Disability Support Services Statement

- SpLD (Specific Learning Difficulties) Support Team
- Inclusion Team (Disability or Health Condition)

Our approach is friendly yet professional and you can discuss your individual learning requirements in complete confidence. It is important to contact us as early as possible.

**SpLD Support Team:** Based in the University Library, 1st floor

You can contact us in relation to:

- SpLD assessments (Dyslexia, Dyspraxia)
- Specialist SpLD support
- Using assistive technology
- Applying for Disabled Students’ Allowances (DSA)
- Visual stress / Meares-Irlen

**The Inclusion Team:** Based in the Student Information Centre (SIC), ground floor

If you have specific requirements due to a physical or sensory impairment, mental health/anxiety issues, health condition, an autistic spectrum condition, or needs emerge when you are studying here, we can advise you on:

- ‘Reasonable adjustments’ to learning, teaching, assessment and exam modifications
- Accessible facilities and equipment
- Support on placements
- 1-2-1 Academic and other forms of support
- Applying for Disabled Students’ Allowances (DSA)

**SpLD Support Team**

In person: University Library, Ormskirk, 1st floor

Tel: 01695 584372

E-mail: SpLD@edgehill.ac.uk

**The Inclusion Team**

In person: SIC, Ormskirk, ground floor

Tel: 01695 584190

E-mail: InclusionTeam@edgehill.ac.uk
Equality and Diversity – Policy Summary

**Edge Hill University**’s vision is to ‘provide an environment where everyone feels able to participate, contribute, enjoy and influence their experience; and where inclusive practices underpin everything we do. Respect for, and celebration of, individual diversity will shape institutional strategy, direction and behaviour.’

The University seeks to identify and eradicate any practice which discriminates on the basis of race, disability, sex, gender re-assignment, age, sexual orientation, marriage and civil partnership, pregnancy and maternity, religion, belief or none, or socio-economic background.

The University recognises that equality and diversity embraces all aspects of employment and service delivery including curriculum; teaching; learning and assessment; research issues; and extra-curricular activities.

The University makes it a condition of service and admission that staff and students adhere to the Equality and Diversity Policy. Any breaches of this are dealt with under the Staff or Student Disciplinary Procedures, as appropriate.

The University makes every effort to ensure that traders, contractors, institutions, organisations or individuals who interact with Edge Hill University are aware of the policy. Discovery by the University of any inequitable policy or practice by them may result in Edge Hill University breaking links and ceasing to do business with them.

**Edge Hill University** widely distributes this policy summary and accompanying Equality and Diversity Policy throughout the University.

**Making Contact**

Students are encouraged to make any concerns known. The first point of contact for this is the Student Services Information Desk in the Student Information Centre on the Ormskirk campus (01695 584554, or student.services@edgehill.ac.uk). The Student Information Officer will refer you on to an individual member of staff as appropriate.

A full copy of the Equality and Diversity Policy can be obtained from the Student Services Information Desk or from Edge Hill University’s web site www.edgehill.ac.uk.
# Contents

Disability and Support Services Statement 2  
Equality and Diversity – Policy Summary 3  
Contents 4  
Welcome 5  
Contacts 6  
Student Identity 7  
BA Hons EYE Programme Overview & Schedule for Placement Attendance 9  
Information for the Mentor 11  
Information for Visiting Tutor 13  
Role of Partnership Quality Officer 14  
Information for Students 15  
Outline of activities for Year 2 Professional Practice 16  
Outline of activities for Year 3 Professional Practice 18  
The monthly meeting and the Learning Evaluation 21  
Professional Development Portfolio 25  
Child Profiles 26  
Timetables/Planning and Assessment/Expenses 27  
External Examiner 28  
Health and Safety 29  
Student absence/DBS/Childcare Disqualification Regulations 32  
Safeguarding – Management of a Cause for Concern 34  
Teachers’ Standards (Early Years) 2013 39  
Learning Evaluation Record Pro forma 40  
Attendance Record Pro forma 43
Welcome from the Head of Area: Early Years

It is with great pleasure that I welcome you to the Early Years Education Area and Team at Edge Hill University.

The Early Years Education Team have a wide range and variation of early years expertise, and research interests across the age ranges of 0 – 8 years and we look forward to working in partnership with all our partner settings and settings to support our students on Professional Practice.

The very best collaborative partnerships share celebrations together, recognise talent, achievement and success and support each other when things do not always go according to plan.

This handbook has been designed to give you an overall picture of our Professional Practice organisation and how it affects you, either as a Partner Setting, Setting Manager, Class Teacher, Mentor or Student. Please read it carefully so that you can make best use of the Professional Practice experience, requirements and expectations in your role. It is hoped that the content of this Handbook is comprehensive, and assists with ensuring Professional Practice is a valuable and enjoyable learning experience for all those involved.

We will ask and seek your opinion often and at key points across the year, as this is really important to us and enables us to support your individual needs more effectively. Please do engage in this feedback and talk to us about what is working well and how we can make improvements along the way to enhance our partnership.

We look forward to working with you and sharing our success together!

Karen Boardman
(Head of Early Years Education ~ Faculty of Education)

Welcome from a Partnership Setting

I feel it is a privilege and an asset for all concerned, to be a partner setting with Edge Hill University. Over the past five years I have watched as students, students and colleagues, including myself, develop and move forward on our early year’s journey together. We all have strengths and skills to share and build upon and working closely with the University enables us to do this. The University prepare and encourage students to be confident to ask questions and contribute to discussions and debates around current issues.

Offering guidance and support and acknowledging the students’ contributions is key to ensuring they feel valued. Celebrating achievements and setting clear targets is an essential part of our role in the setting.

Working together to raise standards and improve outcomes for children is something we all want to achieve. Gaining a place on this course of study already shows commitment, drive and a passion to be involved and an opportunity to make a difference.

It is exciting to be a part of this programme and I look forward to travelling in partnership on this journey.

Jan Davies (Owner and Manager of Penguins Nurseries)
# Contacts

## Professional Support Team

<table>
<thead>
<tr>
<th>Professional Support Team Leader</th>
<th>Angela Atherton</th>
<th><a href="mailto:earlyyearspartnership@edgehill.ac.uk">earlyyearspartnership@edgehill.ac.uk</a></th>
<th>01695 584730</th>
</tr>
</thead>
</table>

## Early Years Team

<table>
<thead>
<tr>
<th>Programme Leader</th>
<th>Louise Masterson</th>
<th><a href="mailto:Louise.Masterson@edgehill.ac.uk">Louise.Masterson@edgehill.ac.uk</a></th>
<th>01695 575171 x 6317</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Leader</td>
<td>Jacqui Basquill</td>
<td><a href="mailto:Jacqui.Basquill@edgehill.ac.uk">Jacqui.Basquill@edgehill.ac.uk</a></td>
<td>01695 657337</td>
</tr>
<tr>
<td>Assistant Head of Early Years</td>
<td>Dr Tim Lucas</td>
<td><a href="mailto:lucast@edgehill.ac.uk">lucast@edgehill.ac.uk</a></td>
<td>01695 584727</td>
</tr>
<tr>
<td>Head of Early Years</td>
<td>Karen Boardman</td>
<td><a href="mailto:boardmak@edgehill.ac.uk">boardmak@edgehill.ac.uk</a></td>
<td>01695 584020</td>
</tr>
</tbody>
</table>
Student Identity

Outstanding Training for Outstanding and Inspirational Teaching…

An Edge Hill University Student

This Edge Hill University Early Years programme supports each student in developing as a professional practitioner who displays resilience, honesty and integrity; is respectful of others; is adaptable and flexible; communicates effectively with a range of audiences; acts independently and demonstrates self-organisation. Each individual is trained by expert practitioners from across the EHU Partnership to enable them to become inspirational, reflective practitioners who engage with babies and young children in innovative and creative ways. Their potential to become outstanding leaders will be clear, they will be a highly valued and effective team player who seeks opportunities to contribute to every aspect of a setting’s life with an enthusiastic ‘can do’ approach. They will be a significant asset to their setting as an Early Years Teacher/Practitioner.

