

A photograph of two women in a workshop or classroom setting. The woman on the left has blonde hair and is wearing a red scarf and a light-colored top. She is looking towards the woman on the right. The woman on the right has long blonde hair and is wearing a green top. They are both looking at something on the table in front of them. The background shows a window and some papers on the wall.

Whole Cohort Mentor Information: Independent Implementation Module

How does the Independent Stage differ from the Guided?

- **Consistency** – of practice and implementation of the UoR ITE curriculum
- **Progression** – of pupil outcomes
- **Autonomy** – of informed decision-making





How are the RPTs assessed?

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.

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.

Assessment Framework

CCP1 = Curriculum Check Point for the Shared Implementation Stage		CCP2 = Curriculum Check Point for the Guided Implementation Stage		CCP3 = Curriculum Check Point for the Independent Implementation Stage
Professional Behaviour				
CCP1a: Demonstrating professional behaviours and becoming an ethical community participant	Meeting by Report 1	CCP2a: Demonstrating professional and becoming an ethical community participant	Meeting by Report 2	CCP3a: Demonstrating professional and becoming an ethical community participant
<p>The RPT has participated enthusiastically in university sessions and followed mandatory instructions (such as setting up and populating their E-Portfolio, and completing WROPs). (8.1)</p> <p>They have followed directives and tried to respond to feedback. They have asked questions when unsure about things. (8.2)</p> <p>They have become more active with their tutor group and have started leading tutor times. (8.3)</p> <p>They have shown willingness to be involved in departmental and school activities, such as parents' evenings and assemblies. (8.3)</p> <p>They have taken opportunities to shadow experienced staff with activities that engage with the wider school community, such as phoning and emailing parents and families. (8.3, 8.4)</p> <p>The trainee has shown a commitment to continued professional development, through their engagement with the university programme and school-based PS sessions. (8.1)</p> <p>When on placement, the trainee has tried to act as if they were an employee of the school. This includes being appropriately attired, punctual, and being a positive influence around the school site.</p>		<p>The RPT has asked questions that allow them to critique school or department policies through appropriate forums and in constructive ways, as shown in mentor meeting notes and WROPs.</p> <p>They have started to become involved in extra-curricular activities, without it negatively infringing on their classroom practice.</p> <p>They are a role model of positive behaviours around the school site and known by pupils outside of their classes.</p> <p>Their commitment to continued professional development extends to the school-based placement, and they seek out opportunities to keep improving beyond the ITE curriculum</p>		<p>All of the below must be underpinned by secure understanding and consistent application of the Core Content Framework.</p> <p>The trainee must:</p> <ul style="list-style-type: none"> • 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. <p>---</p> <p>To exceed the ITE curriculum expectations and Teachers' Standard 8, the trainee should be consistently showing examples of excellent practice related to fulfilling wider professional responsibilities. These will include examples in the CCP2 'exceeding' column.</p>
Managing Behaviour				

Best Evidence Guide (BEG)

<p>CCP3a: Drawing upon your chosen evidence, how have you demonstrated that you display professional behaviours and have become an ethical community participant?</p> <p>(In your summary, refer to <u>Standard 8: Fulfil wider professional responsibilities</u>)</p> <p style="text-align: right;"><i>(no more than 200 words)</i></p>					
<p>Based on the evidence provided, are you confident you have met this Teacher Standard by the time of your Tripartite visit?</p>				<p>Yes</p>	<p>No</p>
<p>If no, what evidence will you collect before the end of your placement?</p>					



What counts as evidence?

- A WROP
- A lesson plan
- A medium term plan
- A lesson resource
- Pupil work
- Examples of marking
- Feedback from observers
- Emails from parents/colleagues/pupils
- Assignment work
- Reports 1 and 2

Exemplar of a BEG

CCP3a: Drawing upon your chosen evidence, how have you demonstrated that you display professional behaviours and have become an ethical community participant?

(In your summary, refer to **Standard 8: Fulfil wider professional responsibilities**)

(no more than 200 words)

My professionalism was recognised by my mentors in placement A and placement B (see reports 1& 2), as well as my HoD in my placement B school (see email, WRoP 18) where he tried to organise my return to the school to cover his paternity leave. I have acted upon my university sessions and own reading by trying to implement a variety of pedagogical approaches (WRoPs 6, 7, 11, 13, 20; C, 7X1, 06/05/22) and responded to feedback from my mentor and subject tutor (WRoP 8; Reflections, Copies of your Reports).

