

# Edge Hill University

## Early Years and Primary Education

## Mentor Handbook

**AN EARLY YEARS OR PRIMARY EDGE HILL UNIVERSITY TRAINEE**

*An Edge Hill University Early Years and Primary Initial Teacher Education (ITE) Partnership programme supports each trainee in developing as a professional practitioner who displays resilience, honesty and integrity; is respectful of others; is adaptable and flexible; communicates effectively with a range of audiences; acts independently and demonstrates self-organisation. Each individual is trained by expert practitioners from across the EHU Partnership to enable them to become inspirational, reflective teachers who engage with learners in innovative and creative ways, and who ensure all learners make outstanding progress. Their potential to become outstanding leaders will be clear, they will be a highly valued and effective team player who seeks opportunities to contribute to every aspect of a school's life with an enthusiastic 'can do' approach. They will be a significant asset to their school at the start of their first teaching post.*

## Contents

Introduction: working collaboratively	4
<b>WHO'S WHO AND WHAT DO THEY DO?</b>	
The role of the School-Based Mentor	5
The Trainee	7
The Visiting Tutor	8
The Partnership Quality Officer	9
The External Examiner	9
<b>SUPPORTING TRAINEE PROGRESS</b>	
Overview of Professional Practice Placements	10
The Learning and Teaching Evaluation	11
Guidance for the conduct of lesson observations	12
Supporting Trainee Progress	13
<b>ASSESSMENT OF TRAINEES</b>	
Assessment of trainees using the Learning and Teaching Evaluation	15
Use of the Learning and Teaching Evaluation Form	21
End of placement judgements of trainee achievement	22
Final Grading examples	24
Checklist – Preparing for the Professional Practice	27
Assessment and Grading Criteria	29
Interim Reports: Phase 1a (1 <sup>st</sup> Year Undergraduate); all other Practices	30
End of Professional Practice Report: Phase 1a (1 <sup>st</sup> Year Undergraduate); all other Practices	34
Trainees giving 'Cause for Concern'	38ff

## Ofsted 2014

- **"The partnership's strongly collaborative ethos and shared vision for excellence in teaching and learning is producing a highly effective teaching force for local schools and for the north-west region.**
- **The partnership is a rich and highly valued source of expertise and continuing professional development for teachers and trainees within and beyond the partnership. Its innovative programmes, often using new technology to support newly and recently qualified teachers and sustain and improve the quality of mentoring, are strengths of the provision."**

### Introduction:

By working collaboratively, Edge Hill University and schools/colleges provide high quality Early Years and Primary ITE. This results from a well-co-ordinated partnership with mutually understood and complementary roles and responsibilities which are outlined within this document.

In providing Outstanding Early Years and Primary ITE the main professional practice participants are the:

- Trainee
- School-Based Mentor
- Edge Hill University Visiting Tutor
- Partnership Quality Officer

Edge Hill University is proud to be one of the largest providers of Early Years and Primary ITE in the UK. All Early Years and Primary ITE programmes at Edge Hill University have been designed and validated to match the statutory requirements identified by the revised Professional Standards for Teachers' Qualified Teacher Status (2012) and to adapt to the changing needs of learners and trainees. This richness of provision provides our trainees with an opportunity to further enhance their learning and training needs within a programme best suited to supporting their aspiration of becoming an outstanding teacher.

The cornerstones of the Early Years and Primary programmes are rooted in excellence and collaboration, ensuring that our trainees have access to the following:

- Expert subject knowledge and tuition – in addition to providing a high level of support our tutors are experienced and research-active practitioners who share their knowledge and experience with trainees
- An outstanding training experience within the Edge Hill University Partnership ensuring a first-rate professional practice experience – strong relationships established with over 3,000 partner schools, colleges and other settings ensuring our trainees gain extensive professional experience, with professional practice experiences matched to individual training needs
- Partner settings which work collaboratively with EHU. Which is absolutely essential to the effective design, delivery and outcomes of all of the Early Years and Primary programmes. Edge Hill University partners are at the heart of our training.

This Handbook seeks to provide support for School-Based Mentors who have undertaken the Edge Hill University Early Years and Primary Education Mentor Training. It includes additional advice and documentation, much of which is drawn from our Mentor Training Programme, by way of support and exemplification.

### WHO'S WHO AND WHAT DO THEY DO?

#### The School-Based Mentor

The School-Based Mentor is key to the development and progress of all the trainees that are undergoing training within the school. This is achieved by working closely with the Curriculum Mentors as well as the trainees, ensuring that the trainees develop their understanding of their wider professional responsibilities as well as making good progress in their practice of teaching.

This is achieved by providing trainees with:

- an appropriate induction, including Health and Safety, Safeguarding and Prevent

and ensure that:

- trainees have timetabled opportunities to teach learners across the age and ability range as required for the training needs of each trainee
- Trainees have weekly meetings with the Mentor to ensure trainees are appropriately supported with effective target setting and review of progress.
- They are appropriately trained and regularly updated. This includes accessing the online mentor training, face-to-face meetings with Edge Hill visiting tutors, joint observations with Edge Hill visiting tutors, and responding to the expectations resulting from the Carter Review of ITT
- Trainees have access to professional activities outside the timetable, such as pastoral/tutorial work, staff meetings, CPD events, parents' evenings and extra-curricular activities
- Trainees are assessed and monitored against the Professional Standards for Teachers (2012)
- Edge Hill University processes for tracking the development of trainees' progress are followed, e.g. weekly assessed Learning and Teaching Evaluations for Professional Practices, interim report forms, End of Placement forms and attendance records are completed, signed and submitted.
- Where a trainee is 'Cause for Concern', working with the Visiting Tutor to ensure that an appropriate course of action is pursued, as outlined in the Cause for Concern section.
- They engage with External Examiners where appropriate.

#### Support and Development

To support you in your role of Mentor, Edge Hill University will provide you with training and updates by our Partnership Quality Officers. To provide a basis of the professional discussions that you will have with the Partnership Quality Officer the following will be required:

- a record of the Curriculum Mentors, and confirmation of their training undertaken (including dates)

- details of the University visiting tutors (name and contact details) for each of the trainees and
- trainee progress based upon observations, reports and, where appropriate 'Cause for Concern' documentation

The Mentor bears the main responsibility for ensuring that their trainee makes not only good progress against the Teachers' Standards (2012) but becomes a reflective practitioner who at the end of training will be able to continue to both improve their own practice and contribute to the wider teaching profession. In order to achieve this the relationship between the Mentor and trainee will change according to the stage of development of the trainee. This changing relationship has been described by Furlong and Maynard (1995) as:

1. Model
2. Coach
3. Critical friend
4. Co-enquirer

Due to the complexity of the role it is important for Mentors to know that they are well supported by departmental colleagues and Edge Hill University's visiting tutor – and the Course Leader. Edge Hill University provides a range of training opportunities which include initial on-line training plus face-to-face training as detailed within the section entitled 'Support and Development'.

To ensure that the trainee makes good progress the Mentor will:

- Ensure that they have a clear understanding of the role of a mentor and how this changes across the different placements by engaging with Edge Hill University mentor training and development opportunities.
- provide the trainee with an appropriate, compliant, teaching timetable
- meet weekly to review progress and set targets linked to the Teachers' Standards (2012)
- ensure the trainee is formally observed as part of the Learning and Teaching Evaluation and written feedback provided weekly during Professional Practices
- enable the trainee to have opportunities to engage with wider professional responsibilities, e.g. be attached to form, attend parents' evenings, participate in CPD, attend staff and departmental meetings etc.
- Support transition between the final Professional Practice and the trainee's NQT year as well as from one Professional Practice to a subsequent one by the completion of the End of Placement report.
- Assess trainee performance against the Teachers' Standards (2012) within the End of Placement form. This assessment will be standardised and moderated at the End of Placement meeting between the Curriculum Mentor, the trainee and the visiting tutor.
- Where there are any concerns regarding trainee progress that these are raised with both the Professional Mentor and the University visiting tutor. If concerns persist, then the guidelines below are to be followed.
- Engage with External Examiners where appropriate.

### Support and Development

To support you in your role of Mentor, Edge Hill University will provide you with opportunities to engage with training and development, such as university-based sessions focusing on the mentoring role. These are in addition to face-to-face training and updates with the Edge Hill Visiting Tutor and/ or the Course Leader and online training. To provide a basis of the professional discussions that you will have with the Visiting Tutor the following will be required:

- to engage in Edge Hill University mentor training and development. This includes accessing the online mentor training, attending Edge Hill University-based training sessions (where feasible) face-to-face meetings with Edge Hill visiting tutors at school, joint observations with Edge Hill visiting tutors.
- Awareness of the expectations resulting from the Carter Review of ITT.
- undertake joint observations with the Edge Hill visiting tutor during professional practice. The purpose of this is to develop a mentoring style of feedback as well as for standardisation and moderation purposes.
- Maintain a file containing relevant documentation for Professional Practice, including all trainee information, the name and contact details of the visiting tutor and Course Leader, observations, reports and 'Cause for Concern' documentation, if relevant.

Attendance at Mentor Training events at Edge Hill University are recommended and are accredited by certification for attendance and engagement

### The Trainee

The trainee is at the centre of the training process and is expected to take responsibility for their development by being pro-active in seeking ways to improve their practice as well as responding to guidance and feedback from the Curriculum Mentor and other key staff.

A key expectation is that trainees will take responsibility for their progress against the Teachers' Standards (2012) and develop a file which identifies and records evidence of this throughout the programme. To achieve this whilst on professional practice trainees will:

- Adopt a professional approach to all aspects of their school/setting and University-based training.  
This means working collaboratively with children, peers and colleagues and developing excellent relationships; conducting themselves in a professional manner and preparing all activities thoroughly and in good time. Trainees should dress according to the accepted school/setting code, be aware of the importance of confidentiality, and adhere to accepted school/setting policies including safeguarding and health and safety as outlined during their induction to the school
- Attend all Edge Hill University training sessions and Professional Practice in school and notify the ITT Partnership Office and the school/setting of any absences, informing school/setting and University on their return from absence
- Be familiar with institutional policies and procedures.  
This includes providing appropriate and accurate information regularly to the ITT

Partnership Office and attend the relevant briefing and preparation sessions; adhering to University regulations regarding travel and transport; being familiar with both University and school/ setting health and safety policies; implement guidance provided in Professional Practice booklets and complete professional practice tasks as directed by University staff/ course/ module leaders.

- actively engage in critical reflection  
It is expected that trainees will analyse their experiences on placement with peers, school/ setting-based and University-based trainers.
- Identify and pursue rigorous targets for their ongoing development and achievement.  
Trainees will be expected to seek advice and respond constructively to feedback, take increasing responsibility for their own development in target setting, discussions, report writing according to their stage of development.  
This will be monitored by the review of the targets recorded in their File of Professional Development as well as professional practice interim reports and end of placement reports. Trainees will be responsible for ensuring the completion of these documents and, where appropriate, transmission to their subsequent professional practice or employer.
- Engage in driving their progress and achievement forward, seeking every opportunity to observe, implement and lead
- Take a full and active part in the wider aspects of a teacher's role.  
This could mean taking part in extra-curricular activities, INSET sessions, staff meetings and duties with staff colleagues, supporting the life of the school/college
- Evaluate their experiences on professional practice as part of the Edge Hill University Setting Experience Review and Improvement process

### The Edge Hill University Visiting Tutor

Edge Hill University visiting tutors work closely with Mentors to supervise and support the professional development of trainees on Professional Practice.

In an ITT partnership Professional Practice, their specific responsibilities include:

- Providing support and guidance to Mentors, including opportunities for professional discourse as well as face-to-face update training and development.
- Monitoring the progress of the trainee through regular contact with Edge Hill University Mentors
- Making the agreed number of school/college visits, and additional visits if required
- Following the agreed protocol for the arrangement of visits, observing trainees in the classroom and providing written and oral feedback
- Moderating School-Based Mentor assessments and supporting as appropriate (joint observations)
- Providing guidance and support to trainees
- Representing the Course Leader/Head of Area in the 'Cause for Concern'/remediation procedures for a trainee during Professional Practice experiences

### The Partnership Quality Officer

The Partnership Quality Officer plays a vital role in Edge Hill University's quality assurance procedures, as well as facilitating the collaborative development of each partnership. The Partnership Quality Officer contacts the school regularly to gather information for review and feedback purposes and to further enhance the relationship.

Partnership Quality Officer responsibilities include:

- Working with a designated group of partner schools, ensuring that the quality of Professional Practices for Edge Hill University trainees in each cluster is maintained
- Being a point of contact between Edge Hill University and the School-Based Mentors. ensuring effective two-way communication for information and feedback
- Monitoring and reviewing the delivery of school-based training, paying attention to the needs of particular programmes
- Monitoring the trainee experience and addressing any issues
- Supporting the delivery of school-based training, providing guidance for the Mentor.
- Identifying training requirements for Mentors in each partnership school and across the school workforce.

### The External Examiner

As part of the University sector quality control processes each course works with an External Examiner, i.e. someone who undertakes a similar role at another university, who will examine the quality of our programmes. The External Examiner will visit a sample of trainees whilst on their final placement and meet with their Curriculum Mentor. Whilst their role is to assess the quality of the training that we deliver, it can also provide Mentors with an opportunity to develop their own practice through discussion and formal feedback processes.

**SUPPORTING TRAINEE PROGRESS**

**Overview of Professional Practice Placements by Programme**

**Early Years** (ages 3-5) Teacher Education comes within the remit of the Department of Early Years Education. Programmes follow one of the following patterns, including experience in Nursery (FS1), Reception (FS2) and KS1:

BA (Hons) Early Years Education with QTS	3 years	One professional teaching practice in each year: 1 <sup>st</sup> Year - Nursery - building to 25-40% teaching 2 <sup>nd</sup> Year KS1 – building to 40-50% teaching and graded 3 <sup>rd</sup> Year - Reception – building to 80% teaching and graded
PGCE in Early Years Education	1 year	One Enhancement Observational Placement in SEN/D One short Nursery placement Two substantive, graded placements, covering KS1 and Reception, the first building to 50% teaching and the second to 80%

**Primary** (ages 5-11) Teacher Education comes within the remit of the Department of Children, Education and Communities. Programmes follow one of the following patterns, including experience in Keys Stage 1 and Key Stage 2:

BA (Hons) Primary Education with QTS	3 years	One professional teaching practice in each year: 1 <sup>st</sup> Year - building to 25-40% teaching (Level 4) and assessed as Pass/Fail 2 <sup>nd</sup> Year – building to 40-50% teaching and graded (Level 5) 3 <sup>rd</sup> Year – building to 80% teaching and graded (Level 6)
BA (Hons) Primary Education with QTS (Part-Time)	4 years	Professional teaching practices in Years 1,3 & 4: 1 <sup>st</sup> Year - building to 25-40% teaching and assessed as Pass/Fail (Level 4) 3 <sup>rd</sup> Year - building to 40-50% teaching and graded (Level 5) 4 <sup>th</sup> Year - building to 80% teaching and graded (Level 6)
Post Graduate Certificate in Education (PGCE), in Primary Education including Maths and PE Specialist routes, and School Direct model	1 year	Two substantive professional teaching practices with additional Enhancement opportunities: 1 <sup>st</sup> Practice - building to 40-50% teaching and graded 2 <sup>nd</sup> Practice - building to 80% teaching and graded

### Enhancement Practice Opportunities

Trainee teachers can undertake additional enhancement placements in other settings, including:

- Key Stage 3 (Primary Programmes only)
- Schools with a high EAL composition
- SEND settings
- Schools Facing Challenging Circumstances
- Pupil Referral Units

This breadth of training experiences enhances the training provided by the Edge Hill University Partnership and allows trainees to further develop their knowledge and understanding in relation to children's development and learning.

### During the Professional Practice – the Learning and Teaching Evaluation

Learning and Teaching Evaluation/Observation; The Rationale ...

- A Learning and Teaching Evaluation, as opposed to a Lesson Observation, offers an 'holistic approach' when assessing the impact of a trainee teacher within the classroom.
- The observation part of the Learning and Teaching Evaluation should be varied and can place at any time within the scheduled taught session.
- The Learning and Teaching Evaluation allows for the Mentor and Visiting Tutor to assess the trainee's ability to plan, differentiate and deliver a lesson/a series of lessons.
- The Learning and Teaching Evaluation also allows for the trainee to reflect on their ability to mark, assess and feedback on pupil work, if relevant, therefore allowing the trainee, Mentor and Visiting Tutor to make a more effective judgement on the pupil's progress.
- The grade awarded during the process reflects a cumulative approach and allows for the trainee to demonstrate their ability to enhance pupil progress, which after all is at the heart of teaching.

Teachers' Standards (2013) are provided down the side of the Learning and Teaching Evaluation document. This document should be updated regularly, as evidence is gathered and in anticipation of the Lesson Observation and Feedback session.

When collating the Learning and Teaching Evaluation information, 'the Key strengths' and 'Areas for Improvement' should be link to the standards: for example,

TS7 Manage behaviour effectively to ensure a good & safe learning environment.

TS7: you use praise well to maintain the interest of....

TS7: putting (initials) on the board as a warning allowed (initials) to manage their behaviour, this allowed others in the room to continue with their work undisturbed.

The above are examples of comments which could be written in the 'Key Strengths' box. Such comments allow the trainees to identify the Teachers' Standards they are achieving as well as which standards are areas to improve. You are encouraged to add comments at points throughout the week, in anticipation of the Learning and Teaching Evaluation feedback.

The table following lists the core evaluation methods which must be used during the Learning and Teaching Evaluation. School may wish to use other methods of evaluation e.g. impact/quality of display boards, this is perfectly acceptable when coupled with the core methods listed below.

All of the evaluation methods need to be undertaken as a part of the Learning and Teaching Evaluation. Learning and Teaching Evaluation is not based purely on the Lesson Observation but on the holistic approach to evaluation.

### Learning and Teaching Evaluation Assessment Activities

In the Learning and Teaching Evaluation, assessment of trainees is made through nine assessment activities (outlined below). In order to give trainees clear and appropriate guidance in relation to these assessment activities, written feedback forms are completed.

#### **Assessment Activities within the Learning and Teaching Evaluation**

Discussion with Mentor / Teacher

Discussion with Trainee

Discussion with Learners

Discussion with TA / Other Adult

Learners' responses within in the lesson and in their books / work

Quality and impact of Trainee's marking and feedback

Trainees' assessment and planning records in their files

Trainee's own evaluation of their impact on Learners' progress and learning over time

Observation of teaching and learning  
Between 20 and 30 minutes

### Guidance for the conduct of observations:

Feedback from lesson observations form a key element in ensuring the progress of trainees.

It is as a result of these observations that trainees develop an understanding of how the Teachers' Standards are integrated and applied resulting in good or better progress for their pupils.

### **Guide for Observers – Before the Lesson**

- Identify and agree a key focus for the observation based on previous feedback and targets set by the trainee and their Edge Hill University Partnership Trainer
- Agree times of observations well in advance
- Request a preview of the lesson/session plan and relevant medium-term plan

### **Guide for Observers – During the Lesson**

- Try to position yourself where you will not distract the trainee or the pupils
- Ensure that the pupils are not confused by your role in the lesson
- Respect professionalism if it becomes necessary to challenge the teaching
- Do not hesitate to intervene if there are Health and Safety issues
- Identify key points during the lesson; log what you see and hear
- Sample learners work books and consider the quality of assessment and feedback for progress
- Refer to the Teachers' Standards (2012) when developing feedback and targets

### **Guide for Observers – After the Lesson**

- Agree an adequate period of time and a private place for debriefing
- Give brief informal feedback at the end of the observation, keeping comments as positive as possible
- At the formal review of the lesson (within 24 hours) adopt a mentoring approach so that trainees are able to develop a critical perspective of their own teaching
- In consultation with the trainee set clear targets against the Teachers' Standards for future development

### **Feedback**

- Feedback should be focused so that it is both supportive and developmental
- Targets should be negotiated with trainees and be specific to individual needs and relate to the Teachers' Standards and pupil progress. These should be SMART, i.e. S = Specific, M = Measurable, A = Achievable, R = Relevant, T = Time bound
- Grading of the lesson is to take account of pupil/ learner progress taking into account a range of pupil assessments.
- Curriculum Mentor and Trainee both sign the Lesson Observation Record and each keep a copy

### **Supporting Trainee progress:**

#### **Developing Outstanding Trainees:**

Ensure the following are taking place:

- Difficult ideas or skills, taught in an inspiring and very effective way
- Assessment and teaching that enables pupils to play a very strong part in making and recognising improvement in their work
- All pupils engrossed in work and make much better progress than could be expected
- Achievement very high, teaching consistently challenging and interesting stemming from excellent subject knowledge
- Match to pupils' needs is sensitive and TAs support learning very well
- Assessment information used directly in planning to impact on pupil progress
- Feedback on work (oral and marking) is well-focused, diagnostic and helps pupils to see how to improve
- Pupils are helped to judge the success of their work and to set targets for improvement
- Almost all pupils have clear understanding of where to focus their efforts to improve
- Set **SMART** targets to address identified points linked to the Teachers' Standards

### **Going from Good to Outstanding:**

If you have a trainee who is consistently being graded as 'good' and you are trying to move them into the outstanding section of the grading criteria, going through the following process can be of assistance:

- Identify and celebrate their current good practice
- Consider what a grade 1 lesson looks like with the trainee
- Discuss what good or better progress for all learners looks like
- Identify the barriers to achieving grade 1
- Plan for the trainee to observe expert teachers
- Provide opportunities for the trainee to meet and discuss with expert teachers
- Additional opportunities (for example, to organise a trip, lead an assembly)

### **Interventions to support a trainee requiring improvement:**

- Clear identification of areas for concern to enable effective and appropriate support, for example is the issue around subject knowledge or planning skills?
- SMART target setting to identify key areas of focus and appropriate strategies for improvement
- Identify appropriate and clear communication pathways, for example set a fixed timescale for the submission of lesson plans
- Observation of expert practitioners either at the setting or in a partner school/college
- Team planning and teaching with class teacher/ Edge Hill University Partnership Trainer
- Discussions and reflections with expert practitioners
- Additional tutor visits to provide additional feedback and review target setting
- Tutorial at Edge Hill University
- A one day shadowing of an outstanding trainee in another setting

## Assessment of Trainees

### **Teachers' Standards (2012)**

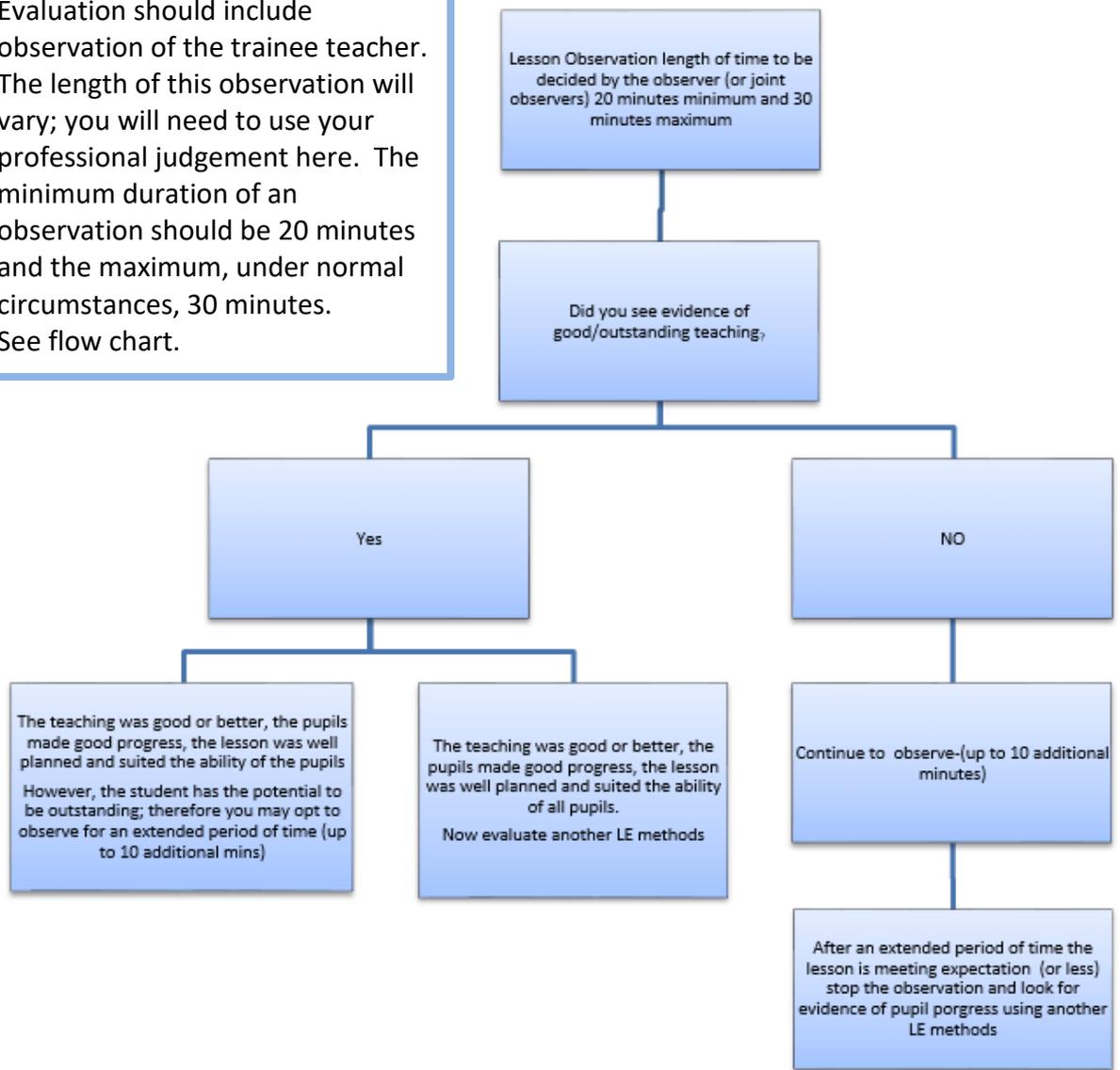
Teachers in training are assessed against the Teachers' Standards (2012), recognising that by the end of training a trainee should be able to assess his or her own practice accurately as well as receive feedback from colleagues.

