

University of Cumbria

Institute of Education



- ✓ **BA(Hons) Primary Education, Inclusion & SEND with QTS **(5-11) 4 year Degree***
- ✓ **Student Progress Assessment Record (SPAR)**
- ✓ **DEVELOPING phase (2) Year 3 of 4**



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University Of Cumbria: Institute of Education

Initial Teacher Education

EYFS & Primary Placement Assessment



BA(Hons) Primary Education with SEND & Inclusion with QTS **(5-11) 4 year 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 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. This relates to and maps directly with the national ITT core content framework (CCF), which is mandatory for all ITT courses and is integrated into the ITT curriculum.

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 Partnership 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	<ul style="list-style-type: none"> Teacher Wellbeing and Workload Charter 	 <small>06 Workload Charter 2021.2.2.pdf</small>
Behaviour	<ul style="list-style-type: none"> Integrated within each programme curriculum 	
Ambitious Curriculum- Challenging disadvantaged together	<ul style="list-style-type: none"> Visions and Values- based on research by John Coxhead Definition- Ofsted's (2016, p.12) definition of disadvantage as pupils who are 'those vulnerable to lower educational achievement, poor health and well-being and a reduced chance of leading a successful and fulfilling life'. 	 <small>TT 438 - Called, Connected, Committed</small>
Curriculum	<ul style="list-style-type: none"> Shared Learning planning Learning plan – proformas Subject knowledge exemplifications Cumbria Teacher of Reading 	 <small>03 Planning For Trainee Teachers 2021</small> Link for planning proformas CTOR
Pedagogy	<ul style="list-style-type: none"> Core Content reading & resources 	Link here
Assessment	<ul style="list-style-type: none"> Tracking Progress & Pupil Profiling 	TP&P Link

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

Remembering that:




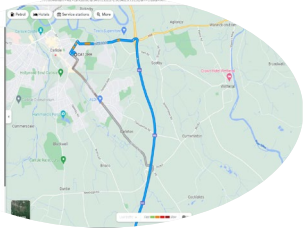
- Student teachers (trainees) are on a journey in their learning to become a teacher
- The staged expectations act as progress way markers towards the ‘end point assessment’
- The staged expectations are derived from the ITT curriculums; i.e. the things they cover before each phase of placement.
- The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

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

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

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

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

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

Q4 NEW PROGRAMME 2022

	Teaching studies	Inclusion with SEND	Maths and English	Foundation subs Curriculum Carousel 1	Foundation subs Curriculum Carousel 2	Extras	Placements
Yr 1 100 @5	ESTC4020 Beginning teaching studies (20)	INCC9010 Barriers to learning 1 (Q) INCC4111 Barriers to learning 2 (20) INCC4112 Intro to inclusion (20)	MAEA4001 Introducing English and Maths (20)	CURC4301 PE/ SC/ CREATIVE ARTS (Music, Art, Drama) (20)	CURC4202 HIS/GEOG/ COMP/RE/ MFL/ D AND T (20)	TCTR9444 The Cumbria Teacher of Reading Beginning Safeguarding -Introduction 1 and 2 preplacement Self study Prevent Mental health and Well being	PLCC9080 Beginning Nov – 3 weeks May - July 6 weeks
Yr 2 100 @ L5	ESTC9020 Developing Inclusion module QPU 32 hrs plus 4 hrs EY	INCC5010 Perspectives on inclusion 9 (20) INCC5011 Contexts (20)	MAEA5001 Developing teaching in English and Maths 1 (20)	CURC5301 PE/ SC/ CREATIVE ARTS (Music, Art, Drama) (20) Use Subject links above to access curriculum info	CURC5302 HIS/GEOG/ COMP/RE/ MFL/ D AND T (20)	TCTR9555 The Cumbria Teacher of Reading Developing 1 Safeguarding – CEOP Mental health and Well being	PLCC9090 Developing 1 7 weeks Apr - June
Yr 3 20@ L5 60@L6 Level 5 and 6	ESTC6120 Applying teaching Studies (20)	INCC5112 Policy Discourses (20) L5	MAEA9001 Developing teaching in English and Maths 2 (Q) & 6 hrs of EYFS	CURC6301 PE/ SC/ CREATIVE ARTS (Music, Art, (20) Use Subject links above to access curriculum info	CURC6302 HIS/GEOG/ COMP/RE/ MFL/ D AND T (20)	TCTR9556 The Cumbria Teacher of Reading – Developing 2 Safeguarding self-study Level 1/2 Cert Mental health and Well being	PLCC9592 Developing 2 6 weeks Jan to Feb May – 3 week experiential
Yr 4 60@ L6	ESTC6021 Extending teaching Studies (20) Subject leadership	PEDG6601 Pedagogy through Enhancement: Enhancement Research (20) INCC9024 Working with adults (Q) INCC9025 The marginalised child (Q) INCC9126 Advanced Barriers to Learning M Level INCC7001 Working with adults INCC7002 The marginalised child INCC7003 Advanced Barriers to Learning	MAEA6001 Extending teaching in Maths and English (20)			TCTR9666 The Cumbria Teacher of Reading – Extending Safeguarding input plus FGM Mental health and Well being	PLCC9600 Extending 10 weeks Jan - Mar

Developing Phase Placement 2 (y3/4):

Build on the experience gained on Developing 1 Placements –

- Seek to further develop professional practice which supports group and whole class teaching.
- Increases awareness and engagement beyond the classroom.
- Teach up to 60% of the time spent in schools- building on students' knowledge of the plan, teach, assess, and reflect cycle.
- Develop ability to track impact of teaching on pupil progress over time
- Have common expectations and requirements for all Programmes- These placements may be paired in some cases.

