



LIVERPOOL
HOPE
UNIVERSITY
1844



Guidance and Professional Development Activities for Year 1

BA (Hons) Primary Education QTS (5-11 Years)

Students and Schools

Full-time 2023-2024

www.hope.ac.uk/education

Liverpool Hope University Vision for Excellence

At Liverpool Hope University we are dedicated to training teachers who are *research informed, creative, and reflective*. Hope Teachers will have *a moral purpose* and an *enthusiastic, ambitious and flexible* approach to teaching the next generation. The Hope Teacher sees their career as a vocation, a way of changing the lives of children and the opportunity to make a real difference.

Our training equips trainees with the depth of knowledge, skills and understanding required to engage, motivate and inspire young learners across the diverse range of settings and age phases.

Principles of Hope Teacher Programmes

Principle 1: Learning about teaching involves understanding the contested nature of knowledge and having opportunities to explore competing ideas, issues and debates about practice.

Principle 2: Learning about teaching requires a good subject knowledge and pedagogical subject knowledge that is constantly reviewed and developed.

Principle 3: Learning about teaching requires an understanding of the diverse needs of learners and their perspectives.

Principle 4: Learning about teaching is enhanced through dialogue, reflection and informed by research.

Principle 5: Learning about teaching requires an emphasis on those learning to teach working closely with their peers. **Principle 6:** Learning about teaching requires meaningful relationships between schools, universities and student teachers with their peers.

Principle 7: Learning about teaching is enhanced when the teaching and learning approaches advocated in the program are explicitly modelled by the teacher educators in their own practice.

Principle 8: Learning about teaching requires opportunities to plan, rehearse, teach and analyse.

Adapted from Korthagen, Loughran & Russell (2006) Developing fundamental principles for teacher education programs and practices.

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The Hope ITE Curriculum

The Liverpool Hope University ITE Curriculum is both challenging and rewarding. It is designed to enable trainee teachers to make successful progress in their professional development, providing opportunities for them to work closely with experts both at university and in school settings. It is underpinned by a commitment from the partnership, for trainee teachers to develop as an outstanding Hope Teacher professional who can critically reflect on practice and aims to achieve the best for themselves and the children that they teach.

The ITE curriculum is informed by research design principles (LaVelle & Kendall, 2019; RS & BERA, 2018), co-planned and reviewed with a range of expert colleagues including subject specialists, Teacher Educators from other universities, relevant subject associations, and school partners.

Our carefully planned sequencing of knowledge, skills and understanding seamlessly links the university and school-based expectations and supports the development of practical application with learners. Subject knowledge is sequenced incrementally, addressing the core components of each subject discipline to ensure trainees know more and remember more as the course progresses. Our curriculum also provides the necessary tools to prepare trainee teachers to be research informed, innovative, inspirational teachers, capable of teaching in a variety of settings, in an increasingly diverse and ever-changing society. Underpinned by the 'Hope Teacher' principles and themes, the curriculum is designed to develop the ethical and moral dimensions of teaching needed to build the foundations of a Hope Teacher.

Your curriculum as a trainee encompasses the Core Content Framework Expectations (CCF). The CCF defines the minimum entitlement set out by the DfE for initial teacher education programmes. At Liverpool Hope University our curriculum extends beyond these expectations and will challenge you as you develop into a Hope Teacher.

Our ITE curriculum has been developed in partnership with expert practitioners (encompassing the CCF) and is structured around 4 themes

- **Professional Behaviours**
- **Curriculum and Assessment**
- **High Expectations and Managing Behaviour**
- **How Pupils Learn, classroom practice and adaptive teaching**

Each of these four themes are structured into phases of development, Beginning, Developing and Mastery. Each of these developmental phases details the component knowledge skills and understanding which trainees should attain at university and on placement. There is an explicit focus on trainees being able to demonstrate evidence that they 'know more' and can remember more of the ITE curriculum and that they can apply this knowledge into practice instead of working to a set of competencies like the Teaching Standards. You should make yourself aware of the principles underpinning the CCF and be familiar with the expectations of this framework.

Liverpool Hope University Approach to Assessment

There is no requirement for trainees to be formatively assessed or demonstrate progress against a set of competencies (such as the Teachers' Standards).

Assessment against the [Teachers' Standards](#) **only** takes place as a summative assessment at the end of the Initial Teacher Education programme and after placement 3b and PGCE placement 2. This is completed through a review of key sources of evidence within the final University Profiling Review. This final judgement as to whether a trainee has met the Teachers' Standards is a holistic one, which considers engagement and response to all elements of the programme of ITE delivered in both university and settings/schools.

Liverpool Hope University adopts a holistic approach to the monitoring and assessment of trainees. This takes place within a variety of contexts;

- Key summative assessment points (e.g. Subject Progress Points, Academic Assignments, VIVAs, Final Progress Reports and in University Profiling Meetings)
- Subject Knowledge Audits
- Intensive Training and practice e.g. micro teaching
- Weekly Progress Discussion meetings and the completion of the Weekly Progress Meeting Form
- Formatively within taught university sessions, through activities, interactions and formative assessment activities
- Lesson observations and subsequent focussed pedagogical discussions
- Professional Placement Tutor (PPT) quality assurance visits
- Additional support for trainees causing concern (targeted support plans) procedures as appropriate

Throughout your university training subject tutors will utilise formative assessment opportunities as part of their teaching sessions to assess what trainees know and understand. This could be in the form of quizzes, Moodle tests, subject knowledge audits or through questioning. At specific **subject progress points** during each training phase, tutors will formally track progress against the curriculum components using the component tracker on e profile. The outcome of these assessments is shared with the trainee on the e profile and are discussed at profiling and any adjustments or interventions put in place.

During placements, mentors need to consider how well a trainee is mastering the components of our ITE curriculum at each phase of their training (beginning, developing and mastering). This is completed using **the progress review and component tracker on e profile**. This allows mentors to assess the accumulation of knowledge over time. Whilst completing a professional placement, assessment against the key components identified in the school-based curriculum takes place on a weekly basis through the weekly progress meetings and Progress Review. Mentors will complete a summative assessment at the end of a placement captured in the Final Progress Review meeting and accompanying documentation.

The **progress review and component tracker** on the e-profile details the Liverpool Hope University thematic and subject components that trainees are expected to learn throughout their professional placement. These are used to support discussion and target setting with the trainee on a regular basis during the weekly lesson observation and progress meetings as an opportunity to record progress. Mentors also consider trainee progress against all of these components to make a final holistic judgement.

Weekly Progress Meetings

During the placement, mentors need to consider how well a trainee is mastering the components of our ITE curriculum using the progress review and component tracker for the appropriate trainee development phase. The weekly progress meeting form captures previous targets and records the progress against these. Following the weekly meeting future subject specific and pedagogical targets should be identified for the week ahead. During the weekly meetings, mentors should refer to the ITE programme curriculum sequencing documents and assess what students know against each curriculum for that point in their development as a teacher. Dialogue between trainee and school-based mentors is key. The weekly meeting should capture trainees' knowledge, reflections, and development as a teacher.

Progress Review Meeting

At key points during each placement, mentors need to consider how well a trainee is mastering the components of our ITE curriculum using **the progress review and component tracker** to assess the accumulation of knowledge over time. During placement mentors assess trainee progress against the key components identified in the school-based curriculum training plan and set targets for the remainder of the placement. For each development phase trainees will have one Progress Review Meeting.

Final Progress Review Meeting

The final progress review is an opportunity for the mentor to consider how well the trainee has mastered all of the subject and pedagogical components whilst on professional placement. Together with the trainee they will discuss each component and reflect on the progress throughout the placement. Targets for future learning and subsequent placements will be set, all of which will be summarised on the final Progress review document and stored on the E -Profile. For each development phase trainees will have one Final Progress Review Meeting.

Key Dates in PPL1

Refer to the weekly School-Based Training Curriculum for a weekly breakdown of specific tasks and expectations.

Attachment Days		29th Nov/ 6th Dec/ 13th Dec 2023
ITaP (Intensive Teaching and Practice) English		W.B/ 13th November 2023
ITaP (Intensive Teaching and Practice) Mathematics		W.B/ 8th January 2024
Placement Start		Monday 15 th January 2024
University Day		Friday 26 th January 2024
Progress Review	On E-Profile	Thursday 25th January 2024
Final Progress Review (including component tracker and attendance – 29 days full attendance)		W.B/ 26 th February 2024
Placement End		Friday 1st March 2024

University based professional safeguarding training

Teachers have a responsibility to do all that they can to protect children from harm. The Teachers' Standards state that teachers, including head teachers, should safeguard children's well-being and maintain public trust in the teaching profession.

The statutory guidance, 'Working together to safeguard children', was published in 2018. It should be read alongside the most recent statutory guidance for schools 'Keeping children safe in education; for schools and colleges', which was published in September 2021 and the 'Guidance for safer working practice for those working with children and young people in education settings' May 2019. Together, these documents set out the responsibilities of all local authorities (LAs), schools and FE colleges in England to safeguard and promote the welfare of young people. They provide a national framework within which agencies and professionals at local level can draw up and agree on their own ways of working together to safeguard and promote the welfare of children.

Safeguarding is of the utmost importance and therefore is a subject that you will revisit several times throughout your training. This is necessary to ensure you have covered all of the different elements relating to safeguarding as well as continuing to be updated with the most recent legislation and government guidance. A summary of your core training is detailed below.

You will also be expected to complete online safeguarding training on an annual basis in readiness for professional placement. This training includes an assessment of your safeguarding knowledge. On successful completion, your certification should be included in your placement file.

Throughout your university-based training you will receive:

	University based training	School based training
Year 1	<ul style="list-style-type: none">• Importance of safeguarding• Procedures for safeguarding• Safeguarding themselves• Homophobic bullying• Moral and Spiritual Development lecture• Looked After Children• Children missing education• Children missing from home or care• Grooming• Bullying including cyber bullying• E-safety• Restorative Justice• Challenging Homophobia and Racism• Safeguarding and remote education during coronavirus (COVID-19)	<ul style="list-style-type: none">• Year 1: School based task looking at safeguarding procedures in PPL school• Explore school policy for dealing with racism and equality

Year 2	<ul style="list-style-type: none"> • Behaviour management skills including bullying • Reflect critically on education policy and practice including PREVENT and British Values. • Prevent: Tackling Radicalisation • Equality Act – tackling prejudice • Tolerance of those with different faith/beliefs • Tackling racism • Rights and responsibilities • Safeguarding booklet • Gangs and youth violence • Hate crime • Looked After Children • E-safety (Computing not IPD) • Sexting (Computing not IPD) 	<ul style="list-style-type: none"> • Year 2 PPL: demonstration of safeguarding procedures in school • School induction • Know and understand school policy on bullying and how incidents are dealt with • Write and deliver PSHE Lesson plan with British Values or Prevent focus • WP projects may cover aspects of safeguarding (e-safety/bullying/British values etc depending on school's focus)
Year 3	<ul style="list-style-type: none"> • Promoting the counter narrative • The ideological challenge • Supporting vulnerable groups • Working with diversity • Local authority Safeguarding Officer presenting PREVENT workshop • Prevent radicalisation – necessity and proportionality • Faith abuse • Fabricated or induced illness • E-safety 	<ul style="list-style-type: none"> • PREVENT policy to be noted when on placement • Assembly completed during professional placements • SMSC policy examined prior to placement
ECT	<ul style="list-style-type: none"> • Extended Session/workshops re mental health of teachers and pupils they teach • FGM, Honour-Based Violence and Forced Marriage explored with Merseyside Police 	

For further information please consult your safeguarding handbook and course Moodle.

Your designated Safeguarding Officers in Teacher Education are:

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Louise Daley, Partnership

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General Principles

How to respond to a child/person making an allegation of abuse

There are several occasions throughout your training where you support children at university or in schools as an enhancement or Hope Challenge project which is not part of your Professional Placement. You should therefore be familiar with the following procedures in case of a disclosure.

