



Registered Teacher Programme

Mentor Handbook

2011 - 2012

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Introduction

This handbook is intended for mentors supporting trainee teachers on the Registered Teacher Programme (RTP) in school. It sets out the expectations and requirements and provides guidance as to how best to meet them.

Support in school is provided primarily by the School Mentor, who will receive training from the university. Mentors carry out formal observations of their students. The Mentor is the key person who will support and advise students throughout their course.

As well as the mentor, students will also have a University Supervising Tutor to support and advise them. All tutors and mentors receive training in order to provide students with appropriate advice and guidance during their RTP course

School experience is a vital part of the RTP course, bringing together the students knowledge of children and their learning, of urban schools and different educational settings as they are currently organised, and the knowledge they will have gained during the taught course. When the course is successfully completed students will be awarded the Bachelor of Arts Honours degree and be recommended for Qualified Teacher Status (QTS) or for those students who do not meet the standards will be awarded a BA Honours without recommendation for QTS. While they are on their placements in schools or in early years settings, the expectation is that they will show themselves to be hard-working, committed to teaching and to children's learning.

During the RTP students follow a developmental path through the year. Depending on their experience, they might move from working with small groups to taking increasing responsibility for planning, teaching and managing large groups or the whole class. By the end of their second RTP Year they should be teaching around three and a half days, plus half a day PPA time. Their planning should become increasingly more detailed and their evaluations correspondingly more analytical, reflective and critical. By the end of the course they should be able to demonstrate that they have met the professional standards for qualified teacher status, have considerable potential as a newly qualified teacher and are committed to implementing principles of equality in their teaching.

Mentors

Support in school is provided primarily by the School Mentor, who will receive training from the University. As well as giving regular informal support, mentors also carry out formal observations of their student, at least one observation and feedback per half term, using the Formative and Summative observation forms. **Formative observation forms are used to observe students in their first year for five of the six observations. The sixth or final observation in the summer term, will be done jointly with the Supervising Tutor using the Summative observation form. Mentors supporting Year 2 trainees will use the summative observation form for all observations.**

Please note, some students may need additional observations depending on the quality of lessons observed and their setting. The mentor is the key person who will support and advise the student throughout their course.

As well as formal observations, mentors are expected to devise a training plan with the student at the end of each term. This plan will set targets for the following term. At the end of the first and

second year school experience, the mentor will join the Supervising Tutor for the students Final Assessment. This is finalised and agreed by liaison between the supervising tutor and the mentor.

Supervising Tutor

Each school in partnership with the university will have a supervising tutor assigned to their school. The supervising tutor will be a member of the University staff who will visit trainees in their school. Their role is to support and assess the trainee in their school placement. The supervising tutor will make a combined preliminary visit and formal observation in the Autumn term followed by one visit per term to observe the student. Students in their second year will be observed while completing their additional school experience at another setting.

It is the role of the Supervising tutors to help with the school-based training, alongside the school, and to ensure high quality liaison between the partners.

The standards

To achieve recommendation for Qualified Teacher Status (QTS) Students are required to meet the *Framework of Professional Standards for Teachers in England* (TDA, 2007). They will be assessed both formatively and summatively against these Standards. They will be given a booklet where they cross reference evidence that they have achieved/met each Standard. (See Appendix)

The School and teaching experience modules

The School Experience Modules relate to the students school experience. School Experience 1 in the first year and School Experience 2 in the second year. Trainee teachers are expected to pass both modules.

School experience is a vital and integral part of the course. It brings together, students knowledge of children, their learning of urban schools and different educational settings and the knowledge gained during the taught course.

The faculty works in partnership with a range of schools and educational settings. Schools or settings enter into a partnership with the university. Before schools take an RTP Student they will have agreed the terms of support for that student and the respective roles and responsibilities.

The School/Teaching Experience Modules give students the opportunity to work closely with class teachers and other staff members to gain experience and understanding of the curriculum and children's development and learning within the school setting. Students follow a developmental path, working towards being able to plan and teach a whole class for consecutive lessons.

As is normal with class teachers they set up and maintain class records, planning and assessment documentation and profiles of the children with whom they work. These can be set up in the university's recommended format or the schools as appropriate. Files must be regularly checked and monitored by the school mentor. The supervising tutor will also check the files during their observation visits.

Documentation is crucial as it is a major source of evidence which shows that trainee teachers are meeting the Standards. It is essential that all documentation is kept up to date. Students need to show systematic records of planning, delivery and assessment.

Over the two year course they will be asked to provide a substantial number of session plans. The quantity and focus of these plans will be agreed in discussion with the mentor and or the Supervising Tutor. The number of session plans completed will depend on the student's previous experience, strengths and the areas targeted for further development. Trainee teachers are required to complete weekly and termly reviews and session evaluations. This involves them in reflection and evaluation, considering evidence and determining its validity.

Involved in this process are:

- searching out evidence and analysing it. This may be evidence from their own work in school, or be drawn from examples of good teaching they have observed in other classes or schools.
- evaluating the evidence and comparing it to other evidence. In terms of teaching experience, this may include other people's teaching strategies, pupils' achievement, national and comparative data, Ofsted evidence etc.
- drawing conclusions based on the evidence. These should not only consider the outcomes of what has been observed or experienced, but also make comments, suggestions or recommendations for future work and professional development as teachers.
- making references to theory and research. It is important for a student to show that they are able to relate theory from the course and other sources to their own school experience and demonstrate that their work with children is based on a sound theoretical underpinning.

The process of regularly writing up what has been experienced and learned, will enable students to become reflective teachers who are able to make effective judgements about what constitutes good teaching. It is important that reflections do not merely describe what happened, but also indicate the learning points from each piece of evidence and the anticipated impact on learning and teaching. This will provide a systematic and progressive record of their development.

In accordance with the Training Plan and following a developmental path in their School Experience Module students should aim to achieve the following:

- identify and get to know in depth the children they will be working with.
- provide a range of stimulating and challenging activities, thoroughly prepared, planned, resourced and evaluated
- complete some session plans and evaluations
- write a weekly review which analyses personal and generic pedagogical issues they have encountered and incorporate reference to relevant theory; this review should be reflective and analytical
- try out a repertoire of classroom management techniques, adapting them to the age range as appropriate.
- set up files and start to collect the information they will need to make a successful School Experience.
- teach the Core subjects and Foundation Subjects
- ask for additional support/guidance in appropriate planning and preparation for both indoors and outdoors in the early years foundation stage
- become familiar with school and classroom routines and ICT provision
- set up systems and formats for whole class/key group record keeping; use those of the setting if appropriate, collect samples of work if helpful

- monitor and record in depth the learning progress made by the children in order that they will be able to write detailed summative reports on children.
- create visually attractive, interactive displays at least once a term, based on a classroom/ curriculum topic
- analyse pedagogical and equality issues they are encountering and make links to relevant theory and relevant aspects of the taught course.

N.B. Students will be attending taught courses one day a week in the university to study and complete their taught module assignments.

Roles and responsibilities

Each of the participants in the Registered Teacher Programme has certain responsibilities to fulfil. These are set out below, and are taken from the Collaborative Training Agreement, which is made between the School and the University.

The student

During their School Experience they should aim to:

- meet all the Standards for Qualified Teacher's Status relevant to the practice
- demonstrate a commitment to teaching and children's learning, equal opportunities and inclusion
- understand, support and extend children's linguistic capabilities and potential
- use Information and Communication Technology (ICT) across the curriculum to support children's learning
- form strong professional relationships with children, colleagues and parents/carers
- demonstrate insight into and appropriate support for the personal, social and emotional development of children in the Foundation Stage and, including health and safety in Key Stages 1 or 2
- keep thorough records of the achievements of all of the children in the class/setting
- set up and organise their files, gather the required information
- maintain files at a professional level, paying due attention to presentation, accurate grammar and spelling.
- establish a positive relationship with the mentor and meet with them regularly
- attend and contribute to planning meetings and staff meetings/inset days or continuing professional development sessions.
- lead or take a major part in the planning and delivery of integrated learning across the curriculum, Early Years Foundation Stage, core and foundation subjects
- teach all curriculum subjects/areas of learning and experience.
- acquire and demonstrate good subject knowledge.
- be inventive with planning formats, adapting these where necessary to suit them and their situation and taking into account the various ways in which children's learning develops, including play and investigation
- monitor and record systematically and sympathetically the personal and learning progress made by the children in their key group or whole class

- create each term at least one interactive, visually attractive display based on the current themes or topics; their displays should support children's cross-curricular learning and their languages
- organise resources effectively and attractively, familiarise themselves with available school resources
- provide and use a range of well-maintained, interactive resources
- make regular entries in their Standards Evidence Booklets. **They should provide cross referenced evidence that they have met a reasonable number of standards prior to starting a new booklet in their second year**
- at the end of each year write a final review which encapsulates their progress and achievements. For year two RTP students, this will contribute to their completion of the Career Entry Development Profile.
- illness apart, they are expected to be in school 100% of the four day week.
- always arrive at school/early years setting/nursery at least half an hour before the school day officially starts.
- commit to staying at the end of the day to discuss and finalise plans for the following day/week, talk with their mentor, make displays, mark work using the school's marking policy and so on..
- join staff on playground or other duties compatible with the role of a Registered Teacher.
- negotiate about 20% of their time in school when they are not required to be teaching. This is time for planning and preparation preparing sessions, keeping up with paper work, visiting other classrooms etc
- keep their files in school at all times. It is particularly important that they are available when they are being observed. Remember files are open documents and can be read by the Mentor and the Deputy or Head teacher as well as the Supervising Tutor.
- Spend 4 weeks in a different setting or school – additional school experience. The recommendation for this is in the first half of the Spring Term in the trainee teacher's second year.
- Trainees in special schools are required to complete an additional six weeks in a mainstream setting.

