# Outline of Handbook Sections

The handbook is organised into three main sections:

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<td>Preface</td>
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## Section 1
### Generic guidance
Relevant to all placements to provide partners with guidance on policies, expectations and assessment processes

- Information regarding;
  - general placement organisation
  - outline of roles and responsibilities within partnership; ITEC, SBT, Class Teacher, ULT, trainee
  - expectations of trainees; Attendance, professionalism, planning
  - assessment of trainee progress; processes and documentation
  - training and development opportunities for school partners

## Section 2
### Specific information for each assessed block of school based training
- BA1
- BA2
- BA3
- BATL1
- BATL2
- PGCE1
- PGCE2
- School Direct PG1
- School Direct PG2

Each section contains information specific to the placement presented in a common format;

- calendar dated for the placement together with brief outline of focus each stage
- recommended guidance for teaching percentages for trainees over the placement
- guidance on assessing trainee progress
- weekly overview of university lectures and seminars
- Trainees’ School Based Training booklet for each placement
- Also any paperwork specific to this placement

## Section 11.
### Appendices
Documentation generic to all placements; all forms will be available electronically to partners

- Statutory requirements for Initial Teacher Training
- Sheffield Hallam Partnership Agreement
- Risk Assessment for schools and settings that enter a category during school based training placements
- School Designation Criteria
- Statement of Professionalism
- Non Negotiables for Trainee’s Session Plans
- Session Observation Form
- Summative Review Form
- SHU Partnership Summative Grade Criteria For Assessed School Based Training
- Additional Support Plans;
  - Requires Additional intervention
  - Cause for Concern (C4C)
- C4C Tracking Sheet
- School Based Tutor (SBT) Development Programme

By Making the handbook available electronically to all partners we hope resources will be available to all members of staff supporting trainees.
# Preface

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## Section 1: Generic Information

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Contacts

Please contact the Partnership Operations Team with any information or requests regarding placement issues.

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         Faculty of Development and Society
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         City Campus
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Fax Number: 0114 225 5549
Partnership Portal http://extra.shu.ac.uk/pship

Key Management Personnel

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Introduction

Welcome to another year of working with the Sheffield Hallam University Partnership. We are proud that working with our wide range of providers ensures the highest quality training that will enable all our trainees achieve their full potential and become outstanding teachers. If you are new to our Partnership we look forward to working with you and welcome the contribution you will make to extend our provision.

This year we continue to have trainees following a variety of routes into teaching and aspirations for our trainees are the same whichever route they follow and end of programme expectations in order to achieve QTS are identical. This ensures all graduating SHU trainees are well placed to begin their careers; with all aspiring to become outstanding teachers.

This handbook brings together the resources which school partners, trainees and university tutors will need to provide effective school based training for each cohort of trainees.

Each partnership setting and ULT will receive a copy of the requirements for all school based training and trainees will receive copies of the information regarding the school based trainings they will undertake in the current academic year. All Initial Teacher Education Coordinators (ITE Coordinators) will receive an electronic copy of the handbook for schools so it can be made available to School Based Tutors (SBTs) and class teachers supporting trainees; it will also be available through an electronic SHU resource.

Please do not hesitate to contact the Partnership Operations Team should you have any queries.

Current Programmes (2016/17)

3 year undergraduate programmes
- BA (Hons) Early Years & Primary Education (3-7) with QTS: 3 year undergraduate programme
- BA (Hons) Primary Education (5-11) with QTS: 3 year undergraduate programme

2 Year part time programme
- BA in Teaching & Learning (3 – 11yrs) with QTS

1 year post graduate programmes
- Post Graduate Certificate In Education: Early Years and Primary Education (3 -7) with QTS
- Post Graduate Certificate In Education: Primary Education (5-11) with QTS
- Post Graduate Certificate in Education Primary (5-11) PE Specialist with QTS
**Partnership Agreement**

Within the Sheffield Hallam University Partnership we are privileged to work with a wide range of settings across our expanding region. All our partners are committed to providing the highest quality learning experiences for our trainee teachers. Having agreed to enter into partnership school and early years setting partners are asked to sign this agreement. In doing so they confirm that they understand and accept the information provided in course specific handbooks.

A copy of the Agreement is available in the Appendices and it can also be completed and submitted electronically.

**Selection of schools and other settings**

The university is required to state the criteria for selecting partner schools and settings; the full policy will be available electronically. The Partnership Agreement outlines the roles and responsibilities of all stakeholders involved.

The ITE Coordinator will work with University Tutors to quality assure provision of training and ensure all school based trainers are fully supported. We believe that the excellent experience and support our partner settings provide for trainees is above and beyond the requirements outlined in the agreement.

**De-selection**

It is rare that circumstances arise when a school or setting will be de-selected however, should any of the following circumstances arise, the school will be deselected and the university will continue to work with the school to assess how reselection can be supported and provide appropriate guidance and training.

- If, following an Ofsted inspection, a school or nursery is placed in Category 4 the school should contact university as soon as possible after they receive notification of the grading. A risk assessment will be undertaken immediately and any trainees on school based training needing to be removed from the school will be assigned to an alternative placement. Please see also; *Policy and risk assessment procedure for schools/settings that enter a category during school based training placements* in Appendices.

- If quality assurance assessments, evaluation data provided by University Link Tutors, trainee evaluations and discussions with the ITE Coordinator provide evidence that school based training is inadequate the university will provide extra support. This may take the form of School Based Tutor and class teacher training, guidance on session observation and mentoring or other support agreed by the university and the school. However, if the University Link Tutor and ITE Co-ordinator cannot evidence that school based training is improving then the school will be deselected.
Ofsted Inspection framework for ITE

All providers of teacher education are subject to Ofsted inspections of their partnership provision. The purpose of the inspection is to evaluate how well trainees are trained to be good or better teachers and the extent to which the ITE partnership secures consistently high-quality outcomes for trainees.

The new ITE inspection framework from June 2014 sets out the parameters of the inspections. It explains who inspects ITE and the factors that determine the timing of an ITE inspection (http://www.ofsted.gov.uk/resources/initial-teacher-education-inspection-handbook). See also Statutory requirements for Initial Teacher Training (ITT) in Appendices.

The framework continues to work on a 2-days' notice of inspection to the ITE provider and it is now carried out in two stages;

**Stage 1 Summer Term**
The focus will be on the quality of training and observations of trainees’ teaching towards the end of their training

**Stage 2 Autumn Term**
The focus will be on the quality of teaching of NQTs who were former trainees to evaluate the impact of training provided by the partnership.

Inspectors will visit schools to observe trainees’ teaching and discuss provision with school based trainers.

The key focusses for our partner schools in an ITE inspection will be the evaluation of;

- quality of teaching and training of trainees, and their contribution to the learning of pupils/learners.
- accuracy of the ITE partnership’s assessment of trainees and the precision of its self-evaluation
- evidence of the involvement in the ITE partnership in its many processes including quality and effectiveness.
Quality Designation

The Quality Designation process offers school partners the opportunity to review their provision of support for trainees, consider ways they might develop this and how the University can support in doing so. It is envisaged that review of this provision could form part of the school’s development plan and so discussions with the Head teacher, ITE Coordinator and ULT will take place regularly.

The purpose of the process is to identify areas of strength, ways in which school based training can be developed and good practice shared.

It is expected that all schools in the partnership will provide the experiences offered by the examples identified as those of a Partnership setting (see designation form in Appendices). All schools new or retuning to partnership will be designated as Partnership Schools for the first year with this designation being reviewed at the end of the year in consultation with the ULT.

The process is a self-evaluation designed to promote a professional exchange between partners. Discussions will provide the opportunity for the Head teacher and/or ITE Coordinator to discuss what is happening in school and how we can work together to improve partnership working. Evidence to support the discussion might include: post-placement trainee evaluations, ULT report forms, analysis of lesson observations and summative reports, staffing changes, training events and CPD opportunities, school's SEF/ SHU's SED.
Disclosure and Barring Service (DBS) Checking Process

Statutory guidance, *Keeping Children Safe in Education* requires providers to ensure that entrants on all routes, including salaried schemes, have been subject to Disclosure and Barring Service (DBS) criminal records check including a check of the children's barred list.

Trainees will not be placed in partner schools unless SHU are satisfied that the requirements under the DBS guidance have been adhered to.

All applicants will submit suitability declarations to SHU during the application process. When an offer is made to applicants they will be invited to SHU to undertake a DBS check.

The DBS will only issue DBS certificates to the applicant and no longer send a copy to the registered body (SHU). In all cases SHU will need to ensure that the contents of a trainee's DBS certificate are consistent with the suitability declaration and suitable for teacher training. It is a condition of enrolment that applicants present their original DBS certificate promptly to the University when requested to do so.

Any discrepancies identified between the suitability declaration and the DBS check will be investigated by SHU. If necessary applicants will be referred to the University Suitability Panel to determine their suitability to continue on a teacher training course.

SHU will confirm to partner schools that a non-salaried trainee’s criminal record check, including a check of the children's barred list, has been completed and, on the basis of these checks, that the individual has been judged by the University to be suitable to work with children. Schools should keep evidence of this confirmation in their single central record.

SHU is required by law to ensure that partners do not have access to copies of DBS certificates or to any information contained in a trainee’s disclosure. It is an offence under the ‘1997 Police Act’, and a breach of DBS code of practice, to share any disclosure information with any person who is not a member, officer or employee of the Registered Body; this includes revealing the existence of any information.

Partners within an ITT partnership should not demand access to information to which they have no legal right or entitlement, nor should partners breach the DBS Code of Practice in order to comply with such a demand: either directly, by providing the information, or indirectly, by implicating trainees. Persons breaching the DBS Code of Practice are liable to deregistration, a fine and imprisonment, and ITT providers might face withdrawal of accreditation.

SHU has no statutory duty to subject a trainee teacher to more than one criminal records check during the course of their training, even when these extend beyond three years. SHU will refuse requests for repeated disclosures unless a trainee gives cause for concern.
Where SHU has obtained a DBS check, the trainee should not be subject to further DBS checks, such as by a partner school, a School Direct lead school or any other school involved in the delivery of training.

It is Sheffield Hallam University's policy that any trainee for whom an Enhanced Disclosure is pending prior to starting any placement activity will not normally be allowed to start that placement until the disclosure certificate is received and approved.

Exceptionally, in the event of a delay in the applicant receiving the correct certificate from the DBS, headteachers have the discretion to allow trainees to start working in a school with appropriate additional supervision and, where available, subject to a satisfactory check of the DBS Children's Barred List. In such cases, SHU will undertake the barred list check and confirm to the school that this has been done. SHU will keep headteachers fully informed of the progress of the checks as schools will need to ensure appropriate safeguards are in place, such as maintaining closer supervision, for trainees who have not yet received a criminal records check.

