

# University of Cumbria Institute of Education



- ✓ BA(Hons) Primary Education with QTS \*(3-11) 3 year Degree
- ✓ Student Progress Assessment Record (SPAR)
- ✓ BEGINNING PHASE



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**University Of Cumbria: Institute of  
Education Initial Teacher Education  
EYFS & Primary Placement Assessment**



**BA (Hons) Primary Education & QTS (3-11) Three year UG Degree**

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 ITT core content framework (CCF), which is the mandatory, minimum for all ITT courses. Indeed, our integrated curriculum is ambitious and is 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	 UoC Workload Charter 2021.2.2.pdf
Behaviour	Integrated within each programme curriculum	
Ambitious Curriculum- Challenging disadvantaged together	<ul style="list-style-type: none"> <li>• Visions and Values- based on research by John Coxhead</li> <li>• Definition- Ofsted’s (2016, p.12) definition of disadvantage as <b>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’.</b></li> </ul>	 TT 430 - Called, Connected, Committed

<b>Curriculum</b>	<ul style="list-style-type: none"> <li>• Shared Learning planning</li> <li>• Learning plan – proformas</li> <li>• Subject knowledge exemplifications</li> <li>• Cumbria Teacher of Reading</li> </ul>	 <p>U.S. Planning for Trainee Teachers 2020</p> <p><a href="#">Link for planning proformas CTOR</a></p>
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>• Core Content reading &amp; resources</li> </ul>	<p><a href="#">Link here</a></p>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Tracking Progress &amp; Pupil Profiling</li> </ul>	<p><a href="#">TP&amp;P Link</a></p>

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

Remembering that:




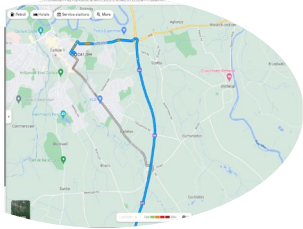
- Student teachers (trainees) are on a journey in their learning to become a teacher
- The staged expectations act as progress way markers towards the ‘end point assessment’
- The staged expectations are derived from the ITT curriculums; i.e. the things they cover before each phase of placement.
- The 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.

			
<p>Top level course documents- inc. Programme specification &amp; module descriptor forms.</p> <p><b>We display this overview to you as a grid of the modules and sequence throughout the Programme- ‘course overview’</b></p>	<p>The progression of the ITT Curriculum.</p> <p><b>We display this to you as the ‘Staged Expectations’</b></p> <p>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</p>	<p><b>We display these to you as ‘Knowledge Organisers’</b></p> <p>New for 2022/23  <b>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.</b></p>	<p><b>Session steps of knowledge &amp; Sequence</b></p> <p>This can be accessed through your UPT where you feel it useful to have a session-by-session sequence of knowledge &amp; skills build in a module or subject area.</p> <p>They contain a deeper explanation of the sequence between sessions and why we chose to teach these modules and subjects in the way we do.</p>

placement) **Breadth of curriculum- ‘learn that’ and ‘learn how to’ statements**

These organisers outline the ‘essential (components) knowledge and skills’ learnt by 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.

We use these documents internally to explore teaching quality and ensure coverage of curriculum.

	Taught by the Personal Tutor	Enhancement	Maths, English and Early Years	Curriculum Carousel 1 Creative Arts to include Art, dance, drama & Music.	Curriculum Carousel 2	Extas	Placements
Y1 2/2/2	LT19401 Teaching and Learning theories and how to apply these in the classroom, Professionalism.	PEDG4401 Teaching and Learning	EAEY4001 English – Oral Communication and Reading Early Years	MATC4402 Maths Introducing	CURC4301 Science, PE, Creative Arts CURC4202 Computing, d&T History Geography MFL	TCTR9444 The Cumbria Teacher of Reading Saferguarding - Introduction	PLCC9380 Nov – 2 weeks May – 5 weeks
Y1.5 2/2/2 3	LT19502 Induction, SEND, Equality and Diversity	PED5501 Learning Environments	EALC5411 English – Writing, SPaG and assessment	MAY5001 Maths Developing	CURC5301 Science, PE, Creative Arts CURC5302 Computing, d&T History Geography MFL	TCTR9555 The Cumbria Teacher of Reading Saferguarding – Level 1 Cert and Present.	PLCC9390 Feb – 6 weeks May – 2 week experiential
Y3 23/2 4	LT196011 Subject Leadership and School Improvement	PED6601 Small Scale Research	MAEA6003 English – Writing, SPaG and assessment	CURC6303 Action Planning – write and address own Action Plan	CURC6301 Science, PE, Creative Arts CURC6302 Computing, d&T History Geography MFL	TCTR9660 The Cumbria Teacher of Reading Saferguarding – CE09/PQM	PLCC9395 Oct – 2 weeks March – 10 weeks Or PLCC9396 (Non QTS)

BA (Hons) Primary and Early Years Education (3-11) with QTS.

Domain of ITT Learning	Staged expectation Lined model with ITT core content framework	BA Hons QTS ITT&S Primary curriculum links (know and learn)	Questions to explore with your mentor	Teacher standards that are beginning to be manifested within the context of the placement phase
<b>Professional behaviours</b>	<p>Subject teacher is able to demonstrate, in early ability to work with colleagues and other professionals by:</p> <ul style="list-style-type: none"> <li>meeting and accepting advice</li> <li>sharing outcomes</li> <li>understanding key school policies</li> <li>clearing meeting staff and reflecting on impact.</li> <li>working with support staff about their role in pupils learning</li> </ul> <p>This are beginning to sustain a systematic approach to reflection and evaluation of their teaching and to report:</p> <ul style="list-style-type: none"> <li>use of weekly reflection sheets to highlight impact of individual lessons</li> <li>discussing &amp; reflecting on teaching practices within setting</li> <li>considering what they have learnt in their curriculum to date</li> <li>identifying new knowledge to read and understand</li> <li>considering wellbeing and mental health implications and strategies used by professional staff</li> </ul>	<p>LT19401: Exploring professionalisation, reflection, working with other professionals and partners</p> <p>CURC4301 – PE, Science and Creative Arts and CURC4202: History, Geography, MFL, Computing, d&amp;T reflecting on own learning in terms-based sessions – what do they still need to learn in order to be a good teacher.</p> <p>EAEY4001 – Early years – the role of the adult in an EY environment.</p>	<p>What can you see as the key professional behaviours in this setting context?</p> <p>How might you deploy other adults to help with learning?</p> <p>What other adults collect for you to help you understand children's learning?</p> <p>How are you able to talk to learning support staff about their role, implications with learning staff?</p> <p>What contributes to good progress in learning?</p>	<p>18 Demonstrate an early ability to work with colleagues and other professionals: meeting and accepting advice and sharing outcomes.</p> <p>20 Be able to discuss a systematic approach to reflection and evaluation of their teaching and its impact.</p>
<b>Behaviour</b>	<p>Model and set expectations for good behaviour throughout the school environment in keeping with existing policies and routines (including behaviour L.O.)</p> <ul style="list-style-type: none"> <li>gain an understanding of whole school and specific classroom behaviour policies &amp; strategies</li> <li>discuss and be observed implementing behaviour strategies learned.</li> <li>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 good progress.</li> </ul>	<p>LT19401: Behaviour Management: grouping and barriers to learning</p> <p>CURC4302/4304:22 – creating appropriate learning and engaging learning activities</p> <p>EAEY4001 – Early years –</p> <ul style="list-style-type: none"> <li>Self-regulation</li> <li>emotional regulation – self-regulation</li> </ul>	<p>How do you assess the school setting behaviour policy?</p> <p>What reflections have you made on how we embed this in practice?</p> <p>What does acceptable behaviour look like?</p> <p>How do we know the children understand this?</p> <p>What impact does behaviour have on the pupil's ability to learn?</p> <p>What have you noticed as the key things to do to help maintain a purposeful working environment?</p>	<p>27 Manage and set expectations of good behaviour throughout the school environment in keeping with existing policies and routines.</p>
<b>Ambition, Enthusiasm, Challenge, Resilience</b>	<p>Understand your role in the safeguarding of young people.</p> <ul style="list-style-type: none"> <li>Discuss where possible the role of safeguarding in school setting</li> </ul>	<p>PLCC9380 Safeguarding notes &amp; Safeguarding team's completion before placement</p>	<p>Early on which pupil have you identified for your pupil profiling notes?</p> <p>What sort of role is used to help gain an</p>	<p>18 Become aware of and set into action different actions, strategies and needs</p>

