Student Handbook

BEd (Hons) Primary Education with QTS Undergraduate

SCHOOL OF EDUCATION, LANGUAGES AND LINGUISTICS (SELL)

Version 2.0 – Valid from September 2025

Your Course Handbook

This handbook sets out a range of information about your course and points to several other important documents to help support you through your studies at the University. It is designed to be a working document and may be updated at any time during the course. The most up to date version can be found on the course Moodle page.

It should be read in conjunction with the University Regulations, such as the [code of student behaviour](#) and the conduct of Trainee Teachers in schools, which sets out general information relevant to all students at the University, and information found on your Module pages found on Moodle.

This information is designed to support you throughout your studies. It is important to familiarise yourself with it. For information on all the services and support available to students visit myport.port.ac.uk

The receipt of this Handbook constitutes an acknowledgement that the material will be read, and the procedures followed

Contents

In Word, quick navigation can be viewed by checking the box in View > Navigation Pane

Welcome

"Most of what our students need to know hasn't been discovered or invented yet. "Learning how to learn" used to be an optional extra in education; today, it's a survival skill."

– Dylan Willams

Welcome to the BEd (Hons) Primary Education with QTS course at the University of Portsmouth. This is an innovative programme, which has been informed by both current educational research and thinking and what our schools are telling us about the skills and attributes they require in their teachers. It will be a busy three years ahead, but it also will be an exciting and rewarding time too, as you head towards becoming not only qualified but also an excellent primary teacher too.

Teaching primary children means you have the opportunity to shape interests and futures through learning about the many areas of the curriculum. It is now in your hands to make the teaching of it as interesting, fun and engaging as possible!

The overall aim of this course is to prepare teachers of excellence who have the skills and attributes that makes them highly sought after by schools. Hopefully you will find the experience intellectually stimulating, professionally rewarding and thoroughly enjoyable. Make the most of the years ahead, they are going to go past quicker than you think, and most of all enjoy them!

We look forward to working with you to become great teachers.

David Hill
BEd Primary Education with QTS Course Leader

Initial Teacher Training overview

Not only will this course lead to an honour's degree, it also has a professional element to develop you for professional life as a Primary School Teacher. Being a member of a profession implies:

- an acceptable level of competence

- a personal commitment to continuing development of knowledge and refinement of judgement

- being   publicly accountable for the quality of work

- setting personal standards which conform to those imposed externally

- successful completion of substantial training before acceptance into the profession

This course has the overall aim of preparing Trainee Teachers for the award of **Qualified Teacher Status** (QTS) which is granted by the Department for Education (DfE) and to do this the course ensures that they are prepared to demonstrate, when assessed at the end of the course, they meet the [Teachers' Standards](#) as published by the Department for Education.

This programme has five interconnected and integrated strands. These are developed through both University and Placement settings over the year.
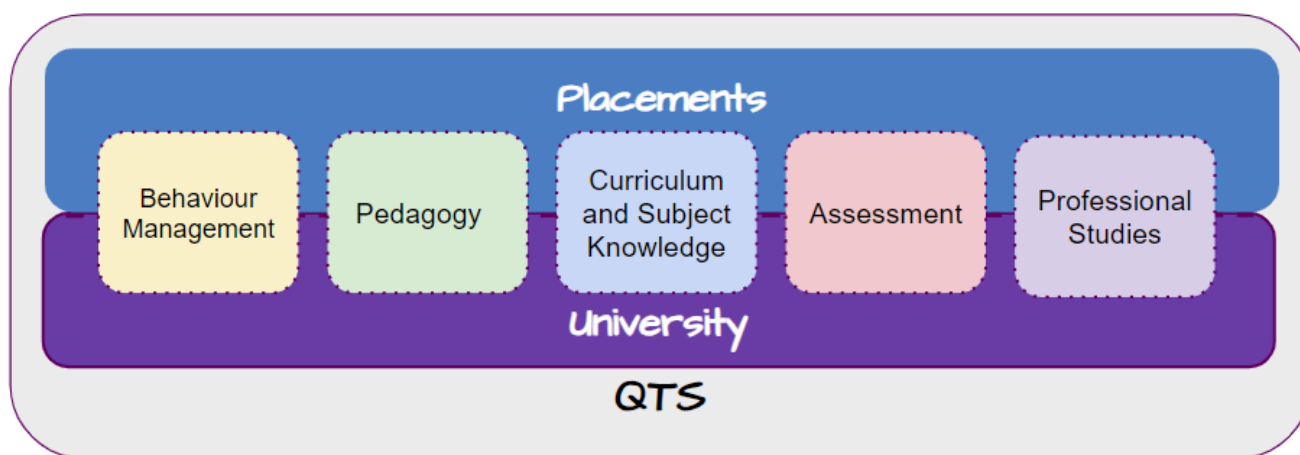
The structure of the course can always be found in the [Course and Module catalogue](#).

Finding your way around

You will find the majority of your learning sessions (lectures, seminars, workshops etc.) will be around the Mildam Buildings. However, sometimes they will be in other buildings so it is worth taking the time to learn where the main university buildings are in relation to each other.

You will find all of our buildings marked on Google Maps or similar map products. You can also download a [campus map](#) from the university website. As you go around Portsmouth you will also find public maps displayed, which also show our building on them.

If you need a smartphone-friendly walking map and an estimate of how long your journey takes, use the [My Journey Portsmouth](#) website. This also includes details of local buses and trains.

There is also a University bus that is free for students to use that runs Monday to Friday during term time. [Details of the route and timetable](#) can also be found on the university website.

Rooms are usually indicated by letters designating the building name followed by two numbers separated by a decimal point. The first number is the floor number (zero denoting the ground floor) and the second the room number on that floor. Room numbers on floors ascend in one direction which can help in identifying which end of the building to head to. Please be aware that some buildings have entrances/exits on different levels.

Timetable

[Your timetable will be available online](#) and will show you what sessions you have, when and where. This information can be synchronised to your phone or computer.   Information on how to do this is available on the University website.

Term Dates
The University term dates can be found on the website – https://www.port.ac.uk/about-us/key-dates

Because of the professional nature of the course, and the requirement of placements, there are some changes to these dates:

Consolidation weeks will coincide with school half terms.
Year 3 students only – Easter break will be only 2 weeks and run 30th March to 10th April.

Key staff and contact information

Head of School Of Education, Languages and Linguistics	[Mat Round](#)
Associate Head (Students)	[David Mather](#)
Subject Area Lead – Teacher Education	[Andrew Porter](#)
Primary Phase Lead / BEd Primary Education with QTS Course Leader	[David Hill](#)
Teaching team and Link Tutors	[Andy Smith](#) [Beth Cook](#) [Gena Dansey](#) [Jane Wood](#) [Jo Mather](#) [Kelly Babbage](#) [Kim Burt](#) [Laura Watford](#) [Sarah Cox](#) [Tom Flemming](#)
Student and Academic Administrator	[Emma Lock](#)
Student Support Officer	[Loiusa Caine](#)
Learning Development Tutors	[Academicskills](#)
Placements Office	[ITT Partnerships](#)

Wellbeing

A decline in your mental health and wellbeing can adversely affect your academic performance. We appreciate that it is not uncommon for students to experience stress, mood changes, worry, or problems with eating and/or sleeping and that these can affect your participation in class, submission of assignments, and performance in assessments. If preparing for class and doing your coursework on a module causes you to experience any of these symptoms, then please speak with your Personal Tutor or the Module Coordinator and/or access the [Student Wellbeing Service](#).