**Disqualification Declaration Process**

Statutory guidance *Disqualification under the Childcare Act 2006* sets out the responsibilities of Schools and Initial Teacher Training providers in ensuring that those who work in childcare or early years settings are asked to declare whether they (or as far as they are aware) members of their households are disqualified from working in a childcare setting.

SHU will ensure that all trainees on applicable routes complete a *Disqualification Declaration Form* and schools can be confident that all trainees placed with them have been deemed by SHU (or OFSTED in the event that a waiver has been sought and granted) to be suitable.

Trainees will be further reminded of their responsibilities under the legislation on an annual basis. They are also obligated to advise SHU immediately of a change in their circumstances.
Roles and responsibilities for all partners

The focus of the SHU partnership is to provide the highest quality training to support out trainees in achieving their goal to become outstanding teachers. School based training provides the opportunity for them to synchronise theoretical and practical aspects of their learning. The following section outlines the roles of partners in supporting school based training.

What school based partners will do

Role of the Initial Teacher Education Coordinator

The Initial Teacher Education Coordinator (ITE Coordinator) is responsible for the coordination and quality assurance of school based training. Through monitoring and moderation of school based training, in liaison with School Based Tutors and University Link Tutors they will ensure consistency of mentoring and training to enable the trainees to make progress towards becoming outstanding teachers.

They will provide trainee induction to school and undertake an initial needs analysis to ensure the trainee, school based tutor and class teacher are well placed to plan for each element of school based training. The trainee will develop their Training Plan to include targets to address the elements discussed.

They will do this through;

- quality assurance of their school based training provision through joint observations, review of documentation and SBT/Trainee evaluations, meetings with SBT and ULT
- ensure consistency in training and mentoring of trainees through appropriate training for School Based Tutors(SBTs) and class teachers
- monitoring and moderation of assessment of trainees
• liaison with the Partnership Operations team to arrange school based training offers for the year and secure arrangements for each placement

• meeting with the trainees during the initial school experience days to carry out induction to school and undertake a needs assessment to identify areas of development for each trainee and shape individual training plans

• liaison with SBT and trainee during school experience days to coordinate support for the training plan

• ensuring ULT is informed of any concerns as early as possible and coordinating appropriate interventions to support the trainee

• reporting any absences to the Partnership Operations team

• coordinating ULT visits

• completion of school designation in consultation with ULT

Role of the School Based Tutor

The role of the School Based Tutor (SBT) is to provide a high quality, setting based training experience that enables each trainee to make progress towards becoming an outstanding teacher.

They will do this through;

• liaison with the Initial Teacher Education Coordinator (ITEC) prior to the start of trainees’ attendance at school to ensure a smooth induction for the trainee

• meeting with the trainee during initial school based training days to organise the school based element of the trainee’s Training Plan appropriate to individual needs; involving range of colleagues as appropriate

• liaison with the ULT during school based training to ensure trainee progress

• reporting to ITE Coordinator on progress and attainment of trainees; raising any concerns as early as possible and planning appropriate support

• liaising with class teachers to provide informal feedback, written or verbal, in relation to trainee and pupil progress

• arranging for other colleagues to carry out observations to support specific aspects of trainee’s development and moderation of SBT judgements

• meeting weekly with the trainee to monitor and review progress
• agreeing mid-point and final grades with the ULT; submitting these to SHU and completing summative report

• keeping up to date with the partnership developments through in school CPD, attending relevant SHU network meetings and discussion with ULTs

**Role of the class teacher**

The class teacher may or may not be the SBT depending on the setting’s circumstances and preferred model of training. If the class teacher is not also the SBT it is essential that there is regular communication between the two.

As the class teacher will likely be the member of staff working most closely with the trainee on a daily basis they will be well placed to make professional judgements, offer constructive analysis of the trainees’ performance and have clear ideas about their general level of professional competence.

Experience shows that trainees particularly welcome help and support from class teachers on all aspects of their teaching from planning, through delivery to assessment. The advice and support of the class teacher will hone trainees’ skills and develop their confidence.

The will do this through;

- modelling good practice in their own teaching
- encouraging the trainee to be proactive in seeking opportunities to develop their teaching skills
- supporting trainee with planning, providing planning for inexperienced trainees to adapt or checking more experienced trainee’s planning to ensure it is appropriate to meet pupils needs
- offering regular, constructive feedback; encouraging trainees to evaluate their own teaching through assessment of pupils’ learning
- monitoring the trainee’s teaching through direct or indirect supervision as appropriate to the trainee’s level of development
- liaising with the SBT/ITEC to provide feedback on trainee’s progress, raising any concerns as soon as early in order to provide appropriate support
What the university based partners will do

Role of the ULT

The University Link Tutor is the person from SHU who knows our partner settings best. They are the first port of call for trainees and school partners for any queries during school based training. Their role is to work in partnership with all settings to ensure the highest quality training so that trainees make progress toward becoming outstanding teachers.

They will do this through;

- reviewing the trainee and SBT evaluations for their schools
- knowing the current attainment of the trainee prior to the pre-placement tutorial by using the SHU tracker and contacting the school during the school experience days to review progress and identify development needs
- undertaking a pre-placement tutorial to ensure the trainee is well prepared to start the assessed block of school based training
- arranging school visits with the ITE Coordinator/SBT as appropriate
- visiting school to quality assure the training experience, moderate judgements regarding the progress and attainment of trainees by;
  - meeting with ITE Coordinator/SBT/trainee and observing teaching as appropriate to the placement
  - supporting SBT in the drafting of the summative report
  - agreeing the final grades in consultation with the SBT
- regularly monitoring the effectiveness of the mentoring process in consultation with the ITE Coordinator
- agreeing school designation with ITE Coordinator
- making extra visits as appropriate; e.g. to support a trainee with Cause for Concern, to support a school that is new/returning to partnership
- following placement; liaising with the Partnership Operations Team/Academic Tutor regarding trainee’s progress
Primary & Early Years Partnership Coordinator

The Primary & Early Years Partnership Co-ordinator is responsible for liaising with schools, the academic team and Partnership Operations team to develop and enhance the quality of the partnership.

This will be done through;

- coordinating a programme of Tutor Training which includes;
  - training for new or experienced tutors and ITE Coordinators
  - provision of Partnership Development Networks to ensure tutors are updated with new developments and have opportunities to share practice.

- training of ULTs and their allocation to schools.

- liaison with schools, ULTs, Student Experience Manager (Placements), Partnership Operations Team, course leaders and other university staff as appropriate.

- monitoring the quality of provision across the partnership through regular review of School Designation, ULT Moderation Forms, school and trainee evaluations in consultation with the Programme Leader.

- coordination of visits by External Moderators and Examiners as appropriate.

- reviewing Partnership procedures regularly

Student Experience Manager (Placements)

The Student Experience Manager (Placements), supported by Student Support Officers and administrative team, manages the school based training activity in relation to partner schools.

He/she will do this through;

- securing school based training with partnership institutions

- establishing partnership agreements with partner institutions

- liaison with schools and nurseries over partnership and school based training issues

- liaison with the Partnership Coordinator to develop communication and support for schools and ULTs

- liaison with tutors over specific trainees as necessary

- monitoring all documentation going between partner schools and the university

- ensuring schools have all the documentation they need
• communicating with trainees regarding placement allocation

**External Examiners**

External Examiners visit a representative sample of all final school based training placements as part of their quality assurance of the partnership provision. If a trainee is selected for an external visit the school and trainee will be informed the week prior to the visit. The visit will be similar to that of a ULT visit with observations of the trainee/s and discussion with the SBT and ITEC.

The feedback from these visits is particularly helpful in developing provision across the partnership to support high quality training.

**What the trainee will do**

**Role of the Trainee**

Trainees should take responsibility for their own learning in order to achieve their full potential and make progress towards becoming an outstanding teacher.

They will do this through;

• acting professionally in all aspects of their training; meeting the requirements of the Teachers’ Standards and the Statement of Professionalism (copy in Appendices)

• being proactive in developing and monitoring their Training Plan and maintaining their Professional Development Portfolio; identifying areas for development in their learning and taking advantage of all training opportunities

• developing as a reflective practitioner; regularly evaluating their progress against Teachers’ Standards and identifying new targets

• acting upon advice and feedback and being open to coaching and mentoring

• ensuring full attendance at University and school based training sessions unless unwell or have another authorised reason for absence; notifying the school and/or Partnership Operations Team of any absence

• providing the highest quality learning experiences for the pupils they are teaching; analysing their progress and adapting teaching strategies as necessary

• engaging in the wider life of the school undertaking further responsibilities as appropriate and agreed with their SBT, e.g. playground duties, professional development meetings, after school sports activities
**Professionalism**

Trainees are expected to act professionally at all times. When undertaking any school based training they should act as a temporary member of staff. They should act with due regard to the school and university policies; treating adults and children with respect and consideration.

On initial contact with school they should become familiar with school policies and procedures, e.g. health & safety, timekeeping and punctuality, planning expectations, dress code, reporting of absence. It is the trainee’s responsibility to ensure they are fully informed of expectations.

**Statement of Professionalism**

In order to achieve QTS trainees must meet the requirements of the Teachers’ Standards which clearly identify the professional duties of a teacher; Part 2 of the Teachers’ Standards. A copy of the Statement of Professionalism **must be signed for each block of School Based Training** undertaken. It should be signed by the trainee and counter signed by both the SBT and ULT. Any breach of this statement would result in the school immediately raising a Cause for Concern and contacting the E&P team and ULT to investigate further. A copy of the Statement of Professionalism is available in the Appendices.

**Fitness to Practise**

Trainees on QTS courses are subject to the University's Student Fitness to Practise Regulations (http://students.shu.ac.uk/rightsrules/regs.html). These regulations seek to ensure that trainees are made aware of any concerns about Fitness to Practise and that any decisions about this are arrived at through a fair and transparent process. The regulations include the following points:

- Concerns which may be considered under these Regulations include those relating to a trainee’s health, behaviour or attitude which may affect fitness to practise in the relevant profession. These concerns may arise inside or outside the University and may be brought to the attention of the University by any person or organisation.

- It is the University Faculty's responsibility to make trainees aware of the relevant Professional Standards and these Regulations. It is the responsibility of trainees to ensure that they familiarise themselves with the relevant Professional Standards and these Regulations and meet the requirements.

- Action under these Regulations will be initiated promptly following the receipt of allegations or the emergence of relevant issues of concern. Such action will be completed as quickly as possible balancing the need for a thorough investigation and a fair process with the desirability of a speedy outcome. The trainee who is the subject of investigation will be informed of progress in general and, in particular, of any delays.
Attendance on school based training placements
(full version of SHU attendance policy will be available electronically)

When undertaking any school based training trainees should conduct themselves as temporary members of school staff, they should conduct themselves at all times in accordance with the school’s professional protocols.