Programme of work	Rationale for sequence	Core Content Framework links
<p><b>Beginning Phase</b></p> <p>In this phase students engage with the skills and pedagogy relating to understanding the role of text through the knowledge and skills of spoken language. This is followed by developing literacy and subject knowledge related to the history and history of writing, comprehension skills and the application of reading, including fluency. The importance of reading for pleasure and developing a love of reading is emphasised.</p> <p>The role of the text and text to reading acquisition and development. This includes the role of the text and text to reading acquisition and development. This includes the role of the text and text to reading acquisition and development.</p> <p><b>Developing Phase</b></p> <p>In this phase the students build on their knowledge of spoken language and reading, to develop the understanding of how these elements of English support and develop children's writing skills. Reading, both oral and written, is taught, including grammar and punctuation. The students learn to plan a sequence of lessons, making their links to prior learning and related knowledge and incorporating spoken language. They plan and teach a guided writing activity incorporating a range of activities such as including but not limited to the use of other adults and demonstrating an awareness of formative assessment.</p> <p><b>Emerging Phase</b></p> <p>In this phase the students build on their knowledge of an aspect of English in relation to grammar. The students develop their understanding of grammar and non-grammar assessment as well as assessment types, including formative, summative and diagnostic. This focus then integrates how assessment can be applied to support the needs of diverse learners, including the use of text and support the students in developing assessment strategies. The students engage with formal written texts in the assessment of children's writing skills and the impact of text to support learning and teaching.</p>	<p>The sequence of the English curriculum relates to the 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 reciprocal relationship between the different aspects is continually referenced and emphasised.</p> <p><b>Examples of key literature used</b></p> <p>Woolf, V. (2001) Using the vocabulary gap. London: Routledge</p> <p>Woolf, V. and Woolf, J. (2004) Using the vocabulary gap in early years. In: <i>Early Years: Practice and Research</i>. Abingdon &amp; Oxon: Routledge, 352-36. 31-45</p> <p>DFE (2021) The Reading Framework: Teaching the foundations of literacy</p> <p>DFE (2018) Assessment without tests</p> <p>Other (2018) <i>Shaping English: Primary</i></p> <p>Woolf, V. (2001) Research-based approaches to teaching writing in English. In: <i>Research in Education</i>, 13(3) 169-184</p> <p>Woolf, V. (2001) <i>Writing: The Basics</i>. London: Paul Chapman, 3rd Edition, SAGE Publishing</p> <p>PAROLE, Annette &amp; Brown, Ann. (2004). Reciprocal teaching of comprehension-learning and monitoring activities. <i>Journal of Educational Psychology</i>, 96(1), 117-130</p> <p>McPherson, A. (2012) <i>Primary English: Knowledge and Understanding</i>. London: Sage</p>	<p>MC1.01.01.01 – Teacher expectations (1) Impact of high quality teaching</p> <p>MC1.01.01.02 – Teacher expectations (2) The way they learn and learn to learn in practice when drawn from their own and working memory, achieving their own learning objectives</p> <p>MC1.01.01.03 – Teacher expectations (3) The way they learn and learn to learn in practice when drawn from their own and working memory, achieving their own learning objectives</p> <p>MC1.01.01.04 – Teacher expectations (4) The way they learn and learn to learn in practice when drawn from their own and working memory, achieving their own learning objectives</p> <p>MC1.01.01.05 – Teacher expectations (5) The way they learn and learn to learn in practice when drawn from their own and working memory, achieving their own learning objectives</p> <p>MC1.01.01.06 – Teacher expectations (6) The way they learn and learn to learn in practice when drawn from their own and working memory, achieving their own learning objectives</p> <p>MC1.01.01.07 – Teacher expectations (7) The way they learn and learn to learn in practice when drawn from their own and working memory, achieving their own learning objectives</p> <p>MC1.01.01.08 – Teacher expectations (8) The way they learn and learn to learn in practice when drawn from their own and working memory, achieving their own learning objectives</p> <p>MC1.01.01.09 – Teacher expectations (9) The way they learn and learn to learn in practice when drawn from their own and working memory, achieving their own learning objectives</p> <p>MC1.01.01.10 – Teacher expectations (10) The way they learn and learn to learn in practice when drawn from their own and working memory, achieving their own learning objectives</p> <p>MC1.01.01.11 – Teacher expectations (11) The way they learn and learn to learn in practice when drawn from their own and working memory, achieving their own learning objectives</p> <p>MC1.01.01.12 – Teacher expectations (12) The way they learn and learn to learn in practice when drawn from their own and working memory, achieving their own learning objectives</p> <p>MC1.01.01.13 – Teacher expectations (13) The way they learn and learn to learn in practice when drawn from their own and working memory, achieving their own learning objectives</p> <p>MC1.01.01.14 – Teacher expectations (14) The way they learn and learn to learn in practice when drawn from their own and working memory, achieving their own learning objectives</p> <p>MC1.01.01.15 – Teacher expectations (15) The way they learn and learn to learn in practice when drawn from their own and working memory, achieving their own learning objectives</p> <p>MC1.01.01.16 – Teacher expectations (16) The way they learn and learn to learn in practice when drawn from their own and working memory, achieving their own learning objectives</p> <p>MC1.01.01.17 – Teacher expectations (17) The way they learn and learn to learn in practice when drawn from their own and working memory, achieving their own learning objectives</p> <p>MC1.01.01.18 – Teacher expectations (18) The way they learn and learn to learn in practice when drawn from their own and working memory, achieving their own learning objectives</p> <p>MC1.01.01.19 – Teacher expectations (19) The way they learn and learn to learn in practice when drawn from their own and working memory, achieving their own learning objectives</p> <p>MC1.01.01.20 – Teacher expectations (20) The way they learn and learn to learn in practice when drawn from their own and working memory, achieving their own learning objectives</p>

Paragraph	To	Notes	To	Address Arrows	View
Subject/Module: EAEY4001 EY element		Subject/Module Leader: Lisa MacGregor for EY /Mark Croxall for English			
Learn how to – pedagogical knowledge		Evidence Base			
<p>Begin to find their way around the statutory framework, the Development Matters and Birth to 5 Matters</p> <p>Analyse 'play'</p>	<p>DFE (2021) Early Years Foundation Stage - statutory framework can be accessed at: <a href="https://www.gov.uk/government/publications/early-years-foundation-stage-framework-2">https://www.gov.uk/government/publications/early-years-foundation-stage-framework-2</a></p> <p>DFE (2021) Development Matters - non statutory guidance can be accessed at: <a href="https://www.gov.uk/government/publications/development-matters-2">https://www.gov.uk/government/publications/development-matters-2</a></p> <p>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. <a href="https://www.birthtomatters.org.uk/resources/">https://www.birthtomatters.org.uk/resources/</a></p> <p>Broadhead, P., Howells, J. and Wood, E. (2016) <i>Play and Learning in the early years: from research to practice</i>. Los Angeles: SAGE</p> <p>Bruce, T., McGeach, C. and Attridge, J. (2016) <i>Childhood and education</i>. 3rd Edn. London: Hodder Education</p> <p>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 (n.dates)</p> <p>Mowles, J. R. (2013) <i>A-Z of play in early childhood</i>.</p>	<p>This is to introduce students to the statutory EYF3 and guidance materials. This is 'need to know' information about the structure and the principles before we can have other knowledge and practice over this.</p> <p>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.</p>			

