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Professional Practice Handbook 2023-2024

**PGCE Primary Early Years Education with QTS Consolidation Phase**

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# Welcome from the Department of Primary Early Years Education

Edge Hill University has been at the forefront of teacher education for over 135 years, and today it enjoys the enviable position of being one of the country’s most significant providers of education and research for the children’s workforce with a reputation for the highest quality provision, partnership working and delivery.

The Primary Early Years Education Department at the Faculty of Education provides a solid foundation and environment for real impact on the quality of Primary Early Years education across Key Stages. We are very proud of our dedicated Department to support the continued growth of the Primary Early Years sector.

Our Primary Early Years Education team is driven by a commitment to exceptional practice and research, high levels of achievement, ensuring that we provide opportunities for all. We understand that our partnership with our students is crucial in achieving this ambitious vision.

We strive to provide an outstanding student experience as well as support you in your future employment opportunities or further professional development, tailoring our programmes of study to match the demands of the employers.

We very much look forward to working with you and wish you every success in your studies.

**Michelle Pearson**

Head of Teacher Education

# Mentor Space and Partnership Website

All resources for each professional practice including links to the partnership website are available in the Primary Early Years Education mentor space.

All documentation and policies are available in full on the Edge Hill Website [Partnership pages](https://www.edgehill.ac.uk/departments/academic/education/ite-partnership/professional-practice-information-and-documents/)

# Key Contacts

For the duration of professional practice your Link Tutor is your first point of call for all matters. For all other matters, the table below lists key contacts.

|  |  |  |
| --- | --- | --- |
| Name | Role | Contact |
| Department Leadership | | |
| Dr Karen Boardman | Head of Primary Early Years Education Department | [Boardmak@edgehill.ac.uk](mailto:Boardmak@edgehill.ac.uk)  01695 584020 |
| Hefin Williams | Associate Head of Department (ITE) | [Williamh@edgehill.ac.uk](mailto:Williamh@edgehill.ac.uk)  01695 584495 |
| Primary Early Years Colleagues | | |
| Jackie Sumner | Primary Early Years Post Graduate Programme Leader | [Sumnerj@edgehill.ac.uk](mailto:Sumnerj@edgehill.ac.uk)  01695 654319 |
| Amanda Casey | Primary Early Years Post Graduate ITE Professional Practice Quality Leader  Designated Safeguarding Lead | [Caseya@edgehill.ac.uk](mailto:Caseya@edgehill.ac.uk)  01695 650774 |

you.

# Safeguarding

All ITE trainees are expected to be familiar with and adhere to the statutory guidance set out in ‘Keeping children safe in education 2023: Statutory guidance for schools and colleges’ [KCSIE.](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023_-_statutory_guidance_for_schools_and_colleges.pdf) Trainees have all completed ‘Children’s Safeguarding Assurance Partnership’ training and are also expected to be familiar with the specific safeguarding processes and colleagues in their setting during Professional Practice.

All providers of Initial Teacher Training (ITT) have a responsibility to ensure that trainees have the health and physical capacity to teach and will not put children and young people at risk of harm. In addition, statutory guidance, Keeping children safe in education, requires providers to ensure that entrants on all routes, including salaried schemes, have been subject to an enhanced Disclosure and Barring Service (DBS) criminal records check, including a check of the children’s barred list, a check of the Prohibition List; and, for trainees working with children under the age of 8, the Childcare Disqualification Declaration.

A trainee embarking upon a Professional Practice will carry with them their student ID card (Uni Card) and a letter from the University confirming their suitability to train to teach. The enhanced DBS check lasts the length of a trainee’s programme of study, including where the programme lasts longer than three years. Enhanced DBS apply only to periods of Professional Practice which are organised by Edge Hill for the purpose of completing a named award. They do not cover placement experiences undertaken outside of the structured course, undertaken voluntarily. It is an offence under the 1997 Police Act, and a breach of the DBS Code of Practice, for registered bodies (i.e., Edge Hill University) to share copies of DBS checks or any information contained in a trainee’s disclosure with a third party

## Managing a Safeguarding Concern on Professional Practice

It is the responsibility of everyone to safeguard and protect children, young people, and vulnerable adults and to ensure they are kept free from risk of being harmed or exposed to radicalisation.

Recognising safeguarding issues/concerns through:

* Direct observation.
* Disclosure from child, young person or vulnerable adult.
* Observation by a third party.

Reporting incidents or disclosed information requires an immediate and professional response.

|  |  |
| --- | --- |
| Reporting when on Professional Practice | Reporting when at university |
| 1. Straight away inform the Designated Safeguarding Lead (DSL) in your setting. Do let leave the premises until you have done so. 2. Inform the Senior Safeguarding Lead in the Faculty of Education by completing the form found here   [**Safeguarding Report Form**](https://forms.office.com/Pages/ShareFormPage.aspx?id=kYY1CY5NHEmqdgpcvVunNPyJ3spfuTRLoux3tRzqIaBUN0E5MTRDSk9BUkpLWVFJRk04QjlBRzBORy4u&sharetoken=ECpojfjBNA7iEEuyxDdB) | 1. Inform the Senior Safeguarding Lead in the Faculty of Education by completing the form found here [**Safeguarding Report Form**](https://forms.office.com/Pages/ShareFormPage.aspx?id=kYY1CY5NHEmqdgpcvVunNPyJ3spfuTRLoux3tRzqIaBUN0E5MTRDSk9BUkpLWVFJRk04QjlBRzBORy4u&sharetoken=ECpojfjBNA7iEEuyxDdB) |
| Should you wish to contact the Senior Safeguarding Lead for **anything other than reporting a disclosure** you can email Leon Fraser via [foesafeguarding@edgehill.ac.uk.](mailto:foesafeguarding@edgehill.ac.uk)  Remember: You **MUST** use the [**Safeguarding Report Form**](https://forms.office.com/Pages/ShareFormPage.aspx?id=kYY1CY5NHEmqdgpcvVunNPyJ3spfuTRLoux3tRzqIaBUN0E5MTRDSk9BUkpLWVFJRk04QjlBRzBORy4u&sharetoken=ECpojfjBNA7iEEuyxDdB) to report a disclosure.  If you need support outside of office hours and the report cannot wait until the next time the office is open, please contact 01695 584227 <https://www.edgehill.ac.uk/departments/support/studentservices/critical-incident-support/>  Once the information has been reported this will conclude your involvement in the incident. You must not discuss the disclosure or incident with anyone else unless explicitly requested to do so by the DSL or Safeguarding Lead in the setting/Edge Hill. | |

# The Edge Hill University ITE Curriculum Intent

Our EHU ambitious curriculum exceeds the full entitlement described in the ITT Core Content Framework as a baseline and is designed around the three faculty pillars of:

1. Personal and professional attitudes, values and beliefs.

2. Subject and curriculum knowledge.

3. The craft of teaching and pedagogy.

These faculty pillars are informed by our philosophy of education, created, and enhanced further when our partnership and our students are engaged in an ethos of debate, research and educational curiosity based on reflection and professional enquiry. This ambitious ITE curriculum includes our values of social justice, inclusion, learning outside the classroom and sustainability as key features to support our local and national communities.

**Primary Early Years (3-7) Vision**Working creatively with others to enhance life chances for all through a curriculum which enables trainees to develop as subject experts in the subject in which they are training to teach.



## What do I need to know about the Core Content Framework (CCF)?

* It is not a curriculum nor an assessment document. It is the minimum content all ITE providers must include as part of their curriculum as set out by the Department for Education (DfE) and assured by Ofsted.
* It aligns with our own ambitious ITE curriculum, based on the [EHU ITE Pillars](https://www.edgehill.ac.uk/departments/academic/education/ite-partnership/about-us/) (which is a much richer curriculum).
* The EHU ITE pillars together with the [CCF](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf) have been key documents used to support the design of the sequencing and progression of our own provision, programme by programme (as outlined within our Curriculum Communication documents).
* The CCF has been designed to support trainee development in 5 core areas: behaviour management, pedagogy, curriculum, assessment, and professional behaviours.
* It is presented within 8 key sections: High Expectations, How Pupils Learn, Subject and Curriculum, Classroom Practice, Adaptive Teaching, Assessment, Managing Behaviour and Professional Behaviours.
* Each section of the CCF contains a range of ‘learn that’ and ‘learn how to’ statements or principles, however, this is not an assessment framework and should not be used as such.
* The Introductory/Developmental/Consolidation phases of placements should engage with the EHU ITE curriculum and CCF content with levels of detail and complexity commensurate with the stage of the programme.
* The CCF dovetails with the [Early Career Framework (ECF)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career_Framework_April_2021.pdf) where Early Career Teachers (ECTs) further develop their skills through a structured programme of support in their first two years of teaching.
* An evidence base is provided within the framework which should be shared with trainees to support their critical engagement with research. Trainees should be engaging with these materials both whilst at school and at centre-based university training.

