



Edge Hill
University

FACULTY OF EDUCATION
Department of Early Years Education



BA (Hons) Early Years Education with QTS

Full Time

PGCE Early Years Education with QTS

Professional Practice Handbook 2019-2020

Contents

Page No.

Welcome	3
Structure of the academic year	4
Professional Practice	5
Professional Practice files	8
Key priorities checklist	9
Trainees' own evaluation of their impact on learners' progress and learning over time	12
Planning Expectations	13
Visiting Tutor Checklist	14
Mentor Information	16
Role of Partnership Quality Officer (PQO)	18
Trainees' Planning and Assessment	19
Reaching a Judgement	21
Safeguarding	19
Trainee Absence from school	22
Student Support	23
Equality and Diversity – Policy Summary	25
Travel and Accommodation	26
Professional Practice Documentation	27

Welcome from the Department Early Years Education

Key Contacts

In the first instance, for queries relating to the organisation of your professional practice please contact the Partnership Development Team on:

educationpartnership@edgehill.ac.uk

For queries regarding Visiting Tutors, please contact the Department of Early Years Education Professional Support team on:

earlyyearspartnership@edgehill.ac.uk

The team should be able to deal with your enquiry; if they are unable to do so, they will refer your enquiry to the relevant members of staff:

Trainees' Contacts

If you have a concern or query related to professional practice before it begins then please contact your Personal and Academic Tutor (PAT).

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 and Academic Tutor (PAT)**

If your professional practice has started then please contact your **Mentor** (school based trainer) your **PAT** and your **Visiting Tutor**



If necessary your Personal and Academic 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.**

Structure of the academic year

Personal and Professional Development

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

Core Subjects/Prime Areas

Maths, English, Science and Computing are core to both PGCE and Undergraduate Early Years ITT courses. Trainees on the PGCE will have participated in a number of lectures/seminars in each of the above subjects prior to embarking on Professional Practice. Undergraduate trainees will have covered the EYFS prime areas prior to Professional Practice 1a and Maths, English, Computing and Science in year 2 prior to Professional Practice 1b.

Foundation Subjects/Specific Areas

All trainees participate in seminars covering the specific areas of the EYFS curriculum prior to starting Professional Practice. The Faculty of Education at Edge Hill believes that a broad curriculum is an essential part of primary school teaching. Therefore, trainees learn how to teach RE, PE, Geography, History, Art, DT and Music. Due to the nature of the timetable, trainees follow different patterns of learning. Therefore, please ask your trainee what they have studied so far when discussing the planning of Foundation Subjects.

Subject Specialisms

All trainees on both the PGCE route and Undergraduate route are studying to be specialists in the area of early years education. Within their specialism they will learn about effective pedagogy and study research that will inform and construct their own philosophy of early years education.

Professional Practice requirements-BA (Hons) Early Years Education Undergraduate trainee

Phase 1a	Key Requirement and suggested progression: Year 1 Undergraduate	Whole Class Teaching	Group Work, Training Tasks, Team Teaching and Observations	Planning, Preparation and Assessment
Year 1 Undergraduate	To build up to teaching and planning for 30-40% of the class timetable. To be based in one class , with opportunities to visit other classes in other Key Stages for specific purposes where available. Often two trainees in each class.			
Week 1	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.		80%	20%
Weeks 2-3	To begin to plan and teach groups of learners and whole class inputs	20%	60%	20%
Weeks 4-5	To teach and plan for 30% of the class timetable.	30%	50%	20%
Weeks 6-7	To teach and plan for 30-40% of the class timetable.	30-40%	40-50%	10%

Phase 1b	Key Requirements and suggested progression: Year 2 undergraduate	Whole Class Teaching	Group Work, Training Tasks, Team Teaching and Observations	Planning, Preparation and Assessment
Year 2 undergraduate)	To build up to teaching and planning for 40-50% of the class timetable. To be based in one class , with opportunities to visit other classes in other Key Stages for specific purposes. Possibly a paired professional practice.			
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.		80%	20%
Weeks 2-3	To begin to plan for groups of learners and whole class inputs.	30%	50%	20%
Weeks 4-5	To teach and plan for 40% of the class timetable.	40%	50%	10%
Weeks 6-8	To teach and plan for 40-50% of the class timetable.	40-50%	30-40%	10%

