Our ethos

The Initial Teacher Education (ITE) courses at the University of Nottingham educate teachers, from diverse backgrounds, who are committed to critical engagement with the goals of education and who are able to make informed and thoughtful judgements about what is educationally worthwhile.

These judgements are informed by their evolving philosophy of education, which is shaped and re-shaped by research, debate and their own intellectual curiosity. The development of such a philosophy is underpinned by a scholarly understanding of the relationship between educational theory and practice, and informed by a continual process of professional inquiry and personal reflection.

We believe that such teachers are committed to working in a variety of schools within diverse communities and that they serve as role models for the young people they teach. We also believe that their practice is underpinned by a sense of responsibility towards the social, emotional and intellectual well-being of children. This is itself manifest in their passion for teaching and their subject and in their desire to support their students in developing the qualities, skills and dispositions necessary in a fast-changing world.

Aims of the courses

The courses will enable student teachers to develop:

- their professional confidence and identity as active members of the teaching community
- positive relationships with young people which value them for who they are and what they bring to education
- the knowledge, skills, understanding and values necessary to becoming effective teachers
- strategies to promote social justice through their teaching and by engaging more broadly with the life of a school and its wider community
- their own theories of learning and models of good practice through critical engagement with theories of education, education policy and education practice
- an understanding of the importance of maintaining an ongoing association with developments in their subject and the whole school curriculum in order to contribute to imaginative curriculum making and challenging classroom teaching
- the ability to critically reflect on their own practice and that of others and become part of a collaborative community of inquiry
- the attitudes and aptitudes necessary that will enable them to take responsibility for their continuing professional development
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Dear Colleagues

The University of Nottingham Initial Teacher Education Partnership Handbook

Welcome to the ITE Partnership Handbook that is designed to provide an oversight of the ITE Partnership in which we work collaboratively and cooperatively. Through working in strong partnership, we can ensure that our beginning teachers experience courses that support them in reaching the standards for Qualified Teacher Status and afford them a critical understanding of the relationship between theory and practice so that they become excellent teachers.

The handbook includes key statements and policies applicable to all our ITE courses. Specific course related partnership information will, of course, be available to you either hard copy or electronically.

As always the quality of a strong partnership depends partly on the quality of its communication and the Handbook will be reviewed by the partnership to ensure it reflects current developments and changes.

If you would like to discuss any aspect of this information please do contact me or our Collaborative Partnerships Manager, Paula Hancock (paula.hancock@nottingham.ac.uk).

Best wishes

Stef Sullivan
Director of Initial Teacher Education, University of Nottingham

stefanie.sullivan@nottingham.ac.uk
Initial Teacher Education courses at the University of Nottingham, School of Education

All teacher education courses offered by the University of Nottingham lead to PGCE, with masters level credits, and QTS. All mentors and coordinators in partnership schools undertake training with the University and the students and trainees receive a high level of support from both the University and school staff. The focus with our partner schools is collaboration and our phase Partnership Management and Development Boards ensure that the collegiality is genuine and developmental.

Recruitment to the courses involves collaboration between the University and schools so that representatives of both are present at interviews. This is seen as essential to the collaborative approach to the recruitment of beginning teachers. Many schools offer placements to beginning teachers across several routes.

Routes into teaching offered

Primary PGCE
This programme, now in its third year, was developed in collaboration with our partnership schools. It is a thirty seven week course with a strong emphasis on practical school based training supported by University based seminars. At the end of the 2018/19 course the vast majority of students had secured a teaching position, many of them in partnership schools.

Primary PGCE School Direct
This school based programme is currently offered as a tuition fees course. Throughout the autumn and summer terms, and several weeks in the spring term, trainees spend four days per week in school and attend a training day at the University each Friday. In the spring term, the trainees spend a minimum of five weeks on a second school placement. At the end of the 2018/19 course the vast majority of students had secured a teaching position, many of them in partnership schools.

Secondary PGCE and PGCE School Direct: English, geography, history, maths, modern languages, science
This programme prepares students to teach their subject in secondary schools. This programme draws together beginning teachers from our PGCE and PGCE School Direct programmes. Developed in collaboration with partnership, the course ensures students are part of a large cohort of beginning teachers in their subject. This enables a clear focus on subject knowledge for teaching and subject specific pedagogy. There is a strong emphasis on practical school based training (minimum of 25 weeks) supported by University based seminars and lectures. At the end of the 2018/19 course the vast majority of students had secured a teaching position, many of them in partnership schools.

Physics with Science Education and Qualified Teacher Status MSci
This is an innovative programme aimed at addressing the shortfall in the number of physics teachers being trained in the UK. Offered in collaboration with the School of Physics and Astronomy, the course is available to high performing undergraduate physics students. Students who perform well in their second year examinations are able to transfer to this
course for years 3 and 4 of their undergraduate study. Upon successful completion the
beginning teachers hold a MSci degree and QTS.
Our Partnership

The University and schools continue to work together in partnership to review and develop our ITE provision. The Partnership is large both in terms of types of institutions and geographical area, a rich and diverse partnership that affords beginning teachers many different opportunities.

The University seeks to establish partnership with schools:

- in which mentors and coordinators engage with our training and professional development programme
- which accept and agree to fulfil the roles and responsibilities agreed by the phase Partnership Management and Development Boards
- that are able to provide appropriate professional experiences to allow beginning teachers to meet the statutory requirements of their training course and have opportunities to see excellent teaching
- in which staff wish to collaborate with the University in the training and induction of new teachers
- that are able to offer trained mentors and high quality placements

In particular the Partnership comprises schools that provide:

- colleagues who manage the Partnership effectively within school and maintain close relationships with the University
- material resources and a school environment appropriate to the period of school based initial teacher training
- a commitment to the personal and professional support of beginning teachers in the school
- coverage of the National Curriculum and relevant national examinations
- teaching experiences to include the relevant range of age and abilities of pupils
- examples of high quality practice of an appropriate range of teaching styles, strategies and good practice
- opportunities for beginning teachers to engage in cross-curricular, cross-phase and extra-curricular activities as part of their school placements
- experiences for beginning teachers to develop their understanding relating to pastoral and tutorial responsibilities
- an opportunity to experience working as a teacher in a school in challenging circumstances

Offers of partnership are based upon the above criteria. However, the Partnership also aims to be inclusive, and, wherever possible, to be responsive to the needs of the local region this would include offering an opportunity to experience working as a teacher in a school in challenging circumstances.

Both school and university circumstances alter from year to year. A decision on either side to retire for a particular year does not imply that partnership is at an end. Offers of partnership are invited annually, and offers of new or reactivated partnership are encouraged.
Working in Partnership
The Partnership Agreement between the University of Nottingham and the Partnership institutions

The Partnership Agreement has been reached through discussion at the Partnership Management and Development Boards. It encapsulates the key points that contribute to this successful partnership and outlines the expectations and responsibilities of all parties.

The Partnership Agreement is reviewed annually and sent to all partnership institutions in the summer term for the head teacher’s signature and return along with the relevant course appendices.

Definition of Partnership

The Initial Teacher Education Partnership at the University of Nottingham is based upon a shared responsibility for the initial training of beginning teachers and their introduction to professional work in schools. Schools, the University of Nottingham and beginning teachers all have clearly defined roles which depend upon mutual trust, openness and teamwork.

Partnership involves collaboration in:

- planning and development of the training course
- selection of beginning teachers
- teaching of the course
- support and assessment of beginning teachers
- monitoring and evaluation of the course

Partnership provides the opportunity for all concerned in the training process to examine and review their own practice. The belief underpinning the Partnership is that this process leads to improved performance and enhanced professional development. The Partnership makes it clear that professional development is ongoing and that initial training is the first stage in the development of a good teacher. The Partnership is therefore committed to the view that good teachers review, adapt and improve their professional practice throughout their careers.

The following pages contain a copy of the generic sections of the Partnership Agreement for reference.
The University of Nottingham Partnership

The Partnership Agreement between the University of Nottingham and the Partnership institution

Context
The University of Nottingham Partnership is a long established, and successfully developing, body that delivers a high quality of teacher education and training in the East Midlands. It is based on ‘a highly inclusive approach, high expectations, the relentless pursuit of excellence and the continual drive to improve further in order to enhance the quality of training and ensure beginning teachers enter the profession as good or outstanding teachers’ (Ofsted 2014).

In this document the following terms are used:

- beginning teachers – this includes students and trainees
- PGCE – this is the qualification awarded to all students who complete an ITE programme undertaken at masters level
- school – this refers to all institutions that are responsible for the education of children; it includes academies, alliances and schools

1. Introduction
The School of Education and Partner schools uphold a joint responsibility for the planning, teaching, development, management, monitoring and evaluation of the PGCE course; for the selection and supervision of beginning teachers and for assessing their attainment; also for the training of those staff involved in the Partnership. The Partnership aims to ensure that its structures for management and consultation facilitate the development of coherent and comprehensive courses.

This Partnership Agreement summarises the roles, responsibilities and expectations of all partners. More detailed information can be found in the separate course sections of the Partnership Handbook

2. Management of the Partnership
Each ITE phase has a Partnership Management and Development Board that reports both to the School of Education ITE Committee and the relevant University of Nottingham course committees. In addition to these Boards there are ad hoc curriculum development groups in which University and school staff are represented. Terms of Reference are agreed for each Partnership Management and Development Board. The agreement and associated supplementary documentation is reviewed and revised at appropriate intervals at Partnership Management and Development Board meetings.

3. University commitment
In addition to the University-based parts of the courses, the School of Education is responsible for:

- ensuring that the requirements of the Department for Education (DfE) and the University are met with respect to accreditation and validation
- the range of procedures to ensure that quality is monitored and maintained
the organisation of beginning teachers’ placements, in conjunction with partnership schools
recruitment of beginning teachers to university led programmes and support for recruitment of beginning teachers to school-led programmes
if requested, supporting those schools offering School Direct places with their marketing
ensuring Teachers’ Standards for QTS are quality assessed and awarding the PGCE qualification to successful beginning teachers
ensuring a comprehensive and coherent professional course of teacher education for every beginning teacher, and providing the coordination to ensure that there is a framework within which beginning teachers can acquire and develop the necessary skills and achieve the Teachers’ Standards
sharing the University-based curricula with Partnership schools so that there is a coherent approach for beginning teachers
the regular review of the ITE provision to avoid unnecessary workload and to support the well-being of beginning teachers, mentors and coordinators
maintaining records, organising marketing and providing central resources for beginning teachers, relevant to the day to day and overall management of the training
providing timely responses to queries and ensuring the flow of communication within and across the Partnership
the coordination and facilitation of the development of school-based staff including mentors and coordinators. The dates for the Mentor and Coordinator Development programme for each course are circulated at the end of the previous academic year
offering opportunities for NQTs to maintain their professional relationship with the University
ensuring that the roles and responsibilities of all partners for all courses are clear and understood
ensuring that the role and responsibilities of key individuals; university course leaders, university tutors, school mentors, school coordinators, class teachers and beginning teachers in the partnership are understood
ensuring that the agreed payments are made to schools in a timely and efficient manner
ensuring that the benefits of partnership are clear and accessible. The Schools Partnership Gateway is fundamental to this and will incorporate details of events and opportunities both in the University and schools. This is web based on the School of Education web site
Quality Assurance processes; all assessment of masters level assignments and matters related to student progression
the management of ITT Ofsted inspections
organising the recommendation for QTS and graduation for the PGCE
producing and processing the data required by the Department for Education
developing routes for mentors to gain accreditation for their work with students

4. Partner School commitment
Partner schools are responsible for providing the specific context in which beginning teachers are supported in practising and developing professional skills and qualities. They will have responsibility for:

- ensuring that the beginning teachers are placed in departments/phases where there is capacity to support beginning teachers’ developmental needs both in terms of mentoring entitlement and opportunities to observe effective practice
the school-based training of beginning teachers in teaching their specialist subjects/phase and developing their understanding of how pupils learn
- ensuring that beginning teachers receive their entitlements in relation to mentor and school support and opportunities
- training beginning teachers to manage classes and assess pupils' learning
- supervising beginning teachers in relation to school-based elements of the course
- monitoring progress against the Teachers’ Standards in subject application and classroom skills
- ensuring staff have undergone appropriate training by attending mentor and coordinator development sessions
- participating in the recruitment and selection process of beginning teachers,
- ensuring that there is a commitment by mentors and coordinators to access, and refer to, information provided by the University
- supporting and contributing to the comprehensive and coherent professional course of teacher education for every beginning teacher. Ensure there is an understanding of the school and university elements of the programmes
- ensuring there is a commitment to avoiding unnecessary workload and supporting the well-being of beginning teachers, mentors and coordinators
- seeking support from the University as necessary in relation to individual beginning teachers
- working in close partnership with the university in situations where beginning teachers are not making expected progress towards meeting the teachers standards

5. Roles and responsibilities of key individuals in the partnership

Coordinator/ITE Lead
A designated and trained senior member of the school staff with whole-school responsibility, who acts as organiser and coordinator for all beginning teachers in the school. A coordinator has the following responsibilities:

- Administering and reviewing all aspects of the Partnership arrangements, including communication with the School of Education and attending relevant partnership meetings
- Organising a welcome, and a structured induction for beginning teachers into the school
- Overseeing the organisation of an appropriate and balanced timetable for each beginning teacher
- Supervising the work of mentors, including liaison to organise a support system for beginning teachers
- Monitoring the quality of beginning teachers' experience within the school
- Encouraging the development of beginning teachers’ wider school experience
- Monitoring the support, advice and feedback given to beginning teachers to ensure that beginning teacher entitlements are met
- Coordinating the arrangements for the evaluation of beginning teacher progress and target-setting for subsequent phases of practice
- Carrying out a quality assurance role within the school linked to beginning teacher entitlements and the standard of reporting/evaluation in relation to beginning teachers’ professional development

1 Each role is further exemplified in course sections
Mentors
An experienced and trained school teacher who takes responsibility for the beginning teacher in a particular subject area or class in school. The mentor liaises with the school coordinator/ITE Lead and the university tutor and is responsible for:

- Managing a beginning teacher’s experience in school
- Developing a professional relationship with the student teacher, which means proactively providing support, guidance and supervision appropriate to his or her needs, and monitoring his or her integration into the school
- Liaising effectively with other school colleagues in order to provide a co-ordinated and coherent experience
- Liaising effectively with the School of Education.
- Planning an appropriate programme which draws on individual strengths and needs of the beginning teacher
- Facilitating professional learning helping the beginning teachers to analyse and evaluate practice
- Monitoring, assessing and reporting on the beginning teacher’s knowledge and performance

Class teacher
A teacher who supports a beginning teacher working with one or more of his/her classes, and who liaises with the mentor. A class teacher supporting a beginning teacher has the following responsibilities:

- Supporting the induction of the beginning teacher into the school/class
- Supporting and advising the beginning teacher in using a variety of teaching opportunities
- Supporting the beginning teacher as appropriate within the classroom
- Developing professional values and practice
- Observing the beginning teacher in the classroom and providing regular oral and written feedback that supports the development of the beginning teacher in relation to the Teachers’ Standards
- Liaising with the mentor and university tutor regarding the beginning teacher’s progress
- Providing written information for the mentor to assist with the completion of assessment reports.

Course Leader
A senior member of the School of Education staff with whole course responsibility. They lead a team of tutors and have responsibility for:

- Maintaining an overview of their course
- Ensuring that beginning teachers have opportunities to meet the required standards to achieve QTS by the end of the year
- Monitoring the quality of the curriculum for their course
- Maintaining an overview of selection and assessment arrangements for their course
- Ensuring smooth day to day running of the course
- Responding to issues as they arise
- Analysing data to inform course development activities

University tutor
A member of the School of Education staff who provides a structure for the work of beginning teachers together with access to models of teaching and learning beyond their school specific
experiences. The tutor liaises with the mentor and jointly supervises the beginning teacher. The tutor is responsible for:

- Making appropriate provision throughout the course for beginning teachers to regularly review their progress and set appropriate professional development targets
- Observing a beginning teacher’s developing professional practice and providing opportunities for a professional dialogue
- Liaising with mentors, class teachers and/ or school coordinators to provide support and guidance for working with beginning teachers
- Supporting school colleagues (beginning teachers, mentors and class teachers) to identify, monitor and facilitate the achievement of the Teachers’ Standards
- Overseeing the completion of the beginning teachers’ Personal Learning Record and providing opportunities for reflective development each term
- In partnership with school colleagues, contributing to assessment of the overall performance of beginning teachers, in relation to the Teachers’ Standards for QTS
- Contributing, with other tutors, to the University based elements the programme
- Assessing the Masters level assignments

6. Quality Assurance

Effective Quality Assurance procedures and processes are the responsibility of both the University and the school. The Partnership views Quality Assurance as a collaborative and cooperative process.

Each course has an Assessment Document which tracks the progress of the beginning teacher and allows all parties to contribute to the decision as to whether the Teachers’ Standards are met.

The University’s External Examiners are a significant part of the Quality Assurance process and will observe, and meet with, a sample of beginning teachers on a yearly basis as well as moderating a range of Masters level assignments.

All our programmes are evaluated by beginning teachers in terms of support, entitlement and provision. These evaluations are shared with schools on an annual basis.

If issues arise around a school’s capacity\(^2\) to support beginning teachers, we are committed to working in partnership to resolve these. The university as the provider, is responsible for assuring that beginning teachers are not offered placements where the appropriate level of support is not available.

The ITE courses are externally inspected by Ofsted and schools are expected to participate in the inspection process.

7. Selection and Recruitment

We have a partnership approach to our recruitment and selection procedures. This includes:

- An annual review of our selection process and procedures
- A standing agenda item at Management Board where proposals and changes are discussed and national, regional and partnership data analysed

\(^2\) this could include schools in an Ofsted category
• Partnership working groups to develop new approaches and resources where needed
• Partnership involvement in interviews
  o For School Direct courses we have a 2 stage interview process with the second stage being held in school
  o For university led courses representatives from partnership schools are invited to form part of interviewing teams

8. Workload
The Partnership is committed to ensuring that all approaches we take are designed to support our beginning teachers to develop into the best teachers they can be, avoiding ‘burdensome practice’ and unnecessary tasks and activities.

We regularly review our ITE provision to ensure it is fit for purpose and responsive to the current context of schools and demands of teaching. All new initiatives are developed in partnership through a range of processes, including: Management and Development Boards, Mentor Advisory Groups, Working Parties.

Workload and wellbeing of beginning teachers, mentors and coordinators is a standing item on termly Management and Development Boards.

9. Equality and Diversity
The following statement sets out the University’s commitment to equality and diversity:

  We aim to attract, retain and motivate high quality individuals and to provide equality of opportunity in order to maximise the benefit to the University from the diversity of its workforce and beginning teacher population. Diversity expresses itself in many ways - by age, gender, race, culture, physical and mental ability, religion - and these differences are celebrated.

  We are committed to maximising everyone’s potential by harnessing these differences and creating a productive environment in which all are valued; where our talents are fully utilised and organisational goals are achieved.

Further details can be found at: nottingham.ac.uk/hr/guidesandsupport/equalityanddiversypolicies/index.aspx

Beginning teachers are expected to follow the placement school’s equality and diversity policy.

10. Safeguarding and confidentiality
Beginning teachers on Initial Teacher Education programmes at the University of Nottingham apply for a Disclosure and Barring Service (DBS) Enhanced Certificate at the point at which they are given a conditional offer for the course.

Any offer made to a beginning teacher who does not have a DBS Certificate at the beginning of the course remains conditional. It is both the beginning teacher’s and the University’s responsibility to ensure that the Disclosure is received as soon as possible after the registration date. Any offence or caution cited on a certificate will be discussed with a member of Partnership and the beginning teacher. All beginning teachers are checked to ensure that they are not on the Disclosure and Barring Service Children’s Barred List. Prohibition order checks are also completed as well as appropriate checks in accordance with the Childcare (Disqualification) Regulations 2009 and regulated obligations under the Childcare Act 2006.
It is a requirement for the course that if any beginning teacher commits an offence during the duration of the course that it must be disclosed to the Collaborative Partnerships Manager or Director of ITE. Any failure to disclose an offence that affects a beginning teacher’s place on the course will result in the termination of the course.

All beginning teachers need access to school data to complete assignments, particularly in relation to planning lessons and assessment of pupils. Each of them signs a statement in relation to the protocols and confidentiality of school data once they have received information about this.

The University of Nottingham Partnership Safeguarding Policy is available in Appendix 3.

11. Data Protection
The parties acknowledge that the University of Nottingham is subject to the requirements of the General Data Protection Regulation 2016/679 ("GDPR"), details of which are given at ico.org.uk/for-organisations/guide-to-the-general-data-protection-regulation-gdpr. Each party shall assist and co-operate with the other party (on request and at each party's own expense) to enable both parties to comply with the data protection requirements imposed on them.

Each party shall process personal data (as defined in the GDPR) as is necessary to comply with its obligations under this Agreement. Where personal data relating to beginning teachers is required to be shared between the parties, the parties shall process this in accordance with the terms of the GDPR. In particular, the parties:

a) Shall ensure that appropriate technical and organisational measures are taken against unauthorised or unlawful processing of personal data and against loss or destruction of personal data;

b) Shall adopt and maintain a written security policy in relation to personal data processed by them and shall ensure that all of their employees are aware of and abide by its provisions.

