

**BA Ed (QTS) Programme**

**Year 3 School Experience**

**Mentor Handbook 2024-25**

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If you need to ask about something, please do get in touch. It is important that our RPTs hear us giving the same messages and that we all truly work in Partnership.

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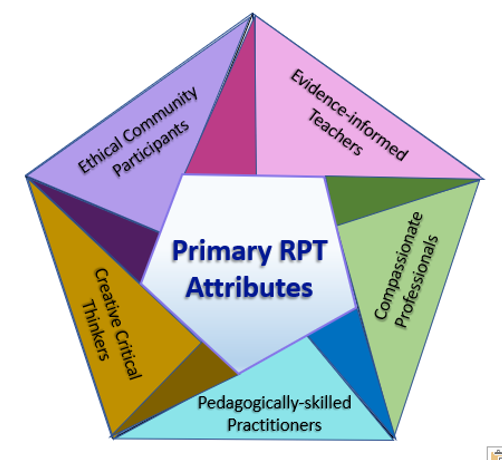
*Appendices:*

*The Teachers’ Standards*

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**Reading Partnership Teachers: The Primary Attributes**



(Our trainees are known as Reading Partnership Teachers (RPTs) and are referred to as such throughout our documentation.)

**The BA Ed (QTS) is a journey of three parts and this is the vision we share with the RPTs for Part 3…**

**Year 3: The Intentional Teacher**

In Year 3, you will move towards making some decisions more independently. You will begin to take on a wider range of responsibility, which means juggling priorities and people. By this point you will have gained multiple skills and understandings of the evidence base for different pedagogical approaches, and the challenge is to learn when or how to employ these in different situations. The intentional teacher gains confidence in the decisions that they make, understanding that all decisions require a rationale; good teachers should be able to justify their choice of actions and convey an idea of the sort of classroom they want to foster. RPTs at this stage are intellectually confident but still willing to ask for help, as they recognise - even as they become strong, effective teachers - that they will continue their learning journey into the induction period and beyond.

**Roles and responsibilities**

The RPT is supported in their development principally by three professionals, as set out in here.

RPT

RPM

(You!)

ITTCo

University

Tutor

**The Reading Partnership Mentor (RPM) Role**

The Reading Partnership Mentor is responsible for supporting, guiding, and coaching the RPT, so that RPTs can develop and flourish in their classroom practice in their school experiences. This involves providing the RPT with an appropriate timetable, attending relevant University training, and meeting with the RPT each week. The RPM adjusts the training programme in school to meet the individual needs of the RPT, liaising with other members of the school to ensure consistency of approach.

Mentors must communicate regularly with their ITTCo, in order to ensure that the Partnership Agreement is being fully implemented, and that the RPT has every opportunity to engage fully with the ITE curriculum.

The primary responsibilities of an RPM are:

1. Meet with RPT/s to find out about them, creating a robust and mutually respectful, professional relationship.
2. Support the RPTs:
   1. 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. (During block placements only.)
   2. 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.
4. Observe lessons/group work (at least one per week, if possible) and provide constructive written and verbal feedback.
5. Support RPTs to meet the Assessment Descriptors (see the Mentor Hub) 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 BA Ed programme 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 Mentor Curriculum Outline.

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

**The Initial Teacher Training Coordinator (ITTCo) Role**

The ITTCo is responsible for organising and quality assuring Initial Teacher Training in the school and are centrally involved in mentor selection. **This involves supporting the University with the implementation of Intensive Training and Practice (ITAP) activities and the Mentor curriculum**. ITTCos are responsible for any arrangements necessary for on-site Progress Reviews (e.g. parking).

The primary responsibilities of an ITT Co-ordinator are:

1. To prepare and implement a policy for ITE within the school.
2. To manage and support the team of mentors, ensuring that they understand the demands of their role and facilitate the sharing of good practice by meeting with them at intervals to share good practice and monitor the progress of the RPTs across the programme.
3. To support the RPTs in their implementation of the University of Reading’s ITE curriculum.
4. To introduce the RPTs to the ethos and working procedures of the school and to key members of staff.
5. To provide training for RPTs on safeguarding and on the relevant school policies, completing all inductions.
6. To arrange for each RPT to be attached to a class and work alongside the class teacher (if not the mentor).
7. To observe each RPT once during their placement and give written feedback on the lesson.
8. To monitor and contribute to the assessment of the RPTs’ progress towards the placement descriptors or The Teachers’ Standards for the award of Qualified Teacher Status as applicable by supporting the assessment and AoP writing process where necessary
9. To support the Quality Assurance monitoring procedures of the university programme and thereby strive for continual improvement in the quality of both school-based and centre-based training.
10. To engage with the DfE’s ITTECF and support the University’s efforts to embed this within the wider curriculum.

**The University Tutor Role**

The University Tutor is responsible for monitoring, supporting and feeding back to the RPT. They work very much in conjunction with the RPM, even though much of their work is done remotely through reading the RPTs’ e-portfolio. They will visit once during a placement, to observe some teaching but also to talk to you and the RPT about their practice and their progress, as well as to answer questions.

The primary responsibilities of a Supervising Tutor are:

1. Support the Trainee Teacher (RPT) in working towards and achieving the Teachers’ Standards.
2. Visit the Trainee Teacher (RPT) on placement as required.
3. Conduct joint observations of lessons with the Mentor.
4. Contribute to the monitoring and assessment of the Trainee Teacher by giving verbal and written feedback as required by the University.
5. Contribute to the monitoring and assessment of the quality of training and mentoring provided by the Partner.
6. Provide support to the Mentor as required, including arranging additional training for the Mentor.
7. Act as a point of contact between the Mentor, ITTCo and University.

Thank you for your support of our Reading Partnership Teacher. We value your input very highly. To support this, page 12 contains a checklist that details each mentoring responsibility; it is clearly laid out and numbered so you can tick things off as you go.

**BA Ed Year 3 School Experience 2024-25**



**What is the curriculum for a Year 3 RPT? What do we want them to learn?**

At this stage, the Year 3s have experienced *most* of their taught curriculum.

|  |
| --- |
| Across Year 1 and 2, they learned about: |
| * How children learn and the features of effective lessons. * Pro-active and reactive behaviour management for lessons and transitions. * Designing sequences of learning with appropriate progression. * Assessment as a tool for learning in both summative and formative terms. * Groups that can face barriers: EAL, Pupil Premium and SEND. * Teaching that is inclusive to all. * The role of the teacher in facilitating personal development, emotional literacy and wellbeing. * Safeguarding to Level 1. * Teacher professionalism and responsibility * Subject knowledge and pedagogy across all subjects in the primary curriculum, including RE and Citizenship, with a greater emphasis on English, Maths, Science and PE.   They did a KS1 placement in Year 1 and a KS2 placement in Year 2. |
| Recently, in Year 3 they have learned about: |
| * Learning psychology and the concept of executive function, including its relationship to various Special Educational Needs.   **Includes ITTECF 7.3** |
| * The needs of neurodivergent learners and the varied spectrum of need that these cover.   **Includes ITTECF 5.7, 7.2 and 7.7** |
| * Features of greater depth teaching and learning that can be applied across curriculum subjects with consideration of how to scaffold towards independent exploration.   **Includes ITTECF 1.3, 3.6 and 3.8** |
| * Inclusive lesson planning for diverse needs and minoritised groups   **Includes 5.2, 5.7, 7.2 and 7.4** |
| * Appropriate support and management for chln who present frequent or extreme emotional dysregulation, including how the therapeutic approach works.   **Includes ITTECF 7.4, 7.5, 7.7 and 8.6** |
| * Further consideration of the Relationships, Health and Sex Education curriculum.   **Includes ITTECF 7.3** |
| * The links between physical and mental wellbeing and the impact on development and cognition. |
| * The significance of appropriate TA deployment, drawing on the work of the MITA project, as well as mechanisms for communication and establishing a mutually supportive relationship.   **Includes ITTECF 8.3 and 8.5** |
| * The considerations for working with and communicating to parents; the parental role in child learning; and good practice in setting homework.   **Includes ITTECF 4.1, 5.7 and 8.4** |
| * Assessing and levelling in English and Maths and Science.   **Includes ITTECF 6.3 and 6.7** |
| * The need for well-planned and targeted interventions and how to identify the pupils who may need these.   **Includes ITTECF 5.3 and 5.7** |
| During the Intensive Training and Practice (ITaP) weeks after Christmas they will learn about: |
| * How to develop respectful relationships with TAs and find workable systems to communicate with them about their daily tasks. * How to develop positive relationships with parents in a pro-active way. * How to manage one-to-one conversations with parents on challenging issues. * Understanding barriers to learning for individual chln with SEND * Ways to manage an adapted curriculum for chn working significantly above or below ARE. * Being supported by the SENDCo and supporting the SENCo to support them |

