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Primary PG ITE

Placement Handbook

2024-2025

This handbook is for Reading Partnership Teachers (RPTs), Supervising tutors and mentors on the Primary PG ITE Programme – all pathways and routes

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Alternative formats

The material in this handbook can be provided in alternative media. Please discuss your requirements with your programme administrator.

Disclaimer

Formal Ordinances and Regulations are given in the University Calendar, and programme requirements in the Programme Specification, and in relevant module descriptions; should there be, or appear to be, any conflict between statements in this handbook and the Ordinances, Regulations, Programme Specifications or module descriptions, the latter shall prevail.

Although the information in this handbook is accurate at the time of publication, aspects of the programme and of School practice may be subject to modification and revision. The University reserves the right to modify the programme in order to reflect best practice and academic developments for the benefit of the students, to improve the programme and your experience of it, to meet the requirements of external or accrediting bodies, as a result of staff changes, or changes to the law. In such circumstances, revised information will be issued. Information provided by the school in the course of the year should therefore be regarded, where appropriate, as superseding the information contained in the handbook.

Contents

Section 1: Programme Information

Welcome to the Primary PG ITE Programme. This is a training programme which leads to Reading Partnership Teachers (RPTs) to be recommended for the award of Qualified Teacher Status (QTS).

Success in this core programme leads to the award of QTS and 120 credits at Level 6 leading to a Professional Graduate Certificate in Education (PgCE). For those on the PGCE route, they will complete an additional 60 credits at master's level : Level 7 (EDMPRT and EDMIIP), leading to a Postgraduate Certificate in Education (PGCE). This handbook is for school mentors, supervising tutors and Reading Partnership Teachers (RPTs) to support the placements across the training year.

This handbook is for all students, regardless of pathway or recruitment route. Please ensure that if you were recruited by the university, you ignore anything related to a Lead Partner route.

Vision for Excellence – Transforming Lives Through Education

At Reading we train teachers who become reflective professionals able to secure the very best for all children. We support them to be resilient, creative and inclusive. With the highest expectations of learning, progress and development, they inspire children to become confident, active citizens who are able to cope with the fast-moving demands of the 21st century.

#NeverOk
#NeverOk is a joint University of Reading and Reading Students' Union campaign.
We take a stand against negative behaviours, including: sexual misconduct and assault, hate crime, bullying and harassment, discrimination, and abuse.
We encourage RPTs to report any issues encountered either at University or on placement using the Report and Support tool, which allows for anonymous reporting or reporting with contact details to receive support and follow-up from the University.
: [Report and Support](#)

Anti-racism and microaggressions
The University of Reading has a no tolerance policy in dealing with any microaggressions and racism, including while the students are on placement. We expect all who work with our RPTs to provide an inclusive and supportive environment and address any microaggressions or issues directly to ensure the RPTs feel safe and able to learn. More information regarding the anti-racism framework that we use to support our programmes can be found here: https://www.ucet.ac.uk/downloads/14636-Anti-Racism-ITET-framework.pdf

Specific examples of microaggressions occurring on school placements and how to address these can be found here: https://discovery.ucl.ac.uk/id/eprint/10163641/1/UCL_Brunel_Leaflet_DIGITAL.pdf

Learning Hub
The Learning Hub is based on the London Road campus in building L24 and provides:

- Teaching Resources for loan and reference
- Study space
- "Drop-ins" with IoE Liaison Librarians from the University Library
- Technical Support
- University Library Book Drop

For more information about the resources and services available at the Learning Hub please visit the **[Learning Hub](#)** support page.

Section 2: Our Curriculum

The Primary PG ITE programme at the University of Reading is a university-led, one-year postgraduate ITE programme. Reading Partnership Teachers (RPTs) on the programme complete three placements in a range of school settings and attend university taught days in between placements.

For trainees recruited by a Lead Partner, there may be supplementary training led by their Lead Partner or main training school.

All trainees spend the majority of their placement time in one school, and all have a contrasting spring placement.

Curriculum intent

The Primary PG ITE Curriculum nurtures beginning teachers who work in partnership with training schools and the University to become:

- Evidence-informed teachers
- Compassionate individuals
- Pedagogically-skilled practitioners
- Creative critical thinkers
- Ethical community participants
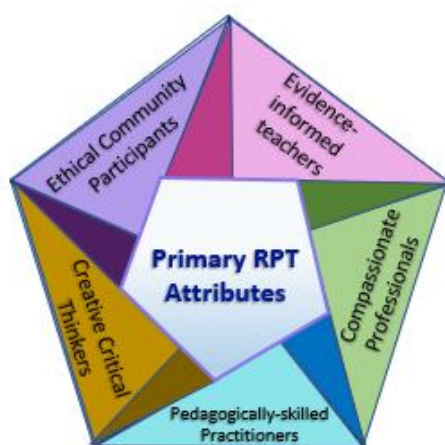
Figure 1 Primary RPT Attributes (see Appendix 1 for full details)

We aim to develop truly reflective, knowledgeable practitioners who secure high standards for the children they teach across the curriculum, through:

- Providing training which develops a secure knowledge base, challenges and analyses observed practice and draws upon expert input to ensure that our RPTs have oversight of the what, how and why of the curriculum;
- Ensuring an understanding of the key research that informs practice;
- Tailoring the school-based programme to the subject knowledge, experience, expertise and context of each individual RPT;
- Ensuring progression in planning, teaching, assessment and accountability;
- Expecting and modelling the highest standards of professional conduct.

Our approach to teaching and learning is for both the tutors and RPTs to be both evidence and research-informed and our RPTs work collaboratively with experts in their field both in the school and at the University. University taught sessions are designed to provide a forum for extending RPTs' knowledge and understanding beyond their own individual training contexts. RPTs should be able to articulate:

- Why we teach what we do, in the way that we teach it
- What they are teaching, with deep and confident subject knowledge
- How they are teaching it, and the reasons for the decisions they make
- Who they are teaching, and what they bring to their learning

In addition, our model of pastoral care ensures that the well-being of our RPTs is placed at the centre of the programme. This is supported by the authentic and responsive partnerships which have been developed between the lead partners, placement schools and University.

School Experiences and Progression:

The Primary PG ITE curriculum follows a carefully planned and scaffolded Induction – Shared Implementation (Module ED3SIP) – Guided Implementation (Module ED3GIP) – Independent Implementation (Module ED3IIP) with these experiences covering at least 120 days. Reading Partnership Teachers (RPTs) on the programme spend at least 120 days in school on three school experiences:

- The Shared School Experience during which RPTs receive support from their mentor to plan the lessons that they will teach.
- The Guided School Experience (Spring contrasting) during which RPTs work with their mentor to develop confidence and increasing autonomy with planning, teaching and assessing.
- The Independent School Experience during which RPTs making appropriate progress will, supported by their mentor, continue on a trajectory towards independence in their planning, teaching and assessing. Trainees recruited by the university typically return to the setting where they spent their Shared experience. Those recruited by Lead Partners spend their Shared and Independent experience in their main training school.

These experiences include progression in:

- Planning (from shared and modelled planning to independence as appropriate for the school's planning policies and in the context of the DfE workload reform materials)
- Teaching (from working with individuals, pairs and small groups, and/or team teaching, to working independently under the guidance of a qualified teacher)
- Assessment (e.g. of learning within short teaching episodes, across whole lessons, sequences then units of lessons and in comparison with age-related expectations)
- Accountability (with increasing ownership of accountability for impact on learning throughout the programme)

Approximately 40 days are spent at the University with taught sessions to support the development of RPTs' knowledge and understanding of teaching and learning.

With our Steering Committee, we agree in advance the topics addressed within central training and those addressed through lead school and training school provision. Lead schools have autonomy in how this training is organised within their partnership schools, to allow them to draw on local organisational structures and expertise.

Pathways:

Our RPTs bring a wide range of prior experience, both in schools and other environments, to the programme. Therefore, they bring their prior experiences to their chosen pathways, of which there are 3. Through these pathways, they continue to work on the pedagogy of teaching in the primary classroom and enrich their practice with the following:

- General pathway, giving them a sound understanding of the whole primary curriculum
- 3-7, giving them the experience, the opportunity, and the knowledge to work in both Early Years Foundation Stage (EYFS) settings and infant/primary school settings
- SEND, which supports RPTs to develop a deeper knowledge and understanding of working with children with special needs and disabilities whilst gaining experience in mainstream and special school settings

The course is designed to train and develop RPTs' knowledge of the general mainstream classroom with additional training to cover their pathway in specific sessions.

Curriculum Design

The ITT Core Content Framework underpins the Primary PG ITE curriculum, which is arranged under five strands:
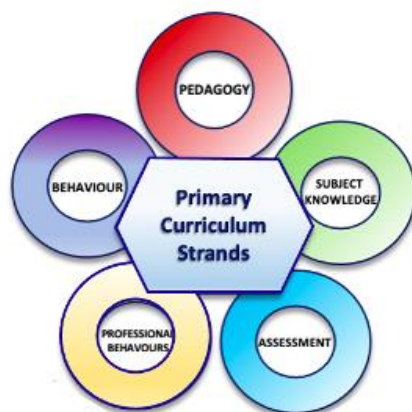
The CCF has been mapped to our Professional Studies sessions, as well as key delivery mechanisms of the programme curriculum such as school-based tasks and the weekly RPT-mentor planning process. In addition to this entitlement, our programme places a particular emphasis on:

- Pastoral support, mental health, wellbeing and resilience for both children and RPTs
  - o This underpins all of our taught sessions and is an integral part of our programme. We deliver specific session to support the mental health and wellbeing of RPTs and have a robust Academic Tutor system to support this
- SEND, inclusion and diversity in addition to that which is represented within the CCF
  - o While our pathways cover specific aspects of SEND, this is embedded across all teaching – all teachers are teachers of SEND
- Critically-reflective, evidence-informed practice through a mentor and RPT-owned programme planning process
  - o The three placements support this process through strong, certified mentoring
- Professional relationships within and beyond school
- Climate and Sustainability Education
- The wider role of the teacher beyond curriculum delivery responsibilities

The Primary PG ITE curriculum is a complex crafting of experiences and activities, informed by expert input from a wide range of sources and mediated through practise, observation, feedback, discussion, analysis and reflection. The RPTs are supported in becoming critical curriculum thinkers through this input and continue this learning through their school placements.

Ultimately these curricular strands lead to achieving the Teachers' Standards as set out in Table 1.

ITE Curriculum Strands	TS1	TS2	TS3	TS4	TS5	TS6	TS7	TS8	Part Two
Strand A: High expectations and managing behaviour	√						√		
Strand B: Pedagogy		√		√	√				
Strand C: Curriculum			√						
Strand D: Assessment						√			
Strand E: Professional behaviours and wellbeing								√	√

Table 1 Curricular Strands and the Teachers' Standards

Climate Education and Sustainability

Across all of our ITE programmes at the University of Reading, RPTs will learn about:

- what is happening to our climate, how to help children learn about climate and sustainability in an age-appropriate and accessible way, and how to develop their own positioning as a teacher
- climate justice, the impact of current and future changes to our environment and climate on ourselves and others, and implications for teachers
- how to translate knowledge and theory into change and personal action through building climate and sustainability education into their planning, teaching, and children's learning.

More information is available via [Climate Education Action Plan (reading.ac.uk)](reading.ac.uk)

Artificial Intelligence

Artificial intelligence (AI) is used regularly in many partnership schools and our programme will develop RPTs' digital literacy and effective implementation of AI when on placement. In order to support RPTs with the opportunities and challenges that AI offers teachers, the effective, appropriate and critical use of AI will be explored within Professional Studies and subject-specific sessions. Throughout the programme, RPTs must follow school policies concerning the use of AI, especially concerning data protection.

For example, when using AI to support lesson development there are three broad, guiding principles:

1. Use and discussion of AI should be open and transparent. Ideally RPTs will make it clear from the outset (e.g. highlight on their lesson plan), and all must be honest if asked whether AI has been used.
2. RPTs need to be able to share what they typed into the interface.
3. RPTs need to be able to discuss how they critically engaged with the outcome.

Please note that these principles apply to placement activities (e.g. lesson planning, resourcing, making resources more inclusive, reflections), and RPTs need to follow university guidance for use of AI when writing assignments.

All RPTs should be aware that AI language models such as ChatGPT work by 'data mining'. This applies particularly to open access models, but may also apply to paid-for / subscription versions. RPTs must never enter any identifying details into any AI platform, and must be confident in their school's data protection policy.

Section 3: The Reading Partnership Teacher (RPT)

Ensuring Breadth of Curriculum experience

All RPTs complete a Breadth of Curriculum Tracker throughout their initial training. This is used proactively by mentor, RPT and tutor to ensure that before the end of their training they have observed expert practitioners and taught across the whole primary curriculum. Any exceptions, for example due to exceptional circumstances, are noted on the ECT transition form. RPTs will upload selected planning and lesson observation summaries to this Breadth of Curriculum Tracker each placement, and university-based subject tutors will monitor these to ensure the impact of subject training throughout the programme. More information on this is detailed later in the handbook.

