**Accrediting Prior School Experience:**

**Instructions for Applicants**

You are applying for the Primary Education BA (Hons) with recommendation for Qualified Teacher Status Foundation Degree Progression. This qualification focuses on either the 3-7 or the 5-11 age ranges.

In the training criteria section, in the *Statutory Guidance for Accredited Initial Teacher Training Providers in England* (Reference: https://www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice), it states that, for the award of Qualified Teacher Status, providers must ensure:

* That no training programme should cover fewer than 4 school years
  + Ages 3 – 5 (Foundation stage)
  + Ages 5-7 (School years 1-2)
  + Ages 7-9 (School years 3-4)
  + Ages 9-11 (School years 5-6)

and engage trainee teachers with the expectations, curricula, strategies and teaching arrangements in the age ranges immediately before and after the ones they are trained to teach (Section C2.2).

* That training programmes are designed to provide trainee teachers with sufficient time being trained in schools to enable them to demonstrate that they have met all the standards for QTS. This means they would typically be structured to include at least the following periods of time to be spent in training in schools:
  + A four year undergraduate programme 160 days (32 weeks)
  + A two or three year undergraduate programme 120 days (24 weeks) (Section C2.3)
* That each trainee teacher has taught in at least two schools (Section C2.4).

As you are applying to join the final year of a three year programme we need to accredit your prior experiential learning in schools in order to provide you with a bespoke final year.

You must demonstrate, to the satisfaction of the Primary Initial Teacher Education (ITE) team that you meet the most up to date requirements for the Department for Education (DfE). Please note that these may change both mid-year and year to year.

There are four sections. **It is essential that all sections of the form are completed**. Please note:

* This form must be completed as soon as possible and sent directly to Newman University Admissions (email: [admissions@newman.ac.uk](mailto:admissions@newman.ac.uk)). No applicant will be invited for interview until this form has been checked and approved by relevant members of the Admissions team and the Head of Primary ITE
* Even when an offer has been made to you, this will still be subject to the relevant criteria of the DfE (and includes any mid-year changes required to take immediate effect).

**Checklist for information and record of teaching observation**

1. **Section 1: School Employment**

Please list your most recent experience(s) (i.e. within the last four years only)

Please indicate if your role is/was a full-time post or a fractional post (e.g. 0.5) or indicate if your role was voluntary. Please give a summary of the post. The summary should include the age phases taught and the size/number of pupils within the classes where you have taught.

1. **Section 2: School Experience**

Please list your most recent experience(s) (i.e. within the last four years only)

In this section, you must demonstrate when you have planned independently, taught whole classes and assessed and monitored pupils

***Prior to enrolment you must provide evidence that your teaching experience will be equivalent to at least 80 full days. This will be a condition of entry to the programme.***

1. **Section 3: Teachers’ Standards Evidence**

Evidence towards the Teachers’ Standards

Please use the information provided so far, to indicate your potential ability to meet all the standards for QTS by the end of your Level 6 BA Honours year. (See Appendix 1)

1. **Section 4: Observation and Reference from your most recent school(s)**

The observation must be completed on the *Observation of Teaching Report* included in this document. This observation and the professional reference should be from a senior leader who holds QTS. The reference needs to provide information regarding your teaching to-date, your suitability for teaching and confirm the details provided regarding school employment i.e. full time/fractional, summary of post, age phases taught, size/number of pupils in classroom taught, your experience of planning and assessing pupils, and evidence of meeting the Teachers’ Standards.

**Accreditation of Prior Experiential Learning (School Experience Only)**

*Please complete all four sections in full*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Personal Details** | | | | |
| Title: | Choose an item. | |  | |
| Surname/Family Name: | | | Click or tap here to enter text. | |
| First/Personal name(s) (in full): | | | Click or tap here to enter text. | |
| Previous Surname/Family Name (if applicable): | | | Click or tap here to enter text. | |
| Date of birth: | | Click or tap to enter a date. | Gender: | Choose an item. |
| Country of birth: | | Click or tap here to enter text. | Nationality: | Click or tap here to enter text. |
| **Address Details** | | | | |
| Permanent home address: | | | Address for correspondence (if different from home address): | |
| Click or tap here to enter text. | | | Click or tap here to enter text. | |
| Postcode: Click or tap here to enter text. | | | Postcode: Click or tap here to enter text. | |

**Section 1: School Employment**

| **Employment Details** | | | |
| --- | --- | --- | --- |
| Name and Address of School | Dates of Employment/ Experience | Role (s) | FTE/ PT/ Volunteer |
| Click or tap here to enter text. | Click or tap here to enter dates. | Click or tap here to enter text. | Choose an item. |
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| Click or tap here to enter text. | Click or tap here to enter dates. | Click or tap here to enter text. | Choose an item. |