**The aims of their school-based learning during this placement are therefore to:**

* Develop and consolidate their skills in designing and delivering teaching, learning and assessment across sequences of lessons.
* Consolidate their behaviour management skills, showing understanding of trauma that may lead to non-compliant behaviour.
* Provide opportunities for them to practise liaison with and deployment of TAs, within the school’s policy.
* Develop their ability to set homework.
* Develop their skills in managing relationships with parents and carers.
* Expand their understanding of summative assessment and how to support judgements.
* Ensure they have taught all curriculum subjects, especially those they have not had the opportunity to teach so far.
* Widen their understanding of how a school community fits together and their role within that.

**How do we want them to learn it?**

We want them to achieve by having the experiences laid out in the *Year 3 Placement Curriculum* on **pages 13 to 29 of their SE Handbook**. We suggest you print a copy.

In general, they should also receive mentoring from you that reflects the expectations of the Initial Teacher Training Early Career Framework (ITTECF). (The ITTECF is a statutory document that outlines the minimum all initial teacher trainees are entitled to in their learning, both in terms of content and how they learn it. You may have used it before in either of its previous iterations: the CCF was the curriculum for initial teacher training and the ECF was the curriculum for ECTs and the new document combines the two.)

Although our placement curriculum refers to the different strands of learning being covered, as this is a final placement, we assess the RPTs’ learning at the end of the placement against **The Teachers’ Standards** (Appendix 1). The Placement Curriculum is planned to support an RPT to be able to meet these by the end of the placement. Although we do not ‘teach to the assessment’ you will find it useful to refer to The Teachers’ Standards and to our *Final Placement - Exemplification of Teacher’s Standards Achievement* document from your Mentor Team to see what your RPTs are working towards.

**ACTION: Please read the Placement Curriculum as well as making yourself familiar with the ITTECF.** You can access it here on this [Link to the ITTECF](https://assets.publishing.service.gov.uk/media/661d24ac08c3be25cfbd3e61/Initial_Teacher_Training_and_Early_Career_Framework.pdf) or via your Mentor Hub.)

The ITTECF is a lengthy document and you should find that we have done the job for you of breaking it up across the placements, but do please still use it to check any references you need. In our curriculum, a numbered ITTECF reference (e.g. **ITTECF 4.2**) refers to a ‘Learn that…’ statement that we have taught the RPTs; a ITTECF reference with a letter after it (e.g. **ITTECF 3H**) refers to a ‘Learn how to ‘ statement that you need to facilitate.

At this stage, some RPTs will feel they want to gain independence or ‘prove themselves’. We ask that you support us in the message that it is important for them to continue to analyse practice and learn from experts so they can consolidate good practice with scaffolds still in place, rather than trying to manage too much when not ready.

**What else should be borne in mind?**

The flow chart on the next page documents how RPTs’ planning should be supported throughout the different stages of their development. At the start of this final placement, RPTs would normally be used to working in Phase 2 and should move into Phase 3 as the placement unfolds, depending on their readiness. What is important though, is that *whatever level they are at*, ALL RPTs should have co-planning support at the start of the placement (see checklist).

Each RPT is an individual and all will have different needs. However, they will all benefit from a combination of **some independence** and **some supportive monitoring**. By the latter half of the block placement, it is expected that your RPT will be left to teach independently for some half or whole days, whilst at other times you will continue to check and comment on their development. When you are not in the classroom, you must ensure that at all times your RPT knows where you will be or how to seek help from another staff member.

It will also help to be mindful that the RPT might be in a year group that is unfamiliar to them and so will be delivering curriculum knowledge for the first time. Taken altogether, the factors summarised here could place pressure on the RPT and your patience and ability to ‘read between the lines’ of what an RPT says or does will be important in figuring out the support they actually need.

**Typical Staged Planning Support**

|  |  |
| --- | --- |
| Phase 1 | At the beginning of their ITE training, RPTs need to understand the decision-making processes involved in designing lessons, as well as having practice in designing each individual component. This should be supported practice, to reduce their cognitive load down to having to focus on the *delivery* of the lesson. This means that, most usually, the following scaffolding is appropriate:   * **Use of existing plans:** extensive use of these (including pre-existing slides) is encouraged. * **Planning with colleagues:** all lessons or part lessons should be co-planned with an experienced colleague. This means the mentor talking through the lesson content with the RPT, explaining what it looks like in practice and adjusting it (inc. slides) together. * **Formats:** whilst RPTs will start the lesson planning process with the school plans that the mentor walks them through, they should then internalise the lesson by completing the UoR Lesson Design Sheet. This, with the school slides, gives the lesson the best chance. * **Use of Generative AI:** it is unlikely that AI will be an appropriate tool to use to develop planning. RPTs may use Generative AI to create resources, with the usual care for accuracy, if it is the most appropriate tool. |

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| Phase 2 | Moving into the middle stage of their training, RPTs need to start thinking about the overall content and aims of a unit of work and how their lesson(s) fits within that learning. They will continue to need some supported practice at planning lessons but should begin to test their capabilities too in planning some content. Consequently, the following scaffolding is appropriate:   * **Use of existing plans:** sharing of existing plans needs to include the medium-term plan that any individual lessons sit within. Existing planning can be used for most lessons each week, but from Week 3 onwards, once a week the RPT should plan one lesson ‘from scratch’ using only the objective and basic advice. * **Planning with colleagues:** in the first week, all lessons should be co-planned by mentor and RPT. After that, all lesson planning should be supported by the mentor though sharing and basic discussion of plans. Twice weekly these discussions should be full co-planning discussion. * **Formats:** planning should remain on the school formats provided but RPTs must use the UoR Lesson Adaptation Sheet to ensure they are adjusting the detail of the school slides as appropriate to their level of teaching confidence. The ‘from scratch’ lesson can be planned on school formats or the UoR Slide Planner Template (with an accompanying UoR Slide Planner Coversheet\*) or planned on the UoR Lesson Design Sheet\* if no slides are needed. * **Use of Generative AI:** it is unlikely that AI will be an appropriate tool to use to develop planning. RPTs may use Generative AI to create resources, with the usual care for accuracy, if it is the most appropriate tool.   \*adaptations for neurodiverse ways of thinking are welcome. |

