Birmingham Newman University

Secondary ITE UG Year 3

Partnership Handbook

Academic Year 2024/2025

For Trainees, Mentors and Tutors

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Welcome to Birmingham Newman University's ITE Programmes

In the University's Strategic Framework, the introduction, outlining what is a university, quotes Oscar Romero's view, **"Let us not develop an education that creates in the mind of the Trainee a hope of becoming rich and having the power to dominate. Let us form in the heart… the idea of loving, of preparing oneself to serve and giving oneself to others".** This view aligns closely with our vision for our Initial Teacher Training and Education programmes as we aim to produce highly qualified future professionals who add value to wider society and the lives of others. Our programmes are routed in the University's mission, which **"sets out how we aim to achieve our vision and the way in which we work. To serve our diverse communities by making high-quality, globally connected education accessible to all who are able to benefit from it. As well as engaging in research, scholarship and professional practice that informs our learning and teaching and positively impacts society".**

We are inspired by our patron, Saint John Henry Newman, who taught that effective higher education in a close-knit community relies primarily on good relationships between tutor and Trainee. We ensure we are working as an integral part of our partner communities to support the development of the next generation of teachers. As Paulo Freire said, we are members of a learning community in constant dialogue, "jointly responsible for a process in which all grow."

Birmingham Newman Universities Strategic Objectives

Birmingham Newman Universities Strategic objectives provide a framework for Secondary ITE (including Secondary Undergraduate, Birmingham Newman Direct and Part-time PGCE) provision as follows:

Transformation of students' lives

- A significant importance as success ensures positive change for our students and the many lives they will impact in our region's schools.

Effective working partnerships

- Partnerships with students have been exemplified as a strength of our provision. We are keen to ensure that stronger school partnerships will enhance the provision for our students and route them effectively within these, both in their training year and in the future as ECTs.

Desire to grow our institution

- Increased student numbers demand a wider partnership across all phases of education that provides high-quality training and teacher education.

Add to knowledge and cultivate wisdom

- Education is a rapidly shifting discipline, and it is important that we are recognised for being able to add to the knowledge base. Research from staff and students will be generated to develop a wider understanding of aspects of education. An example is the cross-staff-student research work underway in Secondary on Decolonisation of the Mathematics curriculum. It is expected that this and future work will be used to inform and shape the content of future programmes.

We are proud to be a widening participation university and, as such, aim to serve our diverse community.

Birmingham Newman University ITE Team's Aim

Birmingham Newman University aims to prepare the next generation of teachers to a high professional standard in order for them to have a positive impact on the learning, development, and futures of all children. The Newman Teacher is one who learns, develops and gives back, an independent thinker with ambition, empathy and a lifelong love for learning. They are confident, reflective and resilient and aim to instil the same values in future generations.

Through effective communication, strong relationships within our partnerships and a shared understanding of the curriculum and our roles and responsibilities, we aim to provide a coherent experience for trainees. We value input and feedback from all partners, and as a result of shared curriculum aims, high-quality and focused mentor training, theory, and classroom practice are mutually reinforcing. Continuous improvement and growth is at the heart of everything we do. Our quality assurance procedures ensure that assessment processes and effective curriculum sequencing ensure cumulative knowledge and understanding. Our monitoring and evaluation cycle ensures that our Birmingham Newman trainees receive high-quality training that fully prepares them for their future careers.

Welcome from the Partnership Team

Thank you for supporting Birmingham Newman University Initial Teacher Education (ITE) courses. We value the strong partnership that has been developed between the University, schools and trainees and look forward to working with you this year to support the future of Secondary teaching in our joint commitment to make a real difference to children, young people and their families.

The Secondary Partnership team are proud to currently work with around 300 schools, including mainstream and special schools in a wide geographical area and are always striving to grow our partnership and work more closely together to ensure that our Birmingham Newman Curriculum is purposefully integrated with the learning in schools. We have both full-time and part-time PGCE Core routes, and we also support Birmingham Newman Direct and Assessment Only candidates.

