

# Primary

Undergraduate and Postgraduate

Partnership Handbook (for schools) 2019-20





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# CONTENTS

# Welcome to the University of Worcester Primary Partnership Handbook (for schools) 2019-20

## Welcome from the Primary Partnership Team

Thank you for supporting the University of Worcester Initial Teacher Education (ITE) courses. We look forward to working with you this year and value the partnership that has developed between the University, schools and trainees.

School Experience for the ITE trainee teachers is organised and managed by the Primary Partnership team. The team consists of professionals with a wide range of experience and expertise. Their aim is to work closely with school providers supporting and facilitating excellent practise. They are aware of the current expectations of, and challenges for, schools but also the exciting partnership opportunities which are available. The School of Education has always valued its partnerships and increasingly, aims to work even more closely, imaginatively and effectively with its school partners.

The Primary Partnership team is delighted to work in active partnership with more than 500 schools including mainstream, independent, special schools, pupil referral units and nursery schools across a wide geographical area. These areas are arranged into hubs. These partnership hubs are committed to working together to make a real difference to children, young people and their families, by training the very best professionals to work with the next generation.

**“SE provided me with the chance to observe experienced teachers and have a go myself. The class teacher and other staff were very supportive and my SE tutor was always at the end of an email if I needed advice.”**

- PGCE Trainee

# Contact Details

## Primary Partnership team contacts

Staff	Role	Telephone	e-mail address
Clare Reader	PGCE Placements Administrator	01905 85 5044	c.reader@worc.ac.uk
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Julie Sutton	PGCE School Direct Lead	01905 54 2085	j.sutton@worc.ac.uk

## UW School Experience (SE) Tutor contact details

Surname	First name	Telephone	Email address
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# KEY DATES

## School experience calendar - Primary UG & PGCE 2019-20

School experience calendar - Primary UG & PGCE 2019-20						
week no.	w/c	UG yr 1	UG yr 2	UG yr 3	PGCE CORE	PGCE School Direct
2	02/09/19					SE1
3	09/09/19				SE1 (non-assessed)	SE1
4	16/09/19				SE1 (non-assessed)	SE1
5	23/09/19					SE1
6	30/09/19					SE1
7	07/10/19					SE1
8	14/10/19					SE1 (MIDPOINT 18/10/19)
9	21/10/19					
10	28/10/19	School half term				
11	04/11/19				SE1	SE1
12	11/11/19	(Start 11/11/19) SE1			SE1	SE1
13	18/11/19	SE1 (End 22/11/19) TOTAL = 10 days			SE1	SE1
14	25/11/19			Mon 25 – Wed 27/11/19 Visit days	SE1	
15	02/12/19		(Start 02/12/19) SE2 (alternative) (End 06/12/19) TOTAL = 5 days		SE1	SE1
16	09/12/19				SE1 (FINAL REPORT 13/12/19) TOTAL = 40 days	SE1
17	16/12/19	Christmas			Tutorials/make up days	SE1 (FINAL REPORT 20/12/19)
18	23/12/19	Christmas			Christmas	
19	30/12/19	Christmas			Christmas	
20	06/01/20			Mon 06 – Wed 08/01/20 Visit days		SE2
21	13/01/20			(Start 13/01/20) SE3	SE2 (alternative) TOTAL = 5 days	SE2
22	20/01/20			SE3	Wed 22/01/20 Visit day	SE2
23	27/01/20			SE3	SE2	SE2 (MIDPOINT 31/01/20)
24	03/02/20			SE3 (MIDPOINT 07/02/20)	SE2	SE2
25	10/02/20			SE3	SE2 (MIDPOINT 14/02/20)	
26	17/02/20	School half term				
27	24/02/20			SE3	SE2	SE2
28	02/03/20			SE3	SE2	SE2
29	09/03/20			SE3	SE2	SE2 (FINAL REPORT 13/03/20)
30	16/03/20			SE3 (FINAL REPORT 20/03/20)	SE2 (FINAL REPORT 20/03/20) TOTAL = 41 days	Enhanced Placement
31	23/03/20		Wed 25/03/20 Visit Day			SE3
32	30/03/20	Mon 30 - Wed 01/04/20 Visit days	(Start 30/03/20) SE2			SE3
33	06/04/20	Easter			Easter	
34	13/04/20	Easter			Easter	
35	20/04/20	Easter			Wed 22/04/20 Visit day	SE3
36	27/04/20	(Start 27/04/20) SE1	SE2		SE3	SE3
37	04/05/20	Mon 05 – Thurs 07/05/20 SE1	Mon 05 – Thurs 07/05/20 SE2		Mon 05 – Thurs 07/05/20 SE3	Mon 05 – Thurs 07/05/20 SE3 (MIDPOINT 08/05/20)
38	11/05/20	SE1	SE2 (MIDPOINT Wed 13/05/20)		SE3	SE3
39	18/05/20	SE1	SE2 Friday 22/05/20 CPD day back at UW		SE3 (MIDPOINT 22/05/20)	SE3
40	25/05/20	School Half term				
41	01/06/20	SE1 (FINAL REPORT 05/06/20) TOTAL = 27 days	SE2		SE3	SE3
42	08/06/20		SE2 (FINAL REPORT 12/06/20) TOTAL = 35 days		SE3	SE3
43	15/06/20	TERM FINISHES ON 19/06/20	TERM FINISHES ON 19/06/20	TERM FINISHES ON 19/06/20	SE3	SE3 (FINAL REPORT 19/06/20)
44	22/06/20				SE3	
45	29/06/20				Mon 29/06 – Wed 01/07/20 (FINAL REPORT 01/07/20) TOTAL = 43 days	
46	06/07/20				Making up days week as necessary.	
47	13/07/20					
	TOTALS	37 days	39 days	51 days	124 days	