Ensuring proficiency in Fundamental Skills

The DfE require providers to assure that all trainee teachers demonstrate competence in speaking, listening and communicating, writing, and aspects of data management, mathematical calculation and problem solving (Fundamental Skills). Ensuring proficiency in Fundamental Skills is embedded throughout the programme, around the following key mechanisms:

1. Identifying any likely targets/areas of challenge through the pre-programme 'initial needs document' process and highlighting these to mentors and supervising tutors
2. Ensuring all areas are monitored and evaluated throughout the placements:
   a. Mentors highlight any concerns within the progress reviews
   b. Tutors discuss the Fundamental Skills with RPTs and mentors within QA visits and report any concerns
   c. Identifying and addressing subject knowledge targets including the Fundamental Skills through the weekly planning cycle
3. Providing a structured programme of audits and tasks for key elements including grammar, spelling and punctuation, and mathematics including data, graphs and calculations.

Communication

Email is the default means of communication between staff and students. On the Primary PG, our agreement is that:

1. Staff and students will use their official university email address for all communications (emails sent from non-University mail accounts may be classified as SPAM and hence not read). They will all include the agreed upon email signature stating their academic and supervising tutor.
2. Staff and students are expected to check their University email account, Blackboard and other electronic methods of communication on a daily basis, and to respond to messages within two working days wherever possible
3. Tutors will not normally respond to emails between 6pm and 8am on weekdays, or between 6pm on Friday and 8am on Monday.

Safeguarding

All RPTs undergo thorough Safeguarding training to ensure that they are equipped to fulfil their responsibilities towards keeping children safe. This includes:

1. An introduction to Professionalism and Safeguarding, delivered by a Partnership Head teacher, during their first week of university training.
2. A three-hour follow up session later in their training to explore all aspects of the roles and responsibilities of a teacher with regard to Keeping Children Safe.

The sessions cover the following areas and students participate in several values and beliefs interactive activities to allow them opportunities to discuss real safeguarding and child protection scenarios and their role and responsibilities in relation to safeguarding children and child protection policies and procedures within an education context.

- Definition of safeguarding
- Definition of child protection
- What does child abuse mean
- Categories of abuse
- Signs and symptoms of abuse
- Domestic violence
- Female genital mutilation
- The Prevent Duty
- When to act
- Why refer
- Sharing information, when, how and who with
- Key documents and individuals' roles within these e.g. Keeping children safe in education
- Key principles for practice
- Positives for children when professionals safeguard and protect them.

In addition:

RPTs are required to read Part One of Keeping Children Safe in Education 2024 by the end of their first week at university. This may be accessed as an audiobook version.

RPTs must complete a record of their safeguarding training and inductions on their e-portfolio. This will be checked at regular intervals by their supervising tutor.

At the start of their training, the DfE mandates that schools must ensure that all trainee teachers are provided with:

- the child protection policy
- the staff behaviour policy (sometimes called a 'Code of Conduct')
- information about the role of the designated safeguarding lead
- a copy of Keeping Children Safe in Education

Additional inductions are outlined in their portfolios and the mentor handbook.

Support, workload and wellbeing, including pastoral care:

Many RPTs will encounter challenges during their training year. We have well-established systems of support both within the Institute of Education and across the wider University and encourage every RPT to engage with this support at the first sign that it might be helpful to their personal wellbeing and professional development. We do our best to balance the need to nurture our RPTs whilst supporting them to develop the resilience to cope with the demands of the teaching profession.   External Examiners and OFSTED have recognised the quality of our pastoral care and the impact on outcomes.

Learning support is provided by a wide array of services across the University, including: the University Library, the Careers Centre, the Academic English Programme, Study Advice and IT Services.

Student guidance and welfare support are provided by Student Support Co-ordinators, Academic Tutors, School Senior Tutors, the Students' Union Advice Team, the Medical Practice, Counselling and Wellbeing and the Disability Advisory Service (DAS). Student and Applicant Services also offer advice and support in several areas, including finance and academic issues such as withdrawals and suspensions. All information about how to contact Student Support Services is contained in the Programme Handbook.

Maintaining a sustainable and healthy work-life balance is an essential element of training to teach. All expectations should be in line with the recommendations within the DfE policy guidance at
https://www.gov.uk/government/publications/addressing-workload-in-initial-teacher-education-ite

RPTs should note that further questions, queries and concerns should be directed to their Academic Tutor and/or the Student Support Coordinators.   Our Student Support Coordinators are a wealth of knowledge and wisdom and can expertly direct RPTs to the more specialized support at the University.

The Academic Tutor

Every student at the University of Reading is appointed an Academic Tutor. You will have the opportunity to meet with them regularly, individually and as part of a group, during the programme. Your Academic Tutor's duties are:

- To see you regularly to help you reflect on your progress and support your Personal Development Planning
- To help you in the transition as you settle into university, and to help you make the most of your time at Reading
- To advise and support you regarding your studies, and help you with any academic difficulties that may affect your progress
- To provide reports and references for future academic or career choices.

For further information about how to make the most of your Academic Tutor, and other support services available at the University, please visit:

 Academic Tutors webpage.

Education Support Partnership

This is an independent charity which says, 'We believe everyone working in education deserves to feel at their best so we're dedicated to helping organisations and their staff to boost health, happiness and wellbeing through individual support and great management.' The Education Support Partnership website shows what is on offer. This includes a 24-hour free and confidential helpline which can help with any issues, personal or professional.

Attendance

Full attendance at both school and university training sessions is a requirement. This includes training provided online. Exceptions are allowable only as follows:

1. All absences from school (other than illness) must be agreed in advance with the school mentor or ITT Co-ordinator.
2. RPTs wishing to participate in an extended school activity which takes place off-site (e.g., residential), should discuss this in advance with their academic tutor.

3. RPTs are responsible for maintaining their Attendance Tracker every week on their e-portfolio.

Agreed reasons for absence are:

1. The RPT is unwell
2. There is an immediate family emergency
3. The RPT has an interview for an ECT post
4. The RPT has a graduation ceremony to attend
5. The RPT is celebrating a religious festival

It is important that RPTs are punctual both for school and for university training sessions.

If, for any reason, the RPT cannot get to school at the appointed time **they should follow the school's procedure for notification of absence.** If an absence is likely to be lengthy, the RPT or mentor should contact the Programme Director and their Academic Tutor.

Fitness to Practise

The concept of 'fitness to practise' applies to those students undertaking programmes which lead to a professional qualification in one of the health or social professions. Under the terms of the accreditation of such programmes by the professional, statutory or regulatory bodies, the University has a responsibility to assess the fitness to practise of students and their suitability for a demanding and responsible profession, and to take appropriate action in respect of that assessment. Further guidance can be found on the Centre for Quality Support and Development website:

Policy on and procedures for the determination of 'fitness to practise' (reading.ac.uk)

Fitness to Teach

Prior to starting the programme, all RPTs have a medical assessment to gauge need. Some RPTs will be designated as 'FTN' meaning that they have a disability or need for which we are obliged to provide support to enable that RPT to meet the requirements of QTS and M level study.

The idea of 'fitness to teach' links to the entry conditions for initial teacher training set down by the Department for Education, within which providers have a responsibility to ensure that trainees have the health and physical capacity to train to teach and will not put children and young people at risk of harm. All trainees undergo a medical assessment carried out by Cordell, which identifies whether they are fit to teach with no additional needs or have additional notes or need reasonable adjustments in order to access the course and carry out their role. RPTs may also choose to disclose additional needs to us via application form or conversation. An Academic tutor will meet individually with all RPTs identified as having additional needs to discuss how these needs can be met both at university and in school and to support appropriate sharing of information. Some RPTs may have a support plan I place or require adjustments in school. Mentors may, however, not always be told about the need, and the RPT is encouraged to share these with the mentor if they feel it is appropriate.

FTN designations are likely to include (but not be limited to) dyslexia, dyspraxia, depression, and anxiety. We also have several RPTs who self-declare a disability during the programme, often a mental illness, as they underestimated the impact of the training on an existing condition that was well controlled. Those RPTs would be a FTN.

Suitability checks

All RPTS undergo full background and suitability checks before full enrolment onto the programme, as required within the DfE's Initial teacher training (ITT): criteria and supporting advice. This includes:

- Academic checks – Degree certificates, GCSE Maths, English Language and Science qualifications
- Satisfactory health assessment – Medical fitness to teach declaration
- Enhanced with Barred Lists DBS check
- Prohibition order check
- Childcare Disqualification check

- Any students that have spent more than 6 months outside the UK in the past 5 years are also required to obtain a letter or certificate of good conduct from the relevant country(ies).

Disclosure and Barring Service (DBS)

For all Initial Teacher Training programmes, applicants are required to demonstrate a satisfactory criminal record check prior to registration. Where a trainee's disclosure reveals a criminal record that does not prevent them from becoming a teacher, the head teacher at the trainee's placement schools may be informed.

The Institute will provide each trainee with a letter, to be kept in their ePortfolio, signed by the Head of Institute, which will confirm that the trainee has been subject to a satisfactory criminal records check. Schools have the right to ask students to show their original DBS certificate, and students must take this into school with them the first time they attend each new school.

Current trainees must inform the Institute of any breaches of the law during their programme of study which fall within the category of those required to be disclosed at admission. Where a specific breach of the law would render the trainee ineligible for continuing on their programme of study, the trainee may be suspended from placement pending investigation in line with the policy on and procedure for determination of 'fitness to practise'. This investigation may result in the termination of the trainee's registration. Failure to disclose a breach of the law may result in disciplinary action.

RPTs can download a copy of their Disclosure and Barring Service letters through RISIS, via the 'Actions' tab.

Key Documentation:

Supervising tutors, mentors and RPT's must become familiar with the following key documents:

- The ITT Core Content Framework
- The Teachers' Standards
- The assessment descriptors and final placement exemplifications (found in the relevant Team / Blackboard)

Organisations and roles

There are various organisations involved in the Primary PG ITE programme. Gaining a clear understanding of these will help you understand how the programme fits together.

The main training school (Autumn / Summer)	The school plays a central role in the RPT's development. The mentor is the key person to whom RPTs will relate, but the whole school community will contribute to and be involved in the training. The school has indicated their commitment to the training programme by signing the formal Partnership Agreement with the University and so committed to the RPT's basic entitlement to high quality training and support.
The University	The University plays a key role in the RPT's development. Through an agreed programme of central training; the provision of tutors, advice and support; and a programme of moderation visits, the University ensures quality assurance and delivers the main training of the course to all students, regardless of how they were recruited. RPTs have full access to all services provided by the University, including Counselling and Wellbeing Services, Study Advice, IT and library access, throughout the duration of their training. Ultimately it is the University that is responsible for recommending the RPT for QTS and in designing and delivering the curriculum.

| Lead Partner (LP recruited students only) | Lead schools are the agreed point of contact for the hub of schools they lead. They hold the allocations from the DfE for the Lead Partner training places. They are responsible for communications across the partnership to and from the DfE and between each participating member of the partnership.

The Lead Partner school is responsible for organising any supplementary training that takes place in the hub. As well as initial recruitment and placing trainees in main training schools, the Lead school is responsible for organising contrasting school placements (Spring).

Should any difficulties arise, the Lead school will work closely with all partners towards a resolution. |
|---|---|
| The Steering Group | This group consists of all the head teachers of the Lead schools or their representatives, representatives of the University tutors, representatives from local authorities and other partnership schools, and the Programme Leadership Team.

The group is the management group of the Programme. It meets on a termly basis throughout the year to review the training programme, plan for the future and ensure compliance. It was this group that designed the basic format of the programme and decided what was best covered in univeristy training and what through school-based and/or lead partner-led. The group also receives evaluations of the programme from different stakeholders. |

Lead Partner recruited students only:
Salaried RPTs

There are additional criteria for employment-based RPTs i.e. those who are employed by their main training school and paid a salary as an unqualified teacher. These criteria state:

1. For the period of the training RPTs must be employed as unqualified teachers and must be paid in accordance with at least the minimum of the unqualified teacher pay range for the period of their training.

2. They must not be expected to perform more than 90% of the teaching duties normally required of a full-time teacher. These duties should be decided in collaboration with the ITT provider and these duties must not cause detriment to the training programme.

Salaried RPTs can experience a particular challenge in balancing the demands of their role in school with the requirements of their training. **Experience shows that up to one day a week on contracted duties can be accommodated without causing detriment to the training programme**.

Salaried RPTs begin on 1 September 2024 and finish when their contract with the school determines. This is likely to be 31 July or 31 August 2025. They are expected to stay in the training school after the final central training day of the programme until the end of the school year.

