College of Education & Social Work



BA(Hons) Primary & Early Years Education with QTS

BA2

School Based Training 1

Progress Journal

|  |  |  |
| --- | --- | --- |
| **Associate Teacher Name:** | **Year Group Taught:** | |
| **Year Group Taught:** |  | |
| **Name and Address of School:** |  | |
| **School telephone number:** |  | |
| **School email address:** |  | |
| **Head Teacher:** |  | |
| **Mentor (Class Teacher):** |  | **Email:** |
| **Lead Mentor:** |  | **Email:** |
| **University Tutor:** | **Professional Development Tutor:** | |

**Key Dates**

**Preliminary Visits**: 17, 18, 24, 25, 29, 30, 31 January 2024 1, 2 February 2024

**UT Sign Off:** WB: 29th January

**Block Placement Dates:** 5th February – 22nd March

**Review Meeting:** WB: 26th February

**Progress Meeting:** WB: 18th March

**UT Debrief:** WB: 18th March

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BCU ITE Curriculum

THE BCU ITE Curriculum complies with the ITT Core Content Framework (DfE, 2019). Each module within the ITE Curriculum ensures that Associate Teachers acquire **research-led subject, pedagogical and curriculum knowledge**, and **develop a clear insight into how to implement this knowledge** as they develop their teaching skills with the support of expert colleagues across the BCU regional partnership.

The ITE Curriculum at BCU comprises six themes which are embedded throughout the university-based sessions and your school-based training modules:

1. **Associate Teacher uses critical enquiry and research informed practice to develop their understanding of effective teaching and learning**
2. **Associate Teacher’s classroom practice establishes effective behaviour management using high expectations and awareness of pupil wellbeing**
3. **Associate Teacher knows more, remembers more and applies subject knowledge and subject specific pedagogy to impact on pupils’ progress**
4. **Associate Teacher uses knowledge about how pupils learn to plan and assess learning to ensure that all pupils make progress**
5. **Associate Teacher implements effective adaptive teaching approaches to meet all learners’ needs, including SEND (Special Educational Needs and Disability) and EAL (English as an Additional Language learners).**
6. **Associate Teacher demonstrates professional behaviours and contributes effectively to the wider life of the school**

Associate teachers are assessed against the BCU ITE Curriculum using the BCU ITE Assessment Tracker. This document is used to track Associate Teacher progress from the beginning of the course until the final stages of the course when Associate Teachers are summatively assessed against the Teachers’ Standards for the award of Qualified Teacher Status (QTS).

|  |  |
| --- | --- |
| **Tracking Document: BCU ITE Curriculum, ITT Core Content Framework & Teachers’ Standards:**  *Associate Teacher are no longer assessed against the Teachers’ Standards during the training year. The Teachers’ Standards are used summatively to assess Associate Teacher at the end of the course for their award of QTS. The Core Content Framework is not an assessment framework; rather, Associate Teacher’ progress is measured against the providers curriculum. The information below explains how the BCU ITE Curriculum, ITT Core Content Framework and the Teachers’ Standards are mapped against each other.* | |
| **Teachers’ Standards – used to summatively assess Associate Teacher at the end of the course for the award of QTS** | **BCU ITE Curriculum Themes and ITT Core Content Framework** |
| **PREAMBLE:** Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils. *It’s important to see the Teachers’ Standards through the lens of the impact they have on pupil progress.* | **The BCU ITE Curriculum Key Themes** will signpost the complex and interconnected learning route through a coherent teacher education programme.  **The ITT Core Content Framework** has been designed to support trainee development in 5 core areas – behaviour management, pedagogy, curriculum, assessment and professional behaviours. It is presented in 8 sections: High Expectations; Managing Behaviour; How Pupils Learn; Classroom Practice; Adaptive Teaching; Curriculum; Assessment; Professional Behaviours. |
| **Standard 1: Set high expectations which inspire, motivate and challenge pupils**   * establish a safe and stimulating environment for pupils, rooted in mutual respect * set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions * demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | **BCU ITE Curriculum Key Theme B**  Associate Teachers classroom practice establishes effective behaviour management through the use of high expectations and awareness of pupil wellbeing.  **ITT Core Content Framework**  High Expectations and Managing Behaviour |
| **Standard 2: Promote good progress and outcomes by pupil 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. | **BCU ITE Curriculum Key Theme C**  Associate Teacher knows more, remembers more and applies subject knowledge and subject specific pedagogy to impact on pupils’ progress  **ITT Core Content Framework**  How Pupils Learn  Classroom Practice and Adaptive teaching |
| **Standard 3: Demonstrate good subject and curriculum knowledge**   * have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings * demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship * demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject * if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics * if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. | **BCU ITE Curriculum Key Theme C**  Associate Teachers’ knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impact on pupils’ progress and well-being.  **BCU ITE Curriculum Key Theme E** Associate Teachers implement effective adaptive teaching approaches to support all learners, including SEND (Special Educational Needs and Disability) and EAL (English as an Additional Language learners)  **ITT Core Content Framework**  How Pupils Learn  Curriculum |
| **Standard 4: Plan and teach well-structured lessons**   * impart knowledge and develop understanding through effective use of lesson time * promote a love of learning and children’s intellectual curiosity * set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired * reflect systematically on the effectiveness of lessons and approaches to teaching * contribute to the design and provision of an engaging curriculum within the relevant subject area(s). | **BCU ITE Curriculum Key Theme D**  Associate Teachers plan and assess learning to ensure that all pupils make progress.  **ITT Core Content Framework**  Classroom Practice and Adaptive Teaching  Assessment |
| **Standard 5: Adapt teaching to respond to the strengths and needs of all pupils**   * know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively * have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these * demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development * have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. | **BCU ITE Curriculum Key Theme E**  Associate Teachers implement effective adaptive teaching approaches to support all learners, including SEND (Special Educational Needs and Disability) and EAL (English as an Additional Language learners)  **ITT Core Content Framework**  How Pupils Learn  Classroom Practice and Adaptive Teaching |
| **Standard 6: Make accurate and productive use of assessment**   * know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements * make use of formative and summative assessment to secure pupils’ progress * use relevant data to monitor progress, set targets, and plan subsequent lessons * give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. | **BCU ITE Curriculum Key Theme D**  Associate Teachers plan and assess learning to ensure that all pupils make progress  **ITT Core Content Framework**  Assessment  Curriculum |
| **Standard 7: Manage behaviour effectively to ensure a good and safe learning environment**   * have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy * have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly * manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them * maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary | **BCU ITE Curriculum Key Theme B**  Associate Teacher’s classroom practice establishes effective behaviour management through the use of high expectations and awareness of pupil wellbeing**.**  **ITT Core Content Framework**  High Expectations and Managing Behaviour |
| **Standard 8: Fulfil wider professional responsibilities**   * make a positive contribution to the wider life and ethos of the school * develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support * deploy support staff effectively * take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues * communicate effectively with parents with regard to pupils’ achievements and well-being. | **BCU ITE Curriculum Key Theme A**  Associate Teachers use critical enquiry and research informed practice to develop their understanding of effective teaching and learning.  **BCU ITE Curriculum Key Theme F**  Associate Teacher develops professional behaviours and contributes effectively to the wider life of the school.  **ITT Core Content Framework**  Professional Behaviours |
| **PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**  A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.   * Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: * treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position * having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions * showing tolerance of and respect for the rights of others * not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs * ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law. * Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. * Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. | **BCU ITE Curriculum Key Theme A**  Associate Teachers use critical enquiry and research informed practice to develop their understanding of effective teaching and learning  **BCU ITE Curriculum Key Theme F**  Associate Teacher develops professional behaviours and contributes effectively to the wider life of the school.  **ITT Core Content Framework**  Professional Behaviours |

