BA (Hons) Primary Education with QTS
Full Time and Part Time
PGCE Primary Education with QTS
Including, Mathematics Specialist and School Direct

Professional Practice Handbook 2017 – 2018
**Inclusion Team**

Based in the Student Information Centre, we provide information, advice and guidance to students who may need additional support with their studies. If you have a physical or sensory impairment, mental health diagnosis, long-term medical condition, Autism or Asperger’s Syndrome, we can advise on:

- Disclosure and confidentiality
- The support available from the team and other services
- What is meant by “reasonable adjustments” and how you might benefit from them
- Information related to exam modifications
- Guidance about alternative forms of assessment
- Advice about eligibility for Disabled Students’ Allowance (DSA)

Our approach is friendly yet professional and you can discuss your requirements in complete confidence, our contact details are below.

Email: inclusionteam@edgehill.ac.uk  
Tel: 01695 584190  
Location: Ground Floor, Student Information Centre

We look forward to hearing from you.

**SpLD Support Team**

The SpLD Support Team, based in the University Library (1st floor) support learners with Specific Learning Difficulties (SpLD) including Dyslexia, Dyspraxia, Dyscalculia and ADHD.

The team offer advice and guidance with:

- Informal assessments - explores if you have any indicators of SpLD
- Diagnostic assessments
- Advice and guidance on applying for Disabled Students Allowance (DSA)

The team of specialist study skills advisors are able to provide one to one support to enable students to develop strategies to help them with their studies.

If you have any concerns or would like further information about SpLD please visit our website at www.ehu.ac.uk/spld. Here, you will find detailed information about the informal and diagnostic assessments and a helpful Dyslexia checklist.

Alternatively please call into the University Library (1st floor) for a confidential chat.

For further advice contact the SpLD Support Team:  
Ask desk, 1st floor, University Library, Ormskirk  
Tel: 01695 584372  
Email: spld@edgehill.ac.uk  
Web: www.ehu.ac.uk/spld
Equality and Diversity – Policy Summary

Edge Hill University aims to provide a safe, supportive and welcoming environment for its staff, students and visitors, where equality is promoted, and diversity is valued and the rights and dignity of all is respected.

The University seeks to identify and eliminate discrimination, including harassment and bullying regardless age; disability; ethnicity (including race, colour and nationality); sex; gender reassignment; religion; belief or non; sexual orientation; marriage and civil partnership; pregnancy and maternity or socio-economic background.

The University will apply the Equality and Diversity Policy to all areas 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. Contravention of the policy will be considered a serious disciplinary matter. Any breaches will be considered under the relevant and most appropriate policy or procedure.

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 studentservices@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.
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The contents list is linked to the relevant section in the handbook – Ctrl+Click to follow link

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Welcome from the Department of Children, Education and Communities (DCEC)

Welcome to your Professional Practice Handbook.

Professional Practice is a very important and very exciting aspect of your training and an opportunity for you to form strong professional working relationships with pupils and colleagues.

This Professional Practice Handbook will guide you, your Mentor and your Visiting Tutor through your time on Professional Practice, ensuring you have completed all the requirements for the level you are currently working at. We hope, however, that you will take every opportunity offered to you above and beyond the requirements outlined here to ensure that you can enhance your experiences still further.

You are in a privileged position to be able to have a significant impact on the learning and progress of the children you are working alongside and we hope that this opportunity will both challenge and inspire you, offering you the chance to be an outstanding and resilient teacher.

You represent yourself and Edge Hill University whenever you enter a school or setting and we know that you will make yourself and all of us proud of your achievements!

With very best wishes for the coming weeks.

Dr. Helen O’Keeffe
Associate Dean - Faculty of Education.

Welcome from a Headteacher: a Partnership school

As a Headteacher I enjoy having trainees in school as I know how important an experience it is for them. As a school we want to show trainees what life is really like for a teacher. Our trainees work alongside an experienced teacher, initially planning with them, working with groups and watching good practice, then building up to teaching sessions, groups and whole class. We always work at the trainees’ own pace and always let them have a go when they are ready.

We encourage our trainees to take part in every aspect of school life: sitting alongside the teacher at a parents’ evening, speaking to parents before and after school, attending meetings in school, attending training sessions and helping at the Christmas production or the Summer Fair or helping at an after school club or a school trip. I want every trainee in school to leave having made the most of every available opportunity and feeling confident in every area of teaching before they move on to their next step.

As a school having a trainee helps us reflect on our own practice. All the staff see new ideas being tried out with their children, they reflect with the trainees on their own practice, see what works with their own children in a different way and share experiences with a trainee which both teacher and trainee find mutually beneficial. Trainees bring a new energy and ideas to the school and allow us to continue to develop as a school.

Headteacher:
Mrs Christine Adams
Lines of Communication for schools (related to Professional Practice)

In the first instance for all enquiries please contact the Department of Children, Education and Communities Professional Support team on:  
DCECpartnership@edgehill.ac.uk

or contact via the telephone on  
01695 650834

The team should be able to deal with your enquiry; if they are unable to do so, they will refer your enquiry to the following people:

### Full time BA (Hons) Primary Education with QTS

| Year Leader/Professional Practice Leader Year 1 | Elizabeth Dunn  | Dunne@edgehill.ac.uk | 01695 584420 |
| Year Leader/Professional Practice Leader Year 2 | Sue Harrop  | harrops@edgehill.ac.uk | 01695 584283 |
| Year Leader/Professional Practice Leader Year 3 | Sue Taylor  | taylorSu@edgehill.ac.uk | 01695 584201 |
| Full time BA (Hons) Primary Education with QTS Programme Leader | Sian Onions  | onionss@edgehill.ac.uk | 01695 587828 |

### Part time BA (Hons) Primary Education with QTS

| Professional Practice Lead (Part Time Programme) | Louise Hawxwell  | hawxwell@edgehill.ac.uk | 01695 584715 |
| Level 4 Leader | Tracy Robinson  | Robinsot@edgehill.ac.uk | 01695 650823 |
| Level 5 Leader | Cherryl Cooper  | Cooperc@edgehill.ac.uk | 01695 650998 |
| Level 6 Leader | Karen Morris  | Morrisk@edgehill.ac.uk | 01743 342496 |
| Part Time BA (Hons) Primary Education with QTS Programme Leader | Polly Thorpe  | thorpep@edgehill.ac.uk | 01695 650823 |

### Full time Primary PGCE programme.

| Programme Leader and Phase 1 Professional Practice Leader | Susan Shaw  | shaws@edgehill.ac.uk | 01695 650821 |
| PGCE Year Leader/Phase 2 Professional Practice Leader | Wendy Dixon  | dixonw@edgehill.ac.uk | 01695 584460 |

School Direct: please refer to School Direct handbooks for more details.

| School Direct Programme Leader | Susan Shaw  | shaws@edgehill.ac.uk | 01695 650821 |

Department of Children Education and Communities: Management team (Linked to Professional Practice)

| Assistant Head of Department and Full time BA (Hons) Primary Education with QTS Programme Leader | Sian Onions  | onionss@edgehill.ac.uk | 01695 587828 |
| PGCE (and School Direct) Programme Leader and Phase 1 Professional Practice Leader | Susan Shaw  | shaws@edgehill.ac.uk | 01695 650821 |
| ITT Partnership Lead: Department of Children, Education and Communities | Eleanor Davidson  | davidsoe@edgehill.ac.uk | 01695 584434 |

Contact list updated and accurate on the 25th July 2017
### Key Professional Practice requirements-BA (Hons) Primary Education

**Undergraduate trainee (Full Time/Part Time)**

#### Phase 1a

<table>
<thead>
<tr>
<th>Year 1 Undergraduate</th>
<th>Key Requirement and suggested progression: Year 1 Undergraduate</th>
<th>Whole Class Teaching</th>
<th>Group Work, Training Tasks, Team Teaching and Observations</th>
<th>Planning, Preparation and Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>To build up to teaching and planning for 30-40% of the class timetable.</td>
<td>To observe the class at work and to work with groups of children under the direction of the class teacher, across all timetabled lessons. Ensure some non-contact time is allocated to give the trainee opportunities to explore resources, school policies, etc.</td>
<td>80%</td>
<td>20%</td>
<td></td>
</tr>
</tbody>
</table>

| Week 1 | To begin to plan for groups of learners and short whole class inputs (e.g. oral and mental starter for mathematics, phonics). | 20% | 60% | 20% |
| Weeks 2-3 | To increase the amount of whole class input. | 30% | 50% | 20% |
| Weeks 4-5 | To teach and plan for 30-40% of the class timetable. | 30-40% | 40-50% | 10% |

#### Phase 1b

<table>
<thead>
<tr>
<th>Year 2 undergraduate</th>
<th>Key Requirements and suggested progression: Year 2 undergraduate</th>
<th>Whole Class Teaching</th>
<th>Group Work, Training Tasks, Team Teaching and Observations</th>
<th>Planning, Preparation and Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>To build up to teaching and planning for 40-50% of the class timetable.</td>
<td>To observe the class at work and to work with groups of children under the direction of the class teacher, in order to get to know the children and their range of attainment, as well as the units of work being planned.</td>
<td>80%</td>
<td>20%</td>
<td></td>
</tr>
</tbody>
</table>

| Week 1 | To begin to plan for groups of learners and whole class inputs. | 30% | 50% | 20% |
| Weeks 2-3 | To teach and plan for 40-50% of the class timetable. | 40% | 50% | 10% |
| Weeks 4-5 | 40-50% | 30-40% | 10% |
Phase 2

Key Requirements and suggested progression: Year 3 undergraduate

<table>
<thead>
<tr>
<th>Year 3 undergraduate</th>
<th>Whole Class Teaching</th>
<th>Group Work, Training Tasks, Team Teaching and Observations</th>
<th>Planning, Preparation and Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>To build up to teaching and planning for <strong>80%</strong> of the class timetable.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To be based in one class, with opportunities to visit other classes in other Key Stages for specific purposes. Solo Professional Practice.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 1</td>
<td>To observe the class at work and to work with groups of children under the direction of the class teacher, in order to get to know the children and their range of attainment, as well as the units of work being planned.</td>
<td><strong>80%</strong></td>
<td><strong>20%</strong></td>
</tr>
<tr>
<td>Weeks 2-3</td>
<td>To begin to plan for groups of learners and whole class inputs.</td>
<td><strong>30%</strong></td>
<td><strong>50%</strong></td>
</tr>
<tr>
<td></td>
<td>To increase the amount of whole class input.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weeks 4-5</td>
<td>To teach and plan for <strong>80%</strong> of the class timetable.</td>
<td><strong>50%</strong></td>
<td><strong>40%</strong></td>
</tr>
<tr>
<td>Weeks 6-10</td>
<td></td>
<td><strong>80%</strong></td>
<td><strong>20%</strong></td>
</tr>
</tbody>
</table>

Please note:
*For Part Time undergraduates, the Professional Practice requirements are the same as above but occur at different times within the programme, over the four year route.*

Year 1  level 4-5 *(P1P)* Phase 1a (guidance above)

Year 2  level 5 no Professional Practice

Year 3  level 5-6 *(P3P)* Phase 1b (guidance above)

Year 4  level 6 *(P4P)* Phase 2 (guidance above)

Trainee Profiles:

The trainee should provide the school with a copy of the profile via email, *usually* one week before the Professional Practice begins; if this is not possible a hard copy of the profile should be provided on arrival at the school.