Personal Insurance

Salaried RPTs should check with the school Bursar or Finance Officer the extent to which they are covered as an employee of the school. Should RPTs wish to extend insurance cover so that they are protected against personal injury or damage to their own property they might like to investigate the insurance that is offered by the Teacher Unions and the professional associations.

Non-salaried RPTs

Non-salaried RPTs are not employees of the school and should not be expected to carry out any teaching or cover which is not a direct part of their training programme.

Their training programme begins on 2nd September 2024 (or on the first day of the school term if this is earlier) and ends on Friday 15 July 2025 alongside those recruited by the university.

M-level study:

For those on the PGCE route, RPTs study at master's level during the year.   If the RPTs are successful, they will graduate with 60 master's credits.   Master's study on the Primary PG ITE is work-based, with an emphasis on exploring and making links between the underpinning theory and their developing practice in school.

Our two M level modules are:

- EDMPRT (20 credits) – focussed on leadership and leading learning.   The assignment for this module is submitted in January 2025.
- EDMIIP (40 credits) – focussed on inclusive practice and adaptive teaching.   The assignment is submitted in April 2025.

The RPT will be expected to complete these alongside placement – and both modules rely on work to be undertaken in their placement school. The RPT will be told how to share this with their mentor, but they are not expected to remove themselves from teaching timetable requirements to complete this.

Professionalism on placement:

Professionalism within teaching is essentially about displaying attitudes and behaviours which reflect society's expectations of those who educate children. Although the title of this section refers to 'RPTs', in reality, we expect all RPTs to behave like qualified teachers right from the start of the programme.

Professionalism includes:

- RPTs taking responsibility for their own learning. We use a reflective model, which means that they will be offered the opportunity to learn how to acquire the knowledge, skills and understanding to become qualified teachers. It is up to the RPT to take the initiative to research, to observe, to analyse, to compare, to apply, to practise and, above all, to reflect on what they are doing.
- Taking responsibility to preserve all examples of progress toward achieving the Strands / Standards, such as copies of assignments, written feedback on teaching and completing teaching files so that examiners can inspect them if necessary.
- Achieving all the Standards to successfully complete the programme.

Conduct during the programme and on placement:

RPTs are expected to behave in a professional manner, which means considering others first, getting on with everyone and not expecting others to do their work or clear up after them. As guests in the school, it is hoped that RPTs will be always courteous and considerate in using the staff room. RPTs should make sure they are formally introduced to the children, in agreement with the mentor, **describing the RPT as a teacher who is coming to work with the class for X number of weeks.**

All RPTs should be aware that their conduct must be appropriate and in line with the expectations outlined in the University's Regulations for Conduct (*www.reading.ac.uk/internal/student/rules-and-regulations/regulations_for_conduct.asp*) and in the Reading Student Charter.

In addition, all RPTs' conduct must be in line with the expectations outlined in the Teachers' Standards and Initial Teacher Training Criteria

(*www.gov.uk/government/collections/initial-teacher-training#teacher-standards-and-statutory-guidance*).

Any RPT failing to abide by the expectations set by the DfE or University may be subject to disciplinary action or action under the Regulations for Conduct or 'Policy on and procedures for the determination of 'fitness to practise'' (*www.reading.ac.uk/web/FILES/qualitysupport/FitnesstoPractise.pdf*).

Please note that any RPT removed from or leaving a programme as a result of misconduct may be referred to the DfE.

RPTs must respect professional boundaries and ensure that any staffroom conversations they are involved with are treated with appropriate confidentiality. They must be punctual and liaise with the mentor regarding attendance at meetings, events, training days. They must also be appropriately dressed, following any policies of the school, especially with regards to Health and Safety, GDPR, Safeguarding and Attendance.

If an RPT experiences problems or issues during the placement, it is the RPT's responsibility to raise these with the mentor, the tutor, or their Academic Tutor.

In addition, RPTs must note the following:

Expenses:
Tea, coffee and meals should be paid for promptly while on school experience.

Dress:
RPTs must dress in a way that is acceptable to the school in which they are working, following any policies including for PE lessons.

Start and finish:
Some schools start as early as 7.30am. RPTs must aim to arrive at school so that they have sufficient time to be ready for children when they come in. RPTs must never come in after children have arrived. They should leave at a time agreed with the mentor, following school protocol. It is strongly suggested that RPTs **ensure their work is completed prior to the next teaching day including preparing any resources, with lesson plans ready before they leave the school.**

PE:
The guidelines on 'Safe Practice in Physical Education and Sport' state that "Trainee teachers are placed in schools as a fundamental part of their professional training and are not signed off as competent to teach until the end of the training period. **As such, however capable they are in a particular activity, they should not be given full responsibility for any group.** They should be supervised, managed and monitored throughout their training programme." (3.4.45) **In view of this, RPTs must always ensure that a qualified teacher is present whenever they teach a Physical Education lesson or run a sports club whilst on placement.** This is irrespective of any sports qualification the RPT may already have.

School Trips:
With regard to trips that RPTs might go on within a school, RPTs should be listed as 'accompanying adults' and as such should be covered by the LA policy but please consider how this time out of the classroom may impact on their ability to meet the Standards/Strands, especially if they are needed to support a class or year group other than their own. **As a person without Qualified Teacher Status, they should be treated as a parent/carer helper should be, with necessary support available if needed. RPTs must be included in all risk assessments.**

RPTs are able to attend residentials, if they are able. They must let their supervising tutor know in advance. They are not expected to attend residentials, however and may decline due to caring / outside responsibilities. We do encourage them to go to gain experience but it should not be automatically expected they will attend.

Section 4: Supervising tutors

The role of the Supervising Tutor
The Supervising Tutor is an employee of the University and will act as support and guide to RPTs, whilst ensuring they are being supported appropriately by the school. RPTs will first meet their tutor at a group tutorial on their Partnership Day, prior to the first school experience. The tutor will visit RPTs at school in each of the school experiences, remotely and in person. The Supervising Tutor is responsible for quality assurance, mentor support and training, and sharing in the continuous and final assessment of the RPT.

Specifics of the role:

During the school experiences, **tutors will** -
- Maintain contact with the RPT and their mentor prior to each placement starting and during the first week
- Monitor the e-portfolios of the RPT's weekly and **comment on targets set and observations**
- Keep in contact with the RPTs (let the PD know of any absences – the RPT's, the tutors or mentor's)
- Be a first port of call for the RPT and school, in case of any queries or difficulties raised by the mentor or RPT
- Provide guidance and advice where possible and if in doubt alert the Programme Director or academic tutor
- Keep in contact with mentors and schools
- Complete the relevant number of assessment visits (see below) in the designated window

- Report any concerns to the Programme Director
- Attend meetings as per the annual schedule of meetings, and any training or exam boards as invited
- Use their university email address at all times when contacting the university, RPT and school/setting and check this regularly, responding to RPT's, mentors and Programme Director
- Provide a reference comment / visit form after each visit when prompted to do so

RPTs making good progress in Partnership schools who are experienced with regards to ITT will have three visits over the year
- Additional visits may be directed as needed and could be:
    o To support an RPT on an ESF
    o To QA a school new to the Partnership
    o To support a new mentor
    o May be online if the tutor does not need to see the RPT teach
- Any extra visits needed must be discussed with the Programme Director before being organised.

N.B. Once a tutor visit date has been arranged it should not be changed unless there is an emergency.

Section 5: Mentors and school staff

The role of the Mentor

The school mentor is a key person in the training programme and the expectations are outlined in Appendix 2. As well as being a role model and providing a source of expert input and guidance, the mentor will organise the experiences the RPT needs to have in school through utilising the School Based Tasks (SBTs). The mentor will also organise other experienced staff within the school (if necessary and in addition to themselves) to observe and assess the RPT's teaching capability and subject knowledge. We appreciate that while being extremely rewarding, being a mentor can add to an already busy workload and it is important that we work with mentors to support the training programme and ensure they are supported, in additional to the RPTs receiving their training. Occasionally the mentor is not the RPTs class teacher.

The School Based Tasks are based around the Core Content Framework (CCF) which is organised within Standards into two types of content:

1. 'Learn that' statements providing key statements drawn from national and international evidence of what underpins good teaching, and
2. 'Learn how to...' statements defining an entitlement to practise key skills as well as an opportunity to work with and learn from expert colleagues.

The SBTs are structured around the CCF areas and will support the RPTs entitlement.

The key role of the mentor includes:

1. Meet with RPT/s to complete the First Meeting Checklist – see appendix 3, creating robust and mutually respectful, professional relationships.
2. Support the RPTs:
    a. Formally, via a mentor meeting once a week, to be recorded on the Weekly Planner (found in the RPTs ePortfolio which the RPT's will share with the mentor), setting effective and appropriately challenging targets.
    b. Informally, with regular opportunity for reflective discussions, encouraging RPT's to identify the positives
3. Collaborate with and support RPTs to plan, teach and assess, being mindful of expectations at each stage of training. See the 'Staged Planning Support' section (Appendix 4) for details.
4. Observe lessons/group work (at least one per week, if possible) and carry out a post lesson discussion, sharing written feedback after the discussion

5. Support RPTs to meet the Assessment Descriptors (see the Mentor Team) as relevant to the placement / Teacher Standards. Examples of how the RPT's have done this should be recorded on the ePortfolio claims with a link to the location of the evidence in the ePortfolio (or elsewhere).
6. Support RPTs with their School Based Tasks, drawing on evidence-based research.
7. Assess the RPT being mindful of their progress through the PGCE and particular expectations for this stage in their training
8. Notify the Supervising Tutor if there are any worries or queries, identifying where progress is a cause for concern and liaise with the RPT, ITTCo and university to devise an appropriate support plan
9. Attend and complete all mentor curriculum sessions as outlined in the additional Mentor Handbook.
10. Support the completion of any Intensive Teaching and Practice (ITaP) activities as shared prior to each ITaP

For the mentor, mentoring provides:

1. A catalyst to reflect upon one's own practice
2. A way of developing personal and professional skills further
3. Opportunities to network with other professionals
4. Job satisfaction and increased self-esteem
5. New opportunities for career and professional development

Mentor support is an important aspect of the tutoring process and mentor support is a focus for all ITT programmes. We support mentors in the following ways:

1. A handbook detailing the requirements of the placement (this one)
2. A handbook detailing the mentor curriculum
3. Face to face / online training prior to the start of each School Experience, which is recorded and forms part of the mentor curriculum
4. A dedicated Mentor Hub

We know that mentoring is vital to an RPTs success and strong mentors can make such a difference.

Initial Teacher Training Co-ordinator (ITTCo):

This will usually either be a senior teacher, deputy or headteacher. The ITTCo is the school's main link with the University. The ITTCo is responsible for the overall quality of training and support RPTs receive in school. The ITTCo is responsible for liaising with the University and for overseeing the RPTs time at school, and opportunities for discussion with them will need to be made available. They will arrange for a tour of the school, wider school experiences and other observations of the RPT by other teachers, or the head teacher.

The ITTCo would be the first person RPTs should talk to if they find they are having difficulties with their mentor. Occasionally, the mentor is also the ITTCO.

Microsoft Teams / Blackboard

Supervising tutors and mentors will both have a dedicated Microsoft Team, which will store all necessary paperwork and forms for the placements. RPTs will have access to a dedicated Blackboard module. Regular webinars and training meetings are help with recordings shared, to support the training and assessment process. There will be an opportunity following each placement for RPTs, Tutors and Mentors to feed back about the programme. Mentors will have access to an online mentor hub for all training and placement materials.