**Section 2: School Experience**

| All sections must be fully completed to provide evidence of the 80 days minimum teaching requirement. *This can include planned days yet to be undertaken.* The record of teaching observation should be completed by a senior leader who holds QTS within the setting where you are employed or completing placement. It should include details of the session observed, which must be a full class session that you have planned, taught and assessed. | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Number of days completed to date** | **Detail of role undertaken** | | | | |
| Click or tap here to enter text. | Click or tap here to enter text. | | | | |
| **Number of days to be completed prior to enrolment** | **Detail of role undertaken** | | | | |
| Click or tap here to enter text. | Click or tap here to enter text. | | | | |
| **NB The total number of days indicated above must equal or exceed 80.** | | | | | |
| **Details of Experience – age phases taught** | | | | | |
| Ages 3-5 (Foundation stage) | | Choose an item | | | |
| Ages 5-7 (School years 1-2) | | Choose an item | | | |
| Ages 7-9 (School years 3-4) | | Choose an item | | | |
| Ages 9-11 (School years 5-6) | | Choose an item | | | |
| Experience | | Evidence of teaching, planning and assessing groups of children | | | |
| I have independently planned whole class sessions | | Choose an item | | | |
| I have independently taught whole class sessions | | Choose an item | | | |
| I have independently monitored and assessed whole class sessions | | Choose an item | | | |
| Observation of Teaching Report. Please note the observer must be a **senior leader who holds QTS** | | **Please ask your observer to complete Section 4 of this document.** | | | |
| As additional evidence you may wish to provide previous lesson observations of your classroom practice undertaken by other staff members or tutors.  Please provide relevant details including name, role and lesson age range. Please scan/attach to this form. NB all observations attached must include observer’s signature. | | Name and role of observer | Date of observation | Age phase of class | Subject/ curriculum area |
| Click or tap here to enter text. | Click or tap to enter a date. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter text. | Click or tap to enter a date. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter text. | Click or tap to enter a date. | Click or tap here to enter text. | Click or tap here to enter text. |

**Section 3: Teachers’ Standards Evidence (see Appendix 1 for criteria)**

| **Progress Against the Teachers’ Standards Prior to Entry to Year Three of BA Primary QTS (Foundation Degree Top-Up)** | |
| --- | --- |
| Teachers’ Standards: | Prior examples and evidence of progress to date: |
| S1: Set high expectations which inspire, motivate and challenge pupils | 1. Click or tap here to enter text. |
| 1. Click or tap here to enter text. |
| 1. Click or tap here to enter text. |
| S2: Promote good progress and outcomes by pupils | 1. Click or tap here to enter text. |
| 1. Click or tap here to enter text. |
| 1. Click or tap here to enter text. |
| S3: Demonstrate good subject and curriculum knowledge | 1. Click or tap here to enter text. |
| 1. Click or tap here to enter text. |
| 1. Click or tap here to enter text. |
| S4: Plan and teach well-structured lessons | 1. Click or tap here to enter text. |
| 1. Click or tap here to enter text. |
| 1. Click or tap here to enter text. |
| S5: Adapt teaching to respond to the strengths and needs of all pupils | 1. Click or tap here to enter text. |
| 1. Click or tap here to enter text. |
| 1. Click or tap here to enter text. |
| S6: Make accurate and productive use of assessment | 1. Click or tap here to enter text. |
| 1. Click or tap here to enter text. |
| 1. Click or tap here to enter text. |
| S7: Manage behaviour effectively to ensure a good and safe learning environment | 1. Click or tap here to enter text. |
| 1. Click or tap here to enter text. |
| 1. Click or tap here to enter text. |
| S8: Fulfil wider professional responsibilities | 1. Click or tap here to enter text. |
| 1. Click or tap here to enter text. |
| 1. Click or tap here to enter text. |

**Please note: Each application will be considered carefully. Approval of your APSE is not confirmed until you have received a letter from Newman University.**

**Section 4: Observation and Reference from your most recent school(s)**

| **Observation of Teaching**  *Where possible, please highlight strengths and areas for development in relation to the role of a primary teacher.* | |
| --- | --- |
| Name of senior leader with QTS who undertook the observation | Click or tap here to enter text. |
| Position | Click or tap here to enter text. |
| Signature |  |
| School Name | Click or tap here to enter text. |
| School Address | Click or tap here to enter text. |
| Record of Observation (please include information about the age group and subject or curriculum area being taught, as well as detail about the candidate’s professional practice) | *Please continue on a separate sheet if necessary*  Click or tap here to enter text. |

|  |  |
| --- | --- |
| **Reference**  *To include confirmation that the candidate has completed/will have completed 80 days of teaching by the time they enrol on the course.* | |
| **Name and role of referee** |  |
| **Reference provided for** Tap to enter name of candidate. | |
| **I can confirm that the details provided in section 2 of this application are correct:**  YesNo  **I can confirm that the candidate:**  has completed 80 days of teaching **OR**  will have completed 80 days of teaching by the time they enrol on the course | |
| **Statement on candidate’s professionalism and practice in relation to teaching.** | Click or tap here to enter text. |
| **Statement on suitability of candidate for work involving children and young people.** | Click or tap here to enter text. |
| **Signature of referee** |  |

**For Office use**:

| Date APSE form received by Admissions | Click or tap to enter a date. |
| --- | --- |
| Approval / Rejection | Choose an item. |
| Notes: | Click or tap here to enter text. |
| Head of Primary ITE signature |  |
| Date recorded in SITS | Click or tap to enter a date. |

**Appendix 1: The Teachers’ Standards**

Please provide evidence to match against each of these standards

| **Part One** | |
| --- | --- |
| S1 | **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.* |
| S2 | ***Promote good progress and outcomes by pupils***   * *be accountable for pupils’ attainment, progress and outcomes* * *be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these* * *guide pupils to reflect on the progress they have made and their emerging needs* * *demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching* * *encourage pupils to take a responsible and conscientious attitude to their own work and study.* |
| S3 | **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. |
| S4 | **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). |
| S5 | **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.* |
| S6 | **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.* |
| S7 | **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.* |
| S8 | **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.* |
| **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 of attendance and punctuality.*  *Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.* |