Beginning teachers are expected to follow the placement school’s GDPR policy.

Please sign and date this form and return it by email to: (do not action on handbook copy)

uonschoolpartnership@nottingham.ac.uk

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ITE Course Management

The University of Nottingham Partnership is managed by Partnership Management and Development Boards for Primary and Secondary ITE. Each Board oversees the management, coordination, evaluation and work of the courses and reports to the ITE Committee in the School of Education. Where possible the Partnership Management and Development Boards are chaired by a nominated school based colleague. The Partnership Management and Development boards meet once a term.

The ITE Course Management structure is set up to ensure that Partner schools have the chance to participate fully in the planning, delivery and assessment of the courses.

The ITE Committee is chaired by the Director of Initial Teacher Education. Issues of coherence, equity, quality assurance and enhancement and benchmarking across courses are brought together at the ITE Committee. Discussions at this committee feed into the Partnership Management and Development Boards and vice-versa.

There is a separate committee for each phase, primary and secondary. These committees oversee the development, management and quality assurance of the different routes.

At the subject level, University tutors are organised into course teams. There are also well established cross-phase, subject groups that consider developments in the subject area and the impact on both the subject and the curriculum of ITE. These provide a forum for teachers and University tutors to collaborate and communicate.

The Director of ITE is a member of the ESE Committee, this Committee ensures a high quality offer is received by all School of Education students. The Committee considers academic and pastoral issues.
The membership of each committee is set out below.

**ITE Committee**
Phase Leaders for Primary and Secondary
Director of ITE
Collaborative Partnerships Manager
Other colleagues by invitation

**Primary Courses Committee**
Primary Course Leaders
All Primary tutors

**Secondary Courses Committee**
Secondary Phase Leader
Lead Tutor – for each subject area and Schools and Society

**Primary Partnership Management and Development Board**
Director of ITE
Primary Course Leaders
Collaborative Partnerships Manager
Primary Link Tutors
School Representatives from Partnership including recent alumni

**Secondary Partnership Management and Development Board**
Director of ITE
Secondary Phase Leader
Collaborative Partnerships Manager
School Representatives from Partnership including recent alumni

**Education and Student Experience Committee**
Director of ESE
Director of ITE
Director of ITD (International Teacher Development)
Director of PGT (Postgraduate Taught Courses)
Student Services representatives

Terms of Reference of each Committee are available on request.
The Schools Partnership Gateway

This webpage draws together events and opportunities open to all teachers and pupils in our Partner schools. The information is available on the School of Education website at:

nottingham.ac.uk/education/schools-partnership-gateway/index.aspx

The space allows all teachers in Partnership schools to interact with the School of Education, the wider University and other schools in the Partnership. It provides the following information:

- resources from development events for mentors and coordinators in programme specific areas
- details of talks and events which teachers can participate in
- research and development opportunities that teachers can become involved in
- ways in which teachers can be involved in the development of our Initial Teacher Education programmes
- opportunities for pupils and their teachers to work with the University
- events taking place in our Partnership schools that may be of interest
- how schools can become involved with the work of our Creative Partners

This initiative was launched in February 2014 and was discussed at the different Partnership groups. It is added to regularly so that partnership is seen as something that benefits all the constituent parties and is always developing. The Gateway continues to be a key communication tool for the partnership.
Development and Training Events

All of our courses have development and training events for mentors, coordinators and ITE Leads. Specific details of these, including dates, are found on the Schools Partnership Gateway.

The purpose of the events is to offer opportunities to school colleagues to discuss course developments, share the skills and approaches used in working with beginning teachers and to establish that the Quality Assurance procedures are sound. At these events everyone involved has the opportunity to discuss the key developments and offer those practices that are working well in schools.

Our key events for secondary ITE coordinators are the Open Partnership event in the autumn term and the Coordinator Conference in the summer term. For primary colleagues leading ITE we offer a termly development event. These events are key opportunities to meet together and share developments. These events are consistently well evaluated by those attending.

Additionally there are events for new mentors, coordinators and ITE Leads that are designed to support colleagues new to these roles.

It is a requirement that all mentors, coordinators and ITE Leads in the Partnership attend development events. The sessions take place at the University. Examples of previous events are:

- Open Partnership Meeting, November 2018: explored what data and evidence tells us about beginning teacher progression in order to develop approaches to supporting different groups of students; continued last year’s focus on supporting beginning teachers to become action researchers in their own classroom

- Mentor Development, 2018/2019: focused on support and challenges for students/trainees during their placements

- Coordinator Conference, July 2019: focused on working in partnership to develop expectations of, and support for, beginning teachers at the various phases of their training year; supporting the diverse needs of our beginning teachers to ensure they thrive; reviewing the year, continuing to evaluate the Strands and Phases of our ITE programmes to ensure we have a shared understanding of the unique ITE provision we offer that allows us to work together to provide the region with exceptional new teachers

- Primary development event, July 2019: the theme for year’s events was to explore how research and evidence can be used to support school improvement and pupil progress. The event in July 2019 had a particular focus on memory and how we can use this to enhance the effectiveness of teaching.
Safeguarding

This policy has been developed by the University of Nottingham Partnership in recognition of the importance of this area of work in relation to beginning teachers. There is a recognition that all partners regard this aspect of the University’s and schools’ work as crucial to the emotional and physical well-being of children.

University of Nottingham Partnership Safeguarding Policy

Context
Trainee teachers and qualified teachers work in regulated activity in relation to children.

Beginning Teachers on Initial Teacher Education programmes at the University of Nottingham apply for a Disclosure and Barring Service (DBS) Enhanced Certificate at the point at which they are given a conditional offer for the course.

Any offer made to a beginning teacher who does not have a DBS certificate at the beginning of the course remains conditional. It is the beginning teacher’s responsibility, and the University’s, to ensure that the Enhanced Disclosure is received as soon as possible after the course start date.

Applicants who have lived or worked outside the UK undergo additional further checks so that events that occurred outside the UK can be considered.

It is a requirement for the course that if any beginning teacher commits an offence during the duration of the course that it must be disclosed to the Collaborative Partnerships Manager or Director of ITE. Any failure to disclose an offence that affects a beginning teacher’s place on the course will result in the termination of the course.

In addition to Disclosure and Barring Service checks all beginning teachers are subject to prohibition checks to ensure they are not subject to a prohibition order issued by the Secretary of State and/or are not prohibited to teach in another country of the European Economic Area (EEA) along with appropriate checks in accordance with the Childcare (Disqualification) Regulations 2009 and regulated obligations under the Childcare Act 2006.

All beginning teachers discuss safeguarding and child protection policies both in schools and the University.

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1 A child is defined as someone under the age of 18 years
2 Regulated Activity relating to children is defined in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006
Guidance

In Relation to Beginning Teachers

- The University of Nottingham sends each school a list of those beginning teachers that have received a satisfactory DBS certificate. This is by letter and is included with information for all placements. If you are supporting a beginning teacher by arranging an experience in another school please contact the University so a copy of this information can be shared with the school directly.
- A school is entitled to request proof of identification of the beginning teachers placed there.
- The University will inform schools in writing of any beginning teachers placed in their schools that have not received a completed DBS Certificate. All beginning teachers that fall into this category will have been checked to ensure that they are not on the Children’s Barred List, subject to a prohibition order or prohibited to teach in another country of the European Economic Area (EEA). The head teacher, or school representative, will be kept fully informed of progress in relation to beginning teachers in this position.
- The University, and the beginning teacher, will inform schools immediately when the DBS Enhanced Disclosure Certificate has been received. The beginning teachers are responsible for keeping the copy of the DBS Enhanced Disclosure sent to them. The University does not receive a copy.
- It is only when a disclosure reveals information that directly impinges on work undertaken in schools that the Collaborative Partnerships Manager and the Director of ITE will meet with the offer holder to discuss the disclosure. In some cases the Director of ITE and the Collaborative Partnerships Manager will discuss with a member of the relevant course Partnership Management and Development Board. As a result of these discussions either:
  - the applicant will be refused a place on the course and informed in writing, or
  - the applicant’s offer will stand, and, subject to all other conditions being satisfied, will be converted to an unconditional offer. A letter will be sent to the applicant confirming that the offence has been considered and a place will be offered.

In the case of the unconditional offer being accepted, and the individual starting the course a decision will be made as to the nature of support that will be offered to the beginning teacher. This is discussed with the students and any implications for the practical teaching placements and for teaching applications and interviews are considered.

If the University of Nottingham removes a beginning teacher because s/he poses a risk of harm to children s/he will be referred to the DBS by the University.

In Relation to Visiting Tutors

University tutors are not deemed to be working in regulated activity whilst visiting a beginning teacher.

Therefore:
- schools are entitled to request identification of tutors visiting beginning teachers in schools.
- tutors visiting schools are **not** required to have DBS clearance
- schools should **not** request verification of DBS clearance for visiting tutors

Guidance from Initial teacher training (ITT): criteria and supporting advice (DfE and NCTL)

gov.uk/government/publications/initial-teacher-training-criteria
**Withdrawing the offer of a placement**

During the course of an ITE year there may be, in exceptional circumstances, specific situations which lead to a school no longer being able to offer a placement opportunity to a beginning teacher after the placement has begun.

These circumstances will be varied and wide ranging, examples may include:

- A significant change to the context the school is working in
- A significant change to the capacity of the team working closely with the beginning teacher
- A significant concern about the beginning teacher’s professional behaviour
- A continued lack of progress which is having a significant impact on staff and/or pupils

In all circumstances, an early discussion between the placement school and the university is essential.

Where the decision to withdraw the offer of a placement is made because of the behaviour or progress of the beginning teacher, there are procedures in place, underpinned by the following principles:

- Expected progress should be considered in the context of the stage in a course
- Early identification of any problem via observation and **written feedback** is essential
- Open discussion between student, mentor and tutor should ensure that all are clear about the nature of a problem
- Strategies to support the student should be discussed and implemented and progress monitored

Course specific information on the procedures can be found in the course sections of this handbook.

*We always strive to work with the underlying principles above and follow the process outlined in our course specific procedures. In exceptional circumstances, a school may withdraw their offer of a placement at a time outside the timeline described. This would mean that the placement is deemed a failed placement.*

In all cases where the offer of a placement is withdrawn after the placement has begun a ‘Withdrawal of a school placement’ form must be completed, a copy of this is included here for information.
University of Nottingham - School of Education
Initial Teacher Education Programmes

Withdrawal of a school placement

*Please note, this form will be available to the student*

<table>
<thead>
<tr>
<th>Name of student teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase (primary/secondary)</td>
</tr>
<tr>
<td>Subject (secondary routes only)</td>
</tr>
<tr>
<td>Placement school</td>
</tr>
<tr>
<td>Head teacher</td>
</tr>
<tr>
<td>Coordinator/ITE Lead</td>
</tr>
<tr>
<td>Mentor</td>
</tr>
<tr>
<td>University tutor</td>
</tr>
</tbody>
</table>

| School Direct:                            |
| Alliance                                 |
| Alliance ITE Lead                        |

Contextual information (provided by UoN)
<table>
<thead>
<tr>
<th>Placement withdrawal information (provided by school)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why has the placement been withdrawn?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Who has been involved in the decision making?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>How has the decision been reached?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>In your opinion, is the student aware of the reason for the placement being withdrawn?</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Yes</td>
</tr>
<tr>
<td>□ No</td>
</tr>
<tr>
<td>Please clarify your response:</td>
</tr>
</tbody>
</table>

*In most circumstances, where a placement is withdrawn, the student is deemed to have failed their placement in the current academic year and will have the opportunity to go to a Special Cases Committee to request the right to re-sit in the next academic year.*

*In exceptional circumstances, the partnership might feel that an alternative placement should be sought within the current academic year.*

In your opinion, if the University of Nottingham (as the accredited provider) was able to source an alternative placement this academic year would you be in support of the student being given this opportunity?

| □ Yes                                                                                  |
| □ No                                                                                   |
| Please clarify your response:                                                         |
If a placement has been withdrawn:

- In the autumn term:
  - Based on the information provided and discussion with the partnership school, if the University (as the accredited provider) believes that a different placement should not be found then the student is deemed to have failed the placement. In this instance, the student has the right to go to a Special Cases Committee in January to request the right to re-sit the placement in the following academic year.
  - In exceptional circumstances, based on the information provided and discussion with the partnership school, if the University (as the accredited provider) believes that a different placement should be sought within the term then it will attempt to do this. There is no guarantee an alternative will be found within a time frame that allows the student the opportunity to be successful in that academic year. In such cases, an autumn term placement will automatically be offered in the next academic year.

- In the spring term:
  - Based on the information provided and discussion with the partnership school, if the University (as the accredited provider) believes that a different placement should not be found then the student is deemed to have failed the placement. In this instance, the student has the right to go to a Special Cases Committee in July to request the right to re-sit the spring and summer term placement in the following academic year.
  - In exceptional circumstances, based on the information provided and discussion with the partnership school, if the University (as the accredited provider) believes that a different placement should be sought within the term then it will attempt to do this. There is no guarantee an alternative will be found within a time frame that allows the student the opportunity to be successful in that academic year. In such cases, a spring/summer term placement will automatically be offered in the next academic year.

- In the summer term:
  - Based on the information provided and discussion with the partnership school, if the University (as the accredited provider) believes that a different placement should not be found then the student is deemed to have failed the placement. In this instance, the student has the right to go to a Special Cases Committee in July to request the right to re-sit the spring and summer term placement in the following academic year.
  - In exceptional circumstances, based on the information provided and discussion with the partnership school, if the University (as the accredited provider) believes that a different placement should be sought within the term then it will attempt to do this. There is no guarantee an alternative will be found within a time frame that allows the student the opportunity to be successful in that academic year. In such cases, a spring/summer term placement will automatically be offered in the next academic year.
Quality Assurance
Quality Assurance on Initial Teacher Education courses

The quality assurance of ITE courses is managed by the Partnership Management and Development Boards, the Phase and Course Leaders and the External Examining procedures. At regular intervals the courses will also be inspected by Ofsted. Collectively this work enables both the school based and the University based aspects of the courses to be managed and developed.

External Examiners are appointed by the University to quality assure both teaching and written work. The School of Education nominates examiners who then visit beginning teachers towards the end of courses and additionally scrutinise documentation, in order to moderate standards of the assessment of teaching. External Examiners are a vital part of the Quality Assurance processes and in their reports they note the aspects of the course that are working well and make recommendations for those that need development. They talk to staff in schools with a responsibility for ITE and to the beginning teachers. The University has to respond formally to these reports and they are shared at the Partnership Management and Development Boards. The External Examiners are both university academics with a background in teacher education and school teachers.

The Examination Boards are held at different points in the year to confirm the progress, marks and outcomes of all beginning teachers. Before the completion of the summative assessment in the summer term a final assessment report is completed. The assessment of a beginning teacher is based on all of the evidence collected including the views of mentors and tutors. An External Examiner will visit a range of students to observe teaching and to scrutinise documentation in order to moderate standards of the assessment of teaching. The Board of Examiners makes the final decision on the student and assessment will be on a pass/fail basis.

The Special Cases Committee meets prior to Examination Boards to consider those beginning teachers where the progress has not followed the normal progression.

Appendix 1 – Initial Teacher Education Special Cases Procedures

Evaluation procedures

Information from the external examining process and evaluation data will provide feedback on the quality of the course and will inform the course development priorities. Routine evaluation procedures will include beginning teachers completing questionnaires to evaluate the:

- quality of the support received from the school coordinator, mentor and tutor in relation to the aspects outlined in the individual roles and responsibilities for each course
- quality of the University based teaching, and relevance of the programme content to their professional development as teachers
- quality of the whole course, identification of strengths and areas to be developed
Coordinators and mentors will evaluate the quality of support and training provided by the School of Education.

In addition to the routine evaluations outlined above an annual evaluation programme will focus on specific areas based on collected data and course development priorities.

After the completion of courses the beginning teachers’ evaluations will be collated and sent to schools. The aim of this is to provide schools with the many positive comments that are made as well as identifying for coordinators possible areas for development in working with beginning teachers the following year.

**Benchmarking procedures**

Data on the profile of each cohort will be collected and synthesised annually. The data collected will include: the demand for the course; recruitment into individual subjects; the degree and post-16 entry qualifications of trainees; data relating to trainees’ age, sex, disability and ethnic origin; success in obtaining posts; failure and withdrawal rates.

This data will be used to compare the different ITE routes offered by the Partnership to assure quality and equity across the routes. The internally generated statistics will be analysed in relation to external benchmarking data. Issues identified will be addressed through targets set in the ITE action plans.

**Raising Concerns about Quality Assurance**

If individuals in school wish to raise any concerns relating to quality assurance they should be referred to the tutor in the first instance who will discuss them with the course leader. Detailed information on quality assurance will be provided on an individual course basis.

The University of Nottingham ITE Partnership is committed to developing high quality beginning teachers and to work with schools across the Partnership to support recruitment and retention.

There may be occasions where a Partner school or a faculty or department within a school experience issues in relation to their capacity to support a beginning teacher. Where such occasions arise the University will work with the school to offer support and guidance for the placement to continue. However, if following this, concerns remain on the part of the school or the University an agreement will be negotiated where the school/faculty/department does not provide a placement until the issue is resolved.

**Harassment Allegations**

The Dignity at Nottingham Policy outlines procedures to be followed if anyone at the University feels they are being harassed, bullied or victimised. More information and the policy can be found at: nottingham.ac.uk/hr/guidesandsupport/complaintsgrievanceanddignity/dignity/dignity-at-nottingham.aspx
PGCE and PGCE
School Direct

English, geography, history, maths, modern languages, science

Initial Teacher Education
www.nottingham.ac.uk/education
Secondary PGCE and PGCE School Direct English, geography, history, maths, modern languages, science

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1 Autumn term guidance only – second placement guidance will be distributed later in the year at mentor development sessions
### 4.1 Key Role Holders

<table>
<thead>
<tr>
<th>ROLE</th>
<th>TUTOR CONTACT</th>
<th>NUMBER</th>
<th>E-MAIL ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of School of Education</td>
<td>Professor Bernadette Youens</td>
<td>0115 9514507</td>
<td><a href="mailto:bernadette.youens@nottingham.ac.uk">bernadette.youens@nottingham.ac.uk</a></td>
</tr>
<tr>
<td>Director of Initial Teacher Education</td>
<td>Stef Sullivan</td>
<td>0115 8467187</td>
<td><a href="mailto:stefanie.sullivan@nottingham.ac.uk">stefanie.sullivan@nottingham.ac.uk</a></td>
</tr>
<tr>
<td>Secondary Phase Leader</td>
<td>Helen Bowhay</td>
<td>0115 9513721</td>
<td><a href="mailto:helen.bowhay@nottingham.ac.uk">helen.bowhay@nottingham.ac.uk</a></td>
</tr>
<tr>
<td>Collaborative Partnerships Manager</td>
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<td>0115 9514489</td>
<td><a href="mailto:paula.hancock@nottingham.ac.uk">paula.hancock@nottingham.ac.uk</a></td>
</tr>
<tr>
<td>Administrative Assistant – ITE Partnership</td>
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<td>0115 9514443</td>
<td><a href="mailto:eva.parker@nottingham.ac.uk">eva.parker@nottingham.ac.uk</a></td>
</tr>
</tbody>
</table>
4.2 Key Dates – PGCE and PGCE School Direct (English, geography, history, maths, modern languages, science)

Development Sessions

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Coordinator Induction</td>
<td>Thursday 12 September 2019</td>
</tr>
<tr>
<td>Mentor Development</td>
<td>Tuesday 17 September 2019</td>
</tr>
<tr>
<td>New Mentor Induction</td>
<td>Thursday 3 October 2019</td>
</tr>
<tr>
<td>Open Partnership Meeting</td>
<td>Wednesday 16 October 2019</td>
</tr>
<tr>
<td>New Coordinator Induction</td>
<td>Tuesday 7 January 2020</td>
</tr>
<tr>
<td>Mentor Development</td>
<td>Wednesday 8 January 2020</td>
</tr>
<tr>
<td>Mentor Development</td>
<td>Wednesday 1 April 2020</td>
</tr>
<tr>
<td>Mentor Conference</td>
<td>TBC</td>
</tr>
<tr>
<td>Coordinator Conference</td>
<td>Tuesday 30 June 2020</td>
</tr>
</tbody>
</table>

- All the above events will run from 5.00pm to 7.00pm with refreshments available from 4.30pm, except the Coordinator Conference in July, which will run from 1.30pm – 4.15pm, with lunch from 1pm

- It was agreed, as a partnership, that we would like to recognise the work and commitment of our school based mentors in supporting our students. Therefore, an termly inconvenience allowance of £100 (split equally where a student has more than one mentor) will be offered to mentors when they are actively mentoring a student. Payment of this allowance will be triggered by attendance at the development sessions in September, January and April. For the Coordinator Conference in July a fee of £100 will be paid to schools to contribute to supply cover costs.