Section 6: Primary PG ITE School Experience Timetable 2024-2025

	Date	Teaching %	Monday	Tuesday	Wednesday	Thursday	Friday
Stage 1: Induction	2.9.24		LPR in school	LPR in school	LPR in school		
	9.9.24	NA					

Stage	Date		Col1	Col2	Col3	Col4	Col5
	16.9.24	NA					
	23.9.24	NA					
	30.9.24	Induction	ITAP1-UNI	ITAP1-SCH			
Stage 2: Shared Implementation	7.10.24	Group					
	14.10.24	Group					Masters
	21.10.24	Whole lessons	ITAP2-UNI	ITAP2-SCH	Visit 1	Visit 1	Masters
	28.10.24						
	4.11.24	Whole lessons	Visit 1				
	11.11.24	Whole lessons	Visit 1	ITAP3-UNI	ITAP3-SCH	ITAP3-SCH	
	18.11.24	20%					
	25.11.24	30%					
	2.12.24	30%					
	9.12.24	40%	Placement Tutorial 1 - PR1				
	16.12.24	40%	Placement Tutorial 1 - PR1				
		Christmas					
Stage 3: Implementation	6.1.25						
	13.1.25						
	20.1.25	Induction					
	27.1.25	20%					
	3.2.25	30%	Placement Tutorial 2				Masters
	10.2.25		ITAP4-UNI	ITAP4-UNI	ITAP4-SCH	ITAP4-SCH	Masters
	17.2.25						
	24.2.25	30%	ITAP2-UNI	ITAP2-SCH			
	3.3.25	50%					
	10.3.25	70%					
	17.3.25	*80%*	Visit 2 (Lead Partner route)				
	24.3.24	*80%*	Visit 2 (UoR route)				
	31.3.24	NA					
	7.4.25	Easter					
	14.4.25	Easter					
	21.4.25						
Stage 4: Independent Implementation	28.4.25	Induction					
	5.5.25	50%					

Date	%					
12.5.25	60%	Placement Tutorial 3				
19.5.25		ITAP1-SCH	ITAP1-UNI	ITAP3-UNI	ITAP3-SCH	
26.5.25						
2.6.25		ITAP5-UNI	ITAP5-SCH	ITAP5-SCH		
9.6.25	80%					
16.6.25	80%					
23.6.25	80%					
30.6.25	80%	Visit 3				
7.7.25	80%	Visit 3 / Enrichment Week				
14.7.25						

Autumn / Summer Placement	
Spring contrasting placement	
ITaP	
University training	
Masters	

ITaPs (Intensive Teaching and Practice)

These are outlined in the timetable above and are new for this academic year. During these days, students will attend campus for additional training sessions (UNI) and then complete a range of activities and observations back in their placement school (SCH). **Please ensure that the students are not timetabled to teach their normal timetable on these days / attend trips etc. and treat them as university training days – attendance at all is compulsory and cannot be missed to cover classes or staff absence.** Additional information will be sent prior to each ITaP commencing.

Ensuring Compliance

The Department for Education (DfE) produces 'Initial Teacher Training Criteria' (https://www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice). All ITT provision must be compliant with these criteria and also align with the Ofsted Framework for the inspection of ITE. The University, as the ITT provider, is accountable and responsible for the recommendation of the award of QTS and so needs to ensure that all provision meets the criteria.

The training criteria determine that RPTs are enabled to meet all the Standards for QTS across the age range of training. In order to fulfil the training criteria, the following should take place:

Requirement	How we address this
RPTs must be prepared to teach within the age phase 3 – 11 (primary) and their training must enable them to acquire the knowledge and skills they need to teach within the phase for which they are training. Typically, primary training will take place across the 3 – 7 or 5 – 11 age ranges. **No training programme should cover fewer than four consecutive school years.**	We track the year groups for each placement on the e-portfolio and when organising placements at the start of year. Supervising tutors will discuss and review this coverage on each visit. NB, if the year groups covered are predominantly in Key Stage 2, RPTs will undertake school-based observations and tasks to ensure sufficient experience of phonics and early reading.
RPTs should have the opportunity to develop a comprehensive understanding of progression across, and before and after, the age range for which they are training to teach. This might	RPTs are required to carry out visits in the preceding and subsequent age phases (e.g. Early Years) and may attend a day in KS3 if possible.

include enhanced experiences in other age ranges.	
Non-salaried RPTs must spend at least 120 days (24 weeks) of their training programme in school. The course structure will allow for this to happen, if it is adhered to.	The timetable incorporates over 140 days of school-based training.
Each RPT must teach in at least two schools. Note that RPTs must *teach* in two schools and not just have experience of two schools. These schools must give RPTs opportunity to teach children from different backgrounds and gain experience of different approaches to teaching and to school organisation and management.	The course structure provides a contrasting placement of eight weeks from January through to April. Lead Schools are responsible for these placements and provide details to the University.

Salaried RPTs will need to be released from their employing schools to spend time teaching in another school (Spring contrasting). They should not be expected to return to their employing school during the time they are in their contrasting school.

How the training programme works
University-led training

This has been designed by the University as outlined in the first section of this handbook, to complement the training received in school and will be delivered both face-to-face and online.

The purpose of central training is to:

- understand the knowledge and understandings behind pedagogy across and beyond the range set out in the ITT Core Content Framework
- relate theory and practice
- become critically reflective professionals displaying the full range of RPT attributes and able to make professional judgements and decisions
- provide the opportunity to share with other RPTs best practice from their schools
- introduce RPTs to the latest research and thinking
- develop RPTs' own knowledge and understanding
- reflect on the teaching observed and carried out
- consider alternative methods and approaches

Lead Partner led training

Lead schools provide training for RPTs within their hub and may invite University recruited students to attend also. You will be given a timetable for this at the start of the year, and it should be treated in the same way as university-led training.

School-based training and INSET

All RPTs should be fully embedded within their main training schools and as such, provided this does not clash with university training, should take full advantage of any training opportunities offered to them within their schools. This may include attending INSET in addition to a wide range of training opportunities as agreed with the mentor, such as visits to other settings or working alongside teachers with particular subject expertise. Mentors should ensure that RPTs are invited to any pupil progress meetings, parent consultations, staff meetings and events that will help them understand and take on the wider role of the teacher.

Section 7: The school placements

Starting each experience:

RPTs will be told their placement location and year group in the week before each School Experience begins. As soon as they have the details, they will contact the school via email and send their updated Personal Statement, for the attention of the mentor. They should also clarify:

1. Arrival and departure time
2. Parking
3. Dress code
4. Where to go when they arrive
5. Ensure they take their DBS certificate and letter with them on the first day

On arrival, they should arrange a convenient time for their first meeting with their mentor. During this time, both Mentors and RPTs should use the checklists 'Getting to know your school' and 'Class Discussion' in Appendix 3, to guide the meeting. Both should ensure that any inductions listed in the ePortfolio are completed. RPTs should keep any notes from these meetings in a safe place (password protected for example, in the ePortfolio, not on a memory stick) following GDPR guidelines, avoiding using students' full names.

Health and Safety:

All RPTs are asked to check on the school's policy regarding the Health and Safety at Work etc. Act (1974) particularly responsibilities for themselves as an RPT and in relation to the code of practice in the classroom; ascertain location and contents of first aid boxes and the procedures relating to first aid emergencies. RPTs must make sure they are aware of fire safety procedures and any COVID-19 procedures for working within a school environment.

During the first week of each placement, Tutors will arrange a Teams meeting with the RPT and their mentor to check that everyone has attended their training, read the handbooks and to discuss any questions along with organising the first visit date. RPTs should share their Initial Needs Document with their mentor and tutor in the first placement, and their completed Assessment of Progress for Spring and Summer.

Learning Timetable

The progress of the RPTs is monitored frequently throughout the training programme with reference to our ITE curriculum expectations and achievement levels are tracked to ensure that they are on track to successfully complete the programme.

All RPTs are expected to review their progress regularly against the Assessment Descriptors (autumn and spring term) and Teachers' Standards (summer term). RPTs must ensure that they have concrete examples and evidence of their achievements.

The Learning Timetable (See appendix 11) outlines the expectations for their teaching timetable, **and they will receive a new one for each placement.** This is planned to support the RPTs to gain appropriate evidence towards the Assessment Descriptors / Teacher Standards, build up their teaching timetable and plan their time effectively.

Please note that should concerns be raised from the school or the University around children's academic progress or wellbeing as a direct result of the RPTs timetabled teaching, then the teaching timetable will be reconsidered, and additional support will be put in place, normally a reduction in the percentage of required teaching. **In this case, it is unlikely that the RPT will gain the evidence required to pass the placement, unless they can show considerable improvement and assume full requirements.**

The learning timetable also has a weekly theme, which is designed to help the mentors understand what the focus is that week, and designed to support questioning, school-based tasks, lesson observation focus and discussions.

Curriculum Coverage

By the end of the spring term, RPTs should have had experience teaching the whole curriculum, and this should be evident in their teaching files and e-portfolio. They should use the 'Breadth of curriculum tracker' to ensure this entitlement. This means they will have taught at least two lessons of each foundation subject in the autumn or spring term and at least five lessons of science. Where schools buy in specialist teachers, they should make detailed observations and, if possible, team teach.

Autumn

RPTs come from a variety of backgrounds and experience: some have been TAs in school and are therefore used to the Primary educational environment; some have had experience of schools as a volunteer.   The starting point for all RPTs will be different, and their Personal Statement and Initial Needs Form should indicate their areas of strength and development.

The planning should be <u>**co-planned**</u> between mentor and RPT. RPTs **will begin by using their mentor's plans and will move onto planning a part of a lesson or activity before attempting whole lessons at the end of the placement.** They may use school schemes. We reiterate to mentors that co-planning means planning a lesson together, not just sharing and discussing.

The Spring School Experience is <u>Guided</u>. The mentor should guide the RPT appropriately and lessons should be co-planned / discussed in detail. They may use school schemes.

The Summer School Experience is an <u>independent</u> experience.   The RPT should be planning independently as far as possible, although still under the direction of the mentor. They may use school schemes.

Section 8: Weekly meetings

During each school experience, the RPT will have weekly meetings with their mentor. These meetings should appear on both the Mentor and RPT's timetables so that the time is protected. This is an opportunity to reflect and to discuss targets to aid their progression and personalised learning. The meeting should have an agenda and be shared in advance. It will follow the following structure:

1. Review and reflect upon progress over the latest week;
2. Have a focused developmental dialogue on an agreed area of practice supported by evidence and expertise; and
3. Plan the next steps in training (identify up to three areas to focus upon in practice – these can be linked).

The remainder of the meeting should cover:

1. Planning the learning timetable for the following week, using appendices to support
2. Working together to identify training priorities and opportunities, informed by the entitlement set out in the CCF
3. Looking back to reflect on progress and achievements informed by feedback from formal and informal observations, using this feedback to set targets for the forthcoming week
4. Review progress against the Assessment Descriptors / Teachers' Standards and plan for any specific training needs
5. Review progress of school-based tasks
6. Address any personal support needed (e.g. help with personal organisation or time management issues, anxieties or concerns affecting training and progress, relationships within school)
7. Maintain an overview of the long-term training plan to ensure that requirements are being met

The RPT will complete their Weekly Planner during the meeting in their ePortfolio, which they will share with Mentors and Tutors via OneNote. These will be checked weekly by the tutors, who will check the RPT has:

1. Taught the necessary subjects / proportion of the timetable (with PPA time protected – 20% of the timetable at least)
2. Is making good progress with their school-based tasks
3. Has been observed once and has observed other teachers (they should not be receiving numerous observations)
4. Is making good progress as assessed by their mentor and has agreed targets to take forward / reflected on previous targets

The Tutor will make the RPT aware, either by email or a note directly on their portfolio that the targets have been checked. Appendix 9 and Appendix 10 give additional support in supporting the RPT to set SMART targets in their weekly planners. At least one of the targets must be based around subject knowledge, using the Good Practice Guide to support.

Please note: RPTs are not a replacement teacher, and they should not be left alone until they are confident to manage the class, although this may be different for those in a salaried position. In any case, a system MUST be in place to ensure that assistance is readily available if needed. **If a tutor is concerned that the RPT is not being allocated the appropriate PPA time, this will be addressed with the mentor. Across all placements, the equivalent of one whole day (10% of the week) should be set aside for PPA time – half of which should take place with the mentor.** During PPA, RPTs should:

- Analyse and respond to individual children's work
- Annotate or amend teaching plans
- Observe children
- Record assessments
- Prepare teaching materials
- Read current documents
- Team teach
- Observe other teachers
- Observe the mentor
- Reflect on and evaluate teaching through discussion with mentors and tutors
- Complete school-based tasks

Setting Targets:
The Weekly Planner enables RPTs to track their progress towards the targets set by staff and tutors in Partnership placements, tutors in relation to university based work and themselves in response to the range of experiences provided during the year. RPTs, Tutors and Mentors should ensure the targets are 'SMART':

S Specific - the target must say exactly what needs to be learned or done

M Measurable - It must say exactly how this can be measured

A Achievable - The target must not be too hard or too large

R Realistic - The target must be 'do-able'

T Timed - There should be a set time limit for achieving the target.

See Appendix 9 and 10 for support.

Breadth of Curriculum Tracker
RPTs should not be expected to plan and teach a subject before they have observed and co-planned that subject in that year group. They will record this process on their Breadth of curriculum tracker on their ePortfolio, indicating their experiences as follows:

O: Observed subject expert / mentor (add DD/MM/YY)	CT: Co-planned and taught (supported or paired) (add DD/MM/YY)	PT: Planned and led teaching (add DD/MM/YY)	OF: Received observation feedback (add DD/MM/YY)

RPTs should look at the guidance on the Breadth of Curriculum tracker in their portfolio on how to fill this out and what lessons / observations to insert.

Planning:
When planning for groups, small activities or parts of a lesson, RPTs should use the University lesson plan proforma (on Blackboard). The Staged Planning Support document (see appendix 4) identifies the planning support for moving from groups/activities to individual lesson plans to weekly plans.