**Assessing Associate Teachers: important considerations**

1. A partnership’s ITE curriculum sets out the aims of a teacher programme. It also sets out the structure for those aims to be implemented, including the knowledge, skills and behaviours to be gained at each stage. It enables the evaluation of trainees’ knowledge and skills against those expectations (‘Initial teacher education inspection framework and handbook’, 2020, Paragraph 42).
2. The ongoing assessment of Associate Teachers should be largely formative and be used to check that Associate Teachers are gaining, applying and refining the knowledge and skills set out in the ITE curriculum. Formative assessment is also essential to help Associate Teachers to embed knowledge and use it fluently.
3. Formative assessment of Associate Teachers will focus on subject and phase specific dimensions so will take account of how pupils can be taught to acquire expertise in each subject and phase.
4. Formative assessment will support mentors in giving subject and phase specific feedback and targets by focusing on:
   1. the scope and richness of the knowledge that pupils can acquire in each subject and how to plan and resource lesson sequences within specialist subject(s) in their phase, and to understand how sequences fit into and serve wider goals for that subject
   2. teaching that ensures that pupils integrate new knowledge into larger concepts or accounts and pupils remember and/or practise components of knowledge and skills
   3. Associate Teachers developing sufficient subject knowledge to identify and evaluate content for their teaching, considering matters of scope, coherence, sequencing and rigour
   4. teaching that promotes inclusion and supports pupils overcome barriers to learning
   5. adapting teaching, while maintaining high expectations, identifying misconceptions and correcting these through planning teaching and feedback
   6. assessment of what pupils have learned e.g.by looking for fluent recall or deployment in order to establish whether pupils have embedded a concept or procedure, as intended
   7. behaviour management that includes setting and securing high standards of behaviour, creating an environment that allows pupils to focus on learning, and establishing classroom routines.
5. Formative assessment will be used by partnership leaders to evaluate the impact of the education and training offered to associate teachers by assessing whether associate teachers know more and remember more of the intended curriculum and apply that knowledge to their practice.
6. ‘The [Teachers’] standards need to be applied as appropriate to the role and context within which a trainee or teacher is practising. Providers of initial teacher training (ITT) should assess trainees [at the end of their training) against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS.’ (‘Teachers’ Standards’, Paragraph 6) The Teachers’ Standards have been mapped to the BCU ITE Assessment Tracker so trainees judged to have met all of the statements within the **Working at** column will have been judged to be eligible for the award of QTS.

**At the end of this document you will find the BCU ITE Assessment Tracker which provides descriptors to be used formatively, so that Associate Teachers, mentors and tutors can identify progress that is made against the BCU ITE Curriculum.**

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Information Regarding School Absence Procedure

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| --- | --- |
| Who do you need to contact? |  |
| What form of contact should it be? |  |
| What time does the contact need to have been made by? |  |
| By what time do you need to let the school know if you are going to be in, or not in, the next day? |  |
| **Remember it is your responsibility to also register your absence with the university using mySRS.** | |

**Absence Reporting Procedure**

If you are absent from school for any reason, it is **YOUR** professional responsibility to:

1. Contact your class teacher to inform them of your absence as far in advance as possible and provide them with information regarding the lessons you plan to deliver that day.
2. Telephone school to report absence formally in accordance with school policy for staff.
3. Notify your absence to mySRS by **08:30am** at the very latest on each day of absence; stating your name, school, stage of course and reason for absence.
4. You must keep the school and university including UT and PDT, informed about continuing absence.

***Associate Teachers must make calls in person except in extreme circumstances.***

Placement Register

Please keep this register for all days, including preliminary days, during which you are on School Based Training. Ensure that the register has been signed by a school colleague. Morning and afternoon attendance are to be shown as follows:

|  |  |  |
| --- | --- | --- |
| Present | / | Attendance Record  Total number of days present……….out of………. |
| Absent | O |
| Online Teaching Support | OS |

Absence must only be shown for scheduled School Based Training days which were not attended.

**For Associate Teachers claiming expenses:** A copy of this register must be attached to your claim form

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Week beginning | M | T | W | T | F | No. of days present | Reasons for Absence |
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| **I confirm that this is an accurate record of the Associate Teacher’s attendance.**  **Signed: Mentor/ITE Mentor** | | | | | | | |

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Pre-Approval Checklist

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| --- | --- | --- | --- | --- |
| ***Preliminary Tasks*** | | | School Confirmation | UT Confirmation |
| Health and Safety Induction/information gathering from the relevant H&S Policies. | | |  |  |
| Email the School Based Training Mentor Guidance to mentor/s | | |  |  |
| Have shared Associate Teacher Folder via OneDrive with appropriate colleagues | | |  |  |
| Completed and discussed ‘Safeguarding’ Prelim Task | | |  |  |
| Completed and discussed ‘Behaviour’ Prelim Task | | |  |  |
| Completed and discussed ‘Professional Behaviours’ Prelim Task | | |  |  |
| Completed and discussed ‘Learning Environment’ Prelim Task | | |  |  |
| Completed and discussed Core, Foundation and Phonics Learning Observations | | |  |  |
| Negotiate times for Weekly Professional Development Discussions. | | |  |  |
| Targets for Week 1 of Teaching Block identified | | |  |  |
| Discuss Subject Specific Development Journal with expert colleagues | | |  |  |
| If a Placement Action Plan is in place, ensure school is aware | | |  |  |
| ***Planning***   * Negotiate the timetable to be taught between teacher and Associate Teacher: whole class, groups, interventions * Discuss the school’s medium/weekly term planning for the areas the Associate Teacher will be teaching * Discussion around planning for lessons taught in the first week | | |  |  |
| **I confirm that the above actions have been taken and the Associate Teacher is ready to commence this School Based Training (Please sign in box below)** | | | | |
| University Tutor: |  | Mentor/ITE Mentor: |  | |

Associate Teacher Preliminary Tasks

|  |  |
| --- | --- |
| **Safeguarding Prelim Task** | |
| Identify Designated Safeguarding Lead (DSL) |  |
| Identify key points in the Safeguarding Policy |  |
| Identify any relevant school or local safeguarding issues. |  |
| What is the school procedure for logging and reporting any safeguarding concerns |  |
| Identify key points in relation to GDPR |  |

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| Behaviour Prelim Task | |
| Identify key points in the School Behaviour Policy |  |
| Consider how expert colleagues:   * create a culture of respect and trust in the classroom that supports all pupils to succeed (e.g., by modelling the types of courteous behaviour expected of pupils). * teach and rigorously maintain clear behavioural expectations (e.g. for contributions, volume level and concentration). * apply rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate |  |
| Consider where the teacher positions themselves in the classroom |  |
| Consider how expert colleagues use their voice within the classroom and around school |  |

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| Professional Behaviours Prelim Task | |
| Identify key points in the Staff Behaviour Policy (Code of Conduct) |  |
| Identify expected arrival time and departure time |  |
| Gather information regarding the school day:   * children’s arrival times * playtimes * lunchtime * end of school day |  |
| Associate Teacher responsibilities:   * playtime * lunchtime * start and end of the day |  |
| Identify when staff meetings/training/CPD take place  (while on placement Associate Teacher should attend all meetings) |  |
| Identify specific groups within the class e.g. numbers of EAL, SEND, LAC, PP, Greater Depth |  |
| Identify strategies to support workload and wellbeing |  |

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| Learning Environment Prelim Task | |
| Consider how expert colleagues create a positive environment |  |
| How is the learning environment set up and how might it affect pupils’ progress? |  |
| What do teachers do that motivates pupils to engage in their learning? |  |
| Identify key features of the classroom learning environment:   * How has the reading environment been developed in the classroom and around the school? * What concrete resources are made available to use? * How do pupils access resources? * What prompts and scaffolds are available? * Are pupils given opportunities to choose resources to support their learning? * How do classroom displays/working walls support pupil progress? |  |

Associate Teacher Learning Observation Expectations

To complete Learning Observations Associate Teachers should use the proformas below. The minimum expectations in the preliminary visits of Learning Observations are:

* One Core Subject
* One Foundation Subject
* One Phonics Session

Associate Teachers can carry out additional Learning Observations and should insert proformas as required. Further Learning Observations can be carried out at any time during the School Based Training to support the professional development of the Associate Teachers.

|  |  |  |
| --- | --- | --- |
| Associate Teacher Learning Observation – Core Subject | | |
| **Date:** | **Subject:** | **Observation Focus:** |
| **Year:** | **Class size:** | **Adults:** |
| **Features** | **Observations** | |
| **Prior learning**   * What prior knowledge and experience do the children have? * Where does this lesson fit in the sequence of learning? |  | |
| **Review of prior learning**   * Retrieval |  | |
| **Main focus of the lesson**   * Learning Objective * Success criteria |  | |
| **How was the learning introduced?**   * Links to prior learning * What did the children need to know or understand prior to the lesson? * Are connections made between other areas of learning and real life? * What ‘hooks’, ‘discovery’ or ‘anchor’ tasks were used? |  | |
| **Main Teaching**   * Steps in learning * Modelling * Guided practice * What is the teacher doing? * What are the children doing? |  | |
| **Learning Tasks/Independent practice:**  **Adapting the learning**   * Support * Scaffold and challenge to meet the needs of all learners * How is the learning recorded? * Role of the adults |  | |
| **Assessment of learning**   * Checking for understanding throughout the lesson * mini plenary opportunities * feedback on learning * peer/self-assessment * plenary |  | |
| **Outcomes and progress**   * Progress made during the lesson * How do you know? |  | |
| **Key areas observed to implement and develop in your own practice.** | | |

