inclusive Teacher (**20c)	**Beginning Cumbria Teacher of Reading**	**Beginning Placements** Nov – 2-3 weeks Feb-Mar – 5 weeks May – 2 weeks experiential **Beginning Safeguarding –** Introduction ACES
Yr2	**Developing Professional Practice** **ITAPs** **A4L / Currciculum Design**	**Developing Maths** (10c)	**Developing English** (10c)	**Developing Foundation 1** (20c) Science DT Computing Creative Arts – Music / Art	**Developing Foundation 2** (20c) History Geography RE PE MfL	**QE Developing understanding of Teaching and Learning in the Early Years** (20c) **QS Barriers to Learning 1** (20c) **QE PSHE Education** (20c) **SEND Barriers to Learning 2** (20c)	**Developing Cumbria Teacher of Reading**	**Developing Placements** 6/7 weeks **Developing Safeguarding** – Inclusive safeguarding Level 1/2 Cert and Prevent
Yr3	**Extending Professional Practice** **ITAPs** **Assessment and feedback / Challenging disadvantage**	**Extending Maths** (10c)	**Extending English** (10c)	**Extending Foundation 1** (20c) Science DT Computing Creative Arts – Music / Art	**Extending Foundation 2** (20c) History Geography RE PE MfL	**QE Action Planning** (20c) **QS Planning for positive outcomes** (20c) **QE and QS** **Small scale research** (20c)	**Extending Cumbria Teacher of Reading**	**Extending Placements** Jan-Mar – 10 weeks Or Non QTS placement **Extending Safeguarding –** Online safety including cyber security FGM

Domain of ITT Learning	UoC:UoW Staged expectation Links to coverage of ITT Core Content Framework & beyond in the UoC ITT curriculum.	'BA Hons Q3 EYFS& 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	**Meeting:** • Responds positively to coaching and with support is able to identify appropriate development steps. With guidance, identifies resources to enable improvement. With some guidance, takes ownership of their personal professional development. • 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. • With guidance, is able to manage time effectively and prioritise tasks. With guidance, uses appropriate support from colleagues without making unreasonable demands. Makes personal time for well-being and rest. **Exceeding:** • 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 effective in personal target setting & weekly reflection. • 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. • 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.	ITAP9001: Exploring professionalism, reflection, working with other professionals and parents QFTL4001 – PE, Science, Art, Music and Computing QFTL40002 – History, Geography, MFL, RE and DT: - reflecting on own learning in Centre-based sessions; – what do they still need to learn in order to teach good lessons. QEYR4001 – 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 will your use of weekly reflection sheets highlight impact on pupil progress? • What have you learnt from observing & reflecting on teaching practices within setting? • What have you managed to enact based on what you have learnt? (Focus on your ITT curriculum) • How have you Identified new knowledge to read and understand. • How have you considered wellbeing and workload implications and strategies used by professional staff. • How well have you sought and accepted advice? • How are you sharing outcomes? • What is your understanding of key school policies? • What Observing of teaching staff have you completed and how have you reflected on impact? • Have you talked with support staff about their role in pupils' learning? • How have you started to deploy tasks to other adults?	S8 Demonstrate an early ability to work with colleagues and other professionals: seeking and accepting advice and sharing outcomes. S2a &b, S4d, S8d Begin and sustain a systematic approach to reflection and evaluation of their teaching and its impact.

Domain of ITT Learning	UoC:UoW Staged expectation *Links to coverage of ITT Core Content Framework & beyond in the UoC ITT curriculum.*	Curriculum links (know and learn)	Questions to explore with your mentor	Teacher standards that are beginning to be exemplified at this placement phase
Behaviour	**Meeting:** • Beginning to shows a developing understanding of how to interact with learners in a way that promotes social justice. Understands that they are an influential role model for pupils. Understands how the school creates an environment where bullying, abuse and discrimination are not tolerated. • With support, sets clear expectation for expected behaviours. Reinforces school routines and behavioural expectations using a range of positive approaches to manage low-level behaviours, in line with school policy. Is developing some 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 support addresses some of these. • Is beginning to develop mutually respectful, trusting and positive professional relationships between themselves and pupils. Working with the class teacher, maintains a positive learning environment in which pupils feel safe and secure, promotes learners' success **Exceeding** • 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. • 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. • Has developed mutually respectful, trusting and positive professional relationships between themselves and pupils. Is beginning to take responsibility for maintaining a positive learning environment in which pupils feel safe and secure, promotes learners' success	ITAL4001/ITAP9001: Behaviour Management, grouping and barriers to learning QFTL4001/QFTL4002 – creating appropriate inspiring and engaging learning activities QEYR4001 – Early Years - • Self-regulation Intrinsic motivation – self-initiated learning QINC4001 – Inclusion – behaviour management strategies and adaptations	• What have you observed and be observed in relation to implementing behaviour strategies? • Reflect on the range of strategies your mentor, class teacher and you employ with the group of children- weekly reflection will give opportunity to consider impact on pupil progress. • 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.