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| Phase 3 | As the RPT moves on towards independence, they are likely to contribute more to weekly sequences of learning and be able to innovate on school plans. Co-planning experiences will still be needed near the start of a placement though, and they should work as part of the planning team each week. Consequently, the following scaffolding is appropriate:   * **Use of existing plans:** these can be used as the basis for most lessons each week, but once a week the RPT should plan one lesson ‘from scratch’ using only the objective and basic advice. * **Planning with colleagues:** co-planning of lesson detail with experienced colleagues should take place at the start of any new placement (and, as the placement progresses, continue for specific lesson sections that are a focus for the RPT’s development). Subsequent lessons can be planned by the RPT, with basic input and checking only. * **Formats:**  planning should be left on school formats, most usually in the form of medium term/weekly plans and a slide deck, although, *if their lessons are not effective*, RPTs are expected to continue using the UoR Lesson Adaptation Sheet to help them adjust the detail of the school plans/slides as necessary. The ‘from scratch’ lesson can be planned on school formats or the UoR Slide Planner Template (with an accompanying UoR Slide Planner Coversheet\*) or planned on the UoR Lesson Design Sheet\* if no slides are needed. * **Use of Generative AI:** it is unlikely that AI will be an appropriate tool to use to develop planning. RPTs may use Generative AI to create resources, with the usual care for accuracy, if it is the most appropriate tool.   \*adaptations for neurodiverse ways of thinking are welcome. |

**Towards the end of their training, RPTs are generally expected to plan to a level where:**

* 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

**If they are not achieving as stated above:**

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

**The Mentor Checklist**

|  |  |  |
| --- | --- | --- |
|  | **Required Support** | **Use as a tickbox** |
|  | **Diagnostic Time - Monday 9h Dec – Friday 13th Dec (1 week)** |  |
| 1. | Look at your RPT’s AoP comments from Year 2 placement. Try to gain a picture of how your RPT was working and what professional development foci they now have. |  |
| 2. | Read the **School Experience Handbook**. This details everything that is required of the RPTs, including their Placement Curriculum, which you need to be familiar with. Please also access the *ITTECF* (see page 8 above for more detail). |  |
| 3. | Carry out Inductions in the relevant bits of the:   * Child Protection and Safeguarding Policy * Health and Safety Policy * GDPR Data Protection Policy * Staff Behaviour Policy (e.g. code of conduct) |  |
| 4. | Give a general introduction - a tour of the school (as far as is possible), introductions to other staff, training on the photocopier, access to the computer network etc |  |
| 5. | Discuss the School-Based Tasks for the diagnostic week (pages 13 to 18)  and make appropriate arrangements, paying particular attention to:   * the need to discuss topic content for one subject in **Spring 2** with your RPT * the need to discuss your School Improvement Plan (must be this week) * the dates for specific lessons next term (Thurs 16th Jan and Thurs 23rd Jan) * the need for a curriculum design meeting * the need to meet to discuss the pupils in the class * which policies need sharing |  |
| 6. | Discuss the School-Based Tasks for the remainder of the placement (pages 19 to 29) and begin to think ahead about appropriate arrangements. |  |
| 7. | Carry out an induction to the school’s Phonics Scheme and Maths Calculation Policy as appropriate – these could be done by English or Maths subject leaders. |  |
| 8. | At the end of the week, have a Weekly Meeting and provide a written weekly summary on the Weekly Reflection form. (This is in the e-portfolio and you access this through your RPT.) It will not be a standard reflection because it is only the first week, and it won’t be appropriate to set developmental targets yet, but you should record key achievements and indicators. |  |
|  | **Over Christmas/ the RPT break** |  |
| 1. | Keep in touch with your RPT via email or other agreed methods. |  |
| 2. | Ensure your RPT is part of any team discussions about the ITaP-related lessons they will teach on Thursday 16th Jan and Thursday 23rd Jan (see SE Handbook, task 9). Planning for the 16th will need to take place via email. They may benefit from seeing your weekly plans for the ITaP weeks too, just to help them feel in the loop. |  |
|  | **ITaP 5 – week beg 13th January** |  |
|  | In this ITaP, RPTs will be in university sessions on Monday and Tuesday, Wednesday morning, and Friday afternoon.  They will be in your school on the afternoon of **Wednesday 15th Jan, all day on Thursday 16th Jan** and **the morning of Friday 17th Jan**.  Full details about their learning and tasks will be given in the ITaP Screencast for Mentors, released on 9th December. An ITaP is just a particularly intensive way of teaching the students, with them unpicking or trying stuff out in a school context immediately. We have made sure that the tasks for these ‘ITaP days’ are as un-onerous as possible and cause minimum special arrangements. |  |
|  | **ITaP 6 – week beg 20th January** |  |
|  | In this ITaP, RPTs will be in university sessions on Monday, Wednesday, and Friday.  They will be in your school on **Tuesday 21st Jan** and **Thursday 23rd Jan**.  Full details about their learning and tasks will be given in the ITaP Screencast for Mentors, released on 9th December. An ITaP is just a particularly intensive way of teaching the students, with them unpicking or trying stuff out in a school context immediately. We have made sure that the tasks for these ‘ITaP days’ are as un-onerous as possible and cause minimum special arrangements. |  |
|  | **Block School Experience – Monday 27th Jan to Friday 21st March (7 weeks)** |  |
|  | **To happen at some point:** |  |
| 1. | Liaise with the Supervising Tutor re a date for the Interim Progress Review visit. The tutor will also arrange a Final Progress Review meeting as close to the end of the final week as possible. |  |
| 2. | If your RPT is placed in a KS2 class, ensure that they have taught a sequence of 3  Phonics lessons in any appropriate class at some point during the block. Those  in KS1 should be teaching Phonics anyway. |  |
| **Formal Observation**  When you implement the observation requirements below, it is essential that you (in conjunction with other colleagues) see a range of subjects, including any subject the RPT is inexperienced in. In most cases it will be normal to do more than the minimum number of observations. To support with this range of observations, we provide subject Good Practice Guides (see page for more information). We ask that you read the relevant guide for the subject you will be observing before you observe it.  **Informal Observing**  Observation of a Year 3 RPT should not be restricted to the formally planned observations. Although there is a clear need to allow a final year RPT some independence to learn to cope without mentor support, they will still benefit from informal, ongoing observation some of the time. Your presence in the classroom for 40% of the week will allow you to:   * Gain a fully rounded picture of your RPT so you can summarise trends in the weekly summary. * Give informal feedback and encouragement in between lessons * Monitor subject knowledge delivery * Act as a TA for your RPT and give feedback from a particular group’s or child’s perspective | | |
|  | **Week 2** |  |
| 1. | Observe your RPT teach a lesson and provide written feedback via notes and the summary sheet (**minimum** of once per week) or invite other colleagues to do so. Ensure the correct box at the end of the form is ticked. |  |
| 2. | **Co-plan** the English and Maths weekly planning with your RPT along with any other lessons they will be teaching. Be prepared to give feedback on your RPT’s plans/slides before they teach them. |  |
| 3. | Support your RPT with evaluating and assessing learning as well as their own effectiveness. |  |
| 4. | Have a Weekly Meeting to evaluate the week and provide written feedback and targets on a **Weekly Reflection** form. At this meeting please also discuss:   * The RPT’s future teaching timetable – Week 3: 50% * PPA time – one day per week in total   RPT’s opportunities to develop their targets or do tasks |  |
|  | **Week 3** |  |
| 1. | Observe your RPT teach a lesson and provide written feedback via notes and the summary sheet (**minimum** of once per week) or invite other colleagues to do so. Ensure the correct box at the end of the form is ticked. |  |
| 2. | **Co-plan** the English and Maths weekly planning with your RPT along with any other lessons they will be teaching. Be prepared to give feedback on your RPT’s plans/slides before they teach them. |  |
| 3. | Support your RPT with evaluating and assessing learning as well as their own effectiveness. |  |
| 4. | Have a Weekly Meeting to evaluate the week and provide written feedback and targets on a **Weekly Reflection** form. At this meeting please also discuss:   * The RPT’s future teaching timetable – Week 4: 50% * PPA time – one day per week in total * RPT’s opportunities to develop their targets or do tasks |  |
|  | **Week 4** |  |
| 1. | Observe your RPT teach a lesson and provide written feedback via notes and the summary sheet (**minimum** of once per week) or invite other colleagues to do so. Ensure the correct box at the end of the form is ticked. |  |
| 2. | **Co-plan** the English and Maths weekly planning with your RPT along with any other lessons they will be teaching. Be prepared to give feedback on your RPT’s plans/slides before they teach them. |  |
| 3. | Support your RPT with evaluating and assessing learning as well as their own effectiveness. |  |
| 4. | Have a Weekly Meeting to evaluate the week and provide written feedback and targets on a **Weekly Reflection** form. Think about whether extra support seems needed. At this meeting please also discuss:   * The RPT’s teaching timetable – Week 5: 60% * PPA time – one day per week in total * RPT’s opportunities to develop their targets or do tasks |  |
| 5. | You will need to complete the Year 3 Interim Tab on the RPT’s Assessment of Progress form with some brief comments and indications of grades – **IN TIME FOR THE TUTOR VISIT (Interim Progress Review).** This will either be this week or in Week 5.   * You can use the **Final Placement: Exemplification** **of Achievements in the Teachers’ Standards** document to help you. IF THERE ARE ANY *REMOTELY POSSIBLE* GRADE Ns (‘Not Meeting’) - i.e. a fail grade – discuss these with the tutor as a matter of priority. Extra Support processes will be triggered. * The tab will be discussed at the tutor visit, but you can talk it through with your RPT beforehand if an opportunity occurs. |  |
|  | **Week 5** |  |
| 1. | Observe your RPT teach a lesson and provide written feedback via notes and the summary sheet (**minimum** of once per week) or invite other colleagues to do so. Ensure the correct box at the end of the form is ticked. |  |
| 2. | Support your RPT to plan the weekly plans and other lessons more independently, by ensuring you have talked through objectives/ideas/previous plans. Be prepared to give feedback on your RPT’s plans/slides before they teach them. |  |
| 3. | Support your RPT with evaluating and assessing learning as well as their own effectiveness. |  |
| 4. | Have a Weekly Meeting to evaluate the week and provide written feedback and targets on a **Weekly Reflection** form. At this meeting please also discuss:   * The RPT’s teaching timetable – Week 6: 70% * PPA time – one day per week in total * RPT’s opportunities to develop their targets or do tasks |  |
|  | **Week 6** |  |
| 1. | Observe your RPT teach a lesson and provide written feedback via notes and the summary sheet (**minimum** of once per week) or invite other colleagues to do so. Ensure the correct box at the end of the form is ticked. |  |
| 2. | Support your RPT to plan the weekly plans and other lessons largely independently, by ensuring you have talked through objectives/ideas/previous plans. Be prepared to give feedback on your RPT’s plans/slides before they teach them. |  |
| 3. | Support your RPT with evaluating and assessing learning as well as their own effectiveness. |  |
| 4. | Have a Weekly Meeting to evaluate the week and provide written feedback and targets on a **Weekly Reflection** form. Look again at the Grading Criteria Statements. At this meeting please also discuss:   * The RPT’s teaching timetable – Week 7: 80% * PPA time – one day per week in total * RPT’s opportunities to develop their targets or do tasks |  |
|  | **Week 7** |  |
| 1. | Observe your RPT teach a lesson and provide written feedback via notes and the summary sheet (**minimum** of once per week) or invite other colleagues to do so. Ensure the correct box at the end of the form is ticked. |  |
| 2. | Support your RPT to plan the weekly plans and other lessons independently, by ensuring you have talked through objectives/ideas/previous plans. Be prepared to give feedback on your RPT’s plans/slides before they teach them. |  |
| 3. | Support your RPT with evaluating and assessing learning as well as their own effectiveness. |  |
| 4. | Have a Weekly Meeting to evaluate the week and provide written feedback and targets on a **Weekly Reflection** form. Look again at the Grading Criteria Statements. At this meeting please also discuss:   * The RPT’s teaching timetable – Week 8: 80% (across subjects) * PPA time – one day per week in total * RPT’s opportunities to develop their targets or do tasks |  |
| 5. | This week **OR** next, your RPT should arrange to do their ‘Stakeholder Presentation’ to you and one or more senior leaders. This presentation informs their Research Engagement Project, which they will have explained to you in their first week. Please support them to arrange a suitable time and place for this.  After the presentation, you will need to complete the School Stakeholder Feedback form (just some brief notes to help the RPT think about improvement) and share it with them. The form is on your Mentor Hub. |  |
|  | **Week 8** |  |
| 1. | Observe your RPT teach a lesson and provide written feedback via notes and the summary sheet (**minimum** of once per week) or invite other colleagues to do so. Ensure the correct box at the end of the form is ticked. |  |
| 2. | Support your RPT to plan the weekly plans and other lessons independently, by ensuring you have talked through objectives/ideas/previous plans. Be prepared to give feedback on your RPT’s plans/slides before they teach them. |  |
| 4. | Provisionally fill in the **Year 3 Final Tab** of the **Assessment of Progress Form**: discuss the grades with your RPT ready for the Final Progress Review meeting. (See page 20 for guidance.) |  |
| 5. | Attend the Final Progress Review meeting (online), as arranged with the Supervising Tutor. |  |
| 7. | **Email the Assessment of Progress form to us by Friday 28th March\* (**[**primarypartnership@reading.ac.uk**](mailto:primarypartnership@reading.ac.uk) **). Please cc the Supervising Tutor and RPT into this email.** |  |
| 8. | Check the RPT’s Attendance Tracker in the e-portfolio is correct. |  |