The trainee profile document is designed:

- To allow for the sharing of important information with the school/setting before the trainee undertakes Professional Practice.
- To allow for the celebration of success by charting progress made towards targets set.
- To support the trainee, the Mentor and Visiting Tutor to plan the next steps to aid the development of the trainee teacher.
- To complement the trainee’s Teachers’ Standards Portfolio, forming a comprehensive summary of a trainee’s experience, knowledge and skills.
- The CEDP/ transition document will support employers when planning the induction programme and aid the setting/development of NQT targets.
Key Professional Practice requirements- Primary Post Graduate Certificate in Education (PGCE)

**Phase 1:**

<table>
<thead>
<tr>
<th>Key Requirements and suggested progression</th>
<th>Whole Class Teaching</th>
<th>Group Work, Training Tasks, Team Teaching and Observations</th>
<th>Planning, Preparation and Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>To build up to teaching and planning for 40-50% of the class timetable.</td>
<td>80%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>To be based in one class, with opportunities to visit other classes in other Key Stages for specific purposes. Possibly a paired Professional Practice.</td>
<td>80%</td>
<td>20%</td>
<td></td>
</tr>
</tbody>
</table>

**Week 1**

To observe the class at work and to work with groups of children under the direction of the class teacher, in order to get to know the children and their range of attainment, as well as the units of work being planned.

<table>
<thead>
<tr>
<th></th>
<th>80%</th>
<th>20%</th>
</tr>
</thead>
</table>

**Weeks 2-3**

To begin to plan for groups of learners and whole class inputs.

<table>
<thead>
<tr>
<th></th>
<th>30%</th>
<th>50%</th>
<th>20%</th>
</tr>
</thead>
</table>

**Weeks 4-5**

To teach and plan for 40-50% of the class timetable.

<table>
<thead>
<tr>
<th></th>
<th>40%</th>
<th>50%</th>
<th>10%</th>
</tr>
</thead>
</table>

**Week 6 onwards**

<table>
<thead>
<tr>
<th></th>
<th>40-50%</th>
<th>30-40%</th>
<th>10%</th>
</tr>
</thead>
</table>

**Phase 2**

<table>
<thead>
<tr>
<th>Key Requirements and suggested progression</th>
<th>Whole Class Teaching</th>
<th>Group Work, Training Tasks, Team Teaching and Observations</th>
<th>Planning, Preparation and Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>To build up to teaching and planning for 80% of the class timetable.</td>
<td>80%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>To be based in one class, with opportunities to visit other classes in other Key Stages for specific purposes. Solo Professional Practice.</td>
<td>80%</td>
<td>20%</td>
<td></td>
</tr>
</tbody>
</table>

**Week 1**

To observe the class at work and to work with groups of children under the direction of the class teacher, in order to get to know the children and their range of attainment, as well as the units of work being planned.

<table>
<thead>
<tr>
<th></th>
<th>80%</th>
<th>20%</th>
</tr>
</thead>
</table>

**Weeks 2-3**

To begin to plan for groups of learners and whole class inputs.

To increase the amount of whole class input.

<table>
<thead>
<tr>
<th></th>
<th>30%</th>
<th>50%</th>
<th>20%</th>
</tr>
</thead>
</table>

**Weeks 4-5**

To teach and plan for 80% of the class timetable.

<table>
<thead>
<tr>
<th></th>
<th>50%</th>
<th>40%</th>
<th>10%</th>
</tr>
</thead>
</table>

**Week 6 onwards**

<table>
<thead>
<tr>
<th></th>
<th>80%</th>
<th>20%</th>
</tr>
</thead>
</table>

School Direct: please refer to the cluster specific School Direct Programme handbook for more details.
Information for the Class Teacher

All school colleagues have a crucial role in providing a high quality training experience for trainees.

However, trainees consistently report that the role of the class teacher is crucial in relation to their continued development and training. They have identified that the opportunity to build a professional relationship with an outstanding teacher enables feedback to be given and received in a way which complements that of the (School Based) Mentor.

Your role is particularly valued in the following areas:

<table>
<thead>
<tr>
<th>Role of the Class Teacher</th>
<th>Key Training Requirements - checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet the trainee and discuss the following:</td>
<td>Tick</td>
</tr>
<tr>
<td>Induction to the classroom and routines</td>
<td></td>
</tr>
<tr>
<td>Induction to the children and their ability levels</td>
<td></td>
</tr>
<tr>
<td>Training in the specific use of the school’s planning and assessment systems</td>
<td></td>
</tr>
<tr>
<td>Training and support in relation to the management of behaviour and classroom organisation in the base classroom</td>
<td></td>
</tr>
<tr>
<td>Opportunities for your trainee to observe your teaching and discuss the approaches you employ</td>
<td></td>
</tr>
<tr>
<td>Joint teaching or planning sessions</td>
<td></td>
</tr>
<tr>
<td>Daily evaluative feedback and developmental ideas</td>
<td></td>
</tr>
<tr>
<td>Identification of further training opportunities in school</td>
<td></td>
</tr>
</tbody>
</table>

Information for the Mentor in School

Safeguarding: The Prevent Duty

Prior to embarking upon a Professional Practice all trainees will have had a university-based introduction to Safeguarding, appropriate to their level of study. In addition, they will have been introduced to The Prevent Duty and will have gained an understanding of their responsibilities with regard to this.

As part of the trainee’s induction into your setting we would ask that you take time to introduce the setting’s Safeguarding policy and approach to The Prevent Duty, in order that the trainee is fully briefed about their school-based responsibilities.

All trainees should adhere to the school’s policy regarding the use of photographic equipment, trainees should also follow the school’s Data Protection policy.
Information for the Mentor in School

The support you give our trainees is vital in ensuring that they are able to make excellent progress in developing as outstanding teachers. Please follow the checklist, to guide you as you support the trainees being trained by you. On page 12 are the Mentor Standards, the Mentor Standards are examples of good mentoring practice.

Trainees will begin each Professional Practice with a range of starting points in terms of experience and confidence. Please keep this in mind as you support their development. Your trainee’s 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 teachers in other classrooms as well as discussion of progress.

*note: A trainee is not able to pass a Professional Practice until the University has received a copy of the ‘End of Professional Practice Report Form’ [Link](http://www.edgehill.ac.uk/educationpartnership/primary-education/professional-practice-information/). On receipt of the paperwork payment(s) to school will be released.*

<table>
<thead>
<tr>
<th>Key Training Requirements - checklist</th>
<th>Tick ✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet the trainee and discuss the following:</td>
<td></td>
</tr>
<tr>
<td>An introduction to the school context including: school organisation, routines, school policies (Health and Safety, Safeguarding), planning and assessment systems used by school. All trainees should adhere to the school's policy regarding the use of photographic equipment, trainees should also follow the school's Data Protection policy.</td>
<td></td>
</tr>
<tr>
<td>Discuss Professional Practice targets with the trainee (use the Trainee Profile Form to assist with this).</td>
<td></td>
</tr>
<tr>
<td>Maintain an overview of the trainee’s engagement with the Professional Practice and discuss any concerns with the trainee.</td>
<td></td>
</tr>
<tr>
<td>Support the trainee in gaining access to information and resources they may need.</td>
<td></td>
</tr>
<tr>
<td>Ensure trainee is clear of planning expectations for groups and any whole class teaching for induction week.</td>
<td></td>
</tr>
<tr>
<td>Discuss specific tasks required of the Professional Practice and ensure a timetable for completion is agreed.</td>
<td></td>
</tr>
<tr>
<td>Introduce relevant schemes of work.</td>
<td></td>
</tr>
<tr>
<td>Complete and sign attendance record.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Each week of Professional Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Evaluation including observation of the trainee teacher; give verbal feedback plus complete, sign and discuss written feedback (using the Edge Hill University Learning Evaluation (LE) proforma, as soon after the evaluation cycle as possible).</td>
</tr>
<tr>
<td>Discuss Professional Practice targets with the trainee as a result of the LE, using the Assessment and Grading Criteria as a tool.</td>
</tr>
<tr>
<td>Maintain an overview of the trainee’s engagement with the Professional Practice and discuss any concerns.</td>
</tr>
<tr>
<td>Support the trainee in accessing school information and resources.</td>
</tr>
<tr>
<td>Ensure trainee is clear about planning expectations for groups and whole class teaching for each week of the Professional Practice.</td>
</tr>
<tr>
<td>Discuss specific tasks required during the Professional Practice and ensure a timetable for completion is agreed.</td>
</tr>
<tr>
<td>Complete and sign the attendance record.</td>
</tr>
<tr>
<td>Raise any concerns with the Visiting Tutor.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mid PP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete a joint Learning Evaluation with Visiting Tutor and complete the Interim Assessment Form together, ensuring that this is shared and discussed with the trainee. Provide the Visiting Tutor with the weekly LE grades to date.</td>
</tr>
<tr>
<td>Review trainee progress towards the requirements of the Professional Practice and set clear targets.</td>
</tr>
<tr>
<td>Begin to consider the content of the End of Professional Practice Report Form.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Final Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete the End of Professional Practice Report Form. Share and discuss this with the trainee and Visiting Tutor in a triangulation meeting and ensure the report is agreed and signed. Please return the form to <a href="mailto:DCECpartnership@edgehill.ac.uk">DCECpartnership@edgehill.ac.uk</a> as this will release payment to school (see flow chart page 47).</td>
</tr>
<tr>
<td>Complete and sign trainee attendance record, subjects taught document and any other document required by the Professional Practice.</td>
</tr>
<tr>
<td>Complete the online evaluation (you will receive an email with the link).</td>
</tr>
</tbody>
</table>
**Mentor Standards**

A key recommendation from Sir Andrew Carter’s review of Initial Teacher Training (ITT) was for a set of non-statutory standards to be developed to help bring greater coherence and consistency to the school-based mentoring arrangements for trainee teachers. ‘A mentor is a suitably experienced teacher who has formal responsibility to work collaboratively within the ITT partnership to help ensure the trainee receives the highest quality training’ (2016:11).

The Standards below set out the minimum expectations for those working as school based ITT mentor. The Department of Children, Education and Communities request school based colleague should use the standards to help model consistently high quality mentoring practice. The Partnership Quality Officers or Visiting Tutor will be able to offer more advice on the use of these standards.

