



Effective mentoring is essential to ensure that new teachers are properly supported and that they are engaged with the profession

Lofthouse R. (2019)

BCU Mentor Handbook 2021/22: Early Years and Primary Partnership

Contents:

[Foreword](#)

[The Status of Mentoring: 2019 policy directives](#)

[Principles of Effective Mentoring in ITE](#)

[Developing Mentoring Skills: the BCU Mentor Tracker](#)

[Preparation Tasks to Support Trainee Teachers](#)

[Assessing the BCU Trainee Teacher](#)

[BCU Support Structures and Documentation](#)

[Weekly Mentor Meeting Routines](#)

[Tips for Developing an Effective ITE Mentoring Relationship](#)

[Reflective Practice: mentoring conversations and effective lesson feedback](#)

[Moving to a generic coaching model as trainees progress](#)

[Weekly Mentor Meeting Routines](#)

[Tips for Effective Feedback](#)

[BCU Support Structures](#)

[Rapid Improvement Target process](#)

[Assessing the BCU Trainee](#)

[Preparation Tasks to Support BCU Trainee Teachers](#)

[Challenging a Competent Trainee Teacher](#)

[Interventions to Support Trainee Teachers](#)

[Developing Your Mentoring Skills: the BCU Mentor Tracker](#)

Appendices:

[BCU staff contacts](#)

[Course Specific Assignment Information and Deadlines](#)

[BAQTS and PGDE Modules](#)

[BCU ITE Formative Tracker](#)

[BCU Lesson Observation and Phonics Record Forms](#)



Foreword

Welcome to this mentoring support and thank you in advance for hosting BCU trainee teachers. If you are new to mentoring within the BCU Partnership – a special welcome!

All Birmingham City QTS courses are structured around the idea of learning from experience, meaning that classroom teaching experience is a crucial source of professional development for trainee teachers.

All trainees complete School Based Training Modules as part of their courses and need to successfully pass these modules in order to progress to QTS. These modules are delivered in partnership with schools and their mentors. The trainee's BCU tutor quality assures the judgements made within the School Based Training placement, based on evidence aligned to the BCU ITE Curriculum collected during the trainee's' practice in that setting. The school mentor's job is to assist in the trainee's application of skills and pedagogy during their School Based Training Module, taking on the role as an ethical and professional more knowledgeable other within the trainees' learning process.

As a mentor, you offer beginning teachers an anchor of support in an often challenging, demanding transition from undergraduate/graduate to classroom teacher. Effective mentoring has a formative influence on the practice of beginning teachers and has a significant impact on the level and depth of learning amongst pupils of early career teachers. Without good mentors the quality of teaching and learning offered by new teachers is demonstrably less effective, new teachers experience more stress and anxiety and may leave the profession - the whole system suffers.

Through our partnership with our expert school mentors, our mission is to ensure trainees are successfully guided to understand the complexity of challenges and rewards within a teaching role – and ultimately to become committed, creative, confident and collaborative teachers. The processes employed throughout all aspects of their training are designed to support their development as research-led, reflective practitioners. This insight into research will help them make sense of their experiences, especially when things don't go as planned, and can also be the root of self-efficacy as they develop beyond their training year/s and in turn enable them to solve their own problems and dilemmas!

BCU trainees follow a diverse range of ITE provision, in a range of phases, subjects and settings. The purpose of this Mentor Handbook is to outline some core considerations to support your development as an effective mentor and to provide a generic guide to the BCU way of training teachers. We hope you will find it a useful resource as you prepare to host a BCU trainee teacher.

This version has been modified to support mentors working with Early Years and Primary trainees.

Thank you in advance for your commitment and support in contributing to the development of new teachers across our region.



Anne Whitacre

BCU Primary Strategic Partnership Lead

High Quality of Mentor Support for the BCU School Partnership

According to Hobson et al (2009) *"[Teacher] Mentor preparation programmes are extremely variable in nature and quality, often focusing more on administrative aspects of the role than on developing mentors' ability to support and facilitate mentees' professional learning; often they are not compulsory, and are poorly attended..."*

Here at BCU – across all QTS programmes – we absolutely intend to ensure that our Mentor CPD is of a high quality and will successfully support the professional development of Professional/ lead and class / subject mentors within all of our regional partnership schools.

Throughout your engagement with BCU ITE programmes you will quickly recognise how highly we value mentors within the partnership and this is reflected in the structured support and training we offer as standard.

In addition to this handbook we provide the following training opportunities:

- Professional / lead mentor briefings as part of placement experiences
- Mandatory termly Mentor CPD Events
- Optional mentor drop in events
- Bespoke support during School Based Training through collaboration from BCU tutors
- The opportunity to enrol in a fully funded Level 7 Coaching and Mentoring module
- A Primary Strategic Partnership Forum, led by experienced professionals mentors and with mentor representatives from all phases who support and develop our programmes.

Engagement in Mentor CPD is a core element in our Partnership Recognition process and Principal Partner Schools are often involved in supporting our Mentor CPD offers.

The BCU Education Team are Delivery Partners for the DfE accredited Capita Early Career Teacher programme and lead further mentor development with expert colleagues partnered with Early Career Teachers in an even wider range of schools.

The Status of Mentoring: 2019 Policy Directives

In 2019 the DfE published two complementary core documents that will influence ITE over the next decade:

- The Early Career Framework – available here:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/773705/Early-Career_Framework.pdf
- The ITT Core Content Framework – available here:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843676/Initial_teacher_training_core_content_framework.pdf

Both documents were published in response to previous reviews and policy moves to support robust recruitment and retention for beginning teachers in English schools. Their recommendations are rooted in recent educational research; they align to the Teachers' Standards and identify the knowledge and practices that trainees and early career teachers need to secure to develop their competence, engagement and commitment to the profession of teaching.

At the heart of both documents it is identified that effective mentoring should be provided for all new teachers and that there should be access to high-quality continuing professional development for beginning teachers.

Mentors are identified as being core to the successful training and induction of beginning teachers – in addition to the ITT provider. They take a role in guiding and supporting trainees in addition to securing knowledge and practice for early career teachers.

The two policy documents assert therefore that the role of mentors is crucial in retaining and securing commitment to the profession from beginning teachers. CPD for mentors in schools has never been more important - both internally and externally. We hope to address this need through our BCU Partnership.

Remember therefore - Mentors Matter!

A certainty is that when in training or during induction our new teachers need mentors; more experienced colleagues who can provide insight, support, and guidance for those entering the profession.

Professor. Rachel Lofthouse (CollectivEd working papers, 2020)

Lofthouse (ibid) demonstrates the value of mentoring for beginning teachers in collected tweets from trainee teachers which confirmed this statement further:



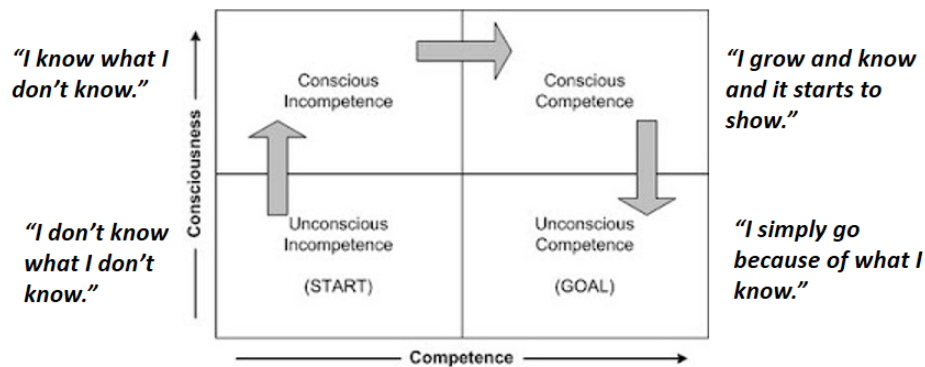
The Principles of Effective Mentoring in ITE

The principal aim of mentoring is to help the trainee teacher function as an effective and pro-active classroom teacher.

To initiate this process, we need to acknowledge that trainee teachers are learners. They enter their training programme as novices.

When trainees start their courses we reassure them that although we have high professional expectations, we understand that they are training and that even by the end of their training we do not expect them to be 'the finished article'. Learning to be a teacher takes time – this is why the DfE has introduced the Early Career Framework and 2 year ECT period! We use Burch's (1970s) Four Stages of Competence Model to explain a trainee's expected learning journey during their course:

Four States of Competence Model (Burch)



We clarify that they will start this training journey at 'Unconscious Incompetence' and that through our partnership with schools they will progress – our expectation is that they will progress to 'Conscious Competence' by the time they achieve Qualified Teacher Status (QTS).

It is clear that most mentors will be working at 'Unconscious Competence' - and the challenge for them is to articulate and scaffold their knowledge in a way that will help the trainee teacher to progress. Effective mentors therefore use their knowledge of how people learn as they establish their mentoring relationship. Generic principles for effective mentoring are to:

- Give your mentee the big picture as you guide them through each aspect of their professional development, model practice, provide scaffolds and develop clear structures to guide their practice.
- Furthermore, be prepared to vary approaches to your mentoring to fit the skill you want to address.
- Approach your mentoring relationship both ethically and professionally. Remember that your role is to nurture potential rather than simply judge the performance of a new teacher.
- Finally, provide plenty of time for reflection.

In sum, develop a collaborative and purposeful relationship with your trainee – a mentor who believes that s/he and the trainee have things to learn together is more likely to be able to help the trainee than a mentor who thinks their role is about monitoring, standing back and leaving the trainee to 'get on with it'.

A useful starting consideration at the start of a beginning teacher mentoring relationship is to identify three distinct stages in the move from novice to expert teacher and a skilled mentor guides their trainee through each stage:

1. Initial Orientation: Learning About the School

- How do you learn to plan and teach?
- How do you plan curriculum?
- How do you manage student behaviour?

2. Improved Professional Practice

- How do you learn to improve teaching practice?
- What do you do to make it work better?
- How do you reflect
 - For teaching?
 - In teaching?
 - On teaching?

3. Developing a Professional Learning Community

- What needs to be done to develop a collaborative community of teachers?



Figure 1: Alberta Teachers' Assoc., 2017

A Model for your Mentoring Practice

Sears (2018: 34) in *How to Be a Brilliant Mentor* (Wright T. ed) refers to Maslow's Hierarchy of Needs (see below) as a potential 'Framework for Mentors', which supports the development of a collaborative and purposeful mentoring relationship. Within this framework mentors take on an initial role as 'Inductor' at the start of a trainee's experience in school, moving to that of 'Partner' as they approach their QTS award. By adopting such a guiding framework, you will move towards a high-quality mentoring relationship, successful outcomes for your trainee, and ultimately successful outcomes in their classrooms.

Maslow's stage	Type of interaction	Activities
<i>Self-actualisation</i>	'Partner' mode – partners in professional development; critical friends making judgements and suggestions for development; sharing knowledge and understanding	Mutual observation, collaborative teaching, discussion, feedback, joint planning, joint INSET (in-service educational training), joint research and problem-solving
<i>Autonomy</i>	'Appraiser' mode – facilitating the identification of triumphs and tragedies; sharing knowledge and undertaking	Positive critical feedback, allowing experimentation by trainee; trainees to be fully responsible for planning
<i>Esteem</i>	'Counsellor' mode – giving psychological support, e.g. encouragement, warm appreciation, in relation to triumphs and tragedies	Regular and formalised support and meetings; observation with feedback by mentor
<i>Social needs</i>	'Buddy' mode – providing a friendly ear to listen to hopes and fears	
<i>Security</i> <i>Physiological</i>	'Inductor' and 'instructor' modes – sharing basic knowledge, e.g. procedures, locations, etc.	Informal support; meetings and observation by trainee

The table is an adaptation of Field and Philpott's (2001) appropriation of Maslow.

Figure 2: Sears, 2018

What this model identifies is that, in addition to conveying curriculum and pedagogical knowledge - 'Teacherly Knowledge' (Schulman, 1987) - successful mentors should identify additional functions in their role. They support their trainee teacher, encourage them, advise them, and befriend them by providing a safe professional space for open dialogue about their role and practice.

Tips for Developing an Effective ITE Mentoring Relationship

A few words about the Relevance of Emotional Intelligence

The best mentors are kind. They do not expect their trainee to be perfect. They tell them it is okay to get things wrong. They allow their trainee to ask them what they should do at the start of their School Experience and are prepared to say it more than once. A good mentor will encourage a trainee to have a go and try new things. They will create a safe space for them to ask questions - until they 'get it'. As trainees learn to be more in control in the classroom then the relationship can shift from mentoring and guiding to coaching whereby, they can find solutions themselves by talking things through with you. If they are unlucky and have a trainee, they do not get on with they remember to remain professional and keep on being kind. They are the expert teacher and there are things they can teach them.

Adapted from Boyne et al (2018) Thrive in Your First 3 Years of Teaching

There is an emotional dimension to any leadership situation. The key role for a mentor is to support a trainee teacher in a variety of different ways and be sensitive to their emotional needs throughout their mentoring relationship.

Goleman (1996) identifies five key elements of the Emotional Quotient (EQ):

1. Self-awareness
2. Self-regulation
3. Motivation
4. Empathy
5. Social skills

These are worth considering as you develop a mentor relationship.

Successful mentors and new teachers develop their skills of mentoring and teaching through an insight into their own emotional intelligence, in addition to an understanding of how learning is affected by emotions. From emotionally supportive mentoring relationships, trainees learn that they:

- need to persist in the face of difficulties
- need to get along with colleagues
- should accept themselves and form professional working relationships – this is easier when their experience of these relationships are warm and positive.

These relationships in turn enable them to grow in autonomy during their training and develop a sense of mastery over their circumstances.

The Mentoring Role

There are several ways in which mentors can assist trainees at different stages in the learning cycle. Part of the skill of mentoring is in knowing what the most appropriate role is to adopt at a specific moment with a trainee. Here are some examples:

GIVING INFORMATION

- ✓ There is a lot that can be covered simply by passing on information about the school and department such as policies, procedures, syllabuses, and resources.

INSTRUCTING

- ✓ If trainees are struggling with a certain aspect of their craft or performance skills, you may help them very directly by saying 'Try this....'.

MODELLING

- ✓ They can learn much from having their attention focused on how you (or other teachers) do something such as supervising pupils' entry into the room, encouraging pupils to give extended verbal responses, scanning the room, etc.

REFLECTING

- ✓ The mentoring process is built around feeding back to trainees, information about their classroom performance. Sometimes this can be a very powerful way of changing their actions e.g. by informing them that 75% of their questions were directed to boys, or that they said 'Er' seventy times. However, feedback is possibly a rather misleading term – the process should probably be called 'feedforward' since the emphasis is really about how to change future practice.

ANALYSING

- ✓ In mentoring sessions, you may need to help trainees get to the root of an issue or a problem. If for example a trainee is running into continuous problems with individual pupils finishing work well before others, creating the need for extension tasks, it may be necessary to look at the nature of the tasks, the instructions given, the quality of the work produced or even the style of teaching in the process of helping them find a solution.

ASSISTING PLANNING

- ✓ Sometimes a trainee may be able to pinpoint a weakness that they wish to address, but they cannot find the way forward to changing their teaching. You may be able to help by planning a lesson with them, getting them to explain their intentions systematically, and finding places where you can engineer a change.

CHALLENGING

- ✓ Once trainees have got their lessons running smoothly, they may get complacent and you may need to "get them off the plateau". This can be done effectively by: videoing them and asking them to identify strengths and areas for improvement; challenging them to teach in a different style (enquiry-based learning perhaps?); probing the quality of thinking behind their objectives and planning; getting them to set targets for individual, or groups of, pupils. This is more likely to be the case on the long teaching placement.