- Travelling expenses at a rate of 45p per mile are paid for all meetings

Assessment Dates

<table>
<thead>
<tr>
<th>Assessment Date</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn Term Profile</td>
<td>Friday 6 December 2019</td>
</tr>
<tr>
<td>ITE Examinations Board</td>
<td>Wednesday 18 December 2019</td>
</tr>
<tr>
<td>Half Term Progress Check</td>
<td>Friday 14 February 2020</td>
</tr>
<tr>
<td>Spring Term Profile</td>
<td>Friday 3 April 2020</td>
</tr>
<tr>
<td>Final Profile</td>
<td>Friday 12 June 2020</td>
</tr>
<tr>
<td>External Examiner’s Visits to Schools</td>
<td>Monday 15 – Tuesday 16 June 2020</td>
</tr>
<tr>
<td>ITE Examinations Board</td>
<td>Tuesday 16 June 2020</td>
</tr>
<tr>
<td>Chief External Examiner’s Visit</td>
<td>Monday 13 – Wednesday 15 July 2020</td>
</tr>
<tr>
<td>ITE Examinations Board</td>
<td>Wednesday 15 July 2020</td>
</tr>
</tbody>
</table>
### 4.3 Strands and Phases of the Secondary ITE Programme (PGCE and PGCE School Direct) 2019-20

Throughout the ITE course you will be gradually learning about, and building up your confidence in, a set of key strands:

<table>
<thead>
<tr>
<th>Strands</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher as professional</td>
<td>This strand explores the breadth of the roles and responsibilities of a secondary teacher, all within an asset-based approach to education. You will develop an understanding of how to take ownership of, and be proactive about, your professional development, your professional identity and your wellbeing.</td>
</tr>
<tr>
<td>Teacher as thinker</td>
<td>This strand focuses on your growing knowledge as a teacher and how this knowledge develops through: reflection and professional dialogue; engagement with theory, research and expertise in the field. You will develop an understanding of practice based inquiry and research methodology in order to theorise your practice. You will explore what is known about how children learn, generally and in your subject, and consider how this affects your decisions as a teacher. Your goal will be to develop an informed philosophy by drawing on experience and expert thinking in the field and to maintain, and develop, your intellectual curiosity.</td>
</tr>
<tr>
<td>Subject knowledge for teaching</td>
<td>The key purposes of this strand are to: explore pedagogies specific to your subject; understand and appreciate the nature of teaching and learning your subject; explore how knowledge in your subject is constructed and develop an understanding of conceptual progression within your subject. As you build your knowledge of your subject as a teacher, you will develop an informed confidence in the decisions you make at all stages of the planning, teaching, assessment cycle.</td>
</tr>
<tr>
<td>Pedagogies</td>
<td>This strand explores general pedagogies and core practices that all secondary teachers should be familiar and confident with. You will gradually develop your confidence and competence in these pedagogies and practices across the secondary age range and within a range of contexts.</td>
</tr>
<tr>
<td>Progressing learning for all</td>
<td>This strand focuses on your growing understanding of planning and assessment and how to ensure all pupils make progress and maximise their potential. You will develop your understanding of how lessons are structured, how to effectively (and, over time, efficiently) plan lessons and how to assess pupils' progress. You will develop your understanding of how teachers, and schools, gather and use data in a range of ways and what a teacher's responsibilities are in relation to this. You will explore potential reasons why pupils may not reach their potential, barriers to learning and issues related to special educational needs and disabilities, with a focus on inclusion.</td>
</tr>
<tr>
<td>Curriculum</td>
<td>This strand explores how curricula are designed and the factors that influence this. Throughout the year you will explore the National Curriculum, and exam specifications, for your subject. You will locate the curriculum within a broader historical, social and political context and consider how schools interpret and develop the curriculum.</td>
</tr>
<tr>
<td>Building positive relationships</td>
<td>Throughout the year you will explore educational relationships and how these impact on pupils' learning. These relationships include those with pupils, teachers and other colleagues, schools and their communities. You will consider different approaches to classroom management and explore ways of creating a positive learning environment and culture in your classroom. By the end of the year you should feel confident to start your NQT year and set up effective relationships with new learners.</td>
</tr>
</tbody>
</table>
Phase One (pre-course and days up to Monday 16 September): *How ready are you for your teacher preparation programme?*

**Features of phase:**

Before the course starts you are expected to have engaged with pre-course activities and had experiences in school(s). There is an expectation that you get some experience in a primary school and there is a set of suggested tasks in a Learning Record to support this experience.

*PGCE School Direct students will be in school from the first day of the academic year of their placement school. PGCE students are encouraged to try and get experience in school (possibly their primary placement) at the start of the academic year in order to see how teachers manage this crucial point of the year.*

**Assignments:**

You are expected to complete a Starting Point written task which requires you to explore your current feelings about your subject and education.

**By end of this phase you should be able to:**

- articulate to others your aims, values and principles as you start the course
Your key foci during this phase will be:

| Teacher as professional | considering how teachers convey a passion for teaching and learning in your subject  
considering how teachers convey a respect for pupils and a commitment to all young people |
| Teacher as thinker | reflecting on experiences, and pre-course reading, to consider your current thinking about teaching and learning |
| Subject knowledge for teaching | identifying strengths and areas for development in your subject knowledge  
exploring how your subject is taught in primary schools and what a secondary teacher needs to know in order to support a successful transition to secondary school |
| Pedagogies | noticing the organisation of a classroom and teachers’ routines, including how they establish new routines and practices with learners |
| Progressing learning for all | reflecting on your own learning and any experience of barriers to learning  
considering the types of schools and communities you have experienced  
considering the relationship between primary and secondary schools |
| Curriculum | reading the National Curriculum in your subject  
exploring the content of your subject’s curriculum in primary school |
| Building positive relationships | reflecting on your personal preconceptions and educational background  
understanding how teachers start the year with a new class |
Phase Two (Monday 16 September to Friday 1 November): In what ways can you develop an understanding of the specialised knowledge a teacher needs?

Features of phase:

During this phase you will gradually spend more time in school, but every week you will have time in University which provides you with space to reflect on, and make sense of, these experiences and plan for further development. At the end of this phase you have a week of independent study and a fulltime week in University.

During this phase you will be focusing on getting to know your school, and its community, and your department and its approaches to teaching your subject. You will have a Personal Learning Record with a set of tasks that support you to address the key foci of the phase, and your coordinator and mentor will support you to settle into your placement and organise teaching and professional development activities. You will be attached to some classes and, alongside observation tasks, you will carry out some teaching activities – small group teaching, teaching parts of lessons, team teaching – gradually building up to teaching a small amount of whole lessons (approximately three to five).

You will develop a research-informed understanding of educational issues and practices by reflecting on, and debating, experiences in school and expert knowledge in the field of education. You will be considering the key foci for this phase in both subject and cross-curricular groups. At the end of this phase you will be using all your learning and experiences, with support from tutors, mentors and peers, to prepare for the next phase of the course.

Assignments:

Over this phase you will be introduced to the assignments that you will be required to complete in the year and start working on an assignment related to teaching and learning in your subject.

By end of this phase you should be able to:

- understand teacher knowledge is something specific, new and different
- identify core practices, some of which you have now practised (for example explanations/questioning)
- have a basic understanding of the planning – assessment cycle in your subject
- have a developing understanding of how to build early relationships with learners
- raise questions about things that are interesting you about teaching and learning
Your key foci during this phase will be:

| Teacher as professional | ▪ reflecting on, and challenging, your preconceptions  
▪ being introduced to, and exploring the implications of, the University of Nottingham’s aims and ethos on your professional development  
▪ beginning to appreciate the range of the roles and responsibilities of a secondary teacher  
▪ understanding that a teacher’s practice is underpinned by a sense of responsibility towards the social, emotional and intellectual wellbeing of children, including safeguarding  
▪ becoming part of wider professional associations, including teachers’ unions and subject associations |
|------------------------|--------------------------------------------------------------------------------------------------|
| Teacher as thinker     | ▪ understanding the integral relationship between theory and practice  
▪ understanding there are different sources of knowledge about education, and how children learn and develop, and beginning to engage with research  
▪ exploring models of teacher knowledge and what you need to know as a teacher of your subject  
▪ understanding what is meant by critical reflection  
▪ cultivating an openness to a variety of perspectives  
▪ unearthing and challenging your preconceptions about how teachers know what to do and about what constitutes knowledge and learning in schools and in your subject |
| Subject knowledge for teaching | ▪ developing understanding of conceptual progression within your subject  
▪ developing an understanding of procedural knowledge in your subject  
▪ utilising a range of strategies to develop, and share, your subject knowledge  
▪ reconceptualising your disciplinary knowledge for schools and classrooms |
| Pedagogies             | ▪ observing experienced teachers’ core practices and how these contribute to a positive learning environment  
▪ understanding, and enacting, selected core practices such as giving effective explanations  
▪ recognising different lesson structures in different contexts  
▪ understanding the relationship between your subject knowledge for teaching and inquiry based learning  
▪ exploring pedagogies specific to your subject  
▪ appreciating, and identifying, signature, subject-specific pedagogies, structures and syntax |
### Progressing learning for all
- understanding the structure and components of a lesson and how it is planned
- being introduced to the planning-assessment cycle, the principles of, and the link between, the two elements
- beginning to understand breadth and progression in your subject across the secondary age range
- being introduced to formative assessment strategies: how teachers identify learning has taken place within a lesson
- beginning to understand how a school gathers, and uses, data about learners
- being introduced to the concept of social justice and appreciating that this is integral to the role of a teacher
- beginning to understand principles of inclusion and how to cater for individual needs

### Curriculum
- examining the consequences of a national curriculum on what is taught in your subject
- familiarising yourself with exam specifications in your subject

### Building positive relationships
- understanding how teachers initiate a relationship with a new class
- getting to know pupils as individuals
- developing good working relationships with colleagues
- understanding the school community and exploring the relationship between a school and its community
- exploring school policies and the classroom routines and organisation that build a positive environment
- exploring how expectations of behaviour vary across different teaching groups
**Phase Three** (Monday 4 November to Friday 6 December): *What are the ways in which you plan, teach and evaluate lessons?*

**Features of phase:**

During this phase you will be predominantly in school, with two full-time weeks based in school at the end of this phase. With the classes you are attached to, you will gradually plan and teach more lessons with increasing independence. By the end of the placement you will have taught approximately 20 to 25 lessons (depending on your subject and context) and will have planned and taught at least one sequence of lessons in Key Stage 3 and one in Key Stage 4.

You will continue to carry out tasks that enable you to address the key foci of the phase, and your coordinator and mentor will support you to organise teaching and professional development activities.

In the first two weeks of this phase you will have one day a week at University which continues to provide you with the space to explore experiences and new ideas and prepare for further teaching.

**Assignments:**

You will continue to work on assignments related to teaching and learning in your subject though timescales and expectations will vary from subject to subject.

**By the end of this phase you should be able to:**

- begin to feel more confident in the classroom and be planning, teaching and assessing learning with some understanding of learners and their needs
You will continue to progress by revisiting, and building on, the foci raised in previous phases. Your new foci during this phase will be:

| Teacher as professional | ▪ evaluating your own practice and progress  
|                        | ▪ understanding how to take ownership of own learning  
|                        | ▪ beginning to understand, and question, how teachers gather and use class data |
| Teacher as thinker     | ▪ reflecting on experiences in school  
|                        | ▪ participating in professional dialogue (with teachers, tutors and peers) about developing practice  
|                        | ▪ noticing, and questioning, emerging interests you have about teaching and learning  
|                        | ▪ engaging with research, and professional literature, to begin to articulate your understanding of links between theory and practice |
| Subject knowledge for teaching | ▪ understanding how knowledge in your subject can be structured and the implications of decisions teachers make about how to structure knowledge in lessons and sequences of lessons  
|                        | ▪ beginning to plan for conceptual, and procedural, progression within your subject, a lesson and across a sequence of lessons  
|                        | ▪ developing an understanding of what is known about how children learn your subject and common misconceptions that pupils harbour |
| Pedagogies             | ▪ developing your use of teaching strategies with small groups and whole classes  
|                        | ▪ exploring different lesson structures and approaches and evaluating their impact on learning in different groups of learners |
| Progressing learning for all | ▪ beginning to understand how to plan for a coherent sequence of learning  
|                        | ▪ beginning to evaluate pupils’ learning  
|                        | ▪ understanding how to use the outcome of formative assessment strategies to inform next steps, both within a lesson and when planning future lessons  
|                        | ▪ finding out how a school gathers information about individual learners, drawing on different forms of data, and exploring some individual pupils and their barriers to learning in an asset-based way  
|                        | ▪ beginning to apply principles of inclusion in planning and teaching your subject and understand how to plan for different groups of learners |
| Curriculum             | ▪ exploring how schools interpret, and develop, the curriculum in your subject |
| Building positive relationships | ▪ exploring different approaches to classroom management  
|                        | ▪ promoting positive climates for learning  
|                        | ▪ managing the behaviour of individual pupils and a whole class |
**Phase Four** (Monday 9 December to Friday 10 January): *New ways of thinking?*

**Features of phase:**

This phase is structured around a series of key note lectures, the aim of which is to disrupt your thinking in order to broaden your professional perspectives.

During this phase you will spend two weeks in University. You will be developing a deeper understanding of educational issues and practices by reflecting on, and debating, experiences in school and expert knowledge in the field of education. You will be considering the key foci for this phase in both subject and cross-curricular groups.

From Monday 9 December to the end of the academic term there is an enrichment and independent study period. *If you are following the PGCE School Direct route this time will be spent in your main placement school. If you are following the PGCE route there will be some time to undertake enrichment opportunities, for example, opportunities to visit alternative educational settings, and you are encouraged to use your time to pursue personal development interests and needs.*

Within this phase you will also have time for independent study as well as an all important Christmas vacation.

**Assignments:**

During this phase you will be introduced to an inquiry project that you will carry out over the remainder of the course that focuses on exploring the place of your subject in relation to Schools and Society.

You will continue to work on assignments related to teaching and learning in your subject, though timescales and expectations will vary from subject to subject.

**By the end of this phase you should be able to:**

- draw on a wide range of experiences and expert input to understand the role of the teacher, your personal philosophies about teaching and learning in your subject and the type of teacher you want to become
- appreciate innovative and exciting approaches to education, enabling you to widen your repertoire of skills as a teacher, convey your passion for teaching your subject and develop your professional identity
You will continue to progress by revisiting, and building on, the foci raised in previous phases. Your new foci during this phase will be:

| Teacher as professional | ▪ challenging, and unpicking, earlier assumptions and your personal philosophies in light of your developing professional identity  
▪ being challenged to think about the impact of policy on the education of the whole child  
▪ recognising the need to be proactive about the wellbeing of yourself, and your learners, as part of your professional responsibility  
▪ beginning to understand your potential contribution to a school  
▪ building a repertoire of tools for professional development |
| Teacher as thinker | ▪ using theory to deconstruct, and reconstruct, practice  
▪ understanding what we mean by inquiry and ways to inquire  
▪ developing research literacy  
▪ exploring critical incidents as a means of reflection  
▪ reconsidering models of teacher knowledge |
| Subject knowledge for teaching | ▪ understanding the structuring of knowledge and progression in a growing range of concepts in your subject  
▪ rearticulating your passion for teaching your subject  
▪ reconsidering your disciplinary knowledge for teaching |
| Pedagogies | ▪ extending, and critiquing, your pedagogic repertoire  
▪ critiquing subject-specific pedagogies and their impact on learning |
| Progressing learning for all | ▪ inquiring into why pupils may not maximise their potential and challenging assumptions about learners  
▪ understanding how barriers for learning are categorised and how this can both help and hinder pupils’ progress  
▪ being challenged to think about strategies to promote social justice through both teaching and engaging more broadly with the life of the school within its community  
▪ exploring potential and limitations of data |
| Curriculum | ▪ locating the curriculum within a broader historical, social and political context |
| Building positive relationships | ▪ challenging definitions of positive learning environments  
▪ redefining approaches to behaviour management  
▪ exploring different perspectives about educational relationships |
### Phase Five (Monday 13 January to Friday 3 April): *What does it mean to be a good beginning teacher?*

#### Features of phase:

For the vast majority of this phase you are in school full-time with a block of University-based days which continue to provide you with space to: explore experiences; opportunities to be introduced to new ideas and expertise in the field of education; prepare for further teaching. The phase starts with you becoming familiar with a new school and comparing and contrasting this with your autumn term placement. Through the first half term you will gradually build up your teaching experiences. Your coordinator and mentor will support you to settle into your new school and organise teaching and professional development activities. After half term, if you are on the PGCE School Direct route you will return to your home school (your autumn term placement); if you are on the PGCE route you will remain in this new placement for the remainder of this phase.

During this phase your teaching commitments will build up to approximately two-thirds of a teacher’s timetable, depending on your context and subject. You will be attached to classes in each Key Stage and take more and more ownership of some of these classes, until you are leading on all aspects of teaching and assessment, with the support of the permanent class teacher and/or your mentor.

A period of time each week is dedicated to developing, and undertaking, a small scale inquiry exploring the place of your subject in relation to Schools and Society.

#### Assignments:

During this phase you will be undertaking an inquiry project that you will carry out over the remainder of the course that focuses on exploring the place of your subject in relation to Schools and Society.

You will continue to work on assignments related to teaching and learning in your subject though timescales and expectations will vary from subject to subject.

#### By the end of this phase you should be able to:

- feel competent and confident in the classroom in most contexts
- plan, teach and assess learning with understanding of most learners and their needs
- clearly identify the key areas of your practice you wish to focus on in the final phases of the course
You will continue to progress by revisiting, and building on, the foci raised in previous phases. Your new foci during this phase will be:

| Teacher as professional | ▪ maintaining high expectations for your continuing professional development  
▪ taking on full responsibility as a teacher for a sustained, specified, period of time  
▪ engaging in professional dialogue in order to take ownership of your professional development |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Teacher as thinker      | ▪ using inquiry as a means of theorising practice  
▪ demonstrating an understanding of how research-informed thinking impacts upon your practice |
| Subject knowledge for teaching | ▪ applying an understanding of conceptual progression across all areas of your subject in order to meet the needs of all learners  
▪ recognising how understanding is different to knowledge in your subject |
| Pedagogies              | ▪ embedding varied and appropriate pedagogies into your practice  
▪ revisiting and utilising strategies for establishing routines and practices in different settings  
▪ experimenting with different teaching approaches and learning from successes and failures |
| Progressing learning for all | ▪ becoming confident in using the planning and assessment cycle  
▪ over time, building up effective systems of assessment to inform your planning  
▪ devising, and applying, teaching strategies that are responsive to all learners’ needs  
▪ applying strategies to promote social justice through your teaching |
| Curriculum              | ▪ comparing and contrasting how schools interpret, and develop, the curriculum in your subject  
▪ contributing to discussions around curriculum development in your subject  
▪ working with the curriculum to think and plan across a series of lessons  
▪ starting to think about how, and why, the curriculum is structured in the way it is |
| Building positive relationships | ▪ building an effective relationship with a range of classes  
▪ understanding the wider role of the teacher within school, including working with parents |
### Phase Six  (Monday 20 April to end of the course): How do you maximise your potential as a beginning teacher?

**Features of phase:**

During this phase you will continuing to plan, teach and assess the learning for the classes you teach. You will have greater ownership of your teaching groups. In this phase you will also have an opportunity to undertake a week’s experience in another educational setting. This placement will be based around your personal needs and interests and will have been negotiated with your tutor and mentor. There may also be an opportunity to undertake a personalised programme in your placement school.

Following this period, students following the PGCE School Direct route will return to their home school until the end of the academic year.

During your time in school you will be teaching approximately two-thirds of a teacher’s timetable.

In the final week in University you will consider your learning from the year and, through a variety of activities, ensure you are fully prepared for your NQT year.

**Assignments:**

During this phase you will be finalising your submission of your inquiry project.

There will be opportunities in the final week in University to share learning and findings from your academic work to develop a wider understanding that can be taken into your NQT year.