The university

oversees the programme from initial application through to completion of the course;

validates the audit via a school visit and submit the application to the TDA;

provides the degree element of the training. Successful students who complete the entire programme will exit with a BA (Hons) with recommendation for Qualified Teacher Status;

provides a full programme of training for mentors in order for them to be able to carry out their role effectively;

provides Supervising Tutors who will visit the student at least once per term and give written feedback on progress;

will be responsible for a range of quality assurance policies and procedures.

takes the necessary steps to ensure all school staff are aware of the expectations of the course and have an overview of the process, in order to support the student;

completes the Teaching Development Agency's application form as requested;

gains support from the Governing Body to enable the programme to take place;

supports the student through the programme ;

employs the student as a Registered Teacher on the unqualified Teacher's pay scale;

provides a mentor for the student, either previously trained by the university or prepared to attend the necessary training sessions at the University. Opportunities for gaining accreditation through mentoring are available;

releases the student one day per week to attend the university for the degree element of the programme;

ensures that appropriate opportunities are provided for the Student to gain a full range of teaching experiences over the period of two years. For Students who do not have a 'full' teaching commitment, arrangements can be discussed with the University.

ensures that appropriate, detailed records are maintained throughout the period of training;

organises a second school placement for the student for at least four full weeks;

releases the student for a block period of at least four weeks in order that they are able to carry out their practice in the other school;

ensures that the student has taught, supported and observed in at least two consecutive Key Stages

informs the university immediately of any concerns or issues that may arise.

maintains the appropriate professional standards at all times

attends training at the university to support their role in supporting the student

provides an appropriate overview of the school for the student;

will be a model of excellence for the student;

will be responsible, in partnership with the university, for the school-based teacher training of the student and for overseeing the Training Plan;

will be responsible for formal assessments and observations of the student's teaching and learning throughout the course,

sets appropriate targets for the student, and review and revise these as appropriate;

sets up a training plan in school for the student to be able to meet the Standards. This will include the mentor providing one-on-one training, arranging for the student to observe good teaching in other classes and if necessary, organise attendance for training courses.

monitors the student's planning, assessment and evaluations and their reflective reviews,

ensures that the student is covering the whole curriculum and meeting the Standards for QTS;

liaises with the university and follow up any concerns immediately;

completes the necessary paperwork,

checks and annotates the Student's Standards Booklet as appropriate;

liaises with the Subject Co-ordinators, other members of staff, and their Supervising Tutor as appropriate, to ensure they are aware of the requirements of the programme and can support the student as necessary.

supports in the organisation of the Additional School Experience mini-portfolio by identifying targets and tasks

observes the student teach at least once per half term using the Formative or Summative Observation form. Report back findings set agreed targets and give support.

meets with the student regularly to check their progress, paperwork and to give advice and support

The supervising tutor will:

support the student through observations assessment, feedback and targets

maintain a positive professional link by liaising with the school.

make contact by phone with the student, introduce themselves and arrange a preliminary visit.

will meet the headteacher and the mentor during the Preliminary Visit

during each visit, spend up to an hour observing the Student teach a small/large/key group or the class, complete an observation form and give feedback immediately afterwards, including targets for development

agree the date of the next visit with the student and mentor and if necessary confirm with the school

check the student's files and Standards booklet

check that the student is gaining some opportunities to carry out the requirements for the School Experience Module as listed in this handbook (including any school based tasks set by subject tutors)

monitor the quality of the support and training provided by the school and work in liaison with relevant school staff

The files

Students will be expected to set up and maintain two school experience files. It is essential that these are kept up to date. The key purpose is to enable a student to keep systematic records of planning, delivery, assessment and evaluation of all their work in the classroom / setting.

These files are the major source of evidence that they are meeting the Standards, and will be regularly monitored by the supervising tutor and/or mentor.

File 1 is the Teaching and Learning file.

File 2 is the Observation, Record-keeping and Assessment file.

Both files should be hard back, lever-arch or ring. Each will need dividers to create the required sections and to help they organise the material, and should have a contents page at the start of each file.

Please also ensure the student's name and contact details are clearly displayed at the front of their files.

What is expected to be in School Experience Files is listed below, with explanatory notes about the contents.

Maintaining files will support a student's progress as a reflective practitioner and provide evidence that they are developing:-

- critical insight into education in urban, multi-lingual, multi-cultural settings and being a learner in such settings
- professional skills in planning suitably exciting and investigative activities which build on and extend present knowledge .
- the ability to evaluate what children have learned and what they need to do next to enhance their learning
- their self-analysis, both by identifying and building on their successes and identifying and remedying areas for development
- the links between theory and practice which lead to their becoming an intellectually informed teacher
- their understanding of what constitutes an appropriate curriculum for young children and to match tasks to children

File 1 (Teaching and learning)

Title and contents page
School attendance sheet

Section 1 (School Context)

1.1 5 key points from the school/setting's 'Mission Statement'
1.2 Names and responsibilities of all teaching and support staff, including staff representatives on the governing body
1.3 Notes on key points from school policies: marking (where relevant), behaviour, Health and Safety policy, and one subject area.

Section 2 (Classroom information)

2.1 List of children in class & key groups they will be working with
2.2 Adults working in the class & their responsibilities
2.3 Plan of classroom including outdoor area where applicable
2.4 Groupings of children
2.5 Lists of children with SEN, EAL and G&T
2.6 Weekly 'timetable'/routines

Section 3 (Aims & Medium Term Plans)

3.1 Their aims for SE1
3.2 The school/setting's medium term plans, including any cross-curricular teaching

Sections 4 (Weekly plans & Evaluations)

4.1 Weekly plans, clearly showing their responsibilities
4.2 Daily schedule showing their role during each lesson and including daily evaluation
4.3 Their session plans/activity plans(EY) plus evaluations of the children's and their learning
4.4 Their weekly evaluations and final reflective review

File 2 (Observation, record-keeping and assessment)

Section 1: YR1 - 3 Profile Children YR2 - 6 Profile Children

1.1 General information, samples of work.

Section 2 (Formats for assessing, observing and monitoring)

2.1 Individual observation record/s
2.2 Small group observation format/s
2.3 Whole class/key group record keeping format

Section 3 (Additional information from school - e.g. FS profiles/NC levels)

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Section 4 (Supervising Tutor/School Mentor observations)

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Section 5 (Standards Evidence Booklet)

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Explanatory notes for file 1

Teaching and Learning

Title and contents page: name and telephone number, name, address and telephone number of school, name and contact numbers of supervising tutor, and table of contents.

Section 1 (The School Context)

School's 'Mission statement' or similar and select 5 key points of the school's philosophy/ethos to include in this section. Students must not photocopy school policies - make sure that they read all available ones and record the principal points from the ones indicated on the list in 1.3.

Section 2 (Classroom Information)

2.3 Classroom layout: include an aerial drawing of the furniture in the room/s, give some thought to how this is organised to maximise learning and to how to go about making a display. Outdoor area (Foundation Stage): note the design of this area, the equipment available and how it is organised each day/week.

2.4 Classroom groupings: in the Foundation Stage (FS) identify their key group and any other specific groupings (e.g. for story sessions); in Key Stages (KS) 1 and 2 record which group/s children belong to, including children from other classes if there is vertical grouping for Literacy and Numeracy

Section 3: Aims and medium term plans

Identify and record professional and personal aims. These should be linked to the Standards but students should also add their own, particularly in connection with equal opportunities, multilingualism, identity and culture.

Include the year group's medium term plans for Literacy and Numeracy (or equivalents in Foundation Stage) and all other curriculum areas/areas of learning taught; students take ownership of these by including their own additional ideas for display, ICT, cross-curricular links etc.

Section 4: Weekly plans and evaluations – one section for each week

A weekly planner which shows which groups and curriculum or learning areas they will be responsible for each day of the week

A daily planner which outlines their roles and responsibilities for each day. (See Appendix 10)

Include a session/activity plan for session that they teach. (As agreed with Mentor and/or Supervising Tutor) Planning formats will be introduced and discussed in the Professional Studies sessions; other subject specific aspects of planning for teaching will also be considered in Core and Foundation Subject taught sessions; a generic KS1/2 format is in the appendices.

At the end of each week students must complete a weekly evaluation. This should consist of reflective and analytical comments on their professional practice. They should use the Standards as a guide and as appropriate make reference to theory and to their Professional Studies lecture notes to underpin comments.

Observation, Record-keeping and Assessment

Section1. Constructing the profiles

In their first RTP year students need to identify three children, (in their second year 6 children), for whom they will construct an individual learning and achievement profile throughout the year. Students are expected to keep samples or, if possible, photographs of children's work and make formative assessments particularly in English/Communication Language and Literacy (CLL), Maths and Science/ Knowledge and Understanding of the World. They should also record their observations of the children's Personal Social Health Education (PSHE) development.

During the first three weeks of each year, consult with their Mentor about the children to profile:

- ask if parents/carers should be informed of their choice
- select children with differing gender, needs and talents
- select learners who attend school regularly

Most settings have information and/or profiles already in place; students may be able to use this and respect all information as confidential.

The profiles are intended to create a picture of the identified children as learners and as social beings. This picture will be based on:

- their general observations of the children throughout the day, indoors and out
- their specific observations/interactions with them during particular activities or sessions
- their discussions with staff and, if possible, their parents/carers
- their collation and annotation of work samples

Each child should have its own section in File 2 in which they keep:

- their notes and observations of them (see Appendices 8 and 9)
- work (or copies/photos) intelligently annotated
- foundation stage and primary learning records (language) for each child (this is essential for their Language and Literacy assignment)
- records they may be asked to keep of any other subject

Since profiles develop over time, students must try to start them as soon as they can and ensure they have opportunities to work alongside the children as well as see them working with other adults and children.

The profiles should identify what the children *can* do, where their strengths lie and where they need further learning support. They should also address their personal, social and emotional growth.

Profiles therefore depend on careful analysis of evidence collected throughout the practice. From this analysis they should be able to:

- set specific learning objectives across the Early Years Foundation Stage areas of learning or cross – curricular/ themed subjects in Key Stages 1 and 2.
- address, in careful, non-judgmental language, each child's personal, social and emotional development and their perceptions of this
- write a summative report for each child.