<table>
<thead>
<tr>
<th>Standard 1 - Personal qualities</th>
<th>Self-assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish trusting relationships, modelling high standards of practice, and understand how to support a trainee through initial teacher training</td>
<td></td>
</tr>
<tr>
<td>The Mentor should:</td>
<td></td>
</tr>
<tr>
<td>be approachable, make time for the trainee, and prioritise meetings and discussions with them;</td>
<td></td>
</tr>
<tr>
<td>use a range of effective interpersonal skills to respond to the needs of the trainee;</td>
<td></td>
</tr>
<tr>
<td>offer support with integrity, honesty and respect;</td>
<td></td>
</tr>
<tr>
<td>use appropriate challenge to encourage the trainee to reflect on their practice; and</td>
<td></td>
</tr>
<tr>
<td>support the improvement of a trainee’s teaching by modelling exemplary practice in planning, teaching and assessment</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 2 – Teaching</th>
<th>Self-assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support trainees to develop their teaching practice in order to set high expectations of all pupils and to meet their needs</td>
<td></td>
</tr>
<tr>
<td>The Mentor should:</td>
<td></td>
</tr>
<tr>
<td>support the trainee in forming good relationships with pupils, and in developing effective behaviour and classroom management strategies;</td>
<td></td>
</tr>
<tr>
<td>support the trainee in developing effective approaches to planning, teaching and assessment;</td>
<td></td>
</tr>
<tr>
<td>support the trainee with marking and assessment of pupil work through moderation or double marking;</td>
<td></td>
</tr>
<tr>
<td>give constructive, clear and timely feedback on lesson observations;</td>
<td></td>
</tr>
<tr>
<td>broker opportunities to observe best practice;</td>
<td></td>
</tr>
<tr>
<td>support the trainee in accessing expert subject and pedagogical knowledge;</td>
<td></td>
</tr>
<tr>
<td>resolve in-school issues on the trainee’s behalf where they lack the confidence or experience to do so themselves;</td>
<td></td>
</tr>
<tr>
<td>enable and encourage the trainee to evaluate and improve their teaching;</td>
<td></td>
</tr>
<tr>
<td>enable the trainee to access, utilise and interpret robust educational research to inform their teaching.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 3 – Professionalism</th>
<th>Self-assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set high expectations and induct the trainee to understand their role and responsibilities as a teacher</td>
<td></td>
</tr>
<tr>
<td>The Mentor should:</td>
<td></td>
</tr>
<tr>
<td>encourage the trainee to participate in the life of the school and understand its role within the wider community;</td>
<td></td>
</tr>
<tr>
<td>support the trainee in developing the highest standards of professional and personal conduct;</td>
<td></td>
</tr>
<tr>
<td>support the trainee in promoting equality and diversity;</td>
<td></td>
</tr>
<tr>
<td>ensure the trainee understands and complies with relevant legislation, including that related to the safeguarding of children;</td>
<td></td>
</tr>
<tr>
<td>support the trainee to develop skills to manage time effectively.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 4 – Self-development and working in partnership</th>
<th>Self-assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITT partnerships.</td>
<td></td>
</tr>
<tr>
<td>The Mentor should:</td>
<td></td>
</tr>
<tr>
<td>ensure consistency by working with other Mentors and partners to moderate judgements; and</td>
<td></td>
</tr>
<tr>
<td>continue to develop their own mentoring practice and subject and pedagogical expertise by accessing appropriate professional development and engaging with robust research.</td>
<td></td>
</tr>
</tbody>
</table>

# Information for Visiting Tutors

During the Professional Practice you will usually undertake three visits, the timings of which are indicated below.

Please ensure that both trainee and the school based Mentor understand that you are the first point of contact between visits if required. Additional visits may be required and these can only be undertaken once confirmed by the relevant Professional Practice Leader (in conjunction with the ITT Partnership Lead DCEC).

<table>
<thead>
<tr>
<th>Mentor</th>
<th>Class teacher</th>
<th>Trainee</th>
<th>Tick list</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guide the Mentor to the Updated on-line ITT Mentor training pack <a href="http://www.edgehill.ac.uk/education/education-partnership">http://www.edgehill.ac.uk/education/education-partnership</a></td>
<td>An introduction to the school (if needed) to include: school organisation, routines, school policies (Health and Safety, Safeguarding) <strong>planning and assessment systems</strong> used by school.</td>
<td>Ensure Professional Practice targets have been set with the trainee: are the targets SMART, robust and regularly reviewed?</td>
<td></td>
</tr>
<tr>
<td>Ensure Professional Practice targets have been set with the trainee: are the targets SMART, robust and regularly reviewed?</td>
<td>Ensure a timetable for completion is agreed and is appropriate for effective completion of the Professional Practice.</td>
<td>Ensure the trainee knows where to access information and resources they may need within the school setting.</td>
<td></td>
</tr>
<tr>
<td>Ensure a timetable for completion is agreed and is appropriate for effective completion of the Professional Practice.</td>
<td>Ensure the trainee knows where to access information and resources they may need within the school setting.</td>
<td>Ensure Professional Practice targets have been set with the trainee: are the targets SMART, robust and regularly reviewed?</td>
<td></td>
</tr>
<tr>
<td>Trainee to provide the essential paperwork, plus signposts the website for electronic version of the paper work <a href="http://www.edgehill.ac.uk/education/education-partnership">http://www.edgehill.ac.uk/education/education-partnership</a>. This includes the Learning Evaluation Form, the Interim Assessment Report Form etc. Ensure the colleagues in school feel confident in their role.</td>
<td></td>
<td>Ensure the trainee knows where to access information and resources they may need within the school setting.</td>
<td></td>
</tr>
<tr>
<td>Ensure the trainee knows where to access information and resources they may need within the school setting.</td>
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<td>Ensure the trainee knows where to access information and resources they may need within the school setting.</td>
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</tr>
<tr>
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<td>Ensure the trainee knows where to access information and resources they may need within the school setting.</td>
<td></td>
</tr>
</tbody>
</table>

**Induction Visit**

Trainee to provide the essential paperwork, plus signposts the website for electronic version of the paper work [http://www.edgehill.ac.uk/education/education-partnership](http://www.edgehill.ac.uk/education/education-partnership). This includes the Learning Evaluation Form, the Interim Assessment Report Form etc. Ensure the colleagues in school feel confident in their role.

Ensure the colleagues in school feel confident and are familiar with the stage of the trainee's progression.

- Are their expectations realistic and reflect where the trainee is regarding their development within the series of Professional Practice?

**The expectations are clearly outlined on pages 7-8 and PGCE page 9**; you may like to guide the Mentor through the expectations.

Meet the trainee regarding their experience within the setting. The conversation may include:

- What elements of the Professional Practice have you enjoyed?
- What success have you had so far within the Professional Practice?
- Do you have any concerns?
- Check the trainee files are in order and reflect the expectations of the programme.

Do all concerns (if any) have an agreed action?

- **When the trainee is ready** ensure the trainee is clear about planning expectations for groups and any whole class teaching.
It is critical that the school alerts the ITT Partnership Lead, Department of Children, Education and Communities (DCEC) if the Visiting Tutor visits have not taken place. This is an integral part of the programme and it is therefore essential each setting receives the correct number of visits.

Contact Details: ITT Partnership Lead (DCEC) Eleanor Davidson. davidsoe@edgehill.ac.uk or telephone 01695 584434

Visiting Tutors: Please ensure that each of your visit is recorded on the Partnership Database. Please also update all school assessed Learning Evaluation grades. This must take place within 48 hours of the visit, as it is a critical part of your Visiting Tutor role.
Role of Partnership Quality Officer (PQO)

The Partnership Quality Officer has a key quality assurance role within the Edge Hill University ITT Partnership. A Partnership Quality Officer is identified for a group of schools and makes contact with them via a visit or a telephone call to ensure:

- that all trainees are receiving their entitlement to training;
- that the training they are receiving is high quality;
- that all expectations are being met by the school.

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 (this is not an exhaustive list):

a) Establish, develop and maintain contact with each setting, to quality assure the ITT provision within, (in line with the Partnership Agreement).

b) To ensure all settings have high quality, appropriate and timely communication on a termly basis, the PQO is acting as an ambassador for the university.

c) To engage with the trainee(s) during Professional Practice to seek student voice regarding the quality of the training provided. To implement any solution focused intervention that may be required and to provide evaluative information regarding the Professional Practice.

d) Quality assure the overall training provided by the setting and ensure all trainees are receiving their support entitlement from the Mentor(s) in the setting.

e) Mentor the identified contact in each setting to ensure that the Partnership Agreement is adhered to and fulfilled appropriately.

f) Organise, lead, deliver and evaluate high quality and up to date Mentor training, through a responsive and personalised setting or cluster approach.

g) Report to the ITT Partnership Lead to ensure the area is compliant, Ofsted ready and able to moderate student experience.

Any issues or concerns identified are addressed by either the PQQ, the Professional Support Team, the Partnership Development Officer or the Primary ITT Partnership Lead as appropriate. Schools; please contact the ITT Partnership Lead should you require additional support from your PQQ.

<table>
<thead>
<tr>
<th>Partnership Quality Officer</th>
<th>Contact email address</th>
<th>General geographical area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lyn Ashworth</td>
<td><a href="mailto:Ashwortl@edgehill.ac.uk">Ashwortl@edgehill.ac.uk</a></td>
<td>Cheshire &amp; Crewe, Isle of Man</td>
</tr>
<tr>
<td>Helen Bolton</td>
<td><a href="mailto:Helen.Bolton@edgehill.ac.uk">Helen.Bolton@edgehill.ac.uk</a></td>
<td>Blackburn &amp; Blackpool</td>
</tr>
<tr>
<td>Amanda Casey</td>
<td><a href="mailto:Caseya@edgehill.ac.uk">Caseya@edgehill.ac.uk</a></td>
<td>Liverpool, Southport</td>
</tr>
<tr>
<td>Clare Garner</td>
<td><a href="mailto:Garnerc@edgehill.ac.uk">Garnerc@edgehill.ac.uk</a></td>
<td>South Manchester, Preston</td>
</tr>
<tr>
<td>Graham Hilton</td>
<td><a href="mailto:hiltong@edgehill.ac.uk">hiltong@edgehill.ac.uk</a></td>
<td>School Direct, Bolton, Oldham</td>
</tr>
<tr>
<td>John Ramsbottom</td>
<td><a href="mailto:Ramsbotji@edgehill.ac.uk">Ramsbotji@edgehill.ac.uk</a></td>
<td>Regional Opportunities areas (Inc. Luton)</td>
</tr>
<tr>
<td>Yvonne Shone</td>
<td><a href="mailto:Shoney@edgehill.ac.uk">Shoney@edgehill.ac.uk</a></td>
<td>Lancashire, St Helens, Warrington, Wigan &amp; Standish</td>
</tr>
</tbody>
</table>
Trainees’ Lines of Enquiry for 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 (school based trainer) or your **Visiting Tutor**.

If necessary your Personal Tutor, Visiting Tutor or Mentor will refer your queries or concerns to your **Year Leader/Professional Practice Leader**.

**NB:** Due to data protection we cannot discuss your training with anyone other than you.

Certain matters may be referred by the Year Leader/Professional Practice Leader, to the **Programme Leader** and or the **ITT Partnership Lead**.

**NB:** You should not make contact with the Dean of Education or the **Head of Department**.

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Additional information related to Professional Practices

- Issues of a more practical nature, such as transport, finance, etc., should be raised by completing the appropriate form, available from the Faculty of Education Information Desk.
- Any concerns or personal issues regarding the Professional Practice, e.g. medical conditions, personal issues, financial issues, etc., should be reported within two working days of the notification of the Professional Practice by completing a Professional Practice Rejection Form, obtainable from the Year/Professional Practice Leader. This will then be scrutinised by the Professional Practice Leader, who will need to support the submission, and the Primary ITT Partnership Lead/DCEC Rejection Panel will make the final decision. Please be aware that, in some cases, further documentary evidence, e.g. a doctor’s note, may be required.
- All trainees should have considered all other options, e.g. submitting a Transport Request Form (when required travel is very difficult), or applying for additional funding (when genuine financial hardship is a factor).
- Trainees must complete a minimum number of days in school. If a trainee does not complete these days, they will not be compliant and they cannot be recommended for QTS at the end of the programme. Trainees may need to make up extra days at the end of the Professional Practice.
- Trainees should work alongside qualified teachers when planning out of school activities and practical lessons for example PE.
Professional Practice

Initial Teacher Training (ITT) Professional Practice:

Whilst on Professional Practice, a trainee’s first point of contact with the University will be their designated Edge Hill University Visiting Tutor. This tutor will contact the trainee and provide their contact details.

Sourcing of Professional Practice Offers

There are dedicated faculty based colleagues who carry out the role of sourcing Professional Practice offers for each programme, they also offer support to schools when submitting offers, (this is often a year or more in advance of the Professional Practice start dates). Whilst this is necessary and helpful, it also means that sometimes circumstances change at the school such as:

- Ofsted - either pressures of an inspection or if an inspection alters the school grade, particularly if a school goes into a specific category;
- Changes in staff e.g. maternity leave, jury service, absences, new head teacher;
- School Direct students allocated from an external school partner;
- Newly Qualified Teacher appointed - a trainee should not be in a class with a NQT.