**By end of phase you should be able to:**

- draw on a wide range of experiences and expert input to further understand the role of the teacher, your personal philosophies about teaching and learning in your subject and the type of teacher you want to become
- further appreciate innovative and exciting approaches to education, enabling you to widen your repertoire of skills as a teacher, convey your passion for teaching your subject and develop your professional identity
- feel increasingly competent and confident in the classroom in most contexts
- plan, teach and assess learning with understanding of all learners and their needs
- clearly identify the key areas of your practice you wish to focus on in your transition to your NQT year
You will continue to progress by revisiting, and building on, the foci raised in previous phases. Your new foci during this phase will be:

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<thead>
<tr>
<th>Teacher as professional</th>
<th>revisiting your personal philosophy of teaching and learning;</th>
<th>building a wider repertoire of tools for professional development</th>
<th>taking responsibility for your continued professional development beyond your ITE year</th>
<th>understanding how to effectively manage your workload</th>
<th>preparing to contribute to more than one team in a secondary school</th>
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<tr>
<td>Teacher as thinker</td>
<td>using theory to deconstruct, and reconstruct, practice</td>
<td>demonstrating an understanding of how research-informed thinking impacts upon your practice</td>
<td>having the confidence to critically engage with theoretical perspectives to inform your practice</td>
<td>developing confidence to make an informed contribution to thinking in school</td>
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<td>Subject knowledge for teaching</td>
<td>developing a wider range of understanding of the teaching of your subject through a range of personalised experiences</td>
<td>continuing to explore the relationship between knowledge and understanding in your subject</td>
<td>recognising strengths and weaknesses within specific areas of your subject knowledge in order to inform transition to your NQT year</td>
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<tr>
<td>Pedagogies</td>
<td>learning about pedagogies associated with alternative settings and considering their relevance to your practice</td>
<td>developing pedagogical confidence and knowledge in specific areas of the curriculum based on an analysis of your professional needs and interests</td>
<td>embedding various, and appropriate, pedagogies into your practice</td>
<td>continuing to take risks</td>
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<tr>
<td>Progressing learning for all</td>
<td>challenging assumptions about learners</td>
<td>developing your understanding of planning, assessment and approaches to teaching based on an analysis of your professional needs and interests</td>
<td>developing a greater awareness of resources and support available to teachers to ensure all learners progress</td>
<td>being confident in using the planning and assessment cycle for a range of ages and purposes</td>
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</tbody>
</table>
| Curriculum                             | ▪ developing an understanding of alternative curricula  
|                                      | ▪ developing an understanding of how we make teaching and learning relevant, interesting and exciting through the curriculum  
|                                      | ▪ understanding progress across the 11-18 age range in your subject  
|                                      | ▪ understanding how you can contribute to, and influence, thinking about curriculum design at a range of levels  |
| Building positive relationships | ▪ developing a deeper understanding of teacher-pupil, and pupil-pupil relationships through a range of personalised experiences  
|                                      | ▪ understanding the wider role of the teacher within school  
|                                      | ▪ reflecting on the relationships you have built over the year and identifying how you will develop new relationships in September based on the learning from these experiences  
|                                      | ▪ exploring scenarios of situations and identifying the learning from your ITE year that you can use to approach them |
### Phase Seven (beyond the course): *How do you sustain your professional development, and passion for teaching, through the next stage of your career and beyond?*

#### Features of phase:

You will be preparing for your first teaching appointment.

You should be considering how to develop professionally through engaging with communities of practice. For example, this might be through joining subject associations, maintaining links with the University of Nottingham or planning to undertake further study.

#### By the end of this phase you should be able to:

- transition successfully to your NQT year
- be part of a range of communities of inquiry as you continue in your career as a teacher
You will continue to progress by revisiting, and building on, the foci raised in previous phases. Your new foci during this phase will be:

| Teacher as professional                                      | developing professional, and research, networks and communities to engage with a range of continuing professional development opportunities
|                                                               | taking responsibility for ensuring your practice reflects your passion for teaching and your desire to support your pupils in developing the qualities, skills and dispositions necessary in a fast-changing world |
| Teacher as thinker                                           | being able to critically reflect on your own practice, and that of others, and become a part of a collaborative community of inquiry
|                                                               | continuing to engage with further study |
| Subject knowledge for teaching                                | understanding the role of subject knowledge associations and the University as a resource for continuing professional development throughout your career
|                                                               | continuing to engage with developments in your discipline |
| Pedagogies                                                   | looking ahead to your new school, identifying its unique features and the implications for pedagogy and your continuing professional development
|                                                               | identifying your pedagogical strengths and what you can offer colleagues
|                                                               | being able to critically engage with, and respond to, the impact of policy initiatives on pedagogy, maintaining a sense of agency and your own professional philosophy of teaching and learning |
| Progressing learning for all                                 | refining your own, efficient, systems of planning and assessment that will enable you to be ready for your new school |
| Curriculum                                                   | continuing to engage with factors that influence curriculum design and change |
| Building positive relationships                              | understanding your new school so you can develop positive relationships
|                                                               | making a positive start as an NQT
|                                                               | building relationships with each successive group of new learners |
### 4.4.1 Secondary ITE Programme 2019-20 – PGCE

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<td>PI: How ready are you for your teacher preparation year?</td>
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<td>Preparation for course, including compulsory time in primary school</td>
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<td>P2: In what ways can you develop an understanding of the specialised knowledge a teacher needs?</td>
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<td>P3: What are the ways in which you plan, teach and evaluate lessons?</td>
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<td>Autumn Term Profile due</td>
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<td>P4: New ways of thinking?</td>
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<td>Enrichment and personalised professional development</td>
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<td>P5: What does it mean to be a good beginning teacher?</td>
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<td>P7: How do you sustain your professional development, and passion for teaching, through the next stage of your career and beyond?</td>
<td>July</td>
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<td>Preparation for NQT year</td>
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<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
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<tbody>
<tr>
<td>University based</td>
<td>42 days</td>
</tr>
<tr>
<td>School based: Teaching Practice 1</td>
<td>36 days</td>
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<tr>
<td>School based: Teaching Practice 2 (including alternative experiences)</td>
<td>87 days</td>
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<td>Independent study</td>
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<td>Vacation</td>
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### 4.4.2 Secondary ITE Programme 2019-20 – School Direct PGCE

<table>
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<tr>
<th>Phase</th>
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<th>Mon</th>
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<tbody>
<tr>
<td><strong>P1: How ready are you for your teacher preparation year?</strong></td>
<td>26 Aug</td>
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<td>In TP 1 school from start of school’s academic term</td>
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<td><strong>P2: In what ways can you develop an understanding of the specialised knowledge a teacher needs?</strong></td>
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<td>Independent Study Week Half term: Nottm City, Notts, Derby, Derbys, Staffs</td>
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<tr>
<td><strong>P3: What are the ways in which you plan, teach and evaluate lessons?</strong></td>
<td>4 Nov</td>
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<td>2 Dec</td>
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<td></td>
<td>Autumn Term Profile due</td>
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<td><strong>P4: New ways of thinking?</strong></td>
<td>9 Dec</td>
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<td>In TP 1 till end of school term Visit TP 2 for a day</td>
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<td></td>
<td>16 Dec</td>
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<td>Two week Christmas vacation in line with placement school holidays</td>
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<td><strong>P5: What does it mean to be a good beginning teacher?</strong></td>
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<td>Half Term Progress Check due</td>
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<td>Spring Term Profile due</td>
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<td><strong>P6: How do you maximise your potential as a beginning teacher?</strong></td>
<td>6 April</td>
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<td>Easter Vacation: all LAs</td>
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<td>13 April</td>
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<td>4 May</td>
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<td>Bank holiday</td>
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<td>Independent Study Week</td>
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<td>Summer Term Profile due</td>
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<td>15 June</td>
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<td>22 June</td>
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<td><strong>P7: How do you sustain your professional development, and passion for teaching, through the next stage of your career and beyond?</strong></td>
<td>July</td>
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<td>Return to school till end of academic term</td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th>Scenario</th>
<th>Duration</th>
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<tbody>
<tr>
<td>University based</td>
<td>42 days</td>
</tr>
<tr>
<td>School based: Teaching Practice 1</td>
<td>Minimum of 100 days</td>
</tr>
<tr>
<td>School based: Teaching Practice 2 (including alternative experiences)</td>
<td>25 days</td>
</tr>
<tr>
<td>Independent study</td>
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<tr>
<td>Vacation</td>
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</tbody>
</table>
4.5 Course Structure

Start of academic year:

- School Direct students will join their placement school at the start of the academic year and follow the school term pattern until the end of the placement.

- PGCE students are expected to organise experience in a primary school at the start of the academic year.

- 16 September – 27 September: Induction to course (including two days in Teaching Practice 1 school on Thursday 19 and Thursday 26 September)

- Monday 30 September: TP1 starts (students spend Monday to Thursday in school and return to University on Friday)

- W/C 21 October: students are in University all week

- W/C 28 October: Independent study week

- W/C 4, 11 November and 18 November: students spend Monday to Thursday in school and return to University on Friday

- W/C 25 November and 2 December: Students are in school full time

- 19 December – 10 January: university-based reflection and transition period

- 13 January: Teaching Practice 2 placement starts

- 27 February – School Direct students return to their main school

- University Based Days: 24 - 26 February, 1 April and 20 – 22 May

- 22 – 26 June: Final week of course

- 29 June to end of academic year: School Direct students are in school full time

For each school placement there is a detailed guide for mentors and coordinators and a Personal Learning Record for student teachers. The Autumn Term Guide and the PLR Overview is included in this handbook and the Spring/Summer Term Guide will be circulated in the autumn term.
4.6 Autumn Term Placement Guidance for Secondary ITE Programme
Coordinators and Mentors: English, geography, history, maths, modern languages, science

Dear coordinators and mentors

This document brings together all the information you will need to work with our beginning teachers over the autumn term. Where additional documents are referred to, you can see them either by:

- visiting The Schools Partnership Gateway at
  nottingham.ac.uk/education/schools-partnership-gateway/index.aspx

  Please note we will be updating the documentation, to reflect the recent course changes, on the Gateway over the summer period.

- asking your student teacher to show you their personal copy of documents they are working with.

We hope you enjoy working with our student teachers over this term.

Best wishes

Helen Bowhay
Secondary Phase Leader
PGCE Documentation that you may need to refer to alongside this guidance:

<table>
<thead>
<tr>
<th>Phases of the PGCE course</th>
<th>Partnership agreed overview of the phases of the Secondary ITE Programme and the key strands</th>
<th>Available on Partnership Gateway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safeguarding Policy</td>
<td>Guidance on the University of Nottingham Safeguarding Policy</td>
<td>Available on Partnership Gateway</td>
</tr>
</tbody>
</table>
| Record of Professional Development (RoPD) | Record of all professional development tutorials and the self-evaluations that a student teacher must complete before each assessment point | Student teacher keeps this up to date and should share the Evaluation of Professional Development – Autumn Term with you before you complete the Autumn Term Profile. Copies are available on the Partnership Gateway where you will also find an exemplar of a student teacher’s responses to Evaluation of Professional Development – Autumn Term.
| Personal Learning Record (PLR) | Learning record of observation, research and reflection activities that must be completed over the autumn term placement | Student teacher keeps this up to date and should share their learning from activities with you on a regular basis. Copies are available on the Partnership Gateway.
<p>| PLR Overview               | Overview of all tasks and deadlines for the autumn term which includes guidance on how a coordinator or mentor can best support the student teacher | A copy of the generic overview comes with this guidance. A subject specific version will be sent to mentors and student teachers also have a copy. Copies of the generic and subject specific overviews are available on the Partnership Gateway. |</p>
<table>
<thead>
<tr>
<th>Assessment Profile</th>
<th>Record of the assessment of the student teacher against the Teachers’ Standards (DfE, 2012)</th>
<th>A document for each student teacher is sent to the coordinator. Once the mentor has completed an assessment point and the student teacher has added their comments, this is signed by the coordinator and emailed to the School of Education</th>
<th>Copy is available on the Partnership Gateway where you will also find an example Assessment Document and a copy of The Teachers’ Standards (DfE, 2012)</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘Moving to good’ and ‘Moving to outstanding’ documents</td>
<td>Guidance documents that support student teachers, in discussion with their mentor, to set targets to enable them to meet individual standards at the highest level possible.</td>
<td></td>
<td>Copies are available on the Partnership Gateway</td>
</tr>
<tr>
<td>Key dates and spine</td>
<td>Calendar of the year</td>
<td>A copy comes with this guidance</td>
<td>Copy is available on the Partnership Gateway</td>
</tr>
<tr>
<td>Contact list</td>
<td>List of key contacts at the School of Education</td>
<td></td>
<td>Copy is available on the Partnership Gateway</td>
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</tbody>
</table>
| Example of timetable and school programmes | Exemplar timetable for TP1 and induction guidance | | Available on Partnership Gateway:  
- Example TP1 timetable  
- Induction – see page 14 and 15 of this document |
<p>| Roles and responsibilities | Partnership agreed overview of the roles and responsibilities of mentors and coordinators | | Available on Partnership Gateway |</p>
<table>
<thead>
<tr>
<th>Student conduct</th>
<th>Professional expectations of our student teachers</th>
<th>A copy is in the Partnership Handbook. Students have a copy of this and our expectations are discussed at the start of the course</th>
<th>Available on Partnership Gateway</th>
</tr>
</thead>
</table>
| Resources for the professional development of mentors and coordinators | A set of resources that are useful discussion tools for the professional development of coordinators and mentors | Available on Partnership Gateway:  
- scenarios for consideration  
- mentor statements for discussion  
- mentoring skills and strategies | |
| Lesson observation forms         | There are two styles of lesson observation forms – a summary form for less detailed feedback and a subject-specific detailed observation form. | Students will come with copies of the observation forms. When first observing student teachers we would expect teachers to use the summary form and not use the detailed forms until the students are settled into teaching. **As a partnership we have agreed individual lessons will not be graded.** | Available on Partnership Gateway |
4.6.1 PGCE Course Pattern

- 16 September – 27 September: Induction to course (including two days in Teaching Practice 1 school on Thursday 19 and Thursday 26 September)
- Monday 30 September: TP1 starts (students spend Monday to Thursday in school and return to University on Friday)
- w/c 21 October: students are in University all week
- w/c 28 October: Independent study week
- w/c 4, 11 and 18 November: students spend Monday to Thursday in school and return to University on Friday
- w/c 25 November and 2 December: Students are in school full time
- 9 December – 10 January: university-based reflection and transition period (in the week commencing 16 December students will visit their TP2 school for a day)
- 13 January: Teaching Practice 2 placement starts
- University Based Days: 24 - 26 February, 1 April and 20 – 22 May
- 22 – 26 June: Final week of course

4.6.2 PGCE School Direct Course Pattern

School Direct students will join their placement school at the start of the academic year and follow the school term pattern until the end of the placement.

- 16 September – 27 September: Induction to course (including two days in Teaching Practice 1 school on Thursday 19 and Thursday 26 September)
- Monday 30 September: TP1 starts (students spend Monday to Thursday in school and return to University on Friday)
- w/c 21 October: students are in University all week
- w/c 28 October: Independent study week
- w/c 4, 11 and 18 November: students spend Monday to Thursday in school and return to University on Friday
- w/c 25 November and 2 December: students are in school full time
- 9 December – 13 December: university-based reflection and transition period
- 16 December – 20 December: students are in school full time with the exception of one day to visit their TP2 school
- w/c 6 January: university-based reflection and transition period
- 13 January – 14 February: Teaching Practice 2
- University Based Days: 24 - 26 February
- 27 February: students return to TP1 school
- University Based Day: 1 April
- 20 May – 22 May: University based days
- 22 – 26 June: Final week of course
- 29 June to end of academic year: students are in school full time

### 4.6.3 Teaching Practice 1 Student information PGCE

- Details of the Teaching Practice 1 placements will be sent to school at the **beginning of the autumn term**.
- You will receive an initial e-mail with a pdf attachment showing the name and subject(s) of the student(s) and their CV
- Any queries about the placements should be sent to the PGCE Partnership administrator – SS-Eduite-jc@exmail.nottingham.ac.uk

### 4.6.4 Teaching Practice 1 Student information PGCE School Direct

Schools will have the student information once the placement has been finalised.

### 4.6.5 Teaching Practice 1 Induction Days – Thursday 19 and Thursday 26 September 2019

On the Thursday of the first two weeks of the PGCE course our student teachers spend the days at their Teaching Practice 1 school. The purpose of the days is:

- to enable the students to spend two days in a University of Nottingham Partnership school very early in the course so they have a shared understanding and a context that can be used to frame the early teaching sessions at the university;
- to enable the students to begin to get to know their placement school and the community it serves.

*The induction days are very early on in the course and many students may be feeling overwhelmed and anxious. The induction programme does not, therefore, need to provide the students with all the information they need to know about the school and what they will be doing on their placement. The main priority should be to provide busy and clearly structured days that make the students feel welcome and excited about spending the term with you!*
Student teachers will be told to arrive at School Reception at 8.30am on the first day. If you would prefer your students to arrive at a different time please email SS-Eduite-jc@exmail.nottingham.ac.uk and we will let them know.

The students will have prepared for their induction days at University by discussing how to observe lessons, what features to consider and how to reflect on experiences. Another key feature of the university-based work in the first days of the course will have been to consider what it means to be a professional in the context of teaching as well as introducing the student teachers to issues around child protection and safeguarding.

As a partnership, we agreed that preferably students would spend most of the first induction day in their department and then the second day should focus on the school as a whole and the community it serves.

During the induction days student teachers must:

- meet the school coordinator;
- be given an introduction to the school’s safeguarding policy;
- begin to learn about the school and its community – this might be through an introductory talk and the sharing of some basic school information;
- meet their subject mentor;
- observe lessons (not necessarily all in their subject);
- have the opportunity to interact with staff and pupils;
- be given basic guidance about the expectations of the school in relation to student teachers – for example, what to wear, absence procedures, start and end times of days.

Activities you might consider including in the days are:

- a tour of the school (perhaps led by pupils);
- a joint observation of a lesson – for example, this might involve:
  - all the students watching the same lesson with the coordinator and discussing it together afterwards;
  - a student co-observing a lesson with their mentor;
- meeting the subject department and spending most of one of the days in the department;
- a discussion about the approaches the department takes to teaching their subject.

School Direct students should have spent the first days of term, prior to week commencing 16 September, in a feeder primary school but may have got to know a little bit about the school prior to the induction days. If this is the case we would recommend thinking about how their knowledge might be drawn upon during these days.

4.6.6 The teaching placement

On Monday 30 September the student teachers will return to you to start their teaching placement.

Throughout this term students will spend time in school alongside time in University. For details of what is covered in University sessions please refer to the Autumn Term Personal Learning Record Overview.

In the weeks commencing 30 September, 7 and 14 October the students are in school Monday to Thursday each week. In this period of the placement the students should:
be getting to know the school and its community;
be meeting the department properly and getting to know all the staff and pupils they will be working with;
be getting a feel for the department and the approach to teaching;
be beginning a gradual introduction to teaching;
• have taught two to three full lessons by 17 October.

In order to do this the student teachers should have clearly structured, busy days and the tasks in their Personal Learning Record – Autumn Term provide a range of focus activities that support them.

Once they are settled in, student teachers should begin to teach small groups or short periods of a lesson. The point at which this happens will vary from student to student and it is important this is negotiated with the mentor.

In the week commencing 14 October the students must be given clear guidance on their timetable for after half term and what lessons they will be expected to teach.

From the 21 October to 25 October there is a university-based reflection and transition period.

In subject groups the students will focus on planning lessons and developing subject pedagogy in preparation for their return to school after half term. For further information about subject input in this period please refer to subject materials or contact the relevant subject tutor team.

The students are in school from Monday to Thursday during the weeks commencing 4, 11 and 18 November.

From the 25 November – 6 December the student teachers are in school full time. In this period the students will continue with their Personal Learning Record tasks but their main focus will be to gradually increase their teaching. By the end of the placement the students should have:

• taught a minimum of twenty lessons, with the expectation that most students will teach between twenty to thirty full lessons;
• taught at least one sequence of lessons to Key stage 3 and one to Key Stage 4.

As part of the autumn term programme the school coordinator must:

• organise briefing sessions for students on each of the following subjects:
  • the organisation of special educational needs work within the school;
  • the school’s system of pastoral care;
  • Child Protection and safeguarding;
  • Data tracking and progress;
  • the school’s community and context.

It has been agreed by Partnership that these subjects are essential for students to know about as part of induction into the school and it seems especially appropriate to deliver them in the school context. There is no expectation that the school coordinator will personally
deliver the briefings. Most coordinators would certainly invite the school SENCO to deliver the briefing on special needs, and may invite other colleagues to contribute briefings too.

In order to plan how to organise the briefing sessions coordinators need to consider, for each of the briefing areas:

- the best person to deliver the briefing session;
- ensuring availability of that person;
- the main topics to be covered;
- what resources/handouts might be useful.

Experienced coordinators have given the following advice for organising briefing sessions:

‘As TP1 briefing sessions (for example from the SENCO or from a liaison person from a feeder school) will need to be repeated for TP2 students, and possibly for students from other institutions, it is a good idea to video these.’

‘As far as possible, double up sessions for NQTs and students.’

‘Use good teachers with two or three years’ experience to run some of the briefing sessions – it doesn’t always have to be the very experienced teachers who do this.’

- facilitate weekly group meetings in which student teachers can share insights and information, and work together as a team.

The weekly meeting is also a means by which the coordinator can gain an overview of the student teachers’ work and progress. Coordinators should timetable a regular meeting each week, either keeping a period free, or identifying a lunchtime or after school slot.

4.6.7 Working with the Personal Learning Record – Autumn Term

The *Personal Learning Record – Autumn Term* (PLR) provides a staged induction into teaching, complemented by research and observation tasks. All the tasks are designed to develop the student teachers understanding of:

- teaching and learning and how to plan and deliver productive lessons;
- schools and their communities;
- the wider responsibilities of being a teacher.

The PLR sets out clearly the organisation needed to complete the tasks, and explains how the Learning Record contributes to assessment on the PGCE course. Although the Learning Record is addressed directly to the students who will be completing it, it is important mentors and coordinators are familiar with its content. It is essential that the mentor has access to a copy of the *Personal Learning Record – Autumn Term*; this will be emailed to you and can also be found on the Partnership Gateway.

Before going on to look at the PLR in more detail, it is worth considering the context in which the student teachers will be completing this work. The autumn term is a very intensive period on the PGCE course. It involves a considerable amount of work and, for many student teachers, coming to terms with different ways of working. Not only are they working in schools from the third week of the PGCE term, but the bulk of the university-based teaching
is covered this term. They also have substantial written assignments to complete. It is important that mentors and coordinators are aware of the pressure of these demands on the student teachers during this placement. Getting to know new tutors and fellow student teachers and, for many students, new accommodation, can make this an emotionally and intellectually turbulent time for them.