It is essential that the RPT and mentor decide a focus for the observation, based on the RPT's targets. This could be agreed during the weekly meeting and could be focused on subject knowledge. During the Shared experience in the Autumn, the focus may be general and focused on one or more of the Strands or a specific part of the lesson rather than a whole session. As the RPT moves through the Guided and Independent experiences, the foci for lesson observations should become more and more focused on Strands / Standards and guided by the targets set. During observations the lesson plan should be available for the observer(s).

Annotations and Evaluations:

Every lesson plan which an RPT has taught should be annotated. Annotations could address:

- Achievement of learning outcomes
- Pupils' learning and their work
- Relationships
- Organisation and management of the whole lesson
- Organisation and management of a particular phase within the lesson
- Use and effectiveness of resources
- Use of teaching methods
- Discipline and control of class or groups
- Management of or behaviour of individual pupils
- Aspects of delivery, such as pace of lesson
- Aspects of the lesson, such as the appropriateness of the content and its match with the pupils' needs
- Introductions and conclusions to teaching episodes
- Work with teachers, with and within teams
- Work and relationships with other adults in the classroom / in the school
- Use of questioning, explaining, discussion, instruction
- Awareness and use of the learning environment
- The use of time - the RPTs and the pupils'

The RPT should annotate (each lesson) their teaching skills in blue and the children's learning and progress against the learning objectives in red.

Annotations should be note form and plans should be annotated immediately after (even during) the lesson.

These annotations should form the basis of a discussion with the mentor either during lesson observation feedback or the weekly meeting.

Medium term planning should be presented on school or University proformas. Planning should be clear and logical and the RPTs contribution to existing planning must be clearly indicated.

Lesson Observations: BY an RPT

RPTs are asked to compete at least one lesson observation per week of another teacher. Following the lesson, they are asked to annotate their plans to show their teaching skills in blue and progress against the learning objectives in red. These observation summaries should be attached to their weekly planners in their Portfolios. They should also be observed once a week by their mentor, there is no need for the RPT to attach these but they should note anything in particular that they have observed or that they found useful.

Planned and focused observation of expert teaching is an essential element in learning how to be a teacher and addressing the ITT Core Content Framework. It requires the observer to make notes and to reflect on how experienced teachers work and on focused deconstruction of practice with an expert teacher. RPTs will be given guidance on focus areas for observation over the course of the year.

Observing how expert colleagues … and deconstructing this approach: Working with expert colleagues – using the best available evidence – to critique a particular approach – whether using in-class observation, modelling or analysis of video – to understand what might make it successful or unsuccessful. (Core Content Framework p. 5)

Observations can take place both within and beyond the placement class and should be carefully planned by the RPT and mentor to address agreed targets and align with the central training programme.

RPTs are also asked to insert these into their Breadth of Curriculum tracker where applicable so we can track the impact and progress of all the foundation subjects. See Breadth of Curriculum Tracker for detail.

Lesson Observations: **Of** an RPT

We expect RPTs to be observed **once a week** formally by their mentor / another class teacher / member of SLT. The mentor must ensure that the RPT is regularly observed teaching and receives **written feedback** on the teaching observed using the University of Reading (UoR) observation summary proforma. The mentor should:

- Ensure that there is a formal discussion accompanied by an observation summary form each week throughout their training. This should include at least one substantial teaching observation per week. This responsibility may be shared with other colleagues, but the responsibility for frequency and quality of feedback remains with the mentor
- Ensure that lesson observations are **not** graded
- Help other qualified teachers to observe/support the RPT – **not support staff / HLTAs**
- **Ensure post lesson discussion feedback occurs no later than the end of the same day.**

Support for the lesson observation process is provided within the observation summary form. Discussions after an observed teaching episode should encourage the RPT to reflect on their own teaching and the impact this has had on the children's learning. Targets set should enable the RPT to progress and improve practice before the next observation, and inform the weekly targets set in the mentor meeting.

In carrying out a formal lesson observation, the observer will need four documents:

1. A copy of the RPTs planning for the observation;
2. A copy of the curriculum expectations (autumn/spring term) and/or Teachers' Standards;
3. A copy of the Good Practice Guide (GPG) relevant to the subject (if applicable)
4. A copy of the observation summary form, with Section A **completed in advance by the RPT.**

A lesson observation will typically follow the format below:

1. Prior to the observation: the RPT should identify an appropriate professional development focus: something that they are working on in their practice as a result of previous observations and professional dialogue;
2. During the observation: the observer should annotate the plan in relation to the RPTs teaching skills and impact on children's learning, and begin to consider strengths and targets;
3. After the observation the observer should ask the RPT to reflect privately on the lesson. If the observer is an in-school colleague, they could give them time to annotate their own copy of their plan before the discussion.
4. The observer should begin the discussion with a question such as 'What did you want the children to learn?' Together, complete the observation summary form, including the assessment of current progress;
5. After the discussion: ensure that the RPT has a copy of any notes made and that you both get a copy of the agreed Observation Summary Form.
6. Consider any targets identified and strengths when completing the weekly planner

Please see appendix 8 for further guidance on lesson observation.

The observer/s do not necessarily need to observe a whole lesson from start to finish. Particularly if there are no concerns, it is fine for the observers to leave the activity and discuss feedback. It is also sensible for observers to use lesson observation time to scrutinise any examples towards the Strands / Teacher Standards. The feedback is not intended to judge the RPT, but rather share expertise, facilitate thinking and encourage the RPT to reflect on next steps.

*The RPT **MUST** provide paper copies of planning (this could be done electronically but only if the observer is confident, they can annotate planning using their device). In the autumn, RPTs will be planning using the University of

Reading proforma, as per the planning support flowchart (appendix 4). As they become more confident with planning, they will move to using the school's weekly plans and/or planning using PowerPoint slides or Notebook.

School Based Tasks:
Each school experience has a number of School Based Tasks (SBT). These are directed activities that the RPT will plan to cover during their school experience. These will be outlined further in the ePortfolio and will be divided into placements.

The SBTs are designed to:

- Address the Core Content Framework
- Support the taught modules
- Provide further opportunities for Strand / Standards evidence
- Provide explicit opportunities to explore aspects of practice
- Provide opportunities to make links between theory and practice
- Provide opportunities for reflection, both individually and collaboratively
- Support the development of banks of resources for RPTs to draw on during the PGCE and beyond
- Model assessment techniques and methods
- Ensure the Fundamental Skills as outlined by the DfE are met

The SBTs are an integral part of the assessment process for the PGCE, and engagement is mandatory. The SBTs are monitored and assessed through:

- Evidence for each task within the EPortfolio
- Self-assessment
- Mentor checks – the mentors will check completion during the weekly meeting
- Tutor check - Tutors will check completion during their visits / weekly check of the portfolio

The mentor has a role to play in supporting the RPT complete these and they have their own column, outlining specific questions or materials that they can share with the RPT.

Section 9: Important Documentation

The RPTs will be directed as to how they organize their work and examples of how they have met the Assessment Descriptors / Teachers' Standards during their school experiences. Organisation needs to be easy to maintain to support their workload. They will use the following:

ePortfolio:
The ePortfolio enables the RPT to plan and track their progress through the PGCE, based on prior experience, the opportunities available to them and the DfE ITT compliance criteria. It will become the core of their evidence that they have met the requirements of the course and should be awarded Qualified Teacher Status (QTS). When in school, RPTs should use it as a basis for discussion with their mentors and tutors. At the end of their training, it will support their transition into the Early Career Framework.

See Appendix 7 for what will be saved in the ePortfolio.

We ask that rather than sharing the portfolio with the mentors (as an external this can prove to be difficult), the RPT opens this up weekly and completes this alongside the mentor in the weekly meeting. The mentor can also discuss any concerns they have directly with the RPT for transparency and make tutors aware.

Personal Statement:
At the beginning of the programme, RPTs will need to complete their Personal Statement details, prior experiences and transferable skills, together with targets to inform progress in the initial stages of the PG course. They will complete this in their ePortfolio and share it with the mentor and tutor, it may also be used towards any references towards potential employers. More guidance on completing this will be given during Partnership Day.

Needs Assessment:
At the start of the programme, RPTs will complete an Initial Needs Form outlining their strengths and areas for development which they will share with their main training school. This should support the training opportunities and

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support offered in school, and they will discuss these with their Supervising Tutors. For future placements, they will share their Assessment of Progress (see below).

Assessment of Progress (AoP):

The AoP is an electronic document, which tracks the RPTs progress through the PG course. The AoP records RPTs progress at 5 points:

- PR1 (Progress Review 1, end of Autumn)
- IR2 (Interim Review 2, midway through Spring contrasting)
- PR2 (Progress Review 2, end of Spring contrasting)
- IR3 (Interim Review 3, midway through Summer)
- PR3 (Progress Review 3, end of Summer)

The development of an RPT is assessed at six review points (the first is completed by mentor alone through an online form) through the year and it is the responsibility of the RPT **to ensure this is completed alongside their mentor in each experience.** Each review point is an opportunity for the RPT, the mentor and the tutor to:

- Reflect on the RPTs progress at that specific point in their training
- Devise targets to support their continued development
- Identify whether they need extra support in order to support their development

The AoP is supported by any examples which may be collected and shared from teaching files, plans, examples of children's work etc. Following each review point, the RPT will save their AoP to their Portfolio and after each experience, on Blackboard.

Teaching Files

The RPTs are advised to set up a Teaching File for each experience. They should be organised and be made available for tutors when they visit and can be used as examples of how they have met certain Strands / Standards in their Progress Review Forms. They should also be accessible to mentors during weekly meetings. If these files are kept carefully and thoroughly there will be no need for a separate 'evidence' file – all the evidence required to demonstrate the Standards have been met will be contained in their files and e-portfolio and there is no need for replication. RPTs may keep these electronically or physically, but they must be accessible to others.

Files should be monitored to ensure they provide evidence of impact on children's learning. The ITTCo, mentor and tutor should access the files on visits / during meetings, so RPTs must ensure that they are accessible to another reader. Teaching files are not expected to contain a large number of teaching resources, but may include:

1. Pupil information (subject to GDPR) - lists, ages, groupings, support, previous assessments, etc.
2. Medium term plans or unit plans which are used to plan lessons
3. Lesson plans (or small group session plans) or detailed weekly plans
4. Written feedback following observations of teaching
5. Evaluations of teaching and children's learning plans through annotation
6. Records of impact on children's learning
7. When reviewing these files, the following questions may be helpful to support professional dialogue:
8. Do lesson evaluations demonstrate a focus on learning and the implications for the next lesson?
9. Are there records of the effective use appropriate teaching and learning resources?
10. Does planning take account of the individual needs of learners?
11. Is there evidence that the assessment strategies being used are supporting learning?
12. Is there evidence of an ability to assess learners accurately against national frameworks?
13. Is the role of other adults highlighted in planning?
14. Is there evidence of progress in setting teaching and learning objectives?
15. Is account being taken of diversity and equal opportunity issues?
16. Does the file show a developing subject knowledge and its effective application to teaching?
17. What evidence is there in the teaching file of progress in children's learning?

This form (see appendix 12) is designed to support RPTs who are experiencing challenges and difficulties, for whatever reason or who have been identified as not meeting one of the Strands. This can be identified at an Interim Review or a Progress Review (Autumn and Spring only). This is a supportive process, which enables the specific mechanisms for improvement to be targeted and formalised.   Very often, this becomes evident during a visit or formal observation, therefore Mentors and Tutors should have a blank proforma available during assessment points. **The form will be crafted by the RPT, mentor and tutor together.** It is fine for this to be in draft form and finalised after consultation with PDs, but it is important for the RPT and mentor to know that support is needed, and available there and then. Following an ESF:

- The Programme Director and the **RPTs' Academic Tutor must** be informed if there are concerns and an ESF is being considered
- Mentor and RPT must be fully involved in drawing up the ESF
- Targets should be linked to the TS / Strand and should be SMART
- The final copy of the ESF should be sent to **pgceprimary@reading.ac.uk** for filing, cc'ing in the Programme Director.   If handwritten, please scan and email. This should also be saved in the Supervising Tutor team. Including any updates once signed off / developed and the RPT's Academic Tutor informed.
- The Lead Mentors (new to this academic year) may contact mentors to offer additional support in delivering their role and supporting the RPT

The deadline of when the ESF will be reviewed must be explicit.   Time constraints, particularly during the final placement, mean that the review date may only be a few days or a week from the date of the ESF.   Depending on circumstances and capacity, the review of the targets on the ESF may necessitate a further visit from a tutor, alternatively the mentor or ITTCo may review the targets.

RPTs must understand that they do not perceive an ESF as "I am failing".   During the summer placement, we generally have at least 20% of our RPTs on an ESF at any one time.   95% of these will be reviewed and signed off after a few weeks.   We ask all tutors and mentors to support this perception of an ESF as a supportive document.

If progress towards the targets is not deemed satisfactory, then either the ESF will be reissued, or a Cause for Concern form will be issued.

