**BA Ed Programme**

**Year 2 School Experience**

**Mentor Handbook 2024-25**

Initial contact for queries:

Ruth Bell-Tinoco

Email: primarypartnership@reading.ac.uk

Key Staff:

Cara Broadhurst – Professional Programme Director

Laura Purser – Academic Programme Director

Ruth Bell-Tinoco - Administrator

Liz Henley - Placements Coordinator

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.

Table of Contents

**Reading Partnership Teachers 3**

The Primary Attributes 3

Year 2: The Responsive Teacher 3

**The Role of the Mentor, ITTCo and Tutor 4**

**The Year 2 Placement Curriculum 7**

What is the curriculum for a Year 2 RPT? What do we want them to learn? 7

How do we want them to learn it? 9

What else should be borne in mind? 10

**Staged Planning Support for RPTs 11**

**The Mentor Checklist 13**

**Further Guidance 18**

Your Mentor Hub 18

The Mentor Training Curriculum 18

Job sharing Mentors 18

Observations and Post-lesson Discussion 19

The Weekly Meeting 19

Primary Good Practice Guides………………………………………………………………………………………………………19

Concerns about Progress 19

Assessment of the School Experience: Criteria for a Pass 20

Assessment of the School Experience: The Process 21

What to expect on a Supervising Tutor Visit 22

Appeals 23

Attendance 23

Your ITTCo (Initial Teacher Training Coordinator) 24

Moderation 24

*Appendices:*

*The Teachers’ Standards*

*Lesson Feedback Examples and Guidance*

*Extra Support Form – Completed Example*

**Reading Partnership Teachers: Our Vision**

(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 2…**

**Year 2: The Responsive Teacher**

In Year 2, you will continue an important lesson as you appreciate that teaching is not just about planning for the children’s experiences but is also about reacting to or anticipating their classroom progress. You will still be exploring pedagogy but to a deeper level of understanding, as you consider the different needs presented. You will be expected to learn how to respond to and provide for those needs, as a means of ensuring both learning and wellbeing. The flexibility that this requires means that RPTs sometimes need to be bold, but they are able to see how teacher responsiveness helps learners reach potential and be inspired. In this way, as you work through this phase, you will be evolving further as a teacher who evaluates *children’s* progress and motivation as an important way of establishing if *you* have been successful.

**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 13 onwards 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 2 School Experience 2025**

**What is the curriculum for a Year 2 RPT? What do we want them to learn?**

The Year 2s have experienced a fair proportion so far of their taught curriculum.

|  |
| --- |
| In Year 1, they learned about: |
| * Teacher professionalism and responsibility
* Child development in the physical, social, cognitive and language domains
* How children learn, particularly focusing on the role of cognitive load, exposure, practice, talk and active participation.
* Features of effective teaching, including hooks, modelling, chunking and questioning
* The structure of a basic lesson
* Inclusive practice as a baseline for all teaching and learning decisions
* The role of body language and presence in terms of teacher identity
* Pro-active and reactive behaviour management strategies for lessons and transitions
* The role of the teacher in facilitating mental wellness and personal development
* Working with chln of lower socio-economic status, including ‘At risk’ children
* Relationships, Sex and Health Education

They did a placement in KS1. |
| In Year 2 this year, they have learned about: |
| * Why having an evidence base, including the EEF toolkit, for our practice is important and how to draw on that in a critical way that takes context into account.

**Includes ITTECF: 8.2** |
| * Formative assessment as a tool for responsive teaching and learning, in particular:
	+ The role of feedback, oral and written
	+ Questioning, including how to ensure all children participate
	+ Hinge questions
	+ Supported self and peer assessment and other meta-cognitive ways to approach learning

**Includes ITTECF: 3.10, 4.5, 4.6, 5.3, 5.5, 6.1, 6.3, 6.4, 6.5 6.6 and 6.7** |
| * The considerations needed when planning the curriculum offer for a school to be broad, balanced and support holistic development.

**Includes ITTECF: 3.1, 3.2 and 3.5** |
| * Curriculum design, including the importance of sequencing, progression, revisiting and retrieval, challenging use of concepts learned and engaging lessons.

**Includes ITTECF: 1.1, 2.6, 2.7, 2.8, 3.3, 3.7, 3.8, 4.2, 4.11 and 8.2** |
| * Best practice for working with children with SEND as defined in the SEND Code of Practice, including:
	+ Universal inclusive provision
	+ Scaffolding and adaptation for all
	+ Support for sensory and physical needs
	+ Support for cognition

**Includes ITTECF: 5.2, 5.3, 5.7, 5.8 and 5.9** |
| * The prevalence of Speech, Language and Communication Needs (SLCN) and ways of scaffolding development for these chln.

**Includes ITTECF: 5.1 and 5.3** |
| * The significant variation of need amongst children who have English as an Additional Language (EAL) and how to apply inclusive practice principles to support them in the classroom and the wider school.

**Includes ITTECF: 5.1 and 5.2** |
| * Behaviour management, especially:
	+ Revision of key class management and attention gaining techniques from Year 1
	+ The importance of pro-active behaviour management, including rules and routines
	+ How teaching behaviour draws on some of Rosenshine’s principles

**Includes ITTECF: 1.3, 7.1, 7.4 and 7.5** |
| * Safeguarding training to the equivalent of Level 1, including the four categories of abuse, possible indicators and processes to follow.
 |
| * The concept of global citizenship and social justice and how these can be facilitated through a strong citizenship curriculum that includes Climate and Sustainability Education (CASE).
 |
| * Subject knowledge and pedagogy across all the National Curriculum subjects and RE.
 |
| They are *yet* to have sessions on: |
| * The Therapeutic Approach to behaviour management
* Appropriate support and management for significantly challenging behaviour
* Good practice in TA deployment
* Working with parents and the role of homework.
* How ‘summative’ assessment and data can be used formatively to address gaps and target individuals or groups.
* Assessing and levelling in English and Maths and Science, linked to interventions.
* Reporting to parents and governors
* Further inclusive practices for minority groups within the classroom
* Supporting the SENCo to support them
* How the subject leader role might look for a specialist subject
 |

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

* Develop their curriculum planning skills to plan sequences of lessons that build appropriately on each other.
* Refine their understanding of lesson pedagogy as something where teaching and assessment are intrinsically interdependent.
* Provide opportunities for them to deconstruct approaches that support responsive teaching: questioning, mini-plenaries; live marking; and metacognitive reflection.
* Ensure they begin to provide scaffolding to meet the needs of pupils with barriers, especially EAL, SEND and PPG pupils.
* Develop and automatise their teacher presence and their ability to follow through on expectations of behaviour.
* Promote awareness of how pupil wellbeing and behaviour are deeply interlinked and how a teacher can respond to this.
* Ensure they teach a lesson in every curriculum subject + RE and Citizenship.
* Apply subject-specific pedagogies to the Key Stage they are working in.

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

We want them to achieve by having the experiences laid out in the *Year 2 Placement Curriculum* on **pages 13 to 28 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 ITTECF was the curriculum for initial teacher training and the ECF was the curriculum for ECTs. The new document combines the two.)

**ACTION: Please read their 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 Placement Curriculum is broken into five strands of learning which can be roughly aligned with the way the ITTECF content and the Teachers’ Standards are set out:

|  |
| --- |
| **Strand A** (Expectations and Behaviour) - leading to TS1 and 7 |
| **Strand B** (Pedagogy) - leading to TS 2, 4 and 5 |
| **Strand C** (Curriculum) - leading to TS 3 |
| **Strand D** (Assessment) - leading to TS 6 |
| **Strand E** (Professional Behaviours) - leading to TS 8 and Part 2 |

We therefore assess their learning at the end of each placement against a descriptor for each strand. The Placement Curriculum is planned to support an RPT to be able to meet the descriptors by the end of the placement. Although we do not ‘teach to the assessment’ you will find it useful to download the Assessment Descriptors from your Mentor Hub to see what your RPTs are working towards.

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.

**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 Year 2 placement, RPTs would normally be used to working in Phase 1 and should move into Phase 2 early in the placement, 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).

As **Year 2s**, when they evaluate their practice, these RPTs will need guidance in how to make the transition from thinking about *themselves*, to reviewing what the children gained in each lesson. They will be beginning to develop responsive teaching skills and to recognise how sequences of learning build together, but they will also be negotiating KS2 curriculum knowledge for the first time, and learning what *your* school expects from lessons and learning. Things that will be key to making the placement work successfully are you being understanding about their inexperience, guiding them in your *school-specific* expectations and keeping communication channels open. Mentoring is a complex process; patience is needed and sometimes you will need to ‘read between the lines’ of what an RPT is doing or saying to work out what they really need.

You will need to be present in the classroom with a Year 2 RPT for much of the time, but for those times 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.

**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.
 |

|  |  |
| --- | --- |
| 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. |

|  |  |
| --- | --- |
| 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.

**Mentor Checklist**

|  |  |  |
| --- | --- | --- |
|  | **Required Support** | **Tickbox** |
|  | **ITaP Week (Mon 24th Feb – Friday 28th Feb)** |  |
| In this ITaP, RPTs will be in university sessions on Monday and Wednesday all day, and on Friday afternoon.They will be in your school * **all day on** **Tuesday 25th Feb,**
* **all day on Thursday 27th Feb** and
* **the morning of Friday 28th Feb**.

Full details about their learning and tasks are in the ITaP video for mentors, that was released on 14th February. |
| 1. | Ask to be emailed your RPT’s AoP from their Year 1 School Experience. Discuss their strengths and targets, to gain a picture of how the RPT was working and where they need to go next. |  |
| 2. | Read the **School Experience (SE) Handbook, especially pages 13 to 28 (the Placement Curriculum)**. This is the manual for what the RPTs are required to do and you need to work with this. |  |
|  | **Week 1 – diagnostic fortnight (Mon 3rd March – Friday 7th March)** |  |
| 1. | Carry out Inductions in the relevant bits of the: * Child Protection and Safeguarding Policy
* Health and Safety Policy
* GDPR Policy
 |  |
| 2. | Give a general introduction - a tour of the school, introductions to other staff, training on the photocopier, access to the computer network etc  |  |
| 3. | Discuss the Placement Curriculum and tasks for the diagnostic week and make appropriate arrangements, paying particular attention to:* the need for a curriculum design meeting
* the need to negotiate a subject (not English or Maths) with your RPT that they can develop over Easter in terms of a unit of work/MTP for Summer 1 and have the relevant preparatory conversations
 |  |
| 4. | Look ahead at the Placement Curriculum/School-Based Tasks for the remainder of the placement and begin to think about and discuss appropriate arrangements. |  |
| 6. | At the end of each week, have a Weekly Meeting and provide a written weekly summary (including targets) on the Weekly Reflection form. This is accessed in the RPT’s e-portfolio. |  |
|  | **Block School Experience – Monday 10th March to Friday 9th May (6 weeks)** |  |
|  | **To happen at some point:** |  |
| 1. | Liaise with the Supervising Tutor re dates for visits, including arranging a tripartite date as close to the end of the final week as possible.  |  |
| 2. | Support your RPT to arrange their sequence of three phonics lessons in Key Stage 1/Rec (we have suggested week 2). If there are difficulties with this, consider if the RPT could teach a Key Stage 2 group that still need direct phonics instruction. |  |
|  | **Week 2** |  |
| 1. | Formally **observe** your RPT once and have a reflective discussion with them about the lesson. Provide written feedback via notes and the summary sheet. Ensure the correct box at the end of the form is ticked.(As they may well teach their required Phonics lessons this week, the observation could be done by the class teacher of their Phonics class.) |  |
| 2. | Involve your RPT with the planning you do (including team planning meetings), giving especial focus to the lessons they will be teaching. Share the school or scheme planning with them and then **co-plan** what their delivery of this will look like. They will use a Lesson Adaptation Sheet and/or adjust the slides for this process. |  |
| 3. | Support your RPT with evaluating and assessing learning alongside 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: 1 lesson per day to include English, Maths, Science and 2 x Foundation Subjects
* PPA time – one half day; their CPD time – one half day
* RPTs opportunities to complete their tasks and observe other experienced teachers
 |  |
|  | **Week 3** |  |
| 1. | Formally **observe** your RPT (minimum of once per week) and have a reflective discussion with them about the lesson. Provide written feedback via notes and the summary sheet. Ensure the correct box at the end of the form is ticked. |  |
| 2. | Involve your RPT with the planning you do (including team planning meetings), giving especial focus to the lessons they will be teaching. Share the school or scheme planning with them and then **co-plan** what their delivery of this will look like. Give them one lesson this week to plan from scratch. |  |
| 3. | Support your RPT with evaluating and assessing learning alongside 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: 2 x English, 2 x Maths, 1 x Science and 2 x Foundation Subjects (different from before)
* PPA time – one half day; their CPD time – one half day
* RPTs opportunities to complete their tasks and observe other experienced teachers
 |  |
| 5. | You will need to complete the Year 2 Interim Tab on the RPT’s Assessment of Progress (AoP) form with some brief comments and indications of grades – **IN TIME FOR THE TUTOR VISIT (Interim Progress Review) this week or next week (Week 4).*** You can use the **Year 2 Assessment Descriptors** to help you. IF THERE ARE ANY *REMOTELY POSSIBLE* GRADE Ns (‘Not Meeting’) – discuss these with the tutor as a matter of priority. Extra Support processes will be triggered.
* The AoP will be discussed at the tutor visit, but you can talk it through with your RPT beforehand if an opportunity occurs.
 |  |
|  | **Week 4** |  |
| 1. | Formally **observe** your RPT (minimum of once per week) and have a reflective discussion with them about the lesson. Provide written feedback via notes and the summary sheet. Ensure the correct box at the end of the form is ticked. You can invite other colleagues to do observations where this would be helpful. |  |
| 2. | Involve your RPT with the planning you do (including team planning meetings), giving especial focus to the lessons they will be teaching. Share the school or scheme planning with them and then **co-plan** what their delivery of this will look like. Give them one lesson this week to plan from scratch. |  |
| 3. | Support your RPT with evaluating and assessing learning alongside 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 5: 2 lessons per day with a focus on the Foundation Subjects, and 2 x guided reading.
* PPA time – one half day; their CPD time – one half day
* RPTs opportunities to complete their tasks and observe other experienced teachers
 |  |
|  | **Week 5** |  |
| 1. | Formally **observe** your RPT (minimum of once per week) and have a reflective discussion with them about the lesson. Provide written feedback via notes and the summary sheet. Ensure the correct box at the end of the form is ticked. You can invite other colleagues to do observations where this would be helpful. |  |
| 2. | Involve your RPT with the planning you do (including team planning meetings) and share school/scheme plans. Encourage them to take the lead on planning some of the detailed elements independently, although some subjects may need co-planning. Give them one lesson this week to plan from scratch. |  |
| 3. | Support your RPT with evaluating and assessing learning alongside 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 6: 60%, including the whole English or whole Maths.
* PPA time – one half day; their CPD time – one half day
* RPTs opportunities to complete their tasks and observe other experienced teachers
 |  |
|  | **Week 6** |  |
| 1. | Formally **observe** your RPT (minimum of once per week) and have a reflective discussion with them about the lesson. Provide written feedback via notes and the summary sheet. Ensure the correct box at the end of the form is ticked. You can invite other colleagues to do observations where this would be helpful. |  |
| 2. | Involve your RPT with the planning you do (including team planning meetings) and share school/scheme plans. Encourage them to take the lead on planning some of the detailed elements independently, although some subjects may need co-planning. Give them one lesson this week to plan from scratch. |  |
| 3. | Support your RPT with evaluating and assessing learning alongside 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 7: 60%, including the whole English or whole Maths (opposite of last week).
* PPA time – one half day; their CPD time – one half day
* RPTs opportunities to complete their tasks and observe other experienced teachers
 |  |
|  | **Week 7** |  |
| 1. | Formally **observe** your RPT (minimum of once per week) and have a reflective discussion with them about the lesson. Provide written feedback via notes and the summary sheet. Ensure the correct box at the end of the form is ticked. You can invite other colleagues to do observations where this would be helpful. |  |
| 2. | Involve your RPT with the planning you do (including team planning meetings) and share school/scheme plans. Encourage them to take the lead on planning some of the detailed elements independently, although some subjects may need co-planning. Give them one lesson this week to plan from scratch. |  |
| 3. | Support your RPT with evaluating and assessing learning alongside their own effectiveness. |  |
| 4. | Provisionally fill in the **Year 2 Final Tab** of the **Assessment of Progress Form**: discuss the grades with your RPT ready for the Final Progress Review meeting. (See page 20-22 for guidance.) |  |
| 5. | Attend the Final Progress Review meeting (online), as arranged with the Supervising Tutor. |  |
| 6. | **Email the Assessment of Progress form to us by Wednesday 16th May\* (****primarypartnership@reading.ac.uk** **). Please cc the Supervising Tutor and RPT into this email.** |  |
| 7. | 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 - [BA Primary Education (QTS) – University of Reading Mentor Hub](https://sitesb.reading.ac.uk/ioe-mentoring/ba-primary-education/) 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 2 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 11th February | 1 hr | **What is a mentor? Introduction to mentoring** | Online live session4 to 5pm |
| Released 11th February | 1 hr | **Supporting the ITAP** | Pre-recorded video |
| Released 11th February | 1 hr | **Curriculum Familiarisation** | Pre-recorded video +Handbook reading |
| Released 24th February | 1 hr | **The Good Practice Guides** | Pre-recorded video |
| Thursday 6th March | 1 hr | **Reflective Conversations, Target Setting and Challenging your RPT** | Online live session4 to 5pm |
| Week/beg 24th March | 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 structured 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.

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 have been covered in their Year 1 and 2 university-based curriculum (i.e. they are not making *appropriate* progress).
* It seems likely they will not meet one or more of the strand Assessment Descriptors 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 strand, 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: Criteria for a Pass**

The outcomes available for a School Experience module are **Pass** or **Fail** (one overall grade).