Domain of ITT Learning	UoC:UoW Staged expectation *Links to coverage of ITT Core Content Framework & beyond in the UoC ITT curriculum.*	Curriculum links (know and learn)	Questions to explore with your mentor	Teacher standards that are beginning to be exemplified at this placement phase
Ambitious Curriculum- Challenging disadvantaged together	**Meeting:** • Understands role in the safeguarding of young people. • Discusses where possible the role of safeguarding lead in school / setting • Identifies pupils for pupil profiling tasks. • Explores school vison and values-developing an ability to incorporate within planning for learning activities. • Explore with mentor how curriculums are adapted to meet the needs of all children. • Beginning to understand how social justice is addressed through learning experiences for young people. Reflects on approaches as a teacher that enable high quality learning / outcomes to build in young people. **Exceeding:** • Developing a deeper understanding of key children and how to consider their needs when planning and assessing work. • Is developing an ability to adapt session plans to meet needs of some children. • Identifies PP, G&T, SEND children- uses their action plans to provide adaptive teaching activities to ensure they make progress • Active, regular discussion with mentor and other expert colleagues about how social justice is addressed through learning experiences for young people. Reflects on approaches as a teacher that enable high quality learning / outcomes to build; demonstrates an ability to incorporate within teaching activities.	PLMT9001 Safeguarding KCSIE & Safeguarding level 1 completion before placement. ITAL4001 Barriers to learning, how to work with other adults to support vulnerable young people PHER9001 Cumbria Teacher of Reading • considering Six Key Principles from the CTR • how young children develop phonological awareness • the importance of speaking and listening skills • The importance of phonics to children for whom English is an additional language QINC4001 – Inclusion, how adaptations are made for children Vision and values education • How schools use vision & values to drive pupil success How teachers view themselves and their motivations for being in the profession.	**Early on:** Which pupils have you identified for your pupil profiling tasks? What sort of data is utilised to help gain an understanding of where the learner starts and develops their progress? What provision is in place for PP children in this school/setting? How might you adopt or adapt a task to help a PP pupil make progress? **Mid point:** How have you reflected on the vision, values and aims of the school/setting? How have you observed these being exemplified in day to day learning?	S5 Become aware of, and take into account different abilities, backgrounds and needs.

Domain of ITT Learning	UoC:UoW Staged expectation *Links to coverage of ITT Core Content Framework & beyond in the UoC ITT curriculum.*	Curriculum links (know and learn)	Questions to explore with your mentor	Teacher standards that are beginning to be exemplified at this placement phase
Curriculum	**Meeting** • In supported, guided planning, understands how planning relates to the school's medium-term planning and curriculum, and to national frameworks. • Planning draws on existing planning and school resources. Is beginning to be aware of the need to balance effective provision for pupils with workload manageability. • (Can work with and adopt, share and work towards adapting mentor's planning. – Link to UoC shared planning model) • Subject knowledge underpinning practice is mainly secure with some support needed to aid trainee understanding: for example, the subject language, terminology and the key concepts taught. (is keeping up to date individual subject auidts) • With support, begins to identify and respond to common misconceptions. • Has a developing understanding of key terms, principles and practices in vocabulary development, reading/ language comprehension and systematic synthetic phonics. (Understand, observer and be observed teaching a sequence of phonics & early reading (CTOR)) • Shows developing understanding of key terms, principles and practices in early mathematics. • Is beginning to understand how to revisit knowledge and ideas, making connections with prior learning and using evidence informed strategies to support learners with key knowledge and specialist vocabulary. Strategies to strengthen learning over a sequence of lessons are being used. • Shows developing understanding of key terms, principles and practices in early mathematics **Exceeding:** • With some support in planning, is able to connect planning 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 the needs of their pupils. • (Can work with and adopt, share and work towards	ITAL4001 – • Learning plans (content), setting objectives, engaging activities linked to objectives QMAT4001 – Maths • Curriculum progression • Foundations of Numeracy • Place value • Calculation • Shape • FDRP • Resources QENG4001 – English – • The fundamental importance of Oral communication and its close, reciprocal relationship with reading and writing; • the importance of word reading, language comprehension and reading pleasure in creating a 'reader' • Planning, delivering and evaluating single lessons to develop reading comprehension QEYR4001 • EYFS principles • Overview of the prime and specific areas of learning and development • Characteristics of Effective Learning (CofEL) • Value of Play • Reflection on own EY audit and setting own EY targets • Enabling Environments • Areas of provision • Outdoor provision QFTL4001 – Science, PE, Art, Music and Computing	• How are resources and materials used to align with the school curriculum (e.g. textbooks or shared resources designed by expert colleagues that carefully sequence content)? • How might you use technology to support learning in areas taught? How have you: • 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 modelled to help learners understand new processes and ideas, and remove scaffolding when learners are achieving a high degree of success? • • Effectively used questioning for different 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? • How do you Identified essential concepts,	S4 Support and lead learning for individuals, small groups and, eventually, whole classes adopting a limited range of teaching styles as appropriate. S4 Develop plans that identify clear learning objectives, activities, assessment opportunities and organisation. S3 Demonstrate sound personal understanding of relevant areas of learning and a growing awareness of how these are taught S3 Develop a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings

	adapting mentor's planning. – Link to UoC shared planning model • In discussion with an expert colleague, 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 underpinning practice is secure with little guidance needed to support trainee understanding: for example, the subject language, terminology and the key concepts taught. (uses subject audits to inform next steps) • Common misconceptions are identified and assessment enables them to be recognised in teaching. • With occasional guidance, shows secure understanding of teaching sequences of learning which promote vocabulary development, systematic synthetic phonics and reading comprehension. • With occasional guidance, shows secure understanding of teaching sequences of learning in early mathematics. • 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.	*and* QFTL4002 – History, Geography, MFL, RE, and DT - exploring NC expectations, practical approaches, resources, planning and relevant subject knowledge resources and pedagogies • Effective use of resources and materials aligned with the school curriculum in these subjects • Providing tasks that support pupils to learn key ideas securely • Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain. PHER9001 – Cumbria Teacher of Reading • understand the principles of synthetic phonics plan, teach and assess a phonics lesson	knowledge and skills and principles of the subject? • How do you provide opportunity for pupils to learn and master essential concepts, knowledge, skills and principles of the subject? • How have you answered children's questions correctly and helped them advance their learning?	

