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SCITT TRAINEE HANDBOOK

2021 - 2022













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WELCOME

Dear trainees

We are delighted that you have chosen to train with us and look forward to welcoming you as you start your teaching career. We are sure that you are looking forward to the excitement and challenges of the year ahead.

Training with us will give you a unique and high-quality learning experience - at the heart of Harrison Primary School, (Ofsted 2010 – Outstanding School), where you will join our rich, stimulating professional learning community.

We aim to empower and inspire you as future teachers to enrich the learning opportunities and life chances of pupils in your care, whilst becoming successful, expert professionals yourselves.

The SCITT programme forms the first steps of a teacher's professional learning journey to which you bring a range of experience and expertise. The programme provides you with the opportunity to learn from both academic research and learning in the classroom, working alongside expert class teacher mentors in partner schools, each of which is committed to supporting early career teachers.

You will be joining a dynamic, innovative group of expert practitioners with an enviable track record of proven excellence in training. We have created a distinctive programme of initial teacher training that is school centred. Graded an Outstanding provider (Ofsted 2017), Fareham and Gosport Primary SCITT and our Partner Schools have extensive experience of involvement in, and leading initial teacher training. As a partnership of schools, we are committed to a continuum of professional development; our pathway 'Talent – Train – Teach – Thrive' aims to build capacity to meet the increasing demand for excellent practitioners across the region.

We hope that you will be happy training with us and that you will thrive and succeed during your training. Our SCITT team is here to support, encourage and guide you towards attaining QTS and we look forward to working with you.

Best wishes, and good luck for the year to come.

Sara Gmitrowicz

Executive Head Teacher & Accounting Officer





OUR VISION



Fareham and Gosport Primary SCITT's vision of 'excellence for all and working in partnership' is integral to all that we do. Our aim is to secure **excellence for all** by working in **genuine partnership with all** involved in the SCITT programme, whether that be the pupils in our partner school classrooms, our trainees, our mentors or our facilitators of training.

As an outstanding provider of school centered initial teacher training (SCITT), the Fareham and Gosport Primary SCITT, and its partner schools, have extensive experience of involvement in, and leading initial teacher training. Our training package is tailor-made to meet the learning needs of trainee teachers working with us and is underpinned by the ITT core content (DFE 2019).

From the first day, you will be in the classroom, part of an established teaching team in a school. The training programme will provide you with experience of teaching across the Primary phase, ages 5-11. Expert class teacher mentors and professional mentors (often senior leaders/Head teachers) will support you to develop and refine your teaching skills.

Working with supportive and professional practitioners, you will learn your craft in a host school, working alongside class teacher mentors who have been recognised for their high standards of classroom practice.

You will spend the majority of the year in one of our partner schools in the Fareham and Gosport area and beyond, working within the primary phase. You will also undertake a second school placement, which will give you the opportunity to extend your practice in a different setting, age range and context.

We work with the University of Roehampton who provide expertise and support for the three academic assignments for the PGCE. For the majority of weeks, the group joins together at Harrison Primary School, or one of the partner schools, for the taught elements of the training programme which is delivered by SCITT lead facilitators and expert school practitioners.

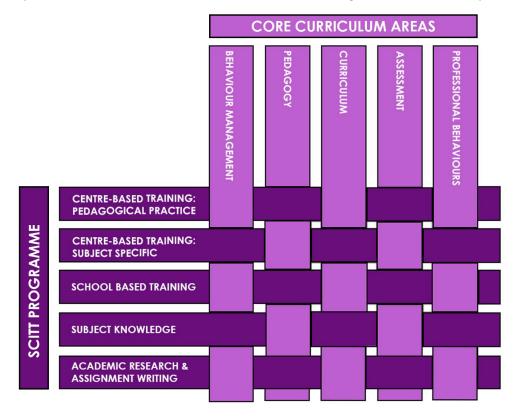
The training programme is designed to support you to achieve Qualified Teacher Status (QTS). On successful completion of the programme you will be recommended for QTS by the Fareham and Gosport Primary SCITT. The University of Roehampton will award the Postgraduate Certificate of Education (PGCE).





THE FAREHAM AND GOSPORT PRIMARY SCITT CURRICULUM

The Fareham and Gosport Primary SCITT Curriculum relates to the DFE ITT Core Content Framework (Nov 2019) in that it is designed to support trainee development in 5 core areas. The five core areas are Behaviour Management (high expectations and managing behaviour), Pedagogy (how pupils learn, classroom practice and adaptive teaching), Curriculum, Assessment and Professional Behaviours. The five core areas form the foundations of the Fareham and Gosport Primary SCITT curriculum and inform the centre based training and blended school practice expectations.

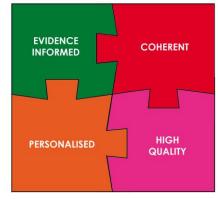


Our curriculum is also designed to prepare trainees to respond to local relevant priorites. These are:

- Culture and climate
- Langauge and communication
- Meeting the needs of individuals
- SEND

The Fareham and Gosport Primary SCITT Curriculum content is underpinned by four key principles. Our curriculum is:

- High Quality
- Evidence Informed
- Coherent
- Personalised.







EVIDENCE INFORMED

A forward-thinking and outward-looking approach through the use of up-to-date research to inform all content and facilitation of the programme

Forensic analysis of internal and external evidence is used to inform all programme actions and developments

COHERENT

A consistent and blended approach implemented between the SCITT team, Partner Schools and University

A cumulative, connected sequence of training (incorporating SCITT training, school based practice and academic reading and writing) to support progress and learning over time

A rich curriculum created through extensive opportunities to learn, practice, reflect and refine





PERSONALISED

An informed, proactive and responsive approach to support and challenge the learning needs of cohorts, groups and individual trainee teachers, based on initial starting points and rates of progress

Through the blended approach, a genuine community of support and commitment ensures an accessible curriculum for all

HIGH QUALITY

Working together with experts from within the well-established partnership and beyond

The curriculum ensures every trainee teacher will be a confident and competent practitioner who is well prepared for their NQT role and early career development

Effective mentoring and coaching focuses on learning, practising, reflecting and refining

Robust Quality Assurance systems and processes support and maintain a high quality curriculum





THE SCITT TEAM



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ROLES AND RESPONSIBILITIES

Below is a brief summary of the key roles and responsibilities of the SCITT team, partner schools and trainees. Please also refer to the Partnership Agreement.

The Fareham and Gosport Primary SCITT and the partner schools will:

- exercise a duty of care for all their trainees, personalise provision and support their mental health and wellbeing
- support trainees with respect, being mindful of the stage of their training and how this is impacting on the challenges they may be facing
- ensure that trainees are equipped to enjoy the rewards and challenges of the teaching profession and recognise the need to nurture the next generation of committed, resilient, high quality teachers.

Head Teachers

Head teachers, and senior leaders, are integral to the success of the partnership and are responsible for assuring the quality of trainee teachers' experience within their schools. They must demonstrate commitment to, and provision of, high quality initial teacher training.

They have responsibility for ensuring that:

- the SCITT's vision is embedded within the culture of their schools
- the terms of the Partnership Agreement are met
- trainee teachers are provided with induction, including rules and regulations pertinent to the school, policies
 and procedures related to safeguarding (including the prevent duty and KCSIE), statutory legislation covering
 health and safety, data protection, equality and diversity
- they use the SCITT selection guidance to identify an excellent practitioner, with recognised high quality teaching skills, to take the role of class teacher mentor
- they take on the role of professional mentor, or identify a senior leader to do so
- class teacher mentors are skillful at drawing on the SCITT programme's taught curriculum in order to develop professional practice linked to educational and pedagogical theory
- trainees have the opportunity to use up-to-date evidence of effective classroom practice
- trainees are prepared for a fulfilling and successful career as a teacher
- that trainees receive clear, consistent and effective mentoring across schools
- assessment of trainees is accurate and rigorous
- they contribute to the success of the SCITT partnership's work through membership of a SCITT committee Programme Development, Quality Assurance or Assessment, and that they attend all meetings.

Class Teacher Mentors

The relationship between class teacher mentors and trainee teachers is key to a trainee's success.

Class teacher mentors are responsible for overseeing the day-to-day training, mentoring and coaching of trainee teachers. They must also play a pastoral role during a trainee's school experience.





Class teacher mentors will be specifically trained by the SCITT team to actively promote and support the development and progress of the trainee. They will demonstrate at least good practice and be a suitable role-model. They will be models of best practice for trainee teachers.

The following outlines the typical activities that a mentor will:

- organise the school-based training programme which provides a variety of opportunities for the trainee to undertake tasks to support their ongoing professional development
- negotiate class contact, timetable and teaching commitment in relation to the school experience requirements
- provide necessary information about the organisation of the class e.g. rules & routines
- provide the trainee with information about the pupils they will be teaching, including prior assessments and their specific needs, including SEND
- guide the trainee on planning and resources, especially before and in the early stages
- be skillful at drawing on the SCITT programme's taught curriculum in order to develop trainee's targets and professional practice linked to educational and pedagogical theory
- provide opportunities for the trainee to demonstrate the appropriate skills, abilities and knowledge as outlined in the SCITT Curriculum
- attend partnership mentor induction, training and meetings
- make accessible to the trainees information about school's organisational structure, policies and guidelines and procedures
- arrange for trainees to work with children and teachers in a range of ways, including whole class, team, group and individual teaching
- commit to formal weekly lesson observations, feedback and coaching/learning conversations with trainee teachers (a minimum of 1 per week and a minimum 30 formal lesson observations over the training period)
- commit to a fortnightly mentor and target setting meeting with the trainee
- provide timely, high-quality oral and written feedback, both formal and informal, which supports the trainees in their progression against the curriculum and towards the Teachers' Standards
- provide SMART targets and associated actions to support the trainee with development needs
- take part in joint class teacher/mentor observations
- host four Quality Assurance visits over the year
- ensure that trainee teachers attend Planning, Preparation and Assessment (PPA) time.
- liaise with the SCITT Team in the case of any trainee who requires enhanced coaching, progress alert or cause for concern.

Academic Liaison Tutor (ALT), University PGCE Academic Writing

The ALT has responsibility for liaison with the SCITT team regarding the assignment elements of the programme. He/she will:

- ensure a high quality experience for trainee teachers
- have an in-depth knowledge of the assignment elements of the programme and co-ordinate delivery of the University led sessions
- co-ordinate tutorials and support for assignment writing at Masters level
- provide high quality oral and written feedback following marking.





External Moderator

The SCITT team is responsible for the selection of the External Moderator. He/she will contribute to the SCITT Exam Board and will be responsible for:

- quality assurance of the SCITT provision and the training programme
- monitoring the quality of the school-based training and the accuracy of judgements being made about trainees' progress, including observations of trainees' teaching, class teacher mentors' feedback
- monitoring judgements made against the curriculum and towards the Teachers' Standards
- evaluation of trainee teachers' personal development portfolios.

His/her focus is to quality assure the SCITT provision and verify that the standards seen in schools are comparable to other training providers.

Trainee teachers will:

- understand and take responsibility for the impact of their teaching on pupil progress and learning over time
- utilise all aspects of their training, in school, in the centre and in independent study, to support
- their progress as reflective practitioners alongside their professional development towards becoming excellent practitioners
- be expected to utilise opportunities and time to further develop their subject knowledge and practice across the curriculum
- uphold high standards of professionalism, including the appropriate use of social media.

In addition to these, trainees will take a full and active part in the whole life of the school, as this assists them in committing to taking on the role of the teacher. This will include:

- punctuality and demonstration of commitment through appropriate arrival and departure times (through discussion with mentors)
- attendance at after school meetings and appropriate training opportunities
- adherence to school rules and codes of practice
- having high aspirations for pupils within their care
- dressing professionally (in line with school policy)
- ensuring that all weekly & individual lesson planning are completed advance of teaching
- ensuring that all support staff have been briefed prior to the start of a lesson
- providing high quality oral and written feedback to pupils
- completion and maintenance of accurate assessment records to show the impact of their teaching on pupil progress
- commitment to formal weekly lesson observations
- commitment to a fortnightly mentor and target setting meeting with their mentor
- evaluating formal lesson observations using the SCITT document
- reviewing their own progress on a weekly basis and identifying SMART targets on a two-weekly basis as part of the 'learning conversation' with their CTM
- maintaining the PDP evidencing progress against the SCITT curriculum
- ensuring that lesson observation documents, timetables, mentor documents are received by SCITT team within designated timelines
- completion of all relevant school-based tasks and be proactive in seeking further professional development opportunities
- following procedures for reporting absence





- ensuring that non-contact time is used appropriately to support personal and professional development needs
- contributing towards the evaluation of the strengths & areas for development of the partnership
- being proactive and taking responsibility for their own learning, shaping their own progress and development
- participating in three professional learning conversations regarding their progress over the year
- reflection of each experience in order to inform their thinking, future planning and practice
- being fully committed to the programme full participation in all areas will greatly benefit trainees' ongoing training, development and success.

Professional Mentors

Professional mentors will ensure that:

- trainee teachers' progress is monitored and evaluated to develop practice against the SCITT curriculum and towards meeting the Teachers' Standards
- appropriate coaching and mentoring support is given to trainee teachers in line with the SCITT model
- trainee teachers' individual training plan and teaching timetable are developed as outlined in the SCITT handbook
- all assessment processes are undertaken and paperwork completed, within the SCITT timescales
- trainee teachers participate in whole staff training (e.g. staff meetings, INSET, staff CPD)
- the SCITT team is informed should the need for enhanced coaching/progress alert/cause for concern arise
- all necessary safeguarding training, DBS and Health checks are carried out as required
- they undertake regular observations alongside the class teacher mentor as per SCITT timeline.