The schools in our partnership do not have to engage in ITT, which is why the relationships we have with them is so important and there are key contacts from the Faculty of Education who liaise with each school. It can be damaging for the relationship if trainees contact the school(s) directly, which is why we ask the trainee to provide any details of schools, or settings and the relationship they have with the setting on the Student Allocation Profile (SAP) with all other personal details needed for the department to source and allocate the Professional Practice appropriately.

The Faculty of Education has to ensure the quality of the Professional Practice and we take into consideration previous Ofsted reports, feedback from trainees, from tutors, from the department and the Partnership Quality Officers, (whose role it is to Quality Assure each school each Professional Practice, see page 15 for more details). There is an Accreditation Policy that is followed particularly with new schools to the partnership and it is Edge Hill University’s responsibility to Quality Assure all settings where a trainee undertakes their Professional Practice.

Contact Details for Professional Practice

All trainees will complete a Student Allocation Profile. This profile will be the information used to allocate a trainee an appropriate Professional Practice for their training. It is the trainee’s responsibility that this is completed in full and that the Faculty is kept up to date with any changes to the trainee’s circumstances. If a Professional Practice is allocated based on the information the Faculty holds and the trainee notifies the Faculty after allocation that there has been a change in the information, this may result in a delay to the start of the trainee’s Professional Practice. Any change in a trainee’s address, contact details, or a change in personal circumstances, a trainee must ensure that they update Academic Registry and the departmental Professional Support Team (on DCECpartnership@edgehill.ac.uk) as appropriate, to ensure all information at the time of allocation is correct.

Professional Practice Allocations

Professional Practices are normally secured on behalf of all trainees by the partnership colleagues. However, if a trainee is aware of a school, which they feel might provide a Professional Practice for them, as they have previously undertaken voluntary work there, a trainee can identify this setting on their Student Allocation Profile. The Faculty team will follow up the suggestion and in due course the Programme Leader will notify the trainee of the result of the suggestion. Please note, this may not mean that this is where the trainee undertakes their next Professional Practice as a Quality Assurance check needs to be undertaken to ensure the training the trainee will receive is of high quality and that the setting has the capacity to provide a high quality experience and meet the expectations of that particular phase of training. All allocations will be based on the trainee’s training needs. Geography will be taken into consideration so that a trainee is normally
travelling no more than 1 hour 30 minutes to get to their Professional Practice. Edge Hill University recommend using Google Maps to calculate the journey.

**Notification of a Professional Practice**

Trainees are requested to access the Go Portal regarding the allocation of the Professional Practice and also to check their Edge Hill University email accounts, which will be used for urgent communications. This is where a trainee will be notified of their Professional Practice allocation. **Trainees will be expected to contact the school within 48 hours of notification of their professional Practice.**

**After Allocation**

If a trainee has any concerns or personal issues regarding the allocation of their Professional Practice, e.g., medical conditions, personal issues, financial issues, etc., the trainee should report this within two working days of the notification of the Professional Practice by completing a Professional Practice Rejection Form (available from the Professional Practice Phase Leader/Year Leader). This will then be presented to a Department of Children, Education and Communities Professional Practice Panel where the rejection will be considered. Please be aware that, in some cases, further documentary evidence, e.g., a doctor’s note, may be required. All trainees should have considered all other options, e.g., submitting a Transport Request Form (when required travel is very difficult), as the refusal of a Professional Practice Rejection Form could result in failing the Professional Practice on a technicality, i.e., a trainee has been offered a suitable Professional Practice but has declined it.

**Number of days in school, college or setting**

All trainees need to complete a minimum number of days a total of 120 school based and ‘teaching’ days across their training programme. If a trainee does not complete the requisite amount of time their training will not be compliant and they cannot be recommended for QTS at the end of the Programme. Trainees may need to make up extra days at the end of the Professional Practice. A training programme lasts a full school year so a trainee should not book any holidays until they have had their Professional Practice allocated, as each school has different half terms and depending on the number of days a trainee has undertaken in school, their programme may last until the end of July.

**Timing of Professional Practices**

Due to the large variety of schools within our extensive partnership we need to be flexible. This means that a trainee may start or end their Professional Practice at different points, within a specific ‘window’ of time. Please refer to the timetable in the programme handbook. There are also occasions where schools withdraw their offer of a Professional Practice (adverse Ofsted inspection, changes in staffing, illnesses and maternity covers etc.). The programme is designed to be flexible so that aspects can be moved around in order to ensure that differences in Professional Practice dates and training needs can be accommodated.

**Deferred Professional Practices**

A Professional Practice is termed ‘deferred’ when a trainee has been obliged to withdraw from a Professional Practice after its commencement for reasons beyond their control or if they cannot commence the Professional Practice. In this situation, the trainee will need to contact their Edge Hill University tutor and arrange to submit an application for acceptance of Exceptional Mitigating Circumstances (EMC). Once/if an EMC has been accepted, the Faculty team will work towards securing a repeat Professional Practice, when it is appropriate. This requires special negotiation with schools because of the unusual timing of the Professional Practice. The trainee will be informed as soon as possible, but we ask the trainee to maintain contact with the Programme Leader and or Year Leader and engage in some voluntary work whilst awaiting confirmation. The trainee must ensure that their contact details are up to date and known to both Academic Registry and to the Professional Support Team.
**Referred Professional Practices**

A Professional Practice is termed ‘referred’ when a trainee has failed a placement and been granted a second attempt (through the agreement of the Reassessment of Professional Practice Panel REAPP). In this situation, it is necessary to find a suitable Professional Practice to match the trainee’s needs and provide very specific support. Obviously, this requires special negotiation and a careful choice of setting. The trainee will need to be patient throughout the process. Normally this will take place the following academic year at the same time as the identified phase of training the Professional Practice is due to begin. A trainee is not automatically entitled to a ‘referred’ Professional Practice; this will be offered at the discretion of the Reassessment of Professional Practice panel. If a trainee is referred there will normally be additional costs incurred, which may have to be met by the trainee.

**Travel and Accommodation**

If costly travel is incurred travelling to a Professional Practice, then support towards your expenses may be claimed for, any distances over and above that which equates to your normal journey from your term time address to the university. Claim forms (known as Trainee Expense Forms) are available from the Faculty of Education Information Desk. The entire travel policy document can be found on the VLE.

Occasionally there may be opportunities for trainees to complete a Professional Practice at a location that is an unreasonable travel distance from their home or term time address and in these instances accommodation will be provided by Edge Hill University. Full details can be found in the Travel and Accommodation policy on the VLE. Additional support with other expenses, whilst on a Regional Opportunity Professional Practice can be found in this policy.

There will also be opportunities for trainees to identify either their home address or an alternative address in which they may reside whilst undertaking their Professional Practice. If this is the case a trainee can indicate this on the Student Allocation profile, please do not indicate an alternative address if you are unable to undertake a Professional Practice in that geographical area. If a school is sourced near to the alternative address you may be entitled to additional financial support, this will be confirmed via email, (you cannot claim without a preapproval email). Please see Travel and Accommodation policy on the VLE for further details.

If you require to claim additional Accommodation Assistance and/or additional travel due to an agreed extended Professional Practice, please contact your Year Leader/Professional Practice Leader to seek permission to make the claim. You MUST have the request confirmed by email before you submit your additional claim.
**Planning and Assessment**

Within University based sessions and other Professional Practices, trainees will develop their knowledge and understanding of how to plan effectively and assess for pupil progress.

During the Professional Practice, the trainee will be inducted into how the school undertakes these processes.

During any Professional Practice it is permissible and advisable for a trainee to use the planning structures and proformas within school.

However, the generic short and medium term planning exemplars included on the Partnership Website [http://www.edgehill.ac.uk/educationpartnership/primary-education/professional-practice-information/](http://www.edgehill.ac.uk/educationpartnership/primary-education/professional-practice-information/) which may be adopted during a Professional Practice.

All trainees should complete a lesson evaluation proforma for every lesson they plan and deliver. The reflections from these should help the Mentor in school and the trainee to set relevant targets.

Additionally, during the Professional Practice, the trainee should be offered the opportunity to observe a range of outstanding teachers in different classes. It is crucial that trainees capture this information and are supported in reflecting how this practice can impact on their continued development. This is a very challenging skill for trainee teacher and they may need support with this process.

**Academic and Professional Development**

Academic Professional Development (APD) is the foundation of all that we as a Partnership do with trainees, both in University and school-based Mentors. The APD element of the curriculum is academically assessed through written assignments, alongside the portfolio aspects of curriculum subjects and school based Professional Practices.

For a detailed overview of the APD schedule at both Undergraduate and Postgraduate level please refer to our Partnership website. A new Centre based booklet is available to share with settings. [http://www.edgehill.ac.uk/educationpartnership/primary-education](http://www.edgehill.ac.uk/educationpartnership/primary-education)

**Key Priority Checklists**

Whilst in school, trainees will continue to receive training in relation to both their subject knowledge and their pedagogical skills linked to the following Key Priorities. Trainees should track these priorities and alert their Mentor if they need extra support or experience in a priority area.

- Teaching pupils with SEN/D
- Teaching Systematic Synthetic Phonics
- Mathematics
- Behaviour and Discipline
- Teaching pupils with English as an Additional Language
- Assessment
- Learning outside the Classroom (LOtC- this is a departmental priority)

In order to support trainees and Mentors in identifying areas for development, school partners have helped us to map the progression that needs to take place in order for trainees to be well prepared to embark upon their first teaching post.

Please use this to shape self-assessment, reflective discussions, to track progress and to identify next steps.

To further support Mentors, specific training has been linked to the relevant Professional Practice. However, please use this flexibly depending on the context of your school and the particular targets you have identified for your trainee.
Teaching pupils with SEN/D

Professional Practice Phase 1A
Mentors to provide school based training on the following: Comments / update
The role of the class teacher in relation to managing SEN/D.
How the needs of learners with SEN/D are addressed.
How SEN is managed within the school setting.
The roles and responsibilities of other adults in relation to SEN/D.
The roles of external staff / agencies in the SEN process.
Observing children with a range of SEN/D and being supported in reflecting how learning is presented at their developmental rather than chronological age.

Professional Practice Phase 1B
Mentors to provide school based training on the following: Comments / update
The role of the SENCO in relation to managing SEN/D and supporting teachers and children.
How differentiation and inclusion are effectively managed in the classroom.
How planning is organised to cater for children with SEN/D.

Professional Practice Phase 2
Mentors to provide school based training on the following: Comments / update
How planning consistently addresses the needs of children with SEN/D.
How the needs of all learners can be consistently addressed in an inclusive way.

Phonics

Professional Practice Phase 1A
Mentors to provide school based training on the following: Comments / update
An induction focusing on the structure of the programme and materials used in teaching and assessing systematic synthetic phonics including phonically decodable texts and reading schemes.
Opportunities to observe quality systematic phonics teaching at KS1.
Opportunities to plan, teach and assess a sequence of 3 phonics sessions with a small group of children.

Professional Practice Phase 1B
Mentors to provide school based training on the following: Comments / update
An induction focusing on the structure of the programme and materials used in teaching and assessing systematic synthetic phonics including phonically decodable texts and reading schemes.
An opportunity to observe a systematic synthetic phonics session in KS1 and then, with the support of the class teacher, plan and deliver a sequence of 3 phonics sessions with the group of children observed. One of these sessions to be observed and graded using the systematic synthetic phonics observation prompt to give the trainee subject specific feedback leading to specific target setting for phonics. This is to happen in KS1 even if the trainee is placed in KS2.