The summative reports for the profile children will be in the same format as the end of year school reports written for the parent/carer. Alternatively, it can be an imaginary exercise, depending on the status of the trainee teacher at the end of their first year. Students need to think carefully about the language they use, avoid stereotyping and bias and ensure that statements made are evidence-based. They must discuss the reports with their school Mentor.

Section 2: Formats for assessing, observing and monitoring

The student will be recording some observations of individual children in the class other than the three profile children. This is likely to be as a result of children's significant achievement or event, and may be planned or unplanned. For an exemplar see Appendix 8

When teaching small groups they must assess the children's progress and keep records of their achievement

It is essential that records are kept of children's progress in every session they plan and teach.

Their session and activity plans should include the following:

For students in Key Stage 1 or 2 (See Appendix 11):

- clearly focused and specific learning objectives for the session
- suitable activities which enable the learning objective to be achieved by the children
- a clear structure for the activity (e.g. introduction, main part of session with differentiated activities, and plenary)
- timings for each part of the lesson
- groupings of children
- what they will be teaching and doing during all parts of the lesson
- resources needed, including human, and use of ICT to support the children's learning
- referencing to National Curriculum Programmes of Study
- what will be assessed, and how this will be done

For students in Foundation Stage:

- clearly focused and specific learning objectives for the session
- suitable activities which enable the learning objective to be achieved by the children
- timings for each part of the lesson
- groupings of children
- level of practical involvement for the children
- what they will be teaching and doing during all parts of the lesson
- resources needed, including human, and use of ICT (if appropriate) to support children's learning
- indoor and outdoor activities
- referencing to the Early years Foundation Stage guidelines

Both during the employed School Experience Module of the programme and the taught sessions in the University, students will be collecting evidence that they are meeting the standards. Evidence is recorded in Standard Evidence Booklet/s. Mentors and Supervising Tutors are asked to ensure that they record evidence on a regular basis. Standards Evidence Booklets are checked throughout their school experience module and a review of Standards is carried out at the end of each year. This is in order to monitor the quality of their evidence and for moderation purposes. It is expected that every Student will be meeting most/all the Standards by the beginning of the Year 2 Spring Semester.

Prior experience and existing skills may mean that they are already working at a level that shows they have achieved certain Standards. However, they must be able to prove this via new, ongoing evidence.

All students, whatever their eventual chosen age range, must be familiar with the requirements of the whole primary age range, and know about the Early Years Foundation Stage. They must meet the Standards in two consecutive key stages.

Evaluations of sessions/activities

These are an essential aspect of their development as a teacher. The supervising tutor will read these especially carefully during their observation visits, since these demonstrate their ability to reflect on and analyse their practice:

- professional development
- provision of appropriately challenging learning experiences
- sensitivity and insight into children's differing needs and provision for them
- ability to assess the learning in a session/activity they have planned
- ability to handle appropriately a range of behaviours
- ability to meet their objectives
- ability to monitor and assess different children
- ability to record the evidence they have of (selected) children's understanding/progression
- ability to plan on the basis of their evaluations
- setting of further professional targets based on their self-assessment (these may or may not relate to the Standards).

As they gain more knowledge of the children's levels of understanding and abilities, their planning will reflect the different needs of the learners. Evaluations are crucial in helping them identify these and in identifying aspects of their own development. Make sure their evaluations refer to the sections in their session plan.

Weekly Evaluations/reflective reviews:

At the end of each week of the practice they should write a reflective, progressively analytical (posing questions, seeking answers) review, which should address some of the following:

- their progress towards meeting the Standards and their development as a professional practitioner
- their teaching of the Core and Foundation Subjects or Areas of Learning in the Early Years Foundation Stage
- connections between practice and theory or professional studies
- their progress as a manager and organiser of children - small groups, the whole class/key group and routines
- their ability to monitor and assess learning and keep appropriate records of progress
- the ways in which they have implemented equal opportunities and addressed issues of inclusion
- the ways in which they incorporated ICT and other resources into their teaching and the effect these had on learning experiences
- their 'targets' for the following week based on their analysis of the above points

End of year reflective reviews

At the end of each year students are asked to write an end of year review which looks back at the whole past year. The reflective reviews are their opportunity to discuss at length their analysis and ideas about their own professional progress and achievements as well as the areas where they feel they need to improve. In this they demonstrate their growth as a reflective practitioner who is intellectually engaged with teaching and learning.

They should aim to write 3-4 sides of A4 for the review, which should include (not necessarily in this order):

- an overview of their progress.
- their development as a teacher in the age range experienced
- their understanding of children's learning in that age range and how they fostered it
- their knowledge and understanding of the curriculum for that age range and how it supports learning
- the ways in which they developed effective management strategies
- how they assessed and recorded children's progress
- how they provided for children's different needs and talents
- their understanding of the ways in which language, gender, culture and identity affect children's learning and achievement
- their knowledge of relevant theory from their reading, Professional Studies and the other Core/Foundation subjects they have encountered so far, and how this relates to the situation they were in
- the impact of their resources, their use of ICT and a display they created, on the children's learning and interests
- the ways in which the classroom organisation affect children's well being and development (include the outdoor area in Foundation Stage and consider the playground space and timings in KS 1 and 2)
- their thoughts on the Standards they have achieved so far
- their reflections on the use of the Primary Strategy in their class (where appropriate)
- their reflections on inter-agency working
- personal targets for the next term/year

School experience one:

The school based mentor will support the student throughout their training.

The Supervising Tutor will:

- assess the students progress in setting up their files and recording their first entries; if there are major concerns about readiness, the University will be alerted immediately
- talk with their mentor about their progress and commitment shown so far and their relationships with children and staff
- talk with them about their school experience, review the Collaborative Agreement

Following a developmental path in their School Experience Module 1 students must aim to achieve the following:

- identify and get to know in depth the children they will be working with.
- provide a range of stimulating and challenging activities, thoroughly prepared, planned, resourced and evaluated
- write a weekly review which analyses personal and generic pedagogical issues they have encountered and incorporate reference to relevant theory; this review should be reflective and analytical
- try out their repertoire of classroom management techniques, adapting them to the age range they are with
- set up their files and start to collect the information they will need to make a successful start to their School Experience 1 (see checklist on p.12)
- teach the Core subjects and Foundation Subjects
- ask for additional support/guidance in appropriate planning and preparation for both indoors and outdoors in the early years foundation stage
- become familiar with school and classroom routines and ICT provision
- set up systems and formats for whole class/key group record keeping; use those of the setting if appropriate, collect samples of work if helpful
- monitor and record in depth the learning progress made by the children in order that they will be able to write detailed summative reports on each.
- create visually attractive, interactive displays at least once a term, based on a classroom/ curriculum topic
- write weekly/termly and end of year reviews. Reflect on their successes and identifying points for development. They should also analyse pedagogical and equality issues they are encountering and make links to relevant theory and relevant aspects of their taught course.

They will be attending taught courses one day a week in the University to study and complete their taught module assignments.

During their School Experience 1 the mentor will carry out a minimum of one observation of their teaching each half term, using the Formative or Summative Observation form. The mentor will give the student feedback and set targets.

Assessment is also carried out by their Supervising Tutor, using the three-page observation form (See Appendix 5)

The first two Year 1 Supervising Tutor's observations are judged formatively and are graded either satisfactory or unsatisfactory. The Supervising Tutor's Year 1 final observation will be assessed summative, and graded 1- excellent, 2- good, 3- satisfactory, or 4- in danger of failing. Advice and feedback will be given to them by the Supervising Tutor, both verbally and on the written forms. They are expected to act upon any agreed targets. Their Supervising Tutor will check that they have completed all the required documentation.

They will check:-

- students files
- their reflective reviews
- the summative reports of the children they work with
- up to date class records and assessment evidence
- their plans and evaluations
- that they are completing their Standards Evidence Booklet
- that they have met their targets for School Experience Module

If they are recommended for further support for Subject Knowledge and/or Academic Writing/Spelling etc, their supervising tutor will check that they have devised a plan of action, which will help they achieve the improvements needed.

The criteria for passing Year 1 are based on their meeting the Professional Standards, with a particular emphasis on the following:

- positive relationships formed with children, all staff, parents and carers
- demonstration of progression from teaching small groups to large groups/whole class with employment of successful management strategies
- growing insight into and understanding of the ways in which children learn and of the role their languages play in this
- progression in monitoring and assessing children's progress, both intellectual and social
- understanding of the importance of reflecting on and implementing equal access to the curriculum, taking into account the issues that may adversely affect learning and progress
- proper maintenance of the files, including all listed requirements
- completion of all tasks required by the taught course
- children's profiles recorded to a high professional standard
- the final reflective review, which addresses their own professional development, shows their growing confidence in planning, teaching and assessing and which draws on relevant learning and curriculum theory

If there are doubts about their suitability to teaching and serious concerns about their lack of progress they will receive a Cause for Concern (Appendix4) with targets set for improved

performance. They may be observed by an External Examiner or a Faculty tutor who makes an independent observation and reports to the members of the Exam Board, who are responsible for making pass/fail decisions.

Teaching Experience Modules are Pass/Fail modules, at the end of Year 1 students must demonstrate they have made sufficient progress and provided sufficient evidence of meeting the standards to go on to the of the second Teaching Experience Module.

School experience two

In accordance with their revised Training Plan students continue the developmental path that they have been following in their School Experience Module 1. The Supervising Tutor will continue to support the trainee and the Mentor who should meet regularly with the student. Mentors continue formal observations, a minimum of one per half term, giving feedback, and setting targets.

