EKLA
School Direct Handbook
2020-21

School Direct Handbook 2020-2021

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SECTION 1

Welcome to the East Kent Learning Alliance and your School Direct Programme.

We are delighted that you have been successfully appointed to undertake your initial teacher training via the School Direct Programme with EKLA. East Kent is a wonderfully diverse area. This is reflected in the pupils who attend our schools and the challenges which we as educators face. Our role is to ensure that we make a difference to the life chances of all the children in the area in which we serve.

EKLA is made up of an alliance of primary and secondary schools. The alliance works collaboratively to ensure that staff who work in the EKLA family of schools have the best possible training and development so as to provide a first class education for the children of East Kent. We are fortunate enough to have three **Teaching Schools** within our alliance.

The EKLA strategic partners are

- Canterbury Academy (Canterbury High School and **Canterbury Primary School**) -Canterbury
- Capel-Le-Ferne Primary - Dover
- **Dane Court Grammar School** – Broadstairs
- Herne Bay High School - Herne Bay
- **Herne CE Infant & Nursery School** – Herne
- Joy Lane Primary School - Whitstable
- King Ethelbert School - Birchington

Each of EKLA's strategic partners then represents a wider cluster of schools across their locality. This ensures that EKLA is responsive to the needs of schools and best practice is shared.

So, what is a Teaching School?

Announced in the Schools White Paper, "The Importance of Teaching", published in November 2010, the National College was asked to develop a new national network of teaching schools modelled on teaching hospitals. The new designation gave outstanding schools a leading role in the training and professional development of teachers, support staff and headteachers, as well as contributing to the raising of standards through school-to-school support.

Teaching schools are part of the government's drive to give schools more freedom and to enable schools to take increasing responsibility for managing the education system.

Teaching schools play a fundamental role in developing a self-sustaining system. We identify and co-ordinate expertise in partner schools, using the best leaders and teachers to:

- play a greater role in recruiting and training new entrants to the profession (initial teacher training)
- lead peer-to-peer professional and leadership development (continuing professional development)
- identify and develop leadership potential (succession planning and talent management)
- provide support for other schools
- designate and broker specialist leaders of education (SLEs)
- engage in research and development activity.

EKLA and School Direct

All of the EKLA schools have a long and successful track record of ITT. Indeed, we are proud that many of our senior leaders were trained by schools in the partnership.

Although you will be based in one school you will have a number of opportunities to work across the alliance. These will include:

- Second practice in an EKLA school
- EKLA professional studies programme
- Opportunities to visit other EKLA schools to share good practice and experience the full range of schools within the region
- Buddying arrangements with colleagues in EKLA schools
- Potential employment in an EKLA school at the end of your training

This handbook is designed to help you navigate your way through your School Direct Journey.

We wish you all success in your journey to becoming a qualified teacher and look forward to working closely with you throughout the year.

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Overview of the School Direct Training year

<table>
<tr><th colspan="2">Induction Phase (Term 1)</th></tr>
<tr><td colspan="2">

Plan and teach collaboratively.
Whole class teaching on reduced timetable (see CCCU guidance).
Plan in detail and evaluate all taught lessons.
Be observed teaching regularly (does not need to be full lessons) and receive written and verbal feedback.
Weekly mentor meetings using the <u>weekly meeting record form</u> to monitor progress and set targets for development.

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<tr><th>Trainee activities</th><th>Mentor activities</th></tr>
<tr><td>

Complete and reflect on induction tasks.
Meet with class (primary) or curriculum (secondary) mentor weekly to discuss priorities for training and analyse needs based on initial audits.
Prepare the portfolio ready for collation of materials (refer to CCCU guidance).
Observe a range of teachers in different contexts and engage in professional dialogue about these.
Plan, teach and evaluate lessons taught.
Attend CCCU study days.
Attend school based and EKLA twilight sessions.
Engage in other professional development activities i.e. recommended readings, key documentations.

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Arrange and agree trainee timetable.
Arrange and agree training schedule (details of relevant placements, refer to guidance).
Arrange for a school-based programme of professional studies.
Undertake regular observations of the trainee (at least every fortnight, but best practice is every week.)
Timetabled weekly meeting with the trainee to review progress and set targets for development.
Undertake induction review meeting to discuss progress to date.
Complete early impressions form.

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<tr><th colspan="2">Developmental Phase (Term 2, 3 & 4)</th></tr>
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Plan and teach collaboratively.
Solo teaching on a reduced timetable which builds progressively (refer to CCCU guidance).
Plan in detail and evaluate all lessons taught.
Formal observations carried out of the trainee using CCCU paperwork and receive verbal and written feedback.
Weekly mentor meetings using the <u>weekly meeting record form</u> to monitor progress of subject and pedagogical knowledge development.
Additional school experience placements to take place.

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<tr><th>Trainee</th><th>Mentor</th></tr>
<tr><td>

Attend all school based and CCCU training days and reflect as appropriate.
Attend all EKLA twilights.

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Continue weekly meetings with trainee to review progress and set targets for development.

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o Complete second school experience (refer to guidance). o Complete additional placement experiences (see guidance). o Engage in Subject knowledge development to meet teaching needs. o Identify and collate sequences of lessons to submit as part of the three *progress bundles* (see guidance). o Continue to observe other teachers, focusing on specific areas of development. o Reflect on progress and set developmental targets against the Teaching Standards.	o Continue to observe trainee (at least fortnightly, weekly is best practice) using the CCCU paperwork. o Undertake termly reviews with the trainee, including a check of progress with the *Portfolio* and discussions regarding interim reports. o Complete assessment reports and return to CCCU. o Aim to observe trainee at second school placement.
Final Phase (Term 5 & 6)	
o Solo teaching building to 80% (see CCCU guidance). o Plan all taught lessons using school medium term planning format, if appropriate. o Plan in detail and evaluate **all observed lessons** taught. o Formal observations carried out of the trainee using CCCU paperwork and receive verbal and written feedback. o Weekly mentor meetings using the *weekly meeting record form* to monitor progress of subject and pedagogical knowledge development.	
Trainee	**Mentor**
o Plan, teach and assess up to 80% of the time. o Complete planning and evaluation of the three *progress bundles* with *summary reflection* linked to Teachers' Standards, as appropriate. o Complete the Portfolio, with reflective statements for final assessment (see guidance). o Complete Career Entry Transition Point Statement. o Undergo final assessment.	o Weekly meetings to plan and review training, and to plan for completion of the *Portfolio.* o Continue to observe trainee (at least fortnightly, weekly is best practice) using the CCCU paperwork. o Monitor progress towards meeting the Teachers' Standards. o Undertake final review with the student teacher, including check of trainee *Portfolio*, discussion of final assessment review, completion of Headteacher's report prior to final assessment. o Agree date and schedule for final assessment. o Complete final report and send to CCCU.