## Particular points of interest: CCF

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

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

# The Edge Hill University ITE Curriculum Implementation

## The curriculum as the model of progression

|  |  |
| --- | --- |
| Within the Primary phase, we have put the curriculum at the centre of our understanding of progression. Each distinct course has its own subject specific ITE curriculum which ensures trainees meet the relevant learning milestones over the course of their ITE journey. This ensures that, contingent on meeting the milestones in the curriculum, they can be recommended for the award of Qualified Teacher Status (QTS) at the end of the course. You can download the curriculum handbook for the relevant course by visiting our Mentor Space. | Text Box |

The ITE curriculum for each course is purposefully sequenced on a week-by-week basis over the duration of each course so that Primary trainees cover all aspects of the Core Content Framework (CCF) and meet the necessary competencies for the award of QTS, however it also goes far beyond this. At the Primary phase each course curriculum breaks down the required component knowledge to address the subject-specific pedagogical content knowledge required within each subject and area, building to the required complex composite understanding at the conclusion of their ITE journey, ready to transition into the Early Career Framework (ECT). The curriculum is sequenced across 3 years for our full-time undergraduate course, 4 years for our part time undergraduate course and one year for our PGCE course.

The week-by-week curriculum for each course states what trainees should be able to know and do each week and ensures the necessary progression is made to enable QTS recommendation via a summative Professional Reflective Viva at the end of their ITE. Progress through the curriculum is monitored on a week-by-week basis via the use of ‘Weekly Development Summaries’ which capture what trainees understand and can do in line with their specific course ITE curriculum.

There is no separate curriculum for school-based experience. Instead, the specific ITE curricula for each course encompass all aspects of school-based experience and ensures trainees have opportunity to purposefully integrate their learning at university with the opportunities afforded on Professional Practice when they are mentored through their ITE curriculum by school-based colleagues who are experts in their practice. The content of the curricula is sequenced in line with the faculty approach to progression on Professional Practice; introductory, developmental, and consolidation and builds in opportunities for trainees to revisit key learning via a spiralised approach. During their Professional Practice, trainees continue to be monitored on a week-by-week basis via the ‘Weekly Development Summaries’. This approach also enables university-based tutors to Quality Assure the mentoring which is taking place during the placement and to provide support/intervention to trainees or school-based mentors as appropriate.

# 

## How are ITE students assessed?

Edge Hill University adopts a holistic approach to the monitoring and assessment of trainees through the university-based curriculum. This takes place within a variety of contexts:

* Ongoing formative assessment on a weekly basis through their ITE course curriculum via the Weekly Development Summaries (logged on a tracker in addition to any interventions made). This is done from the outset and for the duration of the ITE journey.
* Trainee reflections and responses to their weekly curriculum during their Weekly Development Meeting (WDM) whilst on Professional Practice.
* Lesson observations during Professional Practice
* Within taught university sessions (online, present in person (PiP), synchronous and asynchronous), through activities and interactions
* Academic submissions related to the level at which the trainee is studying (L4-L7)
* Progress Support Plans for trainees who are not making sufficient progress despite additional support.

# Formative Assessment

A diagram of a diagram

Description automatically generated with medium confidenceHow is the Weekly Development Summary used as a tool to support formative assessment?

Throughout their time at the centre, trainees complete Weekly Development Summaries (WDS) for each week of their curriculum. The WDS’ capture what trainees know and can do in line with the curriculum for that week in the form of their responses to weekly component knowledge. This is done from the outset of the course. Each week trainees complete their WDS’ and upload this to be reviewed by their link tutor. The tutor reads each WDS and records on a tracker if each trainee has made sufficient progress. Where progress is not made, or where further support is needed, the intervention made is also recorded. When the trainee starts their Professional Practice, the same process is followed however the mentor records the trainee progress based on the discussion had with the trainee in their Weekly Development Meeting (WDM). The mentor also indicates on the form if the trainee has made sufficient progress through the curriculum that week, if sufficient progress has been made but this required additional support, or if despite additional support progress has not been made and if a Progress Support Plan is required. After the meeting the WDS is submitted and reviewed by the Link Tutor. The same process of recording the progress made plus any interventions provided is followed. Thus, we track and monitor progress throughout the ITE curriculum every week for the duration of the ITE course.

## Progress Support Plans for trainees not making sufficient progress

Progress Support Plans (PSPs) are utilised in instances where the WDS process has indicated that a trainee is not making sufficient progress through the weekly curriculum despite additional support being provided. Such support made include (but are not limited to):

* Signposting to additional material or specific content addressed in taught sessions.
* Additional tutorials and/or sessions with a relevant colleague.
* Opportunities such as observation of colleagues, team-teaching, structured support sessions, or additional mentoring (if concern relates to progression through the curriculum whist on Professional Practice).
* A reduction in teaching load and/or an increase in team-teaching or additional support for teaching (if the trainee is on their professional practice)
* Referral to the Student Support Team and the requirement that the trainee engage with their support.
* Department Progress Meetings (DPM)

The process enables the department to formally raise concerns with the trainee about their progression through their ITE curriculum, it puts in place SMART targets which the trainee needs to act on and provides an opportunity for progression towards these targets to be reviewed after one-two weeks. A PSP can lead to one of three outcomes for the trainee; sufficient progress has been made and the trainee returns to being monitored via the WDS, partial progress has been made but the trainee requires an additional week to make sufficient progress, or the trainee has not made sufficient progress and is referred to the Associate Head of Department (ITE) for consideration of next steps. These next steps can include;

* A delay to the trainee undertaking their placement until such a time as progress has been made (if the PSP has been instigated prior to professional practice).
* A request that the trainee undertakes their professional practice at a second attempt (if the PSP relates to progression through the curriculum whist on professional practice).
* The trainee is transferred to an alternative program which does not enable them to be recommended for QTS (Secondary).

For a comprehensive guide to the PSP process please see the appendix.

# Roles, Responsibilities, and Expectations

## Link Tutor Responsibilities

Each trainee is assigned a Link Tutor who is a University representative with QTS who supports the mentoring process. The main role of the Link Tutor is to Quality Assure the mentoring that the trainee receives and to provide mentor development opportunities for the mentor. The link tutor has an ongoing QA responsibility but officially supports the mentor and trainee at 4 key points.

**Quality Assurance 1 (Meeting)**

At the earliest opportunity, before the start of a placement,Link Tutors verify that a mentor has been fully trained through having engaged with the EHU Core Mentor Training Package. They should ensure that any identified training needs are met. Tutors also discuss settling in, confirm induction has taken place and that the trainee has been provided with the necessary documentation such as the safeguarding policy, curriculum and planning resources and timetables etc.

An essential element of the QA 1 visit is to ensure that the schools/settings have a clear understanding of their roles and responsibilities and that mentors;

* are following the correct procedures and documentation
* understand the formative and summative assessment processes
* recording progress through the curriculum using the InPlace system
* completed mentor training
* providing trainees to access experts across the setting signposting mentors to [Addressing teacher workload in Initial Teacher Education (ITE) Advice for ITE providers](https://www.gov.uk/government/publications/addressing-workload-in-initial-teacher-education-ite)

**Quality Assurance 2 (Meeting)**

Once the placement has begun, Link Tutors meet with the mentor and trainee (generally via MS teams) to discuss settling in, check the mentor is aware of the curriculum the trainee is following. This meeting is an opportunity to discuss and quality assure the first WDS and provide support for and training for the mentor. The Link Tutor will also provide written feedback for mentors at this point on the quality of their mentoring and signpost them to further support or training as necessary.

**Analysis of InPlace**

Using InPlace, Link Tutors/Subject Tutors/Lead mentors monitor the weekly progress and lesson feedback forms to check trainees are formatively assessed against our curriculum components outlined in the curriculum map documents.

