A group of people sitting in a room

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**Initial Teacher Education Primary Partnership**

**Programmes: Primary BA/PGCE**

**Mentor Handbook**

**2020-21**

**Au**

**20Au**



Contents

[Roles and Responsibilities 3](#_Toc68094537)

[Lesson Observations and Appraisals 4](#_Toc68094538)

[Weekly Progression Meeting 9](#_Toc68094539)

[Recording Progress and Making Judgements 10](#_Toc68094540)

[Additional Support Procedures 12](#_Toc68094541)

[Quality Assurance and the Link Tutor 15](#_Toc68094542)

[Initial QA Meeting: 30 mins 15](#_Toc68094543)

[QA of Mentoring: 1 hour 15](#_Toc68094544)

[SE3 Progress Review Meeting: 1 hour 15](#_Toc68094545)

[Mentor Training and Development 21](#_Toc68094546)

[New Mentors 21](#_Toc68094547)

[Experienced Mentors 21](#_Toc68094548)

[Appendix 22](#_Toc68094549)

[Mentoring Checklist 22](#_Toc68094550)

[Appraisal Record 23](#_Toc68094551)

[Appraisal Prompt Sheets 26](#_Toc68094552)

[Phonics Appraisal 34](#_Toc68094553)

[Phonics Prompt Sheet (for Reception and KS1 lessons) 36](#_Toc68094554)

[Weekly Progression Meeting 38](#_Toc68094555)

[SE File Checklist 41](#_Toc68094556)

[NASBTT Guidance 42](#_Toc68094557)

# Roles and Responsibilities

The core purpose of the primary mentor is:

* To establish trusting relationships, modelling high standards of practice, and understand how to support trainees through initial teacher training
* To support trainees to develop their teaching practice in order to set high expectations of all pupils and to meet their needs
* To set high expectations and induct the trainee to understand their role and responsibilities as a teacher
* To continue to develop your own professional knowledge, skills and understanding and invest time in developing a good working relationship with York St John University and the alliance

The responsibilities of the primary mentor are to:

* Ensure you have had appropriate training
* Be familiar with the relevant documentation for the trainee’s programme and school experience
* Make the trainee welcome in the school by providing induction information
* Support the trainee academically, professionally and pastorally
* Ensure you have a weekly meeting with the trainee across the entire placement
* Follow the guidance for the appraisal process and ensure that documentation is up to date and submitted on Abyasa as stated in the SE Handbook
* Keep in regular contact with the link tutor or alliance lead and alert them to any initial concerns regarding the trainee

**Please note: If any of these core responsibilities are not fulfilled, this results in a trainee not getting the expected support and the trainee may have problems reaching their potential and readiness to move onto the next stage/placement in their programme. If you are having difficulties, it is important to let the university or your alliance lead know. We can always provide an external mentor if necessary.**

This handbook should be read alongside the:

* relevant SE Handbook
* Link Tutor Handbook
* Assessment Handbook for the programme

# Lesson Observations and Appraisals

A key part of being a mentor is making observations of student teachers, known as appraisals (see Appendix for the pro forma). These form part of the evidence of meeting the Teachers’ Standards. Appraisals should only be carried out by you as the trained mentor. The class teacher can make observations of student teachers but these should not count towards the number of formal appraisals required during a school experience. Information about the number of appraisals is located in the School Experience handbook. Appraisals should be carried out at regular intervals during the block so that the student teacher has time to work on their targets. Lessons are not graded but the NASBTT guidance (in the Appendix) can be referred to in order to help identify strengths and areas for improvement. There will be no grading against the Teachers’ Standards for PGCE programmes during 2020-21 but undergraduate placements will be graded. This is because we are moving away from the grading of placements from autumn 2021 following partnership consultations.

All appraisals need to be logged online using Abyasa Pro (YSJ on-line database). There is an on-line appraisal template that will need to be completed. You might prefer to record your observations during the lesson on a hard copy form (in Appendix) and then complete the on-line form later. Abyasa does not allow you to upload a form so you do need to ensure you add the appropriate form to complete it (see separate information about using Abyasa on the website and the Mentor YSJ Learn platform).

The checklist below gives you information about how to conduct an appraisal in class.

**Before** an appraisal the student teacher should give you:

* A hard copy of the appraisal pro forma with the target(s) from their previous appraisal or weekly progression meeting. If you are using a tablet or computer to complete the on-line proforma on Abyasa, you need to know what the agreed focus of the lesson appraisal is and the targets that are set for the student teacher in this observation. The student teacher should have completed this part of the appraisal form before the lesson observation.
* A copy of their session plan
* Any relevant resources
* A copy of any written assessment they are carrying out with the pupils

**Before** an appraisal you should:

* Read and discuss the session plan with the student teacher, making sure that they have sufficient time to amend this if needed; note the relevant contextual information and the target(s) for this appraisal, ensuring that these are recorded on the appraisal form
* Arrange a time when you can have a brief discussion (about 20 min) with the student teacher after the lesson

**During** the appraisal:

* Use the appraisal template and the yellow Teachers’ Standards card for reference
* Refer to additional prompts for core subject and phonics lessons as required (see Appendix)
* Write key observations you notice during the lesson, such as what the children are doing, what the student teacher is doing and saying, and any questions you might ask the student teacher to respond to in the feedback after the lesson
* Note any particular strengths observed and areas for development
* Reference the Teachers’ Standards
* Focus on the targets set for this observation and ensure you have notes that reflect evidence of these

**After** the appraisal, give yourself and the student teacher some respite and time to reflect then:

* Find an appropriate place to discuss the lesson (a brief 10-20 minutes may be possible with a more in-depth reflection during the weekly progression meeting)
* Remember discussion is a two-way process
* **Use the prompt questions in Part 2 of the pro forma**
* Agree if target(s) have been met
* Make notes on Part 2
* Agree a priority target and strategies to support these
* Ensure the appraisal record is completed on Abyasa

**Guidance on Appraisals in the Early Years Foundation Stage**

There are many aspects of professional practice in the Early Years Foundation Stage which cannot be captured in time-limited appraisals, and feedback on these should be given informally throughout the placement, with progress being recorded on interim reports and summative reports.

**Context**

Although there may be some ‘focused’ teaching of small or large groups, for example phonics teaching, supporting child-initiated activities is a very important part of the Early Years practitioner’s role. The document *Learning, Playing and Interacting: good practice in the Early Years Foundation Stage* (DCSF 2009) gives this description:

*‘Child-initiated activity……. is wholly decided upon by the child, based on the child’s own motivation and remains under the child’s control.’*

It is essential, therefore, that student teachers working in Early Years settings are regularly observed supporting child-initiated play and given feedback which helps them to develop their practice. Appraisers should be able to see student teachers:

* Observing and monitoring pupils or provision areas
* Joining in play sensitively and appropriately
* Supporting language by describing or commenting on the child’s activity
* Modelling language, play, behaviour, etc.

Every appraisal in an Early Years setting should consist of either a child-initiated activity only or a balance of child-initiated and focused group activity. Exceptions would be such activities as a PE lesson in an upper Foundation class which might last the full 45-60 minutes of a typical appraisal or a walk around the school grounds which would involve adult-directed activity throughout.

**The Early Years appraisal should always last at least 45 minutes in order for the appraiser to have sufficient information to make sound judgements about the student teacher’s management of the whole learning environment**.

The student teacher should be using some form of ‘daily reflective planning’ recording which indicates the individuals and groups that the student teacher is planning to work with as a result of their prior observations, but this may not always happen, for example, if a child does not revisit a particular provision area.

It is not appropriate to observe an adult-led activity only (e.g. where the student teacher leads a large group focused activity followed by small group focused activity) without also observing how the student teacher interacts with and manages the wider aspects of the whole session including the other adults in the setting.

**What do we expect to see during a session?**

In addition to any focused teaching of small or large groups or planned targeted support, the student teacher should take time to observe a number of pupils engaged in child-initiated activity before deciding which individual or group to support. Even when that decision has been made, they may well spend more time near the targeted child or pupils, observing unobtrusively before deciding when or how to intervene – or indeed whether intervention would be inappropriate, and it would be best to move on.

**Interventions** should be sensitive and should not interfere with the child’s focus on their activity. They may consist of beginning to play alongside the child, a quiet comment or question, or provision of an additional resource which could help to develop play.

The student teacher should also be working to develop **sustained shared thinking** which moves forward the learning that is already taking place. This might involve offering a commentary on what is happening, posing a new problem, suggesting a strategy, giving practical support, modelling and so on. The student teacher should be carefully observing the child’s responses and ensuring they are supporting rather than dominating the activity.

Interventions may be brief or lengthy, but too many brief interventions may suggest the student teacher is not effectively engaging with pupils’ learning.

Following the session, discussions with the student teacher about interventions may include the following questions:

* Why the student teacher chose to intervene with particular pupils?
* What the student teacher observed up to the point of intervention?
* What the student teacher hoped to achieve through intervention?
* What the student teacher considered was the impact of the intervention on the child’s learning?

Because of the nature of Early Years practice, it may be difficult to finalise observations and comments on the **appraisal pro forma** until after the discussion with the student teacher. This discussion is likely to demonstrate the student teacher’s awareness of the following:

* Knowledge of the Early Years Foundation Stage curriculum and guidance
* Understanding of how young pupils learn and of effective practice in the early years including the need to balance child-initiated and adult-initiated activities
* The need to develop pupils’ positive dispositions and attitudes to learning
* The management and enhancement of continuous provision areas and resources available to support learning in the areas
* The impact of their daily reflections including monitoring, observation and assessment on planning and learning for groups and individuals. This should include those learners with special educational needs and disabilities (SEND) or for whom English is an additional language (EAL)
* The management and deployment of other adults (e.g. indoors / outdoors) and the organisation of daily routines
* The importance of forming positive relationships with pupils, staff and parents/carers
* Key events during the block (e.g. seasonal or whole school events, visits and visitors).

In addition to completing the appraisal pro forma, the appraiser will need to make reference to the above when recording key discussion points on Part 2 of the form.

In order to support the student teacher, it is important that comments about how they supported child-initiated activity are recorded on the pro forma. If comments, discussion and targets only relate to focused group activities this appears to suggest that these have greater importance.