Professional Practice Phase 2
Mentors to provide school based training on the following: Comments / update
An induction focusing on the structure of the programme and materials used in teaching and assessing systematic synthetic phonics including phonically decodable texts and reading schemes.
Opportunities to observe high quality phonics teaching across the school.
Opportunities for trainees to ensure they have successfully taught phonics and spelling at all phases across their school placements according to individual trainees’ professional development needs.
### Mathematics

#### Professional Practice Phase 1A

<table>
<thead>
<tr>
<th>Mentors to provide school based training on the following</th>
<th>Comments / update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation of the teaching of mathematics in their base class and across the school/setting with a specific focus on calculation.</td>
<td></td>
</tr>
<tr>
<td>How mathematics is planned for in their base class with a focus on differentiation.</td>
<td></td>
</tr>
<tr>
<td>Discuss school progression documents and planning overviews for mathematics (with either Mathematics Subject Leader or Class Teacher).</td>
<td></td>
</tr>
<tr>
<td>The resources that are available to support the teaching and learning in mathematics.</td>
<td></td>
</tr>
</tbody>
</table>

#### Professional Practice Phase 1B

<table>
<thead>
<tr>
<th>Mentors to provide school based training on the following:</th>
<th>Comments / update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observe the teaching of mathematics in their base class and across the school/setting with a specific focus on addressing errors and misconceptions and effective mathematical questioning.</td>
<td></td>
</tr>
<tr>
<td>How mathematics is planned for in their base class with a focus on differentiation.</td>
<td></td>
</tr>
<tr>
<td>How to utilise support staff in mathematics lessons.</td>
<td></td>
</tr>
<tr>
<td>Discuss school progression documents and planning overviews for mathematics (with either Mathematics Subject Leader or Class Teacher).</td>
<td></td>
</tr>
<tr>
<td>Teach mathematics with a specific focus on calculation in another classroom.</td>
<td></td>
</tr>
</tbody>
</table>

#### Professional Practice Phase 2

<table>
<thead>
<tr>
<th>Mentors to provide school based training on the following:</th>
<th>Comments / update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observe the teaching of mathematics in their base class and across the school/setting with a focus on problem solving, enquiry and/or mathematical reasoning.</td>
<td></td>
</tr>
<tr>
<td>How mathematics is planned for in their base class with a focus on differentiation.</td>
<td></td>
</tr>
<tr>
<td>Discuss school progression documents and planning overviews for mathematics (with either Mathematics Subject Leader or Class Teacher).</td>
<td></td>
</tr>
<tr>
<td>Teach mathematics with a specific focus of problem solving and mathematical reasoning.</td>
<td></td>
</tr>
</tbody>
</table>

### Behaviour

#### Professional Practice Phase 1A

<table>
<thead>
<tr>
<th>Mentors to provide school based training on the following:</th>
<th>Comments / update</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school behaviour policy and how it is applied.</td>
<td></td>
</tr>
<tr>
<td>The use of sanctions and rewards.</td>
<td></td>
</tr>
<tr>
<td>How transitions, routines and relationships are managed in the school and classroom and how these impact on behaviour.</td>
<td></td>
</tr>
<tr>
<td>How effective teacher-pupil relationships impact on behaviour.</td>
<td></td>
</tr>
<tr>
<td>To develop profiles of individual children which provide the trainee with opportunities to consider why the child exhibits certain behaviour.</td>
<td></td>
</tr>
</tbody>
</table>

#### Professional Practice Phase 1B

<table>
<thead>
<tr>
<th>Mentors to provide school based training on the following,</th>
<th>Comments / update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observations of teachers in other key stages with a specific focus on behaviour management.</td>
<td></td>
</tr>
<tr>
<td>How their teaching, learning and relationships impact on behaviour.</td>
<td></td>
</tr>
</tbody>
</table>

#### Professional Practice Phase 2

<table>
<thead>
<tr>
<th>Mentors to provide school based training on the following:</th>
<th>Comments / update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing their own behaviour approaches and effectively implementing these in the classroom.</td>
<td></td>
</tr>
</tbody>
</table>

Trainees should receive specific feedback (and targets if appropriate) in relation to their behaviour management through planned Learning Evaluations.
## English as an Additional Language

### Professional Practice Phase 1A

**Mentors to provide school based training on the following:**

<table>
<thead>
<tr>
<th>Comments / update</th>
</tr>
</thead>
<tbody>
<tr>
<td>The schools’ policy on pupils who are newly arrived in the school and have English as an Additional Language (EAL).</td>
</tr>
<tr>
<td>The role of the class teacher and teaching assistants in supporting a pupil with EAL.</td>
</tr>
<tr>
<td>How to support a newly arrived pupil who has little or no English.</td>
</tr>
</tbody>
</table>

### Professional Practice Phase 1B

**Mentors to provide school based training on the following:**

<table>
<thead>
<tr>
<th>Comments / update</th>
</tr>
</thead>
<tbody>
<tr>
<td>The schools’ policy on pupils who are newly arrived in the school and have English as an Additional language (EAL).</td>
</tr>
<tr>
<td>The role of the class teacher and teaching assistants in supporting a pupil with EAL.</td>
</tr>
<tr>
<td>How to support a newly arrived pupil who has little or no English.</td>
</tr>
<tr>
<td>Roles and responsibilities of external staff and organisations (EMASS and NALDIC) that support EAL pupils.</td>
</tr>
</tbody>
</table>

### Professional Practice Phase 2

**Mentors to provide school based training on the following:**

<table>
<thead>
<tr>
<th>Comments / update</th>
</tr>
</thead>
<tbody>
<tr>
<td>The schools’ policy on pupils who are newly arrived in the school and have English as an Additional language (EAL).</td>
</tr>
<tr>
<td>Assessment of all EAL learners.</td>
</tr>
<tr>
<td>How to work with parents to support an EAL pupil.</td>
</tr>
<tr>
<td>Differentiation of class activities, the classroom environment, staff and planning for EAL pupils.</td>
</tr>
<tr>
<td>Adapting planning to support all EAL pupils no matter what level of language acquisition they have.</td>
</tr>
</tbody>
</table>

## Learning Outside the Classroom (LOtC)

**Throughout your Professional Practice please consider:**

<table>
<thead>
<tr>
<th>Comments / update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation of LOtC teaching within the base class or across the setting.</td>
</tr>
<tr>
<td>The schools’ policy on LOtC, considering the role of LOtC and external visits.</td>
</tr>
<tr>
<td>Available resources and space(s) for LOtC within the school grounds.</td>
</tr>
<tr>
<td>The value of LOtC on pupil progress.</td>
</tr>
<tr>
<td>How to plan for LOtC.</td>
</tr>
<tr>
<td>How LOtC is planned and evaluated across the curriculum.</td>
</tr>
<tr>
<td>School involvement with national initiatives and partnerships associated with LOtC e.g. LOtC Mark, Forest Schools, Learn Away, Sustainable Schools, Heritage Schools, Green Flag, Cultural Challenge, Art Award etc.</td>
</tr>
</tbody>
</table>
Assessment

<table>
<thead>
<tr>
<th>Professional Practice Phase 1A</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mentors to provide school based training on the following:</strong></td>
<td><strong>Comments / update</strong></td>
</tr>
<tr>
<td>How formative assessment is organised.</td>
<td></td>
</tr>
<tr>
<td>Record keeping systems.</td>
<td></td>
</tr>
<tr>
<td>How assessment information is used in planning.</td>
<td></td>
</tr>
<tr>
<td>How assessment is planned for.</td>
<td></td>
</tr>
<tr>
<td>The ways in which learners are assessed.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Practice Phase 1B</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mentors to provide school based training on the following:</strong></td>
<td><strong>Comments / update</strong></td>
</tr>
<tr>
<td>How formative and summative assessment is organised.</td>
<td></td>
</tr>
<tr>
<td>Pupil-Profiling.</td>
<td></td>
</tr>
<tr>
<td>The effective use of additional adults in the assessment process.</td>
<td></td>
</tr>
<tr>
<td>Planning for assessment through medium-term planning.</td>
<td></td>
</tr>
<tr>
<td>How the achievement of individuals and groups is used within subsequent planning.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Practice Phase 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mentors to provide school based training on the following:</strong></td>
<td><strong>Comments / update</strong></td>
</tr>
<tr>
<td>Assessment of children’s learning within the curriculum.</td>
<td></td>
</tr>
<tr>
<td>Reporting to parents (written and verbal).</td>
<td></td>
</tr>
<tr>
<td>The consistent application of assessment for learning.</td>
<td></td>
</tr>
<tr>
<td>The consistent use of effective record keeping.</td>
<td></td>
</tr>
</tbody>
</table>

When grading Teachers' Standard 6, please use the supplementary Assessment and Grading Criteria Grid, accessible using this link https://www.edgehill.ac.uk/educationpartnership/primary-education/

Professional Practice Resources

Trainees are required to maintain well-organised Professional Practice resources. They must be prepared in advance of the practice and kept up to date. These are resources that will be shared with class teacher, Mentor, Visiting Tutors and External Examiners. The files must contain evidence of trainees’ planning, teaching, evaluation, assessment, self-reflection and targets.

Each trainee is to have 3 school files (although they may have more than one of each by the end of a long Professional Practice).

<table>
<thead>
<tr>
<th>File 1: Evidence of Feedback and Target setting</th>
<th>File 2 :Planning and Lesson Evaluation</th>
<th>File 3: Assessment and Record Keeping</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Trainee profile (updated after each professional practice)</td>
<td>✓ Current lesson plans (annotated plans)</td>
<td>✓ Group/class assessment and progress records (in accordance with the Schools’ Data Protection policy)</td>
</tr>
<tr>
<td>✓ Edge Hill University Code of Conduct</td>
<td>✓ Medium Term Plans (or annotated school versions to reflect understanding)</td>
<td>✓ Whole class assessment and progress records (in accordance with the Schools’ Data Protection policy)</td>
</tr>
<tr>
<td>✓ Your timetable</td>
<td>✓ Learning Evaluation self-reflection</td>
<td>✓ Further notes as appropriate</td>
</tr>
<tr>
<td>✓ Completed Report Forms – to date including, Learning Evaluation(s), Interim Form and the End of Professional Practice form(s)</td>
<td>✓ Copies of the school policies</td>
<td>✓ Child profiles/case studies to highlight how you have impacted on pupil progress</td>
</tr>
<tr>
<td>✓ Current Assessment and Grading Criteria grid(s)</td>
<td>✓ 3 best lessons</td>
<td>✓ Examples of marked work to reflect progress (in accordance with the Schools’ Data Protection policy)</td>
</tr>
<tr>
<td>✓ Attendance record</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Log of Mentor meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ All Learning Evaluations collated from previous Professional Practices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Previous Assessment and Grading Criteria Grids</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Ofsted information**

**Ofsted Inspection of Initial Teacher Training and the Partnership**

The inspection process is a two-part process and the University and its Partnership will have two days notification of an Ofsted Inspection.

Stage One – can take place at any point during the Summer Term, with a focus upon the quality of training and observations of trainee(s) teaching and the impact on the learners’ progress.

Stage Two – will occur in the Autumn term, following the completion of the training programme and will focus on the quality of NQTs’/Former Trainees’ teaching and the learners’ progress as a result of the training provided by the Partnership.