In the case of disclosure:

- Stay calm
- Listen carefully to what is said without interrupting
- Be non-judgmental
- Explain that it is likely that the information will need to be shared with others
- Never promise to keep secrets.
- Make it clear that you are taking them seriously.
- Allow the person to continue at his / her own pace.
- Do not interrupt the individual as they give details of significant events
- In the event of an accusation, record only what is said (as is legally required).
- Keep questions to a minimum to ensure an accurate understanding of what has been said. Ensure that any questioning is neutral i.e. does not show a bias on either side. Questioning should be for purposes of clarification only.
- Many cases fall down where it is possible to infer that leading questions were asked even at these early stages.
- Do not interrogate the individual and do not make suggestions to the individual about what may or may not have happened; your role is to listen and reassure only.
- Reassure the child or person that they have done the right thing in telling you.
- Reassure them that you are going to do everything that you can to help. Tell them what you will do next and with whom the information will be shared.
- Make as accurate a record of what was said and done as soon as possible and before leaving work or talking to others. Use the participant's own words, as soon as possible. Also record the date, time and venue of the incident.
- Keep all original notes as they may be needed for evidence;
- Do not examine the individual to inspect alleged injuries;
- Report the allegation immediately to one of the Designated Safeguarding Officers or nominated authority for appropriate action; Do not discuss this with your peers. If you require some reassurance yourself, tell the Designated Safeguarding Officer or request a confidential interview with the University's Student Support Service;

- Do not make any judgements or jump to conclusions on the basis of what you have heard or seen. Judgements in such cases can only be made by professionals in the field;
- If you consider there to be serious, urgent immediate danger to a child or young person you can refer to the Police on 999. If the situation is on campus, notify Campus Support that you have contacted the Police and advise Campus Support where to direct the Police to.
- It is important that everyone in the organisation is aware that the first person who encounters a case of alleged or suspected harm or abuse is not responsible for deciding whether or not abuse has occurred. In the case of an adult at risk, responsibility rests between the University's senior management, the individual themselves and may also involve professional safeguarding agencies.
- In the case of a disclosure from someone over the age of eighteen who is not an adult at risk themselves, your initial role is to encourage that individual to make direct contact with Social Services or the Police themselves unless you believe there is significant and immediate risk to other children or adults, in which case, follow the procedure to report matters to a Designated Safeguarding Officer.

Things to Remember:

- Do not quiz for more information
- Do not speculate or make assumptions
- Do not voice negative judgements about the situation or the abuser
- Do not make promises that you cannot keep
- Do not promise that 'everything will be alright'
- Do not offer to keep it confidential
- In the case of you directly observing an incident, incidents or the results of an incident record your observations as accurately and as quickly after the event as possible, including dates and times, where appropriate.
- Remain calm.
- Do not try to investigate yourself.
- Report your observations as soon as possible to one of the Designated Safeguarding Officers;
- Do not discuss this with anyone else. If you require some reassurance yourself, tell the Designated Safeguarding Officer or request a confidential interview with the University's Support Service;
- Do not make any judgements or jump to conclusions on the basis of what you have heard or seen. Judgements in such cases can only be made by professionals in the field.

It is important that everyone in the organisation is aware that the first person who encounters a case of alleged or suspected abuse is not responsible for deciding whether or not abuse has occurred. In the case of a child, that is a task for the professional child protection agencies following a referral to them.

Safeguarding in the context of Professional Placement

Before commencing any professional placement, trainees should ensure they understand and are responsible for:

1. Ensuring they have received a copy of and understand the implications of their setting safeguarding policy before commencing any programme, placement, event, visit or activity;

2. Ensuring they have received the relevant policies and understand the processes for Whistleblowing, child and vulnerable adult protection and the Management of Cause for Concern in relation to their placement setting;
3. Reporting any safeguarding concerns that arise following their placement procedures and if deemed necessary reporting to the university Designated Safeguarding Officer.

Professional Placement School Responsibilities

Before a trainee commences any professional placement it is the responsibility of the placement provider to induct the trainee in relation to their safeguarding policies and procedures. This will include the sharing of policies, processes and key personnel contact details. This information may also be included in an induction handbook. Trainees should not commence placement until they have access to a copy of and understand their setting safeguarding policy.

Whistleblowing: If you feel unable to raise an issue with your course lead/placement setting or feel that your genuine concerns are not being addressed, other whistleblowing channels are open to you: general guidance on whistleblowing can be found via Advice on Whistleblowing, and the NSPCC's what you can do to report abuse dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college.

Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk.

Liverpool Hope University Approach to: Core Content Framework (CCF)

What do I need to know about it?

- It defines in detail the minimum entitlement of all trainee teachers.
- The CCF has been designed to support trainee development in 5 core areas: behaviour management, pedagogy, curriculum, assessment, and professional behaviours.
- It is presented within 8 key sections: High Expectations, How Pupils Learn, Subject and Curriculum, Classroom Practice, Adaptive Teaching, Assessment, Managing Behaviour and Professional Behaviours.
- Each section of the CCF contains a range of 'learn that' and 'learn how to' statements or principles, however, this is not an assessment framework and should not be used as such.
- It aligns with our own ambitious ITE curriculum, based on the Liverpool Hope University Principles and curriculum themes (which is a much richer curriculum).
- The Liverpool Hope University principles and themes together with the CCF have been key documents used to support the design of the sequencing and progression of our own curriculum.
- The CCF dovetails with the Early Career Framework (ECF) where Early Career Teachers (ECTs) further develop their skills through a structured programme of support in their first two years of teaching.
- A full bibliography is provided within the framework which should be shared with trainees to support their critical engagement with research. Trainees should be engaging with these materials both whilst at school and at centre-based university training.

Are there any particular things to note?

Trainees should be fully aware of the principles underpinning the CCF. There are some areas of particular interest for current practice, for example:

- Consideration of SEND, disadvantaged backgrounds and mental health.
- The principles of adaptive teaching (as opposed to the use of differentiated tasks).
- The key role of expert colleagues, including experienced and effective teachers and subject specialists in schools.
- Support for Behaviour Management Training.
- The importance of subject specific knowledge and training.
- Working memory, long-term memory – balancing exposition, repetition, practice and retrieval of critical knowledge and skills.
- Trainees themselves need to demonstrate evidence that they know more and remember more of their ITE curriculum and that they can put this into practice.

How can I use the CCF?

- Weekly Progress form has been shaped with the themes of the CCF in mind. Mentors might sample principles from the CCF (and wider ITE curriculum) to explore how a trainee has engaged with the themes and how they can demonstrate what they know about a particular aspect or principle.
- Within the weekly meeting the CCF materials can support a mentor when holding discussions about what has been learned and applied by a trainee at that stage in their training.
- Future training opportunities can be identified for subsequent weeks whilst a trainee is on professional practice.

How can I access CCF documentation and further support materials?

ITT Core Content Framework

<https://bit.ly/3tFpqVt>

ITT Core Content Framework Exemplification Resource Materials

<https://bit.ly/3vYcLOY>

ITT Core Content Trainee Teacher Behavioural Toolkit: A Summary

<https://bit.ly/2RcKu8F>

The Early Career Framework Reforms Overview (ECF)

[Early career framework reforms: overview - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/early-career-framework-reforms-overview)

The Early Career Framework (ECF)

[Early Career Framework \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/publications/early-career-framework)

Year 1 Professional Placement Learning Overview

In Year 1, the intention is that trainees will develop their understanding of theory and practice, in particular in effective teaching, motivating learners, classroom presence, behaviour for learning and understanding child development.

As beginning teachers, the focus will be on strategies for setting high expectations, demonstrating good subject knowledge, planning and teaching well-structured lessons and managing behaviour effectively. During the year, trainees will explore, investigate and research learning in many of its different forms, in collaboration with their peers and experts (tutors and mentors). The course will support trainees in discovering how school, home, families and childhood in general, impact on children's learning and will consider the ways in which trainees can form positive relationships in the classroom, thus impacting on both behaviour and potential learning.

Whatever the context of your placement, we have **high expectations** of the trainee to manage the experience in a professional manner. Trainees will be supported in school by the Class Teacher (mentor), Professional Learning Coordinator (PLC) and by the Professional Placement Tutor (PPT) and PPL lead from Liverpool Hope University.

The School-Based Training Curriculum gives a suggested sequence and focus. Progress against the training objectives and outcomes, with a focus on subject specificity is tracked via the **Weekly Progress Meeting** (in EProfile).

Hope Teacher E-Profile

Purpose of the Hope Teacher E-Profile of Personal & Professional Development

The E-Profile is designed to help trainees, Professional Learning Coordinators (PLCs) and Professional Placement Tutors (PPTs) plan, chart and assess their progress through the ITE curriculum and its respective components.

The E-Profile has five functions:

1. To help you evaluate and appraise your own work as a teacher, enabling you to set targets for your development as are appropriate to your individual needs.
2. To generate information about your progress, which will inform your Professional Learning Coordinator and help him/her provide the most appropriate experience and support.
3. To generate information about your progress. This will inform your Professional Placement Tutors and IPD Tutors.
4. To enable trainees, PLCs and PPTs to co-operate in the process of student teacher assessment in as open a way as possible.
5. To enable trainees and tutors to track progress against subject specific and pedagogical components. Your Hope Teacher E-Profile is a key document. It is intended to give an overall picture of your progress.

BA QTS Primary Assessment Toolkit

The Hope Curriculum

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Why the changes and how do they link?

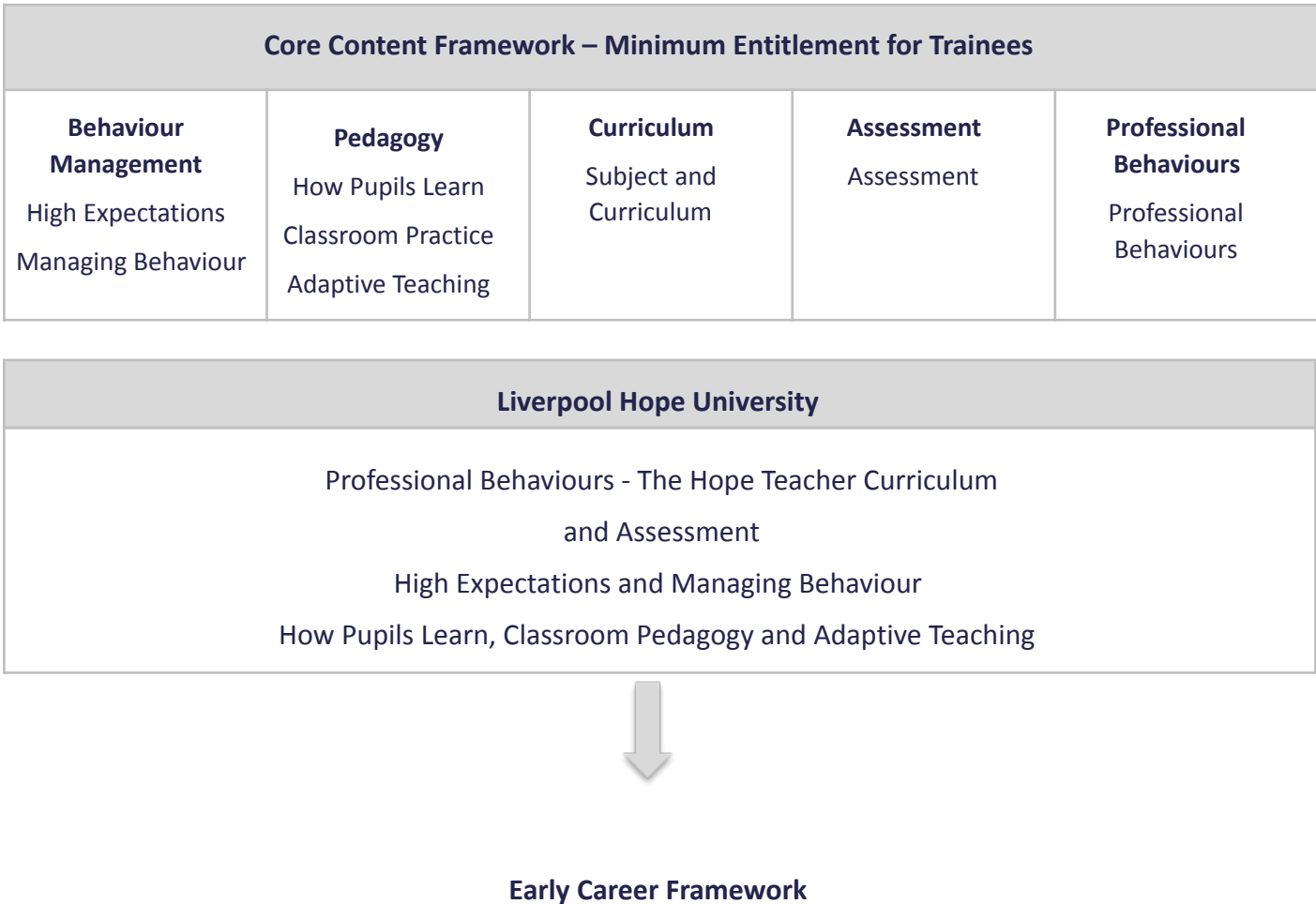
The last few years have seen significant developments in the Teacher Education Sector. The introduction of the Core Content Framework, the Early Career Framework and a new ITE Inspection Framework have required providers to revisit their curriculum and assessment practices to ensure cohesion and suitable progression across each phase of teacher development.