The breadth of the curriculum can be seen in:

- Course overview & Staged Expectations

The depth of the curriculum can be seen in:

- Knowledge Organisers

Session sequences can be accessed through university staff (UPTs)

The following document allows you to view this depth of the ITT curriculum. We have linked it directly to the staged expectations (via Live hyperlink) so that you are able to understand: • The Modules taught • the subject knowledge and skills taught • and the Pathway the particular student is following

	Taught by the Personal Tutor	Enhancement	Maths, English and Early Years		Curriculum Carousel 1 Creative Arts to include Art, dance, drama & Music	Curriculum Carousel 2	Extras	Placements
Yr 1 21/22	LLTR4001 Teaching and Learning, theories of learning and how to apply these in the classroom. Professionalism.	PEDG4401 Teaching and Learning	EAEY4001 English – Oral Communication and Reading	MATC4402 Maths Introducing	CURC4301 Science, PE, Creative Arts	CURC4202 Computing D&T History Geography MFL RE	TCTR9444 The Cumbria Teacher of Reading  Safeguarding - Introduction	PLCC9080 Nov – 2 weeks  May – 6 weeks
			Early Years					
Yr 2 22/23		LLTR5002 Inclusion, SEND, Equality and Diversity	PEDG5501 Learning Environments	EALC5411 English – Writing, SPaG and assessment				
	Early Years – Developing							
Yr 3 23/24	LLTR6011 Subject Leader role and School Improvement	PEDG6601 Small Scale Research	MAEA6001 English – Diverse Learners	CURC6303 Action Planning - write and address own Action Plan	CURC6301 Science, PE, Creative Arts	CURC6302 Computing D&T History Geography MFL RE	TCTR9666 The Cumbria Teacher of Reading  Safeguarding – CEOP/FGM	PLCC9095 Oct – 2 weeks March – 10 weeks Or PLCC9096 (Non QTS)
			Maths - Extending					

## 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 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- 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.

- Flexibility based on within phased expectation (ITT curriculum) grids toward extending phase and map with teacher standards.
- The staged expectations need to be applied as appropriate to the role, phase of training and context within which the trainee is practising (placement).
- Student teachers should demonstrate a continued progression towards the recommendation of award of QTS; **mapping evidences against their curriculum and enactment of knowledge within the school / setting context.**
- A professional assessment of the ability to stay 'on trajectory' towards recommendation of award of QTS will be made during each placement phase; based on meeting or exceeding the phased expectation
- SMART targets will continue to help a student teacher work towards meeting or exceeding the staged expectation and understanding of the links between the ITE integrated programme curriculum.
- Mentor "support" is critical to sustained student teacher progress. Mentors will continue to support activity in all 6 domains and day to day teaching & learning support. Professional judgements of 'Meeting the staged expectation' are based on the degree of intervention (support) required. At each phase of placement we would normally expect trainee teacher to develop a degree of independence around that particular staged expectation.

Domain of ITT Learning	Staged expectation <i>Links made with ITT Core Content Framework</i>	'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
<b>Professional behaviours</b>	<p>Student teacher is able to demonstrate an early ability to work with colleagues and other professionals by:</p> <ul style="list-style-type: none"> <li>• seeking and accepting advice</li> <li>• sharing outcomes</li> <li>• Understanding key school policies</li> <li>• Observing teaching staff and reflecting on impact.</li> <li>• Talking with support staff about their role in Pupils learning</li> </ul> <p>They are beginning to sustain a systematic approach to reflection and evaluation of their teaching and its impact.</p> <ul style="list-style-type: none"> <li>• Use of weekly reflection sheets to highlight impact on pupil progress</li> <li>• Observing &amp; reflecting on teaching practices within setting.</li> <li>• Considering what they have learnt in their curriculum to date</li> <li>• Identifying new knowledge to read and understand.</li> <li>• Considering wellbeing and workload implications and strategies used by professional staff.</li> </ul> <p><i>(Professional behaviors' 2,3,5</i></p>	<p>LLTR4001: Exploring professionalism, reflection, working with other professionals and parents</p> <p>CURC4301 – PE, Science and Creative Arts and CURC4202 – History, Geography, MFL, RE, Computing, DT:</p> <p>- reflecting on own learning in Centre-based sessions;</p> <p>– what do they still need to learn in order to teach good lessons.</p> <p>EAEY4001 – Early Years – the role of the adult in an EY environment.</p>	<p>What can you see are the key professional behaviours in this setting/context?</p> <p>How might you deploy others adults to help with learning?</p> <p>What can other adults collect for you to help you understand children's learning?</p> <p>Have you been able to talk to learning support staff about their role/ interactions with teaching staff?</p> <p>What contributes to good progress in learning?</p>	<p>S8 Demonstrate an early ability to work with colleagues and other professionals: seeking and accepting advice and sharing outcomes.</p> <p>S2a &amp;b, S4d, S8d Begin and sustain a systematic approach to reflection and evaluation of their teaching and its impact.</p>
<b>Behaviour</b>	<p>Model and set expectations for good behaviour throughout the school environment in keeping with existing policies and routines (<i>Managing behaviour 1,2</i>):</p> <ul style="list-style-type: none"> <li>• Gain an understanding of whole school and specific classroom behaviour policies &amp; strategies</li> <li>• Observe and be observed implementing behaviour strategies learned.</li> </ul>	<p>LLTR4001: Behaviour Management, grouping and barriers to learning</p> <p>CURC4301/CURC4202 – creating appropriate inspiring and engaging learning activities</p> <p>EAEY4001 – Early Years -</p> <ul style="list-style-type: none"> <li>• Self-regulation</li> </ul> <p>Intrinsic motivation – self-initiated learning</p>	<p>Have you accessed the school/setting behaviour policy? What reflections have you made on how we enact this in practice?</p> <p>What does acceptable behaviour look like?</p> <p>How do we know the children understand this?</p>	<p>S7 Model and set expectations for good behaviour throughout the school environment in keeping with existing policies and routines.</p>



	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.		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?	
<b>Ambitious Curriculum-Challenging disadvantaged together</b>	<p>Understand your role in the safeguarding of young people.</p> <ul style="list-style-type: none"> <li>• Discuss where possible the role of safeguarding lead in school / setting</li> <li>• Explore school vision and values- incorporate within planning for learning activities.</li> <li>• Explore with mentor how curriculums are adapted to meet the needs of all children.</li> <li>• Identify PP, G&amp;T, SEND children- use their action plans to provide adaptive teaching activities to ensure they make progress.</li> </ul> <p>Understand how social justice is addressed through learning experiences for young people. Reflect on your approaches as a teacher that enable high quality learning / outcomes to build in young people.</p>	<p>PLCC9080 Safeguarding KCSIE &amp; Safeguarding level 1 completion before placement.</p> <p>LLTR4001 Barriers to learning, how to work with other adults to support vulnerable young people</p> <p>TCTR944 Cumbria Teacher of Reading</p> <ul style="list-style-type: none"> <li>• considering Six Key Principles from the CTR</li> <li>• how young children develop phonological awareness</li> <li>• the importance of speaking and listening skills</li> <li>• The importance of phonics to children for whom English is an additional language</li> </ul> <p>Vision and values education</p> <ul style="list-style-type: none"> <li>• How schools use vision &amp; values to drive pupil success</li> </ul> <p>How teachers view themselves and their motivations for being in the profession.</p>	<p><b>Early on:</b> 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?</p> <p><b>Mid point:</b> 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?</p>	S5 Become aware of, and take into account different abilities, backgrounds and needs.
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>• Can work with and adopt, share and work towards adapting mentor's planning. – Link to UoC shared planning model.</li> <li>• Begin to produce individual plans that identify clear learning objectives, activities, assessment opportunities and organisation (initially for individuals/small groups building to whole class input).</li> </ul>	<p>LLTR4001 –</p> <ul style="list-style-type: none"> <li>• Learning plans (content), setting objectives, engaging activities linked to objectives</li> </ul> <p>MATC4402 – Maths</p> <ul style="list-style-type: none"> <li>• Curriculum progression</li> <li>• Foundations of Numeracy</li> <li>• Place value</li> <li>• Calculation</li> <li>• Shape</li> </ul>	<p>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)?</p> <p>How might you use technology to support learning in areas taught?</p> <p>How have you:</p>	<p>S4 Support and lead learning for individuals, small groups and, eventually, whole classes adopting a limited range of teaching styles as appropriate.</p> <p>S4 Develop plans that identify clear learning objectives, activities,</p>