Examples of comments on child-initiated activity:

* *You provided a clear rationale for your decision to intervene in the construction area.*
* *Consider how you can develop talk; questions can make some pupils ‘clam up’.*
* *You successfully developed pupils’ small world play through modelling, and through extending their narratives.*
* *You provided a good commentary on what the pupils were doing in the outdoor area, but think also how you could have extended the play, perhaps through setting a new challenge.*
* *You provided practical support for the modelling activity in the creative area, but the child was hampered by her difficulties using the scissors. Would this have been a good moment for some direct skills teaching?*
* *Try to spend longer supporting one activity rather than dipping in to several. The pupils seemed sometimes to be thrown off course by a brief intervention, often not well focused because you had not spent enough time observing to understand what was going on.*
* *You observed a child in the music area for some time then moved away. Well done for realising that he was entirely absorbed in what he was doing, and that intervention would have been inappropriate.*

**Footnote on the EYFS planning process**

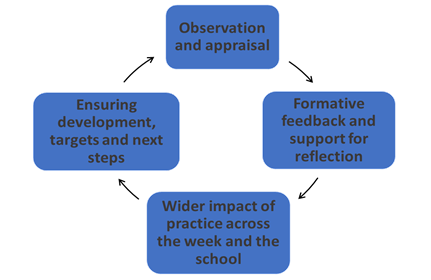
When in discussion with the student teacher after the session, consider how well they have:

* Developed an understanding of the provision areas and available resources within the setting
* Developed an understanding of the daily and weekly routines of the setting and their role within this
* Taken account of special events taking place during the block
* Planned possible ways of developing and enhancing provision areas in response to pupils’ interests and needs
* Developed an understanding of pupils’ stages of development through careful observation
* Developed an understanding of pupils’ interests and preoccupations through careful observation
* Planned for learning across prime and specific areas of development
* Planned exciting and motivating focused activities, carefully matched to the pupils’ stages of development and interests

# Weekly Progression Meeting

It is expected that you will meet with the student teacher on a weekly basis to formally discuss their progress, check they are on track, identify any additional support that might be needed, update documentation and review the evidence they have to show they are meeting the Teachers’ Standards.

The whole school experience and contribution a student teacher makes to the school should be used as evidence in meeting the Teachers’ Standards.



The weekly progression meeting should include the following:

* Review and feedback of the appraisal conducted that week to offer further reflection and thoughts as needed
* Discussion of current targets to see if the student has made progress or addressed these
* Identification of positive strengths, either ongoing or developing
* Evidence should be provided by the student teacher for the Teachers’ Standards and include examples of children’s work, marking and feedback, lesson evaluations, assessments and children’s portfolios. These will be located in their files, on-line assessments or records, displays, children’s books, etc. The student teacher should bring these to the meeting.
* A check of the student teacher’s school experience files, ensuring that lessons have been evaluated, assessments of children’s learning are developing and recorded (Appendix 5).
* Targets agreed and set for the following week, including strategies to support these.

# Recording Progress and Making Judgements

All records of the student teacher’s progress are now on-line using the Abyasa Pro platform. Each week you will need to complete:

* an appraisal pro forma
* the weekly progression meeting notes

Student teachers will be judged against the Teachers’ Standards at the mid-point and end of the placement only. They are expected to meet all of the Teachers’ Standards in order to pass a school experience and move onto the next stage of their programme or NQT year. It is important to note that even though the Teachers’ Standards are used for experienced teachers, student teachers do not have the same level of experience, skills and knowledge. You need to be clear about where in the stage of their training they are at so you can make appropriate and accurate judgements of them.

All judgements should be made in relation to the Teachers’ Standards and NOT individual lessons and should be framed within the language of the descriptors for the Teachers’ Standards. Evidence in the following areas should be taken into account:

1. Consistently competent teaching

2. Impact on pupil learning and progress

3. Evidence in files (including tracking and recording pupil progress)

4. Reflection and self-evaluation (Please note that student teachers are no longer expected to complete a weekly reflective journal.)

**Mid-point Interim Report**

The date for submission of the interim report on Abyasa is located in the SE Handbook. There will be a template on Abyasa that you need to complete on-line. The following aspects need to be discussed with the student teacher in the progression meeting that week and information submitted to Abyasa:

* a comment for each of the Teachers’ Standards
* comments on Part 2 PPC of the Teachers’ Standards and whether these are being met to a high standard
* general comments about the student teacher
* overall judgement for this point of the school placement
* targets (between 1-3) related to the Teachers’ Standards

In preparation for this mid-point meeting, the student teacher should bring the NASBTT guidance which has been highlighted to show where they think they are at this stage of the placement. This forms the basis of the professional dialogue and identification of evidence for the Teachers’ Standards.

**End of placement Final Report and Summative Overview**

In the final week of the placement, there will be a triangulation meeting instead of the weekly progression meeting. This usually involves the class teacher as well as the student teacher and mentor. The following items need to be discussed and completed using the templates on Abyasa:

* a comment for each of the Teachers’ Standards
* conduct met to a high standard for Part 2 PPC
* targets for NQT year (up to 3)
* a judgement for English, Maths, Science subject knowledge and Early Reading appraisal, with an overall judgement for subject knowledge
* indication of which National Curriculum subjects have been taught by the student
* a final report written by the mentor including overall comments for each of the Teachers’ Standards and Part 2 PPC, and general comments that encapsulate the student’s specific and individual skills and contribution to the school (this information will be used to form part of the student teacher’s professional reference)
* a summative overview written by the student teacher about their overall progress during the whole placement
* an overall outcome for the whole of the placement

# Additional Support Procedures

Requiring improvement procedures are to be used at any point during a placement if the student teacher is:

* **Level 1: Requiring improvement in order to become at least ‘good’**
* **Level 2: Requiring improvement in order to successfully complete the placement, i.e. currently achieving ‘below standard’ and /or causing concern.**

Mentors who, ***at any point in the placement*,** have concerns that a student teacher is not responding sufficiently to on-going professional dialogue and not progressing appropriately towards achieving or exceeding their expected outcomes are requested to follow the key procedure outlined below.

* Identify specific targets (see ‘Requiring Improvement: Action Plan’ pro forma) with an agreed date when they need to be met.
* Articulate success strategies and note the date on which the link tutor/alliance lead has been notified.
* Maintenance of progress on targets already met should be monitored.

Further information and pro forma can be found in the

**Additional Support Procedures Handbook**

For university-centred programmes, the link tutor will keep the SE Director fully informed about student teachers who may be in danger of failing the placement or have significant issues. **SE Directors should ensure that Academic Tutors are aware so that they may offer additional support where necessary**. For school-centred programmes, the alliance lead will keep the YSJ course lead informed.

**Examples of possible ‘Requiring improvement: Action plan’ additional interventions**

*Despite a reminder, the student teacher’s planning is not ready for the mentor to check and sign off on the final serial day. The mentor would complete the ‘Requiring improvement: Action Plan’ pro forma giving the student teacher clear points for action and a timescale of 2-3 days to have planning ready. The link tutor/alliance lead would be informed and the days counted as ‘absence’ on the SE.*

*A student teacher is found to have poor knowledge in one subject. This has been discussed and observed on more than one occasion. The mentor would complete the ‘Requiring improvement: Action Plan’ pro forma suggesting strategies for improvement, e.g. seeking the advice of the subject coordinator, a timescale for improvement e.g. the next observed lesson in that subject. The link tutor/alliance lead would be informed.*

*A student teacher is predicted to be working at a ‘Requiring improvement to become good’.*

*A student is judged to be good in many aspects of all or some lessons but is having difficulty sustaining this consistently. The mentor would complete the ‘Requiring improvement: Action Plan’ pro forma to address a specific issue such as ‘maintaining pace’ or ‘appropriate sharing of the learning objective’.*

**Please note for a final school experience (SE3):**

* It may be that the mentor considers a student teacher to be performing at ‘Requires improvement to become good’ at the end of the final school experience.  The School Experience Director/Alliance Lead will need to be involved in the final decision regarding any award of this outcome.
* All student teachers in this position should have been closely monitored by School Experience Directors/Alliance Leads prior to the end of the placement and all should have had a ‘Requiring improvement: Action Plan’ and targets set. All should be aware of the impact on their employability of ‘Requires improvement to become good’ being awarded and that ‘Requires Improvement to be good’ is not synonymous with the outcome formerly labelled as ‘satisfactory’.
* ‘Requiring improvement to become good’ should not be awarded in any case where a ‘Requiring improvement: Action Plan’ has not previously been raised as such a decision would be open to appeal.
* **Please note**: A student teacher who achieves a summative outcome of ‘Requiring improvement to become good’ can still be awarded QTS providing they have sufficient evidence to demonstrate that they have met all the Teachers’ Standards.

**Deferred and Failed School Experiences**

A **deferred** placement is when there is an unexpected halt to the placement but the student was making the expected progress. This may be because:

* the student has become ill and is unable to meet the demands of the school experience for the rest of the block
* there has been a change in personal circumstances which means the student is unable to focus on the placement at the present time.

**Failed** placements could be a result of:

* an inability to meet the Teachers' Standards
* an inability to reflect upon practice, to listen to and act upon advice provided from experienced professionals
* the student withdrawing from the placement without any consultation with the university
* a serious professional issue of misconduct, such as the health and safety of children has been compromised
* the placement setting or school has withdrawn the placement.

Student teachers who **withdraw** from a school experience placement without approval will fail the placement and no re-sit opportunity will be offered.

A school experience will be terminated early and judged to be a failed placement when a student teacher’s performance is judged by the school to be detrimental to the effective running of the school, or the learning, well-being and/or health and safety of pupils. This should be done in consultation with the link tutor and School Experience Director/Alliance Lead.

**Unsatisfactory Mentoring Situations**

Where the student teacher feels there is a problem with regard to the mentoring relationship, it is expected that she/he will bring it to the attention of the link tutor/alliance lead to facilitate a resolution of the problem.

**Unsatisfactory Placements**

Should the school fail to meet the partnership responsibilities during the placement as outlined in the School Partnership Agreement, the link tutor/alliance lead should be contacted and steps outlined in the Additional Support Procedures handbook should be followed. Student concerns with placement start at Step 1. School concerns with placement start at Step 2.

# Quality Assurance and the Link Tutor

For university-based programmes, each school has a designated link tutor to undertake quality assurance procedures. For school-centred programmes, this role is shared between the Alliance Lead(s) and YSJ link tutors during the course of the year.

Communication is an essential part of the link tutor role. As we are currently in the COVID-19 pandemic, all visits to schools will be carried out remotely, that is, through a virtual platform such as Microsoft Teams or Zoom.