The aim of this handbook is to ensure that school colleagues, professional mentors, mentors and trainees have an overview of our courses and expectations. It clarifies the formation of our Birmingham Newman Curriculum, course structures, target setting, assessment processes and placement visit procedures. Additional documentation linked to placements (including mentor training) is available on our Partnership website:

ITE Teaching Partnerships - Birmingham Newman University

All partner schools will also have signed and hold copies of The Birmingham Newman Partnership Agreement.

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Acronyms

CCF – Core Content Framework

DBS – Disclosure and Barring Service

ECT – Early Career Teacher

EPR – End Point Review

FLT – Faculty Leadership Team

IRB – Internal Review Board

ITE – Initial Teacher Education

ITESG – Initial Teacher Education Strategy Group

ITP – Individual Training Plan

ITT – Initial Teacher Training

MPR – Mid Point Review

NCCAT – Newman Continuous Curriculum Assessment Tool

PG – Postgraduate

PL – Programme Lead

PM – Professional Mentor (School-based Lead Mentor)

PSRB – Professional Statutory of Regulatory Body

QA – Quality Assure

QTS – Qualified Teacher Status

RAP – Reasonable Adjustment Plan

SED – Self-Evaluation Document

SEND – Special Education Need or Disability

SKE – Subject Knowledge Enhancement

SM – Subject Mentor (School-based)

SMART – Specific, Measurable, Achievable, Realistic, and Timely

ST – Subject Tutor – (University-based)

UG – Undergraduate

Quality Assurance and Governance

The Initial Teacher Education Strategy Group (ITESG) for Birmingham Newman University is a committee of representatives from schools and settings across our partnership who work alongside tutors to engage in course development, share effective practice and identify areas for improvement.

Our membership meets twice termly to consider ITE internal, regional, and national developments and the following standing agenda items:

Compliance update
Report on Programme Developments, SEDs and priorities from the SED
Ofsted - Preparations
Curriculum Developments - Current and 25/26
Recruitment and retention
Student Progress and Attainment PG & UG
Staffing – plans to replace.
Partnership
Equality and Diversity – Award Gaps
Report on Partnership activities (Representative from Primary/Secondary teams)
University Level Developments

Monitoring, Evaluating, and Improving Partnership Provision

Birmingham Newman ITE Partnership is committed to ongoing review and development to support improvements in the quality of training. We use the following mechanisms to evaluate practice:

- Trainee and Subject Mentor Evaluations at the end of every school placement experience
- Placement tracking information from subject tutors shared at Secondary Phase Internal Review Board (IRB), which identifies strengths and priorities of the ITE partnership, and summarised for FLT and ITESG by Programme Leads
- Mid/Endpoint reviews agreed upon between the trainee and subject mentor, quality assured by subject tutor.
- First visit online meeting, in first two weeks of placement where subject tutor and mentor meet to check that the mentor has had access to training and understands key documentation, such as the Big Questions and the NCCAT.
- Mid-point review visits start with a joint observation with subject tutor and mentor to QA quality of mentor ahead of reviewing MPR draft assessment.
- Self-evaluation document and Improvement plan written by the Head of Subject with Programme Lead input. Improvement plans targets agreed and actions to address set in collaboration with all tutors. Information from school partners, trainees and External Examiners considered in the development of these documents.

For Mentors

Thank you for agreeing to mentor a trainee on our ITE programme. We enormously value the importance of a mentor's work to the teaching profession. The mentor is at the heart of driving the quality of new teachers entering the education system and the learning of the children and young people they teach. It is essential that mentors fully understand and use our mentoring principles, the Birmingham Newman Curriculum, the 'Big Questions', and the Newman Curriculum Continuous Assessment Tool (NCCAT).