Key requirements of the School Direct Programme.

School based mentor support

There should be a named school based lead for training, referred to as a professional mentor. This person is responsible for coordinating the programme of training, and will liaise with the university based tutor, school based mentor and the trainee. They will be responsible for quality assurance of school based training.

Trainees should be allocated a designated mentor. For ***secondary trainees*** this should be a specialist in the subject they are training to teach. For ***primary trainees*** this is often an experienced teacher in the year/age phase they are training in.

Both trainee and curriculum/class mentor should have a weekly timetabled mentor period allocated on their timetables.

Trainee Timetable

It is important that trainees' timetables are reflective of the stage in their career. The timetable should start with a low loading and build up progressively during the course of the year in order to best support trainee development. Trainee timetables must also allow for weekly mentor meetings, collaborative working and observations of others.

Below is a suggested guide provided by CCCU.

Dates	Solo Teaching	Collaborative teaching	Observation	Professional activities
Sept-Oct	0%	20%	60%	20%
Nov-Dec	20%	30%	20%	30%
Jan-Feb	50%	20%	10%	20%
Mar-April	60%	10%	10%	20%
May-July	70%	0%	10%	20%

Please note this is a guide, the timetable should reflect the progress of the trainee as some may make faster or slower progress than others. Student teachers with more teaching experience may have teaching loads or progress quicker than those without. It is important that teaching loads are appropriate for the trainee's stage of development.

It is important that trainees experience teaching across the full range and ability for the age phase that they are training.

Timetables will be reviewed and discussed during the initial CCCU tutor visit.

Observations

By the trainee

Trainees should, over the course of the training year, be observing a range of teachers in different contexts and engage in professional dialogue about these.

It is recommended that trainees observe other staff once per week. During the induction phase observations may be more generic, but should become more focused on areas for development as training progresses. These do not need to be full lesson observations, but records or reflections should be filed in the Portfolio.

Of the trainee

It is recommended that trainees should be observed formally once per week as good practice, using the CCCU paperwork. Observations do not need to be carried out by the mentor, but should be by an experienced member of staff.

It is good practice for the trainee to be provided with verbal feedback following an observation to encourage reflection, and a planned debrief should be given.

Observations may be more general at the start of the training, but become more focused (linked to the teaching standards) as the trainee progresses. Strengths identified, and targets for development should be linked to teaching standards. Areas for development should provide training opportunities for the student teacher and should be evidenced in the weekly meeting record form.

Observations are not graded. However, if there are issues arising you should inform the school ITT lead/CCCU/EKLA.

Trainees will need a minimum of 20 formal observations during the training which should be evidenced in the Portfolio.

Lesson planning and evaluation

Lesson planning is a vital part of teachers' professionalism. As such, trainees are expected to plan lessons as they progress towards achieving QTS.

Trainees are expected to plan lessons in greater detail for **all taught lessons** during the induction and developmental phase of their training. As they become more confident and effective they may move to briefer planning formats, as agreed by the school and university tutor.

Trainees are required to plan in detail for **all lessons that are formally observed** throughout the training, and should be shared with the observer.

Trainees are required to evaluate every lesson they have planned, and should reflect on strengths and areas for professional development. Focus areas may include;

pupils learning and progress, effectiveness in planning and delivery, future planning needs. Areas for development may be reflected on within the weekly meeting record.

It is recommended that curriculum/class mentors review trainees lesson planning and evaluation during the induction phase to support development.

Trainees will need to demonstrate that they are able to plan for progression by delivering sequences of lessons, filing lessons plans and evaluations in their own teaching files as evidence. These may be kept as hard copies or saved electronically.

School experience placements

Trainees are required to complete three school based experiences during the course of the training, and will need to reflect on each. These are:

1. ***Second school experience*** – a minimum of 20 days, in a block. To be undertaken in term 3.

This should take place in a different school setting and provide a contrasting experience to the base school. It should be for a minimum of 20 days, in a block, and usually takes place in term 3.

Trainees will be given a timetable for the placement and are required to plan, teach and assess during this placement, and therefore should not be expected to plan or mark for their timetabled classes in the host school during this experience.

More details on requirements for the second school placement to follow during CCCU training days and EKLA twilights.

2. ***Adjacent age range experience*** – a minimum of 15 days, of which 10 should be undertaken in a block

Primary Trainees

This experience can take place in the base school or during the second school experience. It is important that this is the equivalent of 15 days with at least 10 in a block. Trainees need to evidence that they meet the standards in first and second age phase/key stage.

Secondary Trainees

Trainees must evidence that they have taught and met the standards across the age phase they are training. By the end of the training year timetables should include teaching a range of lessons across at least two key stages i.e. Key Stage 3 and 4 or Key Stage 4 and 5. For those completing the PGCE top up, we recommend that timetables include a range of lessons across all three key stages by the end of the training.

Trainees in both Primary and Secondary must be observed in both age phases/key stages.

3. ***Prior and post age phase experience*** – a minimum of 5 days, please note that this does not need to be a block placement.

The purpose of the visit is for trainees to gain experience in key stages both before and after the age range they are training in, for example, primary trainees may spend time in a secondary school and in early years; Secondary trainees might spend time in a primary school, and an FE college. This experience can be driven by the trainee and mentor following discussion on development needs. This experience could be undertaken over a number of days, and involve a range of settings.

Trainees are not expected to teach, but may like to, if possible, and appropriate i.e. subject specialism.

The Trainee Portfolio

This is a key training document that the trainee will need to compile over the course of the training year to evidence progress towards meeting the Teachers' Standards and achieve QTS.