LISTENING AND TALKING AS A FRIEND

- ✓ Learning to teach is not just a technical matter. It is a personal and emotional process. Sometimes trainees' interests are best served by listening to their thoughts and feelings about teaching, education, schools, or their performance, and responding as a supportive friend.

Moving to a generic coaching model as trainees progress

‘Coaching is the facilitation of a reflective conversation to stimulate learning and growth’ and Mentoring is ‘expert facilitation of a learning process for novices that includes modelling and exemplification in order to develop expertise.’

Weston and Clay (2018) Unleashing Great Teaching

As the School Based Training module progresses, and as the trainee becomes more accomplished, the nature of the mentor / trainee relationship may change from mentoring to more of a coaching role. This role allows you to provide challenge, create independence and encourage the trainee to take risks in their practice. To move towards a coaching model:

- The mentoring process should become more directly focused upon the BCU ITE Curriculum Tracking Document. Whilst the early School Based Training tends to focus on beginning to develop an understanding of the trainees’ subject/s or phase and how it is learned, lesson planning and classroom craft skills; increasingly, as trainees progress, there is the need to demonstrate achievement of all of the BCU ITE Curriculum.
- There is an expectation that the trainee will take more responsibility in driving the process as they identify curriculum standards that they have not fully achieved, or areas of practice they have prioritised for improvement in order to demonstrate a good or high level of achievement. At this point mentor roles should start to evolve into a coaching role. In order to challenge the trainee to lead and take responsibility for their development and progress, the Mentor may need to find ways of challenging their thinking.
- Lesson observations may become more focused and structured, rather than general. The trainee should begin to take the lead in choosing the focus for observations and feedback.
- There is a growing emphasis on developing a range of teaching approaches which encourages moving the trainee out of their comfort zone.

As mentors move to a generic coaching role their aim is to establish a continuing forum for discussion, which encourages reflection and self-evaluation on the part of the trainee, leading to the development of the skills and curriculum standards expected of all newly qualified teachers.

However, the process is still essentially a formative one, concerned with helping the trainee to make progress through critically reflecting on the impact of their teaching experience.

Instructional Coaching

The Early Career Framework mentor training will introduce you to models of Instructional Coaching.

‘Instructional Coaches partner teachers to help them incorporate research-Based instructional practices into their teaching’ Knight J. (2017)

Within an Instructional Coaching session the mentor will ‘teach’ the beginning teacher specific teaching strategies by modelling evidence-informed practice and deconstruction of the practice before the beginning teacher implements this in their classroom.

Within instructional coaching models the evidence-informed models are often provided as part of the Instructional Coaching training process.

We envisage that, over time, mentors across the partnership will adopt elements of this training in their mentor interactions with trainee teachers.

Weekly Mentor Meeting Routines

Support and guidance for your trainee teacher will be ongoing and you may make a point of checking on your trainee teacher's progress briefly each day – especially at the start of their School Experience.

The mentoring process during each School Experience typically involves mentor and trainee in the regular weekly cycle of planning, observation and review of the trainee's teaching and progress. Your aim is to establish a continuing forum for discussion, which encourages reflection and self-evaluation on the part of the trainee, leading to the development of the skills, and standards expected of all newly qualified teachers.

Up to one-hour, timetabled Mentor meeting per week

Weekly mentor sessions should begin as soon as the trainee joins the placement school – even if they are initially observing rather than teaching. This could of course be with the class teacher who is also having informal chats and meetings. In these early stages, feedback from Class Mentors on the early impression made by the trainee can also be very useful in identifying appropriate targets which can be incorporated and reviewed in future mentor meetings based on the BCU ITE Formative Assessment Tracker. This includes regular, informal conversations which support weekly mentor training meetings.

BCU Progress Journal:

Trainees are responsible for recording minutes of meetings in their online BCU Progress Journals. Progress Journals are a significant and important “active” document and used in mentor meetings as well as BCU Progress / Review Meetings. A Progress Journal's purpose is to encourage trainees to reflect on all aspects of their progress aligned to the BCU ITE Curriculum and their Subject Priorities and to record weekly targets being set and reviewed by the trainee and their mentor.

Mentoring in this way has the advantage of encouraging trainees to reflect on their teaching and offer their own evaluation of lessons to formulate future development targets and strategies. It is very important that trainees develop the habit of analysing their teaching so that they understand the factors that influence it. At the same time it encourages a collaborative relationship between trainee and mentor by allowing mutual agreement on target setting. Mentors should regularly address subject specific curriculum and pedagogical knowledge as a part of their mentor meetings and have a standard element linked to phonics.

Trainees will also assume responsibility for collecting relevant evidence to support Progress / Reviews Meetings with their BCU tutors which identify ways in which they are meeting BCU ITE Curriculum.

All trainees are directed in how to use their Progress Journal at the start of the. You can also access a copy of this year's Progress Journal on the BCU Primary Education Partnership Website. All trainees are required to interact with their Progress Journal conscientiously and **we recommend that they be provided with an hour of protected time to do so during School Based Training.**

The Progress Journal will be stored in the trainee teachers' BCU One Drive, with shared for their mentor and BCU Tutor. In sum a Progress Journal contains:

- General information (e.g. curriculum info.; BCU ITE Curriculum, and: end of Placement reflections)
- Journal Tasks (these may look different for different courses)
- BCU ITE Formative Assessment Tracker and Progress / Review Meeting Agendas
- Weekly Reflections and Targets Pages

Mentors will support the trainee's ongoing development at the weekly meeting through reviewing reflections and jointly setting weekly targets. The BCU ITE Formative Tracker should be highlighted as appropriate to accurately reflect your ongoing discussions in weekly mentor meetings and align with ongoing targets. Trainees will progress is review twice during each school based training placement, once at the Review Meeting which is approximately the mid-point of the placement and again at the Progress Meeting which takes place at the end of the placement. The trainee, the mentor and the tutor attend the Review and the Progress meetings.

Lesson plans:

As mentioned earlier, trainees will have been taken through ways to plan lessons as part of their University led sessions. Expectations for planning are identified below.

Expectations for Planning:

- Using the school's planning format to plan/teach episodes.
- Procedures and identification of topics/subjects to be taught during the placement.
- Negotiating the timetable to be taught between teacher and trainee: e.g. team teaching, teaching of small groups, 1:1 interventions etc.
- Discuss school's arrangements for catch-up support and any input to be given by the trainee.
- Discuss the school's medium/weekly term planning for the areas the trainee will be teaching.
- Identify resources to support learning and teaching, including, where relevant, online materials to support remote learning and teaching.
- The trainee must complete lesson planning for the groups being taught in the first week.

As trainees develop their experience and confidence in planning (by Year 3) they are expected to complete a detailed lesson plan for formal observations and these should be made available to you before the lesson. The trainee is also instructed to evaluate these lessons and include them as evidence in their One Drive folders.

Lesson Observations including Phonics Observations:

Trainees will have one observation per week covering a range of teaching activities across the school curriculum (depending on their scheduled teaching timetable).

Joint observation – a joint observation will be completed once per placement by the University Tutor and the Class teacher/mentor. Please note: Joint observations count as one observation only. In consultation with the trainee, identify when formal lesson observations will take place.

The class teacher should undertake the first observation, within 7 working days of the block placement starting. The observation should be focused on the impact of the trainee's teaching on children's behaviour for learning, learning and progress.

Observations should ideally be on a weekly basis with sufficient time in between for trainees to address any targets they need to focus on.

For lesson observations, a lesson plan should be available for the observer. Trainees to follow the school's planning format. Where existing planning is available, the trainee needs to demonstrate how they are developing and adding their own ideas and approaches to the plan.

Formal observations should be recorded on the university's observation form electronically.

Observation forms can be found in the trainee's Progress Journal.

Verbal feedback from the observation should be shared within 24 hours of the observation taking place.

The written feedback should be discussed to identify strengths, areas for development and suggest strategies and relevant research the trainee may use to enhance their professional practice. Please be as detailed and clear as possible. Verbal feedback should be shared within 24 hours (written feedback within a maximum of 5 working days).

Targets should be negotiated with the trainee and clearly recorded and reviewed as appropriate. As much informal feedback as possible will also be beneficial to the trainee.

The trainee should email copies of the lesson observation feedback to the University Tutor and Professional Development Tutor (PDT).

When providing feedback, aim to encourage trainees to reflect upon and evaluate their teaching, and engage in the process of action planning/target setting with respect to the development of their teaching skills. Your account of the lesson, together with the trainee's response, is central to this process. A fundamental principle of the course is that the trainees learn from experience, and if they do not develop the ability to analyse and critically reflect on their teaching, they will not make best use of their classroom experiences.

Marking and assessment practices

Trainees need to understand the assessment for learning strategies and processes that are part of your school practice. Please discuss the Assessment, Marking and Feedback Policy with the trainee and highlight procedures relevant to the year group or phase in which they are working. Provide meaningful opportunities for the trainees to use and become fully conversant with assessment tracking software and to use this as part of their practice.

Trainees should have an opportunity to discuss statutory assessments related to the different key stages, such as the Phonics Screening Check, Key Stage 1 and 2 SATs.

A suggested way to scaffold learning around your school's assessment practices:

- Within the first couple of weeks of School Experience, ask the trainee to review samples of pupils' work with you. Verbally deconstruct ways in which pupils address the Learning Objective within a lesson through tasks, guide them to see how planning clear success criteria can guide the marking and assessment process.
- Then in subsequent mentor meetings you could firstly model ways to mark pupils' work, articulating your thought process as you mark, then ask the trainee to practice the process in the same way – marking and articulating their process.
- From this point trainees could start to share some marking of pupils' books with you and you could peer review each other's marking.
- Later in the placement you could look at summative assessments or statutory mark-schemes. You could guide the trainee in identifying features of certain grade boundaries and again start to practice ways to implement this process with them.
- As the trainee's confidence with marking increases you can start to guide their expectations of what a qualified teacher's marking load looks like – but do not assume that they can complete the same marking load as an experienced teacher during their training year. Remember also that in addition to School Experience trainees are also completing academic tasks for their university course.

Workload management

Teaching is hard. We know that many trainees will struggle to manage workload, so please routinely check on how they are managing their time. Good advice may include supporting them to develop routines for planning and marking that make the best use of time before and after school in addition to tasks they can complete during PPA time. Within such workload plans ensure that they have included time for self-care, including non-teaching routines such as playing sport or other social activities.

Observations of other practice

Ensure that trainees get to see as much **expert teaching** as they can during their School Based Training.

Initially observations will be of you teaching as a key model of practice.

However, think beyond your own classroom as much as possible and direct your trainee to use observations to address identified development targets. This will ensure that observations are specifically focussed – e.g. ways to teach a topic, led by a subject expert, or specific behaviour or assessment strategies led by experts across the school. Discussion of an observation could be a very productive conversation to guide further development and collate evidence of ways the trainee is meeting very specific targets.

Tips for Effective Feedback

The aim of feedback is to get the trainees to talk about, and evaluate, their teaching. Try and use lesson observation notes to focus discussion, but this is not always easy! Some of you may be more experienced than others in conducting this type of discussion because of mentor, coaching and appraisal training. The process should enable the trainee to identify the main strengths of the lesson and evidence of progress in professional development, also areas for further progress. A set of words which sum up this process might be:

“What?” – “So What?” – “Now What?”

It is important to avoid playing "Guess what I am thinking?" to be open-minded about alternative points of view, and sensitive to the trainee's inexperience. The trainee's own account of the lesson should give you valuable insights into the thinking behind the lesson and the thinking that informed their actions as it unfolded. It is important that you allow enough space to the trainee to bring this out in the session. Although you may see things that you think are weak, you need to get an insight into why things occurred. Without this insight it can be hard to initiate change. You want to avoid the trainee becoming too defensive. It is also worth noting that some characteristics are rooted in personality, which we cannot change easily.

Ways to initiate a debrief conversation

You may wish to open by giving them some confidence by saying that you liked the lesson (if you did). Be careful about saying good things if you think the trainee has such serious shortcomings that they may not make a satisfactory teacher. Possible openings:

- What do you feel were the successes of the lesson?
- You have written here that you wanted to use their knowledge of the topic - can you tell me how you planned to do that?
- You are very critical of the lesson start, what bothered you and why do think that it happened?
- What could you do differently next time?

Share your knowledge

One of the purposes of the session may be to make your knowledge of teaching available. They should not be trying to copy you slavishly - to become a clone! However, there may be aspects of your teaching skills that you can describe, explain, or offer to model for them - so that they can consciously incorporate those into their own teaching. This might include, for example, strategies for gaining whole class attention, extending activities for higher attaining pupils, managing resources in the classroom, etc.

Defensive trainees

You may find that the trainee seems to have been in an altogether different lesson, in which case your approach will have to be modified. The trainee may give the impression that s/he feels that everything was okay, or that any problems were down to the pupils, the School, the National Curriculum, the weather, etc!

It would be appropriate here to focus on an incident or event and probe. ***"I want to talk about the moment when you....."*** It may be necessary to make the trainee feel a little uncomfortable. It may be necessary to bring up a small piece of evidence ***"Were you aware that you only asked questions of the pupils in the front two tables?"*** or ***"Did you realise that the pupils had probably never come across that vocabulary before?"*** Thankfully, many trainees will not need these issues so heavily signposted.

Concluding a feedback conversation

It is hoped that a conclusion to lesson feedback can be framed in terms of evidence of progress in professional development terms and areas for further progress. It is important to set aside time at the end of your session to do this and signpost the trainee's progress and development needs. Areas for further progress will be translated into no more than three SMART targets.

It is anticipated that target setting will take place on a weekly basis and will draw on feedback from lesson observations.

Assessing the BCU Trainee

The BCU ITE Curriculum has six principles which underpin the content of all our ITE courses. These principles are used by mentors and BCU tutors in progress review meetings to formatively assess a trainee's strengths and areas for development. The six foci within this core curriculum are:

- A. The use of critical enquiry and research informed practice to develop an understanding of effective teaching and learning**
- B. Knowledge of ways in which classroom practice establishes effective behaviour management strategies through the use of high expectations and an awareness of pupil wellbeing**
- C. A secure knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn and how this impacts on pupils' progress and well-being**
- D. Methods to plan and assess learning to ensure that all pupils make progress**
- E. The implementation of effective adaptive teaching approaches to support all learners, including Special Educational Needs and Disability (SEND) and English as Additional Learners (EAL) learners**
- F. The development of professional behaviours and ways for trainees to contribute effectively to the wider life of the school.**

Tracking Document: BCU ITE Curriculum, ITT Core Content Framework & Teachers' Standards:

Trainees are no longer assessed against the Teachers' Standards during the training year. The Teachers' Standards are used summatively to assess trainees at the end of the course for their award of QTS. The Core Content Framework is not an assessment framework; rather, trainees' progress is measured against the providers curriculum. The information below explains how the BCU ITE Curriculum, ITT Core Content Framework and the Teachers' Standards are mapped against each other.