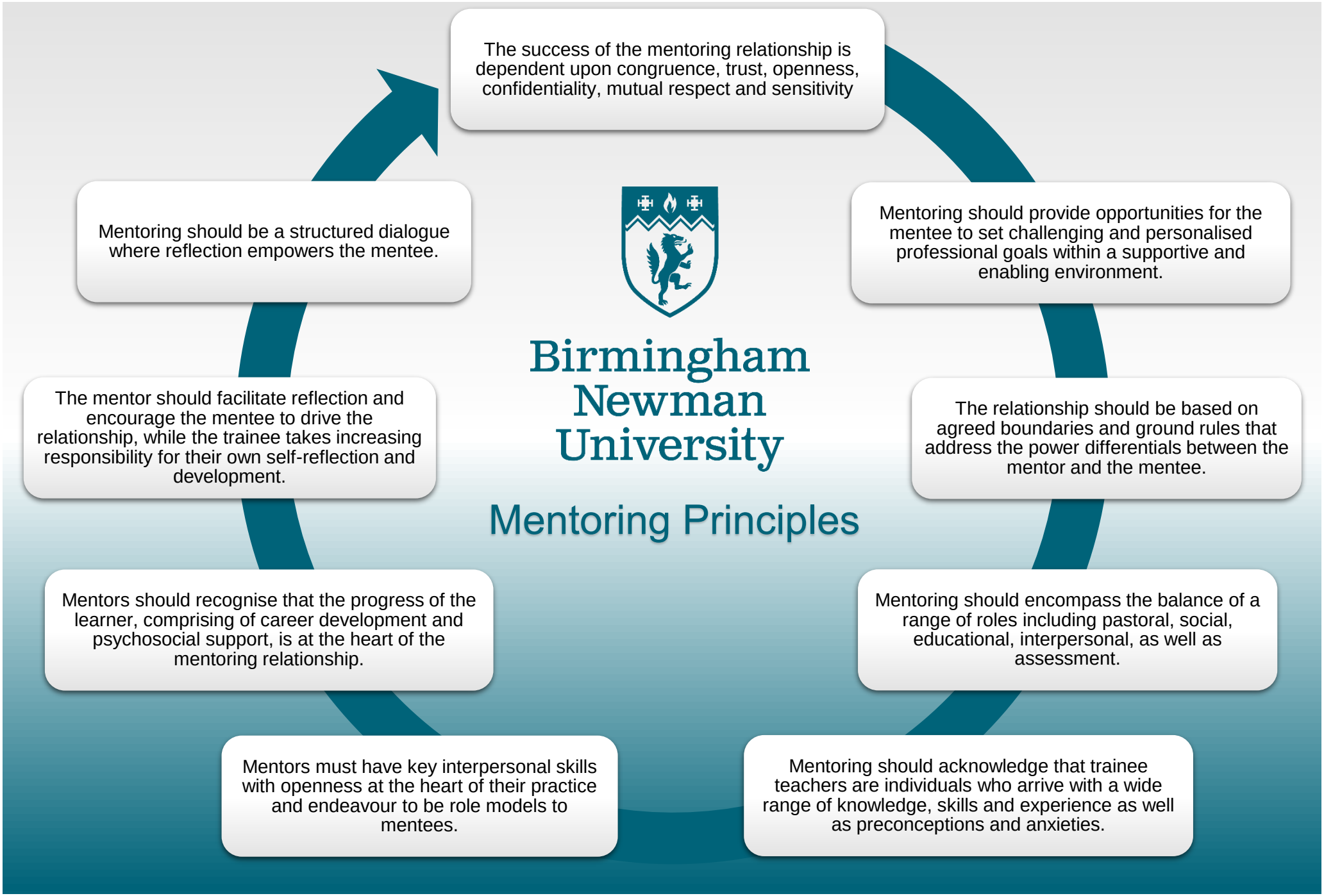
Mentor Training and Support

As a mentor in school, whether novice or experienced, we want to support you in the best ways possible to develop your mentoring skills and knowledge to enable you to coach and guide our trainees whilst at placement with you. We require all school mentors to undertake our mentor training for them to be fully conversant and aware of our processes, procedures, and rationale for our approaches to mentoring as we aspire to seamlessly integrate centre and placement-based learning.