The Inspection of ITT will focus on three key areas of judgement:

- Outcomes for Trainees
- Quality of Training across the Partnership
- Leadership and Management of the Partnership

Inspection activities can/will include:

- Observation of trainees’ teaching and impact on the learners’ progress
- Discussion with trainee(s)
- Observation of Mentor(s)
- Discussion with Mentor(s)
- Observation of university-based teaching sessions
- Discussion with university tutor teams
- Discussion with NQTs/former trainees

As a Mentor (or class teacher) your discussion with the Ofsted-Inspectors will focus on the following:

- Have you been trained by Edge Hill University to undertake your role as a school-based Mentor? This can include the completion of the on-line training available on the website -attendance at a face-to-face session either at Edge Hill University or another local venue -or the face-to-face session when the Visiting Tutor makes their first and subsequent visits to the school
- When you were last trained?
- What are the Department of Children, Education and Communities’ current priorities for improvement?
- How well do trainees attain in your school/college/setting?
- How is the trainee you are currently training progressing? At what grade is he/she currently operating and what are his/her current targets?
- How is your voice heard within the Edge Hill University Partnership?
- How effective is the communication from the university?
- How do you evaluate the training that takes place in your school?

If you need any help, advice or support with this aspect please contact DCECpartnership@edgehill.ac.uk and a member of the team will be in touch.
What is the Learning Evaluation?

**Section 1:**

**The Rationale -**

A Learning Evaluation, offers a holistic approach when assessing the impact of a trainee teacher within the classroom. The Learning Evaluation allows the Mentor and Visiting Tutor to assess the trainee’s ability to plan, differentiate and deliver a lesson or a series of lessons. It also allows the trainee to reflect on their ability to mark, assess and feed back on pupil work therefore allowing the trainee, Mentor and the Visiting Tutor to make a more effective judgement of pupil progress. The grade awarded during the process reflects a cumulative approach and allows the trainee to demonstrate their ability to enhance pupil progress.

**What does progress look like?**

‘Progress should be viewed as the widening and deepening of the pupils’ essential knowledge, skills, understanding and behaviours’. Quigley (2014).

The Learning Evaluation changes the focus from monitoring and recording lesson observations to reflecting upon the teaching, allowing the trainee to take action to ensure their teaching has a positive impact on pupil progress. The Learning Evaluation allows for progress over time to be considered as opposed to a one-off lesson performance.

**Section 2:**

**The Learning Evaluation.**

The table below lists the core evaluation methods which must be used during the Learning Evaluation. Schools may wish to use other methods of evaluation e.g. impact/quality of display boards; this is perfectly acceptable when supporting the core methods listed below.

<table>
<thead>
<tr>
<th>Evaluation Methods:</th>
<th>Discussion with Mentor / teacher</th>
<th>Discussion with trainee</th>
<th>Discussion with learners</th>
<th>Discussion with TA / other adult</th>
<th>Learners’ responses within the lesson and in their books / work</th>
<th>Quality and impact of trainees’ marking and feedback</th>
<th>Trainees’ assessment and planning records in their files</th>
<th>Trainees’ own evaluation of their impact on learners’ progress and learning over time</th>
<th>Observation of teaching and learning</th>
<th>Between 20 and 30 minutes</th>
</tr>
</thead>
</table>

All of the evaluation methods need to be undertaken as a part of the Learning Evaluation. Learning Evaluation is not based purely on the lesson observation but on the holistic approach to evaluation.

The lesson observation can take place at any time within the Learning Evaluation cycle; some Mentors prefer to discuss progress with the trainee first and then observe to check on the progress made against the trainee’s previous targets. Discussions with the trainee, other adults in the room or with the learners can take place either before, during or after the lesson observation and again can and will vary throughout the Professional Practice.

There is no set guidance for the lesson routines as these need to be flexible to suit the needs of the school, the trainee and Mentor.
If a Mentor feels the trainee requires a longer formal lesson observation, this is at the discretion of the Mentor and should be agreed with the trainee. Joint Learning Evaluations (with the Edge Hill University Visiting Tutor) should only include a 20-30 minute observation period.

**Lesson observation:**

Every Learning Evaluation (LE) should include observation of the trainee teacher. The length of observation will vary; please use professional judgement here. For a joint Learning Evaluation the minimum period of observation should be 20 minutes and no longer than 30 minutes. See diagram for details.

---

**Lesson Observation length of time to be decided by the observer (or joint observers) 20 minutes minimum and 30 minutes maximum**

Did you see evidence of good/outstanding teaching,

---

**Yes**

The teaching was good or better, the pupils made good progress, the lesson was well planned and suited the ability of the pupils. However, the student has the potential to be outstanding; therefore you may opt to observe for an extended period of time (up to 10 additional mins)

---

**NO**

Continue to observe (up to 10 additional minutes)

---

After an extended period of time the lesson is still Meeting Expectation (or less) stop the observation and look for evidence of pupil progress using another LE methods

---

The teaching was good or better, the pupils made good progress, the lesson was well planned and suited the ability of all pupils. Now evaluate the other LE methods
Trainees’ own evaluation of their impact on learners’ progress and learning over time

What is reflective teaching?
Reflective teaching means looking at what you do in the classroom, thinking about why you do it, and thinking about how it works - a process of self-observation and self-evaluation. It is really important for the trainee teacher to reflect upon their own performance, in order to progress in their teaching.

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

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

Such reflection can often help to shape a trainee teacher’s preferred personal teaching style.

What can I do next time to improve?
In order to successfully reflect, the trainee should also consider their own personal areas for improvement. This can be based on the lesson that was partially observed, discussion with the Mentor, comments made by the learners or other adults in the room, or the quality of the learners’ work. This should help the trainee to form targets and identify clear areas for improvement.

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 Evaluations.

Other Learning Evaluation methods: Comment and reflection should be formally recorded on the Learning Evaluation proforma.

<table>
<thead>
<tr>
<th>Learning Evaluation method</th>
<th>Guidance</th>
<th>Additional comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion with Mentor / Teacher</td>
<td>This is an important conversation for the Visiting Tutor to undertake.</td>
<td>This is also a conversation the Mentor should have with the class teacher (if this is a different person) in order to gather real insight into how much of the Learning Evaluation is a true reflection of the trainee teacher.</td>
</tr>
<tr>
<td>Dis/M</td>
<td>What should be discussed through effective questioning/discussion?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Any concerns about the trainee?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- How well has the trainee integrated into school life?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- How well has the trainee supported the school ethos?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Is the trainee consistent in their approach?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Planning the lesson (how much is the trainee’s work?)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Marking the books of the learners-how accurate is the marking? Does the marking reflect school policy?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Differentiation, how much help/guidance was provided to ensure all learners made progress? Was the work suitable for the needs to the learners?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- How is the trainee’s progression in relation to their targets?</td>
<td></td>
</tr>
<tr>
<td>Discussion with Trainee</td>
<td>This discussion should be based on the trainee’s self-reflection from the previous Learning</td>
<td>See notes on- trainees’ own evaluation of their impact on learners’ progress and learning over time</td>
</tr>
</tbody>
</table>
| Dis/T | Evaluation: this should also lead into a review of targets and progress made. This is also an opportunity for the trainee to talk about their intentions regarding the lesson and offer supporting evidence to reflect the learners’ progress. Trainees 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 school policy?  
- Have you taken the opportunity to attend school CPD sessions? | It is suggested that a ‘check in’ before the lesson observation as well as feedback after the Learning Evaluation would be beneficial. |
| --- | --- | --- |
| Discussion with Learners Dis/L | The Learners should be asked to consider:  
- Did you understand the task?  
- Did you enjoy the task?  
- Is this type of lesson ‘normal’ for the trainee teacher?  
- Did the work 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 some point within the Learning Evaluation cycle. |
| Discussion with TA / Other Adult | Other adults in the room often have great insight in the needs of the children, so asking questions about the suitability of the work for selected learners is good approach. Other questions to consider:  
As a TA:  
- Do you have an overview of the lesson?  
- Do you feel you are deployed effectively?  
- Does the trainee seek advice regarding individuals within the class (this could be linked to differentiation, behaviour management, engagement etc.)?  
- Does the trainee reflect after the lesson?  
To consider:  
- Has the trainee built an effective relationship with the other adult in the room? | This only applies if there is another adult in the room. |
| Learners’ responses within the lesson and in their books / work Bks | When observing the lesson, looking at the work in learners’ books (or observing a group activity) is a good indicator for the progress. This also allows the observer to see progress made over time, ensure the learners are acting on feedback and that the marking is informing the planning  
- Did the learners understand the task?  
- Did the learners enjoy the task?  
- Is this type of lesson ‘normal’ for the trainee teacher?  
- Did the work challenge the learners? Make them think? | This can take place throughout the lesson as an informal conversation or in the meeting with the learners after lesson. |
| Quality and impact of trainees’ marking and feedback | To consider:  
- Does the feedback adhere to the school’s policy?  
- Does the feedback highlight what the learner did well and offer a next step?  
- If applicable to school policy, is there evidence of learners acting on their feedback?  

You could also ask the learners how the feedback helps them to make progress. | This is an opportunity to look at learners’ books throughout the lesson. However, it is an expectation that the trainee should be responsible for providing three (or more) books of their choice to demonstrate pupil progress. |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainees’ assessment and planning records in their files</td>
<td>All trainee teachers are asked to collate three files whilst on Professional Practice (See table on page 24). It is important that these files reflect the trainee teacher’s ability to record assessment, produce lesson plans and lesson evaluations, evidence Teachers’ Standards and collate subject knowledge.</td>
<td>The information contained within the trainee files should be used for their reflection activities and assessments.</td>
</tr>
</tbody>
</table>
The Target Setting Process

Weekly review: to be carried out by the Mentor; the same process should be carried out during the Visiting Tutor visits.

- Complete the Learning Evaluation form (weekly).
- Using the Teachers' Standards, record evidence to show the standards addressed/achieved.
- Reference the Learning Evaluation method(s) used.
- The Assessment and Grading Criteria grid should be used when reaching a judgement.

Key Strengths

- Key Strengths: please make direct reference to the Teachers' Standards and the range of evaluation methods used to assess the trainee.
- Record the impact of teaching on the learners' learning and progress (within the lesson and over time). Please make direct reference to the Teachers' Standards and the evaluation method used.
- The Assessment and Grading Criteria grid should be used when reaching a judgement.

Areas to develop and target setting

- Areas to Develop, please make direct reference to the Teachers' Standards and the range of evaluation methods used to assess the trainee.
- Agreed new SMART targets (please make direct reference to the Teachers' Standards).
- The Assessment and Grading Criteria grid should be used when reaching a judgement.

Feedback Mentor and/ or Visiting Tutor

- Review progress towards targets set, (both short-term and long-term targets).
- Allow the celebration of trainee success.
- The feedback should directly feed into the trainee's Teachers' Standards portfolio.

Assessment points:
Visit two: joint Learning Evaluation with the EHU Visiting Tutor. After the Learning Evaluation a triangulation meeting will take place with the Mentor, Visiting Tutor and Trainee. The Interim Assessment Form should be completed.

- Each of the Teachers' Standards should be graded (using the Assessment and Grading Criteria Grid). The rule of best fit should be applied here; trainees do not need to achieve every element of the standard to be awarded the grade.
- The Assessment and Grading Criteria grid should be used when reaching a judgement.

Final Visit: joint visit with the EHU Visiting Tutor. After the Learning Evaluation a triangulation meeting will take place with the Mentor, Visiting Tutor and trainee. The End of Professional Practice Form should be completed.