Teachers' Standards – used to summatively assess trainees at the end of the course for the award of QTS	BCU ITE Curriculum Themes and ITT Core Content Framework
<p>PREAMBLE: Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils. <i>It's important to see the Teachers' Standards through the lens of the impact they have on pupil progress.</i></p>	<p>The BCU ITE Curriculum Key Themes will signpost the complex and interconnected learning route through a coherent teacher education programme.</p> <p>The ITT Core Content Framework has been designed to support trainee development in 5 core areas – behaviour management, pedagogy, curriculum, assessment and professional behaviours. It is presented in 8 sections: High Expectations; Managing Behaviour; How Pupils Learn; Classroom Practice; Adaptive Teaching; Curriculum; Assessment; Professional Behaviours.</p>
<p>Standard 1: Set high expectations which inspire, motivate and challenge pupils</p> <ul style="list-style-type: none"> establish a safe and stimulating environment for pupils, rooted in mutual respect set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. 	<p>BCU ITE Curriculum Key Theme B Trainees' classroom practice establishes effective behaviour management through the use of high expectations and awareness of pupil wellbeing.</p> <p>ITT Core Content Framework High Expectations and Managing Behaviour</p>
<p>Standard 2: Promote good progress and outcomes by pupil be accountable for pupils' attainment, progress and outcomes</p> <ul style="list-style-type: none"> be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these guide pupils to reflect on the progress they have made and their emerging needs demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching encourage pupils to take a responsible and conscientious attitude to their own work and study. 	<p>BCU ITE Curriculum Key Theme C Trainees' knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impact on pupils' progress and well-being.</p> <p>ITT Core Content Framework How Pupils Learn Classroom Practice and Adaptive teaching</p>
<p>Standard 3: Demonstrate good subject and curriculum knowledge</p> <ul style="list-style-type: none"> have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. 	<p>BCU ITE Curriculum Key Theme C Trainees' knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impact on pupils' progress and well-being.</p> <p>BCU ITE Curriculum Key Theme E Trainees implement effective adaptive teaching approaches to support all learners, including SEND (Special Educational Needs and Disability) and EAL (English as an Additional Language learners)</p> <p>ITT Core Content Framework How Pupils Learn Curriculum</p>
<p>Standard 4: Plan and teach well-structured lessons</p> <ul style="list-style-type: none"> impart knowledge and develop understanding through effective use of lesson time promote a love of learning and children's intellectual curiosity 	<p>BCU ITE Curriculum Key Theme D Trainees plan and assess learning to ensure that all pupils make progress.</p> <p>ITT Core Content Framework Classroom Practice and Adaptive Teaching</p>

<ul style="list-style-type: none"> • set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired • reflect systematically on the effectiveness of lessons and approaches to teaching • contribute to the design and provision of an engaging curriculum within the relevant subject area(s). 	Assessment
<p>Standard 5: Adapt teaching to respond to the strengths and needs of all pupils</p> <ul style="list-style-type: none"> • know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively • have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these • demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development • have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. 	<p>BCU ITE Curriculum Key Theme E</p> <p>Trainees implement effective adaptive teaching approaches to support all learners, including SEND (Special Educational Needs and Disability) and EAL (English as an Additional Language learners)</p> <p>ITT Core Content Framework</p> <p>How Pupils Learn</p> <p>Classroom Practice and Adaptive Teaching</p>
<p>Standard 6: Make accurate and productive use of assessment</p> <ul style="list-style-type: none"> • know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements • make use of formative and summative assessment to secure pupils' progress • use relevant data to monitor progress, set targets, and plan subsequent lessons • give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. 	<p>BCU ITE Curriculum Key Theme D</p> <p>Trainees plan and assess learning to ensure that all pupils make progress</p> <p>ITT Core Content Framework</p> <p>Assessment</p> <p>Curriculum</p>
<p>Standard 7: Manage behaviour effectively to ensure a good and safe learning environment</p> <ul style="list-style-type: none"> • have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy • have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them • maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary 	<p>BCU ITE Curriculum Key Theme B</p> <p>Trainees' classroom practice establishes effective behaviour management through the use of high expectations and awareness of pupil wellbeing.</p> <p>ITT Core Content Framework</p> <p>High Expectations and Managing Behaviour</p>
<p>Standard 8: Fulfil wider professional responsibilities</p> <ul style="list-style-type: none"> • make a positive contribution to the wider life and ethos of the school • develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • deploy support staff effectively 	<p>BCU ITE Curriculum Key Theme A</p> <p>Trainees use critical enquiry and research informed practice to develop their understanding of effective teaching and learning.</p> <p>BCU ITE Curriculum Key Theme F</p> <p>Trainee develops professional behaviours and contributes effectively to the wider life of the school.</p>

<ul style="list-style-type: none"> • take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues • communicate effectively with parents with regard to pupils' achievements and well-being. 	ITT Core Content Framework Professional Behaviours
<p>PART TWO: PERSONAL AND PROFESSIONAL CONDUCT</p> <p>A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.</p> <ul style="list-style-type: none"> • Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: <ul style="list-style-type: none"> ○ treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position ○ having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions ○ showing tolerance of and respect for the rights of others ○ not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs ○ ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law. • Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. • Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. 	<p>BCU ITE Curriculum Key Theme A</p> <p>Trainees use critical enquiry and research informed practice to develop their understanding of effective teaching and learning</p> <p>BCU ITE Curriculum Key Theme F</p> <p>Trainee develops professional behaviours and contributes effectively to the wider life of the school.</p> <p>ITT Core Content Framework</p> <p>Professional Behaviours</p>

Assessing Trainees: important considerations

1. *A partnerships ITE curriculum sets out the aims of a teacher programme. It also sets out the structure for those aims to be implemented, including the knowledge, skills and behaviours to be gained at each stage.* ('Initial teacher education inspection framework and handbook', 2020, Paragraph 34)
2. Great teachers continuously improve over time, benefiting from the mentoring of expert colleagues and a structured introduction to the core body of knowledge, skills and behaviours that define great teaching (ITT Core Content Framework, 2019: 3)
3. When assessing the quality of secondary trainees' teaching over time, reference will be made to the **BCU ITE Core Curriculum**. The descriptors should be used to:
 - track progress against the BCU ITE Core Curriculum throughout the training year;
 - determine areas for additional development;
 - identify strengths which indicate excellent practice;
 - enable the identification of aspects of, for example, outstanding practice for 'Embedding' trainees and good practice for trainees with 'Establishing' in

order to show that they are exceeding the minimum in aspects of the BCU ITE Core Curriculum.

4. Trainees' teaching over time should be assessed in relation to:
 - the impact they have on the progress and learning over time of the pupils for which they are responsible;
 - the context and content of their teaching, over sequences of lessons.

When making judgements, the full range of evidence should be utilised, including planning, discussions with trainees and pupils, pupils' responses in lessons and in their work books, the quality and impact of trainees' marking and feedback, trainees' assessment and planning records and evidence of their own and their pupils' progress and learning over time

5. 'The [Teachers'] Standards need to be applied as appropriate to the role and context within which a trainee or teacher is practising. Providers of initial teacher training (ITT) should assess trainees [at the end of their training year] 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.' ('Teachers' Standards', Paragraph 6) The Teachers' Standards have been mapped to the BCU ITE Assessment tracker so trainees judged to have met all of the statements within the Establishing column will have been judged to be eligible for the award of QTS.

BCU ITE Formative Assessment Tracker

The BCU ITE Formative Assessment 'Tracker' provides descriptors in line with trainee behaviours consistent with the ITT Core Content Framework. The descriptors are designed to be used formatively, so that the trainee and mentor can agree on the progress made against the BCU ITE Core Curriculum each week.

At Review and Progress meetings the mentor and tutor will discuss with the trainee a 'critical incident', outlining '**intent**', '**implementation**' and '**impact**' of the experience, articulating learning and progress via a professional conversation.

Review Meetings are scheduled at approximately the mid-point of the school based training placement.

Review Meeting 1 - Trainees who are on track to be awarded QTS will be demonstrating their competence in most of the BCU Curriculum Key Themes at the Exploring level.

If the trainee is not able to demonstrate their competence in one or more of the BCU Curriculum Key Themes at Exploring level and/or is not fully engaged or responding to advice and feedback their progress is judged as requiring improvement. Please identify targets and strategies for improvement with the trainee and complete the RAPID IMPROVEMENT TARGETS form.

Review Meeting 2 – Trainees who are on track to be awarded QTS will be demonstrating their competence in all of the BCU Curriculum Key Themes at the Exploring Level with elements of Establishing.

If the trainee has not achieved any BCU Curriculum Key Themes in the Establishing Level and/or is not fully engaged or responding to advice and feedback their progress is judged as requiring improvement. Please identify targets and strategies for improvement with the trainee and complete the RAPID IMPROVEMENT TARGETS form.

Review Meeting 3 – Trainees who are on track to be awarded QTS will be demonstrating their competence in all of the BCU Curriculum Key Themes at the Establishing Level.

If trainees do not demonstrate competence in all standards at the Exploring Level and 75%/+ in the Establishing Level their progress is judged as requiring improvement. Please identify targets and strategies for improvement with the trainee and complete the RAPID IMPROVEMENT TARGETS form.

Progress Meetings are scheduled at the end of each school based training placement.

Progress Meeting 1 - Trainees who are on track to be awarded QTS will be demonstrating their competence in all of the BCU Curriculum Key Themes at the Exploring level with elements of Establishing.

If the trainee is not able to demonstrate their competence in all areas of the BCU Curriculum Key Themes at Exploring level and/or is not fully engaged or responding to advice and feedback their progress is judged as requiring improvement. Please identify targets and strategies for improvement with the trainee and complete the RAPID IMPROVEMENT TARGETS form.

Progress Meeting 2 – Trainees who are on track to be awarded QTS will be demonstrating their competence in all of the BCU Curriculum Key Themes at the Exploring Level and 50%/+ in the Establishing Level.

If trainees do not demonstrate competence in all standards at the Exploring Level and 50%/+ in the Establishing Level their progress is judged as requiring improvement. Please identify targets and strategies for improvement with the trainee and complete the RAPID IMPROVEMENT TARGETS form.

Progress Meeting 3 – Trainees who are on track to be awarded QTS will be demonstrating their competence in all of the BCU Curriculum Key Themes at the Establishing Level. Trainees in the Embedding levels can be deemed to have made very good progress in readiness for their ECT year.

Lesson Observation Records:

A core method mentors will use for providing trainee teachers with formative feedback is through lesson observations.

- We expect each trainee to be observed formally once a week during their School Based Training.
- Observations are not graded- they are formative and designed to support a professional conversation in weekly mentor meetings
- These observations should be stored in the trainee's shared One Drive so they can be accessed in preparation for Progress / Review Meetings
- Phonics observation. All trainees should have the opportunity to observe and teach phonics of guided reading (dependent on age and phase) in each placement. Trainees in KS2 should also have the opportunity to visit EYFS or KS1 (where possible) to observe phonics and if possible teach it to a small group. Trainees are taught how to understand the principles of teaching early reading with a focus on systematic synthetic phonics.

Assessment Points:

BCU University Tutors in collaboration with school mentors and trainees will conduct Progress / Review Meetings and use this data to inform their decision of whether the trainee has successfully met all areas of the ITT CCF Teachers' Standards at QTS level by the end of their training. The records of the Progress / Review meetings and the statements highlighted on the BCU ITE Formative Assessment Tracker inform BCU in their decision as to whether

the trainee has successfully met all areas of the ITT Core Content Framework Teachers' Standards at QTS level by the end of their training.

In preparation for Progress / Review Meetings you will need to review attainment with your trainee teacher using your knowledge of their progress evidence at that point in time.

- Prior to the mentor meeting at this point of the School Based Training placement, your trainee and the class teacher will have considered evidence towards progress against targets on the BCU ITE Curriculum Progress Tracker by underlining key statements.
- You will then review the evidence and follow the guidance in the Progress Journal on how to validate and annotate the BCU ITE Formative Assessment Tracker.
- In addition, at the end of each school based training experience you will be asked to complete an end-point assessment form which you sign and ask the trainee to upload into their One Drive folder and Moodle – it is also useful to email a signed copy of this to the BCU University Tutor ahead of the Progress / Review Meetings.

Please refer to the relevant School Based Training document applicable to your trainee's route, PGCE, BAQTS Year 1, Year 2 or Year 3 on the Primary Partnership section of the website.

Preparation Tasks to Support BCU Trainee Teachers

Information from BCU

BCU ensures that all trainees have undertaken specific Risk Assessments related to their course and School Based Training placements. If any information relevant to your trainee is identified, the trainee's BCU University tutor will notify the school mentor so that all adjustments and provisions to ensure the trainee teacher's needs are planned for and accommodated during their School Based Training.

We also undertake safeguarding checks and each trainee is issued with a letter from the university verifying that all necessary checks have been undertaken prior to the trainee being allocated a School Based Training placement.

Preliminary Visits Support:

As part of the School Based Training 1/2/3 Handbook, all the necessary requirements for preliminary visits and school induction procedures are outlined including:-

- Information about the school context and priorities for teaching and learning arrangements during the trainee's placement;
- Tour of the school
- Prior to the placement the trainee is required to complete Level One Safeguarding training, plus an online Safeguarding Quiz and the Home Office Prevent training. Provide the trainee with access to the school's Child Protection and Safeguarding information, including local safeguarding priorities that are currently impacting on the school.
- Explain all current COVID19 related risk assessment requirements in line with all staff in the school for all activities, plus all health and safety induction information and relevant policies;
- School expectations
- Observing colleagues in a range of subjects, including of course phonics.

On their first day of School Experience your trainee will share with you their safeguarding letter from BCU, their BCU ID badge.

Pre-Placement Tasks

Before the Block placement begins the class teacher/school mentor will:-

- Discuss trainee targets and relevant strategies for in-school support
- Agree appropriate teaching timetable
- Support planning as appropriate and sign-off planning/preparation
- Identify a schedule for weekly professional development meetings
- Observation dates and times across the placement
- Relevant school CPD opportunities during the placement.

At the start of the School Experience:

Time should be made over the first few days for the trainee teacher to:

- Observe you teaching, and other relevant members of your phase team
- Meet their class
- Review class data – specifically identifying progress data and adaptive teaching needs for their learners
- Review learners' books and establish prior learning to inform their future planning
- Meet with the SENDCo to review specific strategies and adaptations to support learners in their designated classes.

Preparing to teach:

Trainees will be very keen to start their practice. Generally after a couple of days assimilating to your setting they should be tasked with planning and delivering short learning episodes for their classes – such as a starter or a plenary. This will of course look different for our undergraduates in which case follow the guidance as shared in the school based training handbook. Obviously, depending on the stage of their training, they will need a variety of support. You could complete the following tasks:

- Ask the trainee to complete a lesson plan based on a lesson they have observed and discuss this in your mentor meeting. This will give you an insight into their understanding of pedagogies such as dual planning (i.e. planning what the learners do and what the teacher does within a lesson).
- Ask the trainee to plan and introduce a resource to use within a lesson.
- Jointly plan and deliver a lesson, modelling for the trainee an effective planning process in practice. Start the planning from the Scheme of Learning and demonstrate ways in which you adapt or develop content to meet the needs of the learners. *Planning will have been taught during BCU sessions, so it would be good to ask what they already know as a starting point, so you can see the process they have practiced and the template they are familiar with from their experience to date.*

Once you feel the trainee is ready to start teaching please reinforce that they should share with you their lesson plan at least 48 hours before it is delivered – this will then give you time to review their ideas and make suggestions to support their delivery and the impact on learners' progress.

The teacher should be present in all the trainee's lessons and available to support if needed.

Please ensure that at 1 lesson a week is formally observed with formal verbal and written feedback.

BCU Support Structures

Communication and meetings to support school based training – course teams, tutors, trainees, mentors, class teachers

Trainees, tutors, VLs school based training briefing

MS Teams meeting with all trainees to share placement overview, expectations, Assessment tracker and Progress Journal.

Mentor/class teacher SBT Briefing

MS Teams meeting organised by the course team to share placement overview, expectations, BCU ITE Curriculum, Assessment tracker and Progress Journal. This is recorded and shared on YouTube so all mentors can access it.