	<ul style="list-style-type: none"> <li>• Understand, observe and be observed teaching a sequence of phonics &amp; early reading (CTOR)</li> <li>• Use a key concept learnt within a subject to create a stimulating learning activity that engages and progresses children’s learning.</li> <li>• Reflect on how children learn knowledge and how this can be sequenced from one activity /lesson, sequence of learning to the next.</li> <li>• Show how your subject knowledge has improved / been used to inform your planning to help children make progress.</li> </ul> <p><i>(Class Practice 2,3,4</i></p>	<ul style="list-style-type: none"> <li>• FDRP</li> <li>• Resources</li> </ul> <p>EAEY4001 – English –</p> <ul style="list-style-type: none"> <li>• The fundamental importance of Oral communication and its close, reciprocal relationship with reading and writing;</li> <li>• the importance of word reading, language comprehension and reading pleasure in creating a ‘reader’</li> <li>• Planning, delivering and evaluating single lessons to develop reading comprehension</li> </ul> <p>EAEY4001 - Early Years -</p> <ul style="list-style-type: none"> <li>• EYFS principles</li> <li>• Overview of the prime and specific areas of learning and development</li> <li>• Characteristics of Effective Learning (CofEL)</li> <li>• Value of Play</li> <li>• Reflection on own EY audit and setting own EY targets</li> <li>• Enabling Environments</li> <li>• Areas of provision</li> <li>• Outdoor provision</li> </ul> <p>CURC4301 – Science, PE, Creative Arts</p> <p><i>and</i></p> <p>CURC4202 – History, Geography, MFL, RE, Computing, DT - exploring NC expectations, practical approaches, resources, planning and relevant subject knowledge resources and pedagogies</p> <ul style="list-style-type: none"> <li>• Effective use of resources and materials aligned with the school curriculum in these subjects</li> <li>• Providing tasks that support pupils to learn key ideas securely</li> </ul>	<ul style="list-style-type: none"> <li>• 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?</li> </ul> <p>Guided, scaffolded and modelled to help learners understand new processes and ideas, and remove scaffolding when learners are achieving a high degree of success?</p> <ul style="list-style-type: none"> <li>• Effectively used questioning for different purposes, including to check learners prior knowledge, assess understanding and break down problems?</li> <li>• Provided opportunities for learners to consolidate and practise enacting new knowledge and skills?</li> <li>• Managed the timing and pace of lessons, intervene effectively and change direction and shift in emphasis to support learning?</li> <li>• How do you Identified essential concepts, knowledge and skills and principles of the subject?</li> <li>• How do you Provide opportunity for pupils to learn and master essential concepts, knowledge, skills and principles of the subject?</li> <li>• How have you answered children’s questions correctly and helped them advance their learning?</li> </ul>	<p>assessment opportunities and organisation.</p> <p>S3 Demonstrate sound personal understanding of relevant areas of learning and a growing awareness of how these are taught</p> <p>S3 Develop a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings</p>
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		<ul style="list-style-type: none"> <li>Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain.</li> </ul> <p>TCTR9444 – Cumbria Teacher of Reading</p> <ul style="list-style-type: none"> <li>understand the principles of synthetic phonics</li> </ul> <p>plan, teach and assess a phonics lesson</p>		
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>Become aware of, and take into account different abilities, backgrounds and needs.</li> <li>Support and lead learning for individuals, small groups and, eventually, whole classes adopting a limited range of teaching styles as appropriate. <i>(Adaptive teaching 2,3,5)</i></li> <li>Explore and use a range of resources to support learners' development &amp; progress</li> <li>Show a beginning knowledge of how to structure learning to build pupil knowledge.</li> <li>Use misconceptions to structure planned activities to support learning development</li> </ul>	<p>LLTR4001:</p> <ul style="list-style-type: none"> <li>working memory, cognitive overload, supporting well-being.</li> <li>Lesson planning, setting objectives, exploring the theories underpinning effective learning</li> </ul> <p>MATC4402</p> <ul style="list-style-type: none"> <li>Effective teaching strategies and the use of resources to support learning.</li> </ul> <p>PEDG4401:</p> <ul style="list-style-type: none"> <li>Structuring learning, organising suitable activities, finding and using a range of resources, anticipating misconceptions. (CFS – EY, History, Creative Arts) (LAN – MFL, RE, Maths) (LON – English, Inclusion)</li> </ul> <p>EAEY4001 – Early Years</p> <ul style="list-style-type: none"> <li>Child development</li> <li>Reflective planning</li> <li>Curriculum development model</li> <li>Long term planning - Continuous provision</li> <li>Medium term planning – Enhanced provision</li> </ul> <p>Short term planning – adult-led experiences and 'planning in the moment.'</p>	<p>How have you:</p> <ul style="list-style-type: none"> <li>Used a variety of imaginative resources and innovative learning activities that interest and challenge?</li> <li>Used intentional and consistent language that promotes challenge and aspiration.</li> <li>Modelled the types of courteous behaviour expected of pupils).</li> <li>Helped learners to show respect and sensitivity in their relationships with one another and the teacher?</li> <li>Created a positive environment where making mistakes and learning from them is part of the daily culture?</li> </ul> <p>How do you take into account pupils' prior knowledge when planning how much new information to introduce?</p>	<p>S1 Select and use resources and space effectively to support safe and active learning.</p> <p>S2a&amp;b, S4d, S8d Begin and sustain a systematic approach to reflection and evaluation of their teaching and its impact.</p>
<b>Assessment</b>	Use a limited range of assessment opportunities to identify and inform feedback and planning (e.g. observation, marking and questioning).	LLTR4001- Intro to assessment- A4L, Formative, Summative	<b>Suggested around: Week 2 and week 4</b>	<ul style="list-style-type: none"> <li>S6 Use a limited range of assessment opportunities to identify</li> </ul>

	<p>(Assessment 1,3,4)</p> <ul style="list-style-type: none"> <li>Plan questions that inform you about what learners have learnt, can retrieve or have made deeper links between concepts.</li> <li>Plan for opportunities to give formative feedback to learners.</li> <li>Reflect on the range of ways in which learners will / can express their understanding of the objectives being taught.</li> </ul> <p>Mark and discuss children's work; discussing learning progress with your mentor.</p>	<p>MATC4402– Maths</p> <ul style="list-style-type: none"> <li>Observing children</li> <li>Effective questioning</li> <li>Day to day assessment</li> </ul> <p>EAEY4001 – English –</p> <ul style="list-style-type: none"> <li>assessment of and through oracy;</li> <li>Use of focused reading comprehension questions</li> </ul> <p>EAEY4001 - Early Years - Observation cycle</p> <ul style="list-style-type: none"> <li>observing children and assessing where they are in relation to the areas of learning and development and where to develop their learning further.</li> <li>Observing children to assess for the CofEL.</li> </ul> <p>CURC4301 – Science, PE, Creative Arts:</p> <ul style="list-style-type: none"> <li>recognition that activities are designed to promote specific learning which can be assessed, rather than assessing task completion.</li> </ul> <p>CURC4202 – History, Geography, MFL, RE, Computing, DT</p> <ul style="list-style-type: none"> <li>What is a good assessment task.</li> <li>Learn how to provide formative assessment</li> <li>Types of summative assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Did you plan to ask any questions of the children to assess if they understood what you had been teaching them?</li> <li>How did these relate to your learning objectives?</li> <li>How did you monitor the progress the children made during your teaching activity?</li> <li>How have you recorded what progress you felt the children made?</li> <li>What are the expectation for formative feedback to learners in this school /setting?</li> <li>How might you set a target for future learning / improvement in work?</li> </ul>	<p>and inform feedback and planning (e.g. observation, marking and questioning).</p>
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### Tasks to complete as part of your teaching & learning activity

Undergraduate programmes have professional development tasks outlined in this booklet to help them utilise curriculum covered (learnt, learnt how to) to enact within the context of their placement. Task based prior and post learning will be explored in modules.