This document will form a key part of review and discussion at final assessment.

More details on required contents to follow at CCCU training days and EKLA twilights.

Reporting and Assessment

Trainees will receive four assessment reviews over the course of the training year. These should be completed in December, February (from the second school), May and July (or prior to final assessment).

Trainees will be expected to complete a self-reflection, prior to each review date, of their own progress and achievement against each of the Teachers' Standards. This self-reflection will then form the basis of key discussions with mentors.

Mentors are required to complete the relevant assessment document (depending on the phase of training) following discussions, and comment on trainee progress against each of the Teachers' Standards. Targets for development should be set to

ensure progress is made. These should be discussed with the trainee and identified in the weekly meeting record form.

Information will be sent by CCCU to school based professional mentors prior to each assessment point with details and instructions for completion.

There will also be further guidance shared at EKLA twilights.

Top Tips for Trainees: A Survival Guide

Embarking on a new career is bound to be both daunting as well as exciting as you anticipate what lies ahead. The following *tips* are designed to help you start off on the right foot.

Get to know your school

- ✓ Ensure that you meet your Professional Mentor on your first day in school.
- ✓ Ensure you fully understand and adhere to the dress code for staff.
- ✓ Be punctual and carry a copy of the timings of the school day with you until you get to know them.
- ✓ Take a tour of the school to familiarise yourself with the surroundings.
- ✓ Find out about break time and lunchtime arrangements.
- ✓ Familiarise yourself with key whole-school documentation such as the Behaviour Policy, the Child Protection Policy, the Assessment Policy and the Homework Policy. Make sure that you also get copies of key departmental policies: you will find behaviour management easier if you are aware of key procedures to be followed.
- ✓ Make sure that you meet the Special Educational Needs Co-ordinator (SENCO) and the Designated Child Protection Officer (DCPO). (Your Professional Mentor is likely to arrange a meeting with these key members of staff early on).
- ✓ Remember to attend all staff briefings and meetings: write key dates in your diary.
- ✓ Visit the staffroom and get to know as many colleagues as you can. You will soon start to feel like one of the team.

Be prepared

- ✓ Set up weekly meetings with your Professional Mentor and your Subject Mentor, although you will undoubtedly see the latter on a daily basis.
- ✓ Ask to see Schemes of Work and other teaching and learning resources that are available.
- ✓ Ask for the relevant data and student information for the classes that you are going to work with. Ask your subject/class mentor to go through the information with you.
- ✓ Familiarise yourself with the school's procedures for staff absence and make a note of any necessary telephone numbers / e-mail addresses.

In your department/team

- ✓ Take the time you have for lesson observations to record strategies for classroom management that seem to work (or not work). What examples of rewards and sanctions do you see?
- ✓ When observing lessons be pro-active and interact with the students, but make sure that the class teacher is happy for you to do this.
- ✓ When observing classes that you are going to teach, ensure that you get to know students' names early on.
- ✓ Lesson Plans - focus on developing your skills in preparing lesson plans as a priority: you will be doing a lot of this! Seek opportunities to plan lessons collaboratively with teachers in your department as this is a great way to develop your skills.
- ✓ Plan your lessons carefully - this is the first step to ensuring that students are engaged, ensuring good classroom management.
- ✓ Keep up with paperwork every week. Be organised and keep up-to-date with collecting evidence for your Portfolio.
- ✓ Share your experiences with other trainees and learn from each other.
- ✓ If you don't know something just ask.

Other Useful Tips from Previous Trainees

- ✓ Laminate all resources that you make so that they can be re-used.
- ✓ If you plan to use ICT in your lesson, ensure that you have a back-up plan in case the technology lets you down.
- ✓ Keep as much as you can in your file – all evidence is helpful when plotting progress against the relevant standards.
- ✓ Smile and be approachable!

Finally…

Be enthusiastic and enjoy your experience: remember that you are here because you want to inspire young people.

SECTION 2

Personal and Professional Conduct

Headteachers and school staff will expect the highest possible standards of personal and professional conduct from student teachers working in their schools.

Being a teaching professional does not begin the moment you drive into the school car park. You are a role model and ambassador for the teaching profession and your school **all of the time**. Whether you are out and about or teaching in a classroom it is vitally important to remember that you uphold Part 2 of the Teaching Standards. The main advice is always be professional because you never know who you are talking to (or who is listening)…a potential parent for your school, a potential employer, an inspector!

Part Two: Personal and professional conduct
A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- 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
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

What does professionalism look like?

Consider how you present yourself. What you wear, your body language, the language you use when talking to people and general conduct.

What you wear:
Looking professional does not mean you cannot retain your own style. It does mean that you follow your school's clothing policy.
When choosing clothes for work, be mindful of the role you have in school and the age of the children you are being a role model for.
When attending courses and training that are not at school, some colleagues may relax their clothing policies a little, however, this is when other peers, colleagues and

school/county leaders may meet you for the first time. Think about the impression you want to give.

Body Language:
75-90% of all communication is non-verbal

Your body language sends a message to other people. This can work in a positive and negative way. Consider the message you want to send.

- Yes, I'm keen to be here, ready to engage and learn, really interested in what you are saying and showing you respect, OR
- This is boring, I'm tired, I can't be bothered to listen to you and I don't really value this.

Here are a few tips to help you keep your body language positive:

- *Posture*. Keep a relaxed posture whether you are sitting or standing. Keep your back straight but not stiff and let those shoulders relax. This will reinforce the idea that you feel comfortable with your surroundings.
- *Lean*. Leaning in slightly when someone is speaking demonstrates that you are actively listening while leaning away signals that you are disinterested or hostile to the situation.
- *Arms*. Crossing your arms is the visual clue that you are turned-off by what is going on around you. Practice hanging your arms comfortably at your side or bringing your hands together in your lap to show others that you are open to what they are communicating.
- *Hands*. Talking with your hands is an easy way to incorporate gestures into your conversation, but be careful not to make it a dance party.
- *Handshake*. The handshake is one of the most important nonverbal communication cues because it can set the mood for the entire conversation. A firm handshake will give you instant credibility while a weak handshake will make you appear fragile. Take care not to crush the other person's hand though.
- *Eye contact*. Keep your head up and look the person who you are having a conversation with. Good eye contact lets others know that you are interested in the conversation.
- *Affirmative movements*. You can show empathy with simple actions of agreement like nodding your head or smiling. These actions let people know that you are on their side and that you can identify with their plight.
- *Taking notes*. Taking notes lets others know that you value what they are saying and that you are engaged in the conversation. Taking notes is not appropriate though in every situation.

