



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 decisionmaking



How are the RPTs assessed?



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:

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.

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.

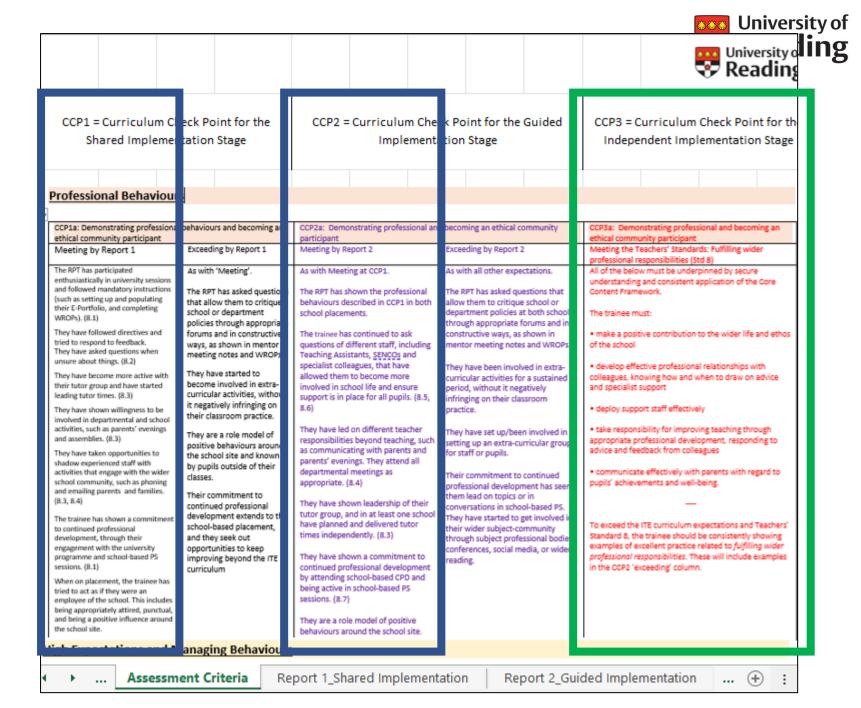
Manage behaviour effectively to ensure a good and safe learning environment

- 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





Best Evidence Guide (BEG)

(In your summary, refer to Standard 8: Fulfil wider professional respo	nsibilities)		
	(<u>no</u> more ti	nan 200 w	ord
		l No	
Based on the evidence provided, are you confident you have met this	Yes	1,40	
Teacher Standard by the time of your Tripartite visit?			
		No.	
Teacher Standard by the time of your Tripartite visit?		No	
Teacher Standard by the time of your Tripartite visit?		, No	





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).



	20	24.02.25	E09/	ITA	D (Assassment)	ITAD (Assessment)	ITAD (Assessment)		
	30	24.03.25	50%		AP (Assessment)	ITAP (Assessment)	ITAP (Assessment)		
	31	31.03.25	50%						
ge	32	07.04.25							
Stage	33	14.04.25							
tion	34	21.04.25	50%			SM			
enta	35	28.04.25	50%						
lem	36	05.05.25	50%						
lmp	37	12.05.25	72%**						
lent	38	19.05.25	72%**						
Independent Implementation	39	26.05.25					EDMPIPb submission		
Inde	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:

E.g. 10 mins: 15 mins: 5 mins: 10 mins: etc.	Lesson question or title (amend number of lessons as appropriate)	Learning objectives	Key knowledge to be covered	Overview of teacher activities	Assessment and Feedback points
15 mins: 5 mins: 10 mins: etc sesson 3:					
sson 2: esson 3:					
esson 2: esson 3: esson 4:					
esson 2: etc esson 3:					
esson 3:					
esson 4:	esson 2:				
esson 4:					
esson 4:					
esson 4:					
	Lesson 3:				
esson 5:	Lesson 4:				
esson 5:					
esson 5:					
esson 5:					
esson 5:					
	.esson 5:				

Example of a simple, non-negotiables' plan **eading**

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Append	lix C: Non-ne	gotiables lesson p	lanning pro-forma						
independ forma. Ti	dent stage it is or hese are identific	ne in five. For the other ed with an *. However,	stage is that you choose one in three lessons lessons you can either use the <u>medium term</u> your mentor/colleagues may ask for you to co	plan or complete the five non-ne omplete more if it will help with a	gotiable boxes on this pro-				
			e identify whether you are using a Full Plan o			Non-nego	tiables Plan		
Group:	_	Date:	Room:	Time:					
	Historical Enquiry C	Sequence Question							
		pic/question*							
	Necessary historical knowledge to answer question (including substantive and disciplinary)* (Optional) Hinterland knowledge								
What?	Challengi	Challenging learning objective(s)*							
wilati	So what? How does this lesson fit in the bigger picture of prior/future learning? Why should these pupils be studying this history in this curriculum?								
How?	Approxim	- 1	Teaching strategy/action (what you are doing)*	Learning activities/tasks (what the <i>pupils</i> are doing	Assessing for le	(su	laptive practic apport of challe dividuals or gro	nge for	
Who?	or being s	tretched further (ir	ht face in achieving the objectives aclude new words, substantive and I CRUCIALLY relate any special educational ament)*	Solutions to overcoming o	t obstacles some pupils	s might face			
	Mark or	-	ou feel the lesson went. Any aspec	ts that you grade poorly a	are worth expanding	upon and discu	ıssing with yo	our	



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 Based on the CCF. Mentoring questions to prompt reflection and implement ITE curriculum.	 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 your 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	Topics to be included. Not all will require a whole session, and so	ome may be revisited on					
Implementation	several occasions this term. The sequence is up to the ITTCO:	it i					
Wks 30-42							
School B	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.						
	Review of local primary school visit, including how pupils are						
	supported with phonics and transition. Role of the tutor Role of the tutor	DC Deire etheir Teachan					
		PS Being their Teacher					
	Cross curricular activities, trips and their value	PS Being Their Teacher					
	Review of school's curriculum aims for climate and	PS Becoming Independent)					
	sustainability education, and how far this has been						
	Role of the tutor	DC Daing their Teacher)					
		PS Being their Teacher)					
	Working with TAs, other adults and external agencies	PS Being Their Teacher) PS How Children Learn)					
	Literacy & numeracy across the curriculum	,					
	Report-writing and contact with parents/carers SMSC	PS Being Their Teacher)					
		PS Expectations and Values)					
	Use of technology in the classroom	Refer to university subject sessions)					
	Collaborative practice between school staff/MAT staff and CPD	PS Expectations and Values)					
	(e.g. Lesson study)						
	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						

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Visiting Window



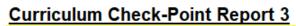
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Enrichment Window



Four types of Enrichment focus will be available to RPTs:

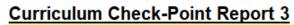
- 1. Teaching a Second Subject
- 2. Teaching Post-16 Students
- 3. Teaching PSHE and Supporting Pastoral Development
- 4. Teaching Pupils with SEND





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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.			
the Teachers' Standards?			
In the ITTCo and Mentor's professional judgement, has the RPT exceeded the expectations	Yes/No		
of the University of Reading ITE curriculum?			
	ITTCo Comments (0	Overall summary)	

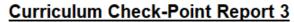




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Report 3 - ITTCo to return by Friday 20 June to pgcesecondary@reading.ac.uk and cc Academic Tutor and RPT.

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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?			
professional judgement, has the RPT exceeded the expectations of the University of Reading ITE curriculum?	Yes/No		
	ITTCo Comments (O	verall summary)	





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Subject			Key:
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Unauthorised absences (days)			
Best Evidence Guide completed to academic standard.			
Has the RPT satisfactorily met		•	
In the ITTCo and Mentor's professional judgement, has the RPT exceeded the expectations of the University of Reading ITE	Yes/No		

ITTCo Comments (Overall summary)



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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:		
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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CCP3a: Showing professional behaviours and becoming an ethical community participant		Standard: Fulfil wider professional responsibilities:		
CCP3b: Showing high expectations	Yes	Standard: Set high expectations that inspire, motivate and challenge all pupils:		
and getting to know pupils	No			
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:		



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.