The Teachers' Standards states that:

'Providers of Initial Teacher Training (ITT) will assess trainees against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of qualified teacher status (QTS). Providers will need to ensure that their programmes are designed and delivered in such a way as to allow all trainees to meet these standards, as set out in the Secretary of State's *Requirements for Initial Teacher Training*'.

Lesson Observation:

Every Learning and Teaching Evaluation should include observation of the trainee teacher. The length of this observation will vary; you will need to use your professional judgement here. The minimum duration of an observation should be 20 minutes and the maximum, under normal circumstances, 30 minutes. See flow chart.



## Learning and Teaching Evaluation - Lesson Observation

Possible questions to consider when evaluating the extent to which the lesson addresses the Teachers' Standards:

### **TS 1 – Set high expectations which inspire, motivate and challenge pupils**

- *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*

- Teacher expects each child to attain at his or her own level?
- Teacher expects attention of each child as an individual?
- Teacher presents a good rôle model; positive values, attitudes and behaviour demonstrated?
- Demonstrates commitment, enthusiasm and industry communicated to learners?
- Teacher shows an awareness of professional duties and frameworks, and of policies and practices of the school
- Children have good rapport with teacher?
- Children can explain, individually, what they have learned and/or what they are doing and why?
- Children feel challenged by the work set?
- Children feel a sense of achievement in the work they have done?

### **TS 2 – Promote good progress and outcomes by pupils**

- *be accountable for attainment, progress and outcomes of the pupils*
- *plan teaching to build on pupils' capabilities and prior knowledge*
- *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*

- Teaching inspires, enthuses and motivates children?
- Teacher makes personalised provision for children, inc. EAL, SEN or disabilities? (Every Child Matters agenda)
- Teacher ensures positive inclusion of all children in oral sessions?
- Children are fully engaged?

### **TS 3 – Demonstrate good curriculum and subject knowledge**

- *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*

- Adapt their own depth of subject-knowledge (English/Maths/Science/ICT/Foundation) to supporting learners?
- Teacher shows how to use skills in Literacy, Numeracy and ICT to support teaching?
- Teacher has a good knowledge of English, Maths, Science, ICT and Foundation Subjects, including statutory issues and pedagogic matters.

#### **TS4 – Plan and teach well-structured lessons**

- 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 and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

- Lesson planning consistent with Medium Term Planning?
- Planned activities addressing Learning Objectives?
- All ability levels catered for?
- Progression planned for with effective learning sequences. [Written work shows improvement in attainment over a period of time (where applicable)?]
- Effective homework tasks planned for?
- Planning offers opportunities for learners to develop Literacy, Numeracy and ICT skills?
- Planning identifies links between Learning Objectives and other subjects?
- Teacher makes good use of creative and stimulating resources/strategies, including e-learning?
- Teaching builds on prior knowledge, develop concepts and processes to apply new knowledge and skills.
- Teacher adapts language to suit learners?
- Teacher introduces new concepts clearly, using explanations, questions, discussions and plenaries effectively
- Teacher manages the learning of individuals, groups and classes, modifying teaching to suit the stage of the lesson?
- Opportunities for learners to learn out of school highlighted?
- Teacher ensures that support staff, where present, have clearly-defined and understood roles?

#### **TS 5 – adapt teaching to respond to the strengths and needs of all pupils**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

- Knowledge of assessment requirements and arrangements?
- Formative assessment used effectively? Assessment suitable to inform future planning for learning?
- Previous written work annotated with constructive feedback?
- Teacher guides learners to reflect on their learning, e.g., in Plenary?
- Oral work identifies strengths and needs of individuals?
- Misconceptions addressed/planning modified to take account of what learners say and do?
- Appropriate assessment opportunities (if any) identified in planning?
- Teaching flexible and responsive to children's comments and questions?
- Teacher shows an awareness of the ways in which children develop and the influences of developmental, social, religious, ethnic, linguistic issues?

### **TS 6 – Make accurate and productive use of assessment**

- *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.*

- Teacher evaluates impact of teaching on progress of learners?
- Misconceptions addressed during teaching, where appropriate?
- Assessment, monitoring and recording strategies used effectively to assess learning needs of children?
- Maintains appropriate documentation, e.g., teaching files as working documents?

### **TS 7 – Manage behaviour effectively to ensure a good and safe learning environment**

- *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.*

- Teacher uses a range of learning and behaviour management strategies?
- Teacher aware of children off task?
- Teacher has established a purposeful, creative and safe learning environment, conducive to learning?
- Teacher has established a clear framework for classroom discipline?
- Teacher promotes self-control and independence?

## **TS 8 – Fulfil wider professional responsibilities**

- *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 appropriate professional development, responding to advice and feedback from colleagues*
- *communicate effectively with parents with regard to pupils' achievements and well-being*

- **Teacher demonstrates awareness of policies and procedures relating to safeguarding, and supports children affected by changes or difficulties?**
- **Teacher communicates effectively with all stakeholders?**
- **Teacher recognises contributions made by others in collaborative working?**
- **Teacher demonstrates reflection and acts on advice given?**
- **Able to adapt practice where benefits of innovation are identified?**
- **Teacher works as a team member?**

## **Part Two:**

### **Personal and professional conduct**

*Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:*

- *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.*

- **Teacher's behaviour outside the school maintains professionalism?**
- **Teacher respectful of children?**
- **Teacher shows tolerance of and respect for the rights of others?**
- **Teacher does nothing which would undermine fundamental British values, including tolerance of those with different faiths and beliefs?**
- **Teacher demonstrates an awareness of professional boundaries?**
- **Teacher demonstrates an awareness of the need for safeguarding?**

## Example of a good Learning and Teaching Evaluation Form

Please note the reference to the Teachers' Standards

***You do not need to reference every standard during every Learning and Teaching Evaluation.***

Trainee's Current Targets	Review of Current Targets
<ul style="list-style-type: none"> <li>To develop and use effective behaviour management strategies throughout the lesson, especially during independent activities</li> <li>To ensure children's knowledge and understanding is secure before moving on within a lesson</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour management strategies were clear within planning and followed consistently throughout the lesson, resulting in good pace of learning for all children</li> <li>Securing knowledge before moving on, using a range of checking methods, remains a target</li> </ul>

Key Strengths <i>please include the lesson observation and the outcomes for learners.</i> Please make direct reference to the Teachers' Standards and range of observation and evaluation methods (using the evaluation box above)	Teachers' Standards Prompts (1 - 4)
<ul style="list-style-type: none"> <li><b>TS1 – A positive approach to teaching, learning and behaviour management has clearly been woven into all lessons. This is evident from speaking to staff, children, and looking through books. As a result, the children enjoy being taught by you, respect you and work incredibly hard.</b></li> <li><b>TS3 – You were able to use good subject knowledge to answer all questions asked by the children. However, you also skilfully chose your moment to respond to questions with a further question, which, in turn, deepened the children's understanding of animal types and structures.</b></li> <li><b>TS4 – You are trying out new lesson structures and approaches throughout your training (such as a carousel system). As a result, the children are motivated, engaged and enthusiastic about their learning.</b></li> <li><b>TS6/TS2 - Marking and feedback in the books is in line with school policy. It is clear from looking through the books (especially Maths) that children have made good progress as a result of the written and verbal feedback provided. Learning is deepened by carefully chosen tasks/questions written in the books as part of the feedback.</b></li> <li><b>TS7 – High behaviour expectations were set at the very start of the lesson and applied with consistency throughout. As a result, the pace of learning was good. Traffic light system was used well in lessons, which has further reinforced the boundaries.</b></li> <li><b>TS8 – Deployment of other adults and TA's is outstanding. Sessions are planned, taught and evaluated together, resulting in all groups of children successfully achieving the intended learning outcomes across a series of lessons.</b></li> <li><b>TS8 – You have developed highly effective working relationships with the staff in class and in the school. Consequently, you are learning new teaching skills and approaches all of the time, and embedding them within your practice. This is providing the children with good learning and teaching.</b></li> </ul>	<p><b><u>TS1 Set high expectations which inspire, motivate and challenge pupils</u></b> Standard Prompts:</p> <ul style="list-style-type: none"> <li>Be accountable for a safe and stimulating environment for pupils, rooted in mutual respect</li> <li>Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</li> <li>Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils</li> </ul> <p><b><u>TS2 Promote good progress and outcomes by pupils</u></b> Standard Prompts:</p> <ul style="list-style-type: none"> <li>Be accountable for pupils' attainment, progress and outcomes</li> <li>Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</li> <li>Guide pupils to reflect on the progress they have made and their emerging needs</li> <li>Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</li> <li>Encourage pupils to take a responsible and conscientious attitude to their own work and study</li> </ul> <p><b><u>TS3 Demonstrate good subject and curriculum knowledge</u></b> Standard Prompts:</p> <ul style="list-style-type: none"> <li>Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</li> <li>Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</li> <li>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</li> </ul> <p><b><u>TS4 Plan and teach well-structured lessons</u></b> Standard Prompts:</p> <ul style="list-style-type: none"> <li>Impart knowledge and develop understanding through effective use of lesson time</li> <li>Promote a love of learning and children's intellectual curiosity</li> <li>Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</li> <li>Reflect systematically on the effectiveness of lessons and approaches to teaching</li> <li>Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)</li> </ul>

Good Learning and Teaching Evaluation Form; Page 2

<p><b>Name of Trainee:</b></p>	<p><b>Teachers' Standards Prompts</b> (5 - 8)</p>
<p><b>Impact of Teaching on Learners' Learning and Progress</b> <i>(within the lesson and over time)</i> Please make direct reference to the Teachers' Standards and range of observation and evaluation methods (see evaluation box page 1) including displays and continuous provision</p>	
<ul style="list-style-type: none"> <li>• Progress within children's books is good. Marking and feedback is high-quality and consistent. Children are responding to the feedback they have been given and have made good progress as a result.</li> <li>• Lesson planning is very good and clearly takes account of the evaluation of previous lessons/learning. Therefore, all lessons were levelled according to the needs of the children. However, within lesson, opportunities for formative assessment are sometimes missed which can mean that groups of children are not sufficiently scaffolded in their learning.</li> <li>• It is clear that you have used formative assessment data to set Learning Objectives.</li> <li>• Staff team comment that you ask questions relating to attainment data and will ask for advice.</li> <li>• After speaking to the children, it is clear that they are engaged and generally well-focused in your lessons. Lessons are exciting and well-planned and children make good progress in the series of lessons that you have planned and taught.</li> </ul>	<p><b>TS5 Adapt teaching to respond to the strengths and needs of all pupils</b> <b>Standard Prompts:</b></p> <ul style="list-style-type: none"> <li>• Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</li> <li>• Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</li> <li>• 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</li> <li>• Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them</li> </ul>
<p><b>Areas to Develop</b> Please make direct reference to the Teachers' Standards and range of observation and evaluation methods (see evaluation box page 1)</p>	<p><b>TS6 Make accurate and productive use of assessment</b> <b>Standard Prompts:</b></p> <ul style="list-style-type: none"> <li>• Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li> <li>• Make use of formative and summative assessment to secure pupils' progress</li> <li>• Use relevant data to monitor progress, set targets, and plan subsequent lessons</li> <li>• Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback</li> </ul>
<ul style="list-style-type: none"> <li>• <b>TS5 – During the 'Identify the animal' part of the lesson, more could have been made of children's questioning to gather more information before guessing. If this had been modelled to the children, they would have succeeded to a greater extent with their identification of animals and learned more as a result.</b></li> <li>• <b>TS6 – Within or after the group/paired guessing game, no assessment took place to see if the children were ready to move on to the next part of the lesson. The checking was needed as there were some children who were not sufficiently secure in their knowledge and were not, therefore, ready to move on.</b></li> <li>• <b>TS5 – At times, children are not ready to move on to independent tasks because the tasks have not been modelled/explained to them in sufficient depth. This results in some children not progressing as quickly as they could.</b></li> <li>• <b>TS2 – Planning for the lower ability children is good; however, you need to spend more time working with this group of children (teaching them) in order to develop and broaden your range of teaching strategies and skills.</b></li> </ul>	<p><b>TS7 Manage behaviour effectively to ensure a good &amp; safe learning environment.</b> <b>Standard Prompts:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</li> <li>• Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</li> <li>• Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary</li> </ul>
<p><b>Agreed New SMART Targets</b> Please make direct reference to the Teachers' Standards</p>	<p><b>TS8 Fulfil wider professional responsibilities</b> <b>Standard Prompts:</b></p> <ul style="list-style-type: none"> <li>• Make a positive contribution to the wider life and ethos of the school</li> <li>• Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>• Deploy support staff effectively</li> <li>• Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> <li>• Communicate effectively with parents with regard to pupils' achievements and well-being</li> </ul>
<ol style="list-style-type: none"> <li>1. <b>Ensure you develop and use carefully constructed questions/strategies within and throughout every lesson in order to assess progress and reshape learning accordingly. Evidence of this ongoing checking/assessment of pupil progress should be apparent from speaking to children, staff, looking in books, lesson evaluations and planning, and within lessons observed.</b></li> <li>2. <b>Engage in more direct teaching of the lower ability group in order to broaden your range of teaching strategies. You should aim to teach this group at least two times a week.</b></li> </ol>	

## End of Placement judgements of trainee achievement

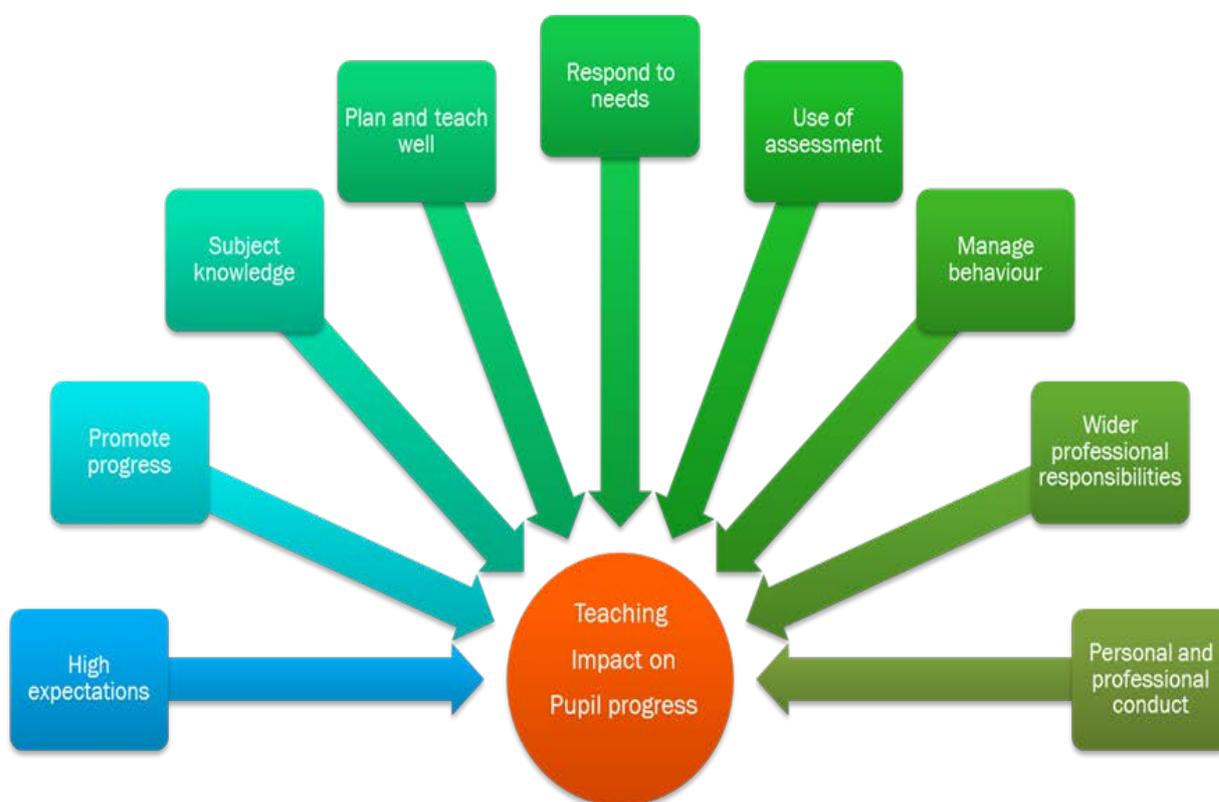
When making overall judgements of trainee achievements against the Teachers' Standards please consider the following:

- Observations of the trainee in school/college
- Pupil / learner progress using a range of evidence
- Dialogue with the trainee about their performance and future developments
- Scrutiny of documentation in Professional Development and teaching files

### Determining a Grade

- Consider the use of the 'best fit' method for determining the grade for each element, and subsequently for determining the overall grade
- Remember that although the grading criterion is based on the Teachers' Standards **it is a tool to measure trainees working towards QTS**
- Consider evidence gathered by the trainee including teaching files, planning, training plans subject knowledge and experience against the National Priorities
- An element is 'Outstanding' (1) when:
  - The majority of practice is at least 'good'
  - There are consistent and regular elements of outstanding practice throughout the placement

**An Outstanding Trainee is one whose learners are making good or better progress**



## Graded Judgements

All trainee graded judgements will be made using the four-point scale:

- Outstanding
- Good
- Meeting Expectation
- Inadequate

This four-point scale indicates the quality of teachers in training and is based on what can be reasonably expected of a trainee teacher at that point in their training.

**A trainee identified as Good or Outstanding is *demonstrating the potential* to become a good or outstanding teacher under the Early Career Framework.**

## Final Grading Examples-Outstanding

### 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 Standards must be Good (Grade two) or higher to be Outstanding (Grade 1) overall.

Example:

Standard	Grade Given Example A	Overall Grade Given
TS1	1	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.
TS2	1	
TS3	2	
TS4	1	
TS5	1	
TS6	2	
TS7	1	
TS8	2	

## Final Grading Examples- Good

### 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. To be graded 'Good' no grades can be Inadequate

Example i:

Standard	Grade Given Example B	Overall Grade Given
TS1	2	This trainee would be awarded Good (Grade 2).
TS2	1	
TS3	2	
TS4	1	
TS5	1	
TS6	2	
TS7	2	
TS8	2	

Example ii:

Standard	Grade Given Example C	Overall Grade Given
TS1	2	This trainee would be Good (Grade 2).  We would expect the trainee to have demonstrated that they have achieved elements of Good (Grade 2) within the Standards graded Meeting Expectation (Grade 3).
TS2	2	
TS3	2	
TS4	1	
TS5	1	
TS6	ME (3)	
TS7	ME (3)	
TS8	ME (3)	

### Final Grading Examples-Meeting Expectation

#### 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) 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.

Standard	Grade Given Example D	Overall Grade Given
TS1	ME (3)	This trainee would be Meeting Expectation (Grade 3); they do not have 5 or more higher grades, therefore they cannot be graded Good.
TS2	2	
TS3	2	
TS4	ME (3)	
TS5	ME (3)	
TS6	ME (3)	
TS7	ME (3)	
TS8	2	

### Final Grading Examples- Inadequate (Fail)

Standard	Grade Given Example E	Overall Grade Given
TS1	2	This trainee would not be awarded a Pass grade in this Professional Practice as one standard has not been demonstrated at an adequate level.
TS2	2	
TS3	2	
TS4	2	
TS5	2	
TS6	2	
TS7	Inadequate	
TS8	2	

## Preparing for professional practice

The following checklist will help in keeping you aware of what needs to be done at each stage of the Professional Practice:

<b>Before the trainee arrives</b>	<b>Tick</b>
Ensure your training is up-to-date via the online package and you have read the specific professional practice guidance	
Ensure access to: <ul style="list-style-type: none"> <li>• School policies: Behaviour, Health &amp; Safety, Marking, Child Protection, Confidentiality, Internet access, literacy, reading &amp; phonics, Learning &amp; Teaching, SEN/D, Assessment, Numeracy, Homework, etc.</li> <li>• School timetable/Class timetable</li> <li>• Staff List (with roles and responsibilities)</li> <li>• Contact Information</li> <li>• School Handbook</li> <li>• Prospectus</li> </ul>	
Ensure you are familiar with roles and tasks asked of trainees whilst in school	
Ensure familiarity with trainees' specific targets and requirements	
Ensure other staff are aware of trainees in school	
Ensure awareness of key dates (Interim Report, End of Practice Report, etc.)	
<b>On Arrival</b>	
Greet trainee and facilitate tour of school	
Introduce to staff	
Provide and explain school documentation	
Identify First Aiders, Designated Safeguarding Officer and Fire Procedures	
Discuss access to school and parking arrangements	
Set out expectations: <ul style="list-style-type: none"> <li>• Arrival/departure times</li> <li>• Dress Code</li> <li>• Attendance at Staff Meetings</li> <li>• Identify any training or INSET taking place during the practice</li> <li>• General Housekeeping: Tea/coffee , toilets, lunchtime arrangements</li> <li>• Procedures if late or absent</li> <li>• After-school clubs</li> </ul>	

<ul style="list-style-type: none"> <li>• Break duty</li> <li>• Assemblies</li> <li>• Planning deadlines and procedures</li> </ul>	
<b>During the Professional Practice</b>	
Identify weekly meeting times to: <ul style="list-style-type: none"> <li>• Discuss any concerns</li> <li>• Review targets</li> <li>• Sign off attendance record</li> <li>• View trainee file to monitor Planning, evaluations, record-keeping, progress of placement tasks</li> <li>• Arrange Learning and Teaching Evaluations/observations/feedback</li> <li>• Set targets from Learning and Teaching Evaluations</li> <li>• Review progress against Grading Criteria</li> <li>• Arrange opportunities to observe good practice/teaching of specialism</li> <li>• Facilitate opportunities for Directed Tasks</li> <li>• Arrange training opportunities in line with National Priorities (SEN/D, Behaviour and Discipline, EAL, Literacy, Reading and Phonics)</li> </ul>	
Discuss progress and highlight Grading Criteria	
Discuss/complete Interim Grade form	
Be available to provide guidance and support	
<b>Final Week of Placement</b>	
Complete End of Professional Practice Form and discuss with trainee	
Confirm End of Placement meeting with Visiting Tutor	
Ensure that all targets are based on the SMART principle	
Sign off attendance register	

The Assessment and Grading Criteria; example (TS1)

ITT TEACHERS' STANDARDS ASSESSMENT CRITERIA.

Trainee Name	Programme	
Setting/School	Year Group/Ages Taught	Phase
Mentor	EHU Visiting Tutor	Personal Tutor

PART ONE: TEACHING.

- Please highlight the criteria the trainee has demonstrated, through the holistic Learning Evaluation process.
- Please apply the rule of best fit, the trainee does not need to achieve every element of the standard to be awarded the grade as an end grade.
- To reflect how secure within the standard the trainees is currently working at, please complete the sub-boxes below at the end of Professional Practice.

TS1. Set high expectations which inspire, motivate and challenge pupils  
 - 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.

Grade 1: OUTSTANDING - MEETING STANDARDS AT A HIGH LEVEL	Grade 2: GOOD - MEETING STANDARDS AT A GOOD LEVEL	REQUIRES IMPROVEMENT	INADEQUATE - FAILING TO MEET THE STANDARDS
<ul style="list-style-type: none"> <li>• They consistently motivate pupils to participate and contribute in an atmosphere highly conducive to learning.</li> <li>• They consistently set high expectations which challenge all pupils in different training contexts.</li> <li>• There are high levels of mutual respect between the trainee and pupils.</li> <li>• They are very effective in promoting learners' resilience, confidence and independence when tackling challenging activities.</li> <li>• They generate high levels of enthusiasm, participation and commitment to learning.</li> </ul>	<ul style="list-style-type: none"> <li>• They are reliable in motivating pupils to participate and contribute in an atmosphere conducive to learning.</li> <li>• They consistently set high expectations of pupils in their different training contexts.</li> <li>• They are well respected by learners and effectively promote pupils' resilience, confidence and independence when tackling challenging activities. As a result of this most learners are enthused and motivated to participate.</li> </ul>	<ul style="list-style-type: none"> <li>• They are able to motivate pupils to participate and contribute in an atmosphere conducive to learning.</li> <li>• They have set appropriately high expectations, believing that all pupils have the potential to make progress.</li> <li>• They are able to develop a rapport with a range of individuals and groups. As a consequence of this most pupils are engaged in their learning.</li> <li>• They consistently demonstrate professional behaviour, respect for pupils, colleagues, parents and carers and support the ethos of the school.</li> <li>• They demonstrate enthusiasm for working with children and young people and for teaching and learning.</li> </ul>	<p><b>They do not:</b></p> <ul style="list-style-type: none"> <li>• encourage pupils to participate and contribute in an atmosphere conducive to learning.</li> <li>• set appropriately high expectations to allow all pupils to reach their full potential.</li> <li>• develop a rapport with individuals and groups. As a consequence of this most pupils are not fully engaged in their learning.</li> <li>• demonstrate professional behaviour, respect for pupils, colleagues, parents and carers and support the ethos of the school.</li> <li>• demonstrate enthusiasm for working with children and young people and for teaching and learning.</li> </ul>

The Interim Report Form (1) – Phase 1a only (1<sup>st</sup> Year Undergraduate)

Initial Teacher Education  
Interim Assessment

To be completed by the Mentor/ Curriculum Mentor and Trainee and submitted electronically by the Trainee by the required deadline

Name of Trainee	<b>Sources of Evidence:</b>	Discussion between Trainee and Mentor
Programme		Discussion with Teachers
Professional Practice		Discussion with Learners
Year group		Discussion with TA / Other Adult
Ages taught		1a
School/setting name		Learners' responses within the lesson and in their books / work
Number of days completed so far on placement		Quality and impact of the Trainees' marking and feedback
Date		The Trainees' assessment and planning records in their files
		Trainee self- evaluation of their impact on progress and learning over time
		Observation of teaching and learning

	Key Achievements (trainee to complete prior to meeting)	Key Targets (as agreed by Mentor and trainee)	Teachers' Standards
T S1 Set high expectations which inspire, motivate and challenge pupils			<input type="checkbox"/> meeting Teachers' Standard 1 <input type="checkbox"/> on track to meeting Teachers' Standard 1 <input type="checkbox"/> failing to meet Teachers' Standard 1
T S2 Promote good progress and outcomes by pupils			<input type="checkbox"/> meeting Teachers' Standard 2 <input type="checkbox"/> on track to meeting Teachers' Standard 2 <input type="checkbox"/> failing to meet Teachers' Standard 2
T S3 Demonstrate good subject and curriculum knowledge			<input type="checkbox"/> meeting Teachers' Standard 3 <input type="checkbox"/> on track to meeting Teachers' Standard 3 <input type="checkbox"/> failing to meet Teachers' Standard 3
T S4 Plan and teach well-structured			<input type="checkbox"/> meeting Teachers' Standard 4 <input type="checkbox"/> on track to meeting Teachers'

The Interim Report Form (2) Phase 1a only (1<sup>st</sup> Year Undergraduate)

Edge Hill University

Initial Teacher Education  
Interim Assessment

lessons			<b>Standard 4</b> <input type="checkbox"/> failing to meet Teachers' Standard 4 <input type="checkbox"/> meeting Teachers' Standard 5 <input type="checkbox"/> on track to meeting Teachers' Standard 5 <b>Standard 5</b> <input type="checkbox"/> failing to meet Teachers' Standard 5 <input type="checkbox"/> meeting Teachers' Standard 6 <input type="checkbox"/> on track to meeting Teachers' Standard 6 <b>Standard 6</b> <input type="checkbox"/> failing to meet Teachers' Standard 6 <input type="checkbox"/> meeting Teachers' Standard 7 <input type="checkbox"/> on track to meeting Teachers' Standard 7 <b>Standard 7</b> <input type="checkbox"/> failing to meet Teachers' Standard 7 <input type="checkbox"/> meeting Teachers' Standard 8 <input type="checkbox"/> on track to meeting Teachers' Standard 8 <b>Standard 8</b> <input type="checkbox"/> failing to meet Teachers' Standard 8
T55 Adapt teaching to respond to the strengths and needs of all pupils			
T56 Make accurate and productive use of assessment			
T57 Manage behaviour effectively to ensure a good & safe learning environment			
T58 Fulfill wider professional responsibilities			
<b>PART TWO: personal and professional conduct and attitudes which set the required standard for conduct throughout a teacher's career. A teacher is expected to demonstrate consistently high standards of personal and professional conduct.</b>		<input type="checkbox"/> On track to meet Part 2 Standard <input type="checkbox"/> At risk of failing to meet Part 2 standard	
Name of Mentor/ Curriculum Mentor			Date
Name of Trainee			Date
Name of Visiting Tutor (if applicable)			Date

The Interim Report Form (1) PGCE Phases 1 & 2 and Undergraduate Phases 1b & 2

Initial Teacher Education  
**Interim Assessment**

To be completed by the Mentor/ Curriculum Mentor and Trainee and submitted electronically by the Trainee by the required deadline

Name of Trainee		<b>Sources of Evidence:</b>	Discussion between Trainee and Mentor
Programme			Discussion with Teachers
Professional Practice	<b>1 1b 2</b> (delete as appropriate)		Discussion with Learners
Year group			Discussion with TA / Other Adult
Ages taught			Learners' responses within the lesson and in their books / work
School/setting name			Quality and impact of the Trainees' marking and feedback
Number of days completed so far on placement			The Trainees' assessment and planning records in their files
Date			Trainee self- evaluation of their impact on progress and learning over time
			Observation of teaching and learning

	Key Achievements (trainee to complete prior to meeting)	Key Targets (as agreed by Mentor and trainee)	Teachers' Standards
TS1 Set high expectations which inspire, motivate and challenge pupils			<input type="checkbox"/> Outstanding <input type="checkbox"/> Good <input type="checkbox"/> Meeting <input type="checkbox"/> Inadequate
TS2 Promote good progress and outcomes by pupils			<input type="checkbox"/> Outstanding <input type="checkbox"/> Good <input type="checkbox"/> Meeting <input type="checkbox"/> Inadequate
TS3 Demonstrate good subject and curriculum knowledge			<input type="checkbox"/> Outstanding <input type="checkbox"/> Good <input type="checkbox"/> Meeting <input type="checkbox"/> Inadequate

The Interim Report Form (2) PGCE Phases 1 & 2 and Undergraduate Phases 1b & 2

Initial Teacher Education  
**Interim Assessment**

TS4 Plan and teach well-structured lessons			<input type="checkbox"/> Outstanding <input type="checkbox"/> Good <input type="checkbox"/> Meeting <input type="checkbox"/> Inadequate
TS5 Adapt teaching to respond to the strengths and needs of all pupils			<input type="checkbox"/> Outstanding <input type="checkbox"/> Good <input type="checkbox"/> Meeting <input type="checkbox"/> Inadequate
TS6 Make accurate and productive use of assessment			<input type="checkbox"/> Outstanding <input type="checkbox"/> Good <input type="checkbox"/> Meeting <input type="checkbox"/> Inadequate
TS7 Manage behaviour effectively to ensure a good & safe learning environment			<input type="checkbox"/> Outstanding <input type="checkbox"/> Good <input type="checkbox"/> Meeting <input type="checkbox"/> Inadequate
TS8 Fulfil wider professional responsibilities			<input type="checkbox"/> Outstanding <input type="checkbox"/> Good <input type="checkbox"/> Meeting <input type="checkbox"/> Inadequate
<b>PART TWO: personal and professional conduct and attitudes which set the required standard for conduct throughout a teacher's career. A teacher is expected to demonstrate consistently high standards of personal and professional conduct.</b>			<input type="checkbox"/> On track to meet Part 2 Standard  <input type="checkbox"/> At risk of failing to meet Part 2 standard
Name of Mentor/ Curriculum Mentor			Date
Name of Trainee			Date
Name of Visiting Tutor (if applicable)			Date



The End of Professional Practice Report Form (TSs 1&2) – repeated for TSs 3-8  
Phase 1a only (1<sup>st</sup> Year Undergraduate)

<p><b>meeting Teachers' Standard 2</b></p> <p><input type="checkbox"/> on track to meeting Teachers' Standard 2</p> <p><input type="checkbox"/> failing to meet Teachers' Standard 2</p>	
<p><b>TS2 Promote good progress and outcomes by pupils</b></p> <ul style="list-style-type: none"> <li>• Be accountable for pupils' attainment, progress and outcomes</li> <li>• Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</li> <li>• Guide pupils to reflect on the progress they have made and their emerging needs</li> <li>• Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</li> <li>• Encourage pupils to take a responsible and conscientious attitude to their own work and study</li> </ul>	<p>Trainee Reflection on Achievement (Standard 2)</p>
	<p>Mentor's Feedback (Standard 2)</p>
	<p>Targets</p>

<p><b>meeting Teachers' Standard 1</b></p> <p><input type="checkbox"/> on track to meeting Teachers' Standard 1</p> <p><input type="checkbox"/> failing to meet Teachers' Standard 1</p>	
<p><b>TS1 Set high expectations which inspire, motivate and challenge pupils</b></p> <ul style="list-style-type: none"> <li>• Establish a safe and stimulating environment for pupils, rooted in mutual respect</li> <li>• Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</li> <li>• Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils</li> </ul>	<p>Trainee Reflection on Achievement (Standard 1)</p>
	<p>Mentor's Feedback (Standard 1)</p>
	<p>Targets</p>



The End of Professional Practice Report Form (TSs 1&2) – repeated for TSs 3-8  
PGCE Phases 1 & 2 and Undergraduate Phases 1b & 2

<p><b>TS2 Promote good progress and outcomes by pupils</b></p> <ul style="list-style-type: none"> <li>• Be accountable for pupils' attainment, progress and outcomes</li> <li>• Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</li> <li>• Guide pupils to reflect on the progress they have made and their emerging needs</li> <li>• Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</li> <li>• Encourage pupils to take a responsible and conscientious attitude to their own work and study</li> </ul>	<p><input type="checkbox"/> Outstanding</p> <p><input type="checkbox"/> Good</p> <p><input type="checkbox"/> Meeting</p> <p><input type="checkbox"/> Inadequate</p>
<p>Trainee Reflection on Achievement (Standard 2)</p>	
<p>Mentor's Feedback (Standard 2)</p>	
<p>Targets</p>	

<p><b>TS1 Set high expectations which inspire, motivate and challenge pupils</b></p> <ul style="list-style-type: none"> <li>• Establish a safe and stimulating environment for pupils, rooted in mutual respect</li> <li>• Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</li> <li>• Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils</li> </ul>	<p><input type="checkbox"/> Outstanding</p> <p><input type="checkbox"/> Good</p> <p><input type="checkbox"/> Meeting</p> <p><input type="checkbox"/> Inadequate</p>
<p>Trainee Reflection on Achievement (Standard 1)</p>	
<p>Mentor's Feedback (Standard 1)</p>	
<p>Targets</p>	

## Trainee as 'Cause for Concern' explained

As soon as any intervention is put into place a 'Cause for Concern' form will be completed and signed to inform the trainee that they are Cause for Concern 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.

All trainees are then invited to attend a Departmental Progress Meeting, usually led by an Assistant Head of Department, to discuss the next steps.

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

### 'Cause for Concern' contact

If you find it necessary to designate a trainee as a 'Cause for Concern', your first point of contact will be your Visiting Tutor.

Should the VT be unable to resolve the matter successfully, they will escalate the concern to the Professional Practice Leader, who will consider suitable next steps.

Should these measure still fail to secure improvement, it will become necessary for the matter to be escalated to the ITT Partnership Lead (for Primary trainees) or the Assistant Head of Early Years (for Early Years trainees).

- First point of contact
  - Visiting Tutor
- Visiting Tutor contacts
  - Professional Practice Leader
- Professional Practice Leader contacts
  - DCEC ITT Partnership Lead; Programme Leader

## Supporting a struggling trainee who is a 'Cause for Concern':

### Trainee as a 'Cause for Concern'

Trainees can face difficulties and challenges within a Professional Practice for many reasons. If you are aware that a trainee is facing particular challenges or difficulties please discuss these with your Visiting Tutor (VT) so that appropriate support can be put in place.

A trainee is deemed to be a 'Cause for Concern' if they are not achieving the minimum standard required for the Professional Practice.

Year 1 Undergraduates require a 'Pass' to progress onto the next phase. This means the trainee is Meeting Expectation (Grade 3) or better.

Year 2\* Undergraduates/PGCE Professional Practice 1- the trainee must achieve a Meeting Expectation (Grade 3) or better to progress onto the final phase.

Year 3\* Undergraduates/PGCE Professional Practice 2- the trainee will usually achieve a 'Good' or better to complete the Professional Practice. All trainees graded Meeting Expectation at interim must have a period of 'Cause for Concern' Intervention.

If during a Professional Practice a trainee is deemed to be a 'Cause for Concern', i.e., not meeting the minimum requirements, the relevant Professional Practice and Programme Leader should be informed and will make a decision about the most appropriate strategies to implement.

\*Please note:

*For **Primary Part Time** undergraduates, the Professional Practice requirements are the same but occur at different times within the programme, over the four year route. For the purposes of Professional Practices:*

- *Year 1 (level 4-5 teaching) equates to Year 1 on the Full-Time Programme*
- *Year 2 (level 5 teaching) No Professional Practice*
- *Year 3 (level 5-6 teaching) equates to Year 2 on the Full-Time Programme*
- *Year 4 (level 6 teaching) equates to Year 3 on the Full-Time Programme*

Examples of 'Cause for Concern' interventions:

- Gaining further information from the school, previous Visiting Tutor, Personal Tutor etc.
- Arranging for additional visits from the Visiting Tutor.
- Arranging for additional input from a Placement Support Tutor.
- Arranging for a temporary reduction in teaching timetable.
- Extend the Professional Practice beyond the scheduled end date (organised through discussion and agreement with the school).
- Implementing specific strategies according to the nature of the issues; for example, extra support sessions back on campus.

### The Partnership Agreement:

All Providers of Initial Teacher Education are obliged to enter into Partnership Agreements with the schools and settings with whom they work.

The Partnership Agreement underpins the whole relationship between the University and the school or other setting. It lays out the expectations of the responsibilities of both the Faculty, on the one part, and the school or setting, on the other. It is, in effect, the equivalent of the *Terms and Conditions* document found in most legal contracts. All schools working in partnership with Edge Hill University accept, *de facto*, the terms of the Partnership Agreement.

***An updated version of our Agreement can be found at:***

<http://www.edgehill.ac.uk/educationpartnership/itt-partnership-agreement/>

Thank you for acting as a School-Based Mentor in partnership with Edge Hill University.

Should you have any further queries or need any additional advice, please do not hesitate to contact one of the following:

**For Partnership issues:**

Lorraine Partington (Partnership Development Manager)

01695 650899

[partingl@edgehill.ac.uk](mailto:partingl@edgehill.ac.uk)

Amy Jackson (Partnership Development Officer – Early Years Education)

01695 650811

[loughrea@edgehill.ac.uk](mailto:loughrea@edgehill.ac.uk)

Mark D Rawsthorn (Partnership Development Officer – Primary Education)

01695 657342

[rawsthom@edgehill.ac.uk](mailto:rawsthom@edgehill.ac.uk)

**For Programme-related issues:**

*For Early Years Programmes:*

Dr Tim Lucas (Assistant Head of Early Years Education)

01695584727

[lucast@edgehill.ac.uk](mailto:lucast@edgehill.ac.uk)

*For Primary Programmes:*

David Boorman (Primary ITT Partnership Lead)

01695 650864

[boormand@edgehill.ac.uk](mailto:boormand@edgehill.ac.uk)