- **attendance is compulsory** and it is expected trainees will comply with the general expectations of the school staff; e.g. start and finish times for the school day (including time to ensure they are fully prepared for the school day; trainees can reasonably be expected to attend 8am-5pm in general circumstances), attendance at staff team planning meetings, INSET and other training, school outings and parent evenings.

- trainees are expected to arrange routine medical appointments (e.g. dental appointments) outside scheduled school hours.

N.B. Under no circumstances should a trainee leave the placement without giving prior notice and receiving the permission of the Headteacher, ITEC or SBT. Leaving the setting, or non-attendance without prior permission, constitutes unauthorised absence; under these circumstances the trainee will be considered to have withdrawn from the placement and so from QTS.

Failure to attend any scheduled teaching-related commitment without permission will be considered as unauthorised absence.

Trainees should remain in contact with their ULT throughout placement and keep them informed. If a problem arises that is having an impact on their training they should contact their ULT immediately; they should on no account withdraw from placement without permission as this would be considered to be unauthorised absence.

Should any absence be found to be unauthorised or unreported, to school or university, trainees will be contacted by the E&P Team and required to attend a meeting at the University to discuss the circumstances. The meeting will be with the Partnership Coordinator and the Student Experience Manager (Placements).

Guidelines for absence from school based training placements

If a trainee is ill or unable to attend school for any reason it is the trainee’s responsibility to ensure everyone is kept informed. They must follow the correct procedures. Trainees must personally;

- Inform school before 8:00am - details of contacts and school procedures for reporting absence should have been recorded on initial visit to school
• Inform the Employability and Partnership Team (E&P Team) at the University as early as possible giving full details and confirmation they have informed school. Give an indication as to how long absence might last and agree arrangements for further communication. If the trainee is expecting a visit from their ULT they must make sure the details are given to the E&P team.

• **For an absence of up to 5 days** a self-certification form must be submitted to the E&P Team. Trainees should contact school on a daily basis to ensure the school is able to make necessary arrangements. On return to placement trainees will discuss with the ITE Coordinator, SBT and ULT arrangements to catch up on the absence; e.g. extending the placement to cover the number of days absent.

• **For absences of longer than 5 days, a medical certificate must be submitted to the E&P Team.** Trainees must keep in touch with their SBT, ULT and the E&P Team on a regular basis as agreed with the E&P Team until their return. Medical certificates to cover all absence from school based training will need to be submitted.

• In the case of prolonged or recurrent absences, trainees may be required to attend a meeting with the Partnership Coordinator and the Student Experience Manager (Placements) to discuss options and agree the appropriate way forward.

• Under particular circumstances a head teacher may grant leave of absence for reasons other than illness, e.g. for a teaching job interview. All requests should be submitted to the head teacher with enough notice to cover the absence. Should the absence impact on the on the trainee’s ability to meet the requirements of the Teachers’ Standards within the time frame of the assessed school based training additional days may be arranged in agreement with the school and university tutors.

• If a trainee is considering withdrawing from placement or from the course, **they should must discuss this with the SBT and ULT before absenting themselves** and contact the E&P Team immediately. Official notice of withdrawal from the course/QTS must be submitted to the E&P Team.

If problems arise with a placement then the trainee must contact their ULT in the first instance. The ULT will discuss the matter with the ITEC and attempt to resolve the situation. Where a school notifies the University of concerns then a visit is advised to try to resolve matters, particularly if this occurs early in the placement. Where a trainee is failing to cope with the placement and pupils’ education is at risk, negotiations about what is appropriate for the trainee should take place. In all such instances the education and well-being of the pupils will be the priority.
Policy for placing trainees for school based training

To qualify for QTS, trainees are required to have experience of teaching in two consecutive key stages; i.e. EYs trainees will teach in FS & KS1 and Primary trainees in KS1 and KS2. Every effort is made to ensure the trainees have a range of complementary school based training experiences to enrich their training, including in schools facing challenging circumstances.

When allocating trainees to settings a range of information will be considered including individual learning needs, exceptional and unforeseen care responsibilities and location of previous school based training experiences.

All trainees are required to inform the Partnership Operations team of any school where they have personal connections; e.g. schools their children attend, where they have previously been employed, have had close contact with or where members of staff are family members or friends.

All trainees will be asked to let the Partnership Team know of any special circumstances which need to be taken into account during the allocation stage.

Travel to placement

Placements are located throughout South Yorks, NE Derbys, West Yorks, North Nottinghamshire and neighbouring counties. Trainees will be expected to travel across the region. The travelling time will not normally exceed 2hours one way.

As temporary members of staff, trainees are expected to attend school punctually on all days specified as school based training and do so in accordance with the normal school day and starting time (e.g. 8am to 5pm is usual). Arrival and departure times will need to be agreed with the ITE Coordinators. This may mean that you will need to leave home before 7am. If necessary, it is your responsibility to organise appropriate childcare arrangements to ensure you arrive at the placement setting on time.

Trainees can purchase a SYPTE card at a subsidised rate which will help towards the cost of public transport.

Trainees who are placed can claim travel expenses based on the following criteria:

- the daily return journey is more than 20 miles from trainee’s term time address
- the placement school is further from trainee’s term time address than university

The full version of the SHU travel policy is available electronically.

Should personal circumstances change during the academic year, particularly if move of house or special requirements relating to placement, trainees must inform the Partnership Team immediately.
Structure of school based training

All trainees are involved in;

- assessed school based training placements
- short, focussed school based training experiences (e.g. Early Reading, EAL)
- school based training to support their specialism where appropriate (see PGCE and BA2 sections)

The School Based Training Placement Calendar gives an overview of trainee experience in each year of their course and specific expectations for each assessed block of school based training are available in the relevant sections of this handbook.

The structure of placements differs between the courses and cohorts to include individual, paired and group placements. The offers made ensure that the trainees have a rich experience during their training. However, there are some common expectations for all assessed blocks of school based training which are outlined in this section.

Paired Placements

BA1, BA2, and PG1 assessed blocks school based training are generally paired placements with two trainees teaching the same class/group. The table below outlines some of the benefits that can come from pairing trainees in initial stages of their training.

Organising Paired Placements

In collaboration with their SBT and class teacher, the two trainees are each allocated a timetable for every week of the placement. This should include times when the trainees are observing good practice, acting as a supporting teacher for the class teacher or their training partner as well as times when they are leading the teaching for a group or whole class.

The timetable should be adapted to meet the trainees’ individual needs, so may not be identical but should be structured so both trainees are able to meet the percentage times for shared teaching, lead teaching and for planning, observation, marking and reflection.

Normally the timetable would be adjusted on a weekly basis to show each trainee taking increasing responsibility in their lead teaching. However, if one of the trainees is not yet ready to increase their teaching commitment it may even be necessary to reduce or restructure their teaching load. If this is the case Additional Support process should be implemented; see later section, Support process for a Trainee Experiencing Difficulties on Placement, for further details.
### Possible benefits from paired placements

<table>
<thead>
<tr>
<th>Trainees</th>
<th>Class Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Actively develops collaborative learning</td>
<td>- Not always first port of call</td>
</tr>
<tr>
<td>- Mutual support</td>
<td>- More help in the classroom for activities requiring support e.g. guided reading</td>
</tr>
<tr>
<td>- Planning for another adult in class</td>
<td>- Opportunity to target groups</td>
</tr>
<tr>
<td>- Can appreciate perspective of TA – what is needed re planning</td>
<td>- Extra time for SATs work</td>
</tr>
<tr>
<td>- More confidence to speak to class teacher or SBT</td>
<td>- Opportunity to get to know pupils better through observation</td>
</tr>
<tr>
<td>- Someone to talk to in same situation</td>
<td>- Support with routines</td>
</tr>
<tr>
<td>- Planning workload reduced</td>
<td>- Team teaching and collaboration</td>
</tr>
<tr>
<td>- Building professional relationships</td>
<td>- More ideas</td>
</tr>
<tr>
<td>- More confidence</td>
<td>- Developing management / lesson observation + feedback skills</td>
</tr>
<tr>
<td>- Different strengths to share</td>
<td>- Planning workload reduced</td>
</tr>
<tr>
<td>- Greater opportunity to focus on assessment of pupils’ learning against learning objectives</td>
<td>- Building professional relationships</td>
</tr>
<tr>
<td>- More confidence</td>
<td>- More ideas</td>
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<tr>
<td>- Different strengths to share</td>
<td>- Greater opportunity to focus on assessment of pupils’ learning against learning objectives</td>
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<table>
<thead>
<tr>
<th>School Based Tutor</th>
<th>Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>- More efficient use of SBT time</td>
<td>- More individual teaching</td>
</tr>
<tr>
<td>- Meets training needs better</td>
<td>- Smaller groups</td>
</tr>
<tr>
<td>- Works with one class</td>
<td>- More ideas / strategies / skills</td>
</tr>
<tr>
<td>- Easier to plan observations and meetings</td>
<td>- Might support different learning styles of pupils</td>
</tr>
<tr>
<td>- Both trainees working in same context may make it easier to moderate judgements</td>
<td>- Opportunities for pupils to work with different personalities</td>
</tr>
<tr>
<td>- Opportunity for 3 way professional dialogue promoting reflective practice</td>
<td>- More support in routines</td>
</tr>
<tr>
<td>- Support in playground</td>
<td>- All pupils will talk to an adult every day</td>
</tr>
<tr>
<td></td>
<td>- Enthusiasm of trainees</td>
</tr>
</tbody>
</table>

Please Note; in some cases BA1, BA2, PG1 trainees may be offered individual placements due to school/trainee circumstances. These placements are welcomed as they offer a different but equally valuable experience.

### The Training Plan

The Training Plan is the key document which will shape the trainee’s progress across their course; it is part of the trainee’s Professional Development Portfolio and as such it is the trainee’s responsibility to update their plan in consultation with tutors. It will address all aspects of the trainee’s learning and enable tutors to support in focussing the trainee on specific points for development.

The initial school based training days provide the opportunity for the trainee to work with the Initial Teacher Education Coordinator and School Based Tutor to identify personal targets for development which will then form the basis for their training plan for the school based training.
The ITE Coordinator/SBT and trainee should meet as early as possible to review previous targets, set targets for the school based training and identify opportunities to support the trainee in meeting these. The trainee will be responsible for reviewing their training plan regularly in preparation for meeting with tutors.

It would be expected that the trainee should have approximately six live targets at any time. Although the trainee will have long term goals by breaking these down into smaller, time focussed achievable steps.

Targets should be linked to aspects of the Teachers’ Standards and address the current national priorities for trainee teachers;
  • behaviour management
  • early reading – with a focus on teaching of Systematic Synthetic Phonics
  • mathematics – with a focus on the teaching of early mathematics
  • teaching English as an additional language
  • SEND
Professional Development: expectations of trainees

Planning

Over their course trainees should build their skills in planning from adapting a teacher’s planning for an individual session to independently planning a series of sessions across a period of time that build on pupil’s prior knowledge.