Cause for Concern Form (CfC):

Should the ESF not result in the progress necessary to achieve success, then a Cause for Concern Form may be issued. Should an ESF or CfC form be necessary, then the Programme Director MUST be kept fully informed. They can offer advice and support to all contributors involved in the process.

Section 10: Assessment of the placement

The visits will take place during the specified window as far as possible – this is particularly crucial if there are concerns about progress. If there are no concerns, there may be more flexibility regarding timing, or if the tutor/mentor is working part-time. If there are concerns, tutors must book a visit earlier in the window rather than later.

The RPT and Mentor do not necessarily need to observe a whole lesson from start to finish, particularly if there are no concerns. RPTs should try not to worry if their observers leave the activity early.

School Experiences are assessed as pass/fail in the penultimate or final week of the School Experiences.   During the final meeting of each school experience, the examples that the RPT presents to support their achievement of the Strands / Teachers' Standards will be assessed regarding the expectations at that stage of the training process.

Progress Review meetings at the end of each School Experience (PR1, PR2 and PR3) are summative assessment points and at the end of the Autumn and Spring, RPTs must achieve a 'pass' to progress to the Spring and Summer. This will be informed by:

- The grading for each Strand / Teachers' Standard, taking into account the Assessment Descriptors which define expectations at that point in the programme

- Examples within the ePortfolio of knowledge and understanding of pupil progress and the RPT's role in facilitating pupil progress

Please note that assessment is based upon the examples presented in the meeting, not the ePortfolio itself. The tutor should scrutinize the ePortfolio prior to and during visits or tutorials but they are not submitted for assessment.

Assessment of progress towards the Strands / Teachers' Standards takes place at regular Review Points during the School Experiences (all interim and progress reviews).

Assessment Timetable:

Autumn School Experience	
IR1 (Interim Review 1) This is an electronic survey sent in week 2 or 3. **Mentor and RPT should complete together following the visit by the tutor.**	PR1 (Progress Review 1) This is a **summative** assessment against the Strands in the Assessment Descriptors. The review meeting is attended by the RPT, mentor and supervising tutor **online.**

Spring School Experience	
IR2 This is a **formative** assessment at the midpoint of the Spring SE. IR2 is attended by the RPT, mentor and supervising tutor **online.**	PR2 This is a **summative** assessment at the end of the Spring SE against the Strands in the Assessment Descriptors. PR2 is attended by the RPT, the mentor and the supervising tutor face to face.

Summer School Experience	
IR3 This is a **formative** assessment at the midpoint of the Summer SE. IR3 is attended by the RPT, mentor and supervising tutor **online.**	PR3 This is a **summative** assessment at the end of the Summer SE against the Teacher Standards. PR3 is attended by the RPT, mentor and supervising tutor face to face

Prior to each visit, RPTs, Mentors and Tutors should ensure they are familiar with the Assessment Descriptor document or Standards as appropriate.

Preparation for a visit / review point:
RPTs should use appendices 5 and 6 to make preparations for all assessment points. They should also not assume that the mentor is familiar with the process – RPTs should please take the lead in making arrangements before and during the meeting.

RPT Preparation:

Arrangements for visits should be made well in advance in consultation with the mentor and **should not be cancelled or postponed unless it is completely unavoidable to do so.** The RPT should ensure there is a quiet space to complete the meeting prior and following the lesson observation and:

RPTs should prepare for a tutor visit by: (see appendix 5)

- Informing the School Office that the tutor is visiting
- Make sure there is space in the classroom for the tutor to sit and observe
- Make sure that the ePortfolio is available
- Check that there is a suitable space in school for feedback
- Complete the Professional Development Focus box on the Lesson Observation Form and
- Make sure a copy of the lesson plan and observation form is printed (the tutor may ask for an electronic copy the day before)

During the visit, RPTs are expected to complete the appropriate section of the AoP which should then be completed and submitted to BB. IT should also be saved in their eportfolio along with the Progress Review form.

Please note that if there are concerns around progress, particularly if an ESF has been put in place, then it is likely that additional visits will be arranged.

If RPTs are unwell on the day when the tutor is visiting, it is essential that they are informed as early as possible.

Mentor Preparation:

To support the visit and assessment process, Mentors should ensure the RPT is prepared with a completed Progress Review form and **work together to provisionally complete the AoP without 'grades'.** These will be discussed following the observation. The Mentor will need to support the RPT in identifying different examples of how they have met the Strands / Standards and **ensure cover is organised for the class to enable the post lesson discussion and review to take place. Please note, a visit can take up to 2 hours so cover should be organised to ensure this release time is available for RPT and Mentor.**

Mentors should also help the RPT in booking / finding a quiet space for discussions where they will not be disturbed by staff or children.

Tutor visits

The Tutors will visit once per experience. During the visit, they will:

- Observe all or part of a lesson (this will be a joint observation with the mentor)
- Engage in a joint feedback session with the mentor
- Liaise with the mentor and ITTCo
- Discuss the RPT's ePortfolio and examples towards the Strands / Teacher Standards.
- Discuss progress with the RPT
- Agree assessments against the Strands / TS with the Mentor and RPT

Final Assessment and Progress Review Forms:

At the end of each school experience during the Progress Review, RPTs will be required to discuss how they have addressed all the Strands / Teacher Standards. This will be done in two ways:

- a written account of their professional learning (entitled the 'Progress Review Form'), including an assessment against the Level 6 FHEQ guidance (see link below)
- a discussion with the assessor of their professional skills, knowledge and understanding

RPTs are required to identify what they believe is their best evidence or example for each Strand / Standard incorporating all eight of the Part 1 Teachers' Standards along with Part 2. They will refer to the evidence they have accumulated throughout the experience. **RPTs are expected to send this written Progress Review Form to the tutor and their mentor in advance of the final assessment visit.** The Progress Review Form will be built throughout the experience via the e-portfolio and should not be a significant task by the time of the final assessment.

Both the tutor and the mentor will use this Progress Review Form as the starting point for a discussion about the RPT's understanding and practice of teaching. This is likely to require the RPT to refer to other examples of evidence.

The school mentor has a key role in supporting the RPT in the preparation for this aspect of the Progress Reviews. Their discussions with the mentor will not only help the RPT to evaluate the quality of their evidence but will enable them to prepare for their assessment meeting with confidence. Some RPTs may need more support than others in explaining how they have met the Strands / Teacher Standards, so the tutor may need to ask further questions.

Each of the Strands (Autumn and Spring) and Teacher Standards (Summer) should be covered fully in the Progress Review Forms. RPTs will not need to read the Progress Review Form out loud, but expand on how they have met the Assessment Descriptors specifically in that setting. **Tutors and mentors will also read through this prior to the visit to ensure that the RPT has not just rewritten the Strands / Standards, and they have made it explicit how they have met this in their setting.**

Please note:

- The RPT may use a variety of examples from their Portfolio and teaching files to show how they have met a Strand / TS. These may include: observation feedback, weekly evaluations, lesson plans, units of work, evaluations and reflections, photos, children's work/books, marking, assessment records, annotated policies, worksheets, notes on meetings/events etc.
- The mentor's role is to expand on these where needed. The RPT will be asked to insert key examples in their Progress Review Forms as files for the tutor to look at prior to the meeting.
- Having explored the Progress Review Forms, tutors will agree with the mentor whether the RPT has not met, met, or exceeded each Strand.
- The tutor and the mentor will agree whether the RPT has written the Progress review form covering and meeting the Level 6 FHEQ requirements for academic writing, which can be found here on p. 29: https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf

In the final Progress Review (Summer), evidence of satisfactory performance in all course elements is necessary if the RPT is to be recommended for the Award of Qualified Teacher Status. The decision will be based on the RPT's attainment of the Standards, "in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS" (Teachers' Standards, Introduction Section 6).

All final assessment outcomes will be reviewed at a Moderation Meeting. Once confirmed by the Exam Board, attended by the External Examiner, the RPT will be notified of the outcome. Once the results have been ratified by University of Reading, recommendations for QTS will be made to the DfE. The DfE will award QTS during the summer months.

Failure to meet the Standards
If the RPT fails to meet all of the Standards at the final Progress Review in the Summer, the RPT will not be recommended for Qualified Teacher Status.   If the RPT has not passed, options available to them will be discussed, including re-sitting and any appropriate exit awards. If there are any concerns that an RPT has not met a Standard, these should be shared early on in the placement so there is time for the RPT to address this through the ESF and CfC process.

To all RPTs, I look forward to hearing how you all get on. A big thank you to all tutors and mentors for your support this year and continued support.

Appendix 1: Reading Partnership Teacher Attributes

Evidence-informed Teachers	Compassionate Professionals	Pedagogically skilled Practitioners	Creative Critical Thinkers	Ethical Community Participants
This aspect considers how trainees build their confidence, knowledge and expertise to use evidence to inform their practice and decision-making.	This aspect considers an empathetic approach to inclusive education, with a pastoral understanding of children's needs.	This aspect considers the development of pedagogical knowledge, including that which is subject-specific, to meet the diverse needs of all learners.	This aspect considers how reflection and informed teacher autonomy is vital to ensuring teachers can manage the issues and challenges learners face when accessing our 21st century curriculum.	This aspect includes an understanding of social justice and how this intersects with being a responsible local and global citizen.
As a Reading Partnership Teacher, I draw upon deep, connected subject knowledge and contextualised knowledge of research and theoretical perspectives applicable to education. I use this to inform my curriculum design and classroom pedagogy. I know where to go to revisit and update my knowledge base to ensure that my practice draws upon the latest evidence.	As a Reading Partnership Teacher, I am resilient enough to deal with any given circumstance while nurturing and caring for each individual, including myself. I encourage independence and confidence in the children I teach and support a healthy body and mind.	As a Reading Partnership Teacher, I strive to develop appropriate pedagogical practices across all subjects of the primary curriculum, to the point where I can use them reflexively. I have high expectations of oracy across all subjects and employ strategies that support learners to self-review and feel empowered in their learning.	As a Reading Partnership Teacher, I investigate authentic and inclusive approaches to delivering the curriculum. I combine my knowledge of research and context to make curriculum design and pedagogical decisions, reflecting on and adjusting my practice to meet varied needs.	As a Reading Partnership Teacher, I am a brave and active role model in protecting the environment through delivering a curriculum underpinned by climate sustainability. I draw on local and global issues to help learners understand the power of diversity and support them in knowing how to combat discrimination and take control of their future.

Appendix 2: Mentor Expectations

This checklist guides you through the requirements of the Autumn School Experience. We understand there may have to be some flexibility with this; please discuss any major changes with your tutor and the Programme Directors immediately. Please use the checklist for your first meeting with your RPTs, whether online prior to the start of the placement, or face to face when they arrive.

Week 1:

- Please read any documentation sent by your RPT e.g. Initial Needs Form (Autumn) or Assessment of Progress (Sprig / Summer) to look at strengths and areas for development
- Use the first mentor meeting checklist to ensure your RPT has appropriate information and inductions
- Discuss the School Based Tasks and support the RPT to make appropriate arrangements.
- Ensure you have all mentor curriculum sessions timetables in to complete

Weeks 2 onwards:

- Support your RPT to continue to plan, teach and assess groups as per the Learning Timetable
- Enable your RPT to observe experienced teachers.
- Enable your RPT to have opportunities to carry out their School Based Tasks.
- Enable your RPT to have opportunities to observe children
- Enable your RPT to have non-contact time and to use this constructively.
- Observe lessons (group or whole class) and give written and verbal feedback.
- At the end of each week, have a weekly meeting and support the RPT's Weekly Planner.
- Support the RPT to identify opportunities for how they have met the Assessment Descriptors / Standards
- Support the RPT with the target settings and develop targets (to be recorded on the Weekly Planner).
- Make initial arrangements for Progress Reviews (final week).
- Pass on any concerns to your tutor/Programme Director

Weeks 3-4:

Participate in any visits with Supervising Tutors or feedback forms sent by Programme Directors

Week 7:

- Ensure arrangements are in place for Progress Reviews
- In preparation, support your RPT to consider how they have met the Assessment Descriptors / Standards and complete AoP ready for final assessments

Week 8:

- Carry out Progress Reviews with tutors and complete the AoP with the RPT and tutor (online or face to face)
- Support the RPT in writing their Progress Review form
- Complete an online evaluation of the School Experience (this will be emailed).

Appendix 3: First Mentor Meeting Checklist

Complete Inductions as outlined in ePortfolio tab	

Mentor meeting:
• Complete 'Class Discussion' and 'Getting to know your School' lists below
• Discuss and provide curriculum planning for the block period, including a provisional discussion of the teaching commitment and PPA.
• Timetable in weekly mentor meeting, PPA, SBTs, non-contact and observation time (using the Timetable in the Weekly Planner to help)
• Ensure mentor has Mentor Handbook
• Share your AoP and Initial Needs Documents
• Make mentor aware of visit weeks and deadlines for interim and progress reviews
• Share Supervising Tutor name and details with mentor
• Mentor: Provide RPT with the following:
   - Class timetable (including blank ones to map out teaching)
   - Door passes / codes
   - Usernames / passwords for all schemes, shared areas and printers
   - School calendar, including Parents Evenings, meetings, INSET, briefings, Pupil progress etc.
   Ensure RPT is invited to all of these to gain the full experience and understanding of working in the role of the teacher.	