Phase 2	Key Requirements and suggested progression: Year 3 undergraduate	Whole Class Teaching	Group Work, Training Tasks, Team Teaching and Observations	Planning, Preparation and Assessment
Year 3 undergraduate	<p>To build up to teaching and planning for 80% of the class timetable.</p> <p>To be based in one class, with opportunities to visit other classes in other Key Stages for specific purposes. Solo professional practice.</p>			
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.		80%	20%
Weeks 2-3	To begin to plan for groups of learners and whole class inputs.	30%	50%	20%
Weeks 4-5	To teach and plan for 50% of the class timetable.	50%	40%	10%
Weeks 6-10	To teach and plan for 80% of the class timetable.	80%		20%

Key Professional Practice requirements- Early Years Post Graduate Certificate in Education (PGCE)

Phase 1b:	Key Requirements and suggested progression:	Whole Class Teaching	Group Work, Training Tasks, Team Teaching and Observations	Planning, Preparation and Assessment
	To build up to teaching and planning for 40-50% of the class timetable. To be based in one class, with opportunities to visit other classes in other Key Stages for specific purposes. Possibly a paired professional practice.			
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.		80%	20%
Weeks 2-3	To begin to plan for groups of learners and whole class inputs.	30%	50%	20%
Weeks 4-5	To teach and plan for 40-50% of the class timetable.	40%	50%	10%
Week 6 onwards		40-50%	30-40%	10%

Phase 2	Key Requirements and suggested progression	Whole Class Teaching	Group Work, Training Tasks, Team Teaching and Observations	Planning, Preparation and Assessment
	To build up to teaching and planning for 80% of the class timetable. To be based in one class, with opportunities to visit other classes in other Key Stages for specific purposes. Solo professional practice.			
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.		80%	20%
Weeks 2-3	To begin to plan for groups of learners and whole class inputs. To increase the amount of whole class input.	30%	50%	20%
Weeks 4-5	To teach and plan for 80% of the class timetable.	50%	40%	10%
Week 6 onwards		80%		20%

Professional Practice Files

Trainees are required to maintain well-organised professional practice resources. They must be organised 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 2 school files.

File 1: Feedback and Targets	File 2 :Planning and Assessment
✓ Trainee profile	✓ Lesson plans (annotated plans) and associated reflections
✓ Edge Hill University Code of Conduct	✓ Medium Term Plans (or annotated school versions to reflect understanding)
✓ Your timetable (teaching, planning and observation)	✓ Learning Evaluation self-reflection
✓ Learning Evaluation(s), Interim Form and the End of Professional Practice form(s) of current Professional Practice	✓ School policies, e.g. safeguarding, assessment, behaviour.
✓ Current Assessment and Grading Criteria grid(s)	Child profiles (not needed for final Professional Practice)
✓ Attendance record	Group/class assessment and progress records (in accordance with the Schools' Data Protection policy and GDPR)
✓ Log of Coaching Conversations	
✓ All Learning Evaluations, Interim Forms and End of Professional Practice form collated from previous professional practices	
✓ Previous Assessment and Grading Criteria Grids	

Key Priority Checklists

Inclusion

Mentors to provide school based training on the following:
How the needs of learners with SEN/D are addressed.
The roles and responsibilities of other adults in relation to inclusion.
The roles of external staff / agencies in relation to inclusion, e.g. EMASS, NALDIC.
The role of the SENCO in relation to managing SEN/D and supporting teachers and children.
How the classroom is organised and resourced to promote inclusion.
How to work with parents to support inclusion.

Phonics

During all Professional Practices, trainees should be given the opportunity to observe synthetic phonics. In their Key Stage 1 Professional Practice, trainees should be given the opportunity to plan and deliver a sequence of 3 phonics sessions

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

Mathematics

Mentors to provide school based training on the following:
Discuss school ethos towards mastery. This discussion should involve the mentor and class teacher and, ideally, the Mathematics Leader.
An understanding of how problem solving is taught in the base class. Trainees should be teaching problem solving as part of their usual mathematics practice.

Learning Outside the Classroom (LOtC)

Mentors to provide school based training on the following:	Comments/update
Observation of LOtC teaching within the base class or across the setting.	
Available resources and space(s) for LOtC within the school grounds.	
How to plan for LOtC.	
Make trainees aware of 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.	

What is the Learning Evaluation?

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 at the interim and end of professional practice point reflects a cumulative approach and allows the trainee to demonstrate their ability to enhance pupil progress.