From the beginning of their course trainees will be supported in developing their own planning formats with the intention that they recognise the key elements involved in creating an effective session plan. Opportunities will be given for them to be involved in micro teaching activities/sharing within university seminars and to feedback from their school based training experiences.

During school based training trainees will encounter different models of planning and this will enhance their understanding. If appropriate, they may use and adapt the setting planning formats; always ensuring it contains the required elements to support their stage of development and experience in teaching the subject.

It is common for settings to have detailed medium term or weekly overviews but teachers are not expected to produce individual session plans with enough detail for a trainee’s use. If this is the case the trainee should use the session plan they are developing ensuring it includes all the elements from the set of ‘non-negotiables’ provided below and also in the Appendix.

Whichever model of planning is used, the common principles are made clear to trainees, e.g. what do they want the children to learn and how can they facilitate this? Throughout the process they are guided to ask key questions;

- What do the pupils know/ what are they able to do already? (assessment)
- What do I want my pupils to learn? (learning objective)
- What do I want my pupils to do to achieve that objective? (activities)
- How am I going to organise and manage it? (session plan)
- How will I know they have achieved it? (assessment)
- How will the outcomes of pupils’ learning and my teaching inform my planning? (evaluation)
- What do I want my pupils to learn next? (unit of work/weekly planner)

Trainees are expected to produce a plan for all sessions taught. The plan should be available for discussion with the class teacher/SBT well in advance of the session.

To produce effective plans the trainees need to:

- Consult with class teacher and/or SBT on the focus for that day.
- List the agreed ‘Teachers’ Standards in the appropriate box on all session plans for that day.
- As soon as possible after the session, write brief notes using the prompts provided on the session plans.
Non negotiables for SHU Session Plans

Core Aspects which must be included

1. Learning objective
2. Prior knowledge - what I already know about the children's learning in this area
3. How I will teach the learning objective
4. How I will know the children have achieved their learning objective
5. Children's activities that will enable them to learn
6. Focussed TS that I am working on specifically in this session
7. Evaluation, of children's learning and of my learning
8. Key Questions

Supporting Aspects - included as appropriate

1. Structure of lesson
2. Key vocabulary to be modelled by the trainee
3. Success criteria
4. Mini plenaries
5. Timings
6. Extensions task (not more of the same)
7. Home learning
8. Information for other adults

Important points to note: Trainees should set targets for developing Subject Knowledge for what they will be teaching as well as for teaching skills Trainees must maintain a formal use of language both written and spoken.
Session plans and evaluations
Evaluations

Session evaluations
During the day, trainees should briefly note anything significant that will help them in reviewing their progress against the targets identified and at the end of the day write a brief evaluation of the session;

- How did they use subject knowledge; was it sufficient to enable pupils to make progress?
- How effective were the teaching strategies used?
- Why were these strategies chosen?
- Was the session accessible/challenging to all pupils?
- What assessment opportunities were used?
- How will assessment inform future planning?

Weekly evaluations
Trainees will prepare for the meeting with their SBT, by making notes on their progress towards reaching targets. They should record the notes on the Weekly Review form in their PDP. To evaluate their progress should refer to;

- individual session evaluations
- notes on progress against the Teachers’ Standards identified on session plans
- the weekly meetings for the Mid-point and Final Review sheets
- notes on wider experienced gained during each week

These evaluations will form the basis for discussions in the weekly meetings and review of training plans. The trainee should record the outcomes of the meeting and provide a copy for the SBT.

Trainees’ files
Trainees will increasingly keep electronic versions of files/records. This is acceptable provided they are made accessible at all times to all staff supporting their development; e.g. ITE Coordinators, class teachers, SBTs, ULTs, External Examiners and External Moderators.

For the purposes of assessed school based training the following files will be kept;

- Professional Development Portfolio
- School Based Training file; containing all relevant Planning & Assessment information to support the placement.
Professional Development Portfolio (PDP)

The PDP is the record of the trainee’s progress in all elements of the course. It will contain;

- the trainee’s Training Plan; with evaluation of strengths and targets for development across all aspects of their training
- records for previous school based trainings; lesson observations, weekly review meeting notes & summative reports
- copies of mark sheets for academic assignments
- a log of evidence towards meeting the Teachers’ Standards

School Based Training File

It is the trainee’s responsibility to organise information from school based training as best suits their needs, always taking in to consideration that it needs to be accessible to all tutors supporting them for assessment purposes. They may choose to do this in one or a number of files. The file/s should contain copies of all planning documents relevant to the placement together with assessment information recording individual and group progress; see below for further details. Planning and assessment information must be made available to tutors immediately on request.

The file/s should include;

Planning

- any relevant information to support planning for the class the trainee is teaching; e.g. school prospectus, policies (behaviour, marking, race equality, equal opportunities, SEND etc), list of key personnel and roles in school
- pupil information; class lists, notes re pupils with specific need
- general class information; timetable, plan of classroom
- copies of medium and short term overviews + weekly teaching timetable
- individual lesson plans
- session evaluations
Assessment

- assessment records that provide a record of the impact of the trainee’s teaching
- detailed assessments of focus pupils; e.g. social & emotional development, learning behaviours, current & predicted levels of attainment, examples of pupil’s self-assessment, observations, targets, summative assessment of achievements over the placement, examples of annotated work (see also Briefing Papers for Trainees; Monitoring and Assessment of 3 Focus Children in following section and individual cohort training sections).
- tracking data for key areas of learning
- class/group/individual targets as appropriate
- evaluation of trainee’s progress in assessment and record keeping

The purpose is to provide a record of the impact of the trainee’s teaching. Therefore, although the records of attainment will provide evidence towards this it is the trainee’s evaluations of pupils’ learning that will provide the strongest evidence.

Alongside class and group records trainees are expected to develop detailed assessments of a focus group. These assessments should provide a rich picture of the child’s development before and during the placement with an evaluation of the trainee’s impact on progress and understanding.
Assessment and records of pupil Progress

This section identifies expectations of trainees' practice relating to assessment. The expectations are organised into three stages to reflect trainees' progress in terms of their experience, knowledge, skills and understanding of assessment and to consolidate their experience from previous stages. It may be appropriate for trainees to address aspects of different stages depending on their needs and experience. (see Trainee; Stages of Development below and in Appendices).

Stage 1
Outcomes for end of Stage 1

- To have an understanding of Assessment for Learning (AfL)

- To be able to demonstrate an understanding of the impact of formative assessment

On their assessed school based training, trainees will be expected to put selected AfL strategies into practice:

- make clear to learners the purposes of activities and tasks
- relate assessment to intended learning outcomes
- involve learners in the assessment of their own and peers' learning
- provide oral and written feedback that is accurate, supportive and constructive
- use questioning in order to further and deepen learners' understanding
- use assessment and evaluation of pupils' learning to inform their planning
- use summative assessment inform understanding of pupils' progress
- assess the learning of three pupils and keep records

Questions for the SBT/academic tutor and trainee to consider:
- How was formative assessment/ AfL used in planning and teaching?
  - setting learning objectives and success criteria
  - sharing learning objectives and success criteria
  - providing feedback which focuses on attainment against the planned learning objectives of the session
  - using questioning and providing feedback in order to reinforce learning, challenge understanding, construct ways forward, and help pupils to improve, both orally and in writing
  - using questioning and providing feedback that secures pupils' engagement, enthusiasm and confidence
  - using peer and self-assessment
**Stage 2**
Outcomes for end of Stage 2 in addition to those for Stage 1:

- To have developed understanding of Assessment for Learning
- To be familiar with target setting, tracking and levelling

On their initial school based training days trainees will be expected work in consultation with the class teacher/assessment coordinator to;
- Gain relevant assessment information for their block of school based training
- Become familiar with the school's approach to assessment
- Gain some understanding of how assessment data is used to inform planning and teaching from a whole class to an individual level

On their assessed school based training, in consultation with the class teacher/assessment coordinator, trainees will be expected to:
- Address the areas already outlined in stage 1
- Use assessment to inform their daily planning and teaching
- Use a range of assessment methods including: observation, oral, testing, written work, drawing and other forms of presentation, peer/self-assessment
- Use summative assessment to record and inform their understanding of pupils’ progress
- Use co-coaching to clarify their understanding AfL and assessment of pupils

Questions for the SBT/academic tutor and trainee to consider:
- How was assessment used to inform planning in the block of school based training?
- How did assessment of learning inform and adapt the next session plan?
- What experience do you currently have of Assessing Pupil Progress (APP)?
- What kind of overview did you gain about the class targets?
- What assessment methods are you planning to use?
- What is your understanding of target setting, tracking and levelling?
- What experience do you have of SATs/FS profile arrangements
- How do you use questioning & feedback to engage pupils and support learning?
Stage 3

Outcomes for end of Stage 3 in addition to those for Stages 1 & 2:

- To be able to make effective use of a range of assessment, monitoring and recording strategies

On their initial school based training days trainees will be expected work in consultation with the class teacher/assessment coordinator to:

- Become familiar with the school's approach to assessment
- Gain relevant assessment information to inform their planning and teaching from a whole class to an individual level

On their assessed block of school based training, in consultation with their class teacher/assessment coordinator, trainees will be expected to:

- Address the areas already outline for Stage 1 & 2
- Know how to use performance data to inform target setting
- Use pupil/class/school level data (targets) to assess the impact of their teaching
- Use summative assessment to record and inform understanding of pupils' progress
- Assess the learning of three pupils and keep records
- Use aspects of pupil coaching to enable pupils to assess their learning set their own learning targets
- Gather relevant whole class targets/assessment information to plan progression
- Use and apply key features school's assessment policy

Questions for the SBT, ULT, AT, and trainee to consider:

- How are you developing different ways of assessing pupils' learning?
- What information do you have about group and individual targets and how do you plan to use it?
- What is the role of other members of staff in tracking and interventions?
- How do you make sense of the impact of statistical information on your teaching?
- How are you planning to support pupils in developing self-assessment skills?
- How do you feel your questioning and listening skills have developed?
- How will you assess the impact of these strategies on pupils' learning?
- What experience have you got of SATs/FS profile arrangements and implementation?
Who should I choose?
These are benchmark children. Understanding their background and starting points will help you to plan for the ‘usual’ range in the class. You should discuss the selection of these three children with your class teacher, aiming for one higher achieving child, one middle achieving child and one lower achieving child. These children should be representative of other groups of children in your class, thereby providing you with a clearer idea of the breadth of attainment in your class. This will support your ability to differentiate your teaching and enable you to plan more effectively for learning. Therefore, do not choose children who are at the very extremes of the attainment range within your class.

What should I do?
Monitoring the progress of these three children will help you to evidence the impact of your teaching.