Link Tutors quality assure the targets set for the trainee. The targets should match the feedback provided and should be at an appropriate level of challenge for the trainees’ stage of development.

**Through analysis of the Written and Verbal Feedback on the WDS and Lesson Feedback forms:**

The verbal feedback must be consistent with the written feedback that was recorded on the lesson observation forms, weekly development summary forms and final review reports. During the lesson observation feedback, the trainee should be given a chance to reflect on their lesson. The mentor should communicate the strengths of the lesson and discuss the progress made since the previous meeting and the impact on the pupils’/students’ learning. Similarly, during the weekly development meetings, trainees should be provided with **focused and clear feedback** when discussing how to improve their practice and progress through the curriculum successfully. These discussions must be consistent with the written comments on all forms.

**Quality Assurance 3 (Visit)**

The mentor, LT and trainee meet for the purposes of discussing the joint or mentor conducted lesson observation, quality assuring assessment, feedback and target setting.  This conversation is informed by the WDS’ assessed throughout the placement rather than a separate interim report form. Thus, progression and intervention are tracked on a weekly basis.  ([Available via links on the ITE Partnership Pages](https://www.edgehill.ac.uk/departments/academic/education/ite-partnership/))

**Analysis of the Written and Verbal Feedback on the WDS and Lesson Feedback forms:**

The verbal feedback must be consistent with the written feedback that was recorded on the lesson observation forms, weekly development summary forms and final review reports. During the lesson observation feedback, the trainee should be given a chance to reflect on their lesson. The mentor should communicate the strengths of the lesson and discuss the progress made since the previous meeting and the impact on the pupils’/students’ learning. Similarly, during the weekly development meetings, trainees should be provided with **focused and clear feedback** when discussing how to improve their practice and progress through the curriculum successfully. These discussions must be consistent with the written comments on all forms.

This QA visit is a further opportunity for link tutors to provide feedback to mentors on the quality of their mentoring. Where there is a persistent concern LT can refer the mentor for additional support and training with the Lead Mentorship team.

**Quality Assurance 4 (Meeting)**

At the end of all 3 phases in UG programmes there is a final meeting. The outcome of the meeting determines if the trainees have made appropriate progression through our ITE curriculum and successfully achieved the PP expectations for that phase.

Link Tutors/Subject Leaders and Placement Leads quality assure mentor assessment of trainee progress through the curriculum. Link Tutors consider the evidence provided and moderate the mentors’ assessment outcome on InPlace trainees’ development needs are met in a timely and supportive manner. The verbal feedback must be consistent with the written feedback that was recorded on the lesson observation forms, weekly development summary forms and final progress reports.

## 

## Mentor Role and Responsibilities

ITE Partnership Mentors provide high-quality mentoring to our trainees during the professional practice. Working closely with the LTs, our mentors support and guide our trainees effectively throughout their training process. Our partnership trainers and mentors are consistently skilful at drawing on the taught curriculum evidence base during their interactions with trainees, particularly during mentoring sessions and feedback following observations.

There are three main aspects of the role of the mentor: 1- Inducting the trainees, 2- Monitoring the trainees’ progress and achievement through the curriculum, 3- Supporting the trainee.

### **Inducting the Trainee**

The mentors carry out meetings/sessions with the trainees to introduce them into their school’s/setting’s life/day. The expectations should be made clear at the start and the timetable should be shared with the trainees in a timely manner. Mentors should provide the trainees with access to all key documents such as the safeguarding policy, behaviour policy and teachers’ code of conduct. Additionally, mentors should provide access to teaching resources such as the curriculum plans and online materials.

### **Monitoring the Trainees’ Progress and Achievement**

Mentors play a crucial role in developing trainees’ knowledge, understanding and skills to become teachers. They monitor the progress continuously through the weekly lesson observations and WD meetings, where they provide the necessary support and guidance as to how to consolidate what has been learnt and move onto further progress.

**Formative Assessment:** Mentors assess the progress of the trainees **formatively** throughout the introductory, developmental, and consolidation phases. They refer to the key official documents on a weekly basis, when judging if the trainee is making appropriate progress, such as; the EHU ITE Curriculum (which covers the [ITT Core](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf) [Content Framework](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf) and more) and [The trainee teacher behavioural toolkit: a summary](https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework/the-trainee-teacher-behavioural-toolkit-a-summary#proactive-behaviour-management).

A week-by-week sequential curriculum enables mentors to know what progression looks like on a weekly basis. Trainee progress through the curriculum is captured in the weekly mentor meeting in which the mentor records progress on the WDS. In addition, the form asks that mentors indicate each week if the trainee has made sufficient progress through the curriculum or if despite additional support, progress has not been made. Where the mentor has identified the trainee needs additional support, they contact the Link Tutor to discuss next steps and the necessary support is put in place such as a Progress Support Plan.

Feedback is provided in the form of a weekly lesson observation and a weekly development summary. The lesson observation reflects on the subject specific skills related to the lesson being taught. A feedback form is completed which identifies strengths and areas for development alongside a commentary of subject knowledge and subject specific pedagogy.

**Supporting the Trainee**: This is a vital part of the mentoring role. It provides effective support for achieving the targets to address the identified development areas. It is important that the trainees receive focused feedback and guidance at their weekly review meetings.

Using our ITE curriculum mentors;

* Provide opportunities to discuss and analyse with expert colleagues how to sequence lessons and identify possible misconceptions
* Arrange lessons trainees can observe delivered by expert colleagues and discuss and analyse with expert colleagues how they balance exposition, repetition, practice of critical skills and knowledge.
* Provide opportunities to discuss / experience the teaching of learners with EAL and SEND. Provide opportunities to discuss / experience in action about how to incorporate diversity, inclusion, race, equality and discrimination matters into their teaching.

Referring to [‘The trainee teacher behavioural toolkit: a summary’](https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework/the-trainee-teacher-behavioural-toolkit-a-summary#proactive-behaviour-management), mentors support trainees in developing effective behaviour management strategies.

### **Supporting trainee workload and well-being**

As a department we are actively working to support trainee workload and we ask our mentors to support us in this endeavour. We ask mentors to:

* Model a healthy work-life balance including appropriate timings of emails, communications, and work requests.
* Provide a timetable which focuses on opportunities to develop through the curriculum, rather than working to a specific teaching load/number of hours.
* Model to trainees how to manage the workload of a teacher. For example, by making use of a marking timetable to deal with busy periods of marking activity.
* Deliver and support with our curriculum in line with where the trainee is at in their ITE journey noting their status as novice teachers and the support they will be offered as an ECT.
* Implement the guidance Ofsted by not requiring trainees to produce onerous lesson plans (once a level of competence is reached) and discouraging trainees from artificially creating distinct tasks for different groups of pupils (instead the focus is on adapting their teaching accordingly).
* Discuss workload and well-being strategies each week in the mentor meeting and record the discussion on the WDS.
* Discuss any concerns about workload and well-being with the trainee and their Link Tutor. This enables the Link Tutor to provide an appropriate support.
* Signpost trainees to the support available via the Edge Hill Well-being team <https://www.edgehill.ac.uk/departments/support/studentservices/wellbeing/>

## Trainee responsibilities and professional expectations

### **Edge Hill ITE code of conduct**

All Initial Teacher Education (ITE) programmes leading to a recommendation for the award of Qualified Teacher Status (QTS), or eligibility for the relevant Post 14 qualification such as QTLS, are programmes of professional training and education.

As a trainee studying on an ITE programme you are expected to demonstrate consistently high standards of personal and professional conduct and be expected to maintain and model the highest standards of ethics and behaviour.

You are entitled to expect that your placement settings mirror the professional experience of a teacher, and settings are entitled to expect that you will present and conduct yourself in a way that is consistent with the professional expectations of a teacher in that phase.