All link tutors are expected to contact school mentors once the placement details are released and as soon as possible during the first week of the placement. This should be done through telephone or email. The purpose of this is to introduce themselves and arrange a further 30 minute meeting as soon as possible.

## Initial QA Meeting: 30 mins

In the initial contact with the mentor, the link tutor will arrange a 30 minute remote meeting or telephone call to take place during the first two weeks of the placement. The 30 minute meeting can take place on Teams, Zoom or another platform agreed by the link tutor and the mentor. During this meeting you will need to:

* Discuss how the student is settling in
* Check you have been trained and attended the mentor training for this placement
* Check you have the required handbooks and access to documentation. This will be on the Mentor YSJ Learn platform or the website <https://www.yorksj.ac.uk/working-with-the-community/placement-providers/initial-teacher-education/#using-abyasa-pro>
* Check you are clear about expectations for the placement, how to carry out appraisals and how to record these and the weekly meetings on Abyasa
* Notes from the discussion should be recorded on Abyasa

## QA of Mentoring: 1 hour

About halfway through the placement, the link tutor will arrange to observe you giving feedback to the student teacher after a lesson appraisal. This should be done via video call (Zoom or similar). A time should be agreed that is soon after the lesson has taken place. If this is not possible, you both should agree to meet at another time where you can provide a summary of the observation and feedback given to the student teacher, with targets identified.

The link tutor will observe your discussion with the student teacher and then provide feedback about the quality of the feedback. The template will be completed on Abyasa by the link tutor.

## SE3 Progress Review Meeting: 1 hour

The Progress Review meeting is conducted at the mid-way point of a final school experience (SE3). It takes about one hour and is led by the link tutor alongside the student teacher and mentor.  The purpose of the meeting is to:

* review the progress of the student teacher at this stage of their final placement
* identify the student teacher’s strengths and evidence towards meeting the Teachers’ Standards
* identify any gaps or areas for development in meeting the Teachers’ Standards
* suggest evidence which will support meeting the Teachers’ Standards
* set clear targets for the remainder of the placement so that the student teacher can make the expected progress to successfully complete the placement
* model a professional dialogue to support the mentor in their role
* enable the student teacher to take responsibility for their own development through professional dialogue (and thus support them in future performance management meetings as an NQT)

Preparation before the meeting

* The link tutor will arrange to meet with the student and mentor in a video/online meeting for one hour
* The student teacher will prepare and have ready some examples of evidence to show they are meeting the Teachers’ Standards and demonstrate areas where they have particular strengths.
* Evidence should not be onerous or burdensome for the student teacher. The focus of the meeting will be on the quality of the professional dialogue, with supporting evidence used to highlight examples of their progress as a teacher. This might include work from pupils, lesson planning, resources used to support pupils with additional needs, etc
* The student teacher should read through the example questions in the SE Handbook and if helpful, go through these with the mentor before the meeting

During the meeting

* The link tutor will lead the meeting, using some of the questions in the handbook, and following up with further questions as appropriate
* The mentor will contribute to the meeting through professional dialogue
* The student teacher will demonstrate strengths and evidence through professional dialogue
* All members will agree clear targets (no more than three) for the remainder of the placement and suggest further examples of evidence and opportunities within the school (if possible) to support these

After the meeting

* The link tutor will add and complete the Progress Review meeting template on Abyasa (see Appendix template which can be used to make notes during the meeting).

**\*Shared appraisals: these have not been possible during 2020-21 due to the pandemic**

A shared appraisal is when the mentor and a link tutor/alliance lead observe a student teacher together in situ, compare observations and notes, and agree strengths and areas for development. In most cases, there is agreement between the mentor and link tutor on the competence and skills of the student teacher, however, debate is often useful to ensure that you are both applying the same expectations to the Teachers’ Standards. Shared appraisals are an essential part of the quality assurance procedures to ensure that all mentors are making accurate judgements and having clear expectations of student teachers.

It is expected that the link tutor/alliance lead should:

* undertake a minimum of one shared appraisal with each mentor in each ‘active’ school per academic year
* ensure that whenever possible, shared appraisals are carried out on a rotational basis to include all mentors in the school
* undertake a shared appraisal with the mentor for **all** **final (SE3) student teachers** at the midpoint of the placement to moderate the indicative interim judgement.

**It should be noted that a shared appraisal is one lesson appraisal out of several the student teacher will have over the duration of the placement. As such the shared appraisal should be considered in the context of previous appraisals and targets set to emphasise the importance of the progression and continuity during the placement**.

**In rare cases when an agreement cannot be made regarding the overall outcome, the link tutor/alliance lead will inform the SE Director/Course Lead who will consider whether to apply the ‘Protocol for reconsidering a student's summative SE outcome’.**

**To ensure parity of experience for student teachers, shared appraisals should be conducted in the following way:**

* The student teacher’s files to be checked by the link tutor/alliance lead using the contents pages for guidance. Planning needs to be checked to see that evaluations are being made. Assessments of children’s learning need to show the cycle of planning, teaching and assessment (see Appendix for a checklist of what to look for in each file).
* The lesson plan should be read and the lesson jointly observed by the mentor and the link tutor/alliance lead. Some link tutors/alliance leads sit alongside the mentor and discuss observations as they occur. Others sit separately and then compare notes at the end of the observation. You should agree which is the most preferred option. Before you sit down with the student, it is important that you and mentor have time for discussion first.
* The mentor’s post-lesson feedback with the student teacher should be observed by the link tutor/alliance lead.
* The link tutor/alliance lead completes an appraisal pro forma using the template on Abyasa as well as the mentor.
* Any further guidance or advice that the mentor may need for future development should be discussed.

**SE3 (Final Placement) Moderation Visit and Progress Review Meeting**

All final (SE3) placement students require a shared appraisal at the mid-point of the placement and a discussion with the link tutor/alliance lead and mentor. The discussion and overall outcome at interim is a process whereby judgements made of the student teacher are robust and interpreted appropriately against the Teachers’ Standards.

The moderation visit is in two parts:

* **Part 1:** A shared appraisal is undertaken at the midpoint of the final school experience and conducted jointly by the link tutor/alliance lead and the mentor. It serves the purpose of moderating the mentor’s observations and feedback. During the shared appraisal, a lesson is observed and jointly appraised with feedback given in the normal way by the mentor. In addition to making formative judgements about the observed lesson, a formative judgement is also made at this point which is indicative of the overall level of attainment achieved by the student teacher at this stage (taking into consideration all of the evidence for all of the Teachers’ Standards).
* **Part 2:** A progress review discussion with the student teacher. This is where the link tutor/alliance lead checks the student teacher’s supporting evidence against the Teachers’ Standards, asks questions focusing on the relevant Teachers’ Standards that the student teacher is developing and agree the mentor’s interim judgements. The expected final outcome for the placement should also be discussed. If necessary, targets will be set to support the student teacher to meet their potential (see the *‘Requiring improvement: action plan’* in the Additional Support Procedures guidance). This should be completed by the link tutor/alliance lead and mentor. If the student teacher is at least good at this stage, they can move to revised planning. This is a further quality assurance process ensuring that all judgements made by mentors are in line with those link tutors/alliance leads and are based on the grading guidance in the NASBTT toolkit.

**PLEASE NOTE: The final summative outcome should be on overall performance across the final stages of the placement using a ‘best fit’ model, and the quality of the student teacher’s teaching over time.**

In preparation for the moderation visit the student teacher should:

* ensure that their files contain relevant material in every section and are up to date
* prepare for the discussion by considering the example questions that may be asked (within the SE Handbook), ensuring there is clear evidence to support answers.

**It would be useful if mentors also prepared for this process by looking at the guidance on making summative judgements and the NASBTT Assessment Toolkit to support and inform the making of these judgements.**

It may be that the mentor considers a student teacher to be ‘Requiring improvement to become good’ at the end of the final school experience.  School Experience Directors/Alliance Leads will need to be involved in the final decision regarding any award of this grade. The link tutor/alliance lead should contact the SE Director/Course Lead to discuss this.

All student teachers likely to achieve this outcome should have been closely monitored by the SE Director/Alliance lead prior to interim and all should have had a ‘Requiring Improvement: Action Plan’ and targets set. All should be aware of the impact on their employability of ‘Requires Improvement to become good’ being awarded and that ‘Requiring Improvement to be good’ is not synonymous with the grade formerly labelled as ‘satisfactory’.

‘Requiring Improvement to become good’ (Grade 3) should not be awarded in any case where a ‘Requiring Improvement: Action Plan’ has not previously been raised. Such a decision would be open to appeal. Students achieving at ‘Requiring Improvement to become good’ (Grade 3) will pass the school experience and will still be awarded QTS if they have met all Teachers’ Standards by the end of the final placement.

**To ensure parity of experience for student teachers and mentors, the moderation visit should be conducted in the following way:**

See also Ref 4: Link tutor’s Exit moderation Form

**Part 1: SHARED APPRAISAL** which should take place at the midpoint of the placement and prior to the interim report

* The student teacher’s files should be checked by the link tutor/alliance lead.
* The lesson plan read, and the lesson jointly observed with the mentor.
* The mentor’s post-lesson feedback with the student teacher observed by the link tutor/alliance lead.
* The student teacher should provide copies of appraisal documents for the mentor and link tutor/alliance lead if required.

Information to be submitted on Abyasa at Part 1:

* Mentor appraisal pro forma
* Link tutor/alliance lead appraisal pro forma

**Part 2: PROGRESS REVIEW DISCUSSION AND MODERATION OF JUDGEMENTS**

* The progress review questions should be asked of the student teacher by the link tutor/alliance lead. Students should use their files and other evidence to support their answers. These should be scrutinised and any comments recorded **briefly** by the link tutor/alliance lead.
* A formative interim judgement should be made. Additional targets should be set to support the student achieving their best final outcome and a *‘Requiring improvement; action plan’* proforma should be completed where a student teacher is not making expected progress or is causing concern.
* The predicted final outcomes should be discussed with the mentor.
* The link tutor/alliance lead should inform the SE Director/Course Lead of the outcome by email.

Information to be submitted on Abyasa at Part 2:

* Copy of progress review questions with brief annotations
* Interim Report (submitted by the mentor)

For further information about the Link Tutor role, please read through the Link Tutor Handbook.