Starting Points
You will identify three focus children and monitor their progress over the year. Choose your 3 focus children from your base class. The 3 children should reflect the range of abilities in your class and should be representative of your base class. You will, over the year, build up your knowledge of these 3 children to help you plan the learning for the whole class. Try to work with them as often as you can to build up a picture of their abilities and how they learn. Record your observations and findings in your file. You should have a section for each of your focus children. Through observation and discussion with your focus children build up a useful, detailed and representative picture of their achievements, attitudes, interests and dispositions, both inside and outside school. Consider the behaviour of your focus children? When are they engaged in the lesson? Is there any point in a lesson when the child becomes disengaged? Does your focus child work well with others? Consider different areas of the curriculum; which areas does each child have strengths in? In which areas of the curriculum do they experience difficulties?

As your Placement Progresses
You should be ready and able to talk about these children as learners - and the impact of your teaching upon their learning. You should be able to assess your focus children accurately against national benchmarks (e.g. national curriculum levels). With guidance from your school-based tutor (mentor) and/or class teacher, you should be aware of any assessment arrangements which the school uses (e.g. maintain records) and use them to record the progress your focus children have made. You should be familiar with the whole school assessment policy and practice. This should include an awareness of the ways in which ongoing formative (AfL) and summative data are gathered, recorded and used e.g. to monitor progress, set targets and plan subsequent lessons. With permission, you should consider the wider range of formative and
summative assessment data available for your focus children (e.g. pupil data tracking). You should think carefully about what this tells you about their (i) attainment (ii) progress and (iii) needs over a longer period of time.

Keeping a close eye on your focus children throughout your school-based training will give you an insight into three children as learners but, being representative of the class, it will also help you to evaluate the impact of your teaching more broadly (e.g. of three broad attainment groups in class).

**How should I report what I have learned?**

**Towards the end of your school-based training**

You are required to complete a presentation based assignment which focuses on the progress that one of the focus children has made whilst you have been at the school on your fractional placement (October – April). You will need to make explicit links to sessions you have taught, feedback you have given and how this has made a difference to the pupil’s progress. You will need to refer to assessments you have made, examples of the child’s work and observations to evidence your conclusions about the progress made. By sharing this information with your Professional Learning1 group and tutor, you will demonstrate your understanding of the progress the child has made and your part in supporting them.
Briefing Paper for Trainees at ‘Stage 2’:
Monitoring and Assessment of 3 Focus Children

Who should I choose?
These are benchmark children. Understanding their background and starting points will help you to plan for the 'usual' range in the class. You should discuss the selection of these three children with your class teacher, aiming for one higher achieving child, one middle achieving child and one lower achieving child. These children should be representative of other groups of children in your class, thereby providing you with a clearer idea of the breadth of attainment in your class. This will support your ability to differentiate your teaching and enable you to plan more effectively for learning. Therefore, do not choose children who are at the very extremes of the attainment range within your class.

Having said this, it is unlikely that trainees in Special schools will have the same 'representative' range. In this case, you should choose three children who, where possible, have a contrast in 'needs'.

What should I do?
Monitoring the progress of these three children will help you to evidence the impact of your teaching. You should first ascertain their 'starting points' by gathering a range of evidence about their prior learning, interests, approaches, strengths, next steps etc. You should use a range of assessment methods for this e.g. observation, discussion, marking. Looking through their books at the beginning of your school-based training will give you an idea of prior coverage/prior learning. Talking with each child about his/her work will add depth (e.g. Can you tell me about your favourite piece of writing and say why you've chosen it? Looking back through your book, what do you think you have got better at in writing since September? What do you think you should work on next?). Make notes and put these in your Planning and Assessment file. You should be ready and able to talk about these children as learners - and the impact of your teaching upon their learning - at any point in your school-based training. Your SBT and ULT may ask you to talk about this.

Keeping a close eye on your focus children throughout your school-based training will give you an insight into three children as learners but, being representative of the class, it will also help you to evaluate the impact of your teaching more broadly (e.g. of three broad attainment groups in class).

How should I report what I have learned?
Being able to report on the progress of your three focus children verbally will help you to evidence your progress against the standards. Towards the end of your school-based training, you should consider all that you have gathered over your period of school-based training and produce a collection of notes to summarise pupil progress and impact as a result of your teaching from week 1. You should share your summary/synopsis for each child with your SBT. Approach this as if for a pupil progress meeting and be ready to talk about (i) each child's progress since week 1 and (ii) your impact on each child as a learner (e.g. your planning decisions and teaching approaches etc.). Being able to talk precisely about your three focus children prior to the final summative point review will inform your grading at Stage 2.
Who should I choose?
These are benchmark children. Understanding their background and starting points will help you to plan for the 'usual' range in the class. You should discuss the selection of these three children with your class teacher, aiming for one higher achieving child, one middle achieving child and one lower achieving child. These children should be representative of other groups of children in your class, thereby providing you with a clearer idea of the breadth of attainment in your class. This will support your ability to differentiate your teaching and enable you to plan more effectively for learning. Therefore, do not choose children who are at the very extremes of the attainment range within your class.

Having said this, it is unlikely that trainees in Special schools will have the same 'representative' range. In this case, you should choose three children who, where possible, have a contrast in 'needs'.

What should I do?
Monitoring the progress of these three children will help you to evidence the impact of your teaching.

Starting Points
You should first ascertain their 'starting points' (baseline) by gathering a range of evidence about their prior learning, interests, approaches, strengths, next steps etc. You should use a range of assessment methods for this e.g. observation, discussion, marking, self-assessment, prior assessments made by the class teacher and statutory assessments (e.g. national curriculum tests, summative teacher assessment) if appropriate. Looking through pupils books/folders at the beginning of your school-based training will also give you an idea of prior coverage/prior learning. Talking with each child about his/her work will add depth (e.g. Can you tell me about your favourite piece of work/writing and say why you've chosen it? Looking back through your book/folder, what do you think you have got better at in writing since September? Or, for EY pupils, what have you got better at – e.g. using photos, phonics sounds…what do you want to get better at?/what do you want to learn?). EY trainees may find it more helpful to talk with children along with parents.
Make notes and put these in your Planning and Assessment file.

As your Placement Progresses
You should be ready and able to talk about these children as learners - and the impact of your teaching upon their learning - at any point in your school-based training. You should collect examples of children's work to illustrate your understanding of their progress.

Include examples of your marking comments which are constructive and provide appropriate feedback to children to help them make progress. Include examples of evidence of where you have adapted your teaching within lessons in light of your focus
children’s responses. (Evidence will normally be found in lesson observation feedback forms, lesson plans, lesson evaluations and work showing progress.) Discuss your assessments with your focus children so that they know how well they have done and what they have to do to improve. Remember to celebrate success! This work is ideally that which is generated from lessons which you have planned and taught but work from other lessons may also be pertinent. Your SBT and ULT may ask you to talk about this. Hopefully there will also be opportunities in school for you to work alongside the class teacher.

You should be able to assess your focus children accurately against national benchmarks (e.g. post national curriculum levels). With guidance from your school-based tutor and/or class teacher, you should be ready to use any assessment arrangements which the school uses (e.g. maintain records). You should be familiar with the whole school assessment policy and practice. This should include an awareness of the ways in which ongoing formative (AfL) and summative data are gathered, recorded and used e.g. to monitor progress, set targets and plan subsequent lessons. With permission, you should consider the wider range of formative and summative assessment data available for your focus children (e.g. pupil data tracking). You should think carefully about what this tells you about their (i) attainment (ii) progress and (iii) needs over a longer period of time. If possible, a meeting with the school's assessment leader would enable you to consider the profiles of your three focus children in relation to wider patterns of performance within the school, locally and/or nationally e.g. attainment of certain pupil groups (e.g. Free School Meals, SEND, EAL, Pupil Premium) or attainment within a subject (e.g. lower attaining children in maths). Such a meeting would enable you to better understand how school-level and pupil-level data are used to set targets for groups and individual children.

Keeping a close eye on your focus children throughout your school-based training will give you an insight into three children as learners but, being representative of the class, it will also help you to evaluate the impact of your teaching more broadly (e.g. of three broad attainment groups in class).

**How should I report what I have learned?**

**Towards the end of your school-based training**

Being able to report on the progress of your three focus children verbally will help you to evidence your progress against the standards. Towards the end of your school-based training, you should consider carefully all that you have gathered over your period of school-based training and be able to summarise pupil progress and impact as a result of your teaching from week 1. You should share your summary/synopsis for each of your 3 children with your school-based tutor at your final grading meeting. Approach this as if for a pupil progress meeting and be ready to talk about (i) each child’s progress since week 1 and (ii) your impact on each child as a learner (e.g. your planning decisions and teaching approaches etc.). Being able to talk precisely about your three focus children prior to the final summative point review will inform your grading at Stage 3.
Assessing Trainee Progress

Assessing trainee progress is a complex process; the diagram below gives an overview of the process over the year and the rest of the section provides guidelines for assessment during school aspects of training

**Before Assessed Placement**
- **Statement of Professionalism** - signed by AT, SBT and trainee and kept in the front of Trainees Planning File
- **PDP incl Training Plan**, held by Trainee complete with 4-6 live targets which relate directly to TS and identify next steps
- **Previous Lesson Observations and Summatives** included where appropriate
- **Pen Portrait** - Updated/Completed by trainee through discussion with AT. Held in PDP, copy to AT
- **Pre placement tutorial** - with ULT to discuss initial targets for placement (Training plan in PDP) based on prior progress and attainment

**During Assessed Placement**
- **Weekly Lesson Observation** - Completed by SBT, grade against *Staged Lesson Criteria* appropriate to the trainee's stage of training. SHU proforma used. Phonics proforma used for phonics observations
- **Weekly Review (recorded)** - Completed by trainee following weekly meeting. Informed by Lesson observation and wider experience and training opportunities. Summative grading document used to inform next steps. Training plan is updated with current targets
- **Not Making expected progress appropriate to the stage** - Trainee at risk of grade 4 receives a C4C. Trainee at grade 3 in final stage of training receives 'Requires additional Intervention'.
- **Mid point and final grading** - takes place with SHU tutor and trainee using the summative grading. All trainees receive grades 1-4 against TS 1 to 8 plus grade for English, maths and phonics. Overall recommended grade is an average of 1-8.

**After Assessed Placement**
- **Individual** - Trainee has post placement tutorial with AT to identify progress and next steps. Training Plan and pen portrait updated to feed into next stage of training or NQT year.
- **Cohort** - Cohort grades analysed and moderated. Additional Intervention identified for those rated grade 3 by the end of stage 2 or 3.
Primary and Early Years Initial Teacher Education; Stages of Progression.