This Code of Conduct is additional and complementary to the Edge Hill University Student Disciplinary Regulations: <https://www.edgehill.ac.uk/wp-content/uploads/documents/student-disciplinary-regulations-2021-22.pdf>  and the Student Charter 2023 [Student Charter 2023/24 - Edge Hill University](https://www.edgehill.ac.uk/document/student-charter/)

You are therefore both bound by, and protected by, the entitlements included in the Academic Student Regulations in force at the time of your enrolment and study. These were issued to you at the point of enrolment and subsequent updates are accessible via the EHU website. [Academic Regulations 2023/24 - Edge Hill University](https://www.edgehill.ac.uk/document/academic-regulations-2022-23/)

**Behaviours and attitude**

As a trainee following an ITE programme at Edge Hill University, you will exhibit high standards of personal and professional conduct, honesty, and integrity, in keeping with those expected in the teaching profession. At all times you should:

* Demonstrate professional behaviours to all pupils/learners in all settings, and others, including fellow trainees and all staff in the Edge Hill University Partnership.
* Not engage in any conduct, poor or irresponsible behaviour outside of your studies that could bring the profession or the university into disrepute.
* Use language appropriate to the situation and the people involved. Communicate professionally in all contexts including your online and electronic communications such as email.
* Show respect and due regard for the ethos and values, processes, and procedures of the university both in the setting where the programme is delivered and at any other setting in which you are placed.
* Embrace the principles of equality, diversity and inclusion and bring them to life in all you do each day to work with children, staff, and parents. [Equality, Diversity and Inclusion (EDI) Strategy - Edge Hill University](https://www.edgehill.ac.uk/document/equality-diversity-and-inclusion-edi-strategy/)
* Acquire an understanding of working with diversity, including gender, race and culture and ensure that any personal prejudices and stereotypical views do not influence your judgements or actions.
* Be aware of the requirement to promote equal opportunities and to provide reasonable adjustments for learners with disabilities, as provided for in current Equalities legislation.
* Take responsibility for adhering to all key policies and procedures: this includes, but is not restricted to, child protection and safeguarding policies, staff conduct, SEND code of practice, children missing in education, Health and Safety and fire evacuation procedures.
* Demonstrate professional behaviour and relationships in both formal and informal contexts. You will observe boundaries in line with a teacher’s professional position and responsibilities.
* For those on programmes of QTS, trainees must adhere to expectations as outlined within Part Two of the Teachers’ Standards: Personal and professional conduct which may be accessed at :<https://www.gov.uk/government/publications/teachers-standards>  .
* For those training to teach in the FE sector, you should have due regard for the ETF Professional Standards (2022) <https://www.et-foundation.co.uk/professional-standards/teachers/>
* Take care with confidential personal information that you will have access to.

**Training responsibilities**

In addition to the behaviours and attitudes above, as a trainee teacher you are required to:

* Take responsibility to engage professionally and positively in all aspect your course. This means engaging with, listening to, and acting on feedback and advice from Mentors and Link Tutors across the Edge Hill University Partnership.
* Commit to attending all university based and practice-based training opportunities and contribute fully to the life of the setting when on professional practice. You will notify the relevant staff members of any absence in advance noting that in some instances this may affect any bursary which you may receive. Academic Programme Engagement Policy (APEP) details the faculties expectations of you <https://www.edgehill.ac.uk/documents/academic-programme-engagement-policy-faculty-of-education/>
* Take responsibility for your own learning and development, ensuring a professional and accountable approach to all aspects of the programme adhering to high standards of academic integrity.
* Take responsibility for managing the demands of the profession by looking after your personal health, wellbeing as well as actively developing resilience strategies. [Self-help resources and ideas and support to help your wellbeing can be found in Student Services](https://www.edgehill.ac.uk/departments/support/studentservices/wellbeing/self-help-resources/)

* Ensure the welfare and safeguarding of all children, young people, and vulnerable adults, by reporting all safeguarding concerns to your setting DSL and [foesafeguarding@edgehill.ac.uk](mailto:foesafeguarding@edgehill.ac.uk) as instructed in your training and our guidance documents.
* Keep your personal academic tutor aware of all relevant matters likely to impact on you making good progress.
* Inform the university should you become subject to a criminal conviction or caution after your application for DBS enhanced disclosure has been submitted.
* Commit to actively reflecton your learning and teaching experiences to set targets, plan actions, improve,achieve and attain highly**.**
* Participate and actively engage in all learning and teaching experiences, and activities; and engage with the full range of feedback mechanisms, such as trainee surveys, trainee consultation and focus groups.
* Maintain an appropriate standard of dress and appearance as required by your setting and university guidance.
* Adhere to all Data Protection and data handling rules including the use of mobile devices when travelling to and from settings, ensure that any digital images are acquired under the terms of the location they are taken at.
* Ensure that if social media sites are used, details are not shared with learners and young people and privacy settings are set at maximum and that conduct is professional at all times. A professional approach should be taken at all times, with no detrimental mention of any educational settings (including EHU), colleagues, peers, pupils/learners, parents/carers. Trainees should not engage with any learners/parents/carers through social media channels.
* Maintain positive, appropriate professional relationships with learners, parents and staff which always adhere to child protection and safeguarding legislation. In addition to whilst in settings this includes after school clubs, sports days and residential activities.

**Breaches of Conduct**

Breaches of conduct, may occur if you are unable to meet the professional and personal standards expected, this may include poor attendance and engagement, inappropriate behaviours, or attitude and dishonestly in the assessment process (malpractice) and may result in one or more of the following actions:

* The requirement for a Progress Support Plan.
* A placement being temporarily suspended by a setting pending an investigation

* A placement being concluded early by a setting

* [A recommendation to attend a Fitness to Practice Panel](https://www.edgehill.ac.uk/collection/academic-regulations/)
* [A referral to a University Malpractice Panel](https://www.edgehill.ac.uk/collection/academic-regulations/)
* [A referral to the University Fitness to Study process](https://www.edgehill.ac.uk/collection/academic-regulations/)
* [A referral to Student Disciplinary Regulations](https://www.edgehill.ac.uk/collection/academic-regulations/)

### **Attendance and punctuality**

As trainees seeking to work in the professional education sector, **attendance is compulsory across all aspects of our Initial Teacher Education provision, and this includes Professional Practice**. Poor attendance on Professional Practice has an impact on progression through the ITE curriculum and thus can hinder the progression of the trainee.

#### **Reporting an absence**

We recognise that on rare occasions, trainees may feel too unwell to attend their Professional Practice. These instances should be rare, infrequent, and it will be expected that the trainee has sought advice from their GP. Trainees should always let their mentor and Link Tutor know at the earliest opportunity if they cannot attend their Professional Practice (for example, the evening before). **For every day that the trainee is absent they are expected to:**

* **Report their absence to their mentor, Course Leader, and Link Tutor before 8am that day. This should via email addressed to all three colleagues.**
* **Follow the process in place for reporting an absence in their setting.**

#### **Absences of longer than 5 consecutive days**

Trainees can self-certify their absence from Professional Practice for a maximum of 5 working days. On the 6th day they are expected to return to Professional Practice or to gain a medical certificate from their GP for a longer period of absence. Support will be provided to assist trainees in transitioning back into their Professional Practice following extended periods of absence.

#### **Setting cover work during an absence**

Where an absence has not been agreed in advance, trainees are not expected to set cover work however they should do all they can to send their mentor the lessons they were intending to deliver that day (plus any related resources) unless the nature of their absence means this is not possible.

Where an absence has been agreed in advance, mentors and trainees should agree the work which the trainee will set for their classes in their absence and mentors are asked to support trainees with this task.

#### **Making up days absent**

There is no requirement for trainees to make up the days they are absent if such absences have been rare, infrequent, and have not impacted on the progression of the trainee through their ITE as evidenced via their WDS. Where absences have impacted on the progress of the trainee, this should be noted in the WDS and the trainee should expect to have additional interventions put in place to enable their progression. This may include an extension to the placement, the use of a Progress Support Plan, or additional opportunities being made available to them.

#### **School closure days, strikes, INSET days etc**

Trainees are expected to attend their setting in line with the guidance given to colleagues in that setting. This includes days when the setting may be closed, open only to colleagues (such as INSET days), or open to specific groups of learners (such as on strike days). **If the setting is open, trainees should attend unless their mentor informs them otherwise**. Trainees who are members of a union should seek advice from their union about attendance during periods of strike action and should attend Professional Practice unless their union has informed them differently.

#### **Days for religious observance**

It is anticipated that trainee teachers will require no more than two days religious observance during a professional placement. It is the responsibility of the trainee teacher to inform the school and their Link Tutor as far in advance as possible of the need to be absent from placement due to religious observance and to provide appropriate cover work (see guidance above).