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| --- | --- | --- |
| Associate Teacher Learning Observation – Foundation Subject | | |
| **Date:** | **Subject:** | **Observation Focus:** |
| **Year:** | **Class size:** | **Adults:** |
| **Features** | **Observations** | |
| **Prior learning**   * What prior knowledge and experience do the children have? * Where does this lesson fit in the sequence of learning? |  | |
| **Review of prior learning**   * Retrieval |  | |
| **Main focus of the lesson**   * Learning Objective * Success criteria |  | |
| **How was the learning introduced?**   * Links to prior learning * What did the children need to know or understand prior to the lesson? * Are connections made between other areas of learning and real life? * What ‘hooks’, ‘discovery’ or ‘anchor’ tasks were used? |  | |
| **Main Teaching**   * Steps in learning * Modelling * Guided practice * What is the teacher doing? * What are the children doing? |  | |
| **Learning Tasks/Independent practice:**  **Adapting the learning**   * Support * Scaffold and challenge to meet the needs of all learners * How is the learning recorded? * Role of the adults |  | |
| **Assessment of learning**   * Checking for understanding throughout the lesson * mini plenary opportunities * feedback on learning * peer/self-assessment * plenary |  | |
| **Outcomes and progress**   * Progress made during the lesson * How do you know? |  | |
| **Key areas observed to implement and develop in your own practice.** | | |

|  |  |  |
| --- | --- | --- |
| Systematic Synthetic Phonics Associate Teacher Learning Observation | | |
| **Date:** | **Phonic scheme:** | **Phonic Phase:** |
| **Year Group:** | **Group size:** | **Adults:** |
| **When observing ‘Phase One’ phonics in Nursery/EYFS use the following prompts’** | **Observations** | |
| * Aspect of phase one are present for this lesson i.e., Environmental sounds / Instrumental sounds / body sounds / rhythm and rhyme / alliteration / voice sounds / oral blending and segmenting. * The lesson links to wider learning i.e., other areas of learning in the EYFS. * The activity links to EYFS principles. * Phonics is embedded in a language-rich environment. * Indoor and outdoor space is used to support learning. * There are opportunities for oral blending and segmenting. * Children have opportunities to explore sounds throughout the day. * Children are encouraged to listen attentively. * Children are encouraged to reproduce audibly the phonemes that they hear, in order and through the word. * Physical resources are used to support learning well. |  | |
| **Observational Prompts** | **Observational Comments** | |
| **Revisit and Review** | **Planning and assessment:** | |
| * The Expert Colleague ensures that children revise and consolidate earlier learning. * The lesson intent made clear. * All children can see/hear. * Phonemes are articulated clearly and correctly. |  | |
| **Teach** | **Subject knowledge:** | |
| * New learning is clear. * New Phonemes and digraphs are introduced. * The Expert Colleague models blending and segmenting. * The Expert Colleague introduces / revisits common exception words (tricky words).   + Learning is contextualised.   + All children are actively involved in speaking and listening. |  | |
| **Practise** | **Classroom practice: High expectations and managing behaviour** | |
| * The strategies applied are interactive fun and multisensory. * All the children are engaged. * Adaptation is evident when appropriate. * Children articulate the phonemes correctly. * Children blend phonemes to read words and/or segment words into phonemes for spelling. * Children are given effective feedback. * Pace is appropriate. |  | |
| **Apply** | **Planning and assessment:** | |
| * There is evidence that children have opportunities to apply their phonic knowledge and skills in reading or writing a sentence or caption. * The learning relates back to the Lesson Intent. |  | |
| **Additional Comments** | **Planning and assessment:** | |
| * The Expert Colleague has planned to present new knowledge in small steps. * The Expert Colleague checks for understanding. * Questioning is used to good effect. * The Expert Colleague uses scaffolding and support for all learners. * Independent learning is encouraged. * Clear models and examples are used to support pupil progress. * Pupils are challenged. |  | |
| **Key areas observed to implement and develop in your own practice.** | | |

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| Associate Teacher Learning Observation | | |
| **Date:** | **Subject:** | **Observation Focus:** |
| **Year:** | **Class size:** | **Adults:** |
| **Features** | **Observations** | |
| **Prior learning**   * What prior knowledge and experience do the children have? * Where does this lesson fit in the sequence of learning? |  | |
| **Review of prior learning**   * Retrieval |  | |
| **Main focus of the lesson**   * Learning Objective * Success criteria |  | |
| **How was the learning introduced?**   * Links to prior learning * What did the children need to know or understand prior to the lesson? * Are connections made between other areas of learning and real life? * What ‘hooks’, ‘discovery’ or ‘anchor’ tasks were used? |  | |
| **Main Teaching**   * Steps in learning * Modelling * Guided practice * What is the teacher doing? * What are the children doing? |  | |
| **Learning Tasks/Independent practice:**  **Adapting the learning**   * Support * Scaffold and challenge to meet the needs of all learners * How is the learning recorded? * Role of the adults |  | |
| **Assessment of learning**   * Checking for understanding throughout the lesson * mini plenary opportunities * feedback on learning * peer/self-assessment * plenary |  | |
| **Outcomes and progress**   * Progress made during the lesson * How do you know? |  | |
| **Key areas observed to implement and develop in your own practice.** | | |

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Targets for Week 1 of Block Teaching

These targets are to be set by the mentor and Associate Teacher for the first week of the block placement and discussed with University Tutor at ‘Sign Off’ Meeting

|  |  |  |
| --- | --- | --- |
| **BCU Key Theme** | **Target**  At least one subject specific target should be set following an observation. This should include **what** is the next step (to support Associate Teacher progress) **why** is this important (impact on pupil progress) and **how** will this be achieved (what actions are needed?) | **Actions to Achieve Target** |
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|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Name** | **Electronic Signature** | **Role** |
|  |  |  | Associate Teacher |
|  |  |  | University Tutor (UT) |
|  |  |  | Mentor |

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Weekly Meeting 1 and Target Setting | | | | |
| **Date:** | | | | |
| **Note progress towards previous targets:** (Associate Teacher to complete prior to meeting) | | | | |
|  | | | | |
| **Subject Knowledge discussion: Associate Teacher refer to** **Subject Specific Development Journal/Mentor refer to BCU ITE Curriculum Guidance:** | | | | |
|  | | | | |
| **Identify subject knowledge needed for next week of teaching:** | | | | |
|  | | | | |
| **Professional Development Discussion: E.g. Behaviour management, Planning, Adaptive Teaching, Assessment, Professional Behaviours** | | | | |
|  | | | | |
| **Areas of** **strength:** | | | | |
|  | | | | |
| **I have received formal feedback on:** subject/area of learning (Associate Teacher to complete prior to meeting) | | **I have received informal feedback on:** subject/area of learning (Associate Teacher to complete prior to meeting) | | |
|  | |  | | |
| **BCU Key Theme** | **Target**  At least one subject specific target should be set following an observation. This should include **what** is the next step (to support Associate Teacher progress) **why** is this important (impact on pupil progress) and **how** will this be achieved (what actions are needed?) | | **Actions to Achieve Target** | |
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|  |  | |  | |
| **Mentor comment:** (Refer to BCU ITE Curriculum Guidance) | | | | **Date:**  **Signature:** |
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| --- | --- | --- | --- | --- |
| Weekly Meeting 2 and Target Setting | | | | |
| **Date:** | | | | |
| **Note progress towards previous targets:** (Associate Teacher to complete prior to meeting) | | | | |
|  | | | | |
| **Subject Knowledge discussion: Associate Teacher refer to** **Subject Specific Development Journal/Mentor refer to BCU ITE Curriculum Guidance:** | | | | |
|  | | | | |
| **Identify subject knowledge needed for next week of teaching:** | | | | |
|  | | | | |
| **Professional Development Discussion: E.g. Behaviour management, Planning, Adaptive Teaching, Assessment, Professional Behaviours** | | | | |
|  | | | | |
| **Areas of** **strength:** | | | | |
|  | | | | |
| **I have received formal feedback on:** subject/area of learning (Associate Teacher to complete prior to meeting) | | **I have received informal feedback on:** subject/area of learning (Associate Teacher to complete prior to meeting) | | |
|  | |  | | |
| **BCU Key Theme** | **Target**  At least one subject specific target should be set following an observation. This should include **what** is the next step (to support Associate Teacher progress) **why** is this important (impact on pupil progress) and **how** will this be achieved (what actions are needed?) | | **Actions to Achieve Target** | |
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|  |  | |  | |
| **Mentor comment:** (Refer to BCU ITE Curriculum Guidance) | | | | **Date:**  **Signature:** |
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| Weekly Meeting 3 and Target Setting | | | | |
| **Date:** | | | | |
| **Note progress towards previous targets:** (Associate Teacher to complete prior to meeting) | | | | |
|  | | | | |
| **Subject Knowledge discussion: Associate Teacher refer to** **Subject Specific Development Journal/Mentor refer to BCU ITE Curriculum Guidance:** | | | | |
|  | | | | |
| **Identify subject knowledge needed for next week of teaching:** | | | | |
|  | | | | |
| **Professional Development Discussion: E.g. Behaviour management, Planning, Adaptive Teaching, Assessment, Professional Behaviours** | | | | |
|  | | | | |
| **Areas of** **strength:** | | | | |
|  | | | | |
| **I have received formal feedback on:** subject/area of learning (Associate Teacher to complete prior to meeting) | | **I have received informal feedback on:** subject/area of learning (Associate Teacher to complete prior to meeting) | | |
|  | |  | | |
| **BCU Key Theme** | **Target**  At least one subject specific target should be set following an observation. This should include **what** is the next step (to support Associate Teacher progress) **why** is this important (impact on pupil progress) and **how** will this be achieved (what actions are needed?) | | **Actions to Achieve Target** | |
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|  |  | |  | |
|  |  | |  | |
| **Mentor comment:** (Refer to BCU ITE Curriculum Guidance) | | | | **Date:**  **Signature:** |
|  | | | |

