



**Faculty of Education**

**In Partnership with Schools, Colleges and**

**Early Years Settings**

**Postgraduate Certificate in Education**

**School Direct Primary**

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**PROGRAMME HANDBOOK**

**Contents**

[1 Introduction 1](#_Toc488832842)

[1.1 General Principles 1](#_Toc488832843)

[1.2 Time in school 1](#_Toc488832844)

[1.3 University days 1](#_Toc488832845)

[1.4 Assignments 2](#_Toc488832846)

[1.5 Outstanding Teachers for the 21st Century 2](#_Toc488832847)

[2 Key People, Contact Details and Communication 3](#_Toc488832848)

[2.1 Key People 3](#_Toc488832849)

[2.2 Contact Us 4](#_Toc488832850)

[3 List of Key Dates and Calendar 5](#_Toc488832851)

[3.1 Key Dates 5](#_Toc488832852)

[3.2 School Direct Calendar 2017-18 6](#_Toc488832853)

[3.3 Attendance 7](#_Toc488832854)

[3.4 Engagement 7](#_Toc488832855)

[3.5 Exceptional Factors 8](#_Toc488832856)

[4 The Programme 8](#_Toc488832857)

[4.1 Teaching Studies Unit. Becoming and Being a Professional Teacher 8](#_Toc488832858)

[4.2 Core Curriculum Subjects 9](#_Toc488832859)

[4.3 Foundation Subjects 9](#_Toc488832860)

[4.4 Professional Development Review (PDR) 9](#_Toc488832861)

[4.5 School Based Training 9](#_Toc488832862)

[4.6 Inclusion Placement 10](#_Toc488832863)

[5 Programme Specific Learning and Teaching Approaches 10](#_Toc488832864)

[6 Themes and Dimensions for Teaching and Learning 11](#_Toc488832865)

[6.1 SMSC 11](#_Toc488832866)

[6.2 Equality and Diversity 11](#_Toc488832867)

[7 Assessment 12](#_Toc488832868)

[7.1 PGCE Primary Assessment Requirements 2017-18 12](#_Toc488832869)

[7.2 Failure of an assignment or placement 13](#_Toc488832870)

[8 School Based Training (SBT) 14](#_Toc488832871)

[8.1 Key terminology 14](#_Toc488832872)

[8.2 SBT a Quick Guide for Students 15](#_Toc488832873)

[8.3 Overview of Block A First Placement 16](#_Toc488832874)

[8.4 Overview of the Block B Alternative Placement 17](#_Toc488832875)

[8.5 Overview of the Inclusion Placement 17](#_Toc488832876)

[8.6 Overview of Block A Final Placement 18](#_Toc488832877)

[9 Supporting Students on SBT – Mentors and Tutors 18](#_Toc488832878)

[9.1 Record of Lesson Observation (RoLO) 18](#_Toc488832879)

[9.2 The Grading Criteria and Targets 20](#_Toc488832880)

[9.3 Reflection and Evaluation 21](#_Toc488832881)

[9.4 The Block A Interim Report and Block B Report 21](#_Toc488832882)

[9.5 At Risk of Failure 22](#_Toc488832883)

[9.6 The Block A First Placement Final Report 22](#_Toc488832884)

[9.7 The Block A Final Placement Summative Report 22](#_Toc488832885)

[10 References and Employability 23](#_Toc488832886)

[11 Programme Aims 23](#_Toc488832887)

[11.1 Programme and Professional Outcomes 24](#_Toc488832888)

[11.2 Professional Values and Practice 25](#_Toc488832889)

[11.3 Disclosure and Barring 25](#_Toc488832890)

[11.4 Equal Opportunities and Religious Observance 25](#_Toc488832891)

[11.5 Academic Ethical Procedures 26](#_Toc488832892)

[11.6 Evaluation of the Programme 27](#_Toc488832893)

[11.7 General Guidelines for Responding to Concerns 27](#_Toc488832894)

[11.8 Student Support Strategy 29](#_Toc488832895)

[**APPENDICES** 31](#_Toc488832896)

[Appendix 1 Weekly Review and Reflection 32](#_Toc488832897)

[Appendix 2 Contents of School Based Training Files 33](#_Toc488832898)

[Appendix 3 Contextual Analysis 35](#_Toc488832899)

[Appendix 4 EYFS Role Checklist 39](#_Toc488832900)

[Appendix 5 Opportunities for Involvement in Wider Professional Activities 40](#_Toc488832901)

[Appendix 6 A Checklist of requirements for placements 41](#_Toc488832902)

[Appendix 7 Requirements for Refer students 44](#_Toc488832903)

[Appendix 8 PGCE SD Primary Foundation Areas and RE Assignment 45](#_Toc488832904)

[Appendix 9 DfE Teachers’ Standards 2011 In a Nutshell – Part 1 Teaching 48](#_Toc488832905)

# Introduction

Welcome to School Direct, an innovative post-graduate programme ***led by schools,*** in partnership with Manchester Metropolitan University. Taught sessions are delivered in the Brooks Building, which is on the Birley Campus, Manchester. A campus map can be found here <http://www2.mmu.ac.uk/travel/manchester/>

This handbook contains information about the programme in its entirety, both school based and university led elements. It is the guide for all students, mentors and staff involved in the programme. We hope it will provide all the basic information you need to steer you through the next academic year. If you have any queries at all, please contact the Programme Leader, Zoe Crompton (see contacts). The employment prospects for those who attain qualified teacher status (QTS) accredited by Manchester Met are excellent. Previous students highly recommend this route into teaching.

**Acknowledgement**

We acknowledge the enormous part our Partnership Schools play in developing and training the next generation of teachers and we thank you for your involvement and commitment to this. This was confirmed in our 2015-16 Ofsted inspection, where Ofsted praised the work of our Partnership Schools.

## General Principles

The School Direct programme is led by schools working in partnership with Manchester Metropolitan University. The recruitment and selection of students is undertaken by schools. Potential students are interviewed by a school and if successful, this may become their main placement school, where they will spend the larger part of their school based training (SBT), or they may be offered a place in another school in the alliance.

Schools work in alliances, with a Lead School taking responsibility for the co-ordination of the School Direct programme across the alliance. Sometimes this Lead School is primary, sometimes secondary. The Lead School organises school based training days for students on key aspects of teaching and learning such as planning, assessment and meeting individual needs. They also have responsibility for preparing students to teach the Foundation Subjects and RE and marking one Foundation Area assignment ‘Learning Outside the Classroom’.

## Time in school

Students are in their main school initially for 15 weeks (Block A). They then undertake a shorter placement of approximately 9 weeks in an alternative second school (Block B). Students also engage in a 2-week inclusion placement, focussing on Special Educational Needs and Disabilities (SEND). Students then return to their main school for a further 5 weeks (Block A). **All alternative placements are organised by the Lead School.**

## University days

In addition to work in school, students will attend a number of days at University and will have some time between lectures for study and reflection. There is an expectation that students attend a SMSC day conference, ‘Living and Learning in Diverse 21st Century Britain’ on 23.2.18. SMSC explores important themes and dimensions; these go across subjects and are central to the delivery of a broad and balanced curriculum and the wider professional responsibilities of teachers.

## Assignments

Students will complete three assignments over the year. Two are at M level, led and marked by University Lecturers and one at practice level (supervised and marked by a mentor in their main school). **Student must pass all assignments and their School Based Training (SBT) to achieve qualified teacher status (QTS).** On completion of the programme, successful students will gain 60 credits at Masters level which they may use towards a future continuing professional development qualification, they will be awarded a PGCE and be recommended for Qualified Teacher Status. PGCE certificates are graded as pass, merit or distinction according to the grades obtained from M level work.

## Outstanding Teachers for the 21st Century

The PGCE School Direct Primary programme is exciting, challenging and rewarding.  It is underpinned by a desire on the part of the schools involved and all at Manchester Met, for students to develop as outstanding professional, trainee teachers, able to reflect on practice and aiming to achieve the best for themselves and the children that they teach. We expect all our students to achieve an outstanding or good grade (referenced to the national Teachers’ Standards – see Appendix 9) by the end of the PGCE year. The programme successfully aspires to provide a challenging, wide range of experiences, which prepare students to be confident, innovative, inspirational practitioners, able to teach in a variety of settings, in an increasingly diverse society.



# Key People, Contact Details and Communication

## Key People

|  |  |  |
| --- | --- | --- |
| **Assistant Head of Primary ITT: Programmes**  Ceri has oversight of all the Primary ITT programmes offered at Manchester Met, including School Direct | Ceri Roscoe | [c.roscoe@mmu.ac.uk](mailto:c.roscoe@mmu.ac.uk)  0161 247 2342 |
| **PGCE School Direct Programme Leader**  Zoe is your first point of contact for most things to do with the School Direct  programme, including School Based Training | Zoe Crompton | [z.crompton@mmu.ac.uk](mailto:z.crompton@mmu.ac.uk)  0161 247 2308 |
| **Student Experience Tutor**  Karen’s role is to support students’ learning and progression across the programme. Look out for updates on Facebook and information on support sessions, enrichment activities etc. | Mrs Karen Tuzylak – Maguire | [k.tuzylak-maguire@mmu.ac.uk](mailto:k.tuzylak-maguire@mmu.ac.uk)  0161 247 2057 |
| **School Direct**  **Programme Administrator**  Adam is located in the Programme Office on the ground floor of Brooks. He deals with all SBT Reports, references and the day to day administration of the programme | Adam Bowman | [schooldirect@mmu.ac.uk](mailto:schooldirect@mmu.ac.uk)  0161 247 2016 |

## Contact Us

There are a number of ways to contact the School Direct Team, including post, email, and telephone.

By post:

PGCE School Direct Primary [schooldirect@mmu.ac.uk](mailto:schooldirect@mmu.ac.uk)

Manchester Metropolitan University

Brooks Building

53 Bonsall Street

Manchester

M15 6GX

**2.3 Communication, News and Updates**

**Lead Schools, Mentors and Tutors**

All course documentation and School Based Training (SBT) documentation is on the Primary Partnership page of the Faculty of Education’s website: <http://www2.mmu.ac.uk/primary/partnerships/resources/>

Everyone has access to this page (students, tutors, schools) and it is advisable to check for changes and additions regularly. Communication is usually via email or telephone.

It is important that all School Direct schools make sure their contact details, key staff information and addresses, are lodged with the Programme Office and regularly updated. **It is the Lead School’s responsibility to inform the Programme Office of schools in their alliance, placement details and any changes to a student’s school placement over the course of an academic year**.

**Students**

The University provides all students with an e-mail account and e-mail is the **‘official’** form of communication between staff and students. All **students must** **check their University e-mail account regularly** and aim to reply to messages received within two days. Students may prefer to set up their student email account so that messages and announcements are immediately forwarded to their personal email account.

All students, once enrolled, have a Moodle web account, the main way the University disseminates programme information is through Moodle; students should check regularly for updates. All SBT documentation can be downloaded from the Partnership Page of the Faculty website <http://www2.mmu.ac.uk/primary/partnerships/resources/>

[](https://www.google.co.uk/search?hl=en&biw=701&bih=319&tbm=isch&q=facebook+symbol+no+background&revid=1114368632&sa=X&ei=enGeVbWeCIGE7gasvLfIBQ&ved=0CCMQ1QIoAA)We have a Facebook Group for students, where you can make contact with others on the programme, ask questions and share ideas. Please look out for MMU PGCE Primary Class of 2017 on Facebook and join the ‘Class of 2017’. Please be aware that this Facebook group is for PGCE Primary core and school direct students so not all posts will be relevant to your programme.

# List of Key Dates and Calendar

## Key Dates

|  |  |
| --- | --- |
| **Event** | **Date** |
| University Induction Part 1 | 1st September 2017 |
| School Induction | tbc September (this will vary – please check with Block A school when to attend in the first week) |
| Block A placement | Commences in Block A in w/b 4th September |
| University Induction Part 2 | 8th September |
| **University Visiting Tutor visit 1** – Joint Observation | Visit takes place prior to Interim |
| Interim Report | Email to University Visiting Tutor by 17th November |
| Block A placement  Final Report | Ends 19th January  Email report to University Visiting Tutor by 19th January |
| Block B, alternative school placement | Commences in alternative school 5th February |
| SMSC PGCE Conference | 23rd February 2018 |
| Joint observation with Block A Class or Professional Mentor and Block B Class Mentor | Visits take place prior to Interim |
| **University Visiting Tutor visit 2** | Visits take place between weeks 4-8 |
| Interim Report  Set targets for return to Block A school | Email report to University Visiting Tutor by 29th March  Ends 27th April |
| Inclusion placement | 30th April to 11th May |
| Return to Block A (Final) placement | Commences 14th May |
| Block A Final Summative Report | Email to University Visiting Tutor by 20th June  Ends 22nd June |
| Celebration Day | 27th June |
| Course ends | Last day 29th June |

## School Direct Calendar 2017-18

Please note:

* If there is a taught session at University *all* students are expected to attend.
* Placement report weeks must remain constant.
* Students follow the pattern of holidays of their placement schools, if University sessions fall during school holidays, students must still attend taught sessions.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Week no.** | **Week beginning** | **Monday** | **Tuesday** | | **Wednesday** | **Thursday** | **Friday** |
| 5 | 28-Aug | BH |  | |  |  | MMU Ind1 |
| 6 | 04-Sep | School Ind. | Block A starts | |  |  | Ind2 Tut TS |
| 7 | 11-Sep |  |  | |  |  |  |
| 8 | 18-Sep |  |  | |  |  |  |
| 9 | 25-Sep |  |  | |  |  |  |
| 10 | 02-Oct | TS Mat Eng |  | |  | Sci TS Com | Mat Sci Eng |
| 11 | 09-Oct |  |  | |  |  | Mat Sci Eng |
| 12 | 16-Oct |  |  | |  |  | Mat Sci Eng |
| 13 | 23-Oct |  |  | |  |  |  |
| 14 | 30-Oct |  |  | |  |  |  |
| 15 | 06-Nov |  |  | |  |  | Mat Sci Eng |
| 16 | 13-Nov | Block A Interim Report | | | | | |
| 17 | 20-Nov |  |  | |  |  | Lec1 TS Com |
| 18 | 27-Nov |  |  | |  |  | Lec2 TS Eng |
| 19 | 04-Dec |  |  | |  |  |  |
| 20 | 11-Dec |  |  | |  |  |  |
| 21 | 18-Dec |  |  | |  |  |  |
| 22 | 25-Dec | BH | BH | |  |  |  |
| 23 | 01-Jan | BH |  | |  |  |  |
| 24 | 08-Jan | *FS submit* |  | |  |  |  |
| 25 | 15-Jan | Block A Final Report | | | | | |
| 26 | 22-Jan | Com | TS Tut Sci | |  | TS Com Lec3 | Mat Sci Eng |
| 27 | 29-Jan |  | Mat Eng Lec4 | |  | Com Sci | Mat TS Eng |
| 28 | 05-Feb | Block B starts |  | |  |  |  |
| 29 | 12-Feb |  |  | |  |  | TS Sci Mat |
| 30 | 19-Feb |  |  | |  |  | SMSC Conf |
| 31 | 26-Feb | *Core submit* |  | |  |  |  |
| 32 | 05-Mar |  |  | |  |  |  |
| 33 | 12-Mar |  |  | |  |  |  |
| 34 | 19-Mar |  |  | |  |  |  |
| 35 | 26-Mar | Block B Interim Report | | | | | BH |
| 36 | 02-Apr | BH |  | |  |  |  |
| 37 | 09-Apr |  |  | |  |  |  |
| 38 | 16-Apr | *TS submit* |  | |  |  |  |
| 39 | 23-Apr |  |  | |  |  |  |
| 40 | 30-Apr |  | Inclusion Placement | | | | |
| 41 | 07-May | BH | Inclusion Placement | | | | |
| 42 | 14-May | Block A starts |  | |  |  |  |
| 43 | 21-May |  |  | |  |  |  |
| 44 | 28-May | BH |  | |  |  |  |
| 45 | 04-Jun |  |  | |  |  |  |
| 46 | 11-Jun | Block A Final Summative Report | | | | | |
| 47 | 18-Jun |  | |  |  |  |  |
| 48 | 25-Jun |  | Tut + Celebrat. day | |  |  |  |

Lec1 Dialogic teaching lead lecture

Key

|  |  |
| --- | --- |
| University |  |
| Block A |  |
| Block B |  |
| Inclusion |  |
| Holidays |  |

Lec2 Assignment briefing

Lec3 Critical writing

Lec4 E-Safety

Lec5 EYFS Briefing

## Attendance

Attendance and punctuality are important professional requirements and expected both by schools and the university. Attendance is required at all school-based days and university sessions to ensure optimal professional development and meet the National College of Teaching and Learning’s (NCTL) and university regulations. Prolonged absence from a school placement due to ill health may require students to defer their placement to the following year.

Registers are taken at each taught session. Permission for planned absence or unforeseen absence must be reported to the Programmes Office. Authorised absences due to illness should be documented with a Medical Certificate and sent to the Programmes Office [schooldirect@mmu.ac.uk](mailto:schooldirect@mmu.ac.uk) There will be a penalty for any unexplained attendance over 20% of the University-based taught element of any unit. A Progress Review will be held if any student’s attendance or progress gives cause for concern. Absence is condoned for religious observance (see Equal Opportunities section in the appendices).

If a student is likely to be absent from school they must:



* Contact the school by telephone personally
* Contact their University Visiting Tutor
* Contact the School Direct Programme Office [schooldirect@mmu.ac.uk](mailto:schooldirect@mmu.ac.uk)

Unplanned absences should be notified as early as possible on the day of absence **(8.30 am at the latest)** and subsequent days where necessary. A student **MUST** telephone the school **EACH DAY** of their absence so that the school can plan accordingly. **It is not acceptable for a student to send a text message to a mentor to notify them of an absence from school.**

**The University will treat any breach in these arrangements very seriously.** If a student fails to attend a school placement for 2 consecutive days without contacting the school, the mentor should contact the Programme Office immediately [schooldirect@mmu.ac.uk](mailto:schooldirect@mmu.ac.uk) Students are not allowed to take time off from school for family celebrations, holidays, weddings etc. It is the student’s responsibility to inform family and friends of these regulations.

Schools **should not** agree to students taking time out of their placement without discussing with the University Visiting Tutor.

## Engagement

All students are expected to engage fully with the programme. This is different to merely attending and includes:

* preparatory reading or completion of tasks for sessions
* contribution to whole group and small group discussion

Please see the University assessment regulations at <http://www.mmu.ac.uk/academic/casqe/regulations/assessment-regulations.php> for more details.

## Exceptional Factors

Sometimes a student finds that they are experiencing particularly difficult circumstances that may affect the quality of engagement or performance. Should you find that this is the case, you should access the information on Exceptional Factors. The guidance for students can be found on the Student Services page. <http://www.mmu.ac.uk/sas/studentservices/guidance>

If you have known or suspected specific needs in relation to written or spoken English that may affect the assessment of written assignments or your teaching, this should have been declared at interview, but should be made known also to the Programme Leader. It is essential that these issues, are identified early and appropriate support is sought. ***It is too late to claim mitigating circumstances in relation to specific needs, after you have been assessed in school, or once an assignment has been submitted.***

# The Programme



The programme addresses the age range 3-11. Students benefit from experience in a wide range of educational settings. It explores diversity and promotes equality. The Spiritual, Moral and Social aspects of education (SMSC) are considered across the course and the importance of safeguarding and Prevent acknowledged through University sessions, school based training and specific events e.g. the annual SMSC conference. The programme aims to respond flexibly to individual needs and to the ever-changing influences, developments and demands on schools and teachers.

The programme is made up of distinct yet complimentary units. All University taught units, are structured so that there is 50% directed time, 25% assessment time and 25% independent study.

## Teaching Studies Unit. Becoming and Being a Professional Teacher

**One Masters Level Unit**

****

**Unit Leader – Archana Hinduja** [A.Hinduja@mmu.ac.uk](mailto:A.Hinduja@mmu.ac.uk)

Teaching Studies addresses the knowledge and understanding relating to the generic skills of becoming an effective teacher. It offers the opportunity to consider issues influencing a professional within a school setting. Unlike the other units, Teaching Studies continues across the whole of the programme, ensuring progression and a developing understanding about what makes an effective teacher. The relationship between Teaching Studies and the curriculum subjects studied is central to ensuring that there is coherence within the different phases of the programme.

Teaching Studies provides the underpinning knowledge and understanding needed by a beginning teacher, culminating in a focus on assessment related to the planning and assessment cycle. As the Unit progresses it provides a broader view of teaching and learning with overarching themes, e.g. creativity, working as part of a multi-professional team inclusion and diversity. The aim is to connect work in school to the development of ideas, grounded in a sound knowledge of theory, research and statutory requirements.

## Core Curriculum Subjects

**One Masters Level Unit**

**Unit Leader - Katherine Pyke** [k.pyke@mmu.ac.uk](mailto:k.pyke@mmu.ac.uk)

This element of the programme focuses on the core curriculum. This enables development of knowledge and understanding as it relates to the teaching of the subjects in primary and early years foundation stage (EYFS) classroom contexts. It is expected that students will gain a familiarity with the curriculum and demonstrate this in their classroom practice. The knowledge and understanding of the core subjects (Mathematics, English and Science) will be taught in University, supported by school based training and experience.

## Foundation Subjects

**One Practice Level Unit**



**Unit Leader – Sarah Lister** [s.lister@mmu.ac.uk](mailto:s.lister@mmu.ac.uk)

This element of the programme focuses on the Foundation Subjects and RE; it is intended to develop knowledge and understanding of geography, history, music, drama, PE, RE, design and technology, computing, MFL and art, as it relates to the teaching of the subjects in a primary or EYFS setting. **Please note this unit is organised, delivered and assessed in a student’s main school. It is not taught, or assessed, in University** (see Appendix 8 for more information).

## Professional Development Review (PDR)

**Unit Leader – Karin Boyle** [**k.boyle@mmu.ac.uk**](mailto:k.boyle@mmu.ac.uk)

**The Professional Development Review process is central to ensuring the coherence of the development of a teacher.** Students are required to track their progress in school placements and at the university against the Teachers’ Standards (May 2012). This leads into the NQT Induction year, which continues the reflective process. PDR is not assessed, but its completion is a requirement of the course. The PDR document, guidance and information for students is on Moodle.

## School Based Training

**Programme Leader – Zoe Crompton** [z.crompton@mmu.ac.uk](mailto:z.crompton@mmu.ac.uk)

**Block A First Placement, Block B Alternative and Block A Final Placement**

School Based Training(SBT) forms the major part of the School Direct Primary Programme, it complies with the national requirements laid down for courses of Initial Teacher Training. All trainee teachers must complete the equivalent of 120 days school-based work; on the School Direct programme this requirement is exceeded. Placement usually finishes on 22nd June but students should keep w/b 25th June free in case they require additional days in school. The University course finishes on 29th June 2018.

The first **Block A placement**, in the main school, starts at the beginning of the autumn term and finishes in the New Year. **The school is the first port of call for information about the requirements for this placement, guidance on files, planning, evaluation and assessment.** These should all be in accordance with the University’s requirements. Examples of possible pro-forma and good practice are on the partnership website <http://www2.mmu.ac.uk/primary/partnerships/resources/> There are tasks and independent work from the core elements of the University-based course that students have to complete while on placement; students will be advised of these in University.

Students are expected to initially teach small groups and progress towards teaching 50% of the timetable including whole class teaching, by the interim report and 60% by final report. This should provide opportunities for getting a feel for teaching, with the support of the Class Mentor and Professional Mentor. In the early years this may involve: focus group teaching, and also leading ‘whole group/class’ time i.e. story, singing, phonics where possible alongside supervision of continuous provision.

**The Block B Alternative Placement** takes place in a different age phase to the one worked in, in the main school. Students build up to taking on the full responsibility for teaching and learning in a class and delivering 70% of the timetable. They then return to their main school for the last part of their training (**Block A Final Placement**), taking responsibility for 70% and then 80% of the timetable in the last few weeks of placement.

## Inclusion Placement

The 2-week Inclusion placement may take place in a mainstream or specialist setting and provides an opportunity to explore inclusion and education for children with special needs and disabilities, considering how they may be supported through personalised learning. **The Inclusion placement is arranged by the Lead School**. Please see the Inclusion Placement Handbook for more information.

# Programme Specific Learning and Teaching Approaches

The programme is underpinned by a set of principles which determine how learning and teaching are organised. ***Manchester Metropolitan University aims to develop future excellent teacher practitioners who are motivated, active and independent learners***.

To facilitate this, the learning and teaching strategy for students:

* is inclusive, promotes equality, recognises diversity and commonality and the problems and possibilities inherent within these
* contextualises education, teaching and learning
* personalises learning
* enables students to manage their own learning
* demonstrates fitness for purpose with learning and teaching methods which are appropriate for the intended purpose
* models good practice
* illustrates links between theory and practice
* links University-based learning with professional work in school
* takes account of recent research findings, statutory guidance and duties (e.g. SEND, SMSC, safeguarding and Prevent) and utilises professional experience and judgement of all engaged in the learning and teaching process.

The learning and teaching approaches which are typically used, in the PGCE Primary Programme include:

* independent and self-managed learning where possible
* peer education to support learning
* students led teaching sessions, seminars and tutorials
* a wide variety of methods, organisation and groupings, including, large group, small group and individually-focused work
* a balance between structured, guided and self-directed work; and a balance between providing access to knowledge and reflection on learning
* use of electronic means of communication to support learning, including the use of intranet and internet, Web CT, video and presentation software.

# Themes and Dimensions for Teaching and Learning

These elements are those addressed across the course, both in schools and University; they incorporate the aspects of education that extol the core values essential to all learning communities and that promote community cohesion and help teachers prepare children for life in a diverse, just, safe and equitable society.

## SMSC

SMSC and elements of Prevent, are addressed across the programme. Recent Government guidance stresses the importance of SMSC in upholding fundamental British values, encouraging mutual respect and tolerance for all faiths and beliefs and exploring difference, equality and belonging across the curriculum. The DfE stresses that SMSC has a part to play in preventing extremism and building resilience to grooming and radicalisation. It should form part of every school’s safeguarding, curricular and extra - curricular provision. An integral part of educating for a safe, equitable and just society and fulfilling a school’s Prevent duty, SMSC will receive increased attention in Ofsted inspections from September 2015. The PGCE SMSC Conference takes place on 23rd February 2018.

* 1. Equality and Diversity

The Brooks building is set in the heart of multi-cultural Manchester, a context that reaffirms Manchester Met’s recognition of the need to prepare students to teach in a diverse society; this is a focus of Teaching Studies, but evident elsewhere in the programme too, for example the Foundation Areas, English, Religious Education and the annual PGCE conference. There is an expectation that students will challenge stereotypes, recognise multiple identities, promote equity, explore diversity, commonality, rights, responsibilities and democracy in both their teaching and academic studies.



# Assessment

Assessment in the School Direct Programme involves three written assignments. Two units are assessed at Masters level (equivalent to 60 credits at M level); these units will be marked by University Tutors. The third written assignment is marked in school and is at practice level – see Appendix 8 for details. Students must be successful in all three written assignments, in order to pass the course. Further details of assessment requirements are on Moodle.

## PGCE Primary Assessment Requirements 2017-18

|  |  |
| --- | --- |
| **Core Curriculum**  **M Level** | **Title: Dialogic Teaching:**  **“…*talk is arguably the true foundation of learning*”. (Alexander, 2017:9) Critically discuss this statement in relation to children’s learning in two of the core subjects (English, mathematics, science and computing).** |
| **Assessment Strategies for Core Curriculum** | A 3,000 word critical and reflective written assignment, which requires you to consider and debate the quote above, in relation to theory and practice. |
| **Submission date:** | **26th February 2018 - via Turnitin on Moodle** |
| **Teaching Studies**  **M level** | **“An aspect of my teaching that I am interested in**  **making more effective is …”** |
| **Assessment Strategies for Teaching Studies Unit** | A reflective and analytical 3,000 word assignment that requires you to consider the effectiveness of an aspect of your professional practice, in the light of your experience, developing professional values and beliefs in relation to teaching and learning. |
| **Submission date:** | **16th April 2018 - via Turnitin on Moodle** |
| **Foundation Curriculum Practice Level** | **“How learning outside the classroom can be used to effectively enhance the quality of teaching and learning experience in at least two foundation subjects.”** |
| **Assessment Strategies for Foundation Curriculum Unit** | **A practical 1,500 word equivalent assignment to include:**   * A rationale for why a specific site/location can be used to effectively teach the Foundation Subjects and a description of the learning and activities children would engage with on the visit (1000 words) * A medium term plan to provide the overview of children’s learning (500 words) * 3 detailed lesson plans to illustrate follow up classroom/school based activities   This is pass/fail as it is a practice level unit and marked by school mentors.  *See Appendix 8 for details* |
| **Submission date:** | **8th January 2018 – to the Professional/Class Mentor in Block A** |
| **Block A First Placement** | **Final Report 19th January 2018** |
| **Assessment Strategies for each Element of Assessment** | Evidence of meeting the Teachers’ Standards through the final report. The minimum requirement is that all Standards must be met, to the “Requires Improvement” level in order to pass the placement, according to the University Grading Criteria. |
| **Assessment Criteria for Unit/Elements of Assessment** | Regular update of PDR record recording evidence of meeting Teachers’ Standards (May 2012) at least to minimum requirement according to the University Grading Criteria. Evidence to support this will include lesson observation feedback and final report. |
| **Block B Alternative and Block A Final Placements** | **Final Summative Report 22nd June 2018** |
| **Assessment Strategies for each Element of Assessment** | Evidence of meeting the Teachers’ Standards through the final report. The minimum requirement is that all Standards must be met, to the “Requires Improvement” level in order to pass the placement, according to the University Grading Criteria. |
| **Assessment Criteria for Unit/Elements of Assessment** | Regular update of PDR record as evidence of meeting Teachers’ Standards (May 2012) at least to minimum requirement according to the University Grading Criteria. Evidence to support this will include lesson observation feedback and final report. |

Please remember that there are ethical procedures that must be followed in all written work.

Students should always ask themselves:

* Have all names (e.g. pupils, students, teachers, schools, LAs) been removed from the work?
* Have I stated explicitly in the body of the work that the anonymity of individuals and places has been maintained?
* Is this my own work? Plagiarism is to be avoided at all costs and may lead to severe penalties. Students must not reuse their own written work if they have already received credit for it (self-plagiarism).

## Failure of an assignment or placement

Most students encounter no significant problem with assignments or placements; however, this is not always the case. **ALL written assignments and SBT placements must be passed if a student is to graduate and be recommended for Qualified Teacher Status (QTS).** If a student fails any one academic assignment, they will be asked to re-submit. Assignments may only be re-submitted after the Exam Board meets at the end of June and so students will not receive a mark for their re-submission, or be able to graduate until August. This does not usually impinge upon a student’s ability to commence work in September, **BUT will prevent a student from graduating with their peers in July**. Failure of a placement will result in a student having one opportunity to re-sit the placement; this will usually be in the following academic year: See

[**http://www.mmu.ac.uk/students/assessments/**](http://www.mmu.ac.uk/students/assessments/) **for definitive information on assessment, failure and resubmission.**

# School Based Training (SBT)



For School Direct students, School Based Training (SBT) is the central element of their PGCE programme. It is an opportunity to develop and enhance their skills and synthesise their school and University training for the benefit of themselves and the children they teach, in response to a range of increasing demands.

There is separate information on the website for SBT; all the supporting proformas and documentation is located on the same page, see: <https://www2.mmu.ac.uk/primary/partnerships/resources/>

If you have any questions about SBT which are not answered on the website please contact your Lead School, University Visiting Tutor or Programme Leader.

What follows is a brief summary of the main pattern and requirements for each placement for students, mentors and University Visiting Tutors.

## Key terminology

**Student/Trainee**

These terms are used to describe an individual who is studying for a PGCE via the School Direct Programme.

**Lead School**

A school coordinating the School Direct offer across an alliance of schools. Each school will have a named person leading this.

**Main School**

The school in which a student is placed for the majority of their SBT (Block A)

**Class Mentor**

This is the teacher of the class in which the student is undertaking their placement.

**Professional Mentor**

This is the person in the main school with designated responsibility for the school direct student/s. The professional mentor may be working with several students at the same time, in a coordinating/overseeing capacity. In some schools, the professional mentor also undertakes the role of class mentor.

**University Visiting Tutor**

The University Visiting Tutor supports the school and the student throughout the year. They are the first point of contact with Manchester Met should any problem arise in school.

**Student Experience Tutors**

These are university-based tutors who work alongside the Programme Leader to support the students in their university experience.

**Personal Tutors**

The Personal Tutor support students with their target setting and action planning for SBT. They are the next point of contact regarding SBT queries after the student has contacted school-based colleagues and the University Visiting Tutor or if the issue is of a personal nature.



## SBT a Quick Guide for Students

Students are expected to attend all placement days. In response to the shift of training emphasis from the University to the school, lead schools and their alliances with School Direct places are expected to **provide a programme of professional development for students, to compliment taught sessions in University.** The details of this training programme should be shared by the Lead School with the Programme Leader. This in-school training is an ideal opportunity to:

* Share how schools use data and the impact this has on the classroom teacher
* Explore positive behaviour management strategies
* Provide opportunities for students to observe outstanding teachers
* Examine approaches to the teaching of Early Reading, synthetic phonics and mathematics
* Identify, map and plan for cross-curricular themes and dimensions e.g. SMSC

There is an obligation on the part of the Lead School to see that the main school provides:

* An initial induction to enable the student/s to become familiar with the school and its ways of working
* A planned weekly meeting to review progress
* Regular weekly focussed lesson observations and written feedback (RoLOs)
* Regular monitoring of students’ files, including checking lesson planning
* Completion of Interim and Final Reports
* Phonics and mathematics feedback in the Training and Professional Development Guides
* KS3 1-day visit - see proforma on partnership website. This can take place at any point in the year (Early years specialist students visit KS2)
* Training in planning, teaching and assessment; subject content and pedagogical principles for the foundation subjects and RE – see Appendix 8 for more details
* Students’ professional development time

This constitutes a student’s basic minimum entitlement.

The Lead School is responsible for arranging both the alternative Block B and the Inclusion placements.

## Overview of Block A First Placement

You will be attached to your first school placement, in your main school, from the start of the academic year through to mid-January. You will be expected to contribute to the work of the teaching team within the school and to join in with the range of experiences that occur during that time. You will be attached to a base class but **in the early part of the first placement, you must have the opportunity to learn about teaching and learning Early Reading and Phonics** through focused observations in the relevant age phases. Your time in the first few weeks should be in a variety of classes completing a range of tasks and workbooks and observing teaching. You will also spend some time in your base class where you will begin to understand and observe the routines of the classroom and work with small groups.

From week 11 (9th Oct) you should be predominantly in your base class and building up to teaching 50% of the timetable. This may be made up of whole class and group teaching, but you should be responsible for the planning. See Appendix 6 for a checklist of placement requirements.

Your Interim Report is written by your Class Mentor (after discussion between student, Professional and Class Mentor) and quality assured by your University Visiting Tutor. After Interim, you should be teaching 60% of the timetable with an emphasis on core subjects or early years areas of learning (mathematics, literacy and ‘Science’ via understanding the world). You should include at least one foundation subject and observe PE/Physical Development or work with a group to support the teacher. If you are in EYFS, most Physical Development activities will take place in the outdoor provision area with the equipment available there. It will look different to a primary PE lesson but activities will closely link to the EYFS prime area of Physical Development.

Your Final Report for this placement will be written by your Class Mentor (after discussion between student, Professional Mentor and Class Mentor) and will be checked by your University Visiting Tutor.

The expected outcomes of this first placement are that students will:

* have experience of observing teaching across at least two age phases
* have experience of independently teaching and planning sequences of lessons in numeracy, literacy, science, computing and at least one foundation subject, or for Early Years placements, the equivalent Areas of Learning and Development in conjunction with at least one ‘prime’ area
* demonstrate an awareness of SMSC and have evidence of having engaged with this through the curriculum
* understand how assessment fits into the planning and teaching cycle
* be confident in teaching whole class lessons independently
* have evidence in the PDR file of meeting the Teachers’ Standards
* engage with EAL and managing pupil behaviour booklets and complete relevant tasks in the Mathematics and Phonics/reading Training and Professional Development Guides

Additional information and handbooks for placements are available at:

<https://www2.mmu.ac.uk/primary/partnerships/resources/>

## Overview of the Block B Alternative Placement

You will be attached to your alternative school from February 2017 for approximately 9 weeks. You will be expected to see yourself as part of the school team. You will fit in with the school’s holidays. The main purpose of the placement is to develop a more refined view of teaching and learning, including consideration of issues such as creativity and inclusion in a different age phase. You will spend time in your base class familiarising yourself with the children and the context in which you will be teaching but also taking the opportunity to observe in a range of other classes. See Appendix 6 for a checklist of placement requirements.

The expected outcomes of this alternative placement are that students will:

* have experience of observing teaching across at least two age phases
* have experience of independently teaching and planning sequences of lessons in numeracy, science, computing and a range of foundation subjects
* demonstrate how assessment fits into the planning and teaching cycle
* have evidence in the PDR file of meeting the Teachers’ Standards
* engage with EAL and managing pupil behaviour booklets and complete relevant tasks in the Mathematics and Phonics/reading Training and Professional Development Guides
* enhance their understanding of teaching across a different age phase in a different setting
* identify in planning and evaluate at least one lesson with an aspect of SMSC focus
* build up to teaching 70% of the timetable.

Your Block A Class or Professional Mentor will visit you during your Block B placement to carry out a joint observation with your Block B Class Mentor. Your Block B Report, will be written by your Class Mentor (after discussion between student, Professional/Class Mentors from Block A and Block B, and agreed with University Visiting Tutor). This Report will contribute to the Final Summative Assessment Report, which will be written once you return to your main school.

## Overview of the Inclusion Placement

This is a short 2 week placement/experience, where you will focus on furthering your understanding of teaching and learning for children with Special Educational Needs and/or Disabilities (SEND). Your lead school will arrange this placement.

The placements will vary from nursery settings, primary mainstream schools, secondary mainstream schools, resourced units and special schools. The range of tasks that you will undertake will be differentiated according to the setting you are in. You will not be attached to a base class and will not be expected to undertake class teaching. This is an opportunity to observe good practice so make the most of conversations with SENCOs and other experienced colleagues.

The placement will enhance your understanding of catering for children with SEND, **although it will not be assessed, your engagement will be noted** through completion of appropriate tasks in your SEND handbook (checked by the Lead School). In this way, it will contribute to your overall programme final summative assessment.

## Overview of Block A Final Placement

You will return to your main school from May to the end of the course in June. You may return to the same class as at the start of the year, or you may be allocated an alternative class; this is up to the school. You will teach 70% of the timetable, building up to 80% in the final weeks. In the early years this may involve leading ‘whole group/class’ time such as story time or register, circle time, focus group teaching, whilst planning for and overseeing learning in continuous provision, taking overall responsibility for the learning of all children within your EYFS whole group/ class. See Appendix 4 for further guidance on EYFS.



Your Final Summative Report will be written by your Class Mentor, in consultation with the Professional Mentor and agreed with the University Visiting Tutor. It will take into account reports from all your placements and academic achievements. It will be written in the **week beginning the 18th June**. Once this has been completed, you can negotiate with your placement school which class you spend time in until the end of the course on 29th June. You will no longer be assessed during this final part of the course, unless for some reason your report is delayed. If you have obtained a teaching post in your alliance or elsewhere, then your main school may at their discretion, allow you to spend some time in your new class or school.

# Supporting Students on SBT – Mentors and Tutors

It is essential that students receive good quality feedback and support in schools in order to develop into excellent practitioners. The School Direct Programme relies on the undoubted expertise of our partner schools and mentors (supported by University Visiting Tutors) to make sure that students have a quality experience. What follows is a reminder of agreed roles and responsibilities.

## Record of Lesson Observation (RoLO)

In order to make progress, a student needs regular written and verbal feedback to help them to reflect on his/her teaching and target areas for development*.* This should take place once a week as a bare minimum. Students on the School Direct Programme have a wide range of previous experience in classroom settings; therefore there will be a small number of students who are capable of exceeding individual Standards, even in their first placement. Schools should therefore use the range set out in the grading criteria. The Record of Lesson Observation form (RoLO), should be used to provide written feedback whenever the student has been observed. The observation should be based around an agreed focus and feedback should comment on evidence provided of progress towards the Standards.

The RoLO has spaces for comments, which might refer to specific aspects of the Teachers’ Standards and identify positive achievements within the lesson. A separate section is provided for targets and development points. The completed RoLO should be copied for the student, mentor and if appropriate, the University Visiting Tutor.

**Focus of RoLOs**

The focus of each observation should be agreed with the student in advance and will generally be related to previous targets set, however we require that at least one observation on each of the following be completed before the end of each placement:

* The teaching of phonics and early reading - feedback from teachers is given within each student’s Phonics/ReadingTraining and Professional Development Handbook
* Subject and pedagogical knowledge in mathematics
* Overcoming barriers to learning
* SMSC, including British values.

For example:

1. **Focus: Early reading and phonics**

* The student is required to start to engage with the tasks found in: Phonics/Reading Training and Professional Development Guide. This document is intended to guide the focus of RoLOs, please consult it for further information.

1. **Focus: Subject and pedagogical knowledge in mathematics**

Every child:

* is given the opportunity to think, explore, explain, answer and ask questions in relation to the learning objective
* feels secure about asking for clarification and support.

The student should:

* demonstrates secure subject knowledge related to the learning objective, i.e. can explain appropriately
* recognises and/or anticipates children’s misconceptions
* addresses misconceptions as/when they arise during the lesson
* model appropriate terminology.

1. **Focus: Overcoming barriers to learning**

'Response to individual difference including, class, ethnicity, safeguarding issues, EAL and SEND'

Every child:

* is given the opportunity to think, explore, explain, answer and ask questions in relation to the learning objective
* is actively encouraged to do things for themselves, without continuous adult support
* is valued and their background, culture and language acknowledged and respected and represented positively e.g. in displays, books, resources
* has appropriate support, if learning using English as an Additional Language (EAL), or have Special Educational Needs and Disabilities

The student:

* is able to identify and plan for children who may potentially face difficulties in the lesson and is able to relate provision to EHCs
* uses resources, people and time creatively in relation to the learning objectives.

1. **Focus: SMSC**

The student should demonstrate:

* secure knowledge of what is meant by British values (DfE (2014) SMSC Guidance for Schools) and safeguarding
* in planning and delivery, provision of opportunities for children to discuss and pose questions, provide answers and think creatively, in the context of their own experiences, beliefs and views
* awareness of the range of diversity (identity, heritage and belonging) in the UK and in their own classroom, through the choice of themes, resources and appropriate display
* model respect for difference (including difference in faith and beliefs) and the rights of others; treating pupils with dignity rooted in mutual respect.

All other observations should have similar, specific targets identified and recorded at the top of the RoLO.

## The Grading Criteria and Targets

The University Grading Criteria is based on the Teachers’ Standards. This provides students, tutors and mentors, with clearly differentiated evidence for each Standard. They should be used both formatively and summatively throughout the placement and should be used as a basis on which to set future targets.

Part of a student’s development as a professional is to learn how to set and work towards specific targets. In some instances, a student will identify his/her own targets. At other times, the targets will emerge through joint discussion. It is better for the student if targets are set and regularly monitored.

|  |  |  |
| --- | --- | --- |
| **Placement** | **Review of Progress** | **Record of Lesson Observation (RoLO)** |
| **Block A First** | **Weekly review and feedback**  **Interim Report**  **See key dates**  **Final Report**  **See key dates** | **1 RoLO per week**  **Plus feedback given on mathematics and phonics workbook if based in KS1** |
| **Block B Alternative** | **Weekly review and feedback**  **Block B Report**  **See key dates** | **1 RoLO per week**  **Plus feedback given on mathematics and phonics workbook if based in KS1** |
| **Block A Final** | **Weekly review and feedback**  **Final Summative Assessment Report**  **See key dates** | **1 RoLO per week** |

This table outlines minimal requirements for observation and feedback. In the case of students who are experiencing difficulties, it is advisable that observation, feedback and target setting are carried out more frequently in order to support the student and to provide evidence of a clear audit trail.

## Reflection and Evaluation

Part of the professional development of a student involves them in evaluating teaching and learning and requires them to reflect on their experiences. Mentors can play a valuable role in helping students to reflect and evaluate, to begin to identify their own philosophy and develop into the ‘teacher they want to be’. Discussion may also help a student to recognise progress or identify reasons for lack of progress and suggest a course of action that will inform and improve future practice, ensuring they have an impact on children’s learning. See Appendix 3 for the Weekly Review and Reflection proforma.

## The Block A Interim Report and Block B Report

At the mid-point of the Block A placement the Class Mentor and Professional Mentor will discuss and assess the student’s progress and the Class Mentor will complete the Interim Report (this process will be repeated towards the end of Block B for the same purpose). Students are graded as Outstanding, Good, Requires Improvement (RI on track/RI needs support) or At Risk of Failure.

All reports are based on a variety of evidence and data e.g.

* Lesson observations (RoLOs)
* Discussions with the student
* SBT file (see Appendix 2 for contents list)
* Completion of the Mathematics and Phonics/Reading Training and Professional Development Guides
* Engagement with the Behaviour workbook and the English as an Additional Language (EAL) booklet (not all sections have to be completed)
* A student’s work in or around the school and involvement in the wider life of the school (see Appendix 5)
* Professional conduct and responsibilities
* Monitoring of targets set and Weekly Review and Reflection
* Reference to the Grading Criteria.

During the Interim Block A visit, the University Visiting Tutor will carry out a joint observation with the Class Mentor. The Block B alternative school placement interim report informs the Final Summative Assessment Report that will be written during the Block A Final Placement.

The Interim Block A visit normally involves:

* Observing part of the lesson together
* Looking at the student’s files, particularly checking the quality of the planning, assessment and evaluation. Progress towards school-based tasks will be checked.
* Comparing judgements about progress towards the Standards using the Grading Criteria
* Making notes on a RoLO
* Talking to the student
* Discussing expected grades

At the end of the week calendared for completion of Interim and Final reports, the Professional or Class Mentor should email the report to the University Visiting Tutor, who will quality assure it and send it to the Programme Office [schooldirect@mmu.ac.uk](mailto:ittbrooks@mmu.ac.uk)

## At Risk of Failure

In a very few cases a student may be judged to be at risk of failure. The outcomes of the Interim Report or Block B Report, **must always** be shared with the student, **this is imperative** if they are at risk. If there is any doubt about whether progress is satisfactory it is essential that the University Visiting Tutor is notified and the student has a copy of the Interim Report, which should indicate **CLEARLY** in writing, why they are at risk of failure and in which areas. **There must be a clear audit trail of RoLOs, which provide evidence that areas of concern have been identified, targets have been set and have been carefully monitored.**

An ‘At Risk of Failure’ pro-forma will be drawn up by the mentors in school, once the student has been formally identified as ‘At Risk’. In this way clear targets, action points and a defined timescale can be identified and shared by the student, school and University Visiting Tutor and monitored on a regular basis. The ‘At Risk of Failure’ pro-forma **MUST** be completed with the student present and whenever possible the University Visiting Tutor should be present**.** A student must also receive written targets and actions for the rest of the placement that are designed to enable him or her to make satisfactory progress towards the Standards.

Important things for mentors and University Visiting Tutors to note:

1. If there is any doubt about whether a student’s progress is satisfactory then they should be placed ‘At Risk of Failure’ in order to ensure that they receive the support to which they are entitled. Please contact the University Visiting Tutor by telephone as soon as you have any concerns.
2. The student must have time to work on the set targets before the end of the placement. Normally late judgements to put a Student ‘At Risk at Risk of Failure’ are not acceptable within the University Regulations.
3. In order to ensure that sufficient time is available for this process to take place, Interim Reports must be sent to the School Direct admin by the date specified in the handbook.

## The Block A First Placement Final Report

At the end of the first placement (Block A), a student is assessed by the mentors in school as Grade 1 Outstanding Pass, Grade 2 Good Pass, Grade 3 Pass Requires Improvement or Grade 4 Fail. **Please ensure there are no split grades. This is not permissible.**

The decision must be based on clear evidence, provided by the RoLOs, Interim Report including the Grading Criteria and annotations in the student’s School Based Training Files. This report must be discussed with the student, together with targets that have been identified for the future. After the report is finalised it should be emailed by the Professional Mentor or Class Mentor, to the University Visiting Tutor, who will quality assure it and send it to the Programmes Office.

## The Block A Final Placement Summative Report

This will be written towards the end of the Block A Final Placement when a student has returned to their main school. It will draw on all the evidence that has been collected over the course of all of a student’s SBT experience. It will be written by the Class Mentor in discussion with the Professional Mentor, and agreed with the University Visiting Tutor. Students should be involved in the discussion about evidence of progress and their final grade and be in agreement with decisions made by mentors and University Visiting tutors. After the report is finalised it should be emailed by the Class Mentor, to the University Visiting Tutor, who will quality assure it and send it to the Programmes Office.

# References and Employability

The employability rate for School Direct students is high and it is usual for students to start applying for jobs from about February half term.

The University reference is written by the Lead School, usually well informed by information provided by the Professional and Class Mentor in the main school. Completed references need to be sent by email to [schooldirect@mmu.ac.uk](mailto:schooldirect@mmu.ac.uk)

Second references may be obtained by a student from their Block B class mentor, or from another school that has knowledge of their capabilities. Staff from the University, should not be approached directly by students for personal references.

# Programme Aims

The programme reflects the University's General Educational Aims.

The programme enables students to become effective teachers by developing their:

* intellectual and imaginative powers
* understanding and judgement
* knowledge and understanding of diversity and the social contexts in which they teach
* decision taking and problem solving skills
* ability to communicate
* ability to see relationships within what they have learned
* ability to perceive their professional preparation as a teacher in a broader perspective, including that of democratic and ethical values
* ability to engage in enquiring, analytical and creative activities
* ability to exercise independent judgement and critical awareness
* ability to engage in analysis of their own professional practice in a multi-professional context.

The programme seeks to ensure, through its structures, content and conduct, that trainee teachers:

* can achieve with their peers and their pupils the aims for the curriculum set out in The National Curriculum Handbooks and Early Years Framework for primary teachers in England
* can develop pupils’ creativity and cultural understanding
* are confident in teaching in diverse settings and children from diverse social and cultural backgrounds
* acquire and can continue to develop the knowledge, understanding and skills necessary for achieving high academic standards in their areas of study; including literacy, numeracy and computing
* demonstrate the knowledge, understanding and skills involved in a wide range of teaching methods
* understand the varieties of ways and contexts in which children learn
* are sensitive to the social and emotional dimensions of interaction with children and adults
* are able to work independently but also collaboratively with colleagues, other professionals and parents in the interests of children
* are able to think openly, critically and imaginatively about teaching, learning, curriculum and assessment
* can engage with other professional perspectives
* can use evidence-based research with discrimination to inform their practice
* have a commitment to career-long professional development
* can promote high standards of pupil achievement in intellectual and wider skills, including the world of work, citizenship and British values
* are capable of responding to, and managing, change and its consequences in the context of teaching, learning and welfare, including safeguarding in its entirety; building resilience to grooming and radicalisation.

## Programme and Professional Outcomes

In order to be awarded the Postgraduate Certificate of Primary Education successful students will have achieved the Teachers’ Standards (May 2012), excluding the Skills Test, as defined in the Standards <https://www.education.gov.uk/publications/eOrderingDownload/teachers%20standards.pdf>

**Final Award - Learning Outcomes**

Those to be awarded a Post Graduate Certificate in Education should when assessed, demonstrate evidence of the ability to:

1. deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
2. demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks professionally
3. continue to advance their knowledge and understanding, and to develop new skills to a high level
4. formulate appropriate enquiries into classroom practice and carry them out, either individually and/or by making a contribution to an enquiry carried out by a group of practitioners (including peers, mentors and tutors)
5. the qualities and transferable skills necessary for employment requiring:

* the exercise of initiative and personal responsibility
* decision-making in complex and unpredictable situations, and
* the independent learning ability required for continuing professional development

These will be demonstrated by professional engagement with the programme at the university and on placements and through:

* Participation in practitioner enquiry (including collaborative enquiry with other students, tutors and mentors)
* Critical discourse on matters of education principle and policy (including professional discourse in the Review Process)
* Formulation of thoughtful and critical written and spoken discourse to justify their own work as a practitioner.

## Professional Values and Practice

The Faculty of Education has in place a **Code of Professional Conduct for primary and secondary students.** It requires the student to ‘make judgements about appropriate standards of personal responsibility and professional accountability’. The Code will form part of the Induction session for students, it will be discussed with the Personal tutor prior to the student’s first placement in school and the student will sign a copy. By doing this the student will acknowledge their commitment to the Code. Partnership schools can also be confident that their individual policies can be contextualised within the over-arching Code.

**Any serious breaches of the Code of Professional Conduct will result in a student attending a Progress Review and may ultimately lead to a student being required to leave the programme.**

**Physical Contact with Children**

It is helpful at an early stage for teachers and mentors to discuss with the student issues of appropriate behaviour/physical contact with children. All students are advised that they should never ask to see one child alone. If there is a very strong reason why they might want to talk to one child without others around they must ask for another colleague from the school to be there.

Students should note that under no circumstances must they use any kind of physical force with a child. Clarity of procedures at this point will prevent any potential problems from occurring in school. **The school mentors should ensure the student has been given all relevant information regarding child protection/safeguarding vulnerable children; school procedures; name of relevant colleague to whom issues should be reported etc. Students are advised that if they have any concerns they should raise these with their Class or Professional Mentor immediately.**

## Disclosure and Barring

Students on both the Undergraduate and Postgraduate Programmes are required by the Department for Education to satisfactorily complete an enhanced Disclosure and Barring Service (DBS) check at the beginning of their training programme and before they begin day visits into school. All schools have been notified in writing of the rigorous DBS arrangements which the University has in place. DBS certificate numbers and dates of issue for individual students will be sent to schools prior to their school-based training placement. Please refer to the information on the Partnership website:

<http://www.mmu.ac.uk/education/partnerships/primary> or contact the Placements Office for further clarification of the University’s DBS procedures if required. For further information see: [www.education.gov.uk/ittcriteria](http://www.education.gov.uk/ittcriteria)

## Equal Opportunities and Religious Observance

All who teach on the programme intend to ensure that all members of staff and students are valued. Differences in age, ethnicity, gender, disability, sexual orientation, socio-economic background or religion will not be the basis of any form of discrimination. Such differences will not only add to the body of experience, but will also contribute to the development of positive attitudes and experiences.

In addition to Manchester Metropolitan University guidelines it should be noted that students work in schools which also operate equal opportunities policies. Students are expected to become familiar with these policies and their operation within the school environment. In schools, they should create an inclusive classroom and provide a ‘safe and secure’ environment in which all pupils feel valued and able to contribute to the work of the classroom.

Students will learn how to support the different needs of pupils, including those with special educational needs, understanding that all pupils have the right to develop at the rate of which they are capable. Students on all ITE programmes have to fulfil national standards with regard to equal opportunities.

Following University equal opportunities policy, the Faculty seeks to go beyond the minimum standards imposed by law and is committed to best practice in the area of equality. We have a responsibility as an educational institution to recognise and value diversity as a source of strength and enrichment for all. All students and staff at the Faculty are entitled to equality of opportunity and treatment regardless of age, disability, race, gender, religion or belief, sexual orientation, marital status, caring responsibilities, or any other unjustifiable grounds. It is the intention of the Faculty to uphold these values in all its work on and off the site and to ensure students become familiar with these policies and their operation within the school environment.

**Equal Opportunities Expectations for Placements**

The University requires that schools will comply with the requirements of the Equality Act 2010 and current Health and Safety at Work legislation in its approach to children and students. The Equal Opportunities Committee chaired by a Head of Department from the Faculty of Education monitors the progress of students from under-represented groups and formally investigates cases of harassment and bullying whether they occur in schools or in the University.

**Any student who believes that they are being subjected to any form of discrimination or harassment from adults or children should immediately discuss their concerns with the class mentor, professional mentor or Headteacher of the school. Should a student not feel able to do this, they should contact their university visiting tutor or personal tutor. Students should not wait until after the placement has finished before they share any concerns.**

***There are Equal Opportunities procedures in place to support students and mentors whilst working on placements.***

**Religious Observance**

All students can expect schools to be sensitive to religious beliefs in terms of being able to wear religiously and culturally appropriate dress, having a place to pray, and being able to observe religious festivals which require them to be absent from school. It is anticipated that students will require no more than 2 days religious observance during any placement. **It is a student’s responsibility to inform the school and University Visiting Tutor as far in advance as possible of the need to have time off for religious observance. The Notification of Absence for Religious Observance pro-forma must be completed.**

## Academic Ethical Procedures

Work undertaken in school in order to complete University and school-based tasks and assignments will involve working with children. You are reminded that the University’s Ethics Procedures must be followed at all times.

One of Manchester Met’s aims is to ‘behave professionally and ethically in all [its] activities.’ The university therefore requires that its staff and students are mindful of the ethical implications of activities with which they engage and remain committed to discharging their responsibilities to the university in an ethical manner, conforming to the highest professional standards of conduct. Issues of morality, safety and personal and institutional liability affect the university at many levels. The university must be seen to be acting with propriety and care for the welfare of its staff and students (Quality Manual November 2005:23.1.1).

For full details of the Academic Ethical Procedures, please consult the Student Handbook.

## Evaluation of the Programme

Formal and informal evaluation of the programme occurs at regular intervals. Several strategies are used for evaluation including:

* Ongoing feedback from representatives of each group of students through the Staff/Student Consultative Forum,
* Written feedback at the end of each unit including SBT (School Based Training), and at the end of the programme. **Students are required to engage with evaluations.**
* Formal representation of students on the Programme Committee,
* Informal monitoring by lecturers, tutors and mentors involved in the programme.

**Staff/Student Consultative Forum**

The Staff/Student Consultative Forum meets once a term and consists of the following membership:

Programme Leader (chair)

Student Experience Tutor

Student representatives for each alliance

Unit leaders and lecturers teaching on the programme

The Programme Leader will request items for the agenda from all members and minutes will be recorded.

**Responsibilities**

* To ensure that students' concerns are considered and addressed as appropriate
* To ensure that lecturer concerns, relating to the programme, are considered and addressed as appropriate
* To identify strategies for responding to staff and student concerns
* To ensure that changes in policy and other information relating to the programme are discussed and disseminated via the group representatives
* To identify issues for programme development
* To consider strategies to improve the student experience
* To evaluate programme quality
* To identify issues to be presented at the Primary Programmes Committee.

## General Guidelines for Responding to Concerns

It is rare for serious concerns to be raised, but the University has clear guidelines in place, in the event that there are concerns. The way that concerns are dealt with makes an important contribution to the ethos of the Faculty of Education. Policies and procedures make statements about beliefs and values, both personally and collectively.

Concerns may be raised by any of the people who work on site, including students, tutors, teachers, administrative and support staff, as well as schools, visitors and applicants for courses. The range of issues about which they may express concerns is very wide. It is therefore very unlikely that any single set of procedures would provide an adequate basis for dealing with concerns which are raised. However the existing Policy for Professional Preparation of Teachers does give an indication of the values, beliefs and practices which should inform professional dialogue and relationships. It notes, for example:

* **the need to promote equal opportunities and social justice**
* **the need to respect the professional beliefs and values of others**
* **that dialogue should be based on mutual trust and respect.**

From this policy it is possible to derive a number of principles which can inform any action which is taken in response to a range of concerns. These principles are set out below.

**Principles for Informing Action in Response to Concerns**

* Any concern which is expressed should be treated with respect
* Personal communication, ideally face to face, between the people who are involved is preferable to communication through a third party
* Any response should be kept on an informal level where possible; lengthy and formal documentation should be avoided in the first instance where possible
* If concerns are expressed about any individuals then they should normally be informed about the nature of those concerns
* The minimum number of people should be informed about the details of any concerns which are raised, consistent with responding properly and managing any wider implications of the concern
* Any response to a concern will involve an element of professional judgement rather than following a prescribed procedure
* These professional judgements will take factors such as the seriousness of the concern, the scale of the concern and the context in which it arises into account in formulating a suitable response
* The nature of any response to concerns which are raised will take into account whether they are based on evidence or solely on feelings
* All parties who have contact with the Faculty of Education have the right to express any concerns which they may have, but they also have a responsibility to act in a responsible and professional manner.

**Responding to Student Concerns**

Within the University, Programme Leaders have a formal responsibility for ensuring that courses are of high quality and they are required by the university to take account of student concerns. Students’ views are significant in internal quality assurance procedures and course validation arrangements.

The purpose of these guidelines is:

* to ensure that students and staff are able to register their views within the primary courses
* to ensure that communication between students and staff teaching on the primary courses is effective and contributes to improved course quality
* to ensure that students have access to a clearly-defined system for dealing with any concerns that they may have about their courses and its procedures
* to ensure that systematic and consistent procedures are in place across the primary courses.

Students should expect to be able to register any concerns with their Programme Leader. They should expect their concerns to be treated seriously and for action to be taken where this is appropriate. They should have access to well-defined communication systems, including the Primary Programmes Committee, where their concerns can be expressed. They should elect student representatives to ensure that their views can be registered effectively as part of normal programme procedures.

Any response to student concerns should be based on the principles outlined above and in addition:

1. a balance needs to be struck between enabling students to have their concerns noted and ensuring that staff do not feel that any procedure is prejudiced against them
2. any response to student concerns should be judged against the criteria of enhancing effective communication between staff and students and improving programme quality
3. Students are entitled to request that any concerns are passed on anonymously, but in most circumstances direct contact between students and staff will be the most effective course of action
4. any discussion about individual staff will normally be seen as confidential.

Trainee teachers need to recognise that they are on a professional programme and that they have a responsibility to act in a professional manner. They are actively discouraged from criticising individual lecturers or class mentors in any public forum and expected to handle any possible concerns about individual staff with sensitivity and due regard for confidentiality. The primary programme encourages students to make use of the Staff/Student Consultative Forum in taking up their concerns and acting in a representative manner. This can enable concerns to be depersonalised and programme procedures to be clarified across the whole student body.

A further issue is that of academic judgement. Students may be disappointed with the grades that they receive in those aspects of the programmes that are formally assessed. However, they do not have the right to challenge the academic judgement of lecturers or senior moderators. They may be concerned about the procedures by which they have been prepared for assessment and these procedures certainly can be challenged. The guidelines above also apply to school placements. Should you feel you need to register any concerns regarding a school placement, and it would be inappropriate to do so with the Headteacher or Professional Mentor, please contact your University Visiting tutor or Personal tutor.

## Student Support Strategy

Students come from a variety of academic, professional and vocational backgrounds and bring with them a wide range of prior experience and learning. This diversity of the trainee teacher population is seen as a valuable resource for teaching and learning. The diversity of the student population also mirrors the diversity of cultures, backgrounds and abilities of the pupils and schools that students will experience during their placements.

Prior to commencement of the programme, you will have received pre-course activities. In common with all students at Manchester Met, students on this programme will benefit from the induction activities offered during the first week of the programme and the related printed and web–based support material, e.g. those provided by Student Services, the Library, and the Faculty.

Information about each unit is on Moodle, including an outline of content, learning outcomes, assessment, grading criteria, submission dates, a reading list and details of how to contact unit leaders.

Computing support is available for all students on the Primary Programme. Your use of written English will be monitored and advice will be provided about support both within the Faculty and centrally. This is provided by dedicated support programmes and electronic and paper-based resources. Support is also available for students’ spoken/ presentational skills.

You will benefit from timetabled meetings with your Personal Tutor who will have responsibility for a group of students throughout their time on the programme. Personal Tutors will:

* discuss with you all matters affecting the programme and act, where necessary, as an academic adviser
* support you to develop the ability to evaluate, analyse and reflect upon your teaching
* discuss with you any difficulties or problems you may be experiencing and refer you, where necessary, to the appropriate University service
* advise you, should you be subject to discrimination or harassment
* undertake a general oversight of your progress

The Student Experience Tutor will identify the study opportunities available at University and the support systems that are in place. Unit leaders and lecturers will offer advice and feedback and will be available for individual consultation as they or you feel necessary.

The University has several full-time counsellors based at the All Saints campus (0161 247 3496) and they operate an appointment system and have drop-in sessions on a daily basis from 12.00- 2.00pm. The University Chaplaincy seeks to provide personal counselling and pastoral care for all students. The Manchester campus has Prayer Rooms, which are available for students to use.

The Learning Support Team is based at All Saints (0161 247 3491) or email at [l.support@mmu.ac.uk](mailto:l.support@mmu.ac.uk) website [www.mmu.ac.uk/lsu](http://www.mmu.ac.uk/lsu) The specialist team provides support for students with a range of Special Educational Needs, including Dyslexia and for disabled students. If students declare a disability at the interview stage, they will be contacted early in the programme to ensure any special considerations need to be in place.

Support is also available for students’ presentation skills, spoken English, written English and study skills. If you feel you would benefit from support from any of these services, please contact your Personal Tutor or Student Experience Tutor.

**And Finally…………**

A handbook like this can make it all seem a little overwhelming and there is no doubt about it the School Direct year is challenging and very hard work, but it is well worth it!

Students enter their NQT year with a wealth of experience and an extensive repertoire of strategies to facilitate effective teaching, embedded in sound pedagogy and with a well-developed personal philosophy.

The School Direct team at Manchester Met are here to help and support if necessary and our partner schools have considerable expertise in preparing new colleagues to enter the teaching profession ahead of the game. It is in their interests to help educate competent, thinking practitioners, well versed in the complexities of the 21st century school context and ready to join their dynamic settings as good or outstanding teachers. Your success is their success.

**Enjoy your PGCE School Direct year. The adventure is just beginning!**



**APPENDICES**

## Appendix 1 Weekly Review and Reflection

(To be completed by student during weekly meeting with mentor)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week of placement** |  | **Date** |  | **PROMPTS**  **Most Weeks**   * Review gaps in subject knowledge * Review lesson planning requirements (from Week 3) * Review classroom & behaviour management * Review use of assessment * Check that student entitlement has been met * Check PD time is timetabled for following week with a clear focus   **Fortnightly**   * Review SBT file * Review Grading Criteria * Review gradual increase in timetable * Review assignment related activities * Discuss engagement with EAL/Phonics/Mathematics/behaviour tasks |
| **What lessons have you observed this week?** |  | **Which lesson(s) have you been observed teaching?** |  |
| **Topics to be discussed/focus of this meeting** |  | | |
| **Reflect on your progress against the previous week’s targets** | | | |
|  | | | |
| **What impact did your teaching have on pupils’ progress/learning?** | | | |
|  | | | |
| **Engagement with Professional Conduct/Responsibilities**  *S8a Positive contribution to wider life and ethos of school, e.g. attend staff meetings, clubs.*  *S8e Meet and greet parents and communicate with them when necessary.* | | | |
|  | | | |
| **What have you learned from your professional development time (and other CPD)? How will this inform your practice?** | | | |
|  | | | |
| **Next steps? - including actions, timings, reference to targets and standards** | | | |
|  | | | |
| **Signed by Class/ Professional Mentor** |  | | |
| **Signed by Student** |  | | |

## Appendix 2 Contents of School Based Training Files

Please organise your file in the order below placing this page at the front

|  |  |
| --- | --- |
| **Student:** |  |
| **School:** |  |
| **Class Mentor/ Professional Mentor:** |  |

|  |  |  |
| --- | --- | --- |
| **SECTION 1:** | **Student** | **Class Mentor** |
| **General Details**  Personal Profile/CV |  |  |
| Targets for School Based Training: PDR Action Plan |  |  |
| SBT Student Information Form (SP2) |  |  |
|  | |  |
| **Contextual Analysis**  Write reflective notes on the school setting ensuring that you identify the implications for your practice (see Appendix 3 for proforma). Make reference to:   * School ethos, place in the community and catchment area * School data (% of Free School Meals (FSM), Pupil Premium, Looked after Children, Special Educational Needs (SEN), English as Additional language (EAL), cultural heritage) * Organisation of school (including school routines/rules) * Parental links * School priorities and initiatives * OfSTED findings * Special considerations that pertain to faith schools/ specialist schools * Policies (Child protection/Safeguarding, Inclusion, Health and Safety, Behaviour Management, Planning, Assessment and Marking) |  |  |
| List of staff and their responsibilities, including Child Protection/ Safeguarding Co-ordinator |  |  |
|  | |  |
| **Class Context**  Write details about your class, including notes on individual children.  Make reference to Gender, Pupil Premium, Ever 6, Closing the Gap, Vulnerable groups (Unseen Children, Looked After Children, Gifted and Talented) and SEN children including appropriate documentation (EHCs) |  |  |
| Class timetable including support staff and parent helpers |  |  |
| Class routines/rules |  |  |
| Weekly Review and Reflections |  |  | |

|  |  |  |
| --- | --- | --- |
| **SECTION 2: PLANNING, TEACHING, ASSESSMENT & EVALUATION** | **Student** | **Class Mentor** |
| **Planning & Evaluation**  Medium term plans for each subject / area of learning and development being taught, including computing, as appropriate to the placement requirements |  |  |
| Unit plans |  |  |
| Lesson/session/weekly plans organised by subject/area and in date order |  |  |
| Lesson/session evaluations which are analytical and identify future actions (annotate lesson plan or file behind the related plans) *See Partnership Website for what makes a good evaluation* |  |  |
| RoLO’s relating to the session observed |  |  |
| Examples of relevant and appropriate class-based resources. These may be kept in a separate file if preferred |  |  |
| **Assessment** *This should be organised as a separate section or as a separate file* |  |  |
| Assessment Records |  |  |
| Examples of children’s work (photographs, photocopies of whiteboards etc.) |  |  |
| Examples of your responses to children’s work (marking, post-it notes, target setting, learning journey) |  |  |
| Records on individual children with your annotations |  |  |
| Assessment information from additional adults (proforma available on Partnership website) |  |  |
| Evidence of impact upon pupil progress |  |  |

|  |  |  |
| --- | --- | --- |
| **PDR FILE**  DO NOT photocopy documents from your SBT file. Instead, transfer documents into your PDR file once each placement is finished. | **Student** | **Class Mentor** |
| Pen Portrait and Opening Statement |  |  |
| Placement Action plans |  |  |
| Reflective comments on standards |  |  |
| Block A SBT Interim Report summary of grades page |  |  |
| Block A SBT Final Report summary of grades page and the “Strengths at Final” and Final Report targets pages |  |  |
| Block B SBT Interim Report summary of grades page |  |  |
| Block A SBT Final Summative Report summary of grades page and the “Strengths at Final” and Final Report targets pages |  |  |
| Additional/supporting evidence mentioned on the Reflective comments on standards document. For example:   * Notes from meetings with subject/curriculum leaders/SENCo * Agendas from staff meetings /CPD attended with annotation of your learning/engagement * Extracts from planning/evaluation * Examples of marking of children’s work and other examples of assessment * Signed statements from appropriate members of staff to acknowledge your engagement with Standards that are difficult to evidence * Assignment Feedback * Certificates from courses attended e.g. First Aid |  |  |
| Evidence of involvement in wider professional activities (Appendix 5) |  |  |
| **Training and Professional Development Guides**  Relevant tasks completed in the Mathematics and Phonics/reading booklets and optional tasks addressed in the EAL and managing pupil behaviour booklets |  |  |
| Completed Career Entry and NQT Development Profile (Transition document) |  |  |

Students are reminded that they can be put formally At Risk of Failure to meet the requirements of the placement if their SBT File is of poor quality.

**The standard of the content and organisation of School-based training files has been approved by the Class mentor. Please tick**

**Quality assured by University Visiting Tutor at final visit. Please tick**

**Signed: Date:**

## Appendix 3 Contextual Analysis

|  |
| --- |
| **What is a contextual analysis? What is the value in completing it?** |

A contextual analysis is a very important part of your preparation for any placement. It is an opportunity to find out information about your placement school, so that you can best prepare to teach in the context of your specific school. It is very important that you know how your school operates, with regard to key areas associated with teaching and working in a school. Each school does things slightly differently and it is important to know how your school works, so that you feel ready and prepared. You can familiarise yourself with some aspects of the context through accessing [www.ofsted.gov.uk/reports](http://www.ofsted.gov.uk/reports)

You also need to take into account your own experience and the factors that relate to the particular school and the children as identified in your **contextual analysis**. For example, you need to be very clear how behaviour is managed within your school; is there a system that you need to use? What happens if you experience extremely challenging behaviour? What do you need to be aware of? What approach does your school take to the teaching of early reading? Do they use a particular scheme? Who would you report to if a child disclosed to you? It is essential that you know such information and more, before you even start teaching on block placement.

Discussions with your teacher and mentor should begin as soon as you start your placement. Once you have completed your analysis, you will become aware of an aspect(s) of the context of your placement which will have an influence on how you will address your targets. For example, you may be going to a school which has a high number of pupils with EAL or SEND. They may accommodate specialist provision for children whose hearing is impaired. It may be a faith school or a school that embraces the forest school tradition. You may find yourself in a class where there is a child with dyslexia and where parental expectations are particularly high. Both of these could influence how you meet your targets in this context. If you have worked extensively with children with dyslexia as a learning assistant then it may be that this is not seen as great a challenge for you at this time. However, this may be the first instance where you have had to deal with high parental demand. Any of these, and others, could have implications for your teaching at that school. This will need to be considered, regularly reflected upon and addressed, in order for you to develop as a teacher and have a successful placement.

Other contextual issues may include (not an exhaustive list):

* Particular teaching approaches used in the school
* Organisational strategies and routines – protocols and procedures
* Specific behaviour management demands
* Teaching EAL learners in my class
* How can I ensure pupils’ wellbeing is addressed in my teaching
* Range of achievement in the class
* Learning beyond the classroom

You will need to decide how these relate to your prior experience and current targets. This should enable you to identify any contextual influences upon how you will address your targets initially. Such contextual influences may change as the placement progresses. In order to provide support for a student, the Class Mentor will need to outline what they see as the factors influencing the teaching of the particular class.

Complete the proforma on the following pages to carry out your contextual analysis. Complete it electronically so that the boxes can grow as you write.Completing a contextual analysis is excellent preparation for when you eventually apply for jobs. By analysing the context of a school, you will be fully aware of the kind of school that you are applying to and your application will be better tailored to the school, strengthening your position as an applicant.

|  |
| --- |
| **Contextual Analysis Proforma** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Name of student:** | **BA** | **1** | **2** | **3** | **PGCE** | **SD** |
| **Name of School:**  **Name of Class Mentor:**  **Class Mentor’s email address:**  **Year Group Taught:** | | | | | | |
| **Contextual Analysis**  In the sections below, write reflective notes on the school setting, **ensuring that you identify the implications for your practice**. There should be some commentary about what certain information that you have gained will mean for you and your teaching as you write your analysis. Make reference to each of the following: | | | | | | |
| **School ethos** | | | | | | |
| **School’s place in the community** | | | | | | |
| **School Context** (number on roll, single or multi-form entry, single or mixed age classes, socio economic-context of catchment area) | | | | | | |
| **School Data** (% of Free School Meals (FSM), Pupil Premium, Ever 6 children, Looked after Children (LAC), Children with: Special Educational Needs & Disability (SEND); English as Additional language (EAL); diverse cultural heritage; other (please specify) | | | | | | |
| **Organisation of School** (including school routines/rules, school day – timings for each phase) | | | | | | |
| **Parental links** | | | | | | |
| **School priorities and initiatives –** refer to school improvement/development plan if possible | | | | | | |
| **Latest OfSTED findings** | | | | | | |
| **Special considerations that pertain to faith schools/ specialist schools** | | | | | | |
| **Any other significant Information about your school:** | | | | | | |
| **For each of the following policies, use the 3 bullet points to highlight key aspects of relevance to your teaching, your contribution to school life or conduct within school.** (*If your school does not have one of the following policies, please note this)***:** | | | | | | |
| **Child protection/ Safeguarding:** | | | | | | |
| **Health and Safety:** | | | | | | |
| **Behaviour:** | | | | | | |
| **Learning & Teaching (general):** | | | | | | |
| **Teaching of Early Reading:** | | | | | | |
| **Teaching of mathematics:** | | | | | | |
| **Planning:** | | | | | | |
| **Assessment & Marking:** | | | | | | |
| **How will the context of this placement influence my SBT targets?** | | | | | | |

|  |
| --- |
| **List of staff and their responsibilities, including Child Protection/ Safeguarding**  **Co-ordinator** |

## Appendix 4 EYFS Role Checklist

* Ensure you are completely familiar with EYFS documentation: **Development Matters in** **the Early Years Foundation Stage** and **Statutory Framework for the Early Years** **Foundation Stage**.
* Ensure you are familiar with the Manchester Met EYFS Activity planner before you begin placement and use this planner for all activities at the start of your placement until you are demonstrating clear confidence and ability with all aspects of EYFS.
* Experience indoor and outdoor activities each day to ensure the full balance of the EYFS curriculum.
* Observe how continuous provision operates in your setting as soon as you begin your placement. What areas do they have? Which resources are used? How is planning and supervision of continuous provision organised? Begin supervising continuous provision following the class mentors planning and then move onto planning for some and eventually all/ as many areas as possible as placement progresses. Please use the Manchester Met continuous provision planner at first.
* Help set up and clear away throughout the whole setting (inside and outside) each day and take the lead with ‘setting up’ following your planning from early in the placement.
* Observe staff interactions with parents and links to parents throughout the setting. Be involved with parents of your focus group as much as possible following guidance from the class mentor.
* Observe how ‘Physical Development’ is taught as the foundation for primary PE Is this inside or outside? Is equipment used? If so, what sort of equipment? Does the physical development teaching follow a theme? How does teaching within this area link to the PE Curriculum in KS1? Thorough observation of this area will help you plan, teach and assess your own physical development activities.
* Attend any team meetings where possible and make valid contributions. The class mentor may be happy for you to lead some of the team meetings. Please seek guidance with this first.
* Observe how staff record children’s responses for assessment purposes. What system do they use? Do they use electronic or paper learning journeys? As placement progresses, following guidance from the class mentor, use the setting’s systems to assess children in your focus group and use key assessment information in your planning.

## Appendix 5 Opportunities for Involvement in Wider Professional Activities

Teaching involves much more than responsibilities within the classroom. Successful students respond to the whole range of demands placed on a teacher. Some of these are outlined below and could be a target for your Weekly Review and Reflection, the list is not exhaustive.

**Students should be provided with opportunities to demonstrate evidence of their professional attributes:**

* Observe the Class Mentor and other class teachers where possible, particularly subject

co-ordinators

* Contribute to and develop displays
* Take the register
* Sustain behaviour management strategies around school
* Observe and be involved in playground duty
* Observe and be involved in lunchtime arrangements
* Attend/be involved in assembly
* Be involved in the general life of the staffroom
* Attend staff meetings (where appropriate)
* Attend Year/Phase planning meetings
* Be involved in staff training days (where appropriate)
* Discuss with subject/phase leaders and senior leaders their role and responsibilities
* Study school policy documents
* Shadow the Class Mentor talking to parents/carers
* Attend a parents’ consultation (where appropriate)
* Experience a visitor to the class or a class outing
* Be involved in school functions
* Be involved in a lunchtime or after-school club
* Identify the roles of the other adults who work in your classroom on a regular basis
* Record the ways the school is responding to the National Curriculum for 2014: is a Modern Foreign Language taught in class/offered as an extra-curricular activity? Are lessons planned and taught in a cross-curricular way?
* For further information on safeguarding access this link: [www.education.gov.uk/ittcriteria](http://www.education.gov.uk/ittcriteria)

## Appendix 6 A Checklist of requirements for placements

|  |  |  |  |
| --- | --- | --- | --- |
| **Requirements** | | **Block A** | **Block B** |
| **SBT files**  They should be:   * detailed – show your thinking/ reflections * useful working docs * up-to-date and complete | 3 or 4 files:   1. Contextual analysis and school/class information 2. Planning and Teaching - your plans, resources and evaluations 3. Assessment records and examples/photographs of children’s marked work 4. PDR – action plans, reports, RoLOs etc. |  |  |
| **Get to know the class** | Create a whole class list with information on the children  - this could be the start of your assessment file. Make sure that you remove children’s surnames in order to maintain confidentiality. Include information on any key children – SEN, Pupil Premium, LAC, ability levels etc. This information will support you with personalising learning to meet the needs of the children and to enable them to make progress. |  |  |
| **Contextual Analysis**  Begin this before placement and update throughout. | Use Appendix 3 to complete the analysis.  What does your contextual analysis tell you about the school?  How does the school compare to similar schools? |  |  |
| **SBT targets and action plan** - for this placement | This is your starting point for this placement based on your mentor meeting in week 2. Think through your action plan - Steps needed to progress with targets - how you will achieve these?  Reflect on progress regularly through your weekly review and reflections. |  |  |
| **Planning:**  Medium term plans – adapt, annotate, personalise | Get these from the teacher during your first week of placement, so you can start planning – begin to plan from the teacher’s medium term plans, but be proactive about getting involved in developing future medium term planning.  When using the teacher’s medium terms plans, you should personalise these and adapt them in discussion with the teacher – make them yours. |  |  |
| Individual Lesson Plans – these must be produced for ALL lessons/sessions that you teach during the first 3 weeks. Negotiate weekly planning after this time. | You could use the university proforma. Plans must be detailed and should demonstrate your thinking and how you plan to teach the lesson.  Or you may choose to design you own proforma or use the school’s proforma - but this must be fit for purpose and should include reference to everything that you need to think about (use the criteria on the partnership website to guide you) |  |  |
| **Teaching Timetable**  (group or whole class) | 50% by interim  60% by Final report for Block A  70% by Interim report (at the end of Block B)  80% by Final Summative report for Block A  PPA time – Planning Preparation Assessment 10% throughout  Professional Development (PD) time – Observing other classes etc. 40% at first 10% at the end |  |  |
| **Observe other teachers** | Not just your Class Mentor if possible. Who? Focus or purpose? Notes? Use the proforma Observing a lesson for your CPD. |  |  |
| **What should I be teaching?** | Your teaching **must include** sequences of lessons of English (including phonics), mathematics, and as many other curriculum subjects or areas of learning - Science, Computing and Foundation Subjects.  If based in KS2 - negotiate time to teach phonics to a group of children in KS1 |  |  |
| **Lesson Evaluations**  **and Target Setting** | Evaluate lessons in a manageable but useful way - your notes should show your thinking and reflections and set targets for next lesson/next week  You could annotate your lesson plans and show that you are reflecting on your teaching, children’s learning and setting targets for yourself.  **Think**: What impact has my teaching had on the children’s learning? |  |  |
| **Early Reading** and **Teaching Numeracy** training and professional development guides | At the start of Block A, arrange to spend time in an appropriate class to learn about teaching Early Reading and Phonics.  By the end of the year, you **must have completed** all the relevant activities, teaching and tasks in these training and professional development guides. |  |  |
| **EAL and behaviour booklets** | By the end of the year, you should have engaged with the EAL and behaviour booklets, but you are not expected to complete every task. |  |  |
| **Teaching of PE/ Physical Development** | Observe, plan, deliver and evaluate at least one PE lesson |  |  |
| **KS3 1-day visit** | Your Lead School will help you arrange this – see proforma on partnership website. It can take place at any point in the year (Early years specialist students visit KS2) |  |  |
| **Homework** | If appropriate - set useful, do-able and appropriate homework (for the children - not their parents)  Mark the homework and keep a record |  |  |
| **RoLOs** | You should receive 1 RoLO each week you teach - these are on top of the RoLOs required in your training and professional development guides.  Ask for focused RoLOs that provide feedback and evidence on targets from previous weeks/sessions  (If you miss a week, get two RoLOs the following week) |  |  |
| Keep a **weekly review of your progress**;  Meet with your Class Mentor weekly and keep copies of the Weekly Review and Reflection (Appendix 1) | Students’ notes/comments about your overall progress and reflections on the previous week. ***Student to complete the proforma during weekly meeting (handwrite).*** *Both student and class mentor to sign at end of meeting.*  Set yourself targets for the next week  This is separate to your (personal) Learning Journal |  |  |
| **Wider life of the school** - what are you doing? | Opportunities for involvement in wider professional activities(Appendix 5) |  |  |
| **The Grading Criteria matrix** | * Use the Grading Criteria to discuss your progress and set targets with your Class Mentor during feedback sessions and weekly meetings * Keep your own copy of the criteria and highlight where you are up to and annotate it * Set yourself targets based on where you are |  |  |
| **The Interim Report** | Before your Class Mentor writes this, have a discussion about your progress and achievements – use the Grading Criteria and Weekly Review and Reflection to do this.  Your University Visiting Tutor will quality assure and then agree your interim grades with your Class mentor |  |  |
| **Becoming more independent** | After Interim you should be increasingly independent - taking on more of the role of the teacher - collecting children, meeting and talking to parents (Standard S8e) |  |  |
| **Assessment**  Keep records of all marks/assessment  Any work you set, you should mark | Seek guidance from your class mentor, but create your own system if necessary, for example use a key:   |  |  |  | | --- | --- | --- | | √ | Achieved | Alternatively, you may wish to colour-code.  See examples on the Partnership website | | PA | Partly achieved | | X | Did not achieve | | ↑ | Improved | | ↓ | Declined | | ⑱ | Mark out of … | |  |  |
| Homework – Marks/Comments |  |  |
| Records on individual children with your annotations |  |  |
| Examples of children’s work (demonstrating different abilities) |  |  |
| Examples of your responses to children’s work using the school’s marking policy |  |  |
| Evidence of working with teaching assistants e.g. Additional Adult Proforma |  |  |
| Evidence of engagement with assessment statistics - RAISE online etc. |  |  |
| **The Final Report** | Before your Class Mentor writes this, have a discussion about your progress and achievements – use the Grading Criteria Matrix, RoLOs and Weekly Review and Reflection to do this.  What progress have you made? Where are you up to now? This should be highlighted in a different colour.  Your University Visiting Tutor will quality assure your report. Remember to get your own copy of it. |  |  |
| **Placement Evaluation** | You and the school will receive an email with the link to the online evaluation.  There is a student and school evaluation to complete  Please evaluate your placements ASAP |  |  |

## Appendix 7 Requirements for Refer students

If you are unsuccessful in a placement, you need to meet and discuss your options with your Personal Tutor and Programme Leader. If you do decide to resit your Block A or Block B placement, you will be required to carry out some voluntary work within a school setting, in order to allow you to research the areas you needed to develop. This will be organised by yourself and take place at any time between the end of placement and the resit. Please note that the resit would take place at the same time of year as the original placement in 2018-19.

In addition, you will be required to complete a portfolio of evidence to demonstrate that you are ready to engage successfully in your repeated placement. You must complete an action plan, using the targets from your report and RoLOs. This should be placed at the top of a file with your targets on the action plan numbered. Below this, place dividers, which are numbered against the targets. Each time you have some evidence to demonstrate progress towards the target, place this under the relevant divider. The action plan always sits at the top of the portfolio.

A letter of evidence (on letter-headed paper) of dates and time spent in school must also be included in this portfolio. Please note that progress towards the target can also include discussions with school members of staff and a summary of key points of learning. Also any research/reading undertaken - again with a summary of key elements of knowledge and understanding developed as a result.Where weaknesses in your subject knowledge and/or knowledge of the age related statutory and curriculum documentation were contributing factors to your failure of the placement, you will need to demonstrate how you have developed this. This may include a list of texts, resource and/or websites that you have engaged with and examples of tasks or activities that you have carried out in order to develop a more secure and comprehensive understanding.

Your portfolio will be reviewed by the Lead School and Programme Leader before your resit placement begins.

**Please note the following if you do fail a placement:**

You will be required to pay a resit fee, which this year has been set at £330 (this may rise slightly for 2017-18). Please note that if you have a deferred placement and re-take it in autumn term 2017 as if for the first time, you may also have to pay the resit fee. This happens in instances where you have started a placement with a school then deferred.

You will only have one opportunity to resit a placement.

## Appendix 8 PGCE SD Primary Foundation Areas and RE Assignment

**Foundation Areas Overview**

“Primary education is a critical stage in children’s development – it shapes them for life. As well as giving them the essential tools for learning, primary education is about children experiencing the joy of discovery, solving problems, being creative in writing, art, music, developing their self-confidence as learners and maturing socially and emotionally.”

“Ofsted reports show that the best primary schools combine high standards with a broad and rich curriculum. The Government wants all schools to have this aspiration and to:

take ownership of the curriculum, shaping it and making it their own. Teachers have much more freedom than they often realise to design the timetable and decide what and how they teach be creative and innovative in how they teach and run the school.”

(DfES 2006:3)

These aims were further reinforced in the Independent Review of the Primary Curriculum (2009). Whilst recognising the value and integrity of individual subject content the report also gave value to combining content from across a range of subject areas. Evidence suggests that working in a cross- curricular way enables children to use and apply what they have learned from the discrete teaching of subjects. It encourages children to think creatively ‘outside subject boxes’. This is further reinforced in the most recent curriculum review 2014.

The Foundation Curriculum unit **IS DELIVERED AND ASSESSED IN SCHOOLS BY CLASS AND PROFESSIONAL MENTORS**. It will enable you to contribute to excellence and enjoyment in the teaching of the Foundation Subjects.

The Government has acknowledged that excellence in teaching and enjoyment of learning is at the heart of what teachers are doing. Literacy and numeracy remain vital, but it wants all schools to be able to offer their pupils a rich and exciting curriculum, in which the teaching of every subject is deemed outstanding. It has never been a more important time to teach the Foundation Subjects and RE.

The Foundation Subjects and RE Unit has been designed to enable you to develop your knowledge and understanding across all areas of the Foundation Curriculum areas of Art, Design and Technology, Computing, Drama, Geography, History, ICT, Modern Foreign Languages, Music, Physical Education and Religious Studies. Although each Foundation area will focus on specific subject and pedagogic knowledge and understanding, all subjects will contribute to you developing a professional, creative, confident, analytical and critical attitude towards achieving the Standards for QTS.

**Unit Learning Outcomes**

On successful completion of this unit you will be able to:

* Demonstrate an understanding of subject and curriculum knowledge in the Foundation Subjects and RE
* Demonstrate an understanding of creative and effective pedagogical approaches used in the Foundation Subjects and RE
* Analyse and reflect on your teaching and the impact on children’s learning

You will also increase:

* Personal understanding of the nature, purpose and value of the Foundation Subjects and RE
* Knowledge and understanding of the structure of the National Curriculum (2014) and where applicable, the Foundation Stage Guidance
* Awareness of what constitutes good practice
* Awareness of current research evidence in order for you to become effective teachers of the Foundation Subjects and RE
* Ability to bring learning in the Foundation Subjects and RE to life and promote excellence and enjoyment of these subjects in primary schools

The assignment aims to develop your understanding of cross-curricular links and common themes, including Learning Outside the Classroom (LOtC), Excellence and Enjoyment, SMSC, citizenship and creativity as they occur within the teaching of the Foundation Subjects and RE.

School led teaching sessions will aim to:

* Emphasise independent and self-managed learning where possible;
* Use peers to support learning as well as other professionals in schools;
* Encourage trainees to participate in, and lead, teaching sessions and tutorials;
* Include a wide variety of methods, organisation and groupings, including, large group, small group and individually-focused work;
* Make use of electronic means of communication to support learning, including the use of Moodle, IWBs, iPads, video, presentation software;
* Provide a balance between structured, guided and self-directed work;
* Ensure a balance between providing access to knowledge and reflection on learning.

**Assessment Criteria**

You will demonstrate progress in professional development and achievement of the unit outcomes through:

* Knowledge, understanding and practice of key aspects which influence classroom practice. The ability to:
* Demonstrate your understanding of the distinctive nature of the Foundation Subjects and related pedagogy as set out in the National Curriculum for Key Stages 1 & 2 and the Early Years Foundation Stage where appropriate.
* Plan a range of innovative and creative learning and teaching strategies, which will enable all children to achieve their potential, including LOtC.
* Demonstrate how learning and teaching in the Foundation Subjects contributes to, and promotes, a range of cross-curricular issues.

**Thinking Skills**

Engage in theoretical and practical investigations into the nature of learning in the Foundation Subjects and through these to develop into reflective, creative, critical and inquiring professionals who contribute to the development of the Foundation Subjects education.

**Practical and Professional Skills**

Use appropriate methods, resources and planning for and the implementation and evaluation of Foundation Subjects.

**Key Transferable Skills**

* Communicate effectively using written, visual, and ICT skills in their own professional development.
* Select and use educational literature to inform and evaluate professional practice.

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| **Assessment of the unit: Foundation and RE Practice Level Assignment** |
| How learning outside the classroom can be effectively used to enhance the quality of teaching and learning experience in at least two foundation subjects in a cross curricular way where appropriate   * A rationale for why a specific site/location can be used to effectively teach the Foundation Subjects and RE ; a description of the learning and activities children would engage with on the visit (1000 words) * A Medium Term Plan to provide the overview of children’s learning (500 words) * Three lesson plans to illustrate follow up classroom/school based activities (1500 words) * This will be pass/fail as it is a practice level unit and will be supported by Class and Professional Mentors. |

**PGCE SCHOOL DIRECT (PRIMARY) ASSESSMENT MATRIX FOUNDATION SUBJECTS ASSIGNMENT**

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| --- | --- | --- |
| **Assessment Objectives** | **Pass** | **Fail** |
| **1. a) A rationale for why a specific site/location can be used to effectively teach the Foundation Subjects**  **b) A description of the learning and activities children would engage with on the visit (1000 words)** | Evidence of a good knowledge and understanding of chosen FSs, the site, and its potential for teaching and learning.  Literature base is sufficient, current and appropriate. It is used to inform planning.  The activities described link both the visit and the chosen foundation subjects. The activities demonstrate an understanding of how to use a visit to enhance the learning. | Knowledge and understanding of chosen FSs, the site, and its potential for teaching and learning is limited.  Literature base is insufficient and/ or insufficiently current and not used to inform planning.  The activities described fail to link the visit and the chosen foundation subjects. The activities do not demonstrate an understanding of how to use a visit to enhance the learning. |
| **2. A unit of work to provide the overview of children’s learning (500 words)** | The unit of work clearly shows an overview of how the lessons and the visit fit together.  The lesson objectives and the pupil activities show a clear overview and progression of the whole plan. | The unit of work does not show a clear overview. Lessons do not fit together well.  The lesson objectives and the pupil activities fail to show a clear overview and there is little evidence of progression in the whole plan. |
| **3. Three lesson plans to illustrate follow up classroom/school based activities (1500 words)** | The three lessons are well planned and thought out. They show clear learning objectives and subject outcomes. The lessons are well structured, link together well and include at least two foundation subjects. | The three lessons are not well planned and thought out. They do not show clear learning objectives and subject outcomes. The lessons are not well structured, do not link together well and only link to one foundation subject. |
| **4. Quality of written communication.**  **Written with coherence, connectedness and flow**   * **Standard of English** * **Communicate effectively** | The writing has structure, coherence and flow.  Sufficient evidence of most of these skills.  Standard of written English is good. | The writing tends to be disjointed and lacking in structure.  Insufficient evidence of most of these skills.  Standard of written English is weak. |

## Appendix 9 DfE Teachers’ Standards 2011 In a Nutshell – Part 1 Teaching

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| **S1. Set high expectations which inspire, motivate and challenge pupils**   1. establish a safe and stimulating environment for pupils, rooted in mutual respect 2. set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions 3. demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | **S5. Adapt teaching to respond to the strengths and needs of all pupils**   1. know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively 2. have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these 3. 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 4. have clear understanding of needs of all pupils, including those with special educational needs; those of high ability; with English as an additional language; with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. |
| **S2. Promote good progress and outcomes by pupils**   1. be accountable for pupils’ attainment, progress and outcomes 2. be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these 3. guide pupils to reflect on the progress they have made and their emerging needs 4. demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching 5. encourage pupils to take a responsible and conscientious attitude to their own work and study. | **S6. Make accurate and productive use of assessment**   1. know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements 2. make use of formative and summative assessment to secure pupils’ progress 3. use relevant data to monitor progress, set targets, and plan subsequent lessons 4. give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. |
| **S3. Demonstrate good subject and curriculum knowledge**   1. have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings 2. demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship 3. 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 4. if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics 5. if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. | **S7. Manage behaviour effectively to ensure a good and safe learning environment**   1. 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 2. have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly 3. manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them 4. maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. |
| **S4. Plan and teach well structured lessons**   1. impart knowledge and develop understanding through effective use of lesson time 2. promote a love of learning and children’s intellectual curiosity 3. set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired 4. reflect systematically on effectiveness of lessons and approaches to teaching 5. contribute to the design and provision of an engaging curriculum within the relevant subject area(s). | **S8. Fulfil wider professional responsibilities**   1. make a positive contribution to the wider life and ethos of the school 2. develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support 3. deploy support staff effectively 4. take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues 5. communicate effectively with parents with regard to pupils’ achievements and well-being. |

**Part 2 – Personal and Professional Conduct**

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