As trainees progress through their ITE course they will be working at expected levels or stages which build on previous stages. The diagram below identifies the expected stage for trainees as they progress through their initial teacher education. Summative assessments at the end of each assessed block of school based training will be in line with these expectations.

<table>
<thead>
<tr>
<th>Stage One</th>
<th>Stage Two</th>
<th>Stage Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainees typically achieving at</td>
<td>Trainees typically achieving at</td>
<td>Trainees typically at stage 3 will be;</td>
</tr>
<tr>
<td>stage 1 will be</td>
<td>stage 2 will be;</td>
<td></td>
</tr>
<tr>
<td><strong>BA1 trainees</strong> - summative</td>
<td><strong>BA2, BP2 trainees</strong></td>
<td><strong>BA3 , BP3 trainees</strong></td>
</tr>
<tr>
<td>assessment at the end of BP1</td>
<td><strong>PGCE, BP1 trainees</strong></td>
<td><strong>PGCE BP2 trainees</strong></td>
</tr>
<tr>
<td><strong>BATL1 trainees in their first</strong></td>
<td><strong>BATL1, BP1 trainees</strong></td>
<td><strong>BATL2, BP2 trainees</strong></td>
</tr>
<tr>
<td>term - formative assessment only</td>
<td><strong>SD PGCE, BP1 trainees</strong></td>
<td><strong>SD PGCE, BP2 trainees</strong></td>
</tr>
<tr>
<td><strong>SD PGCE trainees Pre BP1</strong> -</td>
<td></td>
<td>i.e. all trainees at the end of their initial training</td>
</tr>
<tr>
<td>formative assessment only</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Stage related grade expectations against the Teachers’ Standards

Initial Teacher Education (ITE) inspection (from September 2012)
The new inspection framework provides guidance about trainee attainment within the context of the new Teachers’ Standards:

‘Attainment is defined as the standard reached by a trainee at the end of his/her training. For primary and early years trainees, this is how well they meet the minimum level of practice expected of teachers as defined in the Teachers’ Standards.’

The Teachers’ Standards state that:

‘Providers of Initial Teacher Training (ITT) will assess trainees against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS.’

As recognised in both the ITE inspection framework and the Teachers’ Standards, grading of trainees against Teachers’ Standards will reflect their stage of development. The table below maps the trainee’s stage of development to the expected outcomes against the Teachers Standards.

### Stage related expectations against the Teachers’ Standards

<table>
<thead>
<tr>
<th>Stage of training</th>
<th>Expected performance against assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage 1</strong></td>
<td>By the end of this stage trainees should be working securely within Grade 3 (as outlined in end of year expectations)</td>
</tr>
<tr>
<td>• BA1 – BP1</td>
<td>Many trainees may be performing beyond this level at this stage.</td>
</tr>
<tr>
<td>• BATL1 – first term of training</td>
<td></td>
</tr>
<tr>
<td>• SD PGCE - Pre- BP1</td>
<td></td>
</tr>
<tr>
<td><strong>Stage 2</strong></td>
<td>By the end of this stage most trainees would be expected to be working towards Grade 1 or 2 overall.</td>
</tr>
<tr>
<td>• BA2 – BP2</td>
<td>As a minimum, to achieve a pass, trainees should be within the Grade 3 category. Trainees still having aspects of Grade 3 at this stage will be targeted for additional intervention in these areas.</td>
</tr>
<tr>
<td>• PGCE – BP1</td>
<td></td>
</tr>
<tr>
<td>• BATL1 – BP1</td>
<td></td>
</tr>
<tr>
<td>• SD PGCE - BP1</td>
<td></td>
</tr>
<tr>
<td><strong>Stage 3</strong></td>
<td>By the end of this stage trainees should be working towards an overall Grade 1.</td>
</tr>
<tr>
<td>• BA3 - BP3</td>
<td>As a minimum to achieve a pass against the Teachers’ Standards they need to be securely within Grade 3.</td>
</tr>
<tr>
<td>• PG2 – BP2</td>
<td></td>
</tr>
<tr>
<td>• BATL2–BP2</td>
<td></td>
</tr>
<tr>
<td>• SD PGCE - BP2</td>
<td></td>
</tr>
</tbody>
</table>
Review and assessment of trainee progress during assessed block of school based training

SBTs in consultation with school colleagues and the ULT will assess trainee progress and attainment towards meeting the Standards at the end of the assessed block.

Arriving at this judgement is an holistic process taking into account;

- feedback from the class teacher and other colleagues,
- discussions with the trainee
- lesson observations and discussions with pupils
- review of trainee’s files

The following information will support the process of arriving at that judgement.

Observation of trainee’s teaching and feedback

Formal lesson observations will be undertaken as outlined in the section for each assessed block of school based training; generally one for each week of training.

- **All but one** of these observations should be undertaken by the SBT
- At least one of the observations will be a joint observation with the ULT
- One other may be carried out by the ITE Coordinator or a specialist teacher in school
- Any other may be carried out with another member of staff to support moderation.
- Observations of the lessons should be recorded using the SHU Session Observation proforma (see Appendices) and graded in accordance to the stage of the trainee’s development; see paragraph below

A lesson observation should last as long as it takes for the observer to make a considered judgement, this may not be a full lesson. Following the observation the tutor will feedback to the trainee at a mutually convenient time, making reference to the Teachers’ Standards, and record the trainee’s reflections and outcomes of the discussion in the section at the end of the observation sheet.

Copies of the SHU lesson observation form may be submitted hand written or electronically. Three copies should be made; one each for the trainee, SBT and Partnership Operations Team. The university copies can be sent at the end of the school based training.

All trainees should be observed teaching Systematic Synthetic Phonics, English and mathematics at some point during their school based training.
Grading of taught lessons

When assessing a trainee’s lesson it is essential to make the judgement in accordance to their stage of training e.g. expectations of a BA1 trainee achieving a high level against the Standards will differ from those of a BA3 trainee achieving a high level in their final placement.

The Teachers’ Standards clearly state that trainees should be judged in a way that is consistent with expectations of a trainee teacher prior to achieving QTS. Therefore, as it would be inappropriate to use the Ofsted criteria for assessing the lessons of experienced teachers, the following Assessment Criteria for Grading Lessons have been developed to support tutors in arriving at a judgement. The three stages equate to the Stages of Development shown above.

Following the lesson and discussion with the trainee the observing colleagues should use the grade criteria make an overall judgement using a best fit model against the criteria. These criteria can then be used to help the trainee set targets for their next steps.
SHU Partnership: Assessment Criteria for Grading Lesson: 
trainees working at Stage 1

<table>
<thead>
<tr>
<th>Stage One</th>
<th>meets minimum expectations for this stage of development</th>
<th>reached a secure level against expectations for this stage of development</th>
<th>reached a high level against expectations for this stage of development</th>
</tr>
</thead>
</table>
| BA1       | - understands the need for a safe learning environment & positive relationships with pupils  
            - some expectations for learning and behaviour are suggested  
            - understands the need to apply rules and routines in accordance with school policy | - sustains the established safe learning environment and demonstrates positive relationships with pupils  
            - expectations for learning and behaviour are set  
            - strategies are used to engage most children  
            - understands and begins to apply some rules and routines in accordance with school policy  
            - limited use of praise, sanctions and rewards | - creates a safe learning environment, developing a rapport with children  
            - high expectations are set for some children’s learning and behaviour  
            - some strategies are used to engage and motivate children  
            - some use of rules and routines in accordance with school policy  
            - some use of praise, sanctions and rewards |
| TS3       | Demonstrates sufficient subject knowledge to:  
            - plan and teach the session  
            - Trainee uses correct written and spoken standard English | Demonstrates accurate subject knowledge and uses this to:  
            - plan appropriate teaching strategies to support children’s learning  
            - Trainee uses correct written and spoken standard English | Secure subject knowledge enables trainee to:  
            - plan for children’s learning in the subject  
            - recognises children’s misconceptions  
            - select engaging teaching strategies  
            - Trainee uses correct written and spoken standard English |
| TS4 & 5   | - uses teacher’s planning to create session plan  
            - planning includes some differentiation | - understands and begins to address the need to maintain pace  
            - trainee’s planning supports children’s learning  
            - planning includes limited but appropriate differentiation  
            - planning is shared with support staff  
            - delivers session according to plan | - maintains pace in parts of session  
            - trainee’s planning is structured to support children’s learning  
            - planning includes some differentiation  
            - planning includes appropriate deployment of support staff  
            - recognises the need to adapt planning/teaching within the session in response to children’s progress |
| TS2 & 6   | - some pupils make progress  
            - aware of need to adapt teaching in response to children’s learning  
            - beginning to use summative assessment following session  
            - gives general feedback at end of the session | - groups of pupils make progress  
            - recognises need to adapt teaching in response to children’s learning  
            - monitors children’s progress in their work  
            - able to use summative assessment strategies following session  
            - checks pupils understanding at end of the session | - some pupils make expected progress  
            - shows some understanding of the need to adapt teaching within lesson in response to what pupils say and do as appropriate shows some encouragement for pupils to share responsibility for their work  
            - makes some use of formative assessment strategies to monitor pupils’ progress  
            - checks pupils’ understanding during session  
            - gives pupils some feedback during the session |
### Assessment criteria for grading lessons: trainees at Stage 2