# Mentor Training and Development

## New Mentors

All new mentors will need to attend the half day mentor training programme before they are ready to mentor a student teacher. This training takes place at the start of each term. Previously it has been carried out on campus, however all training during 2020-21 has been online via Microsoft Teams. In addition to this training, all new mentors need to have attended the specific training for the relevant School Experience, also conducted on Teams. Further training may then be carried out by the link tutor on a one-to-one basis. This could include updating mentors on any changes in documentation. All mentors must ensure they are clear about the expectations of mentoring and the student teacher.

Documentation for all placements and additional supporting information can be found at this link and also on the YSJ Learn platform.

<https://www.yorksj.ac.uk/working-with-the-community/placement-providers/initial-teacher-education/#using-abyasa-pro>

## Experienced Mentors

Mentors who have supported several student teachers or have been mentoring for at least one year are expected to attend the specific training for the relevant School Experience they are mentoring for. This is so you can be brought up to date with any changes to assessment or documentation. You can expect to have one-to-one training from the link tutor depending on your needs and requirements.

**Developing your skills: Mentor Leadership Programme**

For mentors who have mentored student teachers for three years or more, the School of Education offers a CPD programme which leads to a certification as Lead Mentor. The Mentor Leadership Programme is equivalent to three days of CPD and will provide you with tools, techniques and strategies to support the different needs of student teachers. Further details can be found here or you can email Jenny Carpenter, Coordinator of the MLP and School Partnerships lead: [j.carpenter@yorksj.ac.uk](mailto:j.carpenter@yorksj.ac.uk)

<https://www.yorksj.ac.uk/working-with-the-community/placement-providers/initial-teacher-education/mentor-leadership-programme/>

# Appendix

## Mentoring Checklist

*Use this form to check you are prepared before and during a School Experience.*

**Prior to the block school experience:**

|  |  |
| --- | --- |
| **Tasks** | **Date completed & notes** |
| Check the date when you last undertook mentor training. *Do you need to undertake more training?* |  |
| Check that the school has received the mentor contract (if applicable) and Partnership Agreement by e-mail. *Has the Headteacher completed the agreement online?* |  |
| *\* (External mentor only)* Have you received the correctcontract? |  |
| Attend the relevant School Experience Mentor Training |  |
| Check who is the link tutor or alliance lead and log their contact email address and phone number |  |
| Receive the name and previous information for the student teacher |  |
| Access the SE handbook |  |
| Note the number and focus of the required appraisals |  |
| Identify the percentage of teaching / PPA / CPD times for the student teacher throughout the SE |  |
| \* (*External mentor only)* Make contact with the student teacher and the school |  |
| Familiarise yourself with student teacher’s targets and key strengths from the previous SE (Abyasa) |  |
| Liaise with the class teacher as appropriate and discuss their role |  |
| Set a date for meeting the student teacher during preparation days |  |
| Check the student teacher’s school experience files, check the appropriateness of their planning and the first session plans before the block |  |
| Set dates and times of weekly progression meetings with student teacher |  |
| Check that the student teacher has an induction handbook or had an induction session for the school |  |

**During the school experience:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Date completed:** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
| Dates set for weekly progression meetings |  |  |  |  |  |  |  |  |  |
| Check SE files are being kept up to date |  |  |  |  |  |  |  |  |  |
| Complete weekly appraisal of student teacher |  |  |  |  |  |  |  |  |  |
| Set clear weekly targets for student teacher |  |  |  |  |  |  |  |  |  |
| Complete the weekly progression meeting notes on Abyasa |  |  |  |  |  |  |  |  |  |
| Discuss interim report with student teacher and complete the form on Abyasa |  |  |  |  |  |  |  |  |  |
| Date arranged with link tutor for moderation (or meetings and appraisal for final SE) |  |  |  |  |  |  |  |  |  |
| Date of triangulation meeting set |  |  |  |  |  |  |  |  |  |
| Triangulation meeting and all documentation completed on Abyasa |  |  |  |  |  |  |  |  |  |
| ‘Requiring improvement’ pro forma completed and discussed with link tutor re: significant problems (if appropriate) |  |  |  |  |  |  |  |  |  |

## Appraisal Record

|  |  |  |  |
| --- | --- | --- | --- |
| **Student teacher** |  | **School** |  |
| **Observer(s)** |  | **Date/Time** |  |
| **Subject/**  **Topic** |  | **Programme/SE** |  |
| **Class/Year group** |  | **Grouping**  (set/band/mixed ability) |  |
| **Focus of observation** (general or related to a specific standard/target) | |  | |

Refer to Teachers’ Standards 2012.

Please note all areas of the standards can be considered in the lesson appraisal.

**Has the student teacher attached the relevant lesson plan showing context and learning outcomes (TS4)? ☐**

|  |
| --- |
| **Student teacher’s response to specific weekly target(s)** (student teacher to fill in targets before lesson) |

**Part 1: (completed by mentor/link tutor)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Time** | **Key points within the lesson** | | **Link to TS** |
|  |  | |  |
| **Strengths in teaching that enabled pupil progress**: | | **Areas for development for greater impact on pupil progress** *(linked to TS)***:** | |

**Part 2. Evaluation - for completion by student teachers during feedback on this session**

|  |  |
| --- | --- |
| **TS1, TS5: High expectation, stretch and challenge, adaptation for learning.**  Subject knowledge and ability to address misconceptions in connection with securing pupil progress and learning. | |
| *What went well:* | *Areas for improvement:* |
| **TS3, TS4: Subject and curriculum knowledge, addressing misconceptions (addressed also in planning)** | |
| *What went well:* | *Areas for improvement:* |
| **TS6: Effective assessment of pupils’ learning** | |
| *What went well:* | *Areas for improvement:* |
| **TS7: Behaviour for learning and the learning environment** | |
| *What went well:* | *Areas for improvement:* |
| **TS2: Overall impact on pupil progress:** | |

|  |  |
| --- | --- |
| **Priority/subject specific target:**  (Ensure this is reflected in the targets set in the weekly progression meeting) | **Strategies to support the target:** |

**Signed: Mentor/Link Tutor/Teacher**

**Signed: Student teacher**

**Student teachers should complete the evaluation box on the lesson plan and this should be discussed with mentors as part of the weekly progression meeting.**

## Appraisal Prompt Sheets

**English Lesson Appraisal Prompt Sheet**

|  |  |
| --- | --- |
| **Planning TS2** |  |
| Is there a clear focus related to NC English, EYFS (if appropriate)? |  |
| Are coherent links made, e.g. between speaking, listening, reading, writing and SPAG; to a theme or unit of work; to pupil experiences; to previous lessons; to other curriculum areas? |  |
| **Teaching and Learning TS3, TS4 & TS5** |  |
| **WHOLE CLASS: word / sentence level work (if part of the literacy lesson)**   * Is there a clear focus to the aspect of work being addressed (e.g. phonics, spelling, grammar, punctuation, vocabulary)?   *For phonics, see separate ‘Phonics Session Appraisal pro forma and Prompt Sheet’* |  |
| **WHOLE CLASS: for example, shared reading, shared writing, speaking and listening, drama**   * Are the pupils made aware of purpose and / or audience? * Is appropriate terminology & vocabulary modelled? * Is the choice of text suitable, with attention drawn to key features of the text type? * Are the pupils taught features appropriate to the text type? * Are there opportunities for the pupils to engage in purposeful talk e.g. to develop ideas and rehearse their thoughts? |  |
| **FOCUS GROUP: e.g. guided reading, guided writing, group discussion**   * Is there a clear focus to the group work? * Is there evidence of individual needs being met? * Does the student teacher articulate phonemes correctly, asking / expecting the pupils to blend words themselves when reading and segment words themselves when writing? * In guided reading, do pupils read independently rather than taking turns around the group? * In guided reading, is there an opportunity to return to the text as a group to develop comprehension? * In guided writing, does the student teacher encourage application of phonic knowledge e.g. to spell words correctly and have a plausible attempt at others? * In guided writing, does the student teacher ask questions which address writing at text and sentence levels? |  |
| **INDEPENDENT WORK: individual / paired / group**   * Is the chosen text appropriate to the stage of independent reading? * Are the pupils prepared for any challenges in the text? * Are pupils encouraged to use independent strategies for spelling? * Are any strategies in place to develop speaking and listening? |  |
| **Knowledge and Understanding TS1, TS2 and TS3** |  |
| Does the student teacher demonstrate secure subject knowledge, including links between speaking and listening, reading , writing and SPAG ? |  |
| Does the student teacher make accurate use of subject specific vocabulary/terminology? |  |
| Are the student teacher’s expectations of pupils’ literacy knowledge and skills appropriate and challenging? |  |
| **Monitoring and Assessment TS6** |  |
| What did the student teacher find out about the pupils’ learning at the point of teaching? (e.g. during guided reading, were the pupils able to apply their phonic knowledge or recognise ‘tricky’ words?) |  |