# School Experience (SE) tutor visits to schools

## UG SE1

Autumn term			
Length of visit	When	Visit to include:	Tutorial with SE tutor
1 hour (per trainee)	Week 1 or 2	<ul style="list-style-type: none"> <li>Ensure the trainee has read the key policies (Safeguarding, Health and Safety etc)</li> <li>Invite the trainee to discuss any planning that has taken place</li> <li>Ensure the expectations are being met</li> <li>Discuss the trainee's progress so far with the class teacher and/or mentor</li> <li>Look at children's achievement and the impact of the trainee's teaching on the children's progress</li> </ul> <p><b>This visit will not include an observation of teaching.</b></p>	Group Pre - SE tutorial (no post)

Summer term			
Length of visit	When	Visit to include:	Tutorial with SE tutor
1 hour	Week 1 or 2	<ul style="list-style-type: none"> <li>Ensure the trainee has read the key policies (Safeguarding, Health and Safety etc)</li> <li>Invite the trainee to discuss any planning that has taken place</li> <li>Ensure the expectations are being met</li> <li>Discuss the trainee's progress so far with the class teacher and/or mentor</li> <li>Look at children's achievement and the impact of the trainee's teaching on the children's progress</li> </ul> <p><b>This visit will not include an observation of teaching.</b></p>	Pre and post not required
1.5 hours	Week 4 or 5	<p><b>Observe a lesson</b> Observation of the trainee teacher carried out by the SE Tutor and Mentor/ Class Teacher. Length of observation dependent upon context and circumstances. 1 joint observation with the class teacher is required.</p>	<p><b>Review Documentation</b> Engage in <b>Professional Dialogue</b> SE Tutor to gather evidence from a range of sources including talking to children, class teacher / lead mentor. In addition, the SE tutor will look at children's achievement and the impact of the trainee's teaching on the children's progress over time. The RP and SE file will be used to inform professional dialogue between SE Tutor and trainee.</p>
		<ul style="list-style-type: none"> <li>Final SE grades will be agreed between the class teacher, SE tutor and trainee.</li> <li>SE tutor will review trainee progress over the SE, including reviewing the targets set at each Weekly Review.</li> <li>SE tutor and trainee will discuss actions for development in preparation for the next SE.</li> </ul>	

Autumn term
<p>Trainees will not routinely receive a visit from an SE tutor. 'Drop ins' will be available for trainees to discuss concerns before and after the week's school experience.</p> <p>During the SE, trainees should contact Primary Partnership if they have any questions or concerns: <a href="mailto:primarypartnership@worc.ac.uk">primarypartnership@worc.ac.uk</a>.</p>

Summer term			
Length of visit	When	Visit to include:	Tutorial with SE tutor
1 hour	Week 1 or 2	<ul style="list-style-type: none"> <li>Ensure the trainee has read the key policies (Safeguarding, Health and Safety etc)</li> <li>Invite the trainee to discuss any planning that has taken place</li> <li>Ensure the expectations are being met</li> <li>Discuss the trainee's progress so far with the class teacher and/or mentor</li> <li>Look at children's achievement and the impact of the trainee's teaching on the children's progress</li> </ul> <p><b>This visit will not include an observation of teaching.</b></p>	Pre and post not required
1.5 hours	Around mid point	<p><b>Observe a lesson</b> Observation of the trainee teacher carried out by the SE Tutor and Mentor/ Class Teacher. Length of observation dependent upon context and circumstances. 1 joint observation with the class teacher is required.</p>	<p><b>Review Documentation</b> Engage in <b>Professional Dialogue</b> SE Tutor to gather evidence from a range of sources including talking to children, class teacher / lead mentor. In addition, the SE tutor will look at children's achievement and the impact of the trainee's teaching on the children's progress over time. The RP and SE file will be used to inform professional dialogue between SE Tutor and trainee.</p>
		<ul style="list-style-type: none"> <li>Mid point SE grades will be agreed between the class teacher and SE tutor.</li> <li>SE tutor will review trainee progress to date.</li> </ul>	
1.5 hours	Week 5 or 6	<p><b>Observe a lesson</b> Observation of the trainee teacher carried out by the SE Tutor and Mentor/ Class Teacher. Length of observation dependent upon context and circumstances. 1 joint observation with the class teacher is required.</p>	<p><b>Review Documentation</b> Engage in <b>Professional Dialogue</b> SE Tutor to gather evidence from a range of sources including talking to children, class teacher / lead mentor. In addition, the SE tutor will look at children's achievement and the impact of the trainee's teaching on the children's progress over time. The RP and SE file will be used to inform professional dialogue between SE Tutor and trainee.</p>
		<ul style="list-style-type: none"> <li>Final SE grades will be agreed between the class teacher, SE tutor and trainee.</li> <li>SE tutor will review trainee progress over the SE, including reviewing the targets set at each Weekly Review.</li> <li>SE tutor and trainee will discuss actions for development in preparation for the next SE.</li> </ul>	