The [Student Wellbeing Service](#) is the hub for learning, advice and support for your emotional wellbeing and mental health. You can get free, confidential help for a wide range of personal and emotional concerns.

They have [self-help resources](#), and [course, workshops and events programme](#). Or you can access the support and guidance from our friendly team of wellbeing advisers, counsellors and mental health advisers in a variety of ways:

Get support 24/7

Anonymous advice via WhatsUp app

Download our [WhatsUp app](#) for wellbeing support at your fingertips. You can chat via anonymous text messaging with Student Wellbeing Service practitioners whenever you want (we reply during office hours), use the mood-rating and diary section to monitor your wellbeing, and set the notifications to receive daily inspiring wellbeing messages.

You can also use the SOS Call button for direct access to our new 24/7 multilingual helpline.

24/7 multilingual helpline

Use our 24/7 multilingual helpline to speak to a trained mental health professional at any time

This new addition to the Student Wellbeing Service is delivered by an external provider. They can also arrange for ongoing counselling - you can choose the language you want to use, and also request a counsellor from a specific ethnicity or cultural background (e.g. LGBTQ+).

Access the helpline directly via the [WhatsUp app](#) SOS Call button, or use [this quick registration portal](#) to be given the freephone helpline number.

Free support online with Togetherall

Together all is an anonymous online platform that offers free mental health and wellbeing support including if you're feeling stressed, anxious or low. To access the service please visit the [Togetherall website](#). You'll register using your University email address, but your profile will be anonymous by choosing a pseudonym.

Get help from the University's Wellbeing Service

To register for one-to-one help from the University's Student Wellbeing Service:

1. Provide your name, student ID, contact details and preferences, and availability in the short registration form from the link below.
2. We will then send you a secure email link to a confidential online Wellbeing First Steps form. This allows you to tell us a bit more about yourself and about the issues worrying you, so you don't have to wait until we can offer you a full appointment.
3. The questions on the form help you think things through, and the process of filling it in is designed to be helpful in itself. You will also be able to tell us more about your preferences for meeting and your availability for appointments.
4. When we receive your completed First Steps document a practitioner from the Wellbeing Service will read it carefully and then allocate the most appropriate further support quickly and efficiently.
5. You will hear back from us the next working day after you submit the First Steps.

I need some help!!!

About assignments

First port of call should be Moodle. This will give you the key information about what is expected and how it will be assessed. Then you should speak to the academic who introduced the assignment or the module coordinator (see the links in the module overview to identify who this is)

About what I have been taught

You should try and speak to the academic who taught this session first. If you are unable to speak to them, then seek the advice of either the [module coordinator](#) or your link tutor on who best to speak to.

About personal issues

You should contact your Student Support Officer for immediate advice, but you should also speak to your link tutor if those issues may affect your placement, teaching or academic work.

About my placement

You should talk to your class mentor first. If you feel you are unable to discuss the issue with them, or require University advice, then you should talk to your link tutor.

Course Structure

Course overview

This course is designed to equip and support you to become an effective, creative, confident, and critically reflexive, professional teacher who works with primary aged (5 to 11-year-old) children. This is done through an integrated approach of university and placement-based learning. Achievement of the Teachers' Standards 2012 (DfE) are an essential part of the practical experience in school, and the programme which will allow you to be recommended for Qualified Teacher Status (QTS) on completion of the course.

The overall aims of the course are:

- To equip students to be able to provide high quality teaching to primary age pupils regardless of educational setting.

- To enable the students to build strong, positive relationships with the pupils they teach, and their parents/carers, to support their learning.

- To ensure students have a clear understanding of systematic synthetic phonics and appropriate mathematical teaching strategies.

- To ensure students have a critical understanding of how children learn and the importance of ensuring the needs of all learners are taken into consideration.

- To equip students with a rigorous knowledge and understanding of the core areas of education – pedagogy, curriculum, behaviour management, assessment, and professional behaviours.

- To enable students to recognise the complex interrelationship between educational theory, policy, and practice

- To enable students to apply educational and research based analysis to issues of their personal practice

- To introduce students to conceptual and analytic methods used in educational research and to provide opportunities for the development and application of these.

- To instil and develop an enjoyment for all subject areas of the Primary curriculum and encourage them to make a strong, substantive contribution to the development of their pedagogical content knowledge and expertise throughout their teaching careers.

- To support students to become proactive, independent, reflexive learners.

Route Diet

Below is a list of the modules that currently make up the course. This shows which year of the course they occur in and which teaching block. The academic level can be considered as the difficulty, that as you progress up they require a greater level of knowledge and skills to pass. Level 1 is equivalent to a GCSE grade 3 or below, level 2 to a GCSE grade 4-9 and level 3 an A-level. On this course you can relate them to your year of study at the University. Level 4 modules in your first year **(emerging teaching)**, level 5 in your second year **(developing teaching)** and level 6 in your final year **(securing teaching)**. The modules will build on what you have learnt in previous years. Along with your placements they will

Each module relates to academic credits. You will study for 120 credits each year and need 360 credits for the BEd (Hons) qualification. In year 2 and year 3 you may be able to choose some of the modules you take. The table below shows you what modules are required for the course and any options available for that year. ***Please note***, *that to ensure this course best meets your needs to become a teacher, the modules available may change as you progress through the course. Any changes will be in consultation with students.*

Curriculum Map for BEd (Hons) Primary Education with QTS					
Year	Teaching Block	Module Description	Credits	Academic Level	Type
1	1 and 2	Core Primary Education	40	4	Core
1	1 and 2	School Experience	40	4	Core
1	1 and 2	Foundations of Primary Education	20	4	Core
1	1 and 2	Equality and Diversity in Education	20	4	Core
2	1 and 2	Classroom Practice in Primary Education	40	5	Core
2	1	Professional Studies in Primary Education	20	5	Core
2	2	Alternative Educational Settings	20	5	Core
2	2	Applying Educational Research and Theory	20	5	Core
2	1	Inclusive Primary Education	20	5	Core
3	1 and 2	Teachers as researchers	40	6	Core
3	2	Primary Teaching	40	6	Core
3	1	Leading Learning	20	6	Core

3	1	The Wider Curriculum	20	6	Core

This programme for Initial Teacher Training has five interconnected and integrated strands. These are developed through both University and Placement settings over the whole course, and you will regularly revisit and develop each area.

Pedagogy Behaviour Management   Curriculum Assessment Professional Behaviours

Attendance and Absences
All the sessions are a compulsory part of your BEd course at Portsmouth and attendance is essential. It will comprise of:

- Taught sessions, practical sessions and workshops
- Lectures
- Tutorials and Mentor meetings
- Placements
- Field trips

We understand that sometimes there are unavoidable situations which mean you cannot attend. All absences need to be recorded.

If you are going to absent, then please **fill the absence form in** before 8.30am on the day of absence. This can be filled in, in advance if known.

On placement days, ensure you follow the school's absence procedures.

Moodle
Moodle is the University of Portsmouth virtual learning environment. Once you are registered you will be able to access the relevant content on this course and any modules you are currently enrolled on. You will also need to submit some of your assignments through Moodle. Details of how to do this will be explained in the relevant teaching sessions.

Module overview
Each module has a series of specific learning outcomes that are designed to enable you to meet the aims of the course. Learning in each module will relate to one or more of the five core areas – pedagogy, curriculum, behaviour management, assessment, and professional behaviours.

Descriptions of each of the modules can be found in the links below, with more detailed information about the content of each one found on their relevant Moodle pages.