I have tried to integrate myself into my departments and university, whether through contributing during INSET days (creating 'Meanwhile Elsewhere' on the Vietnam war), critiquing the curriculum and successfully pitching a new Scheme of Work to the department after discussing a deficiency in female representation (WRoP 17), contributing to two parents evenings (email, WRoP 19; email WRoP 21), attending a parents A level opening evening (WRoP 7), help running the Young Magistrates programme (WRoP 6), speaking to prospective PGCE students (IoE Letter of Gratitude, WRoP 8) and helping the British library with a project on history teaching (email, WRoP 20).

Independent Implementation Stage	30	24.03.25	50%		ITAP (Assessment)	ITAP (Assessment)	ITAP (Assessment)		
	31	31.03.25	50%						
	32	07.04.25							
	33	14.04.25							
	34	21.04.25	50%			SM			
	35	28.04.25	50%						
	36	05.05.25	50%						
	37	12.05.25	72%**						
	38	19.05.25	72%**						
	39	26.05.25					EDMPIPb submission		
	40	02.06.25	72%**						
	41	09.06.25	72%**						
	42	16.06.25	Unspecified		Enrichment	Enrichment	Enrichment	Enrichment	ITAP (Assessment) Report 3

Example of a medium term plan

Appendix D: Medium term planning pro-forma

Class:

Sequence Enquiry Question:

Lesson question or title (<u>amend</u> number of lessons as appropriate)	Learning objectives	Key knowledge to be covered	Overview of teacher activities	Assessment and Feedback points
Lesson 1:			E.g. 10 mins: 15 mins: 5 mins: 10 mins: etc.	
Lesson 2:				
Lesson 3:				

Lesson 4:				
Lesson 5:				

Example of a simple, non-negotiables' plan

Appendix C: Non-negotiables lesson planning pro-forma

The expectations on the Guided Implementation stage is that you choose one in three lessons to plan using the full History Lesson Plan proforma. For the independent stage it is one in five. For the other lessons you can either use the medium term plan or complete the five non-negotiable boxes on this pro-forma. These are identified with an *. However, your mentor/colleagues may ask for you to complete more if it will help with a particular aspect of your practice, or if an aspect is being neglected. Please identify whether you are using a Full Plan or a Non-negotiables Plan.

Group:		Date:	Room:	Time:	Full Plan	
					Non-negotiables Plan	
What?	Historical Sequence Enquiry Question					
	Lesson topic/question*					
	Necessary historical knowledge to answer question (including substantive and disciplinary)*		(Optional) Hinterland knowledge			
	Challenging learning objective(s)*					
	So what? How does this lesson fit in the bigger picture of <u>prior/future</u> learning? Why should these pupils be studying this history in this curriculum?					
How?	Approximate timing:	Teaching strategy/action (what you are doing)*	Learning activities/tasks (what the <i>pupils</i> are doing)	Assessing for learning	Adaptive practice (support of challenge for individuals or groups)	

Who?	Obstacle(s) some pupils might face in achieving the objectives or being stretched further (include new words, substantive and historical concepts, extensions, and CRUCIALLY relate any special educational need to the lesson/content/environment)*	Solutions to overcoming obstacles some pupils might face
Mark on the scale how you feel the lesson went. Any aspects that you grade poorly are worth expanding upon and discussing with your mentor/tutor.*		

Dear Mentors

Over the next two weeks, we would like the RPTs to revisit the ITE curriculum sessions on adaptive practice.

Fortnightly mentor bulletin

Institute of Education



Curriculum Stage	Stage 3-4: Guided and Independent Implementation
Curriculum Strand	Planning, Teaching and Adapting Practice
1. Learn how to... <i>Based on the CCF. Mentoring questions to prompt reflection and implement ITE curriculum.</i>	<ul style="list-style-type: none"> • Have you seen some examples of processes explained or models that make abstract ideas more accessible? Could you try any of these approaches in your teaching? • How will you break down learning into accessible steps in your upcoming lessons? • What have you learnt about scaffolding learning from university sessions and observations? How have/will you put these into action yourself? • What support do you need in completing the medium term lesson planning proforma? • How has classroom talk been used effectively in observations and your teaching? • Which questioning techniques will you use this week? How will you know if they proved effective? • Tell me about the HW you plan to set this term and explain your rationale. • Tell me how you will draw upon HW in lessons. • How have lessons that you've observed and taught been designed to build on pupils' prior knowledge? What about in your upcoming lessons? • What do you already know about SEND from your prior experience/university sessions? What have you learned from data and the SENCo about the support individual pupils will need in your upcoming lessons? • Tell me how you plan to potentially adapt your teaching to support all pupils in your upcoming lessons?