**Mathematics Lesson Appraisal Prompt Sheet**

|  |  |
| --- | --- |
| **Planning TS2** |  |
| Are lesson objectives honed to the needs of the pupils based on ongoing assessment information? How does this lesson’s learning relate to previous/future learning?  Are lesson objectives in line with the National Curriculum expectations? |  |
| Does planning use common misconceptions as a starting point for discussion? |  |
| Does planning identify the role of the teacher/teaching assistant at all points in the lesson? Is the teacher/teaching assistant deployed well throughout the whole lesson? |  |
| Does planning (and teaching) include opportunities to encourage mathematical thinking and opportunities to practise and consolidate skills and knowledge? |  |
| **Teaching and Learning TS3, TS4 & TS5** |  |
| Does the student teacher inspire a love of the subject and help develop a growth mind-set? |  |
| Is the mathematics vocabulary accurately introduced and modelled by the teacher/teaching assistant and referred to throughout the lesson by both the adults and pupils? |  |
| Resources/models need to ensure that the ‘simplicity’ and ‘clarity’ of the mathematical structure is not lost. A good model/resource can provide pupils with a concrete model to communicate their mathematical thinking, a calculation tool, a sense of ‘the real world relevance’ and avoid mathematical concepts becoming too abstract? |  |
| Are practice examples carefully chosen to include ‘systematics variation’ allowing pupils to spot patterns and suggest reasoning e.g. 90 – 60 = 30 and 92 - 32 = 30 ‘Why is the difference 30 in both examples?’ ‘What do you notice? What changes? What stays the same? etc. |  |
| Does the student teacher enable pupils to see connections? Is there sufficient ‘depth’ of understanding to develop mastery of the topic? \*See NCETM Mastery material for example questions. |  |
| Does the student teacher foster discussion-based, collaborative learning? Do pupils ask their own questions or make up their own ‘examples’ and ‘non-examples’? Does the student teacher allow pupils to formulate their own solutions i.e. allow them the experience of being ‘stuck’ before stepping in to provide scaffolding? |  |
| Does the student teacher use open-ended questioning techniques and ask pupils to explain “how they know” something to be true/not true, complete/incomplete or accurate/inaccurate? |  |
| Does the student teacher enable pupils to work in problem solving ways and seek generality? |  |
| **Knowledge and Understanding TS1, TS2 and TS3** |  |
| Does the student teacher support the school’s policies e.g. the modelling of calculation strategies, a mastery approach to teaching and learning mathematics etc. |  |
| Does the student teacher demonstrate a secure understanding of the mathematics being taught? Is the student teacher able to break the topic down providing ‘bite-sized’ progression’ |  |
| Does the student teacher demonstrate an awareness of common misconceptions in the area being taught and use effective remediation strategies? |  |
| Does the student teacher use a wide variety of accurate mathematical vocabulary? |  |
| Are appropriate alternative calculation strategies discussed? |  |
| Does the student teacher demonstrate awareness of how young children learn mathematics? |  |
| **Monitoring and Assessment TS6** |  |
| Is challenge provided for all? Can the student teacher provide evidence of progress? |  |
| Is grouping flexible and based on assessment information for the specific areas of mathematics being taught, rather than based on ‘fixed ability groups’? |  |
| Are guided mathematics groups supported appropriately by adults?  Is on-going assessment information gathered during the lesson and responded to flexibly? (i.e. re-grouping /mini-plenaries) |  |
| Are misconceptions identified and used positively to promote deeper understanding? |  |
| Is work marked/monitored regularly and consistent with school expectations in order to support a child’s progress? |  |

**Science Lesson Appraisal Prompt Sheet**

|  |  |
| --- | --- |
| **Planning TS2, TS4** |  |
| Are lesson objectives honed to the needs of the pupils based on ongoing assessment information? How does this lesson’s learning relate to previous/future learning? |  |
| Are intended learning outcomes in line with the National Curriculum expectations? |  |
| Does the planning use science misconceptions as a starting point for discussion? Does the plan indicate how common misconceptions could be elicited and remediated? |  |
| Are aspects of Working Scientifically a key feature of the planning (and teaching)? |  |
| Does the plan demonstrate intervention to support pupil progress e.g. extra support with literacy via the use of science vocabulary definitions? |  |
| Does the plan indicate how they will evaluate the impact of interventions e.g. show via pupil work how targeted pupils have used key vocabulary or the results of specific pupil engagement with extension tasks? |  |
| Does planning identify the role of the teacher/teaching assistant at all points in the lesson, if relevant? |  |
| Does planning (and teaching) include opportunities to encourage scientific thinking and opportunities to practise and consolidate skills and knowledge? |  |
| Progression in subject content is made explicit in planning |  |
| **Teaching and Learning TS2, TS3, TS5 & TS7** |  |
| Does the student teacher inspire a love of the subject and help develop a can-do approach to science? |  |
| Is the scientific vocabulary and knowledge accurately introduced and modelled by the teacher/teaching assistant and referred to throughout the lesson by both the adults and pupils? |  |
| Have they ensured pupils are on task in lessons via a variety of activities? |  |
| Do differentiated outcomes demonstrate they have an understanding of how a topic develops? |  |
| Do they make use of questioning to encourage pupils’ intellectual curiosity? Do they use deeper questioning to encourage higher-order thinking skills? |  |
| Are there opportunities to engage in purposeful reading for scientific literacy? |  |
| Do they encourage a scientific attitude by debriefing the purposes and nature of Working Scientifically? |  |
| Manage behaviour, science safety and climate for learning so that the focus is on the science learning |  |
| Are there opportunities to work co-operatively, and develop interpersonal as well as scientific skills? |  |
| **Knowledge and Understanding TS1, TS2 and TS3** |  |
| Does the student teacher demonstrate a secure understanding of the science being taught? Is the student teacher able to break the topic down providing ‘bite-sized’ progression’ |  |
| Does the student teacher demonstrate awareness of how young children learn science? |  |
| Is there appropriate stretch and challenge, especially for pupils at higher starting points? |  |
| Does the student teacher demonstrate an awareness of common misconceptions in the area being taught and use effective remediation strategies? |  |
| Does the student teacher use a wide variety of accurate scientific vocabulary? |  |
| Does the student teacher show an awareness of different aspects of Working Scientifically? Are they able to distinguish between types of enquiry , and encourage the pupils to see the differences between them? |  |
| Is the substantive science content taught through the Working Scientifically objectives? |  |
| **Monitoring and Assessment TS6** |  |
| Is challenge provided for all? Can the student teacher provide evidence of progress? |  |
| Do they use a range of AfL strategies (such as think-pair-share, thumbs up/down, exit tickets) to provide robust evidence of progression in learning? |  |
| Marking and/or verbal feedback shows targets designed to either scaffold a child to the correct scientific understanding or to extend their understanding of a topic |  |
| Opportunities are provided for the pupils to act upon the feedback they receive |  |
| Are misconceptions identified and used positively to promote deeper understanding? How have they decided what is evidence of this? |  |
| Is work marked/monitored regularly and consistent with school expectations in order to support a child’s progress? |  |

**Primary Languages Appraisal Prompt Sheet**

|  |  |
| --- | --- |
| **Planning TS2** |  |
| * Is there a clear focus related to either KS2 Framework for Languages or National Curriculum for Languages at KS2? * Is there specific mention of opportunities to use target language and is vocabulary specified? * For discrete sessions, is there clear structure and timing to the session (i.e. Revisit/Review; Teach; Practise; Apply) * If an embedded session, are NC links/EYFS Framework ( if appropriate) referred to? * Does the Student Teacher have clear understanding of either embedded or discrete approach? * Are there opportunities identified for consolidation throughout the week? |  |
| **Teaching and Learning TS3, TS4 and TS5** |  |
| **WHOLE CLASS: (discrete session)**   * Is previous work/prior learning reviewed adequately? * Does questioning offer opportunities for whole class/group and individual responses * Is pronunciation modelled effectively? * Are pupils given enough opportunity to speak? * Is adequate time allowed for pupils to formulate responses? * Are pupils given adequate opportunity for role play and to ask questions as well as answer? * Are sufficient praise words used in the target language? * Is there a clear focus to the aspect of work being addressed (e.g. Key Strands of KS2 Framework – Oracy, Literacy, Intercultural Understanding, Knowledge about Language, Language Learning Strategies; National Curriculum) * Are pupils encouraged to improve pronunciation through careful observation/practise? * Are instructions clear and instructions vocabulary used appropriately? * Are pupils given the opportunity to demonstrate understanding through, for example, physical responses? Moodle |  |
| **WHCWHOLE CLASS: (embedded session)**   * Are pupils aware of the purpose of the session? * Is the language content of the session at the cognitive level of the pupils in relation to the subject area being addressed, i.e. will the work allow the pupils to progress in both Primary Languages and the other subject(s)? * Are the pupils encouraged to use appropriate vocabulary? * Are there opportunities for the pupils to engage in purposeful talk e.g. to develop ideas and rehearse their thoughts? |  |
| **FOCUS GROUP (if appropriate)**   * Is there a clear focus to the group work? * Is there evidence of individual needs being met? * Does the Student Teacher articulate the language correctly, asking/expecting the pupils to pronounce the words accurately themselves? * Are pupils encouraged to speak as often as possible? * Are pupils allowed adequate time to formulate responses? |  |

|  |  |
| --- | --- |
| **INDEPENDENT WORK: individual / paired / group**   * Is the work appropriate to the level of language knowledge of the pupils? * Are the pupils aware of how to approach words they may not understand using different strategies (e.g. cognates (words similar to mother tongue), dictionary use) |  |
| **Knowledge and Understanding TS1, TS2 and TS3** |  |
| * Does the student teacher demonstrate secure subject knowledge, e.g. accurate syntax and grammatical understanding, accurate pronunciation, appropriate methodology, links between speaking and listening, reading and writing, links to other grammatical structures either in mother tongue or in other languages? * Does the student teacher make accurate use of subject specific vocabulary and use the target language where appropriate? * Are the student teacher’s expectations of pupils’ Primary Language Knowledge skills appropriate and challenging? |  |
| **Monitoring and Assessment TS6** |  |
| * Does the student teacher use opportunities throughout the sessions for formative assessment? * What does the student teacher find out about the pupils’ learning at the point of teaching? (e.g. during group work, are the pupils able to apply their growing understanding or derive meaning from unknown words?) |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Phonics Appraisal | | | | | | |
| **Student teacher:** | | | **School:** | **Phonics phase:** | **Appraiser’s name:** | |
| **Programme / year (for UGs):** | | | **Year group of pupils:** | **Duration of session:** | **Appraiser’s role:** | |
|  | **Outstanding** | | **Good** | **Requires improvement to**  **become ‘good’** | | **Below Standard** |
| **Planning** | Planning identifies clear learning objectives. The lesson is structured appropriately and content has evidently been driven by assessment to inform and review planning. The session is carefully differentiated to match the learners’ needs and the role of additional adults is evident. | | | Learning objectives are identified. The lesson is structured appropriately. There is some evidence that planning is driven by assessment. There is some differentiation to match the learners’ needs. There is some planning for additional adults. | | Learning objectives are unclear/missing. There is no evidence that the session has been informed by assessment. There is lack of structure and little/no differentiation to match the learners’ needs. Planning for additional adults is unclear. |
| **Revisit** | Clear learning objectives are explicitly shared with the pupils. Earlier learning of phonemes, graphemes, GPC and tricky words is consolidated through a well-pace, lively and multi-sensory approach. The pupils are completely engaged in their learning. | Clear learning objectives are shared with the pupils. Previous learning is reviewed effectively and most pupils are engaged. | | Learning objectives are shared with the pupils. Some opportunity is given for pupils to consolidate previous learning. | | The learning objectives are not made explicit and little opportunity is given for pupils to consolidate earlier learning. |
| **Teach** | Expectations are clearly linked to the phonic phase the pupils are working in. All phonemes are articulated correctly. Pupils are given appropriate opportunities to articulate phonemes and misconceptions are addressed. Pupils are taught letter names where appropriate. The skills of blending and segmenting are effectively modelled. The impact on pupils’ learning is significant. | Expectations are clearly linked to the phonic phase the pupils are working in. Most phonemes are articulated correctly and pupils are given opportunities to enunciate new phonemes. Misconceptions are mostly addressed. The skills of blending and segmenting are effectively modelled. There is a clear impact on pupils’ learning. | | Expectations are mostly linked to the phonic phase the pupils are working in. Most phonemes are articulated correctly and sometimes pupils are given opportunities to enunciate new phonemes. Misconceptions are sometimes addressed. The skills of blending and segmenting are modelled. There is some impact on pupils’ learning. There is an imbalance between teacher and child contributions. | | Expectations are not linked to the phonic phase the pupils are working in. Numerous mistakes are evident in the pronunciation of phonemes and little opportunity is given for pupils to articulate and learn new phonemes/graphemes.  Pupils are not engaged and misconceptions are not addressed. There is little impact on pupils’ learning. |
| **Practise** | Pupils are actively involved and given opportunities to practise saying, blending and segmenting new phonemes. Pupils are given multi-sensory opportunities to practise their new learning. | Pupils are involved and given opportunities to practise saying, blending and segmenting new phonemes. Pupils are given opportunities to practise their new learning. | | Pupils are mostly involved and generally given opportunities to practise saying, blending and segmenting new phonemes. Pupils are given some opportunity to practise new learning. | | Pupils are not involved and given little or no opportunities to practise saying, blending and segmenting new phonemes. There is no opportunity for pupils to practise new learning. |
| **Apply** | Pupils are given imaginative and engaging opportunities to apply their new phonic knowledge and skills. | Pupils are given opportunities to apply their phonic knowledge and skills in reading and writing sentences or captions. | | Pupils are given some opportunities to apply their phonic skills. | | Pupils are given little or no opportunities to apply their phonic skills. |
| **Assessment** | Learning is formatively assessed throughout the session. Teaching responds to the needs of the pupils. | | | There is some evidence of formative assessment informing teaching. | | There is little evidence of formative assessment. |