Curriculum Design:

The ITE curriculum is informed by research design principles (LaVelle & Kendall, 2019; RS & BERA, 2018), co-planned and reviewed with a range of expert colleagues including subject specialists, Teacher Educators from other universities, relevant subject associations, and school partners.

The curriculum is carefully sequenced and coherently planned towards trainees developing cumulatively sufficient knowledge and skills for future learning and employment. The curriculum is designed to align and assess the university and school-based learning experiences across the programme, consolidating those disciplinary knowledge and skills. The relationship between theory and practice, combined with teaching experiences in a range of contrasting schools is designed to ensure that trainees receive a balanced and innovative curriculum experience. Our curriculum exceeds the minimum expectations of the Core Content Framework and is inclusive of the summative Teaching Standards expectations.

Liverpool Hope University Curriculum Structure and Links



Liverpool Hope ITE Curriculum

- Core Content Framework Embedded - what is taught in university and whilst on practice
- Links to the ECT and summative Teaching Standards
- Organised
- Builds on prior knowledge, understanding and practice
- Underpinned by the Hope Teacher Principles
- Sequenced incrementally with opportunities for trainees to revisit aspects at different point in their development

How the curriculum is organised

- Initial Professional Development Curriculum Maps - detail what components the trainees will know and understand and how this will apply to practice. These are organised into 4 themes (Professional Behaviour, Curriculum and Assessment, High Expectations and Managing Behaviour, How pupils learn, classroom practice and Adaptive Teaching) and summarised on the E-Profile as placement outcomes
- Subject Specific Curriculum Maps - detail what subject specific components the trainees will know and understand and how this will apply to practice
- Trainees and mentors use this documentation to track their development through the curriculum and inform their pedagogical conversations, assessments and support/interventions.

Assessing Progress

- Using the curriculum as the progress model.
- Assessing progress using the curriculum components and 4 theme components formatively and summatively
- Together these allow the trainees to demonstrate progress across the themes and subjects
- They allow them to demonstrate what they know, understand and can do

How are trainees assessed?

Liverpool Hope University adopts a holistic approach to the monitoring and assessment of trainees. This takes place within a variety of contexts;

Key summative assessment points (e.g. Subject Progress Points, Academic Assignments, VIVAs, Final Progress Reports and in University Profiling Meetings)

- Subject Knowledge Audits
- Intensive Training and practice e.g. micro teaching
- Weekly Progress Discussion meetings and the completion of the Weekly Progress Meeting Form
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- Professional Placement Tutor (PPT) quality assurance visits
- Additional support for trainees causing concern (targeted support plans) procedures as appropriate

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The **progress review and component tracker** on the e-profile details the Liverpool Hope University thematic and subject components that trainees are expected to learn throughout their professional placement. These should be used to support discussion and target setting with the trainee on a regular basis during the weekly lesson observation and progress meetings as an opportunity to record progress. Mentors also consider trainee progress against all of these components to make a final holistic judgement.

Assessment against the [Teachers' Standards](#) only takes place as a summative assessment at the end of the Initial Teacher Education programme and after placement 3b and PGCE placement 2. This is completed through a review of key sources of evidence within the final University Profiling Review. This final judgement as to whether a trainee has met the Teachers' Standards is a holistic one, which considers engagement and response to all elements of the programme of ITE delivered in both university and settings/schools.

Liverpool Hope University ITE Approach to Assessment



1. University assessment

Throughout their university training subject tutors will utilise formative assessment opportunities as part of their teaching sessions to assess what trainees know and understand. This could be in the form of quizzes, Moodle tests, subject knowledge audits or through questioning. At specific **subject progress points** during each training phase, tutors will formally track progress against the curriculum components using the component tracker on Eprofile. The outcome of these assessments is shared with the trainee on the Eprofile and are discussed at profiling and any adjustments or interventions put in place.

2. Teaching observations (including the Professional Tutor QA Visits)

Lesson observations are one of the tools that facilitate professional learning for trainee teachers.

Observations and the subsequent focussed pedagogical discussions allow trainees to;

- Make the links between university and school-based learning and application in the classroom.
- Provide opportunities for them to discuss and analyse components of effective lessons and sequences of lessons.
- Support trainees to identify concepts, knowledge, skills and principles of a subject.
- Discuss and analyse with the trainee how to identify subject misconceptions and how to prevent them.
- Explain and discuss the rationale for curriculum choices and how the school's curriculum informs lesson planning.

3. Pedagogic Focused Discussion

The post-lesson observation discussion should aim to;

- Make links between university and school-based learning
- Reflect on what the trainee has learnt and can do
- Provide an opportunity for trainees to reflect on their progress against previous targets

- Provide an opportunity for the mentor to confirm or correct areas identified by the trainee for development
- Provide a forum to jointly reflect and evaluate the quality of teaching and how it has impacted on pupil learning and progress
- Develop the trainee's knowledge and understanding further through focused questioning
- Agree subject specific and or pedagogical targets and a sequence of steps or activities to complete them. E.g. planning an opportunity to observe or talk to an expert.
- Ensure the trainee can articulate their understanding of the next steps and their timeline for completion.
- Organise and agree opportunities for the trainee to practise the particular aspect of teaching or subject knowledge.

4. **Weekly Progress Meetings**

During the placement, mentors need to consider how well a trainee is mastering the components of our ITE curriculum using the progress review and component tracker for the appropriate trainee development phase. The weekly progress meeting form captures previous targets and records the progress against these. Following the weekly meeting future subject specific and pedagogical targets should be identified for the week ahead. Normally there will be no more than three new targets prioritised per week, to enable a trainee to focus on achieving these and providing them with opportunities to be able to observe and consult with other experts across the setting.

During the weekly meetings, mentors should refer to the ITE programme curriculum sequencing documents and assess what students know against each curriculum for that point in their development as a teacher. Dialogue between trainee and school-based mentors is key. The weekly meeting should capture the trainees' knowledge, reflections, and development as a teacher, rather than be a list of activities that have been undertaken during the week.

5. **Progress Review Meeting**

At key points during each placement, mentors need to consider how well a trainee is mastering the components of our ITE curriculum using **the progress review and component tracker** to assess the accumulation of knowledge over time. At key points during placement mentors assess trainee progress against the key components identified in the school-based curriculum training plan and set targets for the remainder of the placement. For each development phase trainees will have one Progress Review Meeting.

6. **Final Progress Review Meeting**

The final progress review is an opportunity for the mentor to consider how well the trainee has mastered all of the subject and pedagogical components whilst on professional placement. Together with the trainee they will discuss each component and reflect on the progress throughout the placement. Targets for future learning and subsequent placements will be set all of which will be summarised on the final Progress review document and stored on the eprofile. For each development phase trainees will have one Final Progress Review Meeting

7. Profiling

Profiling takes place at university at the end of a development phase and is an opportunity for each trainee and professional development tutor to summarise progress across all subjects and aspects of their training. This will include a focussed discussion around their university-based curriculum to date including all subjects, their professional placement outcomes, academic progress and engagement.

Together they will agree targets for the next phase of their training and agree strategies for meeting them.

8. Recommendation for QTS

Assessment against the [Teachers' Standards](#) **only** takes place as a summative assessment at the end of the programme of ITE after placement 3b and PGCE placement 2. Tutors review a wide range of key sources of evidence within the Professional Profiling Review meeting at university with the trainee. This final judgement as to whether a trainee has met the Teachers' Standards is a holistic one, which considers engagement and response to all elements of the programme of ITE i.e., in both university and settings/schools. Targets are agreed as they move into the next phase of their training as Early Career Teachers.

Primary Tutor Lesson Observation and Assessment Visits

Academic Year 2023/24

Each trainee is entitled to the following university QA Visits.

Route	Placement 1 – number of tutor assessments per placement	Placement 2 - number of tutor assessments per placement
Undergraduate Level C and I	1	
Undergraduate Level H	1	1

Professional Tutor Observation Process

1. Meet Your Professional Placement Tutor

The purpose of this meeting will be to discuss the following with trainees as a group;

- Induction including safeguarding policies and key personnel
- School based training curriculum and links to the university training already completed
- What trainees have learned and can remember from university training including key theories and research debates
- E-Profile sharing permissions
- Teaching timetable and contingency arrangements
- Any concerns

Following the meeting tutors inform the Professional Placement Lead and Professional Learning Coordinators of any concerns.

2. Pre-visit mentor progress check (by email)

Prior to a school visit, tutors will contact mentors and discuss the following;

- Progress against the school-based training map relative to the phase of training
- an early check on trainee progress (classroom practice and pedagogy, subject knowledge and professional conduct)
- agree the date and subject to be observed in the subsequent school visit

3. Subject specific observation and pedagogic discussion (school visit)

Tutors visit each mentor supporting a trainee to conduct a subject specific observation and pedagogical discussion.

This visit will include;

1. Progress Review Discussion - Using the curriculum as the progress model, discuss with the mentor the learning that has taken place so far. How is the trainee progressing with the mastery of the ITE curriculum? Progress towards the development of subject knowledge is discussed in depth. How are mentors getting on in supporting the curriculum delivery?

Are there any components in particular that the trainee is struggling with? Do any adjustments need to be made to the training plan both in school and or at university?

Discuss part two of the Teachers' Standards

2. Mentor development - Talk through the new lesson observation structure and pedagogically focussed post lesson discussion. Ensure mentors understand the need to write subject specific targets and identify when trainees can observe experts and our practise key skills
in order to meet their developmental targets.
3. A joint lesson observation - Look carefully at the subject specific aspect the trainee has been developing to be reviewed as part of the observation. Complete a lesson observation together identifying the subject specific features you might expect. Agree subject specific targets and possible opportunities for the trainee to observe and practise that particular aspect of teaching. The mentor will complete the observation template on e-profile.
4. Mentor completes the post lesson pedagogical discussion with the trainee.
5. PPT to complete mentor feedback using the Mentor QA form on e-profile and discuss possible areas for development signposting to training opportunities where applicable.

University Profiling - Progress Review (Applicable at the Beginning Phase and Developing Phase of Training)

Liverpool Hope University adopts a holistic approach to the monitoring and assessment of trainee progress against the curriculum components. This takes place within a variety of contexts one of which is **University Progress Review**. The review takes place at university at the end of a development phase and is an opportunity for each trainee and professional development tutor or subject tutor to summarise subject specific and pedagogic progress across all aspects of their training.

As a BA QTS Primary trainee, you will participate in progress review meetings during each academic year. These will be on a small group basis with some individual meetings as required.

The main purpose of the profiling meetings is to;

- Review progress against the ITE curriculum components (subject, pedagogic and practice)
- Discuss what the trainee has learnt and can remember
- Make links to educational research and debates and to their practice
- Review progress against targets and action plans set at the start of the training phase
- Support self-reflection and analysis of strengths and development areas
- Support actions and development targets for their next placement stage
- Identify and inform any intervention needs
- Review the E-Profile and documentation

- Inform the trainee whether they are making the expected progress for this point in their training phase

This is completed through a **pedagogic discussion** focussing on;

- The university-based curriculum components to date
- Their professional placement components and outcomes, including the mentor progress review documentation
- Academic progress (including assignments and subject knowledge audits) and trainee engagement including induction and placement tasks

To support discussion the Professional Development Tutor or Subject Tutor will draw upon the following evidence in the E-Profile;

- Subject Component Tracker
- Lesson Observations and targets set
- Mentor Progress Review
- Weekly Progress Reviews and targets set
- University based formative assessment tasks

Trainees must ensure they consider the following questions prior to their meeting.

What are the theories and debates you have learnt about during your training?

How have these impacted your practice?

Identify which subjects are your strength and which you need to develop and share how you will achieve this.

To ensure consistency of approach and for quality assurance purposes a sample of profiling meetings are recorded and reviewed by the course leader. This includes a sample for each subject or Professional Development Tutor.

What do I need to prepare?