If you have a problem with a specific module the first person you should talk to is your lecturer delivering the session or the Module Coordinator (their name will appear on the module's Moodle page on the right hand side). If they are unable to help, you should bring issues to the Course Leader for consideration, but do please contact the Module Coordinator in the first instance.

Year 1 Modules
M32526 – CORE PRIMARY EDUCATION

M32527 – FOUNDATIONS OF PRIMARY EDUCATION

M32528 – EQUALITY AND DIVERSITY IN EDUCATION

M34796 – SCHOOL EXPERIENCE

Year 2 Modules

M32530 – CLASSROOM PRACTICE IN PRIMARY EDUCATION

M32531 – PROFESSIONAL STUDIES IN PRIMARY EDUCATION

M32532 – ALTERNATIVE EDUCATIONAL SETTINGS

M32533 – APPLYING EDUCATIONAL RESEARCH AND THEORY

M33868 – INCLUSIVE PRIMARY EDUCATION

Year 3 Modules

M32535 – TEACHERS AS RESEARCHERS

M32536 – PRIMARY TEACHING

M32537 – LEADING LEARNING

M33864 – THE WIDER CURRICULUM

Assessment dates

Year 1 modules
Please check Moodle module pages for the most up to date information as these may change during the course

Module	Teaching Block	Assessment and submission dates
CORE PRIMARY EDUCATION	TB1 and 2	Assignment 1 (70%) - Lesson Plans and reflections – 23rd March 2026 Professional Interview (30%) - Looking at Subject Knowledge Development - w/c 18th May 2026
FOUNDATIONS OF PRIMARY EDUCATION	TB1 and 2	Assignment 1 (60%) - Current role of the Primary teacher essay - 18th February 2026 Professional interview (40%) - Formal Teaching observations and End of Phase document - w/c 18th May 2026
SCHOOL EXPERIENCE	TB1 and 2	Professional Interview (100%) - Mentor record and School Based Tasks - w/c 18th May 2026
EQUALITY AND DIVERSITY IN EDUCATION	TB1 and 2	Essay 1 - 29th November 2025 Presentation - 15th May 2026

You need to pass all these modules to be automatically eligible to move onto year 2 of the course.

Year 2 modules
Please check Moodle module pages for the most up to date information as these may change during the course

Module	Teaching Block	Assessment and submission dates
CLASSROOM PRACTICE IN PRIMARY EDUCATION	TB1 and 2	Professional Interview (30%) - Development of medium term planning – Handed in on the 4th March 2026 but discussed at your Professional Interview – w/c 9th March Professional Interview (20%) - Individual learning plan and subject knowledge development - w/c 9th March 2026 Professional Interview (50%) - Mentor record and School Based Tasks - w/c 9th March 2026
PROFESSIONAL STUDIES IN PRIMARY EDUCATION	TB1	Assignment 1 (100%) - Write an article aimed at new and current teachers that looks at and evaluates some of the key features of teaching and learning. - 9th December 2026
ALTERNATIVE EDUCATIONAL SETTINGS	TB2	Risk Assessment (20%) - (Field trips) - 28th April 2026 Reflective presentation (80%) - 2nd June 2026
APPLYING EDUCATIONAL RESEARCH AND THEORY	TB2	Presentation (100%) - 2nd April 2026
INCLUSIVE PRIMARY EDUCATION	TB1	Assignment 1 (100%) - 8th December 202

You need to pass all these modules to be automatically eligible to move onto year 3 of the course.

Year 3 modules
Please check Moodle module pages for the most up to date information as these may change during the course

Module	Teaching Block	Assessment and submission dates
TEACHERS AS RESEARCHERS	TB1 and TB2	Proposal and Ethics form (10%) – 9th December 2025 Research poster presentation (90%)- 8th June 2026 (TBC)

LEADING LEARNING	TB1	Group interview (100%) - 16th December 2025 (TBC)
PRIMARY TEACHING	TB2	Professional Interview (100%) - This includes your QTS assessment - w/c 1st June 2026
THE WIDER CURRICULUM	TB1	Assignment 1 (100%) - 15th December 2025

Tutors

Student Support Officers

All students are allocated someone to provide pastoral support. For this course, your Student Support Officer is Louisa Caine, louisa.caine@port.ac.uk. They will be able to discuss general personal issues with you, guide you through regulations, refer you on to ASDAC our disability support team or just be here if things get a bit too much.

Link Tutors

As a professional course, we will also assign you a link tutor (who will also be your personal academic tutor). Their name will be shown on your [Student Portal](#) . This person is an academic member of staff who can provide guidance, support and encouragement to you throughout your degree, to help you reach your potential.

They can give you academic advice for certain aspects of your course, support an ECF (extension) for assignments, provide a reference when applying for jobs and discuss your career options with you. They're well-connected and have links to other departments at the University and links to other professionals and schools.

As your link tutor will be a Qualified Teacher themselves, they are able to offer advice and support on any aspects of your placement. They will act as the point of contact between your placement school and the University, will regularly check your digital portfolio and come and do joint observations of your teaching.

They should be the first person you speak to at the university, if you have any difficulties that impact your placement, teaching, or academic studies. Your link tutor can arrange a tutorial meeting with you if you require one.

Under normal circumstances you can expect a response from your Personal Tutor within two working days. Whilst you may get a reply from your Link Tutor outside their normal working hours, they are not expected to do so. If your Personal Tutor is away, you will normally see this in an automated email reply. If the issue is urgent, you will be directed who best to contact or you can contact the Course Leader or Subject Area Lead as indicated at the start of this handbook.

Link tutors and/or tutees may be changed at any time on request by tutor or tutee, subject to the approval of the Course Leader. In the first instance this would be by applying to the Course Leader. If your link tutor is the Course Leader, and you are not comfortable about approaching them, then you should speak to the Subject Area Lead or the Associate Head (Students).

Whilst all Link Tutors are professionals and are experienced in discussing a wide range of issues, if you have a sensitive problem that you feel uncomfortable about discussing with your tutor we recommend you speak to you Student Support Office. Alternately, you can receive independent and impartial advice from the Students' Union and/or the Portsmouth Student Support Services details of which are listed on the Course Moodle page.

Learning Support

All students may call upon their course tutor or personal tutor for support with a module.

[Academic skills –](#) can support you with any academic issues you may have.

 They can help you in 1-to-1 sessions or small group sessions. Support is available for skills including:

- Writing in an academic style –Planning, structuring and editing assignments
- Using and referencing others' thoughts
- Effective note-making from lectures
- Tackling your reading list
- Analysing rather than describing research
- Making the most of feedback
- Presentation and group work skills
- Organising and planning your workload
- Effective revision techniques and exam preparation

More information is on the SELL Learning Development Tutor Moodle page. You can also email academicskills@port.ac.uk .

E-Learning support

If you are experiencing technical difficulties with your study such as accessing the online material, you can get detailed support by contacting the CADI team. You will need to ensure that you give details of your student number, course and mode of study

Practical Skills Development

Campus Facilities

We have a number of resources that you would find in a primary classroom to help support your development as a teacher. If you would like to use these resources, please talk to the relevant module lecturer.

All students have access to our extensive library facilities, both in person and online at www.port.ac.uk/library

Student Representation and Boards of Study

Staff/student consultative committee meetings (Student Voice)

Each year-group will elect a student representative who will attend the student consultative meetings on behalf of the group to feedback what is going well on the course and any areas for further development. The dates of these meetings will be shared with the representatives.