On the flip side, a list of body language no-nos:

- *Checking the time*. Looking at a timepiece signals that you do not want to be there and that you have more important things to be doing.
- *Looking at the ground*. This tells people that you are shy or disinterested.
- *Tapping*. Do not tap; it is simple. Tapping your fingers, feet, or even a pen indicates stress or impatience.

- *Too close*. You want to be close to someone when you are having a conversation with them, but being in their personal bubble will make them feel uncomfortable and make you look like you do not know basic social cues.
- *Deep breathing*. Deep inhalations and exhalations can be a sign of boredom or irritation. It indicates that you are not interested and have switched off.

Spoken Language:

Be mindful of the setting you are in. When discussing matters with stakeholders try to avoid colloquialisms and over familiarity.
When discussing with others or listening to presentations consider how your words are received. Tone of voice can send a positive or negative message. Sarcasm might be funny to you, but has the potential to be harmful or disrespectful.

General Conduct:

You have to be true to yourself and your personality…try to be the best version of yourself.
Colleagues with good professional relationships model these behaviours well:

- *Good communication* – keeping people in the loop ensures everyone understands expectations
- *Organisation* – You instil confidence in others that you know what you are doing.
- *Smile* – friendly, welcoming and kind behaviour makes others want to work with you or they feel liked and valued. Your pupils will follow your lead as your facial expressions and body language will set the tone for the lesson.
- *Work life balance* – modelling the ability to work hard but also valuing your own and others wellbeing.
- *Listen* – Listen to others and try to remember what they have said. This demonstrates to them that they are valued and respected.
- *Show respect* – listen to advice and be respectful of constructive feedback. Try not to get defensive but use it as a learning opportunity. Sometimes you need to be respectful of other people's views, even if agreeing to disagree.
- *Feedback* – Praise others for the good things they do. Where you need to give difficult messages be mindful about how you do this, giving the other person an opportunity to learn from the conversation and feel positive about outcomes

School Direct - Weekly Guidance for Term One

Week 1

- ✓ Meet with class/subject mentor and confirm timetables for term.
- ✓ Complete initial analysis of standards audit (to be discussed with mentor).
- ✓ Begin reading and collating key documentation (e.g. policy, scheme of work, audit of resources, websites and software).
- ✓ Observe a range of teachers in different contexts (i.e. teaching various subjects and year groups) across the school and engage in professional dialogues about these.
- ✓ Work through induction activities.

Week 2

- ✓ Meet with class/subject mentor to review subject knowledge audit and discuss ways to address priority areas for development.
- ✓ Confirm release time to attend CCCU/EKLA compulsory training days and inform appropriate people.
- ✓ Work through induction tasks.
- ✓ Observe the classes you will be teaching, completing the observation form.
- ✓ Continue to observe a range of teachers in different contexts (i.e. teaching various subjects and year groups) across the school and engage in professional dialogues about these.
- ✓ Establish Portfolio ready for use.
- ✓ Attend weekly school based professional studies meeting.

Week 3

- ✓ Meet with class/subject mentor discuss progress, folder checks, set targets for the week (during this stage there will be a large focus on induction tasks), and complete the weekly mentor records.
- ✓ Continue working through induction tasks.
- ✓ Discuss with mentor the relevant lesson plan template and how this should be filled in. For every lesson you teach (part or whole) you should produce a lesson plan which should be included in the teaching file.
- ✓ Plan and teach collaboratively – This will be built up depending on confidence (i.e. start with taking a starter/plenary, to larger sections).
- ✓ Collect class lists for all groups.
- ✓ Use relevant school data systems to create classroom analysis sheets for these groups with mentor support.
- ✓ Create a folder in your documents to save these in to be used as appropriate.
- ✓ Continue to observe teachers across school (must complete a minimum of 1 per week).
- ✓ Attend weekly school based professional studies meeting.

Week 4
✓ Meet with class/subject mentor discuss progress, folder checks, set targets for the week and complete the weekly meeting records. ✓ Continue working through induction tasks. ✓ Continue planning lessons building up to whole class teaching as agreed with mentor. ✓ Evaluate all lessons taught (log with relevant lesson plan). ✓ Continue to observe teachers across school (must complete minimum 1 per week). ✓ Attend weekly school based professional studies meeting.

Week 5, 6 and 7
✓ As above. ✓ At least one formal observation of whole class teaching a week by subject mentor/class teacher using CCCU form (log these with observations). ✓ Preparation for induction review meeting, collate file ✓ Induction review meeting will take place. Initial impressions form completed and returned to CCCU.

Guidance to Structuring the Mentor Session

1) Have a clear agenda that is shared with the mentee before the session. This is important so that they are sufficiently prepared. An agenda is important as it becomes a practiced routine and you are able to review and set clear targets without going off base.

For example

I. **Reflections on previous week –** The trainee should have reflected on achievements and issues that may have arose. They should have also evaluated progress against targets set. The mentor should read this at the start and use to **praise achievements and discuss any issues providing support and guidance.**

II. **Observations of other staff –** discuss with the trainee who they observed in the previous week and the focus. Did they observe any teaching strategies or ideas that were effective? Get them to choose a class they teach to implement what they have seen and reflect on impact before the next meeting – Did it work?

III. **Key Focus –** Have one focus that you will work on with the trainee for development i.e. marking/levelling using NC or exam criteria. You could mark and assess 3 pieces of student work together (preferably different abilities), then as a target get the trainee to mark some on their own to bring to the next meeting.
Other ideas could be
   - ✓ Differentiation – get them to bring a few tasks/ resources from lessons they have taught and discuss how they could differentiate the tasks (all, most and some).
   - ✓ Specific folder checks for example the standards file
   - ✓ Lesson planning – get them to bring 3 sequential lesson plans and look at content, evaluations, progressions etc.
   - ✓ Class summary sheets – Bring all class summary sheets. Ensure they understand how to plan for the specific information
   - ✓ ICT in lessons

IV. **Set Targets for the following week –** using information from reflections and focus area, set specific targets for the following week and discuss how these can be achieved and by when (not all targets need to be met within the week). At least one should be linked to meeting a Teachers' Standard.