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. **Therefore, for undergraduate trainees it is good practice to be updating the Learning Evaluation during the week and not just during the observed lesson.** For PGCE however, this is completed during the observed lesson.

Evaluations should be undertaken on a weekly basis from Week 2 onwards and the Assessment and Grading criteria updated as a result. Both documents are available from the hyperlink on page 31.

The table below lists the core evaluation methods which must be used during the Learning Evaluation. 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.

Evaluation Methods: In order to provide feedback about the overall quality of teaching, the following evaluation methods should be considered.	Discussion with Mentor / teacher	
	Discussion with trainee	
	Discussion with learners	
	Discussion with TA / other adult	
	Learners' responses within the lesson and in their books / work	
	Quality and impact of trainees' marking and feedback	
	Trainees' assessment and planning records in their files	
	Trainees' own evaluation of their impact on learners' progress and learning over time	
	Observation of teaching and learning <i>Between 20 and 30 minutes</i>	

The lesson observation can take place at any time within the weekly Learning Evaluation cycle. 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.

1. The Mentor should write the trainee's current targets at the top of the report form. 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, or tick each standard descriptor (on the Assessment and Grading Criteria grid) for aspects that are achieved in the evaluation cycle, so that the trainee is able to track their progress. **The main focus of the Learning Evaluation is the impact that the trainee's teaching is having on pupils' learning and progress.**
3. The Mentor should then reflect upon the evidence of the impact of the trainee's teaching on pupils' learning and progress. Using all the evidence from the lesson observation, from the trainee's files, from pupils' books, and from other 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 is able to track their own progress.
6. **If any of the descriptors are highlighted as *inadequate* and it is not felt that the trainee is on track to meet the necessary standard by the end of Professional Practice then this should be indicated on the Learning Evaluation Report and the trainee's Visiting Tutor should be**

contacted immediately so that appropriate remediation through the 'Cause for Concern' process can be instigated as soon as possible. Fuller detail about the 'Cause fo Concern' process is given on 25.

7. The Learning Evaluation Report should be signed by the trainee and the Mentor (and the Visiting Tutor if part of a joint learning evaluation) and the trainee should be given a copy for their 'File 1'. The Mentor should keep a copy for their own records.
8. The Visiting Tutor should review completed Learning Evaluation Report forms for quality assurance and moderation purposes.

We recommend that forms are retained for two years. When grading Teachers' Standard 6, please use the supplementary Assessment and Grading Criteria Grid, available in the 'Professional Practice Paperwork' section of the Early Years Education webpage here: <https://www.edgehill.ac.uk/educationpartnership/early-years-education/>

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?

After every lesson, a trainee should be annotating future lesson plans based on their assessments from the lesson that they have just taught.

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. We would expect trainees to be making and recording such reflections regularly on their lesson plans.

Teacher workload agreement

The university aims to support trainees in establishing healthy working patterns in order that they may enjoy a long and rewarding career in teaching. Right from the beginning of a trainee's programme this will involve establishing realistic approaches to planning, preparation and delivery and encouraging smart but effective ways of working. Teachers' Standards Evidence files should have an emphasis on quality rather than quantity; with fewer sources of evidence, but carefully selected examples that have been reflected upon well and showcase individual trainees' experiences of meeting the Teachers' Standards. The weekly meeting with mentors should provide an opportunity to for mentors and trainees to discuss well-being issues and for trainees to demonstrate how they are maintaining a healthy work-life balance, with less focus on paperwork but an approach that maintains a strong understanding of a trainee's impact on curriculum practice that meets the needs of the children

Planning Expectations

Throughout their programme, trainees develop the ability to plan for a variety of purposes in many different contexts. In the initial stages many trainees benefit from developing an understanding of the planning process through the use of university produced set pro formas as a guideline. As they become more proficient in planning, they move to formats that more closely match those used by the schools/settings in which they work. This can be a factor in alleviating teacher workload. When to move to alternative formats is decided by the Mentor/Visiting Tutor in negotiation with the trainee, according to individual training needs. At any time, a trainee can be guided back to more a comprehensive planning format should a particular area of need/development become apparent. We recognise that planning may need to take account of a setting/school's overall approach.

Approach to Curriculum/Curriculum Design

Opportunity for students/trainees in settings and schools to gain a richer understanding about curriculum development and design is something that we would welcome. Ofsted's recent renewed focus on the curriculum has involved schools working from a definition of making progress with learning as 'knowing more and remembering more of the curriculum'. There has been a consideration of how schools can best support this to happen for their pupils and we would value students/ trainees being able to experience what this might actually look like in practice. This involves our students/trainees getting to grips with a number of key concepts:

Careful curricular thinking which ensures that the right components are embedded in long-term memory to enable subsequent performance in more complex tasks.