Weekly school-based Professional Studies (PS)

Independent Implementation Wks 30-42 School B	Topics to be included. Not all will require a whole session, and some may be revisited on several occasions this term. The sequence is up to the ITTCO: <i>ITTCOs may wish to revisit some elements of Professional Studies to further build the RPTs' understanding and confidence, and to tailor provision to their RPTs as appropriate during the final school placement.</i>	
	Review of local primary school visit, including how pupils are supported with phonics and transition.	
	Role of the tutor	PS Being their Teacher
	Cross curricular activities, trips and their value	PS Being Their Teacher
	Review of school's curriculum aims for climate and sustainability education, and how far this has been implemented	PS Becoming Independent)
	Role of the tutor	PS Being their Teacher)
	Working with TAs, other adults and external agencies	PS Being Their Teacher)
	Literacy & numeracy across the curriculum	PS How Children Learn)
	Report-writing and contact with parents/carers	PS Being Their Teacher)
	SMSC	PS Expectations and Values)
	Use of technology in the classroom	Refer to university subject sessions)
	Collaborative practice between school staff/MAT staff and CPD (e.g. Lesson study)	PS Expectations and Values)
	PSHE	Being Their Teacher)
	Transition and Induction KS2/3/4/5	Refer to university subject sessions and Primary school visits)
	Role of the governing body	This discussion only takes place in schools.
	The ECT year and beyond	PS Thriving as an ECT
	In Week 30, Professional Studies to focus on ITAP: Assessing and Providing Feedback for Progress over Time	

Visiting Window

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Enrichment Window

Four types of Enrichment focus will be available to RPTs:

1. Teaching a Second Subject
2. Teaching Post-16 Students
3. Teaching PSHE and Supporting Pastoral Development
4. Teaching Pupils with SEND

Curriculum Check-Point Report 3

Report 3 - ITTCo to return by Friday 20 June to pgcsecondary@reading.ac.uk and cc Academic Tutor and RPT.

Subject		Key:
Placement B School:		ITTCo to complete
School mentor name:		Mentor to complete
ITTCo name:		Mentor to complete but not compulsory
Authorised absence (days)		RPT to complete
Unauthorised absences (days)		
Best Evidence Guide completed to academic standard.		
Has the RPT satisfactorily met the Teachers' Standards?		
In the ITTCo and Mentor's professional judgement, has the RPT exceeded the expectations of the University of Reading ITE curriculum?	Yes/No	

ITTCo Comments (Overall summary)

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ITTCo Comments (Overall summary)

University of Reading Secondary ITE Assessment Framework	Does the RPT have evidence in their previous reports, Best Evidence Guide and E-Portfolio to show they have satisfactorily met this Standard within the University of Reading ITE curriculum?	Using the Teachers' Standards, give a short summary of the RPT's attainment against this Standard. Further guidance can be found in the Summative Assessment Criteria tab. (Delete 'Standards' below if it makes easier to write.)	Indicate if the RPT needs focused support in this area of their teaching from their ECT school, above the usual support offered to all ECTs.	Please give further detail of focused ECT support the RPT will need
CCP3a: Showing professional behaviours and becoming an ethical community participant		Standard: Fulfil wider professional responsibilities: <div></div>		
CCP3b: Showing high expectations and getting to know pupils	Yes No	Standard: Set high expectations that inspire, motivate and challenge all pupils:		
CCP3c: Taking responsibility for behaviour management		Standard: Manage behaviour effectively to ensure a good and safe learning environment:		
CCP3d: Building knowledge of their subject and critiquing curriculum choices		Standard: Demonstrate good subject and curricular knowledge:		
CCP3e: Planning and teaching appropriate, ambitious lessons		Standard: Plan and teach well-structured lessons:		
CCP3f: Adapting practice in response to learners' needs		Standard: Adapt teaching to respond to the strengths and needs of all pupils:		
CCP3g: Demonstrating pupil progress on different time scales		Standard: Promote good progress and outcomes by pupils:		
CCP3h: Using assessment for formative and summative purposes		Standard: Make accurate and productive use of assessment:		

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CCP3g: Demonstrating pupil progress on different time scales		Standard: Promote good progress and outcomes by pupils:		
CCP3h: Using assessment for formative and summative purposes		Standard: Make accurate and productive use of assessment:		



What is the intended impact
of the UoR curriculum?

**Responsive and
reflective
practitioner**



Critical curriculum thinker

**Reading
Partnership
Teacher**

**Ethical, community
participant**

**Research-informed
professional**



Thank you!!

- We will communicate in a clear and timely way in advance of any of the upcoming requirements discussed in this presentation.
- We ask that you communicate any query or concern early with the RPT's tutor.
- Please complete the Form to show you watched this video.