

Primary

Undergraduate and Postgraduate Partnership Handbook 2023-24





Respect

- Be kind
- Working together
- Respect people's objects
- Kind hands + feet

Clarification of terminology

The Department for Education (DfE) refers to the preparation of new teachers as Initial Teacher Training (ITT). Ofsted refer to Initial Teacher Education (ITE). When referencing the DfE - ITT is used in this booklet. When referencing Ofsted - ITE is used. As the terms education and training are different, but not mutually exclusive, the term ITTE (Initial Teacher Training and Education) is used in relation to the Primary courses at the University of Worcester.

CONTENTS

Section 1 - Aims and Principles	4
Section 2 - Essential Information	5
Contact details	5
Course calendars – Undergraduate and Postgraduate	6-7
Key dates – Mentoring	8
Key dates – School Experience Briefings and Course Updates	9
Section 3 - Roles and Responsibilities	10
Section 4 - About Trainee Teachers – Entitlement and Professional Conduct	17
Purposeful Integration	19
Attendance	20
Tutor visits	20
Cause for concern	21
Exceptional circumstances	21
Temporary withdrawal	21
Section 5 - Procedures	22
ERP and school experience file information	22
Weekly review meetings and formative progress descriptors	22
Trainee Expectations	22
General Expectations	23
Phonics	23
Early Years Specialists (in EYFS settings) only	23
PE Specialists (PGCE route) only	23
Navigating the ERP	24
Pre- and Post- Phase Experience	26
School Closure, Leave of Absence, Industrial Action, Inspections	27
Section 6 – School Experience Documentation	28
The University of Worcester ITTE Curriculum	29
The Core Content Framework	29
Curriculum Threads	29
Lesson Planning	30
Lesson Evaluations	30
Target setting	30-31
School Experience Tutor Visits	32-33
Section 7 - Safeguarding	34
Safeguarding and disclosure and barring service arrangements	34
Data protection	34
Section 8 - Overview of paperwork	35
Glossary of terms, useful abbreviation and acronyms	35
Overview of paperwork	36
Curriculum Visions	37-39

CONTENTS

SECTION 1:

AIMS AND PRINCIPLES

Welcome to the University of Worcester Primary Partnership Handbook 2023-24

This guidance provides the essential information about the University of Worcester Primary Partnership. At the heart of the course is the notion of partnership. Partnership implies a full recognition of the part to be played by trainees, school and university staff and the close collaboration between them.

The partnership between trainees, schools and the university recognises that the well-being of pupils in partner schools takes priority over all other considerations. The partnership believes that learning to teach should be an informed and gradual process and not just a 'survival' approach. Research shows that collaborative work is a positive and effective way to develop in vocational settings and offers the best support to develop skills for a complex role.

At the heart of good teaching is the desire to promote learning and the love of learning. Nothing is taught until it is learnt. To achieve this, the programme aims to develop teachers who are:

- **Resilient**, supportive professionals with strong values and high standards of personal conduct.
- **Effective communicators** who collaborate to support wider educational opportunities for all.
- **Ambitious participants** who are creative and informed intellectuals and promote a love of learning.
- **Confident and critically reflective practitioners** motivated to continually improve practice.
- **Highly skilled and inspirational subject/phase specialists** committed to ensuring the safety, well-being and educational progress of all learners.

We value our partnership and the positive impact trainee teachers can have in the classroom.

“Great teachers continuously improve over time, benefitting from the mentoring of expert colleagues and a structured introduction to the core body of knowledge, skills and behaviours that define great teaching.”

(ITT Core Content Framework 2019, p3).

SECTION 2:

ESSENTIAL INFORMATION

This guidance should be read in conjunction with the 'Inspiring Partnership' website - <https://www.worcester.ac.uk/about/academic-schools/school-of-education/school-partnerships/primary-partnership/>

The website includes information and examples of paperwork relevant to trainees.

If you have queries, the first point of contact is the School Experience Tutor. You can find their contact details via the trainee's electronic portfolio. You can also contact the Primary partnership team primarypartnership@worc.ac.uk.

Enquiry	Staff	Telephone	Email address
Primary Partnership	Primary Partnership	N/A	primarypartnership@worc.ac.uk
	Holly Lambeth	01905 542205	h.lambeth@worc.ac.uk
	Clare Reader	01905 855044	c.reader@worc.ac.uk
	Helen Bayfield	01905 855073	h.bayfield@worc.ac.uk
Mentor Training Coordinator	Natalie Taylor	01905 855071	natalie.taylor@worc.ac.uk
Role	Staff	Telephone	Email address
Head of Department	Jennifer Gadd		j.gadd@worc.ac.uk
Primary Partnership Leader	Catherine Clutterbuck	01905 542148	c.clutterbuck@worc.ac.uk
Primary Mentoring Lead	Maggie Tildesley		m.tildesley@worc.ac.uk
Primary Lead for School Based Provision and School Direct Strategic Lead	Julie Sutton	01905 542085	j.sutton@worc.ac.uk
Placement Managers	Juliet Ness	01905 542140	j.ness@worc.ac.uk
	Kate Lamb	01905 542158	k.lamb@worc.ac.uk
PITE Course Leader	Caroline Thomas-Meredith	01905 855473	c.thomas-meredith@worc.ac.uk
PGCE Course Leader	Andy Taylor	01905 855037	andrew.taylor@worc.ac.uk
School Direct Operational Lead	Andy Taylor	01905 542150	andrew.taylor@worc.ac.uk
UG1 Cohort Lead	Karen Bubb	01905 855504	k.bubb@worc.ac.uk
UG2 Cohort Lead	Sam Wallett	01905 542272	s.wallett@worc.ac.uk
UG3 Cohort Lead	Ben Shakespeare	01905 542071	b.shakespeare@worc.ac.uk
PGCE EY Lead	Lorna Williams	01905 542081	lorna.williams@worc.ac.uk
PGCE LY Lead	Sharon Lannie	01905 542261	s.lannie@worc.ac.uk
PGCE PE Lead	Rhys Pritchard	01905 543001	r.pritchard@worc.ac.uk
PGCE Part-time Lead	Kate Howen		k.howen@worc.ac.uk
BA Top-Up Course lead	Kaytie Holdstock	01905 542080	k.holdstock@worc.ac.uk

Undergraduate Routes Overview 2023-24

Week no	W/C	UG1	UG2	UG3	BA Top Up
1	28/08/2023				
2	04/09/2023				Induction Wednesday 6th : SE1 (2 days)
3	11/09/2023	GRADUATION SE tutor training day Wed 13th	GRADUATION SE tutor training day Wed 13th	GRADUATION SE tutor training day Wed 13th	Wednesday in Uni : SE1 (2 days)
4	18/09/2023	INDUCTION			Wednesday in Uni : SE1 (2 days)
5	25/09/2023				Wednesday in Uni : SE1 (2 days) (Virtual visit 30 mins)
6	02/10/2023				Wednesday in Uni : SE1 (2 days)
7	09/10/2023		(Start 09/10/23) SE2 Autumn		Wednesday in Uni : SE1 (2 days)
8	16/10/2023		SE2 Autumn (Virtual visit 30 mins) (End 20/10/23) TOTAL = 10 days		Wednesday in Uni : SE1 (2 days)
9	23/10/2023				Independent study week
10	30/10/2023	HALF TERM	HALF TERM	HALF TERM	HALF TERM
11	06/11/2023	PROGRESS WEEK	PROGRESS WEEK	PROGRESS WEEK	Wednesday in Uni : SE1 (2days) (Face to face QA visit 1 hour)
12	13/11/2023				Wednesday in Uni : SE1 (2days)
13	20/11/2023				Wednesday in Uni : SE1 (2days)
14	27/11/2023			SE3 (Wed 29/11/23 - Fri 1/12/23) TOTAL = 3 days	Wednesday in Uni : SE1 (2days)
15	04/12/2023	(Start 04/12/23) SE1			Independent study week
16	11/12/2023	(Virtual visit 30 mins) (End 15/12/23) TOTAL = 10 days			Independent study week
17	18/12/2023				Independent study week
18	25/12/2023	CHRISTMAS	CHRISTMAS	CHRISTMAS	CHRISTMAS
19	01/01/2024	CHRISTMAS	CHRISTMAS	CHRISTMAS	CHRISTMAS
20	08/01/2024	SE Tutor Training Day Mon 8th	SE Tutor Training Day Mon 8th	SE Tutor Training Day Mon 8th	Wednesday in Uni : SE1 (2 days)
21	15/01/2024			(Start 15/01/24) SE3 (Virtual visit 30 mins)	Wednesday in Uni : SE1 (2 days)
22	22/01/2024			SE3	Wednesday in Uni : SE1 (2 days)
23	29/01/2024			SE3	Wednesday in Uni : SE1 (2 days)
24	05/02/2024			SE3 (Face to face pre-summative & QA review 1.5 hours)	Wednesday in Uni : SE1 (2 days) (Virtual visit 30 mins)
25	12/02/2024	HALF TERM	HALF TERM	HALF TERM	HALF TERM
26	19/02/2024			SE3 4 days in sch (22/02/24 PD day at UW)	Wednesday in Uni : SE1 (2 days)
27	26/02/2024			SE3	Wednesday in Uni : SE1 (2 days)
28	04/03/2024	PROGRESS WEEK	PROGRESS WEEK	SE3	Wednesday in Uni : SE1 (2 days)
29	11/03/2024			SE3	Wednesday in Uni : SE1 (2 days)
30	18/03/2024			SE3 (Face to face summative review 2 hours) (End 22/03/24) TOTAL = 44 days	Wednesday in Uni : Alternative School SE2 (2 days) (Virtual visit 30 mins)
31	25/03/2024	EASTER	EASTER	EASTER	EASTER
32	01/04/2024	EASTER	EASTER	EASTER	EASTER
33	08/04/2024				Alternative school SE2 (5 days)
34	15/04/2024	SE Tutor Training Day Tue 16th	SE Tutor Training Day Tue 16th	SE Tutor Training Day Tue 16th	Alternative school - SE2 (5 days) (Face to face QA visit 1 hour)
35	22/04/2024		(Start 22/04/24) SE2 (Virtual visit 30 mins)		Alternative school - SE2 (5 days)
36	29/04/2024		SE2		Alternative school - SE2 (5 days)
37	06/05/2024	(Start 07/05/24) SE1 BH - 4 days only	SE2 BH - 4 days only		Alternative school - SE2 (5 days)
38	13/05/2024	SE1	SE2 (Face to face QA visit 1 hour)		Alternative school - SE2 (5 days) (Virtual visit 30 mins)
39	20/05/2024	SE1	SE2 (4 days in sch - IT day at UW Friday 24th May 2023)		Wednesday in Uni SE3 (2 days)
40	27/05/2024		HALF TERM		HALF TERM
41	03/06/2024	SE1 (Face to face QA visit 1 hour)	SE2		Wednesday in Uni SE3 (2 days)
42	10/06/2024	SE1	SE2 (Final virtual visit 30 mins) (End 14/06/24) TOTAL = 33 days		Wednesday in Uni SE3 (2 days)
43	17/06/2024	SE1 (final virtual visit 30 mins) (End 21/06/24) TOTAL = 29 days	Enhancement opportunity UG1 Mentoring / alternative placement		Independent study week
44	24/06/2024				Wednesday in Uni SE3 (2 days)
45	01/07/2024				Wednesday in Uni SE3 (2 days)
46	08/07/2024				
47	15/07/2024				

Postgraduate Routes Overview 2023-24

Week no	W/C	PGCE	PGCE SD	PG PART-TIME (Jan 2023 cohort)	PG PART-TIME (Jan 2024 cohort)
1	28/08/2023		Induction Friday 1st		
2	04/09/2023		SE1		
3	11/09/2023	(Start 11/09/23) SE1 IMMERSIVE	SE1	SE2 FLEX (Mon-Tue)	
4	18/09/2023	SE1 IMMERSIVE (Virtual visit 30 mins) (End 22/09/23) TOTAL = 10 days	SE1	SE2 FLEX (Mon-Tue) (Virtual visit 30 mins)	
5	25/09/2023		SE1 (Virtual visit 30 mins)		
6	02/10/2023		SE1	SE2 FIXED (Mon-Wed)	
7	09/10/2023		SE1	SE2 FIXED (Mon-Wed)	
8	16/10/2023		SE1	SE2 FIXED (Mon-Wed)	
9	23/10/2023		SE1	SE2 FIXED (Mon-Tue)	
10	30/10/2023	HALF TERM	HALF TERM	HALF TERM	HALF TERM
11	06/11/2023	(Start 06/11/23) SE1 FLEX	SE1 (Face to face QA visit 1 hour)	PROGRESS WEEK	PROGRESS WEEK
12	13/11/2023	SE1 FLEX	SE1	SE2 FIXED (Mon-Wed)	
13	20/11/2023	SE1 FIXED (Mon, Tues, Wed)	SE1	SE2 FIXED (Mon-Wed) (Face to face QA visit 1 hour)	
14	27/11/2023	SE1 FIXED (Face to face QA visit 1 hour)	SE1	SE2 FIXED (Mon-Wed)	
15	04/12/2023	SE1 FIXED	SE1 (Virtual visit 30 mins)	SE2 FIXED (Mon-Tues)	
16	11/12/2023	SE1 FIXED	SE1	SE2 FIXED (Mon-Wed)	
17	18/12/2023			SE2 FIXED (Mon-Tues)	
18	25/12/2023	CHRISTMAS	CHRISTMAS	CHRISTMAS	
19	01/01/2024	CHRISTMAS	CHRISTMAS	CHRISTMAS	
20	08/01/2024	SE Tutor Training Day Mon 8th	SE2 (2 days)	SE Tutor Training Day Mon 8th	SE Tutor Training Day Mon 8th
21	15/01/2024	SE1 FIXED	SE2 (Virtual visit 30 mins)		
22	22/01/2024	SE1 FIXED	SE2	SE2 FIXED (Mon-Wed)	SE1 FIXED (Mon-Wed)
23	29/01/2024	SE1 FIXED (4 days) Wednesday in Uni	SE2	SE2 FIXED (Mon-Tue)	SE1 FIXED (Mon-Tue)
24	05/02/2024	SE1 FIXED	SE2	SE2 FIXED (Mon-Wed)	SE1 FIXED (Mon-Wed) (Virtual visit 30 mins)
25	12/02/2024	HALF TERM	HALF TERM	HALF TERM	HALF TERM
26	19/02/2024	SE1 FLEX (Virtual visit 30 mins) (End 23/02/24) TOTAL = 52 days	SE2 (Face to face QA visit 1 hour)		
27	26/02/2024		SE2	SE2 FIXED (Mon-Wed)	SE1 FIXED (Mon-Wed)
28	04/03/2024	PROGRESS WEEK	SE2	SE2 FIXED (Mon-Tues)	SE1 FIXED (Mon-Tues)
29	11/03/2024	(Start 11/03/24) SE2 FIXED (x4.5 DAYS) (Mon, Tue, Wed pm Thu, Fri) (Virtual visit 30 mins)	SE2 (Virtual visit 30 mins)	SE2 FIXED (Mon-Wed)	SE1 FIXED (Mon-Wed)
30	18/03/2024	SE2 FIXED (x4.5 DAYS) (Mon, Tue, Wed pm Thu, Fri)		SE2 FIXED (Mon-Tues)	SE1 FIXED (Mon-Tues)
31	25/03/2024	EASTER	EASTER	EASTER	EASTER
32	01/04/2024	EASTER	EASTER	EASTER	EASTER
33	08/04/2024		SE3 1 visit day		
34	15/04/2024	SE2 FIXED	SE3 (Virtual visit 30 mins)	SE2 FIXED (Mon-Wed) (Face to face pre-summative & QA review 1.5 hours)	SE1 FIXED (Mon-Wed)
35	22/04/2024	SE2 FIXED	SE3	SE2 FIXED (Mon-Wed)	SE1 FIXED (Mon-Wed)
36	29/04/2024	SE2 FIXED	SE3	SE2 FIXED (Mon-Wed)	SE1 FIXED (Mon-Wed)
37	06/05/2024	SE2 FIXED	SE3 (Face to face pre-summative & QA review 1.5 hours)	SE2 FIXED (Mon-Wed)	SE1 FIXED (Mon-Wed)
38	13/05/2024	SE2 FLEX	SE3	SE2 FIXED (Mon-Wed)	SE1 FIXED (Mon-Wed)
39	20/05/2024	SE2 FIXED (Face to face pre-summative & QA review 1.5 hours)	SE3	SE2 FIXED (Mon-Wed)	SE1 FIXED (Mon-Wed)
40	27/05/2024	HALF TERM	HALF TERM	HALF TERM	HALF TERM
41	03/06/2024	SE2 FIXED	SE3	SE2 FIXED (Mon-Wed)	SE1 FIXED (Mon-Wed)
42	10/06/2024	SE2 FIXED (x4 DAYS) (Mon, Tue, Thu, Fri)	SE3 (Face to face summative review 2 hours)	SE2 FIXED (Mon-Tue)	SE1 FIXED (Mon-Tue)
43	17/06/2024	SE2 FIXED	SE3	SE2 FIXED (Mon-Wed) (Face to face summative review 2 hours)	SE1 FIXED (Mon-Wed) (Face to face QA visit 1 hour)
44	24/06/2024	SE2 FIXED (Face to face summative review 2 hours) (End 28/06/24) TOTAL = 58 days	SE3	SE2 FIXED (Mon-Wed)	SE1 FIXED (Mon-Wed)
45	01/07/2024		SE3(2 days - Mon+Tues)		SE1 FIXED (Mon-Wed)
46	08/07/2024				SE1 FIXED (Mon-Tues) (final virtual visit 30 mins)

Mentoring

As a mentor in school, we want to support you in a comprehensive manner to enable you to mentor our trainees in the best way possible. The University of Worcester mentor curriculum is a programme of research-informed training which will help all mentors, from the novice to the experienced, to develop their mentoring skills and knowledge and help them to coach and mentor our trainees whilst on placement. We require all school mentors to undertake our mentor curriculum training to enable mentors to be fully conversant with the processes, procedures, and the rationale for various approaches to mentoring and to be able to support the purposeful integration of school experience and taught content. Mentor training that takes place during 2023-24 will be accredited as prior learning for September 2024.

We have a repeating cycle of mentor training sessions, designed to fit in with the placement calendar and to provide training to mentors in the most suitable timing in preparation for the placements that you are supporting.

Each course has a course curriculum booklet, which explains the sequencing of taught content in each subject, as well as a knowledge organiser and subject specific lesson observation guidance. There is also a mentoring booklet to support mentors' knowledge of the Core Content Framework as well as the University sessions for each of the UW curriculum areas. The booklet also provides a summary of trainee activities and reflections, and some ideas of activities mentors can engage with to support trainee development.

Mentor training days:

The following mentor training days are organised for this academic year. This is a whole day training event at the University (see partnership agreement for funding arrangements). Places are booked online on the placement portal or by e mailing primarypartnership@worc.ac.uk.

There is the option of engaging with this training online and this can be accessed by contacting primarypartnership@worc.ac.uk. On-site school-based training can be arranged if there are sufficient numbers.

New mentors need to complete this training once.

DATE	TIME	CONTENT	STATUS
Friday 15th September	10:00-15:00 Face-to-Face (Worcester)	New to Worcester- principles of mentoring, deliberate practice, the UW curriculum	Mandatory for all new mentors and mentors who have not previously engaged with training.
Tuesday 28th November	10:00-15:00 Face-to-Face (Worcester)	New to Worcester- principles of mentoring, deliberate practice, the UW curriculum	Mandatory for all new mentors and mentors who have not previously engaged with training.
Monday 19th February	10:00-15:00 Face-to-Face (Worcester)	New to Worcester- principles of mentoring, deliberate practice, the UW curriculum	Mandatory for all new mentors and mentors who have not previously engaged with training.
Monday 15th April	10:00-15:00 Face-to-Face (Worcester)	New to Worcester- principles of mentoring, deliberate practice, the UW curriculum	Mandatory for all new mentors and mentors who have not previously engaged with training.

Online School Experience Briefings and Course Updates

The range and scope of training for mentors changes to meet the needs of the partnership in response to course priorities. There is an expectation that all mentors hosting a trainee attend school experience briefings. These all take place online and only one briefing needs to be attended per course. Places are booked online on the placement portal or by e mailing primarypartnership@worc.ac.uk. All briefings will be recorded.

DATE	TIME	BRIEFING	REQUIRED MENTORS
Tuesday 5th September	16:00-17:00 (online)	School Briefing -PGCE School Direct	Mandatory for all School Direct lead mentors.
Tuesday 19th September OR Thursday 21st September	16:00-17:00 (online)	School Briefing - PGCE	Mandatory for all PG Part Time SE2 and Full time SE1 mentors (School Direct and University based)
Tuesday 19th September OR Thursday 21st September	16:00-17:00 (online)	School Briefing - TIPE	Mandatory for all BA Top Up mentors
Tuesday 5th December OR Thursday 7th December	16:00-17:00 (online)	School Briefing - UG3	Mandatory for all UG3 mentors
Tuesday 27th February OR Wednesday 28th February	16:00-17:00 (online)	School Briefing - PGCE	Mandatory for all PG Full time SE2 mentors and Part time SE1 mentors
Monday 18th March OR Tuesday 19th March	16:00-17:00 (online)	School Briefing - TIPE	Mandatory for all TIPE SE mentors
Wednesday 17th April OR Thursday 18th April	16:00-17:00 (online)	School Briefing - UG2	Mandatory for all UG2 mentors
Monday 29th April OR Tuesday 2nd May	16:00-17:00 (online)	School Briefing - UG1	Mandatory for all UG1 mentors

“The ‘mentor curriculum’ sits at the heart of leaders’ work to ensure high-quality training.”

(University of Worcester Ofsted Report, 2023)

SECTION 3: ROLES AND RESPONSIBILITIES

Primary Partnership Lead and Partnership Team (University):

- Ensure that the quality assurance of Partnership processes and provision is effective.
- The Partnership Leader has strategic responsibility for ensuring that the Partnership is providing a strong and robust training experience for trainees.
- The School Direct Operational Lead ensures that placements run well, mentors are trained, experts are clear about their roles in training in school and liaises with the Primary Partnership Lead.
- Ensure that schools are able to support placements by undertaking initial Partnership assessments and risk assessments if an Ofsted grade changes.
- Be responsible for the Partnership documentation and the allocation of School Experience Tutors.
- Oversee all internal and external moderation procedures and work in collaboration with the Partnership Steering Committee to enhance provision.
- Will ensure that the assessment framework enables us to formatively assess against the curriculum and recommend for QTS, that this is done fairly and consistently.
- The placement manager ensures that admission checks, such as DBS, are undertaken. All DBS checks are undertaken at the university and confirmation that the check has been carried out will be issued via a confirmation DBS letter.
- Development of, in close collaboration with course leaders and alliance leads, mentor training for new (to Worcester) mentors, school briefings and advanced mentor training across all routes.
- Quality assurance of new school direct placement settings and supporting alliances (where applicable) in sourcing new placements based on regional need for school direct trainees.
- Application of quality assurance and enhancement processes across the partnership.
- Updating and overseeing the administration of all partnership agreements including school direct settings and finance payments to the alliance.
- Development of partnership handbooks and resources.
- Management of partnership data including: records of partnership engagement, collection and collation of data to inform the self-evaluation document, mentor and trainee satisfaction surveys and the development of the ARC software for placement activities. This data will be shared with alliances via Strategic School Direct Alliance Lead Mentor meetings.
- Coordinate and chair the Primary Partnership Steering Committee.
- Contribute effectively to Ofsted inspections.
- Ensure all aspects of the partnership work is in-line with the Professional Regulatory Body requirements (for example, Ofsted and DfE) and overseeing all ITT criteria documents.
- Strategically manage Early Career Teacher liaison work across the partnership.
- Via the Primary Practice Panel, the team is responsible for the selection and de-selection of schools.

The Lead Mentor (School) undertakes to:

- Have overall responsibility for the placements, welfare and supervision of trainee teachers whilst the trainees are in school.
- Co-operate with the moderation and quality assurance process by the university.
- Ensure the trainee has access to relevant school policies and is aware of key members of staff, such as the safeguarding lead and the SENCo.
- Take responsibility for the organisation and quality assurance of the school experience for the school.
- Maintain communication with the University.
- Undertake professional training and development.
- Ensure that all school staff who have not had a trainee from UW understand fully the School Direct training route.
- Ensure that the trainee is introduced to colleagues and made aware of relevant school documentation and procedures.
- Provide a suitable timetable in order to facilitate a supportive placement.
- To be the first point of contact, and to maintain communication with the trainee and School Direct Alliance leads.
- Support the welfare of the trainee whilst on placement.
- Support trainees to manage their own workload and wellbeing.
- Organise and quality assure the school experience, ensuring trainee entitlement and moderation of formative and summative assessments.
- Provide an induction programme for each placement that includes access to the school child protection policy, the staff behaviour policy (sometimes called a code of conduct) information about the role of the designated safeguarding lead and a copy of Keeping Children Safe in Education.
- Attend school briefings and monitor the attendance of all active class teachers at these briefings.
- Ensure the delivery of the training programme in the school as applicable.
- Attend strategic lead mentor meetings and other training as required.
- Liaise with the School Experience Tutor on the assessment needs of the trainee against the assessment grid, targeting areas for development.
- Observe and monitor the overall performance of the trainee on a regular basis providing verbal and written feedback on lessons observed, using the university lesson observation forms as necessary.
- Ensure that regular observations are carried out by the class teachers and support the class teacher, as required.
- Ensure regular discussion and feedback sessions on a weekly basis to review progress and set targets for further development.
- Assess and review the trainee's progress against the curriculum using the ERP.
- Support the trainee to complete any school-based reflections, liaising with other teachers if appropriate.
- Liaise with the School Experience Tutor during each visit as appropriate.
- Engage in self-reflection to ensure high standards of mentoring.
- Ensure that all placement reports are completed in a timely manner.

Class Teacher (School) undertakes to:

- Liaise and communicate with the Lead Mentor and School Direct Alliance Lead on the progress and assessment of the trainee against the curriculum.
- Be responsible for the day-to-day supervision of the trainee teacher(s) in their class, providing a suitable timetable for the trainee and access to relevant school documentation including access to schemes of work and pupil data.
- Ensure the trainee is aware of health and safety and safeguarding arrangements specific to the context.
- Contribute to the Quality Assurance processes as required.
- Regularly review the trainee's progress against the curriculum using the ERP.
- Provide opportunity for the trainee to complete weekly tasks and observations as identified in the ERP.
- Give guidance and access to resources in the classroom.
- Enable trainees to carry out observations of expert practitioners.
- Carry out at least one weekly observation of the trainee and give specific and focused feedback in line with partnership documentation to support development.
- Arrange regular and undisturbed weekly review meetings with the trainee to review progress and set SHARP targets that are regularly monitored.
- Work with School Direct Alliance Leads and SE Tutors to determine timely and accurate assessment of progress towards the curriculum using partnership documentation.
- Support trainees to manage their own workload and wellbeing whilst they train.
- Attend class teacher mentor training provided by the University.
- Establish trusting relationships, modelling high standards and providing support (mentor standard 1).
- Support trainees to develop their teaching practice in order to set high expectations of all pupils whilst also considering the workload of the trainee (mentor standard 2).
- Set high expectations and induct the trainee to understand their role and responsibilities as a teacher (mentor standard 3).
- Continue their own CPD; investing time to develop a good working relationship with the University (mentor standard 4) including new mentor training and attendance at two school briefings per year.
- When applicable participate in ITE Ofsted inspections and external examiner/course moderator visits.

Head of Department for Primary (University) undertakes to:

- Be responsible for the quality of the primary programmes ensuring that they comply with DfE and University regulations.
- Take a strategic role for directing any university / school issues.
- Be responsible for ensuring that the university provide staff who can professionally fulfil their roles and responsibilities, positively supporting all stakeholders.

Head teacher (School) undertakes to:

- Ensure that the school is an appropriate setting for effective training, with trainees having access to support, good practice and necessary resources, including those made available through appropriate management of the partnership budget.
- Ensure all active mentors have QTS and are University of Worcester mentor trained prior to hosting placements.
- Identify suitably experienced and trained mentors who are able to model good/outstanding practice for trainees.
- Ensure that mentors access the mentor training provided by the University.
- Engage with OfSTED inspections of The Provider.
- Provide written notification to the University of Worcester of changes to the school's Ofsted classification resulting from a school inspection.
- Co-operate with the moderation and quality assurance process by the Partnership Team.
- Ensure the trainee has access to relevant school policies and is aware of key members of staff, such as the Safeguarding lead and the SENCo.
- Identify suitable and experienced staff for recruitment, selection and interviewing applicants as appropriate.

School Experience Tutor (University) undertakes to:

- Work collaboratively with the Head teacher, Class teacher and Lead Mentor to support, monitor, assess and record the progress of the trainee teacher and feedback key information where relevant to the School Direct Operational Lead and the Primary Partnership Leader.
- Maintain regular communication with the trainee and school, organising the prescribed number of placement visits per term, liaising with the class teacher and lead mentor in advance.
- Support trainees to manage their own workload and well-being whilst they train and as they embark on their career in school.
- Quality assure placements and judgements against the curriculum, by conducting joint observations with the class teacher and observing the feedback.
- Providing feedback to the partnership (including School Direct Alliance Lead Mentors) using the SE Tutor Visit Form to quality assure the placement and the quality of mentoring against the Mentor Standards (2016).
- Regular reviewing of the ERP to track trainee progress and well-being providing timely intervention as appropriate.
- Provide pastoral support to the trainee and work with them to plan and assess their needs and target areas for development.
- Quality assure the formative assessment process in line with University guidance.
- Assure the final assessment of the trainee against the Teachers' Standards (July 2013) through liaising with colleagues.
- Moderate and confirm the support needed for trainees requiring additional support.
- Discuss Trainees' University of Worcester Career Entry Profile (UWCEP).
- Where applicable, provide bespoke advice and training for school partners as part of the School Experience visit.

School Direct Alliance in liaison with the University of Worcester undertakes to:

- Actively advertise and recruit School Direct teacher training places.
- Work collaboratively with the University of Worcester to recruit and interview as part of a rigorous selection process. Where possible, interviews take place jointly between the Lead School and the University with both parties agreeing the offer.
- Ensure recruitment is in accordance with the Initial teacher training (ITT): criteria and supporting advice.
- Carry out suitable checks on applicants such as Enhanced Disclosure and Barring Service (DBS) and Code of Good Conduct, prohibition checks and disqualification by association (as applicable for School Direct salaried routes).
- Plan and deliver School Direct trainee school induction processes.
- Organise appropriate main and second placements for trainees.
- Quality assure placements across the alliance partnership.
- Provide a programme of training agreed through the University of Worcester.
- Ensure that trainees are available to attend all university-based taught sessions and any additional courses as required by the programme on which the trainee is registered.
- Ensure the delivery of an appropriate school-based training programme within the Alliance which is compliant with the ITT Core Content Framework.
- Liaise and communicate with the relevant placement school(s) to monitor provision and inform the University immediately if any issues arise.
- Agree representation at the appropriate Course Committees, including the Partnership Steering committee.
- Supply appropriate alliance documentation.
- Attend Strategic School Direct Alliance Lead mentor meetings and other training as required.

Course Leads

Each course is led and managed by a Course Leader, for School Direct they are supported by the Primary Lead for School-Based Provision and the School Direct Operational Lead. Between them they undertake the following as appropriate to their area of responsibility:

- Be responsible for the allocation of School Experience Tutors.
- Contribute effectively to Ofsted inspections.
- Deal with programme related issues.
- Embed quality assurance processes into the course design and delivery.
- Ensure that school colleagues attend relevant university mentor training.
- Manage programme related issues.
- Manage the annual evaluation reporting cycle effectively to analyse and draw conclusions from data to inform critical reflection and evaluation, enhancement planning and appropriate actions.
- Collaborate with the partnership in co-ordinating inspections.
- Co-ordinate and lead the strategic development of the course to ensure high quality provision is in place for all Trainees and to ensure integration of the Core Content Framework.
- Lead, manage and effectively deliver the course ensuring coverage of the ITE Core Content Framework.
- Develop the course in light of feedback from Ofsted, external examiners, mentors and trainees.
- Ensure the course meets appropriate Higher Education Institute (HEI) requirements and government standards for Initial Teacher Education (ITE).
- Evaluate and review course structure and procedures.
- Liaise with committees over term dates, and the structure of the course.
- Organise examination boards.
- Organise External Examiners.
- Communicate effectively with External Examiners, including responding to their reports.
- Ensure that all course documentation for prospective and current trainees is current and accurate including the VLE and electronic portfolio.
- Foster effective communication and course evaluation mechanisms including the management of the student and staff: liaison committee(s) and course representatives.
- Track Trainee progress and performance.
- Manage the recruitment, interview and retention cycle.
- Ensure that workload of trainees is manageable.
- Oversee the management, progress, safeguarding and health and well-being of trainees across the course.
- Attend and contribute to any alliance meetings, alliance recruitment and SD strategic meetings.
- Coordinate joint observations with alliance leads to QA mentoring of SD trainees.
- Ensure the opportunity to share good practice across alliances and the partnership.
- Organise and lead Strategic School Direct Alliance Lead Mentor meetings.
- Oversee suitable checks on applicants such as Enhanced Disclosure and Barring Service (DBS) and Code of Good Conduct, prohibition checks and disqualification by association in partnership with the university admissions team and school direct alliances (as appropriate).
- Oversee, advise on and quality assure the training programme delivered by alliances ensuring coverage of the ITE Core Content Framework.
- Support the alliances and the UW partnership team to secure appropriate second school placements if applicable.
- Work with the Primary Partnership Leader and Primary Lead for School-Based provision to develop excellent working relationships with school direct alliances, partner schools and other partners to enhance provision.

Placement Schools undertake to:

- Liaise and communicate with the Lead School Alliance and University of Worcester to ensure appropriate school placements are provided.
- Be responsible for the day-to-day organisation of the placement to ensure a high-quality experience is provided for the trainee.
- Ensure that the trainee is available to attend all university-based taught sessions and Lead School Alliance training sessions along with any additional courses as required by the programme on which the trainee is registered.
- Attend regular Mentor meetings organised by the University.

The Primary Department Administration Team (University) will undertake (with the schools, tutors and trainees) to (as appropriate to each course):

- Alert the Primary Partnership Leader of new schools and ensure all schools have been quality checked, have completed the health and safety audit and have returned the partnership agreement via the school portal (ARC).
- Ensure that trainees are placed in at least 2 high quality contrasting school settings and enable trainees to acquire the knowledge and skills they need to teach within the age phase for which they are training.
- Inform all parties about necessary changes prior to, during and post placement dates.
- Be the liaison point in the partnership between trainees, schools and the university including the administration of school documentation.
- Coordinate arrangements for the delivery of new mentor training and placement briefing meetings keeping a register of attendance.
- Support schools with the DfE marketing and recruitment processes.
- Administer finance payments relating to school experience.
- Collate school offers and match trainees to suitable placements that meet their needs.

“Partnership working between the provider, schools and other settings is a particular strength.”

(University of Worcester Ofsted Report, 2023)



SECTION 4: ABOUT TRAINEE TEACHERS – ENTITLEMENT & PROFESSIONAL CONDUCT

Trainees are expected to behave as teachers, maintaining a professional stance at all times i.e. to meet the Teachers' Standards (2013) parts 1 and 2 by the end of the course. Part 2 refers to the personal and professional conduct expected of a teacher. All trainees are required to sign the Primary Department Trainee Teacher Code of Conduct.

Whilst on placement trainees are entitled to:

- A safeguarding induction within the first week
- One subject mentor meeting focused on review and planning (one hour per week) - coaching
- One formal written lesson observation per week, providing subject specific feedback using the lesson observation guidance and course curriculum booklet.
- One post-lesson conversation (15 minutes minimum)
- Access to policies and related documents

Guidance for Initial Teacher Training requires all providers to ensure trainees are given sufficient time being trained in schools. This means that typically trainees spend 120 days (24 weeks) on placement. School experience is arranged in three phases:

- Building - induction and school experience 1/Autumn term for PGCE
- Enriching - School experience 2/Spring term for PGCE
- Thriving - School experience 3/Summer term for PGCE

The part-time PGCE route is arranged as below

- Building - January -July of year 1
- Enriching - September - February of year 2
- Thriving - February - July of year 2

Please remember that trainees are novices with minimal experience in a classroom. They are learning to become teachers. Whilst they are on placement with you they are training within our partnership, and we support them together. The university is responsible for the framework of the training but it is the experience with you in the classroom where they practise to become teachers.

The [ITT Core Content Framework](#) has been used to help co-design our curriculum. The curriculum design is based on years of experience in training teachers and is underpinned by the evidence of what makes great teachers. Our ITTE curriculum is ambitious and goes beyond the minimum entitlement set out in the ITT Core Content Framework.

The aims of the Partnership are to develop the very best teachers and to do that we endeavour to enable all trainees to succeed under our REACH vision (see page 4). This vision is shared with trainees and they are expected to conduct themselves in a professional manner that is conducive to achieving this.

“Trainees are capable and confident practitioners by the time they complete their courses.”

(University of Worcester Ofsted Report, 2023)



Purposeful Integration

It is essential that taught content and placement-based training are purposefully integrated to ensure that trainees make the best possible progress in their teaching. Mentor training and school briefings will provide mentors with a deep understanding of the curriculum, the relevant research base which informs it and roles in supporting its delivery and practice. Timely purposeful integration training emails will provide you with prompts and reminders to ensure in-school experiences are seamlessly coherent with the training curriculum. In university and school trainees will purposefully practice key concepts, supported by high quality feedback, in preparation for delivery in the classroom. Purposeful integration will be quality assured by university tutors during school visits and the weekly review of trainee's ERP.

The Primary Department recognise and value the contributions of school colleagues. Our curriculum is designed to promote the integration of taught content, trainee led learning, placement learning and mentoring.



Attendance – Our attendance and punctuality expectations ensure that trainees have the curriculum subject knowledge required for school experience and that they consistently demonstrate the professionalism required in Part 2 of the Teachers’ Standards (Department for Education, 2013).

Attendance is monitored throughout the year; all absences, lateness or leaving early and missed tutorials will be monitored by the University on an individual basis in order to support the trainee. Persistent absence or lateness will result in students being interviewed by the Course Leader to ascertain commitment to the course and review progress. The Head of Department may also be informed and may be involved in this interview process.

All trainees must have the opportunity to work in two schools for a minimum of 120 days. They must record attendance at school on their ERP.

As noted in the code of conduct trainees have the following responsibilities:

- *There is a requirement to attend all days in University and in school unless you have agreed mitigating circumstances. You should arrive in good time and dress appropriately.*
- *If you are going to be absent from University – contact your tutor. If you are going to be absent from school – messages MUST be given to the appropriate member of staff following normal school procedures. You should also contact the course administrator and your subject tutor in University. An absence of five days should be followed up by a doctors note.*
- *Request for absences: normally permission for absence is restricted to attending the funeral of a close relative or to attend a job interview following school protocols as applicable. Absence from university sessions must be agreed with your tutor in advance. All planned absence from school must be made up. If you are absent you will need to be prepared to supply work for classes to be covered and to communicate this clearly with your school mentor.*

- *Routine doctors and dentist appointments should be booked outside of core university and school hours. Absence for hospital appointments must be negotiated with your university tutor and school mentors as applicable.*
- *Prospective school visits, prior to applying for a job, must be agreed with the school mentor and tutor in advance. These should be in non-contact time avoiding absence from teaching.*

Tutor visits - All trainees have a designated university school experience tutor. The tutor will work collaboratively with the trainee and the school, and should be the first point of contact. During all school experiences, the tutor will arrange suitable times to visit the trainee notifying the mentor and trainee of all plans.

Purpose: The tutor is there primarily to visit and support the mentor. The purposes of the joint observation is to aid consistency of experience across schools and to help develop the skills of mentors. On occasions a moderating tutor may accompany the school experience tutor to quality assure the consistency of mentoring across schools.

During the lesson: The essential part of the visit, for achieving consistency of judgement, is for joint observation to take place and for the mentor and tutor to compare their assessment of the lesson. Ideally, this will happen immediately after the lesson.

After the lesson: Ideally, the lesson will be followed by a brief discussion between the mentor and the tutor followed by a mentoring conversation with the trainee. The mentoring conversation should always start with the trainee being asked for their views. A useful first question is ‘Which parts of the lesson do you feel were most successful in supporting children’s learning?’ On all visits the mentor should lead the post lesson discussion. There will be times when the tutor adds to the conversation as part of the collaborative process. The tutor will complete all paperwork electronically on the ERP. The tutor will need access to school wi-fi in order to do this.

The emphasis should be formative feedback and on the identification of SHARP priorities for development (see page 30-31 for details). Tutors and mentors will focus on whether the right priorities are being identified, the quality of the evidence against the curriculum and if progress is satisfactory for this stage of the course. Summative assessment against the Teachers’ Standards is only made at the end of the course.

After the tutor visit: The lesson observation from the mentor should be shared with the trainee. Tutor documentation will be available on the ERP.

As part of the quality assurance process, tutors will also periodically review the lesson observations uploaded by trainees onto the ERP and may provide feedback to the mentor.

Trainees who are a cause for concern - In agreeing to accept the placement the school has recognised the role and responsibilities that it has for supporting and training the trainee. The Primary Department has a clear Targeted Support Procedure. Details can be found on the [partnership website](#).

Exceptional circumstances: a major sudden crisis

- In the event of a major sudden crisis, for example professional misconduct, that requires the exclusion of a trainee from the placement, the Primary Partnership Leader should be contacted immediately and before any precipitous action is taken. At this stage it may be necessary to invoke the University Fitness to Practice procedures:
<http://www.worcester.ac.uk/registryservices/documents/FitnesstoPractiseProcedures.pdf>

In the event that a school is unwilling for a trainee to continue, the lead school or university may attempt to find an alternative placement if the cause is considered to have mitigating circumstances. Please note a school has the right to withdraw a placement at any time.

At any stage in this process, if matters are considered serious enough, the trainee may be asked to leave the programme. Counselling through the university will be offered.

Temporary withdrawal – Sometimes a trainee’s circumstances change and interferes with them completing the course (e.g. pregnancy, or serious illness). In these circumstances trainees should talk with their Personal Academic Tutor (PAT) and Course Leader. The Primary Partnership Leader should also be notified. Where appropriate, a decision may be granted that will allow for temporary withdrawal until circumstances allow continuation. This would normally be within one year. Trainees will be expected to pay course fees on their return. For School Direct, it may not be possible to return to the base school, however the lead school will endeavour to arrange a suitable placement with an alternative school.

Trainees must arrange to meet with the Course Leader and complete the withdrawal form available on SOLE. No action will be taken until this form has been completed.

“The ITE primary partnership is a learning community that places children at the heart of everyone’s endeavours. Communication across the partnership is a strong and distinct positive feature.”

(University of Worcester Ofsted Report, 2023)

SECTION 5: PROCEDURES

ERP and School Experience File Information.

Trainees are responsible for their ERP. This is a shared on-line platform where trainees store key information, track their progress via weekly reviews and record evidence of their progress towards the intended learning in the ITTE curriculum. At the beginning of each placement trainees will invite mentors to view their ERP. Trainees should also keep day-to-day teaching files either as hard copies or electronically. Typically these will include:

- School/Class information
- School Planning
- Planning
- Assessment

Weekly review meetings and use of the formative progress descriptors.

It is essential that trainees assess their strengths against the UW Curriculum (Professional Behaviours, Behaviour Management, Curriculum, Pedagogy, Assessment, Inclusion Diversity and Global Citizenship, Critical Thinking, Resilience and Wellbeing for All) considering the impact they are having on pupil learning over time. Weekly mentor meetings need to be prepared for by trainees using the template on their ERP.

Mentors should use their professional judgement and common sense to assess trainees at a level that is consistent with what should reasonably be expected given the trainee's level of experience. Trainees, mentors and tutors track progress periodically using the formative progress descriptors in addition to the weekly review meetings. The formative progress descriptors give an indicator of where we would expect trainees to be working against the curriculum for this stage of their training (building, enriching, thriving). **This is not a tick list of behaviours.** It is to support the mentor's professional judgement of the trainee's progress against the curriculum as a formative assessment tool. The descriptors should be used to support writing focused/SHARP granular targets. Mentors should also use the descriptors as guidance when writing formative school reports and completing progress point RAG ratings.

Trainee Expectations

The trainee expectations can be found within the ERP. As soon as the trainee shares this with the mentor, the mentor should spend time reviewing the expectations. The Course Curriculum Booklet is available on the [Primary Partnership website](#) and on the trainees' Blackboard site (Virtual Learning Environment). This includes information about how the activities and mentoring expectations on school placement build on the University taught content to ensure a well sequenced curriculum. Please refer to this regularly.

The teaching requirements are designed to gradually build trainees' teaching through the building, enriching and thriving phases of training. These are clearly outlined on the ERP.

The summary below includes the general expectations for trainees across all routes in the Primary Partnership. For trainees on a part-time PGCE or the BA(Hons) Top Up course, all expectations are pro-rated. For example, a weekly lesson observation would be once a fortnight.

Within the first week:

Ensure you have set up a School Experience folder in line with University guidelines – this can be electronic or physical:

- School/Class information
- School Planning
- Planning
- Assessment

Ensure you have read the school's Safeguarding and Health and Safety policy and update this in your ERP.

Ensure you have a safeguarding induction at school.

General expectations:

- When carrying out observations, try to ensure you cover a range of different subjects. There are some focused observations but you will also carry out lots of informal observations that do not require typing up. Any formal observations should be uploaded to your ERP.
- Each week you should complete your weekly review on your ERP. There are some focused reflections and activities to support your development within the curriculum and provide you with opportunities to engage with expert colleagues in school.
- You should have 10% of your time in school to engage with your ERP – this is time to engage with the developmental materials and to complete your reflections. For 3rd year students, this time should be split between your dissertation time and ERP time. In the thriving phase, the ERP requirements are significantly reduced to support this.
- You should have 10% PPA time in school and some of this could be in collaboration with your class teacher or mentor.
- You should have one formal lesson observation per week and upload this to your ERP. This will enable you to practise and receive consistent, effective mentoring and feedback to support your development.
- Ensure you review your lessons and annotate your plans appropriately. Consider how your teaching facilitated progress for pupils. At least three lessons per week should be annotated.
- You should have at least one formal observation of your mathematics teaching. This should be uploaded to your ERP.
- You need to observe phonics as part of your placement.
- Ensure you keep your Curriculum Audit up to date. This should show every time you observe or teach a subject. All formal lesson observations should also include a linked lesson plan and observation form.
- Keep your attendance grid up to date.

Phonics:

- In the building phase, you should observe phonics and teach at least one phonics session.
- In the enriching and thriving phase, you should observe phonics and also aim to teach a sequence of 3 phonics lessons and have at least one formal observation of your phonics teaching.

Early Years Specialists (in EYFS settings) only:

- At the beginning of your School Experience, create a provision map of the Early Years learning environment (indoors and outdoors), showing learning areas, e.g., creative area, sand, water, construction, book corner, carpet area, writing area etc. Add this to your School Experience folder.
- Find out about how the setting plans for and records continuous provision in the 'enabling environment' and contribute to these learning opportunities each week.
- Ensure that you record any continuous provision opportunities that you have planned and facilitated on your planning.

Please note: The 'Adaptation for EYFS' within the development activities is a suggestion of how you can approach each task through an EYFS lens or where whole class teaching is not feasible within the setting.

PE Specialists (PGCE route) only:

- Aim to observe at least 3 PE lessons over the course of the placement.
- Each week, try to ensure at least 3 of the lessons you teach are PE and that at least one of those sessions are in a class other than your placement class.
- To develop and teach a sequence of lessons. This should be planned and taught independently with you as the trainee seeking feedback on it either from your school experience tutor or school-based mentor.
- In the thriving phase, create a PE curriculum learning journey that details the pupil's PE journey from EYFS to Year 6 (Year 4 in a First School).

Navigating the ERP

The ERP is the trainee’s Electronic Reflective Portfolio, this will be shared by the Trainee and can be accessed on PebblePad.

The trainee expectations and links to the CCF are clearly labelled for each week under the School Experience tab. Each week contains a page similar to the one shown below:

Behaviour Management

CCF:

7.6 Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).

7.7 Pupils’ investment in learning is also driven by their prior experiences and perceptions of success and failure.

7n Observing how expert colleagues support pupils to master challenging content, which builds towards long-term goals and deconstructing this approach.

7o Discussing and analysing with expert colleagues how experienced colleagues provide opportunities for pupils to articulate their longterm goals and helping them to see how these are related to their success in school.

	Tick once complete	Suggestions
10% Development Time	<p>Share:</p> <p>Discuss how your school promotes intrinsic motivation and how pupils respond to different motivation strategies to build behaviour for learning.</p>	<p>Suggested reading:</p> <p>You could engage with some reading about self-determination theory with Edward Deci.</p>
Mentor meeting minimum content	<p>Discuss:</p> <p>Discuss how support is provided to encourage pupils to achieve long term, academic and personal goals.</p> <p>Adaptation for EYFS: Discuss with your CT how pupils next steps are purposefully planned for in order to meet the Early Learning Goal (ELG) at the end of Reception.</p>	
Mandatory requirements	<p>Trainee requirement:</p> <p>Reflect on how the school uses strategies to incite intrinsic and extrinsic motivation for pupils (max 250 words). You should type your reflection into the space below.</p>	

The mentor meeting minimum content is designed to promote consistency of mentoring across the partnership and to ensure placement learning is coherently sequenced to build on prior taught content.

Mentors are required to capture the professional dialogue between themselves and the trainee in the mentor meeting. This should be a maximum of 150 words and can be bullet points. In addition, the mentor meeting should enable the trainee to capture their areas of strength and areas for development. This is recorded on the ERP under the School Experience tab, as shown in the image below.

- Single date
 Add an end date
 Ongoing

COMPLETED BY: SCHOOL MENTOR

Mentor meeting record

Capture the professional dialogue between trainee and school mentor here (max 150 words):

Capture your areas of strength for the week here:

Area of strength	Link to UW Curriculum

Capture your areas for development here:

SHARP target	Key actions	Link to UW curriculum

Certification of completion

Please tick when you have completed this page of your ERP.

- I confirm this page is complete.

You will see that sometimes trainees are required to complete a reflection on their ERP, this should also be reviewed in the mentor meeting and is recorded on the ERP by the trainee. Once all aspects of the trainee’s weekly development and mentoring record are complete, the trainee should certify the page. The image below shows an example of where the trainees should record reflections.

Reflection

Reflect on how the school uses strategies to incite intrinsic and extrinsic motivation for pupils (max 250 words).

<p>What?</p> <p>Enter text...</p>	<p>So what?</p> <p>Enter text...</p>
<p>Now what?</p> <p>Enter text...</p>	

Pre- and Post- Phase Experience

The Initial Teacher Training (ITT): criteria and supporting advice: C2.2 states *Providers must ensure that trainees are afforded the opportunity to develop a comprehensive understanding of progression across and **before and after the age range for which they are training to teach***. This means that all 5-11 trainees should have experience of EYFS provision and Key Stage 3. All 3-7 trainees should have experience in an EY setting with children aged 0-2 and in Key Stage 2.

This experience could be achieved in a number of ways:

- Discussions with teachers and other professionals, especially those dealing with transition arrangements
- Observing practice in these phases.

Trainees should arrange to visit these setting as appropriate in liaison with their mentor. These visits should be arranged in the Building and Enriching phases.

CCF links: How Pupils Learn - UW Curriculum: Pedagogy

On the day, you should continue this reflection, focusing your observations on the pupils.

If you are in a Secondary setting (5-11 trainees) or KS2 setting (3-7 trainees):

Consider how pupil development of metacognitive strategies, motivation and memory impact learning. What impact does this have on the way we transition pupils between key stages?

If you are in an EYFS setting:

Focus on observing self-regulation strategies. How do children develop these through the early stages on their lives and what impact does this have on practice in EYFS and primary schools?

“Tutors and school-placed mentors work in harmony to deepen trainees’ knowledge of how to teach reading.”
(University of Worcester Ofsted Report, 2023)



School Closure – Trainees on placement should follow the school protocols and procedures concerning school closure. If a school closes, trainees should use the time for planning and preparation. This is counted as a school day on attendance records.

Requests for Leave of Absence

There are times when trainees may request a leave of absence, for paternity leave for example. In this instance the trainee needs to gain permission from the school and the Course Leader/Alliance Lead (if applicable) prior to taking the leave of absence. Trainees may be required to make this time up at the end of the course.

Industrial Action

Trainee members of teaching unions cannot go on strike or participate in industrial action in any way as they are not employed by the school, were not balloted about strike action, nor are they members of the teachers' pension scheme. Consequently trainees should go into school provided that it remains open and that those colleagues responsible for the supervision of trainees are confident they can engage in training activities. However, trainees must not be used to cover a striking teacher and should not be left unsupervised. If the headteacher closes the school, or if there is a picket line at the school and a trainee does not wish to cross this, they should inform the mentor and SE Tutor that they will be working from home. Trainees will not need to make up this day nor will progress on their training programme be jeopardised. If trainees wish to seek further advice, they are encouraged to contact their union/professional association.

Ofsted Inspections

School inspections – It is up to schools to manage arrangements for school Ofsted inspections. Most schools adopt a 'business as usual' policy and expect trainees to continue teaching. For further information see the School Inspection Handbook (paragraph 118).

University (ITE) inspections – Inspections are in the spring and summer terms. Providers are normally notified of inspections on a Wednesday and inspectors visit schools during the following week. University tutors will support schools and trainees with preparations.

“Leaders ensure that the Department of Education (DfE) core content framework (CCF) is fully covered through the primary ITE curriculum. Furthermore, they involve trainees in discussing and debating the research that underpins the CCF.”

(University of Worcester Ofsted Report, 2023)

SECTION 6: SCHOOL EXPERIENCE DOCUMENTATION



The University of Worcester ITTE Curriculum

The quality of teaching is the single most important in-school factor in improving outcomes for pupils - and it is particularly important for pupils from disadvantaged backgrounds. No one is born a great teacher.

The Core Content Framework

The Department for Education has published the ITT Core Content Framework (for use in teacher training) and the Early Career Framework (for the early years of teaching). These documents establish an entitlement to a 3 year (or more) structured package of support for new teachers.

The ITT Core Content Framework has been used to help co-design the curriculum. The curriculum design is based on years of experience in training teachers, using input from mentors and is underpinned by the evidence of what makes great teachers. Our ITTE curriculum is ambitious and goes beyond the minimum entitlement set out in the ITT Core Content Framework.

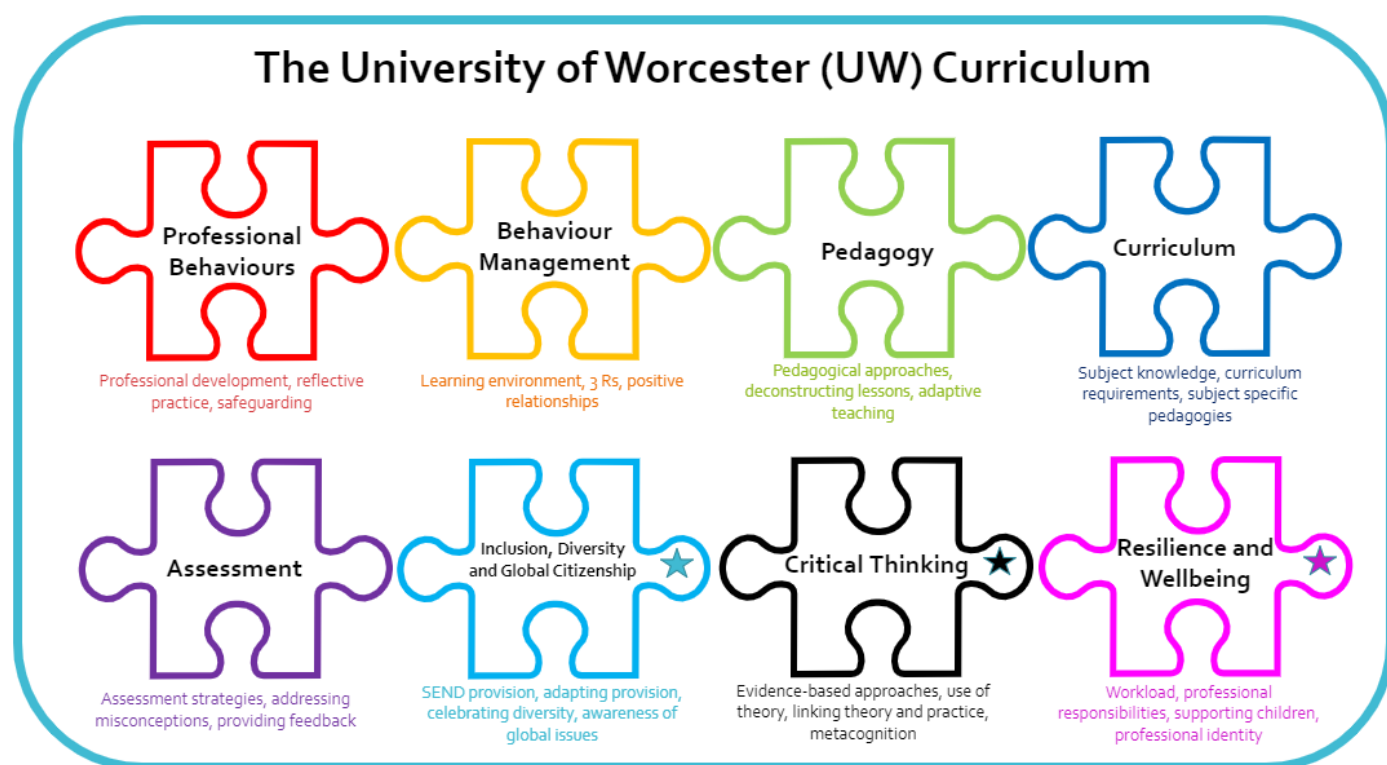
The ITT Core Content Framework sets out two types of content – mirroring the Early Career Framework. Within each area, key evidence statements ('Learn that...') have been drawn from current high-quality evidence from the UK and overseas. These 'Learn that...' statements are deliberately the same as the 'Learn that...' statements in the Early Career Framework. Trainees see these statements referenced in all taught sessions.

In addition, the ITT Core Content Framework details practice statements (Learn how to...) based on the practice statements in the ECF but altered so they are appropriate for teacher training. These 'learn how to...' statements are referred to and modelled in taught sessions. They are also woven into the mentor meeting requirements on the ERP so that you can use them with trainees to practise key skills. Trainees should also have the opportunity to work with, and learn from, expert colleagues as they apply knowledge and understanding from taught sessions and reading into practice.

Curriculum Threads

The UW curriculum is organised into curriculum threads: Professional Behaviours, Behaviour Management, Curriculum, Pedagogy, Assessment, Inclusion, Diversity and Global Citizenship, Critical Thinking and Resilience and Wellbeing for All. You will notice these themes as they spiral through the training, each time broadening the focus and deepening the understanding.

Weekly tasks and mentor meetings review the UW curriculum threads. This ongoing formative assessment focuses on whether trainees are gaining, applying and refining the knowledge and skills set in the ITTE curriculum. Ongoing assessment enables tutors, mentors and trainees to diagnose deficits and close gaps.



Lesson Planning

Whilst in the building phase trainees develop their practice in planning individual lessons, in the later stages of the enriching phase and the thriving phase trainees should be given far more autonomy and freedom to enable them to plan sequences of lessons over a period of time (two, three, four or more lessons).

Time spent on planning should not be wasted time. Lesson plans should be given the proportionate status they merit, and no more, to lessen trainee workloads. By working together, drawing on evidence about 'what works', trainees and mentors can increase their joint knowledge of a subject and the best way to teach it. For further information on lesson planning see the [Partnership Website](#).

Lesson Evaluations

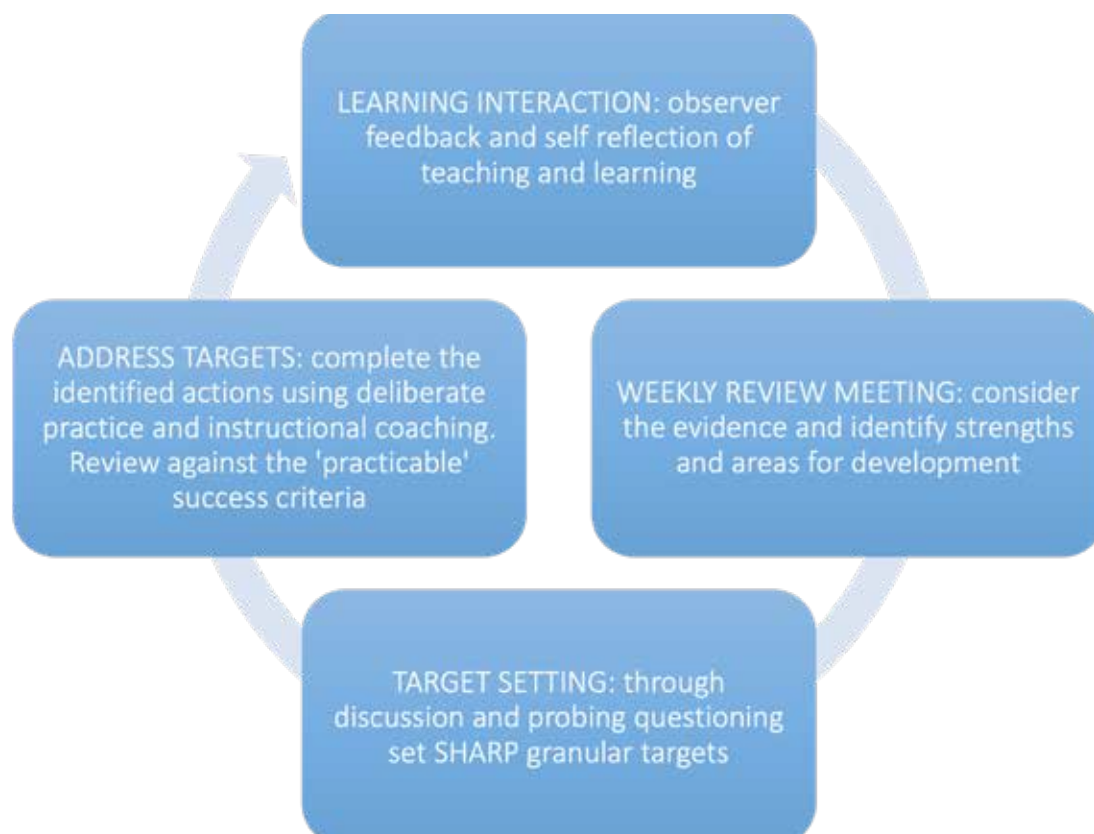
It is essential that trainees reflect on lessons and use these to inform comments in the mentor meeting. During the building phase three detailed lesson annotations should be written each week. In the enriching and thriving phases trainees should use the weekly review to evaluate the impact their teaching is having on learning unless guided otherwise by their school's experience tutor.

Target Setting

The quality of a trainee's teaching should be assessed against the Teachers' Standards in full at the end of their training. Reviewing the evidence of the impact a trainee has on the learning and progress of pupils over time is a key process in this assessment. To make progress, the trainee and mentor need to work in partnership, setting, monitoring and reviewing granular targets to support a continuous cycle of improvement throughout their training and beyond. This complex problem solving process is an important part of the Mentoring Cycle.

Figure 1: The Mentoring Cycle

All targets are linked to the taught curriculum with the ultimate aim of meeting the Teachers' Standards by the end of the course. Therefore, targets should be guided by the criteria in the formative progress descriptors.



The Target Setting Process



Further guidance on the target setting process can be found in the 'Principles of Target Setting' booklet available on the [Partnership Website](#).



School Experience Tutor Visits

Initial Visits:

Initial visits take place within the first couple of weeks of a new placement and are conducted online, usually via Teams, and last for about 30 minutes. The meeting should be between the SE Tutor, mentor and trainee. There should be the opportunity for the SE Tutor to meet the trainee and mentor individually. The purpose of the visit is to quality assure that a placement is being conducted in line with the expectations of the partnership agreement. It is also to establish that the trainee and mentor have a clear understanding of responsibilities when on placement and that trainees are conducting themselves professionally. All paperwork will be completed on the ERP. The visit form can be viewed by in advance on the QA and visit form tab.

Quality assurance visit:

These visits usually take place within the first half of a placement and are face to face. The visit should take about an hour. In preparation for the visit, the tutor will have reviewed the ERP. This visit will involve the following activities:

- Joint observation of trainee (about 20 minutes)
- Observe the post lesson discussion between the mentor and trainee
- Individual discussion with mentor
- Individual discussion with trainee- including looking at SE file

*Please note these do not need to occur in this order

The purpose of this visit is to quality assure the mentoring process and to moderate the progress of the trainee and provide support to the trainee and the mentor. All paperwork will be completed on the ERP. The visit form can be viewed in advance by clicking on the QA and visit form tab. Please ensure the SE Tutor can access wi-fi during the visit, or a school device connected to the internet.

Assessment moderation visit:

These visits usually take place towards the end of placements and are conducted online, usually via teams. The meeting takes between 30 minutes and an hour. The purpose of the visit is to moderate the mentor's judgement of trainee progress over the relevant phase of their training. The judgements will be discussed and the evidence used to determine the judgements should be considered. The meeting is a tripartite meeting between the tutor, mentor and trainee. All paperwork will be completed on the ERP. The visit form can be viewed by in advance on the QA and visit form tab.

Pre-summative assessment visit:

These visits usually take place towards the mid-point of the final placement and are face to face. The visit should take about an hour and a half. In preparation for the visit, the tutor will have reviewed the ERP. This visit will involve the following activities:

- Joint observation of trainee (about 20 minutes)
- Observe the post lesson discussion between the mentor and trainee
- Individual discussion with mentor
- Individual discussion with trainee- including looking at SE file
- Tripartite assessment of thriving descriptors.

*Please note these do not need to occur in this order

The purpose of this visit is to quality assure the mentoring process and to moderate the mentor's judgement of trainee progress over the thriving phase of their training. The judgements will be discussed and the evidence used to determine the judgements should be considered. The meeting is a tripartite meeting between the tutor, mentor and trainee. All paperwork will be completed on the ERP. The visit form can be viewed by in advance on the QA and visit form tab. Please ensure the SE Tutor can access wi-fi during the visit, or a school device connected to the internet.

Summative assessment visit:

These visits take place towards the end of the final placement and are face to face. The visit should take about two hours. In preparation for the visit, the tutor will have reviewed the ERP. This visit will involve the following activities:

- Joint observation of trainee (about 20 minutes)
- Observe the post lesson discussion between the mentor and trainee
- Individual discussion with mentor
- Individual discussion with trainee- including looking at SE file
- Final tripartite assessment of the trainee against the Teachers' Standards

*Please note these do not need to occur in this order

The purpose of this visit is to moderate the mentor's judgement of the trainee against the Teachers' Standards. The judgements will be discussed and the evidence used to determine the judgements should be considered. The meeting is a tripartite meeting between the tutor, mentor and trainee. The focus for the discussion with the trainee can be found in the professional dialogue booklet to support the trainees' preparations. All paperwork will be completed on the ERP. The visit form can be viewed by in advance on the QA and visit form tab. Please ensure the SE Tutor can access wi-fi during the visit, or a school device connected to the internet.

“Ongoing formative assessment of trainees focuses on whether trainees are gaining, applying and refining the knowledge and skills set out in the ITE curriculum, paying particular attention to subject specific dimensions”
(Ofsted, 2020)

SECTION 7:

SAFEGUARDING

DBS Responsibilities

All entrants to ITE/ITT programmes must by law be checked against the DBS barred list and subject to criminal record checks. DBS certificates will be issued to individual applicants and not, as in the past, to registered bodies such as providers. ITE/ITT providers have a responsibility to ensure that entrants on all routes, including salaried School Direct programmes, have been subject to these checks, although how this is done for trainees on salaried routes does differ.

The university confirms in writing that a non-salaried trainee's criminal record check, including a check of the children's barred list, has been completed and that the individual has been judged to be suitable to work with children. The university is not required to provide any information to schools in addition to this confirmation. In a small number of cases a trainee may not have DBS clearance – where a school allows an individual to start work in a regulated activity before the DBS certificate is available, the school should ensure that the individual is appropriately supervised and that all checks, including a separate barred list check, has been completed.

Trainees have access to the Department for Education's statutory guidance Keeping Children Safe in Education via the university Blackboard organisation. Schools should ensure that all trainee teachers are provided with the following at the commencement of their training in each school:

- The child protection policy
- The staff behaviour policy (sometimes called a code of conduct)
- Information about the role of the designated safeguarding lead
- A copy of Keeping Children safe in Education (this is also available for trainees on Blackboard)

Other background checks

Schools have a duty to ensure that trainees are properly managed and supervised and that, if there are any concerns, information is referred to the university immediately plus the police and DBS as applicable.

The university and employing schools (School Direct Salaried) will check that candidates are not subject to a prohibition order issued by the Secretary of State and/or are not prohibited to teach in the UK.

34 Primary Partnerships

Data Protection

The University of Worcester will hold and process personal data transferred to it by the Partnership School in accordance with data protection legislation (including GDPR and the Data Protection Act 2018). In addition, for quality assurance purposes, the University will process evaluation data provided by the trainees and mentors relating to their school experience. For these purposes the University is the Data Controller.

The University will update information held in its records as notified by the Partnership School or by the trainee, from time to time, and will annually seek to verify the information held. **The information will be held in line with the University's Document and Record Retention Schedule.** The University will not share the information received from the Partnership School or its trainees with any third party, including outside of the UK, without the consent of the trainee and/or the school.

We recognise the importance of protecting the personal data of all individuals and the particular concerns relating to children's data. Trainees will be given training in processing of pupil's data and the requirements of the Partnership School in relation to appropriate storage and processing. Partnership Schools are required to ensure that trainees understand the School's processes in relation to data protection, including the transfer of personal data off site. In addition, Partnership Schools are required to ensure that their Privacy Notices include specific reference to children's personal data being shared with trainees as necessary.

In the event of a data breach, the trainee is instructed to inform the school and the university immediately. In the event of the University suffering a data breach in relation to data relating to trainees the Partnership School will be informed as soon as is practicable after the breach is identified.

SECTION 8:

OVERVIEW OF PAPERWORK

Glossary of term, useful abbreviation and acronyms

- DfE – Department for Education
- External examiner – A person appointed from outside of the university with relevant qualifications and experience, responsible for independent assessment of the programme, including school experience, so as to ensure that quality and standards are maintained
- Mentor - The teacher who conducts the lesson observations and the weekly reviews
- SE Tutor – University School Experience Tutor
- PAT – Personal Academic Tutor
- Module – Unit of assessed learning for which credits are awarded
- OfSTED– Office for Standards in Education
- ECT – Early Career Teacher
- QTS – Qualified teacher status
- Partnership- Professional relationship between the University of Worcester (UW) and a school which provides the learning context for the school-based element of UW teacher training courses
- ERP – Electronic Reflective Portfolio based on the PebblePad platform.
- Code of Conduct – Sets the standard for expected behaviour and conduct of trainee teachers
- Mentor Standards - National Standards for School-Based Initial Teacher Training (ITT) Mentors
- SHARP targets – Targets that are explicit in what needs to be achieved and how
- Partnership website - <https://www.worcester.ac.uk/about/academic-schools/school-of-education/school-partnerships/primary-partnership/>
- UW Curriculum - The University of Worcester Primary ITTE Curriculum
- Formative Progress Descriptors - Indicative behaviours of a trainee successfully working in the Building, Enriching and Thriving phases of training.
- ITAP - Intensive Training and Practice
- PITE - Primary Initial Teacher Education (The undergraduate BA Hons course)
- PGCE - Postgraduate Certificate in Education
- TIPE - The BA Hons Top-up in Primary Education

The following documents are used across all Primary Courses

Form/Template	Purpose/Who	When	Where to find it plus additional information
Weekly mentor meeting record	To be completed by mentors and trainees	Weekly	ERP
Reflections against UW curriculum	Should be completed by the trainee in advance of mentor meeting	As required in the ERP	ERP
Lesson planning template	Templates are available for trainees on Blackboard for independent lesson planning in the building and enriching phases of training	Building and enriching phases of training	Blackboard
Lesson observation of trainee form	One formal observation to be completed by mentor- must refer to UW curriculum	Weekly	Partnership website- documentation
Lesson observation of teacher	Trainees complete these as instructed in the ERP and during 10% development time as guided by mentor	As instructed in the ERP	Blackboard
Initial Visit Form	Completed by SE Tutor	In the first two weeks of placement	ERP
QA Visit Form	Completed by SE Tutor	As on placement calendar, usually in the middle of placement	ERP
Placement calendar			Published on Partnership Website, ARC and pages 6-7 of this booklet.
Assessment of trainee and moderation form	Completed by mentor and SE Tutor	As on placement calendar, usually towards the end of placement	ERP
Code of Conduct for trainees	Trainees and as a reference for mentors	At the start of the course	ERP
Cause for concern flowchart and supporting documentation	For SE Tutors and mentors	As required	Partnership webpage - additional information for mentors
Assessment guidance	For all stakeholders	As applicable	Partnership webpage - additional information for mentors
Attendance record	Trainees- signed off by mentors	Daily by trainee and weekly by mentor	ERP
Mentor Standards	For all stakeholders	Continuously	Partnership webpage - additional information for mentors

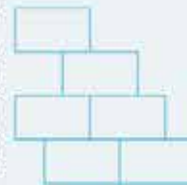
PGCE PRIMARY CURRICULUM VISION

PGCE PRIMARY

The PGCE Primary curriculum at the University of Worcester has been carefully sequenced and designed to support all students in their aspiration to be outstanding teachers of the future. This document is designed to provide a brief overview into the vision of our ambitious curriculum and is mapped against the Initial Teacher Training Core Content Framework. This vision applies to all university-based and school-based pathways.

BUILDING...

In the first phase, students reflect on their experiences to date to build their teacher identity through the Developing Teacher module, exploring key areas such as reflective practice, behaviour for learning and professional behaviours. In the Learning Child module, students develop an understanding of the requirements of the National Curriculum and EYFS through engagement with the core and foundation subjects alongside learning theories and child development. Students have their first school experience, laying the foundations towards becoming a primary school teacher.



ENRICHING...

The second phase enriches students' knowledge and understanding of a developing teacher. Inclusive practice is firmly embedded through the development of subject specific pedagogies and further exploration into the breadth of the role. Students enhance their understanding of child development and learning theories and embed critical analysis into their practice. They reflect their progress through engagement with research and literature in the Developing Teacher assignment.

THRIVING...

The final phase sees the students immersed in classroom practice, embedding the skills and knowledge learnt to become an outstanding practitioner. Engagement in Professional Development days enables students to consolidate their understanding of how to support pupil progress in the classroom. Through submitting the Learning Child assignment, students focus on critically evaluating a sequence of learning in a specific subject of their choice.



EMBEDDING AMBITION...



By the end of the course, students are ready to make the transition into their ECT induction. They will have succeeded in the first part of their career as a primary school teacher. All pathways will have encouraged students to develop an excellent understanding of teaching and learning, the curriculum, pedagogies, inclusive practice and professional responsibilities. The ECT transition conference at the end of the course will ensure that a PGCE Primary student from the University of Worcester will have the tools to flourish as an outstanding teacher.

MOVING FORWARD...

As each student begins their early career framework entitlement, they will be able to access all resources from the course, have ongoing support through the Early Career Teacher Community, supporting all trainees in Worcestershire and beyond. When each student leaves Worcester to enter the teaching community, we continue to be there to help and encourage.



BA (HONS) PITE CURRICULUM VISION

PRIMARY INITIAL TEACHER EDUCATION

The PITE course at the University of Worcester has been designed to provide high quality training which leads to inspirational and outstanding teachers through personalised provision. By the end of their training, trainees will have an excellent understanding of the curriculum, assessment, pedagogies, inclusive practice and professional responsibilities. There are 5 strands which run throughout the 3 years, each building and enhancing knowledge, understanding, skills and professional practice.

PROFESSIONAL PRACTICE

This strand enables trainees to develop an understanding of the Teachers' Standards, beginning with professional behaviours: behaviour management in relation to class-based practice and key policies through an exploration of relevant theory and approaches. This is developed in Year 2 to ensure an understanding of the TS and how theory relates to practice, examining inclusive practice and assessment. Year 3 focuses upon the teachers' role within the wider life and ethos of the school community addressing key educational priorities.



TEACHERS AS RESEARCHERS

The Teachers as Researchers strand introduces students to research informed perspectives on how children grow and develop. Exploration of child development will include elements of cognitive, physical, social, and cultural development. In year 2, this is developed further through focusing on contemporary issues in Education leading to a subject specialist research based dissertation in Year 3.

DEVELOPING SELF

The purpose of this module is to develop the students' understanding of themselves as life-long learners and professionals in an educational context. The theory of identity will be explored in order to recognise personal values alongside professional expectations. In Year 2, this encompasses working within an inter disciplinary environment and explores the theory behind social relationships leading to exploration of the educational landscape with reference to evidence from policy and research.



SUBJECT STUDIES

Strand 4 and 5 of the course focus on all primary subjects beginning with subject knowledge, pedagogical approaches and frameworks in Year 1, leading to developing skills for planning, progression and assessment in the second year and concluding with a focus on diversity and inclusion.

SCHOOL EXPERIENCE...

provides opportunities for trainees to practise key skills and receive effective mentoring from expert colleagues within the partnership as they apply their knowledge and understanding in the classroom. Thus providing excellent support throughout the course to ensure trainees are successful as early career teachers and beyond.



MOVING FORWARD...

As each trainee begins their early career framework entitlement, they will be able to access all resources from the course and have ongoing support through our Early Career Teacher Community which supports all trainees in Worcestershire and beyond. Even when each student leaves Worcester to begin their next steps, we continue to be there to help and encourage.



BA (HONS) TEACHING IN PRIMARY EDUCATION (WITH QTS) TOP UP CURRICULUM VISION

PRIMARY INITIAL TEACHER EDUCATION

The TIPE course at the University of Worcester has been designed to provide high quality training which leads to inspirational and outstanding teachers through personalised provision. By the end of their training, trainees will have an excellent understanding of the curriculum, assessment, pedagogies, inclusive practice and professional responsibilities. There are 4 strands which run throughout the 16 months of the course, each building and enhancing knowledge, understanding, skills and professional practice.

PROFESSIONAL PRACTICE

This strand enables trainees to develop an understanding of the professional requirements of being a teacher. The module focuses on behaviour management and inclusive practice, whilst also covering the fundamentals of being a teacher by studying planning, curriculum, assessment and teacher well-being. Throughout our professional studies sessions, we recognise that many of our trainees join us with considerable experience of working with children. Specific sessions have been developed to facilitate the transition in teacher identity from support staff to class teacher.



TEACHERS AS EVIDENCE INFORMED PRACTITIONERS

The Teachers as Evidence Informed Practitioners strand introduces trainees to research informed perspectives on how children grow and develop. Trainees will complete their own action research project in an area of educational interest, collecting data within their placement school and presenting findings that will enhance their own pedagogical understanding and influence future practice.

TEACHING AND LEARNING

In this strand, trainees will receive specific, subject-based sessions to support with teaching the National Curriculum and EYFS Framework. Each session will be delivered by a subject expert to ensure trainees are receiving the most up to date and evidence informed training in both the core and foundation subjects. Trainees will be asked to consider the contemporary issues that exist within education and analyse how these can be effectively addressed within a classroom setting.



SCHOOL EXPERIENCE..

The TIPE course is built around work based learning as trainees will undertake the majority of their placement time in their "home" school. This allows trainees to train within the school that they may already be working or volunteering in. There will be tasks set in University to encourage trainees to reflect on what they see in school as they take on more responsibility for pupils. There is also a 6 week, full time placement in an alternative setting, to broaden the range of experience received by trainees.



MOVING FORWARD..

As each trainee begins their early career framework entitlement, they will be able to access all resources from the course and have ongoing support through our Early Career Teacher Community which supports all trainees in Worcestershire and beyond. Even when each student leaves Worcester to begin their next steps, we continue to be there to help and encourage.





Primary Partnership

Partnership Handbook (for schools) 2023-24

University of Worcester

Institute of Education

September 2023