School Induction

The University Tutor arranges MS Teams meeting with school mentors/and class teachers to discuss BCU ITE Curriculum and new placement documents. Tutor completes school checklists to include:

- confirms Covid 19 in person visit procedures
- Ofsted Judgement and identify extra support where necessary

Trainee sign off

Tutor/trainee arranges a MS Teams meeting to discuss support processes in school and to confirm that the trainee has completed all tasks and activities and is ready to start the placement.

Tutor Email

Tutor emails mentor/class teacher to confirm trainee sign off and to colleagues of the support tutors can offer.

Weekly Bulletin Email to trainees, mentors/class teachers

Course team reminds trainees and school colleagues of the expectations for the coming week.

Review meeting 1/2/3

Mentor/class teacher/tutor have observed a lesson which is discussed and used to demonstrate trainee's strengths and areas for development. Trainee shares Critical Incident, trainee's progress is assessed using the Assessment Tracker, targets, support and expectations are identified.

This meeting could be in person or online and is attended by trainee, mentor/class teacher, tutor.

Progress meeting 1/2/3

Mentor/class teacher/tutor have observed a lesson which is discussed and used to demonstrate trainee's strengths and areas for development. Trainee shares Critical Incident, trainee's progress is assessed using the Assessment Tracker.

This meeting could be in person or online and is attended by trainee, mentor/class teacher, tutor.

Progress Meeting 1/2/3 Moderation

MS Teams meeting for mentors/class teachers, tutors and course team.

In person School visits

Tutor needs to do an in person meeting once every School Based Training placement to include a joint observation with mentor/class teacher timing of this will be agreed with the mentor/class teacher.

The Competent Trainee

All BCU trainees undergo a rigorous selection process and we are delighted to report that a significant number of our trainees exceed our expectations.

The role of a mentor who finds himself/herself with a trainee who quickly establishes their competence in the classroom needs a slightly different approach. In *How to be a Brilliant Mentor* (Wright, 2018) Lawson and Whitehouse identify the following strategies as tools to 'support trainees to achieve the highest levels of teaching by taking risks, not only to make teaching interesting, but also to 'grab the moment. And be confident to adapt teaching within a lesson to engage pupils fully, maximise progress and achievement.' (p.93).

- Create a safe culture in mentor meetings which allows the trainee to take risks
- Model risk taking in your own practice and reflect on its impact with the trainee
- Allow the trainee to lead critical reflection and target setting in mentor meetings more
- Encourage the trainee to explore areas of practice they are not confident with – e.g. use of new technology or stepping back and expecting pupils to become leaders in their own learning
- Allow the trainee to make mistakes and explore with them afterwards the skills and aptitudes they would need to make things better
- Challenge the trainee to justify decisions s/he makes within her planning and critically reflect on the impact of pedagogies that are shaping their practice
- Challenge the trainee to accelerate learner progress further – enabling them to explore different ways to stretch and challenge in their teaching
- Encourage the trainee to enquire into curriculum areas and observe different practitioners, bringing elements of what they have seen into their own practice

Further support on ways in which you can let your trainee fly can also be discussed with your trainee's BCU tutor of course.

Interventions to Support Struggling Trainee Teachers

In a small minority of cases, some trainees may make insufficient progress in relation to one or more of the CCF ITT Teachers' Standards. Insufficient progress is judged, against the progress descriptors for each of the ITE Curriculum Themes on the BCU ITE Formative Progress Tracker and could mean that the level of current attainment puts the final recommendation for QTS in doubt.

Where problems do arise, either in relation to any element of the BCU ITE Curriculum, it is vital that the school records them, so that it is clear e.g. when the trainee was absent or late, which lessons were not planned according to previous targets set by the mentor etc. It is also important that the trainee's BCU tutor be notified.

Generally our expectation is that all elements of BCU ITE Formative Assessment tracker would be met at *Exploring level with elements of Establishing level* by Progress Meeting 1 at the end of the first placement. By the final placement, Progress Meeting 2 all elements of the BCU ITE Formative Assessment tracker would be met at *Establishing level*.

Equally, in a small minority of cases, some trainees may make insufficient progress in relation to Part Two of the Standards. Incidents might include: [Link to the BCU Core themes F](#)

- Attendance/Punctuality - unexplained or unreasonable absence, persistent lateness.
- Preparation - habitual lack of proper planning, care or thoroughness.
- Commitment - unwillingness to attend meetings/ open evenings.
- Ability to Listen to Advice - failure to act upon reasonable advice and guidance.
- Professional Relationships with Staff/Pupils - this includes issues of professional conduct.
- Lack of Critical Self-Awareness - the trainee fails to recognise problems, does not take advice and blames pupils or school for difficulties.
- Failure to Abide by the University Professional Code of Conduct - this refers to a document signed by all trainees at the start of the year.

If the mentor feels that the trainee is struggling to work within the requirements of elements of practice they should contact the trainee's BCU tutor for advice and support.

Rapid Improvement Targets

The Rapid Improvement Targets Procedure will ensure that all trainees are supported and offered intervention where necessary to make satisfactory progress within the BCU ITE Formative Assessment Tracker.

Rapid Improvement Targets will be issued when:

- A trainee does not make the expected progress
- A trainee fails to demonstrate high standards of personal and professional conduct

Rapid Improvement Targets can be raised at any stage of the programme and:

- Can relate to a trainee's engagement with and attendance at the taught elements of the programme;
- Can relate to specific aspects of the trainee's teaching and be characterised by a lack of expected progress by the pupils;
- Can be identified against the BCU ITE Formative Assessment Tracker

Rapid Improvement Targets may also be raised if:

- A trainee's teaching, for any reason, is not developing as expected; for example, if a trainee 'plateaus' and there is no evidence of further progress or development in the quality of their teaching;
- A trainee has not received the necessary support from the placement school at which point the university will intervene and offer additional support.

Rapid Improvement Targets will outline the concerns, set targets, identify intervention strategies, training needs, support strategies and agree review points. **It is an intervention strategy and will result in an agreed increase in school and university support and monitoring to ensure the trainee has an opportunity to address the targets requiring immediate action.**

Rapid Improvement Target process

Stage 1

At the earliest opportunity after a concern has arisen, the class teacher/mentor and/or university tutor discusses the concerns with the trainee. In this discussion the Rapid Improvement Targets, supported by evidence from the trainee's practice, need to be shared with the trainee. The trainee will have the opportunity to share their perceptions of the concerns and a joint understanding is established.

A Rapid Improvement Target Form is completed to:

- Record and identify the issue(s) which give cause for concern in relation to the BCU ITE Formative Assessment Tracker ;
- Record and agree a maximum of three targets which are focused explicitly on areas for improvement;
- Record and agree intervention actions for the trainee;
- Record and agree intervention strategies to support the trainee for the class teacher/mentor/university tutor;
- Record and agree a date which will give enough time for trainees to demonstrate progress, to review outcomes.

The trainee and the class teacher/mentor/university tutor sign the form and a **copy is sent** to the named member of University staff on the form, University Tutor and trainee. (See Progress Journal.)

If the university tutor is not present the class teacher/mentor emails or calls the university tutor to inform them of the discussion. The university tutor will consult the course leadership team and may offer additional visits.

Stage 2

In a professional discussion between the trainee and the class teacher/mentor and/or the university tutor the Rapid Improvement Targets Form is used to:

- Review the targets using the full range of evidence;
- If sufficient progress has been made by the trainee, normal training routines resume;
- **A copy** of the completed Rapid Improvement Targets Form **is sent to:**

The named member of University staff on the form, University Tutor and trainee. (See Progress Journal.)

If insufficient progress has been made a Rapid Improvement Target Form is used to agree:

- The areas of concern and set revised targets;
- Intervention actions for the trainee, class teacher/mentor and/or university tutor are agreed as part of the Rapid Improvement Targets;
- Using professional judgement, a timescale of **up to** 10 working days is set for the trainee to focus on the Rapid Improvement Targets;
- All observations and meetings should focus on the identified targets.

The trainee and the mentor/university tutor sign the form and a **copy is sent to:**

The named member of University staff on the form, University Tutor and trainee. (See Progress Journal.)

If the university tutor is not present the class teacher/mentor emails or calls the university tutor to inform them of the discussion. The university tutor will consult the course leadership team and may offer additional visits.

Stage 3

A formal review of targets, using the full range of evidence, by the trainee, class teacher/mentor and/or university tutor. There are three possible outcomes from the formal review:

- i) If sufficient progress has been made, the Rapid Improvement Targets ends and the normal training routines resume;
- ii) If limited progress has been made, the mentor/university tutor and trainee review the issues, revise the targets and the rapid improvement targets are extended and **Stage 3** can be repeated. If the university tutor is not present the class teacher/mentor emails or calls the university tutor to inform them of the discussion. The university tutor will consult the course leadership team and may offer additional visits.
- iii) If insufficient progress has been made proceed to Stage 4.

Stage 4

The mentor/senior school leader/ university tutor contacts the course team to discuss the trainee's progress. There are two possible outcomes:

- i) It is agreed that a further Rapid Improvement Target Form would be appropriate, and targets and intervention support are agreed and Stage 3 repeated;
- ii) It is agreed that the trainee has failed to meet the expectations for the placement identified in the BCU ITE Formative Assessment Tracker at the appropriate level so has failed the placement. Proceed to **Stage 5**.

Stage 5

The mentor/senior school leader meets with the trainee so that the trainee understands the evidence that was used to judge their performance against the BCU ITE Formative Assessment Tracker.

The trainee meets with a member of the course leadership team to discuss the evidence and to agree targets for improvement and the record for a failed placement is completed.

The placement records are reviewed by the course team and the decision is referred to the Placement Review Panel for review.

The Placement Review Form is sent to the trainee, class teacher, mentor, university tutor to complete.

The Placement Review Panel reviews the evidence.

The Placement Review Panel decisions:

- Trainee has passed the placement as there was sufficient evidence to demonstrate that they had met the requirements of the BCU ITE Assessment Tracker for this placement.
- Trainee will be offered an opportunity to undertake this placement as a first attempt.
- Trainee will be offered an opportunity to undertake this placement as a first attempt with a RIT in place to address identified targets.
- Trainee has failed the placement and will be offered a second and final attempt with a RIT in place to address identified targets.
- A referral has been made to Student Governance under the Fitness to Practice/Fitness to Study/Fitness to Train procedures.

An email is sent to the course team, the school, the trainee, the Professional Development Tutor and the university tutor to confirm the decision.

A de-brief meeting takes place between the university tutor and the relevant school personnel, leading to a report of arising issues and actions when necessary.

Resitting a placement, as a consequence of a failed first attempt, will incur a cost to the trainee of £1125. The trainee may be eligible for funding, but this should be discussed with Student Finance England direct to confirm details and determine whether there is eligibility.

There may be exceptional circumstances where this fee can be waived; however the course team will confirm this in writing to the trainee where such a circumstance will apply.

Developing Your Mentoring Skills: the BCU Mentor Tracker

School mentors are therefore central to a BCU trainee teacher's successful development.

To support schools and their mentors, BCU runs Mentor Training a timetable for which is available from January 2022.

There is also an expectation that mentors will be aware of the National Standards for School Based ITT Mentors, published by the DfE in 2016, which are summarised below:

I **Mentor Standard 1 - Personal qualities**

Establish trusting relationships, modelling high standards of practice, and empathising with the challenges that trainees face.

II **Mentor Standard 2 – Teaching**

Support trainees to develop their teaching practice in order to set high expectations and to meet the needs of all pupils.

III **Mentor Standard 3 – Professionalism**

Induct the trainee into professional norms and values, helping them to understand the importance of the role and responsibilities of teachers in society.

IV **Mentor Standard 4 – Self-development and working in partnership**

Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITT partnerships.

To support your professional development as a mentor, we have introduced a **BCU Mentor Tracker**, designed to support both the BCU ITE Partnership in addition to lead mentors and senior teachers in schools and colleges. This tracker is a tool to support the professional development of mentoring in all school / college contexts.

Within the BCU Mentor Tracker document mentors should self-assess their skills at the onset of their mentoring practice, using the Establishing, Embedding and Enhancing Levels within this document. BCU tutors will then review each mentor's identified strengths and areas for development during their Quality Assurance visits to placement schools. This will enable to BCU tutor and school mentor to develop a meaningful and empowering partnership, sharing knowledge and skills to ensure that the new teachers interacting with the mentor achieve the best possible guidance and outcomes during their training.

We also suggest that the BCU Mentor Tracker could be used as part of the school's internal preparations for staff embarking on a mentoring role – outcomes should establish areas of strength and development among mentors across the school and inform the school of CPD priorities in light of DfE assertions around the importance of mentoring in response to an identified recruitment and retention strategic priority in schools and colleges across the region.

Through this resource, BCU tutors and lead mentors in schools / colleges will then have an opportunity to feedback suggestions for further training to their phase specific BCU Academic Lead for Partnerships (contact details available in section 6 of this document) at the start of each academic year. We can then shape future mentor training events to support identified areas of need across the partnership.

Standard 1: Establish trusting relationships, modelling high standards of practice, and understand how to support a trainee through initial teacher training			
Standard Prompts	Establishing Practice in ITE Mentoring	Embedding Practice in ITE Mentoring	Enhancing Practice in ITE Mentoring
<i>Be approachable, make time for the trainee, and prioritise meetings and discussions with them</i>	<ul style="list-style-type: none"> Reliably commit to review the trainee's progress for an hour a week Comment on progress in trainee's progress journal weekly 	<ul style="list-style-type: none"> Guide the trainee to identify their strengths and areas for development in weekly meetings Provide a brief overview of progress in the trainee's Progress Journal 	<ul style="list-style-type: none"> Encourage the trainee to lead weekly mentor meetings Check on the trainee's well-being and progress briefly throughout the week – signposting additional support if required Validate the trainee's critical reflection in their Progress Journal weekly
<i>Use a range of effective interpersonal skills to respond to the needs of the trainee</i>	<ul style="list-style-type: none"> Guide the trainee to identify no more than 3 priorities for the week ahead Direct the trainee to relevant resources / support within the setting's context Discuss the trainee's concerns around student or parent interaction 	<ul style="list-style-type: none"> Guide the trainee to identify appropriate targets for development during the week ahead Model, alongside the trainee, conversations and meetings with staff who can signpost relevant resources or support, students or parents 	<ul style="list-style-type: none"> Ask open questions in order to coach the trainee to set their own developmental targets for the week ahead Guide the trainee to hold conversations and meetings with staff across the school, students, or parents
<i>Offer support with integrity, honesty and respect</i>	<ul style="list-style-type: none"> Listen to professional concerns raised by the trainee Offer support to resolve any relevant issues related to resources, students, or curriculum structures 	<ul style="list-style-type: none"> Guide the trainee to identify weekly priorities Critically reflect on strategies used in interactions with staff, students, and parents during the week 	<ul style="list-style-type: none"> Ask open questions in order to coach the trainee in workload management strategies Facilitate the trainee's regular critical reflection of their impact in interactions within the setting
<i>Use appropriate challenge to encourage the trainee to reflect on their practice</i>	<ul style="list-style-type: none"> Discuss elements of the Teachers' / ETF Standards, related to the trainee's practice, in mentor meetings. Signpost areas of strength and concern in the trainee's professional development throughout the placement 	<ul style="list-style-type: none"> Guide the trainee to reflect on areas of strength aligned to the Teacher's / EFT Standards within their practice throughout the placement Guide the trainee to identify some strategies to improve on areas for development within their practice 	<ul style="list-style-type: none"> Provide regular opportunities for the trainee to reflect critically on their professional development aligned to the Teachers' / EFT Standards. Facilitate the trainee to lead in identifying strategies to impact on their practice.
<i>Support the improvement of a trainee's teaching by modelling exemplary practice in planning, teaching and assessment</i>	<ul style="list-style-type: none"> Provide the trainee with access to the Dept.'s mid-term plans and resources Ensure the trainee has access to the setting's marking policy Discuss the accredited assessment criteria in relation to KS4 planning in mentor meetings 	<ul style="list-style-type: none"> Model ways to apply the Department's mid-term plans and marking policy in observed lessons and mentor meetings 	<ul style="list-style-type: none"> Ask open questions in order to coach the trainee in ways to apply the Department's planning and marking policy to their teaching