<p><b>Domain of ITT Learning</b></p>	<p><b>Professional development task:</b> 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.</p>
<p>Professional behaviours</p>	<p>Find out who the DSL is in the school and become familiar with the policy</p>

	Plan an activity where you deploy another adult. What did they do? How do you measure the impact of using the adult in that way?
Behaviour	LLTR4001 Autumn Placement - Observation of at least two different teacher activities – reflect how the teacher managed behaviour during these two activities. familiarisation with the policy for Behaviour. Utilise observed methods of gaining children’s attention and reflect on which is the most effective for you
Ambitious curriculum- Challenging disadvantage together	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.
Curriculum	Phonics(TCTR9444) EAEY4001 English: placement 1: share a story with children Phonics- learn and share rhymes with children based on relevant Phonics phase. CURC4202 (summer placement): Choose 2 subjects from the CURC4202 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?
Pedagogy	MATC 4402 Students to create and use a resource with a small group of children on an element of mathematics. (Autumn placement) Summer Placement – PEDG4401 – talk to the school Subject Leader for your Enhancement, collect long term school planning and discuss any specific considerations in your school.
Assessment	Create suitable questions to ask, or things to watch for, to help you decide if a child has achieved the learning outcomes for your lesson. Add these to your lesson plan. Use a method such as the group/class tracking grid or existing school proforma to record your observations/their progress. Show in subsequent lesson plans how you have adapted the next activities in the light of any varied progress. Find the school’s marking policy and explore with your mentor the most effective way for you to give feedback and set targets with children. Observe closely any verbal feedback given by the teacher , reflect on how they make it constructive so that the children can progress.

## 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 demeanour 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.
- 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)
- **Where support of a school / setting is temporarily not possible (inform your UPT) & complete the attached CPD activities**

### **Schools, Mentors and Class Teachers [CT]**

- To provide an appropriate setting and context for the student to develop the necessary experience including:
  - An effective welcome / induction opportunity
  - Guidance and materials to inform the student's preparation, teaching and contribution to children's learning and welfare.
  - Opportunity, feedback and guidance to support and engage the student in reflection, target setting
- **To 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 (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 Partnership Tutor (UPT) / Partner Programme Lead (PPL)**

### **University Partnership Tutors [UPT] / Partner Programme Lead [PPL] for SD Alliances**

At each placement phase there will be at least 2 Quality assurance touch points (Visits).

Academic year 2021/22 Will see a return to some 'in person visits' from your UPT or PPL.

50% of QA touch points will be 'in person: 50% will be Virtual via TEAMS or ZOOM

- 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

## Week by Week suggested engagement

### UNDERGRADUATE 1<sup>st</sup> EXPERIENCES Q3 – up to 3 weeks

Week	Student's Role	Mentors Role	Class Teacher's Role	UPT / PPL's Role
Week 1	<p>Observe lessons / sessions taught by the Class Teacher and discuss pedagogy, management and professional issues.</p> <p>Work with a small group and reflect on their learning</p> <p>Observe the wider life of the setting e.g. playtimes</p> <ul style="list-style-type: none"> <li>• Discuss and prepare your Professional Development Activities (PDA)</li> <li>▪ Assist with teacher planned activities</li> <li>▪ Read a story to a group Or class</li> <li>▪ Where possible, supervise a group working independently on teacher- led activities.</li> <li>▪ Gain an understanding of the children and their learning.</li> <li>▪ Email your UPT to Provide an update.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure student(s) have the necessary information to prepare for their placement.</li> <li>• Explain school GDPR guidance regarding storage of information and pupil records/names</li> <li>• Weekly Tutorial, individually, pairs or group as applicable.</li> <li>▪ No formal observation required for this experience</li> </ul>	<ul style="list-style-type: none"> <li>▪ Arrange suitable opportunity to work with children.</li> <li>▪ Disseminate necessary information.</li> <li>▪ Support trainee in settling into a professional role.</li> <li>• 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)</li> </ul>	<ul style="list-style-type: none"> <li>• Assist / visit as necessary in response to issues that arise.</li> <li>• Make telephone/ MSTEAMS contact with the Mentor/Setting during the placement.</li> <li>• QA a sample of schools.</li> </ul>
Week 2	<p>As week 1</p> <ul style="list-style-type: none"> <li>▪ Support teacher planned group activities.</li> <li>▪ Read whole class story</li> <li>▪ Observe your class teacher-notice behaviour management, pedagogy, professional issues</li> </ul>	<ul style="list-style-type: none"> <li>▪ Raise 'In need of intervention plan' where necessary.</li> </ul>		
Week 3 – where identified	<ul style="list-style-type: none"> <li>▪ As week 1&amp;2</li> </ul>	<ul style="list-style-type: none"> <li>▪ There is no end of placement report for this experiential placement.</li> </ul>		

## Main section of placement (summer term- up to 7 weeks)

Week	Student's Role	Mentors	Class Teacher's	UPT/PPL's
<b>Role</b>				
<b>Visit Week</b>	<ul style="list-style-type: none"> <li>Plan a timetable with your mentor for Professional development tasks.</li> <li>Share your SPAR with Mentor/CT</li> <li>Prepare and maintain a placement file.</li> <li>Ensure you gather the information to support your placement preparation</li> <li>Identify 3 profile children including 1 pupil premium child where possible. Refer to guidance in SPAR</li> <li>Identify your placement teaching timetable and content <b>including PPA time</b></li> <li>Observe lessons / sessions taught by the CT and discuss pedagogy, behaviour management and organisation. <b>(Utilise "observing a colleague" profoma found in SPAR</b></li> <li>Support learning in a TA role as directed by the CT</li> <li>Discuss and prepare your Professional Development Activities (PDA) e.g. profiling <b>and any university school based set assignments</b></li> <li>Email your UPT / PPL. Provide an update.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure student(s) have the information necessary to prepare for their placement.</li> <li><b>Ensure Pre-placement Checklist is complete and sign. If not email UPT to discuss.</b></li> </ul>	<ul style="list-style-type: none"> <li>Arrange suitable opportunity to work with children.</li> <li>Disseminate necessary information to aid initial planning.</li> <li>Discuss initial planning ideas Support trainee in settling into a professional role.</li> </ul>	<p>Give contact details and advice/ support to all as required.</p> <p>Assist / visit as necessary in response to issues that arise.</p>
				<b>(From Week 2)</b>
<b>Week 1</b>	<ul style="list-style-type: none"> <li>Plan and teach a variety of activities to support learning in range of curriculum areas.</li> <li>Be directly involved in teaching and learning for up to 50% of the timetable. <b>Balance of student's own planning/following teacher plans</b></li> <li>Work with a small group and collect evidence of their learning. <b>(See Tracking Pupil Progress [TPP] guidance)</b></li> <li>Develop your awareness and possible involvement in the wider life of the school.</li> <li>Observe at least 1 SSP / Guided reading lesson.</li> <li>Maintain Placement File.</li> <li>Complete Weekly Review (SPAR) discuss in tutorial with Mentor and agree targets.</li> </ul>	<ul style="list-style-type: none"> <li>Undertake 2 observations during this placement. provide copy of your OP for student's SPAR</li> <li>Provide weekly tutorial on key issues: <ul style="list-style-type: none"> <li>Ongoing progress;</li> <li>Pupil Progress and impact of trainee's teaching</li> </ul> </li> <li>Teaching of phonics and Guided Reading;</li> <li>Review student's file and completion of the SPAR.</li> <li>Contact UPT if any concerns arise. Raise In need of intervention plan where necessary.</li> </ul>	<p>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)</p>	<p>Ensure QA contact is conducted and logged.</p> <p>Review SPAR and file &amp; discuss progress.</p> <p>Keep in touch and respond as necessary</p> <p>Support KAP assessment as necessary</p>