All evidence required for the meeting should be uploaded to your E-Profile. This includes;

- ☐ A School Information File
- ☐ One Class Profile
- ☐ 3 examples of Maths Planning
- ☐ 3 examples of Science Planning
- ☐ 3 examples of Foundation Subject Planning

- ☐ Induction Checklist
- ☐ Attendance Checklist
- ☐ 3 examples of weekly meetings and targets
- ☐ School Based development tasks
- ☐ 3 examples of lesson observations and feedback
- ☐ An example of an enhancement activity
- ☐ Subject Knowledge Audit
- ☐ 1 piece of evidence towards your SKA targets
- ☐ Fundamental skills 1 piece of evidence
- ☐ Record of Foundation Subject Teaching
- ☐ Evidence of professional development for subject knowledge

A record of the pedagogic focussed discussion and outcome for the review will be collated on the University Profiling Progress Review and can be accessed through the E-Profile.

Final University Profiling Progress Review (Applicable at the Mastering Phase)

The Liverpool Hope University ITE Curriculum encompasses all aspects of the Core Content Framework and Teachers' Standards therefore assessment against the Teachers' Standards **only** takes place as a summative assessment at the end of the programme of ITE after placement 3b.

During this final profiling meeting tutors review a wide range of key sources of evidence at university with each trainee. The final judgement as to whether a trainee has met the Teachers' Standards is a holistic one, which considers engagement and response to all elements of the programme of ITE i.e., in both university and school settings. During this meeting targets are agreed as trainees move into the next phase of their training as Early Career Teachers.

This final review is also an opportunity for each trainee and professional development tutor or subject tutor to summarise subject specific and pedagogic progress across all aspects of their training.

The main purpose of the Final University profiling meetings is to;

- Review progress against the ITE curriculum components (subject and pedagogic)
- Discuss what the trainee has learnt and can remember
- Make links to educational research and debates and to their practice
- Review progress against targets and action plans set at the start of the training phase
- Support self-reflection and analysis of strengths and development areas
- Support actions and development targets for their early career teacher development phase
- Review the E-Profile and documentation

- Make a final recommendation to the board for Qualified Teacher Status

This is completed through a **pedagogic discussion** focussing on;

- the university-based curriculum components
- their professional placement components and outcomes, including the mentor progress review documentation
- academic progress (including assignments and subject knowledge audits) and trainee engagement including induction and placement tasks
- Teachers Standards Check

To support discussion the Professional Development Tutor or Subject Tutor will draw upon the following evidence in the E-Profile;

- Subject and Practice Component Tracker
- Lesson Observations and targets set
- Mentor Progress Review
- Weekly Progress Reviews and targets set
- University based formative assessment tasks

To ensure consistency of approach and for quality assurance purposes a sample of profiling meetings are recorded and reviewed by the course leader. This includes a sample for each subject or Professional Development Tutor.

Professional Expectations of Trainees

Trainees will be expected to arrive at school, in **professional dress**, by **8.00 am at the latest and stay until at least one hour following children leaving at the end of the day** (Personal, childcare and employment commitments will need to accommodate this). At the end of the school day, time should be spent helping the class teacher with planning, displays, administrative tasks, preparation for the next day, marking work set and discussing your activity for the next day.

- Use your Hope email account. **Do not text to communicate with school staff.**
- Trainees **MUST** take their **Hope University photographic identification card**, so that the school can verify who you are in order to meet safeguarding procedures. This verifies on behalf of the University that you have had necessary DBS checks to work with children
- During the placement trainees will need to abide by the Hope University **Professional Conduct Agreement** below. Trainee will need to have read, signed and upload to e-profile at the start of the placement
- Trainees should not use their **mobile phones** during the school day. Trainees are responsible for their own belongings and therefore need to ensure their security or leave them at home. **Trainee MUST NOT use mobile phones to take photographs or video footage while in school**

- All information gathered during the school experience should be organised and kept within e-profile and planning file. All trainees must grant access to the e-profile for the PLC, mentor and PPT to look at them at any time and give you advice.
- Be **ready to engage** with both observations and be **fully prepared and resourced** to teach planned activities or support the class teacher.
- When observing, trainees should be **proactive in support of the teacher and the children** as appropriate. This is an **active learning opportunity** for trainees to observe good practice and explore the impact of different approaches so make the most of it.
- Trainees should attend and participate in **professional activities** within school, including INSET/CPD sessions, staff meetings, after school clubs, assemblies, parents' evenings and open days.

ITT Professional Conduct Agreement 2023/24

ITT Professional Conduct Agreement

Part 2 of the Teachers' Standards (DfE: 2012) requires all those awarded Qualified Teacher Status to:

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - o Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
 - o Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
 - o Showing tolerance of and respect for the rights of others;
 - o Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
 - o Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Successfully meeting these standards will require that student teachers:

1. Demonstrate very high standards of attendance, punctuality and preparation, both within school and at University, including following procedures for informing staff of any absences;
2. Act in a respectful manner with pupils, school based and University staff, resolving any difficulties in a constructive and professional manner;
3. Are sensitive to social background, ethnicity and religious beliefs when interacting with others and deal appropriately with incidents of intolerance or prejudice when they arise;
4. Adhere to the University and school policies regarding the use of social media and ensure that all professional communication is framed in professional language;
5. Are aware of and adhere to safeguarding policies including who to contact when issues arise;
6. Uphold the values of the teaching profession; acting with honesty and integrity in the best interests of learners;
7. Work as part of a team and co-operate with other professional colleagues;
8. Are aware of and act in accordance with teachers' statutory professional responsibilities including the requirement to promote equal opportunities and to provide reasonable adjustments for pupils with disabilities, as provided for in current Equalities legislation.
9. Inform the university of any changes in personal circumstances including:
 - o Change of address
 - o Changes to your health or wellbeing that must be considered in relation to placement, or the health and wellbeing of others
 - o Changes to DBS status

Covid-19 Guidance:

Ensure you keep up to date with any national, university or school changes to Covid-19 guidance and follow all protocols.

I have read and understood Section 2 of the Teachers' Standards and understand the requirement that I uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school in the ways outlined above. I understand that failure to comply with these requirements may impede the University's recommendation for Qualified Teacher Status (QTS).

Signed

Student Name

ID Number

Date

Trainee Reporting Absence

As this is a professional course where so much depends on attendance and participation, it is essential that if you have to be absent through illness, attendance at an interview for a teaching post, or any other emergency that both the school and university are informed. Absence for any other reason requires advanced permission from the appropriate University and school-based tutor/head teacher.

For EACH DAY of absence all trainees must:

1. Ring School before 8.00am (check and use the school absence policy and procedures). If you are aware that you are going to be absent the following day as well, please phone school before 3.30pm to inform the PLC.
2. Notify University, PPL Lead, IPD and PPT tutor. Complete Google absence form
3. Record dates and reasons for absence on the attendance sheet within the e-Profile.
4. Medical certificates must be emailed to the PPL lead and University absence procedures followed.

Please note that repeated absence or lateness may lead to: targeted support procedures, and could result in a recommendation to complete additional days or dismissal from the course.

Photographs

Photographs are a useful way of recording your contribution; task completion and learning throughout your placement. However, you must:

- Seek and follow the school policy on the use of photographs
- Seek permission before taking any photographs within school. e.g. display work, classroom layout, pupil work
- Never use mobile phones, iPad etc to take photographs or video
- NOT take any photographs of children without permission

ITE Placement Travel Policy

The Liverpool Hope University Partnership Team source and organise approximately 2,500 placement experiences each academic year. The Partnership Team arranges a trainee's placement based around their compliance, training needs and the postcode at either a trainee's home address or the campus at which they are based. This is subject to the availability of a suitable placement. Placements are usually allocated on the basis of being no more than 1.5 hours each way on public transport. This said however, placement allocation is a carefully crafted process which takes into account a range of factors including trainee needs, schools needs and pupil needs. Trainees are not placed on geography alone. The following principles are fundamental to trainee placement allocation:

- Trainees are responsible for arranging their own travel to and from placements. There is a 'Journey Planner' link on SRM that will assist with travel planning.
- It is the trainee's responsibility to inform the Partnership Team of personal circumstances that may affect travel to placement experiences as soon as they are aware.
- Trainees who are using their own vehicles to travel to placements are responsible for ensuring that they have appropriate motor insurance cover.
- The university will not be held responsible for arrangements made between trainees travelling together in the same vehicle.

BA QTS Year 1 (5-11)

School Based Training Curriculum

Initial Professional Development (IPD)

KEY COMPONENTS

Professional Behaviours:

Learn that:

- It is essential that everybody working in a school understands their safeguarding responsibilities: use statutory guidance-Keeping Children Safe in Education
- It is important that trainee teachers are enabled to recognise signs in pupils that may indicate warrant further investigation, and the procedures to follow.
- There is a legal requirement for teachers to carry out their duties and to do all that is reasonable to protect the health, safety and welfare of pupils
- Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers.
- The Prevent duty requires specified authorities, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism and to understand the role of teachers in this
- Building effective relationships with parents/carers can improve outcomes for pupils
- As part of Safeguarding practices, teachers should be aware of pupils who are vulnerable for poor mental health
- It can be argued that structural racism is a powerful force in society, including in the education system- what are the effects?
- There are models to support careful and effective reflection to support own development

Pedagogy

Learn that:

- Prior knowledge plays an important role in how pupil learn; committing facts to memory helps pupils learn more complex ideas
- Explicitly teaching metacognitive strategies supports independence and improves outcomes
- There are specific, key pedagogies teachers can adopt to support pupils with EAL and SEND
- Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.
- There is a link between the effects of attachment and early adverse experiences and the academic and emotional development of pupils

Curriculum

Learn that:

- See subject specific components in the curriculum map below:

Assessment

Learn that:

- To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect
- Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs (linked to Assignment 1 on formative assessment).

Behaviour Management

Learn that:

- Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning.
- Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.
- Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.
- Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.
- The ability to self-regulate one's emotions affects learning and outcomes for pupils

BAQTS (5-11) University based training components

Trainees will have learnt that...

Classroom Pedagogy and Practice components.

CP1. Safeguarding Keeping children safe and keeping safe as a teacher in school, e-safety.

CP2. Classroom presence phase specific strategies led by experts e.g., teacher body language, voice tone, language choice; non-verbal interactions/ responses; nonverbal or positive language aimed at settling pupils back on task.

CP3. Behaviour for learning theories of behaviour management. Understanding the 3 Rs- routines, responses and relationships and consider how these look in practice e.g., classroom organisation, seating, keeping calm and patient.

CP4. Motivation, high expectations and importance of relationships in terms of pupil motivation, Intrinsic, extrinsic rewards and self-regulation.

CP5. Professional behaviours and 'self' - model behaviour, respect, politeness expected in and outside class to colleagues, pupils and all others in school community. Resilience framework- in terms of trainees as 'beginning' pre -service teachers. Responsibilities of the trainee on Placement.

C6. Adapting Learning Consider the relationship between adapting learning and assessment practices, and the impact upon pupil progress.

Research links

Bennett, T. (2020) Running the Room. Section 1, section 2- part 2

Coe, R. et al. (2014) "What makes great teaching?" Review of the underpinning research (summary). Project Report, Sutton Trust. London.

<https://www.suttontrust.com/wpcontent/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf> Coe, R (2020) The Great Teaching Toolkit <https://www.greatteaching.com/>

Sherrington, T. (2018) Rosenshine's Principles of Instruction: A Thematic Approach

<https://static1.squarespace.com/static/58e151c946c3c418501c2f88/t/5bcad7810d929703affe7abb/1540020098430/Rosenshine+Principles+red.pdf>

Wiliam, D. (2017) Assessment, marking and feedback. In Hendrick, C. and McPherson, R. (Eds.) What Does This Look Like in the Classroom? Bridging the gap between research and practice.

Woodbridge:

John Catt

Components in English

E1. Understand how to plan a lesson e.g.- phonics, narrative writing, guided reading.

E2. Experience of phonics (supported planning and teaching)

E3. Develop subject knowledge across all areas of English and specifically grammar and phonics

Components in Phonics. Trainees will have learnt that...

P1. Understand how to plan a phonics lesson using SVOR (Simple View of Reading)

P2. Developing knowledge of SSP including correct articulation of phonemes, the alphabetic code and the skills of blending and segmenting.

Components in Mathematics

M1. The 'number' domain supports all other domains within the mathematics curriculum.

M2. Promoting fluency is essential in developing children's understanding in mathematics.

M3. Effective lessons in mathematics promote the use of vocabulary, are well structured and are well resourced e.g. CPA approach.

M4. The National Curriculum and/or Early Years Framework promotes a spiral curriculum in which topics should be returned to and built upon.

Components in Science

S1. Develop an understanding of the National Curriculum for primary science (including EYFS) - the rationale for a NC, curriculum structure across the EYFS and primary age range, conceptual progression in programme of study, the place of science enquiry in the curriculum

S2. Begin to develop an understanding of social constructivist learning theory - implications for the role of the teacher, the significance of working scientifically, impact upon planning for science learning, dialogic teaching.

