ITE EYFS & Primary Newsletter: Spring 2022

University of Cumbria

Institute of Education

Dear Partner,
Welcome to our spring 2022 update.
Thank you for your ongoing support of our ITE partnership.

We hope that you have lots of plans for working with your ITE student throughout this term to help improves outcomes for the young people in your schools and settings. We wanted to take this opportunity to offer ongoing resources, development and ITE news that will be of use in supporting your student's development.

You will have likely already been briefed in 2021/22 updates through a UPT/ UPL or PPL…

Please find key messages about integration of ITT curriculum to assessment of placement in the presentation HERE

Please use this document as a brief reminder of core areas of focus with training teachers- showing how the partnership truly has worked together over time to enhance our ITE curriculums.

1) **Ofsted**

It is very likely that the IoE ITE partnership will receive a visit from Ofsted this spring term to share with them the amazing difference you and our students make to the lives of young people.
The Education Inspection Framework for ITE can be found HERE. However, the likely focus of the inspection will be based around: 1) How well we have collaborated and supported ITT students to enhance their ITT curriculums & 2) How ITE students continue to access development based around a well-planned ITE curriculum (helps them remember what they have learnt and learned how to as part of that curriculum) and how support is delivered by EXPERT colleagues (ITE staff including you as school mentors!).

We have structured the sections beneath to show resources available for ITE, Recent partnership updates, Reminders about elements of student programmes and finally our partnership responses to the pandemic. Also a short section on our latest student feedback.
Please use the information below as a basis of key areas of focus:

2) **Core Content Framework: Please download a copy Here**

The initial teacher training (ITT) core content framework defines in detail the minimum entitlement of all trainee teachers. Drawing on the best available evidence, it sets out the content that ITT providers and their partnerships must draw upon when designing and delivering their ITT programmes.

It focusses on 2 key evidence statements used across the ITE curriculum for trainee teachers : **' Learn that...' & 'Learn how to…'**; using these two foci it expects trainee teachers to learn from **Expert colleagues** (**School mentors** & University / SD lecturers/staff) to help them link the understanding behind practise and enactment of that practise. You will be fully aware of these approaches now.

The Primary ITT curriculums are now built into staged expectations in early phases of placement (beginning & developing). The staged expectations use **5 core domains of ITT learning** form the CCF and a **sixth ambitious curriculum** domain aim of 'Challenging Disadvantaged Together'. These 5 domains are:

- Professional behaviours
- Behaviour
- Curriculum
- Pedagogy
- Assessment

Experts colleagues between provider base and mentors in schools are expected to support trainee teachers by enabling the definitions below:

-**Expert colleagues:** Professional colleagues, including experienced and effective teachers, subject specialists, mentors, lecturers and tutors.

-**Practise:** Opportunities to use approaches defined in the 'Learn how to...' column of the ITT Core Content Framework. Throughout their training, trainees should expect multiple opportunities to rehearse and refine particular approaches, possibly beginning outside the classroom before using approaches in classrooms

-**Discussing and analysing with expert colleagues**: Interrogate with an expert colleague – using the best available evidence – what makes a particular approach successful or unsuccessful, reflecting on how this approach might be integrated into the trainee's own practice.

-**Observing how expert colleagues ... and deconstructing this approach**: Working with expert colleagues – using the best available evidence – to critique a particular approach – whether using in-class observation, modelling or analysis of video –to understand what might make it successful or unsuccessful.

-**Receiving clear consistent and effective mentoring**: Receiving structured feedback from expert colleagues on a particular approach – using the best available evidence – to provide a structured process for improving the trainee's practice

The ITT core content framework aligns with the [Early Career Framework](#) to establish an entitlement to a 3 or more year structured package of support for all new teachers at the start of their careers.

3) **Core Content Framework for mentors setting targets**

The CCF is entwined within each of our ITE routes into teaching curriculums.

The staged expectations in the SPAR documents show a clear course overview and then how the curriculum helps feed the particular phase of staged expectation.

The areas of learning are included within the domains of learning. **Therefore clear targets can be set between the learn that and learn how to statements- leading to how the student enacts this in the classroom to have impact on pupil progress.**

You will also be very aware of the link with research that all our programmes have. The documents below allow you to steer students via their weekly targets to further reading / resource foci.

This document (**[Download a copy here](#)**) includes amongst other elements a range of current literature mapped directly to each of the national teacher standards. These can easily be applied within the staged expectations by focus on the curriculum key ears of learning and signalled development against teacher standards in guidance.