Each student will be enabled to develop their own individual teaching ‘personality’ and personal principles with the following elements as the essential building blocks for an outstanding practitioner:

- **Good Behaviour** – develop strategies to promote and manage good behaviour successfully and tackle bullying, including cyber and prejudice-based bullying within the setting.
- **Challenge and Motivate** - challenge and motivate all young children and in particular in settings and settings where attainment is low.

*Teachers’ Standards (Early Years) Standard 1* - Set high expectations which inspire, motivate and challenge all children

- **Causes of Low Attainment** - understand the causes of low attainment in some underperforming groups of children.
- **Ensuring Progress**
  - identify and build on young children’s’ prior knowledge to ensure their progress.
  - select and use teaching strategies that are effective in ensuring progress for all young children including those from underperforming groups and those eligible for the pupil premium.
- **Minority Ethnic Backgrounds** - confidence and competence in preparing to teach young children from minority ethnic backgrounds.
- **English as an Additional Language** - confidence and competence in preparing to teach young children with English as an additional language.
- **Special Educational Needs and Disabilities** - confidence and competence in preparing to teach young children with special educational needs and disabilities with appropriate professional support.

*Teachers’ Standards (Early Years) Standard 2* – Promote good progress and outcomes by children

*Teachers’ Standards (Early Years) Standard 5* – Adapt teaching to respond to the strengths and needs of all children

1 ‘competence’ refers here to the level appropriate to the stage of training reached
• **EYFS and the National Curriculum** - understand the Early Years Foundation Stage and the continuum of the National Curriculum 2014, along with its associated examination and assessment arrangements (Progress Check at 2, EYFS Profile).

• **Child Development** - secure subject knowledge of child development across the curriculum to support teaching and learning with a specialism in early years education 0 – 5 years.

• **Teaching Reading** - confidence and competence in teaching early reading, including systematic synthetic phonics.

• **Teaching Writing** - confidence and competence in teaching writing.

• **Teaching Early mathematics** - confidence and competence in teaching early mathematics.

• **Teaching Physical Education** – confidence and competence in teaching PE, including for children with special educational needs.

• **New Technologies** - select and use new technology to effectively support learning.

Teachers’ Standards (Early Years) Standard 3 – Demonstrate good knowledge of early learning and EYFS

Teachers’ Standards (Early Years) Standard 4 – Plan education and care to respond to the strengths and needs of all children

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• **Assessment and Using Data**
  - collect and record appropriate formative assessment data and summative data across the EYFS.
  - use assessment data to identify children’s’ progress and support their learning.
  - use assessment data to evaluate the quality of teaching.

• **Reporting Progress** - report children’s’ progress to different audiences and for different purposes.

Teachers’ Standards (Early Years) Standard 6 – Make accurate and productive use of assessment

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• **Professionalism** – maintain professional behaviour at all times including an appropriately professional standard of dress

• **Working in a Team** - work with early years colleagues as part of a team, seeking colleague’s views about the effectiveness of provision, involving them in the decision making process. Work in partnership with wider professionals to enhance children’s well-being, learning and development.

• **Leading the Work of Other Adults** - confidence and competence in leading the work of colleagues, students and other additional adults to achieve learning objectives. Reflect on their own and other’s practice in order to effect continuous improvement.

Teachers’ Standards (Early Years) Standard 8 – Fulfil wider professional responsibilities

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• **Safeguarding** - knowledge of an early years teacher’s statutory responsibilities for the welfare and safeguarding of pupils.

• **E-safety** - understand e-safety.

Teachers’ Standards (Early Years) Standard 7– Safeguard and promote the welfare of children, and provide a safe learning environment

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• **Educational Research** - access educational research; assess the robustness of that research and apply their findings to their own developing teaching practice.

• **Applying Theory** - integrate the theoretical elements of their ITT programme with the professional practice elements to support their own reflection and professional development.

• **Professional Development** - commitment to identifying and addressing on-going professional development needs for themselves and their colleagues

• **Gaining Employment** - confidence and competence in applying for teaching posts.

Teachers’ Standards (Early Years) Standard 8 – Fulfil wider professional responsibilities
BA (Hons) Early Years Education: Programme Overview

The BA (Honours) Early Years Education Programme at Edge Hill University is a 3 year full time programme. The purpose of this progressive provision-based training is to provide you with an extensive, coherent and progressive programme of setting-based experience. This will enable you to demonstrate knowledge, skills and understanding of EYFS and Teachers’ Standards Early Years. You will do this through the study of academic modules and three placements. This enables you to experience, reflect on and evaluate high quality practice and is linked closely to sessions undertaken at Edge Hill. Attendance on both face-to-face sessions and at placement is compulsory.

Placement

Year 2
In Year 2, the placement will be with toddlers, students are required to complete 300 hours (50 days) of Early Years Professional Practice. Placement days Tuesday & Wednesday.

In Year 2, students focus on teamwork and transitions. They would benefit from working in the team initially progressing to leading a small project with a member of staff. Being given the opportunity to see the application of basic 'team' theory to early years settings allowing students to consider their current practice will be very supportive. Students will be able to develop further their understanding of the key aspects of working in partnership with children's parents and families. Examining the key aspects of child protection legislation, policies and procedures and how they are practiced in the setting will extend their understanding further.

Students will also be developing their knowledge and understanding of factors which may impact on a child's learning and development resulting from ineffective and or high quality transitions. Having the opportunity to witness inconsistencies in daily transitions for children and the potential impact on their emotional well-being or their learning and development will support their understanding of the links between practice and theory. Students will also consider the impact of key transition points in early years provision for example transition into early years settings or transitions from early years into Key Stage 1.

Year 3
In Year 3, students are required to complete 240 hours (40 days) of Early Years Professional Practice. Placement days Wednesday & Thursday.

In Year 3, students examine key leadership theories and developing their understanding of change management theory. Opportunities to see leadership and management processes in practice will support their professional growth and they are encouraged to investigate the wider issues facing Early Years teachers in current social and political environment. This will enable them to reflect upon the significant questions relating to the aims, values and principles of early years leadership and management both in theory and in practice. Students are asked to lead a change in the setting, if possible a real change, but if not a change proposal with the support of staff to ensure its viability will be an excellent experience.

Overview of supervision

You will be allocated a Placement Mentor based in the setting whose role will include day-to-day monitoring of your progress. The Mentor should be available at least three times during the Professional Practice for a ‘formal’ 1:1 meeting with you to discuss aspects of your practice, targets for your learning and development and opportunities to further enhance your experience. The Mentor should also ensure that you get sufficient non-contact time to complete aspects of your evidence file.
Mentors are required to complete at least one Learning Evaluation including an observation of your practice during each year and complete a summative report at the end of the Professional Practice including a record of your attendance. At the end of the year a copy of this record of attendance should be sent by email to Angela Atherton at earlyyearspartnership@edgehill.ac.uk. Mentors will also be able to support and advise on the completion of work for your portfolio (PDP).

An Edge Hill University Visiting Tutor (VT) will visit the setting three times per year to discuss your progress and observe practice.

**Placement Dates - Year Two**

**Every Tuesday & Wednesday**

From Tuesday 4th October 2016 – Wednesday 7th December 2016
(reading week break w/c 31st October 2016 - no placement)
From Tuesday 10th January 2017 – Wednesday 5th April 2017
(reading week break w/c 13th February 2017 – no placement)
From Tuesday 2nd May 2017 – Wednesday 24th May 2017

**Placement Dates - Year Three**

**Every Wednesday & Thursday**

From Wednesday 5th October 2016 – Thursday 8th December 2016
(reading week break w/c 31st October 2016 - no placement)
From Wednesday 11th January 2017 – Thursday 6th April 2017
(reading week break w/c 13th February 2017 – no placement)

There is an expectation that any days missed will be made up outside of these dates.
Information for the Setting Based Mentor

The support that you give our students as the Mentor in the setting is vital in ensuring that they are able to make excellent progress in developing as outstanding Early Years Teachers/Practitioners. Please follow the checklist, to guide you as you support the students being trained by you. There is now open access to the online ITE Mentor training pack at:

www.eshare.edgehill.ac.uk/6837/1/index.html

Students will begin each placement with a range of starting points in terms of experience and confidence. Please keep this in mind as you support their development.

