



Birmingham
Newman
University

Primary ITE Undergraduate Programme
MENTOR GUIDE
Meeting the Standards (Stage 3)
2023-2024



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The Newman Curriculum – One Page Profile

The Newman Curriculum has been co-designed with school colleagues, external experts and former trainees and was introduced through the revalidation of all PITTE programmes in 2020-21.

The programme supports and underpins students' academic and professional development in five core themes – **Role of the Teacher; Teaching Learning and Assessment; Adaptive Practice; Understanding and Managing Behaviour and Curriculum Subject Knowledge**

Each theme was designed to incrementally build knowledge throughout the developmental stages of the programme and inform students' practice whilst on school placement. A summary of the five themes is included below for ease of reference for partnership schools whilst students are in school:



1. **Role of the Teacher** – This encompasses all aspects of professional practice, such as safeguarding, Prevent, understanding the communities we work in and statutory responsibilities within the profession. Part Two of the Teachers' Standards is used to explicitly inform trainees of what is expected of them as professionals in school.



2. **Teaching, Learning and Assessment** – This theme prepares trainees for teaching in school by providing an awareness and understanding of research informed pedagogical models and developmental assessment practices. This is supported by practical opportunities to develop their skills during taught sessions & in the classroom environment on placement.



3. **Adaptive Practice** – This umbrella theme includes multiple aspects of inclusion, including SEND, mental health and wellbeing training to ensure equity for all groups of learners. Adaptive practice also permeates through all Newman themes to ensure that trainees understand that children's physical and mental development is key in all curriculum areas.



4. **Understanding and Managing Behaviour** – This theme looks at a range of behaviours and behaviour management techniques in the classroom. It also explores how trainees can manage their own behaviour and work professionally with colleagues.

5. **Curriculum Subject Knowledge** – This theme recognises the responsibility that practitioners have in developing a deep and secure subject knowledge base across the core, foundation and wider curriculum. Explicit university-led training across the curriculum is supported by directed activity on placement to ensure full curriculum coverage.

Introduction

Thank you for supporting Birmingham Newman University trainees.

This booklet is designed as guidance for work-related placement aspects of the trainee's Final Year Undergraduate course.

The activities have been developed in line with the Newman Primary ITE Curriculum, based on feedback and suggestions from partner schools and Newman tutors. The training plan in the trainee version of the booklet outlines the **minimum** activities they are expected to undertake for Stage 3 of their professional experience, and they are encouraged to plan additional opportunities with you as appropriate.

When teaching PE, trainees must always be supervised by a member of staff that holds QTS. As highlighted in the Safe Practice in Physical Education, School Sport and Physical Activity book (Caldercott, Scott and Hickman, 2020), student teachers should not be given full, unsupervised responsibility within a practical PE, school sport or physical activity session for any group of children, as they are not considered fully competent to teach until they are signed off as having reached the required level of competence against the QTS standards.

When teaching primary physical education, we encourage students to integrate the SHARP Principles into their practice. More information regarding the SHARP Principles can be found here <https://youtu.be/etqgSDNRSMM> . For a copy of the SHARP Principles resource cards please contact e.powell@staff.newman.ac.uk

Abbreviations used in this booklet:

M – Mentor

PM – Professional Mentor

PT – Placement Tutor – university staff who will conduct placement visits

At various stages during the completion of their tasks, the trainees will be asked to reflect on what they have learnt:

**** Reflection point – what have you learnt from these activities? Record this in your e-Portfolio and answer the Big Question.**

All trainees have an ongoing e-Portfolio in which to add their completed activities and write a weekly focused reflection linked to the weekly Big Question. The trainee is expected to share their e-Portfolio with you on a weekly basis to demonstrate that they are keeping on track. The weekly evaluation form has a section which can then be ticked by you to show that they have shown you their e-Portfolio and how it is progressing.

The next pages give an overview of their weekly expectations.

The highlighted sections show where your support regarding planning/checking planning, observation and weekly meetings will assist the trainee in completion of their Stage 3.

Please note that all necessary forms for completion by the mentor/professional mentor can be found on our Partnership section of the website:

Forms to be accessed:

- Weekly meeting form
- Mid-point review form
- End-point review form
- Stage 3 Observation Form
- Synthetic Phonics Observation Form
- Record of attendance (the trainee will complete their version and ask you to sign at the end of placement)

If you feel that a trainee requires a support plan at any stage on the placement, please contact the trainee's allocated tutor from the University.

Birmingham Newman University is fully committed to the integration of the Anti-Racism Framework for Initial Teaching Education/Training [LBU Anti Racism 11-compressed.pdf \(ncl.ac.uk\)](#)

Overview/checklist of Weekly Tasks

Week 1: Safeguarding (no teaching – 1 day induction visit)		
Week 1: Big Question (BQ) - How does the ethos of the school support a positive safeguarding/safe/secure environment?		
Task 1	Meet with your M/PM.. Identify key policies and DSL staff either from school website or via email.	
Task 2	Read policies, including code of conduct, safeguarding, child protection, equality and diversity policies, and absence reporting, and answer questions in training plan booklet.	
Task 3	Reflect on the experience to date you have had teaching both the core and foundation curriculum across KS1/2 and the EYFS. Which areas of the curriculum do you require further experience of? Research these areas to support both your subject and pedagogical knowledge.	
	Share your reflections with your M/PM to support identification of further opportunities based on your completion of Task 3 above e.g. observations of subject coordinators etc.	
Task 4	Read the following report (p.3-9, p.21-23). https://neu.org.uk/latest/library/anti-racism-charter-framework-developing-anti-racist-approach Are you aware of your rights and responsibilities to report racism whilst on training? What is the process in your current school? How can Newman support you?	
Task 5	Arrange an online meeting with PT and M for around week 3 to touch base and review planning.	
Task 6	Add learning reflections onto Mahara	

Week 2: Behaviour (Preparation, Professional Development, Learning and Teaching Support: 100%)

BQ - How can a range of behaviour management strategies (verbal and non-verbal) be implemented to ensure learners consistently display high levels of positive behaviour?

Task 1	Read Behaviour Policies and answer questions in training plan booklet.	
Task 2	4 lesson observations of class teachers (2 core, 1 foundation subject and a phonics lesson – one of these should be outside of your base classroom i.e. ideally in another year group – if in a KS2 base class your phonics observation may need to be in another year group) – observe subject content and behaviour management strategies being used.	
Task 3	Support the class teacher as directed, including undertaking at least two non-teaching duties.	
Task 4	Identify opportunities to support extra-curricular development and contribute to the wider life of the school.	
Task 5	Co-plan an activity for a small group.	
Task 6	Add learning reflections onto Mahara.	
Weekly Review and Analysis Meeting with M/PM.		

Week 3: Sequencing (Preparation, Professional Development, Learning and Teaching Support: 100% PT to check planning)		
BQ - How do you ensure new material is introduced in a logically sequenced way across a series of lessons, to enable pupil learning and progress?		
Task 1	Explore medium term planning for topics being taught to year group and make note of the sequence of learning objectives across both the unit and week. Ensure these link to the NC/EYFS expectations.	
Task 2	How does the school's current curriculum reflect local and national priorities? Include reference to your findings in your weekly reflection.	
Task 3	Produce planning for 5 English OR 5 Maths, and a Science/UtW lesson or Foundation subject (if Science not being taught that week/term), for the following week, which is in line with sequence of lessons as explored in Task 1. Meet with M/PM to ensure sequencing of lessons and planning for next week is in line with the school's expectations. Ensure you have knowledge of or access to EHCPs or IBPs (individual behaviour plans) Incorporate a range of adapted teaching strategies and learning activities into your planning.	
Task 4	4 lesson observations of class teachers (2 core, 1 foundation subject and a phonics lesson - two of these should be outside of your base classroom i.e. ideally in another year group) – observe behaviour management strategies being used, using the appropriate observation form.	
Task 5	Deliver the group activity you planned last week.	
Task 6	Add learning reflections onto Mahara.	
Weekly Review and Analysis Meeting with M/PM.		

Week 4: Adaptive Practice (Preparation, Professional Development, Learning and Teaching Support: 65% / Teaching whole class: 35%)

BQ - How do you know that the tasks you are setting are appropriately challenging and enable learners of all backgrounds, abilities and dispositions to make progress in their own learning?

Task 1	Teach the prepared English, Maths and Science/UtW/Foundation lessons. Reflect upon your planning and teaching this week. In discussion with your M consider whether your lessons addressed the needs of, and provided challenge for all children. Ensure you have knowledge of or access to EHCPs or IBPs. One of these lessons should be formally observed.	
Task 2	Track the progress of approximately 10 children across a range of abilities for core subjects you deliver. In discussion with your M agree a suitable format to track their progress.	
Task 3	Ensure required percentage of teaching is planned and agreed with M for the following week – 5 English OR 5 Maths (opposite of previous week) and a Science/UtW lesson OR Foundation subject (if Science not being taught that week/term) to continue from this week's teaching and learning. Consider what range of formative assessment strategies you will use in your planning and teaching.	
Task 4	Add learning reflections onto Mahara.	
Weekly Review and Analysis Meeting with M/PM.		

Week 5: Assessment (Preparation, Professional Development, Learning and Teaching Support: 65% / Teaching whole class: 35%)

BQ - How do you use summative and formative assessment effectively within your planning to ensure impact on pupils' progress?

Task 1	Read the Black and Wiliam article on your SEI630/1/2 Moodle page which focusses on assessment.	
Task 2	Read school assessment/marking policy and complete questions in placement booklet	
Task 3	Teach the prepared English, Maths and Science/UtW/Foundation lessons and consider the success/impact of the range of formative assessment strategies you incorporated. One of these lessons should be formally observed.	
Task 4	Discuss with M/PM the aspects of good assessment practice you are incorporating into daily and weekly planning and identify areas for development. Ensure your assessment information gathered this week inform planning for next week.	
Task 5	Continue to track the progress of approximately 10 children across a range of abilities for foundation subjects you deliver (using the format you have agreed on)	
Task 6	Ensure required percentage of teaching is planned and agreed with M for the following week – all English, all Maths, at least one Science/UtW/Foundation lesson and at least one phonics lesson (this can be within your year group or another). Ensure explicit reference to the modelling of new concepts within your planning	
Task 7	Add learning reflections onto Mahara.	
Weekly Review and Analysis Meeting with M/PM. Arrange a visit from your PT if possible, for next week		

Week 6: Reading and maths focus (Preparation, Professional Development, Learning and Teaching Support: 50% / Teaching whole class: 50% - PT SCHOOL VISIT if possible - in discussion with trainee)

BQA - How is reading taught across the school?

BQB - How are the principles of mathematics taught across the school?

Task 1	Read Rosenshine's Principles in Action on the SEI630/1/2 Moodle page – consider how this will support your understanding of how your planning will support the development of pupils' working and long-term memory in reading and maths initially.	
Task 2	As per Rosenshine's suggestions, plan in a daily review of previous learning. Discuss ideas with M and incorporate a variety of review tasks in planning.	
Task 3	Continue to track the progress of approximately 10 children across a range of abilities for all subjects you deliver – using the format you have agreed.	
Task 4	Teach all prepared lessons, including a phonics lesson, ensuring you consider the modelling of new concepts. One of these lessons should be formally observed.	
Task 5	Ensure required percentage of teaching is planned and agreed with M for the following week - all English, all Maths, a Foundation subject/other EYFS area of learning and at least one P.E. lesson. (The PE lesson should be formally observed)	
Task 6	Add learning reflections onto Mahara.	
Weekly Review and Analysis Meeting with M/PM.		

Week 7: Modelling (Preparation, Professional Development, Learning and Teaching Support: 35% / Teaching whole class: 65% - COMPLETION OF MPR)		
BQ - How do you use effective modelling to enhance pupils' understanding of new concepts, as well as making abstract ideas more readily accessible?		
Task 1	Teach all prepared lessons for the week (65%). One of these lessons should be formally observed.	
Task 2	M/PM to complete an informal observation of you (considering your timings, age-appropriate language, accurate subject knowledge, use of effective AfL, engagement levels of children, body language and use of voice, and the use of resources/technology to support). If possible, record this teaching sequence using either video/audio (seek further guidance and support from M/PM) to support your evaluation.	
Task 3	Evaluate task 2 with your M/PM considering your timings, age-appropriate language, accurate subject knowledge, use of effective AfL, engagement levels of children and the use of resources/technology to support.	
Task 4	Maintain assessment records for the whole class within the three core subjects (key stage 1 or 2) or the Prime Areas of learning (Early Years Foundation Stage).	
Task 5	Ensure required percentage of teaching (65%) is planned and agreed with M for the following week - all English, all Maths, at least one Foundation/EYFS area of learning lesson and a P.E. lesson. (The PE lesson should be formally observed)	
Task 6	Add learning reflections onto Mahara.	
Weekly Review and Analysis Meeting with M/PM. MPR should be completed this week.		

Week 8: Self-reflection/assessment opportunities (Preparation, Professional Development, Learning and Teaching Support: 35% / Teaching whole class: 65%)		
BQ - How do you ensure regular opportunities for children to self-reflect and self-assess within your planning, including the communication of relevant next steps?		
Task 1	Watch the Dylan Wiliam video and reflect on your planning and teaching.	
Task 2	Complete a Learning Walk. As part of this process complete an Assessment Observation and explore opportunities across the school where self-reflection and self and peer assessment are promoted.	
Task 3	Teach all prepared lessons and maintain assessment records for the whole class within the three core subjects (key stage 1 or 2) or the Prime areas of learning (Early Years Foundation Stage). One of your lessons should be formally observed.	
Task 4	Ensure required percentage of teaching is planned (80%) and agreed with M for the following week.	
Task 5	Add learning reflections onto Mahara.	
Weekly Review and Analysis Meeting with M/PM. (As part of this meeting discuss your readiness from moving from Newman format lesson plans to school own format for lesson planning - however for formal lesson observation each week trainee must complete an individual Newman lesson plan).		

Week 9: Foundation subjects (N.B. if agreed with M/PM and PT you can move from Newman format lesson plans to school's own format plans. However, for formal lesson observation each week trainee must complete an individual Newman lesson plan.

Preparation and Professional Development: 20% / Teaching whole class: 80%)

BQ - How can you develop and embed aspects of the foundation subjects and wider curriculum, ensuring cross curricular links where appropriate? NB From this point 80% teaching is expected.

Task 1	Reflect and review Week 1/Task 3 – areas for development within the core and foundation curriculum. Have these areas been addressed?	
Task 2	Teach all prepared lessons and maintain assessment records for the whole class within the three core subjects (key stage 1 or 2) or the Prime areas of learning (Early Years Foundation Stage). One of your lessons should be formally observed.	
Task 3	Maintain assessment records for the whole class within the three core subjects (key stage 1 or 2) or the Prime Areas of learning (Early Years Foundation Stage).	
Task 4	Ensure required percentage of teaching (80%) is planned and agreed with M for the following week.	
Task 5	Add learning reflections onto Mahara.	
Weekly Review and Analysis Meeting with M/PM.		

Week 10: SMSC (Preparation and Professional Development: 20% / Teaching whole class: 80%)		
BQ - How can you embed aspects of good practice in social, cultural, moral and spiritual wellbeing (SMSC), and build them into your planning and teaching?		
Task 1	Teach all prepared lessons and maintain assessment records for the whole class within the three core subjects (key stage 1 or 2) or the Prime areas of learning (Early Years Foundation Stage). One of your lessons should be formally observed.	
Task 2	Ensure required percentage of teaching (80%) is planned and agreed with M for the following week. Consider where areas of SMSC are promoted/incorporated.	
Task 3	Add learning reflections onto Mahara.	
Weekly Review and Analysis Meeting with M/PM. Arrange PT meeting for next week (if possible)– face to face or remote.		

Week 11: Parental engagement (Preparation and Professional Development: 20% / Teaching whole class: 80% - PT Meeting (remote or in person) if possible this week) EPR completed this week

BQ - How can teachers ensure that parents are informed about and involved in their child's learning and how is this reflected in your practice?

Task 1	Teach all prepared lessons and maintain assessment records for the whole class within the three core subjects (key stage 1 or 2) or the Prime areas of learning (Early Years Foundation Stage). One of your lessons should be formally observed. Ensure you are fully undertaking the duties/responsibilities of the class teacher.	
Task 2	Draft 3 reports for parents for 3 children and share these with your M/PM. Consider and reflect upon effective communication you have both observed and practised whilst in school. What role do parents have in children's learning? How do teacher support parents with this?	
Task 3	Ensure required percentage of teaching (80%) is planned and agreed with M for the following week.	
Task 4	Add learning reflections onto Mahara.	

Weekly Review and Analysis Meeting with M/PM. End Point Review completed this week

Week 12: Subject leaders (Preparation and Professional Development: 20% / Teaching whole class: 80%)		
BQ - What are the roles and responsibilities of a subject leader with regards to school improvement?		
Task 1	Arrange a meeting with a subject leader of your choice to discuss their roles, responsibilities, and current subject development plan.	
Task 2	Teach all prepared lessons and maintain assessment records for the whole class within the three core subjects (key stage 1 or 2) or the Prime areas of learning (Early Years Foundation Stage). One of your lessons should be formally observed. Ensure you are fully undertaking the duties/responsibilities of the class teacher.	
Task 3	As a result of your completed End Point Progress Review, identify 3 or 4 key targets for your ECT period.	
Task 4	Add learning reflections onto Mahara.	
Weekly Review and Analysis Meeting with M/PM.		