In Module 2 they must aim to achieve the following:

- identify and get to know in depth the children they will be working with.
- provide a range of stimulating and challenging activities, thoroughly prepared, planned, resourced and evaluated
- write a weekly review which analyses personal and generic pedagogical issues they have encountered and incorporate reference to relevant theory; this review should be reflective and analytical
- try out their repertoire of classroom management techniques, adapting them to the age range they are with
- set up their new files and start to collect the information they will need to make a successful start to their second year School Experience
- teach the Core subjects and Foundation Subjects
- early year students, if new to the teaching of the National Curriculum should ask for additional support/guidance in planning and preparing to teach
- students, if new to the Foundation Stage should ask for additional support/guidance in appropriate planning and preparation for both indoors and outdoors
- become familiar with school and classroom routines and ICT provision
- set up systems and formats for whole class/key group record keeping; use those of the setting if appropriate, collect samples of work if helpful
- monitor and record in depth the learning progress made by the children in order that they will be able to write detailed summative reports on each.
- create visually attractive, interactive displays at least once a term, based on a classroom/ curriculum topic
- continue to write their weekly/termly/year Reflective reviews, logging the significant incidents that occur, analysing their successes and identifying points for development.
- behave courteously and professionally at all times.

They will be attending taught courses one day a week in the University to study and complete their taught module assignments.

The Mentor will complete one observation per half term using the Summative Observation Form. Feedback will be given and targets agreed and set.

One assessment per term is also carried out by their supervising tutor, using the Summative Observation Form (See Appendix 6)

The Supervising Tutor's Year 2 observations will be assessed summatively, and graded 1- excellent, 2- good, 3- satisfactory, or 4- in danger of failing. (If they receive a grade 4 the RTP Course leader will be informed immediately and appropriate measures put in place). Advice and feedback will be given by the Supervising Tutor, both verbally and on the written forms. Students are expected to act upon any agreed targets.

On each visit the Supervising Tutor will check:-

- students files
- their reflective reviews
- the summative reports of the children they work with
- up to date class records and assessment evidence
- their plans and evaluations
- that they are completing their Standards Evidence Booklet
- that they have met their targets for School Experience Module

For the 'Final End of Year Two Assessment' the Mentor is asked to join the Supervising Tutor for a joint observation. The mentor and the Supervising Tutor will confer and agree the final grade. The Mentor completes the section 'Mentors Comments'

The Headteacher completes the relevant section, 'Headteacher's Comments'

The student must have successfully completed their Maths, English and Science skills tests by and complete their Career Development Profile by end of Summer Term

The RTP Course leader will be available in the final weeks of the practice to make any moderating visits that may be needed. Towards the end of the School Experience, the External Examiner may visit some students to moderate the assessment process, gain an overall view of the quality of the student group and discuss the course. A student who is in danger of failing may receive a moderating visit from an Examiner or University tutor.

Additional School Experience

The purpose of the Additional School Experience (ASE) is to ensure all students get full coverage of the relevant Stages during their course and achieve coverage in English, multi-cultural and multi-lingual settings.

Additional School Experience must be in a different school or setting.

ASE may be used to gain extra experience in a Special School, a faith school or a different educational setting.

The purpose of the Additional School Experience (ASE) is to ensure all students get full coverage of two consecutive Key Stages during their course and achieve coverage in English, multi-cultural, multi-lingual, urban settings.

ASE is completed during the second year of the RTP. Students are expected to spend a block of four weeks in a different school or setting. Students in Special Schools will need to complete additional weeks to ensure curriculum coverage and to meet the standards. This will be agreed with the supervising tutor and the mentor.

The Supervising Tutor and Mentor will visit the student during their Additional School Experience.

During their ASE Students will need to keep a detailed record of what they have done each day; students may find the 'Plan for the Day' format a helpful way to do this. Students will also need to keep a signed attendance sheet for each day of the placement. They will continue to complete a weekly review and reflection of their practice.

At the end of the four weeks students should write a reflective analysis of what they have learnt from their Additional School Experience.

A mini portfolio will be completed while on the school experience.

Pattern of Supervision

APPENDIX I

Proforma	Comments	Responsibility
Year 1		
Training Plan	Mentor agrees a training plan, once a term, in consultation with the student	Mentor/ Student
Files 1 and 2 set up	File 1 contains school information, policies planning File 2 Assessment and Monitoring	Student
Daily plans		Student
Weekly Evaluation		Student
End of Year Review		Student
Standard Booklet	Begin filling in, reference standards covered and cross referenced to evidence. Mentor to regularly sign off as appropriate	Student/Mentor
Module Evaluation	To be completed at end of each taught module to assess learning as evidence for Students 'becoming a reflective Practitioner'*	Student
Observations	A minimum of one Formative or Summative Observation form to be completed by the mentor each half-term. A copy to the student and the University	Mentor
Substantive Lesson Observation	One to be completed every term. Copies to Mentor and students. One sent to the University	Supervising Tutor
End of Year Observation	Mentor joins Supervising Tutor for a Final Joint Observation.	Supervising Tutor and Mentor

Year 2		
Training Plan	Mentor agrees a training plan, once a term, in consultation with the student	Mentor/ Student
Daily plans		Student
Weekly Evaluation		Student
End of Year Review		Student
Module Evaluation	To be completed at end of each taught module to assess learning as evidence for Students 'becoming a reflective Practitioner'*	Students
Standard Booklet	Begin filling in, reference standards covered and cross referenced to evidence. Mentor to regularly sign off as appropriate	Students/Mentor
Observations	A minimum of one Summative Observation form to be completed by the mentor each half-term. A copy to the student and the University	Mentor
Substantive Lesson Observation	One to be completed every term. Copies to Mentor and student. One sent to the University	Supervising Tutor
Final Assessment for Supervising Tutors	Mentor joins Supervising Tutor for a Final Joint Observation. Headteacher completes the relevant section	Supervising Tutor Headteacher
CRDP/skills tests	Completed by end of Summer Term	Student

Forms can be found the University website. <http://www.londonmet.ac.uk/rtp/qa/formsqa.cfm>

Preliminary Visit and Observation 1

The supervising tutor on this visit will:

- Acquaint (or re-acquaint) themselves with the school, meet the Head teacher and the Mentor and identify where the school will need support in the training of the trainee
- Complete a Preliminary Visit Form and observation form
- Meet and talk with the Mentor about the trainee's progress, their commitment shown so far and their relationships with children and staff.
- Have a discussion with trainees about setting up files and recording their first entries.
- Talk with the trainee about their first few weeks
- Observe the trainee delivering a planned activity with a group or class - for example, literacy, numeracy, cross- curricular teaching, children with special needs: gifted and Talented, learning, behavioural

APPENDIX 3

London Providers on-site mentor training dates for 2010 to 2011

New Mentors Wednesday September 28th, 2011

Experienced Mentors Friday October 7th, 2011

Department of Education

Primary Initial Teacher Training Cause for Concern Form



Trainee	Class Teacher
School	ITT Contact
Stage 2 Mentor (if applicable)	Supervising Tutor
A. Form initiated by	Role
B. Nature of concern	
Evidence for concern	
C. Agreed action	
Relevant signatures, for example: Signature of Class Teacher Date Signature of Stage 2 Mentor/ITT Contact Date Signature of Supervising Tutor Date	
D. <i>I understand that if these targets are not effectively addressed, I may fail to meet the Standards for the award of Qualified Teacher Status.</i> Signature of Trainee Date	
E. Monitoring of progress on agreed action	Dates
F. Conclusion of process <div style="text-align: center;">Date</div>	
Copies of form to: Trainee <input type="checkbox"/> School ITT Contact/Stage 2 Mentor <input type="checkbox"/> University <input type="checkbox"/>	

Lesson Observation Commentary: Formative

APPENDIX 5

Trainee's name: _____ School: _____ Date _____

Class/Year Group: _____ Number in Class: _____ Lesson Time: _____

Observer: _____ Lesson Theme: _____

At this point in the practice you are judged:

Satisfactory

Unsatisfactory, because

You are recommended for further support in English/Maths subject knowledge

Narrative of Lesson Observed:

Trainee's Name: _____ School: _____

Date: _____

Large empty rectangular box for writing the lesson observation commentary.

Lesson Observation Standards Sheet

This form may contribute to the trainee's evidence base when claiming success in achieving the QTS Standard.

Trainee's Name: _____ School: _____ Date: _____

Professional Standards: Please comment under each of the Standards heading as appropriate taking into account the practice observed, documentation, and discussions with the trainee and relevant school staff.

Professional attributes:

Professional Knowledge and Understanding:

Professional Skills:

Strengths:

Targets:

Observer's Signature: _____ **Date:** _____

Trainee's Signature: _____ **Date:** _____

Appendix 6

Lesson Observation Commentary: Summative

Trainee's name: _____ School: _____ Date _____

Class/Year Group: _____ Number in Class: _____ Lesson Time: _____

Observer: _____ Lesson Theme: _____

At this point in the practice you are judged:

1. Excellent

3. Satisfactory

2. Good

4. In danger of failing

Narrative of Lesson Observed:

APPENDIX 7

EARLY YEARS FOUNDATION STAGE SESSION PLAN

(TO BE ADAPTED ACCORDING TO THE PARTICULAR CONTEXT OF YOUR PLACEMENT SETTING)

Date	Environment <i>(please tick as appropriate)</i>	Outdoors	Indoors
Areas of provision			
Focus children's names <i>(first names only)</i>			
Areas of Learning and Development <i>(please tick)</i>	PSED	CLL	PSR&N Kn&U PhD CrD
Main intended learning outcomes <i>(no more than two)</i>	Individual needs		
Learning experiences/activities	Adult role/listening to young children strategies		
Key vocabulary and questions	Opportunities for assessment		
Additions to basic resources	Other important information <i>(e.g. grouping, planned events, etc...)</i>		

Child profile observation form

Child's forename and initial of surname: _____

<u>Date</u>	<u>Context</u>	<u>Observation</u>	<u>Interpretation</u>	<u>What next</u>

Observation of profile children

APPENDIX 9

Choose children for specific and different reasons.

You are gaining a picture of a whole child, but need to concentrate on issues in her / his development.

N.B. "PILES"

P - physical development (large and small motor skills)

I - intellectual development (across a range of curriculum areas)

L - language development (in different contexts, not just the literacy hour)

E - emotional and behavioural development (how is this impacting on his / her learning)

S - social development (with relation to children and adults; consider age, gender, ethnicity, language issues - ability to share, work alone, collaborate)

This child needs...

PLAN FOR THE DAY Day..... Date.....

TIME	CHILDREN'S ACTIVITIES	THEIR ROLE	NOTES, REFERENCE TO SESSION PLANS AND EVALUATIONS
These 3 columns should be completed in advance, in discussion with the class teacher.			This column is completed at the end of the session/day
	BREAK		
	LUNCH		
	BREAK		

SESSION PLAN (KS1 & 2)

APPENDIX II



Session number _____ Date carried out _____

<p>Curriculum area:</p> <p>Specific focus from Programme of Study <i>(include ICT component if appropriate)</i>:</p>		<p>Links to previous session, & to other curricular area <i>(where appropriate)</i>:</p>
<p>Whole class?</p>	<p>Group(s)? <i>(give children's name or group name; are the groups differentiated and if so, how?)</i></p>	
<p>Learning objectives & success criteria: <i>knowledge, skills and understanding for children to achieve, ie what they want children to gain experience of/learn</i></p> <p>...in focused curriculum area(s)</p>		<p>...in ICT</p>
<p>Preparation for teaching – setting up the activity – <i>for example: resources, spacing, seating (including where they and other adults will be), preparation of teaching area:</i></p>		
<p>Their professional development – <i>consider any previously identified specific target(s) in the areas of classroom management and teaching relevant to the session:</i></p>		
<p>Assessment – <i>how, at what point, with which children?</i></p>		

SESSION PLAN Procedure (with timings)

Introduction

Development of session: *what the children are doing (identify group activities, where applicable), their teaching role, and the role of any other adults present*

Conclusion of session

SESSION PLAN – Evaluation

1. Learning objectives:

a) Were their learning objective met? What evidence do they have for this?

b) How did the children react and respond to what they wanted them to achieve; what would they have done differently?

c) What do the children need to do next (progression)?

2a) Their learning: what have they learnt about planning/teaching/classroom management/organisation (reflect on their professional development and on equal opportunities)?

2b) Target(s) to be addressed next time:

Grade Descriptors ('Pen Portraits'). APPENDIX 13



These draft pen portraits describe what might be expected of trainees towards the end of their programme.

Meets all the Standards.

To achieve QTS, trainees will display the following characteristics.

They expect pupils to learn, and aim to raise pupils' achievements appropriately as a result of their teaching.

They evaluate their lessons and act on advice in order to improve their teaching.

They are aware of school policies and practices, contribute to the corporate life of the school and relate to pupils, respecting their background and interests.

They work with colleagues and parent/carers in securing the learning and well-being of pupils.

They take responsibility for their own continuing professional development.

They have secure knowledge and understanding in the subjects they are trained to teach and are proficient in the use of ICT.

They communicate the concepts and skills of the subject to pupils.

They know and understand national frameworks, guidance and statutory requirements and use them to support their planning.

They plan a sequence of lessons with suitable objectives.

They take account of the needs of different groups of pupils and differentiate their teaching accordingly.

They are aware of, and use, different teaching strategies.

They organise and manage time and resources effectively.

They establish a clear framework for classroom behaviour, in line with the school's expectations.

Relationships with pupils are sound, enabling pupils to learn effectively.

They use a range of assessment strategies, including self and peer assessment, and can identify pupils' individual needs.

They use performance data to inform their planning.

They mark pupils' work constructively, provide helpful feedback and record and report achievement, guided by the school's practice.

Meets the Standards at a high level.

In addition to meeting all the Standards, trainees will display the following characteristics:

They form and sustain positive and productive relationships with children.

They work collaboratively with colleagues and parents/carers.

They take full responsibility for their own professional development by applying a critical analysis to all aspects of their practice.

They have a good understanding of the subject(s), curriculum and frameworks, and take the initiative in updating their knowledge in these areas; they use this knowledge to plan and deliver high quality pupil learning.

They understand and use a range of formative and summative strategies to assess pupils' achievements accurately.

They are methodical and systematic in recording and reporting pupils' achievements.

They address the individual needs of their pupils through high expectations.

They are sensitive to the personal well-being and learning needs of pupils.

Meets the Standards at a very high level.

In addition to meeting all the Standards, trainees will display the following characteristics:

They have high and demanding expectations based on a thorough analysis of pupils' potential and progress.

They critically reflect upon their teaching and pupils' learning, and take the initiative to seek support from appropriate colleagues, in order to enhance their practice.

They use their high level of subject knowledge to plan creatively.

They inspire their pupils through providing challenging, innovative and exciting learning opportunities.

They make confident and assured use of assessment for learning, which motivates pupils to move forward.

They respond flexibly and creatively to learning opportunities.

Does not meet all of the Standards.

They have failed to meet one or more of the Standards.

LESSON PROMPT SHEET

PROFESSIONAL ATTRIBUTES: BASED ON Q1- 9

- High expectations of all pupils; constructive relationships respecting diversity
- Positive role model; organised, confident and at ease with pupils
- Working consistently within relevant policies and practices.
- Communicating and working effectively with pupils & other adults
- Ability to adapt, try out new ideas and improvise creatively and critically.
- Open to advice, feedback and coaching as evidenced both in lesson feedback.

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING: BASED ON Q10 - Q21

- Accuracy and security of subject knowledge and subject pedagogy (Subject Knowledge for Teaching)
- Accuracy in use of NC/Strategy/Frameworks/14-19 requirements/cross-curricular expectations
- Constructive use of ICT, literacy and numeracy, use of key skills
- Use of data to inform the monitoring of pupil progress
- Understanding of how pupils develop, factors affecting learning
- Awareness of personalised needs and inclusion strategies e.g. SEN, EAL etc
- Sensitive to child's personal well-being and learning needs (ECM)

PROFESSIONAL SKILLS: BASED ON Q22-Q31

- Recognition of pupil diversity and the world around us as a resource
- Challenging and appropriate objectives on plan and communicated effectively to pupils with relevant coherent activities (modelled/demonstrated for pupils), logically sequenced, showing progression within the lesson and meeting the learning needs of **all** pupils
- Clear strategy planned to assess and monitor learning objectives
- Consideration of implications for behaviour management of planned activities
- Smooth transitions between activities evident in planning and delivery
- Range of teaching strategies used and high quality resources selected/prepared and well exploited
- Interactive teaching methods, group work, active and independent learning used.
- Opportunities for learners to develop literacy, numeracy and ICT are included
- Out of class work well planned and relevant
- Planned use of support staff
- Purposeful learning environment and teacher presence established, positive relationships with individuals and with the group (*use of names, praise and sanctions, clear boundaries and expectations*)
- Teaching space is well managed/organised and Health and Safety issues are addressed before and during the lesson
- Effective communication skills evident (*enthusiasm, eye contact, body language, use of voice and gesture, key messages transmitted effectively, interpersonal skills*)

- Delivery and pace of lesson maintain interest/motivation/enjoyment
- Concepts and new ideas introduced clearly using explanations, questions, modelling, discussions and plenaries effectively
- Awareness of off-task behaviour and reactions appropriate
- Questioning technique is effective
- Misconceptions identified with appropriate intervention
- Timely and constructive feedback to pupils during the lesson, as appropriate
- Range of monitoring and assessment strategies, including formative, peer and self assessment, created and well exploited
- Naturally arising information on pupil achievement noted
- Accurate use of published assessment specifications (*NC levels/GCSE grades, departmental or school policy*)
- Systematic record keeping which informs planning

ABILITY TO REVIEW TEACHING & LEARNING BASED ON Q7 AND Q29

- Reflective engagement in the conversation following the lesson
- Future actions identified which need to be taken in both planning and classroom practice

Professional Attributes

Unsatisfactory
<p><i>Relationships</i> You establish relationships with children that are not as positive as they could be and do not encourage children to develop either personally or intellectually. You have difficulty in creating sound professional relationships with the adults you work with. You fail to take sufficient account of the important role played by the home environment when planning teaching or working with children. While you are able to work individually you find it difficult to collaborate with others. You are unable to maintain your SE file as a useful, professional document and so fail to provide evidence for your own professional development. You seem to demonstrate a lack of commitment to the placement.</p> <p><i>Professional Development</i> You fail to seek advice or act upon it appropriately. You find it difficult to adapt to changing expectations. You have difficulty in accepting responsibility for your own professional development and do not set yourself appropriate targets for development. You do not appear to have understood sufficiently roles and responsibilities held by teachers and how these impact upon professional behaviour.</p>
Satisfactory
<p><i>Relationships</i> You are able to develop supportive and constructive relationships with children. Children are keen to work with you and respond well to your authority. You set high standards within the class room and are able to model expectations for personal interactions. You seek to develop the classroom as a stimulating learning resource. You continue to communicate effectively and confidently with both the children and the adults within your class. You continue to build collaborative working relationships with colleagues in the class room. You recognise the importance of parents and carers and the contribution that they make to the development and well being of children in your class and seek to build on this in your teaching. You are also keen to engage professionally with parents and carers of the children in your class. You are keen to develop your SE file as a professional tool, ensuring that you are prepared for role within school. You are able to present yourself in a professional manner at all times in school.</p> <p><i>Professional Development</i> You recognise range of professional responsibilities held by teachers and how these might affect school practice. You have begun to implement a range of school policies. You have begun to take responsibility for your own professional development. You are able to set yourself targets to improve your practice and understanding. You are prepared to accept new ideas and respond thoughtfully and proactively to advice.</p>
Good
<p><i>Relationships</i> You are able to develop supportive and constructive relationships with children that promote a positive class room ethos. Children approach the activities that you plan with interest and you are keen to extend their learning. You provide a good role model by</p>

setting high standards for yourself and the children within the class. You demonstrate that you are able to use the class room as a rich and stimulating learning environment. You communicate well and are able to build sound collaborative relationships with staff, children and where appropriate their parents. Your teaching makes careful links to the personal interests and backgrounds of the children. You continue to develop your SE file making increasing use of this as a professional document and tool. You are professional hard working and committed.

Professional Development

You have begun to understand the range of professional responsibilities held by teachers and consider how these might affect school practice. You have begun to implement a range of class room and school policies. You take increasing responsibility for your own professional development. You set yourself appropriate targets to improve your practice and understanding. You are adaptable and actively seek advice on how to develop your own practice.

Very Good

Relationships

You are able to develop very sound supportive and constructive relationships with children that contribute to strong positive class room ethos. You are able to stimulate the children's desire to learning with your own enthusiasm and the interesting activities you develop. Your own high personal standards are communicated thoughtfully to the children. The class room environment is developed as a stimulating and dynamic resource. You communicate with confidence and skill building appropriate collaborative relationships with staff and children and where appropriate their parents. You make thoughtful and appropriate links with children's home environments and reflect this in your teaching. Your SE file is a useful and increasingly effective professional document and tool. You are always professional hard working and committed.

Professional Development

You understand that there are a range of professional responsibilities held by teachers and recognise that these include statutory requirements. You have begun to implement effectively a range of class room and school policies. You take thoughtful responsibility for your own professional development setting yourself increasingly challenging targets. You are adaptable and flexible You are proactive in seeking advice on how to develop your own practice, reflecting on the key areas for improvement.

Professional Knowledge and Understanding

Unsatisfactory

Teaching and Learning

You have a restricted understanding of teaching, learning and behaviour management strategies and rely on a very limited range of approaches. You find it difficult to understand what is meant by personalised learning or how this affects children's learning. You make little use of formative assessment techniques. You do not understand the place of statutory assessment requirements such as SATs. You make limited links between children's personal backgrounds or home environments and their achievement. You do not understand how to plan for those with SEN or EAL and do not recognise the role of those who support children with specific needs. You have a restricted understanding of different types of SEN. You have failed to develop your understanding of how different aspects of ECM are reflected in your placement school.

Subjects and Curriculum

You have failed to extend your understanding of the Core subjects and ICT. You do not demonstrate increased understanding of your own subject specialist area and a range of Foundation subjects or make effective use of documents such as NC, EYFS and PNS as necessary. Your understanding of the wider professional elements of your role is limited.

Satisfactory

Teaching and Learning

You have developed a range of teaching, learning and behaviour management strategies and begun to put some of these into practice. You understand the concept of personalised learning and how it might be used to help children develop. You know about the use of formative assessment techniques to identify what sort of support children need. You understand that there are statutory assessment requirements such as SATs tests. You have begun to investigate how to set specific targets for children. You understand how children's home environment and personal background affects their learning and how to use this to inform your planning and teaching. You continue to develop your understanding of the role of those who identify and support children with SEN. You have begun to widen your understanding of different types of SEN. You know about how to plan to support children with individual needs including children with EAL. You have increased your own understanding about how colleagues in school support children with difficult personal circumstances. Your planning demonstrates how you value children's diversity. You have begun to further gather information about how different aspects of ECM are reflected in your placement school.

Subjects and Curriculum

You have further developed your understanding of the Core subjects and ICT. You have developed your understanding of your own subject specialist area and a range of Foundation subjects using documents such as NC, EYFS and PNS as necessary. You use your own skills in English, mathematics and ICT to develop your professional role through research into wider aspects of your role.

Good

Teaching and Learning

You have developed a range of useful and appropriate teaching, learning and behaviour management strategies and know how to put some of these into practice. You have a sound understanding the concept and use of personalised learning. You know how formative assessment techniques are used to support children's learning. You understand the purpose of statutory assessment requirements such as SATs tests. You have begun to investigate how to set specific targets for children. You use understanding of children's

home environment and personal background and how this affects their learning when planning. You continue to develop your understanding of the role of those, within the class and school, who identify and support children with SEN. You have begun to develop increased understanding of the range of SEN and how this affects learning. You know about how to plan appropriately to support children with individual needs including children with EAL. You are thoughtful when planning to celebrate children's diversity. You reflect on how different aspects of ECM are considered in your placement school.

Subjects and Curriculum

Your increased understanding of the subject requirements for the Core subjects and ICT is sound. You also have a sound understanding of your own subject specialist area and a range of Foundation subjects making good use of documents such as NC, EYFS and PNS when planning. Your understanding of the wider professional elements of your role is developing.

Very Good

Teaching and Learning

You have developed a wide range of useful and appropriate teaching, learning and behaviour management strategies and recognise when and how to put some of these into practice. You have a good understanding the concept and personalised learning and how to use this effectively. You understand the purpose of statutory assessment requirements and have begun to investigate how these are used. You are developing your ability to set appropriate targets for children. You are increasingly clear about the importance of taking into account children's home environment and personal background when planning. You continue to develop your understanding of the role of those who identify and support children with SEN both within and beyond the school You have sound understanding of a range of SEN and the way that they affect children's learning. You have begun to develop strategies to meet those differing needs. You know about how to plan to support effectively children with EAL to develop cognitive as well as linguistic ability. You are creative when planning to celebrate children's diversity. You analyse thoughtfully evidence of how different aspects of ECM are reflected in your placement school.

Subjects and Curriculum

Your increased understanding of the subject requirements for the Core subjects and ICT is good and you make valid links across the subjects. You also have an assured understanding of your own subject specialist area and a good understanding of an increasing range of Foundation subjects. You continue to extend your understanding of what it means to be a professional both within and beyond the class room.

Professional Skills

Unsatisfactory

Planning and teaching

You find it difficult to plan for progression over a series of lessons. Your subject knowledge of the different curriculum areas and related pedagogy is limited. This affects your ability to plan and teach effectively in these curriculum areas. You are unable or unwilling to fully utilise the class room as a learning environment through the use stimulating resources or display. You make little use of the out of class context. The homework you devise is pedestrian and fails to engage the children. You find it difficult to plan, teach and manage whole class sessions although you are able to be successful with smaller groups. You find it difficult to stimulate discussions, generate questions or adequately illustrate explanations. Your teaching fails to engage or challenge the children. You make little use of e learning (where available) You continue to be overly reliant on the strategies of the class teacher for behaviour management and fail to establish your own authority.

Assessment and Monitoring

You have a limited range of assessment strategies. You do not use either assessments or the records you keep to move children's learning forward or inform your practice. While the feedback you give may be positive it fails to suggest ways the child could improve. You find it difficult to maintain an effective record keeping system. You do not adequately engage children in self evaluation or assessment.

Professional Collaboration

While you evaluate your teaching you are unable to assess its impact on the children's learning or consider how to become more effective. You do not engage with colleagues and find it difficult to plan for the deployment of additional adults in the classroom.

Satisfactory

Planning and teaching

You are able to plan both individual lessons and series of lessons in an increasing range of subject areas. You are able to show how you would develop subject specific concepts, skills and vocabulary across an increasing range of subject areas. You are also able to plan for out of school contexts including making use of the local environment. You demonstrate how you could use homework to extend children's learning. You plan to develop the class room as a learning environment through creating resources or planning a display. You teach a range of lessons some for groups but with an increasing number for whole class. You include e learning where appropriate. Your lessons take account of children's diversity and promote inclusion through the content of the activity. You use an increasing range of teaching strategies. You are able to adapt language and resources to meet the needs of the children you are teaching. You are able to plan and teach lessons that promote enquiry based learning. You make effective use of explanations, questions and discussions. You develop and use your own strategies for establishing a purposeful learning environment that also encourages children to promote their own self control.

Assessment and Monitoring

You are able to make effective use of an increasing range of assessment strategies. You use these to ensure that children make progress in their learning. You provide constructive feedback that identifies specific areas for development. You are able to use an increasing range of record keeping strategies to monitor children's achievement and use this data to inform your planning. You have begun to encourage children to reflect upon their own learning and consider how they might progress.

Professional Collaboration

You evaluate your teaching in order to assess its impact and consider how improve your practice. You work successfully with other adults in the class room and begin to plan for their involvement with children.

Good

Planning and teaching

You are comfortable in planning for both whole class and group sessions across Core subjects and a good range of Foundation subjects. You identify and plan for a range of teaching strategies dependent on the needs of the subject in order to develop specific skills and concepts. You have thoughtful ideas about how you would use the out of school context including the local environment or school grounds. Homework is used to stimulate further interest in class based teaching. You make good use of a range of interesting resources or a class room display to engage the children's interest. You teach a range of activities with an increasing emphasis on whole class teaching for both Core and Foundation subjects. You use a range of organisational strategies to generate stimulating whole class teaching. You are able to use e learning effectively (where appropriate) and know when not to use it. You select content and strategies carefully to promote inclusion and an appreciation of diversity. You have clear ideas about how you will structure the teaching in order to promote investigative and practical learning and encourage children to become independent learners. You are able to generate and manage discussions and focus language and resources appropriately for the children you teach. You apply effectively a range of behaviour management strategies that promote positive self esteem amongst children and create a purposeful learning environment.

Assessment and Monitoring

You are able to make effective use of an increasing range of assessment strategies selecting the most appropriate depending on the subject or child involved. Assessments are used to help children make effective progress in their learning. Children are also encouraged to be involved in the assessment process through self evaluation and in reflecting on feedback. The feedback you provide, both oral and written, suggests subject specific areas for development. You keep a range of useful records for groups and whole class as well as individuals

Professional Collaboration

Your evaluations of your own practice are increasingly constructive in considering how to be a more effective teacher. You take an increasing role in planning to use support staff or other adults with the children.