The Personal Learning Record contains a number of Focus Activities which reflect three basic themes:

**Teaching and Learning**

**Purpose:** To enable student teachers to successfully plan and teach a sequence of lessons on a chosen topic and to begin to form their own personal theory of teaching and learning

These activities are all designed to help student teachers develop their understanding of classrooms, teaching and learning. The initial activities involve observing a small group of pupils, and then a teacher, in different situations throughout a school day and observing lessons to begin to understand how an effective lesson is planned and how learning might take place.

There are then a series of activities that enable the student teacher to consider different aspects of planning lessons and their role as a teacher. Once they have settled into school they and their mentor will identify individual lessons and sequences of lessons that they will teach over the placement; they must teach at least one sequence of lessons to Key Stage 3 and one to Key Stage 4. The later activities in this section support the student teacher to develop their plans for teaching a sequence of lessons, each task inviting them to continually improve their plans, adjusting them and adding more detail as the activities develop their understanding.

**Schools and Society**

**Purpose:** To enable student teachers to get to know their placement school and its community, to contribute to their development as a confident professional, and to begin to understand how social justice can be promoted by teachers and schools to create inclusive learning environments.

This set of activities is designed to support student teachers to get to know their placement school and its community and to explore issues and perspectives related to education for social justice. For these activities students will be expected to:

- read professional and research literature related to each of the topics touched upon in this section;
- gain an understanding of their school’s policies and classroom practices;
- find out what this means for the day to day lives of pupils and teachers in their school.

Students are expected to work on this set of activities in collaboration with the other student teachers at their Teaching Practice 1 school.
Pupil Care and Guidance

Purpose: To enable student teachers to explore how pupil care and guidance can be organised in a school and to understand their responsibility towards the social, emotional and intellectual well-being of children

At the start of their placement students will be assigned to a form group and will work with this group of pupils and their tutor throughout their placement. This section of the Learning Record is designed to support students in observing and understanding the different elements of the role of a form tutor and to reflect on their experiences of working with this group of pupils.

Mentors and coordinators will need to consider their own role in facilitating the work required for particular tasks, implications for their own roles and how the task might enhance their own professional development.

To support mentors, coordinators and the student teachers there is a PLR Overview which gives an outline of all the tasks that the student teacher must complete over the autumn term and how their mentor and coordinator can support them. A whole course version of this overview is included in this guide and subject specific ones will be sent to mentors and are available on the website. This document will support coordinators and mentors in planning the autumn term programme and monitoring progress.

The key to success on Teaching Practice 1 is achieving a balance between the tasks for the Personal Learning Record that is appropriate for the individual student teacher concerned. The tasks should not be seen as a separate, additional piece of work but as integral to the students developing their ability to plan and teach lessons. Mentors and coordinators should expect students to share their Personal Learning Records with them and discuss tasks and how they impact on the lessons they are planning and teaching.

Finally, here are some points made by school coordinators about working with the Personal Learning Record:

‘It is important to keep the focus on ‘experience’ – discourage students from doing too much teaching, at the expense of other tasks.’

‘There is a need for flexibility throughout Teaching Practice 1. Bear in mind that there may be different deadlines for subject work in different subjects, which may affect students’ work in school.’

‘The Personal Learning Record can support useful professional development in departments.’

4.6.8 Progression in teaching

The Teaching Practice 1 is a collaborative teaching placement in which students work alongside teachers and mentors in the classroom. Over the autumn term the student teacher should gradually build up their teaching commitment. This progression should happen through collaboration between teacher (mentor or class teacher) and student teacher and should involve a wide range of experiences such as:

- supporting individuals or small groups of pupils;
• teaching small groups of pupils;
• teaching elements of a lesson (for example a starter activity or the introduction of a new concept);
• team teaching with an experienced colleague;
• team teaching with a fellow student;
• teaching a lesson planned by an experienced colleague.

A collaborative lesson is defined as one that has been jointly planned between the mentor and the student teacher to ensure that the student teacher has a clearly defined responsibility within it which is deliberately targeted to help his or her learning.

It is inevitable that some student teachers will, for a variety of reasons, be ready to start teaching at a much earlier point than others, who may benefit from a more gradual introduction. If there are concerns about progress, it may be worth considering the following questions:

• Is the student teacher spending excessive time on research and observation tasks, in order to put off starting teaching?
• Alternatively, is the student teacher so keen on establishing classroom teaching that observation, reflection and learning are being neglected?

**It is expected that all students will have taught:**

• at least two or three full lessons by Thursday 17 October;
• a minimum of twenty lessons, with the expectation that most students will teach between twenty to thirty full lessons, including at least one sequence of lessons to Key Stage 3 and one to Key Stage 4, by the end of the placement.
An example of a sequence of progression from observation to teaching is given below:

1. Student teacher observing the teacher giving a lesson which is discussed and evaluated afterwards.
2. Student teacher working on identifying lesson stages through structured and focused observation, and recognising effective practice.
3. Joint planning and evaluation of a lesson which the teacher leads.
4. Joint planning and evaluation of a lesson which the teacher and student teacher team teach.
5. Student teacher planning and leading parts of a lesson shared with teacher.
6. Student teacher planning and leading parts of a lesson observed by the teacher and jointly evaluated.
7. Teacher observing the student teacher giving a lesson which is discussed and evaluated afterwards.
4.6.9 Teaching Practice 1 Timetable

For Teaching Practice 1 a student teacher’s timetable must include:

- at least one KS3 and one KS4 class which the student will teach;
- A level experience in a school which has post-16 provision;
- a tutor group (ideally Y7).

Please note, one of the *Personal Learning Record – Autumn Term* tasks involves the student getting to know a pupil with special educational needs. This task is visited three times over the placement with the student observing, supporting and teaching the pupil so it is important that one of the classes the student is going to teach includes an appropriate pupil.

Beyond this basic core for the timetable, it should include additional experiences but these might change over the duration of the placement. For example, a student might have a rotation of classes that they observe and support which changes over the placement.

It is useful to make sure that all meetings are shown clearly on the timetable so the student teacher is clear about what they are expected to attend. This should include:

- the briefing sessions arranged by the coordinator on whole school issues;
- coordinator weekly meetings;
- planned weekly meetings with mentor;
- staff meetings the student is expected to attend;
- department meetings the student is expected to attend.

4.6.10 Monitoring student teacher progress

Mentors will need to schedule weekly meetings with their students throughout the TP1 placement to:

- ensure they are aware of how their student teacher is progressing in lessons where they are not the class teacher (e.g. through discussions with colleagues and, later in the practice, observing teaching);
- discuss progress with the *Personal Learning Record* and how the learning from focus activities is impacting on planning and teaching;
- discuss teaching experiences and identify areas to prioritise for development;
- ensure their student is having a wide range of experiences that support progression;
- consider *The Teachers’ Standards (DfE, 2012)* and the *Assessment Document* to guide discussions of the work planned and completed and to record achievements and set targets.

Throughout the placement we expect student teachers to be able to discuss their teaching experiences with class teachers and their mentor and be provided with regular written feedback.

4.6.11 The Autumn Term Profile

As the placement comes to a close, the mentor needs to prepare for completion of the *Autumn Term Profile*. 
Firstly the student teacher must evaluate their progress by responding to the questions in their *Evaluation of Professional Development Autumn Term* (located in their *weekly meeting record sheets*) and sharing this with their mentor.

The mentor collects feedback from all colleagues who have worked with the student teacher over the placement. Using this information and other sources of evidence such as written observations of lessons and the Personal Learning Record, the mentor completes:

- the ‘overall comments’ and ‘targets for development’ section for each group of Teachers’ Standards;
- the relevant comments sections on the *Autumn Term Profile*;

and ticks the relevant recommendation to proceed box.

In the final week of the placement, School Assessment Meeting 1 should take place. The mentor and student should use the student’s responses to the *Evaluation of Professional Development Autumn Term* questions and the mentor’s feedback from completing their first draft of the *Assessment Document* to discuss the student’s progress on Teaching Practice 1 and agree on appropriate targets for Teaching Practice 2.

Based on this discussion, the mentor completes a final version of the *Autumn Term Profile*. The student then adds their comments to the *Autumn Term Profile* and the document, signed by the mentor, coordinator and student teacher is sent to the university.

If a student teacher is giving serious cause for concern, discussion should take place between the student teacher, the mentor and the university tutor as soon as possible to identify concerns and draw up a support plan. The concerns should be included in the relevant section in the Profile if the student teacher has not made progress according to the jointly agreed action plan.

**4.6.12 The Teaching Practice 1 Visit**

During Teaching Practice 1, after half term, each student teacher is visited by their university tutor to discuss progress with both the student teacher and the mentor and observe the student teacher teaching. The tutor will:

- observe a lesson taught by their student;
- discuss progress with the student and their mentor;
- meet with the mentor and/or coordinator to discuss overall progress;
- support the school mentor and coordinator in their roles in relation to the University of Nottingham Partnership.

**The University Tutor role:**

Before the visit the tutor:

- explains to their student the purpose and format of the TP1 visit;
- works with their student to identify a suitable date and time for the visit to take place.

During the visit the tutor:

- co-observes, with the subject mentor or class teacher, their student teaching a whole class;
- evaluates the lesson with their student following observation;
- discusses their student’s progress with the Personal Learning Record – Autumn Term;
- reviews their student’s progress with developing subject knowledge for teaching;
- discusses any issues their student might have at this point in the course;
- ensures the mentor has access to all materials they need to support their student teacher;
- discusses any issues the mentor might have with any aspect of the course or with their student teacher;
- if appropriate, meets with the coordinator to discuss any issues they have with any aspect of the course or with the student teacher.

**Student teacher role:**

Before the visit the student teacher:
- liaises with their mentor and coordinator to plan the tutor’s visit;
- ensures the following is available for their tutor to look at:
  - a copy of the lesson plan and accompanying resources;
  - up to date Personal Learning Record – Autumn Term;
  - Teaching File with all lesson plans, evaluations and observations carried out to date;

During and after the visit, the student teacher should make best use of this opportunity to support their professional development.

**Mentor role:**

The mentor should:
- be aware of when the tutor is visiting the school and, where possible, be available to co-observe with the visiting tutor in the observed lesson;
- discuss student progress with the tutor, and agree priorities for development in the remainder of the practice.

**Coordinator role:**

The coordinator should:
- if necessary, support mentors being swapped/released from teaching in order to co-observe with the tutor;
- if appropriate, meet with the tutor during the visit.
### 4.7 Secondary PGCE and PGCE School Direct English, geography, history, maths, modern languages, science 2019/2020 Personal Learning Record Autumn Term Overview

<table>
<thead>
<tr>
<th>Phase</th>
<th>w/c</th>
<th>University Sessions</th>
<th>School-based focus activities</th>
<th>Support from mentor or coordinator</th>
<th>Assessment deadlines and outcomes of Tasks and Assessment that could be shared for discussion with mentor or coordinator</th>
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</thead>
</table>
| **Two:** Developing an understanding of the specialised knowledge a teacher needs | 16.09.19 | **Schools and Society:**  
- Introduction to the Schools and Society programme | SS1 Getting to know the school  
Finding out information about the host school  
TL3a Observing and Understanding Lessons  
As part of the day shadowing a teacher, observing a lesson with a focus on teacher and pupil activities | Mentor plans induction into department | |
| | In school: Induction day on Thursday 19 | | | | |
| | 23.09.19 | **Schools and Society:**  
- Education for Social Justice | SS1 Getting to know the school  
Building an understanding of the community the school serves including organising a tour of the catchment area | Coordinator plans induction day  
Coordinator or mentor supports student teacher in undertaking tour of school catchment area, then discusses findings. | Completion of first SS1 Getting to Know the School Reflection Point |
<p>| | In school: Induction day on Thursday 26 | | | | |</p>
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<td>30.09.19</td>
<td>In school:</td>
<td>TL1 The Pupil’s Day</td>
<td>Mentor supports student teacher to arrange pupil pursuit and teacher to follow for the teacher’s day.</td>
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<td>Mon 30.9 – Thurs 3.10</td>
<td>Spending a day carrying out a pupil pursuit</td>
<td>Mentor discusses pupil pursuit – implications for pupils and the student teacher.</td>
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<td>PCG1 Pupil care and guidance</td>
<td>Mentor discusses teacher pursuit – implications for the student teacher.</td>
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<td>An ongoing task about getting to know how a school organises pastoral care and the role of a form tutor</td>
<td>Mentor/Coordinator arrange(s) attachment to pastoral/tutor group.</td>
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<td>TL2 The Teacher’s Day</td>
<td>Coordinator arranges briefing session on the school’s system of pastoral care.</td>
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<td>Spending a day shadowing a teacher and observing all lessons and activities they are involved in</td>
<td>Mentor agrees timetable with student teacher (including KS3 class and KS4 class for teaching and 6th form where applicable).</td>
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<td>Mentor and student teacher agree focus activities for following week.</td>
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<td>Completion of TL1 The Pupil’s Day Reflection Point</td>
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<td>Completion of TL2 The Teacher’s Day Reflection Point</td>
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<td>07.10.19</td>
<td>In school: Mon 7 – Thurs 10</td>
<td>TL4 The curriculum Getting to know the National Curriculum, identifying areas for development in relation to subject knowledge, identifying topic(s) to be taught on TP1 and developing plans for sequences of lessons</td>
<td>Mentor makes SoW and departmental resources available to student teacher. Student teacher shares subject knowledge audit with mentor and discusses plan for subject knowledge enhancement strategies. Mentor and student identify topic(s) to be taught next week Mentor organises a co-observation of a lesson. Mentor and student teacher discuss findings and implications of lesson planning observations for future teaching. Mentor highlights key pedagogical principles and departmental policy. Mentor discusses individual needs of pupils in a class to be taught by student teacher in the future. Mentor supports student teacher to make contact with SEN colleague to discuss one individual pupil’s needs and supports the student teacher to work on enhancing their awareness of this pupil’s needs prior to lessons and during observations. Coordinator supports student teachers to complete the Schools and Society tasks and discusses their findings and reflections. Coordinator arranges briefing session on child protection. Mentor supports student teacher to arrange observations of teachers in the department. Mentor supports student teacher to start teaching small groups or parts of lessons. Mentor and student teacher agree focus activities and teaching for following week.</td>
<td>Subject knowledge audit Completion of TL4 The curriculum Reflection Point Possible first draft of plan for a sequence of lessons that will be taught Completion of TL3 Observing and understanding lessons Reflection Point Completion of first part of TL8 Getting to know pupils with SEN Findings from Schools and Society tasks and Reflection Points</td>
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<td>TL3b Observing and understanding lessons Observing a lesson to understand what makes an effective lesson and what lesson planning entails. <em>Ideally this is a co-observation with an experienced colleague.</em> Creating a plan for the observed lesson and discussing it with the teacher</td>
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<td>TL8 Getting to know pupils with special educational needs A three stage activity getting to know a pupil with SEN, initially identifying a pupil in a class that student teacher will be teaching, learning about them and observing them in lessons</td>
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<td>SS2 - 6 Schools and Society Tasks A set of tasks to be completed collaboratively with other student teachers at the school. Each task involves beginning to understand a factor that might impact on a pupil’s success at school and how the school approaches this</td>
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<td>PCG1 Pupil care and guidance An ongoing task about getting to know how a school organises pastoral care and the role of a form tutor</td>
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<td>14.10.19</td>
<td>In school: Mon 14 – Thurs 17</td>
<td>TL7 Behaviour for learning Beginning to understand how experienced teachers manage classrooms in order to develop behaviour management strategies by initially observing two different teachers' approaches and creating a mind map.</td>
<td>Mentor and student teacher discuss classroom management observations and implications for the student teacher. Discuss student teacher's use of space, voice and body language.</td>
<td>Mind map of behaviour for learning</td>
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<td>TL8 Getting to know pupils with special educational needs Individually supporting the identified pupil in at least one lesson with clear targets to achieve.</td>
<td>Mentor discusses the individual SEN pupil's targets with the student teacher and how they can support the pupil in lessons. Discuss the student teacher's support and the pupil's learning after the lessons.</td>
<td>Completion of second part of TL8 Getting to know pupils with SEN</td>
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<td>SS2 - 6 Schools and Society Tasks A set of tasks to be completed collaboratively with other student teachers at the school. Each task involves beginning to understand a factor that might impact on a pupil's success at school and how the school approaches this.</td>
<td>Coordinator arranges briefing session on SEN Coordinator could support a discussion with their cohort of students. Coordinator supports student teachers to complete the Schools and Society tasks and discusses their findings and reflections</td>
<td>Findings from Schools and Society tasks and Reflection Points</td>
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<td>PCG1 Pupil care and guidance An ongoing task about getting to know how a school organises pastoral care and the role of a form tutor</td>
<td>Mentor and student teacher discuss progress with Personal Learning Record. Mentor supports student teacher to plan and teach one whole lesson. Mentor discusses teaching timetable with student teacher for after half term.</td>
<td>Amended plan for sequence(s) of lessons</td>
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<td>21.10.19</td>
<td>in University all week</td>
<td>Inclusive Schools Seminar: • The brain and learning – neurodiversity • Communication and neurodiversity • Learning strategies and neurodiversity Schools and Society: • Safeguarding and PREVENT • Anti-bullying</td>
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<td>28.10.19</td>
<td>Independent study time focusing on tasks around lesson planning and Schools and Society tasks</td>
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<td>04.11.19</td>
<td>Inclusive Schools Seminar:</td>
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<td>- Looked after children</td>
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<td>TL5 The role of support staff Understanding the role of support staff by</td>
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<td>observing them and discussing their role</td>
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<td>TL9 Supporting learners with English as an additional language</td>
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<td>TL7 Behaviour for learning Observation of two lessons with a focus</td>
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<td>on classroom management</td>
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<td>SS2 - 6 Schools and Society Tasks A set of tasks to be completed</td>
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<td>collaboratively with other student teachers at the school. Each task</td>
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<td>involves beginning to understand a factor that might impact on a pupil's</td>
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<td>a school organises pastoral care and the role of a form tutor</td>
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<td>Mentor and student teacher discuss progress with Personal Learning Record</td>
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<td>Mentor supports student teacher to observe and talk to a Teaching</td>
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<td>Assistant.</td>
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<td>Mentor supports student teacher to make contact with EAL coordinator to</td>
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<td>support the student teacher to work on enhancing their awareness of EAL</td>
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<td>pupils' needs.</td>
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<td>Coordinator supports student teachers to complete the Schools and Society</td>
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<td>tasks and discusses their findings and reflections</td>
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<td>Mentor supports student teacher to plan and teach two or three whole</td>
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<td>Mentor monitors gradual build-up of teaching over the next four weeks.</td>
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<td>Completion of TL5 The role of support staff Reflection Point</td>
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<td>Mind map of behaviour for learning</td>
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| 11.11.19 | In school: Mon 11 – Thurs 14 | Inclusive Schools Seminar:  
• Building behaviour for learning | Mentor and student teacher discuss classroom management strategies student teacher wants to implement. | Completion of SS1 Getting to know the school Reflection Point |
| | | TL7 Behaviour for learning  
Further developing BfL mind map following observations and teaching experiences | Coordinator arranges briefing session on data tracking and progress | Findings from Schools and Society tasks and Reflection Points |
| | | TL4 The curriculum  
Continue to work on sequences of lessons planning | Coordinator supports student teachers to complete the Schools and Society tasks and discusses their findings and reflections | |
| | | SS1 Getting to know the school  
Understanding how the school uses data to track, and support, pupil progress | Mentor and student teacher review student teacher's planning, teaching and development priorities. | Amended plan for sequence(s) of lessons |
| | | SS2 - 6 Schools and Society Tasks  
A set of tasks to be completed collaboratively with other student teachers at the school. Each task involves beginning to understand a factor that might impact on a pupil’s success at school and how the school approaches this | Mentor and student teacher agree focus activities and teaching for following week. | |
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| 18.11.19 | In school: Mon 18 – Thurs 21 | TL6 Assessing and responding to pupils’ work  
Understanding how to judge what pupils’ work tells a teacher about their learning and how feedback can impact on learning by examining a sample of marked work  
TL8 Getting to know pupils with special educational needs  
Teaching a lesson with the identified SEN pupil in it, planning for their personalised learning  
SS2 - 6 Schools and Society Tasks  
A set of tasks to be completed collaboratively with other student teachers at the school. Each task involves beginning to understand a factor that might impact on a pupil’s success at school and how the school approaches this  
PCG1 Pupil care and guidance  
An ongoing task about getting to know how a school organises pastoral care and the role of a form tutor | Mentor and student teacher discuss departmental policy on assessment and marking and use of data in the department.  
Mentor supports student teacher to examine a sample of marked work.  
Mentor and student teacher discuss a lesson to be taught by the student teacher where the needs of the individual SEN pupil are focused on at each stage of the planning, teaching and evaluation process.  
Discuss what has been learnt from undertaking Activity TL8 and the implications of this on differentiating teaching in the future.  
Coordinator supports student teachers to complete the Schools and Society tasks and discusses their findings and reflections | Completion of TL6 Assessing and responding to pupils’ work Reflection Point  
Completion of TL8 Getting to know pupils with special educational needs Reflection Point  
Findings from Schools and Society tasks and Reflection Points |
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</table>
| 25.11.19 | In school all week | TL7 Behaviour for learning  
Having a lesson observed with a focus on classroom management  
SS2 - 6 Schools and Society Tasks  
A set of tasks to be completed collaboratively with other student teachers at the school. Each task involves beginning to understand a factor that might impact on a pupil's success at school and how the school approaches this  
PCG1 Pupil care and guidance  
An ongoing task about getting to know how a school organises pastoral care and the role of a form tutor  
Professional Development Evaluation Autumn Term  
A self-evaluation tool reviewing the autumn term teaching practice | Mentor observes student teacher teaching a lesson with a focus on behaviour management and classroom management rules and conventions.  
Coordinator supports student teachers to complete the Schools and Society tasks and discusses their findings and reflections  
Coordinator supports students to gather information and resources | Completion of TL7 Behaviour for learning  
Reflection Point  
Findings from Schools and Society tasks and Reflection Points  
Amended plan for sequence(s) of lessons  
Professional Development Evaluation Autumn Term must be completed and shared with the mentor in advance of School Assessment Meeting 1. |