This should be done by:

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

Domain of ITT Learning	Staged expectation <i>Links made with ITT Core Content Framework</i>	'BA Hons Q4 Primary; SEND & Inclusion' curriculum links (know and learn)	Questions to explore with your mentor	Teacher standards that are developing to be exemplified within the context of the placement phase
Professional behaviours	<p>Engage in self and collaborative reflection to identify and inform professional development.</p> <ul style="list-style-type: none"> • Showing a developed ability to engage in weekly reflection. Critical reflection based on sound, current and relevant research. • A developed ability to identify 'student teacher's' own professional development targets Inc. subject knowledge / key concepts of subject sequencing. • Considering wellbeing and workload implications and strategies used by professional staff. • Contribute to an understanding of progress and impact and development in pupils' learning and welfare. • Developing pupil profiles and exploring how best to track progress of the class/ group using case studies as key exemplars of learner needs. 	<p>ESTC – to know and understand the importance of reflective practice. To understand that alternative perspectives exist (for example mentor feedback) and how to engage with them positively to enhance their practice. To understand how good quality research and literature contributes to reflection.</p> <p>INCC5012 - Policy which informs professional behaviours and expectations.</p> <p>EALC6020 – To know that you can have a positive impact on children's learning and to be able to identify that impact and the cause.</p> <p>Through working closely with one child on placement, you know that understanding the child's specific needs is key to supporting their learning.</p>	<p>How well do you:</p> <ul style="list-style-type: none"> • Seek support and communicate effectively with other colleagues? • Recognise the value, expertise and benefits to learning of cooperative working? • Plan for, brief and deploy effectively other adults in and out of the classroom? • Review professional learning and practice on a regular basis and identify strategies to improve? • Seek out guidance and support from mentors and other colleagues and use the feedback to improve practice? • Demonstrate sensitivity to home background, ethnicity, culture and religion when 	<p>S8 Demonstrate a sound ability to work collaboratively with other colleagues and professionals both in a support and lead capacity: contribute to an understanding of progress and impact and development in pupils' learning and welfare.</p> <p>S2a&b, S4d, S8d Engage in self and collaborative reflection to identify and inform professional development.</p>

	<ul style="list-style-type: none"> Weekly reflections showing ability to track pupil progress and identify next steps to learning. Develop ability to independently guide, plan and direct other adults to best support children's needs. 		communicating with parents and carers?	
Behaviour	<p>Demonstrate a sound ability to model, command and create circumstances that support good behaviour throughout the school environment</p> <ul style="list-style-type: none"> Gain an understanding of whole school and specific classroom behaviour policies & strategies. Develop your ability to enact strategies to different learning activities / environments, as necessary. Observe and be observed implementing behaviour strategies learned. Develop your understating of how high quality teaching and engagement in learning activities impacts on positive behaviour. Develop your ability to 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. 	<p>ESTC6020: To learn that reflection in and on action will support their developing skills in supporting behaviour in the classroom. To understand through reflection how good learning behaviours can be encouraged and challenging behaviours supported drawing on mentor feedback and theory and literature</p> <p>INCC5012- Policies on behaviour. Children and Families Act, 2014 SEND Code of Practice 0 - 25 Inclusive pedagogy Voice of the child Salamanca Statement United Nations Convention on the Rights of the Child; United Nations Universal Declaration of Human Rights; United Nations Convention on the Rights for Persons with Disabilities.</p>	<p>How well have I developed my application of:</p> <ul style="list-style-type: none"> Making use of the relevant school behaviour policy and be able to employ a range of effective strategies to secure appropriate learning behaviour, self-control and independence so that all learners can make progress? Ensuring that pupils know the boundaries of acceptable behaviour and understand the consequences of their actions? Minimising the impact of negative behaviour of some pupils on teaching and the learning of others? Establishing and maintaining effective relationships in the classroom between teacher to pupil, other adult to pupil and pupil to pupil? Understanding the link between learners' behaviour and their involvement and engagement with learning? 	<p>S1, S7 Demonstrate a sound ability to model, command and create circumstances that support good behaviour throughout the school environment.</p>
Ambitious curriculum- Challenging disadvantaged together.	<p>Demonstrate an informed understanding of policy and practice to ensure effective engagement of all learners regardless of ability and background.</p> <ul style="list-style-type: none"> Gain an overview of children's backgrounds and what interventions exist to support learning. Understand school/setting vision and values- develop ways of incorporating aspects into everyday approaches to learning. 	<p>PLCC9592: Safeguarding Level 1 Learn about a range of safeguarding risks and how to keep themselves safe and how to carry out their responsibility with regard to safeguarding in school</p> <p>TCTR9556 Cumbria Teacher of Reading</p> <ul style="list-style-type: none"> Core criteria for Systematic Synthetic phonics schemes (best practice) Phonics Screening Phase 5 Assessment 	<p>How well have I:</p> <ul style="list-style-type: none"> Taken into account the key factors that contribute to the development and wellbeing of learners? Understood the extent to which different backgrounds and influences may have an impact on learning? Known and developed my understanding surrounding the factors that can present barriers to learning, progress and wellbeing and 	<p>S2, S4 Develop and update plans to support the respective needs of learners across the relevant curriculum to sustain learning and progression throughout the placement.</p>

	<ul style="list-style-type: none"> Explore with mentor how curriculums are adapted to meet the needs of all children. Implement with pupil profile children. Identify PP, EAL, SEND children- use their action plans to provide adaptive teaching activities to ensure they make progress. Develop your role in understanding how subjects are sequenced to support all learners, with particular focus around 'disadvantaged' groups. 	<ul style="list-style-type: none"> Adapting teaching or intervention as a result of assessment <p>ESTC6020:</p> <ul style="list-style-type: none"> Adaptive planning articulating a critical perspective on the synthesis of professional practice, and of theoretical knowledge of Teaching, Learning and Assessment <p>INCC5012: Know what policy supports the curriculum and challenges disadvantage. (see above for policies)</p> <p>EALC6020 - To know how to support EAL children in spoken language, reading and writing. To know what strategies to use to support children for whom English is not their first language.</p> <p>EALC6020 – To know that there are different interventions available to support children's reading and writing development.</p>	<p>how these barriers might be overcome?</p> <ul style="list-style-type: none"> Interpreted and developed use of school level data to identify targets for learners? Known how to identify the needs of pupils and adapt tasks, activities, resources effectively to support learners including those with special educational needs, those with disabilities, those for whom English is an additional language and those form diverse social, cultural, ethnic, religious and linguistic backgrounds? Developed recognition of differences in the rates of progress and attainment of pupils experiencing challenging circumstances? 	<p>S5 Demonstrate an informed understanding of policy and practice to ensure effective engagement of all learners regardless of ability and background.</p>
Curriculum	<p>Demonstrate good personal understanding of the relevant areas of learning and a sound understanding of how they may be taught to inspire learning and address misconceptions</p> <ul style="list-style-type: none"> Develop your role in understanding how subjects are sequenced to support all learners. Develop an ability to adapt and design sequences of learning for the young people you teach. Enact approaches to both formative and summative assessment that allow you to understand how to sequence next steps in a sequences of learning. 	<p>TCTR9556: Cumbria Teacher of Reading</p> <ul style="list-style-type: none"> Core criteria for Systematic Synthetic phonics schemes (best practice) Planning for progression. Phonics Screening Phase 5 Assessment Adapting teaching or intervention as a result of assessment <p>ESTC6020: Adaptive planning to know and understand the principles of adaptive planning to meet the needs of children with exceptionalities</p> <p>INCC5012 - Evaluate the curriculum. Students will have examined current Special Educational Needs and Disability (SEND) policy and practice in a range of settings and through this, to evaluate and analyse utilising a critical perspective, the ways that decisions</p>	<p>How well have I:</p> <ul style="list-style-type: none"> Identified possible misconceptions and plan how to prevent these forming Developed understanding of how learners learn? Selected and adapted teaching styles and strategies to suit the stage of the lesson, and the learning of individuals, groups and whole classes as appropriate? Guided, scaffolded and model to help learners understand new processes and ideas, and remove scaffolding when learners are achieving a high degree of success? Effectively use questioning for many purposes, including to check learners prior knowledge, assess 	<p>S1, S3 Demonstrate good personal understanding of the relevant areas of learning and a sound understanding of how they may be taught to inspire learning and address misconceptions</p>

		<p>based on that discourse have an impact on children, families, teachers, schools and the wider society in establishing and developing an inclusive education that meets the needs of all stakeholders within a social justice context.</p> <p>EALC6020 - To know the progression of the National Curriculum in English. To know that English can be taught effectively through and alongside other curriculum areas.</p>	<p>understanding and break down problems?</p> <ul style="list-style-type: none"> • Provided opportunities for learners to consolidate and practise enacting new knowledge and skills? • Managed the timing and pace of lessons, intervene effectively and change direction and shift in emphasis to support learning? • Used a variety of imaginative resources and innovative learning activities that interest and challenge pupils' learning and put this into the context of the real world? 	
Pedagogy	<p>Demonstrate a secure ability to draw on a range of creative strategies to engage learners throughout the different stages of a lesson and in different learning contexts.</p> <ul style="list-style-type: none"> • Develop and update plans to support the respective needs of learners across the relevant curriculum to sustain learning and progression throughout the placement. • Adopt, adapt and, where necessary, create resources that inspire and sustain active learning and are managed effectively • Develop your knowledge of the application of working memory, cognitive load in design of learning sequences 	<p>EALC6020 – To know that quality first teaching supports all children's learning. To know that plans and teaching strategies can be slightly adjusted to meet the needs of some children.</p>	<p>How well have I:</p> <ul style="list-style-type: none"> • Taken into account pupils' prior knowledge when planning how much new information to introduce? • Taken account of prior learning in planning and teaching? • Constructed and scaffolded learning and analyse learner's progress and make accurate assessments of their learning and achievements? • Broken complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps). • Monitored and assessed progress and give feedback so that most pupils make good progress in their learning? • Planned for continuity and progression across the key stage(s) building on pupils' prior knowledge and attainment? • Sequenced lessons so that pupils secure foundational knowledge before encountering more complex content. 	<p>S2d, S4b Demonstrate a secure ability to draw on a range of creative strategies to engage learners throughout the different stages of a lesson and in different learning contexts.</p> <p>S2, S4 Develop and update plans to support the respective needs of learners across the relevant curriculum to sustain learning and progression throughout the placement.</p> <p>S1 Adopt, adapt and, where necessary, create resources that inspire and sustain active learning and are managed effectively.</p>

Assessment	<p>Draw on a developing range of methods of assessment to identify, communicate and record a broader spectrum of learning and development.</p> <ul style="list-style-type: none"> • Monitor and track pupil profile children's progress. • Develop ways to communicate with young people what they have learnt and how they can focus on targeted next steps to their own development. • Consider and develop summative assessment tasks that allow you to plan further sequences and interventions where necessary. 	<p>ESTC6020 students will learn to reflect on the purpose and effectiveness of formative and summative assessment in the classroom</p> <p>EALC6020 – To know how English is assessed in EYFS, KS1 and KS2.</p> <p>To know that assessments are made of children's reading and writing at the end of Key Stages, and that there are expected standards that they are assessed against.</p> <p>To know that not all children can take part in the statutory assessments.</p>	<p>How well do I:</p> <ul style="list-style-type: none"> • Make effective use of the schools; monitoring, marking assessment and recording policy? • Build formative assessment into lessons? • Know the NC levels of attainment and use these appropriately and effectively to monitor progress and attainment and develop and extend learning? • Relate assessment to learning objectives, learning activities and learning outcomes? • Use a developing range of assessment strategies including self and peer assessment in a way that promotes pupil progress? • Give appropriate and timely oral and written feedback to motivate and reinforce learning and help pupils to set targets to improve? 	<p>S6 Draw on wide-ranging methods of assessment to identify, communicate and record a broader spectrum of learning and development.</p>
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Tasks to complete as part of your teaching & learning activity

Domain of ITT Learning	Professional development task: 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.
Professional behaviours	Read and reflect on your school's policy and think about what UN policy it relates to. Explore the school's equality objectives- how do these impact on your day to day teaching & learning approaches Reflect on a learning experience with equality objectives in mind.
Behaviour	Following close observation of strategies used by the class teacher try to develop your own method of gaining and maintaining the children's attention – including for mini plenaries. Using knowledge of individual children gained from speaking with and observing the class teacher, personalise your behaviour management strategies for those children.
Ambitious curriculum- Challenging disadvantaged together	(INCC9024) Explore with your mentor the relationships that the school maintains with multiagency professionals Discuss with your mentor suitable strategies to support good or better progress over the course of placement in your pupil profile children and co-plan and review activities in the light of these ideas.
Curriculum	Plan a sequence of learning for a foundation subject area. Show how you can cater for different learning barriers. Explore assistive resources with children to help them understand that others may have unseen barriers to learning and how easily they can be overcome.
Pedagogy	What are the core concepts that the subject lead for your 'enhancement subject' uses to ensure that staff across the school have a clear understanding of best practice of teaching that subject? (discussion & reflection) Co-Plan a sequence of learning for a subject where you expressly identify the core knowledge & skills you expect the children to progress against. Identify a pedagogical approach (mastery, principles of instruction, critical thinking, critical questioning, PBL) that will aid the progress within the plans above. Reflect (with your mentor) on the approach's impact on both teaching and learning.
Assessment	Show on your lesson plans where, how and who you will formatively assess in each lesson you plan and deliver. Identify key questions, related to your learning objectives, to ask at different points of the lesson and show who you will address these to. Use your group/class tracking progress sheets to record responses. Consider using other adults to ask these questions and record responses for you with the groups they are working with or if they are observing while you do a whole class input. Explore school formative and summative assessment approaches and ensure your class records are available for staff to use. Follow the school marking policy. Discuss with your mentor different ways to use self, peer and teacher feedback to help children identify their achievements and set personal targets. Show these on your lesson plans.

All Developing Placements:

Each student should:

- Adhere to school / setting Health and safety advice/ policies.
- Be flexible in the role and context in which they are placed (or virtually attached). Student teachers must have the opportunity to address teacher standards throughout a placement.
- Demonstrate a professional approach to appearance, behaviour, timekeeping and attendance.
- Arrive at least 30 minutes before the start of the school/setting day. Allow time for completing relevant responsibilities at the end of the day (not to leave before 4.30pm unless circumstances are agreed with school)
- Follow the guidance set out in the Generic Placement Handbook for giving notice of absence.
- **Be directly involved in teaching and learning support for up to 60%-65% of the weekly timetable.**
- Allocate the remaining time to observing teaching; familiarisation with school organisation / routines; planning and preparation and evaluation of progress.
- Observe the teaching of Systematic Synthetic Phonics and Guided Reading.
- Be observed (with feedback) teaching Phonics and Guided Reading.
- Undertake small scale Professional Development Activities (PDA) set by tutors: to be shared and discussed with the Mentor at the beginning of the placement
- Maintain a reflective log of pupil progress targets and annotate session plans.
- MAP EXPERIENCES TO staged expectation descriptors

Student Teachers

- Ensure pre-placement contact with Mentor and University Lead Mentor: University Partnership Tutor (ULM:UPT)/Partner Programme Lead (ULM:PPL).
- Maintain a professional demeanor and appearance.
- Sustain a timely cycle of: planning, preparation, evaluation. **Building to teaching 60%-65% of contact time.**
- Develop track & reflectively log impact on **Pupil progress over time (See TPP guidance)**
- Develop appropriate and constructive relationships with learners and other professionals.
- Seek and take into account advice and guidance from experienced colleagues.
- Engagement in reflection on professional development, tracking progress and target setting.
- **To maintain a Placement File** and Complete the weekly review in the **Student Progress Assessment Record (SPAR)** directly linked to **staged expectation** Assessment Descriptors
- To profile 3 children (See Profiling guidance).
- Maintain a reflective log throughout (see model in SPAR for guidance)

General Schools, Mentors and Class Teachers [CT]

- To provide an appropriate setting and context for the student to develop the necessary experience including: An effective welcome / induction opportunity
- Guidance and materials to inform the student's preparation, teaching and contribution to children's learning and welfare.
- Opportunity, feedback and guidance to support and engage the student in reflection, target setting
- To ensure that at least 3 formal observations take place, plus one phonics and one guided reading To undertake weekly tutorial and review sessions focused on pupil progress over time.
- Monitor Student's files and completion of Student Progress Assessment (SPAR) To complete the assessment requirements: KAP D: End of Placement report
- To raise any formal "In need of Intervention plan" in keeping with the guidance (See Guidance for Students who are a "In Need of Intervention"); To liaise with the assigned ULM:University Partnership Tutor / Partner Programme Lead

ULM:University Partnership Tutors [UPT] / Partner Programme Lead [PPL] for SD Alliances At each placement phase there will be at least 2 Quality assurance touch points (Visits).

50% of QA touch points will be 'in person: 50% will be Virtual via TEAMS 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 two QA visits to moderate staged expectation progress assessments
- Assist in the moderation of placement assessment (formative & summative).
- Ensure that all placement outcomes are collated in time for module assessment boards and are presented to PAD
- In School based delivery alliances, being a Lead Mentor:UPT and Personal Academic Tutor is part of the role of the Partner Programme Lead (PPL)

Placement Documentation and expectation for completion:

Mentor	Destination	Due	Student
Preplacement Checklist	1 copy to student*	1 st 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* 1 copy to University & ULM:UPT / PPL	End of Penultimate week of placement.	
In Need of Intervention Referral form (If Needed)	1 copy to Student* 1 copy to UPT / PPL 1 copy to PAd"campus"@cumbria.ac.uk	At any point that gives a student appropriate time to improve on targets set (usually 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** Copy to UPT / PPL * To be held in SPAR **Email addresses: kaplancaster@cumbria.ac.uk (Lancaster students) or SD kapcarlisle@cumbria.ac.uk (Carlisle students) kaplondon@cumbria.ac.uk (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

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

It contains:

- **Placement Weekly Review** forms to stimulate and capture the student's reflection on progress against the Assessment Criteria and informed by self-evaluation, feedback and tutorials. The process incorporates a systematic engagement in reviewing and setting targets.
- **Trainee Development Targets Running Record:** for students to enter agreed (with Mentor) targets based on feedback, discussion, scrutiny of files and their wider reflection on their progress. Register where the Mentor monitors attendance on placement.
- **Staged Expectation Placement Assessment Grid** for annotating, assessing and tracking progress to support feedback, reflection, target setting and summative assessment.
- **Key Assessment Point Outcome Record** completed by the Mentor for capturing summative assessment outcome and formative development targets progress.
- **End of Placement Phase Report** - 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"*)

Developing Phase: UG progs- Week by Week suggested engagement

***PPA-** PPA time is calculated from your 'Teaching/ Contact Time' each week (32.5hr school week).

So, a Beginning placement would accrue 20% PPA of a 60-65% Contact time commitment.

Your working week would therefore consist of 60% contact time (19.5hrs equiv), 3.9 hrs equiv PPA, The remaining non-contact time (9.1 hrs) is to complete any placement tasks, observe teachers/ peers, explore policies, speak with other expert colleagues in the school / setting, understand schemes of work, build resources for sessions liaise with support staff, complete your folder/s, reflect on your practice etc.

Week	Student's Role	General Mentors	Class Teacher's	University Lead Mentor:UPT/PPL's
Visit Week	<ul style="list-style-type: none"> Share your SPAR with Mentor/CT Prepare and maintain a placement file. Ensure you gather the information to support your placement preparation Collect class data see TPP guidance Identify 3 profile children including 1 pupil premium child where possible. Refer to guidance in SPAR Identify your placement teaching timetable and content including PPA time* Observe lessons /sessions taught by the CT and discuss pedagogy, behaviour management and organisation. (Utilise "observing a colleague" proforma found in SPAR) Support learning in a TA role as directed by the CT Discuss and prepare your Professional Development Activities linked to learning/enactment <p>Email your 'Lead mentor: UPT / PPL'</p>	<ul style="list-style-type: none"> Ensure student(s) have the information necessary to prepare for their placement. Ensure Pre-placement Checklist is complete and sign. If not email UPT / PPL to discuss. Discuss targets from student's previous observations and reports. Consult with student professional tasks learning/enactment Negotiate times for teaching timetable including PPA and weekly tutorial. 	<ul style="list-style-type: none"> Arrange suitable opportunity to work with children. Disseminate necessary information to aid initial planning. Discuss initial planning ideas Support trainee in settling into a professional role. Liaise with general mentor as necessary Support trainee accessing any necessary policies. 	<ul style="list-style-type: none"> Give contact details and advice/ support to all as required.
Week 1	<ul style="list-style-type: none"> Maintain Placement File Continue to draw on the setting's medium term / weekly plans to develop your lesson / activity/ weekly plans to support your teaching of individuals, groups and even elements of whole class- moving towards 50% of curriculum delivery time At other times, support learning as directed by the Class Teacher and observe 	<ul style="list-style-type: none"> At least 3 observations to be across the placement Provide copy of Obs. for student's SPAR Weekly Tutorial to include review of student's file and completion of the SPAR and confirm targets Discuss progress / 	<ul style="list-style-type: none"> 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 - 	<ul style="list-style-type: none"> Assist / visit as necessary in response to issues that arise. (make students and mentors aware of QA touchpoints and content) Make early contact & visit if required. Maintain contact with

	<p>good practice across the school.</p> <ul style="list-style-type: none"> • Work with groups of children to support learning across the curriculum and negotiate with the CT about undertaking whole class management • Develop your awareness and possible involvement in the wider life of the school. • Make effective use of assessment in your planning and teaching. • Make progress on your PDAs (e.g. profiles / displays / taking the register). • Complete Weekly Review (SPAR) discuss in tutorial with Mentor and agree targets. <p>Professional tasks learning/enactment 3 (ongoing wks 1-6)</p> <ul style="list-style-type: none"> • Observe class teacher using template provided (LooF). • Consider the impact on practice, takeaways, and potential barriers. • Use question prompts from staged expectation grid, note children's responses, and discuss with your school Mentor. 	<p>concerns as appropriate with the ULM:UPT/PPL</p>	<ul style="list-style-type: none"> • phonics and group reading) • Liaise with Mentor on student's progress. • Support Assessment Recording and Reporting (ARR). • Encourage student to review and adjust plans if necessary. • Student should be sustaining planning, teaching and class management with increasing Independence. • Review and discuss practice around <i>professional tasks</i> 	<p>Personal tutor as necessary</p> <ul style="list-style-type: none"> ▪ Review and discuss practice around tasks where needed. • Support programme team in identification of External examiner visits.
Week 2	<p>As Week 1</p> <ul style="list-style-type: none"> • Teaching load would normally build up to or maintain 50% curriculum delivery time • Develop your ability to assess, record and report the children's learning. • Review Medium Term Plans/sequences of learning and adapt your learning / activity plans accordingly. 	<ul style="list-style-type: none"> • Discuss/advise on progress of PDAs. • Alert ULM: UPT / PPL of any student raising 'In Need of Intervention plan where necessary. 		
Week 3	<p>As in Week 2</p> <ul style="list-style-type: none"> • Teaching load would normally build up to 60% curriculum delivery time • Develop your ability to assess, record and report the children's learning. (TPP Guidance) • Review Medium Term Plans and adapt your lesson / activity plan accordingly. 	<ul style="list-style-type: none"> • Alert UPT / PPL of any student raising an 'in need of intervention plan' • Analysis of impact of trainee's teaching on pupil progress meeting 	As previous Weeks	<ul style="list-style-type: none"> • Check students are maintaining useful records which inform future planning.
Week 4	<p>As in week 3</p> <ul style="list-style-type: none"> ▪ Sustain your teaching. ▪ Ensure completion of PDAs. ▪ Complete Weekly Review 	Host External Examiner visit as necessary	<ul style="list-style-type: none"> • Remind students they must sustain 	

	(SPAR)discuss in tutorial with Mentor and agree targets for next placement		<p>good standards in all areas.</p> <ul style="list-style-type: none"> Advise Mentor re: areas of strength and those needing further development 	
Week 5	<p>Teaching load would normally build up to 65% curriculum delivery time</p> <p>As in Week 4</p> <ul style="list-style-type: none"> Sustain your teaching. Ensure completion of PDAs. Complete Weekly Review (SPAR)discuss in tutorial with Mentor and agree targets for next placement. Focus on analysis of pupil progress in weekly meeting. Ensure Pupil Profile reports are completed and discuss progress made by all children taught throughout your placement Discuss End of Placement Report with Mentor and sign proforma 	<ul style="list-style-type: none"> Review student's file and completion of Pupil Profiles reports, class assessment records and SPAR and confirm targets for next placement Analysis of impact of trainee's teaching on pupil progress meeting Complete Developing KAP Outcome Record in the SPAR. <p>Email copy of Complete End of Placement Report to University & ULM: UPT / PPL</p>	<ul style="list-style-type: none"> Remind students they must sustain good progress against staged expectations in all areas. Advise Mentor re: areas of strength and those needing further development. 	<ul style="list-style-type: none"> Make a final contact with schools support conclusion of placement and completion and return of assessment outcomes.
Week 6	<p>As in Week 5</p> <ul style="list-style-type: none"> Share completed assessment records with CT/mentor Sustain your teaching. Ensure completion of Professional development tasks Complete Weekly Review (SPAR) discuss in tutorial with Mentor and agree targets for next placement. Ensure next step targets are set and discussed 	<ul style="list-style-type: none"> Review student's file and completion of the SPAR Confirm targets for next placement Discuss end of placement report / Developing KAP with student in final tutorial Student and Mentor to sign paper copy. Student to include reporting file for post placement tutorial with PAT. <p>Ensure that KAP from has been sent to university/SBD alliance.</p> <p>Ensure next step targets are set and discussed</p>	<ul style="list-style-type: none"> Remind students they must sustain good progress against staged expectations in all areas. Advise Mentor re: areas of strength and those needing further development 	<p>Ensure that KAP form is returned to university/ PPL</p> <p>Complete Marksheet for placement board.</p>

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). Negotiation of the ambitious curriculum contextualised task with your mentor.

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 (Lancaster students & SD) or kapcarlisle@cumbria.ac.uk (Carlisle students) 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:

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

Signatures:

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

Personal Tutor/PPL:	
Mentor*:	

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

STUDENT PROGRESS ASSESSMENT RECORD (Academic year 2024/2025)



Introduction:

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

The SPAR:

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

<https://www.cumbria.ac.uk/about/partnerships/placements/education/information-primary/>

Placement information	Complete before placement and obtain the required signatures.	
Trainee Teachers' Staged Expectations Assessment Descriptors	Use with your Mentor and UPT to discuss and track progress over time against the staged expectation and enactment of your ITT curriculum. You will have 'learnt' knowledge and 'learned how to' consider many skills that you then gain a chance to enact in a classroom setting. Through ongoing high quality professional discussion with your mentor you will be able to identify areas of strength and areas for development in order to set short-term and longer-term developmental targets.	
Development Targets Running Record	Use to record the targets set at your Pre-placement tutorial . These should be based upon areas for development identified at the end of your previous placement (continuing trainees only) and linked with the aspects of 'new' learning from your ITT curriculum. Update after each Mentor meeting and add new target(s) agreed.	
Pre-placement check list	Complete before each placement. Mentor should sign to confirm that you are ready to undertake the placement.	
Curriculum coverage	Complete during each placement to record different aspects of curriculum coverage.	
Class data summary	Complete at the very beginning of your placement to help you plan for the class. You should collect the data from the class teacher.	Refer to detailed Tracking Pupil Progress Guidance
Class progress tracking sheet	Use to record your formative assessment for the class and track pupils' progress.	
Group progress tracking sheet	Use to record your formative assessment for different groups. This could also be used by the TA or other support staff.	
Lesson observation (observers form)	Complete when observing colleagues' teaching – see guidance on observation proforma.	
Reflections	There is an expectation on all phases of placement that you will keep an ongoing reflections of impact on pupil progress, use the prompts in the TPP guidance as starters, please devise your own format for this.	
Focused pupil progress review form	Use as prescribed on B, D, E placements (see TPP guidance) to demonstrate your impact on pupil progress and learning over time.	
Weekly Review template	Complete prior to your weekly tutorial with your Mentor. For B & D phases this review focusses your thinking around 6 'domains' of ITT learning & enactment. At all time you should consider the effect your teaching is having on ongoing pupil progress over time.	
Observation proforma	Completed by the Mentor or UPT, or other observer, after each observation.	
Student QA form	Your UPT /PPL will share this form with you prior to a visit. You record a summary of your work and reflections so far – these will be discussed and added to during UPT visit.	
Pupil profile log	Use to record your pupil profiles – 3 pupils on B, D and E placements. Refer to detailed Pupil Profiling Guidance.	
End of Placement Report	Completed by the Mentor at the end of all placements of four weeks or more.	