- The trainee should submit the End of Professional Practice report form to the Mentor one week before the triangulation meeting; the trainee section should be pre-populated by the trainee one week before the meeting.
- Each of the Teachers' Standards should be graded (using the Assessment and Grading Criteria Grid). The rule of best fit should be applied here; trainees do not need to achieve every element of the standard to be awarded the grade.

NOTE: TS 2 is no longer a core standard
The Learning Evaluation Form, which includes the Assessment and Grading Criteria grid, should be completed in the following way:

1. The Mentor should write the trainee's current targets at the top of the proforma (these should be taken from current targets). These targets should be reviewed in discussion with the trainee and evidence of these being addressed should be captured in the review of current targets.

2. The Mentor should highlight, circle, highlight or tick each standard descriptor (on the Assessment and Grading Criteria grid) the aspects that are achieved in the lesson, so that the trainee is aware of the level at which s/he is currently operating. The main focus of the Learning Evaluation is the impact that the trainee's teaching is having on learning and the progress in the lesson.

3. The Mentor should then reflect upon the evidence of the impact that the trainee's teaching is having upon the children's learning and the progress they are making. Using all the evidence from the Learning Evaluation from the trainee's files, from pupils’ books, and from relevant discussions, the Mentor should identify key strengths and areas to develop, linked to relevant standards, using the Assessment and Grading Criteria as a reference.

4. Targets for the trainee to work on over the coming week should be identified; these should be referenced to the Teachers' Standards, should identify both generic and subject specific targets and offer a clear indication of how the trainee can achieve these should be shared.

5. The Mentor and the trainee should review the highlighted Assessment and Grading Criteria grid to ensure the trainee understands the level at which s/he is currently operating, based upon all of the evidence.

6. If any of the descriptors are highlighted in the Inadequate (grade 4) column this should be indicated on the proforma and the trainee's Visiting Tutor should be contacted immediately so that appropriate remediation ‘At Risk’ can be instigated as soon as possible.

7. If a trainee is identified as Meeting Expectation (grade 3) during Professional Practice Phase 2, the Visiting Tutor should be contacted immediately so that, depending on the stage of training, Meeting Expectation (grade 3) intervention ‘At Risk’ strategies can commence.

8. One copy of the proforma should be given to the trainee and the Visiting Tutor and one copy should be retained by the Mentor.

9. It is the responsibility of the Visiting Tutor to review the completed Learning Evaluation forms and to input the grades awarded on to the database.

We recommend that forms are retained for two years.

Grading for 2017-18:

As a partnership we are fully committed to our goal of ensuring that our training develops the quality of both a trainee’s teaching and their impact upon pupil progress and learning over time. In addition, the outcome of our last inspection charged us with doing the following – ‘in assessing trainee progress against the Teachers’ Standards, focus more clearly and accurately on trainees’ planning, teaching and their pupils’ learning, from this we have introduced the Learning Evaluation (outlined on page 26).

The final grade will be awarded as follows:

Outstanding (grade 1)
All trainees awarded QTS exceed the minimum level of practice expected of teachers as defined in the Teachers’ Standards by the end of their training. Trainees demonstrate excellent practice in the majority of the standards for teaching and all related to their personal and professional conduct. Much of the quality of trainees’ teaching over time is outstanding (grade 1) and never less than consistently good (grade 2).

For a trainee’s final grading to be 1:

- pupil progress and learning over time must be good or better than expected;
- a minimum of five Teachers’ Standards must be graded 1 overall;
- there can be no grade 3 or 4 for any standard.
Good (grade 2)
All trainees awarded QTS exceed the minimum level of practice expected of teachers as defined in the Teachers’ Standards by the end of their training. Trainees demonstrate excellent practice in some of the standards for teaching and all related to their personal and professional conduct. *Much of the quality of trainees’ teaching over time is Good (grade 2); some is Outstanding (grade 1).*

For a trainee’s final grading to be 2:
- pupil progress and learning over time must be at least as expected;
- at least five standards must be graded 2 overall;
- any grade 3 Standards must be scrutinised and would require grade 2 features (utilising assessment against the sub-headings);
- there can be no grade 4 for any Standard.

**End of Professional Practice Report Form**

The final triangulation meeting will normally take place when the trainee has reached a good (grade 2) or outstanding (grade 1) level in their teaching. This date should be agreed between the Mentor, the Visiting Tutor and the trainee.

**Meeting Expectation (grade 3) working towards becoming Good (grade 2)**
Any trainee in this category ME (3) from the end of undergraduate Professional Practice 1b (Phase 1 for a PGCE trainee) onwards needs to be considered as a cause for concern as early as possible. As soon as a potential ME (3) trainee is identified the relevant supervising staff must be alerted and immediate intervention put into action. Explicit training actions/targets should be defined, monitored and recorded and weekly updates maintained, targets should be recorded on the ‘At Risk’ form. The interventions to secure progress will be entirely dependent upon the trainee’s individual needs but may include: tutorial meetings (on campus or via the telephone/email), bespoke training sessions, observation of outstanding practitioners, and additional professional practice training days (see the ‘At Risk’ section-page 35 for more details).

For every standard there should be an agreed grade based on a ‘best fit’ approach; (i.e. the majority of the characteristics for that standard being evidenced at that particular level) using the Assessment and Grading criteria grid to support the decision making process.

The Mentor should complete the End of Professional Practice form indicating the current grade for the trainee. *Upon completion, the End of Professional Practice form should be emailed, within one week, by the Mentor to DCECpartnership@edgehill.ac.uk* (on receipt of the report form, payment to the school will be processed for release, see flow chart page 47).

**Examples:**

**Outstanding (grade 1)**
To be graded outstanding (grade 1) overall, the trainee must be graded outstanding (grade 1) in five of the Teachers’ Standards. The remaining three Standards must be good (grade two) or higher to be outstanding (grade 1) overall.

**Example:**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Given Example A</th>
<th>Overall Grade Given</th>
</tr>
</thead>
<tbody>
<tr>
<td>TS1</td>
<td>1</td>
<td></td>
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<tr>
<td>TS2</td>
<td>1</td>
<td></td>
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<tr>
<td>TS3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>TS4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>TS5</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>TS6</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>TS7</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>TS8</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

This trainee would be outstanding (grade 1) - five standards are graded outstanding (grade 1). No standards are below good (grade 2).

For a trainee teacher to be graded outstanding (grade 1) they need to consistently be good (grade 2) or better.
**Good (grade 2)**
For a trainee to be graded good, (grade 2) they must achieve a good (grade 2) in 5 of the Teachers' standards. For any TS graded as Meeting Expectation (grade 3) the trainees must show they have achieved elements of Good (grade 2) within the Assessment and Grading criteria. **No grades can be inadequate**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Given</th>
<th>Overall Grade Given</th>
</tr>
</thead>
<tbody>
<tr>
<td>TS1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>TS2</td>
<td>1</td>
<td></td>
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<tr>
<td>TS3</td>
<td>2</td>
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<tr>
<td>TS4</td>
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<td>TS5</td>
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<td>TS6</td>
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<td>TS7</td>
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<tr>
<td>TS8</td>
<td>2</td>
<td></td>
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This trainee would be awarded a good (grade 2).

**Meeting Expectation (grade 3)** this grade is below the departmental target for Phase 2 (final Professional Practice); therefore the trainee will require Meeting Expectation (grade 3) ‘At Risk’ intervention.

For a trainee to be graded Meeting Expectation (grade 3), they will not have 5 or more higher grades; they are likely to have a combination of grades. They cannot be Meeting Expectation (grade 3) if they are graded inadequate (grade 4) in any standard; this is a fail.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Given</th>
<th>Overall Grade Given</th>
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<tbody>
<tr>
<td>TS1</td>
<td>ME (3)</td>
<td></td>
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<tr>
<td>TS2</td>
<td>2</td>
<td></td>
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<tr>
<td>TS3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>TS4</td>
<td>ME (3)</td>
<td></td>
</tr>
<tr>
<td>TS5</td>
<td>ME (3)</td>
<td></td>
</tr>
<tr>
<td>TS6</td>
<td>ME (3)</td>
<td></td>
</tr>
<tr>
<td>TS7</td>
<td>ME (3)</td>
<td></td>
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<tr>
<td>TS8</td>
<td>2</td>
<td></td>
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</tbody>
</table>

This trainee would be Meeting Expectation (grade 3); they do not have 5 good (or higher grades), therefore they cannot be graded good.

**Inadequate (grade 4): failure to pass Professional Practice**
Trainee ‘At Risk’

Trainees can face difficulties and challenges within a Professional Practice for many reasons. A trainee is deemed “At Risk” if they are not achieving the minimum standard required for the Professional Practice.

**Phase 1a** (undergraduate year 1 only): requires a “Pass” to progress onto Phase 1b. (This means the trainee is Meeting Expectation or better).

**Phase 1b (Phase 1 for PGCE):** the trainee must achieve Meeting Expectation or better to progress onto Phase 2.

**Phase 2:** the trainee must achieve Meeting Expectation or better to be recommended for QTS. The departmental target is for all trainees to be good or better.

If during a Professional Practice a trainee is deemed to be at risk of not meeting the minimum requirements the relevant Year/Professional Practice Leader should be informed and they will make a decision along with the Mentor and the ITT Partnership Lead about the most appropriate strategies to implement.

These may include:-

- Monitoring the situation and the trainees progress
- Arranging a meeting or phone tutorial with the trainee
- Gaining further information from the school, previous Visiting Tutor, Personal Tutor etc.
- Arranging for additional visits from the Visiting Tutor, this will be arranged in agreement with the Professional Practice Leader and the ITT Partnership Lead
- Arranging for additional input from a Professional Practice Support Tutor
- Arranging for a reduction in teaching timetable
- Extending the Professional Practice beyond the scheduled end date (school agreement required)
- Implementing specific strategies according to the nature of the issues

As soon as any intervention is put into place a form will be completed and signed to inform the trainee that they are at risk of failing the Professional Practice and that additional support has been put in place. Throughout the process, time limited targets will be set to support the trainee in making progress. These will be reviewed regularly.

If, at any point in the Professional Practice the Mentor and or Visiting Tutor consider the trainee is still not making sufficient progress towards the targets that have been set or that it is not likely the trainee will achieve the minimum requirement for the Professional Practice the trainee will be informed the Professional Practice has been unsuccessful and the practice will be terminated. The suggested minimum period for the ‘At Risk’

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Given</th>
<th>Overall Grade Given</th>
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<tbody>
<tr>
<td>TS1</td>
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<td>TS2</td>
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<td></td>
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<td>TS3</td>
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<td>TS6</td>
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<td></td>
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<tr>
<td>TS7</td>
<td>Inadequate</td>
<td></td>
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<tr>
<td>TS8</td>
<td>2</td>
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</tbody>
</table>

This trainee would not be awarded a pass grade on this Professional Practice as one standard has not been demonstrated at an adequate level.
intervention is set at two weeks, however we do understand that a school may not be able to continue to support the trainee for this period of time. All trainees that are deemed to have failed, are then invited to attend a compulsory APRM (Academic and Professional Review Meeting) to meet with the Professional Practice/Year Leader and the ITT Partnership Lead to discuss the next steps.

If a trainee considers their ability to complete the Professional Practice successfully has been impacted by Exceptional Mitigating Circumstances then they should consider submitting an EMC application. The Professional Practice/Year Leader can advise if such a case arises.
**External Examiner(s)**

Some trainees and schools will be visited by External Examiners during the final weeks of the Professional Practice (Phase 2 trainees). Details of External Examiner visits will be shared nearer the time. The role of the External Examiner is to act as critical friend to Edge Hill University and to offer views about how we can develop and improve our provision. Their role is not to visit trainees and schools in order to make judgements about their performance.