|  |  |
| --- | --- |
| Phonics Prompt Sheet (for Reception and KS1 lessons) | |
| **Prompts** | **Formative feedback comments, include strengths and areas for development** |
| 1. **Revisit** (2-5 minutes)  * Does the Student Teacher ensure that pupils revise and consolidate earlier learning (grapheme-phoneme correspondences, tricky words) (TS2, TS3) |  |
| 1. **Teach** (approximately 5 minutes)  * Are expectations linked to the phonic phase pupils are working at? * Is the articulation of phonemes correct? * Are pupils required to articulate phonemes themselves, not just listen to the adult doing so? * Are the pupils taught letter names? * Are the pupils being taught blending to read and/or segmenting to spell? * Is there evidence of new learning, not just consolidation? (TS2, TS3, TS4) |  |
| 1. **Practise** (5-10 minutes)  * Do pupils have opportunities to practise saying phonemes? * Are they given opportunities to blend phonemes to read words and / or segment words into phonemes for spelling? * Are all pupils actively involved (e.g. manipulating magnetic letters, writing on individual whiteboards, sorting cards)   (TS2, TS3, TS4) |  |
| 1. **Apply** (2 minutes)  * Is there evidence that pupils have opportunities to apply their phonic knowledge and skills in reading or writing a sentence or caption?   (TS2, TS3, TS4) |  |
| **Throughout the session:**   * Is the session tightly focused on the learning objective? * Is teaching lively, fast-paced, interactive and multi-sensory? * Are props used effectively? * Does the Student Teacher observe carefully to assess individual pupils’ knowledge and skills noting difficulties? (Students should use the Phonics Weekly Plan to record this information e.g. the names of individual pupils who are not meeting expectations). * Does the Student Teacher use assessment evidence to inform and review planning? (TS1, TS2, TS3, TS4, TS5, TS6) |  |
| **Targets** | **Strategies** |



## Weekly Progression Meeting

***PART 1 TO BE COMPLETED BY THE STUDENT PRIOR TO THE MEETING***

**PART 1**

Overall how are you feeling this week?

|  |  |  |
| --- | --- | --- |
| **Teachers’**  **Standard** | **Previous target(s)** | **Evidence to demonstrate progress** (with particular focus on the quality of teaching over time and impact of this) |
|  |  |  |
|  |  |  |

**Reflections on the contribution of your teaching to pupil learning/progress throughout the week.**

(Identify 2-3 of the Teachers’ Standards below and bring evidence to enable an in-depth discussion)

|  |
| --- |
| TS3 -What have you done to prepare your subject knowledge and pedagogy for your teaching this week? |
| TS4/TS2 – How you have linked tasks to objectives and outcomes in your lessons this week to support the curriculum? (Focus on the process you engaged with for this) |
| TS1/TS5 - How have you planned to meet the needs of all learners? How have you ensured all children are appropriately challenged? Discuss why this worked or didn’t work |
| TS2/TS6 - How have you checked learners’ understanding? (e.g. questioning, verbal, formative feedback, summative marking, whole class feedback) |
| TS7 – How have the strategies you used facilitated learning? |
| TS4/TS6 - How will the learners’ understanding inform your planning and teaching next week? |
| TS8/Part 2 – How have you used additional adults to impact on learning? How have you contributed to the wider professional role of the teacher? How have you demonstrated consistently high standards of professionalism? |
| **(To be reflected upon at the end of a sequence of learning or topic)**  What was the intention of the sequence of lessons?  What was the actual impact on learning?  How do you know? |

|  |
| --- |
| **Strengths demonstrated this week:** |

***PART 2 TO BE COMPLETED BY THE STUDENT AND MENTOR DURING THE MEETING***

**PART 2**

|  |  |  |  |
| --- | --- | --- | --- |
| **General Discussion** | | | **Teacher’s Standard** |
| **Teachers’**  **Standard** | **New Target(s)** | **Strategies to support student to progress** | |
|  |  |  | |
|  |  |  | |

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| **Are there any concerns about the placement? ☐**  **If there are concerns, please contact your alliance lead or link tutor for additional guidance and support.** |

Please ensure that evidence for all the Teachers’ Standards is discussed over the course of the placement.

## SE File Checklist

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| --- | --- | --- | --- | --- | --- |
| **Name of student teacher** |  | | | | **Comments and date** |
| **Initial check & date** | Student Teacher | Mentor | | Link Tutor/ Alliance lead |  |
| **Teaching File** |  | |  |  |  |
| **MT plans in place and files correctly organised before start of SE** |  |  | |  |
| 1. Student Information   Personal details  Subject knowledge audits  Code of Conduct  Audit of Teachers’ Standards  Trackers (CPD, TS5, Curr) |  |  | |  |  |
| 1. Attendance record |  |  | |  |  |
| 1. Children’s Prior Learning |  |  | |  |  |
| 1. Overview of key events/ SE Overview |  |  | |  |  |
| 1. Weekly plans: Phonics   Weekly timetable  Maths and English |  |  | |  |  |
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|  |  | |  |  |
| 1. Daily plans |  |  | |  |  |
| 1. Records of monitoring and assessment |  |  | |  |  |
| 1. Class List |  |  | |  |  |
| 1. Individual Children’s Needs |  |  | |  |  |
| Planning, Archive & Context File |  |  | |  |  |
| * Contextual information |  |  | |  |  |
| * Long term plans (from the school) |  |  | |  |  |
| * Overview of key events/Medium Term Plans |  |  | |  |  |
| * Previous week’s planning and assessment records (in subjects) |  |  | |  |  |
| * Examples of annotated children’s work |  |  | |  |  |

## NASBTT Guidance

**Teachers’ Standards, Part One: Teaching grade descriptors**

Please note: Words in italics are directly from the ‘Initial teacher education inspection handbook’ (March 2015); column headings reproduce the overall outcome criterion.

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| **1. Set high expectations which inspire, motivate and challenge pupils**   * establish a safe and stimulating environment for pupils, rooted in mutual respect * set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions * demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. |

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| Standard sub-headings | | Outstanding (1):  Much of the quality of trainees’ teaching over time is outstanding and never less than consistently good. | Good (2):  Much of the quality of trainees’ teaching over time is good; some is outstanding. | Requires improvement (3) -meeting the Standard:  The quality of trainees’ teaching over time requires improvement as it is not yet good.  Trainees need targeted advice to be good. | Inadequate (4):  Trainees fail to meet the minimum level of practice. |
| a | establish a safe and stimulating environment for pupils, rooted in mutual respect | Consistently uses innovative strategies to establish a safe and stimulating environment for pupils, rooted in mutual respect, which motivates and inspires pupils to learn and enjoy the subject. | Uses a range of strategies to establish a safe environment which, much of the time, is stimulating and rooted in mutual respect. | Is able to establish a safe and stimulating environment for pupils, rooted in mutual respect. | Is unable to establish a safe and stimulating environment for pupils. |
| b | set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions | Consistently sets goals that stretch, challenge and motivate pupils.  use effective strategies to support the learning and progress of underperforming groups. | Sets goals that stretch, challenge and motivate pupils.  use strategies to support the learning and progress of underperforming groups. | Is able to set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. | Is unable to set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. |
| c | demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | Consistently and effectively demonstrates and models the positive attitudes, values and behaviour which are expected of pupils. | Consistently demonstrates and models the positive attitudes, values and behaviour which are expected of pupils. | Is able to demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | Is unable to demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. |