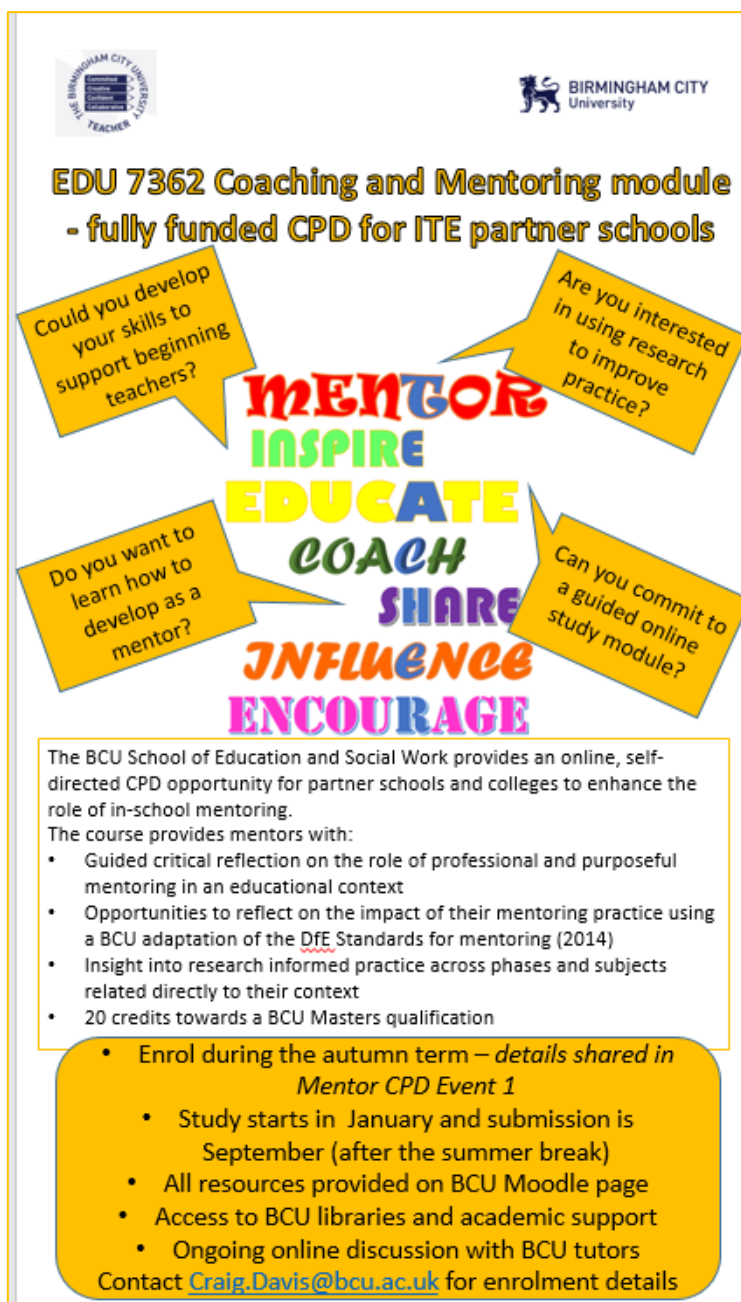
Standard 2: Support trainees to develop their teaching practice in order to set high expectations of all pupils and to meet their needs			
Standard Prompts	Establishing Practice in ITE Mentoring	Embedding Practice in ITE Mentoring	Enhancing Practice in ITE Mentoring
<i>Support the trainee in forming good relationships with pupils, and in developing effective behaviour and classroom management strategies</i>	<ul style="list-style-type: none"> Review the setting's Behaviour Policy in the first meeting with the trainee and review its impact, based on observations, in the weekly mentor meeting – setting targets where required Model effective whole setting strategies to implement effective BfL routines – e.g. seating plans, greet students at the threshold etc. Model strategies to use praise and sanctions consistently within the classroom 	<ul style="list-style-type: none"> Regularly guide the trainee to apply aspects of the setting's Behaviour Policy within their practice Regularly review ways in which the trainees is effectively planning for effective BfL and set further developmental targets as appropriate Reflect with the trainee on the impact of the ways in which they apply praise and sanctions within their practice 	<ul style="list-style-type: none"> Ask open questions in order to coach the trainee in developing effective strategies to create a positive and purposeful learning environment In mentor meetings critically reflect on the impact of a range of BfL strategies, applied by the trainee within their practice
<i>Support the trainee in developing effective approaches to planning, teaching and assessment</i>	<ul style="list-style-type: none"> Co-plan teaching backwards strategies within the BCU planning template Model with the trainee ways to set effective learning objectives and tasks, which align within a learning sequence. Model with the trainee ways to plan effective AfL strategies within a learning sequence. 	<ul style="list-style-type: none"> Regularly co-plan teaching backwards strategies with the trainee – moving from individual lessons to weekly plans Guide the trainee to set effective learning objectives and tasks, which align to these within a learning sequence. Guide the trainee to plan effective AfL strategies within a learning sequence. 	<ul style="list-style-type: none"> Move towards coaching the trainee to plan effectively and efficiently during the placement In mentor meetings critically reflect on the impact lesson planning has on student's learning outcomes. Coach the trainee in researching and applying a range of AfL strategies.
<i>Support the trainee with marking and assessment of pupil work through moderation or double marking</i>	<ul style="list-style-type: none"> Complete some co-assessment with the trainee in directed time Facilitate an accredited moderation task at least once during the trainee's placement Set some targets aligned to assessment throughout the trainee's placement 	<ul style="list-style-type: none"> Regularly co-assess with the trainee in directed time Involve the trainee in regular reflections on ways to assess using accredited assessment objectives and mark criteria during their placement Set regular bespoke targets to develop the trainee's assessment practices during the placement 	<ul style="list-style-type: none"> Move towards coaching the trainee to assess effectively during the placement Facilitate the trainee leading some accredited moderation with you and / or colleagues Guide the trainee in collating evidence of effective assessment strategies within their practice Coach the trainees to set targets to further develop their assessment practices
<i>Give constructive, clear and timely feedback on lesson observations</i>	<ul style="list-style-type: none"> Schedule verbal feedback within 24 hours of a scheduled observation and provide written feedback at least 24 hours before the next scheduled mentor meeting Feedback will identify at least 3 areas of strength, traction against previous targets and no more than 3 areas for further development. 	<ul style="list-style-type: none"> With the trainee, reflect on the impact of their practice on the same day as the observation Identify up to 2 high leverage targets with the trainee in the feedback discussion Provide written feedback, aligned to the Teachers' / EFT Standards 	<ul style="list-style-type: none"> Ask open questions to encourage a coaching conversation following the observation – within this conversation the trainee will identify strengths and, where they have built on previous targets and areas for further development Co-construct written feedback with the trainee, aligned to the Teachers' / EFT Standards

<i>Broker opportunities to observe best practice</i>	<ul style="list-style-type: none"> Direct the trainee to weekly observations of excellent practice within the setting 	<ul style="list-style-type: none"> Observe excellent practice with the trainee and critically reflect on its impact and how this could link to the trainee's practice 	<ul style="list-style-type: none"> Ask open questions in order to coach the trainee to identify foci within observations of peers and then critically reflect on ways to implement these in their practice
<i>Support the trainee in accessing expert subject and pedagogical knowledge</i>	<ul style="list-style-type: none"> Share and discuss the setting's Teaching and Learning Policy with the trainee in the first mentor meeting Refer to and review relevant aspects of the Teaching and Learning Policy during the trainee's placement Identify ways in which this policy should link to the trainee's current practice 	<ul style="list-style-type: none"> Discuss ways in which university sessions complement or contrast to the school's Teaching and Learning Policy in at least 3 mentor meetings Consider ways in which wider pedagogy could align to their current practice 	<ul style="list-style-type: none"> Guide the trainee to identify gaps in their own pedagogical knowledge Collaboratively develop the trainee's pedagogical knowledge through discussion of key papers within the subject specialism Guide the trainee to consider ways in which this pedagogy could align to their current practice
<i>Resolve in-school issues on the trainee's behalf where they lack the confidence or experience to do so themselves</i>	<ul style="list-style-type: none"> Address any concerns identified on the trainee's behalf and provide clear feedback on next steps within this context to the trainee 	<ul style="list-style-type: none"> Lead and model ways to address concerns identified with the trainee and secure clear feedback on next steps within this context for the trainee 	<ul style="list-style-type: none"> Rehearse conversations to address concerns with the trainee Be present and encourage the trainee to lead conversations to address concerns Step in to support when the trainee asks
<i>Enable and encourage the trainee to evaluate and improve their teaching</i>	<ul style="list-style-type: none"> Review evaluated lesson plans before weekly mentor meetings Identify clear targets based on evaluated plans 	<ul style="list-style-type: none"> Discuss evaluated lesson plans in weekly meetings Identify with the trainee clear targets based on evaluated plans 	<ul style="list-style-type: none"> Critically discuss evaluated lesson plans in weekly meetings Guide the trainee to set development targets based on this conversation
<i>Enable the trainee to access, utilise and interpret robust educational research to inform their teaching</i>	<ul style="list-style-type: none"> Know what research the trainee is accessing at university Discuss findings from university-led research in some mentor meetings – signposting ways in which this could link to the trainee's current practice 	<ul style="list-style-type: none"> Guide the trainee to share key messages from their university taught sessions or research they are undertaking for their assignments Discuss ways in which this research could be used within the trainee's current practice 	<ul style="list-style-type: none"> Collaboratively review key research aligned to the trainee's assignments Discuss with the trainee ways in which this research could support their planning Critically reflect on the impact of research within the trainee's practice

Standard 3: Set high expectations and induct the trainee to understand their role and responsibilities as a teacher			
Standard Prompts	Establishing Practice in ITE Mentoring	Embedding Practice in ITE Mentoring	Enhancing Practice in ITE Mentoring
<i>Encourage the trainee to participate in the life of the school and understand its role within the wider community</i>	<ul style="list-style-type: none"> Assign the trainee as an observer to a tutor group Signpost extra-curricular opportunities to the trainee and encourage them to undertake at least one such opportunity during their placement Provide an opportunity for a trainee to attend a parent's evening / meeting alongside an experienced member of staff 	<ul style="list-style-type: none"> Involve the trainee in leading some aspects of form tutor duties Involve the trainee in any extra-curricular activities you lead, modelling aspects of Health and Safety this might involve Guide and involve the trainee in discourse with parents 	<ul style="list-style-type: none"> Critically reflect on their future role as a form tutor within some mentor meetings Discuss the impact extra-curricular activities can have on outcomes for both teachers and students Critically reflect on the impact of discourse with parents
<i>Support the trainee in developing the highest standards of professional and personal conduct</i>	<ul style="list-style-type: none"> Clarify professional expectations, duties and other additional responsibilities to the trainee Introduce the trainee to the SENDCo and discuss his/ her role and support for classroom practice Monitor perceptions of the trainee's professional conduct within the setting and address any concerns within a timely fashion - notifying the university of any actions taken 	<ul style="list-style-type: none"> Discuss with the trainee his/ her professional conduct within the setting regularly – identifying strengths and setting targets where needed Guide the trainee to liaise with the SEND team to plan for Wave 1 interventions within his / her practice Raise professional concerns in a timely fashion with the university and develop a shared intervention 	<ul style="list-style-type: none"> Critically reflect on the impact of the trainee's professional conduct within the setting Critically reflect on the impact of Wave 1 interventions within the trainee's practice Raise professional concerns in a timely fashion with the university and develop a school-led intervention
<i>Support the trainee in promoting equality and diversity</i>	<ul style="list-style-type: none"> Signpost the setting's Equality Policy with the trainee during induction Discuss aspects of inclusion within day to day practice – aligned to the Teachers' / EFT Standards 	<ul style="list-style-type: none"> Discuss with the trainee opportunities within lessons to promote equality and diversity Develop specific inclusion targets for the trainee within their day to day practice 	<ul style="list-style-type: none"> Critically reflect with the trainee on lessons to promote equality and diversity Critically reflect with the trainee the impact inclusion strategies have on learning outcomes
<i>Ensure the trainee understands and complies with relevant legislation, including that related to the safeguarding of children</i>	<ul style="list-style-type: none"> Check that the trainee has a university safeguarding letter when s/he arrives on the placement Ensure the trainee undertakes the setting's safeguarding training Signpost the DSLs within the setting to the trainee 	<ul style="list-style-type: none"> Discuss with the trainee the role of effective safeguarding practices within the setting Review and clarify the trainee's understanding of safeguarding within your setting 	<ul style="list-style-type: none"> Critically reflect on a safeguarding case study with the trainee
<i>Support the trainee to develop skills to manage time effectively</i>	<ul style="list-style-type: none"> Identify how the trainee should use their non-contact time effectively to meet the requirements of the placement 	<ul style="list-style-type: none"> Guide and monitor the impact of how the trainee can use their non-contact time effectively to meet the requirements of the placement 	<ul style="list-style-type: none"> Use open questions to coach the trainee in developing a strategy to manage their time effectively during the placement

Standard 4: Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITT partnerships.			
Standard Prompts	Establishing Practice in ITE Mentoring	Embedding Practice in ITE Mentoring	Enhancing Practice in ITE Mentoring
<i>Ensure consistency by working with other mentors and partners to moderate judgements</i>	<ul style="list-style-type: none"> Conduct a joint observation with an academic lead from the university – agree the trainee’s strengths and development targets collaboratively Review your mentoring practice with peers within your setting – agree a trainee’s strengths and development targets collaboratively 	<ul style="list-style-type: none"> Conduct a joint observation with an academic lead from the university –lead discourse on the trainee’s strengths and development targets collaboratively Review your mentoring practice with peers within your setting –lead on a trainee’s strengths and development targets 	<ul style="list-style-type: none"> Conduct a joint observation with an academic lead from the university –lead discourse on the trainee’s strengths and development targets collaboratively Critically reflect on the impact of mentoring across your setting – lead a development plan to enhance impact Support and guide new mentors within your setting
<i>Continue to develop their own mentoring practice and subject and pedagogical expertise by accessing appropriate professional development and engaging with robust research</i>	<ul style="list-style-type: none"> Attend at least 2 university mentor training / CPD events Track performance aligned to the ITE Mentor Standard tracking document 	<ul style="list-style-type: none"> Work with university leads to develop input on mentor training / CPD Identify areas for development within the ITE Mentor Standard tracking document Plan to develop further research into mentoring 	<ul style="list-style-type: none"> Lead mentor training / CPD university sessions Complete outstanding areas for development within the ITE Mentor Standard tracking document Pursue further Level 7 study incorporating this field of practice.

Enrolling in the BCU Level 7 Coaching and Mentoring Module



EDU 7362 Coaching and Mentoring module
- fully funded CPD for ITE partner schools

Could you develop your skills to support beginning teachers?

Are you interested in using research to improve practice?

Do you want to learn how to develop as a mentor?