## UG SE3

Spring term				
Length of visit	When	Visit to include:	Tutorial with SE tutor	
1 hour	Week 1 or 2	<ul style="list-style-type: none"> <li>Ensure the trainee has read the key policies (Safeguarding, Health and Safety etc)</li> <li>Invite the trainee to discuss any planning that has taken place</li> <li>Ensure the expectations are being met</li> <li>Discuss the trainee's progress so far with the class teacher and/or mentor.</li> <li>Discuss the assessment task to be carried out in preparation for the Tripartite meeting.</li> <li>Discuss how to prepare for the Tripartite visit.</li> <li>Look at children's achievement and the impact of the trainee's teaching on the children's progress</li> <li>Ensure the trainee is prepared to carry out their research project.</li> </ul> <p><b>This visit will not include an observation of teaching.</b></p>	Pre and post not required	
1.5 hours	Around mid point	<p><b>Observe a lesson</b> Observation of the trainee teacher carried out by the SE Tutor and Mentor/ Class Teacher. Length of observation dependent upon context and circumstances. 1 joint observation with the class teacher is required.</p>	<p><b>Review Documentation</b> Engage in <b>Professional Dialogue</b> SE Tutor to gather evidence from a range of sources including talking to children, class teacher / lead mentor. In addition, the SE tutor will look at children's achievement and the impact of the trainee's teaching on the children's progress over time. The RP and SE file will be used to inform professional dialogue between SE Tutor and trainee.</p>	<ul style="list-style-type: none"> <li>Mid point SE grades will be agreed between the class teacher, SE tutor and trainee.</li> <li>SE tutor will review trainee progress to date.</li> </ul>
2 hours	Final 2 weeks	<p>The final visit will consider a trainee's practice from three perspectives which are all inter related and do not sit in isolation.</p> <p><b>1. Observation</b> Observation of the trainee teacher will be carried out by the SE Tutor and Mentor/ Class Teacher. The length of observation will be dependent upon context and circumstances. Trainees will not normally be observed for a whole lesson.</p> <p><b>2. Documentation</b> This will form an important part of the discussion. Documentation will include the Reflective Portfolio, SE file, children's work including assessed work, displays and planning.</p> <p><b>3. Professional Dialogue</b> A formal review will take place in the professional dialogue. Progress will be discussed between the trainee teacher, SE Tutor and Class Teacher/Mentor. The trainee will refer to the children's work and the SE File to engage in discussion which will focus upon a set of questions from the SE Tutor. This process will support the trainee to provide evidence of how they are meeting the Teachers' Standards. The discussion will include looking at the children's achievement and the impact of the trainee's teaching on the children's progress</p>		

	<p>In addition:</p> <ul style="list-style-type: none"> <li>• Discuss the assessment task. This should feed into the questions on TS6.</li> <li>• Final SE grades will be agreed between the class teacher, SE tutor and trainee.</li> <li>• SE tutor will review trainee progress over the SE, including reviewing the targets set at each Weekly Review.</li> </ul>
<p>Completion of the Career Entry Profile (CEP)</p>	<p>Trainees should complete the CEP once the SE report has been completed. It should then be emailed to the SE tutor. Once the SE tutor has signed the form it can be emailed to Primary Partnership at: <a href="mailto:primarypartnership@worc.ac.uk">primarypartnership@worc.ac.uk</a></p>



## School Experience (SE) tutor school visits PGCE

### PGSE1

Length of visit	When	Visit to include:	Tutorial with SE tutor
1 hour	Week 1 or 2	<ul style="list-style-type: none"> <li>Ensure the trainee has read the key policies (Safeguarding, Health and Safety etc)</li> <li>Invite the trainee to discuss any planning that has taken place</li> <li>Ensure the expectations are being met</li> <li>Discuss the trainee's progress so far with the class teacher and/or mentor</li> <li>Look at children's achievement and the impact of the trainee's teaching on the children's progress</li> </ul> <p><b>This visit will not include an observation of teaching.</b></p>	Pre and post not required
1.5 hours	Around mid point	<p><b>Observe a lesson</b> Observation of the trainee teacher carried out by the SE Tutor and Mentor/ Class Teacher. Length of observation dependent upon context and circumstances. 1 joint observation with the class teacher is required.</p>	<p><b>Review Documentation Engage in Professional Dialogue</b> SE Tutor to gather evidence from a range of sources including talking to children, class teacher / lead mentor. In addition, the SE tutor will look at children's achievement and the impact of the trainee's teaching on the children's progress over time. The RP and SE file will be used to inform professional dialogue between SE Tutor and trainee.</p>
		<ul style="list-style-type: none"> <li>SE tutor will review trainee progress to date.</li> </ul>	
1.5 hours	Week 5 or 6	<p><b>Observe a lesson</b> Observation of the trainee teacher carried out by the SE Tutor and Mentor/ Class Teacher. Length of observation dependent upon context and circumstances. 1 joint observation with the class teacher is required.</p>	<p><b>Review Documentation Engage in Professional Dialogue</b> SE Tutor to gather evidence from a range of sources including talking to children, class teacher / lead mentor. In addition, the SE tutor will look at children's achievement and the impact of the trainee's teaching on the children's progress over time. The RP and SE file will be used to inform professional dialogue between SE Tutor and trainee.</p>
		<ul style="list-style-type: none"> <li>Final SE grades will be agreed between the class teacher, SE tutor and trainee.</li> <li>SE tutor will review trainee progress over the SE, including reviewing the targets set at each Weekly Review.</li> <li>SE tutor and trainee will discuss actions for development in preparation for the next SE.</li> </ul>	

Length of visit	When	Visit to include:	Tutorial with SE tutor
1 hour	Week 1 or 2	<ul style="list-style-type: none"> <li>• Ensure the trainee has read the key policies (Safeguarding, Health and Safety etc)</li> <li>• Invite the trainee to discuss any planning that has taken place</li> <li>• Ensure the expectations are being met</li> <li>• Discuss the trainee’s progress so far with the class teacher and/or mentor</li> <li>• Look at children’s achievement and the impact of the trainee’s teaching on the children’s progress</li> </ul> <p><b>This visit will not include an observation of teaching.</b></p>	Pre and post not required
1.5 hours	Around mid point	<p><b>Observe a lesson</b> Observation of the trainee teacher carried out by the SE Tutor and Mentor/ Class Teacher. Length of observation dependent upon context and circumstances. 1 joint observation with the class teacher is required.</p>	<p><b>Review Documentation Engage in Professional Dialogue</b> SE Tutor to gather evidence from a range of sources including talking to children, class teacher / lead mentor. In addition, the SE tutor will look at children’s achievement and the impact of the trainee’s teaching on the children’s progress over time. The RP and SE file will be used to inform professional dialogue between SE Tutor and trainee.</p> <ul style="list-style-type: none"> <li>• Mid point SE grades will be agreed between the class teacher, SE tutor and trainee.</li> <li>• SE tutor will review trainee progress to date.</li> </ul>
1.5 hours	Week 5 or 6	<p><b>Observe a lesson</b> Observation of the trainee teacher carried out by the SE Tutor and Mentor/ Class Teacher. Length of observation dependent upon context and circumstances. 1 joint observation with the class teacher is required.</p>	<p><b>Review Documentation Engage in Professional Dialogue</b> SE Tutor to gather evidence from a range of sources including talking to children, class teacher / lead mentor. In addition, the SE tutor will look at children’s achievement and the impact of the trainee’s teaching on the children’s progress over time. The RP and SE file will be used to inform professional dialogue between SE Tutor and trainee.</p> <ul style="list-style-type: none"> <li>• Final SE grades will be agreed between the class teacher, SE tutor and trainee.</li> <li>• SE tutor will review trainee progress over the SE, including reviewing the targets set at each Weekly Review.</li> <li>• SE tutor and trainee will discuss actions for development in preparation for the next SE.</li> </ul>

Length of visit	When	Visit to include:	Tutorial with SE tutor
1 hour	Week 1 or 2	<ul style="list-style-type: none"> <li>• Ensure the trainee has read the key policies (Safeguarding, Health and Safety etc)</li> <li>• Invite the trainee to discuss any planning that has taken place</li> <li>• Ensure the expectations are being met</li> <li>• Discuss the trainee’s progress so far with the class teacher and/or mentor.</li> <li>• Discuss the assessment task to be carried out in preparation for the Tripartite meeting.</li> <li>• Discuss how to prepare for the Tripartite visit.</li> <li>• Look at children’s achievement and the impact of the trainee’s teaching on the children’s progress</li> </ul> <p><b>This visit will not include an observation of teaching.</b></p>	Pre and post not required
1.5 hours	Around mid point	<p><b>Observe a lesson</b> Observation of the trainee teacher carried out by the SE Tutor and Mentor/ Class Teacher. Length of observation dependent upon context and circumstances. 1 joint observation with the class teacher is required.</p> <p>• SE tutor will review trainee progress to date. • Mid point SE grades will be agreed between the class teacher, SE tutor and trainee.</p>	<p><b>Review Documentation</b> Engage in <b>Professional Dialogue</b> SE Tutor to gather evidence from a range of sources including talking to children, class teacher / lead mentor. In addition, the SE tutor will look at children’s achievement and the impact of the trainee’s teaching on the children’s progress over time. The RP and SE file will be used to inform professional dialogue between SE Tutor and trainee.</p>
2 hours	Final 2 weeks	<p>The final visit will consider a trainee’s practice from three perspectives which are all inter related and do not sit in isolation.</p> <p><b>1. Observation</b> Observation of the trainee teacher will be carried out by the SE Tutor and Mentor/ Class Teacher. The length of observation will be dependent upon context and circumstances. Trainees will not normally be observed for a whole lesson.</p> <p><b>2. Documentation</b> This will form an important part of the discussion. Documentation will include the Reflective Portfolio, SE file, children’s work including assessed work, displays and planning.</p> <p><b>3. Professional Dialogue</b> A formal review will take place in the professional dialogue. Progress will be discussed between the trainee teacher, SE Tutor and Class Teacher/Mentor. The trainee will refer to the children’s work and the SE File to engage in discussion which will focus upon a set of questions from the SE Tutor. This process will support the trainee to provide evidence of how they are meeting the Teachers’ Standards. The discussion will include looking at the children’s achievement and the impact of the trainee’s teaching on the children’s progress</p>	



		<p>In addition:</p> <ul style="list-style-type: none"> <li>• Discuss the assessment task. This should feed into the questions on TS6.</li> <li>• Final SE grades will be agreed between the class teacher, SE tutor and trainee.</li> <li>• SE tutor will review trainee progress over the SE, including reviewing the targets set at each Weekly Review.</li> </ul>
Completion of the Career Entry Profile (CEP)		<p>Trainees should complete the CEP once the SE report has been completed. It should then be emailed to the SE tutor. Once the SE tutor has signed the form it can be emailed to Primary Partnership at: <a href="mailto:primarypartnership@worc.ac.uk">primarypartnership@worc.ac.uk</a></p>

## COMPLIANCY AND PROFESSIONALISM

### COMPLIANCY

There are specific requirements from the Department for Education (DfE) which the University of Worcester adheres to. These are set out below.

By the end of the course, trainees will have had experience in the following areas;

- A minimum of two different school settings
- A minimum of 120 days of School Experience.

In addition, trainees must have had experience in teaching across two or more consecutive age ranges selected from the following:

- 3-7 pathway - Ages 3-5 (Foundation stage). Ages 5-7 (School years 1-2)
- 5 – 11 pathway - Ages 5-7 (School years 1-2). Ages 7-11 (School years 3-6)

### TRAINEE PROFESSIONALISM WHILST ON SCHOOL EXPERIENCE

#### (Part 2 of the Teachers' Standards)

Trainee teachers are expected to demonstrate consistently high standards of personal and professional conduct.

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

Trainees should:

- Ensure they are in school at the time expected by the Head Teacher in order to allow time to prepare for the day.
- Remain in school at the end of the day to prepare for the following day, usually until at least 4.30pm.
- Undertake planning, preparation and assessment (PPA) time as allocated by the Head Teacher.
- Provide planning at the request of the class teacher/ Head Teacher/ SE tutor.
- Take an active part in the school life outside the classroom, e.g. school duties, planning, staff meetings, Teacher Development days, Parents' Evenings and clubs, etc. (See Teachers' Standard 8.)

**FAILURE TO COMPLY WITH PART 2 OF THE TEACHERS' STANDARDS MAY RESULT IN SCHOOL EXPERIENCE BEING SUSPENDED AND FAILED.**

## PRIMARY COMPUTING SAFEGUARDING PROTOCOLS

The following guidance is intended to facilitate an informed discussion with Partnership schools regarding the protocols all University of Worcester ITE trainees are asked to follow as part of their professional responsibility in relation to safeguarding learners.