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| **2. Promote good progress and outcomes by pupils**   * be accountable for pupils’ attainment, progress and outcomes * be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these * guide pupils to reflect on the progress they have made and their emerging needs * demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching * encourage pupils to take a responsible and conscientious attitude to their own work and study. |

| Standard sub-headings | | Outstanding (1):  Much of the quality of trainees’ teaching over time is outstanding and never less than consistently good. | Good (2):  Much of the quality of trainees’ teaching over time is good; some is outstanding. | Requires improvement (3) -meeting the Standard:  The quality of trainees’ teaching over time requires improvement as it is not yet good.  Trainees need targeted advice to be good. | Inadequate (4):  Trainees fail to meet the minimum level of practice. |
| --- | --- | --- | --- | --- | --- |
| a | be accountable for pupils’ attainment, progress and outcomes | Is consistently accountable for pupils’ attainment, progress and outcomes. | Is accountable for pupils’ attainment, progress and outcomes | Is able to take accountability for pupils’ attainment, progress and outcomes. | Is unable to take accountability for pupils’ attainment, progress and outcomes. |
| b | be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these | Has a detailed understanding of the pupils’ capabilities and their prior knowledge.  demonstrate through their planning and teaching that their pupils, including those who are disabled and those who have special educational needs, make good progress. | Has a good understanding of the pupils’ capabilities and their prior knowledge.  assess pupils’ achievement and plan and teach lessons that enable pupils, including those who are disabled and those who have special educational needs, to make at least expected progress. | Is aware of pupils’ capabilities and their prior knowledge, and plans teaching to build on these. | Is unable to demonstrate an awareness of pupils’ capabilities and their prior knowledge, and is unable to plan teaching to build on these. |
| c | guide pupils to reflect on the progress they have made and their emerging needs | Pupils are consistently offered high quality intervention and feedback which enables them to identify the progress they have made and understand what they need to do to improve. | Pupils are offered intervention and feedback which, much of the time, enables them to identify the progress they have made and understand what they need to do to improve. | Is able to guide pupils to reflect on the progress they have made and their emerging needs. | Is unable to guide pupils to reflect on the progress they have made and their emerging needs. |
| d | demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching | Is consistently and effectively able to use knowledge and understanding of how pupils learn to improve their teaching. | Much of the time makes good use of knowledge and understanding of how pupils learn to inform their teaching. | Is able to demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching. | Is unable to demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching. |
| e | encourage pupils to take a responsible and conscientious attitude to their own work and study. | Consistently and effectively encourages pupils, by setting specific high expectations, to take a responsible and conscientious attitude to work and study. | Much of the time encourages pupils, to take a responsible and conscientious attitude to work and study by setting expectations. | Is able to encourage pupils to take a responsible and conscientious attitude to their own work and study. | Is unable to encourage pupils to take a responsible and conscientious attitude to their own work and study. |

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| **3. Demonstrate good subject and curriculum knowledge**   * have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings * demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship * demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject * if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics (primary) * if teaching early\* mathematics, demonstrate a clear understanding of appropriate teaching strategies. (primary) |

| Standard sub-headings | | Outstanding (1):  Much of the quality of trainees’ teaching over time is outstanding and never less than consistently good. | Good (2):  Much of the quality of trainees’ teaching over time is good; some is outstanding. | Requires improvement (3) -meeting the Standard:  The quality of trainees’ teaching over time requires improvement as it is not yet good.  Trainees need targeted advice to be good. | Inadequate (4):  Trainees fail to meet the minimum level of practice. |
| --- | --- | --- | --- | --- | --- |
| a | have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings | Consistently teach exceptionally well, demonstrating:  - strong subject and curriculum knowledge;  - phase expertise.  Is confident to work within the current and new curriculum.  Demonstrates the ability to address misunderstandings and maintain pupils’ interest. | teach well, demonstrating:  - good subject and curriculum knowledge;  - phase expertise.  Works within the current and new curriculum arrangements.  Much of the time demonstrates the ability to address misunderstandings and maintain pupils’ interest. | Has a secure knowledge of the relevant subject(s) and curriculum areas, fosters and maintains pupils’ interest in the subject, and addresses misunderstandings. | Does not have a secure knowledge of the relevant subject(s) and curriculum areas, does not foster and maintain pupils’ interest in the subject, and does not address misunderstandings. |
| b | demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship | Effectively demonstrates consistent and critical understanding of developments in the subject and curriculum areas.  Consistently and effectively promotes the value of scholarship. | Demonstrates, much of the time, critical understanding of developments in the subject and curriculum areas.  Much of the time promotes the value of scholarship. | Is able to demonstrate a critical understanding of developments in the subject and curriculum areas, and promotes the value of scholarship. | Is unable to demonstrate a critical understanding of developments in the subject and curriculum areas, and does not promote the value of scholarship. |
| c | demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject | Consistently demonstrates a thorough understanding of how to teach reading, writing, communication … effectively to enhance the progress of pupils they teach.  Consistently demonstrates an understanding of and takes responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher’s specialist. | Demonstrates a good understanding of how to develop the reading, writing, communication … skills of the pupils they teach.  Much of their teaching demonstrates an understanding of and takes responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher’s specialist subject. | Is able to demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject. | Is unable to demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject. |
| d | if teaching early  reading, demonstrate a clear understanding of systematic synthetic phonics  (primary) | Trainee can teach early reading, systematic synthetic phonics, communication and language development … confidently and competently so that pupils make good or better than expected progress.  Consistently demonstrates a thorough understanding of the role of systematic synthetic phonics in the teaching of early reading. | Trainee can teach early reading, systematic synthetic phonics, communication and language development … with increasing confidence and competence so that pupils make at least expected progress.  Demonstrates a good understanding of the role of systematic synthetic phonics in the teaching of early reading. | Is able to, if teaching early  reading, demonstrate a clear understanding of systematic synthetic phonics. | Is unable to, if teaching early  reading, demonstrate a clear understanding of systematic synthetic phonics. |
| e | if teaching early\* mathematics, demonstrate a clear understanding of appropriate teaching strategies.  (primary)  \* The current ‘Initial teacher education inspection handbook’ frequently replaces ‘early’ with ‘primary’. | Trainee can teach primary mathematics … confidently and competently so that pupils make good or better than expected progress.  Consistently demonstrates a thorough understanding of appropriate teaching strategies for the teaching of early mathematics. | Trainee can teach primary mathematics … with increasing confidence and competence so that pupils make at least expected progress.  Demonstrates a good understanding of strategies for the teaching of early mathematics. | Is able to, if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. | Is unable to, if teaching early\* mathematics, demonstrate a clear understanding of appropriate teaching strategies. |

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| **4. Plan and teach well-structured lessons**   * impart knowledge and develop understanding through effective use of lesson time * promote a love of learning and children’s intellectual curiosity * set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired * reflect systematically on the effectiveness of lessons and approaches to teaching * contribute to the design and provision of an engaging curriculum within the relevant subject area(s). |

| Standard sub-headings | | Outstanding (1):  Much of the quality of trainees’ teaching over time is outstanding and never less than consistently good. | Good (2):  Much of the quality of trainees’ teaching over time is good; some is outstanding. | Requires improvement (3) -meeting the Standard:  The quality of trainees’ teaching over time requires improvement as it is not yet good.  Trainees need targeted advice to be good. | Inadequate (4):  Trainees fail to meet the minimum level of practice. |
| --- | --- | --- | --- | --- | --- |
| a | impart knowledge and develop understanding through effective use of lesson time | Consistently and effectively imparts knowledge and develops understanding through using lesson time to great effect. | Much of the time imparts knowledge and develops understanding through using lesson time to good effect. | Is able to impart knowledge and develop understanding through effective use of lesson time. | Is unable to impart knowledge and develop understanding through effective use of lesson time. |
| b | promote a love of learning and children’s intellectual curiosity | Consistently and effectively promotes a love of learning and children’s intellectual curiosity. | Much of the time promotes a love of learning and children’s intellectual curiosity. | Is able to promote a love of learning and children’s intellectual curiosity. | Is unable to promote a love of learning and children’s intellectual curiosity. |
| c | set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired | Consistently and effectively plans differentiated, purposeful homework/out-of-class activities that consolidates and extends existing knowledge and understanding. | Much of the time plans differentiated homework/out-of-class activities that consolidates and extends existing knowledge and understanding. | Is able to set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired. | Is unable to set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired. |
| d | reflect systematically on the effectiveness of lessons and approaches to teaching | Is systematically and critically reflective in analysing, evaluating and improving their practice (paraphrased).  Is able to accurately judge the effectiveness of their lessons and impact on all groups of pupils. | Is systematically able to reflect in order to improve their practice.  Is able to judge the effectiveness of their lessons and impact on all groups of pupils. | Is able to reflect systematically on the effectiveness of lessons and approaches to teaching. | Is unable to reflect systematically on the effectiveness of lessons and approaches to teaching. |
| e | contribute to the design and provision of an engaging curriculum within the relevant subject area(s). | Consistently makes effective contributions to the design and provision of an engaging curriculum within the relevant subject area(s). | Makes good contributions to the design and provision of an engaging curriculum within the relevant subject area(s). | Is able to contribute to the design and provision of an engaging curriculum within the relevant subject area(s). | Is unable to contribute to the design and provision of an engaging curriculum within the relevant subject area(s). |

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| **5. Adapt teaching to respond to the strengths and needs of all pupils**   * know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively * have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these * demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development * have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. |

| Standard sub-headings | | Outstanding (1):  Much of the quality of trainees’ teaching over time is outstanding and never less than consistently good. | Good (2):  Much of the quality of trainees’ teaching over time is good; some is outstanding. | Requires improvement (3) -meeting the Standard:  The quality of trainees’ teaching over time requires improvement as it is not yet good.  Trainees need targeted advice to be good. | Inadequate (4):  Trainees fail to meet the minimum level of practice. |
| --- | --- | --- | --- | --- | --- |
| a | know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively | Consistently and effectively differentiates appropriately using timely approaches which enable pupils to be taught effectively. | Much of the time differentiates appropriately using approaches which enable pupils to be taught effectively. | Knows when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively. | Does not know when and how to differentiate appropriately. |
| b | have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these | understand the causes of low achievement; challenge and motivate pupils where attainment is low; and use effective strategies to support underperforming groups. | understand how to challenge and motivate pupils where attainment is low and use strategies to support underperforming groups. | Has a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these. | Does not have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these. |
| c | demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development | Consistently and effectively demonstrates clear awareness of the physical, social and intellectual development of children, and effectively adapts teaching to support pupils’ education at different stages of development. | Demonstrates an awareness of the physical, social and intellectual development of pupils and, much of the time, adapts teaching to support pupils’ education at different stages of development. | Is able to demonstrate an awareness of the physical, social and intellectual development of children, and knows how to adapt teaching to support pupils’ education at different stages of development. | Is unable to demonstrate an awareness of the physical, social and intellectual development of children, and does not know how to adapt teaching to support pupils’ education at different stages of development. |
| d | have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. | Consistently and effectively evaluates and adapts teaching to meet the needs of all pupils, including those with special educational needs, high ability (including Gifted and Talented), English as an additional language, disabilities and pupils eligible for the pupil premium (including Free School Meals).  challenge and motivate pupils where attainment is low; and use effective strategies to support underperforming groups.  Consistently and effectively uses and evaluates distinctive teaching approaches to engage and support pupils. | Much of the time evaluates and adapts teaching to support all pupils, including those with special educational needs, high ability (including Gifted and Talented), English as an additional language, disabilities and pupils eligible for the pupil premium (including Free School Meals).  understand how to challenge and motivate pupils where attainment is low and use strategies to support underperforming groups.  Much of the time uses and evaluates distinctive teaching approaches to engage and support pupils. | Has a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and is able to use and evaluate distinctive teaching approaches to engage and support them. | Does not have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and is not able to use and evaluate distinctive teaching approaches to engage and support them. |