Explore opportunities for you to work with the whole class, with activities such as register or reading a story.	
Explore opportunities for you to work with groups of children (following Mentor's planning).	
Identify opportunities to observe experienced teachers.	

Getting to know your school: (Please note the following)

As and RPT, ensure you have access to:	
• Names of Teaching Assistants and other adult helpers (e.g., parents) • Timetable for class/year group • Staff meeting days and times (you will need to attend these) • Inset dates during placement (you will need to attend these) • How to get around the school / door passes • List of available resources appropriate to teaching commitments (medium term plans, daily plans, schemes of work, websites etc) • Pattern of work, fixed times for e.g., hall times, PE, computing, specialist teachers, breaks, specialist rooms or outside areas, use of TAs/adult helpers. • Organisation of children and use of grouping/setting. Note when work is undertaken as a class, in small groups, as individual tasks. • Arrangement of furniture, position of "board", display space, arrangement of outdoor area. • Note specialist rooms, e.g., ICT suite, hall/playground space, and note size and availability. • Classroom and Outdoor area resources • Books, equipment, materials, artefacts, toys, IWB, ITPs, software / log on details for shared areas / printers • Consumable materials, availability of paper, paint, photocopier, etc. • School routines: (assemblies etc) • Check arrangements for distributing materials, using A/V equipment, changing for PE, outdoor play procedures, break times, mid-day meals, homework, register. • Parents: enquire about arrangements for parent/school contact e.g., informal conversations, newsletters, notes home, homework, parents evenings	

Class Discussion

Go through the class list with the RPT and identify the following:	

• Seating charts
• Children who have SEND
• Children who have EAL
• Children who may have particular barriers to learning
• Children in receipt of Pupil Premium funding
    o Free school meals (FSM)
    o Children from service families
    o Looked After Children (LAC)
    o Ever6 – any child who has had FSM in the last 6 years	

Getting to know each other: Mentors will use the following guidance(also outlined in the Mentor Curriculum handbook) to agree ways of working together going forward. Questions that may be asked or discussed may include the following (initated by the mentor – not all questions have to be asked, but may help moving forwards as professionals): 1. What would you describe as your strengths and weaknesses? Let's have a look at your Initial needs / AoP document to identify where we can develop these. 2. How are you at managing your time - is this something you feel you need to develop? 3. What do you expect to gain from this placement? 4. What boundaries do we need to set for communicating with each other? Are you okay with phone/email/text? When? When not? How quick does my response need to be? 5. Do you want the opportunity to speak to me briefly every day about what you're doing or are you happy to keep it to the weekly mentor meeting? 6. How were you mentored on your previous placement? Tell me about what went well and what could have been better, remembering to remain professional in your responses. 7. What can you tell me about yourself as a person outside teaching? 8. What are you looking forward to and what concerns or worries do you have about this placement? 9. What information do you think you need from me to start this placement off as well as you can? What do you expect of me throughout the placement? 10. What kind of pedagogical approaches and techniques have you had the opportunity to experiment with in your first placement? Is there a particular pedagogical approach that you would like to develop in this placement? 11. What would you like to know about the curriculum/SOWs that we use in this school? (Connollly, Bates, & Shea, 2020, p. 419)	

Please note, all inductions are listed on the RPTs portfolio and must be completed. Inductions should involver discussions and relevant documentation rather than signposting students to find these themselves.

Phase 1	At the beginning of the training programme, RPTs need to understand the purposes and processes involved in designing lessons, as well as having practice in designing each individual component. This means that, most usually, the RPT will be supported by: • The mentor sharing the plan and/or slides for the lesson with the RPT and talking them through. • The RPT then building on what has been discussed by using the **UoR Lesson Design Sheet** to think through and develop the full detail of how they will carry out either the lesson or the component of the lesson that they're responsible for. They would also add to any slides, as appropriate, to support their delivery. • Some co-planning experiences each week, where the mentor and RPT work on the *RPT's plan* together, so the mentor can model how they make decisions about the detail that unfolds. The exception to the above will be if a very detailed commercial *lesson* plan is provided, e.g. as in a Phonics scheme; with these, RPTs should annotate the scheme-plan regarding anything they will add or alter, including provision for individuals, once discussed.

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Phase 2	As RPTs gain experience, they should begin to feel more confident in what is needed in planning. At this stage, school planning and resources should still be discussed with the RPT but they have flexibility in how they develop it, if they remember they will still need a *good level of detail*. This can be done in the following ways: • Using the **UoR Lesson Design Sheet** • Using the **UoR Slide Planner Template** or the existing school slides - in conjunction with the **UoR Slide Planner Coversheet**. • Annotating a commercial lesson plan • Using an alternative lesson plan format that supports their thinking. Mentors are expected to share Medium Term Planning with RPTs before lesson planning commences, in order for them to understand where the learning sits within the sequence. RPTs will continue to need some co-planning experiences each week where the mentor and RPT work on the RPT's plan and slides together.

| Phase 3 | As the RPT moves through the programme they should be able to record less detail in their planning and think in terms of and contribute to sequences of learning. They should be given co-planning support with this and work as part of the planning team each week.

RPTs are expected to plan to a level where, typically:
- Children make progress
- Lesson time is used effectively
- Modelling, questioning and explanations are used well
- Assessment strategies are used purposefully
- Specific needs are taken into account
- Adults are appropriately deployed |
|---|---|

As long as they are largely achieving as stated above, RPT planning will typically take the format of:
- Annotated school or commercial medium term or unit planning **and/or**
- Weekly plans **and/or**
- Slides as appropriate

If they are not achieving as stated above:

The RPT, mentor and/or tutor may identify the need to increase detail in the planning process by returning to an earlier phase to support the relevant aspect above. This should be documented as extra support.

Notes

Evaluations:
Every lesson taught (the teaching skills and the children's learning) should be evaluated by the RPT through individual reflection or informal discussion with colleagues who were present in the lesson. This can be captured through annotations on the planning, a marking diary or annotations on future plans.

Formal observations:
The planning for a formally observed lesson must be in a format (i.e. usually printed) that the observer can access and annotate when carrying out the observation.

Appendix 5: Review Point Checklist:

	RPTs	Tutors	Mentors
Start of placement	Share Initial needs document with tutor and mentor (Autumn only) Download Progress Review form and AoP and add details to correct tab in portfolio. Share AoP with mentor for Spring and Summer placements. Send blank document to mentor for Autumn.	Attend Tutor Training Read handbook Access portfolios Hold group tutorials Organise week 1 check in with RPTs and mentors	Attend Mentor training Read handbooks (Placement and Mentor Curriculum)
Prior to visits	Organise visit times and dates with tutor and mentor if applicable – observation times / meeting times Ensure a quiet room is available with access to a computer with up-to-date ePortfolio accessible Send / print lesson plan and observation form to tutor and mentor Send Progress Review form to tutor and mentor with location of examples Arrange parking and H&S for tutor, inform school office and SLT	Watch video guidance regarding visit Liaise with RPT and mentor about date / time of visit and lesson to be observed	Watch video guidance / complete training Support RPT in writing Progress review form. Work with RPT to provisionally complete AoP.
Face to face visits	Teach lesson Be ready to share examples of work / strand progress and SBTs	Observe RPT teach Observe feedback being given by mentor Agree what went well and next steps with mentor Discuss progress with RPT against strands Check SBT progress Feedback on portfolio Discuss dates for Progress Review	Observe RPT teach Lead feedback and agree with tutor strengths and next steps Support RPT in discussing progress against strands / TS / general progress Support RPT in SBT progress Discuss dates for Progress Reviews
Placement Tutorials	Be ready to share examples of work / strand progress and SBTs	Discuss progress with RPT and mentors against Strands / Standards Check SBT progress Feedback on portfolio	Support RPT in discussing progress against strands / TS / claim, general progress Support RPT in SBT progress

Following visits and tutorials	Upload AoP form to ePortfolio once completed with mentor Submit AoP to BB (Progress Reviews only)	Complete online form regarding RPTs progress Let PD know about any concerns / ESFs Attend boards to discuss RPTs Complete Reference for RPT	Complete Progress review tab with RPT on AoP – all experiences

Appendix 6: Primary PGCE 2024-2025 Monitoring and reporting dates

AUTUMN TERM 2024 (Module ED3SIP – Shared implementation)

Who	What	When	How to submit	Submitted
RPT	Initial Needs Document	First day of experience	Saved in ePortfolio prior to start of placement and shared with mentor	☐
Mentor and RPT	Autumn Interim Review (IR1)	By midday 11.11.23	Via **online form**	☐
RPT	Autumn Progress Review form and AoP	Prior to Placement Tutorial W/C 9.12.24	Saved in ePortfolio prior to visit and emailed to tutor / mentor	☐
Mentor and RPT	Progress Review 1 (PR1)	Friday 20.12.24	AoP: uploaded to Blackboard (ED3SIP) and portfolio. Progress Review form uploaded to portfolio only	☐

SPRING TERM 2025 (Module ED3GIP – Guided teaching)

Who	What	When	How to submit	Submitted
Mentor and RPT	Spring Interim Review (IR2)	By midday 24.2.25	AoP: uploaded to Blackboard and portfolio. Progress Review form uploaded to portfolio only	☐
RPT	Spring Progress Review form and AoP	Prior to Progress Review / visit	Saved in ePortfolio prior to visit and emailed to tutor / mentor	☐
Mentor and RPT	Progress Review 2 (PR2)	Friday 28.3.25	AoP: uploaded to Blackboard (ED3GIP) and portfolio. Progress Review form uploaded to portfolio only	☐

SUMMER TERM 2024 (Module ED3PGI – Independent teaching)

Who	What	When	How to submit	Submitted
RPT	Summer Progress Review form and AoP	Prior to Placement tutorial W/C 12.5.25	Saved in ePortfolio prior to visit and emailed to tutor / mentor	☐
Mentor and RPT	Summer Interim Review (IR3)	By midday 2.6.2~~5~~4	AoP: uploaded to Blackboard (ED3PGI) and portfolio. Progress Review form uploaded to portfolio only	☐
RPT	Summer Progress Review form and AoP	Prior to tutor visit	Saved in ePortfolio prior to visit and emailed to tutor / mentor	☐
Mentor and RPT	Progress Review 3 (PR3)	No later than 7.7.25	AoP: uploaded to Blackboard (ED3PGI) and portfolio. Progress Review form uploaded to portfolio only	☐
RPT	ECT Transition Form	No later than 4pm 11.7.25	Emailed to tutor and submitted on ED3PGI Blackboard	☐

Notes:

1. At each review point you should complete your AoP which is an Excel spreadsheet (with the exception of the interim point in Autumn). Please download it first before filling it in: there is a new tab for each new report meaning that the same document is used for the whole year.
2. There are two Interim Reviews (IRs), one during each school experience, which are purely formative. Each Progress Review (at the end of each experience) is a summative pass/fail assessment.
3. External examiners will visit a sample of RPTs to moderate and quality-assure achievements during June 2025. We will get in touch with RPTs and mentors as soon as possible about these visits, and would be grateful if every effort could be made to accommodate them.

Appendix 7: Contents of ePortfolio (subject to change)

Section	Page	Details
1. Welcome	Introduction	
	Table of contents	
2. Personal profile	Personal details	Details of each school experience (name of school / year group / mentor)
	Personal statement	To be shared with mentor and tutor – supports job applications
	Safeguarding training	Details of university safeguarding training and any certificates
	Additional information	DBS certificate and TRN
3. Overview of Progress	Attendance Tracker	To monitor attendance for university sessions and experience days
	Foundation Subjects Tracker	To monitor coverage of foundation subjects across the key stages / experiences
	Behaviour Log Guidance (following pages specific to each experience)	Monitor and self-assess progress throughout experiences of managing behaviour – further guidance given in sessions
4-6. Experience specific (Autumn, Spring, Summer) – pages are released prior to each experience	School profile	Further details of placement school
	Initial Needs Form (Autumn only)	To be shared at the start of each experience with mentor / tutor, identifying strengths and targets
	Inductions	To be completed for each experience, including Safeguarding, GDPR etc.
	School Based Tasks	Details on what SBTs to complete and when for each experience
	Weekly Planner Template and following pages	To be completed weekly during Mentor Meeting following guidance, includes timetable plan for each week
	Progress Review	Location for saved AoP and Progress Review Forms after each review point
7. ECT Transition	ECT Transition Form	Location to save ECT Transition Form after final experience along with on BB

Appendix 8: Guidance for Effective Lesson Feedback

Lesson feedback starts with agreement in advance of the lesson of the core focus of your feedback. This should be identified by the RPT on the Lesson Observation Summary form and should be related to one of their current professional development targets or areas for development. This keeps the impetus to drive improvement in the areas that need it and it is a constructive way of supporting the RPT. This doesn't mean that you won't comment on anything else at all, but it does ensure that they get feedback on the element they have been working on and are not overloaded with too many things to think about.