Mentor and student teacher review progress with subject knowledge audit and subject knowledge enhancement strategies.  
Mentor and student teacher review student teacher's planning, teaching and development priorities.  
Mentor and student teacher agree focus activities and teaching for following week.  
Mentor monitors gradual build-up of teaching.
<table>
<thead>
<tr>
<th>w/c</th>
<th>University Sessions</th>
<th>School-based focus activities</th>
<th>Support from mentor or coordinator</th>
<th>Assessment deadlines and outcomes of Tasks and Assessment that could be shared for discussion with mentor or coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(NB This is a suggested order for the tasks and may need to be modified to fit in with the specific routines of the school/department)</td>
<td></td>
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</tr>
<tr>
<td>02.12.19</td>
<td>In school all week</td>
<td>SS2 - 6 Schools and Society Tasks</td>
<td>Coordinator supports student teachers to complete the Schools and Society tasks and discusses their findings and reflections</td>
<td>Findings from Schools and Society tasks and Reflection Points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A set of tasks to be completed collaboratively with other student teachers at the school. Each task involves beginning to understand a factor that might impact on a pupil's success at school and how the school approaches this</td>
<td>Coordinator supports students to gather information and resources</td>
<td>Completion of PCG1 Pupil Care and Guidance Reflection Point</td>
</tr>
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<td>PCG1 Pupil care and guidance</td>
<td></td>
<td>Completion of Key Reflection Point</td>
</tr>
<tr>
<td></td>
<td></td>
<td>An ongoing task about getting to know how a school organises pastoral care and the role of a form tutor</td>
<td></td>
<td>Autumn Term Profile must be emailed to the university by Friday 6 December 2019.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Key Reflection Point</td>
<td>Mentor and student teacher review student teacher's planning, teaching and development priorities.</td>
<td>PLR must be ready to share with peers and tutors from Monday 9 December.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reflecting on learning over autumn term to support preparation for the next phase of the course</td>
<td>Mentor ensures the student teacher has taught a minimum of twenty five lessons, including sequences of lessons to Key Stage 3 and Key Stage 4.</td>
<td></td>
</tr>
<tr>
<td>w/c</td>
<td>University Sessions</td>
<td>School-based focus activities (NB This is a suggested order for the tasks and may need to be modified to fit in with the specific routines of the school/department)</td>
<td>Support from mentor or coordinator</td>
<td>Assessment deadlines and outcomes of Tasks and Assessment that could be shared for discussion with mentor or coordinator</td>
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</tbody>
</table>
| Four: New ways of thinking? | 09.12.19 | Big Questions in Education series:  
- Who Shapes education?  
- What kind of curriculum do we really want?  
- What does it mean to be a teacher in this day and age?  
Schools and Society:  
- Understanding SEND  
- Intercultural understanding: responding to ‘otherness’  
- Diversity in schools and society | | |
4.8 Assessment (Key information given to students)

Alongside this introduction, it is essential that you read the Secondary ITE PGCE and PGCE School Direct Assessment Handbook located on Moodle for a full overview of assessment requirements.

During the year you will be continuously assessed by a range of methods in order to gain Qualified Teacher Status (QTS) and the Postgraduate Certificate in Education (PGCE) award. Qualified Teacher Status is awarded by the Department for Education whereas the PGCE is a University of Nottingham Masters level (M level) qualification. The fact that all elements of the course contribute to these two distinct but interrelated qualifications makes it unusual as you will work within two different assessment frameworks: the Teachers’ Standards for QTS and the University of Nottingham Qualifications Framework. At certain times one of these frameworks will be predominant (for example the Teachers’ Standards at the end of your main teaching practice) but you will need to be familiar with both in order to successfully complete this PGCE programme.

The assessment structures on the course are designed to enable you to participate in a programme of reflection, research, writing and practical teaching, which will support your personal and professional development during the course and which will provide you with a way of thinking about your professional role as a teacher beyond the PGCE year. In addition to focusing on pupils as learners and yourself as a teacher, it is important to consider yourself as a learner during your PGCE and beyond. These different perspectives will support your professional development and provide a framework for understanding what it means to be a teacher.

The written assignments and tasks you are asked to complete are designed to develop your thinking and understanding of the learning-teaching relationship and to support you in beginning to appreciate the relationship between educational theory and the practice of teaching.

Your assessment consists of three components:

- **Practical teaching** - including your Teaching Practice 1 and your Teaching Practice 2
- **Learning and Teaching programme** - all work set by your subject tutors relating to the teaching of your subject in schools
- **Schools and Society programme** - all work relating to whole-school issues such as inclusion, child protection etc., and the My Subject in Schools and Society inquiry that you will complete in your final school placement

**Assessment of practical teaching**

Your competence in practical teaching is assessed during both your school placements by means of close consultation between your University tutor and your mentor. The Teachers’ Standards for the award of Qualified Teacher Status (2012) are used in the assessment process and form the basis of a regular dialogue between you, your University tutor and your mentor in school. The assessment of your progress on school placements will be recorded in your Post Graduate Certificate in Education Assessment Profile.

**PGCE assignments and tasks**

The various assignments that you will complete on the PGCE course are different in nature and in the ways in which they are assessed. It is important that you know what the purpose of each assessed piece of work is and in addition to general criteria tutors will normally make
specific assessment guidance available to help you to plan. All tasks and assignments support you to meet the Teachers’ Standards and so must be completed to a satisfactory level to gain QTS. The two modules *Learning and Teaching* and *Schools and Society* are both assessed at Masters level and, overall, you must achieve a pass masters standard (50+) in each of your module portfolios to be awarded the Postgraduate Certificate in Education and 30 Masters level credits per module.

**Personal Learning Records (PLRs)**

The Personal Learning Records contain a number of tasks that you will complete during your placements. Some of these are whole course tasks that you might complete with your colleagues (for example the Schools and Society activities in the autumn term) and others will be subject tasks set by your tutors. The Personal Learning Records should be kept up-to-date and be available on the days your tutor visits your school. You will also need to have access to your PLR during the University based days.

Although the tasks are not formally assessed in their own right, the PLRs provide evidence of the progress you have made towards meeting the Teachers’ Standards and will contribute to the Schools and Society programme. The PLR will be instrumental in supporting your development as a professional teacher. Your tutor and your mentor will use the evidence in the PLR when completing the Assessment Profile at the assessment points through the year.

**Learning and Teaching Module**

The aim of the assessment of this module is to enable you to explore ideas about how children learn and what constitutes effective teaching. The assessment should reflect the journey you have taken to develop your understanding of learning and teaching within your subject.

In the years leading up to starting your course you will have developed your own philosophies about education, how your subject should be taught and how children best learn. These ideas will have been influenced by your own learning experiences and by your teachers and, as you learn to be a teacher, you will need to develop and modify these ideas. This assessment supports you in doing this by encouraging you to explore theories about teaching and learning in order to:

- support your planning and teaching
- help you to support and facilitate the learning of your pupils
- help you to critically evaluate your classroom practice
- help you to diagnose classroom problems
- develop your own personal theories about how you learn and how children learn best in your classroom

Over the duration of the course, we will expect you to engage with academic literature that enables you to explore teaching and learning in general and also aspects of teaching and learning specific to your own subject.

**Preparation and support for this assessment**

**Initial reflections on teaching and learning**

As you start your course you will be asked to think about your views about teaching and learning in your subject. This will be done through a variety of approaches including written reflections and discussions with your peers. The intention here is that you really try to get to understand and bring to the surface your own theories about teaching and learning which you are bringing to the course. Such theories are often tacit and sometimes difficult to
articulate - but they are there and they are particularly influential in determining how and what you learn from the course and what sort of teacher you may become.

The following are some questions you will be asked to address to prompt your thinking and help you to structure your thoughts:

How do you think you learn most effectively?
What can a teacher do to support you when learning?
What should be distinctive about the teaching methods and approaches in your subject?
What helps children to learn in your subject?

Course experiences and resources
The course provides you with a variety of experiences and resources that we will expect you to draw upon and refer to as you complete this assessment:

- the whole course lectures that give you the opportunity to critically examine key questions in education
- subject sessions
- the Learning and Teaching set of resources located in Moodle

In order to complete this assessment successfully, we would also expect you to refer to:

- your reflections on yourself as a learner
- your own literature searches
- notes on lessons observed in schools
- lesson plans, evaluations and feedback notes from your own teaching

Assessment
There will be two core elements to the assessment:

Part A – Critical analysis of how you have approached teaching and learning in your subject.
Part B – Critical exploration of your experiences which leads to a personal theory of teaching and learning.

One of these elements will be a written piece of work and one will be an assessed and videoed presentation. Each element is equivalent to 3000 words.

Part A – Critical analysis of how you have approached teaching and learning in your subject

This section will be based around a subject specific task – e.g. Scheme of Work, curriculum plan, exploring misconceptions.

Having carried out your subject development above, you will provide a critical commentary about your experiences.

You should explain the thinking behind your approach. You should draw upon theoretical concepts in education literature – both generic and subject specific - to support your discussion.

In your analysis you need to include the following:

- your rationale for the pedagogical approach you took
- a synthesis of arguments drawn from learning theories and evaluation of your teaching and learning experiences to date
- the choices you made to, for example:
  - address the different needs of pupils
  - assess learning and understanding
  - plan for progression
  - plan for challenges and misconceptions
- an analysis of what happened when you put ideas into practice
- potential developments for the future
Part B – Critical exploration of your experiences which leads to a personal theory of teaching and learning

You will reflect on how your ideas about teaching and learning in your subject have developed in the light of the completion of your subject task, further teaching experiences you have had and your ongoing engagement with professional and academic reading. Your exploration will include:

- a brief overview of the key experiences you are going to draw on
- a critical exploration of your current understanding of how pupils learn in your subject, applying theory to practice
- a synthesis of arguments drawn from learning theories and evaluation of your teaching and learning experiences
- a reflection on the development of your personal theory of teaching and learning in your subject
- a reflection on critical incidents that have shaped the development of your understanding of teaching and learning
- an analysis of what you have learnt
- questions to stimulate further thought and discussion about the issues you present
- critical engagement with professional reading and academic literature

You will be assessed against the following criteria:

- evidence of your understanding of how children learn in the subject area
- attempts to synthesise arguments drawn from learning theory and classroom practice
- appropriate use of professional literature, including: evidence of relevant reading (well-integrated); proper referencing and use of quotations
- evidence of personal reflection and professional learning
- confident use of technical aspects of writing and presenting, including: clear, logical structure; fluent style in correct register; accurate presentation (grammar, spelling, punctuation)
- relevant appendices, examples of pupil’s work, copies of relevant lesson plans, resources

Dates for submission of Parts A and B will be set at a subject level.

The date for submission of the Learning and Teaching Portfolio will be Thursday 25 June 2020.
Schools and Society Module

The assessment of this strand of the course comprises:

- Alternative Professional Experience Marketplace
- A Masters level assignment: My Subject in Schools and Society
- A presentation of the above assignment to your peers during the final Schools and Society session

Alternative Professional Experience Marketplace

On Wednesday 20 May 2020, you will take part in a marketplace activity where you will present your APE to your Schools and Society tutor and group.

You will share your rationale for the APE(s) you completed, what you have learned from these experiences, and discuss how they have developed your understanding of the school, diversity in your school and your school’s relationship with the community it serves. You will be encouraged to reflect on the implications for your current and future practice, and to think beyond your subject and consider what you have learned through the APE about schools and society.

Presentation of the Inquiry conducted as part of your assignment: My Subject in Schools and Society:

On Tuesday 23 June 2020, you will present a brief summary of your Inquiry to your Schools and Society tutor and group, and you will be asked to share key findings, recommendations and implications for your future practice.

Assessment of presentations and marketplace

The single assessment criterion will be that of ‘completion of task’. This will include:

- participation in research undertaken
- participation in presenting and leading discussions
- completion of the relevant key reflection points in Personal Learning Records
- reflecting on the experiences in preparation for Professional Development Tutorials

My Subject in Schools and Society

Introduction

Educators need to be:

‘able to make informed and thoughtful judgements about what is educationally worthwhile. These judgements are informed by their evolving philosophy of education, which is shaped and re-shaped by research, debate and their own intellectual curiosity. The development of such a philosophy is underpinned by a scholarly understanding of the relationship between educational theory and practice, and informed by a continual process of professional inquiry and personal reflection.’ (UoN Ethos Statement, 2009).
This assignment is grounded in our Aims and Ethos and encourages you to recognise your potential to effect change within any education context through your development as an inquiring practitioner.

During Phase 4 of the course, when you are predominantly based in University, you will explore a series of Big Questions in Education. The purpose of this assignment is to support you in undertaking an inquiry that will deepen your understanding of what needs to be considered when trying to address these complex questions.

The aims of the inquiry are:

- to develop an understanding of the practices and processes of generating educational knowledge by conducting an inquiry in your subject
- to deepen your knowledge of a particular issue relating your subject to schools and society
- to develop an understanding of the role of educational research and its capacity to effect change

Stages of the inquiry:

Stage One: ‘Noticing’ at a subject level (first half of spring term):

Following the Big Questions in Education series, you should hopefully be thinking about some key issues. You will be reflecting on what you have done, and observed, in your first school placement and the role your subject teaching might have in reaction to these issues. As you embark on your second placement you will be encouraged to think about how these big issues play out in a different context, engaging with literature and exploring your practice.

Mason (2002) offers ‘the discipline of noticing’ as an approach to reflecting on, and thinking about, your practice. Mason argues for a ‘systematic and methodical’ approach to noticing through which one can explore and analyse their practice in order to be in a position to make informed choices about their actions in the future. As you start with new classes and new opportunities present themselves, you will be challenged to ‘notice’ and explore how your subject teaching is adjusting, adapting and changing in light of your thinking.

Stage Two: Raising questions at a whole school level (second half of spring term):

As you become more confident in your teaching, and feel more integrated into your school and department, you will be challenged to explore issues at a different, bigger, level by engaging with literature and considering your school’s response to the Big Questions in Education.

At this point, you will be required to effectively participate within a community of inquiry, working with your peers and supported by your coordinator.

Stage Three: Framing a research question and developing a proposal for your inquiry (by Easter):

Having established this foundation, you will be undertaking an individual subject-based inquiry designed to explore your subject within the context of schools and society. In close collaboration with your mentor and University tutor, and through engagement with literature,
you will plan a research question and develop a proposal for your inquiry which will be agreed by the end of the spring term.

This inquiry will require you to learn about, and apply, relevant methods for undertaking research with children and inquiry-based skills, including the production and analysis of classroom research data, and the effective communication of your findings.

You will be asked to consider the ethical implications of your inquiry and, with the support of your tutor, complete an ethical approval form.

**Stage Four: Carrying out your inquiry (first half of summer term):**

Once your proposal has been agreed you will carry out your inquiry and collect data to enable you to identify, and evaluate, findings.

In collaboration with your mentor and coordinator, you will identify, and agree, effective ways of communicating your work to your placement school.

*Throughout the inquiry your thinking will be carefully scaffolded by:*  
- directed reading  
- Personal Learning Record tasks  
- discussions with your tutor and mentor  
- guidance on how to manage your time effectively  
- opportunities to work with your peers to support each other and share learning

**Stage Five: Submission of assignment**

The final outcome of the inquiry is a 6000 word assignment that draws on all stages of the inquiry.

The assignment should include:

- a clear rationale for the inquiry, including the development of your research question(s)  
- a review of relevant research literature and policy documentation  
- research methods used during the inquiry  
- ethical considerations for your inquiry  
- findings from your inquiry  
- analysis of findings  
- implications of your findings for your department and/or school  
- implications of your findings for your future practice as a teacher

*Your assignment will be assessed against the following criteria:*  
- clarity of your research question(s)  
- your knowledge and understanding of key issues within the inquiry  
- organisation of research evidence and other material  
- your ability to draw implications from your research for professional practice  
- the quality of your presentation and the accuracy of your referencing and language

**Date for submission:** Friday 29 May 2020
4.9 Expectations and Student Conduct on the Course

The PGCE is a professional training course in which students are expected to conduct themselves appropriately. The Assessment Document for the PGCE course, the PGCE Partnership Handbook and the Student Handbook provide guidelines to support students’ understanding of what is required of them in both the University and school-based components of the course.

Expectations

As student teachers you are embarking on a professional postgraduate course, a course of professional development which involves work in both schools and the University. Professionalism is highlighted in the Teachers’ Standards (DfE, 2012). You can therefore expect that colleagues working with you as a student teacher in schools and the University will have clear expectations of what constitutes professional values, attitudes and behaviour. In practice this will mean that in schools and the University student teachers are expected to attend, to be punctual and conscientious in undertaking tasks, assignments and professional duties. Tutors and mentors are generally asked by potential employers to comment on such issues in references. As a student teacher you will be a guest in your placement school and will be expected to respect the school’s ethos, implement school policies and practices, and engage as a professional colleague. You are expected to take responsibility for organising completion of the work associated with your placement and to meet deadlines.

Pastoral Care of Students on the Course

Each student teacher is assigned to a personal subject tutor in the University. The tutor is responsible for the student teacher’s induction into the course, regular tutorials and pastoral support, liaison with school staff, school practice supervision and for providing a reference on completion of the course. This tutor/student relationship is central to the process of assuring continuity and progression for the student in terms of the attainment of the Standards for QTS, and for the pastoral care of students.

Attendance on the Course

Throughout the course students are expected to complete the required weeks of school-based work and attend all taught sessions at the University. Poor attendance on the course is a matter of professional concern and the implications will be discussed with the student teacher.

Your attention is drawn to the information on attendance in the University’s Quality Manual at: nottingham.ac.uk/academicservices/qualitymanual/registrationattendanceandstudy/regulations-governing-attendance-and-engagement.aspx

Attendance at University

Students are expected to attend all university-based days and behaviour on these days should be professional and mirror the behaviour of teachers attending outside courses and events. If for any reason students are unable to attend a taught session at the University, they must notify their tutor by phone or email and email the Student Services team at SS-Programmes-JC@nottingham.ac.uk.
Attendance during School Placements

During the period of their school placements, students are expected to follow the calendar of the school. The student teacher should attend the school daily when the school is in session and should keep the same hours as the school staff. Students are expected to remain on school premises during teaching time except where absence is agreed. If a student must leave the school during normal teaching hours, s/he should first consult the appropriate member of staff, and leave details of where s/he has gone and how long s/he will be. Whilst on school placements students are required to keep a record of attendance on a proforma which is located in the PLR section of the handbook.

Participation in School Functions and Activities

Student teachers are to be regarded as members of staff for the purpose of attendance at in-service days, staff meetings, departmental meetings, parents’ meetings and other school functions such as sports day. Unless specifically told that their presence is not required, students should attend and participate as members of school staff. Students should welcome all the opportunities to take part in links between the school and the wider community, including those between school, local businesses and industry, and the voluntary sector. Students need to understand the means by which schools develop and sustain links with parents and should participate as fully as possible in relevant procedures.

Absence

In the case of student illness the mentor and the University tutor must be notified the same day or as soon as possible. In addition, you should copy in SS-Programmes-JC@nottingham.ac.uk. After fourteen days’ absence through illness the student must submit a medical certificate to the School of Education. For shorter periods of time the University tutor must receive full details of the student’s absence, including dates. Students should ensure that they have the most appropriate telephone number for their mentor and tutor to facilitate early notification of illness.

For absence for professional reasons, such as attendance at an interview, permission must be requested from the head teacher of the school and the University tutor must be notified.

Absence for personal reasons requires advance permission from the University tutor and the head teacher.

It is the responsibility of the student to ensure that lesson plans are provided and given to the mentor when absences from school are known about in advance, and to set work for classes for which cover is required. For university-based sessions students are responsible for ensuring that they make up any work missed.

The student is expected to keep a proforma of attendance which details the total number of days spent in school. This will be required at the end of each placement phase. Students should keep a careful note of any absence from school. Students should note that days lost through absence may have to be made up later and that an extended absence will result in a deferred grade at the end of the course.

Any alteration to a timetable, or any absence which might cause a wasted journey by a tutor, must be reported to the tutor in advance.

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Outside Commitments

Student teachers are expected to give their full attention to their work in schools, and to allocate appropriate preparation time to meeting their commitments. Other commitments, such as other courses, part-time work or personal demands are not considered to be acceptable reasons for failing to do this.