Mentors (Expert colleagues) should utilise this resource to support the setting of ongoing targets; As part of the weekly meeting with their assigned student to review and set new targets. It would be excellent to see the students being signalled not only to the practical elements they need to demonstrate but **how they can locate or access further thinking / reading on each target set.** Students have a direct library link to this reading list via their learning support platform **['Onelist'](#)**

Additional CCF resources for trainee teachers and their mentors
Please also see the linked resources below This selection of CCF Exemplification Resources has been produced 'by the sector' and 'for the sector.' It provides links to resources which support each of the 'learn how to' emboldened statements in the ITT Core Content Framework (CCF).
https://v3.pebblepad.co.uk/spa/#/public/94jgbwqyzpr8kZdfm6xbqpHGzy?historyId=1ZEtAsPa1K&pageId=94jgbwqyzpr8mdH3kfrHp5w5RM

Specific help / guidance on SMART target setting can be found via the website HERE

4) **Subjects (Focussed reviews)**
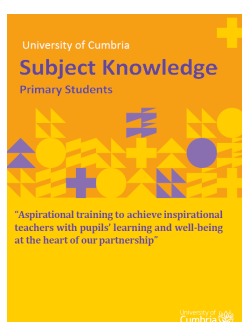
Subject-Knowledge
_Primary.pdf

Download a copy here

We are aware that the Ofsted team will want to look at our ITE curriculum through subject lenses (focussed reviews- not dissimilar to Deep Dives).

This is to check that students can:

- **Know more**
- **Remember more**
- **Do More**

And that our curriculums are sequenced effectively to ensure that this happens.

In terms of helping students Remember and Do more with that recalled knowledge you work closely with them in school using in B&D phases the Staged Expectations; which are directly fed from the core areas of learning in each of the ITT domains drawn from the CCF.

Students on final point assessment (extending phase) will be required to use all of their remembered knowledge to help them exemplify the Teacher Standards.

Ofsted will be keen to hear how you build on what a student already knows and how you help and support then in the understanding of subject sequencing, knowledge retention in subjects within your schools / settings.

We have included HERE a link to our subject knowledge support booklet. This booklet explains how the sessions are delivered and planned at the university-. What pedagogical approaches are used and how do we start to sequence key areas of learning.

5) RECENT PARTNERSHIP DEVELOPMENTS: Supporting planning with ITE students
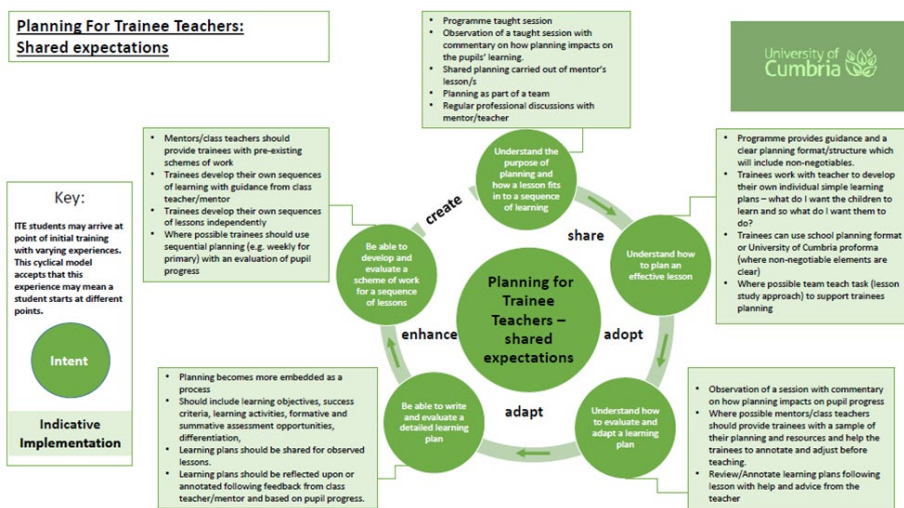
Launched in 2019 our partnership led approach to learning plans and process saw a cyclical model developed where a student teacher learnt **with** their expert colleague (mentor) how to plan effectively and take necessary steps to become competent in the production of sequences of learning themselves.

Work to develop a format of learning plan utilising non-negotiable elements was devised.

