



In partnership with

Leeds Trinity  
University

# PRIMARY UG (QTS) School Experience Handbook Stages 1-3 Early Years and Later Years 2024-2025

UG Stage 1	Induction week: w/c 17 Mar 2025 (2 days) Training Dates: 31 Mar 2025 – 27 Jun 2025
UG Stage 2	Induction week: w/c 10 Dec 2024 Training Dates: 6 Jan 2025 – 7 Mar 2025
UG Stage 3	Induction week: w/c 13 Jan 2025 Training Dates: 3 Feb 2025 – 2 May 2025

All documents and pro formas can be found at:

[Primary School Experience Documents - Study - Leeds Trinity University](#)

This document is primarily for Trainees, School Mentors, ITT Coordinators and Lead Mentors. It provides guidance on School Experience for Trainees on the Primary Undergraduate Programme. All information is subject to amendments if DfE or Government policy changes during the academic year.

# Contents

<b>Introduction</b>	<b>2</b>
<b>1. Principles of Our Programmes at Leeds Trinity University</b>	<b>3</b>
1.2 Our Curriculum	3
1.3 Curriculum Intent	3
1.4 Curriculum Implementation	4
1.5 Race Equity	4
1.6 Curriculum Domains	5
1.7 Intensive Training and Practice (ITAP) – Stage 1 only (this will be rolled out to Stages 2 and 3 over a two-year period)	5
1.8 Curriculum Impact	5
<b>2. General Information About School Experience (including Safeguarding)</b>	<b>7</b>
2.1 The Core Competencies and Teachers’ Standards	7
2.2 Expectations for Professional Conduct on School Experience: Guidance for Trainees	8
2.3 Safeguarding and Child Protection	9
<b>3. Support on School Experience (including Roles and Responsibilities)</b>	<b>11</b>
3.1 Who you will be working with during School Experience	11
3.2 Onsite Lead Mentor Compliance Checks	16
3.3 Where can you get help on School Experience?	16
3.4 Allocation of School Experience	16
3.5 School Experience, Travel and Personal Finances	16
<b>4. School Experience Documentation and Processes (including guidance on paired experiences and the Support Plan)</b>	<b>17</b>
4.1 Abyasa Pro	17
4.2 Online Teaching Portfolio/OneDrive Evidence Folder	17
4.3 The Development Cycle	18
4.4 The Development Record	18
4.5 The Weekly Meeting	19
4.6 Guidance on Paired School Experiences	21
4.7 What if Things Do Not Go to Plan: The Support Plan	21
4.8 The Termination of School Experience	22
<b>5. Assessment of School Experience</b>	<b>23</b>
5.1 Assessment Processes Overview	24
5.2 Assessment Report Assessments	25
5.3 The Final Award of Qualified Teacher Status (QTS)	25
<b>6. Learning as a Trainee in School</b>	<b>26</b>
6.1 Supporting Work-Life Balance: Guidance for Trainees	27
<b>7. Use of Social Networking Sites</b>	<b>28</b>
<b>8. Guidance for Best Practice When Ofsted Call</b>	<b>29</b>
8.1 Guidance for Headteachers, School Mentors/ITT Coordinators and Class Teachers	29
8.2 Guidance for Trainees	29

## Introduction

This handbook is written for Trainees, class teachers, School Mentors, ITT Coordinators and Lead Mentors. It provides a comprehensive overview of the Undergraduate Primary programme and the curriculum that is delivered at both the University and in school.

The content presented here should be read in conjunction with the following handbooks, depending on the stage the Trainee you are hosting:

- Primary UG stage 1 / 2 /3 School Experience Expectations and Directed Tasks
- Primary UG stage 1 / 2 /3 Development Record
- Primary UG Stage 1 - Intensive Training and Practice Handbook

Whilst this content booklet refers to Trainees, the information will relate to all aspects of the programme. It thus should be essential reading for Lead Mentors and all expert colleagues based in school. The content will be revisited during School Mentor and Lead Mentor training sessions and will be summarised in weekly Newsletters and video updates.

## The Programme Team

Aimee Quickfall	Head of School of Teacher Education
Jo Hopton	Deputy Head of School (Primary UG Programme Leader)
Lewis Morgan	Stage 1 School Experience Coordinator
Zoe Proctor	Level 4 Centre-based Training Coordinator
Samantha Wilkes	Stage 2 School Experience Coordinator
Chris Price	Level 5 Centre-based Training Coordinator
Melanie Moore	Stage 3 School Experience Coordinator
Sarah Cummins	Level 6 Centre-based Training Coordinator

# 1. Principles of Our Programmes at Leeds Trinity University

## 1.1 Vision and Values of the BA (Hons) Primary Education Programme

### **Partnership Values: Aspiration. Collaboration. Leadership.**

- Aspiration for every child in our region and beyond to reach their potential through consistently high-quality teaching.
- Collaboration across the Partnership to meet local and regional needs.
- Developing teachers through a rigorous and ambitious ITT curriculum to become confident future leaders.

At the heart of our programme lies the careful translation of the [ITT Core Content Framework \(CCF\)](#) and the [Initial Teacher Training and Early Career Framework \(ITTECF\)](#) into a spiral curriculum of education and training, including subject and phase expertise.

### 1.2 Our Curriculum

The CCF & ITTECF are frameworks which are embedded in the design and delivery of our programmes. Our curriculum offer goes beyond CCF & ITTECF minimum expectations and is designed and sequenced to reflect the phase and age range Trainees will be teaching and prepares Trainees for the Early Career Framework (ECF).

### Overarching Principles

- Flexible but coherent provision based on shared understanding of the curriculum by colleagues in HE, School and Trainees
- Spiral Curriculum
- Clear Strands of development
- Integration of experiences and learning in School Experience (SE) and Centre-based teaching (CBT)
- Progressive challenges and supportive target setting
- Developing confidence and independence over the length of the programmes

### 1.3 Curriculum Intent

To uphold our vision and mission, the BA (Hons Primary Education) Curriculum at Leeds Trinity will:

- Provide a broad, balanced, and challenging introduction to teaching that is well matched to the needs of the primary school or early years' settings and is responsive to the needs of our Partnership of schools. Promote the importance of good mental health and wellbeing.
- Deliver an appropriate breadth of experience and opportunities that are carefully designed to support Trainees in developing secure subject, pedagogical and curriculum knowledge. In doing so, the curriculum will be fully compliant with the requirements of the CCF/ITTECF.
- Encourage a sense of professional autonomy, allowing Trainees to make choices and feel they have a voice in the direction of their professional learning. Enable high standards of academic achievement, supporting Trainees to make meaningful connections between theory and practice that provide a foundation for future professional learning.
- Be dialogic, providing opportunities for purposeful discussion and debate, empowering Trainees to see themselves as part of a community of practice and empowering them to become agents of change.
- Be courageously creative, encouraging Trainees to take informed risks in their professional practice with a view to inspiring and engaging the children in their learning.
- Support the development of a well-informed understanding that recognises and challenges the political, social, economic, and cultural dimensions of professional practice.

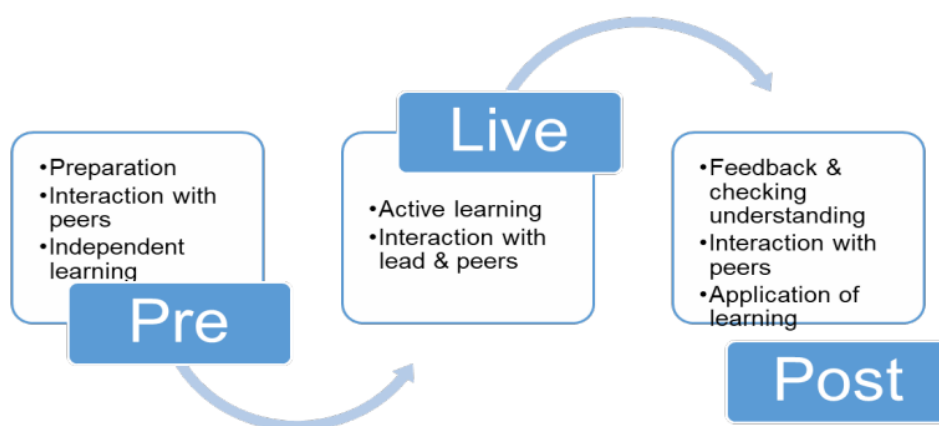
## 1.4 Curriculum Implementation

The curriculum is developmental, designed to provide Trainees with relevant opportunities and experiences through which they will develop their knowledge, skills and understanding across both School and Centre based experiences. To ensure coherence, the curriculum is divided into the following four key strands: Professional Studies; Subject Knowledge and Applied Pedagogy; Research Literacy and School Experience which structure Trainees' learning and professional experience throughout their degree that align to terms as outlined on the table below.

- Trainees have largely **learned the intended knowledge and skills set out in the ITE curriculum**. Their mastery of knowledge and skills is **evident in any planning produced, teaching, evaluation, and assessment**.
- **Trainees reflect on their teaching in the context of the curriculum components they intend pupils to master**. They consider their assessment of what and how much pupils have securely learned.
- Trainees complete their training and are aware of their **professional strengths and areas for improvement**.

The implementation of our curriculum will be based upon the mantra that *all learning occurs with you and is not something that is done to you*. As such, Trainees are expected to be actively involved in all aspects of their training. The curriculum will be delivered both at the University and during School Experience. It will adhere to the following principles:

- Centre-based learning will include a blend of lectures and seminar or workshop sessions that are designed to encourage a high level of reflection and engagement with the subject matter. All sessions will emphasise the importance of collaboration, dialogue, and debate which we feel to be integral to all high-quality professional learning. Teaching will be developed around a three-phase model (Preparation/Live/Post) as outlined here and in the diagram below:
  - Pre: Preparation, interact with peers, independent learning.
  - Live: Active learning. Interaction with lead and peers.
  - Post: Feedback and checking understanding. Interaction with peers. Application of learning.



- School Experience provides opportunities for you to apply the knowledge and skills you have learned during centre-based sessions. The School Experience Directed Tasks that will be completed during this time will provide focus and have been designed to get you to think hard about the content of the training curriculum.

## 1.5 Race Equity

We acknowledge that racism is ingrained across our society, institutionalised within the higher education sector and our University. We recognise that racism is not always overt and manifests in the everyday life of our staff and students; the impact of which is significantly harmful to individuals and our community. We hold ourselves accountable and empower everyone to be anti-racist, challenge all forms of racism and work to dismantle structures that perpetuate racism including challenging ourselves. We are committed to eliminating racial inequality and will take systematic action to address racial inequities. We expect all

staff, students, and all members of our university community including partners and stakeholders to embody these values and behaviours.



### 1.6 Curriculum Domains

The curriculum has been divided into six domains of learning and during each week of the programme, we will ask you to focus upon one of these domains. These domains are:

- Professional Behaviours
- Curriculum and Subject Knowledge
- Planning and Teaching
- Assessment and Feedback
- Adaptive and Inclusive Teaching
- Behaviour Management

During School Experience, the domain focus will take the form of a series of School Experience Directed Tasks and will include readings and reflection points. Expert colleagues in school will be tasked with helping Trainees to understand how the domain is addressed in the subject/s they are teaching within the specific school or setting they are placed in. These colleagues will also provide opportunities for Trainees to apply learning to their practice, giving feedback as appropriate.

During Centre-based Training, sessions will foreground the Subject and Curriculum domain, giving Trainees the opportunity to develop subject, content, and pedagogical knowledge across the school or Early Years curricula and relevant frameworks.

### 1.7 Intensive Training and Practice (ITAP) – Stage 1 only (this will be rolled out to Stages 2 and 3 over a two-year period)

Intensive Training and Practice experiences are focussed learning opportunities that are designed to support Trainees to develop skills and knowledge around the principles of teaching and in foundational areas of the curriculum. Drawing on the expertise of colleagues from across our partnerships, our ITAP at Leeds Trinity University will be:

- co-constructed to ensure a coherence between the ITT curriculum and current practice in school
- dialogic, involving all parties in meaningful discussion with a view to developing practice
- relevant to the needs of the individual Trainee at that stage of their professional journey
- manageable and deliverable, taking into account the constraints faced by all stakeholders
- designed to maximise professional development opportunities for all parties (Trainees, School Mentors and Lead Mentors)
- informed by relevant and up to date research and evidence of best practice in the area under investigation

During Intensive Training and Practice, Trainees will be given the opportunity to intensify the focus that is placed upon specific areas of teaching and learning. In doing so, they will benefit from targeted expert feedback that is focused on improvement. In 2024-25, Stage 1 Trainees will undertake one block of Intensive Training and Practice with a focus on Personal and Professional Conduct.

### 1.8 Curriculum Impact

Close tracking of the impact of the curriculum on progress will be maintained across School Experience and Centre-based training, to ensure that Trainees will leave the course ready for the beginning of their professional lives and continuing development. They will:

- Be effective teachers of the EYFS/Primary subject areas.

- Have a good understanding of the effective practices, resources and approaches used in planning for, teaching, assessing, and engaging the intellects of pupils.
  - Have effective understanding of their broader professional roles and responsibilities, including those relating to managing behaviour and resources in the classroom, safeguarding, pastoral and moral development.
  - Have high academic and professional standards and expectations of themselves and their pupils.
- 
- Understand critically the relationships between their practice, research, and their continuing professional development.
  - Be confident in the values of inclusivity, the celebration of diversity and in the understanding of the purposes of education more generally and of their subject/s.
  - Be committed to social justice and to better life chances and life experiences for the pupils they teach.

During School Experience, ongoing assessment will include:

- Formal observations of professional practice with verbal and written feedback
- Weekly meeting with your School Mentor
- Responses to School Experience Directed Tasks
- Ongoing self-reflection
- Final Assessment reports

Regular opportunities to discuss the wider impact on progress of individuals and groups of Trainees are embedded across the programme quality assurance processes. Impact will be monitored by leaders and managers of the programme through the careful analysis of evaluations, assessment outcomes and feedback from Trainees, School Mentors, Lead Mentors and University tutors.

The programme works with external examiners who are charged to report on the quality of our provision and who act as critical friends. Programme Leaders are held to account by the Partnership Leaders Group, who meet termly. This group reviews impact data to ensure that the curriculum intent is being upheld and that the programme is fully compliant with our Partnership values and key priorities.

The Partnership aims to:

- Ensure that training and assessment is of consistently high quality
- Ensure that training addresses national priorities and that Trainees are well prepared to teach pupils from a diverse range of backgrounds
- Ensure that Trainees teach lessons that enable pupils to make good progress
- Ensure that Trainees are supported into the ECF aspect of the ITTECF

## 2. General Information About School Experience (including Safeguarding)

The (BA (Hons) Primary Education Programme has been designed to include 120 days of School Experience (SE), which will take place in our Partnership schools. Training will take place in the age phase that Trainees have chosen to specialise in, as follows:

- 3-7 will have School Experience in the EYFS and Key Stage 1
- 5-11 will have School Experience in Key Stage 1 and 2

During School Experience, Trainees will work closely with expert colleagues to develop, refine, embed, and consolidate their classroom practice.

### 2.1 The Core Competencies and Teachers' Standards

Across the programme, assessment of Trainees' progress will be made against the Core Competencies. These are a list of statements which relate closely to the key aspects of the **ITTECF CCF** and have been carefully sequenced to build professional competencies over the three undergraduate Stages.

The Core Competencies are an essential tool for Trainees, School Mentors and Lead Mentors as they provide support not only for assessing progress, but a framework to guide effective and meaningful target setting and can be used:

- as a basis for discussion
- to formulate targets
- to reflect on practice
- to identify gaps and next steps and for formative assessment purposes

Further guidance about these will be shared during School Mentor and Lead Mentor training and will be explained to Trainees during School Experience introduction sessions.

At Stage 3, the Core Competencies have been sequenced to enable the Trainee to meet or exceed the Teachers' Standards by the end of the course. Stage 3 Trainees will be formatively assessed against competencies and at the end of the programme, assessment will move from the Core Competencies to instead be against each of the Teachers' Standards. Using the evidence that has been gathered from across the programme, a judgement will be reached using the Teachers' Standards about a Trainee's suitability to enter the profession.

The Core Competencies are grouped thematically into 5 curriculum domains: Professional Behaviours, Curriculum and Subject Knowledge, Planning and Teaching, Assessment and Feedback, Adaptive and Inclusive Teaching and Behaviour Management. The Core Competencies can be located on the University webpage [Primary School Based Training Documents - Teaching - Study - Leeds Trinity University](#). They are outlined in the Trainee Development Record and embedded in Stage 1 and Stage 2 final Assessment Reports.

The Core Competencies are also used in Trainees' CBT to develop reflective practice and track Centre-based learning against teaching competencies. This practice develops an awareness of the unification of Centre and School-based learning and how both settings contribute to a unified end goal.

### The Teachers' Standards

The programme enables Trainees to meet the Teachers' Standards **at the end of** Stage 3 training. All Stage 3 Trainees must observe and adhere to Part 1 (TS 1-8) and Part 2 – Personal and Professional Conduct of the Teachers' Standards, to be awarded Qualified Teacher Status.



## 2.2 Expectations for Professional Conduct on School Experience: Guidance for Trainees

Qualified Teacher Status (QTS) is a professional qualification, and we expect that all Trainees demonstrate a professional approach to all aspects of the programme. This section outlines what we mean by this.

### Maintaining Professional Relationships

You are:

- expected to assume responsibility for trying to make all relationships as positive as possible
- required to develop a positive, enthusiastic, and proactive attitude and approach to School Experience. asked to remember that the colleagues you will be working with in school are very busy people and that their first duty is to the children
- required to maintain a high level of professional conduct that is in line with the policy of their school or setting

### Attendance in School

To ensure that you have sufficient practical experience to allow you to meet the Teachers' Standards by the end of the programme, attendance during School Experience will be tracked closely. The BA (Hons) Primary Education programme comprises of 120 days of School Experience and **the University reserves the right to extend the final completion date where there are concerns around attendance and progress.**

Timely absence reporting to both school and to the University is part of the personal and professional conduct standards required of all Trainees. Should you need to be absent from School Experience, you must notify both the University and school as follows:

- **Reporting an absence to the school:** you must follow the absence procedure in place in your school on the first and every subsequent day of absence. If your absence is medically certified, you should notify the school and the School Mentor of your expected return date.
- **Reporting an absence from School Experience to the University:** all absences from School Experience must also be reported on Abyasa Pro.

If you are absent for longer than three days, your School Mentor should contact either the School Partnerships Office or the Lead Mentor to decide how to best support you in completing the programme. If absence extends to **more than five** consecutive working days, a doctor's note should be provided to the School Partnerships Office.

On your final School Experience, you may need to take time away from school to attend interviews for ECT posts. This is an acceptable absence; however, this should be agreed in advance and where possible some CPD time should be used if multiple appointments are made. If there are concerns with this, please contact your Lead Mentor.

### Punctuality

You should agree with your School Mentor at the start of School Experience the times that you should arrive and leave the school. Schools may be asked to be flexible, especially if you are placed at distance or have personal circumstances that need to be considered. If you have concerns, please contact your Lead Mentor.

### Professional Dress

Schools vary in their dress codes. You are encouraged to be clear about the expectations of the school before you arrive to ensure that your attire is appropriate for the context that you will be working in.

### Data Protection and Confidentiality

During School Experience you may have access to 'privileged' information such as school registers, records of children's progress, staff room conversation, documentation, etc. **It is essential that disclosure of any information of this kind (even to parental or family enquirers) should not take place inside or outside the school.**

In addition, no documents should be borrowed from school without permission and no material should leave school that would identify children by name. You should check the schools General Data Protection Regulation policy for guidance regarding data generally and in electronic form particularly.

At the end of each School Experience, you must anonymise, delete, or return any confidential information and you must not take away any identifiable data. At the end of the course all confidential data must be destroyed.

### **Legal Duties**

It is a requirement that all Trainees become aware of the Safeguarding Policy of the school as well as all procedures concerning illness, injury, disruption, fire, or any other emergency. You must complete all activities that relate to safeguarding as a priority during your induction into school and we ask colleagues in school to support this.

A suitably qualified teacher must always accompany you when you are:

- on playground duty
- when teaching PE
- when supervising outdoor play or using of any climbing apparatus in the Foundation Stage
- on any visits outside the school

**Trainees must never leave a class unattended.**

### **Physical Contact with Children**

It is imperative that you review the school policies and procedures for emergencies, managing behaviour and physical contact with children at the start of each School Experience. Any failure to abide strictly by the rules could have severe consequences for your future on the programme and in the teaching profession. Schools will have specific guidelines on this, and you must follow this guidance closely.

### **Keeping Up to Date:**

Leeds Trinity will send weekly updates to you and your School Mentor during your time in school to help support the completion of tasks and to ensure that you meet other deadlines. You must check your LTU emails regularly. Part of becoming a teacher is understanding that your development is never finished, and you have a responsibility to keep your skills and knowledge up to date.

### **2.3 Safeguarding and Child Protection**

“Safeguarding is everyone’s responsibility” (Children’s Act 2004). This means all school staff, including Trainee teachers. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes (DfE 2015).

Teachers have a legal duty to take all reasonable care of children who are in their charge. This obligation comes from three sources:

- Common Law – This states that teachers are in ‘loco parentis’, which means ‘standing in place of the parent’. This requires that teachers supervise the children in their care, as would a reasonably prudent parent.
- Statutory Requirements – This outlines teachers’ legal liabilities and responsibilities related to relevant Acts of Parliament
- Teachers Contractual Obligations – These are to be found in the “School Teachers’ Pay and Conditions Document”, issued under the School Teachers’ Pay and Conditions Act 1991

The *Teacher Standards 2012* state that teachers, including Headteachers, must safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties.

Full safeguarding training is delivered by the University which all Trainees can access, and this will be supported through in-school training and guidance. All Trainee teachers on ITT courses at Leeds Trinity have received certified Prevent training or have completed the online CHANNEL training/the Home Office Prevent online training <https://www.elearning.prevent.homeoffice.gov.uk/>

Partner schools must always include Safeguarding information in their formal and informal induction process with Trainees. Trainees must confirm on Abyasa:

- They have received Safeguarding induction/training from their Mentor.
- They know who the Designated Safeguarding lead/s is/are in school.
- They understand the necessary procedure for reporting on safeguarding in school.

This will be quality assured by Lead Mentors.

Important Safeguarding Advice for Trainees:

- Find out who the designated Safeguarding Lead is and the school policy relating to safeguarding.
- If a child discloses something to you, listen but don't ask leading questions. Never promise to keep a secret.
- Make a note of what was said – this should be a verbatim factual account and should not include your own views/opinions.
- Report to the school's designated safeguarding lead.

**Further reading:**

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

### 3. Support on School Experience (including Roles and Responsibilities)

#### 3.1 Who you will be working with during School Experience

- **ITT Coordinators** – These colleagues are responsible for overseeing the work of the School Mentors and Trainees in school. They are a point of contact if there are concerns during School Experience.
- **School Mentors** – These colleagues will be your main contact in school. You will work with your School Mentor to discuss the impact of planning, teaching and assessment on pupils' developing understanding and knowledge. Your School Mentor will also help you to plan and, where appropriate, jointly teach lessons and sequences of learning, give feedback on practice, and set targets and activities that will help develop their practice and subject knowledge. Each week you will have a weekly meeting with your School Mentor. At the end of each Stage, they will assess your practice and write the formal Assessment Report.
- **Class Teachers** – These are the teachers who are responsible for the class that you are placed in. In some schools, they might take the role of School Mentor as well. You will begin your School Experience by observing lessons led by your host class teacher, you will teach alongside them and will gradually move to take greater responsibility for the day to day running of the classroom. Class teachers also support you with planning. They will observe you informally and help you to understand the impact you are having on pupils' developing understanding and knowledge.
- **Lead Mentors** – Lead Mentors are employed by the University and will visit you in school to quality assure the effectiveness of School Experience. They will also moderate the decision about the award of QTS at the end of Stage 3.

#### Mental Health and Wellbeing

- The Student Mental Health and Wellbeing Service can provide you with the support and space to explore and understand your difficulties. Whether you're noticing past distress returning or you are experiencing emotional difficulties for the first time, the service provides the opportunity to talk in confidence about any issues causing concern.
- The service can help direct you towards the most appropriate support, whether that be via our qualified and experienced practitioners on campus or via local NHS and non-NHS services. You can self-refer via this link and book directly on to workshops here.

#### Student Support

- Available from 9am-5pm to discuss any areas where students may feel in need or overwhelmed with any aspect of University life whether that be housing, friendships, academic worries or anything else via [studentsupport@leedstrinity.ac.uk](mailto:studentsupport@leedstrinity.ac.uk) or text/call on 07458109288.

A detailed breakdown of the roles and responsibilities of everyone involved in School Experience can be found in the following table.

## Breakdown of Roles and Responsibilities

Area	Trainee	School Mentor	Class Teacher	ITT Coordinator	Lead Mentor
Professional Conduct	<ul style="list-style-type: none"> <li>To meet professional conduct requirements and school policies and procedures relating to professional conduct, attendance, and punctuality</li> <li>Demonstrate initiative, responsibility, and appropriate conduct. Actively participate as a team member within the Key Stage and school</li> </ul>	<ul style="list-style-type: none"> <li>To monitor and actively consult colleagues on the development of the Trainee.</li> <li>To liaise with the ITT Lead or Lead Mentor about the Trainee's conduct, welfare, progress, and capacity to meet the competencies or standards by set deadlines</li> </ul>	<ul style="list-style-type: none"> <li>To monitor the professional conduct of the Trainee in their class</li> <li>To pass on any concerns to the School Mentor</li> </ul>	<ul style="list-style-type: none"> <li>Provide a comprehensive induction on school processes and procedures (including Safeguarding) to all Trainees.</li> <li>To monitor progress and welfare of Trainees and identify situations where intervention is required.</li> <li>To actively consult relevant staff on the professional development of the Trainee</li> </ul>	<ul style="list-style-type: none"> <li>To monitor and actively consult colleagues on the development of the Trainee in their respective class/es.</li> <li>To liaise with the ITT Coordinator with respect to the Trainee's conduct, welfare, progress, and capacity to meet the standards by set deadlines</li> </ul>
Self-Evaluation	<ul style="list-style-type: none"> <li>Complete the Development Record weekly and share with the School Mentor ahead of the weekly review meeting.</li> <li>Reflect on all planned lessons, focussing on the impact of teaching on the progress that learners have made in that lessons or activity.</li> <li>Maintain online portfolio and OneDrive to evidence progress.</li> </ul>	<ul style="list-style-type: none"> <li>To conduct weekly timetabled mentor meetings, checking, and updating of target and reviewing the Online Portfolio of Evidence and OneDrive.</li> </ul>	<ul style="list-style-type: none"> <li>To undertake informal observations of the Trainee</li> <li>To identify a situation where the Trainee may be struggling or need additional support and pass this concern on to the School Mentor.</li> <li>To liaise with the Lead Mentor about the Trainee's progress to feed into the Trainee's assessment</li> </ul>	<ul style="list-style-type: none"> <li>Monitor the support that is provided by School Mentors and class teachers.</li> <li>To support School Mentors and Trainee as appropriate across School Experience.</li> </ul>	<ul style="list-style-type: none"> <li>To conduct regular meetings and keep in contact with the School Mentor and Trainee via weekly email</li> </ul>
Training	<ul style="list-style-type: none"> <li>To engage with School Experience Directed Tasks.</li> <li>To negotiate with the School Mentor an appropriate timetable for teaching, which provides appropriate opportunities for Continual Professional Development</li> <li>To proactively seek out and engage training and development opportunities across wider areas of school</li> </ul>	<ul style="list-style-type: none"> <li>To ensure that Trainees have training experiences that align to the curriculum and School Experience Directed Tasks.</li> <li>To negotiate and organise a teaching timetable with the Trainee that provides appropriate and realistic challenges and meets the requirements specified by the accredited provider.</li> </ul>	<ul style="list-style-type: none"> <li>To liaise with the School Mentor about the Trainee's progress, to feed into the final assessment.</li> <li>To liaise with the School Mentor about outcomes of the Lead Mentor's compliance checks.</li> </ul>	<ul style="list-style-type: none"> <li>To ensure Trainees have structured/developmental targets throughout their School Experience.</li> <li>To ensure that all Trainees can engage with the School Experience Directed Tasks and set relevant CPD to meet targets</li> </ul>	<ul style="list-style-type: none"> <li>Attend all LTU training and any relevant training offered through partner schools.</li> </ul>

Area	Trainee	School Mentor	Class Teacher	ITT Coordinator	Lead Mentor
Observations and Feedback	<ul style="list-style-type: none"> <li>Complete a range of observations of the class/host teacher and other professionals in school to support own continuing professional development and School Experience Directed Tasks.</li> <li>To ensure expert colleagues being observed are aware of the focus and purpose of the observation ahead of time.</li> </ul>	<ul style="list-style-type: none"> <li>To observe and provide written feedback on classroom performance at least once a week.</li> <li>Written feedback must focus on the impact of the Trainee's planning and teaching on the developing knowledge and understanding of learners.</li> <li>To ensure the class teacher and teachers are aware of the Trainee's targets and are therefore able to give appropriate feedback after lessons</li> </ul>	<ul style="list-style-type: none"> <li>To observe and provide written feedback on classroom performance as agreed with the School Mentor.</li> </ul>	<ul style="list-style-type: none"> <li>To carry out joint observations and attend debriefing sessions, to quality assure provision of written feedback that supports Trainee and pupil progress.</li> <li>To provide lesson observation training and support for School Mentors and host/class teachers where needed.</li> </ul>	<ul style="list-style-type: none"> <li>QA the observation of Trainees by the School Mentors and class teachers and provide feedback on quality of mentoring and training provided during School Experience.</li> <li>Contribute to the annual cycle of review by completing summary and compliance information regarding School Experience.</li> </ul>
Additional Support	<ul style="list-style-type: none"> <li>To seek additional support and advice whenever necessary to ensure and maintain their development.</li> <li>To ensure relevant school and LTU staff are kept fully informed of any factors affecting School Experience.</li> <li>Access University wide services e.g. School Partnerships, Careers, Student Support, Counselling and Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>To identify situations where intervention is required by school or LTU staff.</li> <li>To liaise with the ITT Coordinator and Lead mentor if the Trainee fails to make sufficient progress.</li> <li>To participate in the writing and review of Support Plans if this is required</li> </ul>		<ul style="list-style-type: none"> <li>To negotiate and facilitate support for Trainees, including those with additional needs.</li> <li>To agree with School Mentors and Lead Mentors the need for Support Plans when necessary.</li> <li>To modify the draft Support Plans submitted by Lead Mentors.</li> <li>To participate in the review of Support Plans.</li> </ul>	<ul style="list-style-type: none"> <li>To agree when there is a need for a Support Plan.</li> <li>To modify alongside School Mentors, draft Support Plans.</li> <li>To participate in the review of Support Plans</li> <li>To support School Mentors and class teachers on the completion of Abyasa forms and the governance of such documentation</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>To identify and collect evidence for the Online Portfolio/OneDrive on a week-by-week basis.</li> <li>To engage fully in all assessment processes.</li> </ul>	<ul style="list-style-type: none"> <li>To check the Trainee's Portfolio of evidence each week</li> <li>To consult with colleagues, including support staff, with regards to the assessment of the Trainee</li> <li>Complete the Assessment Report at the end of each Stage.</li> <li>At the end of the programme provide summative information regarding progress made towards the Teachers' Standards</li> </ul>		<ul style="list-style-type: none"> <li>To oversee the application of assessment criteria.</li> <li>To organise Mentor team meetings where necessary</li> </ul>	<ul style="list-style-type: none"> <li>Review the Trainee's portfolio of evidence/OneDrive and report back to School Mentors and LTU staff when there are gaps. <ul style="list-style-type: none"> <li>Review assessment documentation.</li> <li>Provide support and advice to Mentors and class teachers on the completion of above.</li> <li>Review formative and summative assessment documents and provide a testimonial review at the end of each School Experience</li> </ul> </li> </ul>

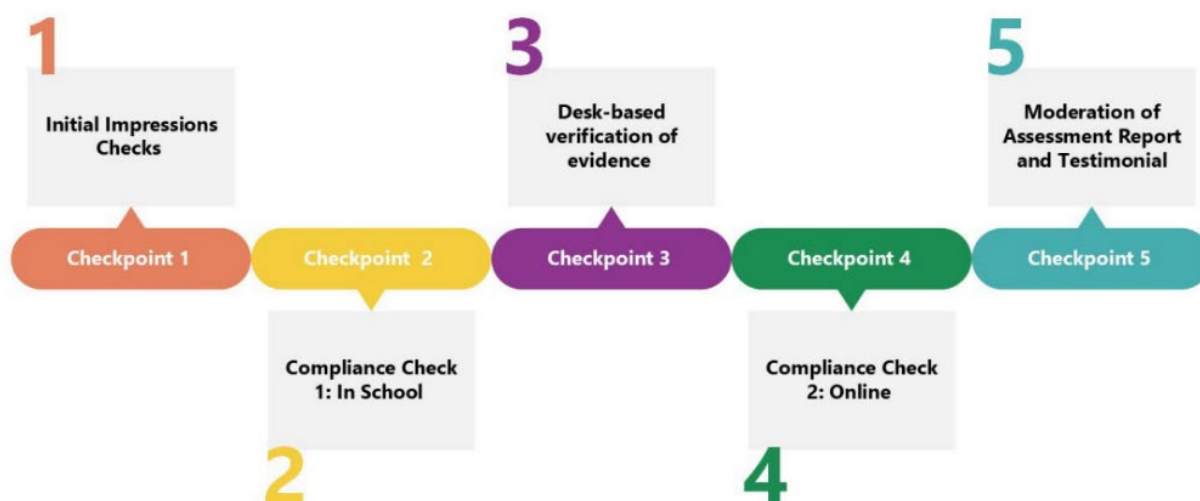
Area	Trainee	School Mentor	Class Teacher	ITT Coordinator	Lead Mentor
Professional Conduct	<ul style="list-style-type: none"> <li>To meet professional conduct requirements and school policies and procedures relating to professional conduct, attendance, and punctuality</li> <li>Demonstrate initiative, responsibility, and appropriate conduct. Actively participate as a team member within the Key Stage and school</li> </ul>	<ul style="list-style-type: none"> <li>To monitor and actively consult colleagues on the development of the Trainee.</li> <li>To liaise with the ITT Lead or Lead Mentor about the Trainee's conduct, welfare, progress, and capacity to meet the competencies or standards by set deadlines</li> </ul>	<ul style="list-style-type: none"> <li>To monitor the professional conduct of the Trainee in their class</li> <li>To pass on any concerns to the School Mentor</li> </ul>	<ul style="list-style-type: none"> <li>Provide a comprehensive induction on school processes and procedures (including Safeguarding) to all Trainees.</li> <li>To monitor progress and welfare of Trainees and identify situations where intervention is required.</li> <li>To actively consult relevant staff on the professional development of the Trainee</li> </ul>	<ul style="list-style-type: none"> <li>To monitor and actively consult colleagues on the development of the Trainee in their respective class/es.</li> <li>To liaise with the ITT Coordinator with respect to the Trainee's conduct, welfare, progress, and capacity to meet the standards by set deadlines</li> </ul>
Self-Evaluation	<ul style="list-style-type: none"> <li>Complete the Development Record weekly and share with the School Mentor ahead of the weekly review meeting.</li> <li>Reflect on all planned lessons, focussing on the impact of teaching on the progress that learners have made in that lessons or activity.</li> <li>Maintain online portfolio and OneDrive to evidence progress.</li> </ul>	<ul style="list-style-type: none"> <li>To conduct weekly timetabled mentor meetings, checking, and updating of target and reviewing the Online Portfolio of Evidence and OneDrive.</li> </ul>	<ul style="list-style-type: none"> <li>To undertake informal observations of the Trainee</li> <li>To identify a situation where the Trainee may be struggling or need additional support and pass this concern on to the School Mentor.</li> <li>To liaise with the Lead Mentor about the Trainee's progress to feed into the Trainee's assessment</li> </ul>	<ul style="list-style-type: none"> <li>Monitor the support that is provided by School Mentors and class teachers.</li> <li>To support School Mentors and Trainee as appropriate across School Experience.</li> </ul>	<ul style="list-style-type: none"> <li>To conduct regular meetings and keep in contact with the School Mentor and Trainee via weekly email</li> </ul>
Training	<ul style="list-style-type: none"> <li>To engage with School Experience Directed Tasks.</li> <li>To negotiate with the School Mentor an appropriate timetable for teaching, which provides appropriate opportunities for Continual Professional Development</li> <li>To proactively seek out and engage training and development opportunities across wider areas of school</li> </ul>	<ul style="list-style-type: none"> <li>To ensure that Trainees have training experiences that align to the curriculum and School Experience Directed Tasks.</li> <li>To negotiate and organise a teaching timetable with the Trainee that provides appropriate and realistic challenges and meets the requirements specified by the accredited provider.</li> </ul>	<ul style="list-style-type: none"> <li>To liaise with the School Mentor about the Trainee's progress, to feed into the final assessment.</li> <li>To liaise with the School Mentor about outcomes of the Lead Mentor's compliance checks.</li> </ul>	<ul style="list-style-type: none"> <li>To ensure Trainees have structured/developmental targets throughout their School Experience.</li> <li>To ensure that all Trainees can engage with the School Experience Directed Tasks and set relevant CPD to meet targets</li> </ul>	<ul style="list-style-type: none"> <li>Attend all LTU training and any relevant training offered through partner schools.</li> </ul>

Area	Trainee	School Mentor	Class Teacher	ITT Coordinator	Lead Mentor
Lead Mentor Compliance Checks	<ul style="list-style-type: none"> <li>Alongside the School Mentor or ITT Coordinator, arrange a timetable for Lead Mentor compliance checks.</li> <li>To prepare and present evidence of progress during all meetings.</li> </ul>	<ul style="list-style-type: none"> <li>To liaise with the Lead Mentor if there are concerns or issues with regards to the Trainee, training, or assessment</li> <li>To participate in all Lead Mentor visits.</li> </ul>		<ul style="list-style-type: none"> <li>To facilitate Lead Mentor visits</li> <li>To receive feedback from the Lead Mentor about the quality of training and respond as appropriate to this.</li> <li>To attend the weekly Mentor meetings to assure quality.</li> </ul>	<ul style="list-style-type: none"> <li>Complete visits in line with the expectations of the Partnership.</li> </ul>
Contribution to ITT Development	<ul style="list-style-type: none"> <li>To complete evaluation questionnaires as requested and participate in moderation and inspection activities if selected.</li> </ul>	<ul style="list-style-type: none"> <li>To complete evaluation questionnaires as requested.</li> <li>To attend relevant training.</li> </ul>		<ul style="list-style-type: none"> <li>To complete evaluations as requested.</li> <li>To facilitate the release of class teachers and School Mentors to attend training events and mentor training sessions.</li> <li>To have oversight of ITT Partnership arrangements, to ensure that School Experience complies with expectations as outlined in the Partnership Agreement.</li> <li>To contribute to course review and development</li> </ul>	<ul style="list-style-type: none"> <li>To complete Stage evaluation questionnaires as requested</li> <li>To have oversight of ITT partnership arrangements, to ensure that the School Experience complies with Partnership Agreement.</li> </ul>



### 3.2 Onsite Lead Mentor Compliance Checks

During each Stage of School Experience your progress will be reviewed at five key Checkpoints. These are outlined on the figure below.



Your Lead Mentor will make sure that the curriculum is delivered well in your school, that you are being well looked after and that you are making progress at the right pace to meet the Teachers' Standards by the end of the programme.

### 3.3 Where can you get help on School Experience?

We can help you if things are getting difficult. You can get help and support from any of the following people:

- your School Mentor or the ITT Coordinator in your school
- your Lead Mentor
- your university Personal Tutor
- your Programme Coordinator/Cohort Leads
- SLEO and/or
- Student Support Services

**Please make sure that you let us know if you are beginning to “wobble”. We are here to help!**

### 3.4 Allocation of School Experience

The School Partnerships Office (SPO) are responsible for the allocation of host schools where Trainees will complete their School Experience. All Trainees are placed in schools where they will have the best chance of fulfilling their potential. Once allocated, Trainees are asked to email their school to send a brief message of introduction. A University Lead Mentor will be allocated to every Partnership school/nursery and will complete at least one quality assurance visit during School Experience.

### 3.5 School Experience, Travel and Personal Finances

It is the responsibility of the SPO to provide Trainees with School Experience. However, the School Partnerships Office cannot be held responsible for personal financial circumstances of Trainees failing to afford travel expenses to and from their SE schools. Every effort is made to ensure that Trainees are placed within reasonable travelling distance, but **Trainees must be prepared to travel for a maximum of 1 hour 30 minutes one way.**

The University provides a sum of money before School Experience to support SE expenses and Trainees are given instructions prior to SE on how to apply for this. The University has a hardship fund for Trainees in exceptional circumstances. Please contact the Student Support team if you would like to enquire about the University's Hardship Fund.

## 4. School Experience Documentation and Processes (including guidance on paired experiences and the **Support Plan**)

School Experience documentation can be viewed on the Leeds Trinity School Experience webpage: [Primary School Experience Documents - Study - Leeds Trinity University](#)

### 4.1 Abyasa Pro

Abyasa Pro will be used as a centralised portal for collating key evidence and tracking your progress across all Stages of the programme. You will need to become familiar with this portal as soon as you start on School Experience. A checklist will be provided at the start of the School Experience of the evidence that will need to be collated on Abyasa during each Stage of your training.

### 4.2 Online Teaching Portfolio/OneDrive Evidence Folder

The OneDrive Portfolio is a professional document that provides evidence of the ways in which Trainees engage in all aspects of School Experience. Keeping an up-to-date OneDrive portfolio is a requirement of the BA (Hons) Primary Education (QTS) programme.

Please note:

- All data is kept securely on Leeds Trinity University's Office 365 server.
- All documents should be uploaded in either Microsoft Word or Rich Text format.
- Once in school, the OneDrive Portfolio should be shared electronically with your Lead Mentor and School Mentor.

**The Trainee must share the link to the OneDrive with their Lead Mentor and Mentor as soon as requested. There must be no information kept on the OneDrive that has recognisable information about the pupils in your class.**

### Main Folder Structure of the OneDrive Portfolio

You will create a separate folder for each Stage of your School Experience. These will be housed in a main folder that will be called 'School Experience OneDrive Portfolio'.

Name	Modified
Stage 1	September 17, 2022
Stage 2	January 3
Stage 3	March 15

### Folder Structure for Each Stage of Training

At each Stage of training, the folder will have a series of sub folders that will be labelled according to their contents. All Trainees will be asked to set up the same structure.

Development Record
Planning
Pupil Progress
School Task Booklet
Trainee Progress

### Overview of the Contents of Each Subfolder

Folder Name	Contents
<b>Development Record</b>	<b>The Development Record</b> should be saved in this folder and updated every week. It will be uploaded to Abyasa Pro at the end of each School Experience.
<b>Planning</b>	One subfolder should be created for each week and should be labelled with the start date of the week. File all planning for that week in the folder. The expectations for planning can be found in the expectations overview section of this booklet.
<b>Pupil Progress</b>	Evidence of Pupil Progress tracking and assessment. <b>Children should not be identifiable by name in this folder.</b>
<b>School Experience Directed Tasks</b>	Completed Information and pro forma that relate to specific School Experience Directed.
<b>Trainee Progress</b>	Copies of observations completed by the Trainee of expert colleagues, eg class teachers, subject leaders, Inclusion managers etc.

### 4.3 The Development Cycle

When on School Experience you will be engaged in a cycle of target setting, action, evaluation and reviewing. The outcomes of which should be recorded in your Development Record. At the heart of this process lies the Development Record and the weekly mentor meeting

### 4.4 The Development Record

The Development Record is an important document and sits at the heart of your training year. It is designed to:

- promote ongoing dialogue between you and your School Mentor about what you are learning in taught sessions and your experiences and practice in school.
- provide space for systematic reflection on the impact of your training on your classroom practice.
- enable you to identify the impact your teaching is having on the curricular progress of the pupils in your training classes (and for School Mentors to comment on and check you can see this progress).
- track your development as a Trainee in relation to target setting and review.
- provide evidence of your classroom practice and wider professional development.

Full guidance on how to use the Development Record can be found in the Development Record Booklet.

#### 4.5 The Weekly Meeting

Every week you should have a meeting with your School Mentor. The structure of the meeting may differ each week and depend on the stage of your School Experience, but should contain the following elements:

<b>Before the Meeting</b>		<ul style="list-style-type: none"> <li>You must ensure the Development Record for the week to be discussed is shared with your School Mentor at least 1 working day before your meeting.</li> </ul>
<b>At the Meeting</b>		<ul style="list-style-type: none"> <li>Discuss your progress against your targets from the previous week with reference to the School Experience Competencies from the Development Record. Use the SE Competencies to reflect on key areas of development and strength in your practice, based on teaching over the whole week. Ensure these areas are appropriately recorded in the Development Record.</li> </ul>
	<b>Reviewing Your Teaching</b>	<ul style="list-style-type: none"> <li>Provide a verbal presentation about the learning of <b>one group or class</b> from the previous week and how you feel that your teaching impacted on this. This discussion should focus on a different group each week.</li> <li>You could consider the following questions:             <ul style="list-style-type: none"> <li>Did they learn what you wanted them to? How do you know?</li> <li>Which parts of the lessons or activities seem to help them learn well?</li> <li>What did the pupils struggle with? How could you help with this? o Has their acquired learning affected what you have planned for them?</li> </ul> </li> <li>When you discuss your pupils' learning, consider the following questions:             <ul style="list-style-type: none"> <li>How did you contribute to this?</li> <li>What areas of your practice need to be developed to improve the rate and quality of your pupils' knowledge, understanding and/or skills development?</li> </ul> </li> </ul>
	<b>Target Setting</b>	<ul style="list-style-type: none"> <li>Using the Core Competency statements, agree a maximum of three specific focuses for the coming week to form the basis of targets. You should then identify specific activities which will enable you to meet these targets.</li> <li>The most important thing to remember about targets is that they need to be focused on becoming a more effective teacher. To this end they need to be:             <ul style="list-style-type: none"> <li>Specific – focused on improving specific aspects of your practice.</li> <li>Achievable – something you can work towards at this stage of your training.</li> <li>Assessable – something that will enable you to clearly show that you have achieved the target.</li> </ul> </li> </ul>
	<b>Review Training</b>	<ul style="list-style-type: none"> <li>Review how the learning from your School Experience Directed Tasks and look for opportunities to complete these during the coming week.</li> </ul>
	<ul style="list-style-type: none"> <li>This is a good chance to share ideas about objectives for a lesson or sequence of lessons, review some of the materials that could be used in teaching that week, or even to start to co-plan a lesson that will be jointly taught later. This is also a good chance to plan your observations of experienced teachers in the week ahead.</li> </ul>	

	<p><b>Discussing Teaching in Week Ahead</b></p>	<ul style="list-style-type: none"> <li>• At the very start of your School Experience, you will be working alongside an experienced teacher to plan and teach lessons. By the end, you will be planning and teaching sequences of lessons for all your classes with greater independence.</li> <li>• The following questions will help with discussions about teaching. <ul style="list-style-type: none"> <li>✓ What do we want to teach?</li> <li>✓ What knowledge do they need before they start? What will they know at the end?</li> <li>✓ What shall we ask them to read, do, think about?</li> <li>✓ What might they struggle with? What barriers are there to this knowledge and/or skills?</li> <li>✓ What misconceptions do pupils sometimes have about this topic?</li> <li>✓ How will we know that they have achieved what we hoped?</li> </ul> </li> </ul>
<p><b>After the Meeting</b></p>	<p><b>Recording the Meeting</b></p>	<ul style="list-style-type: none"> <li>• Your School Mentor will comment on any aspect of the Development Record which they feel needs to be reviewed.</li> <li>• You need to record your new targets in the Development Record. Please ensure these are recorded accurately.</li> <li>• Inform your Class Teacher about your targets and ask them to refer to these when commenting on your lessons.</li> </ul>

#### 4.6 Guidance on Paired School Experiences

Schools have the option to host paired School Experiences for Trainees in Stage 1. Paired School Experience should not be twice as demanding on the time and energy of Mentors. They enable flexible ways of working that many schools use to improve the overall quality of pupils’ learning.

#### Mentoring

Not all Mentor meetings can be held with both paired Trainees at the same time, but we are keen to ensure that the paired School Experience should not double the workload of the School Mentor. Please see the suggested models below:

- **Two School Mentors, Two Trainees**  
The majority of our paired SE have two Mentors, one for each Trainee. This can be particularly useful when one Mentor is less experienced.
- **One School Mentor, Two Trainees**  
This enables the curriculum to be delivered once to two Trainees. When reviewing and target setting, some issues can be discussed together allowing Trainees to support each other. Inevitably there will situations that require a more individualised approach to ensure targets are personalised and where personal circumstances are involved.

For further guidance about working with paired SE, please liaise with your Lead Mentor or relevant Programme Lead.

#### 4.7 What if Things Do Not Go to Plan: The Support Plan

The Support Plan process is our way of keeping track of any additional support or intervention that Trainees might need during the School Experience. The instigation of a Support Plan should not be seen as a negative or final step, it is just a process to ensure that if at any time additional support is needed, it is received.

<b>Step 1</b>	<p>As soon as a School Mentor notices that there is a cause for concern in any aspect of practice, it is important that they contact the relevant Lead Mentor. The Lead Mentor will then decide whether the concerns warrant a Support Plan and will liaise with the School Mentor about the kind of interventions that could be put in place.</p> <p>There are two possible outcomes of the flagging of an early concern:</p> <ol style="list-style-type: none"> <li>1. The Lead Mentor feels that the concern does not warrant a Support Plan at this stage and ongoing monitoring will be put in place.</li> <li>2. The Lead Mentor will instigate a Support Plan.</li> </ol> <p>If a Lead Mentor has any uncertainty about whether a Support Plan is needed, they should liaise with the relevant Cohort or Programme Lead.</p>
<b>Step 2</b>	<p>If the Lead Mentor feels that a Support Plan is needed, they will liaise with the School Mentor and the Trainee, to discuss the targets and identify possible interventions.</p> <p>As part of this process, it is important to make clear to the Trainee and the School Mentor what success will look like.</p> <p>The Support Plan will need to be completed on Abyasa Pro and the Lead Mentor should ensure that the relevant Cohort/Programme Lead is aware that a Support Plan has been instigated.</p> <p>Whilst additional interventions might be needed during the course of the Support Plan, the School Mentor should be wary of not over scaffolding the Trainee. Feedback and guidance during the time that the Support Plan is operating should focus predominantly on the targets that were agreed. Additional targets must not be added during this period.</p>

	Trainees need to be made aware of the timeline for moderating the Support Plan and the possible outcomes.
<b>Step 3</b>	<p><i>Typically</i>, the Support Plan is designed to run for 10 working days. Targets that are set need to be achievable in that time frame. Progress against each target on the Support Plan will be reviewed by the School Mentor after day 5.</p> <p>There are two possible outcomes following the review meeting on day 5:</p> <ol style="list-style-type: none"> <li>1. If there is sufficient progress against each and all the targets and the Trainee is back on track, the Support Plan can be closed. However, the School Mentor will need to keep monitoring progress in the identified areas to ensure there is no slippage.</li> <li>2. If there is no evidence of sufficient progress against each and all the targets, the Support Plan will continue for an additional 5 days as initially agreed.</li> </ol>
<b>Step 4</b>	<p>If the Support Plan is continuing to the full 10 days, a review point will be identified. This review can be led by the School Mentor but should involve representation from the University (which could be the Lead Mentor, Cohort or Programme Leader) who will moderate the decision that is made.</p> <p>There are three possible outcomes of this moderation:</p> <ol style="list-style-type: none"> <li>1. If there is sufficient progress against each and all the targets and the Trainee is back on track, the Support Plan can then be closed. However, the School Mentor will need to keep monitoring progress in the identified areas to ensure there is no slippage.</li> <li>2. If the Trainee has not made sufficient progress against all the targets, but there is evidence of some progress, the Support Plan can be extended by an additional 5 days and a new moderation point will be agreed.</li> <li>3. If the Trainee has not made sufficient progress against the targets, either at the end of the 10 days or 15 days, School Experience will be stopped at that point.</li> </ol>
<b>Step 5</b>	If the School Experience is terminated, the Trainee will be advised to make an appointment to speak to the relevant Cohort or Programme Leader to discuss the next steps.

#### 4.8 The Termination of School Experience

In certain circumstances, schools may no longer feel that they can support the Trainee to make the required progress.

This might be due to a range of reasons including, but not limited to:

- staffing changes
- the specific requirements of individual Trainees
- breakdown in the relationships between the School Mentor and Trainee
- serious professional concerns relating to child protection

If this is the case, it *may* result in School Experience being terminated without following the steps listed in the Support Plan section above. Should this rare situation occur, the school will inform the Trainee and Leeds Trinity University in writing, outlining the reasons for the termination of School Experience.

Once this written communication is received, it will be forwarded to the Trainee who will then meet with either the Programme Lead or Head of School of Teacher Education. This meeting is to find out further details about why the School Experience was terminated and is an opportunity for the Trainee to present their perspective of the situation.

They may bring a friend, family member or representative from the Student Union into this meeting. Possible outcomes may include:

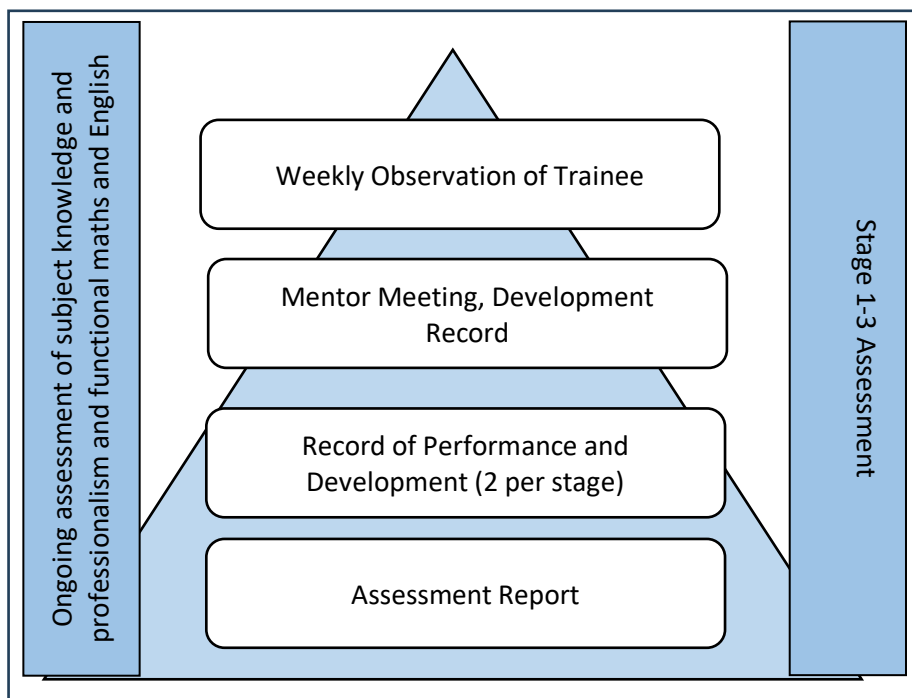
- The recommendation of a new School Experience to complete the assessment phase.

- Progress to be referred to the relevant Assessment Panel for further consideration.
- In the most severe cases, it could lead to the start of the process of dismissal from the programme.

## 5. Assessment of School Experience

Assessment of whether your practice has reached the expected level that is needed to progress, and to meet the Teachers' Standards at the end of the course, is undertaken by School Mentors in schools, with the support of, and moderated by, Lead Mentors.

The assessment processes we use draw upon evidence gathered from a variety of sources which are outlined in the figure below and explained in more detail on the table overleaf.





## 5.1 Assessment Processes Overview

What?	When?	Who?	Actions	Paperwork
<b>Initial Impressions Check</b>	Week 1-2 of each School Experience	Trainee/School Mentor Reviewed by the Lead Mentor	Completion of Initial Impressions Check	Forms to be completed on Abyasa Pro
<b>Weekly Observations</b>	Weekly	Trainee/Class Teacher/School Mentor	Weekly observation of Trainee teaching, completion of weekly observation pro-forma. Providing a snapshot of practice at that point in the programme.	Observation Record/ Core Competencies
<b>School Mentor Weekly Meetings</b>	Weekly	Trainee/Class Teacher/School Mentor	Weekly mentor meeting between the Trainee and the School Mentor to discuss progress and set targets. Trainee to complete their Development Record to support this and record the conversation.	Development Record/ Core Competencies
<b>Record of Performance and Development (ROPD)</b>	Two completed per Stage of School Experience	School Mentor/Trainee/Lead Mentor	This process is formative and should identify clear, progressive targets (and actions) for the Trainee to adopt to move forward in their training. Should consider evidence over time. This formal meeting could take place as part of the weekly meeting.	RoPD to be completed by School Mentor on Abyasa Pro
<b>Lead Mentor Compliance Checks</b>	One in-school compliance check each Stage of School Experience, a desk-based paperwork verification of evidence and an online check	Trainee/School Mentor	<b>In Person Check:</b> This will include observation of teaching; liaison with the School Mentor and Trainee about progress. <b>Desk Based Mentor Verification:</b> Mid placement review of paperwork in OneDrive and Abyasa Pro with formal verification of evidence. <b>Online Check:</b> Meeting with the School Mentor and Trainee regarding support and progress against the competencies	Lead Mentor compliance check on Abyasa Pro
<b>Assessment Report (see details below)</b>	Completed during the final two weeks of each block of School Experience	Lead Mentor	School Mentor and Trainee to identify achievements and agree targets to take forward into next Assessment Phase or into Induction.	Completion of Assessment Report by School Mentor on Abyasa Pro
<b>Lead Mentor Moderation</b>	Completed within a week of School Experience ending	Lead Mentor	Moderation of outcomes and completion of the Lead Mentor testimonial	Completion of Assessment Report

## 5.2 Assessment Report Assessments

At the end of Stages 1 and 2, your School Mentor will hold a final assessment meeting with you to confirm whether you have managed to demonstrate ability in each of the School Experience Competencies. You should be prepared to support them in this process by reviewing the activities that you have engaged with during School Experience and the evidence you have collected of your progress, ahead of the final meeting.

**If you are not on track to meet these, this should not come as a surprise in the final assessment meeting. Your School Mentor should raise their concerns at least two weeks before the final reporting deadline.**

To complete the Assessment Report for Stage 1 and Stage 2, you and your School Mentor will need to refer to the following:

- Your OneDrive Portfolio and Development Record
- Records of Performance and Development
- The Core Competencies
- Feedback given by your class teacher or other colleagues
- Feedback from, and discussions with, your Lead Mentor

Assessment Reports are to be completed by the School Mentor on Abyasa which will then feed into the assessment panel data that is formally reported to the University.

At the end of Stage 3, there is a slightly different report which will determine whether you have met the requirements set out by the Teachers' Standards for the award of QTS. Trainees who have been progressing through the ITT curriculum and developing their practice against the Competencies should have little trouble in demonstrating that they have met this standard by the end of training.

To complete the Stage 3 Assessment Report, your School Mentor will need to refer to the following:

- Your OneDrive Portfolio and Development Record
- Records of Performance and Development
- The Core Competencies
- Feedback given by your class teacher or other colleagues
- Feedback from, and discussions with, your Lead Mentors

Before the Assessment Reports are submitted for each Stage, your Lead Mentor will ratify and moderate the grades and comments entered by your School Mentor. This process ensures parity across the Partnership.

## 5.3 The Final Award of Qualified Teacher Status (QTS)

All Stage 3 Assessment Reports will be submitted to a panel at Leeds Trinity. The Panel will make a final decision on the outcomes for each Trainee, based on the evidence submitted by School and Lead Mentors.

The Panel will give one of two outcomes based on the recommendations supplied:

- **Trainee has met the Standards** – if the Trainee has met the Standards and all academic requirements of the programme, they are recommended for the award of QTS.
- **Trainee has not met the Standards** – If the Trainee is deemed to have failed School Experience, they will not be recommended for QTS. The Panel will decide whether to offer a resit opportunity in the next academic year

## 6. Learning as a Trainee in School

During the first few weeks of the programme, you will be undertaking several lesson observations. It is not easy to read a classroom and the first rule is that you are not there to judge how 'good' or 'bad' a lesson is!

You should keep notes as you observe lessons as these may well help you to write some of the assessment pieces; they will certainly be a useful reference for you as you begin to develop your own practice. Don't try to write about everything that happens – make sure you have a focus. It may well be very valuable to discuss your observations with your School Mentor especially in the early stages of your training. This way, you can explore how and why the teacher worked in the way they did.

### Observation Etiquette

Please remember that you are a guest in someone else's classroom. You might not realise that many people are nervous about being observed, even when they are very experienced teachers.

- Ask the teacher before the lesson if it is okay for you to talk with the pupils or look at their books.
- A good way of getting a learner's-eye view is to act as a Teaching Assistant. If you want to do this, then you should also make sure that the teacher is happy about this.
- At the end of the lesson thank the host teacher and if you have any questions, see if there would be a convenient time to ask them. Teachers are quite often rushing off so it might not be possible to speak to them straight away.
- Do not rush to judge a lesson, a teacher, or a pupil. Make it your goal to understand why the teacher planned an activity in a certain way and make sure that you think about things from different viewpoints.

### What should you focus on in an Observation?

You might do some 'general' observations early in Stage 1, but more often you will want to focus on a particular aspect of teaching. You should use your weekly targets and perhaps think about your assessments and what teaching you are doing to help you choose a focus. It is better to focus on one of the following sorts of area:

- **Subject knowledge and pedagogy** – a good teacher has sound knowledge; how is this knowledge contributing to the learning in this lesson? How does the teacher's thinking about misconceptions and conceptual barriers help pupils to progress over time?
- **Contextualised learning** – how has the teacher contextualised the subject matter in a meaningful and memorable way that enables learners to access and assimilate it to their existing knowledge?
- **Learner engagement** – how does the teacher stimulate active, cognitive engagement with the material?
  - o Learner ownership, experimentation, and hypothesis building – how does the teacher encourage learners to take ownership of the content and the process of learning?
- **Learner differentiation and inclusivity** – how does the teacher manage the needs of the individual learners and maintain an inclusive environment?
- **Classroom culture** – what is normal in terms of behaviour and attitude to learning and the subject?
- **Managing and monitoring the learning experience** – how does the teacher take responsibility for managing and monitoring learning?
- **Maximising learner potential** – how does the teacher show their commitment to all the learners, and strive to help every learner make good progress? How does the teacher plan for this progress over time?
- **Learning as a social act** – how does the teacher promote socially interactive learning in their classroom?
- **Teacher as reflective practitioner** – how does the teacher reflect on and improve their practice – in the lesson and afterwards?
- **Teacher resilience** – how does the teacher protect their wellbeing and preserve their ability to take steps to fulfil their role and professional responsibilities?

## 6.1 Supporting Work-Life Balance: Guidance for Trainees

Teaching can sometimes be stressful, and it is easy to take pupil misbehaviour, a lesson that went wrong, or even feedback from colleagues as something personal. Being an effective teacher, and staying in teaching, requires you to build habits of mind that will enable you to learn even from the most difficult of days and to spend your time and energy only on things that will help you become an effective teacher.

### Paperwork

We have worked hard to ensure that our paperwork is as purposeful as possible – it is designed to help you think through important issues about your planning, teaching, assessment and feedback. To keep on top of this necessary professional paperwork, you should:

- find a system that works well for you and that you can manage efficiently;
- establish a routine for completing planning, marking, note-taking and evaluation;
- write notes in bullet points, use acronyms and record reflections and ideas simply;
- spend a little time each week with your Mentor or Class Teacher working formatively on your targets.

### Work to the clock

The perfect lesson or resource does not exist, but sometimes teachers can spend hours trying to achieve perfection. Instead, give yourself a set amount of time to get something done, and then do it in that time. Get into this habit early, and as the course goes on and you pick up more teaching responsibilities you will be able to keep up with your workload.

### Read the advice

The Department for Education has produced three useful guides about reducing workload for teachers, about planning, marking and data management. These can be found on the central DfE website. Some of the advice in them is summarised here, but you should also read them for yourself. Visit the DfE teaching blog, [teaching.blog.gov.uk](http://teaching.blog.gov.uk)

### Planning and preparing resources efficiently

- **Work with your colleagues:** Often the most effective planning is done collaboratively. Work with your teacher in planning an overview of several lessons at once.
- **Plan in draft and in shorthand:** Planning should give you enough guidance and information to run a lesson and sequence – and no more. Focus on the things that matter, what knowledge do you want to teach them and what difficulties do you need to plan to overcome?
- **Beware of scripts:** Don't spend time scripting everything you're going to say. Brief scripts are helpful for tricky bits of teacher explanation but shouldn't be the main focus of your planning.
- **Use the resources you already have in school:** Teachers use many shared resources made by colleagues and other people. Good teachers adapt these and prepare for difficulties that Trainees might have with such resources. They don't spend hours making new resources for each lesson.
- **Don't spend hours looking for the perfect resource on the internet:** Especially if you are looking for a 'perfect' image!

### Marking and giving feedback efficiently

- **Be clear about which work you are going to mark:** Be clear about the marking policy in school and follow the lead of the teacher.
- **Be clear about how you are going to mark:** Feedback can take many forms – and some are more time consuming without adding much benefit for teachers or pupils.
- **Be clear about what your focus is.** Use your success criteria to mark against and try to incorporate peer review with the pupils too.
- **Think feedback,** Feedback is just as important for you as a teacher, as it is for pupils. Use your questioning in lessons or use whiteboards to review pupils' learning. Pick up on misconceptions and deal with them. Highlight excellent learning and explain to all pupils what progress they have made. Oral feedback does not need to be recorded in books.

## 7. Use of Social Networking Sites

Trainees need to carefully consider their use of social networking sites such as Facebook, WhatsApp, Snapchat, Tik-Tok etc. Trainees have a professional image to uphold and how they conduct themselves online helps determine this image. Trainees must not jeopardise their professional integrity by, for example, engaging in inappropriate dialogue about schools, staff and pupils or posting pictures and videos of inappropriate activity.

### **Professional Use of Social Networking Sites**

Levels of privacy must always be set so that personal or sensitive information and discussion can be hidden, except to those invited by the member. **Trainees are reminded to ensure their uses of such sites are within acceptable bounds professionally and do not compromise their personal safety.** Trainees should ensure that their use of social networking sites does not contravene the University regulations on the use of computing services.

Trainees are encouraged to report offensive behaviour and consider that information on such sites may be owned collectively by a group.

**With the increase in social networking sites, it is important for Trainees to know they must not post anything which is slanderous or unprofessional. The University or partner school will not hesitate to instigate disciplinary measures in such cases.**

*There have been several cases where comments made by Trainees either overheard or posted on Facebook, have resulted in the School Experience being terminated.*

**Trainees should not use social networking sites or group chats to seek clarity or information regarding key aspects of School Experience. The relevant member of staff should be contacted.**

## 8. Guidance for Best Practice When Ofsted Call

### 8.1 Guidance for Headteachers, School Mentors/ITT Coordinators and Class Teachers

It is possible that whilst our Trainee teachers are with you, you will receive notice of an inspection.

Whilst we recognise that this is an extremely challenging time for you and your school team, we would hope that our Trainees can support you as well as benefiting from the experience. With the emphasis on supporting the school, we have provided guidance (below) and briefed our Trainees on what to do in the event of an Ofsted inspection. Please do:

- Check DBS paperwork
- Brief the Trainees and/or include them in the Ofsted briefings as you feel appropriate
- Inform the School Partnerships Office & Lead Mentor
- Allocate responsibilities to the Trainees so that they are supporting the teachers in the preparation for the inspection
- Invite them to use their initiative or have a conversation about what would and what would not help
- Please be aware that if a Trainee teacher is observed teaching, their 'performance' will count towards the school's overall grading
- Please do find five minutes to debrief them. Trainees are often deeply committed to their SE schools and will be keen to hear some feedback about the inspection

### 8.2 Guidance for Trainees

It is possible that, during your professional School Experience, your school will receive notice of an Ofsted inspection. Notification is often only given a day before the inspection. This is a very stressful time for all members of the school team. **Your priority should be to the school – this is not a time to be concerned solely about your own needs.** All experiences will be slightly different, but below are some suggestions about what to do to support a school when Ofsted call.

Make sure the Headteacher and Mentor know and are reassured that you will do anything to support them. This might include helping with displays, tidying, helping with resources etc:

- Be prepared to stay late and come in early to help teachers prepare for inspection
- Be prepared to be flexible and supportive (this is not a time to worry about your own needs) eg offer to carry out playground duties to give the teachers some respite
- Be prepared not to teach – you may be asked to act as a teaching assistant
- Be aware that if you are teaching you may be observed by the Ofsted Inspection Team. Be prepared for this
- Be prepared to be sent home (although this will be a rare occurrence)
- Be prepared to attend Ofsted briefings or not as requested by the Headteacher
- Be prepared to be briefed by the Headteacher or other senior staff
- Be prepared to be questioned by the inspection team or not
- Be aware of the importance of everything you say and do. Act professionally at all times
- Make sure you always have identification and your DBS with you
- Contact your Lead Mentor so that they can offer support to the school and you

**Please remember your commitment and responsibility is to the school**