### **Context: trainees digitally capturing events involving children**

Often, for very valid professional training reasons, outcomes of classroom activities are being digitally captured and stored by trainees. For example, an English speaking and listening activity might involve a recording being made by the children/teacher using an 'easi-speak'. Naturally, trainees might want to share outcomes with colleagues and tutors for professional reflection.

### **When there is a valid reason for digital capture and storage:**

All trainees must consult school-based practitioners and abide by the school's policy. If further questions arise, please can you contact one of the Primary Department's CEOP Ambassadors for further guidance.

In all instances, the safeguarding of children will be the deciding factor.

1. This policy has been written by a team of CEOP trained Ambassadors at UW and is reviewed annually.
2. All ITE trainees are CRB/DBS cleared prior to commencement of any School Experience placement.
3. All primary ITE trainees are directed to obtain a copy of a school's Acceptable Use Policy for each school experience. In Worcestershire, this will generally take the form of a signed agreement.
4. All trainees and staff will consult practitioners/schools regarding protocol when online and abide by the school's policy.
5. All ITE trainees will be made aware of how to anonymise data collected from school, either by pixilation for images or editing audio/video files. All entries to e-journals will be anonymised.
6. All ITE trainees will engage in 'Child Exploitation Online Protection' (CEOP) training as part of their Computing module.
7. Files held by trainees on portable memory devices should not identify children or schools; data needs to be held in line with GDPR guidelines.
8. Trainees are permitted to host items as agreed by school policy on the designated UW system e.g. One Drive provided by UW
9. Devices containing recordings or images of children must be password protected.
10. Trainees and staff should not make contact with children using social networking sites. No recordings of children should be hosted on commercial sites, for example, Flickr, You Tube or other public shared areas.

# PROCEDURES

## COMMUNICATION DURING SCHOOL EXPERIENCE

If assistance is required, the school should follow these guidelines:

- If the matter is **urgent** (e.g. a serious personal or professional situation) the School Experience (SE) tutor should be contacted in the first instance. If they are not available, then please contact the Partnership Office on 01905 855071 (UG) / 01905 855044 (PG) who will direct the query to the most appropriate member of staff.
- If the matter concerns a safeguarding issue, contact Deborah Langston, Primary Partnership Lead on 01905 542148 or the Partnership Office.
- For all non-urgent enquiries linked to **placements in school**, again, the SE tutor should be contacted in the first instance or queries can be emailed to [primarypartnership@worc.ac.uk](mailto:primarypartnership@worc.ac.uk). The UG or PG Administrators can be contacted on 01905 855071 (UG) / 01905 855044 (PG).
- Trainees are advised to maintain clear lines of communication with the school. They should provide the school with their contact details.

## ATTENDANCE

Attendance is compulsory and monitored for the visit days and block practice.

- Trainees are required to complete 120 days minimum in school over the course of the programme.
- Attendance is recorded and monitored through the 'attendance sheet'.
- Trainees are required to complete the attendance sheet and ensure that the class teacher signs it on a weekly basis.
- The trainee is required to give a copy of the attendance sheet to the SE tutor and the Partnership Office [primarypartnership@worc.ac.uk](mailto:primarypartnership@worc.ac.uk) at the end of the SE.
- All days missed in any practice must be made up.

**If trainees do not complete 120 days of school experience they will be unable to pass the course and gain QTS.**

## ABSENCE

All trainee teachers are reminded that the consequences of absence may result in an extension of School Experience, or the arrangement of an additional period of time in school.

If trainees are absent they **must**:

- telephone (not text) the school (Class Teacher / Lead Mentor/ Head Teacher).
- email the SE Tutor.
- email the Partnership & Placements Administrator at [primarypartnership@worc.ac.uk](mailto:primarypartnership@worc.ac.uk).

## INTERVIEW DATES

Most teaching posts will be advertised after Easter, however if trainees are applying for posts and wish to visit a school whilst on School Experience, they should arrange to view schools advertising a teaching post after the school day. Schools will be aware that trainees are on a professional course and that attendance requirements need to be adhered to.

If the trainee has an interview they may request time off school placement to attend an interview for a teaching post. Up to 3 days maximum (for UG) and 5 days (for PG) in total is permitted, however, this is dependent on the trainee's SE attendance record and individual circumstances across the course.

## PROCEDURE FOR INTERVIEW DATES

Trainees must:

- Request the permission from the school experience head teacher, school mentor and SE tutor.
- Email/contact the Partnership Office requesting time out of school experience to attend interviews.

## ADVERSE WEATHER

In the event of any adverse weather trainees should:

- Ensure they are aware of the school's procedure in the event of adverse weather.
- Telephone (not text) the school (Class Teacher / Lead Mentor/ Head Teacher).
- Make every effort to attend school as long **as it is safe to do so**.

If trainees do not go in to school this will be counted as absence which must be reported to the Partnership Office. Some trainees will have a long distance to travel and are therefore advised to be sensible and take all the necessary precautions to ensure they are safe.

## SCHOOL CLOSURE/INCLEMENT WEATHER PROCEDURE

Student receives notification by school that it will be shut to pupils and staff (e.g. due to inclement weather.)



Student immediately notifies school experience tutor via email that school is closed due to inclement weather.



Should the SE tutor have planned to visit school to observe the student on the day of closure, a new date will be agreed by email.

If it is near the end of the placement and the SE tutor is unable to rearrange a visit date, the SE tutor will agree grading with the LM/CT over the telephone.



A post placement tutorial will take place between the SE tutor and student to ensure careful moderation of grading via the RP and lesson observation documentation.

### COMPLIANCE OF 120 DAYS

Important to note

IN SE1 and SE2 students **MUST** ensure that any days missed are completed at the end of the placement should university taught sessions allow, If this is not possible for PGCE trainees, days **MUST** be made up before attendance will be fully signed off.

## DATA PROTECTION LEGISLATION

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, and 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 EEA, 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.



## PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

## PART ONE: TEACHING

A teacher must:

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

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

### 2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

### 3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

### 4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

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

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

### 6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

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

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

### 8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

## PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

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

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

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>

# ASSESSMENT AND GRADING

## ASSESSING TRAINEE TEACHERS

Assessment of School Experience is monitored through lesson observations, weekly reviews with the class teacher, **SE tutor visits**, **mid-point reviews** and the **school experience report** (all of which should be recorded on the appropriate UW forms).

**It is not an expectation for the class teacher/ lead mentor to grade trainees on a weekly basis.**

### CLASS TEACHER/MENTOR GUIDANCE FOR:

- **Weekly reviews**

It is expected that trainees will work alongside their class teacher, utilising the 'Meeting the Standards' document to gain an understanding of where strengths and areas for development lie. The tripartite system of lesson observation, work scrutiny and professional discussion should be used at all times to make judgements on progress.

- **Mid point reviews and final SE reports**

Grading for mid point reviews and SE reports should be completed following collaboration between the class teacher, lead mentor, SE tutor and the trainee. This may be completed via email, in person or a telephone call.

- **Joint observations**

SE tutors are required to carry out a joint observation with the class teacher and/or the lead mentor during the practice (minimum of 1 joint observation).

Before the lesson, it is useful to agree what the observers of the lesson are focusing on, how they will record it and how they will feed back to the trainee.

Trainee teachers are expected to at least meet the Teachers' Standards in all areas by the end of the Course, all Teachers' Standards (2012) must be met in order for the trainee to be recommended for QTS.

## CONCERNS

If, for any reason, a trainee is showing areas of weakness, in any aspect of their practice, it is the responsibility of the class teacher and/or lead mentor to report this to the School Experience Tutor, **as early as possible**, in order to enable the appropriate support to be put in place.

If you have any concerns in relation to the trainee's fitness to teach please inform the Partnership Office. The Partnership Team will discuss the issues and where necessary the trainee teacher will be informed by the Head of School or her representative and referred either to their medical practitioner or Occupational Health for an assessment.

## TERMINATION OF PLACEMENT

If a school chooses to withdraw a placement following ongoing concerns with a trainee, the trainee may be deemed unsuccessful at the placement. The school will be required to complete a Termination of Placement form.

## UG (ONLY) - ASSESSMENT FRAMEWORK

### UG School Experience 1 (SE1)

(No Mid Point review)

SE1 Overall grade

It is acceptable that at this stage of training the trainee may be working at an **EMERGING** standard for all Teachers' Standards.

There may be trainees achieving **MET** grades for some Teachers' Standards.

### UG School Experience 2 (SE2)

Mid Point

PASS	MET	EMBEDDED	CONSISTENTLY EMBEDDED
4 or more Teachers' Standards graded at MET or above <b>Can feature 4 EMERGING Teachers' Standards.</b>	All teachers' standards graded at MET or above. <b>No EMERGING teachers' Standards</b>	4 or more Teachers' Standards graded at EMBEDDED Can feature elements of MET. <b>No EMERGING teachers' Standards</b>	4 or more Teachers' Standards graded at CONSISTENTLY EMBEDDED <b>No EMERGING or MET Teachers' Standards.</b>

Overall grade

MET	EMBEDDED	CONSISTENTLY EMBEDDED
All Teachers' Standards graded at MET or above. <b>No EMERGING Teachers' Standards</b>	4 or more Teachers' Standards graded at EMBEDDED Can feature elements of MET. <b>No EMERGING Standards</b>	4 or more Teachers' Standards graded at CONSISTENTLY EMBEDDED <b>No EMERGING or MET Teachers' Standards.</b>

### UG School Experience 3 (SE3)

Mid Point

MET	EMBEDDED	CONSISTENTLY EMBEDDED
All Teachers' Standards graded at MET or above. <b>No EMERGING Teachers' Standards</b>	4 or more Teachers' Standards graded at EMBEDDED Can feature elements of MET. <b>No EMERGING Standards</b>	4 or more Teachers' Standards graded at CONSISTENTLY EMBEDDED <b>No EMERGING or MET Teachers' Standards.</b>

Overall grade

MET	EMBEDDED	CONSISTENTLY EMBEDDED
All Teachers' Standards graded at MET or above. <b>No EMERGING Teachers' Standards</b>	4 or more Teachers' Standards graded at EMBEDDED Can feature elements of MET. <b>No EMERGING Standards</b>	4 or more Teachers' Standards graded at CONSISTENTLY EMBEDDED <b>No EMERGING or MET Teachers' Standards.</b>

The trainee will **FAIL** the placement if **PART 2** of the Teachers' Standards is not met at any point during each school experience



## PGCE (ONLY) - ASSESSMENT FRAMEWORK

### PGCE School Experience 1 (SE1)

#### Overall grade

3 or more Teachers' Standards grades at MET or above  
Can feature 5 EMERGING Teachers' Standards.

### PGCE School Experience 2 (SE2)

#### Mid Point

PASS	MET	EMBEDDED	CONSISTENTLY EMBEDDED
4 or more Teachers' Standards grades at MET or above <b>Can feature 4 EMERGING Teachers' Standards.</b>	All teachers' standards graded at MET or above. <b>No EMERGING teachers' Standards</b>	4 or more Teachers' Standards graded at EMBEDDED Can feature elements of MET. <b>No EMERGING teachers' Standards</b>	4 or more Teachers' Standards graded at CONSISTENTLY EMBEDDED <b>No EMERGING or MET Teachers' Standards.</b>

#### Overall grade

MET	EMBEDDED	CONSISTENTLY EMBEDDED
All Teachers' Standards graded at MET or above. <b>No EMERGING Teachers' Standards</b>	4 or more Teachers' Standards graded at EMBEDDED Can feature elements of MET. <b>No EMERGING Standards</b>	4 or more Teachers' Standards graded at CONSISTENTLY EMBEDDED <b>No EMERGING or MET Teachers' Standards.</b>

### PGCE School Experience 3 (SE3)

#### Mid Point

MET	EMBEDDED	CONSISTENTLY EMBEDDED
All Teachers' Standards graded at MET or above. <b>No EMERGING Teachers' Standards</b>	4 or more Teachers' Standards graded at EMBEDDED Can feature elements of MET. <b>No EMERGING Standards</b>	4 or more Teachers' Standards graded at CONSISTENTLY EMBEDDED <b>No EMERGING or MET Teachers' Standards.</b>

#### Overall grade

MET	EMBEDDED	CONSISTENTLY EMBEDDED
All Teachers' Standards graded at MET or above. <b>No EMERGING Teachers' Standards</b>	4 or more Teachers' Standards graded at EMBEDDED Can feature elements of MET. <b>No EMERGING Standards</b>	4 or more Teachers' Standards graded at CONSISTENTLY EMBEDDED <b>No EMERGING or MET Teachers' Standards.</b>

The trainee will FAIL the placement if PART 2 of the Teachers' Standards is not met at any point during each school experience.

## ASSESSMENT OF TRAINEES – THE TRIPARTITE MODEL THROUGH PROFESSIONAL DISCUSSIONS

A Tripartite model is used to assess trainees. This is an effective model that considers the whole, holistic development of a trainee throughout their final practice. This philosophy is set within the context of government agendas and draws on a shared pedagogy of what is understood by effective observation and feedback. Importantly the model supports trainees through considering **how** schools and universities work together to ensure the trainee's progress is discussed to consider not just a snapshot of the lesson being observed, but the trainee's progress over the whole practice.

The observation process provides an ideal opportunity for school staff and university tutors to work together in a meaningful way to support the development of trainees.

Research (Mtika et.al.2014) has shown that tutors develop a more holistic picture of how the trainee was doing because the trainee was in school for longer and the opportunity to have shared experiences with the Class Teacher was important. It also states how trainees appreciate the way that the tutor and teacher worked effectively as one rather than two separate parties to give consistent feedback.

### **Formal structure of the final visit**

The final visit will consider a trainee's practice from three perspectives which are all inter related and do not sit in isolation.

- **Observation**

Observation of the trainee teacher will be carried out by the SE Tutor and Mentor/ Class Teacher. The length of observation will be dependent upon context and circumstances. Trainees will not normally be observed for a whole lesson

- **Documentation**

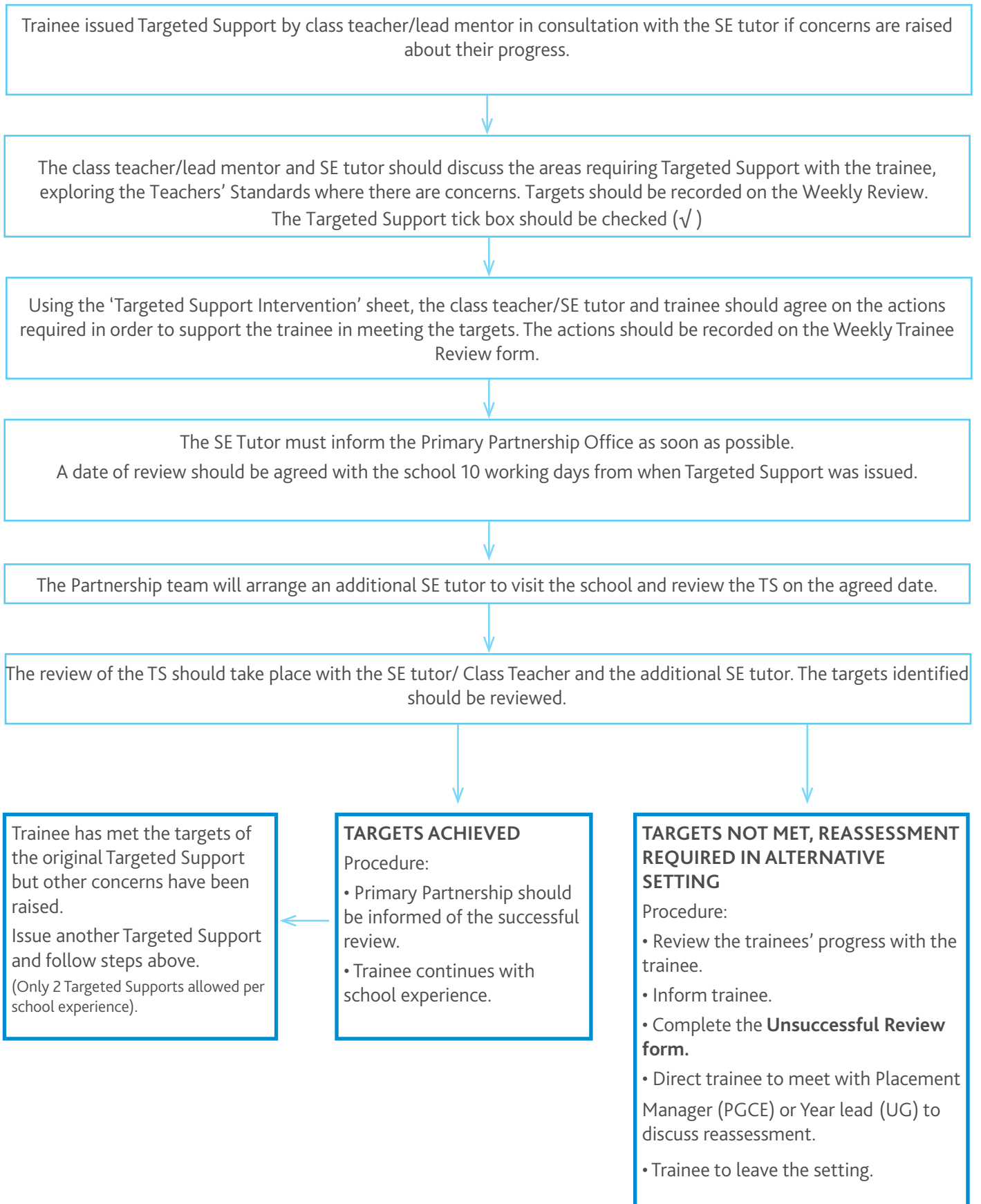
This will form an important part of the discussion. Documentation will include the Reflective Portfolio, SE file, children's work including assessed work, displays and planning.

- **Formal Professional Dialogue opportunity**

A formal review will take place in the professional dialogue. Progress will be discussed between the trainee teacher, SE Tutor and Class Teacher/Mentor. The trainee will refer to their Reflective Portfolio and SE File to engage in discussion. For SE3 the focus will be upon a specific set of questions from the SE Tutor. This process will support the trainee to provide evidence of how they are meeting the Teachers' Standards.

**The final SE report and grading will be agreed between the SE tutor, the class teacher / mentor and the trainee.**

## Flowchart for Targeted Support (UG/PG)



# MODERATION AND EVALUATION

## Evaluation of School Experience

Evaluation is carried out following each block of School Experience. Electronic questionnaires are given to trainees, Class Teachers and SE Tutors to provide opportunities for feedback concerning School Experience.

<p><b>Stage 1</b></p>	<p>Questionnaires are given to trainees, schools (Class Teacher) and tutors at the end of each block practice.</p>	<p>These are collected by secure online data systems. They are examined by the Primary Partnership evaluation group and points of note are recorded on a summary sheet. It is the responsibility of the Primary Partnership Team to oversee the evaluation process and to bring any generic or specific issues to the attentions of the appropriate Course Committee.</p>
<p><b>Stage 2</b> <b>Analysis of data</b></p>	<p>Evaluations of data are carried out by the Primary Partnership Team.</p>	<p>The process involves identifying the concerns, which are in need of action. Data from previous years will be examined to see whether the nature of the concern has been raised before and what action, if any was taken. Information is then discussed with the person(s) raising the concern, if appropriate, information is then passed to the Primary Partnership Lead if there are implications for further training. Records relating to trainees or tutors are retained by Primary Partnership Team.</p>
<p><b>Stage 3</b> <b>Resolving the issues</b></p>	<p>There are a variety of possible outcomes from the process outlined above.</p>	<p><b>School based issues</b> A member of the Primary Partnership Team may visit the school to discuss the issues informally. In extreme cases, where the concern continues, it may be decided that the school is no longer able to work within the Partnership.</p> <p><b>Trainee / Tutor issues</b> The Primary Partnership Team will arrange to see the trainee / tutor individually if appropriate to discuss and explore the concern. This will then be monitored closely. Generic issues relating to Partnership are discussed with the Primary Management Team.</p>

# THE MENTOR STANDARDS

## STANDARD 1 - PERSONAL QUALITIES

Establish trusting relationships, modelling high standards of practice, and understand how to support a trainee through initial teacher training

The mentor should:

- Be approachable, make time for the trainee, and prioritise meetings and discussions with them;
- use a range of effective interpersonal skills to respond to the needs of the trainee;
- offer support with integrity, honesty and respect;
- use appropriate challenge to encourage the trainee to reflect on their practice;
- support the improvement of a trainee's teaching by modelling exemplary practice in planning, teaching and assessment.

## STANDARD 2 – TEACHING

Support trainees to develop their teaching practice in order to set high expectations of all pupils and to meet their needs

The mentor should:

- support the trainee in forming good relationships with pupils, and in developing effective behaviour and classroom management strategies;
- support the trainee in developing effective approaches to planning, teaching and assessment;
- support the trainee with marking and assessment of pupil work through moderation or double marking;
- give constructive, clear and timely feedback on lesson observations;
- broker opportunities to observe best practice;
- support the trainee in accessing expert subject and pedagogical knowledge;
- resolve in-school issues on the trainee's behalf where they lack the confidence or experience to do so themselves;
- enable and encourage the trainee to evaluate and improve their teaching;
- enable the trainee to access, utilise and interpret robust educational research to inform their teaching.

## STANDARD 3 – PROFESSIONALISM

Set high expectations and induct the trainee to understand their role and responsibilities as a teacher

The mentor should:

- encourage the trainee to participate in the life of the school and understand its role within the wider community;
- support the trainee in developing the highest standards of professional and personal conduct;
- support the trainee in promoting equality and diversity;
- ensure the trainee understands and complies with relevant legislation, including that related to the safeguarding of children;
- support the trainee to develop skills to manage time effectively.

## STANDARD 4 – SELF-DEVELOPMENT AND WORKING IN PARTNERSHIP

Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITT partnerships.

The mentor should:

- ensure consistency by working with other mentors and partners to moderate judgements;
- continue to develop their own mentoring practice and subject and pedagogical expertise by accessing appropriate professional development and engaging with robust research

# FREQUENTLY ASKED QUESTIONS

## Can a trainee teacher be left on their own with a class of children?

Not for PE or any subject where there may be health and safety issues. Safety is always the priority. The Head Teacher must take responsibility for trainee teachers in school.

## Can a trainee teacher be used as supply cover when the class teacher is sick or on a course?

This is tempting! However, all trainee teachers must be supervised and supported. No trainee teacher should feel isolated or 'used' as cheap cover.

## Whose responsibility is it to complete SE reports?

The Class Teacher and SE Tutor will discuss the SE reports and agree on grading for the trainee teacher. As soon as the report is written a copy should be made available to the student and Primary Partnership.

## Should I give the trainee teacher PPA time?

Yes. All trainees need PPA time, just as teachers do.

COHORT	AMOUNT OF PPA TIME
UG1	10%
UG2	10%
UG3	20%
PG1	10%
PG2	10%
PG3	20%

## Can the trainee teacher start teaching the whole class straight away?

We would recommend that you read the expectations for each practice; the amount of teaching varies by each practice and each course.

## How often should I observe my trainee teacher and give formal written feedback?

Once a week for formal observations but as much feedback as possible in an informal way e.g., notes, discussions after lessons.





# Primary Partnerships

Partnership Handbook (for schools) 2019-20

**University of Worcester**

School of Education

September 2019