V. **Observation –** arrange a date, time, lesson and specific focus for formal observation in the following week and record in ITP.

VI. **AOB**

2) Ensure that the weekly meeting record is completed before the end of the session

3) If there are any concerns arising from the mentor session please inform relevant member of staff as soon as possible.

Weekly Meeting Record

This is a diary which should be used to log the trainee's individual learning journey and to structure the mentor sessions. It should be used to detail targets/objectives for the week ahead and encourage reflections on the previous week's achievements and progress.

During this meeting mentors and trainees need to complete the **'meeting record'**.

i. Review trainee progress against the actions set for the previous weeks targets and identify whether each has been **met, partially met,** or **not met**.
ii. Trainees to share reflections from previous week's targets and identify whether there has been a positive impact on pupil progress for each.
iii. Trainee and mentor to set new targets for the week, including a subject knowledge development target.
iv. Mentors and trainees should discuss ways to address these targets and record these in the **'Independent learning to support this target / action for student teacher'** section.
v. Mentor to identify any school support or mentor actions needed

Prior to the next meeting **trainees** need to complete the **'weekly meeting reflection'**

This document will form part of the **Portfolio** and will be reviewed regularly by university tutors.

More details on required contents to follow at CCCU training days and EKLA twilights.

Features of an outstanding weekly meeting record may include:

- Questions (targets)
- Evidence of pedagogy and wider reading and reflection on impact on practice
- Evidence of professional dialogue with mentor or other colleagues
- Shows development and progression
- Not a diary of what they have done. It is reflective and reflections should lead somewhere
- Ties in with school/university training days and professional development opportunities
- General beginning, but becomes more tightly focused throughout the year.
- Might be more focused on trainee as the teacher (class/behaviour management etc.) at the start, but becomes more focused on the pupil learning (AfL, inclusion etc.) later on
- Targets from a lesson observation should be evidenced

Observations

Observation

It is recommended that trainees are observed formally once per week using the CCCU paperwork. Observations do not need to be carried out by the mentor, but should be by an experienced member of staff.

Have a focus for the observation. This may be more general at the start, but become more specific (linked to teaching standards) as trainees progress.
Observers should identify strengths in relation to the teaching standards (refer to observation prompt sheet for guidance) and record areas for development.

It is recommended that a timeline is also completed if possible as an account of the lesson observed. The use of questions within the observation record and/or timeline is also a good way to encourage reflection from the trainees during the debrief.

Observations are not graded. However, if there are any issues arising you should inform the school ITT lead/CCCU/EKLA.

Debrief

Trainees should be provided with a verbal debrief of the lesson with the observer, to allow for professional dialogue on teaching and learning, and encourage reflective discussion from the trainees.

This should not be a brief chat in the corridor or a discussion in a crowded office. In order for this to be an effective activity, observers should allocate a reasonable amount of time for the debrief, this should be at a planned and agreed time. Trainees should complete their own evaluation of the lesson prior to the meeting. Strong trainees will be reflective and take a lead in this discussion.

Areas for development should provide training opportunities for the trainee and should be logged in the weekly meeting record.

Exemplar observation Form

RECORD OF A LESSON OBSERVATION EVIDENCE OF STUDENT TEACHER'S IMPACT ON PUPIL PROGRESS	Canterbury Christ Church University

Student Teacher's Name:				**Date:**		
Observer's Name:				**Subject:**		
School/Placement Setting:				**Yr Group:**	**No. of Pupils:**	
Please CIRCLE relevant Programme	BA (Hons) Year 1	BA Part-Time	PEPR	PGCE 7-14	INSPIRE	BSc Year 2
	BA (Hons) Year 2	PGCE Full-Time	PGCE Primary Modular		PGCE 11-18	BSc Year 3
	BA (Hons) Year 3	PGCE Part-Time	PGCE Secondary Modular		PGCE 14-19	School Direct

1. Contextual information for lesson (Student Teacher to complete prior to observation)
Cross Reference to the Lesson Plan for the observed lesson

a. Focus of this specific lesson and its place in the learning sequence including planned impact on pupil progress: individual / groups / whole class (this detail is only to inform during a lesson observation):

Student Teacher to write a small comment here to say how this lesson fits within the unit of work (beginning, middle end, new topic, revision of a topic that caused difficulty, moving on with a topic that is well understood etc.)
Some comment on specific elements of plan intended to impact on specific groups / pupils etc. usually arising from things noted in marking and assessment evidence.

b. How does this lesson provide evidence that supports progress against the current targets of the Student Teacher:

Student Teacher to make a brief comment here about what they have planned in this lesson to show the observer some evidence of progress against their targets.

2. Pupil Progress (Observer to complete)

Observer to tick here all elements they considered in this lesson observation. It will not be all items everytime!

a. Please tick the full range of evidence below that has been used as part of this observation to indicate the impact on pupils' progress as shown in this lesson and over time

Context and content of the session		Discussion with pupils		Impact of student teacher's questioning / pupil response	
Student Teacher's files		Pupils' work / workbooks		Observation of pupils	
Pupil responses		Quality and impact of marking		Differentiated for individuals / groups / whole	
Quality of Planning		Assessment Records		Understanding and use of data	

b. Impact on pupils' learning as shown in this lesson, using the full range of evidence available: Individuals / groups / whole class/full ability range? (please cross reference to the Teachers' Standards)	
Observer makes a comment in this box about the impact on learning seen in the lesson observed and the evidence considered (and ticked in the above box) What happened? Did the plans outlined in the lesson plan and 1a above succeed? For all pupils? Some groups? Which? The comments here should link with the indication of progress given in (3) below	
c. What did the student teacher do to impact on pupils' learning? Strengths (please cross reference to the Teachers' Standards)	d. What could the student teacher have done to improve the quality of teaching and learning? Points for Discussion (please cross reference to the Teachers' Standards)
Observer comments here on 'What Went Well' The comments should be focussed on the Impact on pupils' learning, but linked to the standards to which they relate.	Observer comments here on 'Even Better If' The comments should be focussed on the Impact on pupils' learning, but linked to the standards to which they relate.
e. Targets for development (please cross reference to the Teachers' Standards)	
As always – arising from all evidence above (and discussion) set clear, focussed and specific targets here	
Are there any areas of concern at this stage of the training? If YES, please complete an Area of Concern Form (AC1) with the student teacher.	YES / NO