Domain of ITT Learning	UoC:UoW Staged expectation *Links to coverage of ITT Core Content Framework & beyond in the UoC ITT curriculum.*	'Curriculum links (know and learn)	Questions to explore with your mentor	Teacher standards that are beginning to be exemplified at this placement phase
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. In collaboration with the class teacher, creates plans that are informed by evidence of how children learn. • Working alongside and supported by experienced colleagues: ✓ planning builds in opportunities for: exposition, pupil dialogue, repetition, purposeful practice, retrieval of key knowledge/skills and for pupils to 'think hard'; ✓ is developing the ability to plan/teach appropriately structured and paced lessons which build on prior learning. • Working alongside and supported by experienced colleagues: ✓ can break complex material into smaller steps. Understands that learning involves a lasting change in pupils' knowledge and can plan some ways to make learning memorable [e.g. through memory strategies or linking to real-life applications]. ✓ shows a developing ability to use of a range of strategies in their teaching to promote learning including modelling, scaffolding, clear explanations, exposing potential pitfalls and how to avoid them. • Working alongside and supported by experienced colleagues: ✓ adapts teaching using approaches which are appropriate for the age and developmental stage of their learners. ✓ is beginning to recognise where there are barriers to learning [e.g. EAL learners, SEND] and use 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. With guidance, plans teaching that is informed by evidence of how children learn. • With some support in planning: ✓ can build in opportunities for exposition, pupil dialogue, repetition, purposeful practice, retrieval of key knowledge/skills and for pupils to 'think hard'; ✓ can plan/teach appropriately structured lessons, which build on prior learning and make increasingly effective use of lesson time. • With some support in planning: ✓ can make complex material accessible. Understands that learning involves a lasting change in pupils' knowledge and can plan ways to make learning memorable. ✓ 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 in planning: ✓ 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.	ITAL4001: • working memory, cognitive overload, supporting well-being. • Lesson planning, setting objectives, exploring the theories underpinning effective learning QMAT4001 • Effective teaching strategies and the use of resources to support learning. QEYR4001 – Early Years • Child development • Reflective planning • Curriculum development model • Long term planning - Continuous provision • Medium term planning – Enhanced provision Short term planning – adult-led experiences and 'planning in the moment.' QENG4001 – English • Teaching reading QINC4001 – Inclusion Teaching strategies to minimize barriers to learning	How have you: • Used a variety of imaginative resources and innovative learning activities that interest and challenge? • Used intentional and consistent language that promotes challenge and aspiration. • Modelled the types of courteous behaviour expected of pupils). • Helped learners to show respect and sensitivity in their relationships with one another and the teacher? • Created a positive environment where making mistakes and learning from them is part of the daily culture? • How do you take into account pupils' prior knowledge when planning how much new information to introduce?	S1 Select and use resources and space effectively to support safe and active learning. S2a&b, S4d, S8d Begin and sustain a systematic approach to reflection and evaluation of their teaching and its impact.

Domain of ITT Learning	UoC:UoW Staged expectation *Links to coverage of ITT Core Content Framework & beyond in the UoC ITT curriculum.*	Curriculum links (know and learn)	Questions to explore with your mentor	Teacher standards that are beginning to be exemplified at this placement phase
Assessment	**Meeting** • With support from the class teacher, uses appropriate formative assessment strategies in lessons, including questioning, to check understanding and begin to adapt teaching. • With support, age-appropriate peer and self-assessment is used in teaching. • Is aware of the progress of individual learners over time. With support, contributes to school systems for progress checking. • Working alongside expert colleagues, can provide constructive oral/written feedback. • Is following advice on managing the time cost of written feedback. **Exceeding** • 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. Provides regular, constructive oral/written feedback and can provide opportunities for pupils to respond to feedback, as consistent with school policy.	ITAL4001- Intro to assessment- A4L, Formative, Summative QMAT4001– Maths • Observing children • Effective questioning • Day to day assessment QENG4001– English – • assessment of and through oracy; • Use of focused reading comprehension questions QEYR4001 - Early Years - Observation cycle • observing children and assessing where they are in relation to the areas of learning and development and where to develop their learning further. • Observing children to assess for the CofEL. QFTL4001 – Science, PE, Art, Music and Computing: • recognition that activities are designed to promote specific learning which can be assessed, rather than assessing task completion. QFTL4002 – History, Geography, MFL, RE, and DT • What is a good assessment task. • Learn how to provide formative assessment Types of summative assessment. QINC4001 – Inclusion Inclusive assessment practices	**Suggested around: Week 2 and week 4** • Did you plan to ask any questions of the children to assess if they understood what you had been teaching them? • How did these relate to your learning objectives? • How did you monitor the progress the children made during your teaching activity? • How have you recorded what progress you felt the children made? • What are the expectations for formative feedback to learners in this school /setting? How might you set a target for future learning / improvement in work?	• S6 Use a limited range of assessment opportunities to identify and inform feedback and planning (e.g. observation, marking and questioning).

UG Beginning: 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)	8l) Knowing who to contact with any safeguarding, or any pupil mental health concerns.	**Task:** Before the placement: Gain a copy of & read: • **Child Protection Policy** • **Staff Behaviour Policy** (code of conduct) • Information about the role of the **Designated Safeguarding Lead (DSL)** *(5d)* • A copy of Keeping Children Safe in Education Observe and note down key contacts for safeguarding and mental health concerns shared during staff meetings or training sessions. Discuss these contacts with the mentor to understand their roles. **Possible strategies:** Create a visual aid (e.g. a poster) with key contacts and their roles. (if this does not exist in the school already- offer to staff to display in staff room)	Ensure trainee has a copy of the relevant school policies and you work with them to discuss key processes of school/setting context Introduce the student to key personnel, explain their roles, and review your student's notes for accuracy. **Questions:** - Why is it important to know who to contact for safeguarding and mental health concerns? - How did you determine which contacts to include on your list? How does this build on your ITAP (Professional behaviours) week?	Any disclosures should be referred through your list of contacts as necessary.	Keeping Children Safe in Education Keeping children safe in education - GOV.UK

		Link to learning in ITAP9001- Professional behaviours.			
Behaviour (2)	7a) Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom g) Applying rules, sanctions and rewards consistently in line with school policy, including where individual pupils have an agreed tailored approach, escalating behaviour incidents as appropriate	**Task:** Assist the mentor in implementing the existing classroom management plan. Observe how rules, rewards, and sanctions are applied. Practise applying these elements under the mentor's guidance. (1g) **Possible strategies:** Use a visual behaviour chart to track and reward positive behaviour. (EEF Behaviour Interventions) *(1h)* **ITAP9001 & ITAL4001 – Behaviour Management.** Use learning from observations and reflections to help feed into your ITAL assignment text showing enactment of skills you have learnt from this placement- Consider creating a weekly review focussed on BM strategies that have/'nt worked for you. Speak with your mentor about this.	Explain the existing classroom management plan to your student teacher, demonstrate its implementation, and provide opportunities for them to assist and practise. **Questions:** - What are the key elements of the classroom management plan? - How do you plan to communicate the rules, rewards, and sanctions to the pupils? - How will you measure the effectiveness of the management plan?	Develop and implement your own classroom management plan strategies with your mentor.	Institute of Education Sciences (2008) Reducing Behavior Problems in the Elementary School Classroom.
	7b) Working alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to assistance and training from senior colleagues particularly where pupils exhibit unacceptable behaviours).	**Task:** Attend team meetings or meet with your mentor focussing on behaviour management strategies. Observe and take notes on the strategies discussed. Practise implementing these strategies in the classroom under the mentor's guidance. **Possible strategies:** Implement a 'buddy system' where pupils support each other in following classroom rules. (EEF Behaviour Interventions) *(1e, 1f, 1h)*	Facilitate introductions to key colleagues for your student teacher, encourage them to share their observations in meetings, and provide support in seeking assistance from senior staff. **Questions:** - What behaviour management strategies have you learned from your colleagues? - How do you plan to implement these strategies in your classroom? - What challenges do you anticipate, and how will you address them?	Collaborate with colleagues to address specific behavioural issues and seek advice from senior staff.	Chapman, R. L., Buckley, L., & Sheehan, M. (2013) School-Based Programs for Increasing Connectedness and Reducing Risk Behavior: A Systematic Review.
Ambitious curriculum- Challenging disadvantage together	8a) Engaging in professional development focused on developing an area of practice with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice.	**Autumn Task:** We do encourage all ITT students to negotiate what this task may look like with your Mentor. We recognise that each placement will have its own context, circumstances that lead to 'Challenging disadvantaged together' to need tackling in diverse ways. At Beginning phase, we encourage you to build your understanding of the approach your school/setting is tackling in this area.	Based on mentor training module (tier 2) Challenging disadvantage together- reflect on your responses to planning a conversation with your ITT students. Meet and discuss the school / setting context / approach to CDT. Identify PP/FSM children for your student teacher. Support the student teacher in identifying support /interventions for PP / SEND children- as part of co-planning sessions.	Consider how you might track progress of identified individuals or groups.	

		Some settings may focus on Pupil Premium- so the focus may be on supporting intervention for identified children. Your setting may be in a national 'Ward' of depravation. This may include a link to the work you have covered on Visions and values exemplification. **Summer Task**: Pupil profiling- Consider your pupil profile children and the activities that engage/inspire them. Discuss, co-plan, deliver and review suitable lessons with your mentor that could enable each of these children to make good or better progress over the course of the placement.	Questions: What adaptations will we address in this session to take into account the needs of the group?		
	3r) Promoting reading for pleasure (eg by using a range of whole class reading approaches and regularly reading high quality texts to pupils)	**Task: QENG4001: 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. **Possible strategies:** Use high-quality picture books and encourage pupils to predict what will happen next. EEF Reading Comprehension Strategies	Suggest suitable texts to your student teacher, demonstrate reading sessions, and provide feedback on pupil engagement. **Questions:** - What criteria did you use to select the texts for your reading sessions? - How do you plan to encourage pupil engagement and discussion during the sessions? - How will you measure the impact of these sessions on pupils' reading habits and enjoyment?	Plan and conduct your own whole class reading sessions. Consider what reading strategy focus you will apply... will it be comprehension, will it be language acquisition? Wil it just be listening to reading for pleasure?	Shanahan, T. (2005) The National Reading Panel Report: Practical Advice for Teachers.
Curriculum (3)	2d) Identifying possible misconceptions and planning how to prevent these forming	**Task:** Observe your mentors' lessons and note down any misconception's pupils have. Discuss these misconceptions with the mentor and learn strategies to address them. Practise addressing these misconceptions in the classroom under the mentor's guidance. **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) *(1c)*	Review your student teacher's notes, suggest additional misconceptions, and provide feedback on strategies to address them. **Questions:** - What are some common misconceptions related to the topic you chose? - How do you plan to address these misconceptions in your lessons? - How will you assess whether pupils have overcome these misconceptions?	Develop strategies to address and prevent misconceptions during lessons.	Chi, M. T. (2009). Three types of conceptual change: Belief revision, mental model transformation, and categorical shift.
	3c) Working with experienced colleagues to accumulate and refine a collection of powerful analogies, illustrations,	**Task:** Observe experienced colleagues and note down effective teaching materials they use. Discuss these materials with the mentor to understand their impact. Practise using these	Facilitate observations for your student teacher, review their notes, and provide feedback on the effectiveness of the materials. **Questions:** - What types of analogies, illustrations, examples, and explanations have you gathered? - How	Collaborate with colleagues to gather and refine teaching materials.	Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all