Your students’ progress is under your direction and you may choose a variety of approaches to support their training which may include joint teaching, joint planning, and observation of practitioners in other rooms as well as discussion of progress.

All Early Years practitioners within the setting have a crucial role in providing a high quality training experience for students. Students consistently report that the opportunity to learn from other practitioners is crucial in relation to their continued development and training. Students have identified that the opportunity to build a professional relationship with good and outstanding Early Years practitioner role models enables feedback to be given and received in a way which complements that of the setting-based Mentor and Edge Hill Visiting Tutor.

Sample programme of activities during Professional Practice

<table>
<thead>
<tr>
<th>Key Training Requirements for the Mentor and student</th>
<th>Tick</th>
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</thead>
<tbody>
<tr>
<td><strong>First 2 weeks</strong></td>
<td></td>
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<tr>
<td>The student should meet with the Mentor to include the following:</td>
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</tr>
<tr>
<td>Induction: An introduction to the setting context including organisation, routines, policies (Health and Safety, Child Protection) planning and assessment systems used by setting and ensure the student is clear of planning expectations for children.</td>
<td></td>
</tr>
<tr>
<td>Discuss Professional Practice targets with the student and agree their working times/dates for preparation and Professional Practice placement and then throughout the placement review student progress towards the requirements of the placement and set clear targets.</td>
<td></td>
</tr>
<tr>
<td>Support the student in gaining access to information and resources they may need</td>
<td></td>
</tr>
<tr>
<td>Discuss specific tasks required of the placement and ensure a timetable for completion is agreed.</td>
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</tr>
<tr>
<td>The student should become involved in the daily life and work of the setting, supporting Early Years practitioners, as directed, in the care and learning routines and experiences of the children.</td>
<td></td>
</tr>
<tr>
<td>The student will begin to find out about the observation, assessment, planning and recording processes in the setting and attend staff meetings or planning meetings, where appropriate.</td>
<td></td>
</tr>
<tr>
<td>The student will begin to find out about the diversity of children's needs and how they are met in the setting.</td>
<td></td>
</tr>
<tr>
<td>The student will start to develop and maintain their BA (Hons) Early Years Education Continuous Professional Development folder.</td>
<td></td>
</tr>
</tbody>
</table>
During Professional Practice students are expected to:

<table>
<thead>
<tr>
<th>Professional Practice (PP) Expectations</th>
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<tbody>
<tr>
<td>Continue to be involved in the daily life and work of the setting, supporting the setting early years practitioners, as directed, in the care and learning routines and experiences of the children</td>
<td></td>
</tr>
<tr>
<td>Become involved in planning for development and learning opportunities and organising the learning environment both indoors and outdoors</td>
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<tr>
<td>Become a member of the setting team, liaising with all staff and with parents/carers where possible and appropriate</td>
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<tr>
<td>Observe children’s development and learning, and provide information to key persons and other Early Years practitioners</td>
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</tr>
<tr>
<td>Evaluate their own progress and set personal targets in discussion with their setting-based Mentor and EHU Visiting Tutor</td>
<td></td>
</tr>
<tr>
<td>Begin to discuss, plan and implement activities to enable them to complete the PP tasks. Students should reflect each week on how these activities have had a positive impact on the children in the setting and which may be a priority for the setting. It could, for example, be the development of an area or an aspect of the setting, or a small initiative.</td>
<td></td>
</tr>
<tr>
<td>Discuss and agree a date to complete the End of Placement form and discuss with student</td>
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<tr>
<td>Complete the online evaluation (you will receive an email with the link)</td>
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</table>

The Mentor supports the student towards meeting the requirements for the Professional Practice and review the student’s progress with the Visiting Tutor
Information for Visiting Tutors

The Visiting Tutor is responsible for arranging **Interim Visits** with the student to provide support and guidance throughout the students Professional Practice. Please ensure that both the student and the setting-based Mentor understand that you are the first contact in between visits, if required. Additional visits may be required and these can only be undertaken once confirmed by the relevant Programme Leader. A suggested outline of support is indicated below, but Visiting Tutors may use their discretion and judgment about the content and timing of each visit.

The Visiting Tutor should visit the students at their setting 3 times through each year of the programme

<table>
<thead>
<tr>
<th>Professional Practice Visit 1 at any new placement</th>
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</thead>
<tbody>
<tr>
<td>Meet the Mentor and use the Professional Practice Handbook.</td>
</tr>
<tr>
<td>Ensure the Mentor and student are familiar with the Professional Practice Handbook, <strong>Learning Evaluation Record</strong> and the requirements for the CPD file</td>
</tr>
<tr>
<td>Discuss the completed Action Plan with the student and agree a date for the next visit.</td>
</tr>
<tr>
<td>Please alert the Programme Leader with any particular student training needs identified during visits to enable necessary support to be put in place.</td>
</tr>
</tbody>
</table>

**Observation – Visit 2**

- Review the student’s progress with the Mentor and student. Check if any issues and action need to be resolved.
- Observe the student’s practice with children and complete the **Learning Evaluation Record**.
- Any ‘at risk’ students should be identified and their details communicated to the Programme Leader.
- Review the student’s targets and support the student in any areas for development

**Final Visit**

- Arrange a date and time for Final Visit with the student and Mentor.
- Support the student in identifying targets for the following year if currently in their second year, or for Final Year Students support them to complete their CEDP
Role of Partnership Quality Officer (PQO)

The Partnership Quality Officer is a key quality assurance role in the Edge Hill University ITT Partnership. A Partnership Quality Officer is identified for a group of settings, colleges or settings and makes contact with them via a visit or a telephone call to ensure that all students are receiving their entitlement to training, that the training they are receiving is high quality and that all expectations are being met by the setting, college, setting. They ensure that there is consistency in training across the ITT Partnership and identify any effective practice that can be shared across the Partnership.

The Partnership Quality Officer responsibilities include the following:

1. Work with a designated group of identified partner settings, colleges, settings (cluster) to assure and enhance the quality of the Professional Practice and the training for Edge Hill University (EHU) students in each setting, college, setting
2. Share the vision and priorities of working in Partnership with the identified contact in each setting, college, setting
3. Take responsibility for the knowledge EHU holds on each setting, college, setting
4. Work with the identified contact in each setting, college, setting to ensure that the partnership agreement is signed and fulfilled appropriately
5. Ensure all students are receiving their support entitlement from all the Edge Hill University Mentors
6. Identify any trained/ untrained EHU Mentors, when they were trained and by whom, and take appropriate action
7. Arrange a once termly visit or phone call, depending on whether a student/s are in the setting, to settings, colleges, settings on their cluster list to meet with the identified contact in each setting, college, setting and students
8. Provide update training to identified contact in each setting, college, setting on the allocated cluster list
9. 'Signpost' staff to the relevant departments within EHU for Professional Development and Setting Improvement
10. Support the completion of the requests for offers that each setting completes
11. Check the Partnership database, prior to a PQO visit
12. Be the point of contact between the setting, college, setting and EHU for additional Professional Practice requests
13. Liaise with Central Student Recruitment to share key messages about working in partnership with EHU
14. Complete a full report, termly, on settings, colleges, settings within the allocated cluster
15. Retain a paper copy and submit an electronic copy of the report within 1 week of the visit to the AHOA with Partnerships responsibility

Any issues or concerns identified are addressed by either the PQO, the Professional Support Team or the AHOA as appropriate. Once a term the Assistant Head of Area collates all PQO responses and produces a termly report for the Partnership Programmes Board
Information for Students – who do I ask if I have a query or concern?

Responding to trainee concerns - lines of communication (related to Professional Practice)

If you have a concern or query in relation to your **Professional Practice**.

If your Professional Practice has not yet started please contact your **Personal Tutor**
If your Professional Practice has started then please contact your **Mentor** or your **Visiting Tutor**.

If necessary your personal tutor or visiting tutor will refer your queries or concerns on to your **Course Leader**. NB: Due to data protection we cannot discuss your training with anyone other than you.

Certain matters may be referred by the Course Leader, to the **Programme Leader**. 
NB: You should not make contact with the Dean of Education or the Head of Area.