You representatives this year are:

Level	Name	Contact details
4		
5		
6		

One student representative will also attend the SELL Board of Studies on:

Dates to be confirmed for 2025–26

Module and exam board dates
The outcome from all modules on the course will go to the module board at the end of June and then the exam board approximately two weeks later. Grades are not confirmed until after the boards have met.

Should you fail any assessment during the course on the first attempt you will have an opportunity to repeat that assessment (second attempt). In most cases this will be in the referral period in. *You should make sure you are available between these dates, until you know you are not required.*

For some modules, such as those that involve a placement, second attempts are carried out earlier. If this affects you, your course leader and module coordinator will inform you.

Should you fail more than 60 credits on the first attempt you may need to repeat the year.

The key dates for the boards are:

- BEd/ITT module board: TBC June 2026
- BEd/ITT exam board: TBC July 2026

Second attempt module/exam board (for any students not passing all elements of the course by the exam board):

- Module Board TBC August 2026
- Exam board TBC August 2026

Please read the university academic regulations and your module descriptors carefully. The university/department student handbook explains where you can find these online.

Course Review and External Examiners
You may be asked to meet with the external examiner to share your views, impartially and succinctly, about the BEd course. These are academics from other universities who can feedback where the course is doing things right and also where things could be looked at.

At various points throughout the course, you will also be asked to share your views on the modules you are currently studying. This information will be used by the course team to improve the provision. It is useful for us to know not only what challenges you've faced, but also where things have gone well.

Towards the end of your final year you will also be asked to complete the National Student Survey. The information provided here will allow future students to judge the quality of the course. Whilst you will be on placement when this occurs, it is really important as many students as possible respond so an accurate picture of the course can be given.

Please do not feel you have to wait until any of these points to give feedback though. If you have any worries or concerns about the provision of the course, then please contact your link tutor or course leader.

Self Directed Learning
This course promotes student centred learning. You are encouraged from the start of the course to take responsibility for your own learning and development and you will be supported by your tutors to develop the skills to become self directed learners.

Early on you will be asked to consider your own subject knowledge in the Primary curriculum subjects and you will (with support) create your own learning plan to develop this through a series of subject knowledge audits. These will be saved in your Subject Knowledge Development folder in your e-portfolio.

Placement Training outline

During the course you will spend a minimum of 120 days in an educational setting and this is a vital part of your learning and a requirement for QTS. The majority of your placements will be in a primary school (including infant and junior schools), with one three-week block in an alternative educational setting in your second year. You will need to factor in travel costs for your placements (circa. £700 a year).

The structure of the placements currently looks like this, but is subject to change

Month	SEPTEMBER					OCTOBER				NOVEMBER				DECEMBER				JANUARY				FEBRUARY				MARCH				APRIL				MAY				JUNE				JULY			
w/c	25	1	8	15	22	29	6	13	20	27	3	10	17	24	1	8	15	22	29	5	12	19	26	2	9	16	23	2	9	16	23	30	6	13	20	27	4	11	18	25	1	8	15	22	29	6	13	20	27
Week #	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52

Rows: Year 1, Year 2, Year 3 (each with days M, T, W, Th, F). The far-right columns (JULY) are labelled "Referral Period".

Legend:

- **T** — UNIVERSITY TEACHING DAY
- SCHOOL PLACEMENT DAY
- ALTERNATIVE PLACEMENT DAY
- SCHOOL HALF TERM
- UNIVERSITY HOLIDAYS

Placement schools are varied. From small, rural (e.g. half form entry) schools to large, urban (e.g. four form entry) schools. When deciding placements, students will be primarily placed based on where their development needs will be best met. We will also consider personal circumstances and travel restrictions. The maximum travel time we would consider is 90 minutes, but we will endeavour to keep this as small as possible.

At the end of each placement, you will have a professional interview. This will allow us to assess your progress to date and allow us to give you a grade for the module that will count towards your degree. In your final placement you will also be summatively assessed against the Teachers' Standards at the end of your placement. You will also have an professional interview midway through your final placement in order to help you prepare for this.

Support on your placement

Link tutor

You will be assigned an academic member of staff who has QTS to act as your link tutor. They should be your first point of contact at the university if you have any questions, issues or concerns about your placement.

Class mentor

This will be the teacher of the class you are placed in. They will provide you with the day-to-day support and guidance you need to develop, and you should use the opportunity to learn as much as you can from them. You should also let them know of any concerns or worries you may have whilst on your placement, as they are best placed to help you overcome them.

Mentor meetings

Whilst you will see and speak with them most days, they will arrange to formally meet with you every five or six placement days to discuss and review your progress and what you have learnt since your last meeting. They will also help you set teaching and learning targets for the week ahead and formally observe your teaching and give feedback on what things have gone well.

Mentor meeting flowchart

Prior to attending your mentor meeting, please ensure you have reflected on the following: School-based tasks, Teaching and learning targets, and any Subject knowledge you have been set in your previous mentor meeting.

In your Mentor meeting

A.   Review previous learning

Talk your mentor through your reflections on the tasks you have completed since your last meeting. They may ask you to add/change something in your reflections if there is a misconception or they feel it would benefit you. Use this time to discuss and edit what you have already written. **Do not try and write your reflections as you speak to them**.

↓

Review the progress you have made in your teaching and learning targets, since your last mentor meeting. Share your reflections with your mentor. They will have given you feedback but you also need to reflect on what you have learnt and what you might need to work on next.

↓

Share your reflections on any subject knowledge you have been asked to develop, with your mentor.

A.   Prepare for the time ahead

Look at the tasks to be completed by your next mentor meeting (tick boxes). Identify with your mentor when would be a good time to complete these (using your release time as necessary). Your mentor will help you identify the best people to speak to or observe. You should try to see a range of expert

INITIAL TEACHER TRAINING PROGRAMME

colleagues across the school and time is allocated to allow this. You **should not** only speak to or observe your Mentor for the tasks.

↓

Talk through the new teaching and learning targets you have been set (at the bottom of your teaching observation feedback sheet) and make sure that you have copied and pasted the strategies given by your Mentor– these are not for you to create.

↓

Review/plan teaching – plan what teaching you will be doing over the next week and identify the next teaching observation date. Think about what this will entail in terms of resourcing etc. and plan your time out.

↓

Identify the subject knowledge required for upcoming teaching and note this in your mentor record.

B. Between each mentor meeting

 Make sure that you keep everything up to date

- Complete your school–based tasks, record and link your notes and reflect on them– ensure you use the headings so what? and now what? To structure your reflections. Your reflections should be on the theme as a whole, and not each individual task.

- Ensure you are prepared for all lessons you are teaching.

- Be ready for your planned teaching observation and give your mentor the sheet with the top part completed and lesson plan at least 24 hours in advance.

- After your observation save it in your portfolio and update your target tracking sheet.

- Reflect on the lesson observation feedback you have received.

- Work on the subject knowledge that was identified with your mentor in your previous meeting.

- Reflect on the progress you have made with your subject knowledge and update your audits.

At the end of your placement, they will also complete an overall assessment of your practice in the 5 strands that run through he course.

Professional mentor
There may also be a professional mentor in your placement school. They are there to oversee all placement in the school, and monitor the progress and quality of the support being given to trainee teachers. They may also formally observe you teach as well.

Year 1 placement (emerging)

You will be placed in a school within a particular class, but you will also have the opportunity to see and work with other classes too. You will be working 1 day a week in your school, apart from the last few weeks when it is 2 days on placement. You will be able to observe teaching and learning and start to get involved with this, working with small groups of children. This will give you the opportunity to connect the theory and scholarship of your university sessions with real practice under the expert guidance of your mentor. Your mentor will make time to speak with you each week to discuss the next day you are in. They will also arrange to have a mentor meeting with you approximately every 5th or 6th placement day (as recorded in your Mentor Record) to discuss what you should observe and practise yourself over the next 5 days, and give you general feedback to help you improve.

They will also discuss with you how you should approach the tasks you have to complete. You should arrange with your mentor the best way and time to do this, as some tasks may require you to see other teaching happening or talk to other professionals.

Year 2 placements (developing)

You will be placed in a school in either a KS1 or KS2 class. You may also have another student in the class with you, which will allow you to learn to team teach together. Initially you are in school two days a week, to allow you to connect the theory and scholarship of your university sessions with real practice. You will also be expected to complete a number of school-based tasks and you will pick up from year 1 delivering learning to small groups and getting more experience of delivering whole class teaching. This will help prepare you for the block starting just before Christmas. You will be taking on more and more of the whole class teaching. Your class mentor will be supporting you throughout the whole time, to help you improve your practice.

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Phase 1 (2 days a week)	Overview of expectations	In the classroom		School based tasks and ITaP tasks	PPA
		Leading the teaching	Under Direction - working with specific groups, 1 to 1, observing and learning from the class teacher		
Weeks 1&2	Trainees will observe the class, work under the direction of the class teacher (in a TA role) and get to know the children.	No expectation.	Majority of the time, unless completing tasks elsewhere.	Discussed and arranged with the mentor - approx. ½ day in total over weeks 1-4	Not required
Weeks 3&4	Trainees should start to take increasing responsibility for groups of learners, in liaison with the class teacher.	Begin to teach groups as the teacher directs.	Majority of the time, unless completing tasks elsewhere.		Not required
Weeks 5&6	Trainees should continue to work with groups and start to teach parts of lessons.	Teacher to identify opportunities to teach parts of lessons to the whole class.	As before, but mentor to use own judgement for when to move the trainee towards more whole class teaching opportunities.	Discussed and arranged with the mentor - approx. ½ day in total over weeks 5-8.	Not required
Weeks 7&8	Trainees will develop their practice to start to teach some whole lessons to the class.	Parts of lessons still to be taught to the whole class, along with some opportunities, as appropriate, to plan and teach whole lessons.	To continue when not teaching the whole class.		Not required

Phase 2 (5 days a week)	Overview of expectations	In the classroom		School based tasks and ITaP tasks	PPA
		Leading the teaching	Under Direction - working with specific groups, 1 to 1, observing and learning from the class teacher		
Weeks 9-13	Trainees should be beginning to teach and assess an increasing number of whole class lessons, supported by their mentor.	Number of whole and parts of lessons to be built up as the trainee develops.	When not directly teaching the whole class, the trainee should be supporting the teacher as directed.	10% of the week	10% of the week

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Weeks 14-15	Trainees should aim to be resourcing, teaching and assessing for 2 hours per day. At least half of this should be in **core** subjects.	Number of lessons taught to be built up as appropriate to the trainee's development.	When not directly teaching the whole class, the trainee should be supporting the teacher as directed.	10% of the week	10% of the week

Please note that these are general guidelines and that trainees will develop at their own pace. Please contact us if you have any concerns about your development–

Alternative Educational Setting

This course is designed to allow you to experience teaching and learning in a setting outside of the normal Primary classroom. The aim is to further develop your pedagogical skills and knowledge and to be able to apply what you have learned in your final placement and teaching career ahead.

Students may choose any setting of interest to them, in any geographical location, as long as there is an educational context (i.e. they will be involved in helping learning happen). **It is up to the students to arrange their own placement setting.** The University will assist where they are able to and there will be university sessions on helping to arrange these and in developing relevant skills. Examples of settings that students could consider are:

- Nursery settings
- Special schools
- Hospital schools
- Outdoor learning centres
- Places with education departments e.g.
  - Museums
  - Zoos or wildlife centre
  - Theme parks
- Outreach departments in universities, charities or companies

Year 3 placement (securing)

This final placement and it will be in a different key stage to the one you were in in year 2. If you were in KS1 in year 2 you'd be in KS2 this placement and vice versa.

You will be the only student in the classroom. You will have some days before the February half term to start to learn about the children in your class and get back up to the position you were in at the end of your last placement. After half term you will then have a continuous placement to hone your practice. You will build up to teaching the whole class 80% of the time, with the other 20% as released time, replicating the structure of an ECT's time. **Please note you will have a shorter Easter break as you will be following the school term dates and not the University ones.**

		In the classroom		Specific mentor directed activities	PPA
		Leading the teaching	**Under Direction - working with specific groups, 1 to 1,**		

			observing and learning from the class teacher		
Week 1	To observe the class, work under the direction of the class teacher and get to know the children and the work being planned for the time ahead. Remember to factor in your action research. Carry out Research project weeks 1-4.	As directed by the class teacher	up to 80%	10%	10%
Weeks 2-4	Start to plan and deliver to groups of learners and whole class sessions.	Building up to 50%	30%	10%	10%
Weeks 5-9	A joint lesson observation will happen in the period of weeks 6-9.	Building up to 80%	As appropriate	10%	10%
Weeks 10-14	Joint observation during weeks 12-14. Transition period towards ECT. Final check against your standards.	80%	N/A	10%	10%

It is important to note that if your link tutor and class mentor feel you need more time in order to adequately show you meet the QTS requirements then we may offer an extension. It is important that you take guidance from your mentors and tutor.

Contacting your mentor

Before starting your placement, you will need to contact your mentor to introduce yourself and find out key information for starting your placement. This should include: what time they would like you to arrive on your first day (you should put the date you are starting your placement), where you should go on arriving, what the dress code is for the school, where you can park your car/lock your bike up (if applicable), that you are going to read the behaviour management and safeguarding policies from their website but is there anything else they would like you to be aware of.

Please write in a formal style and ensure you remain professional. A template is given as a guide below

Dear [Mentor's Name],

I hope you are well. My name is [Your Full Name], and I am a trainee teacher from University of Portsmouth. I will be starting my placement at [School Name] on [Start Date], and I am very much looking forward to working with you and the team.

To help me prepare for my first day, could you please provide the following details:

- **Arrival time:** What time would you like me to arrive on my first day?
- **Location:** Where should I go when I arrive at the school?
- **Dress code:** Is there a specific dress code I should follow?
- **Parking/Bike storage:** Are there any facilities available for parking a car or locking up a bike?

I will be reading the behaviour management and safeguarding policies available on the school's website, but please let me know if there are any additional policies or information that you would like me to be aware of before starting.

Thank you for your guidance, and I look forward to hearing from you.

Kind regards,

Professional conduct

Becoming a teacher demands that Trainee Teachers acquire and demonstrate expertise in teaching. Professional action involves intellectual skills and certain social and personal skills. During school based work it is necessary for Trainee Teachers to act professionally otherwise they lose the respect of the pupils and staff. This section contains useful guidelines for Trainee Teachers as they begin to work in their host schools as endorsed by part two of the [Teaching Standards](#) on Personal and Professional Conduct.

Consider yourself to be:

- a temporary member of staff, acting under the direction of the head teacher and all those to whom responsibility is delegated

- a guest who must be conscious that there are certain expectations placed upon them in terms of respecting all that is valued by their hosts

- a prospective candidate for a post in that school who must demonstrate enthusiasm, willingness and humility

You must:

- act with courtesy and tact, remembering that whatever teachers and children do in school is confidential

- dress appropriately (different schools have different dress codes so please try to read their policy before going, if in any doubt go formal on the first day)

- become familiar with school policies and procedures

- find out and adhere to policies for behaviour management

- develop good relationships with staff and pupils

- be sensitive to how people perceive you and learn to defuse difficult situations

- show a willingness to help – positively seek out opportunities to assist with duties and extra-curricular activities. You should also attend meetings and any training as and when directed.