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Critical Incident Review Meeting 1

**Date:**

**Critical Incident Focus RM1 – Behaviour**

1. Briefly describe the Critical Incident which developed subject knowledge and stimulated your professional growth at this point in your training.

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2. In response to this ‘Critical Incident’ identify the research-informed professional actions, taken that demonstrated your **intention.**

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3. What steps did you take to secure the **implementation** of these actions?

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4. Identify the **impact** your practices had in terms of securing a) pupil progress and b) your understanding of your professional responsibilities.

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5. Identify the evidence you will share with your mentors and UT.

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Review Meeting 1 Date Completed:

***Review Meeting will take place between the Associate Teacher, mentor/s and university tutor.***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| BCU Key Themes | | Working Towards | Working At | Working Beyond |
| Key Theme A | |  |  |  |
| Key Theme B | |  |  |  |
| Key Theme C | |  |  |  |
| Key Theme D | |  |  |  |
| Key Theme E | |  |  |  |
| Key Theme F | |  |  |  |
| Overall Grade | |  |  |  |
| Phonics Grade | **NT** | **WT** | **WA** | **WB** |
| Part 2 Teachers’ Standards | |  | | |
| RIT | |  | | |

When making a judgement for the ***Review Meeting*** consider the Associate Teacher’s overall performance to date and make a ‘best fit ‘judgement based upon performance against all of the BCU Curriculum Key Themes as recorded in the BCU Assessment Tracker.

Review the Associate Teacher’s progress and attainment against Part 2 of the Teachers’ Standards.

**Review Meeting 1** (SBT1) Associate Teachers who are **on track** to be awarded QTS at the end of the course will be demonstrating their competence in **some** of the BCU Curriculum Themes at **Working Towards** level.

Associate Teacher **requiring improvement** is not able to demonstrate their competence in some elements of the BCU Curriculum Themes at **Working Towards** level and/or not fully engaged or responding to advice and feedback.  The Associate Teacher will be subject to the Rapid Improvement process and targets and strategies for improvement will be identified and a Rapid Improvement Targets (RIT) form will be completed.

Associate Teacher has taught phonics/guided reading Yes/No

If the Associate Teacher still requires further experience of teaching phonics/ guided reading, include as a target for their next placement.

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Rapid Improvement Targets Plan

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Associate teacher:** | **School:** | | | **BA QTS**    **PGCE** | | **Date:** | **RIT No.** |
| **Person Completing Form:** | | **Role:** | | | **Electronic signature:** | | |
| **University Tutor (UT):** | | | **Professional Development Tutor (PDT):** | | | | |
| **Please send a copy of the completed form after the initial Rapid Improvement Target meeting and after the Review Meeting to the designated course team via** [primaryandearlyyearsbayear2team@bcu.ac.uk](mailto:primaryandearlyyearsbayear2team@bcu.ac.uk) **alongside the Associate Teacher and mentors/UT.** | | | | | | | |
| **Please use this section to highlight which are the most significant BCU ITE Curriculum areas of concern:**   1. Associate teacher uses critical enquiry and research informed practice to develop understanding of effective teaching and learning. 2. Associate teacher’s classroom practice to establishes effective behaviour management using high expectations and awareness of pupil wellbeing. 3. Associate teacher knows more, remembers more, and applies subject knowledge and subject specific pedagogy to impact on pupils’ progress 4. Associate teacher uses knowledge about how pupils learn to plan and assess learning to ensure that all pupils make progress. 5. Associate teacher implements effective adaptive teaching approaches to meet all learners’ needs, including SEND (Special Educational Needs and Disability) and EAL (English as an Additional Language learners). 6. Associate teacher demonstrates professional behaviours and contributes effectively to the wider life of the school. | | | | | | | |

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| **Identify clearly focused SMART targets aligned to the BCU ITE Curriculum Themes and Assessment Tracker** | | | | | |
| **BCU ITE Curriculum Key Theme** | **Target:** | **Identified strategies to support the associate teacher** | **Actions to achieve** | **Person responsible to support and monitor to target** | **Progress Review** |
|  |  |  |  |  | Satisfactory Progress  Limited Progress  Unsatisfactory Progress |
|  |  |  |  |  | Satisfactory Progress  Limited Progress  Unsatisfactory Progress |
|  |  |  |  |  | Satisfactory Progress  Limited Progress  Unsatisfactory Progress |
| **Discussion at Review Meeting** | | | | | |

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| --- | --- | --- | --- |
| **Agreed date to start the RIT** | | **Agreed date for RIT review meeting** *(usually 10 working days)* | |
| **Review Meeting outcome** | RIT Process Ends  RIT Process Continues  Termination of Placement – Refer to Placement Review Panel | Summary of identified next steps: | |
| **Outcomes agreed by:** | Associate Teacher’s signature | University Tutor signature | Mentor signature |
| **Shared with stakeholders** | UT / Mentor | Associate Teacher’s PDT | Course Team |

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| --- | --- | --- | --- | --- |
| Weekly Meeting 4 and Target Setting | | | | |
| **Date:** | | | | |
| **Note progress towards previous targets:** (Associate Teacher to complete prior to meeting) | | | | |
|  | | | | |
| **Subject Knowledge discussion: Associate Teacher refer to** **Subject Specific Development Journal/Mentor refer to BCU ITE Curriculum Guidance:** | | | | |
|  | | | | |
| **Identify subject knowledge needed for next week of teaching:** | | | | |
|  | | | | |
| **Professional Development Discussion: E.g. Behaviour management, Planning, Adaptive Teaching, Assessment, Professional Behaviours** | | | | |
|  | | | | |
| **Areas of** **strength:** | | | | |
|  | | | | |
| **I have received formal feedback on:** subject/area of learning (Associate Teacher to complete prior to meeting) | | **I have received informal feedback on:** subject/area of learning (Associate Teacher to complete prior to meeting) | | |
|  | |  | | |
| **BCU Key Theme** | **Target**  At least one subject specific target should be set following an observation. This should include **what** is the next step (to support Associate Teacher progress) **why** is this important (impact on pupil progress) and **how** will this be achieved (what actions are needed?) | | **Actions to Achieve Target** | |
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|  |  | |  | |
| **Mentor comment:** (Refer to BCU ITE Curriculum Guidance) | | | | **Date:**  **Signature:** |
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| Weekly Meeting 5 and Target Setting | | | | |
| **Date:** | | | | |
| **Note progress towards previous targets:** (Associate Teacher to complete prior to meeting) | | | | |
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| **Subject Knowledge discussion: Associate Teacher refer to** **Subject Specific Development Journal/Mentor refer to BCU ITE Curriculum Guidance:** | | | | |
|  | | | | |
| **Identify subject knowledge needed for next week of teaching:** | | | | |
|  | | | | |
| **Professional Development Discussion: E.g. Behaviour management, Planning, Adaptive Teaching, Assessment, Professional Behaviours** | | | | |
|  | | | | |
| **Areas of** **strength:** | | | | |
|  | | | | |
| **I have received formal feedback on:** subject/area of learning (Associate Teacher to complete prior to meeting) | | **I have received informal feedback on:** subject/area of learning (Associate Teacher to complete prior to meeting) | | |
|  | |  | | |
| **BCU Key Theme** | **Target**  At least one subject specific target should be set following an observation. This should include **what** is the next step (to support Associate Teacher progress) **why** is this important (impact on pupil progress) and **how** will this be achieved (what actions are needed?) | | **Actions to Achieve Target** | |
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|  |  | |  | |
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| **Mentor comment:** (Refer to BCU ITE Curriculum Guidance) | | | | **Date:**  **Signature:** |
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| Weekly Meeting 6 and Target Setting | | | | |
| **Date:** | | | | |
| **Note progress towards previous targets:** (Associate Teacher to complete prior to meeting) | | | | |
|  | | | | |
| **Subject Knowledge discussion: Associate Teacher refer to** **Subject Specific Development Journal/Mentor refer to BCU ITE Curriculum Guidance:** | | | | |
|  | | | | |
| **Identify subject knowledge needed for next week of teaching:** | | | | |
|  | | | | |
| **Professional Development Discussion: E.g. Behaviour management, Planning, Adaptive Teaching, Assessment, Professional Behaviours** | | | | |
|  | | | | |
| **Areas of** **strength:** | | | | |
|  | | | | |
| **I have received formal feedback on:** subject/area of learning (Associate Teacher to complete prior to meeting) | | **I have received informal feedback on:** subject/area of learning (Associate Teacher to complete prior to meeting) | | |
|  | |  | | |
| **BCU Key Theme** | **Target**  At least one subject specific target should be set following an observation. This should include **what** is the next step (to support Associate Teacher progress) **why** is this important (impact on pupil progress) and **how** will this be achieved (what actions are needed?) | | **Actions to Achieve Target** | |
|  |  | |  | |
|  |  | |  | |
|  |  | |  | |
| **Mentor comment:** (Refer to BCU ITE Curriculum Guidance) | | | | **Date:**  **Signature:** |
|  | | | |

Critical Incident - Progress Meeting 1

**Date:**

Focus: Linked to Phonics/Subject Specialism/An area of student reflection/learning

\*Please ensure each Progress Meeting has a different subject focus

1. Briefly describe the Critical Incident which developed subject knowledge and stimulated your professional growth at this point in your training.

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| --- |
|  |

2. In response to this ‘Critical Incident’ identify the research-informed professional actions taken that demonstrated your **intention.**

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| --- |
|  |

3. What steps did you take to secure the **implementation** of these actions?

|  |
| --- |
|  |

4. Identify the **impact** your practices had in terms of securing a) pupil progress and b) your understanding of your professional responsibilities.

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5. Identify the evidence you will share with your university tutor.

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Progress Meeting 1 Date Completed:

***Progress Meeting will take place between the Associate Teacher, mentor and university tutor.***

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| --- | --- | --- | --- | --- |
| BCU Key Themes | | Working Towards | Working At | Working Beyond |
| Key Theme A | |  |  |  |
| Key Theme B | |  |  |  |
| Key Theme C | |  |  |  |
| Key Theme D | |  |  |  |
| Key Theme E | |  |  |  |
| Key Theme F | |  |  |  |
| Overall Grade | |  |  |  |
| Phonics Grade | **NT** | **WT** | **WA** | **WB** |
| Part 2 Teachers’ Standards | |  | | |
| RIT | |  | | |

When making a judgement for the ***Progress Meeting*** consider the Associate Teacher’s overall performance to date and make a ‘best fit ‘judgement based upon performance against all of the BCU Key Themes as recorded in the Assessment Criteria.

If the Associate Teacher has any **RAPID IMPROVEMENT TARGETS** outstanding from during the placement, please review these during the Progress Meeting.

Review the Associate Teacher’s progress and attainment against Part 2 of the Teachers’ Standards.

**Progress Meeting 1** (SBT 1) – Associate teachers who are **on track** to be awarded QTS at the end of the course will be demonstrating their competence in 75% of each BCU Curriculum Theme at the **Working Towards** level.

Associate Teachers **requiring improvement** are demonstrating their competence in less than 75% of each of the BCU Curriculum Themes at **Working Towards** level and/or not fully engaged or responding to advice and feedback.  The Associate Teacher will be subject to the Rapid Improvement process and targets and strategies for improvement will be identified and a Rapid Improvement Targets (RIT) form will be completed to be shared with the next placement school.

Associate Teachers not demonstrating their competence in at least 50% of elements in each of the BCU Curriculum Themes at **Working Towards** level and/or not fully engaged or responding to advice and feedback will have **failed SBT1**.

Associate Teacher has taught phonics/guided reading

If the Associate Teacher still requires further experience of teaching phonics/ guided reading, include as a target for their next placement.

Targets for next School Based Training

|  |  |  |
| --- | --- | --- |
| **BCU Key Theme** | **Target**  At least one subject specific target should be set following an observation. This should include **what** is the next step (to support Associate Teacher progress) **why** is this important (impact on pupil progress) and **how** will this be achieved (what actions are needed?) | **Actions to Achieve Target** |
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|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Name** | **Electronic Signature** | **Role** |
|  |  |  | Associate Teacher |
|  |  |  | University Tutor (UT) |
|  |  |  | Mentor |

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Rapid Improvement Targets Plan

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Associate teacher:** | **School:** | | | **BA QTS**  **PGCE** | | **Date:** | **RIT No.** |
| **Person Completing Form:** | | **Role:** | | | **Electronic signature:** | | |
| **University Tutor (UT):** | | | **Professional Development Tutor (PDT):** | | | | |
| **Please send a copy of the completed form after the initial Rapid Improvement Target meeting and after the Review Meeting to the designated course team via**  [primaryandearlyyearsbayear2team@bcu.ac.uk](mailto:primaryandearlyyearsbayear2team@bcu.ac.uk) **alongside the Associate Teacher and mentors/UT.** | | | | | | | |
| **Please use this section to highlight which are the most significant BCU ITE Curriculum areas of concern:**   1. Associate teacher uses critical enquiry and research informed practice to develop understanding of effective teaching and learning. 2. Associate teacher’s classroom practice to establishes effective behaviour management using high expectations and awareness of pupil wellbeing. 3. Associate teacher knows more, remembers more, and applies subject knowledge and subject specific pedagogy to impact on pupils’ progress 4. Associate teacher uses knowledge about how pupils learn to plan and assess learning to ensure that all pupils make progress. 5. Associate teacher implements effective adaptive teaching approaches to meet all learners’ needs, including SEND (Special Educational Needs and Disability) and EAL (English as an Additional Language learners). 6. Associate teacher demonstrates professional behaviours and contributes effectively to the wider life of the school. | | | | | | | |

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| --- | --- | --- | --- | --- | --- |
| **Identify clearly focused SMART targets aligned to the BCU ITE Curriculum Themes and Assessment Tracker** | | | | | |
| **BCU ITE Curriculum Key Theme** | **Target:** | **Identified strategies to support the associate teacher** | **Actions to achieve** | **Person responsible to support and monitor to target** | **Progress Review** |
|  |  |  |  |  | Satisfactory Progress  Limited Progress  Unsatisfactory Progress |
|  |  |  |  |  | Satisfactory Progress  Limited Progress  Unsatisfactory Progress |
|  |  |  |  |  | Satisfactory Progress  Limited Progress  Unsatisfactory Progress |
| **Discussion at Review Meeting** | | | | | |

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| --- | --- | --- | --- |
| **Agreed date to start the RIT** | | **Agreed date for RIT review meeting** *(usually 10 working days)* | |
| **Review Meeting outcome** | RIT Process Ends  RIT Process Continues  Termination of Placement – Refer to Placement Review Panel | Summary of identified next steps: | |
| **Outcomes agreed by:** | Associate Teacher’s signature | University Tutor signature | Mentor signature |
| **Shared with stakeholders** | UT / Mentor | Associate Teacher’s PDT | Course Team |



BCU ITE

Assessment Tracker

2023 24

The following pages include the BCU ITE Assessment Tracker which provides descriptors to be used formatively, so that Associate Teachers, mentors and tutors can identify progress that you are made against the BCU ITE Curriculum.



|  |  |  |  |
| --- | --- | --- | --- |
| BCU ITE Curriculum Key Theme A**: Associate Teacher uses critical enquiry and research informed practice to develop their understanding of effective teaching and learning.**  **(CCF – Professional Behaviours) (TS8 and Part 2)** | | | |
| **Working Towards T** | **Working At A** | **Working Beyond B** | |
| ***The Associate Teacher works with the support of expert colleagues at BCU and in school to:***  engage with relevant research and policy relating to subject and pedagogical knowledge  reflect on lessons making links to theory and practice explored in taught sessions and observed in school  use subject audits to identify areas of current strengths and development  use identified resources and reading to support learning in the subject  track own development of curriculum and pedagogical knowledge, skills, and understanding | ***The Associate Teacher works independently with the advice and guidance of expert colleagues at BCU and in school to:***  critically evaluate identified resources and reading to develop subject and pedagogical knowledge  reflect critically on practice to identify and discuss links to evidenced based research  recognise pedagogical approaches they have adopted which are underpinned by learning theories  identify the impact of their practice on pupils’ learning and discuss with expert colleagues how to develop practice as a result  engage more fully with subject audits tracking own development of curriculum and pedagogical knowledge, skills, and understanding | ***The Associate Teacher is proactive and accountable for own choices and works collaboratively with expert colleagues at BCU and in school to:***  make informed pedagogical choices based on reading, research, and intended impact on pupils’ learning  justify these choices in professional discussions with expert colleagues  critically evaluate the impact of pedagogical approaches on pupils’ progress and use research informed practice to develop their practice  critically evaluate reading and research to continue their own professional development | |
| **Progress:** | | |  |
| On track to meet the curriculum expectations for this BCU ITE Curriculum Theme within the current phase? | | | **YES/NO** |
| If not on track have Rapid Improvement Targets been set? | | | **YES/NO** |
| **Summative: By the end of the course** | | |  |
| TS1 Set high expectations which inspire, motivate and challenge pupils   1. establish a safe and stimulating environment for pupils, rooted in mutual respect 2. set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions 3. demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | | | |
| TS Part Two  A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.   * Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:   + treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position   + having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions   + showing tolerance of and respect for the rights of others   + not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs   + ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law. * Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality. * Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. | | | |

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| BCU ITE Curriculum Key Theme B: **Associate Teacher’s classroom practice establishes effective behaviour management using high expectations and awareness of pupil wellbeing.**  **(CCF – High Expectations and Managing Behaviour)** **(TS1 and TS7)**  **Please refer to the Professional Studies Curriculum before completing in Review and Progress Meetings.** | | | |
| **Working Towards T** | **Working At A** | **Working Beyond B** | |
| ***The Associate Teacher works with the support of expert colleagues at BCU and in school to:***  Observe and reflect how expert colleagues establish effective classroom routines  be clear about what good behaviour looks like  prepare for common behaviour issues and plan how they will be addressed  build effective relationships with pupils based on an ethos of mutual trust and respect; demonstrating that pupils’ feelings are considered and understood  evaluate how high expectations are demonstrated through praising pupil engagement and progress made  understand the impact of positive reinforcement to affect and improve the motivation, behaviour, and well-being of pupils  Use policies related to behaviour management and well-being of pupils, and understand how they are implemented within the classroom | ***The Associate Teacher works independently with the advice and guidance of expert colleagues at BCU and in school to:***  establish a supportive and inclusive learning environment with clear behavioural expectations and effective classroom routines  demonstrate clear expectations that communicate shared values and support classroom and school culture.  Make deliberate choices when teaching pupils and the behaviour that is expected by being precise and clear about what good conduct looks like and the norms of the classroom  role model behaviour that influences the attitudes, values, and behaviours of pupils through consistency in language and non-verbal signals for instructions and directions  consistently use early and least-intrusive interventions as an initial response to low level disruption  discuss with expert colleagues and understand how to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically  maintain high expectations which impact pupil outcomes by setting goals that challenge and stretch all pupils  engage with the school behaviour policy to implement a range of strategies appropriate to the needs of the pupils  establish high expectations of behaviour using a predictable and secure system of reward and sanction  respond quickly to any behaviour or bullying that threatens emotional and/or physical safety | ***The Associate Teacher is proactive and accountable for own choices and works collaboratively with expert colleagues at BCU and in school to:***  consistently ensure a predictable and secure learning environment that is supportive and inclusive for all pupils with high-quality teaching and behavioural expectations embedded within the daily routine  support pupils to believe that their feelings will be considered and understood.  Understand pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward) and how to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically  identify goals and targets that challenge and stretch all pupils, understand the long-term positive impact of high expectations on pupils’ life chances  support pupils to self-regulate their emotions and know that this affects pupils’ ability to learn, and succeed in school and future lives  clearly embed a range of effective behaviour management strategies within their professional practice  respond with authority to any behaviour or bullying that threatens emotional and/or physical safety  consistently use early and least-intrusive interventions as an initial response to low level disruption | |
| **Progress:** | | |  |
| **On track to meet the curriculum expectations for this BCU ITE Curriculum Theme within the current phase?** | | | **YES/NO** |
| **If not on track have Rapid Improvement Targets been set?** | | | **YES/NO** |
| **Summative: By the end of the course** | | |  |
| **TS1 Set high expectations which inspire, motivate and challenge pupils**   1. establish a safe and stimulating environment for pupils, rooted in mutual respect 2. set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions   demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils | | | |
| **TS7 Manage behaviour effectively to ensure a good and safe learning environment**   1. have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy 2. have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly 3. manage classes effectively, using approaches which are appropriate to pupil’s needs in order to involve and motivate them maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary | | | |

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| BCU ITE Curriculum Key Theme C: **Associate Teacher knows more, remembers more and applies subject knowledge and subject specific pedagogy to impact on pupils’ progress.**  **(CCF –Subject knowledge) (TS3)**  **Please refer to the Subject Specific Development Journal before completing in Review and Progress Meetings.** | | | |
| ***The Associate Teacher can:***  implement relevant statutory and non-statutory curriculum guidance and frameworks in their practice  Working towards  Working at  Working beyond  actively develop subject specific pedagogical content knowledge in relation to key concepts and skills of the subject  Working towards  Working at  Working beyond | | | |
| **Working Towards T** | **Working At A** | **Working Beyond B** | |
| ***The trainee works alongside expert colleagues at BCU and in school through observations, discussion, CPD and team teaching opportunities to develop their subject knowledge, skills and understanding of the curriculum to:***    familiarise them self with relevant statutory and non-statutory curriculum guidance and frameworks and understand the importance and impact that developments in the subject and curriculum area will have on their practice    reflect upon their personal developing subject knowledge, with support if necessary, in relation to key concepts and skills of the subject    know that taking pupils’ prior knowledge into account is a key aspect of successful learning and securing progress, as is knowing how much new information should be introduced so it is manageable for pupils    understand that making explicit links between prior and new knowledge, increases the likelihood of pupils retaining knowledge and understanding, contributing to pupils’ development as confident learners    understand that complex ideas and concepts can be broken down into smaller steps, minimising the complexity of a task and avoiding potential misconceptions whilst maintaining focus on key content  know that a range of approaches for modelling and scaffolding learning, e.g. live modelling, is essential to enable pupils to make progress    know that they should model high-quality spoken language and subject specific high frequency vocabulary recognising that spoken language underpins development of reading and writing    familiarise them self with a range of learning theories and understanding the importance of why a balance of these in classroom practice is important for developing skills in the subject  understand the importance of systematic synthetic phonics and the impact that this has on the teaching of early reading, spelling, and writing    begin to teach phonics following school policy    know of the approaches for teaching for conceptual understanding and depth in mathematics    begin to teach mathematics, following school policy | ***The trainee works alongside expert colleagues at BCU and in school through teaching lessons, observations, discussion, CPD opportunities to develop their practice, subject knowledge, skills and understanding of the curriculum to:***    implement relevant statutory and non-statutory curriculum guidance and frameworks in their practice    actively develop pedagogical content knowledge in relation to key concepts and skills of the subject    use information on pupils’ prior knowledge to inform lesson planning and teaching, and teach making explicit links between prior and new knowledge to secure progress. Introduce information in a way that does not detract from the learning and confidence of the pupils    teach a topic by breaking it down into smaller steps taking into account and addressing potential misconceptions    teach using a range of approaches for modelling and scaffolding learning, e.g. live modelling, to ensure that pupils make progress, knows when to withdraw scaffolding as knowledge builds to ensure apt stretch and challenge  use high-quality spoken language and subject specific high-frequency vocabulary to enable pupils to make progress in reading and writing development    teach, drawing on a range of learning theories and practice, including a considered use of approaches to enable pupils to make progress in developing skills in the subject  demonstrate a good understanding of the role of systematic synthetic phonics in the teaching of early reading, spelling, and writing    teach early reading, systematic synthetic phonics, communication and language development with increasing confidence and competence so that pupils make expected progress    teach mathematics with a good understanding of effective teaching strategies that support the development of conceptual understanding and depth ensuring good progress for all pupils | ***The trainee collaborates with expert colleagues at BCU and in school through confident teaching, observations, discussion and CPD to develop their practice, subject knowledge, skills and understanding of the curriculum to:***    use statutory and non-statutory curriculum guidance and frameworks with confidence when planning and teaching sequences of lessons    make discerning use of quality resources, e.g. from Subject Associations, to proactively develop subject knowledge and pedagogical content knowledge    plan and teach to support pupils in making links between prior and new knowledge so that new information can be introduced appropriately and pupils make good progress    demonstrate in lesson planning anticipation of misconceptions, and to teach competently to address these so that pupils overcome them    withdraw scaffolding as pupils’ knowledge builds to ensure apt stretch and challenge    teach demonstrating confident use of a pedagogical spectrum with evidenced learning theory and practice applied appropriately  to show a clear understanding of the progression and delivery of phonics lessons that support the development of early reading, spelling, and writing. This results in pupils making good or better than expected progress    effectively teach using strategies that are clearly embedded within the teaching of mathematics to ensure conceptual understanding, depth, and progression | |
| **Progress:** | | |  |
| **On track to meet the curriculum expectations for this BCU ITE Curriculum Theme within the current phase?** | | | **YES/NO** |
| **If not on track have Rapid Improvement Targets been set?** | | | **YES/NO** |
| **Summative: By the end of the course** | | |  |
| **TS3 Demonstrate good subject and curriculum knowledge**   1. have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings 2. demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship 3. demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject 4. if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies | | | |

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| BCU ITE Curriculum Key Theme D: **Associate Teacher uses knowledge about how pupils learn to plan and assess learning to ensure that all pupils make progress.**  **(CCF – How pupils learn, Classroom practice and Assessment)** **(TS2 TS4 TS6)**  **Please refer to the Professional Studies Curriculum before completing in Review and Progress Meetings.** | | | |
| **Working Towards T** | **Working At A** | **Working Beyond B** | |
| ***The Associate Teacher works with the support of expert colleagues at BCU and in school to:***  explore key components of lesson planning through observing expert colleagues and discussing how plans are implemented  identify the teaching and learning strategies, e.g. modelling, explanations, scaffolding, and classroom talk, that enable pupils to make progress in their learning  adapt and teach from existing planning to demonstrate the key lesson components in practice  begin to implement a range of teaching and learning strategies, e.g. modelling, explanations, and scaffolding, to enable pupils to make progress through critical thinking and problem solving  observe how expert colleagues adapt lessons during the teaching process based upon formative assessment  discuss and analyse ‘Assessment For Learning’ opportunities with expert colleagues  recognise the importance of effective marking and feedback in line with school policy through discussion with expert colleagues  use marking and feedback strategies effectively within the lessons they teach and identify how pupils act on feedback to make progress  discuss and explore how summative assessment informs future planning, and discuss with expert colleagues how externally validated summative assessments are used | ***The Associate Teacher works independently with the advice and guidance of expert colleagues at BCU and in school to:***  plan effective sequences of learning using a range of teaching strategies  lesson sequences are developmental and progressive  plan sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills  use a range of teaching and learning strategies effectively (including pre-teaching, grouping of pupils and deployment of additional adults and resources) to adapt the learning to meet the needs of all pupils. Pupils make appropriate progress  plan appropriate ‘Assessment For Learning’ strategies, e.g. mini-plenaries, questioning, self-assessment and peer assessment, within the lessons they teach linked to the lesson objective  effectively implement assessment strategies to monitor progress and inform future lessons. There is evidence of impact on pupils’ progress  use specific, helpful, and manageable marking and feedback strategies effectively within the lessons they teach  use summative assessment to inform planning to ensure progress for all pupils | ***The Associate Teacher is proactive and accountable for own choices and works collaboratively with expert colleagues at BCU and in school to:***  plan and teach innovatively and creatively, fully engaging and challenging all pupils. Lesson sequences are developmental and progressive  comprehensively embed a range of teaching and learning strategies and adapt these to ensure that all learning needs are met  uses higher-order teaching strategies, such as narrating thought processes, through asking a range of questions when modelling to make explicit how experts think  expose potential pitfalls/misconceptions and explain how to address them  continually adapt the teaching to respond to emerging learning needs  fully integrate additional adults into the planning, teaching and assessment process (where applicable)  consistently use specific, helpful, and manageable marking and feedback strategies effectively within the lessons they teach to enable all pupils to make progress  ensure that assessment is integral to the teaching and learning process and to analyse assessments to inform future planning. The impact of the teaching is evident in progress data and targets can be set | |
| **Progress:** | | |  |
| **On track to meet the curriculum expectations for this BCU ITE Curriculum Theme within the current phase?** | | | **YES/NO** |
| **If not on track have Rapid Improvement Targets been set?** | | | **YES/NO** |
| **Summative: By the end of the course** | | |  |
| **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 this  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 | | | |
| **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)  **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 | | | |

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| BCU ITE Curriculum Key Theme E**: Associate Teacher implements effective adaptive teaching approaches to meet all learners’ needs, including SEND (Special Educational Needs and Disability) and EAL (English as an Additional Language learners).**  **(CCF - How Pupils Learn, Classroom Practice and Adaptive Teaching) (TS5)**  **Please refer to the Professional Studies Curriculum before completing in Review and Progress Meetings.** | | | |
| **Working Towards T** | **Working At A** | **Working Beyond B** | |
| ***The Associate Teacher works with the support of expert colleagues at BCU and in school to:***  understand that pupils have learning needs that may require adaptive teaching approaches  Understand that some pupils are likely to require adaptive teaching in the same way, taking account of their different levels of prior knowledge and potential barriers to learning as a fundamental part of teaching  know there is a common misconception that pupils have distinct and identifiable learning styles  know pupils with special educational needs or disabilities are likely to require additional or adapted support    work closely with expert colleagues to understand barriers and identify effective strategies for identified pupils, including those with EAL  observe and deconstruct how expert colleagues adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet those expectations  to understand the 4 areas of need for SEND as explained in the SEND Code of Practice (DFE, 2014) | ***The Associate Teacher works independently with the advice and guidance of expert colleagues at BCU and in school to:***  anticipate pupils’ needs including potential barriers to learning, and reflect this in their planning  adapt teaching in a responsive way, with support from expert colleagues, including by providing targeted support by adapting teaching and learning for pupils who are not making expected progress e.g. through using dual coding and translanguaging to support EAL pupils  build on prior learning with appropriate stretch and challenge for all pupils, particularly high attaining pupils  make consistent use of teaching assistants and other adults in the classroom  use current related frameworks and policy initiatives, which provide additional guidance on supporting pupils with SEND effectively  identify pupils who need new content to be broken down further  make use of formative assessment to inform adaptive learning to meet the needs of all pupils  build in additional practice or remove unnecessary expositions to meet the needs of all pupils.  effectively employ a wide range of strategies to support positive outcomes for all pupils e.g. reframe questions to provide scaffolding or greater challenge  appropriately select well-designed resources to promote positive outcomes for all pupils. | ***The Associate Teacher is proactive and accountable for own choices and works collaboratively with expert colleagues at BCU and in school to:***  Teaching is carefully adapted and learning is monitored for pupils to take account of the impact on engagement and motivation of all pupils.  work with guidance from the Special Educational Needs and Disabilities Co-ordinator (SENDCo) where relevant, to adapt learning for groups and individuals. Reflect on this experience to develop responsive teaching of all groups of pupils  to consistently apply a range of research-informed strategies to accelerate language learning for EAL pupils  make consistent use of teaching assistants and other adults in the classroom  demonstrate their ability to decide when intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils  build in additional practice or remove unnecessary expositions to meet the needs of all pupils.  effectively employ a wide range of strategies to support positive outcomes for all pupils e.g. reframe questions to provide scaffolding or greater challenge | |
| **Progress:** | | |  |
| **On track to meet the curriculum expectations for this BCU ITE Curriculum Theme within the current phase?** | | | **YES/NO** |
| **If not on track have Rapid Improvement Targets been set?** | | | **YES/NO** |
| **Summative: By the end of the course** | | |  |
| **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 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 | | | |

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| BCU ITE Curriculum Key Theme F: **Associate Teacher demonstrates professional behaviours and contributes effectively to the wider life of the school**  **(CCF Professional Behaviours) (TS8 and Part 2)**  **Please refer to the Professional Studies Curriculum before completing in Review and Progress Meetings.** | | | |
| **Working Towards T** | **Working At A** | **Working Beyond B** | |
| ***The Associate Teacher works with the support of expert colleagues at BCU and in school to:***  understands safeguarding responsibilities as set out in Keeping Children Safe in Education  adhere to the BCU Code of Conduct and school staff behaviour policy, dress code, absence policy, is punctual, has a professional tone in communications  understands the expectations regarding personal and professional conduct of a teacher and the ethics of the teaching profession  recognises the experience and expertise of university and school staff and act upon advice  ***The Associate Teacher works with clearly focused support to develop:***  professional relationships with colleagues  reflective practice and acting upon expert feedback  understanding of professional development as a sustained process over time that will impact positively on pupil outcomes | ***The Associate Teacher works independently with the advice and guidance of expert colleagues at BCU and in school to:***  know who to contact with any safeguarding concerns  use feedback and discussion with expert colleagues to reflect upon and improve own practice  use recent and relevant research evidence to inform  professional discussions and to improve own practice  develop effective professional relationships with colleagues and to begin to identify ways to contribute to the wider life of the school  understand how relationships with carers and parents can impact on pupils and begin to develop these relationships  ensure that planning and learning outcomes are shared with additional adults so pupils are effectively supported  plans learning to ensure that all pupils are supported by teachers so additional adults supplement rather than replace support from teachers  work with expert colleagues, such as SENDCos and pastoral leaders to ensure they understand the needs of pupils and how to support these needs  be responsible for their own professional development and extend their own subject and pedagogical understanding as part of lesson planning | ***The Associate Teacher is proactive and accountable for own choices and works collaboratively with expert colleagues at BCU and in school to:***  collaborates with expert colleagues to seek challenge and critique to identify sustainable improvement in their own practice  reflective practice is informed by observation feedback, professional debate, and recent and relevant research evidence  seeks opportunities to make valuable contributions to the wider life of the school in a broad range of ways  understands how effective relationships with parents and carers can improve pupils’ motivation, behaviour, and academic success  plans learning to ensure that all pupils are supported by teachers so additional adults supplement rather than replace support from teachers  collaborates with colleagues, such as SENDCos, and pastoral leaders to learn from their expertise and broaden their own understanding of the needs of pupils and how appropriate support can be included in planning | |
| **Progress:** | | |  |
| **On track to meet the curriculum expectations for this BCU ITE Curriculum Theme within the current phase?** | | | **YES/NO** |
| **If not on track have Rapid Improvement Targets been set?** | | | **YES/NO** |
| **Summative: By the end of the course** | | |  |
| **TS8 Fulfil wider professional responsibilities**  make a positive contribution to the wider life and ethos of the school  develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support  deploy support staff effectively  take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleague  communicate effectively with parents with regard to pupils’ achievements and well-being | | | |
| **TS PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**  **A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career:**  **Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by**   * treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position * having regard for the need to safeguard pupil’ 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 the 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. | | | |

DEFINITIONS AND INDICATORS OF ABUSE

# 1. NEGLECT

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

* Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
* Protect a child from physical and emotional harm or danger;
* Ensure adequate supervision (including the use of inadequate care-givers); or
* Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The following may be indicators of neglect (this is not designed to be used as a checklist):

* Constant hunger;
* Stealing, scavenging and/or hoarding food;
* Frequent tiredness or listlessness;
* Frequently dirty or unkempt;
* Often poorly or inappropriately clad for the weather;
* Poor school attendance or often late for school;
* Poor concentration;
* Affection or attention seeking behaviour;
* Illnesses or injuries that are left untreated;
* Failure to achieve developmental milestones, for example growth, weight;
* Failure to develop intellectually or socially;
* Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
* The child is regularly not collected or received from school; or
* The child is left at home alone or with inappropriate carers.

# 2. PHYSICAL ABUSE

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

* Multiple bruises in clusters, or of uniform shape;
* Bruises that carry an imprint, such as a hand or a belt;
* Bite marks;
* Round burn marks;
* Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
* An injury that is not consistent with the account given;
* Changing or different accounts of how an injury occurred;
* Bald patches;
* Symptoms of drug or alcohol intoxication or poisoning;
* Unaccountable covering of limbs, even in hot weather;
* Fear of going home or parents being contacted;
* Fear of medical help;
* Fear of changing for PE;
* Inexplicable fear of adults or over-compliance;
* Violence or aggression towards others including bullying; or
* Isolation from peers.

3. SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing*.* They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

* Sexually explicit play or behaviour or age-inappropriate knowledge;
* Anal or vaginal discharge, soreness or scratching;
* Reluctance to go home;
* Inability to concentrate, tiredness;
* Refusal to communicate;
* Thrush, persistent complaints of stomach disorders or pains;
* Eating disorders, for example anorexia nervosa and bulimia;
* Attention seeking behaviour, self-mutilation, substance abuse;
* Aggressive behaviour including sexual harassment or molestation;
* Unusual compliance;
* Regressive behaviour, enuresis, soiling;
* Frequent or open masturbation, touching others inappropriately;
* Depression, withdrawal, isolation from peer group;
* Reluctance to undress for PE or swimming; or
* Bruises or scratches in the genital area.

4. SEXUAL EXPLOITATION

Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to children’s social care. The significant indicators are:

* Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
* Entering and/or leaving vehicles driven by unknown adults;
* Possessing unexplained amounts of money, expensive clothes or other items;
* Frequenting areas known for risky activities;
* Being groomed or abused via the Internet and mobile technology; and
* Having unexplained contact with hotels, taxi companies or fast food outlets.

5. EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying)*,* causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment.

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

* The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
* Over-reaction to mistakes;
* Delayed physical, mental or emotional development;
* Sudden speech or sensory disorders;
* Inappropriate emotional responses, fantasies;
* Neurotic behaviour: rocking, banging head, regression, tics and twitches;
* Self harming, drug or solvent abuse;

## Fear of parents being contacted;

## Running away;

## Compulsive stealing;

### Appetite disorders - anorexia nervosa, bulimia;

* Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communicating suddenly (known as “traumatic mutism”) can indicate maltreatment.

6. RESPONSES FROM PARENTS

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

* Delay in seeking treatment that is obviously needed;
* Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
* Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
* Reluctance to give information or failure to mention other known relevant injuries;
* Frequent presentation of minor injuries;
* A persistently negative attitude towards the child;
* Unrealistic expectations or constant complaints about the child;
* Alcohol misuse or other drug/substance misuse;
* Parents request removal of the child from home; or
* Violence between adults in the household;
* Evidence of coercion and control.

7. DISABLED CHILDREN

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

* A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
* Not getting enough help with feeding leading to malnourishment;
* Poor toileting arrangements;
* Lack of stimulation;
* Unjustified and/or excessive use of restraint;
* Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
* Unwillingness to try to learn a child’s means of communication;
* Ill-fitting equipment. for example callipers, sleep boards, inappropriate splinting;
* Misappropriation of a child’s finances; or
* Inappropriate invasive procedures.

Link to BCU Moodle Safeguarding and Child Protection site:

<https://moodle.bcu.ac.uk/course/view.php?id=59466>

Data Protection Guidance for Students

The new General Data Protection Regulation (GDPR) and associated Data Protection Bill came into force on 25 May 2018 and replaced the Data Protection Act of 1998.

The focus of the GDPR is on **personal** data, this is information that identifies a living individual. The GDPR identifies 2 types of personal data:

**Special Category Personal Data** – Some items of information about people are highly sensitive. GDPR specifically defines them as data relating to:

* racial or ethnic origin
* political opinions
* religious or philosophical beliefs
* trade-union membership
* health or sex life

Data relating to criminal offences is also afforded similar special protection.

**Personal data** – All other data items related to an individual are merely termed ‘personal data’. These are data items such as an attendance mark, an email address, or an examination result.

*The following is not an exhaustive list but some useful guidance about your role in relation to the GDPR when in settings.*

You should obtain a copy of your placement setting’s Data Protection Policy (there might be slight variants on this title), read and adhere to the policy.

You should make sure you know the name of the Data Protection Officer (DPO) in your setting.

You should destroy all examples of personal data following the conclusion of your placement or if keeping it for academic purposes it must be anonymised.

You should destroy all examples of learners’ work following the conclusion of your placement or if keeping it for academic purposes it must be anonymised.

You should know and follow the setting’s policy on the use of cameras. It is normal for settings to ask for consent **before** taking any photographs of learners. For younger learners consent is often given by parents or carers.

You should be aware that some information about learners is highly sensitive, notably information about children’s services interactions, free school meal status, pupil premium eligibility, elements of special educational needs information, safeguarding information and some behaviour data. You should treat this information very carefully and follow the setting’s data policy about how this information is stored.

You should always use your BCU email address for all correspondence with settings and for internal communication during your placement in the setting. The only exception to this would be if the setting gave you one of their email addresses which you should then use as directed by the setting.

You should know your setting’s policy on the use of memory sticks/flash drives. In addition you need to know your setting’s policy on working on ‘own’ devices.

**Safeguarding:** GDPR does not prevent, or limit, the sharing of information for the purposes of keeping learners safe but be aware that this is highly sensitive information and should be treated as such.

You should be aware that you are a data subject too and that data kept about you by placement settings also needs to adhere to the GDPR legislation.

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