For wider support outside the faculty please access support from Student Services or Learning Services.

**Student Services for**

Accommodation/ Counselling/ Health/ Careers/ Finance /Inclusion/ Childcare/ Faith Support/ Social Support
Open: 8:30am-7:30pm Monday to Thursday and 8:30am-5:00pm Friday
Tel — 01695 584554 [https://www.edgehill.ac.uk/studentservices/student-information-desk/](https://www.edgehill.ac.uk/studentservices/student-information-desk/)

**Learning Services for**

Library/ IT help / Media Facilities /SpLD support
Tel – 01695 650800 Email, live chat or text message – ehu.ac.uk/askus [https://www.edgehill.ac.uk/ls/about/](https://www.edgehill.ac.uk/ls/about/)
Outline of activities throughout the Year 2 Placement/Professional Practice

The assessment of some academic modules in Year 2 requires the use of source or exemplar material obtained on placement. Such tasks include child observations and comparative studies. You are required to respect confidentiality in all aspects of your work. In most cases this will involve anonymity, but students are also encouraged to seek permission from setting managers/Mentors and where appropriate, parents/carers.

WEEKS 1-3
You are expected to:
- Introduce yourself to leaders/managers and practitioners.
- negotiate your working times for placement.
- find out about the setting, the practitioners and your role and the children.
- arrange induction and obtain signature for the Health and Safety Checklist for Placement in the appendices.
- negotiate a timetable which involves working with the children within the early years age range within the setting.
- become involved in the daily life and work of the setting.

WEEKS 4-10
You are expected to:
- continue to become involved in the daily life and work of the setting.
- spend the next placement days working alongside the staff supporting children in the setting.
- find out information, discuss and reflect on the all aspects of the work of the setting
- reflect on the relevant professional standards and investigate how they link with practice.
- plan how you can engage with the setting to provide evidence of your achievement towards the relevant professional standards
- It is recommended that you discuss your reflections with practitioners and/or Mentors. Your Tutor will discuss the use of a reflection log/blog/diary to help you with this.
- begin to find out about the diversity of children’s needs and how these are identified and met in the setting.
- establish and maintain a placement file.
WEEKS 11 – 20
You are expected to:

- continue to be involved in the daily life and work of the setting
- find out about roles and responsibilities of setting managers and practitioners.
- become involved in planning for development and learning opportunities and organising the learning environment, indoors and outdoors for the children. The nature of your involvement will depend on the practice in place in the setting but it would be useful to be able to share responsibility and to provide evidence in your file.
- become a member of the setting team, liaising with all staff and with parents/carers where possible and appropriate.
- be fully involved in working with children within the normal organisation of the setting. You should reflect on your involvement and on your learning and record these reflections in your file.
- observe the children’s development and learning and provide information to key workers and other staff. You should become involved in observation and the sharing of information and contribute to this. Evidence of observation and information sharing should be in your file.
- develop **profiles of the development and learning of three children** within the 2-3 age range as follows:
  - one child aged between 2 and 3 years
  - one child who (if appropriate) has been identified by the setting as having additional needs
  - one child who has English as an additional language

You will ask practitioners/ Mentors to help you to identify the children for your focus. You should build up a profile of information and observations of your focus children, creating a picture of his/her interests, dispositions and attitudes, stages of development and learning needs, liaison with parents/carers and, where appropriate, the involvement of other agencies with the child with additional needs. You should respect the need for confidentiality and discuss with practitioners/ Mentors how this information should be collected, stored and used as evidence towards the relevant professional standards.

- continue to develop your placement file.
- evaluate your own progress and set personal targets in discussion with Mentor/Tutor.

WEEKS 21 – 25
You are expected to:

- continue with all bullet points in above
- **carry out a task concerned with development/change** as follows:
  - You will discuss with practitioners/ Mentors an aspect of development within the setting that they could take responsibility for over a three week period. This should be something which would be useful for the setting and which practitioners would welcome but perhaps do not have time to implement themselves. It could, for example, be the development of an area or an aspect of the setting or a small initiative which practitioners have wanted to put in place. You should take the lead in the implementation of the development/initiative.

You should then consider and reflect on:

- how you have demonstrated leadership in enabling an aspect of change or development to take place.
- what was involved in the management of the aspect of change or development.
• how you communicated with practitioners and, if appropriate, worked in partnership with parents throughout the process
• consider what the impact was on improving outcomes for children.

You should record evidence of this task, its implementation and your own reflection on it and that of setting practitioners, in your file.

This will be used as evidence towards the relevant professional Teachers’ Standards.

DURING MAY 2017
You should:
• discuss your progress and report with your Mentor and Tutor.
• ensure that everything is finalised with the setting, e.g. the return of resources, exchange of information, thanks expressed.
• Email a copy of your attendance record to Angela Atherton at earlyyearspartnerships@edgehill.ac.uk

Outline of Activities throughout the Year 3 Placement/Professional Practice
The assessment of some academic modules in Year 3 requires the use of source or exemplar material obtained on placement. Such tasks include child observations and comparative studies. You are required to respect confidentiality in all aspects of your work. In most cases this will involve anonymity, but students are also encouraged to seek permission from setting managers/Mentors and where appropriate, parents/carers.

WEEKS 1-3
You are expected to:
• Introduce yourself to leaders/managers and practitioners.
• negotiate your working times for placement.
• find out about the setting, the practitioners and your role and the children.
• arrange induction and obtain signature for the Health and Safety Checklist for Placement in the appendices.
• negotiate a timetable which involves working with the children within the early years age range within the setting.
• become involved in the daily life and work of the setting.

WEEKS 4-10
You are expected to:
• continue to become involved in the daily life and work of the setting.
• spend the next placement days working alongside the staff supporting children in the setting.
• find out information, discuss and reflect on the all aspects of the work of the setting outlined in the ‘Placement Tasks’.
• These tasks help you to put your study of the EYT modules into practice and understand how the setting works. You are expected to write up responses to reflection points as evidence towards the achievement of the relevant professional standards and to gather evidence to support these points.
• examine the diversity of children’s needs and how you can identify and support these in the setting.
• establish and maintain a placement file.
WEEKS 11 – 20

You are expected to:

- continue to be involved in the daily life and work of the setting.
- Take the lead in an area of the setting and work with practitioners, understanding their roles and responsibilities and utilising their skills appropriately to enhance the provision in the area you have focussed on.
- plan for development and learning opportunities and organising the learning environment, indoors and outdoors for the children. The nature of your involvement will depend on the practice in place in the setting but it would be useful to be able to take full responsibility for at least one area and to provide evidence in your file.
- as a member of the setting team, liaise with all staff and with parents/carers where possible and appropriate.
- Immerse yourself in working with children within the normal organisation of the setting. You should reflect on your involvement and on your learning and record these reflections in your file.
- observe the children’s development and learning and provide information to key workers and other staff. You should become involved in observation and the sharing of information and contribute to this. Evidence of observation and information sharing should be in your file.
- develop profiles of the development and learning of three children with differing needs. You will ask practitioners to help you to identify the children for your focus.
- You should build up a profile of information and observations of your focus children, creating a picture of his/her interests, dispositions and attitudes, stages of development and learning needs, liaison with parents/carers and, where appropriate, the involvement of other agencies with children with additional needs.
- You should respect the need for confidentiality and discuss with practitioners/ Mentors how this information should be collected, stored and used as evidence towards the relevant professional standards.
- continue to develop your placement file.
- evaluate your own progress and set personal targets in discussion with Mentor/Tutor.

You are also expected to:

- **Lead a change in an area of the setting** as follows:
  - You will discuss with practitioners/ Mentors an aspect of development within the setting that they could take responsibility for over a three week period.
  - This should be something which would be useful for the setting and which practitioners would welcome but perhaps do not have time to implement themselves.
  - It could, for example, be the development of an area or an aspect of the setting or a small initiative which practitioners have wanted to put in place.
  - You should take the lead in the implementation of the development/initiative, ensuring you consider resources, benefits to the children, parents and staff and how you can utilise effective leadership skills to develop relationships with these, make a successful change.