The SCITT Team

The SCITT Team will:

- provide effective school based-training
- support trainees so that they have a positive impact on pupil progress and learning from the outset
- identify and address trainees' needs to support them in becoming successful NQTs
- oversee record keeping and paperwork including mentor and target setting documents, timetables and teacher standards tracking profile
- work with all members of the partnership to ensure trainees are successful in making progress against the SCITT curriculum and meeting the Teachers' Standards
- utilise partnership data to inform training that impacts positively on trainee outcomes and the progress of the pupils they teach.





GUIDANCE FOR TRAINEES

Attendance and absence reporting procedures

There is a requirement that all trainees spend a minimum of 120 days in school during the course of their programme. Therefore, it is very important that attendance is carefully monitored. Trainees are expected to attend all school placement days and training days and remain on the school premises throughout the day. Normally, the children start school at about 9.00 am, however, the trainees should arrive no later than 8.15 am, or according to the school policy. The school day for trainees will normally end between 4.30 and 5.00 pm. If trainees are unable to attend school for some reason they must:

- telephone their placement school before 8.00 am
- email farehamandgosportprimaryscitt@harrison.hants.sch.uk.

It is imperative that trainees inform both their placement school and SCITT and keep them updated on a daily basis if absence is more than one day.

Where a trainee is absent for more than five consecutive days, they should provide a medical certificate confirming the reason for their absence. Trainees are responsible for getting a member of school staff to certify their absence. The SCITT team must be kept informed.

Issues of absence concerning illness are dealt with on an individual basis between the class teacher mentor and the SCITT Team. Clearly, it is recognised that a trainee may have had an illness where they have missed a few days and this has not impacted on your ability to meet the requirements of the programme and make progress. In the example given there would not be a requirement to make up these days.

There may be circumstances where there would be an opportunity for a placement to be extended. Normally this would be for absences due to illnesses which have been prolonged and / or absences which have had a detrimental impact on a trainee's ability to meet the requirements of the programme or make sufficient progress. These would be dealt with on a case-by-case basis by the class teacher mentor in liaison with the SCITT team.

Attending interviews

During the year, trainees may need to visit schools where they are intending to submit a job application or attend interviews. The expectation is that they use their non-contact time allocation so that their contact time in the classroom is not affected. Whenever possible, interviews must not be attended on a training day. This should be agreed in advance between the school and the trainee.

Inclement weather conditions

In the event of poor weather or snow trainees should use their professional judgment. Trainees are advised to put their safety first and not attempt any journey if they feel it is dangerous. The following guidance is provided to all trainees:





- listen to the local radio stations to see if the school is closed because of the weather. Local authority websites
 and radio stations usually list school closures on their websites too
- if your school is open, try to get in as usual, subject to the proviso above. Main roads are usually clear and public transport usually runs as normal. If you are driving, make sure you leave plenty of time to get there safely. Make sure you have warm clothes and waterproof boots in the car, just in case!
- if the school is open, some children will turn up to be taught and the staff will be relying on you as member of the team. Be prepared to be flexible with your teaching! Remember some teachers may experience difficulties in travelling into school and some areas may have worse snow than other areas
- if you are delayed, ring the school and your class teacher mentor to make sure they know that you will be in later than normal. Keep them informed of your progress. If you are expecting any other visitors to come in, make sure you contact them as well.

Guidance on industrial action

Trainees who are not employed as part of their training are not eligible to take part in ballots or strikes called by teaching unions even if they are members. They should expect to be present in school on a strike day unless advised otherwise by the Head teacher. However, they should not be expected to cover classes or teach classes where the teacher is on strike. They should carry out the planned activities in their timetables but as always cannot have legal responsibility for a class and therefore need normal levels of support.

Staff meetings

Trainees must attend all staff meetings, INSET etc. Trainees should have experience of the whole range of school meetings, including parents' consultations where possible.

School trips

Trainees are very welcome to attend any school trips that their classes are taking part in and it is good experience to be part of the planning and to observe the risk assessments that take place in advance of any trips. Trainees must not agree to school trips that coincide with SCITT training days, University days or professional experience days. If trainees are invited to attend a residential trip the expectation is that trainees must return for SCITT training or University training.





TIMELINE OVERVIEW

(PLEASE SEE THE 2021 - 22 TIMELINE DOCUMENT FOR FURTHER DETAILS OF THE PROGRAMME)

Following recruitment

- opportunities to visit and/or speak to partner schools
- induction programme overview and expectations
- pre-programme reading
- pre-programme tasks including subject knowledge audits in mathematics, English and science
- registration.

Autumn Term

Mentors will:

- arrange a full induction into the school with a senior leader for the trainees and organise a welcome from staff
- carry out an introduction to school policies, staffing, procedures, school email address passwords, logins, planning for the year group please see the induction guidance document
- work in partnership with the professional mentor preparing the trainee for the second school experience
- arrange to meet 2nd placement class teacher mentor at the main placement school to observe trainee teacher and discuss 2nd placement and support the transition process
- organise the trainee's timetable and individual programme based on the professional needs of the trainees.
 This should be approximately 50% of the school-based placement week by the end of term and can include group, team and whole class teaching. Trainees must be timetabled to teach at times when a QA or external moderator visit is organised. Trainees must have PPA (with the mentor) and non-contact time
- follow the SCITT curriculum, key themes and targets to support trainee progress
- follow the SCITT 'learn, practise, reflect, refine' model with trainees

Example Timetable

Approximately 50% teaching commitment. Please see the School Practice details for further information on timetables.

Mon	Teaching	Teaching	Teaching	Teaching
Tues	Teaching	Teaching	Non-contact/development time	Non-contact/development time
Wed	Teaching	Teaching	Non-contact/development time	Non-contact/development time
Thur	PPA	PPA	Non-contact/development time	Non-contact/development time
Fri	Training	Training	Training	Training

Expectations:

- formally observe the trainee at least once per week and provide detailed feedback relating to targets
- review and set fortnightly SMART targets with trainees
- take part in joint mentor observations in preparation for the second placement
- discuss the subject knowledge audits and targets with the trainees
- accommodate 2 QA visits





Spring Term

In addition to the mentor responsibilities outlined in term 1, mentors will:

- arrange a full induction into the second placement school with a senior leader for the trainees and organise a welcome from staff
- carry out an introduction to second placement school policies, staffing, procedures, logins, planning for the year group please see the induction guidance document
- organise the trainee's timetable, which should be moving towards an increased responsibility. This should be approximately 60% of the school-based placement week by the end of term
- · review the subject knowledge audits with trainees
- take part in joint mentor observations in Spring 1 in preparation for return to main placement
- accommodate 1 QA visit in Spring 1

Example Timetable

Approximately 60% teaching commitment

Mon	Teaching	Teaching	Teaching	Teaching
Tues	Teaching	Teaching	Teaching	Non-contact/development time
Wed	Teaching	Teaching	Non-contact/development time	Non-contact/development time
Thur	PPA	PPA	Non-contact/development time	Non-contact/development time
Fri	Training	Training	Training	Training

Summer Term

In addition to the mentor responsibilities outlined in Term 2, mentors will:

- organise the trainee's timetable, which should be moving towards an increased responsibility (70%) by the end of term
- review the subject knowledge audits with trainees
- accommodate 1 QA visit in Summer

Example Timetable

Approximately 70% teaching commitment

Mon	Teaching	Teaching	Teaching	Teaching
Tues	Teaching	Teaching	Teaching	Non-contact/development time
Wed	Teaching	Teaching	Teaching	Non-contact/development time
Thur	PPA	PPA	Non-contact/development time	Non-contact/development time
Fri	Training	Training	Training	Training



Autumn 1	Autumo 2
Key learning and development themes:	Autumn 2 Key learning and development themes:
Climate and culture	Planning
=======================================	
 Child Development How pupils learn - Cognitive science/memory 	 Subject knowledge and pedagogy Assessment and feedback
	 How pupils learn – instructional strategies Effective use of lesson time
Theory and practice Rianning	
PlanningWellbeing	
O Wellbeing Trainee targets:	Wellbeing
Induction targets (starting Thursday 2 nd September)	
Climate and culture	
Building relationships	
Interview target	Trainee targets:
Friday 17 th September	Thursday 4 th November
Climate and culture (linked to Managing Behaviour 1 SCITT	Climate and culture (linked to Managing Behaviour 1 & 2)
taught curriculum)	SCITT taught curriculum)
Essential elements of effective teaching (linked to Role of the	Secure subject knowledge to support effective teaching and
Teacher SCITT taught curriculum)	learning
Secure subject knowledge to support effective teaching and	Professional Behaviours e.g. deploy support staff
learning (linked to Role of the Teacher SCITT taught	effectively, professional relationships
curriculum)	Thursday 18 th November
Friday 1st October	Planning and strategies to support pupils with SEND (linked)
Climate and culture (linked to Managing Behaviour 1 SCITT	to SEND SCITT taught curriculum)
taught curriculum)	2. Assessment and feedback
Applying learning theory to practice (linked to Learning)	3. Professional behaviours e.g. contributions to wider school
Theory SCITT taught curriculum)	life and ethos, working with parents and carers
3. Lesson planning (linked to How Pupils Learn 1– Cognitive	Thursday 2 nd December
Science and Memory, and planning 1 SCITT taught	Instructional strategies linked to effective use of lesson
curriculum)	time (linked to How Pupils Learn 2 SCITT taught curriculum)
Friday 15th October	2. Culture and climate (linked to Managing Behaviour 3 SCITT
Essential elemnets of effective teaching (linked to the Role	taught curriculum)
of the Teacher SCITT taught curriculum)	3. Individual target e.g. a target previously not met or further
2. Lesson planning (linked to How Pupils Learn 1– Cognitive	development
Science and Memory, and planning 1 SCITT taught	
curriculum)	
3. Secure subject knowledge to support effective teaching and	
learning (linked to Role of the Teacher SCITT taught	
curriculum)	
Teaching:	Teaching:
✓ Working towards 50% teaching load including up to two	✓ 50% by Christmas including working towards one whole class
whole class lessons per week	lesson per day
✓ Mainly core - English, maths and phonics	✓ Mainly core - English, maths and phonics
✓ Regular team teaching with Class Teacher Mentor	✓ Regular team teaching with Class Teacher Mentor
✓ Group teaching	✓ Some group teaching
Planning:	Planning:
✓ Mainly core - English, maths and phonics	✓ Mainly core - English, maths and phonics
✓ Planning collaboratively with the Class Teacher Mentor –	✓ Planning collaboratively with the Class Teacher Mentor –
individual lessons	individual lessons and sequences
✓ Independently planning individual lessons	✓ Independently planning individual lessons
✓ Regular use of school planning	Regular use of school planning
✓ Some planning with the year group	✓ Some planning with the year group



Assessment and feedback:

Mainly core - English, maths and phonics

With the Class Teacher Mentor and independently

Assessment and feedback:

Mainly core - English, maths and phonics

With the Class Teacher Mentor



	✓ Involvement with progress data, data drops, pupil progress meetings
• 1-2 days in Year R or a nursery setting (EYFS)	 Experience in Year 6 – (1-2 days) 1 assignment writing day for PGCE 1 transition days to second placement Joint CTM observation at main placement and transition meeting.

	, , ,	Joint CTM observation at main placement and transition meeting.
	Spring 1	Spring 2
Key lea	arning and development themes:	
0	Literacy through the curriculum	Key learning and development themes:
0	Climate and culture	Assessment and feedback
0	Planning sequences	 Subject knowledge and pedagogy
0	Effective teaching and learning	Adaptive teaching
0	Subject knowledge and pedagogy	o How pupils learn
0	How pupils learn – questioning and classroom talk	o Wellbeing
0	Adaptive teaching	 Planning sequences
0	Assessment and feedback	Professional Behanviours
0	Professional Behaviours	
	e targets:	
Tuesda	ay 4 th January	
1.	Culture and climate (linked to managing behaviour 1, 2 and	
	3 SCITT taught curriculum)	
2.	Literacy through the curriculum (linked to SCITT taught	Trainee targets:
	curriculum)	Monday 28 th February
3.	Questioning and classroom dialogue (linked to How Pupils	Planning of sequences (linked to planning 2 SCITT training)
	Learn 3 SCITT taught curriculum)	2. Adapting to meet the needs of all pupils (linked to how
Thurso	lay 20 th January	pupils learn 4 SCITT training)
1.	Planning sequences (linked to planning 2 SCITT taught	3. Individual target choice
	curriculum)	Thursday 17 th March
2.	Assessment and feedback	Formative assessment (linked to SCITT taught curriculum)
3.	Secure subject knowledge to support effective teaching and	2. Adapting to meet the needs of all pupils (linked to SEND
	learning	week)
	3 rd Feb	3. Professional behaviours e.g. deploying support staff
1.		effectively, working with parents and carers, contributing
	pupils learn 4 SCITT taught curriculum)	to wider school life and ethos, professional relationships
2.	Working with support staff (linked to SCITT taught	
	curriculum)	
3.	Instructional Strategies linked to effective use of lesson	
	time (linked to How Pupils Learn 2 SCITT taught curriculum)	
Teachi		Teaching:
~	Working towards 60% including a minimum of one whole	✓ 60% by Easter including two whole class lessons per day
	class lesson per day	✓ Core and foundation subjects
√	Mainly core – English, maths and phonics	✓ Regular team teaching with Class Teacher Mentor
√ ./	Regular team teaching with Class Teacher Mentor	✓ Teaching of sequences
√ ./	Some group teaching	Planning:
Dlami	Teaching of sequences	✓ Core and foundation
Planni		✓ Planning collaboratively with the Class Teacher Mentor –
√	Mainly core - English, maths and phonics	sequences of lessons
✓	Planning collaboratively with the Class Teacher Mentor –	✓ Independently planning individual lessons and sequences

- individual lessons and sequences
- Independently planning individual lessons and sequences
- Regular use of school planning
- ✓ Some planning with the year group

Assessment and feedback:

- Regular use of school planning
- ✓ Planning collaboratively with the year group

Assessment and feedback:

- ✓ Core and foundation subjects
- Independently and at times with the Class Teacher Mentor





Mainly core - English, maths and phonics Contribute to progress data, data drops, pupil progress With the Class Teacher Mentor and independently meetings, parents' evenings with the Class Teacher Mentor Involvement with progress data, data drops, pupil progress meetings PE experience EAL experience EAL experience Phonics experience Special school experience Year group experience other than second and main Year group experience other than second and main placement class placement class (1-2 days per year group) 1 day assignment writing for PGCE 1 day assignment writing for assignment 3 1-2 days in Year R or a nursery setting 1 day in Year Key Stage 3 Secondary School Experience in Year 6 if no opportunity in main placement (1-

Joint CTM observation in second placement

Summer 1	Summer 2
Key learning and development themes: How pupils learn – retrieval practice Adaptive teaching Subject knowledge and pedagogy Assessment and feedback Planning Metacognition Professional Behaviours	Key learning and development themes: Subject knowledge and pedagogy Assessment and feedback including summative assessment Planning sequences from scratch How pupils learn Effective teaching and learning Metacognition Professional Behaviours
Trainee targets: Monday 25 th April 1. Adapting to meet the needs of all pupils (linked to SEND week, EAL training) 2. Planning sequences 'from scratch' (linked to Planning 3 SCITT training) 3. Retrieval practice (linked to How pupils learn 6 SCITT training) Thursday 5 th May 1. Planning sequences 'from scratch' (linked to Planning 3 SCITT training) 2. Retrieval practice (linked to How pupils learn 6 SCITT training) 3. Individual target choice Thursday 19 th May 1. Metacognition (linked to How Pupils Learn 7 SCITT taught curriculum) 2. Individual target choice 3. Individual target choice	Trainee targets: Thursday 9 th June 1. Summative assessment and use of data (linked to assessment 2 SCITT training) 2. Individual target 3. Individual target
Teaching: ✓ Working towards 70% including a minimum of 2 whole class lessons per day ✓ A range of core and foundation subjects ✓ Experience of teaching whole days ✓ Teaching of sequences ✓ Some team teaching with class teacher mentor Planning:	Teaching: ✓ 70% by the end of the programme including a minimum of 2- 3 whole class lessons per day ✓ A range of ore and foundation subjects ✓ A minimum of 1 whole day per week ✓ Teaching of sequences ✓ Some team teaching with class teacher mentor Planning:
 ✓ A range of core and foundation ✓ Planning collaboratively with the Class Teacher Mentor and year team, contributing to the curriculum 	 ✓ A range of core and foundation ✓ Planning collaboratively with the Class Teacher Mentor and year team, contributing to the curriculum



✓ Independently planning individual lessons and sequences	✓ Independently planning individual lessons and sequences
'from scratch' using the school curriculum and National	'from scratch' using the school curriculum and National
Curriculum as starting points	Curriculum as starting points
✓ Regular use of school planning	✓ Regular use of school planning
Assessment and feedback:	Assessment and feedback:
✓ A range of core and foundation subjects	✓ A range of core and foundation subjects
✓ Independently	✓ Independently
✓ Contribute to progress data, data drops, pupil progress	 ✓ Contribute to progress data, data drops, pupil progress
meetings, parents' evenings with the Class Teacher Mentor	meetings, parents' evenings with the Class Teacher Mentor
EAL experience	
PE experience	Year group experience other than second and main
Year group experience other than second and main	placement class
placement class	



The Initial Teacher Training Core Content Framework

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843676/Initial_teacher_training_core_content_framework.pdf

The Initial Teacher Training Core Content Framework (DfE, 2019) outlines that 'The quality of teaching is the single most important in-school factor in improving outcomes for pupils – and it is particularly important for pupils from disadvantaged backgrounds. No one is born a great teacher. Great teachers continuously improve over time, benefitting from the mentoring of expert colleagues and a structured introduction to the core body of knowledge, skills and behaviours that define great teaching.'

Central to entitlement outlined in The ITT Core Content Framework are how trainees are supported by expert colleagues, the opportunities trainees receive to practise (learn how to), how expert colleagues discuss and analyse with trainees, observations of expert colleagues with opportunities to deconstruct approaches, and receiving clear consistent and effective mentoring. These components are very much integral to the Fareham and Gosport Primary SCITT curriculum, to our 'learn, practise, reflect, refine' approach and to our school practice expectations.

'The ITT Core Content Framework sets out two types of content – mirroring the ECF. Within each area, key evidence statements ('Learn that...') have been drawn from current high-quality evidence from the UK and overseas. These 'Learn that...' statements are deliberately the same as the 'Learn that...' statements in the ECF because the full entitlement – across both initial teacher training and early career development – for new entrants to the profession is underpinned by the evidence of what makes great teaching'. (ITT Core Content, DfE 2019).

'......these 'Learn how to...' statements have been sorted into two categories. These categories define an entitlement to practise key skills as well as an opportunity to work with and learn from expert colleagues as they apply their knowledge and understanding of the evidence in the classroom. 'Learn how to...' statements are drawn from the wider evidence base including both academic research and additional guidance from expert practitioners'. (ITT Core Content, DfE 2019).





Target Setting Mentor Meetings

Mentors will meet with the trainees after a formal lesson observation has taken place to provide an opportunity for the trainee to share their self-reflections and evaluation. This is also an opportunity to provide feedback. Both mentoring and coaching approaches are encouraged. (Please see our Mentoring Handbook for further details).

In addition to weekly detailed lesson observation feedback, mentors will meet with the trainees fortnightly for 1 hour for a Target Setting Mentor Meeting. This meeting should include a review and agreement of appropriately challenging developmental targets, and a record of actions to be undertaken by trainees and others to enable them to achieve the targets. Targets must be fit for purpose, and where appropriate, subject specific. There should be a discussion centred around current key themes and development areas from the curriculum: how secure the trainee's knowledge is and what their next steps are. The fortnightly meeting will also identify evidence of the trainee's progress against the SCITT curriculum and the impact of the curriculum content on the trainee's teaching and their impact on improving pupil outcomes.

- mentors will complete the fortnightly target setting mentor documents where all details will be recorded
- subject-specific training needs of trainees will be identified during the mentor meeting. How these are going to be addressed will be highlighted in the mentoring record
- mentors will ensure trainees are keeping well-organised records of their teaching and training activities. The trainee's file will be checked periodically and should be made available at all times
- mentors will discuss the updated subject knowledge audits with trainees at the relevant time
- mentors will ensure that regular meetings with the school-based professional mentor take place in line with the 2021-2022 timeline
- mentors will personalise the themed curriculum targets to respond and adapt to development needs
- mentors will ensure targets are linked to specific subject areas where appropriate.

Mentors will also: -

- attend mentor training and meetings led by the SCITT Team
- have a clear understanding of the procedures for OFSTED inspections and visits to ITT
- meet with a member of the QA SCITT Team early in the Autumn term to ensure the placement is running smoothly for both the mentor and the trainee, and further QA visits throughout the year
- observe with and meet with the External Moderator on planned partnership school visits
- communicate with the SCITT team
- follow the SCITT aim and processes of mentoring and coaching throughout the SCITT programme year.

AUTUMN SPRING SUMMER
MENTORING & COACHING COACHING





SUGGESTED READING

The link below will take you to the ITT core content framework where you may find reading that would be beneficial to engage in during the year:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core content_framework_pdf

The SCITT Team have included some key reading suggestions here and you will find that regular recommendations will be made throughout the year.

- Willingham, D. (2009) Why Don't Students Like School? A cognitive scientist answers questions about how the mind works and what it means for the classroom
- Lemov, D. (2015) Teach Like A Champion
- Sherrington, T and Caviglioli, O (2020) Teaching Walkthrus Five-step guides to instructional coaching
- Alison, S & Tharby, A (2015) Making Every Lesson Count
- Hattie, J (2012) Visible Learning for Teachers: Maximising Impact on Learning
- Chartered College of Teaching. (2020) The Early Career Framework Handbook
- Bartram, D (2018) Great expectations, Leading an Effective SEND Strategy in School
- Dix, P (2017) When the Adults Change, Everything Changes
- Bennett, T (2020) running the Room
- Coe, et al (2020) Great Teaching Toolkit Evidence Review
- Caviglioli, O. (2019) Dual coding with teachers
- Kate Jones (2018) Retrieval Practice: Research & Resources for every classroom
- Education Endowment Foundation (EEF) Guidance
 Reports https://educationendowmentfoundation.org.uk/tools/guidance-reports/





ASSESSMENT OF TRAINEE TEACHERS Assessment Overview

When considering the award of QTS, trainees must be assessed against the SCITT Curriculum, and must meet, the Teachers' Standards in full by the end of the programme. The Fareham and Gosport Primary SCITT's accurate and robust assessment process is designed to support trainee progress through its coherent, high quality, evidence-informed and personalised curriculum. Formative assessment processes will support the trainee's progress and mastery of the components of the SCITT curriculum throughout the programme, and carefully placed assessment points will be used to assess whether a trainee is making progress against the curriculum and is on track to meet the Teachers' Standards, and what appropriate support they may require to achieve this. Target setting and the blended curriculum approach of SCITT training, school practice and academic reading and writing will support the important 'learn, practise, reflect, refine' model which in turn will be integral to the formative and summative assessment processes noted above and outlined in further detail in this section of our handbook. As such, high quality mentoring and effective target setting is central to successful assessment.

SCITT partnerships work with trainees from the point of interview in order to realise their potential in becoming effective and successful teachers. All trainees are expected to make a positive contribution to pupils' learning from the beginning of their programme. Through this, the pupil, and expectations for learning and development, are central to the training programme. The training programme should be seen as the first part of the teacher's professional development and partnerships should be committed to ensuring a smooth and successful transition to the role of the ETC and the Early Career Framework.

Progress to becoming a successful teacher and effective teacher

This guidance provides a framework for assessment of trainee teachers. Trainees' progression will be assessed through reviewing the impact of their teaching on pupil progress and learning over time which, in turn, informs trainees' ongoing achievement and final attainment. This guidance also outlines a range of resources needed to support both trainees and their class teacher mentor and professional mentor in recording progress and supporting achievement.

This guidance is intended to:

- promote a shared understanding of the expectations of trainees and of the impact of their teaching on pupil progress and learning
- · secure the accuracy and consistency of judgements
- support the effective tracking of trainees' progress against the SCITT Curiculum.
- promote a shared language for discussing the progress and professional development of trainees
- promote the need for challenging and appropriate target setting linked to the identification of trainees' developmental needs and to the SCITT curriculum.

This guidance will be adapted should further changes be made to the 'Initial teacher education inspection handbook' or to the DfE requirements for ITT.



Annual assessment process at a glance

It is important to note that no one assessment component should be considered in isolation and that the SCITT assessment process is designed to be both rigorous and accurate by incorporating all component areas to ensure this.

'Learn, practise, reflect, refine' Expectations for each assessment point

Formal Lesson Observation - formative assessment

Regular lesson observations will be informed by reviewing pupil progress and learning, to assess the trainee's progress and quality of teaching over time. Assessment will draw on a range of available evidence, including observing pupils, pupil workbooks, marking and feedback, trainee's additional evidence, the context and content of the observed lesson and where it fits in a sequence of learning. Both formal written and verbal feedback should support the 'learn, practise, reflect, refine' process, and should take the form of a 'learning conversation'. A minimum of one formal lesson observation with both the professional mentor and class teacher mentor is expected per half term.

Class teacher mentor and trainee (professional mentor)



Target Setting Mentor Meetings - formative assessment

The mentor and trainee will jointly consider all evidence from the two-week period to review progress against set targets, including the impact of the SCITT curriculum on the trainee's teaching, and the impact of the trainee's teaching on pupil outcomes. Observations of teaching and learning, pupils' workbooks, trainee's marking and additional evidence the trainee wishes to present (not necessarily physical evidence) will support the discussion. Trainees will provide evidence of their progress through these learning conversations with the class teacher mentor. Scrutiny of the above evidence should be used to identify progress relating to the SCITT curriculum and used to jointly review and set short-term targets that will support the trainee's development and mastery of the curriculum. A summary of the learning conversation will be recorded on the Target Setting Mentor Meeting document which will be validated by both parties. Any cause for concern should be raised with the professional mentor and SCITT at the earliest opportunity.

Class teacher mentor and trainee (professional mentor)



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Evidence Bundle – formative assessment

Every half term, trainees have an evidence focus week which they are expected to collect and submit a 'snapshot' of their practice to demonstrate how they are making progress against the SCITT curriculum.

Trainee



Interim review and assessment

Weekly

Fortnightly

Professional Learning Conversations – formative and summative assessment

At three points during the year a Professional Learning Conversation between the trainee teacher and assessment committee will take place. The conversations will assess whether a trainee is making expected progress against the curriculum. Trainees will have the opportunity to articulate and demonstrate the progress they have made in relation to the effectiveness of their teaching, particularly around pupil learning and progress, and how they have developed their professional behaviours. The conversation will also provide evidence of how the SCITT's curriculum has impacted on trainees' learning and progress. It will be an opportunity to consider all available evidence, including the ability to triangulate the regular formative assessment opportunities, lesson observations, feedback learning conversations, subject and pedagogical knowledge, fortnightly reviews and target progress. Professional learning conversations will also promote the implementation of the recommendations in relation to workload made in 'Addressing teacher workload in initial teacher education (ITE) (DfE, 2018).

Assessment committee and trainee





Final summative report

The final Professional Learning Conversation and the completed individual trainee assessment records will inform recommendations for QTS and support the completion of the final summative statement report which also acts as the Early Career Development Entry Profile for the start of the early career framework.

Assessment committee, trainee, CTM & PM





Guidance for the weekly meetings: reviewing progress and assessment

Trainees must be formally observed teaching (weekly) and have a formal Target Setting Mentor Meeting (fortnightly) - professional mentors should be involved at appropriate points. The mentor meeting will include discussion about both the trainee's teaching and its impact on the pupils' learning and progress, and also the impact of the SCITT curriculum on the trainee's learning and progress. An effective target setting process is vital as it forms the basis of the formative assessment process which monitors a trainee's progress and identifies if there is a concern and a need for additional support.

The following need to be considered when evaluating the quality of the trainee's teaching over time and its impact:

- the context and content of the sessions/lessons; where they fit within a sequence of lessons
- the contribution of a trainee's teaching to the learning of the pupils and the progress they make over time
- observations of pupils, pupils' responses in lessons and pupils' workbooks, with particular reference to the
 quality and impact of the trainee's marking, assessment records and annotated planning; trainee's strengths
 and how they can improve. Initial discussions should focus on the effectiveness of the trainee's teaching and
 its impact on pupils' progress and learning over time, and the aspects of the trainee's teaching which support
 this or need to be developed further.

Each fortnightly Target Setting Mentor Meeting should consider:

- discussion about trainee, and pupil wellbeing
- celebration of success and highlights
- trainee evidence of impact on pupil outcomes and how their contributions have supported this
- how the SCITT curriculum has impacted on a trainee's progress, the quality of their teaching and on their own professional development
- the context and content of any observed teaching where they fit within a sequence of lessons
- where trainees are within the sequence of learning integrated through the SCITT curriculum and where they
 are going next
- observations of pupil's responses in lessons and workbooks
- the quality and impact of the trainee's marking and feedback, assessment records and planning
- trainee strengths and areas for development
- reviewing and agreeing appropriately challenging developmental SMART targets, along with agreeing and recording necessary actions for trainee and others to enable him/her to achieve his/her targets. Targets need to be fit for purpose, and as appropriate, be subject-specific
- agreeing and recording related training and actions
- identifying evidence of a trainee progress against the SCITT curriculum
- agreeing and recording the impact of any training on the trainee's teaching and, consequently, on pupil progress and learning over time.

From observing to reporting

The diagram below sets out the process of assessing and supporting the trainees' progress from observation through intervention to reporting. The main features are the observations of lessons, considering the full range of evidence, the impact of a trainee's teaching on pupil progress fortnightly meetings leading to interim and summative reports. trainees, class teacher mentors, professional mentors, SCITT committees and the SCITT team all have significant roles.





Observation(s) of lessons with the full range of evidence (discussion/meeting) Identify and celebrate the trainees' successes and any issues related to well-being (discussion/meeting) Identify evidence of pupil progress (discussion/meeting) What difference has the SCITT curriculum made to the trainee? Why? (discussion/meeting) What difference has the teaching made? Why? (discussion/meeting) Identify areas of strength and areas for devlopment for the trainee (discussion/meeting) Review and identify targets including carry over targets if appropriate (trainee and mentor) Identify related fortnightly training and actions (trainee and mentor) Communicate additional support, guidance or development needed (trainee, mentor and SCITT)





Target setting and achieving targets

Central to all trainees' progress is the accurate identification and achievement of developmental targets. The targets are focused on improving the quality of the trainee's teaching and its contribution to pupil progress. Targets should:

- specifically address improving the trainee's mastery of the SCITT curriculum, subject knowledge and impact on pupil outcomes
- include clear statements of what the trainee needs to do to improve and make sustained progress
- support trainees in making progress, the actions to be taken by the trainee and others must be identified and agreed. This could include co-planning and/or team-teaching, observing, reading
- identify and agree how and when progress against the set targets will be identified and reviewed
- be linked to success criteria explicitly stating the impact of achieving the target on trainees and/or pupils
- be carried over (and refined where appropriate) when not met
- be limited to achievable short-term targets (which may feed into more complex longer-term targets).

Targets for trainees can arise from:

- the SCITT curriculum
- lesson observations and review meetings: short term, long- term and more immediate targets or interim midpoint assessment points
- end of programme assessment: Early Career Entry Development Profiles to be forwarded to and shared with the employing school/setting.

Things to consider when setting targets

Specific (precise)	Be clear about what you want the trainee to achieve and why; for example, impact on outcomes for pupils, subject knowledge development, mastery of a specific aspect of the SCITT curriculum
Measurable/Achievable	Pitched at an achievable (realistic) level and modelled so that the trainee can understand how to achieve the target. Appropriate levels of challenge and support should be provided which link to clearly identified success criteria.
Realistic	In terms of the context, is there the time, the opportunity and the resources available to achieve the target? Can this target be met alongside other targets that the trainee may already be working towards?
Time-constrained	Targets should be achievable within a stated time period, with explicit steps for successful achievement. Larger more substantial targets should be broken down over a number of weeks to enable the trainee to make clear steps of progress.





Targeted support to ensure individual trainee's progress related to a 'cause for concern'

1. Enhanced coaching

This enhanced support process involves the initiation of personalised, context-based coaching and support for the trainees. This coaching is normally undertaken by an impartial appropriate member of the partnership (e.g. a Head teacher / class teacher mentor) who is not involved in the assessment of the trainee. The role of the support is to provide tailored, one-to-one coaching for the trainees based on their prioritised needs. Written feedback is provided to both the trainee and the school.

The identification of the trainees who could potentially benefit from this enhanced support can be identified by the class teacher mentor, professional mentor or SCITT team. The organisation of this additional coaching is the responsibility of the professional mentor, in discussion with the trainee, class teacher mentor and impartial members of the partnership. In all circumstances, the SCITT team will be informed that the coaching has been initiated. In all circumstances, the SCITT team will support the process.

2. Progress alert procedure

A progress alert may be initiated at any time and by any <u>professional mentor</u> or <u>class teacher mentor</u>. There is no formal paperwork to complete for a progress alert and it may be made by email, through conversation (later documented by a follow-up email) or through writing. The alert will consist of a clear message as to what is causing progress to be hampered, and also a clear message as to how the trainees should look to ensuring that the issue is addressed effectively. All communications concerning the progress alert will be filed and reported to the SCITT team, and these communications will form the written evidence of the progress alert. These will be shared with the trainee at all times. The reasons for issuing a progress alert are many and varied, and the informal nature of this process allows and enables the intervention to be highly personalised for the needs of individual trainees. It is anticipated that the majority of progress alerts will lead to improved progress, and the trainees will continue on the course with no further intervention needed. In all circumstances, the SCITT team will support the process.

In some cases, trainees may not make the required progress necessary. In these circumstances, a formal cause for concern procedure will be undertaken, as detailed next.

3. Cause for concern procedure

A cause for concern is intended to be a developmental and supportive process. A cause for concern will be issued when a trainee:

- does not make the expected progress
- struggles professionally or personally to make progress against the SCITT Curriculum/meet the Teachers'
 Standards (Part One: Teaching)
- fails to demonstrate high standards of personal and professional conduct (Part Two: Personal and professional conduct)
- is identified as cause for concern' or from a Professional Learning Conversation, or other assessment procedure.

A cause for concern will outline the concern and targets set, identify training and actions and agreed review points. It will result in increased agreed school and centre-based support and monitoring.





Specifically, a cause for concern:

- can be raised at any stage of the programme
- will usually relate to specific aspects of the trainee's teaching and be characterised by a lack of expected progress by the pupils
- a cause for concern may also be raised if:
 - the trainee's teaching, for any reason, is not developing as expected; and there is no evidence of further progress or development in the quality of their teaching
 - the trainee has not received the necessary support from the placement school at which point the SCITT team will intervene.

Targets

- targets for improvement must be explicitly linked to areas of concern in the trainee's teaching which prevent the trainee and pupils from making the expected progress
- targets will require agreed actions for both the trainee and all those working with him/her in the training programme
- the setting and revision of targets must be based on the review of the full range of evidence; there must be clear alignment between the identified issues and the targets set.

The process is shown below. The cause for concern procedure should include a statement of concern, targets for improvement and related training and actions.

a	
Step 1	• at the earliest opportunity, the mentor discusses the concerns with the trainee. The mentor should ensure that he/she
	listens respectfully to the trainee to gain a full understanding of his/her perceptions
	SCITT team and professional mentor informed which potentially triggers an additional visit
	at the weekly mentor meeting: review and agree targets which are focused explicitly on areas for improvement, with a
	timescale of two weeks to the review point, and agree actions and success criteria
	there should be a maximum of three targets
	the trainee is informed of the cause for concern and the issues that must be addressed
	• the concerns, targets and actions for the trainee, mentor and professional mentor are recorded on the SCITT Cause For
	Concern Document and a copy is sent to the SCITT team.
Step 2	review targets using the full range of evidence
	if sufficient progress has been made by the trainee, normal training routines continue
	if insufficient progress has been made, proceed to Step 3.
Step 3	review meeting with the mentor, professional mentor and SCITT team
	SCITT team moderates the evidence with the mentor to confirm whether there is a need for an ongoing cause for
	concern. If so, a formal meeting with the SCITT team, professional mentor, mentor and trainee takes place to agree the
	cause for concern and set revised targets
	a period of two to four weeks is set for the trainee to focus on the cause for concern targets
	 explicit actions for the trainee, mentor, professional mentor and SCITT team are agreed as part of the cause for concern
	action plan
	all observations and meetings should focus on the cause for concern targets
	• the SCITT team provides a copy of the targets agreed and related action plan which is centrally logged with the SCITT.
Step 4	• formal review of targets, using the full range of evidence, by the trainee, mentor, professional mentor and SCITT team
	there are three possible outcomes from the formal review:
	1. if sufficient progress has been made, the cause for concern ends and the normal training routines continue
	(there will be a weekly discussion between the PM and the SCITT team for a period of two to four weeks to
	monitor trainee progress)
	2. if limited progress has been made, the SCITT team, professional mentor, mentor and trainee review the
	issues, revise the targets and issue a notice of Risk of Failure
	3. if all of the targets have not been met and progress has not been made, the trainee fails the placement.
	Proceed to Step 6.



Step 5	 the risk of failure notice is discussed by the SCITT team, trainee, CTM and PM
	 a period of two to four weeks is set for the trainee to focus on the Risk of Failure targets
	 explicit actions for the trainee, mentor, professional mentor and SCITT team are agreed as part of the Risk of Failure
	action plan
	 all observations and meetings should focus on the cause for concern targets
	 the SCITT team provides a copy of the targets agreed and related action plan which is centrally logged with the SCITT
	 there are two possible outcomes from the formal review:
	1. if sufficient progress has been made, the cause for concern ends, and the normal training routines continue
	(there will be a weekly discussion between the PM and SCITT team for a period of two to four weeks to
	monitor trainee progress)
	2. if limited or no progress has been made, the trainee fails the placement. Proceed to Step 6.
Step 6	• the placement is terminated immediately subject to partnership protocols. The trainee meets with the SCITT team and
	the appropriate record i.e. a failed cause for concern is completed
	the trainee is informed of his/her right of appeal
	 an exit interview record is completed if the trainee declines the right of appeal
	 a formal letter is sent to the trainee with a copy to the partnership school
	 a de-brief meeting takes place with the relevant school personnel, leading to a report of arising issues and actions.
Step 7	the final decision is confirmed by the SCITT Team.



THE TEACHERS' STANDARDS

Accredited providers retain the distinctive responsibility for making the professional judgement as to whether each trainee has demonstrated the range of skills, knowledge and understanding required to be recommended for QTS at the end of the programme of ITE.

Part One: Teaching

The quality of trainees' teaching over time will be judged by the impact on the progress and learning of pupils. Trainees' teaching needs to be assessed through consideration of all aspects of their teaching with full reference to the Teachers' Standards overall and individually.

PART ONE: TEACHING

TS1 - Set high expectations which inspire, motivate and challenge pupils

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

TS2 – Promote good progress and outcomes by pupils

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

TS3 – Demonstrate good subject and curriculum knowledge

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

TS4 - Plan and teach well structured lessons

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

TS5 – Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development





• have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

TS6 - Make accurate and productive use of assessment

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

TS7 – Manage behaviour effectively to ensure a good and safe learning environment

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

TS8 - Fulfil wider and professional responsibilities

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

Part Two: Personal and professional conduct

Part Two of the Standards is about personal and professional conduct. All trainee teachers are required to maintain consistently high standards of personal and professional conduct at all times. Trainees must demonstrate this in addition to meeting the 8 Teachers' Standards in order to be successful during school experience. The table below sets out each descriptor. If any concern should arise in relation to the three descriptors, then the SCITT Team must be notified immediately.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

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

- Teachers uphold public trust in the profession and maintain high stands of ethics and behaviour, within and outside the school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.





- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.





PROFESSIONAL DEVELOPMENT PORTFOLIO (PDP)

Trainees are required to maintain a file for their professional development. The purpose of the PDP is to provide a comprehensive record of the process of learning and development in which trainees have engaged in order to become effective teachers. The PDP is a working document that builds up over the course of the year and is seen as an essential tool for the trainees' professional development evidence collection. Maintaining the file encourages trainees to think clearly and precisely and develops organisational skills. All of the trainee's records of school placements, range of professional experience and evidence that they are making progress against the SCITT Curriculum should be kept in the PDP, along with records of lesson observations, plans and reflections.

Trainees must have their complete files with them **at all times** when they are in school. Comments on the school, class and children should remain professional in tone and content.

Data Protection

Some of the documents in the PDP can contain confidential and personal information. For example, a class list with details of particular needs or assessment. At all times, Trainee Teachers must follow the SCITT and their placement schools' Data Protection policies and privacy notices. If in any doubt Trainees must speak to their Headteachers or the SCITT Team. Trainee Teachers should use pseudonyms and anonymised personal data wherever possible.

Trainee Teachers should never use photographs of children unless they have specific permission from their school to do so.





How your PDP should be organised

Front	This page should include:
cover/page	• name
	name of programme
	main placement school name
	second placement school name
	a contents table/list.
Section A	1. record of attendance
<u>Section A</u>	2. record of experience
	3. record of lesson observations and teaching
	4. range of professional experience
	The same of procession and other same of procession and other same of the same
	Use the guidance to help you record your experiences and reflections for:
	• Y6
	YR/EYFS/Nursery
	• Y7
	• SEND
	• EAL
	• PE
	• Phonics
	Year groups other than your main and second placement classes.
Section B	Target Setting Mentor Document
Section C	University assignments
	all of your assignments with feedback.
Section D	Induction to main placement
	follow the Induction guidance
	Induction to second placement
	follow the Induction guidance.
Section E	Subject Knowledge development
	include the audit scores and targets in September
	include a review in February
	include the audit scores in June and development areas for the NQT year in June.
Section F	Autumn term 1
	Timetables
	Observation of others
	Formal Lesson Plans and Reflections
	Lesson Observations
	Evidence bundle.
	2 examples of using school planning for teaching individual lessons (Core)
Section G	Autumn term 2
	• Timetables
	Observation of others
	Formal Lesson Plans and Reflections
	Lesson Observations
	Evidence bundle.
	2 examples of using school planning for teaching individual lessons (Core)





Section H	Spring term 1 (second placement)							
	Timetables							
	Observation of others							
	Formal Lesson Plans and Reflections							
	Lesson Observations							
	Evidence bundle.							
	• 2 examples of using school planning for teaching individual lessons (Core). If in KS1 for 2 nd							
	placement, you should include Phonics and Early Maths planning							
Section I	Spring term 2							
	Timetables							
	Observation of others							
	Formal Lesson Plans and Reflections							
	Lesson Observations							
	Evidence bundle.							
Section J	Summer Term 1							
	Timetables							
	Formal Lesson Plans and Reflections							
	Lesson Observations							
	Evidence bundle.							
	• 2 examples of planning from scratch using the NC and/or school plans as starting points (core &							
	foundation)							
Section K	Summer term 2							
	Timetables							
	Observation of others							
	Formal Lesson Plans and Reflections							
	Lesson Observations							
	Evidence bundle.							



Record of Attendance - Section A

RECORD OF DATES ATTENDED							
SCHOOL	KEY STAGE	DATES ATTENDED	NUMBER OF DAYS ATTENDED				

RECORD OF TYPE OF SCHOOL								
TYPE OF SCHOOL (PRIMARY, SINGLE KEY STAGE, DENOMINATIONAL, SPECIAL)	LOCATION (I.E. FAREHAM, GOSPORT, PORSTMOUTH)	SIZE	OTHER SIGNIFICANT FEATURES					





Record of Experience - Section A

Please complete the below checklist of the range of subject experience you are receiving.

PHASE	YEAR GROUP	DATES OF OBSERVATIONS	DATES OF TEACHING
FOUNDATION STAGE/EYFS	RECEPTION/NURSERY		
KEY STAGE 1	YEAR 1		
	YEAR 2		
KEY STAGE 2	YEAR 3		
	YEAR 4		
	YEAR 5		
	YEAR 6		
KEY STAGE 3			
OTHER SETTINGS E.G.SPECIAL SCHOOLS			





Record of Lessons Observations - Section A

- record any taught lessons with a tick
- record formal lesson observations with a date and which key stage.

	AUTUMN TERM						
ENGLISH	MATHS INC EARLY MATHS	SYSTEMATIC SYNTHETIC PHONICS	SCIENCE	PE	COMPUTING	P4C	SMSC
HISTORY	GEOGRAPHY	MUSIC	RE	D&T	ART	LANGUAGES	PSHE





	SPRING TERM						
ENGLISH	MATHS INC EARLY MATHS	SYSTEMATIC SYNTHETIC PHONICS	SCIENCE	PE	COMPUTING	P4C	SMSC
HISTORY	GEOGRAPHY	MUSIC	RE	D&T	ART	LANGUAGES	PSHE





	SPRING TERM						
ENGLISH	MATHS INC EARLY MATHS	SYSTEMATIC SYNTHETIC PHONICS	SCIENCE	PE	COMPUTING	P4C	SMSC
HISTORY	GEOGRAPHY	MUSIC	RE	D&T	ART	LANGUAGES	PSHE





Your teaching of reading record

To be placed in section A of the PDP

Please use this document to record your experience of teaching of reading during the programme. For example, you could note when you have been responsible for group teaching, whole class teaching or when you have been involved in team teaching with your mentor or other expert colleague. You could also note which year groups you have gained the experiences in. You could include when you have had experience of teaching guided reading, shared reading, paired reading or individual reading etc.....

KEY STAGE 1
VEV.CTACE 2
KEY STAGE 2





Your teaching of Systematic Synthetic Phonics record

To be placed in section A of the PDP

Please use this document to record your experience of teaching of phonics during the programme. For example, you could note when you have been responsible for group teaching, whole class teaching or when you have been involved in team teaching with your mentor or other expert colleague. You could also note which year groups you have gained the experiences in. You could include when you have had experience of teaching intervention or catch up groups etc.....

KE	Y STAGE 1
KE	Y STAGE 2





Range of Professional Experience

Throughout the programme you will be required to write evaluative notes about particular areas of your professional experience. Please keep the notes in section A of your PDP.

AUTUMN	SPRING	SUMMER
 YR/Nursery (EYFS) experience Year 6 experience 	 Year R/ Nursery (EYFS) experience Year 6 experience Key Stage 3 experience – secondary school visit PE experience EAL experience Visit to special schools (SEND) Systematic Synthetics Phonics experience 	 PE experience EAL experience

EYFS (Year R/Nursery) experience

The expectation is that you will immerse yourself for 1-2 days in EYFS. You will find it useful to refer to and reflect upon your recent training on EYFS and Communication and Language Development. It is hoped that you will be able to demonstrate a developing understanding of EYFS and how it prepares children for future learning through your visits to EYFS. You could carry out this visit at your main or second placement. Other schools may be available too. You will be responsible for selecting your own Nursery setting to attend.

- observe how children are prepared for Year 1 by reflecting upon your EYFS visits
- observe adults and how they stimulate and provide opportunities for learning
- observe children and how they are learning and developing
- engage in discussion with teaching staff to gain a greater understanding of a child-initiated curriculum
- be responsible for a specific group of children in one or more areas of learning and development





Year 6 experience

You will spend 1-2 days in Year 6 in either your main or second placement school.

The expectation is that you will immerse yourself in Year 6 by:

- observing how teachers promote independent learning where children challenge themselves
- gaining a deeper understanding of subject knowledge expectations in core and foundation subjects
- observing how children are applying their embedded (previously learnt) skills to their current learning
- observing behaviour for learning and behaviour management strategies which promote a positive climate for learning in the classroom
- following observations and discussions with the class teacher on day 1, arrange to spend day 2 by either:
- a) supporting the learning and progress of the children by team teaching with the class teacher or
- b) taking responsibility for the learning and progress of a small group of children (6-8 children)

The expectation is that you will immerse yourself in Year 4 by:

Observing the difference between the levels of pupil independence identified in Year 4 with your experience of Year 6 to date

- gaining a deeper understanding of subject knowledge expectations in core and foundation subjects
- observing how children are being prepared with the skills they will require for application in Year 5 and Year 6
- observing behaviour for learning and behaviour management strategies which promote a positive climate for learning in the classroom
- following observations and discussions with the class teacher on day 1, arrange to spend day 2 by either:
- c) supporting the learning and progress of the children by team teaching with the class teacher or
- d) taking responsibility for the learning and progress of a small group of children (6-8 children)

KS3 Secondary visit

- how does Year 6 prepare children for their move to secondary school?
- how is continued progress ensured for pupils moving from Year 6 to Year 7
- what does outstanding secondary teaching look, sound and feel like? What similarities/differences can you identify to primary education?
- what potential challenges can you see face primary and secondary schools in terms of transition? What types of transition work well?

PE experience

- it is hoped that you will have regular experience of observing and teaching PE in your main and second placement. Focus on the below guidance when gaining your experience.
- when teaching PE you must always be supervised by a qualified member of teaching staff
- you must follow school policy and risk assessments for PE
- to understand the PE National Curriculum and to observe and experience progression throughout the primary age phase
- increase your knowledge and understanding of the three strands of teaching PE: Gymnastics, Dance and Games



st If your main or second placement is in a Year 6 class please arrange to spend your 1-2 days in a Year 4 class.



- gain practical experience of how to effectively adapt to accommodate differing needs and abilities
- observe within the school how PE is linked to cross curricular activities and to the wider healthy lifestyles and schools agenda.

(If you are gaining regular PE teaching experience and are planning and being observed you will not be required to complete the below as additional experience).

You could gain your PE experience in your class in main and/or second placement. The options below may be good starting points for you depending on your schools systems for delivering the PE curriculum e.g. PE coach

Option 1: The expectation is that you will immerse yourself in PE by shadowing the school Sports Coach to observe excellent practice and have the opportunity to apply these skills. You will team teach with the Sports Coach or under their instruction/guidance be responsible for small groups.

Option 2: The expectation is that you will immerse yourself in PE by involving yourself in PE lessons across the full age range in your main and/or second placement. You will team teach with the class teachers or under their instruction/guidance be responsible for small groups or the whole class.

Option 3: The expectation is that you will immerse yourself in PE by involving yourself in PE lessons in your class on a regular basis in your main or second placement. You will team teach with the class teachers or under their instruction/guidance be responsible for small groups or the whole class.

EAL experience

It is hoped that you will increase your understanding of the needs of pupils with EAL and to increase your experience of supporting their learning

- you will spend time in your main and/or second placement, or another partner school.
- with your Mentor's help you will identify a class where there is a pupil with EAL or small group of children

The expectation is that you will immerse yourself by supporting learning, observing and discussing with expert practitioners:

- how learning is adapted and personalised to ensure good pupil progress is made across all core and foundation subjects
- how assessments are used
- how children learn additional languages
- how the needs of bilingual children and pupils with EAL are effectively supported and met
- how resources are used effectively to support pupils with EAL

Throughout the experience it is expected that you will gain experience of observing and teaching in a class with an a pupil/group of pupils who have EAL. Your training from EMTAS will be useful to refer to and reflect upon.

Visit to special schools (SEND)

It is hoped that you will increase your understanding and awareness of pupils with SEND, and their learning when visiting three special schools. You may find your SCITT training on adapting for pupils with SEND useful.

The expectation is that you will immerse yourself in Special Schools by:

- considering the philosophy behind good practice for pupils with SEND
- giving careful thought to the values of a special school including the inclusivity, vision and aspirations for pupils with SEND
- speaking with a range of professionals involved with pupils with SEND





- finding out more about specific areas of SEND
- finding out about barriers to learning for pupils
- observing good practice on how to ensure high quality learning and behaviour and assessment for pupils with SEND
- reflecting on your own practice and how you can apply any new learning from the SEND experience.

Systematic Synthetic Phonics

In addition to your regular teaching of Systematic Synthetic Phonics and observations of expert colleagues, you will complete a Phonics professional experience task. Over the programme it is expected that you will have regular experience of observing and teaching Phonics. You will track your experience on the document in this section. You will also take part in three centre based training sessions to support your development in this area. After each training session you will be asked to complete a related task which you should record details of in this section. The tasks will be as follows:

- 1. Create a case study (pen portrait) about a pupil in your class with a specific aspect of phonics that they need further support in. E.g. blending sounds, digraph reversal, incorrect ordering of sounds. Work with your class teacher mentor to support the needs of this pupil or group and track learning and progress over the year.
- 2. Make your own phonic game to play 1:1 or in a group of pupils. Be prepared to share details of your game with the group, what impact it had on learning and how you improved it. Ensure the focus is centered on which skill the game is teaching or assessing.
- 3. ICT 'I commit to.....' Reflect on your phonic training and experience so far. Identify what you need to do to continue your phonic practice in your training year and beyond.

Half termly Evidence Bundles

Every half term you are required to present an evidence bundle to your mentor to demonstrate you are making progress towards the SCITT Curriculum. You are required to keep a copy of your bundles in your PDP. Evidence Focus Weeks (signposted in the SCITT timeline) will help you to identify evidence and align your choices closely with the SCITT curriculum themes of development for each half term accordingly. The evidence bundles are intended to be a 'snapshot' of trainee practice.

Further guidance to support the completion and submission of evidence bundles will be made available at the appropriate times of the year.





SCITT PROGRAMME FORMS AND DOCUMENTS

This next section provides examples of all the forms and documents that trainees and mentors will need to use whilst on the programme. All forms are available to download from the trainee area on the SCITT Website.

At the beginning of the programme, trainees will need to register for access to the website. To do this, you will need a school email address from your main placement school. CTM's will also need to register with their school email address.

- Timetable
- Formal Lesson Observation Form
- Trainee observation of expert colleague's form
- Lesson Planning & Reflection form
- Target Setting & Mentor Meeting document
- Induction Main Placement
- Induction Second Placement





TIMETABLE GUIDANCE Please refer to the below guidance when completing the timetable: **Teaching commitment** PPA with CTM and year **Subject Teaching** Teaching Spring - 2 whole class per day Summer – 2-3 whole classes per team • Group, team and whole class teaching. • Autumn term – up to 50% • Core - English, Maths, Early Maths day Sequences wherever possible. • Spring term – up to 60% and Phonics • Foundation including PE • Autumn – 1 whole class per day • Summer term up to 70% Non-contact time • Preparation of resources Range of professional experience Planning Observe others Spring/Summer Over the year **Autumn** Assessing/marking PDP • Meeting other professionals Year R • Year R & Y6 experience Observing and team teaching in Lesson observation evaluations Range of professional experience • Year 6 • Key Stage 3 experience Year 1 – 6 (those not experienced Working on targets • Academic reading/research • PE, EAL & phonics as main and second placement) Phonics experience experience TRAINEE TEACHER TIMETABLE SCHOOL NAME: **CLASS AND YEAR GROUP:** WEEK BEGINNING (TO BE COMPLETED FOR THE WEEK AHEAD): TRAINEE NAME: w/b **BEFORE SCHOOL** AM **PLAYTIME** AM LUNCH PM PM **AFTER** AM TIME **SCHOOL MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY**





FORMAL LESSON OBSERVATION DOCUMENT - 2021-2022

NA	ME OF				NAME OF	
	AINEE:				OBSERVER(S)	
	NTE	//	LESSON	_	SUBJECT & TOPIC	
	SERVATION	-		/30	(e.g. Maths – comparing	
CA	RRIED OUT:		NUMBER:		unitary fractions	
		V	HAT ARE THE EXPE	CTED LEA	ARNING OUTCOMES FOR P	UPILS
		C	JRRENT TRAINEE F	OCUS (lin	ked to SCITT curriculum ta	rgets)
1						
_						
2						
_						
3						
Re	haviour mar	nagement – Hig	h Expectations ar	nd Mana	ging Rehaviour	
	ites:	iagement mg	ii Expectations ar	ia ivialia	Sing Deliavioui	
IVO						
Pe	dagogy - Ho	w Pupils Learn,	Classroom Practi	ce and A	daptive Teaching	
No	ites:					
ç.,	bject & curri	iculum				
		iculum				
INC	ites:					





Assessment				
Notes:				
Professional Behaviours				
Notes:				
	AREAS IDENTI	FIED FOR DEVELOPMENT		
SIGNATURE OF				
TRAINEE:			DATE:	
SIGNATURE OF			5.475	
OBSERVER(S):			DATE:	





OBSERVATION OF OTHERS DOCUMENT

Use this document, or parts of it, to help record your observations of expert colleagues related to your current target focus and continued development.

NAME OF TRAINEE:	EXPERT (COLLEAGUE OBSERVED:		
DATE OF OBSERVATION:			YEAR GROUP:	
SUBJECT/LESSON CONTEXT:				
Behaviour management – high expectation To consider: How is your expert colleague – expectations that all children respond to? Co promotes challenge and inspiration? Suppor	motivating pupils? En eating a culture of tru	suring they are a positive roust and mutual respect? Usi	_	
APPROACH/STRATEGY US	ED		IMPACT	
Pedagogy – How pupils learn, classroom pr		-		
To consider: How is your expert colleague – memory in their planning? Considering miscon progress? Using questioning to deepen child understanding? Adapting teaching in a response.	onceptions and addre ren's understanding?	ssing these? Guiding and sc Using classroom talk to sup	affolding learning port pupils' consol	to support lidation and
APPROACH/STRATEGY USED IMPACT				
Curriculum To consider: How is your expert colleague — progress? Anticipating, either through plann pupils the knowledge and skills they need to competency within children? Slowly withdrawocabulary to support progress?	ing or questioning, ar be successful? Linkin	nd addressing common miso g learning to existing knowl	conceptions? Expli edge to build conf	citly teaching fidence and
APPROACH/STRATEGY US	ED		IMPACT	





Δ	ccı	20	cn	าค	nt

To consider: How is your expert colleague – systematically checking learners' understanding? Anticipating where intervention is needed? Using assessment to inform decisions made during the lesson? Using feedback to support pupils monitor their

own progress and regulate their own learning? Working with colleagues during the lesson to support assessment of progress? Using questioning during the session to assess current levels of understanding?				
APPROACH/STRATEGY USED	IMPACT			
Professional behaviours				
To consider : How has your expert colleague – deployed the teal learning outcomes prior to the lesson? Communicated with party				
learning? Made explicit links between interventions outside of	• • • • • • • • • • • • • • • • • • • •			
routines to support efficient task management? Worked with o	others to share the load of planning and preparation?			
APPROACH/STRATEGY USED	IMPACT			
	our own practice and development?			
What are you	ır next steps?			





TRAINEES WILL ENSURE PLANNING IS SHARED WITH THE CLASS TEACHER MENTORS THE DAY BEFORE THE LESSON

	LESSON PLANNING DOCUMENT					
NAME OF TRAINEE		YEAR GROUP	DATE OBSERVATION CARRIED OUT		LESSON OBSERVATION NUMBER	/30
	SUBJECT		TOPIC			
	POSSIBL	E MISCONCI	EPTIONS AND SOLUTION	ONS		
LEARNING OBJECTIVE						
PRIOR LEARNING	'ASSESSMENT/PUPIL STARTIN	IG POINTS	EXPECTED PUPIL	OUTCOMES		
Whole class:			Whole class:			
Focus individuals:			VOCABULARY (NI	EW OR MOD	ELLED)	
Focus group:						
RESOURCES TO SU	JPPORT LEARNING					
			VING JOURNEY			
APPROX TIMINGS	STRUCTURE OF THE LESSON QUESTIONS	INCLUDING I	FOR ASSESSMENT WHO? WHAT? HOW?		NG FOR THE NEE ING THE ROLE OF	





LESSON REFLECTION

THE REFLECTION SHOULD BE COMPLETED BY THE TRAINEE PRIOR TO THE 'LEARNING CONVERSATION' (MENTOR FEEDBACK)

		Whole class	Focus individuals	Focus group
attitudes, learning (organizati - Were the expected? - How do progresse - What ev - Did any their learn -Which sti	you know the pupils d in their learning? idence do you have? pupils not progress in hing? Why was this? rategies had an impact earning and			
	HOW HAS THIS LES	SON CONTRIBUTED TOWARI	DS THE MEETING OF YOUR T	ARGETS THIS WEEK?
1.				
2.				
3.				
	WH	IAT ARE YOUR NEXT STEPS/F	URTHER DEVELOPMENT AR	EAS?





SCITT TARGET SETTING MENTOR MEETING DOCUMENT – 2021-22

Trainee Teacher:

Main placement	Main placement class	Main placement
school:	teacher mentor:	professional mentor:
Second placement	Second placement	Second placement
school:	class teacher mentor	professional mentor

The target setting process is crucial as it forms the basis of the formative assessment process which monitors trainee progress and identifies where there may be a need for additional support. Please ensure all required components of the learning conversation are discussed each fortnight:

THE LEARNING	THE LEARNING CONVERSATION				
Trainee and pupil wellbeing	How the trainee's teaching has improved pupil outcomes				
Celebration of trainee success and strengths, and identified areas for development	The quality and impact of the trainee's marking and feedback, assessment records and planning				
Evidence of trainee progress e.g. pupil workbooks, planning, marking and feedback, pupil responses, pupil observations	How secure the trainee's subject knowledge is and any appropriate next steps (refer to the context and content of the SCITT curriculum and school-based teaching)				
How the SCITT curriculum (centre-based training and/or school training) has impacted on trainee progress and quality of teaching	 Review the previously set targets and agree appropriately challenging developmental targets, along with actions to be undertaken by the trainee, mentor and others to enable the trainee to achieve their targets Targets may be carried over when not fully met 				
 Any educational reading or research that has had impact on professional development and teaching practice 	Please ensure SMART target setting is implemented. Targets should be fit for purpose, and as appropriate, subject specific				





Target review	Target review and development Friday 17 th September 2021					
Personalised targets set Thursday 2 nd September 2021 in line with target themes linked to the SCITT curriculum and trainee development 4. Climate and culture 5. Building relationships 6. Interview target	Actions agreed What does the trainee need to do? How will the class teacher mentor help the trainee to 'learn how to'? What will other expert colleagues do to support the trainee?	Thui 2 nd Septer	targets set rsday mber 2021 met/Not met			
1.						
2.						
3.						
Personal and professional conduct comment:						
As a result of the trainee's teaching, in the majority of lessons this week,	, pupils are making at least expected progress: (please circle/highlight)	Yes	No			
If pupils are not making at least expected progress, please briefly outline the reasons why?						



Any other additional information relating to the trainee and/or	
progress:	

Target revie	ew and development Friday 1 st October 2021	
Personalised targets set Friday 17 th September 2021 in line with target themes linked to the SCITT curriculum and trainee development 1. Climate and culture (linked to Managing Behaviour 1 SCITT taught curriculum) 2. Essential elements of effective teaching (linked to Role of the Teacher SCITT taught curriculum) 3. Secure subject knowledge to support effective teaching and learning (linked to Role of the Teacher SCITT taught curriculum)	Actions agreed What does the trainee need to do? How will the class teacher mentor help the trainee to 'learn how to'? What will other expert colleagues do to support the trainee?	Review of targets set Friday 17 th September 2021 Met/Partially met/Not met
1.		
2.		
3.		
Personal and professional conduct comment:		





As a result of the trainee's teaching, in the majority of lessons this week, pupils are making at least expected progress: (please circle/highlight)		Yes	No
If pupils are not making at least expected progress, please briefly outline the reasons why?			
Any other additional information relating to the trainee and/or progress:			

Target review and development Friday 15th October 2021				
Personalised targets set Friday 1st October 2021 in line with target				
themes linked to the SCITT curriculum and trainee development				
1. Climate and culture (linked to Managing Behaviour 1 SCITT		Review of targets set		
taught curriculum)	Actions agreed	Friday 1 st October 2021		
2. Applying learning theory to practice (linked to Learning				
Theory SCITT taught curriculum)		Met/Partially met/Not met		
3. Lesson planning (linked to How Pupils Learn 1– Cognitive				
Science and Memory, and planning 1 SCITT taught curriculum)				
1.				
2.				





3.			
Personal and professional conduct comment:			
As a result of the trainee's teaching, in the majority of lessons this week,	, pupils are making at least expected progress: (please circle/highlight)	Yes	No
If pupils are not making at least expected progress, please briefly outline the reasons why?			
Any other additional information relating to the trainee and/or progress:			
	and development Thursday 4 th November 2021		
Personalised targets set Friday 15 th October 2021 in line with target themes linked to the SCITT curriculum and trainee development 1. Essential elements of effective teaching (linked to Role of the		Davies of	towasts set

Personalised targets set Friday 15th October 2021 in line with target		
themes linked to the SCITT curriculum and trainee development		
1. Essential elements of effective teaching (linked to Role of the		Povious of targets set
Teacher SCITT taught curriculum)	Actions agreed	Review of targets set Friday 15 th October 2021
2. Lesson planning (linked to How Pupils Learn 1– Cognitive	Actions agreed	Friday 15 October 2021
Science and Memory, and planning 1 SCITT taught curriculum)		Met/Partially met/Not met
3. Secure subject knowledge to support effective teaching and		Met/Partially met/Not met
learning (linked to Role of the Teacher SCITT taught		
curriculum)		





1.				
2.				
3.				
Per	sonal and professional conduct comment:			
As a	result of the trainee's teaching, in the majority of lessons this week,	pupils are making at least expected progress: (please circle/highlight)	Yes	No
	upils are not making at least expected progress, please briefly line the reasons why?			
	other additional information relating to the trainee and/or gress:			





	Target review and development Thursday 18 th November 2021			
Personalised targets set Thursday 4 th November 2021 in line with target themes linked to the SCITT curriculum and trainee development 1. Climate and culture (linked to Managing Behaviour 1 & 2 SCITT taught curriculum) 2. Secure subject knowledge to support effective teaching and learning 3. Professional Behaviours: deploy support staff effectively including developing professional relationships		Actions agreed	Review of Thursday 4 th N Met/Partially	ovember 2021
1.				
2.				
3.				
Pe	rsonal and professional conduct comment:			
As	a result of the trainee's teaching, in the majority of lessons this week,	pupils are making at least expected progress: (please circle/highlight)	Yes	No
	oupils are not making at least expected progress, please briefly tline the reasons why?			





Any other additional information relating to the trainee and/or progress:

	Target review and development Thursday 2 nd December 2021			
	rsonalised targets set Thursday 18 th November 2021 in line with get themes linked to the SCITT curriculum and trainee development 1. Planning and strategies to support pupils with SEND (linked to SEND SCITT taught curriculum) 2. Assessment and feedback 3. Professional behaviours: contributions to wider school life and ethos and working with parents and carers	Actions agreed	Review of targets set Thursday 18 th November 2021 Met/Partially met/Not met	
1.				
2.				
3.				
Pe	rsonal and professional conduct comment:			





As a result of the trainee's teaching, in the majority of lessons this week, pupils are making at least expected progress: (please circle/highlight)		Yes	No
If pupils are not making at least expected progress, please briefly outline the reasons why?			
Any other additional information relating to the trainee and/or progress:			

Target review and development Thursday 16 th December 2021				
Personalised targets set Thursday 2 nd December 2021 in line with target themes linked to the SCITT curriculum and trainee development 1. Instructional strategies linked to effective use of lesson time (linked to How Pupils Learn 2 SCITT taught curriculum) 2. Culture and climate (linked to Managing Behaviour 3 SCITT taught curriculum) 3. Individual target e.g. a target previously not met or further	Actions agreed	Review of targets set Thursday 2 nd December 2021 Met/Partially met/Not met		
development				
1.				
2.				





3.				
Per	sonal and professional conduct comment:			
Asa	a result of the trainee's teaching, in the majority of lessons this week,	pupils are making at least expected progress: (please circle/highlight)	Yes	No
	upils are not making at least expected progress, please briefly line the reasons why?			
	other additional information relating to the trainee and/or gress:			

Target review and development Thursday 20th January 2022				
Personalised targets set Tuesday 4th January 2022 in line with target				
themes linked to the SCITT curriculum and trainee development				
1. Culture and climate (linked to managing behaviour 1, 2 and 3		Review of targets set		
SCITT taught curriculum)	Actions agreed	Tuesday 4 th January 2022		
2. Literacy through the curriculum (linked to SCITT taught				
curriculum)		Met/Partially met/Not met		
3. Questioning and classroom dialogue (linked to How Pupils				
Learn 3 SCITT taught curriculum)				
1				
1.				





onal and professional conduct comment:			
result of the trainee's teaching, in the majority of lessons this week,	pupils are making at least expected progress: (please circle/highlight)	Yes	No
ipils are not making at least expected progress, please briefly ine the reasons why?			
other additional information relating to the trainee and/or gress:			
	result of the trainee's teaching, in the majority of lessons this week, pils are not making at least expected progress, please briefly ine the reasons why? other additional information relating to the trainee and/or	result of the trainee's teaching, in the majority of lessons this week, pupils are making at least expected progress: (please circle/highlight) pils are not making at least expected progress, please briefly ine the reasons why? other additional information relating to the trainee and/or	result of the trainee's teaching, in the majority of lessons this week, pupils are making at least expected progress: (please circle/highlight) Yes pils are not making at least expected progress, please briefly ine the reasons why? other additional information relating to the trainee and/or





	Target review and development Thursday 3 rd February 2022				
	sonalised targets set Thursday 20 th January 2022 in line with target mes linked to the SCITT curriculum and trainee development 1. Planning sequences including setting homework and out of class activities (linked to planning 2 SCITT taught curriculum) 2. Assessment and feedback 3. Secure subject knowledge to support effective teaching and learning	Actions agreed	Review of t 20 th Janu Met/Partially	ary 2022	
1.					
2.					
3.					
Per	sonal and professional conduct comment:				
Asa	a result of the trainee's teaching, in the majority of lessons this week,	pupils are making at least expected progress: (please circle/highlight)	Yes	No	
_	pupils are not making at least expected progress, please briefly atline the reasons why?				



Any other additional information relating to the trainee and/or	
progress:	

	Target review and development Thursday 17 th February 2022						
	sonalised targets set Thursday 3 rd February 2022 in line with target mes linked to the SCITT curriculum and trainee development 1. Adapting to meet the needs of all pupils (linked to how pupils learn 4 SCITT taught curriculum) 2. Working with support staff (linked to SCITT taught curriculum) 3. Instructional Strategies linked to effective use of lesson time (linked to How Pupils Learn 2 SCITT taught curriculum)	Actions agreed	Thursday 3 rd I	targets set February 2022 met/Not met			
1.							
2.							
3.							
Personal and professional conduct comment:							
As	a result of the trainee's teaching, in the majority of lessons this week,	pupils are making at least expected progress: (please circle/highlight)	Yes	No			





If pupils are not making at least expected progress, please briefly outline the reasons why?	
Any other additional information relating to the trainee and/or progress:	

	Target review and development Thursday 17 th March 2022					
	sonalised targets set Monday 28 th February 2022 in line with target mes linked to the SCITT curriculum and trainee development 1. Planning of sequences (linked to planning 2 SCITT training) 2. Adapting to meet the needs of all pupils (linked to how pupils learn 4 SCITT training) 3. Individual target choice	Actions agreed	Review of targets set Monday 28 th February 2022 Met/Partially met/Not met			
1.						
2.						
3.						





Personal and professional conduct comment:			
As a result of the trainee's teaching, in the majority of lessons this week,	pupils are making at least expected progress: (please circle/highlight)	Yes	No
If pupils are not making at least expected progress, please briefly outline the reasons why?			
Any other additional information relating to the trainee and/or progress:			

	Target review and development Thursday 7 th April 2022				
	Personalised targets set Thursday 17 th March 2022 in line with target				
	themes linked to the SCITT curriculum and trainee development				
	Formative assessment (linked to SCITT taught curriculum)		Review of targets set		
	2. Adapting to meet the needs of all pupils (linked to SEND	Actions agreed	Thursday 17 th March 2022		
	week)				
	3. Professional behaviours: deploying support staff, working		Met/Partially met/Not met		
	with parents and carers, contributing to wider school life and				
	ethos, developing professional relationships				
	1.				
_					
	2.				





3.				
Per	sonal and professional conduct comment:			
As a	a result of the trainee's teaching, in the majority of lessons this week,	pupils are making at least expected progress: (please circle/highlight)	Yes	No
	upils are not making at least expected progress, please briefly line the reasons why?			
	other additional information relating to the trainee and/or gress:			

Target review and development Thursday 5 th May 2022			
Personalised targets set Monday 25 th April 2022 in line with target themes linked to the SCITT curriculum and trainee development 1. Adapting to meet the needs of all pupils (linked to SEND week, EAL training) 2. Planning sequences 'from scratch' including setting homework and out of class activities (linked to Planning 3 SCITT training) 3. Retrieval practice (linked to How pupils learn 6 SCITT training)	Actions agreed	Review of targets set Friday 25 th April 2022 Met/Partially met/Not met	
1.			





2.					
3.					
Pei	sonal and professional conduct comment:				
As	a result of the trainee's teaching, in the majority of lessons this week,	pupils are making at least expected progress: (please circle/highlight)	Yes	No	
	If pupils are not making at least expected progress, please briefly outline the reasons why?				
	Any other additional information relating to the trainee and/or progress:				
	Target review and development Thursday 19th May2022				

Target review and development Thursday 19 th May2022				
Personalised targets set Thursday 5 th May 2022 in line with target				
themes linked to the SCITT curriculum and trainee development		Review of targets set		
1. Planning sequences 'from scratch' (linked to Planning 3 SCITT	Actions agreed	Thursday 5 th May 2022		
training)				
2. Retrieval practice (linked to How pupils learn 6 SCITT training)		Met/Partially met/Not met		
3. Individual target choice				





le/highlight) Yes	No
	de/highlight) Yes





Target review and development Thursday 9 th June 2022				
Personalised targets set Thursday 19 th May 2022 in line with target themes linked to the SCITT curriculum and trainee development 1. Metacognition (linked to How Pupils Learn 7 SCITT taught curriculum) 2. Individual target choice 3. Individual target choice	Actions agreed	Review of t Thursday 19 Met/Partially	th May 2022	
1.				
2.				
3.				
Personal and professional conduct comment:				
As a result of the trainee's teaching, in the majority of lessons this week,	As a result of the trainee's teaching, in the majority of lessons this week, pupils are making at least expected progress: (please circle/highlight) Yes No			
If pupils are not making at least expected progress, please briefly outline the reasons why?				



Any other additional information relating to the trainee and/or	
progress:	

Target review and development Thursday 23 rd June 2022			
Personalised targets set Thursday 9 th June 2022 in line with target themes linked to the SCITT curriculum and trainee development 4. Summative assessment and use of data (linked to assessment 2 SCITT training) 5. Individual target choice 6. Individual target choice	Actions agreed	Thursday	targets set y 9 th 2022 met/Not met
1.			
2.			
3.			
Personal and professional conduct comment:			
As a result of the trainee's teaching, in the majority of lessons this week, pupils are making at least expected progress: (please circle/highlight) Yes No			



If pupils are not making at least expected progress, please briefly outline the reasons why?	
Any other additional information relating to the trainee and/or progress:	







INDUCTION – MAIN PLACEMENT

A completed copy of this document should be handed into SCITT by Friday 24th September 2021

Trainees should also keep a copy along with other relevant documents in the PDP/Trainee Evidence File.

DO NOT photocopy lengthy policies from the school.

The main purpose of your Induction at the main placement school is for you to gather information about the school, the children you will be teaching and the staff you will be working with. You will also learn about the ethos, policies and practices of your school and complete all safeguarding training. Your induction period will help to develop your understanding of good teaching and learning and how to use the skills of observation, reflection and target setting to improve your practice.

Confirmation of completion	Name	Signature	Date
Trainee			
Class Teacher Mentor			
Professional Mentor			
Headteacher			

Induction requirements	Date completed
Targets are set with the class teacher mentor on Thursday 2 nd September to support the trainees start to their school practice and the programme. These will include a development area carried forward from the interview process. These targets will be reviewed on Friday 17 th September in the second target setting mentor meeting of the year.	
First formal lesson observation week beginning 13 th September	
Second target setting mentor meeting will take place on Friday 17 th September . Targets set on 2 nd September will be reviewed and new targets set in line with SCITT expectations.	
Formal induction to the school led by a Senior Leader	
PREVENT Training completed. https://www.elearning.prevent.homeoffice.gov.uk/channel_awareness/01-welcome.html Date:	
Read the Child Protection and safeguarding Policy and the Keeping Children Safe in Education document.	
Summarise the key points. Note any links to these when observing other teachers in your induction period.	
Attach your notes to this document.	





Meet the Designated Safeguard Lead and note who this is and where you can find them.	
DSL name: Location:	
Familiarise yourself with emergency procedures.	
Attach your notes to this document.	
Find out and describe the ethos of your school. Note any links to these when observing other	
teachers in your induction period.	
Attach your notes to this document.	
Access and familiaries values of with less school malicies. It is important that you adhous to those	
Access and familiarise yourself with key school policies. It is important that you adhere to these policies. For example:	
Behaviour	
Professional code of conduct	
Teaching and Learning	
Assessment	
GDPR and data protection	
School trips and risk assessment	
Curriculum	
Health and Safety	
Summarise the key points. Note any links to these when observing other teachers in your induction	
period.	
Attach your notes to this document	
Doe dath a select Of the days and select incompany and allow	
Read the school Ofsted report and school improvement plan. Summarise the key points.	
Attach your notes to this document	
Community	
Find out about the school's catchment profile, the social character of the area, local amenities for	
supporting children's learning, the environment in which the children live, play and learn	
Attach your notes to this document	
Have a school email address in place. This must be used for the full year.	
Cohool amail address	
School email address:	
Meet and note the contact details for:	
The Headteacher	
Name: Contact details:	
The Professional Mentor	
Name: Contact details:	
The Class Teacher Mentor	
Name: Contact details:	
Cabaal callagenes	
School colleagues Find out who the key adults you will be working with are. Introduce yourself to these staff members	
and make a list and brief notes about who they are and their roles. It will be useful to find out when	
they work and when they are available as you may need to draw upon their expertise while on your	
school placement. E.g. SENCO, Year Leader, Maths Lead	
Attach your notes to this document	





Pupils

Find out about the pupils you will be teaching, names and relevant information such as current level of attainment, any special educational needs, English as an Additional Language, strengths, learning needs and interests. Note any groupings and familiarise yourself with any progress data. In line with GDPR and data protection you may need to anonymise this information. Please ask your Headteacher.

Attach your notes to this document

Organisation

Familiarise yourself with the times of the day e.g. start of the day, playtime, assemblies, lunchtime Find out when staff meetings and INSET days are

Observe and note routines of the school day

Draw a map of your classroom showing all relevant features such as the location of resources and fire exits

Find out what resources are available to you and where they are located

Find out how to log onto the school computer system and gain access to the resources and planning for your year group

Attach your notes to this document

Observing others

You will observe others throughout the programme with lots of observation taking place during your first half term. The majority of this will be observing your class and your class teacher mentor but you may observe other professionals and classes too.

Use the Trainee observation document to help with this and observe at least once per day in the first two weeks. **Share your observation findings with your class teacher mentor.**

Subject Know	vledge Confidence Levels (p	lease can trainees and CTM'	s discuss)
	Very Confident	Confident	Lacking Confidence
English			
Maths			
Synthetic Systematic Phonics			
Science			
Geography			
History			
RE			
Art			
Music			
Design & Technology			
Computing			
PE			
Languages			
SMSC			





PSHE		
P4C		





INDUCTION — SECOND PLACEMENT Two transition days to take place before Friday 17th December

A completed copy of this document should be handed into SCITT by <u>Friday 21st January 2022.</u>

Trainees should also keep a copy along with other relevant documents in the PDP/Trainee Evidence File.

Week beginning 6th January

DO NOT photocopy lengthy policies from the school.

The main purpose of your transition days induction at the second placement school is for you to gather information about the school, the children you will be teaching and the staff you will be working with. You will also learn about the ethos, policies and practices of your school and complete all safeguarding training. Your induction period will help to develop your widening understanding of good teaching and learning and how to apply your learning in a different setting.

Confirmation of completion	Name	Signature	Date
Trainee			
Class Teacher Mentor			
Professional Mentor			
Headteacher			

Induction req	uirements	Date completed
You should set targets with your class teacher me SCITT expectations. These targets will be reviewed		
Weekly formal lesson observation to begin week l	peginning 4th January	
Formal induction to the school led by a Senior Lea	der	
Read the Child Protection and Safeguarding Policy Summarise the key points. Note any links to these induction period. Attach your notes to this document		
Meet the Designated Safeguard Lead		
DSL Name: Locati	on:	
Familiarise yourself with emergency procedures Attach your notes to this document		
Find out and describe the ethos of your school. No teachers in your induction period. Attach your notes to this document	ote any links to these when observing other	





Access and familiarise yourself with key school policies. It is important that you adhere to these policies. For example:

- Behaviour
- Professional code of conduct
- Teaching and Learning
- Assessment
- GDPR and data protection
- School trips and risk assessment
- Curriculum
- Health and safety

Summarise the key points. Note any links to these when observing other teachers in your induction period.

Attach your notes to this document

Meet and note the contact details for:

• The Headteacher

Name: Contact details:

• The Professional Mentor

Name: Contact details:

• The Class Teacher Mentor

Name: Contact details:

School colleagues

Find out who the key adults you will be working with are. Introduce yourself to these staff members and make a list and brief notes about who they are and their roles. It will be useful to find out when they work and when they are available as you may need to draw upon their expertise while on your school placement. E.g. SENCO, Year Leader, Maths Lead.

Attach your notes to this document

Pupils

Find out about the pupils you will be teaching, names and relevant information such as current level of attainment, any special educational needs, English as an Additional Language, strengths, needs, learning needs and interests. Note any groupings and familiarise yourself with any progress data.

Attach your notes to this document

Organisation

- Familiarise yourself with the times of the day e.g. start of the day, playtime, assemblies, lunchtime
- Find out when staff meetings and INSET days are
- Observe and note routines of the school day
- Draw a map of your classroom showing all relevant features such as the location of resources and fire exits
- Find out what resources are available to you and where they are located
- Find out how to log onto the school computer system and gain access to the resources and planning for your year group

Attach your notes to this document





F&G SCITT Taught Curriculum 2021-2022

AUTUMN 1						
Week beginning date	Training day date	Session 1	Session 1 Trainer	Session 2	Session 2 Trainer	
31 st Aug 21	Thurs 2 nd Sep	School Placeme	ent	School Placeme	nt	
	Fri 3 rd Sep	School Placeme	ent	School Placeme	nt	
	Wed 8 th Sep	University of Roehampton	Online	University of Roehampton	Online	
6 th Sep 21	Thurs 9 th Sep	PROFESSIONAL BEHAVIOURS Role of the Teacher	Clare Jeffery & Kirsten Varney SCITT	PROFESSIONAL BEAHVIOURS PEDAGOGY – ADAPTIVE TEACHING Safeguarding PREVENT	Jane Bowden Harrison Primary School	
	Wed 15 th Sep	University of Roehampton	Online	University of Roehampton	Online	
13 th Sep	Thurs 16 th Sep	PEDAGOGY – HOW PUPILS LEARN & CLASSROOM PRACTICE Child Development & EYFS	ТВС	BEHAVIOUR MANAGEMENT – HIGH EXPECTATIONS AND MANAGING BEHAVIOUR Managing Behaviour 1 – teaching learning behaviours	Clare Jeffery & Kirsten Varney SCITT	
	Wed 22 nd Sep	University of Roehampton	Online	University of Roehampton	Online	
20 th Sep	Thurs 23 rd Sep	PROFESSIONAL BEHAVIOURS PEDAGOGY – HOW PUPILS LEARN Learning theory – researched informed practice and critical thinking	Clare Jeffery & Kirsten Varney SCITT	PEDAGOGY – CLASSROOM PRACTICE & ADAPTIVE TEACHING Communication and Language Development	Zoe Evans Wallisdean Infant School	
	Wed 29 th Sep	University of Roehampton	Online	University of Roehampton	Online	
27 th Sep	Thurs 30 th Sep	PEDAGOGY – HOW PUPILS LEARN How pupils learn 1 – cognitive science and memory	Clare Jeffery & Kirsten Varney SCITT	PEDAGOGY – CLASSROOM PRACTICE & ADAPTIVE TEACHING Introduction to the Primary Curriculum and Planning 1	Clare Jeffery & Kirsten Varney SCITT	
4 th Oct	Fri 8 th Oct	PROFESSIONAL BEAHVIOURS PEDAGOGY – ADAPTIVE TEACHING SEND code of practice	Jane Bowden Harrison Primary School	Being well, staying well 1	Clare Jeffery & Kirsten Varney SCITT	
11 th Oct	Wed 13 th Oct	University of Roehampton	Online	University of Roehampton	Online	
18 th Oct	Fri 22 nd Oct	BEHAVIOUR MANAGEMENT – HIGH EXPECTATIONS & MANAGING BEHAVIOUR PROESSIONAL BEHAVIOURS Managing Behaviour 2 – teaching learning behaviours	Clare Jeffery & Kirsten Varney SCITT	SUBJECT & CURRICULUM History and an introduction to foundation subjects	TBC	

HALF TERM





	AUTUMN 2						
Week beginning date	Training day date	Session 1	Session 1 Trainer	Session 2	Session 2 Trainer		
1 st Nov	Fri 5 th Nov	SUBJECT & CURRICULUM Systematic Synthetic Phonics 1	ТВС	PEDAGOGY – HOW PUPILS LEARN & ADAPTIVE TEACHING Attachment and ACE	ТВС		
8 th Nov	Fri 12	<u>PEDAGOGY – ADAPTIVE</u> <u>TEACHING</u> SEND	ТВС	<u>PEDAGOGY – ADAPTIVE</u> <u>TEACHING</u> SEND	ТВС		
15 th Nov	Fri 19th	BEHAVIOUR MANAGEMENT - HIGH EXPECTATIONS & MANAGING BEHAVIOUR PROFESSIONAL BEHAVIOURS Managing Behaviour 3 - planning for behaviour	Clare Jeffery & Kirsten Varney SCITT	PEDAGOGY – HOW PUPILS LEARN How pupils learn 2 – Instructional strategies	Clare Jeffery & Kirsten Varney SCITT		
	Weds 24 th Nov	University of Roehampton	Online	University of Roehampton	Online		
22 nd Nov	Fri 26 th Nov	SUBJECT & CURRICULUM Maths 1	ТВС	SUBJECT & CURRICULUM Music	ТВС		
29 th Nov	Fri 3 rd Dec	SUBJECT & CURRICULUM English 1 - SPAG	Sarah Thornley Harrison Primary School	PEDAGOGY – HOW PUPILS LEARN ASSESSMENT How pupils learn 3 - Questioning and Classroom Dialogue	ТВС		
	Wed 8 th Dec	University of Roehampton	Online	University of Roehampton	Online		
6 th Dec	Thurs 9 th Dec	SUBJECT & CURRICULUM Science 1	ТВС	SUBJECT & CURRICULUM Computing	ТВС		
13 th Dec	Fri 17 th Dec	SUBJECT & CURRICULUM Literacy through the curriculum	Clare Jeffery & Kirsten Varney SCITT	Being well, staying well 2	Clare Jeffery & Kirsten Varney SCITT		

CHRISTMAS HOLIDAYS





	SPRING 1 – SECOND PLACEMENT					
Week beginning date	Training day date	Session 1	Session 1 Trainer	Session 2	Session 2 Trainer	
3 rd Jan	Fri 7 th Jan	PEDAGOGY – CLASSROOM PRACTICE Planning 2	Clare Jeffery & Kirsten Varney SCITT	SUBJECT & CURRICULUM Systematic & Synthetic Phonics 2	ТВС	
10 th Jan	All week	Will t	Being well, stayi take place with smalle	ng well 3 – TBC r groups across the wee	k,	
17 th Jan	Fri 21 st Jan	SUBJECT & CURRICULUM Maths 2	ТВС	BEHAVIOUR MANAGEMENT – HIGH EXPECTATIONS AND MANAGING BEHAVIOUR Managing behaviour 4 – reactive practice	Clare Jeffery & Kirsten Varney SCITT	
24 th Jan	Fri 28 th Jan	PEDAGOGY – ADAPTIVE TEACHING PROFESSIONAL BEHAVIOURS How pupils learn 4 – Adaptive teaching	Clare Jeffery & Kirsten Varney SCITT	PROFESSIONAL BEHAVIOURS & PEDAGOGY - ADAPTIVE TECHING Working with support staff	Jane Bowden Harrison Primary School	
31 st Jan	Fri 4 th Feb	PE1 Offsite	ТВС	PE1 Offsite	ТВС	
7 th Feb	Fri 11 th Feb	SUBJECT & CURRICULUM English 2 - Reading	ТВС	PROFESSIONAL BEHAVIOURS Job applications and the interview process	TBC	
14 th Feb	Fri 18 th Feb	ASSESSMENT How pupils learn 5 – Assessment and feedback	Clare Jeffery & Kirsten Varney SCITT	SUBJECT & CURRICULUM Art	TBC	

HALF TERM





	SPRING 2					
Week beginning date	Training day date	Session 1	Session 1 Trainer	Session 2	Session 2 Trainer	
28 th Feb	Fri 4 th Mar	SUBJECT & CURRICULUM Maths 3	ТВС	Bullying	David Harris – Locks Heath Infant School	
	Wed 9 th Mar	University of Roehampton	Online	University of Roehampton	Online	
7 th Mar		SEND Week – 4 Days Mon, Tues, Thurs & Fri				
14 th Mar	Fri 18 th Mar	<u>PEDAGOGY –</u> <u>ADAPTIVE TEACHING</u> EAL	ТВС	SUBJECT & CURRICULUM ASSESSMENT Systematic Synthetic Phonics 3	ТВС	
21 st Mar	Wed 23 rd Mar	University of Roehampton	Online	University of Roehampton	Online	
28 th Mar	Thurs 31 st Mar	KS3 School Visit	ТВС	KS3 School Visit	ТВС	
zo iviar	Fri 1 st Apr	PEDAGOGY – CLASSROOM PRACTICE ASSESSMENT Planning 3	Clare Jeffery & Kirsten Varney	SUBJECT & CURRICULUM English 3 Reading	ТВС	
4 th April	Fri 8 th Apr	PEDAGOGY – HOW PUPILS LEARN How pupils learn 6 – Retrieval practice	Clare Jeffery & Kirsten Varney SCITT	SUBJECT & CURRICULUM Science 2	ТВС	

EASTER HOLIDAYS





SUMMER 1						
Week beginning date	Training day date	Session 1	Session 1 Trainer	Session 2	Session 2 Trainer	
25 th April	Fri 29 th Apr		SCITTELS SWAP - OFFSITE			
2 nd May	Fri 6 th May	SUBJECT & CURRICULUM PEDAGOGY – CLASSROOM PRACTICE Maths 4	TBC	SUBJECT & CURRICULUM Design & Technology	ТВС	
9 th May	Fri 13 th May	<u>PEDAGOGY – HOW</u> <u>PUPILS LEARN</u> How pupils learn - Metacognition	Clare Jeffery & Kirsten Varney SCITT	SUBJECT & CURRICULUM PSHE	ТВС	
16 th May	Fri 20 th May	SUBJECT & CURRICULUM English 4 Spelling	TBC	SUBJECT & CURRICULUM ASSESSMENT English 5 Writing	ТВС	
23 rd May	Fri 27 th May	<u>ASSESSMENT</u> Assessment 2	TBC	SUBJECT & CURRICULUM PROFESSIONAL BEHAVIOURS SMSC & Fundamental British Values	ТВС	

HALF TERM

	SUMMER 2						
Week beginning date	Training day date	Session 1	Session 1 Trainer	Session 2	Session 2 Trainer		
6 th June	Fri 10 th Jun	PROFESSIONAL BEHAVIOURS Working with parents	TBC	SUBJECT & CURRICULUM Geography	TBC		
13 th June	Fri 17 th Jun	SUBJECT & CURRICULUM ASSESSMENT Maths 5	ТВС	SUBJECT & CURRICULUM Languages	ТВС		
20 th June	Fri 24 th Jun	SUBJECT & CURRICULUM RE	ТВС	SUBJECT & CURRICULUM PE2	TBC		
27 th June	Fri 1 st July						
4 th July	Fri 8 th July	Preparation for the ECT period	Clare Jeffery & Kirsten Varney SCITT	SCITT Celebration			