	examples, explanations and demonstrations	materials in the classroom under the mentor's guidance. *(1a)* **Possible strategies:** Create a shared digital folder with collected teaching materials for easy access and collaboration. (EEF Collaborative Learning)	do you plan to incorporate these materials into your lessons? - How will you measure the effectiveness of these materials in enhancing pupil understanding?		teachers should know.
	3e) Being aware of common misconceptions and discussing with experienced colleagues how to help pupils master important concepts	**Task:** Observe lessons and note down common misconceptions pupils have. Discuss these misconceptions with experienced colleagues and learn strategies to address them. Practise addressing these misconceptions in the classroom under the mentor's guidance. **Possible strategies:** Use mini whiteboards for pupils to show their understanding and quickly identify misconceptions. EEF Feedback	Help your student teacher identify misconceptions, facilitate discussions with colleagues, and provide feedback on the strategies. **Questions:** - What are some common misconceptions in the subject area you chose? - What strategies did you discuss with colleagues to address these misconceptions? - How will you assess the impact of these strategies on pupil understanding?	Implement strategies to address misconceptions in lessons and reflect on their impact. Can you identify possible misconceptions on planning formats and consider how to take as active learning/ teaching points?	Black, P., & Wiliam, D. (2009) Developing the theory of formative assessment.
	3l) Ensuring pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subject 3p) Teach unfamiliar vocabulary explicitly...	**Task:** Work with your mentor to ensure that you have the specific NC & lesson key language identified in your planning. *(3p)* Ensure that any taught sessions make it clear to children the key language you wish them to learn/retain. *(1a)*	Co-Plan a session with your student teacher to identify and use key terms, language or concepts. Make this a focus of an observation of your student's practice	When switching keystage/ phase. Consider what subjects will need to be taught and seek out appropriate reading, resources and possible lesion ideas.	N/A
	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.	**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. **Task:** engage in an a reading session where pupils practice decoding with different texts and engage in repeated reading. **Possible strategies:** Use guided reading sessions with a focus on phonics and repeated reading of familiar texts. (EEF: Phonics)	**Support:** Model decoding strategies and provide feedback during the reading session. **Questions:** "How did you support pupils in decoding unfamiliar words?" "What impact did repeated reading have on their fluency?"	**Next Steps:** Introduce more complex texts and varied reading strategies to build fluency.	**Reading:** Ehri, L. C. (2005). Learning to Read Words: Theory, Findings, and Issues.
	3q) Modelling strategies that encourage active comprehension by asking questions, making	**Task:** co plan with your mentor and then teach a session where pupils practice active comprehension strategies. **Possible strategies:** Model asking questions, making predictions, and summarising during a	**Support:** Co-Plan a teaching session with your ITE student to practice this skill. Consider Observing the lesson and provide feedback on the use of comprehension strategies. **Questions:** "How did you model active comprehension	**Next Steps:** Develop more advanced comprehension activities and encourage	**Reading:** Duke, N. K., & Pearson, P. D. (2002). Effective Practices for

	predictions and summarising when reading.	shared reading session. (EEF: Reading Comprehension Strategies) *(4m)*	strategies?" "How did pupils respond to making predictions and summarising?"	independent use of these strategies.	Developing Reading Comprehension.
Pedagogy (4)	4g) Combining a verbal explanation with a relevant graphical representation of the same concept or process, where appropriate.	**Task:** Teach a lesson where a concept is explained both verbally and with a graphical representation. **Possible strategies:** Use diagrams, charts, or visual aids to complement verbal explanations. EEF: Cognitive science approaches in the classroom- Report summarising the evidence for cognitive science approaches in school settings	**Support:** Help the student teacher plan the graphical representation and observe the lesson. **Questions:** "How did you decide on the graphical representation to use?" "What impact did the visual aids have on pupils' understanding?"	**Next Steps:** Experiment with different types of graphical representations for various concepts.	**Reading:** Mayer, R. E. (2009). Multimedia Learning.
	4i) Narrating thought processes when modelling to make explicit how experts think (e.g. asking questions aloud that pupils should consider when working independently and drawing pupils' attention to links with prior knowledge).	**Task:** Plan and teach a maths or science lesson where you narrate your thought processes while modelling a task. *(4a)* **Possible strategies:** Think aloud while solving a problem or completing a task, highlighting key questions and connections to prior knowledge. EEF: Metacognition and Self-Regulation *(4l)*	**Support:** Provide examples of effective think-aloud strategies and observe the lesson. **Questions:** "How did you make your thought processes explicit to the pupils?" "What connections to prior knowledge did you highlight?"	**Next Steps:** Develop more complex think-aloud strategies and encourage pupils to use them independently.	**Reading:** Swanson, H. L., & Harris, K. R. (2013). The Handbook of Learning Disabilities.
	3s) Teaching, modelling and requiring high-quality oral language, sometimes known as oracy, recognising that spoken language underpins the development of reading and writing (e.g. where appropriate develop pupil's responses to questions into full sentences).	**ITAL4001 & QENG 4001–**. Draw on key input from ITAL modules to facilitate a discussion with your mentor about how best to adapt learning for the needs of all children in your contact 'group' **Task:** Work with a small group, where pupils are encouraged to respond to questions in full sentences. **Possible strategies:** Use sentence stems to help pupils structure their responses. EEF: Oral Language Interventions	**Questions:** "How did you encourage pupils to use full sentences?" "What impact did this have on their understanding?"	**Next Steps:** Develop more complex oral language activities, such as debates or presentations.	**Reading:** Alexander, R. (2008). Towards Dialogic Teaching: Rethinking Classroom Talk.
	4n) Providing appropriate wait time between question and response where more developed responses are required.	**Task:** Implement wait time in a lesson to allow pupils to think before responding. **Possible strategies:** Count silently to five after asking a question before calling on a pupil to answer. EEF: Feedback	**Support:** Discuss the importance of wait time with the student teacher and observe its implementation. **Questions:** "How did you ensure pupils had enough time to think before responding?" "What changes did you notice in their responses?"	**Next Steps:** Experiment with varying wait times for different types of questions.	**Reading:** Rowe, M. B. (1986). Wait-Time: Slowing Down May Be a Way of Speeding Up!
	4o) Considering the factors that will support effective collaborative or paired work	**Task:** Plan and execute a collaborative activity where pupils work in pairs or small groups. Then review as module info below	**Support:** Help the student teacher plan the groups and observe the collaborative activity. **Questions:** "How did you decide on the grouping of	**Next Steps:** Develop more complex	**Reading:** Johnson, D. W., & Johnson, R. T. (1999). Learning

	(eg familiarity with routines, whether pupils have the necessarily prior knowledge and how pupils are grouped).	**Possible strategies:** Group pupils based on their prior knowledge and familiarity with routines. EEF: Collaborative Learning QFTL4002 (summer placement): Choose 2 subjects from the QFTL4002 module and review 1 lesson for each chosen subject: what resources and tasks were provided to support pupils to learn key ideas introduced in these subjects?	pupils?" "How did the pupils' prior knowledge affect their collaboration?"	collaborative tasks and refine grouping strategies.	Together and Alone: Cooperative, Competitive, and Individualistic Learning.
	4k) Exposing potential pitfalls and explaining how to avoid them.	**Task:** Co Plan (with your mentor) a lesson where pupils learn about common mistakes in a particular topic and how to avoid them.*(8b)* **Possible strategies:** Use examples of common mistakes and discuss strategies to avoid them. EEF: Metacognition and Self-Regulation *(4f)* QMAT4001 Students to create and use a resource with a small group of children on an element of mathematics. (Autumn placement)	**Support:** co plan with ITT student & provide examples of potential pitfalls and observe the lesson. **Questions:** "How did you identify the common mistakes pupils might make?" "What strategies did you use to help pupils avoid these mistakes?"	**Next Steps:** Develop more detailed explanations and preventative strategies for different topics.	**Reading:** Sweller, J., Ayres, P., & Kalyuga, S. (2011). Cognitive Load Theory.
	4p) Providing scaffold for pupils talk to increase the focus and rigour of dialogue.	**Task:** Conduct a teaching session where pupils engage in structured dialogue with the help of scaffolds. **Possible strategies:** Use talk frames or sentence starters to guide pupils' discussions. EEF: Oral Language Interventions	**Support:** Help the student teacher plan the scaffolds and observe the dialogue. **Questions:** "How did you use scaffolds to support pupils' dialogue?" "What impact did the scaffolds have on the quality of the discussion?"	**Next Steps:** Develop more advanced scaffolding techniques to support deeper dialogue.	**Reading:** Mercer, N., & Hodgkinson, S. (2008). Exploring Talk in School.
Assessment (5)	2g) Encourage pupils to share emerging understanding and points of confusion so that misconceptions can be addressed.	**Task:** Conduct a short plenary session at the end of a lesson where pupils share what they have learned and any points of confusion. *(5b)* **Possible strategies:** Use a 'traffic light' system where pupils indicate their understanding (green for confident, amber for unsure, red for confused).	**Support:** Observe the plenary session and provide feedback on how the student teacher addressed misconceptions. **Questions:** "How did you identify the pupils' misconceptions?" "What strategies did you use to address these misconceptions?"	**Next Steps:** Develop more advanced questioning techniques to probe deeper into pupils' understanding.	**Reading:** Black, P., & Wiliam, D. (1998). Inside the Black Box: Raising Standards Through Classroom Assessment.
	4j) Making the steps in a process memorable and ensuring pupils can recall them (eg naming them, developing mnemonics or linking to memorable stories).	**Task** Plan an activity where pupils learn a new process *(4a)* (e.g., steps in a science experiment) using mnemonics or stories. **Possible strategies:** Create a mnemonic to help pupils remember the steps, or tell a story that links each step to a memorable event.	**Support:** Help the student teacher plan the mnemonic or story and observe the lesson. **Questions:** "How did you decide on the mnemonic or story?" "How did the pupils respond to this method?"	**Next Steps:** Experiment with different types of mnemonics and stories to find the most effective methods for different topics.	**Reading:** Sweller, J., Ayres, P., & Kalyuga, S. (2011). Cognitive Load Theory.

PLACEMENT ROLES AND RESPONSIBILITIES

Student Teachers

- Ensure pre-placement contact with the Mentor and University Partnership Tutor(UPT)/ Partner Programme Lead (PPL); and to notify UPT / PPL of any concerns.
- Maintain a professional demeanor and appearance.
- Sustain a timely cycle of: planning, preparation, teaching and evaluation.
- Develop appropriate and constructive relationships with learners and other professionals.
- Seek and take into account advice and guidance from experienced colleagues.
- Engagement in reflection on professional development, tracking pupil progress and target setting.
- Complete Professional Practice learning tasks
- To maintain **a Placement File** and complete the weekly review in the **Student Progress Assessment Record** (SPAR) directly linked to the placement assessment staged expectation grids.
- To profile 3 children (see Profiling Guidance)

Schools, General 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 undertake weekly tutorials and review sessions focused on Trainee's impact on pupil progress**
- **To ensure that at least 2 formal observations of teaching and learning occur over the phase (weekly if a student is flagged as needing an intervention plan)**
- **Monitor Student's files and completion of Student Progress Assessment Record (SPAR)**
- To complete the assessment requirements as set out in the relevant Assessment Schedule below.
- To raise any formal "In need of Intervention in keeping with the guidance *(See Guidance for Students who are "in Need of Intervention"*
- **To liaise with the assigned University Lead mentor: University Partnership Tutor (ULM:UPT) / ULM:PPL Partner programme lead for SBD 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 QA visits to moderate staged expectation progress assessments
- Assist in the moderation of placement assessment.
- Ensure that all placement outcomes are collated in time for module assessment boards and are presented to PAd
- In School Direct Alliances, being a UPT and Personal Academic Tutor is part of the role of the Partner Programme Lead(PPL).