3. Impact on pupils' learning in this lesson (Observer please indicate) These are the same statements as on the Report forms. Here they relate to this observed lesson. On the report they relate to the placement over all.	
Planning and teaching of this lesson enabled all pupils to make good progress	
Planning and teaching of this lesson enabled all pupils to make at least expected progress	
With support the planning and teaching of this lesson enabled all pupils to make at least expected progress	

Observer	Signed:		**Print Name:**		Role:		
Student Teacher	Signed:		**Print Name:**		Joint Observation?	YES	NO

Lesson Observation prompts in relation to teaching standards (ITT)

1. Set high expectations which inspire, motivate and challenge pupils

- High expectations for behaviour and learning demonstrated and communicated
- Fair, respectful, trusting, supportive and constructive relationships established
- Learner diversity celebrated
- Positive values, attitudes and behaviour promoted and modelled
- Inclusive language used
- Good role model presented for learners
- Pupils are motivated and interested
- Purposeful, settled and safe learning environment established and maintained.

2. Promote good progress and outcomes by pupils

- Learners have opportunity to self-assess
- Learners working towards agreed targets
- Lesson based on modified plan/practice in response to evaluation of the impact of their teaching on the progress of learners
- Learners build upon prior knowledge.

3. Demonstrate good subject knowledge and curriculum knowledge

- Lesson content delivered clearly, confidently and accurately
- Learning made enjoyable and challenging
- Content stimulating and/or related to learners experiences
- Teaching strategies/structure of lesson well suited to content
- Varied teaching strategies employed in lesson
- Secure modelling of key vocabulary
- Misconceptions addressed securely
- Learners misconceptions turned into learning opportunities
- NC links on plans
- Understanding of national strategy demonstrated
- Good language model provided for pupils
- Secure spelling demonstrated
- ICT used effectively to support teaching
- Confident numeracy skills demonstrated.

4. Plan and teach well-structured lessons

Unit of work planned as a progressive sequence of lessons

- **Planning demonstrates effective learning sequence within lesson**
- **Lesson plan demonstrates secure subject/curriculum knowledge**
- **Opportunities embedded in lesson for learners to develop, use and apply their literacy, numeracy and or ICT skills**
- **Teacher promotes a love of learning**
- **Homework or other out-of-class work provided to extend or consolidate learning**
- **Lesson includes features such as**

✓ **Range of appropriate teaching strategies in use**
✓ **Lesson well resources, including e-learning**
✓ **Resources that reflect ethnic diversity**
✓ **All learners included and have equal opportunities to participate**
✓ **Teaching space and resources well managed**
✓ **Prior knowledge reviewed at the start of lesson**
✓ **Learning objective made clear to learners**
✓ **Concepts and processes clearly developed**
✓ **Learners enabled to apply new knowledge, understanding and skills**
✓ **Learners thinking skills developed**
✓ **Most learners meet learning objectives**
✓ **Language adapted to suit learners**
✓ **Ideas and concepts introduced and explained clearly**
✓ **Effective use of questioning**
✓ **Discussions, interactive and collaborative learning promoted**
✓ **Plenary reinforces learning effectively**
✓ **Modifies teaching and use of voice effectively for individual, groups and whole class teaching**
✓ **Suitable pace established and maintained**
✓ **Pace adjusted to meet learners' needs or stage of the lesson**
✓ **Strategies appropriate to each stage of the lesson**
✓ **Transitions well managed**

5. Adapt teaching to respond to the strengths and needs of all pupils

- Lesson pitched appropriately for age and ability of learners
- Age appropriate resources available
- Lesson content and resources used reflect the social, religious and ethnic backgrounds of the class and motivate both boys and girls
- Provision personalised so that all learners experience success
- Use of home languages in the class
- Appropriate personalisation and support for pupils with AENs or EAL
- Resources that challenge ethic or gender stereotypes
- Non-participant/reluctant pupils invited to answer questions, become involved
- Use of target questioning
- Diversity celebrated as a strength
- Learners used as experts
- Knowledge of home backgrounds informs interaction with individual learners to promote their well-being
- Support in place for learners that may be experiencing difficulties in their personal circumstances

6. Make accurate and productive use of assessment

- Know the assessment requirements and arrangements for the subjects/curriculum areas they are trained to teach
- Monitoring and assessing while teaching
- Appropriate assessment systems in place
- TA deployed to assess learning
- Learning objective based on assessment of prior learning
- Appropriate success criteria and assessment strategies detailed on lesson plan
- Plenary well used to assess learning
- Learning objective addresses identified school/class target to raise level of attainment
- Pupil tracking to monitor progress
- Effective assessment, monitoring and recording strategies in place
- Challenging learning objectives set based on knowledge of prior attainment
- Constructive verbal feedback to learners during lesson
- Marking includes formative comments on attainment, progress and areas for development

7. Manage behaviour effectively to ensure a good and safe learning environment

- Knowledge of a range of behaviour management strategies demonstrated, and how to use and adapt them
- Demonstrates knowledge and understanding of a range of teaching and learning strategies and know how to use and adapt them
- Knows how to personalise learning
- Provides opportunities for all learners to achieve their potential
- Expectations for behaviour clearly expressed
- Proactive behaviour management strategies in use
- Positive language used to manage behaviour
- Behaviour management embedded in practice, and learners responding well
- Pupil self-control and independence promoted

8. Fulfil wider professional responsibilities

- Effective and appropriate communication with learners
- Effective communication with colleagues
- Contribution of TA or other adult valued
- TA deployed in a variety of meaningful ways
- TA's strengths recognised and used well
- Good working relationship with TA
- Consistency of approach between trainee and TA
- Effective collaboration between adults
- Improved practice in relation to identified area of development
- Improved practice following reflection or lesson evaluation
- Innovative ideas in practise
- New initiatives embraced and implemented
- Modification of lesson to address unexpected change
- Adaptation to lesson in response to assessment of learning while teaching
- Improved practice following advice or feedback
- Effective team teaching within lesson
- TA appropriately involved in supporting learning at various stages of lesson

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

- Health and safety issues of lesson identified and addressed
- Consideration shown for pupils' well being
- Classroom practice follows school policy (e.g. behaviour management, health and safety)

Evidencing the Teachers' Standards

There has been a shift in focus to ensure that

- assessment criteria and monitoring of practice takes a greater account of the impact of teaching on pupils' progress and learning over time with the intention that all individuals and groups of learners make good or better progress
- trainees continually assess pupils' learning and match their teaching to pupils' different starting points building on what they already know (prior knowledge)
- target setting and feedback focuses on the impact of teaching on pupils' progress.

Pupil Progress is used to identify how the trainee's skills against each of the Teachers' Standards have enabled them to impact on pupil learning and progress and to support target setting for further development.

Requirements

- Student teachers need to produce three progress bundles by the end of the training programme.
- For **secondary student teachers** the three bundles will be across at least two key stages.
- For **primary student teachers** this will be one maths bundle, one English bundle and one bundle for a different subject/area (e.g. a foundation subject, science, RE or topic). You should try to ensure you cover both key stages and this might mean you need a bundle for your second school placement.

What could be in a bundle?

Each bundle will represent the best evidence for the trainee at any time. This means that no two bundles will be identical and thus a definitive list of what is included cannot be given.

However, a bundle might include some of the following items:

- Lesson plans
- Formal observations
- Lesson evaluations which relate to progress
- Weekly meeting reflections
- Pupil data
- Pupil progress overtime by group, for example: BME, SEND, PP, Boys,
- Self and peer assessments undertaken by pupils
- Work produced in lessons (worksheets, notes etc.)
- Homework
- Student teacher marking and its impact
- Work acted on by pupils showing improvements
- Visual or electronic evidence e.g. video clips of lessons or parts of lessons to show individuals at start, middle and end of sequence of work
- Exams/end of unit tests and results

Guidance for structuring the bundle

- Evidence bundle overview
- SOW/UOW
- Class summary/analysis for the class
- For each lesson in sequential order you could include:
  - *lesson plan*
  - *resources (power point, worksheets etc.)*
  - *Evaluations, to include key reflection points outlined in guidance.*
  - *observation form (if carried out)*
  - *Examples of pupil work (if possible)*
  - *Evidence of marking and pupil response to this*
- Assessment information carried out following the SOW/UOW i.e. end of unit tests, tracking data etc.
- Critical reflection of the bundle to analyse impact of teaching on learning and progress, and indicate evidence of progress against each of the Teachers' Standards, including part 2 as relevant.

The 'bundle' should be analysed and annotated to reflect the following:

- *Did the pupils make progress?*
- *How do you know this? What is the evidence?*
- *Which individuals or groups made better progress than others? How do you know this? What barriers can you identify that impacted on pupil progress?*
- *What interventions did you put in place to impact on pupil progress?*
- *What further strategies could you implement in the future to promote pupil progress?*
- *What support would enable you to have further impact on pupil progress?*

More details on required contents to follow at CCCU training days and EKLA twilights.

SECTION 3

SCHOOL DIRECT – PRIMARY TIMETABLE – 2020 – 2021

PRIMARY PHASE – 15 compulsory days and 2 optional days

IMPORTANT POINT for all School Direct Students salaried, non-salaried, primary and secondary:

The 15 days at university are compulsory days for all students. We hope by circulating these dates at an early stage school timetables and events can be arranged around these days.
Whilst we appreciate that many important events happen in school that contribute to student teachers' training (such as parents' evenings and CPD events) we also recognise the important of the university days and the contribution they make to the training.
We hope given the balance of days (15 in university compared to approximately 165 in school) schools can support their student teachers in attending their university days and not planning school events on important university days.

This year, at the request of School Alliances at the School Direct Operations Group, the days compulsory days fall on different days of the week. This ensures that student teacher will not miss the same day 15 times in the year.

All Days will run 9.00 to 4.00 in Canterbury

Please see column 3 for additional sessions for those attending the PGCE. **All sessions run 5-7 pm.**

Compulsory days highlighted green – ALL Primary Student Teachers required to attend

Primary Student Teachers can then choose 2 days from the remaining elective days (i.e. those not highlighted)

CCCU week	Date	Session	PGCE Enhancement Sessions (for those enrolled on the PGCE)
Wk3	Thurs 17th September	Induction Lecture 9.15 -12.30 Prof Studies 1	**PGCE Introduction**
Wk4	Tues 22nd September	Art (Claire March)	
Wk4	Weds 23rd September	English 1 Maths 1	**Subject Pedagogy** Session 1
5	Thurs 1st October	Prof Studies 2- Key Educational Theorists Lecture 9-10 Seminars 10-4	**Subject Pedagogy** Session 2
6	Weds 7th October	English 2 Maths 2	**Subject Pedagogy** Session 3
6	Thurs 8th October	Primary Languages (Anthony Clark) 9-4	
7	Tues 13th October	Design Technology (Mark Evans) 9-4	
7	Fri 16th October	Science / PE 1 All PE is taught at Polo Farm and will require you to bring PE kit.	**Subject Pedagogy** Session 4

10	Weds 4th November	English 3 Maths 3	**Practitioner as Researcher in Education** Session 1
11	Weds 11th November	History	
11	Thurs 12th November	Prof Studies 3 Lecture 9-10 in PG09 Seminar 10-4	**Practitioner as Researcher in Education** Session 2
12	Fri 20th November	Science / PE 2 PE	**Practitioner as Researcher in Education** Session 3
13	Weds 25th November	English 4 Maths 4	**Practitioner as Researcher in Education** Session 4
14	Thurs 3rd December	Prof Studies 4 Lecture 9-10 Seminar 10-4	**Practitioner as Researcher in Education** Session 5
15	Tues 8th December	Geography (Terry Whyte) 9-4	
15	Weds 9th December	English 5 Maths 5	
23	Weds 3rd February	Primary Computing (Nyree Scott) 9-4	
24	Thurs 11th February	Music (David Wheway) 9-4	
26	Thurs 25th February	Prof Studies 5 Lecture 9-10 Seminars 10-4	**Professional Policy and Practice in Education** Session 1
27	Tues 2nd March	Early Years (Karen Vincent)	
27	Fri 5th March	PE All groups will be taught all day at Polo Farm by the PE Team	**Professional Policy and Practice in Education** Session 2
28	Weds 10th March	English 6 Maths 6	**Professional Policy and Practice in Education** Session 3
29	Tues 16th March	RE (Brenda Naden)	
30	Thurs 25th March	Professional Studies 6 Lecture Theatre TBC 9-4 Seminar 10-4	**Professional Policy and Practice in Education** Session 4
	Thurs 15th July	Celebration Event (TBC)	

SCHOOL DIRECT – SECONDARY TIMETABLE – 2020 – 2021

SECONDARY PHASE – Orientation and 15 compulsory Subject Pedagogy days

IMPORTANT POINT for all School Direct Students salaried, non-salaried, primary and secondary:

The 15 days at university are compulsory days for all students. We hope by circulating these dates at an early stage school timetables and events can be arranged around these days.
Whilst we appreciate that many important events happen in school that contribute to student teachers' training (such as parents' evenings and CPD events) we also recognise the important of the university days and the contribution they make to the training.
We hope given the balance of days (15 in university compared to approximately 165 in school) schools can support their student teachers in attending their university days and not planning school events on important university days.

All Days will run 9.00 to 4.00 in Canterbury

For those attending the PGCE enhancement sessions, please see column four. **All sessions run 5-7 pm.**

Curriculum 2020 Key Question	CCCU week	Date	Session	PGCE Enhancement Sessions(for those enrolled on the PGCE)
1 & 2	2	**Thursday 10th September**	Induction 1	
		Friday 11th September	Orientation	5pm-7pm
2, 3 & 4	3	**Friday 18th September**	Subject Pedagogy 3	5pm-7pm
4	4	**Friday 25th September**	Subject Pedagogy 4	5pm-7pm
5	5	**Friday 2nd October**	Subject Pedagogy 5	5pm-7pm
5	6	**Friday 9th October**	Subject Pedagogy 6	5pm-7pm
5	9	**Friday 30th October**	Subject Pedagogy 8	5pm-7pm
6	10	**Friday 6th November**	Subject Pedagogy 9	5pm-7pm
6	13	**Friday 27th November**	Subject Pedagogy 10	5pm-7pm
6	14	**Friday 4th December**	Subject Pedagogy 11	5pm-7pm
7	15	**Friday 11th December**	Subject Pedagogy 12	5pm-7pm
7	26	**Friday 26th February**	Subject Pedagogy 15	5pm-7pm
8	27	**Friday 5th March**	Subject Pedagogy 16	5pm-7pm
8	28	**Friday 12th March**	Subject Pedagogy 17	5pm-7pm
9 & 10	29	**Friday 19th March**	Subject Pedagogy 18	5pm-7pm
9 & 10	34	**Friday 23rd April**	Subject Pedagogy 19	5pm-7pm

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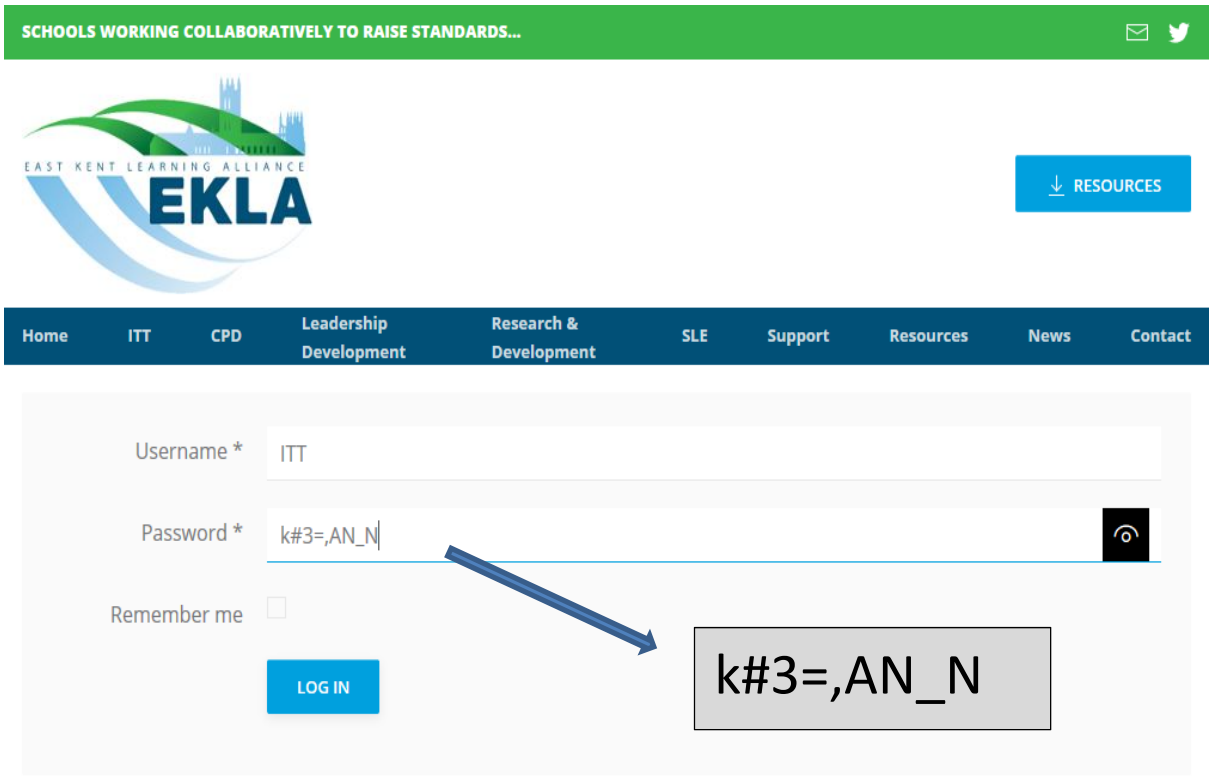
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