**Further Guidance**

**The Mentor Hub**

The UoR ITT Mentor Hub is an online space where training materials and placement documents are available for our mentors on all of our Initial Teacher Training courses. The link to the BA Ed homepage is You do not need any password or log in details for it.

You will need to use it regularly, so we suggest you bookmark it. There is a Year 3 Mentor Curriculum page where all recordings, screencasts and materials will be placed that relate to your training. The other relevant page for you is the BA Ed Placement Documentation page, where you can download any handbooks, pro-formas or other paperwork.

**Mentor Training**

Mentor Training for Year 3 mentors involves two 1-hour live sessions, as well as three videos to watch over the course of December and January. The Tutor Visit to the RPT also counts as part of your training. Your engagement with the materials is expected.

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Duration** | **Content** | **Format** |
| Tuesday 26th November | 1 hr | **What is a mentor? Introduction to mentoring** | Online live session  4 to 5pm |
| Released 26th November | 1 hr | **Curriculum Familiarisation** | Pre-recorded video +  Handbook reading |
| Released 9th December | 1 hr | **Supporting the ITAPs** | Pre-recorded video |
| Released 10th  January | 1 hr | **The Good Practice Guides** | Pre-recorded video |
| Thursday 30th  January | 1 hr | **Reflective Conversations, Target Setting and Challenging your RPT** | Online live session  4 to 5pm |
| Week/beg 10th February | 3 hrs | **Tutor Visit (Interim Progress Review)** | Agree date with tutor |

**Jobsharing Mentors**

Where a jobshare exists in a classroom where an RPT is being mentored, there is a need for one of the teachers to nominate themselves to be the ‘main mentor’. This would usually be the teacher who is in the class for the greater period of time. As both teachers will need to provide mentoring support (to ensure the RPT has opportunities for continuous dialogue and reflection) strong communication systems will need to be set up to pass on feedback and updates. The main mentor would usually be the one to attend the Final Progress Review meeting, drawing on their colleague’s views.