<table>
<thead>
<tr>
<th>Stage Two</th>
<th>meets minimum expectations for this stage of development</th>
<th>reached a secure level against expectations for this stage of development</th>
<th>reached a high level against expectations for this stage of development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BA2</strong></td>
<td>• sustains the established safe learning environment</td>
<td>• creates a safe learning environment, developing a rapport with children</td>
<td>• mutual respect evident between trainee and children</td>
</tr>
<tr>
<td><strong>TS1 &amp; 7</strong></td>
<td>• expectations for learning and behaviour are set</td>
<td>• High expectations are set for some children’s learning and behaviour</td>
<td>• high expectations are set for children’s learning &amp; behaviour</td>
</tr>
<tr>
<td></td>
<td>• strategies are used to engage most children</td>
<td>• some strategies are used to engage and motivate children</td>
<td>• trainee generates enthusiasm and participation in learning</td>
</tr>
<tr>
<td></td>
<td>• understands and begins to apply some rules and routines in accordance with school policy</td>
<td>• Some use of rules and routines in accordance with school policy</td>
<td>• rules and routines are promoted in accordance with school policy</td>
</tr>
<tr>
<td></td>
<td>• limited use of praise, sanctions and rewards</td>
<td>• Some use of praise, sanctions and rewards</td>
<td>• use of praise, sanctions and rewards to manage behaviour</td>
</tr>
<tr>
<td><strong>TS3</strong></td>
<td>Demonstrates accurate subject knowledge and uses this to;</td>
<td>Secure subject knowledge enables trainee to:</td>
<td>Good subject knowledge enables the trainee to:</td>
</tr>
<tr>
<td></td>
<td>• plan appropriate teaching strategies to support children’s learning</td>
<td>• plan for children’s learning in the subject</td>
<td>• support children’s learning in the subject</td>
</tr>
<tr>
<td></td>
<td>Trainee uses correct written and spoken standard English</td>
<td>• recognise children’s misconceptions</td>
<td>• recognise and support children in addressing misconceptions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• select engaging teaching strategies</td>
<td>• select and use some appropriate and engaging teaching strategies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Trainee uses correct written and spoken standard English</td>
<td>Trainee models accurate use of written and spoken standard English</td>
</tr>
<tr>
<td>TS4 &amp; 5</td>
<td>meets minimum expectations for this stage of development</td>
<td>reached a secure level against expectations for this stage of development</td>
<td>reached a high level against expectations for this stage of development</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>• understands and begins to address the need to maintain pace</td>
<td>• understands the need to maintain pace</td>
<td>• Maintains pace throughout most of the session</td>
</tr>
<tr>
<td></td>
<td>• trainee's planning supports children's learning</td>
<td>• planning is structured to support children's learning</td>
<td>• session is appropriately structured and planned to meet the needs of most children</td>
</tr>
<tr>
<td></td>
<td>• planning includes limited but appropriate differentiation</td>
<td>• planning includes some differentiation</td>
<td>• planning includes interventions which address particular needs of some individuals (e.g. children with EAL, more able or SEND)</td>
</tr>
<tr>
<td></td>
<td>• planning is shared with support staff</td>
<td>• planning includes deployment of support staff</td>
<td>• planning specifies roles for support staff</td>
</tr>
<tr>
<td></td>
<td>• delivers session according to plan</td>
<td>• recognises the need to adapt planning in response to children's progress</td>
<td>• adapts teaching within the session in response to some groups or individuals’ progress, as appropriate</td>
</tr>
<tr>
<td>TS2 &amp; 6</td>
<td>• groups of pupils make progress</td>
<td>• Some pupils make expected progress</td>
<td>• Most pupils make at least expected progress</td>
</tr>
<tr>
<td></td>
<td>• recognises need to adapt teaching in response to children's learning</td>
<td>• shows some understanding of the need to adapt teaching within lesson in response to what pupils say and do as appropriate</td>
<td>• shows some flexibility and adaptability in changing pace, approach and teaching method within lesson in response to what pupils say and do as appropriate</td>
</tr>
<tr>
<td></td>
<td>• monitors children's progress in their work</td>
<td>• shows some encouragement for pupils to share responsibility for their work</td>
<td>• encourages pupils to share responsibility for their learning</td>
</tr>
<tr>
<td></td>
<td>• able to use summative assessment strategies following session</td>
<td>• makes some use of formative assessment strategies to monitor pupils’ progress</td>
<td>• makes use of formative assessment strategies to secure pupils' progress</td>
</tr>
<tr>
<td></td>
<td>• checks pupils understanding at the end of the session</td>
<td>• checks pupils’ understanding during session</td>
<td>• checks pupils’ understanding during session and intervenes to improve quality of learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• gives pupils some feedback during the session</td>
<td>• gives pupils positive feedback during the session</td>
</tr>
</tbody>
</table>
### Assessment criteria for grading lessons: trainees at Stage 3

<table>
<thead>
<tr>
<th>Stage Three</th>
<th>meets minimum expectations for this stage of development</th>
<th>reached a secure level against expectations for this stage of development</th>
<th>reached a high level against expectations for this stage of development</th>
</tr>
</thead>
</table>
| BA3 at end of final block of assessed school based training | • creates a safe learning environment, developing a rapport with children  
• High expectations are set for some children's learning and behaviour  
• some strategies are used to engage and motivate children  
• Some use of rules and routines in accordance with school policy  
• Some use of praise, sanctions and rewards | • mutual respect evident between trainee and children  
• high expectations are set for children's learning & behaviour  
• trainee generates enthusiasm and participation in learning  
• rules and routines are promoted in accordance with school policy  
• use of praise, sanctions and rewards to manage behaviour | • high levels of mutual respect between trainee and children  
• high, challenging expectations are set for children's learning & behaviour  
• Trainee generates high levels of enthusiasm and participation in learning  
• Rules and routines effectively promoted in accordance with school policy  
• use of praise, sanctions and rewards to promote learning |
| BATL2, PGCE & SD PGCE at end of final block of assessed school based training | **TS1 & 7**  
Secure subject knowledge enables trainee to:  
• plan for children's learning in the subject  
• recognises children's misconceptions  
• select engaging teaching strategies  
Trainee uses correct written and spoken standard English | **TS3**  
Good subject knowledge enables the trainee to:  
• support children's learning in the subject  
• recognise and support children in addressing misconceptions  
• select and use some appropriate and engaging teaching strategies  
Trainee models accurate use of written and spoken standard English | Deep subject knowledge enables the trainee to:  
• support and extend children's learning in the subject  
• anticipate, identify and address common errors and misconceptions  
• select and use appropriate engaging teaching strategies  
Trainee models high standard of written and spoken standard English |
<table>
<thead>
<tr>
<th></th>
<th>meets minimum expectations for this stage of development</th>
<th>reached a secure level against expectations for this stage of development</th>
<th>reached a high level against expectations for this stage of development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TS4 &amp; 5</strong></td>
<td>• understands the need to maintain pace</td>
<td>• Maintains pace throughout most of the session</td>
<td>• Maintains appropriate pace to challenge learners throughout the session</td>
</tr>
<tr>
<td></td>
<td>• planning is structured to support children's learning</td>
<td>• session is appropriately structured and planned to meet the needs of most children</td>
<td>• session is well structured, builds on prior learning and is planned to meet the needs of pupils</td>
</tr>
<tr>
<td></td>
<td>• planning includes some differentiation</td>
<td>• planning includes interventions which address particular needs of some individuals (e.g. children with EAL, more able or SEND)</td>
<td>• planning includes well targeted interventions which address particular needs (e.g. children with EAL, more able or SEND)</td>
</tr>
<tr>
<td></td>
<td>• planning includes deployment of support staff</td>
<td>• planning specifies roles for support staff</td>
<td>• planning includes effective deployment of support staff throughout the session</td>
</tr>
<tr>
<td></td>
<td>• recognises the need to adapt planning in response to children’s progress</td>
<td>• adapts teaching within the session in response to some groups or individuals’ progress, as appropriate</td>
<td>• adapts planning within session in response to children’s progress, as appropriate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TS2 &amp; 6</strong></td>
<td>• Some pupils make expected progress</td>
<td>• Most pupils make at least expected progress</td>
<td>• Most pupils make at least good progress</td>
</tr>
<tr>
<td></td>
<td>• shows some understanding of the need to adapt teaching within lesson in response to what pupils say and do as appropriate</td>
<td>• shows some flexibility and adaptability in changing pace, approach and teaching method within lesson in response to what pupils say and do as appropriate</td>
<td>• shows flexibility and adaptability in changing pace, approach and teaching method within lesson in response to what pupils say and do as appropriate</td>
</tr>
<tr>
<td></td>
<td>• shows some encouragement for pupils to share responsibility for their work</td>
<td>• encourages pupils to share responsibility for their learning</td>
<td>• encourages pupils to take responsibility for their own learning and aspire to high achievement</td>
</tr>
<tr>
<td></td>
<td>• makes some use of formative assessment strategies to monitor pupils’ progress</td>
<td>• makes use of formative assessment strategies to secure pupils’ progress</td>
<td>• makes use of a range of formative assessment strategies to secure pupils’ progress</td>
</tr>
<tr>
<td></td>
<td>• checks pupils’ understanding during session</td>
<td>• checks pupils’ understanding during session and intervenes to improve quality of learning</td>
<td>• Systematically checks pupils’ understanding throughout session and intervenes where needed to secure impact on learning</td>
</tr>
<tr>
<td></td>
<td>• gives pupils some feedback during the session</td>
<td>• gives pupils positive feedback during the session</td>
<td>• gives pupils regular, positive and constructive feedback during the session</td>
</tr>
</tbody>
</table>

*Note: EAL = English as an Additional Language, SEND = Special Educational Needs and Disabilities*
Arriving at a summative judgement

Weekly review meetings

During the assessed blocks of school based training the SBT should have a regular weekly review meeting with the trainee. The purpose of the review meeting is to identify progress made since the previous meeting and identify key targets for the following week. These targets should inform the Training Plan for the trainee, ensuring they are able to meet all requirements for their stage of learning.

It is the trainee’s responsibility to prepare for the meeting by evaluating progress over the week and making appropriate notes in advance of the meeting. The trainee is also responsible for recording the outcomes of the meeting; a copy of the Review form is kept in the trainee’s PDP (a copy is available in the Appendices). If the SBT agrees with the trainee’s evaluation of progress they should sign the review form, which can then be used as evidence towards achieving the Teachers’ Standards.

The SBT and trainee should agree the targets for the following week.

At the end of each block of school based training the trainees should leave copies of the Weekly Review form with the SBT for school records.

Mid-point/base line review meetings

Arrangements for mid-point, base line and summative review meetings are outlined in each school based training section. All assessed blocks of school based training are graded on attainment against the Teachers’ Standards using the SHU Summative Grade Criteria for Assessed School Based Training (see Appendices). Trainees are graded 1-4 against each Teachers’ Standard and then overall grade awarded. Judgements should be made on a best fit model against the criteria for each grade taking into account all the available evidence of progress.

Grades should be submitted to SHU in order to track trainees’ progress and inform future support plans. Processes for electronic submission of grades will be circulated the week prior to the mid-point and final reviews.

Trainee Preparation for mid-point and final review meetings

In order to prepare for a mid-point or final review meeting the trainee will need time to reflect on their progress. They should do this by referring back to the Weekly Review sheets and using evidence collected through self-evaluation and feedback from class teacher and SBT.

Having evaluated the grade they feel they have attained against each Standard they should complete the Progress Review form in their PDP in pencil, with the grade they believe they have achieved.

The trainee should ensure the SBT has this available before the review meeting.
Following the meeting achievements and areas that need developing further should be summarised and the Training Plan adapted in preparation for the second part of placement.

**N.B. There is an expectation that trainees will continue to make progress over the placement therefore the mid-point grades agreed will represent the minimum final agreed grade. If at any point during the second half of the placement it appears that achievement is falling below this grade the SBT should contact the ULT to discuss appropriate actions.**

**Final Review Meeting and writing of Summative report**

At the end of an assessed block of school based training the SBT, trainee and ULT will review the trainee’s achievements; their progress towards the Teachers’ Standards and agree targets for future school based training or the NQT year. The number of days attended during the assessed block including the initial school based training days must be recorded.

Preparation for the meeting should follow the same format as the mid-point review.