Extra-Curricular Activities

Student teachers should seek to contribute to extra-curricular activities provided for pupils. They should participate in field courses or visits arranged during the teaching practice for pupils they are teaching. The permission of the head teacher, coordinator or mentor should be given, and the University tutor should be notified of longer visits.

After the end of their teaching practice students may be asked to accompany pupils and staff on field courses, camps, excursions or visits, especially in the summer term. Such activity is welcomed and students are encouraged by the School of Education to attend so long as this does not conflict with other course requirements.

Substitute Teaching

Student teachers should not be asked to cover for an absent member of the school staff. In the absence of a teacher whose lessons form part of the student’s timetable, the student may continue to take those lessons provided that adequate supervision is provided by another teacher.

School Rules for the Management of Pupil Behaviour

Student teachers should read the school’s Staff Handbook. During the early stages of both Teaching Practices, students should discuss with their mentor the school policy and procedures for the management of pupil behaviour and discipline. During his or her time in a school a student should avoid using discipline measures which have not been previously discussed and approved by the mentor. A student should be able to call on the advice and practical support of the mentor and other teachers in the implementation of school rules and the maintenance of classroom order.

Punishment of Pupils

Corporal punishment is banned in all state schools by the Education Act 1986. Corporal punishment means any physical contact such as pushing, pulling, tapping, and prodding. All of these forms of contact are considered technically to be assault.

Relationships between Student Teachers and Pupils

Student teachers must at all times regard themselves as teachers in their relationships with pupils and establish relationships which are firm and fair. Students are expected to take some pastoral responsibility while in the school.

A pupil occasionally develops a strong emotional attachment to student teachers who are not many years older than the pupil. The student teacher should discuss the matter with an appropriate member of the school staff if s/he suspects this may be happening. Student teachers are advised to avoid being alone with a pupil, and never to meet a pupil
alone socially away from school. On all occasions when meeting pupils in a small group or alone on school premises, the student should follow the accepted school practice, and ensure that s/he is never in a situation where allegations about the student teacher’s behaviour could be made.

**Personal Appearance**

Student teachers are expected to observe the conventions of dress and personal appearance which apply to teachers within the school where they are placed. They must also observe the normal language codes when speaking to pupils.

**Use of social media**

Student teachers are expected to engage with social media in a professional manner at all times. Expectations around the use of social media are discussed at the start of the course and students are expected to adhere to these at all times. Students are expected to follow any guidelines around the use of social media that their host school provides. Students should review and ensure they adhere to the university’s social media policy which can be found at the following link: [nottingham.ac.uk/governance/documents/social-media-policy-for-students-nov15.pdf](nottingham.ac.uk/governance/documents/social-media-policy-for-students-nov15.pdf)

**Ethics**

Student teachers must follow all ethical guidelines in relation to use of pupil data, whether that be written, audio or video. At the start of the course this is discussed with student teachers and they are asked to sign a form acknowledging their understanding of our expectations. Student teachers must complete the University of Nottingham ethical approval process for the inquiry which they undertake in the spring and summer term.

**Student Files**

Student teachers are required to maintain files of their work during both Teaching Practices. These files should contain lesson plans and evaluations, form lists and pupil information, schemes of work and any other material used in their teaching. They must also gather evidence in school which supports their successful completion of the Personal Learning Records. This will include evidence of subject tasks required and work on whole school issues.

The files should be available for discussion with the mentor, the coordinator, any member of the school staff whose lessons are being taken by the student, University tutors and any external examiner who may visit the student. Student teachers should also keep a Professional Development File which should contain weekly meeting records, written comments on lessons from teachers and tutors, the Record of Professional Development, the Assessment Profile and any other materials relevant to the student teacher’s ongoing professional development. This file should also be available for discussion when requested.
4.10 Procedures to be followed if a student teacher is not making expected progress
Secondary ITE Programmes

Underpinning principles:

- Expected progress should be considered in the context of the stage in a course
- Early identification of any problem via observation and written feedback is essential
- Open discussion between student, mentor and tutor should ensure that all are clear about the nature of a problem
- Strategies to support the student should be discussed and implemented and progress monitored

We always strive to work with the underlying principles above and follow the process outlined below. In exceptional circumstances a school may withdraw their offer of a placement at a time outside the timeline described below. This would mean that the placement is deemed a failed placement.

Teaching Practice 1

Recommendation that a student teacher should not proceed to Spring Term

- A student should only be recommended to not proceed to the Spring term if there are serious concerns about professionalism or a student’s fitness to practice
- If a school has concerns about a student these should have been raised as soon as possible and a support plan put in place so the student has opportunity to address concerns
- There should have been close communication between the school and the University tutor and the Assessment Profile should be completed in collaboration

If a student is recommended to not proceed to the spring term then they are deemed to have failed this element of the course

Student withdraws from the course

Student presents to the Special Cases Committee to request the right to re-sit in the following academic year

Student has not made expected progress for this point in the course

- The Autumn Term Assessment Profile should make clear the specific areas of concern and/or difficulties that the Teaching Practice 2 school will need to be aware of
• The University tutor should mediate the transition to Teaching Practice 2 with direct communication with the coordinator and mentor of the next placement
• There should be a detailed and coherent support plan that is discussed with the student with clear review dates for early in TP2

Teaching Practice 2

February half term

Student has not made expected progress for this point in the course

• The February Half Term Progress Check should make clear the specific areas of concern and/or difficulties that need to be addressed and priority targets should be identified
• There should be a detailed and coherent support plan that is discussed with the student with clear review dates
• The mentor and University tutor should be in close communication and working collaboratively to support the student to progress

Spring Term Profile

Where the student is considered to be in the borderline/ fail category this should be indicated unambiguously in writing on the profile. Such a judgement should be signaled by circling grade 4 on the profile scale and by completing the Cause for Concern section in the profile

If a cause for concern is raised:
• the exact nature of the problem must be identified and discussed with the student by both the University tutor and the mentor
• a separate, targeted action plan should be drawn up by the mentor, in collaboration with the University tutor and student teacher, on the University of Nottingham pro-forma;
• the support that will be provided to the student should be clearly articulated on the plan;
• the action plan and student progress should be regularly reviewed;
• there should be a specified time limit that is discussed with the student upon which satisfactory improvement should be in evidence;
• the coordinator should be involved in reviewing progress and should observe the student teaching;
• the mentor and University tutor should stay in regular contact;
• the student must clearly understand that failure is likely if targets are not met;
• a moderation visit from a different University tutor should take place.
Remainder of placement up to Summer Term Profile

If, once the agreed time scale has been reached, the student’s profile is still a failing one:

- In extreme circumstances, after the above stages have taken place and after consultation between the university tutor and the coordinator, the teaching practice place can be withdrawn if it is felt that continuation of teaching practice would be detrimental to the pupils’ progress, or if there is any other cause for concern about the student’s fitness to practice.

- In such cases the Headteacher or Co-ordinator must complete a Withdrawn Placement form and return it to the Course Leader, this form will be available to the student.

  The student is counselled about his / her continuing unsatisfactory performance (recorded in writing) and the following options are discussed:

  - to continue with the teaching practice with the understanding that, if significant progress is not made, they will fail to meet the Teachers’ Standards
  - to withdraw from the course

- If there are external, extenuating circumstances that the student discloses then the option of Voluntary Interruption of Studies may also be discussed.

  Or

  - Student voluntarily interrupts study
  - Student makes expected progress and passes the course
  - Student does not make expected progress and fails the QTS element of the course
  - Student completes the academic elements of the course, rescinding the right to re-sit and exits with a Postgraduate Certificate in the Theory of Education
  - Student presents to the Special Cases Committee to request the right to re-sit in the following academic year

- Student withdraws from the course

- The student is deemed to have failed the QTS element of the course

- Student completes the academic elements of the course, rescinding the right to re-sit and exits with a Postgraduate Certificate in the Theory of Education

- Student presents to the Special Cases Committee to request the right to re-sit in the following academic year

- Student withdraws from the course
Appendices
Appendix 1

The University of Nottingham
School of Education

Special Cases Procedures

The main principles are as follows:

- The procedures relate to students on professional teaching courses where students are required to attend teaching practice placements
- The Special Cases Committee is administered within the School of Education
- Following notification from the placement school and the tutor that the placement has ended unsuccessfully the case will be referred to a Special Cases Committee
- Appeals are heard by the University’s Academic Appeals Committee which is managed by the central administration of the University
1. **Initiation of the Procedure**

1.1 Where a programme of study requires a student to attend a teaching practice placement in a professional training role and where the qualification provides a Qualified Teacher Status (QTS), the University has a duty to ensure that the student is fit to practise. In order to comply with the requirements of professional/regulatory bodies, the School of Education has established a procedure for dealing with a student teacher/trainee who does not, for reasons listed below, achieve the required professional and/or attendance standards of the practical placement.

1.2 Principally, the Committee will consider cases where:

- a school placement has been summarily withdrawn or suspended because the student teacher/trainee has failed to meet the requirements of the Teachers’ Standards at the assessment point
- a school placement has been withdrawn because it is felt that continuation of teaching would be detrimental to the pupils or staff at the placement school
- a school placement has been summarily withdrawn or suspended because the student teacher/trainee has failed to meet the requirements for professional fitness to teach
- a poor record of attendance will prevent the student teacher/trainee from achieving all the Standards for the award of QTS
- significant health issues impact on attendance, progress or professional relationships resulting in the withdrawal or suspension of the placement
- a school placement has been disrupted for reasons which the student teacher/trainee claims were beyond his/her control

1.3 It is the expectation of Partner institutions that student teachers/trainees undertaking school placements will do so in a professional and competent manner consistent with their stage of development as a teacher. A head teacher, school coordinator or University tutor may request that a student teacher/trainee be withdrawn summarily from a placement on the grounds of alleged misconduct or unprofessional behaviour on the part of the student teacher/trainee. Such cases will be examined by the Special Cases Committee and an appropriate course of action will be recommended.

1.4 In some phases of a programme, a student teacher/trainee may be allowed to continue with the academic elements of their course at the discretion of the Head of School (or nominee). Where the main activity in a phase of a programme is related to placement then withdrawal of the placement effectively means that a student teacher/trainee cannot study. In such circumstances a student teacher/trainee should be allowed to choose whether to remain registered (and continue to pay fees) or whether to interrupt their studies (when fees may not be payable but where there may be a consequence for the status of student loans or bursaries).
1.5 Upon the withdrawal of a teaching placement a student teacher’s/trainee’s teaching bursary will be stopped as this is linked to the award of QTS. QTS cannot be achieved without successfully completing the teaching practice element of the programme.

1.6 If the student teacher/trainee is given the right to re-sit the practical teaching element and a suitable placement can be found, then the student teacher/trainee must be prepared to bear the cost of the second placement.

1.7 A student teacher/trainee will not be allowed to graduate from the University if they are subject to a Special Cases investigation or committee meeting which has not been completed.

2. Referral to Special Cases Committee

2.1 Promptly on receipt of the notification of a failed or withdrawn placement the student teacher/trainee will meet with members of the School of Education to discuss possible ways forward. During this meeting a range of options will be discussed including the option to request an opportunity for an additional school placement in order to try to meet the Teachers’ Standards via SCC.

2.2 During this meeting the student teacher/trainee will be advised of appropriate pastoral support mechanisms within the University and Students’ Union.

2.3 Special Case Committees meet at the end of the autumn and summer terms. Other meetings may be convened in exceptional circumstances. The Collaborative Partnerships Manager will notify the student teacher/trainee of the Committee members and the date of the proposed meeting of the Committee and make available to him/her a copy of:
   - the Special Cases Committee Procedures
   - reports from the placement and tutor
   - any other documentary evidence

2.4 The student teacher/trainee shall be allowed at least 15 working days in which to prepare for the meeting from receipt of their invitation to SCC. All information on which the student teacher/trainee intends to rely upon must be received by the School of Education, who will then distribute this information to the members of the Special Cases Committee at least two working days before the date set for the meeting of the Committee.

2.5 Circumstances may arise where these timescales are not able to be met. In such circumstances the student teacher/trainee would be informed and included in the negotiation of new timescales for receipt and submission of information.
3. **Attendance at the Meeting**

3.1 The student teacher/trainee will be invited to attend the meeting in person. If the student teacher/trainee chooses not to attend or fails to attend without reasonable explanation, the Committee will consider the case in the student teacher's/trainee's absence. The Chair will have discretion as to what constitutes a 'reasonable explanation'.

3.2 At the discretion of the Chair, the Committee may also call upon other persons (whether or not a current member of the University) to provide advice on specific aspects of the case in writing or in person.

3.3 The student teacher/trainee is entitled to bring a supporter to the Committee. The supporter must be either; an Education Adviser from the Students' Union (or equivalent at UNNC/UMNC), a fellow student teacher/trainee, a friend or family member, or a Union representative (for example. NUT, NASUWT). The supporter may take notes on the student teacher's/trainee’s behalf, but may not ask or answer questions on the student teacher's/trainee’s behalf.

The student teacher/trainee must inform the Collaborative Partnerships Manager of the name and status of their supporter at least five working days prior to the Committee. The student teacher/trainee may be asked to choose a different supporter if, for example, it is perceived that the chosen supporter may cause a conflict of interest or if their presence may prejudice the meeting.

4. **Composition of the Committee**

4.1 The Committee will comprise as a minimum the Chair (Director of Initial Teacher Education or Associate Head of School) an ITE External Examiner and one other member. Typically the Committee will comprise:

- the Director of ITE or Deputy Head of School (Chair)
- ITE External Examiner
- the appropriate course leader
- the appropriate course tutor
- the Collaborative Partnerships Manager

The Committee will be serviced by an administrator who is not a member but will be present throughout the proceedings.

5. **Procedure for the conduct of the meeting**

This section is a guide to the conduct of the meeting itself. The Chair has the discretion to vary these arrangements as she/he thinks fit.
5.1 Prior to the meeting the Collaborative Partnerships Manager will ensure the student teacher/trainee has copies of all documents circulated to members of the Committee and is aware of the procedures to be followed.

5.2 The student teacher/trainee and the supporter (if attending) will join the Committee.

5.3 The Chair will introduce by name the members of the Committee and any others present.

5.4 The Chair will explain the powers of the Committee, as set out in Section 6.

5.5 The Chair will invite the student teacher/trainee to make a statement and then invite the Committee to ask questions. Other staff attending will be offered the same opportunity to make a statement.

5.6 Members of the Committee will be invited to ask questions.

5.7 At each stage the Chair has discretion to allow reciprocal questioning by the various parties.

5.8 Once the Chair is satisfied that the Committee has completed their questioning and the student teacher/trainee and staff have had a full opportunity to convey information to the Committee, both the student teacher/trainee and their supporter (if attending) will withdraw.

5.9 The Committee will then discuss the case.

5.10 The Committee will make its decision on the evidence presented. The student teacher's/trainee's ability to reflect on their experiences and their ability to articulate why the outcome of a future placement would be different will be key.

5.11 The decision, and any findings of fact, will be conveyed to the student teacher/trainee and the other parties as soon as possible, and will in any event be conveyed to the student teacher/trainee in writing within five working days of the decision being reached.

6. Powers of the Special Cases Committee

6.1 There is no automatic right to re-sit the practical teaching element of any ITE course. In determining the right to re-sit practical teaching, the judgement will take into consideration:

- the student teacher's/trainee's levels of professional competence
- the student teacher's/trainee's subject knowledge for teaching
- the recommendation of the institution in which the practical teaching was carried out.
- the external examiner’s recommendation
- the length of time spent in schools
- any extenuating circumstances
- the availability of placements in institutions

6.2 The Committee, following consideration of the case, has the power to:

a) permit the student teacher/trainee to continue with the course by awarding a re-sit opportunity
b) permit the student teacher/trainee to continue with the course by awarding a first-sit opportunity
c) terminate studies
   - Uphold the fail judgement of the practical element of the course and recommendation of an academic only award. The student teacher/trainee would be asked to rescind the right to request to re-sit the practical element of the course;
   - Expulsion from the course
d) recommend that the student teacher/trainee suspends their studies for a year and returns to a future Special Cases Committee

6.3 All SCC recommendations are ratified by the next available ITE Board of Examiners. The recommendation may be passed to the examination board of a different directorate within the School of Education if necessary. This would include where waiting for the next ITE examination board would cause delay

6.4 Where a student teacher’s/trainee’s studies are terminated, assistance will be given to the student teacher/trainee to transfer to an alternative course of study which does not provide QTS, if this is considered appropriate

6.5 In cases where the studies of a student teacher/trainee of the School of Education are terminated on safeguarding grounds, the outcome will be shared with other relevant external agencies for example NCTL, DfE, Local Authority

6.6 In cases where the student teacher/trainee is asked to return to a future Committee clear information and guidance will be offered to support development during the period of suspension, this may include review periods throughout the year

6.7 Where it proves impossible to continue to offer the course because the student teacher/trainee is deemed incapable of completing it on non-academic grounds (such as health) and will not therefore be fit to teach, every effort will be made to offer an appropriate alternative course of study

7. Appeals
7.1 The student teacher/trainee may appeal to the University’s Academic Appeals Committee against any recommendation made by the Special Cases Committee.

7.2 The policy and procedure for an appeal are set out in the Quality Manual at: nottingham.ac.uk/academicservices/currentstudents/academicappeals.aspx

8. Confidentiality
The personal data of student teacher/trainee will be processed by the University in compliance with the Data Protection Act (UK). However, it may be necessary to pass personal information to other organisations such as professional accrediting bodies or other institutes of higher education.

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Appendix 2

Moving to GOOD against the Teachers’ Standards

Part One:

1. Set high expectations which inspire, motivate and challenge pupils

Those trainees graded as ‘good’ at the end of the programme of ITE will have demonstrated that:

They are reliable in encouraging pupils to participate and contribute in an atmosphere conducive to learning. They consistently set high expectations of pupils in their different training contexts.

They are well respected by learners and effectively promote pupils’ resilience, confidence and independence when tackling challenging activities. As a result of this most learners are enthused and motivated to participate.

Some things to consider:

- How might you project your expectations about the atmosphere in the classroom: Are you using a range of voice styles? What do you imagine to be the ratio of teacher talk to pupil talk? Are you aware of what ALL pupils are doing in your lessons? Do you think each week about a new approach or resource or grouping or mode of outcome?
- Have you thought about the difference between challenging work and work which is inaccessible to some learners? How might you involve children in supporting each other? How well do you brief your TAs about target pupils?
- Have you noticed that children respond better to some activities? Do you keep notes about when this happens?

2. Promote good progress and outcomes by pupils

Those trainees graded as ‘good’ at the end of the programme of ITE will have demonstrated that:

They assume responsibility for the attainment, progress and outcomes of the pupils they teach. They demonstrate a sound understanding of the need to develop pupil learning over time. Their short and medium term planning consistently takes into account the prior learning of the pupils. They regularly provide pupils with the opportunity to reflect on their own learning and use this, along with other forms of assessment, to inform their future planning and teaching. They use their knowledge of effective teaching strategies to encourage independent learning and they set appropriately challenging tasks which enable the learners to make progress. As a result the majority of pupils make good progress.

Some things to consider:

- When you plan, do you have a clear sense of direction? Do you start by thinking of where the pupils are and where you hope to get to? How do you know where the pupils are? Have you clearly thought through the stages of development? Does your plan allow you to check their understanding, maybe coming at topics from different angles, so you don’t repeat work unnecessarily but move the children forward?
- Have you seen different assessment for learning (AfL) strategies being used? Have you successfully used any of these approaches in your own lessons?
- When you have done this how has it impacted on your planning for the following lesson?
- Do you sometimes ask pupils to work independently in school or at home to discover things for themselves? How successful has this been? What have you learned from doing this?
- Do you know what’s expected of the children over the course of the term/year? How far have you looked at the mentor’s assessment records? Do you know pupil targets? Have you seen school tracking documents for your class/year group?
- Do you keep good assessment records of your work with the class and see how this fits with your mentors’ records? Are the children all making progress? How do you know?
3. Demonstrate good subject and curriculum knowledge

Those trainees graded as ‘good’ at the end of the programme of ITE will have demonstrated that:

They have well developed knowledge and understanding of the relevant subject / curriculum areas they are training to teach and use this effectively to maintain and develop pupils’ interest. They make good use of their secure curriculum and pedagogical subject knowledge to deepen learners’ knowledge and understanding, addressing common errors and misconceptions effectively in their teaching. They are critically aware of the need to extend and update their subject, curriculum and pedagogical knowledge and know how to employ appropriate professional development strategies to further develop these in their early career. They model good standards of written and spoken communication in all professional activities and encourage and support learners to develop these skills in their lessons.

In relation to early reading: primary trainees have a very secure knowledge and understanding of synthetic systematic phonics and its role in teaching and assessing reading and writing in the context of the age-phases they are training to teach.

In relation to early mathematics: primary trainees have a very secure knowledge and understanding of the principles and practices of teaching early mathematics and employ effective teaching strategies across the age-ranges they are training to teach.

Some things to consider:

- For good teachers subject knowledge development is an on-going process within their professional development rather than a task to be accomplished. Have you talked to a range of teachers within your subject about any specific strategies they use to make this happen? How can you start to act upon this information?
- What are your current strategies for improving your subject knowledge, using books, websites, other media, professional organisations, school and university INSET and observation?
- Have you made notes when observing teachers about how they teach a new concept in varying ways, including addressing any misconceptions that emerge while teaching? How can you use your reflections on these in your weekly mentor meeting and as a focus for a lesson observation by mentor(s) and tutor(s)?
- As you become more competent in planning individual lessons and whole units of work, how are you addressing the developmental aspects of pupils’ knowledge, understanding and skills in your subject? In other words, how will you move from a departmental long-term plan for a year group to dynamic and creative teaching which enables pupils to build on their achievements with confidence and enthusiasm?
- How can your teaching of your subject contribute to the development of pupils’ skills for learning in general – such as ICT or research skills?
- What strategies are you using to monitor and develop your use of teacher talk as a key means of generating and sustaining pupils’ interest in your subject?
4. Plan and teach well structured lessons

Those trainees graded as ‘good’ at the end of the programme of ITE will have demonstrated that:

They show a willingness to try out a range of approaches to teaching and learning. They plan lessons that take account of the needs of groups of learners and individuals, through the setting of differentiated learning outcomes, carefully matching teaching and learning activities and resources to support learners in achieving these intended learning outcomes. They know how to learn from both successful and less effective lessons through their systematic evaluation of the effectiveness of their practice, including its impact on learners. They make a positive contribution to the development of curriculum and resources in their placement settings.

Some things to consider:
- Do you regularly observe and make notes on the different ways other teachers approach lessons? This might include different ways of starting the lesson, types of task, groupings of students, uses of IT.
- In what ways do you note and evaluate your own different approaches to teaching and learning? Does this include how your classes have responded?
- In what ways do you plan some form of differentiation into your lessons? – The type can vary (task, outcome, support, etc.)
- Are you aware of potential misconceptions or difficulties in understanding that may occur? How do you cater for these in your planning?
- In what ways do you plan to check that your objectives are being achieved in lessons?
- How often do you evaluate lessons by annotating your lesson plans or by formal full evaluations?
- Have you led the discussion of a lesson after an observation and suggested targets?
- How have you contributed to the materials/artefacts resource bank / interactive display / electronic media of your classroom / year group?

5. Adapt teaching to respond to the strengths and needs of all pupils

Those trainees graded as ‘good’ at the end of the programme of ITE will have demonstrated that:

They consistently adapt their teaching to meet the needs of individual and groups of learners to support progression in learning. They know how to secure progress for learners and how to identify when groups and individuals have made progress. They have a range of effective strategies that they can apply to reduce barriers and respond to the strengths and needs of their pupils. They clearly recognise how to deal with any potential barriers to learning through their application of well-targeted interventions and the appropriate deployment of available support staff.

Some trainees graded as ‘good’ at the end of the programme of ITE will have demonstrated that:

They show a willingness to try out a range of approaches to teaching and learning. They plan lessons that take account of the needs of groups of learners and individuals, through the setting of differentiated learning outcomes, carefully matching teaching and learning activities and resources to support learners in achieving these intended learning outcomes. They know how to learn from both successful and less effective lessons through their systematic evaluation of the effectiveness of their practice, including its impact on learners. They make a positive contribution to the development of curriculum and resources in their placement settings.

Some things to consider:
- How have you adapted your practice to the individual strengths and needs of your class?
- Which strategies have enabled you to be confident that you know in a typical lesson whether all the pupils have made progress appropriate to their starting point and ability?
- When you have felt the need to develop your practice in this area, how have you approached your mentor or others to improve your understanding?
- Which strategies have you developed to maximise the impact of support staff in lessons?
- How would you assess your ability to “think on your feet” and change your plan during the lesson when appropriate?
- How would you assess the development of your own confidence levels in terms of the above, and the learning outcomes for children?

N.B. this links extensively with Standard 6
6. Make accurate and productive use of assessment

Those trainees graded as ‘good’ at the end of the programme of ITE will have demonstrated that:

They are able to assess pupils’ attainment accurately against national benchmarks. They employ a range of appropriate formative assessment strategies effectively and can adapt their teaching within lessons in light of pupils’ responses. They maintain accurate records of pupils’ progress and use these to set appropriately challenging targets. They assess learners’ progress regularly and accurately and discuss assessments with them so that learners know how well they have done and what they need to do to improve.

In addition to the elements noted in Standard 5

Some things to consider:

- Have you observed and noted a range of techniques for formative assessment / assessment for learning?
- In what ways have you been able to try out a similar range of techniques in your own teaching and have you been able to draw important information from this about pupil progress?
- Have you assessed / marked work and written appropriate targets and comments on it? How far have you been able to later follow this up to review further progress?
- Have you set targets for pupils and how far have you been able to monitor their understanding of these and their progress towards them?
- Have you assessed against a set of criteria, e.g. NC levels or APP assessment focuses?
- Are you aware of the progress data for your class within the school data set?

7. Manage behaviour effectively to ensure a good and safe learning environment

Those trainees graded as ‘good’ at the end of the programme of ITE will have demonstrated that:

They work within the school’s framework for behaviour and apply rules and routines consistently and fairly. They consistently have high expectations and understand a range of strategies that experienced teachers use to promote positive behaviour and apply these effectively, including use of school sanctions and rewards and use of praise, in order to create an environment supportive of learning. They manage behaviour effectively so that learners demonstrate positive attitudes towards the teacher, their learning and each other allowing lessons to flow smoothly so that disruption is unusual. They actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.

Some things to consider:

- How have you used the school’s policy and procedures on rewards and sanctions to support you in creating a positive and safe learning environment?
- Have you observed different teachers doing this in different ways and can you adopt some of those strategies successfully?
- How have you managed to combine consistency of application of the school procedures with the need to deal sensitively with certain individuals?
- What strategies have you considered and implemented to help you to notice and ‘mop up’ minor misbehaviour quickly so that it does not interfere with pupils’ learning?
- How have you used behaviour for learning approaches to address more major disruption and create a safe and supportive learning environment?
- Do you have a sense that children are excited by your lessons and enjoy learning with you?
8. Fulfil wider professional responsibilities

Those trainees graded as ‘good’ at the end of the programme of ITE will have demonstrated that:

They are pro-active in seeking out opportunities to contribute to the wider life and ethos of the school. They are effective in building good professional relationships with colleagues and demonstrate that they can work well collaboratively when required to do so. They take responsibility for deploying support staff in their lessons and for seeking advice from relevant professionals in relation to pupils with individual needs. They are pro-active in terms of their own professional learning and value the feedback they receive from more experienced colleagues, using it to develop their own teaching further. They communicate effectively, both verbally and in writing, with parents and carers in relation to pupils’ achievements and well-being. They assume some responsibility for doing so in response to individual pupils’ emergent needs.

Some things to consider:

- How have you contributed to department, team or other staff meetings? Do you feel you have a good relationship with other teaching and support staff in the school?
- How regularly have you attended staff meetings and INSET? Have you sought opportunities to: attend assembly; participate in an outside visit; help with a lunchtime or after-school club; work with the pupil council or similar; attend a parents’ evening or open day?
- How do you communicate regularly with support staff (see also Standard 5) and the SENCO about pupils with individual needs?
- Have you had the opportunity to witness a multi-agency meeting? If not how can you find out about what this involves?
- Have you written reports and talked to parents, formally and informally?
- Do you have an improvement plan of your own which could involve working with other specialist colleagues to enhance aspects of your subject knowledge and teaching?
Part Two:

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.

Those trainees graded as ‘good’ on Sections 1-8 at the end of the programme of ITE will have also demonstrated that:

| They have a commitment to the teaching profession, and are able to develop appropriate professional relationships with colleagues and pupils. They have regard to the need to safeguard pupils’ well-being, in accordance with statutory provisions. They understand that by law that schools are required to teach a broad and balanced curriculum and they are beginning to develop learners’ wider understanding of social and cultural diversity. | • How far do you feel ‘membership and ownership’ in your school and relate to pupils both in your classes and in the rest of the school as a responsible adult, sharing the role of teaching and guidance for the community as a whole?  
• How far do you actively promote (through your teaching and relationships with children) the understanding of social and cultural diversity? |
| --- | --- |
| They are willing to assume an appropriate degree of responsibility for the implementation of workplace policies in the different settings in which they have trained. They adhere to school policies and practices, including those for attendance and punctuality. | • Where appropriate have you considered how to manage the potentially different demands of policies and procedures in your placement and your SSE or other settings?  
• How far have you demonstrated an ability to implement the workplace policies in your placement school? |
| They have a broad understanding of their statutory professional responsibilities, including the requirement to promote equal opportunities and to provide reasonable adjustments for pupils with disabilities, as provided for in current Equalities Legislation. They are aware of the professional duties of teachers as set out in the statutory School Teachers’ Pay and Conditions document. | • In what ways can you show that you are clearly and overtly committed to the equality and inclusion policies of your placement school and are you aware of your professional duties as advanced in the documentation mentioned? |
Appendix 3

Moving to OUTSTANDING against the Teachers’ Standards

Part One:

1. Set high expectations which inspire, motivate and challenge pupils

Those trainees graded as ‘outstanding’ at the end of the programme of ITE will have demonstrated that:

They constantly encourage pupils to participate and contribute in an atmosphere highly conducive to learning. They consistently set high expectations of pupils in different training contexts.

There are high levels of mutual respect between the trainee and pupils. They are very effective in promoting learners’ resilience, confidence and independence when tackling challenging activities. They generate high levels of enthusiasm, participation and commitment to learning.

Some things to consider:

- How do you project your expectations about an atmosphere highly conducive to learning in the classroom?
- How are you ensuring that the ratio of teacher to pupil talk is consistently weighted in the pupils’ favour?
- How do you keep track of what ALL pupils are doing in your lessons? How well do you address ALL individuals’ needs and progress in lessons and over time?
- How well do you equip pupils to be resilient, confident and independent learners?
- To what extent are you and your pupils experimenting and evaluating within the boundaries of effective, focussed teaching and learning?
- Do you feel confident to take risks and to be creative, and are you able to look on mistakes as opportunities for professional learning?

2. Promote good progress and outcomes by pupils

Those trainees graded as ‘outstanding’ at the end of the programme of ITE will have demonstrated that:

They assume a high level of responsibility for the attainment progress and outcomes of the pupils they teach. They demonstrate confident judgement in planning for pupil progression both within individual lessons and over time and are able to articulate a clear and well-justified rationale as to how they are building on prior achievement. They actively promote engaging and effective methods that support pupils in reflecting on their learning. They are able to set appropriately challenging tasks, drawing on a sound knowledge of the pupils’ prior attainment which has been obtained through systematic and accurate assessment. They regularly create opportunities for independent and autonomous learning. As a result the majority of pupils make very good progress.

Some things to consider:

- When you plan, are you thinking about a sequence of learning across a series of lessons? Before you begin this planning, how do you find out about what your pupils might already know about this area/topic? Have you thought about, and talked to your mentor about, common misunderstandings/misconceptions that pupils might have in this area/topic? Is the planning flexible enough to allow you to revisit concepts if you feel you need to?
- Are you successfully using AFL strategies in your lessons? What do you do with the information this gives you?
- Do you regularly talk to pupils about their learning and help them understand how they are progressing?
- Do you feel confident talking about your pupils’ progress and outcomes to your mentor?
- Do you feel confident when looking at pupil data tracking documents for the classes you teach?
- Do you keep good assessment records of your work with the class and see how this fits with your mentor’s records? Are the pupils all making progress? How do you know?
- Have you tried to provide opportunities for pupils to learn independently from you? What strategies do you use to try and promote pupil independence?
3. Demonstrate good subject and curriculum knowledge

Those trainees graded as ‘outstanding’ at the end of the programme of ITE will have demonstrated that:

They draw on their in-depth subject and curriculum knowledge to plan confidently for progression and to stimulate and capture pupils’ interest. They demonstrate very well-developed pedagogical subject knowledge, by anticipating common errors and misconceptions in their planning. They are astutely aware of their own development needs in terms of extending and updating their subject, curriculum and pedagogical knowledge in their early career and have been proactive in developing these effectively during their training. They model very high standards of written and spoken communication in all professional activities. They successfully identify and exploit opportunities to develop learners’ skills, in communication, reading and writing.

Some things to consider:

- Are you continuing to think about your own subject knowledge and your subject knowledge pedagogy? What are you doing to enable you to view this as a long term process rather than a task to be accomplished to successfully achieve QTS? Are there areas which were initially identified as gaps in your SKA that you have taught successfully and now feel some confidence with?
- Are you continuing to update your SK audit(s) so this is a ‘living’ document?
- How are you beginning to engage with the professional community of teachers in your subject area? For example, through subject associations, discussions about the development of your subject and its role within the curriculum with others in your department, and contributions in subject based university sessions?
- What are you learning about your subject knowledge pedagogy from your observations of other teachers and from your weekly meetings with your subject mentor? Do you ask for observers to focus on areas of subject knowledge pedagogy when they visit your classroom?
- Are you developing strategies for helping students avoid common misconceptions in your area? Are these reflected in your planning and evaluations?
- Are you aware of the development of concepts and topics within your subject across the age range especially in the key stages before and after the ages you teach? What do you do with this information?
- Are you communicating your passion for the subject you teach? How do you know?
- Do you consciously think about ways in which you can help your pupils develop their ability to communicate within your subject through their talk, their reading, their writing, their use of ICT?
- Do you reflect on your own talk in the classroom? How do you model effective spoken communication, including listening, in your classroom?
- Do you reflect on your ability to write effectively and appropriately in your written communication to pupils, to parents/carers, to others in your placement school and university tutors? What are you doing to develop this area of your practice further?
4. Plan and teach well-structured lessons

Those trainees graded as ‘outstanding’ at the end of the programme of ITE will have demonstrated that:

They plan lessons that often use well-chosen imaginative and creative strategies and that match individuals’ needs and interests. They are highly reflective in critically evaluating their practice. They can accurately judge the impact of their practice on individual and groups of learners and can use their evaluation to inform future planning, teaching and learning. They show initiative in contributing to curriculum planning and developing and producing effective learning resources in their placement settings.

Some things to consider:
- Do you still observe and make notes on the teaching of others (including specialists and curriculum coordinators) e.g. looking for engagement strategies through input material or initial activity, strategies to ensure pupils are constantly active and use talk for learning, strategies to encourage pupils to do independent research before or after a lesson?
- How have you acted on what you have seen and done in your own lessons? How have you noted the response of learners to these strategies and their impact on pupils’ learning?
- How do you now approach differentiation and personalised learning? What are the groups and individuals in your class/es which need alternative tasks or materials and how do you identify and meet these needs?
- How do you approach lesson evaluation?
- Do you lead the discussion of a lesson after you have taught it and suggest targets for yourself?
- What types of impact of your teaching have you noticed and how have you used this in planning?
- Do you take responsibility for areas of planning in a subject/year team and regularly produce plans/materials/resources including interactive display/electronic media which are used by other professionals?

5. Adapt teaching to respond to the strengths and needs of all pupils

Those trainees graded as ‘outstanding’ at the end of the programme of ITE will have demonstrated that:

They quickly and accurately discern their learners’ strengths and needs and are proactive in differentiating and employing a range of effective intervention strategies to secure progression for individuals and groups. They have an astute understanding of how effective different teaching approaches are in terms of impact on learning and engagement of learners.

N.B. this links extensively with Standard 6

Some things to consider:
- How does your planning and evaluation address the specific needs of individuals and groups?
- Which strategies have enabled you to be confident that you know in a typical lesson whether all the pupils have made progress appropriate to their starting point and level of attainment?
- How confidently do you engineer effective group and pair work to encourage all students to support and extend each other’s learning? How used are your pupils to learning in different groups for different purposes?
- Which strategies have you developed to ensure support staff are fully prepared for their role in supporting and challenging learning?
- Do you always gain support staff feedback after lessons and use that information to adapt future planning?
- How confident and successful are you at “thinking on your feet” and adapting your plan during the lesson in the light of pupil feedback and your assessment of progress?
- To what extent does your expanding range of appropriate teaching approaches effectively engage learners and impact on their learning?
### 6. Make accurate and productive use of assessment

**Those trainees graded as ‘outstanding’ at the end of the programme of ITE will have demonstrated that:**

They can confidently and accurately assess pupils’ attainment against national benchmarks. They use a range of assessment strategies very effectively in their day to day practice to monitor progress and to inform future planning. They systematically and effectively check learners’ understanding throughout lessons, anticipating where intervention may be needed and do so with notable impact on the quality of learning. They assess learners’ progress regularly and work with them to accurately target further improvement and secure rapid progress.

**In addition to the elements noted in Standard 5**

**Some things to consider:**

- Which techniques for formative assessment/assessment for learning do you successfully use?
- How do you use a range of AfL techniques to highlight important information about pupil progress and inform your future planning?
- How do you systematically check pupils’ understanding during your lessons and intervene as appropriate?
- How does your written and verbal formative feedback impact pupils’ progress?
- To what extent do you involve pupils in accurately targeting further improvement and monitoring their own progress?
- Do you regularly assess against a set of criteria, eg NC levels or APP assessment foci?
- How does the progress data for your class compare with the school data set?

### 7. Manage behaviour effectively to ensure a good and safe learning environment

**Those trainees graded as ‘outstanding’ at the end of the programme of ITE will have demonstrated that:**

They rapidly adapt to the different circumstances in which they train, working confidently within the frameworks established in different settings and applying rules and routines consistently and fairly. They consistently have high expectations and understand a range of strategies that experienced teachers use to promote positive behaviour and apply these very effectively, including use of school sanctions and rewards and use of praise, in order to create an environment highly supportive of learning. They manage pupil behaviour with ease so that learners display very high levels of engagement, courtesy, collaboration and cooperation. They actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.

**Some things to consider:**

- How have you used the school’s policy and procedures on rewards and sanctions to support you in creating an environment highly supportive of learning where you can still deal sensitively with certain individuals?
- How consistent is this approach with all groups?
- Would you and others characterise your approach to managing pupils’ behaviour as positive and assertive?
- How successfully and easily do you adapt experienced teachers’ strategies to promote positive behaviour?
- What strategies do you implement to address issues so that learning is not disrupted?
- How have you drawn on others’ experience to address significantly challenging behaviour and create a safe and supportive learning environment?
- Do you have a sense that pupils arrive with a positive attitude to learning and demonstrate enjoyment and engagement in their learning with you? If yes, how do you know?
- Would you characterise your classroom as one where pupils show courtesy, collaboration and cooperation towards each other? If yes, why?
8. Fulfil wider professional responsibilities

Those trainees graded as ‘outstanding’ at the end of the programme of ITE will have demonstrated that:

They are pro-active in seeking out opportunities to contribute in a significant way to the wider life and ethos of the school. They build strong professional relationships and demonstrate that they are able to work collaboratively with colleagues on a regular basis. They take responsibility for deploying support staff in their lessons and for seeking advice from relevant professionals in relation to pupils with individual needs. They deliberately seek out opportunities to develop their own professional learning and respond positively to all the feedback they receive. They communicate very effectively, both verbally and in writing, with parents and carers in relation to pupils’ achievements and well-being, both when required to do so formally and are proactive in communicating in relation to individual pupils’ emergent needs.

Some things to consider:
How have the following experiences contributed to your emerging teacher identity and what have you learned from this activity:

- Your own input into team and staff meetings and INSET days?
- Your own lunch-time / after-school / assembly activity with pupils?
- Your planning of an educational visit including making a risk assessment?
- Your discussions with other teachers?
- Your discussions with support staff beyond your own classroom?
- Your discussions with others, including other agencies, about individual pupils?
- Your report writing on pupils in different contexts?
- Your communication with parents/carers, both in writing and face to face or on the telephone?

How are you planning (what, when, how) to address any gaps in the above and to enhance further the experiences you have already had?
Part Two:

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.

Those trainees graded as ‘outstanding’ on Sections 1-8 at the end of the programme of ITE will have also demonstrated that:

| They have a commitment to the teaching profession, and are able to develop appropriate professional relationships with colleagues and pupils. They have regard to the need to safeguard pupils’ well-being, in accordance with statutory provisions. They understand that by law that schools are required to teach a broad and balanced curriculum and they are beginning to develop learners’ wider understanding of social and cultural diversity. | • How far do you feel ‘membership and ownership’ in your employing/home/placement school and relate to pupils both in your classes/tutorial group and in the rest of the school as a responsible adult, sharing the role of teaching and guidance for the community as a whole?  
• How far do you actively promote (through your teaching and relationships with young people) the understanding of social and cultural diversity? |
| --- | --- |
| They are willing to assume an appropriate degree of responsibility for the implementation of workplace policies in the different settings in which they have trained. They adhere to school policies and practices, including those for attendance and punctuality. | • Have you considered how to manage the potentially different demands of policies and procedures in your two placements and any time in other settings? If this has been an issue, do you, as a result, have a clearer idea of the characteristics of settings in which you want to teach?  
• How far have you demonstrated an ability to implement the workplace policies in your placement school? |
| They have a broad understanding of their statutory professional responsibilities, including the requirement to promote equal opportunities and to provide reasonable adjustments for pupils with disabilities, as provided for in current Equalities Legislation. They are aware of the professional duties of teachers as set out in the statutory School Teachers’ Pay and Conditions document. | • In what ways can you show that you are clearly and overtly committed to the equality and inclusion policies of your placement school and are you aware of your professional duties as advanced in the documentation mentioned? |