**Observations and Post-Lesson Discussion**

Please use our procedure for formal observations for any written feedback you give to your RPT. This involves making notes onto the planning during the lesson and then having a post-lesson dialogic discussion about the lesson, during which you should write up the key points together on the **Observation Summary Form**. You and the RPT should both contribute to these points. This is the same procedure used by tutors. You can fill in the form by hand or electronically, but please ensure that a copy of the written feedback is given to the RPT promptly.

*Appendix 2* contains examples of the Observation Summary Form as well as some guidance to assist you. Please make sure you are familiar with these expectations; quality lesson feedback is essential to focus RPTs on the impact they are having and to help them construct thinking that helps them to develop. Part of feedback is the setting of targets that are explicit, followed by review of these; there are examples of these too.

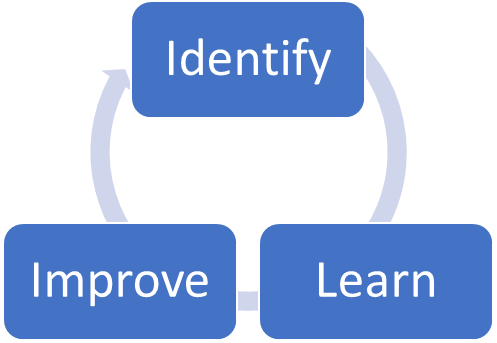
**The Weekly Meeting**

The Weekly Review Meeting should take place towards the end of each week and have a defined structure and tight focus. It is for review and planning ahead. We suggest:

* 30 mins – Review of RPT’s achievements and learning that week and agreement of targets. Please complete your section of the Weekly Reflection form (in the e-portfolio) during this discussion.
* 30 mins – Using a timetable, plan when the RPT will teach next week, and the formal observations and PPA. This should ensure a smooth running of each week.

We advocate using instructional coaching techniques (Knight, 2022) in learning conversations with final placement RPTs. The key elements of this are:

* RPTs and mentors work together as partners who are solving a problem or seeking improvement.
* The mentor isn’t the ‘expert’ but has expertise to share.
* The RPT has control (within school policy) over the decisions ultimately taken on what gets focused on or what strategies are applied.
* Conversations should involve the mentor being an active listener to the RPT’s trains of thought.
* Conversations should involve the mentor utilising questioning that will deepen the RPT’s reflections.
* Learning conversations should be part of the Impact Cycle below:



* Identification of what the focus for improvement should be will come from reviewing the current reality of performance, e.g. a lesson observation or a sequence of linked practice observed across the week. This stage also includes identification of a teaching strategy to help reach the improvement target.
* Learning involves the mentor supporting, potentially by: sharing a checklist for implementing the chosen strategy; modelling the chosen strategy when the RPT is observing them; prompting the RPT after teaching as to when they could have modified their practice to include the chosen strategy.
* The improve stage should see the RPT implement the change to their practice. It should be supported by the mentor and RPT gathering data (observing) as to how it has been implemented and what impact it has had on children’s learning or behaviour. The two should discuss this, to confirm a shared view of the direction of progress, making adaptations to next steps and re-reviewing until the improvement target is met.
* Adapted from Knight, 2022, <https://www.instructionalcoaching.com>

Please do remember that your school is given a lump sum payment for taking your RPT and this can be used to provide cover for meetings.

**Primary Good Practice Guides**

The Good Practice Guides have been developed to help establish a partnership-wide understanding of good practice in relation to curriculum subjects. The guides are carefully written to allow for individual school differences in curriculum and expectations.

Guides are currently in place for all primary National Curriculum subjects, RE and EAL. They are accessible from the Mentor Hub.

They are a tool to support subject-specific discussion and target setting, either in relation to specific lessons or when stepping back to reflect at weekly level about professional development targets for the coming week(s).

**Concerns about Progress**

Some RPTs will need some extra support, sometimes in a very specific area and sometimes more broadly. Your RPT’s practice would be identified as being of concern if:

* They often fail to respond to feedback given.
* After guidance, they struggle with applying elements of practice that were covered in their Year 1 and 2 university-based curriculum and should be at the consolidation stage by now (i.e. they are not making *appropriate* progress).
* It seems likely they will not meet one or more of the Teachers’ Standards at the end of the placement.

Support can be varied and may involve actions for the RPT, the tutor or yourself. A common aspect of extra-support is that very specific steps or success criteria are outlined for the RPT so they know what to do to be successful. Such support is initially recorded on an **Extra Support Form (ESF).**

You or the Tutor can initiate an ESF. Where a ‘Not Met’ judgement is the possible outcome for a particular Standard, then this form is mandatory and must be used to document what is happening. We cannot fail RPTs who have not previously been placed on Extra Support processes.

ESFs are usually drawn up with the RPT present but if that is not possible then you or the Tutor should complete it. It must always be initiated with the full knowledge of the RPT and the Tutor. Our Tutors can advise you and the RPT on strategies that will be helpful and discuss what is best for everyone.

*Appendix 3* offers an example of a completed Extra Support Form; please use this as a guide. If the RPT continues not to make sufficient progress you should ensure you discuss this promptly with the Tutor.

To reduce duplication, whilst your RPT is on an ESF, you do not need to complete the targets section on their Weekly Reflection. Just write, ‘Please see ESF’ in the target box instead.

**Assessment of the School Experience**

RPTs receive a Pass or Fail result overall for this School Experience. This is determined by assessment against The Teachers’ Standards. To achieve a Pass overall, the RPT must achieve **Grade M (Meeting) or above in every Teachers’ Standard** (1 to 8 plus Part 2); if they have a fail grade (Not Meeting) for one or more Standards, they cannot be awarded a pass.

We use these grades:

* E – Exceeding (pass)
* M – Meeting (pass)
* N – Not Meeting (fail)

Please note: no RPT can be awarded an ‘N’ grade (fail) in their Final Progress Review without having been previously made aware of this possibility and placed on Extra Support processes.

Start of the placement

* Your RPT will email you their Assessment of Progress form (AoP) at the start of the placement. This allows you to see their achievements on previous placements and their priorities and action plan for this placement.

Interim Progress Review (visit)

* This happens during the supervising Tutor visit in Week 4 or 5.
* You will need to complete the Year 3 Interim Tab on the RPT’s AoP form with some brief comments and indications of predicted grades.
* During the visit, the tutor will discuss your interim assessment with you and the RPT.
* They will also ask various questions to check that certain things are being covered and will summarise all of the info they collect on a Tutor Review form.
* At the end of the form, the tutor will make a judgement as to whether the RPT is ‘On track to pass’ or ‘below expected level’ as well as working with you to identify key next steps. This may include an Extra Support Form where necessary.

Final Progress Review (online meeting)

* In the final week, you will need to provisionally fill in the grades and comments that you think are appropriate for Year 3 Final tab on the AoP and discuss these with the RPT. **There should be no surprises**; all parties will have had conversations about expected grades at the Interim point in the placement and Extra Support Forms will have been put in place to support Grade Ns, so any of these will have been targeted and most likely improved upon.
* You will need to email this to the tutor 24 hrs before the Final Progress Review meeting; your RPT will also prepare some evidence for the tutor to look at.
* In the meeting,
  + If the RPT has been ‘on track to pass’, the tutor will confirm the pass to the RPT, before having some discussion to confirm if you all agree on the individual grades. There will then be detailed discussion about ECT targets and how to prepare for an interview.
  + If the RPT is borderline or on Extra Support processes, this discussion will take longer and the pass will not be confirmed until the end. These RPTs will have their ECT targets discussed in a post-placement tutorial with a programme director.