- The acquisition of knowledge through a well-planned, carefully structured and sequenced curriculum that enables pupils to build an interconnecting schema.
- The fact that expertise in a curriculum area depends on rich and detailed structures of relevant knowledge stored in long-term memory.
- A recognition that understanding deepens as structures of knowledge stored in long-term memory become increasingly complex.
- An understanding that learning involves multiple opportunities for recall, recall, recall. recall! 'Recall' does not refer just to formal testing – it may be that pupils recall prior learning by applying it in a new context, for example, through their writing, or explaining their knowledge to someone else. The struggle of trying to retrieve information is what makes memory stronger.

How settings and schools tackle new approaches to curriculum development and design will of course vary from setting to setting and from region to region. We would very much value your help in supporting our students to be made aware of any current developments in your particular setting that are taking place whilst they are on professional practice.

Visiting Tutor checklist

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 in relation to the Professional Practice between visits if required. Remind the trainee that they should still maintain contact with their Personal Academic Tutor for additional support with issues and concerns and that you will also do so.

Visiting Tutor	
VISIT 1 – INITIAL VISIT	Review the mentor training with the Mentor (https://www.edgehill.ac.uk/educationpartnership/early-years-education/) and answer any queries. Ensure that they are aware of the Teaching and Learning Evaluation form, Assessment and Grading criteria and that they need to be completed/updated on a weekly basis from when the trainee begins to teach.
	Ensure that appropriate policies have been provided to the trainee, e.g. Safeguarding, Assessment, Behaviour.
	Ensure a timetable for the trainee's teaching has been agreed and is appropriate for the Professional Practice in question. Ensure that appropriate amounts of time have been allocated to teaching, observation, completion of tasks and planning.
	Ensure that medium-term planning has been shared with the trainee.
	Ensure that expectations for lesson planning have been shared.
	Both Professional Practice files are organised according to the guidance on pxxx.
	Trainee has shared their targets with the mentor.
	Discuss the trainees' experience in the setting so far.
	Record on InPlace and complete checklist

VISIT 2 – INTERIM ASSESSMENT	<p align="center">This visit must include a Joint Learning Evaluation.</p> <p align="center">This should be arranged at the convenience of all parties involved. It could be with the Visiting Tutor and the Class Teacher or the Visiting Tutor and the Mentor.</p>	Tick list
	<p align="center">Prior to the Learning Evaluation ensure there are no new issues and that any concerns previously raised are being addressed.</p>	
	<p align="center">Complete a joint Learning Evaluation including a lesson observation.</p> <p align="center">Discuss the trainee's progress to this point with the Mentor using the Assessment and Grading Criteria.</p>	
	<p align="center">Observe feedback to trainee regarding the joint Learning Evaluation. Observe the Mentor's review of Professional Practice targets with the trainee.</p>	
	<p align="center">Through a triangulation meeting, discuss the trainee's progress to this point and the interim grading decisions. Complete the Interim Assessment Form together. Grading decisions MUST be completed using the Assessment and Grading Criteria Form.</p> <p align="center">Ensure that the Interim Assessment Form is signed by the trainee, the Mentor and the Visiting Tutor.</p>	
	<p align="center">Share any concerns with the trainee's Personal Academic Tutor and year/placement leader</p>	
	<p align="center">Check that the attendance record is up to date with signatures.</p>	
	<p align="center">Take a signed copy of the Interim form and remind the trainee to upload their signed copy to InPlace.</p>	
	Record the interim visit and grade on InPlace.	
VISIT 3 – FINAL ASSESSMENT	<p align="center">This visit must include a Joint Learning Evaluation.</p> <p align="center">This should be arranged at the convenience of all parties involved. It could be with the Visiting Tutor and the Class Teacher or the Visiting Tutor and the Mentor.</p>	
	<p align="center">Prior to the Learning Evaluation ensure there are no new issues and that concerns previously raised are being addressed.</p>	
	<p align="center">Complete a joint Learning Evaluation including a lesson observation.</p> <p align="center">Discuss the trainee's progress to this point with the Mentor using the Assessment and Grading Criteria.</p>	
	<p align="center">Observe feedback to trainee regarding the joint Learning Evaluation.</p>	
	<p align="center">Through a triangulation meeting, discuss the decisions regarding the trainee's final grades. Complete the End of Professional Practice Report Form together. Grading decisions MUST be completed using the Assessment and Grading Criteria Form.</p>	
	<p align="center">Advise the Mentor how to access the online evaluation (they will receive an email with the link).</p>	
	<p align="center">Take a signed copy of the End of Professional Practice form and remind the trainee to take their signed copy to Early Years Partnership.</p>	
		Record the visit and the End of Professional Practice Grades on InPlace.