Encouraging Mentors and Students to collaborate in the planning process:

• Drawing on the Non-negotiable elements of teachers planning las found on our partnership website.

• Looking to share existing planning and re-sources.

• Discussing how to adapt sessions to meet the needs of the group being taught.

• Resource sharing to enhance sessions.

• Co-working on creation of new knowledge enhancement and sequences of learning.

6) RECENT PARTNERSHIP DEVELOPMENTS: Focussing on teacher workload reduction, resilience and wellbeing

2019/20 saw us formally launch and utilise our teacher workload reduction, resilience & wellbeing charter. This charter can be found in the student SPAR paperwork via our website.

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 NQT year 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

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As part of weekly meetings we continue to ask mentors to give focus to a student's wellbeing targets and discuss approaches your school or setting has made to tackle teacher workload.

*Additional wellbeing and resilience CPD activity can be found in our bank of teacher CPD activities HERE

7) **RECENT PARTNERSHIP DEVELOPMENTS: Assessing progress and offering ongoing formative development with ITE**

- Updated assessment guidance to include staged expectations at early stages of placement journey
- Programme and phase specific guidance now exists below:

PLACEMENT SUPORTING DOCUMENTATION

Beginning and Developing Placement Documentation

Extending Placement Documentation

PGCE SPAR

PGCE Beginning SPAR

PGCE Developing SPAR

PGCE Extending SPAR

Early stages of placement journey:
The University of Cumbria–Institute of Education has further developed our Partnership assessment processes (2021/22) 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; 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 recognise the critical nature of weekly mentoring and professional dialogue during reflection in this process. Our Guidance build on the range of mentoring questions and curriculum key learning to identify how a student teacher can start to show impact on pupil progress over time.

We have signalled alignment of the teacher standards to the staged expectations in our guidance. 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'. Failure to make adequate progress against intervention plan targets may result in the need to repeat the phase of placement.

End point assessment:
It is only at the final (Extending placement) that students will be summatively assessed against the national teacher standards; Students will build on all that they have learnt / learned how to within their curriculum alongside their practise of the enactment- *Enactment= The interplay between and practice of the domains of ITT learning; I know/have learnt that & I have learnt how to; now I will try to put them together to impact on pupil progress.*
Within early phases of placement journey.
The Extending phase placement focusses on the ability to use & remember this knowledge/skill sets to 'best fit' meet or even start to exceed the standards in our guidance.
Exceeding leads a student into ECF focus.
During the 2020/21 cycle we updated the approach to student assessment at this phase of training-
Nationally teacher training assessment has been based on student teachers working 'on a trajectory' towards award QTS. The past 6-8 years has seen ITE providers utilise a Common Framework of Teacher Standards that have been used to identify areas of ongoing development and link these to grade continuum from 4 (Not meeting) – 1 (Addressing teacher standards at a higher level); with students having to meet all standards above grade 3: requires improvement to be recommended for the award of QTS.
Over the past few years the University Of Cumbria ITE have instigated much greater focus on consistency in target setting and ongoing development and a move away (apart from final point assessment) from individual / overall grades. In line with other

ITT providers, it was with great pleasure that we signalled to you the complete removal of numerical grading in academic year 2020-21.

We will only sign a student off for this recommendation when they satisfy us that they have **met** the national teacher standards for ITT. (2021/22)

Primary / EYFS framework example below:

		Not yet meeting full Teacher Standards exemplification	Meeting Expected Teacher Standards exemplification	Exceeding expected Teacher Standards exemplification
		On Trajectory Student Teacher: • With intervention from an expert colleague the student teacher can show an ability to carry out or exemplify the standard. • With intervention the student teacher has an impact on pupils' progress over time **Not yet on trajectory student teacher:** • After intervention; is not yet able to …	• Independently the student teacher can carry out or exemplify the standard • Pupils make expected progress over time.	• Consistently, independently and using initiative the student teacher can carry out or exemplify the standard • Pupils make good (or better) progress over time
S1	Standard Prompts	"I can't yet" [intervention needed]… / It is unclear that children make progress at this stage	"Independently I can"… so that children make expected progress over time.	"With independence and initiative I can do this consistently"… so that children make good or better progress over time

The standards need to be applied as appropriate to the role and context within which the trainee is practising (placement).

• Student teachers should demonstrate a continued progression towards the recommendation of award of QTS;

• SMART targets will continue to help a student teacher work towards meeting a best fit outcome of the teacher standards.