After the placement

* You will email the AoP form to the [primarypartnership@reading.ac.uk](mailto:primarypartnership@reading.ac.uk) email address ensuring that you cc the Tutor and RPT.

(*See box below for instructions on filling in the AoP*.)

To support you in the grading process, there is the **Final Placement Assessment Guidance: Exemplification of Achievements in the Teachers’ Standards** document. It is **not** a set of criteria that all need to be met, rather it is examples of what meeting each standard could look like. Please note that to meet the Teachers’ Standards, the RPT will need to be teaching the prescribed amount and not receiving excessive amounts of support at the time of the assessment.

PLEASE REMEMBER: WE DO NOT GRADE RPTs AGAINST THE PERFORMANCE OF AN EXPERIENCED TEACHER; WE CONSIDER THEM AGAINST WHERE THEY ARE AT IN THEIR TRAINING. Please use the exemplification to guide you. In all discussions about final gradings the tutor reserves the right to make the final decision.

|  |
| --- |
| Instructions for Completing the Assessment of Progress (Excel Document)   1. When you have opened the document you will see seven tabs across the bottom of the screen: Year 1; Year 2 Interim; Year 2 Final; Year 3 Interim; Year 3 Final; Fundamental Skills; and Summary. Click ‘Year 3 Interim’. 2. Fill in the Year 3 details at the top by clicking in the boxes and then typing. Save the page by selecting the File tab at the top and selecting ‘Save As’, as you would in a Word document. Please name the file **surname, first name, Year 3**. 3. For Standard 1, in the ‘Year 3 Predicted’ cell, click on the small arrow; a drop down menu will appear. Select the grade you require and repeat for all Standards. 4. Click in the ‘Key Achievements’ and ‘Targets’ boxes and type as required. Please note there are word limits on these. 5. Save the page by selecting the File tab and clicking ‘Save’. 6. You can now close the document and return to it in the final week. 7. To fill in the ‘Year 3 Final’ tab, click on the tab and repeat stages 3 to 5. 8. Additionally, click on the arrow next to the ‘Summative Outcome for placement’ box at the bottom of the page and select the appropriate grade. 9. Click on the ‘Absences’ box at the top of the page and insert number of absences. Save. 10. You can check that all the information is correct by clicking on the Summary tab. |

Each tab of the AoP also asks you to confirm if the statutory **Fundamental Skills for English and Maths** have been met by the RPT in the context of the placement. These are detailed on their own tab on the AoP for your reference. Please take care to look at these, *particularly at the interim stage*, so that you and the RPT can come up with an action plan for demonstrating any missing skills. If they have NOT shown the Fundamental Skills by the end of the placement, you and the tutor must ensure that very specific targets are put on the AoP for the gaps the RPT needs to fill as they only have until June to rectify these.

**What to expect on a Supervising Tutor Visit**

Pre-visit

* The tutor will liaise jointly with you and your RPT about the best date for this that works for everyone. You may need to advise them about parking.
* The day before the visit, **the RPT** should email an Observation Summary form to the tutor, with Section A completed.
* The day before the visit, **you** should complete the Interim Tab of the RPT’s Assessment of Progress form and email it to the tutor.
* On the morning of the visit, the RPT needs to make sure any planning they have done for the lesson (UoR pro-forma, school pro-forma, slides – whatever they’ve used) is printed and ready for the tutor to pick up.

During the visit

* The ideal schedule for the tutor to follow is to: 1) observe the RPT teaching part of a lesson (with you jointly observing); 2) meet with you; and then 3) meet with you and the RPT jointly to discuss the observed lesson and review overall progress.
* When the RPT joins you, you should lead the joint discussion about the lesson, in the way you normally would, starting off with the RPT’s reflections on the learning.
* The tutor will contribute to the joint discussion, and also be the scribe for completing the form.
* The Tutor will then complete a Tutor Review form, which includes a discussion about your interim comments and grades, as well as other checks on how things are going. You will have a joint action plan for next steps by the end of this.

After the visit

* The tutor will email the Observation Summary form and their Tutor Review form to you and your RPT.

**Appeals Process**

In the unlikely event that you wish to appeal your RPT’s result, you should contact the Programme Director (Professional). This must be done by **Friday 28th March 2025\*** and you should contact [primarypartnership@reading.ac.uk](mailto:primarypartnership@reading.ac.uk) in order to do so.

Before contacting the Board you should ensure that you have looked at the **Final Placement Assessment Guidance: Exemplification of Achievements in the Teachers’ Standards** and can justify your reasoning; Consider whether you will have the support of your school ITTCo or the Tutor. We will examine all perspectives and make a final decision. You will be notified, in writing, of the outcome.

**\*** Exceptions will be made on a case by case basis where an RPT is continuing for longer in the assessed part of the placement.

**Attendance**

RPTs are told that attendance on School Experience is mandatory and that if they miss any days due to illness they must notify both you (as per whatever procedures you have agreed with the RPT), their tutor and the primary partnership email address. Requests for days off for any other reason must be made to the Supervising Tutor and then negotiated with you within the framework of what is usual in terms of permitted absence for a class teacher.

If your RPT misses a day at school for an authorised reason (including illness), they do not need to organise to make this day up. ‘Snow days’ or other emergency school closures e.g. a burst pipe, also do not have to be made up. However, if they have an **extended absence** and therefore struggle to have sufficient evidence to pass, then they will need to resume the missed time after the official placement end date. You and the Supervising Tutor will be the ones to make the judgement call as to whether the missed time is needed, in consultation with the Professional Programme Director.

**RPT Job Interviews**

Your RPT might begin to apply for ECT teaching posts during their time with you. They are advised to focus on the placement and to seek jobs in earnest after the placement is over but there will doubtless be some jobs that are advertised early. If they are offered an interview, RPTs must be excused from school for the day or half-day. This should not come out of their PPA unless they have more than one interview within a week. However, they are not permitted to use placement days for travel to interviews (back home) or for tours of prospective schools. When filling in the AoP Final Tab, days for interview count as absences.

**Research Engagement Projects (REPs)**

The RPTs no longer do a dissertation. Instead, they do a Research Engagement Project (REP), linked to their placement with you.

For the REP, they look through your School Improvement Plan (SIP), and, with the help of you and a senior leader, identify an improvement aim (or an aspect of an aim) to plan some research for. They read around the topic and are given university guidance about research design, before *designing* a small research project. They present this design to you and relevant senior leaders in the final fortnight of the placement for feedback on the School Stakeholder Feedback form. This brief form is so that they can use your feedback to improve or alter their design before they submit it in poster form for their summative assessment. They do not actually carry out the research – unless you would like to discuss such an undertaking with them for after the placement is over!

**ITTCOs (Initial Teacher Training Coordinators)**

Your Partnership School has an Initial Teaching Training Co-ordinator (ITTCo) who might be the Headteacher or another member of staff. It is this person’s responsibility to support you in your mentoring experience. This could take the form of observing the RPT; discussing the RPT with you; helping to arrange things like visits across the school; being an alternative sounding board for the RPT; or any other appropriate support.

**Moderation and External Examiners**

A small group of tutors, including the programme leadership, complete moderation of about 10% of each cohort of RPTs; these can be for a variety of reasons e.g. new partnership school, to see a range of grades etc. Moderation is usually by attendance at the Final Progress Review meeting. If we moderate your RPT, you will be informed that an additional tutor is attending this meeting.

Our External Examiners will visit a small number of RPTs during the Year 3 School Experience for a lesson observation and discussion. A range of RPTs is usually seen. Again, you will be informed if your RPT will be visited.