Week 2	As week 1 <ul style="list-style-type: none"> <li>Plan and teach daily activities to support literacy <u>or</u> numeracy and Foundation subjects e.g. Topic/theme- some whole class teaching, as appropriate.</li> <li>Plan and teach 3 sequential SSP&amp; guided reading sessions and receive feedback (CTR booklet)</li> </ul>	Give feedback on teaching of phonics and Guided Reading during the placement Complete In Need of Intervention referral form where necessary.	As week 1 Provide opportunity for developing experience in teaching and learning, including some whole class teaching.
Week 3	As week 2 Focus weekly meeting on analysis of pupil progress. <b>(See Tracking Pupil Progress [TPP] guidance)</b> <ul style="list-style-type: none"> <li>What was it about your teaching that impacted on this progress? <ul style="list-style-type: none"> <li>How do you know?</li> </ul> </li> </ul>	PG students: Discuss and complete  Beginning KAP B Outcomes / End of Placement report. PG student and Mentor to sign.  Email copy of report to <b>University &amp; UPT</b>	As week 2
Week 4/5/6/7	As week 3,4,5 Plan and teach daily activities to support literacy <u>and</u> numeracy including some whole class teaching.	<b>Discuss and complete Beginning KAP Outcomes / End of Placement report. (Undergrad students) student and Mentor to sign</b> <b>Email copy of report to University &amp; UPT</b>	As week 3 Liaise as appropriate to inform and support completion of the KAP/End of Placement report

Placement Offers, Allocations, Students	<b>Lancaster and Carlisle Students including School Direct</b>		<b>London Students</b>
	<b>Placement Unit</b> University of Cumbria, Bowerham Road, Lancaster, LA1 3JD Tel 01228 242873 Email <a href="mailto:educationplacements@cumbria.ac.uk">educationplacements@cumbria.ac.uk</a>		<b>Placement Unit</b> University of Cumbria, East India Dock Road London E14 6JE Tel 01228 242873 Email <a href="mailto:partnershiplondon@cumbria.ac.uk">partnershiplondon@cumbria.ac.uk</a>
Return Reports	<b>Lancaster Students &amp; SD</b> <a href="mailto:kaplancaster@cumbria.ac.uk">kaplancaster@cumbria.ac.uk</a> copy to <b>PPL or UPT</b> Written enquiries to <b>Programme Administration (PAd)</b>	<b>Carlisle students</b> <a href="mailto:kapcarlisle@cumbria.ac.uk">kapcarlisle@cumbria.ac.uk</a> Written enquiries to <b>Programme Administration (PAd)</b>	<b>London Students</b> (as above) <a href="mailto:kaplondon@cumbria.ac.uk">kaplondon@cumbria.ac.uk</a> Written enquiries to the respective campus

Placement Documentation and expectation for completion:

Mentor	Destination	Due	Student
Preplacement Checklist	1 copy to student*	1 <sup>st</sup> week in school.	To make a complete record of all assessment, feedback and reflections in the SPAR
Observation Proforma [OP]	1 copy to student*	At least 2 over beginning phase	
Key Assessment Point (KAPB) Outcome Record – Beginning KAP	1 copy to Student* <b>1 copy to University &amp; UPT / PPL</b>	End of Penultimate week of placement.	
In Need of Intervention Referral form (If Needed)	1 copy to Student* <b>1 copy to UPT</b> 1 copy to PAd"campus"@cumbria.ac.uk	At any point that gives a student appropriate time to improve on targets set (usually flagged by 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** <b>Copy to UPT</b> * To be held in SPAR **Email addresses: <a href="mailto:kaplancaster@cumbria.ac.uk">kaplancaster@cumbria.ac.uk</a> (Lancaster students) or SD <a href="mailto:kapcarlisle@cumbria.ac.uk">kapcarlisle@cumbria.ac.uk</a> (Carlisle students) <a href="mailto:kaplondon@cumbria.ac.uk">kaplondon@cumbria.ac.uk</a> (London students)		Make a copy to be discussed and submitted to your Personal tutor at your post placement tutorial  Carry out a placement evaluation as specified on back page of SPAR

**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 Performance-** usually completed in penultimate week of placement. To be shared with Student during final week. Comments to give formative feedback in relation to progress against the domains of ITT learning. Summative outcome (Pass / Fail) made on the student's ability to show they have met (best fit) the staged expectation.
- **Tracking Pupil Progress [TPP]-** Working with individuals and groups; This may be parts of lessons...; Specific focus on gathering/evaluation of pupil progress in week 2&4; Keep an ongoing reflective evaluation log; Annotate learning plans to show impact of teaching on progress.
- **Link to Cumbria Teacher of Reading (CTOR)-** You will be teaching a sequence of 3 sessions- evaluate your impact on pupil progress.

The student is responsible for collating and completing this record (*See Below: "Completion and Return of Documentation"*)

**2. The Placement File:** From first contact (visit days) and throughout the placement each student is required to maintain a file which typically holds:

**Current SPAR**

**Sections as specified in pre placement checklist.**

**Placement Tasks (where relevant). \*see task schedule. Each task could be incorporated within a week's focus.**

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 (hard copy) **Student Placement Assessment Record.**

**Schools/settings should email completed Key Assessment Point Outcome Record (KAPs) / end of Placement Reports to** [kaplancaster@cumbria.ac.uk](mailto:kaplancaster@cumbria.ac.uk) (Lancaster students & SD) or [kapcarlisle@cumbria.ac.uk](mailto:kapcarlisle@cumbria.ac.uk) (Carlisle students) [kaplondon@cumbria.ac.uk](mailto:kaplondon@cumbria.ac.uk) (London students) and your UPT / PPL.



*“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:**

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

**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).

<b>Personal Tutor/PPL:</b>	
<b>Mentor*:</b>	

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

## STUDENT PROGRESS ASSESSMENT RECORD (Academic year 2023/2024)



### 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/>

<b>Placement information</b>	Complete before placement and obtain the required signatures.	
<b>Trainee Teachers' Staged Expectations Assessment Descriptors</b>	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.	
<b>Development Targets Running Record</b>	Use to record the targets set at your <b>Pre-placement tutorial</b> . 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. <b>Update after each Mentor meeting and add new target(s) agreed.</b>	
<b>Pre-placement check list</b>	Complete before each placement. Mentor should sign to confirm that you are ready to undertake the placement.	
<b>Curriculum coverage</b>	Complete during each placement to record different aspects of curriculum coverage.	
<b>Class data summary</b>	Complete at the very beginning of your placement to help you plan for the class. You should collect the data from the class teacher.	<b>Refer to detailed Tracking Pupil Progress Guidance</b>
<b>Class progress tracking sheet</b>	Use to record your formative assessment for the class and track pupils' progress.	
<b>Group progress tracking sheet</b>	Use to record your formative assessment for different groups. This could also be used by the TA or other support staff.	
<b>Lesson observation (observers form)</b>	Complete when observing colleagues' teaching – see guidance on observation proforma.	
<b>Reflections</b>	There is an expectation on all phases of placement that you will keep an ongoing <b>reflections</b> of impact on pupil progress, use the prompts in the TPP guidance as starters, please devise your own format for this.	
<b>Focused pupil progress review form</b>	Use as prescribed on B, D, E placements (see TPP guidance) to demonstrate your impact on pupil progress and learning over time.	
<b>Weekly Review template</b>	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.	
<b>Observation proforma</b>	Completed by the Mentor or UPT, or other observer, after each observation.	
<b>Student QA form</b>	Your UPT /PPL will share this form with you prior to a visit. You record a summary of your work and reflections so far – these will be discussed and added to during UPT visit.	
<b>Pupil profile log</b>	Use to record your pupil profiles – 3 pupils on B, D and E placements. <b>Refer to detailed Pupil Profiling Guidance.</b>	
<b>End of Placement Report</b>	Completed by the Mentor at the end of all placements of four weeks or more.	