Can you commit to a guided online study module?

**MENTOR
INSPIRE
EDUCATE
COACH
SHARE
INFLUENCE
ENCOURAGE**

The BCU School of Education and Social Work provides an online, self-directed CPD opportunity for partner schools and colleges to enhance the role of in-school mentoring.

The course provides mentors with:

- Guided critical reflection on the role of professional and purposeful mentoring in an educational context
- Opportunities to reflect on the impact of their mentoring practice using a BCU adaptation of the DfE Standards for mentoring (2014)
- Insight into research informed practice across phases and subjects related directly to their context
- 20 credits towards a BCU Masters qualification

- Enrol during the autumn term – *details shared in Mentor CPD Event 1*
 - Study starts in January and submission is September (after the summer break)
 - All resources provided on BCU Moodle page
 - Access to BCU libraries and academic support
 - Ongoing online discussion with BCU tutors

Contact Craig.Davis@bcu.ac.uk for enrolment details

To support your professional development as a mentor further BCU are offering any mentor in a partner school access to a fully funded Master's Module in Coaching and Mentoring; Course code EDU7362. **Enrolment will take place in the autumn term and the module will start in January 2022 - with a submission date in September 2022.**

The module will be accessed online and you will have the opportunity to work through three directed tasks to complete a research-informed critical reflection on the role of mentors within ITE and your specific context.

The module contains online presentations, tools and resources to support your study. You will also use the BCU Mentor Tracker as a core element of your critical reflection. You will have two full terms to work through the module at your own pace and there will be opportunities to contribute to online discussions and checkpoints with a BCU tutor.

At the end of the Module you will submit a 3000 word essay online. If successful your credits will be awarded as an exit certificate and you will have 20 Masters Credits which could be a stand-alone accomplishment – or could be used to continue your study within the BCU Master's programme.

There is one enrolment point each academic year. Watch out for further information for the next enrolment through the ITE Partnership Newsletters.

- Begin study in January 2022 and submit your assignment by 6 September 2022

Enrolment (and study) is completely online. To register your interest email your name and the **course code EDU7362** to: craig.davis@bcu.ac.uk

Further resources to support your professional development

If you do not feel ready to enrol on the Level 7 CPD module yet, there are two documents that we recommend to those who wish to further their skills and understanding of the ways of a Mentor and Coach:

- A Guide To Effective Mentoring (2008) <http://bit.ly/EffectiveMentoring>
- Coaching For Teaching & Learning – A Practical Guide For Schools: <http://bit.ly/Coaching4TandL>
- Continued Professional Development – Mentoring in the Primary and Early Years Phase 2022

Activity	Theme	Date	Time and Teams Link
CPD 1	Mentor self-assessment and support with Critical incident discussions	20.01.2022	15.30 – 16.30 Click here to join the meeting
CPD 2	Mentoring strategies to support trainee progress	10.02.2022	15.30 – 17.00 Click here to join the meeting
CPD 3	Developing Feedback	07.04.2022	15.30 – 16.30 Click here to join the meeting
CPD 4	Modelling best practice	19.05.2022	15.30 – 16.30 Click here to join the meeting
CPD 5	Assessment and Progress	09.06.2022	15.30 – 17.00 Click here to join the meeting
CPD 6	Coaching and Mentoring Module	05.07.2022	15.30 – 16.30 Click here to join the meeting

Appendices

BCU staff contacts

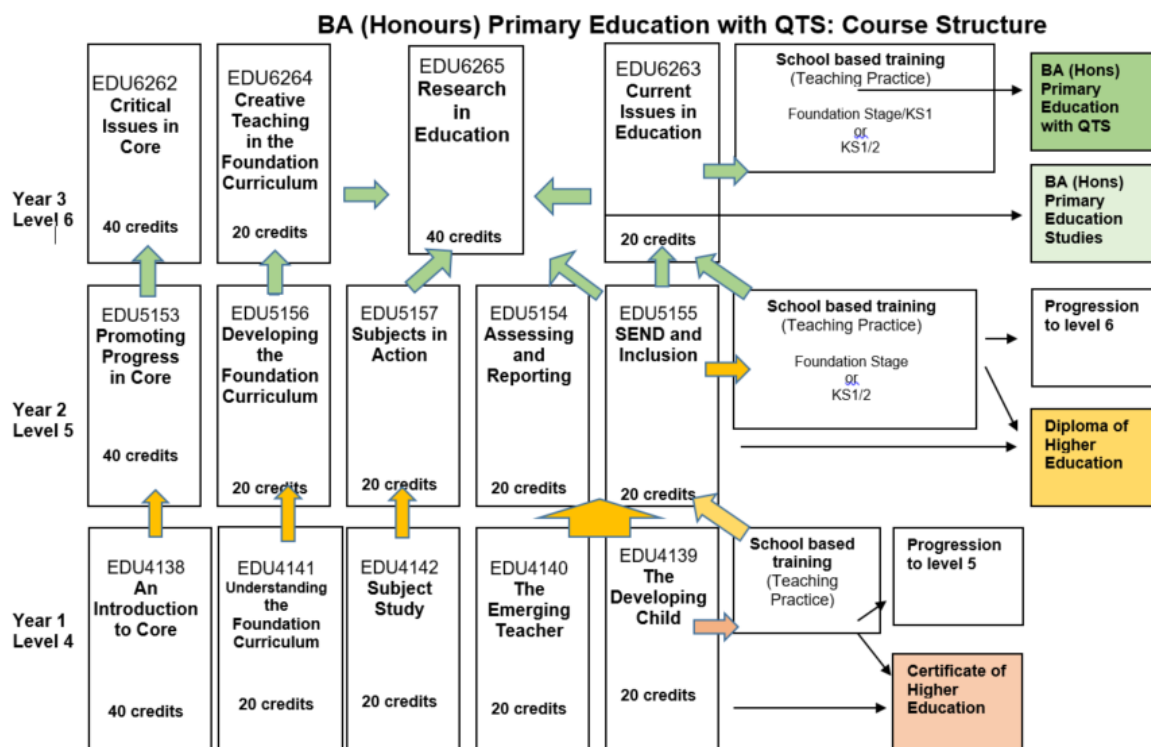
Name	Role	Email
School of Education and Social Work Hierarchy		
Kevin Mattinson	Associate Dean and Head of School of Education and Social Work	kevin.mattinson@bcu.ac.uk
Helen Yorke	Head of Initial Teacher Education	helen.yorke1@bcu.ac.uk
Paul Purser	Interim Head of Department Primary and Early Years Specialism: Science	paul.purser@bcu.ac.uk
Kate Glanville	Interim Head of Department Primary and Early Years Specialism: Geography	kate.glanville@bcu.ac.uk
Anne Whitacre	Primary Partnership Lead Specialism: Maths	anne.whitacre@bcu.ac.uk
Rachel Jones	Early Career Framework Lead Specialism: Science and Physical Education	rachel.jones@bcu.a.uk
Craig Davis	Education Partnerships Lead	craig.davis@bcu.ac.uk
BA (Hons) QTS team		
Emma Bloor	Course Lead Specialism: Foreign Languages and English	emma.bloor@bcu.ac.uk
David Grist	Deputy Course Lead Specialism: Music	david.grist@bcu.ac.uk
Kath Minett-Waller	Year 1 Tutor Specialism: Science and DT	kath.minett-waller@bcu.ac.uk
Mark Stares	Year 1 Tutor Specialism: English	mark.stares@bcu.ac.uk
Angela Whitehouse	Year 2 Tutor Specialism: Physical Education	angela.whitehouse@bcu.ac.uk
Imran Mogra	Year 2 Tutor Specialism: Religious Education and Professional Studies	imran.mogra@bcu.ac.uk
Gary Pykitt	Year 3 Tutor Specialism: History and Professional Studies	gary.pykitt@bcu.ac.uk
Liz Lawrence	Year 3 Tutor Specialism: Creative Arts and Professional Studies	liz.lawrence@bcu.ac.uk
BA (Hons) QTS support roles		
Lee Lawrence	Course Coordinator	lee.lawrence@bcu.ac.uk
Nadim Hussain	Placement Coordinator	nadim.hussain@bcu.ac.uk

Janice Wright	All courses: Librarian – Learning, Teaching and Research Services	janice.wright@bcu.ac.uk
PGCE team		
Alison Pemberton-Smith	Course Lead Specialism: Maths	alison.pemberton@bcu.ac.uk
Damienne Clarke	Deputy Course Lead Specialism: History	damienne.clarke@bcu.ac.uk
Rachel Gillett	Deputy Course Lead Specialism: Maths	rachel.gillett@bcu.ac.uk
Clair Bowen	Admissions Tutor Specialism: Maths	clair.bowen@bcu.ac.uk
PGCE course support roles		
Jo Nahal	Course Administrator	jo.nahal@bcu.ac.uk
Martin Drury	Course Administrator	martin.drury@bcu.ac.uk
<p><i>Our tutor team is ably supported by University subject specific tutors and visiting lecturers, who you may meet at tutor visits.</i></p>		

Course Specific Module Information

The structure of the course, the modules, levels and credit values, and the awards which can be gained are shown in the diagrams below.

BA (Honours) Primary Education with QTS: Level, 4, 5 and 6 Modules



Postgraduate Certificate in Education (PGCE) in Primary and Early Years

Level 7 Modules

Code: EDU 7384
Title: Core Curriculum
Credits: 20
Status: Core
Assessment: Coursework/Assignment

Code: EDU 7385
Title: Foundation Curriculum
Credits: 20
Status: Core
Assessment: Coursework/Assignment

Code: EDU7386 / 7387 / 7388 / 7414
Title: Professional Studies and Leadership
Credits: 20
Status: Core
Assessment: Coursework /Presentation

Code: EDU7389
Title: School Based training 1
Credits: 0
Status: Core
Assessment: Placement

Code: EDU 7390
Title: School based training 2
Credits: 0
Status: Core
Assessment: Placement

Course Specific Assignment Information and Deadlines

BA (Honours) Primary Education with QTS			
Year 1: Level 4			
Module Title	Aims	Key dates	
EDU4138 An introduction to Core	Within this module, trainees will use what they have learnt at university as well as at school within the subjects of English, Mathematics and Science. Their assessed piece of work will be a 6000 word equivalent document in which they will demonstrate their developing understanding of how theory and practice are linked and the importance of key statutory documents in ensuring that children learn and develop in the core areas of the curriculum. The submission comprises of an assessed piece of work on each of the core subjects. Trainees will be required to evidence their knowledge of frameworks, offer reflections as well as demonstrate their understanding of theory and link theory to practice.	Launch to trainees	Submission deadline
		27.09.2021	02.03.2022
EDU4139 The Developing Child	This module seeks to develop trainee knowledge and understanding of the ways in which children develop in the early years and primary settings. There will be an emphasis on understanding typical child development and how to develop appropriate strategies to support all children. This module aligns to the overall philosophy and aims of the BA (Hons) Primary Education with QTS programme and the professional standards that underpin learning and teaching in primary and/or early years settings by responding to the developments in theory and practice relating to child development. It focuses on child development, planning and assessing so that all children can meet their potential. It will develop the link between theory and practice as part of the module will be delivered through first hand observation of school practices and the students own experiences during their school based training.	Launch to trainees	Submission deadline
		13.01.2022	25.04.2022
EDU4140 The Emerging Teacher	The role of this module is to encourage trainees to consider in-depth their first experiences in their placement school. It will enable them to understand the complexity of the teacher's role and the importance of adopting a professional stance at all times. They will understand the importance of an effective learning environment where all children feel safe and can develop to their full potential. It will provide them with practical strategies to support them in managing children's behaviour.	Launch to trainees	Submission deadline
		24.09.2021	10.12.2021
EDU4141 Understanding the Foundation Curriculum	An introduction to all subjects taught in the primary school besides the core subjects of English, maths and science. Trainees will be introduced to the key areas for learning for each of the subjects and supported to understand some of the frameworks and resources used by schools to deliver these subjects in both Key Stages 1 and 2. They will develop their knowledge and understanding of the subjects within the primary curriculum (Key Stage 1 and Key Stage 2) and the Areas of Learning within the Early Years Foundation Stage. Art and design, music, foreign languages, religious education, history, geography, physical education, design and technology and computing provide excellent opportunities for them to develop their	Launch to trainees	Submission deadline
		05.10.2021	26.01.2022

	pedagogical practice whilst gaining and improving knowledge and understanding of how these subjects contribute to a broad and balanced curriculum.		
EDU4142 Subject Study	This module provides opportunities for trainee teachers to explore a chosen subject/s in greater depth. It will address the relevant curricular content and learning and teaching strategies appropriate to the subject in the context of learning and teaching in the primary school and early years settings. There will be a consideration of inclusive practice, assessment and an examination of the latest research developments. The module provides substantial support for trainee professional practice in such settings, assessed through the School-Based Training (SBT) modules. This module is closely aligned to the importance of trainee subject knowledge in the primary school and EYFS curriculum. By studying this module trainees will begin to shape their own rationale for teaching and learning in their chosen subject area/s to meet the needs of all learners.	Launch to trainees	Submission deadline
		10.1.2022	01.04.2022
BA (Honours) Primary Education with QTS			
Year 2: Level 5			
Module Title	Aims	Key dates	
EDU5153 Promoting Progress in Core	The module is divided into three strands which cover each of the primary curriculum core subjects: maths, English and science. In each area trainees will learn about the organisation of the core curriculum and typical assessment to support progression. English: areas include progression in reading, phonics and writing, the teaching of spelling, handwriting, and the use of drama and digital literacies. Maths: areas include mastery pedagogies, errors and misconceptions, fluency in reasoning and problem solving, progression in number and calculation, summative assessment, sequencing lessons and using schemes of work. Science: a review of constructivist teaching methods, assessment for learning, progression in scientific process skills such as planning, recording and communicating investigations.	Launch to trainees	Submission deadline
		23.09.2021	Assignment 1 Maths Exam: 31.01.22 Assignment 2 English: 02.02.2022 Assignment 3 Science: 02.02.2022
EDU5154 Assessing and Reporting Part of the Professional Studies strand of the programme	This module aligns to the overall philosophy and aims of the BA (Hons) Primary Education with QTS course by responding to new initiatives in primary education. The focus will be upon developing trainee knowledge and understanding of the ways in which assessment and reporting are fundamental to learning and teaching in the primary school and EYFS settings. Through their commitment to inclusive values trainees will be empowered to address issues of equality, diversity and justice to optimise the life chances for all children they teach. This module will enable trainees to become confident in meeting the challenges of inspiring children to reach achieve their goals and to overcome disadvantage and barriers to learning. Trainees will understand that you are accountable for the progress of the learners.	Launch to trainees	Submission deadline
		27.09.2021	28.02.2022