# Primary Early Years Education PGCE Consolidation Programme Structure 2023/24

## Teaching expectations on Professional Practice

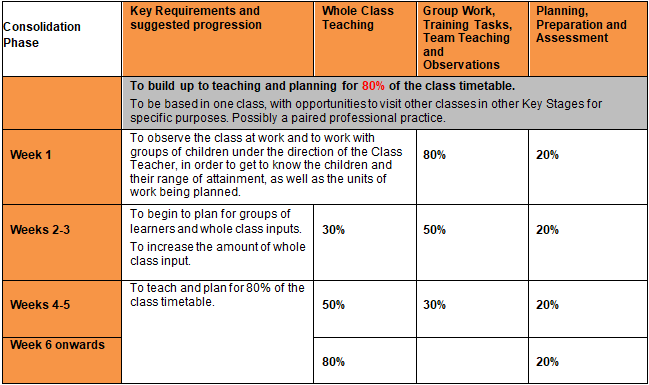
Within the Primary Early Years phase, we have put the curriculum at the centre of our understanding of progression. Each distinct course has its own subject specific ITE curriculum which ensures trainees meet the relevant learning milestones over the course of their ITE journey. This is shared with the mentor and the trainee via each week through the Weekly Development Summary and the mentor is asked to assess the trainee against this progression.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| omponent Tracker – PGCE Consolidation | | | | | | | | | | | |
|  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
| Expressive Arts and Design/Design and Technology | If in Reception:  By using strong subject and curriculum knowledge, a holistic and creative approach and observation of children’s interests, understand how to plan, develop and enhance high-quality provision and an enabling environment (indoors and outdoors) over time that supports the development of the design cycle (design, make and evaluate), including cooking and nutrition where appropriate, and develops key vocabulary, knowledge, skills and techniques supported by the safe use of tools.  If in Key Stage One:  By using strong subject and curriculum knowledge in D&T, understand how to plan effective sequences of lessons using high-quality materials that supports the development of knowledge and skills of the design cycle (design, make and evaluate) including cooking and nutrition where appropriate.  Please note: if in a mixed age phase or a key stage one class that has provision then please consider both aspects. | | | | Be able to plan, teach and assess effective learning over a period of time that is reflective of the design cycle (design, make, evaluate), and includes cooking and nutrition where appropriate, by making informed decisions using subject, curriculum and assessment knowledge that will facilitate children’s progress using:  carefully sequencing components,  cognitive science (retrieval practice, managing cognitive load, working with schemas)  addressing misconceptions  widening vocabulary  adapting teaching including deployment of teaching assistants  integrating formative assessment   * reflecting on practice to improve and develop | | | | By reflecting on classroom practice, speaking with the subject lead and engaging with professional development through research and reading, know and begin to understand how to critically reflect how knowledge and skills that are reflective of the design cycle (design, make and evaluate) progress in a school curriculum (including how risk is managed) from EYFS to the National Curriculum and how that curriculum emphasises the importance of D&T (contribution to creativity, cultural capital, enterprise, life skills and well-being, reflecting diversity and the connection to other subjects). | | |
| Understanding the World/Geography | If in Reception:  By using strong geography subject and curriculum knowledge, a holistic and creative approach and building on children’s interests and experiences, be able to plan, develop and enhance high-quality provision to create an enabling environment that supports the development of early geographical knowledge, concepts focusing on ‘a sense of place’ and skills *by*:   * using story and non-fiction books as a stimulus to find out about people, places and the environment to develop a sense of identity, community and belonging * widening vocabulary to describe the physical and human environment using photographs, maps, small world * encouraging awe and wonder and facilitate exploration and enquiry to ask questions   If in Key Stage One:  By using strong subject and curriculum knowledge in geography, be able to plan high-quality sequences of lessons that develop relevant geographical knowledge, skills, concepts and pedagogies:  locational knowledge  place knowledge  environmental, physical and human geography  geographical skills and fieldwork including mapping  geographical enquiry  Please note: if in a mixed age phase or a key stage one class that has provision then please consider both aspects. | | | | Be able to plan, teach and assess effective learning over a period of time (for example using story as a stimulus) that is reflective of the development of early geographical knowledge, key pedagogies (fieldwork and mapping) concepts focusing on ‘a sense of place’ and skills by making informed decisions using subject, curriculum and assessment knowledge that will facilitate children’s progress by using:   * carefully sequenced components, * cognitive science (retrieval practice, managing cognitive load, working with schemas) * addressing misconceptions, * widening vocabulary * adapting teaching including deployment of teaching assistants * integrating formative assessment * reflecting on practice to improve and develop | | | | By reflecting on classroom practice, speaking with the subject lead and engaging with professional development through research and reading, know and begin to understand how to critically reflect how a whole school curriculum is progressive, supports the development of substantive and disciplinary knowledge including key pedagogies of fieldwork and mapping and fosters curiosity, creativity and concern about people, the environment and places and develops cultural capital. | | |
| The Natural World and Science | To know the importance of ensuring strong subject knowledge in Understanding the World: The Natural World and to recognise early concepts in science, to ensure high-quality teaching and impact children’s learning. | To know how to make informed decisions about planning, teaching and assessment in Understanding the World: The Natural World for the phase in which they are teaching, based on the appropriate level of subject knowledge to support children’s early scientific development through adult-led activities using relevant policy and research, the statutory and non-statutory curriculum guidance. | To know how to develop the learning environment, both indoors and outdoors, to embed practical opportunities for the development of early scientific knowledge and understanding, drawing on appropriate resources. | To know how to plan and teach for effective learning in Understanding the World: The Natural World and Science by carefully sequencing learning to best facilitate transferal to long term memory. | To be able to adapt teaching and plan for the needs of all learners within the setting, making appropriate use of additional adults. | To be able to use subject and curriculum knowledge to plan and teach lessons in Understanding the World: The Natural World and Science which use appropriate knowledge, skills, and techniques to facilitate progress, drawing on children’s prior learning, addressing misconceptions, sequencing learning, and integrating formative assessment. | To understand how to take a holistic approach to planning for Understanding the World: The Natural World and Science learning in an enabling environment, critically evaluating a school’s provision with a view to ensuring coverage and progression in knowledge of concepts, skills, and vocabulary. | To be able to use observations and interactions to recognise children’s early scientific development, making accurate assessments against the ELG (Early Learning Goals) for Understanding the World: The Natural World and the programmes of study for science |  | To be able to identify targets for continuing professional development within science. |  |
| Physical Development and PE | Know how to positive relationships with children during play to support the development of physical literacy. | | know how to use modelling and behaviour management strategies, organise equipment, group children and adaptive teaching by observing expert practitioners teaching physical development and PE. | | To be able to explain the differences between PE and physical activity. | | To be able to plan for an inclusive environment that enables physical development for all children. | | To be able to examine the school curriculum plans to identify how PE learning can be transferred or linked across different subjects, and discuss these with expert colleagues. | To be able to plan, teach and assess a sequence of lessons for PE based on the school’s medium-term plans.  OR  Annotate the schools PE scheme of work to meet the children’s needs. Teach and assess the annotated sequence of lessons. | |
| Art | To understand the importance of ensuring strong subject knowledge in EAD/ Art to recognise early concepts in art to impact on children’s learning and develop high-quality teaching. | To know how to make informed decisions about EYFS EAD/ Art planning, teaching and assessment for the phase in which they are teaching, based on the appropriate level of subject knowledge to support children’s creative artistic development in EAD/ Art through continuous provision and adult-led activities using relevant policy and research, the statutory and non-statutory curriculum guidance. | To know how to develop the environment in different areas of continuous provision (indoors and outdoors) to embed opportunities for EAD/ Art development drawing on appropriate resources. | To be able to plan and teach for effective learning in EAD/ Art by carefully sequencing learning to best facilitate transferal to long term memory. | To understand how to adapt teaching and plan for the needs of the learners within their school-based placement. |  | To be able to use subject and curriculum knowledge to plan and teach EAD/ Art lesson/s which use appropriate knowledge, skills and techniques to facilitate progress that draws on children’s prior learning, addresses misconceptions, sequences learning and integrates formative assessment. | To be able to take a holistic approach to planning for EAD/ Art learning in an enabling environment, critically evaluating a school’s EAD art provision with a view to ensuring coverage and progression which takes into account the importance of diversity and representation. |  | Through observations and interactions, to be able to recognise children’s artistic development, making accurate assessments against the ELGs/ NC | To understand how to identify targets for their own professional development within art, with awareness of potential CPD provision. |
| Computing | To understand and to develop teaching practices in EYFS that facilitate the use of computing across the curriculum eg phonics, maths, art and design etc |  |  |  |  |  | To know and understand (explicitly where appropriate) teach the principles of safe and respectful use of computing leading towards Key Stage 1 |  |  |  |  |
| RE and World Views | To know and be able to access existing syllabi and school-based curriculum as a basis to sequentially plan (discretely or thematically and adapted where appropriate) RE and/or World views in a EYFS or mixed age classroom |  |  | To be able to develop strategy with Early Years children to develop and articulate their ideas in a variety of ways |  |  |  | To know and be able to teach/facilitate children to begin to wonder, discover and ask questions to develop and enquiry-based model for RE and other subjects where appropriate |  |  |  |
| SSP | To be able to Identify the SSP programme in school. | To understand through discussion with English/SSP lead the rationale behind choice of scheme.  To be able to work with an experienced practitioner and observe an SSP session followed by a discussion and reflection upon progression, behaviour management and next steps. | To be able to identify strategies used by class teacher to adapt to the needs of learners. | To know how to implement strategies used to assess the children’s learning in SSP. | To know how to plan and deliver a sequence of lessons in keeping with the chosen SSP programme.  To know how to identify additional incidental teaching opportunities to support children’s learning in SSP which complement the direct teaching sessions already being delivered.  To be able to accurately asses children’s learning in SSP and implement appropriate intervention in order to address the needs of all children. | | | | | | |
| Music | Understand the importance of ensuring strong subject knowledge in EAD/ Music to recognise early concepts in music to impact on children’s learning and develop high-quality teaching. | Understand how to use subject, curriculum knowledge and assessments to make informed decisions about EYFS EAD/ Music planning, teaching and assessing learning for the phase in which they are teaching, through continuous provision and adult-led activities, using Musical Development Matters,  the statutory and non-statutory curriculum guidance. | Understand how to plan and teach EAD/ music lesson/s which use appropriate knowledge, skills, vocabulary and techniques to facilitate progress that draws on children’s prior learning, addresses misconceptions, sequences learning and integrates formative assessment. | Know how to  develop the environment in different areas of continuous provision (indoors and outdoors) to embed opportunities for EAD/ music development drawing on appropriate resources. | Understand how to plan and teach for effective learning in EAD/ music over a period of time, by carefully sequencing learning to best facilitate transferal to long term memory. | Know how to adapt teaching and plan for the needs of the learners within their school-based placement. |  | Through observations and interactions, understand  how to recognise children’s musical development, making accurate assessments against the ELGs/ NC | Know how to take a holistic approach to planning for EAD/ Music learning in an enabling environment, critically evaluating a school’s EAD/Music provision with a view to ensuring coverage and progression which takes into account the importance of diversity and representation. | Understand their own development in relation to music teaching and Identify targets for their own professional development with awareness of potential CPD provision. | Through discussion with the music subject lead, understand where music sits within the school’s long-term plan, how music learning progresses throughout the school and how music is embedded across the school through formal and informal opportunities, e.g. extra-curricular music clubs, instrumental music lessons, music visits and visitors, hub/music service activities and so on |
| PSHE | Plan a range of activities that support PSED whilst also offering opportunities to develop other skills.    . |  |  | Consider the links between PSED and PSHE |  |  | Observe and understand how settings consider children’s personal, social and emotional developmental needs when planning children’s learning.  Discuss with mentor how the school might approach PSED/PSHE RSE  through a holistic lens. |  |  | Work with colleagues to develop efficient approaches to assessment and draw conclusions about children’s personal, social and emotional development |  |
| English | To know how to independently plan lessons for Communication & Language and Literacy/ English that have high expectations of all learners. | To know how to react quickly to emerging misconceptions and take effective remedial action when planning for Communication & Language and Literacy/English learning. |  | To understand how to expertly manage behaviour, motivate children, and thus have a positive long-term impact on pupils' attitude and aspirations in Communication & Language and Literacy/English learning experiences. |  | To understand how schools use data to set targets for Communication & Language and Literacy and monitor progress and communicate data for accountability to stakeholders. |  | To understand how to help all pupils to understand that they can succeed in their Communication & Language and Literacy learning, even when faced with challenge. |  | To know how to provide different representations of a concept to support Communication & Language and Literacy understanding, e.g., visuals and written words. |  |
| Maths | To know how to plan, teach assess, lessons across all areas of the mathematics curriculum, taking into account prior learning and the needs of all pupils. |  |  | To understand the declarative and procedural knowledge pertinent to each child developing an ability to relate mathematics to real life and to problem solve. |  |  |  | To be able to confidently and effectively plan, teach and assess children’s mathematics skills and understanding through a series of lessons using a mastery approach. demonstrating the elements of good practice indicated in the EHU ‘Lesson Observation Prompts’, and adjusting plans in response to assessment. |  |  |  |
| History | Know and be able to critically evaluate how key historical concepts, knowledge and skills progress across the EYFS to the National Curriculum by exploring the progression in a school curriculum. |  |  | By using strong subject and curriculum knowledge, a creative approach and children’s interests, be able to plan, develop and enhance high-quality provision and an enabling environment that supports the development of early historical concepts, knowledge and skills. |  |  |  | When teaching core aspects of early historical concepts, knowledge and skills such as adult-led learning, continuous provision and using story as a stimulus, be able to use key pedagogical strategies that will facilitate children’s progress (drawing on children’s prior learning, recall and retrieval, widening vocabulary, addressing misconceptions, sequencing learning, modelling and integrating formative assessment methods). |  |  |  |