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| **6. Make accurate and productive use of assessment**   * know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements * make use of formative and summative assessment to secure pupils’ progress * use relevant data to monitor progress, set targets, and plan subsequent lessons * give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. |

| Standard sub-headings | | Outstanding (1):  Much of the quality of trainees’ teaching over time is outstanding and never less than consistently good. | Good (2):  Much of the quality of trainees’ teaching over time is good; some is outstanding. | Requires improvement (3) -meeting the Standard:  The quality of trainees’ teaching over time requires improvement as it is not yet good.  Trainees need targeted advice to be good. | Inadequate (4):  Trainees fail to meet the minimum level of practice. |
| --- | --- | --- | --- | --- | --- |
| a | know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements | accurately assess achievement and attainment in relevant subject and curriculum areas, including statutory assessment requirements, using new curricula … examinations and assessment arrangements. | assess pupils’ achievement in the relevant subject and curriculum areas, including statutory assessment requirements. | Knows and understands how to assess the relevant subject and curriculum areas, including statutory assessment requirements. | Does not know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. |
| b | make use of formative and summative assessment to secure pupils’ progress | Consistently and effectively uses formative, continuous assessment and summative tests to great effect to secure progress for all pupils, through a sequence of lessons over time. | Much of the time uses formative, continuous assessment and summative tests to secure progress through a sequence of lessons over time. | Is able to make use of formative and summative assessment to secure pupils’ progress. | Is unable to make use of formative and summative assessment to secure pupils’ progress. |
| c | use relevant data to monitor progress, set targets, and plan subsequent lessons | Consistently and effectively uses a range of relevant data, including school progress data, to monitor pupil progress and learning over time.  Records of pupil progress and learning and attainment are accurate and up-to-date and used to inform future planning and target setting. | Uses a range of relevant data including school progress data to monitor pupil progress and learning over time.  Records of pupil progress and learning and attainment are accurate and up-to-date and, much of the time, are used to inform future planning and target setting. | Is able to use relevant data to monitor progress, set targets, and plan subsequent lessons. | Is unable to use relevant data to monitor progress, set targets, and plan subsequent lessons. |
| d | give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. | Consistently uses a range of effective methods to give pupils regular and constructive feedback and the opportunity to respond to it.  Accurate and timely marking and oral feedback contributes to pupil progress and learning over time. | Uses a range of methods to give pupils regular feedback and the opportunity to respond to it.  Accurate and regular marking and oral feedback contributes to pupil progress and learning over time. | Is able to give pupils regular feedback, both orally and through accurate marking, and encourages pupils to respond to the feedback. | Is unable to give pupils regular feedback, both orally and through accurate marking, and does not encourage pupils to respond to the feedback. |

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| **7. Manage behaviour effectively to ensure a good and safe learning environment**   * have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school’s behaviour policy * have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly * manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them * maintain good relationships with pupils, exercising appropriate authority, and act decisively when necessary. |

| Standard sub-headings | | Outstanding (1):  Much of the quality of trainees’ teaching over time is outstanding and never less than consistently good. | Good (2):  Much of the quality of trainees’ teaching over time is good; some is outstanding. | Requires improvement (3) -meeting the Standard:  The quality of trainees’ teaching over time requires improvement as it is not yet good.  Trainees need targeted advice to be good. | Inadequate (4):  Trainees fail to meet the minimum level of practice. |
| --- | --- | --- | --- | --- | --- |
| a | have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school’s behaviour policy | In accordance with the school’s behaviour policy:  takes responsibility for and has the knowledge, understanding and skills to promote and manage behaviour effectively and create an excellent climate for learning;  actively encourages pupils to behave well in the classroom and around the school and display high levels of courtesy and co-operation;  can effectively tackle bullying, including cyber and prejudice-based (and homophobic) bullying. | In accordance with the school’s behaviour policy:  takes responsibility for and is able to promote and manage behaviour in the classroom well to ensure a good and safe learning environment;  encourages pupils to behave well in the classroom and around the school and display good levels of courtesy and co-operation;  is able to tackle bullying, including cyber and prejudice-based (and homophobic) bullying. | Has clear rules and routines for behaviour in classrooms, and takes responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school’s behaviour policy. | Does not have clear rules and routines for behaviour in classrooms, and does not take responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school’s behaviour policy. |
| b | have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly | Consistently sustains high expectations of behaviour.  Establishes and maintains or applies the school’s framework for discipline consistently and fairly, using a wide range of effective strategies. | Sustains high expectations of behaviour.  Establishes and maintains or applies the school’s framework for discipline, using a range of strategies. | Has high expectations of behaviour, and establishes a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. | Does not have high expectations of behaviour, and does not establish a framework for discipline with a range of strategies. |
| c | manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them | Consistently manages a high level of pupil motivation and involvement using a range of effective approaches appropriate to the pupils’ needs. | Manages a good level of pupil motivation and involvement using a range of approaches appropriate to the pupils’ needs. | Is able to manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them. | Is unable to manage classes effectively. |
| d | maintain good relationships with pupils, exercising appropriate authority, and act decisively when necessary. | Consistently demonstrates strong and effective relationships with pupils exercising appropriate authority, and acts decisively when necessary. | Demonstrates good relationships with pupils and exercises appropriate authority, and acts decisively when necessary. | Is able to maintain good relationships with pupils, exercising appropriate authority, and acts decisively when necessary. | Is unable to maintain good relationships with pupils, does not exercise appropriate authority and/or act decisively when necessary. |

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| **8. Fulfil wider professional responsibilities**   * make a positive contribution to the wider life and ethos of the school * develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support * deploy support staff effectively * take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues * communicate effectively with parents with regard to pupils’ achievements and well-being. |

| Standard sub-headings | | Outstanding (1):  Much of the quality of trainees’ teaching over time is outstanding and never less than consistently good. | Good (2):  Much of the quality of trainees’ teaching over time is good; some is outstanding. | Requires improvement (3) -meeting the Standard:  The quality of trainees’ teaching over time requires improvement as it is not yet good.  Trainees need targeted advice to be good. | Inadequate (4):  Trainees fail to meet the minimum level of practice. |
| --- | --- | --- | --- | --- | --- |
| a | make a positive contribution to the wider life and ethos of the school | Is consistently proactive and makes a positive contribution to the wider life and ethos of the school. | Is proactive and makes a positive contribution to the wider life and ethos of the school. | Is able to make a positive contribution to the wider life and ethos of the school. | Is unable to make a positive contribution to the wider life and ethos of the school. |
| b | develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support | Professional relationships with colleagues are consistently effective.  Consistently and effectively consults with colleagues as appropriate, knowing when and how to draw on their advice and specialist support. | Professional relationships with colleagues are good.  Consults with colleagues as appropriate, knowing when and how to draw on their advice and specialist support. | Is able to develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support. | Is unable to develop effective professional relationships with colleagues, and does not know how and when to draw on advice and specialist support. |
| c | deploy support staff effectively | Consistently and effectively deploys support staff to maximise the learning of pupils. | Deploys support staff effectively to support the learning of pupils. | Is able to deploy support staff effectively. | Is unable to deploy support staff. |
| d | take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues | Is consistently proactive in taking full responsibility for improving their own teaching through professional development.  Effectively uses the advice and guidance offered by colleagues to secure improvements in practice. | Takes responsibility for improving their own teaching through professional development.  Respects and responds to the advice and guidance offered by colleagues. | Is able to take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. | Is unable to take responsibility for improving teaching through appropriate professional development, and is unable to respond to advice and feedback from colleagues. |
| e | communicate effectively with parents with regard to pupils’ achievements and well-being. | Proactively and consistently communicates effectively with parents and carers about pupils’ achievements and well-being. | Communicates effectively with parents and carers about pupils’ achievements and well-being. | Is able to communicate effectively with parents with regard to pupils’ achievements and well-being. | Is unable to communicate effectively with parents with regard to pupils’ achievements and well-being. |

**Teachers’ Standards, Part Two: Personal and professional conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career. (Teachers’ Standards, Part Two: Personal and professional conduct)

Part Two of the Standards is about personal and professional conduct. All trainees are required to maintain consistently high standards of personal and professional conduct at all times. Where this is not the case, a cause for concern procedure will be instigated and will potentially result in disciplinary procedures. Our PGCE Secondary Partnership approach is outlined below:

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| Interview: | Personal and professional conduct will be included as a focus for discussion as part of the interview process. In accepting the offer of a place on the programme, prospective trainees are required to sign an agreement/contract agreeing to adhere to high standards of personal and professional conduct; |
| Induction: | The requirements for Part Two of the Teachers’ Standards will be introduced and discussed in detail to include consideration of each aspect and its implications for trainees and teachers; |
| At the start of a  new placement: | Trainees must familiarise themselves with the individual school’s codes of conduct and safety policies, including safeguarding, and ensure they understand and adhere to them; |
| At each review point: | The trainees’ ability to consistently maintain high standards of personal and professional conduct are discussed. Any areas for development are addressed and appropriate targets set; |
| At any time: | Should issues arise in relation to the appropriateness of the trainees’ conduct, action will be taken which may lead to a cause for concern procedure being instigated. |

The table on the following pages sets out each descriptor, the scope and key questions to support the assessment of the trainees’ conduct. Partnerships will address these as part of their regular reviews of trainee progress and conduct. If any cause for concern should arise, then the cause for concern procedure should be instigated (refer to Additional Support Procedures Handbook).

**Part Two: Personal and professional conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

* treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
* having regard for the need to safeguard pupil’s well-being, in accordance with statutory provisions
* showing tolerance of and respect for the rights of others
* not undermining fundamental British values, including: democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
* ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.

Teachers must have proper and professional regard to the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities