The information given in this handbook is intended as a guide only. It should not be regarded as a definitive document nor should it be deemed to form a contract or the terms of a contract between the University of Chichester, school and student teacher.
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1 Introduction

Welcome to the BA Physical Education and Teaching Four Year secondary teacher education programme. This handbook provides information for schools, student teachers and University staff on the school-based elements of this programme. It should be used in conjunction with year-specific assessment profiles, which are distributed to the student teachers.

1.1 Programme Aims

There are four aims of secondary teacher education in this programme -

(i) the establishment of a secure knowledge base. This includes an understanding of the knowledge, concepts and skills of the specialist secondary subject in the 11-18 curriculum. Breadth and depth of subject knowledge that extend beyond programmes of study and examination syllabuses are necessary;

(ii) the provision of a base for initial professional competence. Elements that contribute to this include both specific subject-based professional skills as well as recognition of the generic context of the community;

(iii) the development of the student teacher’s intellectual and critical powers. Throughout the degree student teachers will be required to analyse, diagnose, select appropriate courses of action, report and evaluate within several contexts;

(iv) to assist in the growth of personal qualities, attitudes and values which are a necessary feature of the teacher of the future.

1.2 The Model of the Teacher

The rationale of the programme has at its core a model of the teacher as one who understands that pupils have individual needs and can respond to them, and who is competent in curriculum areas and classroom practice. In order to plan, deliver and evaluate the curriculum effectively, this teacher has professional skills in co-operative working.

The ability to respond to and manage change is a central requirement of teachers. Teachers need also to be learners, and to be able to handle issues in an informed way so as to develop their practice in a changing world.

This practitioner is:

Competent and effective:

familiar with the content of the requirements of the National Curriculum subjects in the age range for which they are studying;
able to use the orders and guidance imaginatively in order to construct and resource schemes and units of work for those subjects, singly and in combination;

able to teach demonstrating good practice in, selection from a range of strategies, using such schemes and units;

able to manage the classroom and control the children within it to ensure effective learning;

able to employ appropriate methods to assess children’s work and progress, and to adjust teaching and learning methods as a result.

**Rigorous and reflective:**

conversant with a range of issues which affect children in school;

able to critically assess their own practice in relation to those issues;

able to reflect upon and develop strategies in response to such issues, in the interests of children.

**A responsible and effective professional:**

able to respond professionally to children’s pastoral as well as curriculum needs, and knows how to gain access to other appropriate agencies;

able to communicate well with adults involved in children’s education;

able to work co-operatively with colleagues, parents and other adults in negotiating the curriculum and care of children in school.

1.3 **The Physical Education Teacher**

The concept of a PE teacher has undergone something of a reconstruction in recent years as the subject itself has absorbed the implications of a significant amount of curriculum development, the advent of the National Curriculum itself and its revision, and the changed context of schooling in the twenty first century. In addition there have been new developments with the introduction of the new requirements under the Initial Teacher Training (ITT) Criteria (Teaching Agency 2012).

What should be taught, why it should be taught and how it is most effectively taught have been re-examined in some detail and have influenced greatly the nature of the preparation of student teachers who deliver Physical Education in schools.

The need for more adaptable teachers is clear and Physical Education teachers must be no less adaptable than others. It is evident that their roles are changing and if they are to be empowered to teach effectively in the twenty first century they will need to develop academic and professional competencies within a range of contexts.
The model of the Physical Education teacher envisaged emphasises competence and professionalism and acknowledges the need for reflection in appreciating and understanding the complexities of both. The Physical Education teacher is seen as a competent professional who is concerned to become more effective in aiding and facilitating children’s learning development within a variety of contexts through analysing, exploring and reflecting on their own classroom practice.

The course aims to develop these skills at a level commensurate with expectations of newly qualified teachers. Initial training is seen as the foundation stage in a process of continuing professional development through induction and subsequent INSET.

Competence for a beginner Physical Education teacher is interpreted as mastery of intellectual skills and subject knowledge which will enable them to become better informed, to be more active in their own learning and to apply their subject knowledge in the classroom so that pupils are provided with a full range of opportunities and experiences as set out in the programmes of study and non-statutory guidance.

In this model of the Physical Education teacher, competence embraces both cognitive and attitudinal elements. This is demonstrated through knowledge and understanding of the statutory framework in which the National Curriculum functions and by a command of subject knowledge and the ability to apply it at different levels of pupil ability. It will require the beginner Physical Education teacher to employ a variety of teaching styles so as to maximise pupil learning and progress.

Student teachers will be expected to manage and control classes and to understand the organisation of the school and its place within the community. They will also be required to have the knowledge, understanding and skills needed to assess, record and report pupils’ attainment and progress for both formative and summative purposes.

By the end of the degree course, Physical Education student teachers should have developed knowledge of subject content and the ability to employ a range of teaching styles and methods within a variety of contexts. They should be able to provide a reasoned rational argument for the enduring qualities of Physical Education whilst at the same time adopting an evolutionary, critical approach to its place in the educational process. They should appreciate that their role in secondary schools and teaching Physical Education in the twenty first century will be a changing one.

Students should show awareness and understanding of the statutory framework in which the National Curriculum functions, skills in assessment, reporting and recording achievement, a view of the whole curriculum and an understanding of the curriculum planning and review and appreciate the need for curriculum development.

Students should be able to communicate effectively in writing and other modes and be able to appraise evidence, critically analyse different points of view, argue rationally and form independent judgements. Attention must be drawn to the TA requirement that numeracy skills and literacy skills will be externally assessed.
1.4 **School-based Experience**

The pattern of school-based work follows the structure as shown in the table below. It has been planned to promote the progressive development of teaching skills, through introductory usually paired placements in Year 2 to more extensive individual school placements in Years 3 and 4.

<table>
<thead>
<tr>
<th>Year</th>
<th>Duration*</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>University based all year with Primary school observation</td>
<td>Spring term</td>
</tr>
<tr>
<td>Year 2</td>
<td>8 weeks</td>
<td>Autumn</td>
</tr>
<tr>
<td>Year 3</td>
<td>12 weeks</td>
<td>Spring &amp; Summer</td>
</tr>
<tr>
<td>Year 4</td>
<td>12 weeks</td>
<td>Autumn &amp; Spring</td>
</tr>
<tr>
<td>Year 4 (16+Experience)</td>
<td>7 half days</td>
<td>Autumn</td>
</tr>
<tr>
<td>160 Days/32 weeks (plus 16+ experience and primary observation)</td>
<td>* Some variation may be necessary dependent on school term dates</td>
<td></td>
</tr>
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The amount of time dedicated to school experience conforms to the Initial Teacher Training (ITT) Criteria (TA 2012). Student teachers are required to spend 32 weeks in school over the four years. The TA identify requirements for partnership between HEIs and schools which are fully endorsed within this programme. The principal aim of the partnership is to place student teachers in suitable schools and classes where they can begin to achieve the high standards expected of teachers today.

This handbook directs student teachers, professional tutors, subject teachers and university tutors towards the main elements of school experience so that they all share a common purpose. The aim is to ensure that all student teachers, wherever they are placed in school, have every opportunity to achieve the highest possible standards of teaching commensurate with their status as beginner teachers at the end of the final year.

2 **Partnership Matters**

2.1 **Terminology**

It may be helpful to look at the terms commonly used in partnership documents and programme handbooks in order to establish a common understanding.

*School experience* refers to any period of time when student teachers are in school. *Extended school experience* (or block practice) refers to periods of continuous time in school for practical teaching and directed tasks.
Lesson observation with both formal and informal reporting back to the student teacher is a key aspect of school experience. Mentors, professional tutors, other subject tutors and link tutors may observe a student teacher’s lesson. Each formally observed session should be preceded by a discussion on the proposed lesson and followed up with both oral and written feedback.

The process of reporting the development of standards is referred to as profiling. Each student teacher keeps a profile of developing professional standards which is agreed by the mentor, professional tutor and link tutor.

School experience is assessed formally at the end of each period of extended experience according to criteria laid down in the regulations. The assessment may be moderated by the link tutor or external examiner.

External examiners will see some student teachers as part of the moderation process, and in cases where a student teacher is deemed to be failing. It is important that the school mentor advises the link tutor in good time if any student teacher is failing to reach a satisfactory level of achievement. Student teachers are required to pass the school experience element of the course to progress to the next stage of the programme and to gain the award of QTS at the end of the course.

2.2 Implications of Standards

Any school joining the partnership needs to be aware of the implications of the Teachers’ Standards (TA 2012) and the Requirements for Courses for Initial Teacher Training. Schools now have an enlarged role in the training of teachers and this is largely welcomed in the profession. By working closely with teachers on the development of the BA Physical Education and Teaching Programme, the University believes it has achieved a secure basis for the partnership.

Why is the Partnership Secure?

1. Selection, review and de-selection procedures for school suitability adhered to in order to ensure quality assurance.

2. Wide choice of partner schools which give the student a breadth of experience over the three phases – LA, private, special schools, middle 9-13, 11-16, 11-18 age range in urban/rural/community locations.

3. Phased developmental approach to training, so expectations and requirements are clear for each year group. The student’s report from the previous practice forms the basis for agreed areas of development and appropriate setting of targets.

4. Students are given clear developmental tasks to complete during the course of each school experience which complement the application of theory to the practical.

5. Head of School Partnership works closely with the Schools’ Programme Co-ordinator in PE to promote consistency and quality in the school-based training through:-
(a) The School Experience Handbook is a useful and informative document for all groups in the partnership, along with standardised programme documentation (lesson observations, cause for concern letters and report profiles).

(b) the provision of accredited mentoring courses

(c) separate in-house training days for experienced and new mentors

(d) satellite meetings held in geographical areas to enable good practice to be shared amongst the mentors and schools along with the opportunity for the discussion of issues arising from the partnership.

(e) OFSTED/TA initiatives are jointly addressed through regular dialogue between mentors and tutors.

6. Roles and responsibilities of all involved (student, school and university) are clearly identified (see handbook).

7. All link tutors are subject specialists in PE and all work (or have worked) within the School of PE (with the exception of one associate tutor who is the ex Subject Officer for PE – QCA), and have established strong working relationships with clusters of schools based on continuity.

8. There are many very good teachers in the partnership schools with excellent subject knowledge and experience in using a range of teaching styles which provide the students with good professional role models.

9. Mentors and other teaching staff are able to provide the students with pertinent feedback and set appropriate targets for extending both their teaching performance and the pupils’ learning.

10. Student teacher progress is carefully monitored throughout the practice where the school and university are engaged in professional dialogue regarding target setting and actions, the student’s file is regularly checked for evidence of meeting the Standards and the final report is a jointly agreed summary of the student’s performance in school.

11. Wider school opportunities are presented to the student teacher through working with a professional tutor (where school issues such as behaviour policies, assessment procedures, parental contact might be considered), and being linked with a tutor group for pastoral development.

12. Role of the external examiners – moderates partnership (as part of the quality assurance requirements) at various points of the course over the three years.

13. Further opportunities for schools and the University to extend the partnership through:

(a) The University staff involved in delivering schools In Service-training
(b) Schools are invited to be involved with the interviewing process for new candidates at the University
(c) The University provides references for partner schools applying for sports college status
(d) Working with sports college schools
(e) The University provides schools with both teaching and laboratory facilities for extended work in physiology

14. High success rate of employment of the University students in local schools

2.3 The Partnership Agreement and Selection of Partner Schools

The main requirement for all partner schools is their ability to provide a secure, effective base for the school-based elements of the training programme and to provide suitable experienced and trained mentors to work with student teachers. The general criteria for partnership are set out below. The University supports all partner schools with advice and guidance on matters to do with teacher training. It is accepted that some schools may not satisfy all the criteria. This should in no way deter schools from joining the training partnership provided there is evidence that they are working towards them.

The Secondary Partnership Agreement is sent annually to all secondary partnership schools. The Secondary Partnership Agreement is the product of consultation and discussion between members of the partnership. The ITT criteria, which are statutory, are available online at www.education.gsi.gov.uk/ITTcriteria. They clarify expectations and develop a common understanding of ITT between providers and partners, including student teachers, and have provided the basis for the content of the Secondary Partnership Agreement.

The Secondary Partnership Agreement aims to be a clear, working document that can be used by all members of the partnership, supplemented by documents containing more detailed information, e.g. course handbooks. The content of this agreement will be reviewed annually through feedback and evaluation from all partners. Revisions to the agreement will be discussed and -if agreed - approved by the relevant programme boards and/or management groups where all members of the partnership are represented.

All negotiations relating to partnership and student teacher placements take place between the head teacher (or a designated representative) and the Head of School Partnership. Head teachers are normally responsible for entering their schools into the partnership, usually on an annual basis, and for indicating their preferred level of involvement (number of student teachers) for the coming year on the student teacher placement grids. The expectation is for schools to have a positive and sympathetic approach towards student teachers and to involve the whole staff in the process of ITT as far as possible. Schools should be aware of the benefits of placing student teachers in their classes as well as the responsibilities and costs.
Partner schools should:

- have a record of successful involvement in ITT
- have in place school policies or development plans that support ITT
- have staff who generally support whole school involvement in ITT
- make available experienced and skilled subject teachers to work with student teachers
- provide trained mentors to support student teachers where possible
- provide time for appropriate teachers to undergo mentor training
- enable teachers to attend briefing meetings
- provide a regular time for the mentor and professional tutor to meet with the student teacher
- have external evidence of successful practice eg in OFSTED reports, exam results.

2.4 Withdrawal of Schools

From time to time schools have to withdraw temporarily from the partnership. In most instances such withdrawal is determined by the school although the University has argued in a few cases that the school was not providing a satisfactory experience for student teachers. The main reasons for opting out include significant changes in staff, a high proportion of new or inexperienced teachers, school mergers or major building programmes and on reports of departmental effectiveness via OFSTED. Schools should advise the University of any problems that might seriously jeopardise a placement as early as possible.

2.5 Designation of Mentors

Mentorship is a role that may be taken on by different members of staff according to experience and school circumstances. Head teachers or professional tutors are normally responsible for identifying mentors and for ensuring that they have the necessary qualities and training. It is generally recommended that the mentor should not be overburdened with other significant responsibilities that might conflict with those of being a mentor, particularly with respect to time and availability.

The normal requirement is that the mentor:

- has received or is in the process of receiving mentor training
- has regular and sufficient amounts of time available to support a student teacher
- has a successful record as a practising teacher
- provides a good role model for student teachers
- is able to work sympathetically and reflectively with student teachers
- can exercise objective and professional judgements
- is able to support effectively other subject teachers involved with ITT

2.6 Partnership Fees

All partner schools receive a fee for their contribution towards the cost of ITT. The fees are paid by the University directly to schools, normally in a single payment. (See Secondary Partnership Agreement 2014/15 for a list of the fees). No invoice is required. It should be noted that individual teachers cannot be paid by the University.
2.7 Student Teacher Entitlement

All students are entitled to teaching loads in keeping with that recommended by the University and levels of support from their mentor and link tutor. It is necessary to clarify entitlement in this way to ensure that as far as possible all students are exposed to comparable opportunities to develop their teaching skills. There are five key areas of entitlement. Student teachers should:

- experience classes across the full age-range of the school
- receive agreed teaching loads and periods of non-contact time in school
- expect full mentor and professional and link tutor support as specified in course documents
- be assessed in accordance with agreed indicative criteria as laid down in regulations
- not be used to cover the absence of a teacher

<table>
<thead>
<tr>
<th>Lesson observations</th>
<th>agreed frequency and length by the mentor/professional tutor (4) and the link tutor (2) or more where necessary</th>
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</thead>
<tbody>
<tr>
<td>Link tutor visits:</td>
<td>agreed number and purpose (2 or more where necessary)</td>
</tr>
<tr>
<td>Written feedback:</td>
<td>using pro-formas on all <strong>formally</strong> observed lessons</td>
</tr>
<tr>
<td>Teacher support:</td>
<td>given according to the stage/competence of the student</td>
</tr>
<tr>
<td>Class contact time:</td>
<td>an agreed teaching load expressed as a % of full timetable</td>
</tr>
<tr>
<td>Non-contact time:</td>
<td>an agreed % of time for non-teaching activities</td>
</tr>
</tbody>
</table>

In exceptional circumstances these expectations may be exceeded, for example if a student teacher is in need of additional support. However, it is normal for schools to request further support from the University if additional support is deemed appropriate.

2.8 Reasonable Adjustments for Work Experience (RAWE)

When a student teacher discloses a specific need, disability or health issue to the University’s Disability and Academic Skills Service an assessment is undertaken and where appropriate a RAWE form is issued. This is passed to the placement school, who are asked to support the student as detailed on the form. It should be noted that the expectations for school experience are the same for all students.

2.9 Taking medication onto school premises

If a student teacher needs to take medicines onto a school placement, either for a permanent or temporary condition, she/he must notify their mentor (and, if placed in a secondary school, the Professional Tutor) and the School Office. Medicines should be used and stored in compliance with the school placement’s Health and Safety rules and with due regard to the safety of pupils and other staff.
3 Roles and Responsibilities

It is extremely important that everyone in the partnership in school and in the University has a clear notion of his or her role and responsibilities in initial teacher training. The descriptions below are designed to clarify the major areas of responsibility.

3.1 University Staff Responsibilities

In the University, all communications with schools are handled initially by administrative staff in the School Partnership Office which is the responsibility of the Head of School Partnership. The design, operation and assessment of each programme are the responsibility of the Programme Co-ordinator. Each school is allocated a link tutor who maintains day to day liaison with a cluster of schools and those student teachers placed in them.

Head of School Partnership

The Head of School Partnership has overall responsibility for the management of the partnership with schools. She/he contributes towards the development, management and implementation of policies relating to all school-based work in the partnership. Specifically, the main responsibilities of the Head of School Partnership are to:

- agree details relating to school placements with Programme Co-ordinators
- assess placement needs based on course requirements and student teacher numbers
- inform all schools about the range of opportunities for their involvement in ITT
- distribute annually to schools information on school experience requirements, dates, fees and school placement offer grids
- collate, summarise and circulate school placement offers to appropriate staff
- authorise payments to partner schools
- support Programme Co-ordinator in making placements
- ensure all student teachers, teachers and tutors receive consistent advice relating to school experience
- distribute appropriate documentation to schools, student teachers and tutors prior to periods of school experience
- initiate prompt reaction to enquiries from schools
- monitor and evaluate school-based work as part of the quality assurance process

The Programme Co-ordinator

The Programme Co-ordinator has overall responsibility for the course and acts as the chairperson to both the Programme Board and Management Group. She/he is responsible for liaising with members of Senior Management on resources, admissions, academic standards and regulations. She/he has to present an annual report on the operation and resourcing of the programme to the Academic Standards Committee.
Link tutors

The link tutor has a pivotal role in the partnership arrangements. As the representative of higher education they are also required to monitor quality and standards of training in partner schools.

Main responsibilities:

- to be fully conversant with all relevant course documentation
- to ensure that the school is fully briefed about student teacher placements
- to be flexible and responsive to school and student teacher needs
- to ensure that mentors fully understand their responsibilities
- to liaise with and assess school experience on a pass/fail basis with the mentor
- to provide professional support for the professional tutor and school mentor
- report any problems or issues to the professional tutor, subject tutor, programme co-ordinator and Head of School Partnership

Specifically, link tutors should:

- make sure mentors/student teachers understand the requirements of school experience
- liaise with mentors and professional tutors to monitor the operation of school experience
- plan school visits in advance and in agreement with mentors/professional tutors
- observe student teachers teaching
- review action plans and assessment for each student teacher
- contribute to the assessment of teaching standards with the school mentor, professional tutor and student teacher
- deal with any issues arising out of placements in school
- complete report forms after each school visit
- complete secondary school review forms on an annual basis
- meet with external examiners when visiting schools to observe student teachers on BA courses, make formal observations of teaching with written and verbal feedback.

3.2 School Staff Responsibilities

In most schools, one senior member of staff, the professional tutor, oversees all communication and negotiations with the University. Student teachers are normally attached to an experienced member of staff in the appropriate subject department, who is the designated mentor.

Professional Tutor (See Appendix 1)

The professional tutor is responsible for the whole group of student teachers and for their overall experience in the school. She/he will ensure that the school element of the partnership calendar is followed, that student teachers are familiar with whole school issues via a structured programme of activities organised specifically by the Professional Tutor and will oversee the block experience of recommended activities is included in Appendix 1. Students will have copies of this in their standards file and these must be signed off by the Professional
Tutors as they are completed. In addition, she/he will lead and support the subject mentor in implementing the school’s programme.

The professional tutor will also liaise with the University and deal with school organisation and with the philosophical, legal and practical issues arising from school policies and development plans. She/he will keep informed about the progress of individual student teachers through discussion of the student teacher’s profile of standards and regular meetings with the student, and with mentors, link tutors and subject tutor (where necessary).

**Main responsibilities:** (Please refer to Partnership Agreement for further detail)

- negotiate with the school’s subject departments
- co-ordinate the block experience
- distribute information from the University
- meet with the link tutor to discuss issues and provide feedback
- plan and negotiate pastoral involvement
- organise and oversee access to a programme covering whole school issues. (See Appendix 1)
- collate reports for the University
- oversee the assessment of the block experience (in conjunction with the mentors)
- oversee assessment reports and joint summative reports (in conjunction with the mentor) and action plans (in conjunction with the student teacher, mentor and link tutor)
- meet with students regularly to discuss progress
- take part in the selection and interviewing of student teachers.

**Mentor**

Mentors play a key role in helping student teachers to develop good professional practice. However, mentorship involves particular skills to do with adult learning. Mentor training is seen as the most effective way forward in the development of mentor skills. The University up to MA level provides a full range of mentor training opportunities.

Mentors are selected from specific subject departments within the school and will be responsible for the subject application and supervision of student teachers in one department. They are responsible to the professional tutor for arranging access to carefully selected classes in order to give the student teacher a variety of teaching experiences. Mentors are expected to meet regularly with their student teachers to discuss practical and theoretical matters relating to the teaching of the subject. In addition to liaising with the professional tutor, they will also liaise (as required) with the link tutor.

**Main responsibilities:** (Please refer to Partnership Agreement for further detail)

- negotiate with and prepare staff in the department for working with student teachers
- arrange student teachers’ subject timetables for observation, and the block experience
- observe student teachers’ work regularly throughout the block experience and provide feedback thereafter through debriefing and formal reports on teaching
- assess block experience
- brief student teachers on department policies, procedures, resources and support services
• assist student teachers with the preparation of lesson plans and interpretation of schemes of work
• discuss with and assist the student teacher to complete the profile of standards
• compile final block experience reports and joint summative reports (in conjunction with professional tutor), and action plans (in conjunction with the student teacher, professional tutor and link tutor)
• take part in the selection and interviewing of candidates.

Some Qualities and Characteristics of Effective Mentorship

In making judgements and decisions concerning the student teacher, be

- professional
- diplomatic

In listening and responding to the needs of the student teacher, be

- patient
- honest
- clear
- fair
- assertive

In supporting the student teacher in school, be

- approachable
- available
- enthusiastic

In the discharge of their responsibilities, mentors will find great benefit in possessing abundant emotional energy and a sense of humour!

Lesson Observation

Lesson observation is an essential task for mentor supervision. Most teachers are skilled observers and able to establish good working relationships with student teachers, and to communicate effectively on professional development. It is especially important in the case of student teachers to (a) gain their confidence at the outset of the school experience, (b) to minimise the threat imposed by the presence of an observer/assessor in the classroom and (c) establish clear ground rules about the purpose of each visit.

Mentors may find it useful to refer to the checklist below in order to establish the purpose of each visit. Student teachers generally find it most helpful when the mentor discusses the form and focus of the visit (ideally, this can be agreed jointly beforehand).

The form of the visit warrants careful consideration as it effects the impact of the observer on the class and student teacher. It is likely to take the form of either participatory or non-participatory observation. Both approaches are valid and suit particular teaching and learning situations. What is important is that the mentor is able to analyse the lesson effectively and provide constructive advice in the post-lesson discussion and on the written lesson comment form.
The focus of the visit might be class management or strategies to teach a wide range of ability. The mentor should discuss with the student teacher the main points she/he will be looking out for in the pre-lesson discussion. At the same time, the student teacher should demonstrate through her/his planning and preparation, how intended learning outcomes are to be achieved. The mentor needs to prepare for the visit by (a) discussing her/his role with the student teacher; (b) agreeing the agenda for the visit and (c) deciding on the form of the visit.

**Lesson observation - procedure and practice**

1. exactly what are you observing?
   - what is the main focus?

2. how is this defined?
   - what criteria will you use?

3. what standards will you expect?
   - how are they determined?

4. have you prepared?
   - is there a 'shared understanding' about the above?
   - where are you going to position yourself?

5. how are you going to feed back what you have observed?

**N.B. Mentors will need to refer to the Profile of Standards when planning classroom observation.**

**Lesson Reports and Assessment**

All student teachers should receive verbal and written feedback on observed lessons, including comments on planning, preparation and evaluations. Self-duplicating lesson report forms are provided for this purpose. Final reports or the profile of standards be completed at the appropriate stages in the experience.

**Lesson reports**

Mentors should report on the student teacher’s teaching using the headings on the form and the Profile of Standards as the basis of their comments. Student teachers often find it most helpful if mentors focus on specific aspects of teaching, and offer specific advice for future lesson planning. It is not essential, therefore, to comment on all the standards on every occasion, but mentors should endeavour to reflect on the full range during the experience as a whole.

Spoken and written feedback should be given to the student teacher as soon as possible after the lesson. Mentors are urged to discuss the main points in the report, and to make sure that these are understood and accepted by the students. As a general guide it is important that written comments should reflect fairly and accurately on how a student teacher has performed in the classroom. The lesson report should be diagnostic; it is not an assessment. To be effective, a lesson report should be:
Constructive: critical but constructive comments can help student teachers build positively on their experiences, especially when a lesson or part of a lesson has been less than successful.

Analytical: diagnostic comments should seek to analyse the outcomes of teaching.

Realistic: feedback should be set in context of the class, lesson, topic and other considerations, which may influence teaching and learning.

Reflective: comments should direct student teachers to reflect on their teaching, and to consider, for example, alternative approaches in teaching and classroom and curriculum organisation.

Weekly Targets

Students benefit from having a weekly target which has a specific focus for their teaching. Mentors provide regular professional dialogue with the student teachers. At this point it is appropriate to jointly agree a specific focus/target which can be actioned in the subsequent lessons. In these lessons, evidence should be presented to show the means through which the target has been achieved.

The list below includes elements, which are essential to good practice, and ones which the student teacher should have addressed on completion of all 3 phases of school experience (in years 2, 3 and 4). Obviously such a list is not exhaustive as individual schools and mentors will identify targets/foci appropriate to the perceived needs of the student they are working with depending on their strengths and areas for development.

The student’s response to an agreed target/focus may be assessed through the following means;

- mentor indicating on the lesson observation sheet evidence of progress being made
- students being self-reflective by indicating progress on their lesson evaluations
- completion of the weekly target grid by student teacher
- departmental ‘target board’

For example, in Year 2, the target ‘to hold the pupils’ attention and purposefully engage them in the completion of the task’ could be simplified as the need ‘to demonstrate positive body language as the teacher and to develop a varied use of voice.’

Action Plans

Actions plans are normally set at profile review points. An action plan usually consists of a number of targets for the next period of teaching or school experience. It should arise from the evaluation of classroom teaching and school experience and should be agreed between the student teacher, mentor and link tutor. Such plans should help the student teacher focus on a specific number of key objectives, for example, to help develop particular skills, teaching strategies or learning outcomes.
Final Report and Assessment

The final report and/or the Profile of Standards are completed at the end of the school experience. The report should provide a synthesis of diagnostic comments made during the experience with a clear indication of major strengths and weaknesses. Both the report and profile are completed on university pro formas which are held by the student teacher. Assessment should be agreed between mentor, professional tutor and link tutor.

3.3 Student Teacher Responsibilities

For their part, any student teacher engaging in school experience within a PE Department, should conduct themselves in a professional manner at all times both with pupils and other teaching colleagues:

- that for each class for which they have due teaching responsibility, they prepare lesson plans, appropriate in content and detail, well in advance, and that these are discussed with the supervising teacher;

- that when preparing their lesson-plans, they take into account the relevant course objectives and proposed scheme of work; the ages, abilities, ethnic origins, prior PE experiences, and interests of the pupils; and the material, temporal and other resources available, as well as their own pedagogical preferences;

- that they arrive at the teaching area, not only before the pupils, but also in ample time to prepare the teaching area and the materials, equipment and resources requires;

- that they set-up and try out beforehand, any proposed demonstration of, say, some technical process, and that they draw pupils’ attention to any aspect of what is being demonstrated that may require particular consideration;

- that they begin and end lessons on time;

- that they learn and use pupils’ names effectively;

- that they seek to establish a working relationship with pupils that is based on mutual respect;

- that, when addressing a whole class, they do so in a clear and an appropriately authoritative manner;

- that they strive to attract and sustain pupils’ attention and interest, and to manage and control in a manner that is likely to promote learning by, among other things, praising, encouraging, motivating or admonishing fairly and appropriately;

- that generally, at or near the outset of a lesson, they inform or remind pupils of the learning involved and of the education ‘end(s)’ to which they are working;
• that, also at the outset, they set current work and learning in the context of previous and sometimes also of future work and learning;

• that, among numerous other important pedagogical attributes, they become aware of, and learn to employ in their teaching, effective and efficient questioning techniques and discussion skills;

• that, while functioning as a teacher, they are aware of the location of the supervising teacher, who, normally, will remain in the teaching area, though on occasion may be in an adjacent teaching area;

• that, in the event of any situation in the teaching area that causes problems or concern, they should not be reticent in seeking advice or assistance from that teacher, who, they should remember, is there for that purpose, as well as that of observing and assessing the teaching episode;

• that the assessment, marking and recording for which they are responsible, is completed punctually, efficiently, and in accordance with the appropriate departmental and/or external requirements;

• that, as appropriate, they report any relevant matter of significant or ongoing concern to the supervising teacher and to their university tutor, at the earliest opportunity.

3.4 Professional Communication

Part 2 of the Teachers’ Standards state that a teacher is expected to demonstrate consistently high standards of personal and professional conduct, and that they uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.

Appropriate professional communication is a significant aspect of a student teacher’s professional behaviour. As such, student teachers would be expected to uphold high standards of professionalism when communicating about any aspect of their training. We would draw particular attention to the appropriate use of forms of e-communication such as social networking sites.

Please note that under the University’s Academic Regulations ‘conduct considered to be in breach of the accepted standards of the profession for which the student is being prepared’ is considered to be misconduct which would be investigated as a disciplinary matter. Instances of unprofessional behaviour whilst on school experience would normally result in failure of Part 2 of the Teachers’ Standards and therefore failure of the school experience.

3.5 Health and Safety

It is the policy of the University to ensure that it is meeting its legal and moral responsibilities in respect of the health, safety and welfare of student teachers while on placements arranged by the University.
The University will provide advice and written guidance, which will be made available to student teachers at briefing meetings. This advice will seek to ensure that students are able to minimise the risks to themselves when travelling and in accommodation during school placements. Attendance at briefing meetings is compulsory.

Headteachers/Principals of colleges in the partnership are asked, on an annual basis, to complete and return to the School Partnership Office a health and safety checklist in relation to the environment that student teachers will be working in whilst on school experience. The health and safety checklist forms part of the School Partnership Agreement.

Once students are on placement, whilst continuing to be designated as university students, they are, for the purpose of insurance policies, perceived as ‘employees’ (under health and safety law) of the placement school/college. This means that the school/college has the same duty of care towards them as any other employee.

The school/college:

- must assess risks, provide adequate information, instruction, supervision and training on the use of equipment
- is primarily responsible for the health and safety of the student whilst on placement
- must meet all its obligations in relation to the Health & Safety at Work Act 1974 and other relevant legislation.

It is the responsibility of the Headteacher/Principal to have in place an organisational structure that will ensure that:

- staff, including student teachers, receive suitable training;
- staff, including student teachers, can demonstrate competency to carry out their role in the placement procedures
- sufficient resources are allocated and they can implement appropriate procedures to ensure the health, safety and welfare of staff and students involved in the placement process.

Equally, student teachers have the same responsibilities as any other ‘employee’, in relation to and including compliance with, local health and safety rules:

- they must take reasonable care of their own health and safety
- If there are any medical or other factors which may cause the student to experience significant risk in the performance of their work in school, then this matter must be brought to the attention of the Head of School Partnership and, depending on the nature of the issue, the University’s Disability and Academic Skills Coordinator prior to the start of the placement. Students with specific health or disability issues will be referred automatically to the University’s Disability and Academic Skills Coordinator.
• they must take reasonable care of the health and safety of other people who may be affected by their actions
• they must also co-operate with the employer
• they must report any unsatisfactory situations that arise in the workplace to their school-based mentor and, if necessary, to their link or subject tutor.
• The University tutors must be competent to carry out their tasks, take reasonable care of themselves and others and have a duty to
• observe health and safety practices in the student’s workplace
• feedback information and comment to the University via the School Partnership Office
• take any necessary immediate action as appropriate.

Insurance; any queries regarding insurance matters should be made to the Assistant Finance Officer, telephone 01243 816103.

University policies

The University has appropriate policies for:

• employers liability
• public liability and
• professional indemnity.

When students are away from the University on placements, the organisations accepting placed student teachers are required to cover them under their employers’ liability policy with regard to any personal injury which the student may suffer for which the organisation in question is legally liable.

3.6 Disclosure and Barring Service (DBS)

All student teachers are required to have a DBS check prior to the beginning of school experience.

Information regarding DBS procedures for ITE students can be found in the Secondary Partnership Agreement.

4 Quality Assurance

All staff - teachers and tutors - working in the partnership are quality managers. They are supported by quality control systems and mechanisms provided within the partnership by the University.
The University is responsible for making sure that student teachers are placed in schools that are suitable for training. Schools should offer a positive and supportive environment for student teachers in which experienced subject practitioners provide good role models.

The University has in place systems for monitoring the quality of the partnership. These include mechanisms to check on the quality of provision, staff with designated roles and responsibilities, management groups, programme and exam boards. Each has a specific function in the process of assuring quality.

4.1 Monitoring and Maintaining Quality

During the school experience responsibility for the quality of training is monitored by the professional tutor, mentor and link tutor. Any concerns about the quality of the school-based work should be referred to the Programme Co-ordinator in the first instance. A number of actions may follow according to the nature and severity of the problem (see 4.2).

The work of the school, professional tutor and mentor in particular is supported by the University through the Programme Management Group which meets regularly and will address any issues brought to its attention by link tutors, teacher and student teacher representatives. Overall course quality is the responsibility of the Programme Co-ordinator and Programme Board, which meets once a term. Membership of the Board includes course tutors, student teachers and teachers from partner schools. Quality assurance is also maintained by the University through its annual monitoring and programme review procedures.
4.2 Troubleshooting and Cause for Concern

From time to time it will be necessary to deal with specific problem situations. The key to resolving such problems normally lies in close communication between the school and University. The following flow diagram shows the usual line of communication in such cases although it will depend on the nature and source of the problem.

![Flow Diagram](image)

It is important that all staff concerned with the training process are aware of the support systems that are available should any problems arise and what may be done to resolve unsatisfactory situations. An unsatisfactory situation or one that is adversely affecting the student teacher while in school should be raised in the first instance with the link tutor, mentor or professional tutor of the school concerned. If the situation cannot be resolved, the issue should be brought to the attention of the Programme Co-ordinator or the Head of School Partnership or Subject Leader for Education who will arrange further discussions with senior staff and tutors.

Where situations or instances warrant evidence and further support and/or action, the Notification of Concern form should be completed in discussion with the student teacher. The severity of the concern may warrant an additional Action Plan to be written as well. Copies of the appropriate documentation (with exemplars) can be found on pages 55-60 (Appendices 5-8).
4.3 Solving other problems

It is important to identify the cause of a problem before any action is contemplated. The majority of difficulties are resolved through discussion with the student teacher and staff in school. However, there needs to be a formal route for discussing and resolving problems or complaints to ensure that all parties are consulted and that a decision is made in a professional manner. The examples that follow are illustrative rather than comprehensive. They should be used for guidance as each case will warrant individual attention.

If the student teacher is unhappy with her/his mentor, consult the professional tutor who may take the matter further (normally to the head teacher or link tutor).
Possible actions: resolve the problem, give additional support to the mentor or appoint another mentor.

If the student teacher is unhappy with her/his link tutor, consult the Programme Co-ordinator or Head of School Partnership.
Possible actions: resolve the difficulty, give additional support to the link tutor or appoint another link tutor.

If the student teacher is unhappy with her/his professional tutor, consult the link tutor.
Possible actions: resolve the difficulty perhaps with different teacher support or, in exceptional cases, transfer to another school (this would require negotiation with the head teacher, Programme Co-ordinator or Head of School Partnership).

If the mentor is unhappy with the link tutor, consult the Programme Co-ordinator or Head of School Partnership.
Possible actions: resolve the difficulty through additional support or appoint another link tutor.

If the mentor/professional tutor is unhappy with the student teacher’s progress, consult the link tutor and/or submit a Notification of Concern (see Appendix 6).
Possible actions: the link tutor will take the matter up with the Programme Co-ordinator or Head of School Partnership. In the case of a student teacher who is failing to satisfy the requirements of the school experience then the normal assessment procedures would apply. It is important that students are fully aware of any concerns in relation to their progress. These should be recorded on a Notification of Concern form.

4.4 Change of School

The decision to withdraw a student teacher from a school under partnership agreements must be regarded as the last resort. It should only be made when all other avenues have been explored and rejected for sound reasons, for example, when it is done in the interests of the pupils in school or for the health of the student teacher.

In exceptional cases a student teacher may have to be moved to another school if a placement becomes untenable for any professional reason. Each case would be decided on its own merits with the full agreement of the mentor and link tutor in the first instance. A change of school would have to be sanctioned by the Programme Co-ordinator and the Head of School Partnership and the head teacher or professional tutor concerned.
4.5 External Examiners

The University of Chichester operates mechanisms to monitor and evaluate the quality of courses through its committee structure including Programme Boards, Management Groups and external examiners. External examiners include practising teachers who sit on the Board of Examiners and moderate the standard of all courses, including school-based work. They report on the quality of the work they have observed, including teaching, and the standard of provision and support given to student teachers in partner schools.

4.6 Quality Assurance Checklist

The following checklist is intended as an aide-memoir for professional tutors, subject teachers, mentors and link tutors who are involved with the supervision of student teachers in school. It provides a list of key focal points that all staff in the partnership will need to attend to before, during and after periods of school experience. The person mainly responsible for each aspect of training is given in brackets.

**Selection of schools**
Has the student teacher been informed about her/his school placement?
Has the school been selected on the basis of suitability and previous experience as well as availability? (Head of School Partnership)

**University briefing**
Has the student teacher been fully briefed about the nature and purpose of the extended school experience? (Programme co-ordinator)

**School induction**
Has the student teacher been welcomed into the school and provided with appropriate information and advice about the school, its staff, pupils and resources? (Professional tutor)

**Placement**
Has the student teacher been given a suitable timetable with teachers who both understand her/his needs and can offer appropriate support? (Professional tutor and mentor)

**Subject teacher**
Have the subject teachers been made aware of the needs of the student teacher? Have they been briefed about levels of support and teaching loads? (Mentor/professional tutor)

**Supervision**
Have student teachers been supervised regularly by the mentor, professional tutor, link tutor and other subject teachers? Have they given appropriate written feedback? (Mentor, professional tutor and link tutor)
Conferencing
Have there been opportunities to discuss targets and review achievements in meetings with mentors, teachers and link tutors? (mentor, subject teachers and professional tutor)

Profiling
Has profiling been completed on schedule? Has the student teacher been fully de-briefed at the end of each phase? (mentor, professional tutor and link tutor)

Assessment
Has the assessment been clearly communicated to the student teacher? Is the assessment clearly understood? (mentor, professional tutor and link tutor)

Professional development
Has the student teacher been given the opportunity to experience wider professional experiences within the school? (mentor/professional tutor)

5 School Placements

5.1 Display of Placements

Lists of placements are displayed on notice boards on both sites for all student teachers. Initially a provisional list is displayed to allow student teachers to check the placement before it is confirmed with the school. In the event of a possible difficulty, the student teacher should see the Head of School Partnership or the appropriate course tutor immediately. They will then consider what action, if any, may be taken.

The process of finding a school is complex. Student teachers will be asked to complete a school placement form which will provide the basic information required in order to place them in a suitable school. All student teachers are placed in schools according to a few (but important) principles:

- residence during the term
- offers of places by schools
- previous placements
- feasibility of travel arrangements
- appropriate specialist provision

Some partner schools are located quite a distance from the University. Secondary student teachers especially may have further to travel for this reason.

Communications

Student teachers must remember to check the school experience lists on the noticeboards prior to the school experience. The lists are displayed in the PE Department on the Bishop Otter Campus and in the School Partnership Office on the Bognor Regis Campus. Transport and accommodation information is also published on the noticeboards. Student teachers will not receive individual notification of the travel arrangements unless they are exceptional or
there have been last minute changes. It is the student teacher’s responsibility to keep well-informed about the placement and travel arrangements – noting details of lifts with other students. Any variations in the travel arrangements as published on the list must be agreed with the School Partnership Office. (Telephone number 01243 812181).

The school placement form provides the office with vital details of how student teachers can be contacted during periods of school experience. Please keep the School Partnership Office informed of any changes of address and telephone number. The office will contact student teachers through their university e/mail address. This should be regularly checked while on school experience.

5.2 Protocol

Student teacher - when in school you will be regarded as a temporary member of staff and will normally be treated as such. You will need to remember that although you are a student (with all the benefits that status implies!), it may be more helpful to consider yourself as a student teacher when in school (even more benefits!). It is essential that both staff and pupils see you in this professional role. Your introductory letter, punctuality and suitable dress can all help towards creating the right image. Personal mobile ‘phones should only be used on school premises in an emergency. It is not appropriate or professional to make personal calls while in the staff room or anywhere else within the school.

School profile – once their placement is confirmed, students are required to download the most recent general summary report and department specific OFSTED report for their particular school. These to be kept in their teaching file.

Letter of introduction - schools appreciate an introductory letter from student teachers. The letter should be sent before the start of your school experience, as soon as your placement has been confirmed by the School Partnership Office. School addresses are available in the School Partnership Office and on the intranet. There is advice on what to put in this letter on page 29.

Arrival and departure - as far as possible arrive early on your first day and report to the school office. Find out when you are expected to arrive and if there are likely to be problems, for example as a result of travel delays. Make sure your teachers know this in advance. This may mean phoning in. Most teachers and student teachers need to stay on after school. Transit pick-up schedules sometimes make it difficult for some student teachers to stay on as long as they or their teachers may wish.

Dress - dress appropriately. There are no hard and fast rules here so if you are in any doubt take advice from your teachers. On your first day, dress as you would expect your teacher to dress. PE student teachers should note that it is normal to change into appropriate sports gear once in school.

Photocopying - you are bound to need to photocopy material during school experience. Schools have very tight budgets and are not expected to supply paper or materials for student teachers. The best approach is to arrange your photocopying in the University. If you need to make copies in school, check that it is alright to use the photocopier and supply your own paper.
Refreshments - light refreshments are usually available in staff rooms. Before picking up the nearest mug, check on procedures! You may be required to pay and even bring your own mug. You have been warned!

5.3 Attendance and Absence

Student teachers are expected to attend school throughout the day whether or not specific lessons are being taken. If the need for temporary absence arises during the day, then the head teacher or another appropriate member of staff must be consulted.

Procedures to follow if absent - if you cannot attend school on a particular day, for example because of illness, you should follow these procedures:

a) inform the school by 0830 at the latest by telephone or by message via another student teacher at the school

b) inform your link tutor not later than 0800

c) inform the School Partnership Office (01243 812181) and complete a school absence form and send it to the School Partnership Office

d) notify the School Partnership Office when you return to school; you will be recorded as absent until you have “signed on” again

Returning after illness - you must use your own good sense over absences. It is important that you should not stay away from school for a trivial illness. On the other hand it is senseless to return prematurely, exposing pupils and staff to the possibility of infection and delaying your own recovery.

Prolonged absence from school - one of the requirements of the BA degree is the satisfactory completion of the prescribed period of school experience. In cases of substantial absence from school, normally more than one week, student teachers will be required to undertake a further period of time in school to compensate for the lost days. A medical certificate must be sent to the Head of School Partnership if absence is for more than five days.

Consideration for absence from school to take part in representative sport –

- involvement must be at representative level or within a competitive structure of league and cup competitions
- a student in the first instance must approach their link tutor with their likely total commitment for sporting participation during the school experience
- the link tutor will discuss with the subject mentor/professional tutor the student’s past record and emerging profile as a student teacher. If this is deemed satisfactory at the time of discussion, the student may take part in representative sport with the proviso that this ‘permission’ remains under review during the school experience. If at any time the student’s performance as a student teacher in relation to the expected standards gives cause for concern, this ‘permission’ may be withdrawn
students should not put themselves in the position of individually negotiating with their subject mentors although they might wish to discuss their achievements informally

students should recognise that in some circumstances they could be asked to extend their school experience if they have missed a series of days because of sport participation and they have not reached the required standards at the point of assessment.

**Deferred assessment** – student teachers who miss a substantial number of days teaching, normally more than five, may have their assessment deferred until a further period of teaching has been completed. The length of the deferred experience is normally related to the number of days missed.

**Failure** - any student teacher who fails any school experience is normally but not automatically offered a resit of comparable duration. This is decided by the Board of Examiners. You should note that student teachers are required to pay the resit fee to the school plus a charge made by the University, normally the cost of a module.

### 5.4 Travel and Transport

**General arrangements**
The schools in which student teachers are placed cover an area involving journeys of up to 60 miles or more. Occasionally student teachers are boarded out in order to avoid long daily journeys.

**Public transport**
Some student teachers may be asked to use public transport to reach school. A specimen ticket for the journey must be attached to the appropriate claim form. Student teachers must buy the most cost effective ticket – ie weekly or season tickets as appropriate. A contribution will only be made towards the cost of the cheapest available fare.

Always be aware of your personal safety when using public transport. When waiting for buses or trains, wait in open, well-lit and populated areas. Avoid isolated closed-in shelters and know your bus or train timetable to avoid waiting alone.

**Taxi** fares will only be paid for in exceptional circumstances and only with the prior consent of the School Partnership Office. Receipts for each journey must be attached to the travel claim form.

**Use of cars**
It is helpful if car-owners are willing to use their cars for travelling to school, with passengers, if necessary. It is the responsibility of the student teacher to ensure they have the necessary insurance for journeys to and from school and for carrying passengers. Students using their own vehicles for transporting themselves and their fellow students on University business must ensure that the vehicle is maintained in full road-worthy and legal condition. Students **MUST** be appropriately insured, taxed and have a valid MOT certificate.
Normally any passengers would be in your school or in schools along your route. You are not expected to make long detours to drop off passengers.

**Hire cars** may be sanctioned in specific circumstances. In these cases the University will pay for the hire of the car. Cars are hired through the University.

The following points should be noted:

- Student teachers should establish the **mileage** on the hire car and replace the petrol **before** returning the car at the end of the hire period. A fuel deposit is required which must be left when collecting the car. This is refunded when the car is returned with a full tank of fuel.

- When a student teacher collects a hire car then she/he must check the car with a member of staff at the garage and sign a form which confirms the **condition of the car** on collection. At the end of the school-experience, a form setting out the condition of the returned car must also be signed by the student teacher.

- During the school experience, any **damage to a hire car** must be reported immediately to the Finance Department, Bishop Otter Campus, Ext 6409 (01243 816409 from outside the University). The first £100 of making good any damage to the car will be charged to the student teacher. Non-payment will result in the University refusing progression to the next stage of the course or the withholding of a degree.

- The car must be returned in a clean condition. If the car requires valeting, then the cost will be charged to the student or deducted from any petrol claim made.

- Students are only insured for journeys relating to the school experience. A student who drives at any other time is **uninsured** and personally responsible for any legal and financial consequences that may result. It is an offence to drive without insurance.

**Contributions towards travel costs**

The University will make a contribution towards travel costs when the one-way journey from term-time address to school is in excess of 10 miles after the regular journey from term-time address to BOC has been deducted from the distance travelled. The forms are available on the School Partnership Office web site [www.chi.ac.uk/partnership](http://www.chi.ac.uk/partnership). There are separate forms to cover use of own car, hire car, public transport and travel to and from digs. The school placements lists will indicate which student teachers are eligible.

It is in the interests of all student teachers who make claims to do so accurately and honestly. If there is any doubt about a claim, then a student teacher should consult the School Partnership Office before completing the form. All claims must be received by the School Partnership Office before the end of the academic year in which the journey is made. If claims are submitted later than this, they will not be paid.

THE DOCUMENT ‘AGREED PRINCIPLES FOR CALCULATING AND PAYING STUDENT TRAVEL EXPENSES’ IS AVAILABLE IN APPENDIX 2. IT IS ESSENTIAL THAT STUDENTS ARE FAMILIAR WITH ITS CONTENT PRIOR TO MAKING A CLAIM.
**Emergencies**

Any student teacher who misses a lift has to find alternative means of transport to school at her/his own expense. In the case of illness while at school, you should try to let the University know of the particular circumstances.

**5.5 Accommodation**

Sometimes student teachers are placed in lodgings closer to their placement school. The need for this only arises where the school is a long way from the University, making a daily journey impractical.

When accommodation has been arranged for a student teacher, the student will be given a copy of an accommodation questionnaire and an information sheet entitled *Information for Accommodation Providers and Students*. If a student has not received a copy of the information sheet, then she/he must contact the School Partnership Office to obtain a copy. The completed questionnaire MUST be returned to the School Partnership Office as soon as possible after the start of the accommodation period. This is very important from the point of view of ensuring the safety of students and that the accommodation used is suitable for them.

Although every reasonable attempt is taken to ensure that accommodation is suitable, the University takes no responsibility for the acts or omissions of any landlord. The University accepts no liability for any damage to any student or landlord and their property. Students are responsible for their own property and should make sure that they have adequate insurance.

The University will pay for bed and breakfast but student teachers are responsible for all other meals.

Student teachers in bed and breakfast accommodation arranged by the University can claim a contribution towards the daily journey to and from school and the journey to and from the University at the weekends if this exceeds the normal term time journey between accommodation and University.

If a student experiences any problems while in accommodation, they should ring the School Partnership Office on 01243 812181/2174 as soon as possible. Any issues should also be discussed with her/his link tutor when a visit takes place.

**5.6 Letters of Introduction**

In writing a letter of introduction to Professional Tutors and Heads of Subjects, student teachers should bear in mind the following points:

1. The letter is a personal introduction and not a CV or an essay!

2. Keep the length of the letter within reason - teachers have plenty to read already, but they want to know about you.
3. Refer to your main teaching interests - subject study, and main curriculum areas followed at the University.

4. Mention any relevant outside interests that might help the school provide you with extra-curricular experience, e.g. helping with the chess club, teaching guitar etc.

5. Briefly outline any relevant information from previous work in schools, e.g. ages taught, sports coached, use of computers etc.

6. Express your thanks for the offer of a place for your school experience in the school and how much you are looking forward to meeting the staff and pupils (!)

Remember that first impressions are important so do be sure that your letter is well written. As a precaution ask a tutor to check it over or get a friend to read it through.

5.7 Equal Opportunities

The University has an Equality and Diversity Policy which states that as fundamental to its principles and values it:

‘….is committed to building and maintaining an inclusive community which recognises and values the inherent worth and dignity of every person; fosters mutual respect, sensitivity and understanding among its members; and encourages every individual to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture its diversity.’

The University's policy is to ensure that there is equality of opportunity for all members of its community. In pursuit of this goal the University is committed to eliminating both direct and indirect discrimination to ensure that no-one is unfairly disadvantaged, either through individual action or through its policies or procedures, on the basis of race, gender, sexual orientation, ethnic or national origin, colour, age, marital status, disability, social class, political or religious belief and activities, unless these activities are contrary to the policies of the University.

Schools wishing to join the secondary partnership will agree to employ all means possible to ensure that the University student teachers are not harassed, offended or insulted by anyone on the basis of the categories outlined above. The student teachers also have a responsibility not to harass, offend or insult anyone else within the schools they are placed, on the same basis.

Examples of unacceptable conduct are as follows:

- Verbal abuse or insulting behaviour.
- Jokes about anyone on the basis of the above.
- Unwanted physical conduct, ranging from touching to serious assault.
- Display or circulation of offensive material.
- Bullying, coercive or menacing behaviour.
- Ridicule or exclusion of persons for any of the above reasons.
Note that offence is seen from the viewpoint of the offended person. It will not be a defence for the offender to claim that the offending comments were ‘only meant as a joke’ and that the offended person is being ‘too sensitive’.

Should anyone feel that they have been unfairly treated with respect to the above they should consult the University’s published procedures concerning the Equality and Diversity Policy, The Race Equality Policy, The Disability Policy and procedure to follow in case of harassment. All are available on Portia. (The University’s web-based communication system).

6 School Experience Framework and Expectations

6.1 School Experience Overview

School based work in the programme takes a variety of forms including:

- whole/part class teaching experience
- small group teaching within teacher led sessions
- work with individual pupils
- structured observations of other practitioners at work
- team teaching with school staff, peers or university staff

For example:-

Many student teachers in their own schooling, have been used to being involved in profiling systems which may have included self-assessment and the setting of targets. Regular self-evaluations through profiling continues the process of encouraging student teachers to take responsibility for their own development and to take the initiative in identifying their own targets in consultation with subject mentors, professional tutors, link tutors and academic advisors. A profiling system also helps to prepare student teachers for the processes involved in the appraisal of teachers. Student teachers complete a formal analysis of their own experience and performance at the end of each of the phases of school-based experience.

The Teachers’ Standards (TA 2012) form the basis for assessment. These can be found in Appendix 4.

A four point grading scheme is used in year 4 (see Appendix 3). In years 2 and 3 student teachers are assessed on a pass/fail basis.

During the 4-year programme student teachers will work in three different schools in blocks of extended school experience for a total of 32 weeks. The expectations for each year group are described in the following sections.

The expectations of student performance on school-based experience become progressively more demanding over the three block school experiences:

- increased responsibility for planning and preparation
- developing lesson plans and longer schemes of work
- increased teaching loads from 50% to 75%
- more demanding expectations in assessment and evaluation
- greater achievement of progression in pupil teaching
### 6.2 University Work Audit

#### SCHOOL EXPERIENCE – UNIVERSITY WORK AUDIT

<table>
<thead>
<tr>
<th>SCHOOL EXPERIENCE</th>
<th>CONTENT KNOWLEDGE</th>
<th>PEDAGOGICAL KNOWLEDGE</th>
<th>CONTEXTUAL KNOWLEDGE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Principles of Movement &amp; Skills of Observation</td>
<td>Curriculum Skills and Knowledge in PE 36 hrs theory plus Dance 1.5hrs prac. Gym 1.5hrs prac.</td>
<td>Philosophical and Research Perspectives in PE, 48 hrs theory (sem1)</td>
</tr>
<tr>
<td></td>
<td>Biomech. 12hrs. theory, 12hrs. practical. (gymnastics) Kinaes. 12hrs. theory, 12hrs. prac. (sem2)</td>
<td></td>
<td>Introduction to Sport and Society 36hrs theory. (sem1)</td>
</tr>
<tr>
<td></td>
<td>Analysis of Human Performance – Games including Rugby, volleyball, Netball, Football, Hockey, B/ball 12hrs each (sem1&amp;2)</td>
<td></td>
<td>Introduction to Human Physiology 36hrs theory. (sem2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Psychology of Children’s Learning and Dev, 36hrs theory (sem2)</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Psychological Issues in the Learning Env. 36hrs theory. (sem3)</td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td>Analysis of Invasion Games. 12hrs theory + 2 pracs. From - Rugby, F/ball, Hockey, N/ball, 12hrs each (sem4)</td>
<td>Analysis of Human Performance+ Ped skills in S&amp;F and net games. 24hrs. prac. each (sem4)</td>
<td>Children’s Exercise and health. 48hrs theory. (sem4)</td>
</tr>
<tr>
<td></td>
<td>Analysis of Human Performance + Ped.skills in Track and Field, 36hrs prac. Plus 4hrs theory (sem5+6)</td>
<td>Pedagogical Skills in PE – Gym/Dance. Gym 18hrs, Dance 18hrs (sem5)</td>
<td>Cultural Conflict in Sport and PE. 36hrs theory. (sem4)</td>
</tr>
<tr>
<td></td>
<td>Analysis of Human Performance + Ped.skills in Swimming. 18hrs prac. Plus 4hrs theory (sem5+6)</td>
<td>Pedagogical Skills in Exercise Science. 48hrs (sem5)</td>
<td>Aesthetic and Creative Movement 1. 36hrs theory + prac. (sem5)</td>
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<td></td>
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<td></td>
<td>Physiology for Phys.Ed. 36hrs theory (sem5)</td>
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<td></td>
<td>Comp. Issues in Sport, PE and Soc. 36hrs theory. (sem5)</td>
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<td></td>
<td>Research and Inquiry. 36hrs theory. (sem5)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Aesthetic and Creative Movement 2. 36hrs theory + prac. (sem5)</td>
</tr>
<tr>
<td><strong>Year 4</strong></td>
<td>Pedagogical Skills in PE. Basketball 20hrs, plus 3+ from, F/ball, V/ball, Rugby, netball, hockey 15hrs each. (sem7)</td>
<td>Prof. Issues and Dev. 36hrs theory. (sem7)</td>
<td>72hrs Independent Study. (sem7)</td>
</tr>
</tbody>
</table>
6.3 Year 2: 1st School Experience

The first 8 week block experience occurs during Semester 1 in Year 2: Sept - Nov
The aim of this block is:

- to provide student teachers with specific experience of teaching National Curriculum
  POS focusing on the standards related specifically to the organisation and management
  of PE and the skills required of the teacher.

In order to meet this aim student teachers are expected to progress towards a **50% teaching load** and 50% directed observation/investigation (non-contact time). During their time in school, student teachers should develop an awareness and understanding of the principle of good practice by analysing some of the issues that determine teacher performance. Also they will examine key concepts and standards in relation to the student teacher’s own teaching performance. Constructive, tightly focused feedback is central to the effective use of time in the schools.

The role of the school and more specifically the department will be to raise student teachers’ awareness of the National Curriculum; to help student teachers with setting suitable tasks for varying levels of ability and to advise and assist student teachers in their development as teachers.

The criteria for assessment of this phase will be on a **Pass/Fail** basis.

6.4 Year 3: 2nd School Experience

The second 12 week block experience occurs during the Semester 2 of Year 3 March - June

The aims of this block are:

- to develop the confidence and competence in teaching PE as A specialist subject;
- to provide the opportunity to become fully conversant with the life and functioning of the school;

In order to meet these aims student teachers are expected to progress towards a **60% teaching load** and 40% directed observation/investigation (non-contact time).

The role of the school and more specifically the department, will be to raise student teachers’ awareness of the National Curriculum; to help student teachers with setting suitable tasks for varying levels of ability and to advise and assist student teachers in their development as teachers.

The criteria for assessment of this phase will be on a **Pass/Fail** basis
6.5 Year 4: 3rd School Experience

The third 12 week block experience spans the break and first part of Semester 2 in **Year 4**
**Nov - March**
The aims of this block are:

- to enable student teachers to develop and demonstrate their comprehensive teaching competence across the subject study;

- to give student teachers the opportunity to become fully conversant with the life and functioning of the school and to develop their understanding of the wider role of schools and schooling.

In order to meet these aims student teachers are expected to progress towards a **75% teaching load**, 25% observation and non-contact time.

The role of the school and more specifically the department will be to raise student teachers’ awareness of the National Curriculum; to help student teachers with setting suitable tasks for varying levels of ability and to advise and assist student teachers in their development as teachers.

The assessment of the year four placement will be on the basis of a four-point grading system (see Appendices 3 and 4)
APPENDICES
### Professional Tutor Programme

Please sign off and date on completion of each.

*If you have an ongoing programme which includes topics to be covered via another school experience, yet you would like the students to be involved feel free to let them attend and again, sign off on completion.*

<table>
<thead>
<tr>
<th>For Every School Experience</th>
<th>Date &amp; signature</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Yr2</td>
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<tr>
<td>Basic School Administration using the Library and Computer System</td>
<td></td>
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<tr>
<td>Classroom Management and School Behaviour Policy</td>
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<tr>
<td>Attendance and Punctuality of Pupils</td>
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<tr>
<td><strong>Year 2 School Experience</strong></td>
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<tr>
<td>Safeguarding Children</td>
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<tr>
<td>The Effective Teacher</td>
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<td>Every Child Matters</td>
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<td>Health and Safety</td>
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<tr>
<td>The Role of the Form Tutor</td>
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<td>SEN and Inclusion</td>
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<tr>
<td><strong>Year 3 School Experience</strong></td>
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<tr>
<td>Catering for Gifted and Talented Pupils</td>
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<tr>
<td>Teaching and Learning</td>
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<tr>
<td>Writing Reports</td>
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<td>Communicating with Parents</td>
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<tr>
<td>The Role of the KS4 Tutor</td>
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<tr>
<td><strong>Year 4 School Experience</strong></td>
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<tr>
<td>Role of Outside Agencies</td>
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<tr>
<td>Writing CV and Letters of Application</td>
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<tr>
<td>Preparing for Interview and Practical Interview</td>
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<tr>
<td>Organising a Residential Experience</td>
<td></td>
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<tr>
<td>First Aid Training <em>( Anytime, if available only)</em></td>
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<tr>
<td>Understanding School Finance</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 2

Agreed Principles for Calculating and Paying Student Travel Expenses:

All claims must be received by the School Partnership Office before the end of the academic year in which the journey has been made; otherwise, claims cannot be processed.

(a) General Arrangements
The schools in which student teachers are placed cover a large part of the South of England (including the Isle of Wight) and, in some cases, beyond. Occasionally student teachers are provided with lodgings (paid for by the University) near their school in order to avoid long daily journeys.

(b) Travel time
If a student's placement involves a one-way journey in excess of 60 minutes (as calculated by Green Flag), convenient accommodation may be offered and arranged by the University for Sunday night through to Thursday night.

(c) Use of Own Car/Vehicle
Student teachers using their own vehicles for transporting themselves and their fellow student teachers to/from their school experience placement do so entirely of their own choice and at their own risk. The University accepts no liability of any kind for any accident, injury and/or damage caused in any situation relating to school experience where the student teacher is using their own vehicle. Students using their own vehicles on school experience must ensure that the vehicle is maintained in full road-worthy and legal condition. Student teachers MUST be appropriately insured and make sure that their vehicle is taxed and has a valid MOT certificate.

(d) Agreed Principles for Calculating and Paying Travel Expenses
The University will make a contribution (not full reimbursement) towards meeting travel costs incurred whilst student teachers are on school experience. This contribution will only be made when the one-way journey from term-time address to school is in excess of 10 miles after the regular journey from term-time address to the relevant University campus has been deducted from the distance travelled. Where this is the case, student teachers will be paid a contribution towards the cost of the excess distance travelled only. (eg. If 16 additional miles have been travelled, then a contribution based on 6 miles will be paid).

A contribution may be made, by the University, to those student teachers transporting other student teachers to a school at the request of the School Partnership Office and/or relevant Programme Co-ordinator.

Please note: Green Flag is used for calculating distances.
(e) Agreed Principles for Student Teacher Accommodation and Related Travel Payments

In some instances, students living in temporary term-time accommodation are placed near to their home address to complete school experience and would therefore live at home (this only applies within the partnership’s geographical area). In this instance no payment for accommodation whilst on school experience is made by the University.

Sometimes student teachers are placed in lodgings closer to their placement school. The need for this only arises where the school is a long way from University, making a daily journey impractical.

When accommodation has been arranged for a student teacher, the student teacher will be given a copy of an accommodation questionnaire and an information sheet entitled Information for Accommodation Providers and student teachers. If a student teacher has not received a copy of the information sheet, then he/she must contact the School Partnership Office to obtain a copy. The completed questionnaire MUST be returned to the School Partnership Office as soon as possible after the start of the accommodation period. This is very important from the point of view of ensuring the safety of student teachers and that the accommodation used is suitable for them.

Although every reasonable attempt is taken to ensure that accommodation is suitable, the University takes no responsibility for the acts or omissions of any landlord. The University accepts no liability for any damage to any student or landlord and their property. Student teachers are responsible for their own property and should make sure that they have adequate insurance.

If a student teacher experiences any problems while in accommodation, they should ring the School Partnership Office on 01243 812181/812174 as soon as possible. Any issues should also be discussed with his/her link tutor when a visit takes place.

The University makes payment for the accommodation direct to the accommodation provider. (This payment is for accommodation and breakfast only and does not include any other costs or meals).

**Duration:** Normally accommodation payments are made for 5 nights (Sun-Thurs) during full-time school experience; this is subject to variation during serial school experience.

**Distance:** Normally the same principles outlined above for mileage claims apply to student teachers who travel from accommodation to school. A contribution will only be made when the one-way journey from accommodation to school is in excess of 10 miles after the regular journey from term-time address to the relevant University campus has been deducted from the distance travelled. Where this is the case, a proportion only of the fare will be reimbursed.
In addition, student teachers in accommodation arranged by the School Partnership Office (but not those returning to live at home to complete school experience) are able to claim a contribution towards the return mileage incurred from their weekend accommodation to their school experience accommodation.

(f) Public Transport:
Student teachers should always be aware of personal safety when using public transport. When waiting for buses or trains, wait in open, well-lit and populated areas. Avoid isolated closed-in shelters and know the bus or train timetable to avoid waiting alone.

Normally the same principles outlined for mileage claims apply to student teachers incurring costs via the use of public transport. A contribution will only be made when the one-way journey from term-time address to school is in excess of 10 miles after the regular journey from term-time address to the relevant University campus has been deducted from the distance travelled. Where this is the case, a proportion only of the fare will be reimbursed.

Student teachers are expected to provide a specimen receipt for each type of transport used. A student teacher using public transport will need to include with their claim form the following: (a) an example of the train/bus (or receipt) ticket to/from their term-time address to the school and (b) an example of the train/bus ticket (or receipt) to/from their term-time address to the relevant University campus where their course is based stating the cost/charge for the journey.

It is the student teacher’s responsibility to ensure that the cheapest available ticket is purchased. This may involve weekly or season tickets as appropriate.

Please note: student teachers will not be reimbursed for taxi fares unless prior permission has been given by the School Partnership Office for them to use a taxi.

(g) Hire Cars
Hire cars may be authorised by the Head of School Partnership in specific circumstances. In these cases the University will pay for the hire of the car. Cars are hired through the University. Normally the same principles outlined for mileage claims apply to student teachers incurring costs via the use of a hire car. A contribution will only be made when the one-way journey from term-time address to school is in excess of 10 miles after the regular journey from term-time address to the relevant University campus has been deducted from the distance travelled.
Student teachers must ensure they have read all documentation relating to the requirements of the University AND the hire company in relation to the use of hire cars.

Please note:

| Claims are regularly monitored by the School Partnership Office and student teachers will be held accountable for the accuracy and validity of all claims made. |
| It is in the interests of all student teachers who make claims to do so accurately and honestly. If there is any doubt about a claim, then a student teacher should consult the School Partnership Office before completing the form. |
### APPENDIX 3  LESSON OBSERVATION CRITERIA

<table>
<thead>
<tr>
<th>Grade 1 Outstanding</th>
<th>Grade 2 Good</th>
<th>Grade 3 Requires Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The trainee teacher has consistently high expectations of all pupils.</td>
<td>The trainee teacher has high expectations of all pupils.</td>
<td>The trainee teacher’s expectations enable most pupils to work hard and achieve satisfactorily and encourage them to make progress.</td>
</tr>
<tr>
<td>Drawing on excellent subject knowledge, the trainee teacher plans astutely and sets challenging tasks based on systematic, accurate assessment of pupils’ prior skills, knowledge and understanding.</td>
<td>The trainee teacher uses their well developed subject knowledge and their accurate assessment of pupils’ prior skills, knowledge and understanding to plan effectively and set appropriately challenging tasks.</td>
<td>The trainee teacher’s subject knowledge is secure. Attention is given to the careful prior assessment of pupils’ learning but there is evidence that this is not rigorous enough resulting either in some unnecessary repetition of work for pupils or tasks being planned and set that do not fully challenge, or are too difficult, leading to pupils becoming frustrated &amp; demotivated.</td>
</tr>
<tr>
<td>They use well judged and often imaginative teaching strategies that, together with sharply focused and timely support and intervention, match individual needs accurately. Consequentially, pupils learn exceptionally well.</td>
<td>They use effective teaching strategies that, together with appropriately targeted support and intervention, match most pupils’ individual needs so that pupils learn well.</td>
<td>Teaching strategies ensure that pupils are fully engaged and their individual needs are usually met.</td>
</tr>
<tr>
<td>The trainee teacher generates high levels of enthusiasm for, participation in and commitment to learning. Teaching promotes pupils’ high levels of resilience, confidence and independence when they tackle challenging activities. The trainee teacher systematically and effectively checks pupils’ understanding throughout the lesson, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.</td>
<td>The trainee teacher enthuses and motivates most pupils to participate. Teaching generally promotes pupils’ resilience, confidence and independence when tackling challenging activities.</td>
<td>The trainee teacher demonstrates clear thinking in setting lesson objectives and expectations, conveying these and all associated teaching in a manner which makes them accessible to all pupils.</td>
</tr>
<tr>
<td>Time is used very well and the opportunity is taken to successfully develop and extend crucial skills, (including pupils being able to use their literacy and numeracy skills where relevant in the lesson).</td>
<td>Teaching consistently deepens pupils’ knowledge and understanding and teaches them a range of skills. The opportunity is taken to develop crucial skills, (including pupils being able to use their literacy and numeracy skills where relevant in the lesson)</td>
<td>The trainee teacher monitors pupils’ work during the lesson, picking up any general misconceptions and adjusts their plans accordingly to support learning. These adaptations are usually successful but occasionally are not timely or relevant and this slows learning for some pupils.</td>
</tr>
<tr>
<td>Appropriate homework (where applicable to the lesson) contributes very well to pupils’ learning.</td>
<td>Appropriate homework (where applicable to the lesson) contributes well to pupils’ learning.</td>
<td>The opportunity to develop crucial skills, (including pupils being able to use their literacy and numeracy skills where relevant in the lesson) may not be taken consistently.</td>
</tr>
<tr>
<td>There is evidence of marking and constructive feedback from the trainee teacher which enables pupils to understand how to improve their work, encouraging high levels of engagement and interest.</td>
<td>There is evidence of regular, accurate assessment of pupils’ progress so that pupils know how well they have done and what they need to do to improve</td>
<td>The trainee teacher carefully deploys and liaises with any available additional support and sets appropriate homework; these contribute reasonably well to the quality of learning for pupils, including those with special educational needs.</td>
</tr>
</tbody>
</table>

**Grade 4 Inadequate (fail)** Teaching is likely to be inadequate where any of the following apply:

- As a result of poor teaching, or classroom management pupils or groups of pupils in the lesson are making inadequate progress.
- Subject knowledge is inadequate
- The trainee teacher does not have or convey sufficiently high expectations and teaching fails to excite, enthuse, engage or motivate particular groups of pupils, including those with special educational needs and/or disabilities.
- Learning activities are not sufficiently well matched to the needs of pupils so that they make inadequate progress.
APPENDIX 4

TEACHERS’ STANDARDS
&
GRADING DESCRIPTORS
Assessment of Trainee Teachers – Grading Descriptors

The Grading Descriptors for the Teachers’ Standards on the following pages draw upon the national UCET/NASBTT guidance for all ITE provision. These descriptors are to be applied at all stages of the programme. They are developmental as well as summative.

**Mentors** - This guidance should be used throughout the placement to set formative targets and at the end of the placement to grade the trainee's performance and set future targets.

**Trainees** - This guidance should be used throughout your programme for self-assessment and target setting.

**Guidance for using the descriptors:**

In accordance with the requirements of the Teachers’ Standards, providers of initial teacher training are required to assess trainee teachers against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS. Therefore a judgement is relative to this stage in a teacher’s professional development and a grade of ‘achieved standards at a high level’ relative to a trainee teacher is not comparable with the equivalent for an experienced teacher.

Each judgement is an overall judgement. In a best fit model, the statements describe features of practice that are characteristic of a trainee performing at that level. They also need to be interpreted within the setting and context in which the trainee has worked.

A trainee graded as achieving the standards at a Good or High level should be working within the level of mentor support as expected by the programme. A student achieving the standards at a minimum level at all points, except final assessment, will be working with a higher level of support.

Trainees to be awarded QTS teach at least satisfactory lessons across a range of different contexts (for example, different ages, backgrounds, group sizes, and abilities) by the end of their training.

Trainees graded as ‘achieving the standards at a good level’ teach mostly good lessons across a range of different contexts (for example, different ages, backgrounds, group sizes, and abilities) by the end of their training.

Trainees graded as ‘achieving the standards at a high level’ teach consistently good lessons that often demonstrate outstanding features across a range of different contexts (for example, different ages, backgrounds, group sizes, and abilities) by the end of their training.
# GRADING DESCRIPTORS FOR THE TEACHERS’ STANDARDS

## Part One - Teaching

<table>
<thead>
<tr>
<th>Teachers’ Standards</th>
<th>Trainees demonstrating the standards at a high level may demonstrate these characteristics:</th>
<th>Trainees demonstrating the standards at a good level may demonstrate these characteristics:</th>
<th>All trainees to be awarded QTS will have demonstrated as a minimum that:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Set high expectations which inspire, motivate and challenge pupils</td>
<td>They constantly encourage pupils to participate and contribute in an atmosphere highly conducive to learning. They consistently set high expectations of pupils in different training contexts.</td>
<td>They are reliable in encouraging pupils to participate and contribute in an atmosphere conducive to learning. They consistently set high expectations of pupils in their different training contexts.</td>
<td>They are able to encourage pupils to participate and contribute in an atmosphere conducive to learning. In the course of differing school experiences they have shown that they have set appropriately high expectations, believing that all pupils have the potential to make progress. They are able to develop a rapport with a range of individuals and groups. As a consequence of this pupils are engaged in their learning. They consistently demonstrate professional behaviour, respect for pupils, colleagues, parents and carers and support the ethos of the school. They demonstrate enthusiasm for working with children and young people and for teaching and learning.</td>
</tr>
<tr>
<td><em>establish a safe and stimulating environment for pupils, rooted in mutual respect</em></td>
<td>There are high levels of mutual respect between the trainee and pupils. They are very effective in promoting learners’ resilience, confidence and independence when tackling challenging activities. They generate high levels of enthusiasm, participation and commitment to learning.</td>
<td>They are well respected by learners and effectively promote pupils’ resilience, confidence and independence when tackling challenging activities. As a result of this most learners are enthused and motivated to participate.</td>
<td></td>
</tr>
<tr>
<td><em>set goals that stretch and challenge pupils of all backgrounds, abilities and disposition</em></td>
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<tr>
<td><em>demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils</em></td>
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</table>

### Expectation –for example by the end of the programme a trainee should be able to:

- Demonstrate, as a role model, punctuality, appropriate dress, professional attitudes towards others. Treat pupils with respect (eg know their names, give timely feedback).
- Model the use of appropriate language.
- Plan and teach lessons which challenge, motivate and inspire.
- Keep accurate and timely records.
- Understand the role of the form tutor (secondary), and pastoral system.
- Establish a safe environment in lessons in which pupils treat each other with respect.

### Examples of Evidence

- Comments / verification statements from form tutor/ classteacher/mentor/LSAs/ professional tutor/ link tutor
- Lesson observations
- PDP File
- Assignments
- Mentor Meetings
### Teachers' Standards

#### 2. Promote good progress and outcomes by pupils

- be accountable for pupils’ attainment, progress and outcomes
- plan teaching to build on pupils’ capabilities and prior knowledge
- 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

<table>
<thead>
<tr>
<th>Trainees demonstrating the standards at a high level may demonstrate these characteristics:</th>
<th>Trainees demonstrating the standards at a good level may demonstrate these characteristics:</th>
<th>All trainees to be awarded QTS will have demonstrated as a minimum that:</th>
</tr>
</thead>
<tbody>
<tr>
<td>They assume a high level of responsibility for the attainment, progress and outcomes of the pupils they teach.</td>
<td>They assume responsibility for the attainment, progress and outcomes of the pupils they teach.</td>
<td>They understand how teachers are accountable for the attainment, progress and outcomes of pupils and have taken some responsibility for this with guidance from the class teacher or other professional.</td>
</tr>
<tr>
<td>They demonstrate confident judgement in planning for pupil progression both with individual lessons and over time and are able to articulate a clear and well-justified rationale as to how they are building on prior achievement.</td>
<td>They demonstrate a sound understanding of the need to develop pupil learning over time.</td>
<td>Their short and medium term planning and teaching demonstrate some understanding of, and provision for, pupil progression taking into account prior achievement.</td>
</tr>
<tr>
<td>They actively promote engaging and effective methods that support pupils in reflecting on their learning.</td>
<td>Their short and medium term planning consistently takes into account the prior learning of the pupils.</td>
<td>They support pupils in reflecting on their learning and identifying their progress and emerging learning needs.</td>
</tr>
<tr>
<td>They are able to set appropriately challenging tasks, drawing on a sound knowledge of the pupils’ prior attainment which has been obtained through systematic and accurate assessment.</td>
<td>They regularly provide pupils with the opportunity to reflect on their own learning and use this, along with other forms of assessment, to inform their future planning and teaching.</td>
<td>When planning lessons they devise suitable opportunities for learners to evaluate and improve their performance.</td>
</tr>
<tr>
<td>They regularly create opportunities for independent and autonomous learning. As a result, the majority of pupils make very good progress.</td>
<td>They use their knowledge of effective teaching strategies to encourage independent learning and they set appropriately challenging tasks which enable learners to make progress. As a result, the majority of pupils make good progress.</td>
<td>They are able to explain how effective teaching strategies are informed by an understanding of how pupils learn and offer a rationale for choices made in the context of practice.</td>
</tr>
</tbody>
</table>

### Expectation – for example by the end of the programme a trainee should be able to:

- Demonstrate, in planning and teaching, knowledge of individuals’ attainment
- Liaise with host dept and SENCO for information about individual needs and how they are met within the dept’s teaching and the school as a whole
- Identify and plan for all to include high attainers, pupils with SEN, those for whom English is an additional language
- Acquire some knowledge and understanding of the role of the form tutor / classteacher in promoting good progress and outcomes by pupils
- Provide feedback to pupils and opportunities for them to reflect on their attainment and how to make progress
- Identify and follow – up issues of under-attainment by pupils eg discuss with class teacher, LSA, form tutor, with pupil after the lesson

### Examples of Evidence

- Lesson plans, evaluations of lessons, observations by class teacher/mentor, link tutor, records of pupil progress.
- Monitoring and assessment records of pupil progress
- Observations by trainee of experienced teachers demonstrating good practice
- Written comments from form tutor, class teacher, etc
- Written feedback given to pupils
- Reports from SENCO
- Directed Tasks
- Assignments
<table>
<thead>
<tr>
<th>Teachers’ Standards</th>
<th>Trainees demonstrating the standards at a high level may demonstrate these characteristics:</th>
<th>Trainees demonstrating the standards at a good level may demonstrate these characteristics:</th>
<th>All trainees to be awarded QTS will have demonstrated as a minimum that:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3. Demonstrate good subject and curriculum knowledge</strong></td>
<td>They draw on their in-depth subject and curriculum knowledge to plan confidently for progression and to stimulate and capture pupils’ interest.</td>
<td>They have well developed knowledge and understanding of the relevant subject/curriculum areas they are training to teach and use this effectively to maintain and develop pupils’ interest.</td>
<td>They have sufficiently secure subject knowledge and understanding of the relevant subject/curriculum areas to teach effectively in the age phase for which they are training to teach.</td>
</tr>
<tr>
<td>* have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings</td>
<td>They demonstrate very well developed pedagogical subject knowledge, by anticipating common errors and misconceptions in their planning.</td>
<td>They make good use of their secure curriculum and pedagogical subject knowledge to deepen learners’ knowledge and understanding, addressing misconceptions and common errors effectively in their teaching.</td>
<td>They know how learning progresses within and across the subject/curriculum age phases they are training to teach, in terms of the development of key concepts and of learners’ misconceptions.</td>
</tr>
<tr>
<td>* demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</td>
<td>They are astutely aware of their own development needs in terms of extending and updating their subject, curriculum and pedagogical knowledge in their early career and have been proactive in developing these effectively during their training. They model very high standards of written and spoken communication in all professional activities.</td>
<td>They are critically aware of the need to extend and update their subject, curriculum and pedagogical knowledge and know how to employ appropriate professional development strategies to further develop these in their early career.</td>
<td>They are able to respond appropriately to subject specific questions which learners ask and they use subject specific language accurately and consistently in order to help learners to develop knowledge, understanding and skills in the subject.</td>
</tr>
<tr>
<td>* 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</td>
<td>They successfully identify and exploit opportunities to develop learners’ skills, in communication, reading and writing.</td>
<td>They model good standards of written and spoken communication in all professional activities and encourage and support learners to develop these skills in their lessons.</td>
<td>They recognise the need to extend and update their subject and pedagogical knowledge as a key element of continuing professional development and have shown the ability and readiness to do so.</td>
</tr>
<tr>
<td>- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</td>
<td>In relation to early reading: primary trainees draw on their very strong understanding of synthetic phonics and its role in teaching and assessing reading and writing to teach literacy very effectively across the age phases they are training to teach.</td>
<td>In relation to early reading: primary trainees have a very secure knowledge and understanding of synthetic phonics and its role in teaching and assessing reading and writing in the context of the age-phases they are training to teach.</td>
<td>They demonstrate an understanding of the need to promote high standards of communication, reading and writing for all learners and begin to build this into lessons.</td>
</tr>
<tr>
<td>- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies</td>
<td>In relation to early mathematics: all primary trainees will demonstrate sufficient knowledge and understanding of the principles and practices of teaching and assessing reading and writing, including the use of systematic synthetic phonics, to be able to apply this effectively across the specific age phases they are training to teach.</td>
<td>(See: ‘Systematic Synthetic Phonics in ITT: Guidance and Support Materials’ for further information)</td>
<td>In relation to early mathematics: all primary trainees will</td>
</tr>
</tbody>
</table>
In relation to early mathematics: primary trainees draw on their very strong knowledge and understanding of the principles and practices of teaching early mathematics and to select and employ highly effective teaching strategies across the age ranges they are training to teach.

In relation to early mathematics: primary trainees have a very secure knowledge and understanding of the principles and practices of teaching early mathematics and employ effective teaching strategies across the age ranges they are training to teach.

**Expectation** – for example by the end of the programme a trainee should be able to:
- Know relevant external assessment specifications (e.g. National Curriculum, EYFS, national strategies, GCSE, A Level) and demonstrate sufficient knowledge to teach the required content.
- Be able to demonstrate competence in presentation of subject e.g. coursework, assignments.
- Demonstrate adequate numeracy and literacy skills
- Demonstrate willingness and ability to research areas of weakness in knowledge of subject or curriculum

**Examples of Evidence**
- Download and annotate relevant curriculum specifications
- Research (reading at the level to be taught and above)
- Observation of colleagues demonstrating good subject and pedagogical knowledge
- Pupils’ work demonstrating secure subject knowledge
- Marking of pupils’ work
- Lesson evaluations
- Mentor Meeting logs
- Assignments
<table>
<thead>
<tr>
<th>Teachers’ Standards</th>
<th>Trainees demonstrating the standards at a high level may demonstrate these characteristics:</th>
<th>Trainees demonstrating the standards at a good level may demonstrate these characteristics:</th>
<th>All trainees to be awarded QTS will have demonstrated as a minimum that:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4. Plan and teach well structured lessons</strong></td>
<td>They plan lessons that often use well chosen imaginative and creative strategies and that match individuals’ needs and interests.</td>
<td>They show a willingness to try out a range of approaches to teaching and learning.</td>
<td>They employ a range of teaching strategies and resources. They plan individual lessons that are appropriately structured to support pupils in developing their knowledge, skills, understanding, interest and positive attitudes. When teaching they maintain the pace of the learning, are able to respond flexibly to what is happening in the classroom and have the confidence to adapt their teaching in order to respond to the needs of the learners. They can create an environment in which the learners are usually engaged. They understand how homework or other out of class work can consolidate learners’ progress, and can set and design appropriate tasks. They review and reflect on their own planning and teaching to prepare future activities and tasks which build on and sustain progression in pupils’ learning. They work collaboratively with more experienced colleagues, where appropriate to adapt and/or develop the school’s medium term plans, schemes of work, curriculum frameworks, etc</td>
</tr>
<tr>
<td>*impart knowledge and develop understanding through effective use of lesson time</td>
<td>They are highly reflective in critically evaluating their practice.</td>
<td>They plan lessons that take account of the needs of groups of learners and individuals, through the setting of differentiated learning outcomes, carefully matching teaching and learning activities and resources to support learners in achieving these intended learning outcomes.</td>
<td></td>
</tr>
<tr>
<td>*promote a love of learning and children’s intellectual curiosity</td>
<td>They can accurately judge the impact of their practice on individual and groups of learners and can use their evaluation to inform future planning, teaching and learning.</td>
<td>They know how to learn from both successful and less effective lessons through their systematic evaluation of the effectiveness of their practice, including its impact on learners.</td>
<td></td>
</tr>
<tr>
<td>*set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</td>
<td>They show initiative in contributing to curriculum planning and developing and producing effective learning resources in their placements.</td>
<td>They make a positive contribution to the development of curriculum and resources in their placement settings.</td>
<td></td>
</tr>
<tr>
<td>*reflect systematically on the effectiveness of lessons and approaches to teaching</td>
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<tr>
<td>*contribute to the design and provision of an engaging curriculum within the relevant subject area(s)</td>
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</table>

**Expectation – for example by the end of the programme a trainee should be able to:**

- Plan in detail for all lessons
- Indicate in lesson plans, how time will be used, suitable subject content, appropriate subject specific pedagogy, differentiation for individuals as well as groups of learners
- Integrate assessment into short, medium and long term planning
- Plan sequences of lessons which form a coherent programme and show how evaluation has informed planning
- Plan and mark homework as appropriate
- Demonstrate that their classroom presence is emerging/developing/evident
- Be able to follow department plans and contribute to department planning

**Examples of Evidence**

- Lesson plans
- Annotation of lesson plans
- Resources prepared and used as planned
- Trainee’s evaluation of lessons taught
- Lesson observations from class teacher, mentor, link tutor
- Weekly mentor meeting logs
- Assignments
- Reading
**Teachers’ Standards**

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.

<table>
<thead>
<tr>
<th>Trainees demonstrating the standards at a high level may demonstrate these characteristics:</th>
<th>Trainees demonstrating the standards at a good level may demonstrate these characteristics:</th>
<th>All trainees to be awarded QTS will have demonstrated as a minimum that:</th>
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</thead>
<tbody>
<tr>
<td>They quickly and accurately discern their learners’ strengths and needs and are proactive in differentiating and employing a range of effective intervention strategies to secure progression for individuals and groups.</td>
<td>They consistently adapt their teaching to meet the needs of individual and groups of learners to support progression in learning. They know how to secure progress for learners and how to identify when groups and individuals have made progress. They have a range of effective strategies that they can apply to reduce barriers and respond to the strengths and needs of their pupils.</td>
<td>They know the pupils well enough to recognise the different needs and strengths of individuals and groups and begin to adapt their teaching to address those needs and strengths so that learners are supported towards achieving their potential. They are aware of a range of factors that are potential barriers to achievement and understand how experienced teachers use a range of strategies to reduce these barriers. They begin to deploy these strategies working alongside experienced teachers and support staff as appropriate. They show awareness of how children and young people develop and take account of this in their teaching. They have some understanding of the challenges and opportunities of teaching in a diverse society. They have a developing understanding of the needs of all pupils and are able to articulate distinctive teaching approaches and strategies needed to engage and support pupils with particular needs; including EAL and SEND. When the opportunity has arisen they have used these successfully and are able to evaluate the impact of the adaptations employed, on the progress of individual learners.</td>
</tr>
<tr>
<td>They have an astute understanding of how effective different teaching approaches are in terms of impact on learning and engagement of learners.</td>
<td>They clearly recognise how to deal with any potential barriers to learning through their application of well-targeted interventions and the appropriate deployment of available support staff.</td>
<td>They know the pupils well enough to recognise the different needs and strengths of individuals and groups and begin to adapt their teaching to address those needs and strengths so that learners are supported towards achieving their potential. They are aware of a range of factors that are potential barriers to achievement and understand how experienced teachers use a range of strategies to reduce these barriers. They begin to deploy these strategies working alongside experienced teachers and support staff as appropriate. They show awareness of how children and young people develop and take account of this in their teaching. They have some understanding of the challenges and opportunities of teaching in a diverse society. They have a developing understanding of the needs of all pupils and are able to articulate distinctive teaching approaches and strategies needed to engage and support pupils with particular needs; including EAL and SEND. When the opportunity has arisen they have used these successfully and are able to evaluate the impact of the adaptations employed, on the progress of individual learners.</td>
</tr>
</tbody>
</table>

**Expectation - for example by the end of the programme a trainee should be able to:**

Demonstrate in lessons, different approaches to different pupils, eg. in questioning, in discussion
Use different tasks for different pupils within a class
Give appropriate feedback to individuals according to their strengths and needs
Use different resources to support learning of individuals within a class
Identify pupils’ strengths and needs (see Standard 2)

**Examples of Evidence**

Lesson observations by class teacher, mentor, link tutor
Lesson evaluations
Pupil tracking profiles
Discussions with mentor in weekly meeting plus log
### Teachers’ Standards

**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*

#### Trainees demonstrating the standards at a high level may demonstrate these characteristics:

- They can confidently and accurately assess pupils’ attainment against national benchmarks.
- They use a range of assessment strategies very effectively in their day to day practice to monitor progress and to inform future planning.
- They systematically and effectively check learners’ understanding throughout lessons, anticipating where intervention may be needed and do so with notable impact on the quality of learning.
- They assess learners’ progress regularly and work with them to accurately target further improvement and secure rapid progress.

#### Trainees demonstrating the standards at a good level may demonstrate these characteristics:

- They are able to assess pupils’ attainment accurately against national benchmarks.
- They employ a range of appropriate formative assessment strategies effectively and can adapt their teaching within lessons in light of pupils’ responses.
- They maintain accurate records of pupils’ progress and use these to set appropriately challenging targets.
- They assess learners’ progress regularly and accurately and discuss assessments with them so that learners know how well they have done and what they need to do to improve.

#### All trainees to be awarded QTS will have demonstrated as a minimum that:

- They have a secure understanding of the statutory assessment requirements for the subject/curriculum in the age phases they are preparing to teach and are able to make broadly accurate assessments against national benchmarks.
- Their planning is characterised by the use of a range of formative and summative assessment strategies, designed to support pupils in making progress.
- They deploy these strategies effectively in lessons, both to evaluate the impact of teaching on the progress of learners and as a basis for modifying their teaching and classroom practice where necessary.
- They understand how school and pupil level summative data is used to set targets for groups and individuals and they use that knowledge to monitor progress in the groups they teach.
- With guidance from experienced teachers, they monitor pupil progress and maintain accurate records setting new targets for individuals and groups.
- They mark pupils’ work constructively and provide appropriate feedback to pupils to help them to make progress.

### Expectation – for example by the end of the programme a trainee should be able to:

- Acquire knowledge of assessment criteria for all stages and ages taught eg. NC levels
- Apply this knowledge in practice in marking summative assessments
- Routinely demonstrate use of formative assessment
- AFL to assess pupil learning and inform planning and teaching
- Use assessment data to inform planning
- Develop pupils’ understanding of their assessment targets

### Examples of Evidence

- Trainee has knowledge and copies of criteria
- Lesson plans – specific reference to assessment
- Lesson observations by class teacher, mentor, link tutor
- Lesson evaluations
- Records of pupil attainment
- Use of data/assessment discussions with assessment coordinator
- Inset / staff training
### Teachers’ Standards

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

- Teachers 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.
- Teachers have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Teachers manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them.
- Teachers maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

#### Trainees demonstrating the standards at a high level may demonstrate these characteristics:

- They rapidly adapt to the different circumstances in which they train, working confidently within the frameworks established in different settings and applying rules and routines consistently and fairly.
- They consistently have high expectations and understand a range of strategies that experienced teachers use to promote positive behaviour and apply these very effectively, including use of sanctions and rewards and use of praise, in order to create an environment highly supportive of learning.
- They manage pupil behaviour with ease so that learners display very high levels of engagement, courtesy, collaboration and cooperation.
- They actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.

#### Trainees demonstrating the standards at a good level may demonstrate these characteristics:

- They work within the school’s framework for behaviour and apply rules and routines consistently and fairly.
- They consistently have high expectations and understand a range of strategies that experienced teachers use to promote positive behaviour and apply these effectively, including use of school sanctions and rewards and praise, in order to create an environment supportive of learning.
- They manage behaviour effectively so that learners demonstrate positive attitudes towards the teacher, their learning and each other allowing lessons to flow smoothly so that disruption is unusual.
- They actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.

#### All trainees to be awarded QTS will have demonstrated as a minimum that:

- They work within the school’s framework for behaviour and can apply rules and routines consistently and fairly.
- They have high expectations and are aware of the range of strategies that experienced teachers use to promote positive behaviour.
- They are able to apply these appropriately, in the context of the school’s policy using sanctions and rewards, including praise, in order to create an environment supportive of learning.
- They understand when to seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.
- They recognize that planning appropriate lessons which challenge learners, teaching using a variety of strategies which address pupils’ needs and employing appropriate assessment strategies will all contribute to successful behaviour management.
- They show understanding of how barriers to learning can impact on pupil behaviour and have begun to apply strategies to address these, working alongside experienced teachers and support staff as appropriate.
- They understand that behaviour management is context-dependent and are able to articulate which factors may contribute to more challenging behaviour being exhibited within their classes.

<table>
<thead>
<tr>
<th>Expectation – for example by the end of the programme a trainee should be able to:</th>
<th>Examples of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be able to keep most classes on task by planning suitably challenging lessons and engaging learning activities. Show in lesson plans how behaviour difficulties have been anticipated. Establish positive relationships with pupils and challenge inappropriate behaviour which interrupts the learning of others. Use a range of strategies including dept/school policies Identify and plan for individual pupils with specific needs. Include health and safety issues. Make appropriate use of praise</td>
<td>Lesson observations by class teacher, mentor, link tutor Lesson plans and evaluations Conversations with relevant colleagues Mentor log Work with pastoral staff, Staff Inset, External trainers School rewards system, sanctions system Observation of good practice amongst staff in behaviour management</td>
</tr>
<tr>
<td>Teachers’ Standards</td>
<td>Trainees demonstrating the standards at a high level may demonstrate these characteristics:</td>
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<td>----------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>8. Full wider professional responsibilities</td>
<td>*make a positive contribution to the wider life and ethos of the school</td>
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<tr>
<td></td>
<td>*develop effective professional relationships with colleagues, knowing how and when to draw on</td>
</tr>
<tr>
<td></td>
<td>advice and specialist support</td>
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<tr>
<td></td>
<td>*deploy support staff effectively</td>
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<tr>
<td></td>
<td>*take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</td>
</tr>
<tr>
<td></td>
<td>*communicate effectively with parents with regard to pupils’ achievements and well-being</td>
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<tr>
<td></td>
<td>They are pro-active in seeking out opportunities to contribute in a significant way to the wider life and ethos of the school.</td>
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<tr>
<td></td>
<td>They build strong professional relationships and demonstrate that they are able to work collaboratively with colleagues on a regular basis.</td>
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<tr>
<td></td>
<td>They take responsibility for deploying support staff in their lessons and for seeking advice from relevant professionals in relation to pupils with individual needs.</td>
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<tr>
<td></td>
<td>They deliberately seek out opportunities to develop their own professional learning and respond positively to all the feedback they receive.</td>
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<tr>
<td></td>
<td>They communicate very effectively, both verbally and in writing, with parents and carers in relation to pupils’ achievements and well-being, both when required to do so formally and are pro-active in communicating in relation to individual pupil emergent needs.</td>
</tr>
<tr>
<td></td>
<td>They are pro-active in terms of their own professional learning and value the feedback they receive from more experienced colleagues, using it to develop their own teaching further.</td>
</tr>
<tr>
<td></td>
<td>They communicate effectively, both verbally and in writing, with parents and carers in relation to pupils’ achievements and well-being.</td>
</tr>
<tr>
<td></td>
<td>They assume some responsibility for doing so in response to individual pupils’ emergent needs.</td>
</tr>
</tbody>
</table>

52
**Expectation** – for example by the end of the programme a trainee should be able to:

<table>
<thead>
<tr>
<th>Act as co-form tutor/class teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have some experience of how PSHE/citizenship is delivered in school</td>
</tr>
<tr>
<td>Experience being on duty with a member of staff, assisting with extra-curricular activities</td>
</tr>
<tr>
<td>Attendance at assembly, staff meetings, year meetings, inset, etc</td>
</tr>
<tr>
<td>Communicate with parents (letters, parents evenings, etc)</td>
</tr>
<tr>
<td>Work effectively with support staff</td>
</tr>
<tr>
<td>Establish good working relationships with colleagues</td>
</tr>
</tbody>
</table>

**Examples of Evidence**

- Feedback / verification statements from relevant staff
- Trainee’s log of activities undertaken

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**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 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 of attendance and punctuality

- They have a commitment to the teaching profession, and are able to develop appropriate professional relationships with colleagues and pupils.
- They have regard to the need to safeguard pupils’ well-being, in accordance with statutory provisions.
- They understand that by law that schools are required to teach a broad and balanced curriculum and they are beginning to develop learners’ wider understanding of social and cultural diversity.

### Teachers must have an understanding of, and always act within, statutory frameworks which set out their professional duties and responsibilities.

- They are willing to assume an appropriate degree of responsibility for the implementation of workplace policies in the different settings in which they have trained. They adhere to school policies and practices, including those for attendance and punctuality.
- They have a broad understanding of their statutory professional responsibilities, including the requirement to promote equal opportunities and to provide reasonable adjustments for pupils with disabilities, as provided for in current English legislation. They are aware of the professional duties of teachers as set out in the statutory School Teachers’ Pay and Conditions document.

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All trainees to be awarded QTS will have demonstrated high standards of professional behavior and that:

- They have a commitment to the teaching profession, and are able to develop appropriate professional relationships with colleagues and pupils.
- They have regard to the need to safeguard pupils’ well-being, in accordance with statutory provisions.
- They understand that by law that schools are required to teach a broad and balanced curriculum and they are beginning to develop learners’ wider understanding of social and cultural diversity.

---

Trainees embarking on a programme of ITE will have demonstrated that they possess the required attitudes and behaviours as an element of the selection process. No matter which route to QTS they undertake all trainees are expected to demonstrate high professional standards from the outset. For that reason the standards in Part two are not graded.

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53
All trainees at The University of Chichester are expected to demonstrate these criteria throughout their programme. These criteria underpin all standards.

<table>
<thead>
<tr>
<th>Examples of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observations by other colleagues of personal and professional conduct</td>
</tr>
<tr>
<td>Discussions with colleagues re school policies, statutory documents</td>
</tr>
<tr>
<td>Attendance at school training sessions - safe guarding, diversity, etc</td>
</tr>
<tr>
<td>Form tutor/class teacher role</td>
</tr>
</tbody>
</table>
APPENDIX 5

Notification of Concern Policy

Notification of Concern regarding a student’s progress against the Teachers’ Standards is indicative of a standard of teaching (including professional knowledge, understanding and skills) and/or professional attributes below that expected for the relevant stage of school experience. The University of Chichester has in place procedures for moderation and subsequent action to deal with this situation. They are designed to give the student teacher every opportunity to redeem the situation, whilst at the same time working to protect children from poor teaching. It is important to note that the completion and issuing of a ‘Notification of Concern’ form does not automatically trigger a Primary School Experience Action Plan and can be used, instead, to identify and notify concerns that are not yet of a ‘grade 4’ (fail) level of seriousness.

The first indications of the need for a Notification of Concern regarding student weakness should normally be evident in the written records on the Weekly Mentor Meeting Logs based on evidence from lesson observations, file review and/or professional conduct. Concern might initially be expressed by the mentor or other staff in school and/or the link tutor. These concerns should normally be expressed in writing before they become severe in order, where possible, to support progress and prevent failure. Once the concern is identified, whether by the mentor in school and/or by the link tutor during a visit, this should be communicated to all three parties: mentor, link tutor and student teacher.

Where the concern is expressed at the time of a link tutor visit, the link tutor will assess the relevant aspects of the student’s performance and, if the concern is confirmed, the Notification of Concern form will be completed. Where the mentor in school raises the concern and issues the Notification of Concern form, the link tutor will need to be informed as soon as possible.

Where the concern involves a ‘grade 4’ (fail) this form should be accompanied by a Formal Warning Letter. The Standards that are not being met should be identified and recorded on an Action Plan providing evidence of the student’s particular areas of weakness and issued to the student. In this instance the link tutor will make a visit to support writing the action plan. (Should the link tutor not be available for a support visit at short notice, the School Partnership Office and Programme Coordinator should be informed and an alternative link tutor will be asked to visit). Clear targets should be set with realistic timescales for achieving them and advice and appropriate support provided on how these might be achieved. Copies of the Notification of Concern form, Formal Warning Letter and Action Plan should be given to the student, mentor, link tutor, and Programme Administrator. It is vital that the Programme Coordinator is kept fully informed of the student’s progress. Should, unusually, the link tutor and mentor not reach agreement on whether there is concern about a student’s progress, then the Programme Coordinator and Coordinator for School Partnership should be informed and an independent visit may be made by an appropriate university colleague in order to moderate.

When the targets are reviewed, on the date specified in the action plan, if the student has made progress and is no longer at risk of failing (i.e. all areas identified on the action plan have been met), then normal procedures for supporting the student should be resumed, but the link tutor should maintain regular contact with the mentor to monitor progress. This may include the Coordinator for School Partnership’s authorisation of additional visits by the link tutor or other relevant link tutors as above. Should any of the targets not be met, then the student will be deemed to have failed. The link tutor should review with the mentor whether the student will continue to work in school to gain experience or whether the placement should be terminated immediately. The Programme Coordinator and/or Coordinator for School Partnership should be involved in this decision and should be informed of the outcomes of the review.

Following a failure in School Experience a meeting / discussion with all parties [student, mentor, link tutor] will be arranged with either an internal moderator or external examiner. This is to review processes and procedures. The moderator / examiner does not have the power to alter the judgement of the mentor / link tutor. It is not the role of the external examiner or internal moderator to make decisions about whether a student passes or fails: this is the responsibility of the relevant University and school staff, and, ultimately, the Board of Examiners.

The fail grade will be reported to the Board of Examiners
APPENDIX 6
Review of Student Teacher Progress – Notification of Concern

a) Some concern
If during school experience there are any concerns (expressed by the link tutor, mentor or professional tutor) regarding a student teacher’s progress on school experience (including any aspect of professional attributes, and/or, professional knowledge, understanding and skills) then a ‘Notification of Concern’ form should be completed, discussed with, and issued to the student. The completion of a ‘Notification of Concern’ form should involve the mentor and/or the link tutor meeting with the student (please note that any refusal on the part of a student to acknowledge the nature of the concern, sign the form and/or agree and respond to the identified actions will, normally, be regarded as a failure of the Teachers’ Standards Part Two.

It is important to note that the completion and issuing of a ‘Notification of Concern’ form does not automatically trigger a School Experience Action Plan and can be used to identify and notify concerns that are not yet of a ‘grade 4’ (fail) level of seriousness and can be used at any point in the placement. It is vital that concerns are notified sooner rather than later.

The procedure for Notification of Concern is shown in the flowchart below:

b) Serious concern / unsatisfactory practice
If during school experience a student teacher is formally judged to be operating at a grade ‘4’ (ie: ‘fail/inadequate’) level of performance then an action plan process will be implemented which could lead (ultimately) to the termination of the placement if there is no improvement.
For example, any student teacher who formally receives a ‘fail’ grade for an observation lesson, fails to address Notification of Concern or is formally judged as displaying inappropriate (ie: ‘fail/inadequate’) professional conduct, would normally be subject to such a process. This process provides support to the student teacher and includes moderation procedures.
NB. mentors and/or link tutors must record details of meetings, support and advice given on the Weekly Mentor Meeting Log Sheet and the Notification of Concern Form.

The process is designed to give the student teacher every opportunity to redeem the situation, while at the same time working to safeguard pupils from poor teaching/professionalism. In the event of serious concern/unsatisfactory practice the following process should be followed:

A Notification of Concern form and a Formal Warning Letter are issued to the student by the link tutor and/or mentor.

A written action plan is set which must be implemented within a stated and appropriate time-span. The Action Plan containing clear and appropriate targets is discussed with the student teacher, to help her/him understand how to redeem the situation.

Copies of all warning letters and action plans issued by the mentor and/or link tutor should be sent to the Physical Education Programme Administrator.

A formal assessment is made at the end of the action plan period.

If all areas of the action plan are met (in the formal assessment) no further action is required on this occasion, but the student teacher will be monitored closely.

If any areas of the action plan are not met then the student teacher is deemed to have failed the placement. A meeting/discussion with all parties [student, mentor, link tutor] will be arranged with either an internal moderator or external examiner. This is to review processes and procedures. The moderator/examiner does not have the power to alter the judgement of the mentor/link tutor.

Copies of all Notification of Concern forms, Formal Warning Letters and Action Plans issued by the link tutor and/or mentor should be sent to the Programme Administrator. A copy should be e-mailed to the Coordinator of the BA programme for QA purposes. Please ensure that the Coordinator for School Partnership is also copied into this email.
APPENDIX 7

Formal Warning Letter

Date:

Dear

Formal Warning

We are writing to give you formal notice of concern relating to the assessment of your current school experience. Following advice from your link tutor and mentor, we now confirm that you are at risk of failure as you are not deemed to be satisfying the Teachers’ Standards to the level required of you at this stage.

In order to help you redeem this situation, you will be provided with a School Experience Action Plan by your link tutor and/or mentor. The action plan will provide you with specific advice on how to improve your practice, normally over the period of approximately one working week. Occasionally however, the timescale for improvement may be shortened if, for example, pupils’ learning is in jeopardy or their behaviour is becoming too disruptive.

Your assessment and placement will be reviewed in the context of your response to the action plan and the overall standard of your classroom teaching and professional development.

I hope this letter makes the position clear. If you have any queries please contact your Head of Programme or the Head of School Partnership.

Yours sincerely,

(Head of School Partnership) (link tutor) (mentor)

[This letter along with the associated action plan is to be copied and issued by the mentor and/or link tutor, with a copy sent to the Programme Administrator. A copy should also be e-mailed to the Coordinator Secondary PE programme for QA purposes. Please ensure that the Coordinator for School Partnership are copied into this email.]
APPENDIX 8
NOTIFICATION OF CONCERN AND EXEMPLAR

If you have any concerns about a Student Teacher please complete and send a copy of this form to the Programme Office and the Link Tutor.

<table>
<thead>
<tr>
<th>NOTIFICATION OF CONCERN</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME OF STUDENT TEACHER</td>
</tr>
<tr>
<td>SCHOOL</td>
</tr>
<tr>
<td>MENTOR</td>
</tr>
<tr>
<td>PROFESSIONAL TUTOR</td>
</tr>
<tr>
<td>DATE</td>
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</tbody>
</table>

Nature of Concern:

Action Agreed:

SIGNED:  PROFESSIONAL TUTOR
SIGNED:  STUDENT TEACHER
SIGNED:  MENTOR
SIGNED:  LINK TUTOR

Review Date:

All signatories required to keep a copy of this document. A copy must be given to the Student Teacher as soon as possible after completion of this form.
If you have any concerns about a Student Teacher please complete and send a copy of this form to the Programme Office and the Link Tutor.

<table>
<thead>
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<tr>
<td>PROFESSIONAL TUTOR</td>
</tr>
<tr>
<td>DATE</td>
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</tbody>
</table>

Nature of Concern:-

XXXXXX is late to school, she is not arriving at school in time for staff briefing, Teachers Standards’ Part Two.

Action Agreed:-

Mentor and Link Tutor have discussed with XXXXX the importance of punctuality as an indication of professional behaviour and commitment. XXXXX understands that this will be a serious issue if it continues. Mentor to monitor and inform link tutor if there is no improvement in the next week.

SIGNED: PROFESSIONAL TUTOR    SIGNED: STUDENT TEACHER

SIGNED: MENTOR    SIGNED: LINK TUTOR

REVIEW DATE:

All signatories required to keep a copy of this document. A copy must be given to the Student Teacher as soon as possible after completion of this form.
# APPENDIX 9

## SCHOOL EXPERIENCE ACTION PLAN (Following Notification of Concern)

<table>
<thead>
<tr>
<th>TARGET</th>
<th>ACTION TO BE TAKEN BY STUDENT</th>
<th>ACTION TO BE TAKEN BY WHOM IN SUPPORT</th>
<th>OUTCOME</th>
<th>EVIDENCE OF ACHIEVING TARGET</th>
<th>ACHIEVED (Signature and Date)</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Action Plan Agreed: COHORT:

STUDENT: ................................................MENTOR: ................................................LINK TUTOR: ........................................DATE:............

Targets set in the Action Plan will be reviewed on: ............................................(Date)

If the targets have not been met by the due date, the student will be deemed to have failed the placement. For implications of a failed placement, see the Programme Handbook.

Action Plan achieved/not achieved (delete as appropriate)

STUDENT: ................................................MENTOR: ................................................LINK TUTOR: ........................................DATE:............
## APPENDIX 10 (Exemplar)

### SCHOOL EXPERIENCE ACTION PLAN (Following Warning letter/Grade 4. **May** follow Notification of Concern)

<table>
<thead>
<tr>
<th>TARGET</th>
<th>ACTION TO BE TAKEN BY STUDENT</th>
<th>ACTION TO BE TAKEN BY WHOM IN SUPPORT</th>
<th>OUTCOME</th>
<th>EVIDENCE OF ACHIEVING TARGET</th>
<th>ACHIEVED (Signature and Date)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan lessons with a specific focus and clear outcomes. 54</td>
<td>Write concise lesson plans, using the university template.</td>
<td>Mentor and class teacher to check lesson plans before the lesson and review after the lesson.</td>
<td>Clear outcomes and structure in lessons</td>
<td>Written observation by class teacher, mentor and link tutor with focus on clarity of outcomes.</td>
<td></td>
</tr>
<tr>
<td>Adapt tone and volume of voice to match phase of lesson – eg stating objectives, encouraging individuals and thus communicating calm authority. 54, 57</td>
<td>Include prompts on lesson plan. Ask class teacher to give specific feedback, reporting on intentions. Student to reflect and evaluate prior to meeting with mentor.</td>
<td>Mentor to give further guidance in tutorial. Class teacher and mentor to feed back after lessons.</td>
<td>Different tone and volume in the different phases of the lesson</td>
<td>Written observations by class teachers and mentor and link tutor include comments on use of voice.</td>
<td></td>
</tr>
<tr>
<td>Know and implement school policies and routines 57,58</td>
<td>Become familiar with policies and daily routines. Highlight implementation on lesson plans.</td>
<td>Mentor to ensure clear understanding of policies and routines and give specific feedback</td>
<td>School policies and routines fully implemented</td>
<td>Concise and consistent record of use of school policies and routines in mark book or register.</td>
<td></td>
</tr>
</tbody>
</table>

Action Plan Agreed: **COHORT:**

STUDENT: ................................................MENTOR: ........................................LINK TUTOR: ........................................DATE:.............

Targets set in the Action Plan will be reviewed on: ...........................................................(Date)

If the targets have not been met by the due date, the student will be deemed to have failed the placement. In that event, an External Examiner will be asked to verify the decision. For implications of a failed placement, see the Programme Handbook.

Action Plan achieved/not achieved (delete as appropriate)

STUDENT: ................................................MENTOR: ........................................LINK TUTOR: ........................................DATE:.............
Copies of the school experience documentation can also be found at www.chi.ac.uk/partnership

Any advice or suggestions for improving this document will be welcomed. All comments and enquiries should be sent to:

Jane Evans
Head of School Partnership
University of Chichester
Arran House
Upper Bognor Road
Bognor Regis
West Sussex PO21 1HR

Email: Partnership@chi.ac.uk
Tel 01243 812181/812174/812172/812173
Fax 01243 812153

SEPTEMBER 2014