**Appendix 1**

The Teachers’ Standards

**TEACHERS’ STANDARDS**

**PREAMBLE**

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

**PART ONE: TEACHING**

**A teacher must:**

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

• establish a safe and stimulating environment for pupils, rooted in mutual respect

• set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions

• demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

**2 Promote good progress and outcomes by pupils**

• be accountable for pupils’ attainment, progress and outcomes

• be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these

• guide pupils to reflect on the progress they have made and their emerging needs

• demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching

• encourage pupils to take a responsible and conscientious attitude to their own work and study.

**3 Demonstrate good subject and curriculum knowledge**

• have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings

• demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship

• demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject

• if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics

• if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

**4 Plan and teach well structured lessons**

• impart knowledge and develop understanding through effective use of lesson time

• promote a love of learning and children’s intellectual curiosity

• set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired

• reflect systematically on the effectiveness of lessons and approaches to teaching

• contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

**5 Adapt teaching to respond to the strengths and needs of all pupils**

• know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

• have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these

• demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development

• have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

**6 Make accurate and productive use of assessment**

• know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements

• make use of formative and summative assessment to secure pupils’ progress

• use relevant data to monitor progress, set targets, and plan subsequent lessons

• give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

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

• have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy

• have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

• manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them

• maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

**8 Fulfil wider professional responsibilities**

• make a positive contribution to the wider life and ethos of the school

• develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

• deploy support staff effectively

• take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

• communicate effectively with parents with regard to pupils’ achievements and well-being.

**PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.

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

o treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position

o having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions

o showing tolerance of and respect for the rights of others

o not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs

o ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.

• Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

• Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

**Appendix 2**

Lesson Feedback Guidance and Examples

**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.

**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.

**Start 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.

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. Use the relevant Good Practice Guide for the observed subject to support this.
* **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!

*Example completed Observation Summary Forms are available below.*

**Example 1**

**SECTION A Pre-observation preparation (to be completed in advance by RPT and emailed to observer(s)):**

**Name of RPT: xxx School: xxx Activity:** Maths lesson

**Date: xxx Year group/ number of children:** Year 2 – whole class

|  |
| --- |
| **The aspect of my professional practice I would like this observation to focus on:**   * Use of formative assessment during lesson |
| **My level of responsibility in planning this lesson:**   * Planned independently after initial brief discussion. |

**SECTION B Summary notes (to be completed by the observer through discussion with the RPT):**

**Name(s) of Observer(s): xxx**

|  |  |
| --- | --- |
| **The RPT’s independent reflections:**   1. Impact on children’s learning   You felt that you had made a difference to children’s learning. You identified that chln made progress, esp with the X -? = X type questions (which they had struggled on previously) and you believed this was because you watched and listened closely in the starter, allowing you to move children together for targeted support during the input. I was able to agree with this; your targeted questioning was superb. You were concerned that two chln had made less progress than expected, but we discussed how a different choice of resources might have supported more (see below).   1. Professional development focus   In addition to identifying your careful assessment during the starter, you reflected on your assessment as you moved round during the independent work. You weren’t sure how effective it was, although you identified that it would reduce your marking time later and that you felt confident in stating how children had achieved, particularly the two back tables. | |
| **Additional reflections from the observer:**  I confirmed that you had made very good use of assessment throughout this lesson to really target teaching and support:   * When circulating you gave targeted feedback and marked as you went round, so children knew how they were doing. This helped at least one child gain confidence as they picked up the pace once they knew they were counting correctly. * By the end of the lesson most children were able to use a number line for the two types of subtraction (48 – 8 = ? and 32 - ? = 24) and I felt this was down to your clear modelling using the IWB and careful use of assessment to target errors. * The learning tasks were well-chosen and there was extension for all. You clarified that you had selected the learning tasks yourself although the extension had come from White Rose. I said that I felt some children had developed their reasoning well through their conversations with you whilst at their tables, but we discussed how this could be capitalised on for the rest of the class to learn from and encourage their reflection (see below). * We discussed how some children need further work on counting on and back on the number line and you were able to say what you now thought you would do on this for next lesson. | |
| **Agreed strengths (at least one must relate to the specific subject being taught)**  *(Please draw upon ITE curricular expectations)*   * Modelling – you were extremely clear in how you explained key steps and what you wanted from children, leading to good progress. It was well chunked. This skill has consolidated well from placement 1. * Strong use of AfL throughout, e.g. questioning, targeting, using these to adjust teaching or explanation, emphasis on identifying ‘good mistakes’ – you are attaining at least as well as expected in this area. | **Agreed targets (at least one must relate to the specific subject being taught)**  *(Please draw upon ITE curricular expectations)*  Reflect on exactly which resource is most appropriate for which learning activity – e.g. selecting a number line rather than 100 grid for the starter when children need to count through 10s  Consider how you could make the most of children’s explanations to share insights with each other and to take more responsibility for their own learning – e.g. mini-plenaries or paired talk |
| At this stage of the training, this observation contributes evidence that this trainee is:  ☒ **Making appropriate progress**  ☐ Making limited progress  ☐ Displaying significant weaknesses in the following Strand(s)/TS:  Or  ☐ This observation was not typical of this RPT’s performance at the current time (please explain briefly) | |

**Example 2**

**SECTION A Pre-observation preparation (to be completed in advance by RPT and emailed to observer(s)):**

**Name of RPT: xxx School: xxx Activity:** English lesson

**Date: xxx Year group/ number of children:** Year 3 – 30 chln

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| **The aspect of my professional practice I would like this observation to focus on:**   * Behaviour management, especially of groups during the independent work |
| **My level of responsibility in planning this lesson:**   * Weekly planning was done jointly between me and the year group team. Me and my mentor looked at yesterday’s books together and then I planned the slides and lesson from that. |

**SECTION B Summary notes (to be completed by the observer through discussion with the RPT):**

**Name(s) of Observer(s): xxx**

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| **The RPT’s independent reflections:**   1. Impact on children’s learning   You said that you felt generally satisfied with the children’s learning and that all had completed the task.   1. Professional development focus   You were pleased that you had remembered to stop and set expectations each time there was low level disruption during the input and used warnings effectively. I reminded you that you had also moved a child which worked effectively to bring attention back and keep things smooth. You said that you felt more whole class behaviour/noise interventions were needed when the children were at their tables and you were clearly frustrated that you had intended to do this but hadn’t. I pointed out that you had done this well once, but that you were otherwise correct in your evaluation. We identified that the issue is how to help yourself remember to do this. I suggested: asking a child to be monitor of noise; wearing a discreet timer round your neck, set to give you reminders; always positioning yourself round the edge of the classroom; and/or a reward system. | |
| **Additional reflections from the observer:**   * You managed the child with EBD very well by recognising what needs she was trying to communicate and weighing up consequences.   By the end of the lesson all chln had certainly written a good quantity and many had finished. However, impact on learning was limited because:   * The LO was to complete the task and it did not make clear what specific improvement the chln had to aim for. Many assessed themselves as having met the LO because they had completed the task even though they had not mastered the language features they were supposed to be improving. * Your modelling of the language features in the input was a brief and could have involved the chln more. You were able to discuss this well with me and identify an instance where you could have gone deeper. * Opportunities to stop the whole class for mini-plenaries when you spotted recurrent mistakes were not taken.   Your comment that you were satisfied with the chln’s learning suggests that you are not evaluating effectively or quite clear what you should be looking for. | |
| **Agreed strengths (at least one must relate to the specific subject being taught)**  *(Please draw upon ITE curricular expectations)*   * Very good relationships with all chln, including those with additional needs. * Effective management and following through of behaviour expectations during input, and of some individuals. * You had, with support, used prior learning nicely to determine the most appropriate learning to focus today’s lesson on. This then translated into some good adaptations to the task for key groups.   These strengths are curriculum expectations for earlier placements. | **Agreed targets (at least one must relate to the specific subject being taught)**  *(Please draw upon ITE curricular expectations)*  To manage learning behaviour during independent work through refocusing and other strategies (see above.)  To plan LOs that articulate the specific learning or skill you are looking for and to link your reflection to this.  To plan demonstration writing in more detail so that it includes multiple examples of the features you require and some deliberate mistakes. |
| At this stage of the training, this observation contributes evidence that this trainee is:  ☐ Making appropriate progress  ☐ Making limited progress  ☒ **Displaying significant weaknesses in the following Strand(s)/TS:** Standard 2 and Standard 4. As this is ongoing in your practice, an Extra Support Form will be developed to support you with how to achieve your targets and work more robustly in these Standards.  Or  ☐ This observation was not typical of this RPT’s performance at the current time (please explain briefly) | |