### Key Assessment Points\*

The Common Framework involves use of the descriptors at 3 Key Assessment Points (KAPs) 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
<b>BAQTS 3 year</b>	End of Beginning placement in Year 1	End of Developing placement in Year 2	End of Extending placement in Year 3
<b>BAQTS 4 year</b>	End of Beginning placement in Year 1	End of Developing placements in Year 2&3 – each mapped to the staged expectation based on the curriculum covered. <i>*Y3/4 is taken as a comparator with other programmes for moderation purposes.</i>	End of Extending placement in Year 4
<b>PgCE Fulltime/SD</b>	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 UPT (or 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 2022



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

<b>Trainee Name</b>		<b>Programme &amp; Year group</b>		<b>Placement Phase</b>	
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THE FOLLOWING ARE PRESENT IN THE PROFESSIONAL FILE	Signature of Trainee	Signature of Mentor
<p><b>SPAR File:</b>                      SPAR Front cover signed                      Pre-placement Checklist signed off                      Staged expectation assessment descriptors for this placement phase.                      Curriculum Tracker                      Developmental Targets Record signed by PT                      Placement Supplement                      Weekly Review proforma                      Formal and Informal observations proformas                      Safeguarding Policy (read, signed, dated)                      GDPR Policy (read, signed, dated)                      General information about the placement setting/school, class information</p> <p>All observations, reports, Assessment outcomes and Action Plans from previous placements</p>		
<p><b>Planning File:</b>                      Class timetable per week identifying teaching %                      UoC Planning document for reference                      Sequences/Medium term plans for placement                      Planning proformas to be used</p> <p>For EYFS Trainees: Areas of learning</p> <p>For KS1/2 Trainees:                      English; Mathematics; Science; Computing; RE; Range of Non-Core Subjects.</p> <ul style="list-style-type: none"> <li>• Weekly Planning Sheets</li> <li>• Daily/Organisational Plans</li> </ul> Learning Plans (for first 2 days)		
<p><b>Tracking Pupil Progress File:</b>                      Class Data Summary completed                      Pupil Profile information for 3 children                      Class/ Group trackers printed ready to complete                      Focused Review proforma</p>		

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 AT/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

Revised September 2022



Name of trainee:

<b>Beginning Placement</b>	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															
<b>Developing Placement</b>															
	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:															
<b>Extending Placement</b>															
	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

Revised September 2022



Name of trainee:

<b>Beginning Placement</b>	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																
<b>Developing Placement</b>																
	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:																

<b>Extending Placement</b>	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.

## 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!

## 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 expectation exemplification; rather than collection. (Reflection not collection)

## 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.

## Together we will:

- ask, assess, act; listen non-judgmentally; give reassurance & information; encourage self-help strategies ([www.mhfaengland.org](http://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.

# **DEVELOPMENT TARGETS RUNNING RECORD**

last revised Sept 2022



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/UPT/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/UPT/Mentor/PPL

# TRAINEE' S Beginning & Developing PLACEMENT WEEKLY REVIEW

Revised Sept 2022 V2



- 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.**

<b>Trainees Name</b>		<b>Placement</b>	
<b>Week</b>		<b>Mentor</b>	
<b>School/ Setting</b>			<b>Attendance this week:</b>

<b>Reflect on your week.</b> 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.	<b>My Evidence of this is:</b> (refer to paperwork in your files, observations of children's learning and behaviours, samples of children's work, feedback from others, reading or CPD)	<b>MENTOR COMPLETION</b> 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?
<b>Teacher wellbeing, workload and resilience:</b> How have you developed your approach to workload management?  Have you maintained your well-being target?  Identify further support required:		
<b>My priority area of development this week was: (link to staged expectations and your target).</b> I know that...  I have learnt how to...		
<b>Actions Taken: (cross-reference to your running record of targets)</b> 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?		

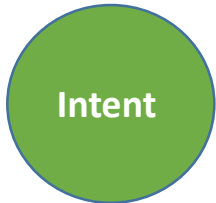
<b>Impact:</b> What progress are the pupils making?  What progress have you made?		
<b>My next steps are to:</b>		
<i>My Agreed Target/s and actions to be written directly on Development Target Running record, following this meeting.</i>		
<b>Trainee Signature:</b>	<b>Date:</b> Click or tap to enter a date.	
<b>Mentor Signature:</b>	<b>UPT/PPL signature (if present):</b>	
<b>Mentor- Any Further Comments linked to professional behaviors, file and staged expectations:</b>		



# Planning For Trainee Teachers: Shared expectations

## 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.



## Indicative Implementation

- 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 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

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

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

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



# **B&D Phase OBSERVATION PROFORMA** (Revised September 2022)



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.**

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

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

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

Revised September 2022

Suggested format for use when observing colleagues' teaching.

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

## LESSON OBSERVATION OBSERVERS FORM

<p><u>Starting the lesson/session/transitions within the lesson/session</u></p> <ul style="list-style-type: none"> <li>■ Movement of pupils</li> <li>■ Strategies to gain pupils' attention</li> <li>■ Introduction of lesson objective and possible use of success criteria (WALT and WILF)</li> <li>■ Organisation of room to facilitate start</li> <li>■ What are other adults in the class doing?</li> <li>■ Changing subject mid-session</li> </ul>	<p><u>Links made to previous learning</u></p> <ul style="list-style-type: none"> <li>■ Does the teacher check prior knowledge?</li> <li>■ Recall/ use of warm ups</li> <li>■ Questioning to determine understanding</li> <li>■ Demonstrating previous learning in a different context</li> </ul>
<p><u>Teaching strategies</u></p> <ul style="list-style-type: none"> <li>■ Explaining</li> <li>■ Questioning</li> <li>■ Modelling</li> <li>■ Discussion</li> <li>■ Demonstration</li> <li>■ Scaffolding</li> <li>■ Interactive/ didactic</li> </ul>	<p><u>Pupil's activities/Opportunities for Learning</u></p> <ul style="list-style-type: none"> <li>■ Type of task, e.g. investigation</li> </ul>
<p><u>Organisation of the learning</u></p> <ul style="list-style-type: none"> <li>■ Groupings: mixed, ability, friendship, higher ability/ low ability</li> <li>■ Individual, pairs, collaborative group, whole class</li> <li>■ Differentiation</li> <li>■ Does the teacher work with one group of many?</li> <li>■ What are other adults doing?</li> <li>■ Structure of lesson – timings, introduction, development and plenary</li> </ul>	<p><u>Use of resources (including use of ICT)/ Role of other adults</u></p> <ul style="list-style-type: none"> <li>■ ICT</li> <li>■ Access to resources</li> <li>■ Library</li> <li>■ Use of resources after school</li> </ul>
<p><u>Management of pupils</u></p> <ul style="list-style-type: none"> <li>■ How does the teacher welcome and direct the pupils?</li> <li>■ How does the teacher keep the pupils on task?</li> <li>■ What sanctions does the teacher use?</li> <li>■ What reward systems are used?</li> <li>■ How do the pupils get their resources?</li> <li>■ What does the teacher do if a pupil is not paying attention?</li> <li>■ Lunchtimes/ midday supervisors</li> </ul>	<p><u>Strategies for assessing pupil learning</u></p> <ul style="list-style-type: none"> <li>■ How do pupils know how well they have done?</li> <li>■ Use of questioning</li> <li>■ Use of peer and self-assessment</li> <li>■ Feedback from teacher</li> <li>■ Marking to the objective</li> </ul>
<p><u>Consideration of Inclusion</u></p> <ul style="list-style-type: none"> <li>■ Adaptive teaching approach</li> <li>■ Use of other adults</li> <li>■ Support</li> <li>■ Resources</li> </ul>	<p><u>Teacher presence in the classroom</u></p> <ul style="list-style-type: none"> <li>■ Voice</li> <li>■ Body language</li> <li>■ Movement and circulation</li> <li>■ Appropriate use of space</li> </ul>
<p><u>Summarising and extending the learning</u></p> <ul style="list-style-type: none"> <li>■ What is the signal for this phase of the lesson?</li> <li>■ What learning is revisited?</li> <li>■ Is there homework?</li> <li>■ Does assessment take place?</li> <li>■ Is the next lesson referred to?</li> <li>■ How long does this phase of the lesson last?</li> <li>■ What do other adults in the class do?</li> </ul>	<p><u>Concluding the lesson/ session</u></p> <ul style="list-style-type: none"> <li>■ What strategies are used for tidying the classroom?</li> <li>■ How does the teacher dismiss the class?</li> </ul>