S3. Start to develop their knowledge of types of science enquiry, and with a focused development of the pedagogy of pattern seeking, and, observing and measuring investigations.

S4. Develop science subject knowledge for the NC biological themes of animals, plants, humans, evolution, classification of living things, criteria for living, plus rocks and soils.

P3. Develop an understanding of specific pedagogical approaches to teaching phonics (across all validated programmes).			S5. Develop understanding of short and medium-term planning for science learning - embedding the notion of eliciting children's ideas, and the role of working scientifically.	
<div>Components in PE</div> <div>PE1. There are NC requirements for physical education and progression is evident from EYFS framework (Physical Development) through to Key Stage 2</div> <div>PE2. Create a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the routine in PE in order to ensure that pupils recognise the importance of maintaining healthy, active lifestyles.</div> <div>PE3. How to plan a PE lesson that includes an understanding of Physical Literacy and the Fundamental Movement Skills (FMS)</div> <div>PE4. Practice is an integral part of effective PE teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.</div>	<div>Components in Music</div> <div>MU1. There is a national curriculum for music and a Model Music Curriculum that breaks down learning into Year groups</div> <div>MU2. Understand the musical dimensions and how they might appear in composing performing and listening activities</div> <div>MU3. How to plan and deliver a starter warm up activity</div> <div>MU4. Develop an active listening activity Trainees will have learnt</div>	<div>Components in Geography</div> <div>G1. When planning and designing school curriculums, teachers understand the Geography National Curriculum and Early Years Education Framework are statutory content overviews.</div> <div>G2. Effective planning and teaching in geography begin with the teacher's secure understanding of how key geographical concepts and geographical knowledge inform subject specific pedagogical approaches.</div> <div>G3. An effective geography lesson plan should promote and enable pupils to ‘Think and act like a geographer’ through the development of the pupil's personal geographic lens and confident use of subject specific vocabulary and skills.</div>	<div>Components in RE</div> <div>RE1. Key focus- Christianity & Judaism.</div> <div>RE2. It is a legal requirement to teach RE and arrangements are localised and there are 2 Attainment Targets in RE.</div> <div>RE3. Pupils build 3 different forms of secure subject knowledge in RE (substantive, ways of knowing, personal).</div> <div>RE4. There is diversity within religions. Behaviour can be different in religions but beliefs and values can be the same.</div> <div>RE5. That an effective lesson should include disciplinary and substantive</div> <div>RE6. How to plan an RE lesson.</div>	
<div>Components in MFL</div> <div>MF1. The Languages National Curriculum is the national content overview for Key Stage 2.</div> <div>MF2. Know how to apply Pachler’s PPP (Present, Practice, Produce) theory to</div>	<div>Components in Art & Design</div> <div>A1. There are National Curriculum requirements for Art and Design and progression is evident from the EYFS framework through to Key Stage 2.</div> <div>A2. Understanding and using the visual elements (art concepts): line, colour,</div>	<div>Components in Computing & IT</div> <div>C1: The Computing National Curriculum is the national content overview that schools need to use when designing their curriculum for KS1 and KS2. How Computing fits into the EYFS framework.</div>	<div>Components in History</div> <div>H1. The History National Curriculum is the national content overview that schools need to interpret for KS1 and KS2 and how it fits in with the EYFS new framework.</div> <div>H2. Retrieval practice methods support children in retaining knowledge in their long-term memory in history and how this may look.</div>	

<p>inform lesson planning when introducing new vocabulary and structure.</p> <p>MF3. Know that Smith and Conti's metacognition strategies are effective in supporting pupil recall and recycling of previously taught language.</p>	<p>pattern, texture, shape and space and form. Underpinning the art curriculum with the work of artists, designers, and crafts people</p> <p>A3. Developing specific knowledge and experience of techniques and media (2D and 3D)</p> <p>A4. Support pupils at KS2 to develop ideas and practice skills in their sketchbooks.</p> <p>A5. Use the core components of art and design to plan an art lesson (knowledge, generating ideas, making, evaluating). Understand how the lesson fits within a progressive sequence of lessons</p>	<p>C2: Effective teaching in computing begins with the teacher's secure understanding of key computing concepts and approaches linked to the 3 strands of the computing curriculum.</p> <p>C3: When planning a computing 'unplugged' activity from a lesson or scheme of work it is linked to the 'Computational Thinking' concepts. i.e., Algorithms, tinkering etc.</p>	<p>H3. Sources are man-made fragments of the past and different types we can use in school.</p> <p>H4. That an effective lesson should include disciplinary and substantive aspects as well as chronology and enquiry.</p>
<p>Components in Design and Technology</p> <p>D1: Design and Technology National Curriculum and EYFS expectations.</p> <p>D2: Understanding the components of design and technology- mechanical systems, structures, textiles, electrical systems, programming, monitoring and control as well as nutrition</p> <p>D3: Understanding the process involved in the design and technology (3 stages of D&T: 1. exploring ideas and designing, 2. making, and 3. evaluating.</p> <p>D4: Developing subject-specific knowledge linked primarily with mechanical systems and textiles</p> <p>D6: Use the components of design and technology to plan a design and technology lesson (exploring ideas, designing, making and evaluating)</p> <p>D7: Understand the implicit principles of the D&T activities in school.</p>		<p>Components in PSHE</p> <p>PS1. Personal, social, health and economic (PSHE) education is a school curriculum subject in England, designed to support pupils to be healthy (mentally and physically), safe and prepared for life and work.</p> <p>PS2. There is statutory guidance which came into effect from September 2020 and that the revised curriculum subjects are: >relationships education (primary) >relationships and sex education (RSE) (secondary) >health education (primary and secondary)</p> <p>PS3. PSHE education contributes to safeguarding pupils.</p> <p>PS4. Creating a safe learning environment underpins effective teaching in PSHE education</p> <p>PS5. To be effective, a spiral PSHE education curriculum should be structured around core themes which are revisited. While content and complexity differ in primary and secondary PSHE, the same themes are developed</p> <p>PS6. Teaching Emotional Literacy can impact on Mental Wellbeing.</p>	

BA QTS (5-11) Attachment Days 23-24

SBL arrangements and expectations	Trainee expectation: <i>Maintain Eprofile on a weekly basis e.g. for TASKs keep an ongoing log/doc that you add to and upload weekly to the School Based Professional Development Task tab.</i>	Mentor expectation:
Attachment Day 1 Acting as a TA during class lessons led by mentor	<p>CP1. Safeguarding: Find out about the Safeguarding policy in PPL school. Explore school policy for dealing with racism, equality and diversity. Complete Induction checklist.</p> <p>CP2. Observe and discuss classroom strategies for classroom presence and effective communication with children.</p> <p>CP3. Behaviour management (look at school policy and ethos) Through discussion with your mentor, identify and discuss two pupils who demonstrate different behaviours for learning. Observe playground behaviour of the two children and compare and contrast with their classroom behaviour and consider pupil self-regulation (CP4)</p> <p>Routines observe routines and class procedures for different times of the day, teaching times, management of transition around areas in the classroom and wider school.</p>	<p>Induction to school. Discuss the staff code of conduct and importance of safeguarding procedures for themselves, pupils and whole school- to be shared explicitly with trainee. Complete the Induction checklist.</p> <p>Discuss the school's behaviour policy and reward systems with the trainee, allowing trainees to analyse, interrogate and deconstruct the choices that you as a mentor makes when teaching to promote positive behaviour for learning.</p> <p>Share the routines of the day/week with the trainee and your expectations for developing relationships with children. Look at seating plans and discuss choices.</p> <p>Discuss with the trainee how you motivate particular children.</p>
Attachment Day 2 (Planning ITaP)	<p>CP4. Motivating pupils. Observe how the class teacher plans to engage curiosity and interest. Observe and analyse the hooks used by the teacher to stimulate interest in learning.</p> <p>CP6. Adapting Learning. Observe the adaptive learning strategies for example how intended learning outcomes are broken down into small steps and how teachers scaffold understanding. Also consider teacher explanations, including modelling and flexible groupings. Record findings/ reflections in your ITaP journal. See trainee ITaP materials.</p>	<p><u>Refer to Mentor ITaP Materials (Reflective Journal / one-page information)</u></p>

<p>Attachment Day 3</p> <p>5% whole class (register, whole class story, transition times) by day 3.</p>	<p>Building relationships with staff, pupils and wider school Discuss with the teacher how they deploy other adults in the classroom.</p> <p>Ensure you know who the disadvantaged pupils and SEND pupils are in your class and how to best support their learning. Model behaviour, respect, politeness expected in and outside of class to colleagues, pupils and all others in school communities.</p> <p>Discuss and source the medium term plans for Core Subject areas, ready for January placement (15/01/2024)</p> <p>Review the school's feedback and marking policy. With a mentor, discuss the DfE workload document in respect of feedback and marking.</p> <p>Ensure that you have granted access to Eprofile for your class mentor and PLC.</p> <p>Find out about the extra-curricular clubs in school and, when on block placement, offer to support a club.</p>	<p>Signpost key staff (e.g. SENDco, Pupil Premium Lead) and support trainee to make links to observe or discuss key roles.</p> <p>Arrange a meeting with the trainee to discuss the role of other adults in your classroom.</p> <p>Share the school's feedback/ marking policies with the trainee and discuss the DfE workload document. .</p> <p>Share the medium term plans for Core Subject areas, ready for their block placement, starting 15th January 2024.</p> <p>Ensure the trainee has granted you and the PLC access to their E-profile.</p>
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BA QTS (5-11) Placement 1 23-24		
SBL arrangements and expectations	<p><u>Trainee expectation:</u></p> <p><i>Maintain Eprofile on a weekly basis e.g. for TASKs keep an ongoing log/doc that you add to and upload weekly to the School Based Professional Development Task tab.</i></p> <p><i>Access PPL1 Weekly Bulletin to support your discussion with your mentor during the week.</i></p>	<p><u>Mentor expectation:</u></p> <p><i>During weekly meetings ask the trainee to present their weekly task log on Eprofile.</i></p> <p><i>Access Mentor Matters Bulletin to support you during the weekly meeting.</i></p>
<p>Weeks 1 and 2 (Friday 26th January- University Review Day)</p> <p>10- 20% whole class teaching</p>	<p>CP2. Observe, analyse and deconstruct how the mentor maintains presence in the classroom. Trainees are given opportunities to rehearse strategies for ensuring presence and follow school-based behaviour management techniques.</p> <p>CP3. TASK: Behaviour Audit Trainee to rehearse and refine classroom presence and behaviour management strategies to reduce de-escalation and low-level disruption, receiving feedback from the mentor to support development. Observe an expert in a different age range and compare routines, relationships and responses. To be</p>	<p>Weekly meeting, one E-Profile observation and one informal observation per week. These will be reviewed on Friday 26th January, when the trainee returns to University for their review day.</p> <p>Complete EProfile Progress Review Tracker and Progress review report with the trainee in Week 2, by Thursday 25th January.</p>

<p>20% PPA</p> <p>40% Wider opportunities</p> <p>20-30% Support mentor as TA</p> <p>Extracurricular: Reading for pleasure club/group – discuss with the mentor and choose children. Find out their interests and plan for your sessions, find books and gather resources.</p>	<p>completed by Thursday 25th January and uploaded to Eprofile ‘School based Training tab’.</p> <p>Mathematics</p> <p>M1 & 2 Observe a mathematics lesson, focus on fluency and how the starter activity either feeds into the lesson or supports prior learning.</p> <p>M1, M2 & M3. Research, plan & deliver a mathematics lesson within the number domain, with a focus on fluency & retrieval within the starter activity. Deconstruct with class teacher/mentor. Consider the assessment & outcomes of this lesson, feed this forward into the next lesson or a sequence of lessons.</p> <p>M4. Make yourself familiar with the scheme of work/medium term plans for mathematics, identifying where the lesson(s) fit(s) into the National Curriculum/EY framework.</p> <p>English</p> <p>E1. Plan a lesson in English, considering the rationale and where it fits into the teaching sequence.</p> <p>E2. Meet with the phonics lead and discuss the school's phonics programme. Observe and teach at least two phonics lessons - this may need to be arranged with a different class teacher.</p> <p>TASK: Complete phonics reflective booklet.</p>	<p>CP3. Deconstruct strategies you employ as a classroom teacher to maintain a presence in the classroom.</p> <p>Support the trainee to arrange an observation in a different age range in order to complete their behaviour audit.</p> <p>M1. M2. Provide support in researching and planning the lesson(s) being delivered by the student, providing feedback on the key composites for this year group.</p> <p>M3. M4. Talk through and highlight where lessons fit into the curriculum, drawing the students’ attention to the scheme of work and/or National Curriculum.</p> <p>E1. Share worked examples of planning, model teaching and analyse practice. Share school’s programme, including teaching strategies, resources and assessment. Shared planning and provide feedback on students’ English planning.</p> <p>E2. Support the trainee to arrange a meeting with the school’s phonics lead. Trainee to complete phonics reflective booklet once the teaching of two different phonics lessons has been completed. These lessons may need to be delivered in a different age range setting.</p> <p>Support the trainee to complete the phonics reflective booklet.</p>
<p>Weeks 3 and 4</p> <p>25% -30% whole class teaching</p> <p>20% PPA</p> <p>40% Wider opportunities- including adding reflective commentary on observed lessons</p>	<p>CP3. Arrange opportunities to observe across a number of different age range classes, with a focus on behaviour management and motivating children.</p> <p>Use positive praise to reward and draw attention to good behaviour. Reflect on your developing behaviour management and motivation strategies.</p> <p>CP5/6. TASK WEEK THREE: discuss support and interventions given to lower-attaining children in reading and writing which go beyond in class TA support. How are the children identified and supported and at what point is the SENDco called upon for support? What happens then? Look at the assess, plan, do, review cycle for one pupil.</p> <p>CP5. TASK WEEK FOUR: Speak with the Pupil Premium Lead about progress and interventions across the school for pupil premium</p>	<p>Weekly meeting, one E-Profile observation and one informal observation per week.</p> <p>Discuss how learning is adapted to include all learners and how the trainee can adapt their own teaching to include appropriate strategies. Discuss low attainers in reading and writing and how they are supported beyond the classroom.</p> <p>Share the school’s equality and diversity policy and discuss proactive strategies that the school takes in order to promote inclusion.</p> <p>Support the trainee in arranging a meeting with the Pupil Premium lead.</p> <p>Give structured feedback on planning and delivery of lessons. Discuss with the trainee what the pupils learned this lesson/today/this week? How do you know? Discuss modelling and careful questioning.</p>

<p>10- 15% Support mentor as TA</p> <p>Extra-curricular: Reading for pleasure club/group – share reading for pleasure books with your group.</p> <p>Support an afterschool club each week</p>	<p>children, what are the measures and how is it tracked and recorded (specific data does not have to be given, this is an overview)? What is the impact of PSHE or SMSC approaches?</p> <p>CP5: TASK WEEK 4: Discuss the proactive strategies the whole school policy for supporting diversity and inclusion.</p> <p>Continue to plan and teach English and Maths plus Science:</p> <p>Science</p> <p>S5. Elicit the scientific notions of 3 children prior to teaching a topic.</p> <p>S1 & 2. Observe expert colleagues deliver a science lesson in their own class and identify and deconstruct key features of effective science teaching. Observe and identify how expert colleagues teach types of science enquiry in practice.</p> <p>S4 & 5. In collaboration with expert colleagues, plan and deliver a sequence of at least three science lessons (over the placement weeks 3- 6)</p>	<p>Science</p> <p>S5. Support trainees in eliciting the scientific notions of 3 children prior to teaching a topic.</p> <p>S1 & 2. Facilitate an opportunity for the trainees to observe expert colleagues deliver a science lesson and identify and deconstruct key features of effective science teaching. Encourage the trainees to identify how expert colleagues teach types of science enquiry in practice.</p> <p>S4 & 5. Support the trainees in planning and delivering a sequence of at least three science lessons to be delivered over the coming weeks of placement.</p>
<p>Weeks 5 and 6</p> <p>40% whole class teaching</p> <p>20% PPA</p> <p>40% Wider opportunities</p> <p>Extra-curricular: Reading for pleasure club/group – share reading for pleasure books with your group.</p>	<p>C6. Observe, analyse and discuss how children learn and how the mentor plans for pupil progress in English, Maths, Science and two foundation subjects.</p> <p>Deconstruct the impact of AfL strategies, for example mini plenaries.</p> <p>E1/M3. Plan independently for a sequence of 3 core Maths and English lessons. Ensure engagement through the use of a hook or creative approaches.</p> <p>CP4/M2. Show awareness of those children who are anxious about Maths learning and support them appropriately.</p> <p>Receive structured feedback on planning and delivery of lessons, including 2 foundation subject focus (referring to the relevant areas identified and learnt in University in the Component chart above).</p> <p>C5. Observe the use of ICT to support the curriculum and rehearse this in one lesson.</p>	<p>Weekly meeting, one E-Profile observation and one informal observation per week.</p> <p>Foundation subject specific feedback to be the focus for the e-profile observations.</p> <p>Feedback to the trainee, analyse and consider most effective teaching and learning in the subject specific aspects. Discuss how learning is adapted to include all learners and how the trainee can adapt their own teaching to include appropriate learning strategies. Refer to foundation subject components for the relevant areas identified and learnt in University Components in the chart above.</p> <p>CP6. Use and plan to use key AFL strategies e.g., mini plenaries, and deconstruct the impact of these on pupil learning and progress within a lesson.</p> <p>E1/M3. Give structured feedback on the planning and delivery of lessons for a sequence of 3 core Maths and English lessons.</p> <p>CP4/E1-3/M2. Discuss with the trainee how to promote a love of Maths and raise confidence in those children who may be anxious. Discuss with the trainee how to promote reading or writing for pleasure within the class.</p> <p>C5. Feedback on use of ICT to support teaching or instructional learning.</p>

Support an afterschool club each week.	<p>CP3. Share your behaviour management audit task with your mentor and develop a target for PPL2 - noting that this will be in a different age range.</p>	<p>CP3. Week five: discuss the behaviour management self-audit with the trainee. Add specific target(s) for placement 2, in an alternative age range. Behaviour Management Target will be the focus of Assignment 4 - behaviour for learning.</p> <p>Complete EProfile Final Review Tracker and Final Progress review report with the trainee. Strengths from the placement should be shared and SMART and subject specific targets set with the trainee for Year 2 Placement and Assignments 4 and 5 (subject specific pedagogy).</p>
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Appendix

Mentor Guidance for Weekly Progress Meetings

Trainees making the most of the weekly mentor meetings

- **Preparation for the meeting.** Make sure you are prepared for the meetings with all your e-profile, planning and evaluation up to date
- **School based training curriculum** consider the key focus and tasks
- **Lesson observations:** what are your reflections?
- **Brief bullet points of what you would like to discuss with mentor**
- **Reflect on your previous targets** and consider where you have made progress and what you need further guidance with.
- After the meeting, complete any actions agreed.

Reflect and review weekly targets, linked to the school-based training curriculum.	Discuss progress against last week's targets, subject specific targets, Y1 school-based training curriculum and the final review criteria. What evidence is there that these have been met? What is the impact on their teaching and the children's learning? Classroom & behaviour management?
Class teacher / mentor supports trainees to identify strengths and areas of development and how these areas will be met. Discuss links between theory and practice.	<p>Agree targets: see Y1 school-based training curriculum, final review criteria and subject specific observations, plan, deliver and feedback</p> <p>For their own professional development (observation of a variety of teachers and subject specific teaching, team teaching, ability to reflect on own training and developmental needs, playground duty, staff meetings, running or assisting after school clubs, time-keeping, conduct, shared planning);</p> <p>For next steps in their pupils' learning (formative assessment, planning, subject specific teaching, effective questioning, modelling, feedback etc.)</p>
Trainee's lesson planning is appropriate, subject specific, recognises individuals and is thorough.	In the initial stages shared planning between class teacher and trainee. Ensure that planning is effective, builds on prior learning, subject knowledge and appropriately meets the needs of the learners and engages pupils. The planning is shared with the teacher and teaching assistants in a timely manner. Can the trainee talk about research or theory linked to their lessons?
Evaluations are completed as soon after the lesson as possible.	Lesson plans can be annotated, post-it notes added etc. pupil progress and using subject specific effective strategies is the focus. Adapting teaching/inclusion for all learners

Pupil progress-collaborative tracking.	Teacher and trainee to discuss pupil progress with a focus on formative assessment and feedback. (feedback, marking of books and data tracking where appropriate)
Trainees' files are organised.	E-Profile. Planning File.
Trainee Workload and Wellbeing	Engagement in wider professional activities? Personal and Professional Conduct? Time to discuss any matters arising including sharing strategies for workload management. Effective use of time and PPA e.g. collaborative planning (Pastoral, well-being, resilience, professionalism and physical health).

Preparation for PPL1 University Profiling

University Profiling - Progress Review (Applicable at the Beginning Phase and Developing Phase of Training)

Liverpool Hope University adopts a holistic approach to the monitoring and assessment of trainee progress against the curriculum components. This takes place within a variety of contexts one of which is **University Progress Review**. The review takes place at university at the end of a development phase and is an opportunity for each trainee and professional development tutor or subject tutor to summarise subject specific and pedagogic progress across all aspects of their training.

As a BA QTS Primary trainee, you will participate in progress review meetings during each academic year. These will be on a small group basis with some individual meetings as required.

The main purpose of the profiling meetings is to;

- Review progress against the ITE curriculum components (subject, pedagogic and practice)
- Discuss what the trainee has learnt and can remember
- Make links to educational research and debates and to their practice
- Review progress against targets and action plans set at the start of the training phase
- Support self-reflection and analysis of strengths and development areas
- Support actions and development targets for their next placement stage
- Identify and inform any intervention needs
- Review the Eprofile and documentation
- Inform the trainee whether they are making the expected progress for this point in their training phase

This is completed through a **pedagogic discussion** focussing on;

- the university-based curriculum components to date
- their professional placement components and outcomes, including the mentor progress review documentation
- academic progress (including assignments and subject knowledge audits) and trainee engagement including induction and placement tasks

To support discussion the Professional Development Tutor or Subject Tutor will draw upon the following evidence in the Eprofile;

- Subject Component Tracker
- Lesson Observations and targets set
- Mentor Progress Review
- Weekly Progress Reviews and targets set
- University based formative assessment tasks

Trainees must ensure they consider the following questions prior to their meeting.

What are the theories and debates you have learnt about during your training?

How have these impacted your practice?

Identify which subjects are your strength and which you need to develop and share how you will achieve this.

To ensure consistency of approach and for quality assurance purposes a sample of profiling meetings are recorded and reviewed by the course leader. This includes a sample for each subject or Professional Development Tutor.

What do I need to prepare?

All evidence required for the meeting should be uploaded to your Eprofile. This includes;

- ☐ A School Information File
- ☐ One Class Profile
- ☐ 3 examples of Maths Planning
- ☐ 3 examples of Science Planning
- ☐ 3 examples of Foundation Subject Planning
- ☐ Induction Checklist
- ☐ Attendance Checklist
- ☐ 3 examples of weekly meetings and targets
- ☐ School Based development tasks
- ☐ 3 examples of lesson observations and feedback
- ☐ An example of an enhancement activity
- ☐ Subject Knowledge Audit
- ☐ 1 piece of evidence towards your SKA targets
- ☐ Fundamental skills 1 piece of evidence
- ☐ Record of Foundation Subject Teaching
- ☐ Evidence of professional development for subject knowledge

A record of the pedagogic focussed discussion and outcome for the review will be collated on the University Profiling Progress Review and can be accessed through the eprofile.

Expectations:

- You have made the most of the opportunities offered to you or shown initiative to create them for yourself
- Your paperwork is well organised and complete
- You have reviewed and addressed your own targets and action plans
- You are on time for the meeting with your Personal Tutor
- You have shared E-Profile access and bring all relevant documents and records to the meeting
- You can discuss fluently, honestly and openly your learning, progress and developments during the placement
- You can identify the impact of your teaching on the progress of pupils
- You have identified your development needs in pedagogy and subject specific, considering how these can be achieved

Further Placement Information

When placing trainees, the Partnership team considers information about where you live, previous placement and the need to comply with the requirements of the QTS course. They have guidance to follow to allow placements to be allocated in a fair and equitable manner. Once allocated, placements cannot be altered or swapped unless there are significant circumstances that require it.

As part of Liverpool Hope University's ITE programmes all trainees are required to spend time on placement in schools or other settings. The University's partnership schools are spread across a wide geographical area including Liverpool, Manchester Sefton, Wirral, and Wigan. Regulations require students trained in England to be placed 'wholly or mainly' in England.

Trainees are required to make their attendance on placement their first priority. Personal circumstances and commitments outside University must be managed by students in a way that does not affect their ability to attend and complete their placement. Students are training to enter a profession and are treated as such.

The University will provide students with placement opportunities to meet the requirements of their course. The University reserves the right to place students in any of its partnership schools. Trainees who withdraw themselves from a placement without obtaining permission will be deemed as having failed to meet the requirements of the placement. This will require the student to re-sit the placement the following academic year. A fee will be incurred. See detail below.

Trainees must attend the placement provided by the university and should not attempt to arrange or source their own. Students who arrange or source their own placement without prior permission, will be deemed as having failed the requirements of the placement. This will require the student to re-sit the placement the following academic year.

Trainees may be required to make journeys of up to 90 minutes duration to reach a placement. This time limit is based on a one-way journey from the campus where a student is based, or their recorded term time address whichever is nearest to the placement. The travelling time will be determined by the use of an appropriate internet route planner as specified by the University:

- Car journeys - Google Maps
- Public transport - Merseytravel

Trainees cannot be placed in schools where family members are either employed or are pupils or where the student has a close relationship with a member of the school staff. Trainees cannot be placed in a school where they have been a governor. It is the responsibility of the trainee to inform the partnership if this occurs.

As a professional trainees should arrive at least 30 minutes prior to the start of the school/setting day, and should not leave before 4:30pm without prior agreement with their placement setting.

Professional Placement Learning (PPL) is a requirement of the course and must be passed at every level in order for the trainee to be awarded Qualified Teacher Status (QTS). As with any university assessment the trainee needs to ensure they are fit to complete this assessment prior to the commencement of the block.

If you are unwell or unable to complete your placement you must notify the university, via the standard procedures, of any illness or personal factors that may cause you to withdraw from this assessment. When the reason for withdrawal is due to sickness a valid sickness note should be provided. Any doctor's letters must contain the dates a trainee is incapacitated for, the nature of the illness and confirmation that the condition will prevent the student from attending the placement. This will be recorded as a deferred placement.

Deferred Placements

A deferred placement may take place in mitigating circumstances, when a trainee has written approval from their year head or course leader to interrupt placement but continue with university-based studies.

Deferred placements will normally take place in the following academic year. When a trainee defers a placement, the effect will be that the trainee may need to complete their degree a year later than they were originally scheduled to.

Deferred placements fall under the terms of the Initial Teacher Education Placement Travel and Accommodation Policy. Students will not be charged for a deferred placement.

Maximising Professional Development Opportunities

Your school is a 'training site' and there are many opportunities that can benefit and impact on practice. There are significant opportunities for a trainee to develop their professional profile within any school and these may be limited or expanded as the school context, capacity and personnel allow.

We expect trainees will be proactive and maximise the opportunities that the school context has to offer. We expect that trainees should attend meetings and any INSET as/when directed. It may also be appropriate for trainees to engage in activities such as:

- Observation of good practice;
- Learning about subject-specific pedagogy (subject leaders, observations/meetings);
- Targeting time to spend in other key stages/year groups;
- Observations of, or meetings with, specialist teachers / staff;
- Contributing more widely to the life of the school including other special events e.g. school fairs or afterschool clubs.

Be Proactive!

- Use the final review criteria to track, recognise and identify areas of improvement
- Seek and record verbal feedback from your class teacher against specific aspects of your practice
- Act on feedback from your class teacher / PLC / TA / pupils / PPT – clarify if necessary
- Talk to your TA and pupils to identify their needs and potential areas for improvement.
- Take the initiative in suggesting ways in which you might be able to meet your targets e.g. participating in an assembly or after school activity; visiting another class to observe or support phonics, or a subject area where you feel less confident etc.
- Share your actions and impact as well as any concerns with your class teacher, PLC, PPT
- Have high expectations of yourself, but be realistic – this is a marathon not a sprint, you need to prove your consistency across the placement and carry this through into Year 3 and beyond.

Planning, Preparation and Assessment (PPA) time

Understanding and supporting trainee/teacher wellbeing in schools, and enabling trainee/teachers to support themselves, is essential for a sustained healthy learning environment. As part of training teachers Liverpool Hope is committed to supporting our trainees to develop professional workplace strategies, which will enable them to be proactive, professional and maintain a healthy, positive approach to well-being.

Teacher wellbeing has been described as involving three core elements (Humes, 2011):

- Mental and emotional

- Physical
- Social

Teachers need to be able to manage these elements. Taking care of your mental and emotional wellbeing can be hard in a busy school, where you experience the demands of others (pupils and other teachers/leaders). The physical demands of moving and talking all day can take their toll – as can the social requirement to engage with other teachers, pupils and parents, while remaining professional at all times. These personal demands to wellbeing should not be underestimated for teachers, trainee, NQTs or otherwise.

‘... happier, motivated teachers may make pupils feel happier, motivated and more confident. Happier teachers may also be able to concentrate better on the job of teaching.’ (Briner and Drewberry, 2007, p. 4)

Below are just a few suggestions that demonstrate ways in which you can help yourself as a trainee teacher on Placement.

Guidance for the effective use of Planning, Preparation and Assessment (PPA) time

All trainee teachers are required to have 20% of their week as focussed and protected PPA time. Building this into your weekly timetable before your teaching begins is essential and will ensure this valuable time is appropriately used. You will need to follow, respectfully, the school policy about when and how your PPA time is taken. Consider these prompts before and during your PPA time in school

Be Ready

- This is not the time for you to be observing other lessons around the school - this is your PROTECTED PPA time.
- Where is the best place for your PPA time to take place?
- What resources do you need? Computer/laptop, a printer and photocopier? Be prepared to use your own laptop but be aware of confidentiality and GDPR.
- Ask permission for access to websites, photocopier log-ins that you will need to use.
- Will your PPA be at the same time as other trainees in the school so you are able to work together?
- Will your PPA be at the same time as your class teacher or staff from your year group? It's good to be able to talk about planning and assessments with your class teacher/year group team, even if it isn't for the full PPA session.
- Agree your PPA time for each week and ensure that you know the lessons you will be teaching the following week.
- Ensure you know your teaching timetable for the following week.

Top Tips

- Start by writing a list of what you would like to get done in that session, even just ticking off a couple of things makes you see how much progress you've made.
- Prioritise the important and urgent tasks.
- Prioritise things that you can't do at home or can't take home (such as pupil's work books or data that contains sensitive information such as tracking/assessments).
- Assessing pupil progress - look at your lesson objective, which children met it and who didn't? (You could Red, Amber, Green against pupil names or note those who did not meet or who exceeded the expectations in the evaluation section of planning) Why? What can you now implement to bridge that gap in their learning?
- If you are in EYFS, complete any specific observations that need recording. This will help you to build next steps into your planning for the following week/days.
- Write lesson evaluations directly onto the planning in note form.

- Plan your sequence and lessons collaboratively, if possible.
- Use the school's medium term plans or schemes of work to support your understanding of the sequence of learning or expected outcomes for your year group/class.
- Most importantly talk to your teacher/team about your planning or ideas, take advice and act on feedback regarding lessons and resources.
- Write your lesson plans in bullet points, rather than using a long narrative.
- Identify resources needed for the following week and collect resources together in a box.
- Work as a team when creating or collating resources for teaching sessions. Use what is available in school where appropriate. If you do make your own resources, try to create resources that can be reused, by making them open ended or by laminating so that you can use them again.

Know when to stop working

When do you stop working on developing teaching resources, lesson plans, etc? As trainee teachers, it can be hard to recognise when you need to stop working. It is great to have high expectations of yourself but sometimes this leads to unnecessary pressure and excessive workload. Learning that there are times when 'good is good enough' and that work has to stop is important to your wellbeing. Savage and Fautley suggest that establishing a balanced approach to work is one of the most important things for a teacher to recognise (Savage and Fautley, 2013).

An example of how you might end up working excessively long hours is lesson planning. You may write your lesson plan and then spend hours refining and honing it, concerned that one element may result in your pupils not progressing. You need to remember that if the evidence base suggests that the tasks in your lesson plan will support student progress then that is good enough. Stop there. Bubb and Earley highlighted the negative impact on children, and on learning, when teacher workload becomes impossible to manage (Bubb and Earley, 2004). Seek guidance from your school mentors if you feel that you are spending too long on particular tasks.

You can also do a great deal to help yourself as a trainee teacher. Understanding what you need to do in your role to maintain a work-life balance that sustains your emotional, physical and social well-being is your responsibility, but there is plenty of support out there to help you reach this understanding. You are not on your own; teaching is a social profession and help is just a conversation away. Resilience does not mean struggling to meet unachievable workload expectations; it is about sustaining your effectiveness as a trainee teacher.



Useful Websites

<https://www.educationsupportpartnership.org.uk/resources/factsheets/timemanagement-andhttps://www.educationsupportpartnership.org.uk/resources/factsheets/time-management-and-wellbeing-workwellbeing-work>
<https://www.teachertoolkit.co.uk/2017/04/17/26-workload-tips/>

Targeted Support Plan Procedures

Targeted support plan is used to formally identify a trainee who is not making expected progress either academically or professionally. Targeted support plan is intended to alert the trainee, the school, and the university to the **need for**

additional support. The intended outcome of the process is that the trainee either:

- Makes progress against set targets and consequently meets the standard required to progress successfully, OR
- Makes some progress against set targets but needs additional time / support via a new target cycle in order to meet the standard required. This may include a placement extension, **However, where the trainee teacher does not meet the agreed targets in the given timescales, possible outcomes may be:**
 - Failure of the placement. This will be confirmed at the appropriate examination board where a possible opportunity to re-sit may be considered.
 - Withdrawal from the course;

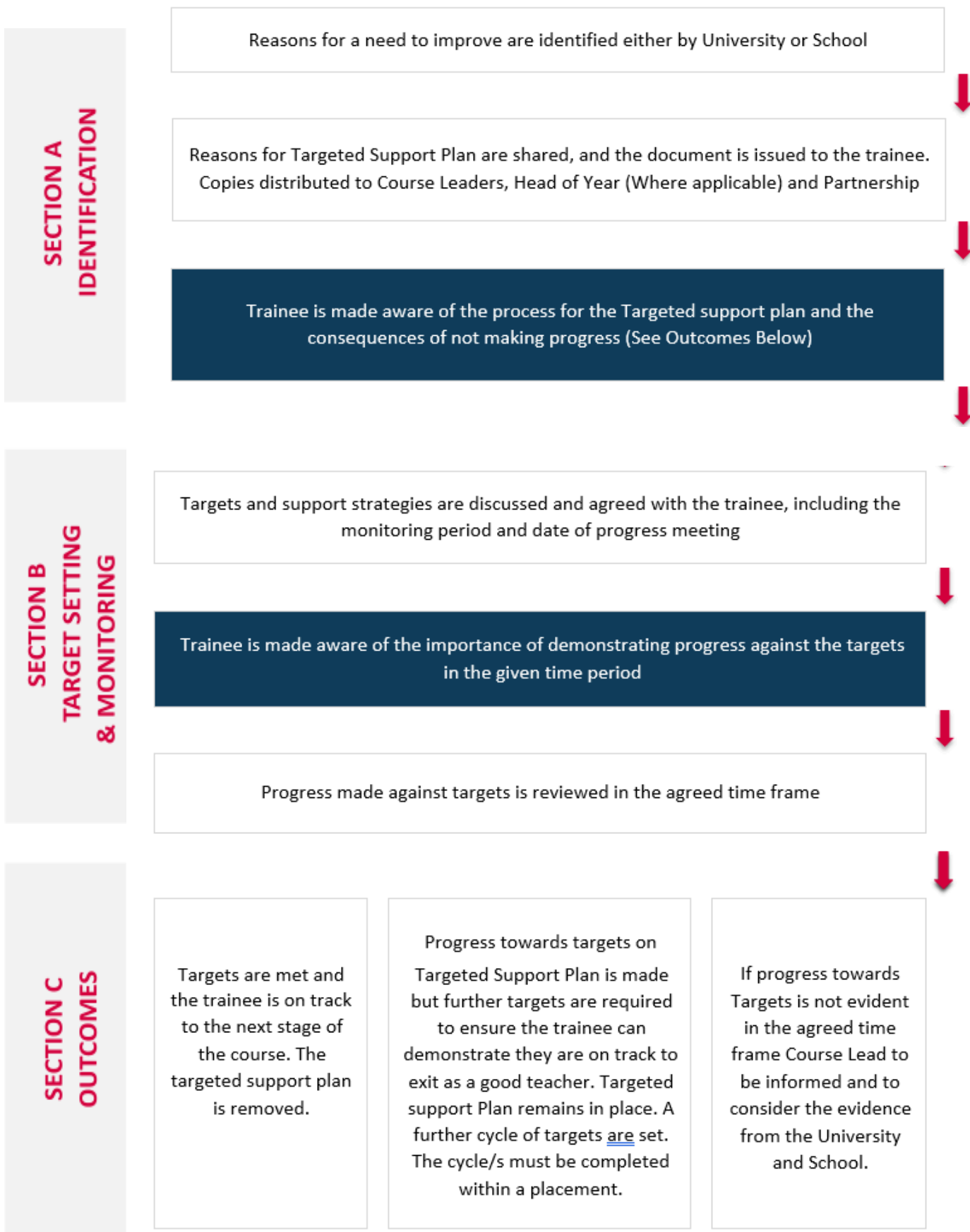
Implementation of Targeted Support Plan

Any partner in training can complete a Targeted Support Plan proforma; it would normally be instigated by the Professional Learning Coordinator (PLC) or university Professional Placement Tutor (PPT) tutor. In most cases where a Targeted Support Plan is issued as a result of failing to meet expectations, this should follow a conversation between the school and the university. However, when immediate action needs to be taken, the University trusts the professional judgement of the school and partners to inform the Professional Placement Tutor (PPT) as soon as possible after the Targeted Support Plan is issued.