You should then consider and reflect on:

- how you have demonstrated leadership in enabling an aspect of change or development to take place.
- what was involved in the management of the aspect of change or development.
- how you communicated with practitioners and, if appropriate, worked in partnership with parents throughout the process.
- consider what the impact was on improving outcomes for children.
You should record evidence of this task, its implementation and your own reflection on it and that of setting practitioners, in your file.
This will be used as evidence towards the relevant professional Teachers’ Standards.

<table>
<thead>
<tr>
<th><strong>DURING MARCH/APRIL 2017</strong></th>
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<tbody>
<tr>
<td>You should:</td>
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<tr>
<td>discuss your progress and report with your Mentor and Tutor.</td>
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<tr>
<td>- ensure that everything is finalised with the setting, e.g. the return of resources, exchange of information, thanks expressed.</td>
</tr>
<tr>
<td>- Email a copy of your attendance record to Angela Atherton at <a href="mailto:earlyyearspartnerships@edgehill.ac.uk">earlyyearspartnerships@edgehill.ac.uk</a></td>
</tr>
</tbody>
</table>
The monthly meeting and the Learning Evaluation Record

The monthly meeting that the Setting Based Mentor has with their student is a training session in which the Mentor should:

- Review children’s progress and the impact that the student is having on the learning (including discussions with children, observation of children’s responses and gathering of evidence from the student)
- Talk to the TA, or other adults
- Read the student’s files (e.g. planning and evaluation files, including evidence of the student’s own progress over time; assessment files, including records and evidence of children’s progress over time)
- Discuss the student’s progress against targets.
- Complete The Learning Evaluation Record
- Signpost and deliver training against targets and ensure appropriate interventions, so that the student can address the targets

This meeting should be recorded on the Learning Evaluation Record form.

The Learning Evaluation Record should be completed in the following way:

- The Mentor should write the student’s current targets at the top of the proforma (these should be taken from the current targets that the student is working on). These targets should be reviewed in the discussion with the student and evidence of these being addressed should be captured in the review of current targets.
- The Mentor should then reflect upon the evidence of the impact that the student's teaching is having upon the children's learning and the progress they are making.
- Targets for the student to work on over the coming month should be identified; these should identify both generic and subject specific targets, and a clear indication of how the student can achieve these should be shared.
- One copy of the proforma should be given to the student and one copy should be retained by the Mentor.

What is the Learning Evaluation Record?

As a partnership we are fully committed to our goal of ensuring that our training develops the quality of both a student’s teaching and their impact upon children’s progress and learning over time.

A Learning Evaluation as opposed to a Lesson Observation, allows for progress over time and offers a holistic approach when assessing the impact of a student on children’s learning and setting development. The Learning Evaluation allows for the student to reflect on their practice therefore allowing the student, Mentor and Visiting Tutor to make a more effective judgement on the children’s progress.

The Learning Evaluation Record

The table below lists the core evaluation methods to use during the Learning Evaluation. The setting may wish to use other methods of evaluation e.g. impact/quality of display boards, this is perfectly acceptable when coupled with the core methods listed below.

<table>
<thead>
<tr>
<th>Evaluation Methods:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>In order to make a judgement about the overall quality of teaching, the following additional activities need to be undertaken.</td>
<td></td>
</tr>
<tr>
<td>Discussion with Mentor /room leader/other adult</td>
<td></td>
</tr>
<tr>
<td>Discussion with Student</td>
<td></td>
</tr>
<tr>
<td>Discussion with Learners</td>
<td></td>
</tr>
<tr>
<td>Discussion with other Practitioner</td>
<td></td>
</tr>
<tr>
<td>Learners’ responses within in the session</td>
<td></td>
</tr>
<tr>
<td>Quality and impact of Students’ observations and assessment</td>
<td></td>
</tr>
<tr>
<td>Students’ assessment and planning records in their files</td>
<td></td>
</tr>
<tr>
<td>Students’ own evaluation of their impact on Learners’ progress and learning over time</td>
<td></td>
</tr>
<tr>
<td>Observation of teaching and learning (Mentor, monthly and Visiting Tutor mid point) Between 20 and 30 minutes</td>
<td></td>
</tr>
</tbody>
</table>
Student's own evaluation of their impact on Learners' progress and learning over time

What is reflective teaching?
Reflective teaching means looking at what you do to impact on children’s learning, thinking about why you do it, and thinking about if it works - a process of self-observation and self-evaluation. It is really important for student's to reflect upon their own performance, in order to progress in their teaching.

What should a student reflect/evaluate their planning, teaching and assessment?
After each formal Learning Evaluation (at least once a month) it is really important that the student reflects on the holistic Learning Evaluation. The student should identify:

- What went well?
- Why did this activity or technique work?
- What would I take from the session?
- What should I try to successfully use again?

Such reflection can often help to shape a student's preferred personal teaching style.

What can I do next time to improve?
In order to successfully reflect the students should also reflect upon their own personal areas for improvement. This can be based on the session that was partially observed, the discussion with the mentor, comments made by the learners or other adults in the room, or the quality of the learner’s engagement. This should help the student to form targets and identify clear areas for improvements.

The reflection form should then feed into the discussion for the next Learning Evaluation. The Visiting Tutor will expect to see these reflection sheets when they carry out their joint Learning Evaluation.

<table>
<thead>
<tr>
<th>Learning Evaluation method</th>
<th>Guidance</th>
<th>Additional comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion with Mentor</td>
<td>This is an important conversation for the Visiting Tutor to undertake. In order to make a successful judgement regarding the students’ progress, the Visiting Tutor needs to know how much support the student has received when: What should be discussed through effective questioning/discussion?</td>
<td></td>
</tr>
</tbody>
</table>
| Dis/M                      | - Any concerns about the student?  
- How well has the student integrated into setting life?  
- Is the student consistent in their approach?  
- Planning (how much is the student's work?)  
- Involvement in observations and assessment.  
- Differentiation—how much help/guidance was provided to ensure all learners made progress? Was the activity suitable to the needs to the learners?  
- How is the student’s progression in relation to their targets? | This is also a conversation the Mentor should have with the room leader (if this is a different person) in order to gather a real insight into how much of the Learning Evaluation is a true reflection of the student teacher. |
| Discussion with Student Dis/T | This discussion should be based on the students’ self-reflection from the previous Learning Evaluation, this should also lead into a review of targets and progress made. This is also an opportunity for the student to talk about their intentions regarding the session and offer supporting evidence to reflect the learners’ progress. Students should also be asked to consider:  
- Have you had the opportunity to observe ‘good’ practice? What did you take from these observations?  
- Do you believe you adhere to setting policy?  
- Have you taken the opportunity to attend any setting CPD sessions? | See notes on Students’ own evaluation of their impact on Learners’ progress and learning over time. It is suggested that a ‘check in’ before the observation as well as feedback after the Learning Evaluation would be beneficial. |
| --- | --- | --- |
| Discussion with observation of Learners Dis/L | Learners are the best to ask regarding their own personal progress. It is important the learners are challenged yet the work is accessibly.  
- Did you understand the task?  
- Did you enjoy the task?  
- Is this type of session ‘normal’ for the student teacher?  
- Did the activity challenge you? Make you think?  
- Did you understand the purpose of the task?  
- What can you do now that you couldn’t do before? | It should be arranged for the Visiting Tutor/Mentor to meet with a group of learners after session. |
| Discussion with Other Adult | Other adults in the room often have a great insight in the needs to the children, so asking questions about the suitability of the work for selected learners is good approach. Other questions to consider: As a practitioner:  
- Do you have an overview of the session before hand?  
- Do you feel you are deployed effectively?  
- Does the student seek advice regarding individuals (this could be linked to differentiation, behaviour management, engagement etc).  
- Does the students seek reflection after the session? To consider:  
- Has the student built an effective relationship with the other adults in the room? | This only applies if there is another adult in the room. |
| Quality and impact of Students’ feedback | Things to consider:  
- Does the feedback highlight what the learner did well and offer a next step?  
- Is there evidence of learners acting on their feedback? | This is an opportunity to observe learners throughout the session. |
<table>
<thead>
<tr>
<th>M/FbK</th>
<th>You could also ask the learners how the feedback helps them to make progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students' assessment and planning records in their files</td>
<td>All students are asked to collate a PDP File whilst on Professional Practice. It is important that these files reflect the student teachers’ ability to record assessment, produce plans and evaluations, evidence the relevant professional standards and write reflectively about their experiences. The information contained with the student PDP File should be used for their reflection activities and assessments.</td>
</tr>
</tbody>
</table>
## Professional Development Portfolio (PDP)

The Professional Development Portfolio will show links between practice and theory. In addition this formative assessment will provide evidence of your development towards Early Years Teacher Status along with transferable [key] skills.