If this is a final block of School Based Training where possible the meeting should be a triangulated review with the trainee, SBT and ULT to agree the grading. For other assessed blocks of school based training the SBT should be contact ULT to agree the grading.

Following the meeting achievements and areas that need developing further should be summarised and the Training Plan adapted in preparation for the NQT Induction year.

**Grading of trainees teaching**

It is essential in all assessment of trainees to appreciate that the Teachers’ Standards have been developed to describe the required performance characteristics of all qualified teachers, including the most experienced serving teachers.

The Teachers’ Standards state that:

‘Providers of Initial Teacher Training (ITT) will assess trainees against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS.’

To support assessment the Partnership Summative Grading Criteria provide descriptors of performance at each level against each Standard (see copy in Appendices). These should be used by the SBT, in consultation with the class teacher and ULT, at mid-point and summative assessments to grade the trainee’s attainment. All aspect of the trainee’s achievements should be taken into consideration; e.g. planning, assessing pupil progress, formal and informal observations of lessons, professional attributes.

All final judgements are made against the end of course criteria presented in the Summative Grading documents.
After grading against each Standard an overall grade for the placement should be awarded taking in to account the 8 grades. This overall grade is matter for the tutors’ professional judgement taking into account the trainee’s stage of development, a best fit is usually apparent.

An overall grade of 1* may be awarded for those trainees who have achieved shown exceptional achievement; i.e. not only consistently reaching the standards expected of a Grade 1 but displaying skills, knowledge and professionalism above this level.

The following descriptions may support overall grading;

**Grade 4: Currently inadequate**
Trainee shows that at present they are not meeting the standards. This could be due of the lack of opportunity or lack of personal engagement with the standard criteria

**Grade 3: Requires Improvement to be good**
Trainee beginning to show they can meet the standards but performance is inconsistent

**Grade 2: Good**
Trainee shows for the majority of training they can meet the standards to a good quality

**Grade 1: Outstanding**
Trainee shows consistently that throughout training they meet the standards to a high quality

**Grade 1**
Trainee has shown exceptional performance, consistently meeting the standards beyond the expected level

The SBT should agree grading in discussion with the ULT, complete the Summative Review form and submit it electronically to SHU. A copy of the form should be given to the trainee and one kept for the school records.
Assessing Trainee Progress: what to do if things go wrong

Support process for a trainee experiencing difficulties on school based training

If a trainee is struggling to meet the expectations of any aspect of school based training SBTs should communicate this clearly to the trainee highlighting the strengths and weaknesses in their practice. In consultation with the class teacher, ITE Coordinator and ULT, a personalised programme involving additional intervention should be agreed to support the trainee in meeting the requirements for this stage of their training.

The Additional Support Process is a two stage process;

1. **Requires Additional Intervention**
   Having identified the areas of specific weakness the SBT, ULT and trainee should agree targets and devise an action plan for achievement as early as possible in the placement to provide the best opportunity for the trainee to meet the targets. The ULT will submit a copy of the action plan to the Partnership Operation Team. It is expected progress towards these targets should be rapid and achievable within approximately two weeks.

   The ULT will monitor progress as appropriate, e.g. by phone, email, visits until review dates.

   **Outcomes**
   - If targets are achieved by the set date this will be recorded and the trainee will continue with the placement.
   - If any targets on the action plan are not met by the set date the trainee will move to the next stage; Cause for Concern.

2. **Cause for Concern**
   A Cause for Concern (C4C) form noting areas of weakness and proposed actions will be completed and submitted to the Partnership Operations Team. Focussed targets will be set and progress monitored and recorded through the C4C tracking form.

   This could involve a range of support;
   - reducing the trainee's timetable to enable them to focus on observing good practice.
   - discussion and analysis of focussed observations to ensure trainee is aware of specific approaches e.g. use of teacher voice, targeted questioning
   - planning, teaching and assessing the progress of a small group or individual child
   - including more collaborative teaching
   - additional support from school or university subject specialists
   - Progress will be monitored by SBT and ULT and additional reports recorded.
Outcomes

- If the trainee meets the targets and has made sufficient progress to achieve at least the minimum expectations against the identified Teachers’ Standards for this stage of development he/she will continue on the programme.

- If the trainee has not progressed to meet the required Teachers’ Standards he/she will attend a meeting with the Course Leader, Partnership Coordinator and Student Experience Manager (Placements). A refer placement may be offered in the following academic year.

- If concerns are raised late in the placement, after the mid-point review, it may be that the SBT and ULT decide it appropriate to move immediately to raise a Cause for Concern in order to ensure the trainee can meet the Teachers’ Standards.

Suspension from school based training

If a head teacher or the university should suspend or terminate a school based training placement at any stage this will automatically trigger a formal meeting with the trainee and Programme Leader/Partnership Coordinator to ascertain the issues culminating in the suspension/termination and progress made by the trainee up to that point. The Programme Leader will consult with all partners to decide the final outcome.
The Referral Process

BA primary and early years assessed blocks of school based training

Assessed block of school based training - Placement 1 module summary

Progress is recorded through summative grading process outlined above. If a trainee is awarded a grade 4 against any of the Teachers’ Standards at the BP1 summative review they will be issued with a Referral Package with clear targets to be achieved within a 20-day referral period. They will have a progression meeting with the Course Leader and their Academic Tutor to identify targets for development.

The trainee will then be issued with a Referral Package with clear targets to be achieved within a 10-day referral period. An appropriate placement within the same key stage but in a different school will be arranged as soon as an offer is available; this may be in the following academic year. Details of the Referral Package will be sent to the next school.

By the end of the 2 week placement the trainee must satisfy the SBT that they have achieved at least a Grade 3 against all Teachers’ Standards, including those previously recorded grade 4, to be deemed to have passed BP1. Trainees must successfully complete the referred placement before they can continue to the BA2 placement. It is anticipated that this formal process and the new environment will enable them to meet the targets.

However, if not making satisfactory progress towards the Teachers’ Standards by that time, the trainee will be deemed to have failed BP1. This decision will be made and ratified jointly between the SBT and the University. A Progression meeting will be arranged at university to discuss all options.

Assessed block of school based training – Placement 2 module summary

The referral process is similar to that of a BP1 referral; if a trainee is awarded a grade 4 against any of the Standards at the BP2 summative review, they will be issued with a Referral Package with clear targets to be achieved within a 20-day referral period.

An appropriate placement within the same key stage but in a different school will be arranged when an offer is available; this may be in the following academic year. Trainees must successfully complete the referred placement before they can continue to a BA3 placement in the following year. This may have an impact on the finish date for their course.

Details of the Referral Package will be sent to the next school. By the end of the 4 week placement the trainee must satisfy the SBT that they have achieved at least a Grade 3 against all Teachers’ Standards, including those previously recorded grade 4, to be deemed to have passed BP2 and be permitted to undertake the BA3 placement.
However, if not making satisfactory progress towards the Teachers’ Standards by that time, the trainee will be deemed to have failed BP2. This decision will be made and ratified jointly between the SBT and the University. The trainee will then be required to withdraw from the QTS element of the course with immediate effect. A Progression meeting will be arranged at university to discuss all options.

**Assessed block of School Based Training - Placement 3 module summary**

The referral process is similar to that of a BP2 referral; if awarded a grade 4 against any of the Standards at the BP3 summative review, they will be issued with a 20 day Referral Package, to be arranged when an offer is available; **this will be in the following academic year which will have an impact on the date the trainee will graduate.**

The placement will be in the same Key Stage as on BP3, but in a different school. If judged to be making progress towards the TS, achieving at least a grade 3 in all areas by the end of the 4-week period, they will be deemed to have passed BP3 and will then be considered for award of degree with QTS (subject to having passed all other assessments).

However, if still not making satisfactory progress towards the TS by that time, they will be deemed to have failed BP3. This decision will be made and ratified jointly between the SBT and the University.

The trainee will then be required to withdraw from the QTS element of the course with immediate effect.

It is rare for trainees to receive a grade 4. Nevertheless if they are given a grade 4 it is important for all to understand the referral procedures.
PGCE primary & early years assessed school based training

Assessed block of School Based Training - BP1 module summary

If a trainee is awarded a grade 4 against any TS in the summative assessment they will be issued with a Referral Package, a 20 day placement in a different KS1 setting to take place before they can commence to BP2.

In order to ensure there is no impact on other aspects of their training they will undertake this placement when the rest of the cohort is undertaking their BP2 placement in the summer term. The trainee will then undertake the BP2 placement when an offer is available in the following academic year. **This will have an impact on the graduation date for the trainee.**

The referral package, containing clear targets, will be sent to the next school, when a referred placement offer is available, and the trainee has to satisfy the SBT that their attainment is now grade 3 against **all TS** by the end of the 20 days. It is anticipated that this formal process and the new environment will enable them to meet the targets.

If judged to be making satisfactory progress towards the TS by the end of the 4-week period, they will be deemed to have passed BP1 and will be permitted to progress to their KS2, or Foundation placement in order to engage with the training and assessment associated with BP2.

There will then be required to withdraw from the QTS element of the course (and Placement 2) with immediate effect.

Assessed block of School Based Training – BP2 module summary

If a trainee is awarded a grade 4 against any of the TS at the BP2 summative review, they will be issued with a Referral Package with clear targets to achieve within a 20-day referral period on a 3rd placement in a different school arranged as placements are available **in the following academic year; this will have an impact on the graduation date for the trainee.**

The package will be sent to the next school for their referral placement in the Foundation Stage or KS2. They have four weeks to satisfy the referral placement SBT that their attainment is now grade 3 against **all TS.**

If the trainee is judged to be making satisfactory progress towards the Standards by the end of the 4-week period, they will be deemed to have passed BP2 and be considered for award of degree with QTS (subject to having passed all other assessments).

However, if judged still not to be making satisfactory progress towards the TS by that time, they will be deemed to have failed BP2. This decision will be made and ratified jointly between the SBT and the University.

The trainee will then be required to withdraw from the QTS element of the course with immediate effect.
Moderation visits will be undertaken by the ULT for each school. As ULTs have the opportunity to visit a range of schools across the partnership they have the experience to evaluate, support and advise on aspects of mentoring and school experience.

The role of the link tutor during the visit is to:

- assure the quality of support for trainees in school
- moderate the assessment of trainees during school based training
- liaise with the school and University to help to develop best practice
- support the SBT in the continuing development of their role

For each placement the ULT will write a report. The purpose of the report is to record the impact of the school based training on trainee development.

The number of visits for each assessed block of school based training is outlined in the relevant course section. Each visit will include:

- discussion with individual trainee
- scrutiny of trainee(s) folders
- discussion with each SBT
- a joint lesson with each SBT and observation of feedback

Moderation of University processes will be undertaken by a team of External Examiners who will visit a representative sample of final school based training placements for each programme, meeting with ITE Coordinators, SBTs and trainees and observing teaching to moderate judgements.