EDU5155 Special Educational Needs and Disabilities (SEND) Part of the Professional Studies strand of the programme	This module aligns to the overall philosophy and aims of the BA (Hons) Primary Education with QTS programme and BCU ITE Core Themes by responding to the changes and developments in legislation, policy and practice relating to Special Educational Needs and Disability (SEND). Trainees will explore the diverse needs of pupils in Early Years and Primary settings with a specific emphasis upon SEND. It explores the challenges for inclusive teachers within changing environments whilst providing opportunities for developing knowledge and practical skills relating to working with and supporting pupils with a range of individual needs. The delivery of the module will facilitate the appropriate development of links between legislation, policy and practice with a particular emphasis upon the development of the necessary skills and attributes for working with school staff, parents and multi-agency professionals. It is aligned to the programme learning, teaching and assessment strategy through the wide variety of approaches utilised to deliver the module content and facilitate the development of individual confidence, knowledge and skills within the area of SEND and inclusion.	Launch to trainees	Submission deadline
		21.09.2021	13.01.2022
EDU5156 Developing the Foundation Curriculum	The module supports the programme philosophy and aims and engages trainees with a diverse and dynamic range of strategies to motivate and inspire children in their learning of the foundation subjects. Trainees will be given opportunities to develop an understanding of best practice in teaching the foundation subjects in primary and early years settings, through University sessions. They will be able to take risks within a professional, safe and supportive community of practice to develop your teaching skills. Through this module, they will build on the knowledge and experiences gained during EDU4141 and your school placement in your first year. This will support trainees to develop excellent subject, curriculum and pedagogical knowledge directly related to the foundation subjects. Trainees will develop a clear understanding of how subject planning will support and enhance children's progress within subject areas. There are clear links to the School Based Training elements of the programme as this is where trainees will put their developing knowledge and understanding of the principles and practices of the foundation subject areas from the EYFS and Key Stages 1 and 2 into action.	Launch to trainees	Submission deadline
		24.09.2021	17.12.2021
EDU5157 Subjects in Action	This module will develop trainees understanding of planning a sequence of learning in a chosen subject and age range (English and Foreign languages, maths, science, DT & Computing, Humanities, Art and Design and Music and Physical Education). By the end of the module trainees will be able to evaluate pedagogical approaches to teaching and learning in the subject area, in more depth; identify and justify strategies to ensure high quality teaching and learning; critically reflect on the impact of approaches to practices in the subject area and demonstrate an understanding of subject leadership.	Launch to trainees	Submission deadline
		14.02.2022	22.04.2022

BA (Honours) Primary Education with QTS			
Year 3: Level 6			
Module Title	Aims	Key dates	
EDU6262 Critical Issues in Core	The module will develop trainee understanding of both formative and summative assessment. They will consider their own experiences, evaluate recent policy and research and complete practical tasks to embed and extend their understanding. The role, purpose and potential for effective assessment will be considered. Additionally, trainees will consider how to utilise new technologies to support and enhance learning and assessment. The potential of new technologies in supporting a range of learners and their families will be explored and evaluated. Throughout the module trainees will be encouraged to reflect on their own practice	Launch to trainees	Submission deadline
		10.01.2022	April 2022
EDU6263 Current Issues	This module is responsive to new initiatives and developments in primary education to enable trainees to become a highly effective and reflective teacher. The module will complement and build upon their knowledge and understanding that has been developed through their previous university- and school-based training experiences. A strong commitment to inclusive values will be reinforced and will empower trainees to address issues of equality, diversity and justice to optimise the life chances for all children they teach. The module is interactive, engaging and challenging; designed to promote trainee independence and confidence so that they will be a committed, creative, confident and collaborative teacher who is ready for the Early Career Teacher phase of their career and beyond. The module is highly responsive to changes and developments within education and will provide trainees with an in-depth understanding of how these issues will impact their work in the primary classroom.	Launch to trainees	Submission deadline
		22.09.2021	21.01.2022
EDU6264 Creative Teaching in Foundation	The module will further develop trainee teaching of foundation subjects by focusing upon opportunities to develop, support and enhance thinking and learning skills in the Early Years and Primary settings. It will support trainees to develop creativity and cross-curricular opportunities, and critically evaluating pedagogic approaches and resources, enabling them to become a highly confident, committed and creative teacher ready to join the teaching profession. This will be considered through statutory and non-statutory curriculum guidance, and theoretical perspectives.	Launch to trainees	Submission deadline
		13.01.2022	09.05.2022
EDU6265 Research in Education	The module aligns to the overall philosophy and aims of the BA (Hons) Primary Education with QTS programme and the BCU ITE Core Content Themes by responding to the changes and developments in primary education. It will enable a trainees to become a highly reflective teacher. It will also support them in becoming an innovative and resilient leader of learning with a personal commitment to shaping the future of the teaching profession. In this module, trainees will be supervised by an experienced tutor who will guide and support them so they can conduct research relevant to their subject study in a supportive and nurturing environment. It will actively encourage trainees to develop their research skills and to pursue their learning journey at Masters level and beyond.	Launch to trainees	Submission deadline
		12.01.2022	06.06.2022

PGCE Primary and Early Years Education with QTS			
Level 7			
Module Title	Aims	Key dates	
EDU7384 Core	The module provides opportunities for trainee teachers to explore the nature of the core subjects (Mathematics, English and Science) and prime and specific areas of the Early Years Foundation Setting in the context of learning and teaching in the primary school and EYFS settings. The module provides substantial support for trainees' professional practice in such settings, assessed through the School Experience modules. This module provides a strong philosophical underpinning to the importance of trainees' subject knowledge in the primary school and EYFS curricula. By undertaking this module trainees will be shaping their own rationale for their approach to the teaching of the above subjects/areas and to meet the needs of all learners.	Launch to trainees	Submission deadline
		17.09.21 and 24.09.21	06.12.2021
EDU7385 Foundation	The module provides opportunities for trainee teachers to explore the nature of the foundation subjects for key stages 1 & 2 (History, Geography, Art, Music, Computing, Design & Technology, Physical Education, Foreign Languages and Religious Education) and certain prime and specific areas of the EYFS including Physical Development, Understanding the world (not 'science' elements) and Expressive Arts and Design. This module supports the programme learning, teaching and assessment strategy through its use of technology enhanced learning, both generically and subject specifically. The delivery model will be via exploration of subject pedagogic knowledge through some practical workshops (i.e. for Music, Design and Technology, Art and Design and Computing) and with theoretical underpinnings and considerations delivered through online lectures for all subjects. Trainees will consider creative and practical approaches to teaching and learning - such as might be practiced through a cross curricular approach to learning in these subjects/areas - and rationalise this pedagogy, especially within the light of practical implications for classroom teachers, such as cost, risk, space, equipment required, training required and staff confidence.	Launch to trainees	Submission deadline
		21.09.2021	28.02.2022
EDU7386 EDU7387 EDU7388 EDU7414 Professional Studies and Leadership	The module provides opportunities for trainee teachers to explore the nature of teaching and leadership in the context of primary school and early years' settings. The module provides substantial support for trainees' professional practice in such settings, assessed through the School Experience modules. This module provides a strong practical understanding of the importance of trainees' wider professional awareness and responsibilities in the primary school and EYFS settings. By undertaking this module trainees will be shaping their own rationale for their approach to teaching and meeting the needs of all learners.	Launch to trainees	Submission deadline
		21.10.2021	25.04.2022 and 26.04.2022
EDU7389 School Based Training 1 (Phase 1)	The module belongs to the School Based Training strand of the programme. Working in partnership with schools over a sustained period of time in school, this module, School Based Training 1, provides opportunities for you as a trainee teacher to meet the professional standards and expectations of teaching through practical experience. You will have the opportunity to work alongside experienced teachers and other education professionals to develop your knowledge, understanding and skill in the classroom and the wider school environment. Schools will	Launch to trainees	Submission deadline
		21.10.2021	End of placement



	undertake to provide trainees with a variety of opportunities to observe best practice which addresses the trainees' development needs. You will be able to implement theory and evidence-based understanding on an on-going and development basis into your teaching into the classroom.		
EDU7390 School Based Training 2 (Phase 2)	This module belongs to the School Based Training (SBT) strand of the programme. It is divided into two parts, 2 and 3. Trainees will be teaching individual and small groups of learners in SBT 2 with a particular focus on the needs of individuals, barriers to learning and pupil progress. Working in partnership with schools over a sustained period of time in school, this module, School Based Training 2, enables trainees to build on and demonstrate their mastery and achievement of the professional standards and expectations of teaching through practical, school-based experience. Shared teaching of whole classes in SBT 2 enable effective planning for whole classes and individuals where interventions are needed to ensure pupil progress. Trainees will engage in individual teaching of whole classes in SBT 3. During this time trainees will have the opportunity to plan, teach and assess whole classes and individuals. They will also be required to ensure the needs of all groups and individuals are addressed. Trainees will be taking on the full role of the teacher including aspects of the wider life of the school.	Launch to trainees	Submission deadline
School Based Training 3 (Phase 3)		17.02.2022	End of placement

[BCU ITE Formative Tracker](#)

BCU ITE
Formative Assessment Tracker
2021/22



BCU ITE Curriculum Key Theme A - Trainees use critical enquiry and research informed practice to develop their understanding of effective teaching and learning. (CCF – Professional Behaviours) (TS8 and Part 2)		
Phase 1 Exploring	Phase 2 Establishing	Phase 3 Embedding
<p><i>The trainee works with clearly focused support using critical enquiry and research informed practice to:</i></p> <p>engage with relevant research and policy relating to subject and pedagogical knowledge</p> <p>reflect on lessons making links to theory and practice explored in taught sessions and observed in school</p> <p>use subject audits to identify areas of current strengths and development</p> <p>use identified resources and reading to support learning in the subject</p> <p>track own development of curriculum and pedagogical knowledge, skills, and understanding</p>	<p><i>The trainee works confidently under direction using critical enquiry and research informed practice to:</i></p> <p>critically evaluate identified resources and reading to develop subject and pedagogical knowledge</p> <p>reflect critically on practice to identify and discuss links to evidenced based research</p> <p>recognise pedagogical approaches they have adopted which are underpinned by learning theories</p> <p>identify the impact of their practice on pupils' learning and discuss with expert colleagues how to develop practice as a result</p> <p>engage more fully with subject audits tracking own development of curriculum and pedagogical knowledge, skills, and understanding</p>	<p><i>The trainee demonstrates growing independence using critical enquiry and research informed practice to:</i></p> <p>make informed pedagogical choices based on reading, research, and intended impact on pupils' learning</p> <p>justify these choices in professional discussions with expert colleagues</p> <p>critically evaluate the impact of pedagogical approaches on pupils' progress and use research informed practice to develop their practice</p> <p>critically evaluate reading and research to continue their own professional development</p>
Progress:		YES/NO
On track to meet the curriculum expectations for this BCU ITE Curriculum Theme within the current phase?		Choose an item.
If not on track have Rapid Improvement Targets been set?		Choose an item.

BCU ITE Curriculum Key Theme B – Trainees’ classroom practice establishes effective behaviour management through the use of high expectations and awareness of pupil wellbeing.

(CCF – High Expectations; Managing Behaviour) (TS1 and TS7)

Phase 1 Exploring	Phase 2 Establishing	Phase 3 Embedding
<p><i>The trainee works alongside expert colleagues at BCU and in school through observations, discussion, CPD and team teaching opportunities to develop their knowledge, skills and understanding of effective behaviour management and high expectations to:</i></p> <p>explore and observe how expert colleagues establish effective classroom routines</p> <p>be clear about what good behaviour looks like</p> <p>prepare for common behaviour issues and plan how they will be addressed</p> <p>build effective relationships with pupils based on an ethos of mutual trust and respect; demonstrating that pupils’ feelings are considered and understood</p> <p>experience how high expectations are demonstrated through praising pupil engagement and progress made</p> <p>understand the impact of positive reinforcement to affect and improve the motivation, behaviour, and well-being of pupils</p> <p>explore policies related to behaviour management and well-being of pupils, and understand how they are implemented within the classroom</p>	<p><i>The trainee works alongside expert colleagues at BCU and in school through teaching lessons, observations, discussion, CPD opportunities to develop their practice, knowledge, skills and understanding of effective behaviour management and high expectations to:</i></p> <p>establish a supportive and inclusive learning environment with clear behavioural expectations and effective classroom routines demonstrate clear expectations that communicate shared values and support classroom and school culture.</p> <p>proactively teach pupils the behaviour that is expected of them by being precise and clear about what good conduct looks like and the norms of the classroom</p> <p>role model behaviour that influences the attitudes, values, and behaviours of pupils through consistency in language and non-verbal signals for instructions and directions</p> <p>discuss with expert colleagues and understand how to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically</p> <p>maintain high expectations which impact pupil outcomes by setting goals that challenge and stretch all pupils</p> <p>engage with the school behaviour policy to implement a range of strategies appropriate to the needs of the children</p> <p>establish high expectations of behaviour using a predictable and secure system of reward and sanction</p>	<p><i>The trainee collaborates with expert colleagues at BCU and in school through confident teaching, observations, discussion and CPD to develop their practice, knowledge, skills and understanding of effective behaviour management and high expectations to:</i></p> <p>consistently ensure a predictable and secure learning environment that is supportive and inclusive for all pupils with high-quality teaching and behavioural expectations embedded within the daily routine</p> <p>support pupils to believe that their feelings will be considered and understood.</p> <p>Understand pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward) and how to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically</p> <p>identify goals and targets that challenge and stretch all pupils, understand the long-term positive impact of high expectations on pupils’ life chances</p> <p>support pupils to self-regulate their emotions and know that this affects pupils’ ability to learn, and succeed in school and future lives</p> <p>clearly embed a range of effective behaviour management strategies within their professional practice</p>

	respond quickly to any behaviour or bullying that threatens emotional and/or physical safety	respond with authority to any behaviour or bullying that threatens emotional and/or physical safety consistently use early and least-intrusive interventions as an initial response to low level disruption
Progress:		YES/NO
On track to meet the curriculum expectations for this BCU ITE Curriculum Theme within the current phase?		Choose an item.
If not on track have Rapid Improvement Targets been set?		Choose an item.