**Example 3**

**SECTION A Pre-observation preparation (to be completed in advance by RPT and emailed to observer(s)):**

**Name of RPT: xxx School: xxx Activity:** Geography lesson

**Date: xxx Year group/ number of children:** Year 2, 30

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| **The aspect of my professional practice I would like this observation to focus on:**   * Making the best use of lesson time, specifically using mini plenaries to check progress |
| **My level of responsibility in planning this lesson:**   * I took part in the year group planning meeting during PPA. After discussions, I planned the lesson and sent the plans to my mentor. She suggested tweaks, which were put in place. |

**SECTION B Summary notes (to be completed by the observer through discussion with the RPT):**

**Name(s) of Observer(s): xxx**

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| **The RPT’s independent reflections:**   1. Impact on children’s learning   You felt that the children achieved what you wanted them to achieve as all were able to identify some pros and cons by the end of the lesson. You felt that PW and SJ, although they had managed fewer in their lists, had nevertheless understood the concept – I agree. Next time you could ask me or Clare to scribe for them after a certain point.   1. Professional development focus   You were very pleased that you had two mini plenaries during the independent work as you felt they, especially the first, really helped you to see who was struggling. You felt that the second was more about sharing the ideas amongst the children. | |
| **Additional reflections from the observer:**   * I felt you modelled the task effectively so that children were able to engage with the learning and make progress. You had researched the technical aspects of our local climate zone but also showed further skill when you linked this to our lives in your examples. * You gave the children time to focus on their work as well as to have mini plenaries to check progress and address misconceptions – the pace of the lesson was maintained. * It was a great idea to use post-it notes as an aide memoire for you for the questions you intended to ask. * By the end of the lesson some children were ready to write their letters. All children had made their pros and cons list about the local climate zone. * The planned activities catered well for most of the children – well done. Some HA children finished their work early through, which doesn’t use time well. I agree with you that greater depth tasks can seem challenging to design in certain foundation subjects, but I’m pleased you were able to discuss the idea of hypothesis questions with me as an option. * I felt we need to do more work together on how to communicate the LO to your TA. If the TA is going to work to support a group of children with their learning then you need to ensure that she is familiar with the required subject knowledge. | |
| **Agreed strengths (at least one must relate to the specific subject being taught)**  *(Please draw upon ITE curricular expectations)*   * Your relationship with the children, use of positive praise and implementation of the school’s policy supports an environment in which children can make progress. * You modelled the task well and linked the subject knowledge extremely well to children’s lives. * You made good use of lesson time with regard to the timing of your mini plenaries. | **Agreed targets (at least one must relate to the specific subject being taught)**  *(Please draw upon ITE curricular expectations)*  Make sure learning activities are appropriate to stretch GD children’s understanding of the interdependence of land use and climate.  Continue to develop communication with your TA to support children’s learning effectively. |
| At this stage of the training, this observation contributes evidence that this trainee is:  ☒ **Making appropriate progress**  ☐ Making limited progress  ☐ Displaying significant weaknesses in the following Strand(s)/TS:  Or  ☐ This observation was not typical of this RPT’s performance at the current time (please explain briefly) | |

**Appendix 3**

Completed Extra Support Form

**EXTRA SUPPORT FORM – Example**

RPT Name: Jane Smith School: Any Primary School

Please use this form to record an action plan to support the RPT in boosting performance in specific areas. The Supervising Tutor, Mentor, ITT Co-ordinator or RPT may initiate this form, however, it must always be discussed with the RPT and accessible in their file.

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| **Reasons for raising the form:** | | | **Other context** (e.g. external pressures or areas of success) | | |
| Chln are not making sufficient progress, particularly in Maths lessons as JS does not model all learning/tasks, She is able to reflect on this lack post-lesson but says she doesn’t remember ‘in the moment’. Questioning as an AfL technique is also not being responded to sufficiently. | | | English lessons are more successful - JS needs to transfer successful skills here to other subjects. She is also able to evaluate pupil progress fairly after lessons. However, the detail that is needed at the planning stage to meet the targets above should be recognised and JS is to review her work commitments during the week to ensure that these do not have a negative impact on time available to be spent in school. | | |
| **SPECIFIC TARGET** | **Related Standard** | **SPECIFIC SUCCESS CRITERIA**  **FOR RPT TO FOLLOW** | | **SUPPORT ACTIONS FROM OTHERS**  (e.g. mentor, ITTCo, HT, subject leader) | **Key Review Points** |
| **1.** To model stages of a task effectively to pupils. | 4.1 | 1. When planning, decide what skills the pupils need and consider what order these are best introduced in.  2. Plan what you will do, including bullet points in your planning for the stages you will model.  3. Ensure this includes an example.  4. Include intended vocabulary.  5. Prepare IWB slides to support each stage of your modelling.  6. Send IWB slides to mentor by lunchtime the day before teaching them, for review. | | 1. Mentor to support RPT’s planning of first two maths lessons of next week’s unit by doing the process listed *with* the RPT. RPT to then plan end of week with normal level of support.  2. Mentor to arrange for RPT to observe Year 5 teacher (CM) and focus on her modelling. | Friday 14th Nov (at Weekly Meeting) |
| **2.** To use questioning as an AfL technique within lessons. | 2.1 | 1. Indicate specific questions on planning/slides to review understanding before setting chln off on independent tasks.  2. Also note what you will do with those chln who are not ready after questioning.  3. Plan for a mini-plenary during the main phase of the lesson.  4. Set a timer to help you to remember to do this. | | 1. RPT to observe Year 2 teacher alongside HT, with HT pointing out effective questioning /less effective moments (assisted observation). | Weds 12th Nov (during PPA) |
| Name of person completing this form: | | Joe Bloggs | | | |
| Position (please highlight): | | RPT/ Mentor/ ITTCo-ordinator/ University Tutor/ Programme Director | | | |
| *Please ensure that a copy is sent to the Partnership Office -* [primarypartnership@reading.ac.uk](mailto:primarypartnership@reading.ac.uk) *and to* [c.broadhurst@reading.ac.uk](mailto:c.broadhurst@reading.ac.uk) | | | | | |

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| **Review Date:** | | | | | |
| **Target** | **Notes on Progress** | | | **Reviewed by** | **Is the RPT now making satisfactory progress?** |
| 1 |  | | |  | Yes/ No |
| 2 |  | | |  | Yes/ No |
| 3 |  | | |  | Yes/ No |
| **Result (please shade):** | | | | | |
| **Form signed off – no further action** | | **Revised form needed** | **Move to ‘Cause for Concern’ form** | | |