To assist in making the decision about the overall outcome, the Year 2 block School Experience module is assessed against five strands of learning.

|  |
| --- |
| **Strand A** (Expectations and Behaviour) - leading to TS1 and 7 |
| **Strand B** (Pedagogy) - leading to TS 2, 4 and 5 |
| **Strand C** (Curriculum) - leading to TS 3 |
| **Strand D** (Assessment) - leading to TS 6 |
| **Strand E** (Professional Behaviours) - leading to TS 8 and Part 2 |

There are descriptors for what performance in these strands looks like at Year 2 level. (They are on your mentor hub, as well as in the RPT’s e-portfolio.) An RPT can be assessed as

* **Not meeting** (N) or
* **Meeting** (M) or
* **Exceeding** (E)

for each strand. These judgements are to help them formatively in evaluating their practice and planning ahead to the next placement.

To **pass** the placement overall:

* They must achieve Meeting (M) or better in all five strands **OR**
* They might have a strand/s assessed as Not meeting (N), but, after careful discussion *with their supervising tutor* and consideration of the situation, it is decided that they do not meet the threshold for a fail grade.

Broadly speaking, the criteria for a **fail** are:

* There have been significant or repeated behaviours that do not indicate acceptance of Part 2 of the Teachers Standards and/or
* The RPT has regularly failed to meet targets set or to respond successfully to feedback and support, and/or
* There is an area of practice where the RPT shows a significant and sustained inability to meet any of the descriptor statement, and/or
* The RPT has ‘Not met’ in multiple strands and it can be predicted that the RPT would struggle significantly in the next placement.

To support you in giving the formative judgements, there are **SE Assessment Descriptors** for each strand. They have been written very carefully to reflect what is typical or expected for the school experiences at each stage. They are available on your mentor hub; the descriptors for Year 1 School Experience are included, so you can see how expectations change during each year of training.

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 descriptors to guide you. Additionally, Supervising Tutors and the university School Experience Board reserve the right to advise and make final decisions.

**Assessment of the School Experience: The Process**

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 3 or 4.
* You will need to complete the Year 2 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’. They will work with you to identify key next steps. (This may include an Extra Support Form, if 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 2 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 the AoP 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 possibly discussing the detail a little more. There will then be detailed discussion about the RPT’s targets to ensure they are agreed by all and really clear for the next mentor.
	+ 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.

After the placement

* You will email the AoP form to the primarypartnership@reading.ac.uk email address ensuring that you cc the Tutor and RPT.

|  |
| --- |
| 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 on ‘Year 2 Interim’.
2. Fill in the basic details at the top.
3. Click in the ‘Please select’ box next each strand, then click on the small arrow; a drop down menu will appear. Select the judgement you require and repeat for all strands.
4. Click in the ‘Achievements’ and ‘Next Steps’ boxes and type some key details. Please note there are word limits on these.
5. 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 2**.
6. In the final week, reopen the document and select ‘Year 2 Final’.
7. Repeat steps 3 and 4 for this tab.
8. Select ‘Pass’ or ‘Fail’ from the ‘Please select’ box at the bottom of the page.
9. Save the page by selecting the File tab and clicking ‘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 so they can work 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**

In the unlikely event that you wish to appeal your RPT’s result, you should contact the Professional Programme Director. This must be done by **Wednesday 14th May 2025\*** and you should contact primarypartnership@reading.ac.uk in order to do so.

Before contacting the Board you should ensure that you have looked at the Assessment Descriptors and can justify your reasoning; Consider whether you will have the support of your school ITTCo and/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.

**Your ITTCo (Initial Teacher Training Coordinator)**

As a Partnership School, your 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**

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.

**Appendices**

Appendix 1 The Teachers’ Standards

Appendix 2 Lesson Feedback Examples and Guidance

Appendix 3 Extra Support Form – Annotated Example

**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.
* **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 10sConsider 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

|  |
| --- |
| **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**

|  |
| --- |
| **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

|  |
| --- |
| **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**

|  |
| --- |
| **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.

|  |  |
| --- | --- |
| **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 *and to* c.broadhurst@reading.ac.uk |

|  |
| --- |
| **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 ‘at Risk of Failure’ category** |

The wellbeing and health of any RPT is of paramount importance. The university 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 Study Support, The Welfare Team or Counselling, as appropriate. Students can use their Academic Tutor to get a referral to these services or they can drop in to the Carrington Building on the Whiteknights campus or use the me@reading portal to ask a question about the service that you need. At all times, students should ensure they continue to communicate with their Supervising Tutor and Academic Tutor.