- understand the roles of the Mentors and enable them to undertake those roles

- be tidy, well organised and punctual (as a guide, you should be in school at least half an hour before the children arrive)

- make careful checks on the availability and working order of equipment that you use

- ask for assistance while remaining sensitive to how busy people are

- listen to advice given and act upon it

- read the school's safeguarding policy for students and know who the child protection officer is within the school.

You must _not_:

- under any circumstances, however much provoked, strike a child or swear at them.

- under any circumstances invite pupils back to the University or your home, nor enter into any association with them other than in your professional capacity as a temporary member of the school staff

- expose children to unnecessary temptation (for example, by leaving money, phones or other valuables unattended)

- without specific permission from a teacher, send pupils beyond the school premises

- refer to the conduct, appearance, circumstances or attainment of any pupil in places that might be overheard or seen by people from outside the school

- discuss the school's policy, practice or personalities in places that might be overheard or seen by people from outside the school

- make judgements about the quality of teaching of any staff members at the school

Sometimes it may be necessary to conduct an interview with a child. In normal circumstances, you should discuss this with your mentor first, but there may be circumstances where it is not practical in that moment. If you do so, it is important to prevent any possibility of subsequent allegations of improper conduct. The interview should take place in a relatively public part of the school, rather than in a private room, so that the conversation can be seen by other members of staff. **Whenever possible, try to have another member of staff with you and at all times follow the safeguarding procedures.**

The Teachers' Standards expect you to establish, whilst working in schools, effective working relationships with professional colleagues including, where applicable, associate staff. You are also expected to set a good example to the pupils through your presentation and your personal and professional conduct.

Social Networking
It **is not acceptable under any circumstances** for you to network socially with pupils. This includes texting, personal emails and the use of social media. Such activities, however harmless they may be, could result in investigations by the police.

Even on your personal social media page you should think about how other students, mentors and future employers may perceive you, as well as staff and pupils in the school you are teaching in. Remember the golden question to ask yourself is "Would I stand in a classroom dressed like this, saying these things" if not you really shouldn't be posting it to a public facing website! **REMEMBER** private

settings are never private, someone you know can repost, screenshot or show others what you have posted.

What if things are not going well on placement?

The purpose of your regular mentor meetings is to address any issues before they develop. These may highlight areas of weakness that are not being addressed as quickly as expected. With your mentor you can then discuss and set more specific targets and identify possible solutions to support you. You can also contact your link tutor about any concerns you may have at any point.

If things are still not improving, then in discussion with you, your link tutor and class mentor a support plan might be raised. This process is to focus on the key issue and provide structured support to allow you a chance to catch up and keep up. If the targets for this are not met then a cause for concern may raised. A meeting between you, the class/professional mentor and the course leader will allow the issues to be discussed and an action plan created to address them.

Once targets are met then you will continue your placement as before. This is the outcome we would expect in almost all cases. We are here to support you and want you to succeed.

If targets are not met the matter will be taken to a progress review committee who will consider what else can/should be done to deal with the issues. The progress review committee can suspend a trainee immediately from the course in cases of professional misconduct or where the education of pupils in a school is being severely compromised. Details about the process can be found in the fitness to teach policy on the course Moodle page.

If you just need a little more time to show the required standards expected by the end of your placement in order to pass the module or gain QTS then with the agreement of your course leader and the school you may be able to extend your placement during the university assessment period at the end of the year (for up to 6 weeks).

Teachers' Standards

To be awarded QTS you will need to show evidence of being able to meet the Teachers' Standards which are the minimum level of practice expected of teachers. To help you you will set up an e-portfolio on Google drive and a linked tracking document. You will be shown how to do this in a university session. This will allow you to easily update your portfolio with evidence from your practice at schools. You should try to update this at regular intervals, for example once a week whilst on practice.

Assessment

Formative assessment

The purpose of formative assessment is to understand where you are in your learning in order to help your progression – it is Assessment for Learning (AfL). This can take many forms, such as being asked to: answer a question in a seminar; write a summary relating to the lecture you had; contribute to an online discussion.

Whilst formative assessments do not contribute to the final mark of the module, you should understand the benefits and importance of completing any tasks you are asked to do. Formative assessments will allow both your lecturers and you to recognise both strengths and weaknesses, and allow problems to be identified and addressed quickly. Historically, students who completed formative assessment tasks were less likely to fail a module, and achieve a better grade that those that did not.

Summative assessment

These are assignments that evaluate your learning against a set standard and can take numerous forms, for example: exams, essays, presentations, posters. Details of how modules are assessed can be found on each module's Moodle page. This will include details of what percentage of the final mark each assignment contributes to.

All assignments follow the general assessment criteria as specified by the University for Level 4, 5 or 6 work and these can be found on the course Moodle pages.

Structuring, producing and presenting essay assignments

There is lots of [advice and information to help you improve your assignments](#) on the university website.

Below is a general guide to help you think about how to structure your essay assignments. You should first check the guidance given for a specific assignment as this takes precedence. You should also exercise your own judgement to how appropriate this general guide is to a specific piece of work. Please study all the assessment criteria on the module's Moodle page very carefully, to ensure that you understand the criteria against which assignments will be assessed.

An assignment that does not have a reference list or fails to use the correct [APA 7 referencing system](#) will be marked down.

Front Page

This needs to include your:

- student registration number
- the name of the course
- the title and code of the course module to which your assignment relates
- the date
- the word count.
- title of the assignment

Pages need to have your student number included as a header on every page and all pages must be numbered.

An Introduction

Usually included here are:

- The writer's interpretation of the essay question/title
- The parameters of the issues examined
- The contexts considered, e.g. policies, professional practice, research, theoretical principles
- The relevance to your own practice.

The Main Body of Evidence

The evidence for a piece of work comes from two sources: your reading around the subject (which includes books, journals, newspaper articles, *informed* internet sources) and your experience. It is important to show clearly, using the APA 7 referencing system, when you are drawing upon your reading rather than your experience. Discussion around your work experiences needs to recognise that this is only one way of looking at the issue and you need to show that you are aware of how the context that your work is in does not present the whole picture.

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Analysis of the Evidence, Debates and Discussions

In this element of the essay the writer may wish to use the following approaches in viewing the main body of evidence:

- The degree of agreement/disagreement that is evident
- Comparisons and contrasts
- Critical questions which arise
- Relating the evidence to theories and models appropriate to the subject area

Conclusion

This should enable the reader clearly to relate the outcomes of discussion to the essay question / title. The implication of such outcomes should be briefly discussed. New information is not to be introduced in the conclusion

Reference List

This is an **alphabetical** list of sources for all the ideas and information contained in the essay, other than those arising from your own original thoughts or research and it must accompany every piece of submitted work. You must use a recognised referencing system – the APA 7th edition is required. The most comprehensive guidance to this on the library web page – this needs to be your guide on referencing issues. Note – APA 7 does not allow bibliographies.

Appendices

Supplementary information that may be presented as graphics, tables, lists and extracts from material of contextual relevance. Avoid lengthy appendices; do not include photocopies of published work. Remember, anything essential to your assignment should not be relegated to an appendix; such material should be in the main text.

A Few Thoughts about Style

Writers tend to have their own preferred style. Rather than changing this completely, it is better to try to adapt the style to fit the requirements of the work you are planning to produce. If you would find it helpful to have a model or example to emulate, look at an article in an academic journal. Some articles in professional magazines adopt an informal style that is not appropriate to an academic essay. Qualities that contribute to academic writing:

- Formal
- Objective
- Cautious
- Succinct
- Impersonal

You are generally encouraged to draw on your own experience in planning the content of essays. This will support the consideration of theory and practice together and may help to produce a synthesis of ideas.

Avoid using words such as 'should', 'ought' and 'must'. The risk is that their use may imply a moral imperative, and this would not be consistent with the spirit of objective enquiry mentioned earlier.

When writing, aim for qualities of clarity, precision and interest, and for the logical progression of ideas. Be concise and avoid meandering down avenues of dubious relevance. It is likely that you will use technical terms so think about that hypothetical reader, the intelligent but informed person. Would they readily understand the terms that you are using?

Ethics and writing

Adopting an ethical perspective is essential at every stage of academic writing. Therefore, be mindful that no photographs of individuals are permitted unless this has been cleared by your link tutor AND is accompanied by permission from the individual concerned. You must ensure in your work that individuals cannot be identified by default i.e. a process of elimination which can happen where for example the institution is named and then a specific role is referred to such as the Head Teacher. You must not identify institutions by name.

Always, if in doubt about your assignment, check with your link tutor.

Word Limits

All pieces of assessed coursework will have word limits and submitted work must not be more than 10% of the given word limit or penalties may be applied. Word counts should **exclude**

- pre-matter (title pages etc.)

- reference list

- appendices

You should write the precise word count on the front sheet of each assignment submitted.

Submission and return of assignments

Students should submit assignments by midday (12 noon) on the day of submission.

 Detailed instructions on exactly how to do that are available on the course Moodle page. Students must complete an [assignment cover sheet](#) for each assignment and paste it into the file submitted. Submissions should have student reference numbers and names on them. Due to the nature of this course, marking is not usually anonymous so we make use of moderators when marking to ensure marking is fair. We endeavour to return work with a mark and feedback within 20 working days. Both the mark and feedback will be available through the medium you submitted.

Grading Assessment Criteria

Each piece of assessment will have specific marking criteria (sometimes called a rubric). This will show how the allocation of marks for the assignment are awarded. These can be found on the module's Moodle page. To check your development against the Teacher's Standards, your rubrics may not what areas are covered. These are just used formatively and will not impact your assessment against QTS at the end of the course.

What happens if I fail a module?

Students who fail to pass a module or score a mark of 40 overall in a module are entitled to a second attempt (resubmission). Second attempts are capped at a maximum mark of 40 unless they meet specific criteria (your SSO will be able to advise). Students are strongly encouraged to seek guidance from their tutors before re-submitting work. A second failure is likely to mean retaking the year and retaking the failed module(s).

Assessment feedback

Summative feedback is provided on all submitted work and is intended to both comment on your strengths and to indicate areas for improvement. This will link to specific Learning Objectives of the module.

If, when your work is returned, you wish to discuss some aspect of the feedback, you can contact the academic who has marked your work and request a tutorial. Please note however that in accordance with the University of Portsmouth Academic Regulations, **students are not permitted to query or challenge the professional decision of the marker**. Marks can only be challenged if there is evidence of administrative error. This is outlined fully in the Student Handbook and in the Academic Regulations which can be accessed from the Course Moodle page.

All marks are provisional until verified by the External Examiner at the Module Board which is held in June. Awards are confirmed at the Board of Examiners which is held one week after the Module Board.

Plagiarism

Plagiarism is defined in the [University's Examination and Assessment regulation](#) as:

"the incorporation by a student in work for assessment of material which is not their own, in the sense that all or a substantial part of the work has been copied without any adequate attempt at attribution, or has been incorporated as if it were the student's own when in fact it is wholly or substantially the work of another person or persons".

By 'substantial', the University means large and significant sections of the work; by 'adequate', the University means accurate referencing in accordance with one of the University's approved referencing conventions (your module lecturers will inform you about the correct referencing conventions). This includes, but is not limited to

- copying material from any source and trying to pass it off as your own work (this includes computer language and programs, scientific experiments, and visual images in addition to standard written text)
- paraphrasing material without appropriate acknowledgement and not in accordance with the University's agreed referencing conventions (this includes computer language and programs, scientific experiments and visual images in addition to standard written text)
- collusion, where the assessment artefact is prepared by someone else and presented as your own work
- purchase of essay/project/computerprogram
- submission of essay/project/computer program written by someone else
- submission of another student's work with or without that student's knowledge or consent

Some modules assignments will incorporate the use of anti plagiarism software.

Use of AI

You must clearly state if and how you have used Artificial Intelligence (AI) in preparation of submission of any asynchronous assignment (e.g. essays). This acknowledgement is a mandatory part of the submission. It can be an additional page at the start of your submission (after the cover page), or it can be a separate document, but it must be submitted.

Work submitted without the acknowledgement is considered to be incomplete. Every submission must include the required acknowledgement, which must be consistent with the content of the items being submitted. If there is no acknowledgement contained in the submission, or if the acknowledgement is inconsistent with the work being submitted, then the University's academic misconduct regulations apply. Academic tutors may need to discuss with you any aspect of your submission, including the content of your acknowledgement.

(tick all relevant boxes)

I acknowledge that I used AI in this assessment	
I used AI for developing ideas.	
I used AI for research and/or information gathering.	
I used AI to identify themes.	
I used AI for data analysis.	
I used AI to structure my assessment.	
I used AI to get feedback on my work.	
I used AI tools to generate images, tables, figures or diagrams.	
I used AI tools for proofreading, grammar check, etc.	
I used AI tools to improve flow and legibility.	
Other *[Please specify]:*	
OR	
I did not use AI in this assessment.	

Extenuating Circumstances – Student Guidelines

All assignments will have submission deadlines. University rules mean that these deadlines are non-negotiable. Please see the Student Handbook for University penalties regarding late submission.

However, students who feel they cannot complete the work on time because of extenuating circumstances (such as health, bereavement or unforeseen work commitments) can complete an Extenuating Circumstances claim. There are strict rules as to what extenuating circumstances can be claimed and evidence is always required. Also, there are deadlines by which claims must be made (ask the Course Administrator for details). If a claim is accepted, then an additional 10 working days from the original submission date will be allowed. You will be notified if you claim has been accepted.

The Assessment of your QTS Portfolio

In your final placement you will collect a portfolio of evidence and a Evidence sheet giving examples of where you meet each standard. We will use this alongside a professional conversation, at the end of your placement, to assess whether you are consistently meeting all the Standards. Your portfolio will most likely include the following types of evidence:

- Lesson observations and feedback

- Lesson planning and lesson evaluations

- Teaching resources you have prepared, with evidence of differentiation for different groups of students

- Evidence of marking, assessment and feedback

- Reflective statements on your continuing professional development needs and your progress

- Evidence of using your training, literature and wider reading to inform practice

- Assessments on your progress from your placements

Your course leader will explain this in more detail at the start of your 3rd Year.

You will also have 3 professional conversations during the year which will help monitor your progress towards meeting the Teachers' Standards. To further assist you, you will keep an electronic tracking document which will link to a Cloud based folder of all your evidence.

Appendices

Acronyms

AfL – Assessment for Learning

ASD – Autistic Spectrum Disorder

ASCL – Association of School and College Leaders

AT – Attainment Target

BIP/BSP – Behaviour Improvement Plan/Behaviour Support Plan

CAF – Common Assessment Framework (tool used to assess if children and families need extra support

CCF – Core Content Framework.