The feedback discussion will be greatly helped by notes made during the lesson. Make sure the RPT has provided a copy of their planning (in whatever format they are using at that time). As you observe, annotate the plan with notes or questions on what you see. These will relate to the identified focus but should also relate to impact on learning, encompassing stronger and weaker features seen. (Making sure you position yourself so that you can see children's reactions is useful.) These annotations will be a reliable aide memoire to support the post-lesson discussion and allow you to begin to identify strengths and areas for development.

If possible, allow the RPT time to reflect a little and formulate their own appraisal of the lesson. They could annotate their own copy of the plan, or just think through their key thoughts in relation to their professional development focus and children's learning. They will make notes on their proforma and there is a space for you to write their reflections down on the Observation Summary form.

Separate out any emotional responses to the lesson. Teaching observed lessons can trigger emotional (affective) reactions in any professional and RPTs are as susceptible to this as anyone if not more so. This would mean it should be acknowledged but then put jointly to one side so that the lesson content can be discussed more analytically, or it may mean delaying the feedback discussion until later in the day if the response is particularly significant.

Ensure a reflective conversation takes place and not just a filling in of the Lesson Observation Summary form. Feedback is best understood if a dialogue occurs that allows the RPT to construct their own understanding. This means ascertaining the RPT's views on practice and listening to see how they might confirm your thoughts, surprise you or influence your next comments. It is also an opportunity for you to challenge some of their appraisal and begin to build new perspectives.

Encourage the mentor to begin with 'What did you want the children to learn?' This is a highly effective question for focusing on the main objective and sharpening thinking around that; it is non-affective and incisive. In general, questions are often a vital part of feedback. For example, the comment "There was poor behaviour during that transition," makes the RPT a passive recipient, whereas rephrasing this as "What do you think started the poor behaviour during that transition?" means that a dialogue is begun and the RPT is challenged to think.

Questions to facilitate reflection:

Step in Gibbs' reflective cycle	Example questions/prompts
Description	Tell me what happened in your lesson on Tuesday. Can you describe the incident with Jo in more detail? What were you thinking/feeling at that point? **Tell me what your key aim was for the lesson? What did you want the pupils to learn?**
Evaluation	How effective did you that that activity was? What did you find easy/difficult? **How do you know the class learned X?**
Analysis	Why do you think your lesson with X was difficult? How was it different from the previous lesson with that class?
Conclusions	If you were to teach that lesson again, what would you change?
Action Plan	As you've suggested that most of the class found the first activity too easy, let's think about pitch and pace at the beginning of lessons…

(Roberts, 2020, p128)

As the conversation evolves, identify points to be recorded on the Lesson Observation Summary, bearing these points in mind:

- **Any lesson feedback should comment on the impact made on the children's learning.** This is why we are all here and is a key factor in deciding how successful a lesson has been.
- **Be clear and positive about things done well.** Two repeated comments that RPTs make are: "My feedback just stated what I'd done; it didn't say if it was good" and "My feedback only listed the criticisms". A statement like "The praise in the plenary linked to the objective," can be transformed into approval easily: 'You added good value to the plenary by linking it nicely to the objective". RPTs thrive on positive reinforcement.
- If your lesson feedback is **specific to the pedagogies and approaches of the subject** being taught it is more likely to be helpful to the RPT in developing them as a teacher of that subject.
- **Always remember where the RPT is in his/her training.** Expectations increase as the RPT progresses through their programme and thus feedback – and targets – should be manageable from the RPT's starting point.
- **Ensure the agreed targets are developmental.** i.e. do they articulate what greater proficiency or skills in the identified area look like? Will they help the RPT develop rather than simply tick something off a list?

RPTs are not graded on individual lessons but **it is important that the most relevant achievement box at the end of the form is ticked/highlighted.** The training process is a transparent one and all parties need to understand what progress is being made, either for reassurance or to ensure no misunderstandings occur.

Don't write up your feedback 'in best'! As long as feedback is readable and can be understood by others, it can be in note form, use bullet points or include amended bits. It should be done whilst meeting together, as we are not in favour of anything that requires duplicated effort!

Appendix 9: Target Setting to Support Development

Target setting is integral to our Primary programmes and is used as a tool to support RPTs with an upward trajectory of progress towards achievement of the Teachers' Standards. All three programmes have regular opportunities for targets to be reviewed, assessed and revised.

Occasionally there is confusion between targets and to-dos. Whilst a to-do list is an essential part of a teacher's tool kit, a to-do is not a target. The following to-dos have appeared as RPT targets:

- Learn how to work the photocopier
- Teach a maths lesson
- Plan a trip
- Lead an assembly

None of these are developmental, they are all 'things' that the RPT needs to do and, once done, can be ticked off. They are not targets!

Targets should be:

S = Specific
M = Measurable
A = Attainable
R = Relevant and realistic
T = Timely
And, for our RPTs, they should support progress towards the Teachers' Standards.

The target:

"Work on developing Assessment for Learning in your lessons."

Is too vague. Although it is clearly designed to support the RPT to make progress towards TS 6, AfL is huge – which aspect is the RPT meant to focus on? It needs to be more focussed and more manageable, for instance:

*"*Work on differentiating questioning during inputs, ensuring that your questions are appropriate for LA and HA children."

Progress towards this target could be evident in a short period – a week for instance.

The target:

"Improve behaviour management."

Is also too vague.

"Address low level disruption by ensuring all children are quiet when you are talking"

 Is more achievable and again, progress should be seen in a short space of time

Appendix 10: Example of a completed weekly planner

PLAN and EVALUATION FOR WEEK BEGINNING:	18.09.23	Date of Mentor Meeting:	21.09.23

Overview timetable:

You should use this timetable to indicate the following:

1. In class working with children in my class / teaching / in the role of the teacher
2. In class carrying out observations or SBTs but not responsible for children's learning
3. On PPA/non-contact time
4. At university based training
5. Absent

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	2	3	1	2	4
PM	2	1	2	3	4

Review

	Strand	Professional development focus / target	How well has each been achieved? How do I know? How does it demonstrate my progress against the ITE Curriculum expectations? What do I need to do next?	Take forward into next week?
1	Strand A	Develop an understanding of behaviour management strategies used within the classroom	• Able to observe and reflect on behaviour management techniques used by the teacher and discuss why different strategies were used, and at which points during the lesson they were used • Able to pick out and analyse how rules and routines are established and maintained • Refer back to evidence-based practice discussed during the 'Introduction to behaviour' session to further develop knowledge of behaviour strategies	Yes
2	Strand D	To develop an understanding of how questioning is used in English lessons	• Discussed the purpose of different questioning strategies with the teacher and how this impacts learning. • Able to use these questioning strategies when working with a group of children in an English lesson to review features of stories by the same author and note children's responses. • With the support of the class teacher, planned and asked questions designed to assess children's understanding • Plan and use key questions during teaching episodes	Yes
3	Strand B	Understanding pupils different circumstances and what they bring to learning	• Discussed class list with class teacher, e.g., the circumstances of the children and their working levels • Observed the class being taught and spent time with the children outside the classroom (for example, break time).	No

			• Able to seek out information about the particular needs and circumstances of children in the class. Asked questions about how to plan for children who learn at different rates and need different types of support.	

Observations: Record below observations made of you by experienced teachers (minimum of one lesson observation per week)				
Date	Year group	Lesson/context	Observer (role)	Insert observation summary form
20.09.23	3	English lesson introduction: stories by the same author	Mentor	
Record below any observations you make of experienced teachers				
Date	Year group	Lesson/context	Summary – what did I take away from this for my professional development?	
19.09.23	3	Looking at features of stories by the same author	Student to write main points that they took away here	

Mentor contribution	Yes	No
The RPT is making appropriate progress at this point in the training (if no, the supervising tutor must be contacted, copying pgceprimary@reading.ac.uk	☐	☐
The RPT is engaging in their School Based Tasks (Please make specific notes as to which ones have been completed):	☐	☐
Additional mentor comments:		

Plan

Agreed targets/foci for next week

	Professional development focus / target	Training opportunities: what experiences will feed into addressing the target (eg SBT(s), observation, co-planning, teaching, INSET, reading/study, data analysis/work scrutiny etc)?	This relates to Strand:
1	Maintain classroom routines and expectations when leading and supporting learning	• Observe how transitions are managed • Co-teach a whole lesson taking the lead during transitions	A
2	Plan and use key questions during teaching episodes	• Observe techniques used by the teacher • Discuss when and why different strategies were used and review their impact with the teacher	D
3	Revise meaning and use of grammatical terminology to be introduced to the children this term	• Use core chapter readings from the reading list • Visit online resources recommended by the school	C

Appendix 11: Learning Timetable – Autumn

Coming soon

Appendix 12: Learning Timetable - Spring

Coming soon

Appendix 13: Extra Support Form Exemplar

RPT Name: School: Date form set up:

This form should be used to document additional support required by a Reading Partnership Teacher (RPT) in order for them to make the expected progress. If the RPT is at risk of failing the placement, then the Cause for Concern form should be used instead.

The Mentor, Tutor, ITTCo or RPT may initiate this form, however, it must always be discussed with the RPT.

Reasons for raising the form	Other context (e.g. external pressures or areas of success)
*** found it difficult to orientate herself in the placement at the start and was anxious about the age group. She hasn't been able to respond to feedback until recently and so needs some specific support in areas such as modelling, behaviour management, feedback and means of participation in lessons.	*** is doing paid work two evenings a week, which places pressure on her. However, she has shown willing and taken leave from her third evening a week. She is also dealing with a lot emotionally due to her mother's illness.

SPECIFIC TARGET	Related Teachers' Standard / Strand	SPECIFIC SUCCESS CRITERIA FOR RPT TO FOLLOW	SUPPORT ACTIONS FROM OTHERS (e.g. mentor, ITTCo, HT, subject leader)	Review Dates
1. To maintain behaviour expectations at a high level.	A	- Establish presence through voice (don't let it get too high) and eye contact. - Make connections with chln in small moments based on their interests. Show you have a sense of humour but be careful not to do anything that encourages boundary pushing. - Learn to look out for and notice what the chln are doing during the pause phase – 360 checking. - Use praise where possible to remind of expected behaviours in a positive way. - Use cold-calling in some lessons (after think or discussion time) to ensure engagement.	Mentor to set up observations of Yr 1 and Y 6 teachers who have good BM skills.	26th October

2. To deliver lessons with pace appropriate for each stage of the lesson.	B	• Think through your intended timings when planning. Check with mentor if you're not sure you've planned long enough for something. • Put timings on your slides to remind you. • Don't take contributions from too many chln in each section of the lesson; take as many as you need to establish the learning or generate ideas. • Avoid lag of talking to one child whilst others wait if it's something you can say 'Tell me more at break' to.	• Mentor to support three lessons with 'hand-coaching' – being present and using hand signals to prompt moving on if necessary - before *** tries some lessons without this and gets feedback.	26th October
3. To make certain contributions (see success criteria) to lesson slides.	B/C	• Supplement lesson slides by providing prepared models of writing for English lessons (and perhaps hist or geography) where writing is expected. • Check slides or plans to see what resources will be needed for the activities and email NU in good time to ask if they exist. • EBI – provide mentor with a suggested resource you've found yourself. • Print, chop or prepare anything that is needed.	• Robust support is already being given in this area with slide planning decks being provided. • Mentor to give feedback on any resources HH suggests. • Mentor to continue to support HH with her grasp of mathematics concepts.	26th October
Name of person completing this form:				
Role (please highlight):		RPT/ Mentor/ ITTCo-ordinator/ University Tutor/ ==Programme Director==		
Please ensure that a copy is put in the Supervising Tutor team (tutors) and you email pgceprimary@reading.ac.uk School colleagues, email it to the Supervising Tutor.				

Review Date:

Target	Notes on Progress and next steps	Reviewed by	Is the RPT now making satisfactory progress?
1			Yes/ No
2			Yes/ No
3			Yes/ No
Result (please highlight):			

Form signed off – no further action	Revised form needed	Move to 'Cause for Concern' form

The wellbeing and health of any RPT is of paramount importance. Our Student Wellbeing department is located in Room 106 (first floor) of the Carrington Building on the Whiteknights campus. They can support students with managing workload, feelings of stress or anxiety and a range of other things. Students are urged to pay attention to their welfare and contact the wellbeing service if necessary. Their webpage is at
http://www.reading.ac.uk/internal/counselling/cou-home.aspx