Other than in exceptional circumstances, there should be clear evidence that a student is failing to meet expected targets before a Targeted Support Plan is issued. This evidence would usually (but not exclusively) appear in the form of not making expected progress in lesson observations/professional standards/reviews/attendance monitoring/academic performance or failure to act upon advice etc.



Targeted Support Plan



Support during Placement

If you are experiencing any difficulty during attachment or block school experience - or you have a query it is essential that you seek advice. You should contact the following people and talk through your problems in the order specified and early enough to make sure that the situation can be resolved before the end of the PPL.

Communicate with people in this order



Withdrawal of placement by placement setting in relation to Practice of Teaching

Where it becomes clear that a trainee's teaching during placement is having a negative impact upon the learning, development or behaviour of pupils, a school has the right to withdraw and terminate a trainee's placement. Where this occurs, the school will need to provide a clear and documented audit trail which identifies the nature of the pedagogical problem(s), records of meetings between school colleagues and the trainee that indicates action points which have been set up so as to enable the trainee to address the identified problems as stated on Targeted Support Plan. When a placement is terminated, a Termination of Placement form must be completed and returned to the University.

An urgent meeting will then be convened between the trainee, head of year and professional placement lead where evidence from appropriate sections of the E- Profile, school documentation and any mitigating circumstances will be considered. The outcome of this meeting will determine if the placement is recorded as a fail.

Re-Sit Placements

Following a failed placement, trainees may be offered a re-sit at the discretion of the Exam Board, a fee for the resit will be incurred by the trainee. The fee is dependent on the course undertaken. Failure of a first attempt following a resit School Experience will normally result in termination of the programme for the award for Qualified Teacher Status. A re-sit will not be offered if there is evidence of a breach of professional conduct (including safeguarding). The trainee will receive a letter from the University confirming the decision of the Assessment Board with an indication of when the resit placement will take place.

If a resit placement is offered, the course leader in consultation with the Professional Placement Lead will share the trainees Targeted Support Plan detailing targets for the retake placement. Trainees will need to show evidence of engagement with the TSP and progress made against the targets set in the action plan. Failure to provide this evidence may prevent the school experience placement being repeated.

Trainees who fail a placement may, after discussion with their course leader or an FSAA, choose to exit without Qualified Teacher Status (QTS). In this case the trainee can return to academic study only without penalty, but will not receive Qualified Teacher Status in their award title.

Removal of placement in relation to DBS information

We recognise that trainee circumstances can change. Where there have been changes that affect a DBS, it is essential that trainees declare these changes as soon as possible to their year head or course leader. Failure to declare a Criminal Conviction/caution or an enhanced DBS certificate with undeclared information or a recently acquired conviction / caution may result in a 'fitness to practise' process which may result in suspension or removal from the programme.

Removal of placement as a result of a school being judged as having 'Serious Weaknesses' or 'Special Measures' following an adverse OfSTED Inspection

Where a placement school undergoes an OfSTED Inspection that results in it being placed under Serious Weakness or 'Special Measures', the placement can continue where the Head of ITE and senior colleagues from the placement school (Headteacher and/or Professional Tutor) are in agreement that trainees can receive the degree of support that they require to meet their professional needs during the placement. Where the Head of ITE feels that trainees on placement in a 'Special Measures/ serious weaknesses' school will not receive the degree of professional support required, the placement will be terminated and an alternative placement found for the trainee. Where the Headteacher from the school indicates that the school is unable to provide the trainee/trainees with the degree of professional support required at that stage in the Programme, the school will withdraw the placement offer. An alternative placement will be sourced and the new provider will be informed of that the reason for trainees being moved is unrelated to their performance.

Termination of Placement Form

Please return the completed form to The Partnership Manager. Signed copies to be scanned and submitted via email to daleyl@hope.ac.uk and please copy in Lead for BA QTS Mikaela Nugent-Jones nugentm1@hope.ac.uk

Name of School/Setting			
Name of Trainee		Course	
Professional Learning Co-Ordinator		Professional Placement Tutor	
I have read and followed the guidance in; The Partnership Handbook and agreement The School Based Placement Handbook Part Two of the Standards for Teachers – Personal and Professional Conduct			
I have agreed this action with a member of the university staff			
The trainee has been advised of the reasons for terminating placement			
Reason/s for termination of placement			
Trainee Signature		Date	
PLC Signature		Date	
Headteacher signature		Date	

Professional Mental Health & Wellbeing/Student Support



Yvonne Ward is the ITE Mental Health Ambassador. Contact wardy@hope.ac.uk. All Year Heads and PPL leads are also trained Mental Health First Aiders.

A referral to the University's resilience mentor, Carol Boycott, can be made through the PGCE Head, Yvonne Ward

It is crucial that you look after yourself at University, particularly whilst you are on placement. There are systems in place here at Hope and in school to support you during your teaching weeks. Remember that whilst on placement there is a clear support network for you. Be aware of your own mental health and wellbeing and how you can reduce anxiety and stress by lifestyle changes and by reaching out to others. We are all here to help and would much rather you contacted someone for advice and support than sit alone worrying.

Support available:

Visit the **Student Development & Well-being** section of the Hope website to see services available

Making an appointment is quick and easy and no issue is too large or too small to discuss with us.

All you need to do is contact us in one of the following ways and we'll take it from there:

T: 0151 291 3427

E: sdwr@hope.ac.uk

We also offer confidential one-to-one telephone or Skype appointments.

Initial Assessment of Need

All students requesting assistance or an appointment with the Mental Health & Well-being Adviser are normally taken through a short initial assessment of need by one of our Support Administrators. The assessment is conducted confidentially and involves us asking you a few questions and getting you to complete some paperwork. This process helps us to make a quick assessment of your current situation, let you know a little more about what will happen next and also helps us decide whether you may require immediate assistance or support from another service such as a counsellor.

Drop-in Sessions

We also operate daily drop-in sessions where students requiring urgent assistance can talk to a member of the Well-being Team. The drop-in times are as follows:

Hope Park Campus: Monday - Friday 12pm - 2pm

Creative Campus: Tuesday & Thursday 12pm - 1pm

Wellbeing Apps

<https://www.hope.ac.uk/gateway/students/studentdevelopmentandwell-being/mentalhealthwell-being/well-beingapps/>

In an Emergency, Contact:	Telephone:
Campus security	291 3800
NHS 111	111
The Samaritans	116 123
Education Support Partnership	08000 562 561
CALM (helpline for men)	0800 58 58 58
Saneline	0300 304 7000
Or visit the Royal Liverpool Hospital A&E Department	Royal Liverpool University Hospital Prescot St, Liverpool L7 8XP 0151 706 2000

Mental Health & Wellbeing Teaching



Yvonne Ward is the ITE Mental Health Ambassador. Contact wardy@hope.ac.uk. All Year Heads and PPL leads are also trained Mental Health First Aiders.

It is inevitable that some of our pupils will have greater pastoral needs given the recent pandemic. Resources to support this have been added to the Mental Health & Wellbeing section of the Moodle.

From September 2020, the health education elements of PSHE education will be compulsory in all schools. The statutory guidance for health education covers physical health, mental health and emotional wellbeing. It recognises that physical health and mental health are interlinked, that good physical health contributes to good mental health, and vice versa. (PSHE Association, 2019)

The **Mental Health of Children and Young People in England report (NHS Digital, 2018)** found that **one in eight 5 to 19 year olds had at least one mental health disorder**. These are grouped into four main types: Emotional disorders, Behavioural disorders, Hyperactivity disorders and Other less common disorders including ASD. There has been a slight increase in overall rates of mental disorder with **Emotional disorder rates increasing** while other disorder types were stable.

Teaching resources and Mental Health and Wellbeing resources are available on Moodle.

Useful websites include:

<https://www.pshe-association.org.uk>
<https://www.mentallyhealthyschools.org.uk> www.liverpoolcamhs.com
<https://www.place2be.org.uk/>
<https://www.educationsupportpartnership.org.uk/>
<https://youngminds.org.uk/> <https://mhfaengland.org/>
<https://www.actionforhappiness.org/>

Nightline NEW Liverpool Hope SU SERVICE

Lost a loved one? Stressed for exams? Need a taxi number?

Nightline is here for **YOU**.

Nightline is a **confidential, anonymous** listening service run by Hope students, for Hope students.

You can ring us to talk about ANYTHING - we are here to listen. During the first term, we will be open 8pm - 8am every Saturday and Sunday of term time. From term two onwards, we will be open 8pm - 8am every night of term time. You can find our number at www.hopesu.com

Five Ways to Wellbeing

Connect...	With the people around you. With family, friends, colleagues and neighbours. At home, work, school or in your local community. Think of these as the cornerstones of your life and invest time in developing them. Building these connections will support and enrich you every day.
Be active...	Go for a walk or run. Step outside. Cycle. Play a game. Garden. Dance. Exercising makes you feel good. Most importantly, discover a physical activity you enjoy and that suits your level of mobility and fitness.
Take notice...	Be curious. Catch sight of the beautiful. Remark on the unusual. Notice the changing seasons. Savour the moment, whether you are walking to work, eating lunch or talking to friends. Be aware of the world around you and what you are feeling. Reflecting on your experiences will help you appreciate what matters to you.
Keep learning...	Try something new. Rediscover an old interest. Sign up for that course. Take on a different responsibility at work. Fix a bike. Learn to play an instrument or how to cook your favourite food. Set a challenge you will enjoy achieving. Learning new things will make you more confident as well as being fun.
Give...	Do something nice for a friend, or a stranger. Thank someone. Smile. Volunteer your time. Join a community group. Look out, as well as in. Seeing yourself, and your happiness, linked to the wider community can be incredibly rewarding and creates connections with the people around you.

From www.actionforhappiness.org

Glossary of Terms and an Explanation of Key roles:

Core Content Framework (CCF)

The Core Content Framework has been designed to support trainee teacher development in 5 core areas – behaviour management, pedagogy, curriculum, assessment, and professional behaviours. The CCF defines in detail the minimum entitlement of all trainee teachers.

Initial Professional Development (IPD)

Training which is not subject-specific such as professional studies, special needs or inclusion, though it may be delivered by subject tutors. The IPD programme consists of centre-based lectures and seminars. The IPD tutors play a significant role with school placements in that they assist in reviewing your school placements, practice and targets.

Partnership

An arrangement where schools work together with the university in order to provide school-centred training.

Professional Learning Coordinator (PLC)

A school-based trainer with more general responsibilities for the professional development of one or more trainees based at the school. The PLC is responsible for managing the school-led professional development programme and quality assurance of Initial Teacher Education.

Professional Placement Tutor (PPT)

The PPT is a university-based tutor who is responsible for groups or clusters of schools. The PPT will support school learning coordinators in the delivery and quality assurance of ITE within the school.

EProfile - Profile of Professional Development

The Profile is a record of your teaching development across the year, consisting of target and review sheets and review point documentation.

Provider

Providers form a consortium of schools and institutions accredited by the National College for Teachers and Leaders to provide initial teacher education (ITE).

QTS – Qualified Teacher Status

Awarded by the Department for Education providing that there is sufficient evidence that all Teachers' Standards have been met.

SENDCo

The teacher who is responsible for coordinating Special Educational Needs and Disability provision within the school.