CCT – Chartered College of Teaching

CEP – Career Entry Plan

CIF – Common Inspection Framework (how Ofsted inspect schools)

CP – Child Protection

CPD – Continuous Professional Development

DCPO – Designated Child Protection Officer (often the Headteacher)

DfE – Department for Education

EAL – English an an Additional Language

EBSD – Emotional, Behavioural and Social Difficulties

ECT – Early Career Teacher

EEF – [Education Endowment Foundation](#)

EFL – English as a Foreign Language

EHCP – Education Health and Care Plan

EIP – Early Intervention Programme

ELSA – Emotional Literacy Support Assistant

ESL – English as a Second Language

EWO – Education Welfare Officer

EY – Early Years

EYFS – Early years Foundation Stage

FFT – [Fischer Family Trust](#)

FSM – Free School Meals

GB – Governing Board

GDPR – General Data Protection Regulation

HLTA – Higher Level Teaching Assistant

HMCI – Her Majesty's Chief Inspector (Head of Ofsted – Amanda Spielman)

HMI – Her Majesty's Inspector (Ofsted Inspector)

HT – Headteacher

IEP – Individual Education Plan

INSET – In Service Education and Training

ITE – Initial Teacher Education

ITT – Initial Teacher Training

KS1 – Key Stage 1 (years 1 and 2, 5–7 year olds)

KS2 – Key Stage 2 (years 3 to 6, 7 to 11 year olds)

LA – Local Authority

LAC – Looked After Children

LES – Local Education Authority

LO – Learning Objective

LO – Lesson Observation

LSA – Learning Support Assistant

MAT – Multi Academy Trust

MFL – Modern Foreign Languages

MLD – Moderate Learning Difficulties

MPS – Main Pay Scale

NAHT – National Association of Head Teachers

NASUWT – National Association of Schoolmasters and Union of Women Teachers

NCTL – National College for Teaching and Leadership

NEU – National Education Union

NQT – Newly Qualified Teacher

Ofsted – Office for Standards in Education

PGCE – Postgraduate Certificate in Education

PP – Pupil Premium

PPA – Planning, Preparation and Assessment

PRP – Performance Related Pay

PRU – Pupil Referral Unit

PSHE – Personal, Social and Health Education

PTA – Parent Teacher Association

PTR – Pupil Teacher Ratio

QTS – Qualified Teacher Status

RAISEonline – Reporting and Analysis for Improvement through School Evaluation (online)

RQT – Recently Qualified Teacher

SATs – Statutory Assessment Tasks

SCITT – School Centred Initial Teacher Training

SDP – School Development Plan

SEF – Self Evaluation Form

SEN – Special Educational Needs

SEND – Special Educational Needs and disability

SENco (or SENDCo) – Special Educational Needs (and Disability) Coordinator

SIMS – School Information Management System

SIP – School Improvement Plan

SLD – Severe Learning Difficulties

SLE – Specialist Leader in Education]

SLT – Senior Leadership Team

SMT – Senior Management Team

SoW – Scheme of Work

SPaG – Spelling, Punctuation and Grammar

STRB – School Teachers Review Body

TA – Teaching Assistant

UPS – Upper Pay Scale

VLE – Virtual Learning Environment

Bibliography

Each Module will have its own reading list and you should refer to these first. This list is supplementary to these and is not intended to replace them. It is also not exhaustive.

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Jolliffe, W., Waugh, D., & Gill, A. (2019). *Teaching systematic synthetic phonics in primary schools*. Learning Matters.

Waugh, D., & Jolliffe, W. (2016). *English 5-11: A guide for teachers*. Routledge.

Wyse, D., Jones, R., Bradford, H., & Wolpert, M. A. (2013). *Teaching English, language and literacy*. Routledge.

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Allen, M. (2014). *Misconceptions in primary science*. McGraw–hill education (UK).

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Caldwell, H., & Smith, N. (2016). *Teaching Computing Unplugged in Primary Schools: exploring primary computing through practical activities away from the computer*. Learning Matters.

Caldwell, H., & Pope, S. (2019). *STEM in the Primary Curriculum*. Learning Matters.

Haylock, D., & Manning, R. (2014). *Mathematics explained for primary teachers*. Sage.

Humble, S. (Ed.). (2017). *Creating the coding generation in primary schools: A practical guide for cross-curricular teaching*. Routledge.

Ward, H., & Roden, J. (Eds.). (2016). *Teaching science in the primary classroom*. Sage.

Wilkinson, D., & Stallard, W. (2019). *Mastery in Primary Science*. SAGE.

Other useful reading:

The Times Educational Supplement – Every Friday. Free access via Press Reader on Apps Anywhere

The Guardian has an Education supplement every Tuesday. Free access via Press Reader on Apps Anywhere

(Hello World) – helloworld.cc – quarterly magazine around teaching Computing. Free to teachers.

Teach Primary – roughly half termly magazine.

Useful Internet Sites:

Useful Government and general teaching sites:

Department for Education

This is the official Government website where you will find out about the latest policies and reviews.

https://www.gov.uk/government/organisations/department-for-education

Ofsted

Information on the organisation, inspection process, complaints, announcements and events.

http://www.ofsted.gov.uk/

Times Educational Supplement

Search the electronic version of the TES for articles of your choice. Read about the latest educational initiatives, surveys and reports without having to make the trip to your newsagent.

http://www.tes.co.uk/

Teacher Support Network

A teacher support network that provides practical and emotional support

http://teachersupport.info

Useful Teaching Resource Sites.

There are huge numbers of resource sites out there on the web and it can be bewildering and time-consuming to search through them all. Here are a few of my favourites to get you started but your list might be very different! Check out the Moodle too as there are many more on there.

Oak Academy

Virtual school set up for remote learning resources during covid-19 school closures

https://www.thenational.academy/

BBC Education

Lots of learning explained for KS1 and KS2

https://www.bbc.co.uk/bitesize/primary

STEM learning

https://www.stem.org.uk/resources

RAEng Think like and Engineer

https://www.raeng.org.uk/education/schools/teaching-and-learning-resources/curriculum-resources

Computing

http://scratch.mit.edu/ – Scratch

Kodu?

https://code-it.co.uk/ – Resources from Hampshire LA Computing inspector/advisor.

Computing at School

The CAS community has been instrumental in the development of the new curriculum and are 100% committed to supporting all teachers as they engage with computing, and in particular computer science, when the new curriculum is introduced in September 2014.

http://www.computingatschool.org.uk/

Teaching websites

For creating your own resources, try:

www.wordle.net – a toy for generating "word clouds" from text

http://www.toondoo.com

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http://goanimate.com – animated cartoons with your own dialogue

www.livebinders.com – organisational tool and resources

www.prezi.com – presentation tool

www.storybird.com – create own stories

http://www.tagxedo.com/ Cool word clouds

www.voki.com – create own avatar

www.zondle.com – create your own activities/games

http://www.xmind.net/ – Mind mapping

http://freemind.sourceforge.net/ – Mind mapping

For interactive with pupils online try

https://twitter.com/ – Twitter

https://kahoot.it/#/ – Kahoot interactive quizzes

https://padlet.com/ – Shared noticeboard using 'stickies'

https://www.nearpod.com/ – mostly used in a lecture setting but nothing to stop you using in school.

https://www.edppuzzle.com/ turn videos into assessment opportunities.

England Touch Rugby skills based lessons for PE based on various ball sports. resources – coming soon

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