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| **EY Postgraduate Consolidation – Strand Component Tracker** | | | | | | | | | | | |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** |
| **High Expectations**  EDI  Behaviour  EAL | Understand that they should take a lead role in promoting inclusion and equality and celebrating difference within their class/key stage and ensuring their staff team meet professional responsibilities in relation to legislation including The Equality Act, 2010. | Review the government documentation on behaviour in schools.  Students know the professional responsibilities in relations to inclusion (e.g. The Equality Act, 2010). | Understand the importance of an inclusive physical learning environment and plan for this to ensure equality of access and learning experiences for a diverse range of learners across all the areas of learning. | Know whole school approaches to bullying, recognise different types of bullying and implement strategies to support individuals and the whole class.  Understand which activities that are context embedded and cognitively demanding for children with EAL | Understand and use a wide range of inclusive practice and resources to support progress for a wide range of learners.  Can identify groups of children (EAL) and employ strategies to support outcomes for disadvantaged pupils. | Be able to demonstrate high behavioural expectations and create a culture of respect and trust in the classroom that supports all children to succeed. | Know how to effectively track progress for a diverse cohort of learners through a range of appropriate and adapted assessment strategies. | Know how to make effective use of teaching assistants and other adults to support effective classroom and behaviour management. | Be able to identify a wide range of barriers to learning and impact factors and reflect upon how to identify children who may need individualised planning to effectively address these and how to work in partnership with internal and external agencies to achieve this. | Apply knowledge of cognition and neuroscience when planning teaching to avoid overloading working memory. | Engage parents/carers in supporting whole school behaviour strategies. |
| **How Pupils Learn, Classroom Practice and Adaptive Teaching**   * Adaptive Teaching * Planning * How Children Learn | Understand how the SEND Code of Practice and provision mapping is implemented within their school and the role of the SENCO and the class teacher in this.  Know how to lead the team in order to promote an environment that can support children’s learning so that prior knowledge is accounted for through pre-school experiences and children’s interests. | Understand the roles and responsibilities of different professionals working with children with Special Educational Needs and the importance of working collaboratively with other professionals and agencies and parents, especially at the early stages of identification of needs and early intervention. | Manage and be responsible for areas of learning during continuous provision.  Teachers annotate schemes of work. | Understand that they should take a lead role in promoting inclusion within their class/key stage and use a wide range of inclusive practice and adaptive teaching strategies to support progress for a wide range of learners. | Plan a sequence of learning (MTP) which takes into account prior knowledge.  Be able to work with parents on utilising children’s interests as part of the longer term planning process. | Understand the importance of an inclusive physical learning environment and plan for this to ensure progress across all the areas of learning. | Plan a sequence of lessons in school across a range of areas of learning or subjects (scaffolded to progress from group to whole with support initially) in the NC.  Understand that regular purposeful and spaced practice can support long term memory and practice can utilise the indoor and outdoor environment. | Understand Know how to effectively track progress through a range of appropriate and adapted assessment strategies.  Understand the benefits of outdoor learning environments and the positive impact that this can have on children with individual learning needs. | Subject leaders go about designing their long-term plan.  Teachers manage workload and wellbeing by planning efficiently and sharing the load. | Know the effective deployment of support staff is key to maintaining high expectations of all children and promoting inclusion and plan effectively to achieve this. | Schools plan for homework.  Understand the potential impact of children playing with concepts that are actively taught later in the curriculum, and the impact this may have on them developing misconceptions. |
| **Professional Behaviours**   * Safeguarding * Professionalism * Mental Health, Wellbeing and Workload | Know who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report.  To know about school documentation and processes available for referring children in need to outside organisations | Understand their duties in respect of safeguarding and equalities legislation.  Know the importance of parental engagement. | Know that teachers may be required to support other agencies and professionals in child protection.  Information sharing is essential for the identification of patterns of behaviour.  To understand how to tailor support for individual pupils, implement and evaluate | Know the importance of working with external colleagues.  To understand how to collaborate in multi-agency working with internal and external colleagues (e.g., the role of CAMHS and other agencies in supporting mental health needs. | Understand the importance of accurate record keeping, listening to the views of the child, sharing information in a timely manner. | Understand the Teachers’ Standards underpin a teacher’s professionalism throughout their career. | Understand how to record responses, observations and concerns accurately.  How to effectively engage parents | How to effectively communicate with external colleagues  To investigate, evaluate and challenge mental health and wellbeing practices in schools (children and staff). | Be able to follow the school safeguarding policy and processes.  How to manage their workload effectively | Be able to effectively engage parents.  To be able to develop processes that foster positive engagement with families/carers of children displaying mental health needs. | Be able to respond to a child’s disclosure without asking leading questions (if applicable).  Effectively communicate with external colleagues |
| **Assessment** |  |  |  |  |  | Know the value of tracking and reporting in relation to their practice and key developments to reflect workload. |  | Understand how schools use data to set targets and monitor progress and communicate data for accountability to stakeholders. |  | Be able to independently analyse, interpret and relate a school’s assessment policy to their own teaching practice. |  |

## Teaching Progression Across the Placement

There is no requirement for trainees to undertake a specific number of teaching hours for each phase of their professional practice. Rather, mentors should ensure that trainees have sufficient opportunities to practice, receive feedback, observe, and be observed. The table below sets out a rough approximation of the number of hours trainees should be engage in teaching activity per week on each of the three phases to ensure they have sufficient opportunity to practise, be observed, and receive feedback.



## The Teaching of Systematic Synthetic Phonics (SSP)

## There is an expectation to teach SSP across all placements with progression and development across the phases. Below sets out the expectation for this.

**In placements where trainees are working with 3 and 4 year olds, they will not be expected to deliver Systematic Synthetic Phonics lessons though they will be expected to support children in the development of their phonological awareness through adult led learning, the planned environment and incidental interactions.**

## In placements where SSP isn’t taught regularly in the base class, we ask trainees to be given the opportunity to teach within a different class/key stage for these sessions, or to engage in daily SSP intervention.

## There is an expectation for a minimum of one formal lesson observation within SSP and there is a lesson observation template available on the Mentor Space to support the feedback.

|  |  |  |
| --- | --- | --- |
| Systematic Synthetic Phonics (SSP) | | |
| Introductory | Developmental | Consolidation |
| Teach a minimum of one phonological awareness lesson.Where possible, teach a minimum of one SSP lesson in a different class/year group. | Teach and assess a sequence of SSP lessons | Plan, teach and assess a sequence of SSP lessons. |

# Professional Practice forms: The Weekly Development Summary (WDS)

* The Weekly Development Summary (WDS) is a record of the weekly meeting between trainee and mentor which captures the progress the trainee has made that week in reference to their ITE curriculum.
* It is completed by the mentor each week in the weekly mentor meeting.
* The mentor indicates if the trainee has been able to demonstrate what they know and can do that week in reference to the ITE curriculum set out that week. This may draw from a wide variety of evidence sources, including, but not limited to:
* Discussion with mentor
* Discussion with trainee
* Discussion with learners
* Discussion with TA / other professionals
* Learners’ responses within the lesson and in their books/work
* Observation of teaching and learning
* The trainees’ assessment and planning records in their files
* Informal notes and reflections
* The mentor questions the trainee and records the trainee’s responses on the WDS. The mentor makes use of the reading and additional support which has been provided to them for that week to ascertain if the trainee is able to link theory to practice, to make use of current pedagogical research, and to critically reflect on their practice.
* The mentor and trainee also discuss any other matters which have arisen that week such as subject knowledge, additional CPD, and workload.
* The mentor and trainee agree targets which the trainee needs to meet to make progress through the curriculum and note the opportunities which have provided for the trainee to meet this target.
* Finally, the mentor identifies whether sufficient progress has been made that week:
  + Yes.
  + Yes, but this required additional support (which the mentor then lists).
  + No, progress has not been made despite additional support and the trainee may require a Progress Support Plan.
* By the end of each week the trainee should upload their WDS to the Placement Management System as per the guidance so the Link Tutor can QA and provide any necessary support/intervention.

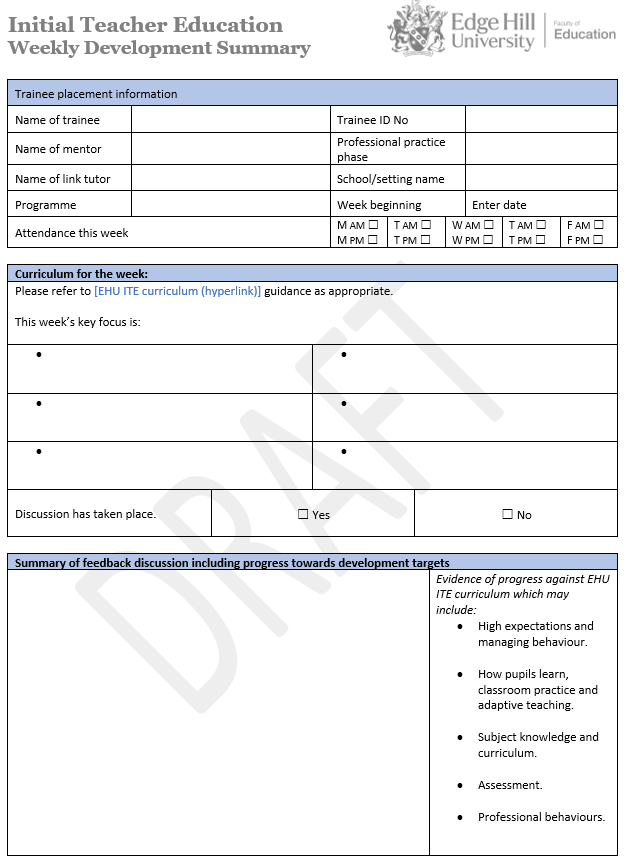
Once the WDS has been completed in the weekly review meeting, this is uploaded by the trainee by the agreed deadline for their Link Tutor to review.

Each week, the Link Tutor will review the WDS from the previous week and note if the trainee is making sufficient progress, if further support is being provided, or if sufficient progress is not being made.

Failing to upload their WDS by the agreed deadlines hinders the Link Tutor in assessing the progress of the trainee and can trigger a Progress Support Plan. Moreover, it hinders the Link Tutor’s ability to QA the mentoring which the trainee is receiving.

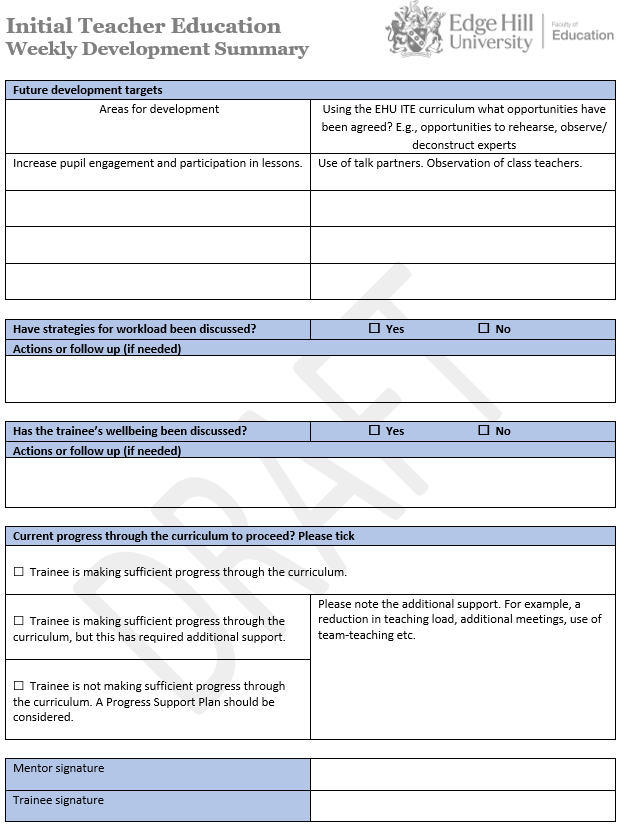
A template of the WDS with guidance is provided for mentors to assist with completion of the form accurately.

# 



**This summarises the trainee’s development throughout the week**

**This is pre-populated with the component knowledge necessary for the particular week**



**Targets are identified here determining WHAT the skill development is and HOW they are likely to be supported achieving it**

# Professional Practice forms: The Lesson Observation form

* The lesson observation form records the one formal lesson observation carried out by the mentor each week.
* Mentor and trainee should agree the teaching which will be observed in advance and in the weekly review meeting.
* Only mentors and expert colleagues who have undertaken their core Edge Hill mentor training can observe the trainee for their formal lesson observation. Trainees are advised to provide a small notebook (or have one provided by Edge Hill) for informal lesson observation which can be provided by any expert colleague.
* The observation can focus on a full or part of a lesson, or any intervention work the trainee is doing with a small group.
* The focus of the lesson observation is derived from the curriculum for that week but also assess’ the trainee subject and pedagogical content knowledge.
* The trainee can be seen with the same class/group of learners if the mentor is unable to arrange cover and/or no other colleague is trained and able to observe.
* By the end of each week the trainee should upload their lesson observation form as per the guidance so the Link Tutor can undertake the necessary quality assurance checks and triangulate with the WDS that sufficient progress is being made.

A template of the lesson observation form with guidance is provided for mentors to assist with completion of the form accurately.

A close-up of a form

Description automatically generated

This box may be filled in during the observation or following discussion with the trainee**. It should note opportunities the trainee needs and/or has been provided with to make progress based on their feedback from the lesson observation.** We suggest no more than 3 opportunities/targets to assist with workload.

**This will often be the last box the mentor completes as this will summarise the key points for follow up discussion and feedback with the trainee**. This feedback should be in relation to the ITE curriculum for that week.

**Mentor to comment on trainee’s subject and curriculum knowledge.** This may include addressing misconceptions, linking to prior subject knowledge, building on foundational concepts, use of subject specific terminology and pedagogical approaches.

**Mentor to indicate key strengths of the lesson** and use the space provided to expand on any of these.

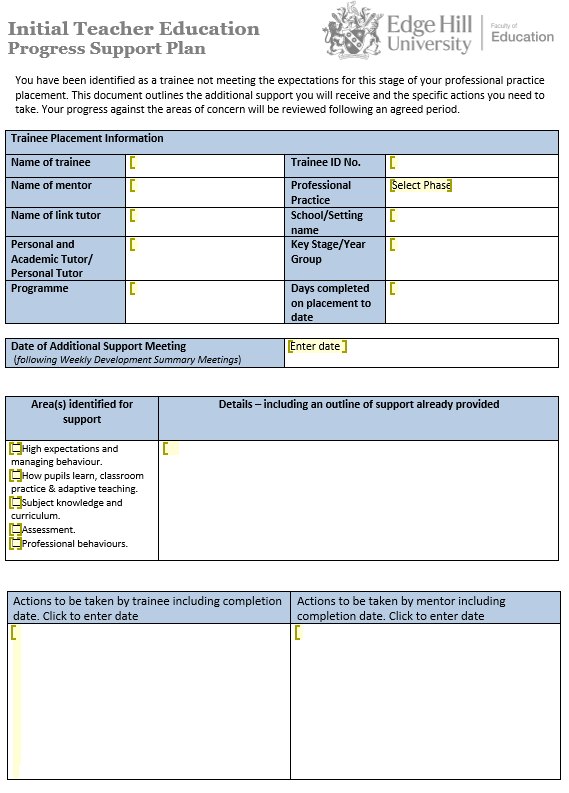
**Mentor should complete these boxes with the relevant details.**

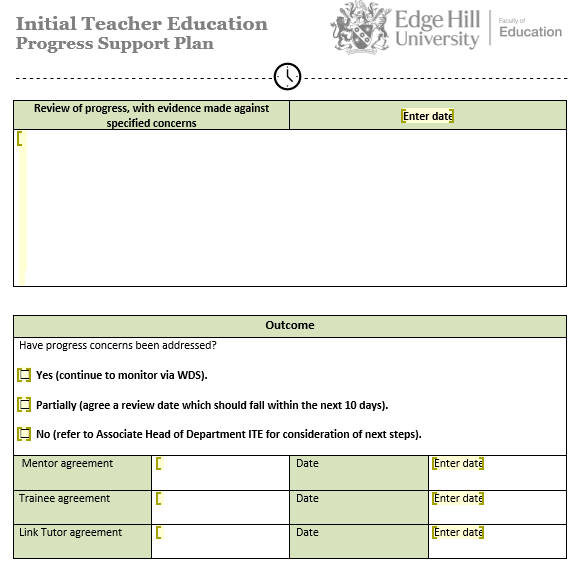
Mentors will observe a trainee’s teaching every week, both formally and informally. The table below indicates the minimum number of formal observations for each placement duration. Throughout the placement, focussed lesson observations will be carried out to ensure that the trainee receives subject specific feedback from an experienced practitioner. The feedback from observations can be used a tool to support the holistic feedback provided in the Weekly Review

Meeting. Observation records will be reviewed by Link Tutors to identify subject specific training and support needs for particular cohorts.

| **Suggested Observation Schedule** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Length of Placement (Weeks)** | 4 | 5-6 | 7-8 | 9-10 | 11-12 |
| **Minimum number of lesson observations** | 3 | 4 | 6 | 8 | 10 |
| **Suggested Focus for observations in KS1 and 2.**  ***Observations in KS1 and KS2 placements should include a range of subjects.***  **\* Please ensure that across the programme observations include English, Systematic Synthetic Phonics (SSP), Mathematics and Science.** | 2 x Core\*  1 x Foundation  Subject | 2 x Core\*  2 x Foundation Subjects | 2 x Core\*  2 x Foundation Subjects  2 x Additional\*\* | 3 x Core\*  3 x Foundation Subjects  2 x Additional\*\* | 4 x Core\*  4 x Foundation Subjects  2 x Additional\*\* |
| \*\*This can be a different subject or a repeated subject | | |
| **Observations in EYFS settings should focus on both prime and specific areas of learning and will include observations of both adult led teaching and the trainee’s scaffolding of children’s learning through continuous provision.** | | | | | |

# Appendix: Progress Support Plans





# Further support and resources

* [***ITT Core Content Framework***](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf)
* [***ITT Core Content Framework Exemplification Resource Materials***](https://www.ucet.ac.uk/12124/itt-core-content-framework-exemplification-resourcesept-2020)
* [***ITT Core Content Trainee Teacher Behavioural Toolkit: A Summary***](https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework/the-trainee-teacher-behavioural-toolkit-a-summary)
* [***Adaptive Teaching Adaptive teaching: Rethinking the nature of learning in schools: BOLD***](https://bold.expert/adaptive-teaching-rethinking-the-nature-of-learning-in-schools/)
* [***Early Career Framework: Learning about adaptive teaching***](https://www.early-career-framework.education.gov.uk/edt/edt-early-career-framework/self-directed-study-materials/3-developing-effective-classroom-practice-%E2%80%92-teaching-and-adapting/3-4-learning-about-adaptive-teaching/)
* [***The Early Career Framework Reforms Overview (ECF)***](https://www.gov.uk/government/publications/early-career-framework-reforms-overview)
* [***The Early Career Framework (ECF)***](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career_Framework_April_2021.pdf)
* [***DfE The reading framework: teaching the foundations of literacy***](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf)