BA (Hons) Primary Education with QTS  
*Full Time and Part Time*

PGCE Primary Education with QTS  
*Including, Mathematics Specialist and School Direct*

Professional Practice Handbook 2019 – 2020
## Contents

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</table>
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 or 01695 657431

For queries regarding Visiting Tutors, please contact the Department of Children, Education and Communities Professional Support team on:

DCEC@edgehill.ac.uk or 01695 650801

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**, please contact your Personal and Academic Tutor (PAT).

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

Academic and Professional Development

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

Core Subjects

Maths, English, Science and Computing are core to both PGCE and Undergraduate Primary ITT courses. Every trainee will have participated in a number of lectures/seminars in each of the above subjects prior to embarking on Professional Practice. A full list of topics that trainees have studied up to this point is available at…

Foundation Subjects

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, MFL 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 will undertake at least one specialism (Undergraduates will have two) where they will learn about effective pedagogy in their chosen area in greater detail. It would therefore be beneficial for both the trainee and the pupils if the trainee is given opportunities to teach their chosen specialism.
### Phase 1a

<table>
<thead>
<tr>
<th>Year 1 Undergraduate</th>
<th>Key Requirement and suggested progression: Year 1 Undergraduate</th>
<th>Whole Class Teaching</th>
<th>Group Work, Training Tasks, Team Teaching and Observations</th>
<th>Planning, Preparation and Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>To build up to teaching and planning for <strong>30-40%</strong> of the class timetable.</td>
<td>To observe the class at work and to work with groups of children under the direction of the Class Teacher, across all timetabled lessons. Ensure some non-contact time is allocated to give the trainee opportunities to explore resources, school policies, etc.</td>
<td>80%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td><strong>Week 1</strong></td>
<td>To observe the class at work and to work with groups of children under the direction of the Class Teacher, across all timetabled lessons.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Weeks 2-3</strong></td>
<td>To begin to plan and teach groups of learners and whole class inputs.</td>
<td>20%</td>
<td>60%</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Weeks 4-5</strong></td>
<td>To teach and plan for <strong>30%</strong> of the class timetable.</td>
<td>30%</td>
<td>50%</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Weeks 6-7</strong></td>
<td>To teach and plan for <strong>30-40%</strong> of the class timetable.</td>
<td>30-40%</td>
<td>40-50%</td>
<td>10%</td>
</tr>
</tbody>
</table>

### Phase 1b

<table>
<thead>
<tr>
<th>Year 2 undergraduate</th>
<th>Key Requirements and suggested progression: Year 2 undergraduate</th>
<th>Whole Class Teaching</th>
<th>Group Work, Training Tasks, Team Teaching and Observations</th>
<th>Planning, Preparation and Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>To build up to teaching and planning for <strong>40-50%</strong> of the class timetable.</td>
<td>To observe the class at work and to work with groups of children under the direction of the Class Teacher, in order to get to know the children and their range of attainment, as well as the units of work being planned.</td>
<td>80%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td><strong>Week 1</strong></td>
<td>To observe the class at work and to work with groups of children under the direction of the Class Teacher, in order to get to know the children and their range of attainment, as well as the units of work being planned.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Weeks 2-3</strong></td>
<td>To begin to plan for groups of learners and whole class inputs.</td>
<td>30%</td>
<td>50%</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Weeks 4-5</strong></td>
<td>To teach and plan for <strong>40%</strong> of the class timetable.</td>
<td>40%</td>
<td>50%</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Weeks 6-8</strong></td>
<td>To teach and plan for <strong>40-50%</strong> of the class timetable.</td>
<td>40-50%</td>
<td>30-40%</td>
<td>10%</td>
</tr>
</tbody>
</table>
### Phase 2

<table>
<thead>
<tr>
<th>Year 3 undergraduate</th>
<th>Key Requirements and suggested progression: Year 3 undergraduate</th>
<th>Whole Class Teaching</th>
<th>Group Work, Training Tasks, Team Teaching and Observations</th>
<th>Planning, Preparation and Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 1</td>
<td>To observe the class at work and to work with groups of children under the direction of the Class Teacher, in order to get to know the children and their range of attainment, as well as the units of work being planned.</td>
<td>80%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Weeks 2-3</td>
<td>To begin to plan for groups of learners and whole class inputs.</td>
<td>30%</td>
<td>50%</td>
<td>20%</td>
</tr>
<tr>
<td>Weeks 4-5</td>
<td>To teach and plan for 50% of the class timetable.</td>
<td>50%</td>
<td>40%</td>
<td>10%</td>
</tr>
<tr>
<td>Weeks 6-10</td>
<td>To teach and plan for 80% of the class timetable.</td>
<td>80%</td>
<td>20%</td>
<td></td>
</tr>
</tbody>
</table>

Please note:

For Part Time undergraduates, the professional practice requirements are the same as above but occur at different times within the programme, over the four year route.