Very Good***Planning and teaching***

You are able to plan with confidence for both the Core subjects and an increasing range of Foundation subjects in a way that enhances and extends the subject to be taught. You have begun to understand about the boundaries and essences of individual subjects and so plan to develop effectively the concepts and skills particular to the subject. You have some creative ideas to develop the potential of out of school contexts. Homework is selected to extend and enhance classroom activities. You are creative in your use of both resources and display to stimulate interactive learning. You teach effectively a range of activities with an increasing confidence when approaching whole class teaching for both Core and Foundation subjects. You use reflectively an increasing range of organisational and pedagogical strategies to generate challenging whole class teaching. You are discriminating and assured in your use of e learning effectively (where appropriate). You are reflective in how you approach diversity and inclusion within your teaching. You are creative in engaging children in the learning process and developing interactive learning. You make imaginative use of language and discussion to stimulate thinking. You are confident in your ability to promote a calm, positive learning experience for children and engender a secure learning environment.

Assessment and Monitoring

You are able to use a wide range of appropriate assessment strategies to evaluate effectively the progress of children within particular subjects. You use assessments thoughtfully to communicate with children and move their learning forward. You involve children through developing their own ability to comment reflectively on their work by engaging them in increasingly discriminating discussion. You also provide specific and appropriate areas for improvement in your feedback. You keep a range of useful, reflective records for groups and whole class as well as individuals in both Core and some Foundation subjects.

Professional Collaboration

You evaluate your own practice analytically and take the initiative in considering how to improve your practice. You take an increasingly effective role in planning to use other adults to support children's learning.

Indicative Criteria at the end of year 2

Professional Attributes

Unsatisfactory
<i>Relationships</i> You have difficulty in establishing a working relationship with a range of people. You fail to understand the importance that parents and carers have for the education and well being of the children in your care. You have difficulty in communicating with parents/carers or children in the class. You find it difficult to work as part of a team either within the classroom or across the school. You have difficulty in demonstrating appropriate expectations for the children in your class and or in creating appropriate relationships. You are inconsistent in your professional behaviour. You are not always punctual and appear to demonstrate a lack of commitment to your placement.
<i>Professional Development</i> You do not appear to be aware of the statutory frameworks and professional duties of teachers. You are inconsistent when implementing the shared policies and practices of the school. You have difficulties maintaining professional documentation. You have difficulty in engaging in professional dialogue and do not act upon advice to improve your practice.
Satisfactory
<i>Relationships</i> You are able to establish a sound working relationship with a range of people. You understand the importance that parents and carers have for the education and well being of the children in your care. You are able to communicate effectively with them and the children. You are able to work as part of a team both within the classroom and across the school. You communicate with colleagues, both within and outside the school, to contribute to the well being and development of children. You have high expectations for the children in your class and create appropriate relationships. You demonstrate the positive behaviour and values you expect from children acting in a professional manner at all times. You are punctual, hard working and committed.
<i>Professional Development</i> You are aware of the statutory frameworks and professional duties of teachers. You implement the shared policies and practices of the school. You are professional in documenting all aspects of the required paperwork. You seek professional advice and act on it to improve your own practice including setting targets for development.
Good
<i>Relationships</i> You are able to establish a good working relationship with a range of people. You understand clearly the importance that parents and carers have to the education and well being to the children in your care; making good use of this knowledge to support children. You are able to communicate very effectively with them and the children. You are able to work effectively as part of a team both within the classroom and across the school. You communicate thoughtfully with colleagues, both within and outside the school, to contribute to the well being and development of children. You have high expectations for the children in your class and create strong trusting relationships. You demonstrate and develop the positive behaviour and values you expect from children acting in a professional manner at all times. You are punctual, hard working and committed. You demonstrate a flexible and adaptable manner when meeting professional challenges.
<i>Professional Development</i> You are aware of and understand the statutory frameworks and professional duties of teachers. You implement carefully the shared policies and practices of the school. You are professional and

conscientious in documenting all aspects of the required paperwork and use this effectively in your teaching. You are proactive in initiating professional dialogue in order to improve your own practice including setting thoughtful targets for development.

Very Good

Relationships

You are able to establish a dynamic working relationship with a wide range of people. You understand in depth the importance that parents and cares have to the education and well being to the children in your care; making critical use of this knowledge to support children. You are able to communicate effectively and creatively with them and the children. You are able to work professionally as part of a team both within the classroom and across the school. You communicate reflectively with colleagues, both within and outside the school, to contribute creatively to the well being and development of children. You have very high expectations for the children in your class and create strong trusting relationships. You take the initiative in developing the positive behaviour and values you expect from children acting in a critical and professional manner at all times. You are punctual, hard working and committed. You meet professional challenges with creativity and imagination

Professional Development

You are aware of and understand the statutory frameworks and professional duties of teachers. You implement and contribute to the development of the shared policies and practices of the school. You use your professional documentation critically and analytically to extend and develop your professional practice. You continually set yourself challenging professional targets. You initiate dynamic professional dialogue.

Professional Knowledge and Understanding

Unsatisfactory

Teaching and Learning

Your knowledge about different teaching and/or behaviour management strategies is limited and you are unsure about how to apply them effectively. You are unsure about the processes involved in formal assessment especially in relation to assessing against national criteria and including statutory assessment tasks. You fail to appreciate the importance of formative assessment in a child's development. You find it difficult to interpret data that will allow you to evaluate learning or have difficulty in appreciating how to use this to raise attainment. You do not understand what is meant by personalised learning. You fail to know how provide sufficiently for children with SEN or EAL. You have difficulty in understanding how a child's learning is affected by their personal circumstances. You do not know about how to consider all aspects of a child's well being in relation to ECM. Your knowledge of your statutory roles and responsibilities is limited.

Subjects and Curriculum

You have a sound knowledge of the some subject areas across the curriculum but limited or inaccurate subject knowledge in others. You fail to distinguish between different curriculum areas and so find it difficult to select appropriate learning targets in particular subject areas. There are areas of the curriculum for which you find it difficult to plan. You fail to develop your own expertise in your subject specialist subject (if appropriate). You have difficulty in matching appropriately subject matter and teaching strategies. A lack of knowledge in your own personal skills in English, mathematics or ICT hampers your ability to plan and teach effectively.

Satisfactory

Teaching and Learning

You know about a range of teaching and behaviour management strategies and how to use them to develop learning. You know how to assess, both formally and informally, against NC level descriptions or baseline bench marks. You are aware of the processes and procedures for SATs. You also know why formative assessment is important. You know how to use data to evaluate learning in order to raise attainment. You know about how to personalise learning to enable all children to achieve including those with SEN or EAL. You know how to take account of children's diverse needs. You also know that children's learning is affected by their personal and background circumstances. You know about how to develop aspects relating to ECM to ensure the well being of individual children. You are aware of your statutory roles and responsibilities.

Subjects and Curriculum

You have a sound knowledge of the different subject areas across the full curriculum. You understand about the essence and boundaries of the different subjects within the curriculum. You are able to plan for both Core and Foundation subjects. You demonstrate your developing expertise in your subject specialist subject (if appropriate). You know how to match subject matter with teaching and learning techniques. You are able to make use of your own skills in English, mathematics and ICT when preparing for your teaching.

Good***Teaching and Learning***

You know about a wide range of appropriate teaching and behaviour management strategies and are able to demonstrate how you would use them thoughtfully to develop learning. You demonstrate how you would assess appropriately against NC level descriptions or baseline bench marks. You are aware of the processes and procedures for SATs and understand how these are used to monitor attainment. You also know why formative assessment is important and demonstrate how to record those formative assessments in a variety of ways. You know how to use data to make thoughtful evaluations of children's learning in order to raise attainment. You develop your own understanding of personalised learning in order to target more effectively children's learning and support more appropriately those with SEN or EAL. You know how to take sensitive account of children's diverse needs. You also know that children's learning is affected by their personal and background circumstances and how you might consider this knowledge when working with children.

Subjects and Curriculum effective

You have a good knowledge of the different subject areas across the range of the full curriculum. You understand about the essence and boundaries of the different subjects within the curriculum and so are able to make viable and useful links within and across subjects. You are able to plan effectively for both Core and Foundation subjects. You are keen to develop and promote your subject specialist subject (if appropriate). You are able to select appropriate and useful teaching strategies that develop and enhance subject matter. Your own skills in English, mathematics and ICT are secure and you make good use of them when preparing for your teaching.

Very Good***Teaching and Learning***

You know about a wide range of appropriate teaching and behaviour management strategies and consider critically how you would use them most effectively. You demonstrate how you would assess against NC level descriptions or baseline bench marks and consider how to use professional judgement to plan for progression. You are aware of the processes and procedures for SATs and demonstrate how these are used to monitor attainment both within the school and in a national context. You demonstrate how you could make sensitive use of formative assessments and consider how to engage children in peer or self evaluation as part of the assessment process. You know how to use data to make critical evaluations of children's learning in order to raise attainment. You demonstrate the ability to use personalised learning sensitively in order to target more effectively children's learning and support more appropriately those with SEN or EAL. You know how to liaise with other adults and colleagues to support children's learning. You make imaginative links with children's personal backgrounds to engage them and their communities fully in the school experience. You understand the need to reflect the children's experiences in both curriculum content and teaching strategies.

Subjects and Curriculum effective

You have a wide-ranging knowledge of the different subject areas across the range of the full curriculum. You clearly understand about the essential nature of different subjects within the curriculum and so are able to make creative and stimulating links within and across subjects. You are able to plan across both Core and Foundation subjects with rigor and imagination. You actively seek to promote and research your subject specialist subject (if appropriate). You are confident in your ability to select stimulating teaching strategies to develop and enhance subject matter.

Professional Skills

Unsatisfactory

Planning and teaching

Your planning is fragmented or misdirected and not sustained throughout the placement. You have difficulties in developing learning over the period of time. You have difficulties in making relevant links across and within subjects. Teaching strategies are limited and fail to engage the children adequately. Children's learning does not develop sufficiently through your teaching. You have difficulties in establishing and sustaining a purposeful learning environment. Behaviour management strategies are limited and not always effective. You fail to promote equality and diversity within the classroom and are not able to raise children's self esteem.

Assessment and monitoring

You do not use assessment and record keeping information to move children's learning forward. You make little use of assessment for learning and your record keeping strategies are limited and do not focus on sufficiently on how children learn and what they have achieved. You find it difficult to level children's work. Feedback is not constructive or sufficiently targeted. Records are limited to certain subject areas.

Professional collaboration

Evaluations tend to focus on external factors rather than considering how effective you have been at developing learning. You do not use your evaluation to improve your practice. You find it difficult to work with a range of adults with in the class and school. You do not manage teams within the class room and fail to lead learning.

Satisfactory

Planning and teaching

You are able to develop progressive plans that are consciously linked to appropriate documentation making good use of both weekly and medium term plan formats. You are able to plan to develop cross-curricular links and extend children's learning in Literacy, Numeracy and ICT. You have used out-of-class work (including homework or fieldwork) to generate learning. Your teaching makes use of a number of appropriate strategies to engage and stimulate all the children within your class. The teaching strategies that you select promote equality and diversity. You are able to use questioning techniques to promote active learning amongst the children in your class. You promote a purposeful and safe learning environment, establishing and sustaining clear boundaries for acceptable behaviour. You are able to promote independent learning and positive self esteem amongst the children you teach.

Assessment and monitoring

You are able to use a range of record keeping strategies that inform planning and that are useful, manageable and sustainable. You give constructive feedback that helps inform target setting. You are able to use assessment for learning and can use level descriptors or bench marking to assess achievement. You assess across the full range of the curriculum. You keep records for individuals, groups and the whole class.

Professional collaboration

You evaluate your own teaching and adapt planning and teaching where necessary. You work collaboratively with other adults within the class and school to support children's learning, contributing to team meetings. You engage other adults appropriately in the learning process and develop strategies to manage teams within the class.

Good

Planning and teaching

You are able to create progressive plans that develop and expand ideas from the appropriate documentation within both weekly and medium term plans. You are able to plan valid cross-curricular links that extend children's learning across the different areas incorporating strong links to Literacy, Numeracy and ICT. You make thoughtful use of out-of-class work (including homework or fieldwork) to generate enquiry based learning. Your teaching makes use of an increasing number of appropriate and effective strategies to motivate children and promote independent learning. You have carefully considered how to promote equality and diversity and develop this through thoughtfully matching teaching material and teaching strategies. You are confident in using a range of questioning techniques to promote active learning amongst the children in your class. You manage confidently the learning environment, employing effectively a range of behaviour management strategies. You foster a supportive environment within the class room where high standards of behaviour encourage children to develop self control and independence.

Assessment and monitoring

You are able to use a range of appropriate and effective record keeping strategies to inform planning and that are sustained and developed across the placement. You use informative feedback and assessment to encourage children to begin to reflect upon and identify their own progress and consider how they are meeting individual targets. You make confident use of assessment for learning to move children's learning forward. You record assessment data related to level descriptors or bench marking to assess achievement and suggest areas for development. You assess, using a range of appropriate strategies, across the full range of the curriculum. You keep detailed records for individuals, groups and the whole class.

Professional collaboration

You thoughtfully evaluate your own teaching and use this to improve your planning and teaching. You are proactive in looking for ways to work collaboratively with other adults within the class and school. You contribute to team meetings at class or year group level and occasionally at school level. You seek actively to manage the learning in the class by engaging other adults effectively to develop sound contexts for learning.

Very Good

Planning and teaching

You create imaginative plans, both weekly and over the medium term, that challenge all learners to achieve their potential. You make creative links across and within subjects and areas to motivate learners and stimulate their interest in learning across the full range of the curriculum. You are committed to creating an inspiring learning environment that develops the potential of out of school contexts such as the outside area, local fieldwork, investigative homework tasks and the use of museums, sites and galleries. You are confident in your own teaching skills using a wide range of strategies to challenge and engage children in the learning process while personalising learning to provide interesting and stimulating opportunities for all. You make perceptive and skilful use of language to explain concepts and generate stimulating learning situations. You create a supportive and purposeful learning environment through the assured use of a wide range of behaviour management strategies. You have high expectations for children, both academically and personally, that create a secure and dynamic class room ethos enabling children to reach their potential.

Assessment and monitoring

You make thoughtful and appropriate use of a wide range of strategies to record children's achievement and development. You analyse the data gathered from the range of your records to improve your own planning and engage in focussed target setting. Clear and specific feedback and positive reinforcement identify motivating targets for children to allow them to begin to assess their own progress. Assessment for learning is an important element of your teaching strategies, used creatively to move children's learning forward. You make thoughtful use of assessment data collected in relation to level descriptors or benchmarking to assess achievement both within and across the class room. You apply creative assessment techniques across the full range of the curriculum allowing you to assess children's development in all areas. You develop and use effectively detailed records for individuals, groups and the whole class.

Professional collaboration

You analyse critically your own teaching and use this thoughtfully to improve your planning and teaching. You involve yourself with all aspects of school life and work in close collaboration with other adults within the class and school. You volunteer within and contribute effectively to team meetings at class or year group level and increasingly also at school level. You develop confidence in working with other adults to manage the learning of the class and share good practice.

Observation and feedback schedule

1	03/10/2011 – 21/10/2011
2	31/10/2011 – 09/12/2011
3	09/01/2012 – 10/02/2012
4	20/02/2011 – 30/03/2012
5	16/04/2011 – 18/05/2012
6	joint 21/05/2012 – 20/07/2012

Those recommended for the award of QTS must have met these Standards:

1. Professional attributes

Relationships with children and theyng people

Q1 Have high expectations of children and theyng people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.

Q2 Demonstrate the positive values, attitudes and behaviour they expect from children and theyng people.

Frameworks

Q3 (a) Be aware of the professional duties of teachers and the statutory framework within which they work.

(b) Be aware of the policies and practices of the workplace and share in collective responsibility for their implementation.

Communicating and working with others

Q4 Communicate effectively with children, theyng people, colleagues, parents and carers.

Q5 Recognise and respect the contribution that colleagues, parents and carers can make to the development and well-being of children and theyng people and to raising their levels of attainment.

Q6 Have a commitment to collaboration and co-operative working.

Personal professional development

Q7 (a) Reflect on and improve their practice, and take responsibility for identifying and meeting their developing professional needs

(b) Identify priorities for their early professional development in the context of induction.

Q8 Have a creative and constructively critical approach towards innovation, being prepared to adapt their practice where benefits and improvements are identified.

Q9 Act upon advice and feedback and be open to coaching and mentoring.

2. Professional knowledge and understanding

Teaching and learning

Q10 Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential.

Assessment and monitoring

Q11 Know the assessment requirements and arrangements for the subjects/curriculum areas in the age ranges they are trained to teach, including those relating to public examinations and qualifications.

Q12 Know a range of approaches to assessment, including the importance of formative assessment.

Q13 Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.

Subjects and Curriculum

Q14 Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained.

Q15 Know and understand the relevant statutory and non-statutory curricula, frameworks, including those provided through the National Strategies, for their subjects/curriculum areas, and other relevant initiatives applicable to the age and ability range for which they are trained.

Literacy, numeracy and ICT

Q16 Have passed the professional skills tests in numeracy, literacy and information and communication technology (ICT)

Q17 Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

Achievement and diversity

Q18 Understand how children and theyng people develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.

Q19 Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.

Q20 Know and understand the roles of colleagues with specific responsibilities, including those with responsibility for learners with special educational needs and disabilities and other individual learning needs.

Health and well-being

Q21 (a) Be aware of current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and theyng people.

(b) Know how to identify and support children and theyng people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

3. Professional skills

Planning

Q22 Plan for progression across the age and ability range for which they are trained, designing effective learning sequences within lessons and across series of lessons and demonstrating secure subject/curriculum knowledge.

Q23 Design opportunities for learners to develop their literacy, numeracy and ICT skills.

Q24 Plan homework or other out-of-class work to sustain learners' progress and to extend and consolidate their learning.

Teaching

Q25 Teach lessons and sequences of lessons across the age and ability range for which they are trained in which they:

(a) use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion;

(b) build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives;

(c) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively;

(d) manage the learning of individuals, groups and whole classes, modifying their teaching to suit the stage of the lesson.

Assessing, monitoring and giving feedback

Q26 (a) Make effective use of a range of assessment, monitoring and recording strategies.

(b) Assess the learning needs of those they teach in order to set challenging learning objectives.

Q27 Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development.

Q28 Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs.

Reviewing teaching and learning

Q29 Evaluate the impact of their teaching on the progress of all learners, and modify their planning and classroom practice where necessary.

Learning environment

Q30 Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out of school contexts.

Q31 Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control and independence.

Team Working and Collaboration

Q32 Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them.

Q33 Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

Guidelines for students in the event of racist incidents.

London Metropolitan University is committed to Equality of Opportunity and compliance with all relevant legislation. The Department of Education is also committed to equality in its practice and procedures and relations with schools and other bodies. While these guidelines are specifically about racist incidents, Students should note that all breaches of equal opportunities will be taken seriously.

These guidelines have been developed to encourage Students to bring incidents of racism to the notice of staff, so that such problems can be addressed. There are two parts: one refers to racist incidents in the Department of Education, and other to racist incidents on school placement.

These guidelines have been written with the purpose of providing support to Students. However, in situations where it is school staff or University staff who wish to report racist incidents, similar steps should be taken in line with the established procedures of the school and/or University, as appropriate.

1. Dealing with racist incidents in the Department of Education

(i) Student reports the incident to either course tutor, who will record the incident together with action to be taken to resolve the situation. The action should be taken by the course tutor/s within two weeks (10 working days), student to be given a copy of the report of the incident, the proposed action and be informed of the outcome.

(ii) If the matter has not been resolved within the two week period, then it should be reported by the course tutor (whoever was involved at the first stage) to the relevant Programme Director or Academic Leader for Partnership or Head of Department. Action to be taken by Programme Director or Head of Department or Partnership Coordinator within two weeks. Student to be given a copy of proposed action and be informed of the outcome.

2. Dealing with racist incidents on school placement

Incidents in school should be dealt with through the school's own procedures as the student is an employee of the school.

Further University policies are available on the University website, www.londonmet.ac.uk