Mentor Information

Mentor Training

If you are new to mentoring for Edge Hill University and have not undertaken face-to-face training then please access and complete the online Mentor Training Package here:

<https://www.edgehill.ac.uk/educationpartnership/early-years-education/>

You will receive additional training and an update to your training every time a Visiting Tutor completes their initial visit during the first two weeks of each professional practice.

Mentoring Role and Responsibilities

Trainees will begin each professional practice from a range of starting points in terms of their experience and confidence. Please keep this in mind as you support their development.

During their professional practice your trainee's training *is under your direction* and you may choose a variety of approaches to support this which may include joint teaching, joint planning, and observation of teachers in other classrooms as well as discussion of progress.

NB: We are not able to formally confirm a trainee as having successfully passed a professional practice until the University has received a copy of the 'End of Professional Practice Report Form' signed by the trainee, the Mentor and the Visiting Tutor.

All paperwork associated with professional practice can be found on the University's website here:

<https://www.edgehill.ac.uk/educationpartnership/early-years-education/>

Payment(s) to school will be released on receipt of the End of Professional Practice Report Form.

Mentor (in conjunction with class teacher if applicable)	
Induction	Meet the trainee and discuss the following:
	An introduction to the school context including: school organisation, routines, school policies (Health and Safety, Safeguarding), planning and assessment systems used by school.
	Discuss Professional Practice targets with the trainee (use the Trainee Profile Form to assist with this).
	Share relevant medium-term planning with the trainee.
	Support the trainee in gaining access to information and resources they may need.
	Ensure trainee is clear of planning expectations.
	Discuss specific tasks required of the Professional Practice and ensure a timetable for completion is agreed. Ensure that appropriate amounts of time have been allocated to teaching, observation, completion of tasks and planning.
	Introduce relevant schemes of work.
	Complete and sign attendance record.
Meet with the Visiting Tutor during their Initial Visit – this meeting will provide you with a Mentor Training Update.	
Each week of Professional Practice (PP)	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).
	Discuss Professional Practice targets with the trainee as a result of the LE, using the Assessment and Grading Criteria as a tool.
	Maintain an overview of the trainee's engagement with the Professional Practice and discuss any concerns.
	Support the trainee in accessing school information and resources.
	Ensure trainee is clear about planning expectations for groups and whole class teaching for each week of the Professional Practice.
	Discuss specific tasks required during the Professional Practice and ensure a timetable for completion is agreed.
	Complete and sign the attendance record.
	Raise any concerns with the Visiting Tutor.
Mid PP	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. The form should be signed by the trainee, the Mentor and the Visiting Tutor and the Visiting Tutor should return a copy to Early Years Professional Support Team.
	Review trainee progress towards the requirements of the Professional Practice and set clear targets.
	Begin to consider the content of the End of Professional Practice Report Form.
Final Week	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 by the trainee, the Mentor and the Visiting Tutor. Grading decisions must be completed using the Assessment Grading criteria form.
	Complete and sign trainee attendance record.
	Complete the online evaluation (you will receive an email with the link).

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/cluster of schools and makes termly contact with them via a visit or a telephone call to ensure;

- the setting has all the relevant paperwork and key information necessary and initially to identify any support required, such as mentor training or mentor updates;
- that 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.

PQOs ensure that there is consistency in training across the ITT Partnership and identify any effective practice that can be shared across the Partnership.

Trainees' 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 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 <https://www.edgehill.ac.uk/educationpartnership/early-years-education/> may be adopted during a professional practice.