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

*Often the KAP grading points land in the penultimate week of each placement phase. This is designed to allow adequate time for Mentor, student and 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



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

Trainee Name		Programme & Year group		Placement Phase	
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THE FOLLOWING ARE PRESENT IN THE PROFESSIONAL FILE	Signature of Trainee	Signature of Mentor
<u>SPAR File:</u> 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 Week by week exemplification 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 All observations, reports, Assessment outcomes and Action Plans from previous placements		
<u>Planning File:</u> Class timetable per week identifying teaching % UoC Planning document for reference Sequences/Medium term plans for placement Planning proformas to be used For EYFS Trainees: Areas of learning For KS1/2 Trainees: English; Mathematics; Science; Computing; RE; Range of Non-Core Subjects. <ul style="list-style-type: none"> Weekly Planning Sheets Daily/Organisational Plans Learning Plans (for first 2 days)		
<u>Tracking Pupil Progress File:</u> B&D phases: Class Data Summary completed Pupil Profile information for 3 children Extending phase only: Class/ Group trackers printed ready to complete Focused Review proforma		

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



Name of trainee:

Beginning Placement	English/ Literacy	Phonics	Guided Reading SPAG	Maths	Science	Computing	PE	D&T	Geography	History	MFL	Music	PSHCE	Art	RE
Observed teacher															
Participated															
Planned and taught a lesson															
Mentor Lesson Observation Form Completed															
Developing Placement	English/ Literacy	Phonics	Guided Reading SPAG	Maths	Science	Computing	PE	D&T	Geography	History	MFL	Music	PSHCE	Art	RE
Observed teacher															
Participated															
Planned and taught a lesson															
Created a sequence of learning / unit of work															
Mentor Lesson Observation Form Completed															
Target curriculum coverage on next placement:															
Extending Placement	English/ Literacy	Phonics	Guided Reading SPAG	Maths	Science	Computing	PE	D&T	Geography	History	MFL	Music	PSHCE	Art	RE
Observed teacher															
Participated															
Planned and taught a lesson															
Created a sequence of learning / unit of work															
Mentor Lesson Observation Form Completed															
Target curriculum coverage in ECT years:															

EYFS COVERAGE of Areas of Learning



Name of trainee:

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

[illegible]

University Of Cumbria ITE Partnership: Resilience & Teacher Workload Reduction Charter

The University of Cumbria ITE Partnership has a strong focus on teacher workload reduction and teacher resilience for all. Our aim is to supplement and, in many cases, add value to the support being offered in Partner Schools & Settings. The opportunities offered by the University of Cumbria are open to all of our students, current or recently qualified.

We also offer the enhancement of ongoing quality training and CPD noting the benefit this brings to the wider Partnership.

Everyone has a right to expect access to support throughout our Partnership- please use this Charter as the starting point for conversations with leads both at University and in Schools/Settings.

Intent –

- Our intent is that our partnership has a focus on ensuring all teachers & students are well supported (mentally / emotionally)
- Challenge and lead dialogue about Teacher Workload Reduction (TWR) and Teacher Resilience.
- Encourage professional conversations...& lay out responsibilities for ensuring Resilience and TWR are key attributes of any Teacher training programme.
- To provide support for students targeted at individuals leading to resilient trainees.

Implementation –

- To promote discussion and provoke challenge
- To be shared throughout programmes and their partnerships
- Lead to CPD;
- To promote professional conversations relating to wellbeing and workload feeding into ongoing partnership feedback mechanisms.

Impact –

- Students leaving the university feeling confident to take on their ECT years and remain in the profession
- Ensuring students know where to go for support and to understand that asking for help is a strength; also to recognise the students who may not seek this support when they need it.
- School / Setting staff receive regular feedback, training and ongoing CPD opportunities linked to Teacher workload reduction and resilience

* This Charter will become part of the UoC ITE Partnership Agreement ensuring that it will come to the attention of Head Teachers / mentoring leads who sign the agreement.

University Of Cumbria ITE Partnership: Resilience & Workload Reduction Charter

UoC students will:

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

UoC Programmes will:

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

ITE Partnership Staff will:

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

Together we will:

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

DEVELOPMENT TARGETS RUNNING RECORD

Name of Trainee:

Placement: B/D/E (use colour coding to track)



INTENT		IMPLEMENTATION		IMPACT	
Targets	Links to staged progress expectations (B&D) In extending phase links to Teacher Standards	Actions to be taken by Trainee	Date to Achieve	Review Target & Signal Evidence trail (e.g. Weekly reflection dd/mm/yy)	Sign and date: student/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 2024 V1



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

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

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

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

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.