• They should be assessed against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS.

• Mentor "support" is critical to sustained student teacher progress. Mentors will continue to support activity in all areas of the guidance.

8) RECENT PARTNERSHIP DEVELOPMENTS: Target setting for ITE students

Target setting and weekly mentor interaction maintains its primary place in helping trainee teachers understand, feel supported and develop their practice.

Please continue to work with UPT/PPL colleagues to refine SMART targets for student development. Advice on target setting can be found on our partnership section of the university website.

Additional focus as outlined above (CCF section) to link with how we encourage student to 'Learn that' from the CCF by engaging with ongoing reading linked to their targets had been a core focus of 2020/21. These are now incorporated within the staged expectations at beginning and developing placement phases. Exemplar target setting can be seen HERE

9) Quality Assurance and professional development of mentoring across the ITE partnership

We have worked to update our QA overview this academic year.

We recognise the close working relationship that UPT / PPLs have with school leaders and mentors that gives rise to effective support of ITE students.

We have mapped our Quality Assurance (QA) of placement activity for our EYFS & Primary ITE Partnership to a number of themed approaches:

1) **Mentor development continuum**

2) **Staged Expectations based on Programme curriculum development- using 6 core domains of ITT learning**

3) **End Point Assessment of Teacher Standards- and link with ECF**

4) **Student Led process & Paperwork development**

5) **Expert Colleague (Mentor) Coaching & Mentoring feedback & Target development**

6) **University Partnership Tutor (UPT) QA Visits**

7) **Stakeholder / External development & verification of quality**

How%20do%20The %20UoC%20partner

Please see the embedded document for further detail.

10) Reminder: Cumbria Teacher of Reading (CTOR):

Download a copy of our CTOR booklet/resources HERE

Could we please remind you that our trainees may have had disrupted or virtual placement experiences this year.
One of the areas we are aware of (we regularly audit student's workbooks) is that early reading or phonics observations have not always been possible due to bubble isolation in your school or setting. If there is further chance this summer term to focus on observing and being observed in both SSP and guided reading it will really help support the development of your student teacher.
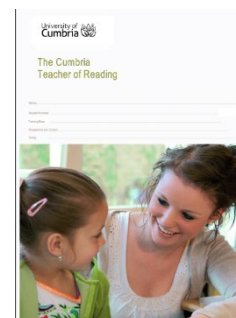
11) Pandemic response: Remote Learning support

During the period of March 2020-July 2020 our student teachers were unable to access consistent physical school placements. Many students did however support home learning, school hub teaching and learning and even ran a parental support Facebook page to help parents home school their children. Alongside this the IoE produced and monitored ongoing progress of our students teacher CPD through use of a set a of online materials. This concluded with students attending a tripartite CEDP process where they reflected on learning and set themselves targets for the early career. A sample of these CPD materials can be found on our website.

The CPD resources were added to in Autumn term 2020 to ensure that we had progression through each phase of placement journey.

As we entered January 2021 lockdown we were able to help support our trainees with remote learning platform help sheets and small training courses (free online). This gave them a flavour of how to be prepared for the different platforms used in your schools/ settings.

All of the resources included sections on wellbeing support for teachers.

12) Pandemic Response & Student Feedback:

Our student teachers have shown amazing flexibility and adaptability during the COVID19 pandemic.
Indeed, as ever we monitor student feedback via online surveys at the end of each placement and gather your thoughts through your ongoing interactions with University Partnership Tutors.
We therefore felt it pertinent to share a few examples of the excellent ways you and our students (in partnership) have worked together for the children in your care over the past 18 months amongst the global pandemic restrictions.
Tasks student have supported with both physically and remotely have been:
- Checking & editing teaching & learning resources.
- Devise their own recorded sessions aimed at those children who require individual support
- Create bespoke materials for targeted children (recorded session linked to a hard copy resource – workbook for aspects of phonics/mental maths etc.)
- Record story reading –target pupils for levels of reading
- Work on class assessment data analysis with class teacher
- Support with online marking where appropriate
- Record sessions for mathematics for starters and plenaries (Problem solving – U&A/Mastery materials). Specific aspects of the curriculum such as calculation strategies
- Create and mark individual assignments and assess these- giving focused feedback to pupils and parents
- Provide personalised learning for individual children as directed by class teacher
- Group/1:1 provision
- Create hard copy workbook materials
- Create recorded quizzes
- Support catch-up/interventions for pupils.