This file must be available at all times for Mentors and Visiting Tutors to see and evidence will be signed off by your Programme Tutor.

You are required to complete the following specific pieces of work based on your Professional Practice experiences:

| Section 1 | • CV  
• Confirmation of DBS clearance letter from EHU  
• Contact details  
• Mentor/tutor information |
| --- | --- |
| **Section 2** Setting details including: | • Name and address  
• OfSTED Report if available  
• Staff details and roles  
• Appropriate policies  
• Details of children  
• Plan of indoor and outdoor areas  
• Routines and working arrangements  
• Setting Mission and key policies |
| **Section 3** | Any Induction Materials  
Timetable of activities  
Observations of staff and their roles including reflections on this.  
Explore the roles of other stake-holders who come into contact with the setting – including parents/carers and other professionals |
| **Section 4** | Find out about roles and responsibilities of setting managers and practitioners.  
Evidence of involvement in planning for development and learning opportunities and organising the learning environment for the children, indoors and outdoors.  
Child Profiles. |
| **Section 5** | Learning Evaluation Records |
| **Section 6** | Attendance Record, miscellaneous and references |
You will have engaged in a process of reflection and development throughout the duration of each Professional Practice and thus will have produced a detailed portfolio containing the following:

- Context of Professional Practice setting: mission, policies and documentation
- Child development profiles
- Evidence of engagement and involvement in the setting’s observation planning and assessment cycle and documentation linked to EYFS
- Examples of own planning, observation and assessment conducted for small groups and/or individuals and evidence of correlation with EYFS documentation
- Evidence of relevant Professional Practice activities and/or research study and involvement in setting-based action research
- Evidence of communication and liaison with parents/carers linked to activities and research conducted within the setting community
- Evidence of involvement and/or meetings with multi-agency professionals linked to the Professional Practice setting
- Documentation received during involvement in any CPD training whilst on placement
- Observations and final reports completed by the Mentor or Visiting Tutor.

Child Profiles

During this placement, students are asked to compile child profiles. The purpose of compiling child profiles is to enable students to link theoretical principles of child development with practical examples of children’s learning and development in early year’s settings. This type of information enables students to gain a deeper insight into child development and to engage in the settings provision to support the learning and development of each ‘unique child’.

Year 2: Child profiles will include:

- Find out about roles and responsibilities of setting managers and practitioners.
- Evidence of involvement in planning for development and learning opportunities and organising the learning environment for the children, indoors and outdoors.
- Develop profiles of the development and learning of three children as follows:
  - one child aged between 2 and 3 years
  - one child who (if appropriate) has been identified by the setting as having additional needs
  - one child who has English as a second language

Year 3: Child profiles will be of three children with differing needs and you will focus on how provision is differentiated and inclusion and equal opportunities are ensured.

Child profiles are not designed to be intrusive and/or contravene setting policies on confidentiality with regard to personal details about children and families. Students should respect the need for confidentiality and discuss with practitioners/ Mentors how this information should be collected, stored and used as evidence towards the relevant professional standards.

All children’s names should be anonymised and no photographs should be taken or kept of profile children without permission from the setting.
Timetables

For information regarding student’s timetables please refer to the specific Programme Handbook. All Handbooks are available online and can be found at: www.edgehill.ac.uk/educationpartnership/early-years-education/programme-handbooks/

Planning and Assessment

Within University-based sessions and placements students develop their knowledge and understanding of how to plan effectively and assess for children’s learning. The student needs induction into how the setting/school undertakes these processes.

During any placement students have access to planning formats to support their planning. Copies of these proformas can be accessed by the following link www.edgehill.ac.uk/educationpartnership/early-years-education/professional-practice-information/

Alternatively, a student may use the planning structures and proformas within the setting/school.

All students should complete a session evaluation proforma for the sessions they plan and teach. The reflections from these should help the Mentor in school and the trainee to set relevant targets.

Additionally, during the student’s time in the setting/school they would benefit from observing a range of good and outstanding practitioners. It is crucial that students capture this information and are supported in reflecting how this practice can impact on their continued development.

Expenses

Prior to starting Professional Practice a student/trainee will need to think about expenses that they will incur until they receive them back eg transport and decide if they can manage these costs. Students/trainees can seek advice on how to manage their money from the Student Money Advisors. For further information please contact moneyadvice@edgehill.ac.uk
External Examiner

Degree awarding bodies are responsible for the quality of their educational programmes and the standard of the awards to which they lead; and the external examination system within UK higher education is one of the principal means for assuring both.

Within the Faculty of Education we work with External Examiners and External Consultants, according to the needs of the Area; and both of these roles are taken by experts in their subject, or field of work. The External Examiner is a colleague from another Higher Education Institution, and the External Consultant is a colleague from a setting, setting or college. External colleagues are independent experts who has no significant prior association with the programme team.

Our externals are valued partners at Edge Hill University and the work they undertake allows programme teams to be assured of the quality of the programmes delivered and, at the same time, supports programme teams in identifying enhancement opportunities in order to continue to improve programmes.

At the end of the year externals attend the relevant assessment boards in order to confirm that the marks and awards being made are made fairly and rigorously.

At the end of the assessment process external colleagues write a report which outlines their findings, observations and judgements. This is a significant document which allows programme teams to celebrate strengths and identify areas to develop. The reports are located in the relevant area of the VLE for you to read; along with the programme team’s response to the report.

The External Examiner(s) for your programme is Pam Jarvis, Leeds Trinity University

Please note: It is not appropriate for students to contact external examiners individually, however, many of you will have chance to talk with them as outlined above.
Health and Safety

The University and setting/college have a duty of care towards the student while they are in the setting.

In order to fulfil this duty of care the University will:

Prepare the student for the Professional Practice/Placement and ensure they are aware of general health and safety aspects (this does not include the specific information needed for any particular setting)

- Give the student an opportunity to notify the University of any health and safety problems encountered whilst in the setting
- Respond to any negative feedback received from students regarding health and safety practices during Professional Practice/Placement, by informing the setting

During any Professional Practice/Placement, we expect our students to be effective, safe and reliable people. However, during Professional Practice/Placement, students are under the control of the setting, therefore the statutory duty of care and consequent liabilities rest with the setting.

We expect you to treat students in the same way as you would treat your employees with regards to health, safety and welfare.

You will be expected to:

- Provide the student with information on the workplace health and safety arrangements, including fire precautions, specific hazards and health and safety precautions
- Include the student in the risk assessment programme as necessary, if it affects activities undertaken by them; also the completion of any relevant pregnancy risk assessments and any personal Emergency Evacuation Plans for disabled students
- Provide appropriate instruction and training in working practices and in the particular control measures identified in the risk assessments
- Provide ongoing supervision and training for the student in the performance of their duties
- Have a system of recording and investigating accidents and incidents – you must notify the University of accidents and incidents involving the student

All settings have indicated on the online portal their agreement to the terms and conditions of the Partnership Agreement which included a health and safety checklist. This confirmed that the setting will ensure that all Edge Hill University students are trained on identified key health and safety procedures at the beginning of each period of Professional Practice/Placement. By signing in acceptance of this agreement, settings are confirming that they will adhere to these roles and responsibilities

Insurance

Edge Hill University assumes that you will have Employer Liability and Public Liability insurance in place for the period of the Professional Practice/Placement and that these will apply to a student as they would to any other member of your staff. If this is not the case, or if this creates any problems or questions, please let us know at the earliest possible date.

Health Clearances

All students on entrance to a programme must complete a health assessment form, which is forwarded to our Occupational Health Service provider for assessment and, where necessary, further discussion or examination by a qualified Occupational Health Nurse Practitioner or Consultant.