Intent

Indicative
Implementation

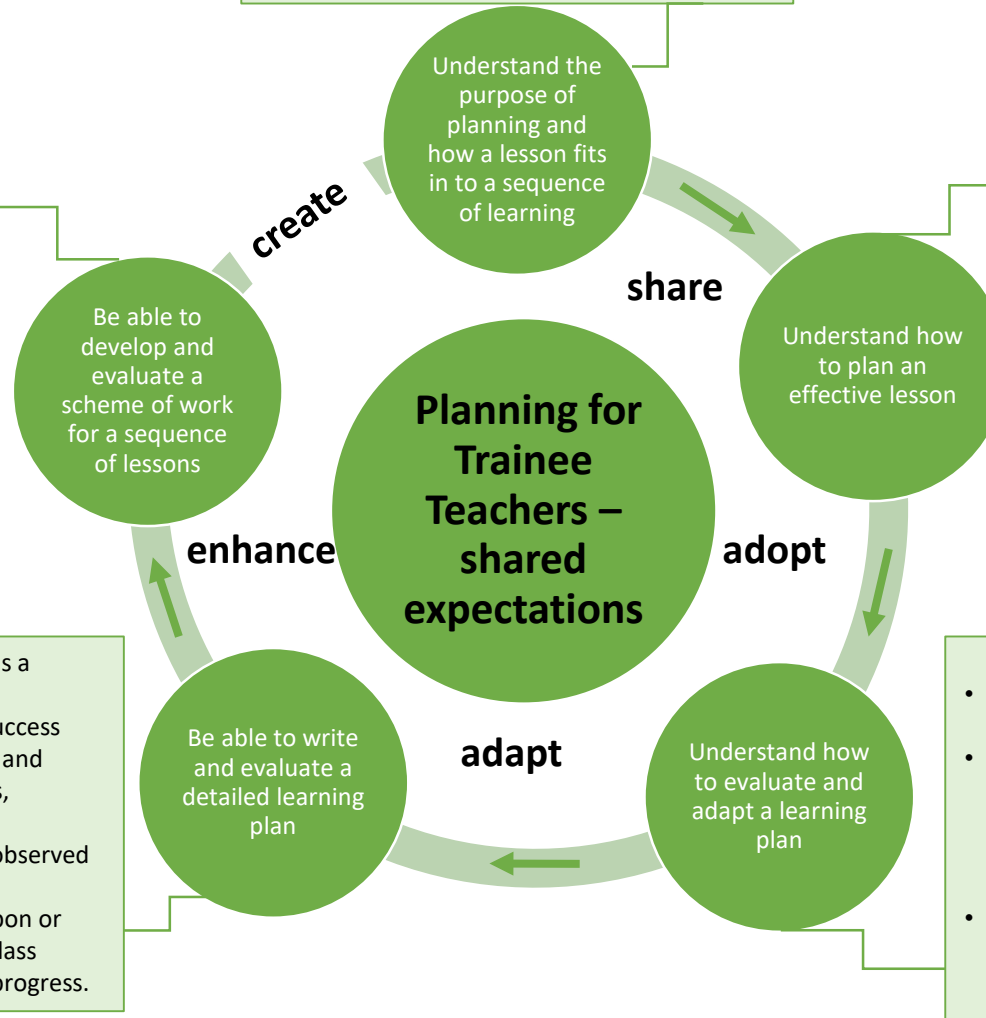
- Mentors/class teachers should provide trainees with pre-existing schemes of work
- Trainees develop their own sequences of learning with guidance from class teacher/mentor
- Trainees develop their own sequences of lessons independently
- Where possible trainees should use sequential planning (e.g.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

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

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

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

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

B&D Phase OBSERVATION PROFORMA



Page 2 to be completed in the **lesson discussion** following observation.

Effective Lessons – prompts:

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

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



LESSON OBSERVATION OBSERVERS FORM
 Suggested format for use when observing colleagues’
 teaching.

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

LESSON OBSERVATION OBSERVERS FORM

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

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 2024/2025



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 Developing	From: Click or tap to enter a date.	To: Click or tap to enter a date.

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 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:

Please type your statement here:

a). **Systematic Synthetic Phonics and Reading:**

b). **Building on Learning from ITAP's (see curriculum depth documents):**

c). **Mathematics**

Placement File/portfolio of reflection

Please comment on the trainee's reflection and organisation.

Please type your statement here:

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

IDENTIFICATION OF STRENGTHS AND PRIORITIES FOR FURTHER DEVELOPMENT:

These areas support trainee teacher ongoing development.

Trainee Strengths (Identify 3):

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

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

Please type your statement here:

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

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

Carlisle Campus	Lancaster Campus	London (EIDR) Campus	School Direct
KAPcarlisle@cumbria.ac.uk	KAPlancaster@cumbria.ac.uk	KAPLondon@cumbria.ac.uk	'Your PPL'

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

Student Quality Assurance (QA)

QA of Student Experience ITT Placements Academic Year 2024-25

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:

This form is part of your **SPAR** document and aims to capture key learning and experiences during this placement, relating them to the five curriculum domains. It **will be discussed at your QA touch points** and completed by you to **act as a summary** of the discussions.

Pre-populate your reflections to questions posed with bullet points and signal where evidence is held

You will **retain a copy for your SPAR folder** and share a copy with your **UPT/PPL as a record of QA**. We anticipate that this should not exceed more than two sides of A4.

Programme / Phase:	Choose an item.	Date:	Click or tap to enter a date.
Student Name:		UPT / PPL:	
Mentor:		Personal Tutor:	
UPT touch point focus:	<input type="checkbox"/> Face to face <input type="checkbox"/> Online		

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

Mentoring / Support - Professional Behaviour - Professional Responsibilities (S8)	
<p>What support have you received from your mentor and/or school so far?</p> <ul style="list-style-type: none"> • Weekly Meetings? • Formal lesson observations? • Opportunities to observe practice around school? • Staff meetings/CPD? • Inclusion in extra curricular activities? 	<p>Response:</p> <ul style="list-style-type: none"> •

Weekly Reviews	
Questions: <ul style="list-style-type: none"> • What structure do the Weekly Meetings take? • How do you and your Mentor use & build on prior learning (campus and placement) within your ITT Curriculum? 	Response: <ul style="list-style-type: none"> •
Weekly Review feedback (completed by UPT)	
<input type="checkbox"/> Completed electronically <input type="checkbox"/> Cross referenced with targets <input type="checkbox"/> Reference to Staged Expectations/Teacher Standards <input type="checkbox"/> Review of pupil progress	<input type="checkbox"/> Review of progress <input type="checkbox"/> Next steps to inform targets <input type="checkbox"/> Mentor completion comments

Your ITT Targets		
Questions to reflect on: <ul style="list-style-type: none"> • How do you generate your weekly targets? • How do you ensure specificity of targets? • Have you set subject specific targets alongside pedagogic targets? 	Response: <ul style="list-style-type: none"> • 	
Targets setting feedback (completed by UPT)		Targets updated weekly <input type="checkbox"/>
Intent	Implementation	Impact
<input type="checkbox"/> SMART targets <input type="checkbox"/> Language aligns with Staged Expectations/Teachers Standards <input type="checkbox"/> Links to Staged Expectations/Teachers Standards	<input type="checkbox"/> Verb driven implementation steps <input type="checkbox"/> Links to CCF readings/research <input type="checkbox"/> Presents support and resources required <input type="checkbox"/> Realistic time frame	<input type="checkbox"/> Evidence trail present <input type="checkbox"/> Evidence dated <input type="checkbox"/> Signed and dated

Agreed Strengths	Next Steps
Completed collaboratively between Student and UPT	
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Is the student on trajectory?	Yes/No