✓ We have seen a group of students from our London campus supporting CET schools in Cumbria with a range of virtual online teaching & learning.
✓ A link with schools in Luton has allowed a range of virtual experiences of large urban BAME/EAL rich settings to be worked with.
✓ Schools within coastal & rural or depravation wards were supported physically by students in NW- focussing on building relationships with young people and identifying gaps in learning.

Student feedback shows as ever the value our ITE students place in you, 'expert colleagues' (mentors) as part of their learning journey to become qualified teachers. A Huge THANK YOU for all that you continue to do to support ITE in our partnership.

Question	Beginning placements Autumn term 2021	Developing placements 2020/21 (spring term 2022)
The placement school provided good quality training & support which has enabled me to make progress towards the staged expectation	96% Strongly/Agree	
I was able to establish an effective working relationship with my Mentor.	95.8% Strongly/Agree	
Your weekly meetings with your Mentor.	89.4% Very Good / Good	
Verbal and written feedback on your teaching	91.5% Very Good / Good	
Your involvement in the "Weekly Review and target setting activities set out in the SPAR.	95.7% Very Good/Good	
The extent to which your mentor and other staff demonstrated and explained professional practice	95.7% Very Good / Good	

Qualitative statement sample from Beginning phase mentoring	• My mentor was excellent in modelling pedagogy such as implementing whole class reading sessions. They gave me autonomy in planning and implementing a sequence of lessons including using a question matrix to support practice for my PGCE 7003 research. After this sequence my mentor then followed up with another sequence of whole class reading lessons this time they provided me with structure and scaffolding to the lessons - these were better lessons and I understood the principles of keeping the content simple and maintaining a good pace throughout the lesson. • My mentor also introduced me to and guided me through planning and implementing fluid groupings for maths. It took a lot of planning but the outcomes were very positive. By the final session of maths I felt I really understood where each child was with the mathematical concept. Who needed more support and generally most children were able to master that level of mathematics (the formal written method of short multiplication) - in preparation for the formal written method of long multiplication. • My Mentors were both well organised and I observed what I felt was experienced good teaching. I found this really helpful. I could identify teaching practices I had learned at university reflected in their lessons (eg scaffolding and questioning) but they were also able to explain the teaching challenges faced when juggling different need and demands in the classroom. They both managed the classroom extremely well, managing challenging behaviour and children with specific needs with clear expectation with care for each child. As mentors I felt they were supportive and gave good advice. They were ready to help, advise me and guide me at any time and although they were both clearly very busy (especially as we had ofsted visit) they always made sure I had everything I needed which I really appreciated. • She was always ready to help with any questions that I had. In our weekly meetings she was always keen to help me improve on any areas I was struggling with and gave examples of what she would do and resources that the school have that would aid me. • My mentor always took the time to signpost the pedagogical strategy behind what she was doing in class and outside of the classroom when planning or preparing lessons, or handling other professional responsibilities. • My mentor is a former UoC student which helped enormously with her prior knowledge for what was required as a trainee teacher and how to implement it on placement. I felt supported by her and comfortable working alongside her in the classroom. Her work ethic is incredible and dedication to the children both in and out of the classroom, a real credit to the school.
Qualitative statement sample – Please outline a piece of research or theorist you have utilised	• Barak Rosenshine's Principles of Instruction and Tom Sherrington's adaptations • Skinner positive reinforcement • I have applied Rosenshine's 17 principals of effective learning within my teaching; particularly 'effective questioning' and 'effective modelling.' Effective questioning is required to create a dialogic classroom, where children gain confidence to discuss and explore ideas. Furthermore, if used appropriately, it can be used as a method to assess a child's understanding and whether I as a teacher have been successful in delivering a good lesson. Modelling is also crucial when teaching as children rely on this in order to produce their own work. Modelling does not just include the work, but ranges from an adults demeanour, behaviour and language, which a child witnesses and adopts. • I have used the work of Jerome Bruner's scaffolding theory to support students in Maths by simplifying and supporting students to achieve a learning objective. I have introduced concrete resources such as numicon to support children with multiplication and division fact families. First by modelling how to use these, then getting the children to use these. Then once the children have gained confidence with these, I have removed these so that children can do this independently without support from myself or additional resources.

If you have any further questions please do not hesitate to contact your UPT or Pat Freeman as below:

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Wishing you all a safe term ahead;
Institute of Education Leadership Team