Teachers and those training to become teachers need a sufficient standard of health and physical fitness (Fitness to Teach, 2007). Teaching is a demanding career and teachers have a duty of care for the pupils in their charge. The health, education, safety and welfare of pupils are an important factor in deciding on an individual’s health and physical capacity to train and subsequently to teach.
Sometimes health problems only emerge after a student has started their programme. If these could affect ‘fitness to teach’ then it is important that you raise any concerns that you have with the Placement/Course Leader. This will enable the programme team to decide on the appropriate course of action. These procedures may additionally include the completion of a Risk Assessment.

**Pregnancy**

Disclosure of pregnancy is at the student’s discretion, but in the interests of health and safety and to ensure that appropriate support is provided, we strongly advise students to make this known to their tutor or other appropriate member of University staff at an early stage.

On the occasion that a student discovers that they are pregnant mid-placement; they should inform their mentor or teacher. If this happens, please ask the student to contact their University tutor. Alternatively, ask their permission to contact the University.

We will then organise risk assessment procedures to be carried out within two working days of notification and identify appropriate steps to support the student and partner institution. If the pregnancy goes beyond 34 weeks, the student must provide a note from their doctor stating that she is fit to work.

Trainee Teacher/Student advised to contact Personal Tutor and Professional Practice/Placement Mentor to re-assess if there are any new health concerns relating to the pregnancy

Carry out a Risk Assessment based on the initial assessment and any medical advice provided by the Trainee Teacher’s/Student’s GP or midwife

- Has a risk been identified?
  - Yes
    - Can the risk be removed?
      - No
        - Postpone (defer) the Professional Practice/Placement for as long as necessary
      - Yes
        - Remove Risk
  - No
    - Regularly monitor and review*

Edge Hill University has the right to pause (or transfer) the Professional Practice/Placement if it is felt that this will be harmful to the pregnant mother or baby’s health

*Risk Assessment should be reviewed on a weekly basis by the Personal Tutor
A Flow Diagram of the Risk Assessment Process if a Trainee/Student is Pregnant

Trainee Teacher/Student advises Personal Tutor of pregnancy OR has given birth in last 6 months OR is breast feeding

Edge Hill Pregnancy Risk Assessment to be completed

Personal Tutor, Professional Practice/Placement Mentor and Trainee Teacher/Student determine the suitability of Professional Practice/Placement

If unsuitable:

Personal Tutor undertakes a full Risk Assessment with the Professional Practice/Placement Mentor and Trainee Teacher/Student

Copy of Risk Assessment Forms to be retained by Professional Practice/Placement Mentor

If unsuitable:

New Professional Practice/Placement sought and process begins again. This may cause a delay to the actual start date

Trainee Teacher/Student to provide Personal Tutor with the MAT B1 proforma when provided by GP (after 20 weeks)

Copy to be provided to:

- Trainee Teacher/Student
- Personal Tutor
- Programme Leader
- Course/Year Leader
- Head of Area
Student Absence

Students who unavoidably miss occasional Professional Practice days will be required to give full and prompt explanations to the setting/school and to Edge Hill University. Where absences are repeated, the Mentor or Visiting Tutor may ask students for documentary evidence of the reasons for absence.

If you are absent for unavoidable reasons, you should:

- Notify the setting/school at the start of the working day of the reason for and expected duration of any unscheduled absence.
- Notify the Visiting Tutor.
- Make up any missed teaching and observations when you return to setting, at the expense of Self-Managed Time.

Edge Hill University (Associate) Tutors

Edge Hill University Tutors who have only occasional contact with pupils and are not left unsupervised with children, do not require DBS / CRB clearance, provided they are at all times in the company of individuals that have been cleared.

Disclosure and Barring Service (DBS) Checks

It is a condition of entry to the programme that all students are subject to a Disclosure and Barring Service (DBS) criminal records check, including a check of the children’s barred list.

Once a student is enrolled upon their degree programme, prior to their Professional Practice it is the responsibility of the Faculty of Education to confirm in writing to the receiving setting that the relevant criminal records check, including a check of the children’s barred list, has taken place and that the individual has been judge by the University to be suitable to train to work with children.

In the case of salaried routes, the responsibility lies with the employer to ensure that checks have been carried out.

Childcare Disqualification Regulations

New guidance has been received on the regulations requiring those who work in childcare or early years settings to disclose whether they, or (as far as they are aware) members of their households are disqualified from working in childcare settings. This applies to both new and existing students training on routes covering the 0-5 age range.

On Programme Self-Declaration

All providers of Initial Teacher Training (ITT) have a responsibility to ensure that trainees have the health and physical capacity to teach and will not put children and young people at risk of harm. In addition, statutory guidance requires providers to ensure that entrants on all routes, including salaried schemes, have been subject to a Disclosure and Barring Service (DBS) criminal records check, including a check of the children’s barred list, a prohibition order check, and, for those trainee undertaking Early Years or Primary programmes, a check that the candidate, or, to the best of their knowledge, any member of their household, is not disqualified from working in childcare settings. These checks are undertaken prior to enrolment.

If any changes occur whilst on programme in a trainee’s circumstances relating to their health and physical capacity to teach; or relating to a criminal record, or safeguarding check, the trainee must inform their Head of Area without delay in order that appropriate support can be put in place.

The flow chart overleaf sets out the detail of the relevant procedures.
Character issue (i.e. a criminal offence) disclosed at enrolment - Faculty Assistant Registrar (FAR) organises Disclosure and Barring Services (DBS) panel and results to be passed to Academic Registry

During programme trainee declares a character issue (following DBS clearance) OR the University are made aware of an offence

Trainee not cleared - trainee is supported in leaving the programme

Trainee completes Self-Declaration Form and submits form to Academic Registry

DBS Panel arranged

HoA to make initial decision related to trainee's ability to undertake a Professional Practice

HoA to report issue to ITT Leadership Team, maintaining anonymity, for decision to be confirmed - ILT to make decision as to next steps

HoA to report outcome to trainee

Health Issue disclosed - Faculty Assistant Registrar (FAR) requests further information and informs Head of Area (HoA)

Team Leader produces DBS letter and confirms with FAR that letter has been produced

Trainee cleared and proceeds with programme

DBS letter produced and passed to CL/PL to distribute to trainee

Self-Declaration Procedure

Faculty Assistant Registrar (FAR) organises Disclosure and Barring Services (DBS) panel and results to be passed to Academic Registry

Trainee completes Self-Declaration Form and submits form to Academic Registry

DBS Panel arranged

HoA to report issue to ITT Leadership Team, maintaining anonymity, for decision to be confirmed - ILT to make decision as to next steps

HoA to report outcome to trainee

Health Issue disclosed - Faculty Assistant Registrar (FAR) requests further information and informs Head of Area (HoA)
Safeguarding is everybody’s responsibility and there may be occasions where we need to act quickly to identify and minimise any risks to children/vulnerable adults.

This policy sets out the actions that must occur if a student/trainee has a concern for the safeguarding and welfare of a child/vulnerable adult during the Professional Practice element of their programme. It also clarifies how a student/trainee will be supported throughout any process of enquiry.

2 Please note this procedure also applies to a cause for concern which may fall under The Prevent Duty
MANAGEMENT OF A CAUSE FOR CONCERN ON PROFESSIONAL PRACTICE RELATED TO SAFEGUARDING OF A CHILD/VULNERABLE ADULT

The following sets out the actions to be taken by a student/trainee and Faculty staff.

Student/trainee has concerns relating to safeguarding of a child/vulnerable adult

Student/trainee must inform the Faculty of Education DSO immediately (within 24 hours) using the designated email safeguarding@edgehill.ac.uk and must be copied to the appropriate HoA.

The HoA will advise the student/trainee to seek support from their Personal Tutor.

The FoE’s DSO will contact the *relevant school/college/setting’s DSO to ensure the appropriate procedures are in place.

As appropriate, the HoA will work with the relevant Personal Tutor to ensure the student/trainee is supported in their Professional Practice.

The FoE’s DSO will seek and record the outcome, and share with HoA and with other colleagues within the University, as necessary.

The FoE’s DSO will ensure the partnership database details are amended, as necessary.