Year 1 level 4-5 (P1P) Phase 1a (guidance above)
Year 2 level 5 No professional practice
Year 3 level 5-6 (P3P) Phase 1b (guidance above)
Year 4 level 6 (P4P) Phase 2 (guidance above)
### Key Professional Practice requirements - Primary Post Graduate Certificate in Education (PGCE)

#### Phase 1:

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

**Week 1**

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

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

**Week 1**

- To observe the class at work and to work with groups of children under the direction of the Class Teacher, in order to get to know the children and their range of attainment, as well as the units of work being planned.
- 80% |
- 20%

**Weeks 2-3**

- To begin to plan for groups of learners and whole class inputs.
- 30% |
- 50% |
- 20%

**Week 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.

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

Key Priority Checklists

Inclusion

Mentors to provide school based training on the following:

<table>
<thead>
<tr>
<th><strong>How the needs of learners with SEN/D are addressed.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The roles and responsibilities of other adults in relation to inclusion.</strong></td>
</tr>
<tr>
<td><strong>The roles of external staff / agencies in relation to inclusion, e.g. EMASS, NALDIC.</strong></td>
</tr>
<tr>
<td><strong>The role of the SENCO in relation to managing SEN/D and supporting teachers and children.</strong></td>
</tr>
<tr>
<td><strong>How the classroom is organised and resourced to promote inclusion.</strong></td>
</tr>
<tr>
<td><strong>How to work with parents to support inclusion.</strong></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Mentors to provide school based training on the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>An induction focusing on the structure of the programme and materials used in teaching and assessing systematic synthetic phonics including phonically decidable texts and reading schemes.</td>
</tr>
<tr>
<td>Opportunities to observe quality systematic phonics teaching at KS1.</td>
</tr>
<tr>
<td>An opportunity to observe a systematic synthetic phonics session in KS1 and then, with the support of the Class Teacher, plan and deliver a sequence of 3 phonics sessions with the group of children observed. One of these sessions to be observed and graded using the systematic synthetic phonics observation prompt to give the trainee subject specific feedback leading to specific target setting for phonics. This is to happen in KS1 even if the trainee is placed in KS2.</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Mentors to provide school based training on the following:</th>
<th>Comments/update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation of LOtC teaching within the base class or across the setting.</td>
<td></td>
</tr>
<tr>
<td>Available resources and space(s) for LOtC within the school grounds.</td>
<td></td>
</tr>
<tr>
<td>How to plan for LOtC.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
Child Profiles

Rationale

As part of trainees’ ongoing assessment, and to demonstrate aspects of Teaching Standard 6, they are required to complete in-depth profiles for 1 pupil within their base class. The purpose of this task is for trainees to gain an understanding of a pupil’s holistic education and the factors that can affect it. In turn, this will positively impact on trainees’ ability to personalise learning for your children. This is required up until the time the Interim Report.

Within the first week of your Professional Practice, the trainee needs to select 1 pupil to observe. It may be useful to observe a child who is not making expected progress.

Observation should take place in a variety of contexts: for example, as the children arrive/leave school; lesson time during whole class, group or independent work; as the children move around the school environment. Observations should be kept in File 2 and should be discussed as part of weekly Learning Evaluations.

Support the trainees by giving them background information about the pupil, e.g. where they live, hobbies and interests, family life.

Focus of Observations

Grouping of the children – the size of the group, the other pupils in the group

The subject – is it something that interests the child, does the pupil have difficulties in that particular subject / topic?

Are there any obvious gaps in knowledge? How does the child react when they are stuck – what action do they take?

Is the home life of the pupil influencing their progress and/or engagement in subjects?

How are the pupil’s relationships with friends / other members of the class? Does this affect their work positively or negatively? Are they able to work well with friends or is this a distraction?

There is no pro forma. Observations will create a working document for discussion. In order to fully reflect on what has been observed, trainees should outline how this knowledge has affected their planning and teaching.

What is the Teaching and 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, it is good practice to be updating the Teaching and Learning evaluation during the week and not just 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 12.

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.

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

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 though the 'Cause for Concern' process can be instigated as soon as possible. Fuller detail about the 'Cause for Concern' process is given on page 22.**
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 one year.

When grading Teachers’ Standard 6, please use the supplementary Assessment and Grading Criteria Grid, available in the ‘Professional Practice Paperwork’ section of the Primary Education webpage here: https://www.edgehill.ac.uk/educationpartnership/primary-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.

**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.
<table>
<thead>
<tr>
<th>VISIT 1 – INITIAL VISIT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Review the mentor training with the Mentor (<a href="https://www.edgehill.ac.uk/educationpartnership/primary-education/">https://www.edgehill.ac.uk/educationpartnership/primary-education/</a>) 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.</td>
<td></td>
</tr>
<tr>
<td>Ensure that appropriate policies have been provided to the trainee, e.g. Safeguarding, Assessment, Behaviour.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Ensure that medium-term planning has been shared with the trainee.</td>
<td></td>
</tr>
<tr>
<td>Ensure that expectations for lesson planning have been shared.</td>
<td></td>
</tr>
<tr>
<td>Both Professional Practice files are organised according to the guidance on page 8.</td>
<td></td>
</tr>
<tr>
<td>Trainee has shared their targets with the mentor.</td>
<td></td>
</tr>
<tr>
<td>Discuss the trainees’ experience in the setting so far.</td>
<td></td>
</tr>
<tr>
<td><strong>Record on InPlace and complete Initial Visit VT checklist</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VISIT 2 – INTERIM ASSESSMENT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>This visit must include a Joint Learning Evaluation. 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. Mentor and trainee to have completed Key Achievements and Key Targets sections of the Interim form prior to the visit.</td>
<td><strong>Tick list</strong></td>
</tr>
<tr>
<td>Prior to the Learning Evaluation ensure there are no new issues and that any concerns previously raised are being addressed.</td>
<td></td>
</tr>
<tr>
<td><strong>Complete a joint Learning Evaluation including a lesson observation.</strong> Discuss the trainee’s progress to this point with the Mentor using the Assessment and Grading Criteria.</td>
<td></td>
</tr>
<tr>
<td>Observe feedback to trainee regarding the joint Learning Evaluation. Observe the Mentor’s review of Professional Practice targets with the trainee.</td>
<td></td>
</tr>
<tr>
<td>Through a triangulation meeting, discuss the trainee’s progress to this point and finalise grading. <strong>Grading decisions MUST be completed using the Assessment and Grading Criteria Form.</strong> Trainee to upload Interim report to TurnItIn.</td>
<td></td>
</tr>
<tr>
<td>Share any concerns with the trainee’s Personal Academic Tutor and year/placement leader</td>
<td></td>
</tr>
<tr>
<td>Check that the attendance record is up to date with signatures.</td>
<td></td>
</tr>
<tr>
<td>Take a signed copy of the End of Professional Practice form and remind the trainee to upload their signed copy to InPlace.</td>
<td></td>
</tr>
<tr>
<td><strong>Record the interim visit and grade on InPlace.</strong></td>
<td></td>
</tr>
</tbody>
</table>
**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/primary-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:

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

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

**Workload**

It is a goal of the Department of Children, Education and Communities to support the management of workload and establishment of a positive work/life balance. To support this, we request that personal phone numbers are not shared with trainees and that any communication about lesson planning is kept to within normal working hours.
<table>
<thead>
<tr>
<th>Mentor (in conjunction with class teacher if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Induction</strong></td>
</tr>
<tr>
<td>Meet the trainee and discuss the following:</td>
</tr>
<tr>
<td>an introduction to the school context including: school organisation, routines, school policies (Health and Safety, Safeguarding), planning and assessment systems used by school.</td>
</tr>
<tr>
<td>Discuss Professional Practice targets with the trainee (use the Trainee Profile Form to assist with this).</td>
</tr>
<tr>
<td>Share relevant medium-term planning with the trainee.</td>
</tr>
<tr>
<td>Support the trainee in gaining access to information and resources they may need.</td>
</tr>
<tr>
<td>Ensure trainee is clear of planning expectations.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Introduce relevant schemes of work.</td>
</tr>
<tr>
<td>Complete and sign attendance record.</td>
</tr>
<tr>
<td>Meet with the Visiting Tutor during their Initial Visit – this meeting will provide you with a Mentor Training Update.</td>
</tr>
<tr>
<td><strong>Each week of Professional Practice (PP)</strong></td>
</tr>
<tr>
<td>Learning Evaluation including observation of the trainee teacher: give verbal feedback plus complete, sign and discuss written feedback (using the Edge Hill University Learning Evaluation (LE) proforma, as soon after the evaluation cycle as possible).</td>
</tr>
<tr>
<td>Discuss Professional Practice targets with the trainee as a result of the LE, using the Assessment and Grading Criteria as a tool.</td>
</tr>
<tr>
<td>Maintain an overview of the trainee’s engagement with the Professional Practice and discuss any concerns.</td>
</tr>
<tr>
<td>Support the trainee in accessing school information and resources.</td>
</tr>
<tr>
<td>Ensure trainee is clear about planning expectations for groups and whole class teaching for each week of the Professional Practice.</td>
</tr>
<tr>
<td>Discuss specific tasks required during the Professional Practice and ensure a timetable for completion is agreed.</td>
</tr>
<tr>
<td>Complete and sign the attendance record.</td>
</tr>
<tr>
<td>Raise any concerns with the Visiting Tutor.</td>
</tr>
<tr>
<td><strong>Middle PP</strong></td>
</tr>
<tr>
<td>Ensure that the trainee has outlined their key achievements so far on the Interim Assessment Form. Use the Assessment and Grading criteria to agree the trainees’ targets with them and also to outline their progress in relation to the Teachers’ Standards.</td>
</tr>
<tr>
<td>Complete a joint Learning Evaluation with Visiting Tutor, agree on progress towards the Teachers’ Standards. and finish the Interim Assessment Form together, ensuring that this is shared and discussed with the trainee. The trainee should submit the form to InPlace.</td>
</tr>
<tr>
<td>Review trainee progress towards the requirements of the Professional Practice and set clear targets.</td>
</tr>
<tr>
<td>Begin to consider the content of the End of Professional Practice Report Form.</td>
</tr>
<tr>
<td><strong>Final</strong></td>
</tr>
<tr>
<td>Complete the End of Professional Practice Report Form. Share and discuss this with the trainee and Visiting Tutor in a triangulation meeting and ensure the report is agreed and signed by the trainee, the Mentor and the Visiting Tutor. Grading decisions must be completed using the Assessment Grading criteria form.</td>
</tr>
<tr>
<td>Complete and sign trainee attendance record.</td>
</tr>
<tr>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Complete the online evaluation (you will receive an email with the link).</td>
</tr>
</tbody>
</table>
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 http://www.edgehill.ac.uk/educationpartnership/primary-education/professional-practice-information/ may be adopted during a professional practice.

All trainees should evaluate every lesson they plan and deliver. This evaluation can take the form of annotations on the lesson plan itself. Trainees are also expected to regularly reflect more deeply on their practice and these reflections should help the mentor and trainee to set relevant targets.

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.
Reaching a Judgement (Phase 1, 1b, and 2)

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**

To be graded outstanding overall, the trainee must be graded outstanding in **five** of the Teachers’ Standards. The remaining three Standards must be good or higher to be outstanding overall. **No grades can be inadequate**

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.**

For a trainee to be graded good, they must achieve a good in **five** of the Teachers’ Standards. The remaining three Standards must be good or higher to be outstanding overall. **No grades can be inadequate**

Meeting Expectations

All trainees awarded QTS reach the minimum level of practice expected of teachers as defined in the Teachers’ Standards by the end of their training. Trainees demonstrate good 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.**

They cannot be Meeting Expectations if they are graded inadequate in any standard; this is a fail.

Fail

Here, trainees are not reaching the minimum level of practice expected of teachers as defined in the Teachers' Standards to reach QTS by the end of their training.

Reaching a Judgement (Phase 1)

Pass

All trainees awarded QTS reach the minimum level of practice expected of teachers as defined in the Teachers’ Standards by the end of their training. Trainees demonstrate good practice in some of the standards for teaching and all related to their personal and professional conduct.
Fail

Here, trainees are not reaching the minimum level of practice expected of teachers as defined in the Teachers’ Standards to reach QTS by the end of their training.

Disclosure and Barring Service (DBS) Checks
Sharing of information

All providers of Initial Teacher Training (ITT) in educational settings have a responsibility to ensure that trainees have the health and physical capacity to teach and will not put children and young people at risk of harm. In addition, statutory guidance, Safeguarding Children and Safer Recruitment in Education, requires providers to ensure that entrants on all routes, including salaried schemes, have been subject to an enhanced Disclosure and Barring Service (DBS) criminal records check, including a check of the children’s barred list, a check of the Prohibition List; and, for trainees working with children under the age of 8, the Childcare Disqualification Declaration must have been made; Edge Hill University maintains records showing that trainees have obtained these.

Every trainee is DBS checked and where appropriate, considered by a panel of professionals including representatives from partner schools, colleges, settings.

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

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

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

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/studentservices/critical-incident-support/](http://www.edgehill.ac.uk/studentservices/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/school or Senior Lead Officer (FeE).
**Safeguarding: The Prevent Duty**

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

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

All trainees should adhere to the school’s policy regarding the use of photographic equipment, and should also follow the school’s Data Protection policy and General Data Policy Regulation (GDPR) policy.

**‘Cause for concern’ trainees**

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

**Phase 1a** (undergraduate year 1 only): require a “pass” to progress onto Phase 1b.

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

**Phase 2**: the trainee must achieve Meeting Expectation or better to be recommended for QTS.

The departmental target is for all trainees to be Good or better once they have completed Phase 2.

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

These may include:-

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

As soon as any intervention is put into place a form will be completed and signed to inform the trainee that they are at risk of failing the Professional Practice and that additional support has been put in place. Throughout the process, time limited targets will be set to support the trainee in making progress. These will be reviewed regularly.
If, at any point in the Professional Practice the Mentor and or Visiting Tutor consider the trainee is still not making sufficient progress towards the targets that have been set or that it is not likely the trainee will achieve the minimum requirement for the Professional Practice the trainee will be informed the Professional Practice has been unsuccessful and the practice will be terminated. The suggested minimum period for the ‘Cause of Concern’ intervention is set at two weeks; however, we do understand that a school may not be able to continue to support the trainee for this period of time. All trainees that are deemed to have failed, are then invited to attend a Departmental Progress Meeting (DPM) to discuss the next steps.

If the trainee meets their ‘Cause of Concern’ targets but are still not yet meeting the Teachers’ Standards, it is critical that new targets are set and reviewed as appropriate.

If a trainee considers their ability to complete the Professional Practice successfully has been impacted by Exceptional Mitigating Circumstances then they should consider submitting an EMC application. The Personal and Academic Tutor (PAT) can advise if such a case arises.

**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 DCEC@edgehill.ac.uk or 01695 657681
- Make up any missed teaching and observations when you return to school, at the expense of Self-Managed Time.

**Trainee Leaves Practice Early**

If a trainee leaves Professional Practice early then the Visiting tutor must email educationpartnership@edgehill.ac.uk and include the following information:

- Trainee name
- Name of school
- Reason
- Last day of attendance
- Whether the school has been notified

**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.
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 Acaemic 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 of 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](http://www.edgehill.ac.uk)
Travel and Accommodation

When allocated a placement arranged by Edge Hill University, you may be eligible for a financial contribution or support to ensure you are able to access that setting. Certain conditions will apply, and you should refer to the Travel and Accommodation Policy for full details.

The policy and corresponding claim form are available at the following link:
http://eshare.edgehill.ac.uk/15143/

Claims can be submitted in any of the following ways:

- **In person to:** Faculty of Education, Information Desk
- **Via email to:** FOEStudentExpenseClaims@edgehill.ac.uk (please note that this is only possible for claims which do not require students to include original receipts or tickets)
- **By post to:** Student Expenses, Faculty of Education, Edge Hill University, St Helens Road, Ormskirk, Lancashire, L39 4QP.