# **Beginning & Developing Phase- END OF PLACEMENT REPORT (to be**

**completed and returned via email by the mentor)**

**For all EYFS / KS1&2 Placements- Length: 4 Weeks – 6 weeks**

Academic year 2023/2024



Trainee Name		University Programme	Choose an item.
If School Direct 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 Partnership Tutor / 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 <input type="checkbox"/>	On Trajectory <input type="checkbox"/>	Not Yet On Trajectory <input type="checkbox"/>	On Trajectory <input checked="" type="checkbox"/>
A trainee would be deemed to have failed where no / insufficient progress has been made against targets set in B and D phases.				

**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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Area:	Comment:
<u>Professional Behaviours</u>	
<u>Behaviour</u>	
<u>Challenging disadvantage</u>	
<u>Curriculum</u>	
<u>Pedagogy</u>	
<u>Assessment</u>	

**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:

<p><b>Please type your statement here:</b></p> <p>a). <b>Systematic Synthetic Phonics and Reading:</b></p> <p>b). <b>Writing</b></p> <p>c). <b>Mathematics</b></p>
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**Placement File/portfolio of reflection**

Please comment on the trainee's reflection and organisation.

<p><b>Please type your statement here:</b></p>
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**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 Partnership Tutor (UPT) / School Direct Partnership Programme Lead (PPL) AND to:**

Carlisle Campus	Lancaster Campus	London (EIDR) Campus	School Direct
<a href="mailto:KAPcarlisle@cumbria.ac.uk">KAPcarlisle@cumbria.ac.uk</a>	<a href="mailto:KAPlancaster@cumbria.ac.uk">KAPlancaster@cumbria.ac.uk</a>	<a href="mailto:KAPLondon@cumbria.ac.uk">KAPLondon@cumbria.ac.uk</a>	'Your PPL'

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





# S<sub>1</sub> T<sub>1</sub> U<sub>1</sub> D<sub>2</sub> E<sub>1</sub> N<sub>1</sub> T<sub>1</sub>



## Student Quality Assurance (QA)

### QA of Student Experience ITT Placements Academic Year 2023-24

The purpose of this process is to **assure the quality of the ITT placement**. This will be facilitated by your mentor and UPT /PPL using the prompts in the framework below:

- (1) Student Progress/Learning; (2) Your Targets; (3) Quality of mentoring / support; (4) Quality of experience/next steps**

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 also supports your assessment on your journey towards QTS. It **will be discussed at your QA touch points** and completed by you to **act as a summary** of the discussions you will have as your experience progresses.

- **pre-populate** your thoughts / reflections to questions posed
- brief overviews are required (use of bullet points is appropriate)
- signal where your evidences are held

You will **retain a copy for your SPAR folder** and share a copy with your **UPT/PPL as a record of QA**. We anticipate that this should not exceed more than two sides of A4. This form can also act as a useful aide memoire for you and your school-based mentor when recalling experience for report writing or meeting a new mentor.

Programme / Phase		Date / week no	
Student Name		UPT / PPL	
Mentor		Personal Tutor (PT)	

UPT touch point focus			Face to face	Online
Discussion with Mentor	Evidence presented	Weekly review meeting	Discussion with mentor & Student	Joint Observation

Evidence Available					
Annotated plans	Weekly Reviews	Running Targets	Pupil Profile notes	Assessment trackers	Lesson observations

Present work with pupils			
Individual Support	Small Groups (Teacher Planned)	Small Groups (Trainee Planned)	Whole Class

<b>(1) Student Progress/Learning</b>	
<b>Pedagogy</b>	
How Pupils Learn, Classroom Practice and Adaptive Teaching (S2, S4, S5)	
Summarise the actions you have completed to meet the staged expectations (Student to complete prior to meeting)	
Discussion points:	
<ul style="list-style-type: none"> <li>• <b>How do your plans and evaluations show your understanding of how children learn?</b></li> <li>• <b>Have you found aspects of your teaching that has highlighted the theories and research in your course?</b></li> </ul>	
<b>Curriculum</b>	
Subject Knowledge (S3)	
Summarise the actions you have completed to meet the staged expectations (Student to complete prior to meeting)	
Discussion points:	
<ul style="list-style-type: none"> <li>• <b>Is your curriculum subject knowledge structured to underpin learning?</b></li> <li>• Are there areas of the curriculum you have found more difficult to teach to engage pupils and improve progress?</li> <li>• What have you done to develop your own subject knowledge?</li> </ul>	
<b>Behaviour management</b>	
High Expectations and Managing Behaviour (S1 and S7)	
Summarise the actions you have completed to meet the staged expectations (Student to complete prior to meeting)	

Discussion points: <ul style="list-style-type: none"> <li>• <b>Are you using a range of behaviour management strategies aligned to school policy?</b></li> <li>• Do your lesson observations and weekly reviews support this?</li> </ul>
<b>Challenging disadvantage</b> Inclusion (S5)
Summarise the actions you have completed to meet the staged expectations (Student to complete prior to meeting)
Discussion points: <ul style="list-style-type: none"> <li>• <b>Do your plans/assessments show how learners have been supported and disadvantage challenged?</b></li> <li>• Do you have adequate support to achieve this?</li> </ul>
<b>Assessment</b> Assessment (S6)
Summarise the actions you have completed to meet the staged expectations (Student to complete prior to meeting)
Further discussion points <ul style="list-style-type: none"> <li>• <b>How have you had an impact on pupil progress?</b></li> <li>• Do your plans demonstrate examples of pupil progress over a series of lessons taught in a variety of curriculum areas?</li> <li>• Can you communicate pupil progress to others i.e., parents, professionals etc?</li> </ul>

## (2) Your ITT Targets

Discussion points: <ul style="list-style-type: none"> <li>• <b>How do you generate your weekly targets?</b></li> <li>• <b>How do you ensure specificity of targets?</b></li> <li>• Have you set subject specific targets alongside pedagogic targets?</li> <li>• How have you been proactive in your own development by this point in the placement?</li> </ul>
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## (3) Mentoring / Support

<b>Professional Behaviour</b> Professional Responsibilities (S8)
Discussion points <ul style="list-style-type: none"> <li>• <b>Do you have weekly reviews with your mentor?</b></li> <li>• <b>How do you and your MENTOR use &amp; build on prior learning (campus and placement) within your ITT Curriculum?</b></li> <li>• <b>What support have you received from your mentor and/or school so far?</b></li> </ul>

## (4) Quality of experience / Next steps

Agreed Strengths	What else do I need to be successful? (Next Steps)
Is the student on trajectory?	Yes/No