Student/trainee to be informed of outcome by HoA.

The school/college/setting’s DSO will guide and support the student/trainee in following the school/college/setting’s relevant procedure.

DSO – Designated Safeguarding Officer
FoE – Faculty of Education
HoA – Head of Area

* The FoE (DSOs) are Nadine Baker, email: bakern@edgehill.ac.uk, Tel: 01695 584336, and Leon Fraser, email: fraserl@edgehill.ac.uk, Tel: 01695 584314.

Please note it is courteous for the student/trainee to also inform their Mentor of the fact that an issue has been reported (please note the specific details should not be shared).
INCIDENT REPORTING FORM

TO BE COMPLETED BY A STUDENT/TRAINEE WHO WISHES TO RAISE A CAUSE FOR CONCERN ON PROFESSIONAL PRACTICE

(Please include the full names of all concerned)

Name of reporting student/trainee: ..............................................................................................

Student no.: ................................................................................................................................

Programme: ...................................................................................................................................

Name of Personal Tutor: ....................................................................................................................

Professional Practice and name of school/college/setting:
........................................................................................................................................................

Date of alleged incident, or cause for concern: ................................................................................

Time of alleged incident, or cause for concern: ................................................................................

Reported to (please include name(s) and role(s)): ...........................................................................

Nature of alleged incident, or cause for concern (please give as much detail as possible including relevant dates, times and names):
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Name of Designated Safeguarding Officer in school/college/setting:

Incident reported to Designated Safeguarding Officer in school/college/setting on:

Signed:

Student/Trainee: ................................................................. Date: ...........................................

*please also print name*

*To be returned to the relevant Head of Area to forward to the Faculty Designated Safeguarding Officer.*
OUTCOME

TO BE COMPLETED BY THE DSO ONCE AN OUTCOME HAS BEEN REACHED, FOLLOWING THE INVESTIGATION INTO THE ALLEGED INCIDENT, OR CAUSE FOR CONCERN

Signed: .................................................................

Faculty DSO: ....................................................... Date: .............

please also print name
1. Set high expectations which inspire, motivate and challenge all children.
1.1 Establish and sustain a safe and stimulating environment where children feel confident and are able to learn and develop.
1.2 Set goals that stretch and challenge children of all backgrounds, abilities and dispositions.
1.3 Demonstrate and model the positive values, attitudes and behaviours expected of children.

2. Promote good progress and outcomes by children.
2.1 Be accountable for children's progress, attainment and outcomes.
2.2 Demonstrate knowledge and understanding of how babies and children learn and develop.
2.3 Know and understand attachment theories, their significance and how effectively to promote secure attachments.
2.4 Lead and model effective strategies to develop and extend children’s learning and thinking, including sustained shared thinking.
2.5 Communicate effectively with children from birth to age five, listening and responding sensitively.
2.6 Develop children’s confidence, social and communication skills through group learning.
2.7 Understand the important influence of parents and/or carers, working in partnership with them to support the child’s wellbeing, learning and development.

3. Demonstrate good knowledge of early learning and EYFS.
3.1 Have a secure knowledge of early childhood development and how that leads to successful learning and development at school.
3.2 Demonstrate a clear understanding of how to widen children’s experience and raise their expectations.
3.3 Demonstrate a critical understanding of the EYFS areas of learning and development and engage with the educational continuum of expectations, curricula and teaching of Key Stage 1 and 2.
3.4 Demonstrate a clear understanding of systematic synthetic phonics in the teaching of early reading.
3.5 Demonstrate a clear understanding of appropriate strategies in the teaching of early early mathematics.

4. Plan education and care taking account of the needs of all children.
4.1 Observe and assess children’s development and learning, using this to plan next steps.
4.2 Plan balanced and flexible activities and educational programmes that take into account the stage of development, circumstances and interests of children.
4.3 Promote a love of learning and stimulate children’s intellectual curiosity in partnership with parents and/or carers.
4.4 Use a variety of teaching approaches to lead group activities appropriate to the age range and ability of children.
4.5 Reflect on the effectiveness of teaching activities and educational programmes to support the continuous improvement of provision.

5. Adapt education and care to respond to the strengths and needs of all children.
5.1 Have a secure understanding of how a range of factors can inhibit children’s learning and development and how best to address these.
5.2 Demonstrate an awareness of the physical, emotional, social, intellectual development and communication needs of babies and children, and know how to adapt education and care to support children at different stages of development.
5.3 Demonstrate a clear understanding of the needs of all children, including those with special educational needs and disabilities, and be able to use and evaluate distinctive approaches to engage and support them.
5.4 Support children through a range of transitions.
5.5 Know when a child is in need of additional support and how this can be accessed, working in partnership with parents and/or carers and other professionals.

6.1 Understand and lead assessment within the framework of the EYFS framework, including statutory assessment requirements.
6.2 Engage effectively with parents and/or carers and other professionals in the on-going assessment and provision for each child.
6.3 Give regular feedback to children and parents and/or carers to help children progress towards their goals.

7. Safeguard and promote the welfare of children, and provide a safe learning environment.
7.1 Know and act upon the legal requirements and guidance on health and safety, safeguarding and promoting the welfare of the child.
7.2 Establish and sustain a safe environment and employ practices that promote children’s health and safety.
7.3 Know and understand child protection policies and procedures, recognise when a child is in danger or at risk of abuse, and know how to act to protect them.

8. Fulfil wider professional responsibilities.
8.1 Promote equality of opportunity and anti-discriminatory practice.
8.2 Make a positive contribution to the wider life and ethos of the setting.
8.3 Take a lead in establishing a culture of cooperative working between colleagues, parents and/or carers and other professionals.
8.4 Model and implement effective education and care, and support and lead other practitioners including Early Years Educators.
8.5 Take responsibility for leading practice through appropriate professional development for self and colleagues.
8.6 Reflect on and evaluate the effectiveness of provision, and shape and support good practice.
8.7 Understand the importance of and contribute to multi-agency team working.
### Key Strengths

Please make direct reference to the Teachers’ Standards (Early Years) and range of observation methods

<table>
<thead>
<tr>
<th>Teachers’ Standards (Early Years) Prompts (1-4)</th>
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</thead>
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4.1. Observe and assess children's development and learning, using this to plan next steps.

4.2. Plan balanced and flexible activities and educational programmes that take into account the stage of development, circumstances and interests of children.

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4.4. Use a variety of teaching approaches to lead group activities appropriate to the age range and ability of children.

4.5. Reflect on the effectiveness of teaching activities and educational programmes to support the continuous improvement of provision.

5. Adapt education and care to respond to the strengths and needs of all children.

5.1. Have a secure understanding of how a range of factors can inhibit children's learning and development and how best to address these.

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5.4. Support children through a range of transitions.

5.5. Know when a child is in need of additional support and how this can be accessed, working in partnership with parents and/or carers and other professionals.


6.1. Understand and lead assessment within the framework of the EYFS framework, including statutory assessment requirements (see annex 1).

6.2. Engage effectively with parents and/or carers and other professionals in the on-going assessment and provision for each child.

6.3. Give regular feedback to children and parents and/or carers to help children progress towards their goals.

7. Safeguard and promote the welfare of children, and provide a safe learning environment.

7.1. Know and act upon the legal requirements and guidance on health and safety, safeguarding and promoting the welfare of the child.

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8. Fulfil wider professional responsibilities.

8.1. Promote equality of opportunity and anti-discriminatory practice.

Areas to Develop
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<table>
<thead>
<tr>
<th>Name, Signature and Role of Observer</th>
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<tr>
<td>Name, Signature and Role of Observer 2</td>
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|(If joint observations conducted) |

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<th>Name, Signature of Student</th>
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Attendance record

Please note students are required to attend their Developmental Placement for a total of 50 days if in year 2 & 40 days if in year 3 (2 days per week). Authorised absences should be addressed through additional days attendance negotiated with the setting. This form is to be returned to earlyyearspartnerships@edgehill.ac.uk at the end of the placement.

<table>
<thead>
<tr>
<th>Week</th>
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<th>Present day 1</th>
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Visits completed by EHU VT

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Signed: Mentor: _______________________________

Tutor: _______________________________