Claims must be submitted with 4 weeks of the last day of your placement and no later the end of year submission deadline of 31st July.

All claims must include the following:

- Fully completed and signed claim form
- An up to date and accurate attendance record, signed by the mentor
- Evidence of any eligible travel
- Evidence of the cost of travel to Edge Hill University when not on placement (applies to Travel from a Term Time address only)
- Any approval emails for either Accommodation Assistance or Distance Placements claims

Travel from a Term Time address

You can claim a contribution towards the daily cost of travel to your placement, where this exceeds the normal cost of the daily commute to Edge Hill University. For example, if the cost of your normal daily journey to Edge Hill University costs £4.00 and your daily journey to placement costs £10.00, then you may claim the difference of £6.00 for every day that you attend your placement.

If you travel by public transport, you must submit your tickets/ receipts to evidence the cost of your journey to your placement and an example ticket or price tariff to evidence the cost of your normal journey to Edge Hill University, so that the appropriate calculation can be determined.

If you travel by car, you must use a Google Maps route planner to evidence the distance travelled to both your placement and your normal journey to Edge Hill University, so that the appropriate calculation can be determined.

Tunnel and toll fees may also be reimbursed, if the Google Maps route planner advises that this is the most appropriate route and if you would not normally incur such a charge when attending Edge Hill University. You should submit the route planner and a copy of the providers price tariff to evidence this cost.

Car mileage is paid at a rate of £0.14 per mile. However, if you choose to support another student by driving them to placement with you, you can then claim an additional £0.05 per mile per student. If you wish to claim for another student, you must obtain and submit a copy of their attendance record with your claim.
Accommodation Assistance

Accommodation Assistance applies only to students who have been approved and have received an email to confirm their eligibility. You are not able to request Accommodation Assistance, as eligibility is assessed and agreed in advance of an allocation by Edge Hill University staff. You will only be considered if there is no viable transport option to your allocated placement from your Term Time address.

Accommodation Assistance is a set amount of £50.00 per week and is intended as a contribution towards travel and living expenses that you incur when asked to relocate to your alternative address by Edge Hill University, that are above and beyond your normal costs when attending Edge Hill University. In addition, you may also claim you travel costs from your Term Time address to your alternative address for the start and end of each block of placement.

If you travel by public transport, you must submit your tickets/ receipts to evidence the cost of your journey to your alternative address. If you travel by car, you must use a Google Maps route planner to evidence the distance travelled to your alternative address. Costs will be calculated at a rate of £0.14 per mile.

You are not able to claim any additional funding for travel costs for commuting to and from your placement setting each day, as costs must be managed within the £50.00 per week contribution.

Distance Placements

The support for Distance Placements relates only to students who have been allocated a placement where accommodation has been sourced and paid for by Edge Hill University.

You can claim your travel costs for commuting to and from your placement each day. If you travel by public transport, you must submit your tickets/ receipts to evidence the cost of your journey to your placement. If you travel by car, you must use a Google Maps route planner to evidence the distance travelled to your placement.

Car mileage is paid at a rate of £0.14 per mile. However, if you choose to support another student by driving them to placement with you, you can then claim an additional £0.05 per mile per student. If you wish to claim for another student, you must obtain and submit a copy of their attendance record with your claim.

Tunnel and toll fees may also be reimbursed if the Google Maps route planner advises that this is the most appropriate route. You should submit the route planner and a copy of the providers price tariff to evidence this cost.

You may also claim you travel costs from your Term Time address to the accommodation provided for you by Edge Hill University for the start and end of each block of placement. Evidence in the same way as above.

In addition, you may also claim a contribution of £3 per day as a breakfast contribution when you are provided with accommodation on a self-catering basis. On the rare occasion that you may be provided with accommodation on a bed and breakfast basis, you would not be eligible for a breakfast contribution. The number of contributions available will be based on the number of nights accommodation booked.

Contacts

You can contact the Partnership Development Team at educationpartnership@edgehill.ac.uk if you have any queries relating to your allocation.

You can contact the Student Expense Claims Team at FOEStudentExpenseClaims@edgehill.ac.uk to submit your claim or for any queries relating to your claim.
Professional Practice Documentation

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

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

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

Department of Children, Education and Communities: ITT Partnership Lead

David Boorman boormand@edgehill.ac.uk or 01695 650864

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