BCU ITE Curriculum Key Theme C – Trainees’ knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impact on pupils’ progress and well-being.
(CCF – How Pupils Learn; Curriculum) (TS2 and TS3)

Phase 1 Exploring	Phase 2 Establishing	Phase 3 Embedding
<p><i>The trainee works alongside expert colleagues at BCU and in school through observations, discussion, CPD and team teaching opportunities to develop their subject knowledge, skills and understanding of the curriculum to:</i></p> <p>familiarise them self with relevant statutory and non-statutory curriculum guidance and frameworks and understand the importance and impact that developments in the subject and curriculum area will have on their practice</p> <p>reflect upon their personal developing subject knowledge, with support if necessary, in relation to key concepts and skills of the subject</p> <p>know that taking pupils’ prior knowledge into account is a key aspect of successful learning and securing progress, as is knowing how much new</p>	<p><i>The trainee works alongside expert colleagues at BCU and in school through teaching lessons, observations, discussion, CPD opportunities to develop their practice, subject knowledge, skills and understanding of the curriculum to:</i></p> <p>implement relevant statutory and non-statutory curriculum guidance and frameworks in their practice</p> <p>actively develop pedagogical content knowledge in relation to key concepts and skills of the subject</p> <p>use information on pupils’ prior knowledge to inform lesson planning and teaching, and teach making explicit links between prior and new knowledge to secure progress. Introduce information in a way that does not detract from the learning and confidence of the pupils</p> <p>teach a topic by breaking it down into smaller steps taking into account and addressing potential misconceptions</p>	<p><i>The trainee collaborates with expert colleagues at BCU and in school through confident teaching, observations, discussion and CPD to develop their practice, subject knowledge, skills and understanding of the curriculum to:</i></p> <p>use statutory and non-statutory curriculum guidance and frameworks with confidence when planning and teaching sequences of lessons</p> <p>make discerning use of quality resources, e.g. from Subject Associations, to proactively develop subject knowledge and pedagogical content knowledge</p> <p>plan and teach to support pupils in making links between prior and new knowledge so that new information can be introduced appropriately and pupils make good progress</p>

<p>information should be introduced so it is manageable for pupils</p> <p>understand that making explicit links between prior and new knowledge, increases the likelihood of pupils retaining knowledge and understanding, contributing to pupils' development as confident learners</p> <p>understand that complex ideas and concepts can be broken down into smaller steps, minimising the complexity of a task and avoiding potential misconceptions whilst maintaining focus on key content</p> <p>know that a range of approaches for modelling and scaffolding learning, e.g. live modelling, is essential to enable pupils to make progress</p> <p>know that they should model high-quality spoken language and subject specific high frequency vocabulary recognising that spoken language underpins development of reading and writing</p> <p>familiarise them self with a range of learning theories and understanding the importance of why a balance of these in classroom practice is important for developing skills in the subject</p> <p>.....</p> <p>Primary trainees: understand the importance of systematic synthetic phonics and the impact that this has on the teaching of early reading, spelling, and writing</p>	<p>teach using a range of approaches for modelling and scaffolding learning, e.g. live modelling, to ensure that pupils make progress, knows when to withdraw scaffolding as knowledge builds to ensure apt stretch and challenge</p> <p>use high-quality spoken language and subject specific high-frequency vocabulary to enable pupils to make progress in reading and writing development</p> <p>teach, drawing on a range of learning theories and practice, including a considered use of approaches to enable pupils to make progress in developing skills in the subject</p> <p>.....</p> <p>Primary trainees: demonstrate a good understanding of the role of systematic synthetic phonics in the teaching of early reading, spelling, and writing</p> <p>teach early reading, systematic synthetic phonics, communication and language development with increasing confidence and competence so that pupils make expected progress</p> <p>teach mathematics with a good understanding of effective teaching strategies that support the development of conceptual understanding and depth ensuring good progress for all pupils</p>	<p>demonstrate in lesson planning anticipation of misconceptions, and to teach competently to address these so that pupils overcome them</p> <p>withdraw scaffolding as pupils' knowledge builds to ensure apt stretch and challenge</p> <p>teach demonstrating confident use of a pedagogical spectrum with evidenced learning theory and practice applied appropriately</p> <p>.....</p> <p>Primary trainees: to show a clear understanding of the progression and delivery of phonics lessons that support the development of early reading, spelling, and writing. This results in pupils making good or better than expected progress</p> <p>effectively teach using strategies that are clearly embedded within the teaching of mathematics to ensure conceptual understanding, depth, and progression</p>
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begin to teach phonics following school policy know of the approaches for teaching for conceptual understanding and depth in mathematics begin to teach mathematics, following school policy		
Progress:		YES/NO
On track to meet the curriculum expectations for this BCU ITE Curriculum Theme within the current phase?		Choose an item.
If not on track have Rapid Improvement Targets been set?		Choose an item.

BCU ITE Curriculum Key Theme D - Trainees plan and assess learning to ensure that all pupils make progress. (CCF – Classroom Practice; Adaptive Teaching; Assessment) (TS4 and TS6)		
Phase 1 Exploring	Phase 2 Establishing	Phase 3 Embedding
<i>The trainee works alongside expert colleagues at BCU and in school through observations, discussion, CPD and team teaching opportunities to develop their knowledge, skills and understanding of planning and assessment to:</i> explore key components of lesson planning through observing expert colleagues and discussing how plans are implemented identify the teaching and learning strategies, e.g. modelling, explanations, scaffolding, and classroom talk, that enable pupils to make progress in their learning adapt and teach from existing planning to demonstrate the key lesson components in practice	<i>The trainee works alongside expert colleagues at BCU and in school through teaching lessons, observations, discussion, CPD opportunities to develop their practice, knowledge, skills and understanding of planning and assessment to:</i> plan effective sequences of learning using a range of teaching strategies plan sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills use a range of teaching and learning strategies effectively (including pre-teaching, grouping of pupils and deployment of additional adults and	<i>The trainee collaborates with expert colleagues at BCU and in school through confident teaching, observations, discussion and CPD to develop their practice, knowledge, skills and understanding of planning and assessment to:</i> plan and teach innovatively and creatively, fully engaging and challenging all pupils. Lesson sequences are developmental and progressive comprehensively embed a range of teaching and learning strategies and adapt these to ensure that all learning needs are met uses higher-order teaching strategies, such as narrating thought processes, through asking a range of

<p>begin to implement a range of teaching and learning strategies, e.g. modelling, explanations, and scaffolding, to enable pupils to make progress through critical thinking and problem solving</p> <p>observe how expert colleagues adapt lessons during the teaching process based upon formative assessment</p> <p>discuss and analyse 'Assessment For Learning' opportunities with expert colleagues</p> <p>recognise the importance of effective marking and feedback in line with school policy through discussion with expert colleagues</p> <p>use marking and feedback strategies effectively within the lessons they teach and identify how pupils act on feedback to make progress</p> <p>discuss and explore how summative assessment informs future planning, and discuss with expert colleagues how externally validated summative assessments are used</p>	<p>resources) to adapt the learning to meet the needs of all pupils. Pupils make appropriate progress</p> <p>plan appropriate 'Assessment For Learning' strategies, e.g. mini-plenaries, questioning, self-assessment and peer assessment, within the lessons they teach linked to the lesson objective</p> <p>effectively implement assessment strategies to monitor progress and inform future lessons. There is evidence of impact on pupils' progress</p> <p>use specific, helpful, and manageable marking and feedback strategies effectively within the lessons they teach</p> <p>use summative assessment to inform planning to ensure progress for all pupils</p>	<p>questions when modelling to make explicit how experts think</p> <p>expose potential pitfalls/misconceptions and explain how to address them</p> <p>continually adapt the teaching to respond to emerging learning needs</p> <p>fully integrate additional adults into the planning, teaching and assessment process (where applicable)</p> <p>consistently use specific, helpful, and manageable marking and feedback strategies effectively within the lessons they teach to enable all pupils to make progress</p> <p>ensure that assessment is integral to the teaching and learning process and to analyse assessments to inform future planning. The impact of the teaching is evident in progress data and targets can be set</p>
Progress:		YES/NO
On track to meet the curriculum expectations for this BCU ITE Curriculum Theme within the current phase?		Choose an item.
If not on track have Rapid Improvement Targets been set?		Choose an item.

BCU ITE Curriculum Key Theme E - Trainees implement effective adaptive teaching approaches to support all learners, including SEND (Special Educational Needs and Disability) and EAL (English as an Additional Language learners). (CCF - How Pupils Learn, Classroom Practice; Adaptive Teaching) (TS3 and TS5)		
Phase 1 Exploring	Phase 2 Establishing	Phase 3 Embedding
<p><i>The trainee works alongside expert colleagues at BCU and in school through observations, discussion, CPD and team teaching opportunities to develop their knowledge, skills and understanding of adaptive teaching to:</i></p> <p>understand that pupils are likely to learn at different rates and require different levels and types of support from teachers to succeed</p> <p>begin to understand that pupils' differences, including their different levels of prior knowledge, and potential barriers to learning, are a fundamental part of teaching</p> <p>know there is a common misconception that pupils have distinct and identifiable learning styles</p> <p>know pupils with special educational needs or disabilities are likely to require additional or adapted support</p> <p>work closely with expert colleagues to understand barriers and identify effective strategies for identified pupils, including those with EAL</p> <p>observe and deconstruct how expert colleagues adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet those expectations</p>	<p><i>The trainee works alongside expert colleagues at BCU and in school through teaching lessons, observations, discussion, CPD opportunities to develop their practice, knowledge, skills and understanding of adaptive teaching to:</i></p> <p>anticipate pupils' differences, including their different levels of knowledge, and potential barriers to learning, and reflect this in their planning</p> <p>begin to adapt teaching in a responsive way, with support from expert colleagues, including by providing targeted support to pupils who are struggling e.g. through using dual coding and translanguaging to support EAL pupils</p> <p>build on prior learning with appropriate stretch and challenge for all pupils, particularly high attaining pupils</p> <p>use current related frameworks and policy initiatives, which provide additional guidance on supporting pupils with SEND effectively</p> <p>identify pupils who need new content to be broken down further</p> <p>make use of formative assessment to inform adaptive learning to meet the needs of all pupils</p> <p>provide opportunities for all pupils to experience success, by discussing and analysing with expert colleagues how to balance input of new content so that pupils master foundational concepts</p> <p>appropriately select well-designed resources to promote positive outcomes for all pupils.</p>	<p><i>The trainee collaborates with expert colleagues at BCU and in school through confident teaching, observations, discussion and CPD to develop their practice, knowledge, skills and understanding of adaptive teaching to:</i></p> <p>flexibly group pupils within a class to provide more tailored support, with care taken to monitor the impact on engagement and motivation of all pupils, particularly for low attaining pupils</p> <p>work with guidance from the Special Educational Needs and Disabilities Co-ordinator (SENDCo) where relevant, to adapt learning for groups and individuals. Reflect on this experience to develop responsive teaching of all groups of pupils</p> <p>to consistently apply a range of research-informed strategies to accelerate language learning for EAL pupils</p> <p>make consistent use of teaching assistants and other adults in the classroom</p> <p>demonstrate their ability to decide when intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils</p> <p>build in additional practice or remove unnecessary expositions to meet the needs of all pupils.</p>

		effectively employ a wide range of strategies to support positive outcomes for all pupils e.g. reframe questions to provide scaffolding or greater challenge
Progress:		YES/NO
On track to meet the curriculum expectations for this BCU ITE Curriculum Theme within the current phase?		Choose an item.
If not on track have Rapid Improvement Targets been set?		Choose an item.

BCU ITE Curriculum Key Theme F - Trainee develops professional behaviours and contributes effectively to the wider life of the school. (CCF Professional Behaviours) (TS8 and Part 2)		
Phase 1 Exploring	Phase 2 Establishing	Phase 3 Embedding
<p><i>The trainee demonstrates professional behaviour by consistently following placement expectations:</i></p> <p>understands safeguarding responsibilities as set out in Keeping Children Safe In Education</p> <p>adheres to BCU Code of Conduct and school staff behaviour policy, dress code, absence policy, is punctual, has a professional tone in communications</p> <p>understands the expectations regarding personal and professional conduct of a teacher and the ethics of the teaching profession</p> <p>recognises the experience and expertise of university and school staff, acts upon advice</p> <p><i>The trainee works with clearly focused support to develop:</i></p>	<p><i>The trainee confidently demonstrates professional behaviour and works with expert colleagues to:</i></p> <p>know who to contact with any safeguarding concerns</p> <p>use feedback and discussion with expert colleagues to reflect upon and improve own practice</p> <p>use recent and relevant research evidence to inform professional discussions and to improve own practice</p> <p>develop effective professional relationships with colleagues and to begin to identify ways to contribute to the wider life of the school</p> <p>understand how relationships with carers and parents can impact on pupils and begin to develop these relationships</p> <p>ensure that planning and learning outcomes are shared with additional adults so pupils are effectively supported</p>	<p><i>The trainee's professional behaviour is consistent and noticeable:</i></p> <p>collaborates with expert colleagues to seek challenge and critique to identify sustainable improvement in their own practice</p> <p>reflective practice is informed by observation feedback, professional debate, and recent and relevant research evidence</p> <p>seeks opportunities to make valuable contributions to the wider life of the school in a broad range of ways</p> <p>understands how effective relationships with parents and carers can improve pupils' motivation, behaviour, and academic success</p>

<p>professional relationships with colleagues</p> <p>reflective practice and acting upon expert feedback</p> <p>understanding of professional development as a sustained process over time that will impact positively on pupil outcomes</p>	<p>work with expert colleagues, such as SENDCos and pastoral leaders to ensure they understand the needs of pupils and how to support these needs</p> <p>be responsible for their own professional development and extend their own subject and pedagogical understanding as part of lesson planning</p>	<p>plans learning to ensure that all pupils are supported by teachers so additional adults supplement rather than replace support from teachers</p> <p>collaborates with colleagues, such as SENDCos, and pastoral leaders to learn from their expertise and broaden their own understanding of the needs of pupils and how appropriate support can be included in planning</p>
Progress:		YES/NO
On track to meet the curriculum expectations for this BCU ITE Curriculum Theme within the current phase?		Choose an item.
If not on track have Rapid Improvement Targets been set?		Choose an item.

BCU Lesson Observation Record

Observation Feedback

Trainee's name:		Date:			
Personal and Professional Conduct (Part Two of Teachers' Standards Professional Behaviours). If applicable, please identify a RIT by writing RIT next to the relevant comment and complete a RIT Form.					
School:		Subject / area:			Year Group:
PDT:		Observer's name(s):			
Observer's role:	School Mentor	Class Teacher	University Tutor	Joint	Observation number:
Key Strengths Following the observation, through professional dialogue, please identify key strengths and targets for the trainee in the context of raising pupil achievement and supporting children's learning. Please note BCU Curriculum Key Themes.					
Possibilities, Issues, Reflections and Targets From the discussion, please agree SMART targets. Targets will be reviewed through Weekly Professional Development Discussions and subsequent observations. If a RIT is identified, please complete a RIT Form, stating clearly when targets will be reviewed. Highlight a RIT by writing RIT next to the action point.					

Discursive Feedback

In this section, please identify good practice and specific elements for development linked to the BCU ITE Key Themes in the context of the pupils' progress. Consider:

- The impact on children's learning and progress
- Relationships with children and behaviour management.
- Subject knowledge and pedagogy.
- Planning and lesson structure, including appropriate challenge and pupil engagement/understanding.
- Use of assessment, including children's peer- and self-assessment
- Adaptive teaching.

Observer(s):

Trainee:

Observation Feedback for Systematic Synthetic Phonics
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Trainee:	Date:
Observer:	Observer's Role: Joint UT SM CT
School:	Age Group:
PDT:	Phonics Scheme and Phase:

ADDITIONAL prompts for observing phase one phonics lessons:

What aspect of phase one is the focus for this lesson? (Environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds or oral blending and segmenting).

Does the lesson link to other areas of learning in the EYFS?

Is the activity linked to EYFS principles?

Is phonics embedded in a language-rich environment?

How is indoor and outdoor space used to support learning?

Are there opportunities for oral blending and segmenting?

Do children have opportunities to explore sounds throughout the day?

Are children encouraged to listen attentively?

Are they encouraged to reproduce audibly the phonemes that they hear, in order, all through the word?

How are resources used to support learning?

Observation Prompts	Areas of strength and for development
<p>Revisit and Review</p> <p>Can all children see/hear?</p> <p>Does the trainee ensure that children revise and consolidate earlier learning?</p> <p>Is the articulation of the phonemes correct and clear?</p>	

<p>Teach</p> <p>Is the new learning clear?</p> <p>Does the trainee introduce a new sound?</p> <p>Does the trainee model blending and segmenting?</p> <p>Does the trainee introduce/revisit and tricky words?</p> <p>Is the learning contextualised?</p> <p>Are all children actively involved in speaking and listening?</p>	
<p>Practise</p> <p>Is the session interactive fun and multisensory?</p> <p>Are all the children engaged?</p> <p>Is any form of differentiation evident?</p> <p>Do the children articulate the phonemes correctly?</p> <p>Do the children blend phonemes to read words and/or segment words into phonemes for spelling?</p> <p>Does the trainee give feedback?</p> <p>Is there appropriate pace?</p> <p>Are additional adults contributing to the learning?</p>	
<p>Apply</p> <p>Is there evidence that children have opportunities to apply their phonic knowledge and skills in reading or writing a sentence or caption?</p>	
<p>Assessment</p> <p>Are criteria used for assessment?</p> <p>Does assessment take place?</p> <p>Is it clear that the assessment will help inform future planning?</p> <p>What was the impact on pupil progress?</p>	
<p>Agreed next steps for improving <u>phonics</u> teaching</p>	
<p>Comments on any other aspects relating to the BCU ITE Key Themes</p>	



Observer's Signature	Trainee Signature