Week by Week suggested engagement

UNDERGRADUATE 1st EXPERIENCES –3 weeks

Week	Student's Role	General Mentors Role	Class Teacher's Role	ULM:UPT / PPL's Role
Week 1	Observe lessons / sessions taught by the Class Teacher and discuss pedagogy, management and professional issues. Work with a small group and reflect on their learning Observe the wider life of the setting e.g. playtimes ▪ Discuss and prepare your Professional Practice Learning Tasks **note These tasks are to complete over your entire Beginning placement phase (not all in these first weeks! ▪ Assist with teacher planned activities ▪ Read a story to a group Or class ▪ Where possible, supervise a group working independently on teacher-led activities. ▪ Gain an understanding of the children and their learning- Collect class data- **see TPP guidance** ▪ Email your UPT to Provide an update	• Ensure student(s) have the necessary information to prepare for their placement. • Explain school GDPR guidance regarding storage of information and pupil records/names • Weekly Tutorial discussion, individually, pairs or group as applicable. ▪ No formal observation/s required for this experience	▪ Arrange suitable opportunity to work with children. ▪ Disseminate necessary information. ▪ Support trainee in settling into a professional role. • Provide opportunities for the student(s) to observe your teaching and to work with children (including opportunities to gain experience and confidence in supporting reading development -phonics and group reading) • Support student teacher in planning to complete relevant Professional practice learning tasks	• Assist / visit as necessary in response to issues that arise. • Make telephone/ MSTEAMS contact with the Mentor/Setting to check all is underway. • QA touchpoint- either TEAMS or physical as appropriate **after** week 2.
Week 2	▪ As week 1 ▪ Support teacher planned group activities. ▪ Read whole class story ▪ Observe your class teacher-notice behaviour management strategies, Pedagogy approaches, professional issues. ▪ Identify 3 profile children including 1 pupil premium child where possible ▪ Complete any relevant Professional Practice learning Tasks; such as Professional behaviors (DSL contact) & Curriculum- use of resources ▪ Complete a weekly review form from SPAR in readiness for your weekly tutorial with your mentor. Consider how you have shaped your professional development targets and how your experiences have helped you meet these.	▪ Weekly Tutorial – student teachers will have had their first go at producing a weekly review reflection sheet. Please add your areas of support during discussion. ▪ Help student teachers set targets for the next 2 weeks- focus on encouraging them to start to consider how to plan for activities within existing sequences.		

Week 3	▪ As week 1&2 ▪ Utilise math resource (QMAT4001) with group of children _ linked with Professional Practice learning Tasks	▪ Encourage student teacher to try a co-planned whole class teach. Feedback as required. ▪ Raise 'In need of intervention plan' where necessary. ▪ There is no end of placement report for this part of the placement- however please ensure that targets are reviewed; setting new foci for return in pt2 of placement. Or indeed foci areas for students before return (subject knowledge for example)		

Beginning Phase (Summer term): UG Week by Week suggested engagement

***PPA**- PPA time is calculated from your 'Teaching/ Contact Time' each week (32.5hr school week).
So, a Beginning placement would accrue 20% PPA of a 50% Contact time commitment.
Your working week would therefore consist of 50% contact time (16.25hrs equiv), 3.2 hrs equiv PPA, The remaining non-contact time (13.05 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
Week 1	• Share your SPAR with Mentor/CT • Prepare and maintain a placement file. • Ensure you gather the information to support your placement preparation • Update class data **see TPP guidance** • Update 3 profile children including • Identify your placement teaching timetable and content **including PPA time*** • Observe lessons / sessions taught by the CT and discuss pedagogy, behaviour management	• 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.	▪ 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.	▪ Give contact details and advice/ support to all as required. ▪ Assist / visit as necessary in response to issues that arise.

	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 & ITAP learning/enactment ***(Managing Behaviour and Professional behaviours)*** Email your 'Lead mentor: UPT / PPL'			
Week 2	▪ Support learning in arrange of curriculum areas. ▪ Be directly involved in teaching and learning for up to 50% of the timetable. **Balance of student's own planning/following teacher plans** ▪ Work with a small group and collect evidence of their learning. **(See Tracking Pupil Progress [TPP] guidance)** ▪ Develop your awareness and possible involvement in the wider life of the school. ▪ Observe at least 1 SSP / Guided reading lesson. ▪ Maintain Placement File. ▪ Complete Weekly Review (SPAR) discuss in tutorial with Mentor and agree targets. **<u>ITAP learning/enactment 1 (wk 1,2,3)</u>** ▪ Team-teach part of a lesson with your class teacher. ▪ Focus on applying routines, clarifying expectations and modulating your voice. ▪ Note how the children responded? How did you feel? ▪ Make sure you get some feedback from the teacher.	▪ Undertake expected observations (2 + SSP&GR) during this placement. provide copy of your OP for student's SPAR ▪ Provide weekly tutorial on key issues: ✓ Ongoing progress. Help trainee rework targets to become more context specific. ✓ Pupil Progress and impact of trainee's teaching ✓ Teaching of phonics and Guided Reading; ▪ Review student's file and completion of the SPAR. ▪ Contact 'Lead Mentor:UPT' if any concerns arise. Raise In need of intervention plan where necessary.	▪ Provide opportunities for the student(s) to observe your teaching and to work with children (including opport unities to gain experience and confidence in supporting reading development – phonics and group reading) ▪ Review and discuss practice around ITAPs (*Managing Beha viour and Professional Behaviours)* ▪ Review and plan for Professional practice learning task integration with weekly timetable	**(From week 2)** ▪ Ensure QA contact is conducted and logged. (2 QA touch points) ▪ Review SPAR and file & discuss progress. ▪ Keep in touch and respond as necessary ▪ Review and discuss practice around ITAPs where needed. ▪ Support KAP assessment as necessary
Week 3	As week 1	• Give feedback on teaching of phonics and Guided Reading	As week 1	

	• Plan and teach daily activities to support literacy or numeracy and Foundation subjects e.g. Topic/theme- some whole class teaching, as appropriate. • Plan and teach 3 sequential SSP& guided reading sessions and receive feedback (CTR booklet) • Develop understanding of Challenging disadvantaged in the school:setting context- see Professional Practice learning tasks • Complete any planned Professional Practice learning tasks • Speak with expert colleagues about adapting approaches to planning and teaching for different needs • Observe other experts in subject areas you plan to teach in the coming week.	during the placement • Complete In Need of Intervention referral form where necessary. • Help trainee Develop an understanding of Challenging disadvantaged in the school:setting context. • Work with trainee to develop targets based on their ITT curriculum learning • Guide trainee to observe you teach core subjects • Guide trainee to consider fdn subjects they wish to teach next week- • Ensure (where possible) trainee has a chance to observe an expert teaching a fdn subject as defined above. • Support trainee tin planning for learning and considering adaptive approaches to meet children's needs.	Provide opportunity for developing experience in teaching and learning, including some whole class teaching.	
Week 4	As week **2** Focus weekly meeting on analysis of pupil progress. **(See Tracking Pupil Progress [TPP] guidance)** • What was it about your teaching that impacted on this progress? • How do you know? Plan and teach daily activities to support literacy and numeracy including some whole class teaching. _ see Professional practice learning tasks Work with mentor to consider plans and how you have adapted learning for different needs/ barriers.	As week **2** ▪ Help support trainee in setting subject focused weekly target and how to review impact.	As week 2	