**Undergraduate: The External Examiner(s) for your programme are**

Catherine Gripton - Senior Lecturer, Nottingham Trent University

Iain Kitchener - Deputy Head of Primary Education, University of Greenwich

Rebecca Lerman - Senior Lecturer, Middlesex University

Fourth External Examiner to be confirmed.

**PGCE: The External Examiner(s) for your programme are**

Dr. Colin Howard, University of Worcester

Dr. Miranda Dodd University of Southampton.

Helen Lewis, University of Wales, Trinity St David

**Please note:** It is not appropriate for trainees to contact the External Examiner individually; however, many trainees will have a chance to talk to them as outlined above.
Health and Safety

The University, Professional Practice providers have a duty of care towards the trainee whilst on the Professional Practice. In order to fulfil this duty of care the University will:

✓ Prepare the trainee for the Professional Practice and ensure they are aware of general health and safety aspects. However, this is of a general nature and does not include the specific information needed for any particular job or workplace.
✓ Give the trainee an opportunity to feed back to the University on any problems experienced with regard to health and safety whilst on Professional Practice.
✓ Respond to any negative feedback received from trainees in relation to health and safety practices during Professional Practice by informing the Professional Practice provider setting.

It is therefore the University’s expectation that Professional Practice provider settings will:
✓ Provide the trainee with information on the workplace health and safety arrangements, including fire precautions, specific hazards and health and safety precautions.
✓ Include the trainee in the risk assessment programme as it affects activities undertaken by them.
✓ 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 trainee in the performance of their duties.
✓ Have a system of recording and investigating accidents and incidents. Providers will notify the University of Accidents and incidents involving the trainee.

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

On the occasion that a trainee discovers that they are pregnant mid-placement, they should inform their Mentor or class teacher. If this happens, please ask the trainee to contact their University tutor. Alternatively, ask their permission to contact the University on their behalf.

We will then organise risk assessment procedures to be carried out within two working days of notification and identify appropriate steps to support the trainee and partner institution. If the pregnancy goes beyond 34 weeks, the trainee must provide a note from their doctor stating that she is fit to work.
A Flow Diagram of the Risk Assessment Process if a Trainee/Student is Pregnant

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

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:

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

If unsuitable:

Personal Tutor or Visiting 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

Copy to be provided to:

Trainee Teacher
Personal Tutor
Programme Leader
Year Leader
Head of Department
Trainee Timetables

For information regarding trainee timetables and the suggested window for Professional Practice dates, please refer to the specific programme handbook; all handbooks are available online and can be found at [http://www.edgehill.ac.uk/educationpartnership/primary-education/programme-handbooks/](http://www.edgehill.ac.uk/educationpartnership/primary-education/programme-handbooks/).

As you are a trainee studying on an Initial Teacher Training programme, the delivery of the academic content of your programme and timing of Professional Practice is designed to replicate the requirements of teachers in practice and runs over a typical school year, rather than a University academic year.

The start and end dates of the Professional Practice will vary depending on the school you are allocated to for your Professional Practice. On occasions, placements may need to be changed or the start of placements may be delayed at short notice due to external factors such as availability of placements or changes in school settings which provide professional practice opportunities. You therefore need to ensure that you are available until the end of July to complete the placement phase of your training.

Before Professional Practice

Prior to starting Professional Practice a trainee will need to think about expenses that they will incur until reimbursed e.g. transport and decide if they can manage these costs. Trainees can seek advice on how to manage their money from the Student Money Advisors. Please contact moneyadvice@edgehill.ac.uk for further information.

Trainee Absence from School

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

If you are absent for unavoidable reasons, you should:
- Notify the school (by telephone) before 8.45 of the reason for and expected duration of any unscheduled absence.
- Notify Edge Hill University on DCECpartnership@edgehill.ac.uk or 01695 584399
- Make up any missed teaching and observations when you return to school, 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 clearance, provided they are at all times in the company of individuals that have been cleared.

Disclosure and Barring Service (DBS) Checks

Sharing of information

All providers of Initial Teacher Training (ITT) in educational settings 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, *Safeguarding Children and Safer Recruitment in Education*, requires providers to ensure that entrants on all routes, including salaried schemes, have been subject to an enhanced Disclosure and Barring Service (DBS) criminal records check, including a check of the children’s barred list, a check of the Prohibition List; and, for trainees working with children under the age of 8, the Childcare Disqualification Declaration must have been made; Edge Hill University maintains records showing that trainees have obtained these.

Every trainee is DBS checked and where appropriate, considered by a panel of professionals including representatives from partner schools, colleges, settings.
A trainee embarking upon a Professional Practice/WBL in a setting will need to carry with them their student ID card (Uni Card) showing their photograph and a letter from the University confirming their suitability and for ITT trainees their suitability to train to teach. Please be aware that the enhanced DBS check, which is undertaken, lasts the length of a trainee’s programme of study, including cases where the programme lasts longer than three years.

If there are any changes in circumstances whilst on a programme leading to the award of Qualified Teacher Status (QTS) a trainee must inform their Head of Department without delay, of any issues relating to their health and physical capacity to teach; and any change relating to a criminal record, which arise after enrolment on a programme.

It is an offence under the 1997 Police Act, and a breach of the DBS Code of Practice, for registered bodies (i.e. Edge Hill University) to share copies of DBS checks or any information contained in a trainee’s disclosure with a third party. Accredited providers must not therefore share this information with schools, settings and colleges.

Please note for employment based trainees it is the responsibility of the school to ensure these checks have been satisfactorily undertaken.
Management of a Cause for Concern on Professional Practice Related to Safeguarding of a Child/vulnerable Adult

Safeguarding is everybody’s responsibility and there may be occasions when 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 trainee will be supported throughout any process of enquiry.

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

- **Trainee has concerns relating to safeguarding**

  - 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 Head of Department.

  - The HoD will ask the trainee to complete an incident reporting form and submit this to the Faculty DSO, who will refer to the appropriate body, as necessary (and concerns of a serious nature will be reported directly to the local authority’s Safeguarding Officer).

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

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

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

  - The FoE’s DSO will ensure the Partnership Database details are amended, as necessary.

  - Trainee to be informed of outcome by HoD.

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*The FoE (DSO) is Leon Fraser, email: fraserl@edgehill.ac.uk  Tel: 01695 584314.*

Please note it is courteous for the trainee to also inform their Mentor of the fact that an issue has been reported (please note that 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:
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# Teachers’ Standards (DFE 2013)

## PART 1 - TEACHING

### S1. SET HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE AND CHALLENGE PUPILS

**Indicative prompts:**
- 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

### S2. PROMOTE GOOD PROGRESS AND OUTCOMES BY PUPILS

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

### S3. DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE

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

### S4. PLAN AND TEACH WELL STRUCTURED LESSONS

**Indicative prompts:**
- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children’s intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge & 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)

### S5. ADAPT TEACHING TO RESPOND TO THE STRENGTHS AND NEEDS OF ALL PUPILS

**Indicative prompts:**
- 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 SEN, those of high ability, those with EAL, those with disabilities, and be able to use and evaluate distinctive teaching approaches to engage and support them

### S6. MAKE ACCURATE AND PRODUCTIVE USE OF ASSESSMENT

**Indicative prompts:**
- 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
### S7. MANAGE BEHAVIOUR EFFECTIVELY TO ENSURE A GOOD AND SAFE LEARNING ENVIRONMENT

Indicative prompts:
- 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

### S8. FULFIL WIDER PROFESSIONAL RESPONSIBILITIES

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

### PART 2: PERSONAL & PROFESSIONAL CONDUCT

Uphold public trust in the profession and maintain high standards of ethics and behaviour, within & outside school.

- 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

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.

Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
End of Professional Practice Reporting Process - Department of Children, Education and Communities 2017/2018

If a trainee finishes prior to the expected finish date

The Mentor should download a blank TLE form from the Website (Information for Partners section) or following the link in the earlier email and complete stating the number of days completed and full reason for trainee finishing early. This must be completed regardless of the reason for the early conclusion of the Professional Practice.

A completed TLE form should be emailed to Edge Hill University’s Professional Support Team (DCECpartnership@edgehill.ac.uk) within 1 week of the conclusion of a Professional Practice.

Upon receipt of the TLE form, Edge Hill University's Professional Support Team will respond to confirm receipt and to confirm the relevant pro-rata payment amount now due.

Edge Hill University’s Professional Support Team will process the relevant pro-rata payment.

Setting should receive the relevant pro-rata payment within 4 weeks of confirmation of the pro-rata amount.

If a trainee completes full Professional Practice

The trainee should download a blank End of Professional Practice Report form from Learning Edge or the Website and complete their required sections of the report ideally one week before the end of the Professional Practice as stated in the Professional Practice handbook. The trainee should then forward this to the Mentor.

The Mentor should start to pre-populate their sections of the End of Professional Practice Report form ahead of the Triangulation meeting.

A triangulation meeting is to take place between the Mentor, the Trainee and the Visiting Tutor. The End of Professional Practice Report form should be completed, shared and signed by all present to confirm their agreement.

A signed copy of the End of Professional Practice Report form must be saved by the Mentor and held for their record.

The Mentor must email a signed copy of the End of Professional Practice Report form to Edge Hill University’s Professional Support Team (DCECpartnership@edgehill.ac.uk) from an official school email account (copying in the trainee and the Visiting Tutor) no later than 2 weeks after the completion of the Professional Practice.

Upon receipt of the End of Professional Practice Report form, Edge Hill University’s Professional Support Team will respond to confirm receipt and to confirm the relevant payment amount now due.

Edge Hill University’s Professional Support Team will process the relevant payment.

Setting should receive the relevant payment within 4 weeks of confirmation of payment amount.

Setting receives an email from Edge Hill University’s Professional Support Team to confirm the allocation of a trainee. This will advise key information including confirmation of the trainee’s name, start date, expected end date and agreed financial amount. This email will contain links to the relevant documentation including the End of Professional Practice Report Form and guidance on reporting when a trainee concludes their Professional Practice early and the pro-rata structure for calculating variations to payments. The trainee will then commence Professional Practice as agreed.

Please note any End of Professional Practice Report forms or Trainee Leaves Early (TLE) Forms received after the deadline may result in delayed or non-payment of any amounts due.
Additional Documents and Forms

- Interim Assessment Form
- End of Professional Practice Report Form
- Assessment and Grading Criteria
- Trainee Profile (and notes)
- Lesson Planning and Evaluation Proforma
- The full version of the Edge Hill University Safeguarding Policy

All the documents listed above can be accessed via the hyperlink below

http://www.edgehill.ac.uk/educationpartnership/primary-education/professional-practice-information/

If you have any queries regarding any of the information in the handbook please contact:

Department of Children, Education and Communities: ITT Partnership Lead Eleanor Davidson davidsoe@edgehill.ac.uk or 01695 584434

All resources can be located via our Partnership Webpage
Professional Practice Documentation/Further Opportunities

Documentation and information relating to further opportunities to engage with the Faculty can be viewed and downloaded from the link below. You will be able to click on a category title to see a list of the available resources. Then click on a resource name to download.

http://www.edgehill.ac.uk/educationpartnership/

Professional Practices/Placements 2017-2018

If you are able to offer more Professional Practices and/or increase the number of trainees that your school can accommodate, then please contact the Partnership Development Officer, (PDO) Mark Rawsthorn rawsthom@edgehill.ac.uk or telephone 01695 587342.

Evaluations

At the start of each Professional Practice, Mentors and Visiting Tutors will receive a link from DCECpartnership@edgehill.ac.uk to complete the Professional Practice Evaluations; we really value and appreciate your feedback.