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

Reaching a Judgement

The final grade will be awarded as follows:

Outstanding

*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 and never less than consistently good***

Good

*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; some may be Outstanding.***

Meeting Expectations

*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 Meeting Expectations; some may be Good.***

Safeguarding

Faculty of Education

Process for reporting safeguarding concerns related to children, young people and vulnerable adults

It is the responsibility of everyone to safeguard and protect children (under 16), young people (16-18) and adults (18 onwards) and those at risk of radicalisation. (*Working together to Safeguard Children 2015*)

Recognising Safeguarding issues/concerns through:

- direct observation
- disclosure from a child or vulnerable adult
- observation by a third party

Responding when information has been disclosed to you:

- Stay calm
- Listen carefully and don't interrupt
- Don't interview them or press them for details
- Ask questions only for clarification
- Reassure them
- Clarify that any information you receive must be passed on.

If **non- recent abuse is disclosed** (abuse from the past or information about alleged victims' perpetrators) this should be **acknowledged but not discussed any further**, then communicated to the DSO.

Reporting incidents or disclosed information requires an immediate and professional response. If there is immediate danger to an individual, your priority is to **call 999**.

Reporting when on placement

Please inform: -

- 1) Designated Safeguarding Officer (DSO) at the setting/school/college **before leaving the premises**.
- 2) Senior or Designated Safeguarding Officer in the Faculty of Education (**process below**).

Reporting when at University

Please inform the Senior or Designated Safeguarding Officer in the Faculty of Education (**process below**)

Leon Fraser: Senior Safeguarding Lead

Dawn Hewitson: Designated Safeguarding Officer (DSO)

Email: safeguarding@edgehill.ac.uk

Landline: 01695 5844314

1. Acknowledge the DSO (setting/school/College) has been informed,
 2. Provide an anonymised outline of the incident and your involvement
 3. Detail any next steps requested of yourself at the setting/school/college
 4. Let us know about any support or guidance you might require after the incident or disclosure.
- This might be followed up by via a phone call or face to face meeting.

If you need support outside office hours and the report cannot wait until the next time the office is open, please contact: -

Campus Support – 01695 584227 www.edgehill.ac.uk/student-services/critical-incident-support/

Once the information has been reported this will conclude your involvement and must not be discussed further unless requested by the setting/college /school or Senior Lead Officer (FoE).

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 earlyyearspartnership@edgehill.ac.uk or 01695 584556
- ✓ 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.

Student Support

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

Student Services for

Accommodation/ Counselling/ Health/ Careers/ Finance /Inclusion/ Childcare/ Faith Support/ Social Support

Open: 8:30am-7:30pm Monday to Thursday and 8:30am-5:00pm Friday

Tel – 01695 584554

<https://www.edgehill.ac.uk/studentservices/student-information-desk/>

Learning Services for

Library/ IT help / Media Facilities /SpLD support

Tel – 01695 650800 Email, live chat or text message – ehu.ac.uk/askus

<https://www.edgehill.ac.uk/ls/about/>

Additional information related to Professional Practices

- Issues of a more practical nature, such as transport, finance, etc., should be raised by emailing the Partnership Team at educationpartnership@edgehill.ac.uk who will direct you to the appropriate documentation.
- Any concerns or personal issues regarding the professional practice placement allocated, e.g. medical conditions, personal issues, financial issues, etc., should be raised by the trainee within two working days of the notification of the professional practice by completing a Professional Practice Rejection Form, obtainable from the Personal Academic Tutor, Year / Professional Practice Leader or Programme Leader. This will then be scrutinised by the Professional Practice Leader, who will need to support the submission. 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.
- Trainees must complete a minimum number of days in school. Trainees may need to make up extra days at the end of the professional practice to ensure they meet this DfE requirement.
- Trainees should work alongside qualified teachers when planning out of school activities and practical lessons for example PE.

SpLD Support Team

The SpLD Support Team, based in the Catalyst and we 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 Catalyst for a confidential chat.

For further advice contact the SpLD Support Team:

In person: Catalyst Helpdesk

Tel: 01695 657526

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 none; 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 student_services@edgehill.ac.uk). The Student Information Officer will refer you on to an individual member of staff as appropriate.

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

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. Email the Partnership Team at educationpartnership@edgehill.ac.uk who will signpost you to the appropriate documentation. 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.

If you need 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.

Professional Practice Documentation

All the necessary documentation can be accessed via the hyperlink below:

<https://www.edgehill.ac.uk/educationpartnership/early-years-education/>

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

Early Years Education UG and PGCE Programme Leads

Hefin Williams (UG): williamh@edgehill.ac.uk

Jackie Sumner (PGCE): sumnerj@edgehill.ac.uk

Professional Practice Placement Offers 2019-2020

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