	Focus on stretching your weekly targets to include a specific focus on a 'subject'.			
Week 5	As week 3/4 **<u>ITAP FOCUS learning/enactment 2 (wk 4,5,6)</u>** ▪ Working with a group/ groups (identified by your class teacher) shadow three children with differing needs. ▪ Focus on the role of teacher/adult, the environment and routines. ▪ Focus on using questioning techniques. Note how the children responded. How did you feel? What did you do in response to their answers? ▪ Reflect on the different children's experience of learning through the day in relation to cognitive load. ▪ Capture feedback and reflections from the teacher. **Discuss progress against staged expectation in readiness for KAP** **Ensure that you are clear as to next step targets for lead into developing phase (look at 'exceeding SE statements)**	Week 4 maintain focus on review of targets- ensuring they build on ITT curriculum learning and classroom/setting contextualisation in enactment. Continue to steer trainee towards expert colleagues in your setting to observe good practice and build on content learned and observed in ITAPs Continue to support development / enactment of Professional practice learning tasks **Week 5**- Discuss and complete Beginning KAP Outcomes /End of Placement report. **Ensure that KAP form has been sent to university/SBD alliance.** **Ensure next step targets are set and discussed**	As week 3 Facilitate teaching opportunities in line with student progress Liaise as appropriate to inform and support completion of KAP/end of placement report.	

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
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 ULM:UPT / PPL** 1 copy to programmeadmin@cumbria.ac.uk	At any point that gives a student appropriate time to improve on targets set (usually flaggedby mid-point)	Retain a copy for presentation on future placements
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		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

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:

CurrentSPAR

Sections as specified in pre placement checklist.

PG Beginning: 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 2026/2027)

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 **	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 Extending placement in Year 4
PgCE Fulltime/SBD	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
Last 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.

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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

Last 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

University of Cumbria

Key:

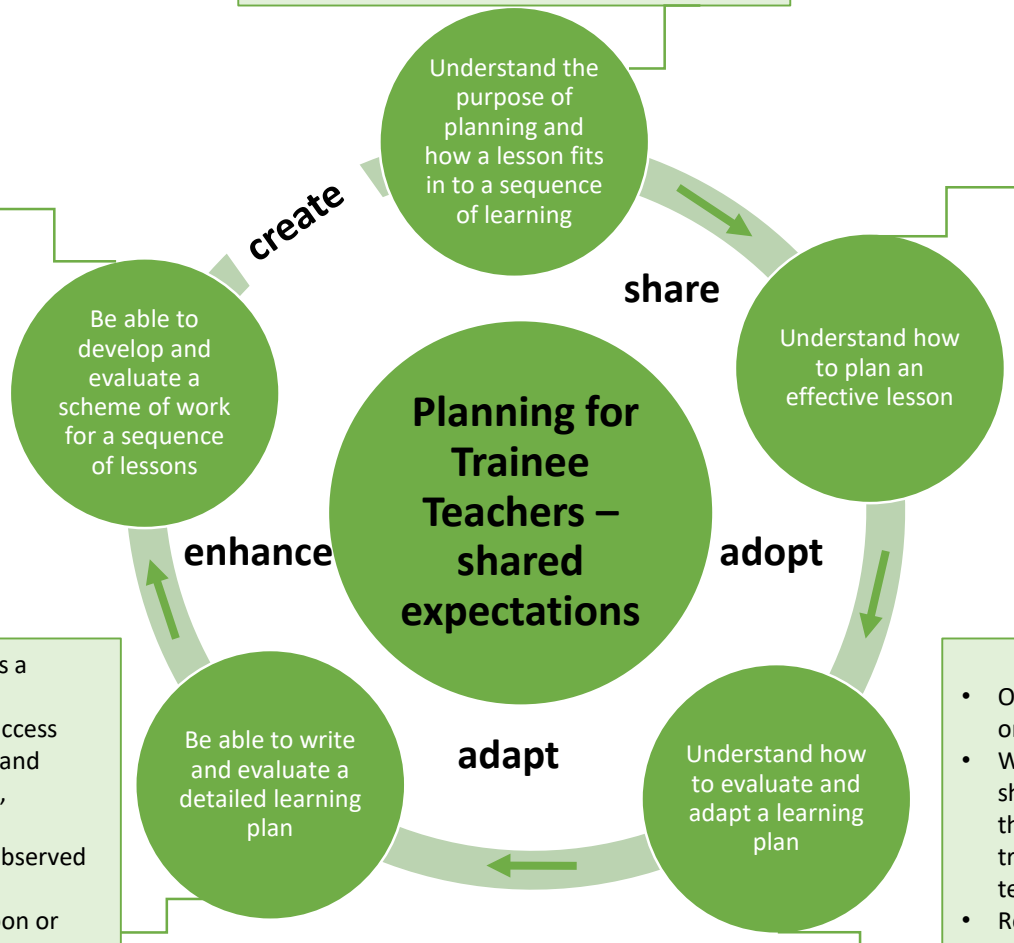
ITE students may arrive at point of initial training with varying experiences. This cyclical model accepts that this experience may mean a student starts at different points.

Intent

Indicative Implementation

- 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

- 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

- 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.

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 2026/2027

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 Experiencee ITT Placements Academic Yr 2026-27

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