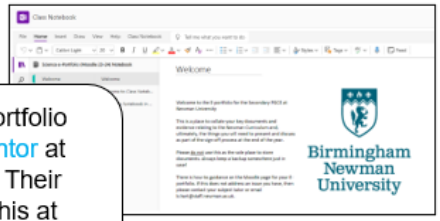
We develop learning provided through our face-to-face and online mentor training sessions with a suite of supporting virtual content and emailed updates. We have a Partnership Website for curriculum information, placement-specific documentation for each placement stage and access to additional asynchronous mentor training resources.

Birmingham Newman University ITE Mentoring Principles

At Birmingham Newman, we have designed and developed a set of ITE Mentoring Principles, which we ask our Mentors to follow. These principles recognise that the success of the mentoring relationship depends upon mutual respect, openness, and sensitivity. Trainees are individuals with a range of knowledge, experience, preconceptions, and anxieties; following our ITE mentoring principles should allow trainees to set and achieve challenging, personalised, and professional goals in a supportive and enabling environment.


The success of the mentoring relationship is dependent upon congruence, trust, openness, confidentiality, mutual respect and sensitivity
Mentoring should provide opportunities for the mentee to set challenging and personalised professional goals within a supportive and enabling environment.
The relationship should be based on agreed boundaries and ground rules that address the power differentials between the mentor and the mentee.
Mentoring should encompass the balance of a range of roles including pastoral, social, educational, interpersonal, as well as assessment.
Mentoring should acknowledge that trainee teachers are individuals who arrive with a wide range of knowledge, skills and experience as well as preconceptions and anxieties.
Mentors must have key interpersonal skills with openness at the heart of their practice and endeavour to be role models to mentees.
Mentors should recognise that the progress of the learner, comprising of career development and psychosocial support, is at the heart of the mentoring relationship.
The mentor should facilitate reflection and encourage the mentee to drive the relationship, while the trainee takes increasing responsibility for their own self-reflection and development.
Mentoring should be a structured dialogue where reflection empowers the mentee.
Birmingham Newman University
Mentoring Principles

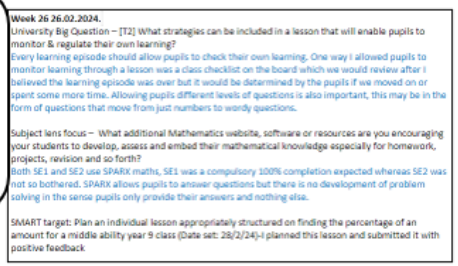
Assessment of Trainees on Placement for Stages 1, 2 and 3



All Trainees have an e-portfolio to show their Subject Mentor at weekly mentor meetings. Their Subject Tutor will check this at each review point.

Before Trainees begin their school placement, they will meet with their Subject Tutor to complete a training plan identifying their starting point and individual development targets.

During placement, Trainees and Subject Mentors assess progress on a weekly basis using the Big Questions during the mentor meetings and setting SMART targets.



Week 26 26.02.2024.
University Big Question – [T2] What strategies can be included in a lesson that will enable pupils to monitor & regulate their own learning?
Every learning episode should allow pupils to check their own learning. One way I allowed pupils to monitor learning through a lesson was a class checklist on the board which we would review after I believed the learning episode was over but it would be determined by the pupils if we moved on or spent some more time. Allowing pupils different levels of questions is also important, this may be in the form of questions that move from just numbers to wordy questions.

Subject lens focus – What additional Mathematics website, software or resources are you encouraging your students to develop, assess and embed their mathematical knowledge especially for homework, projects, revision and so forth?
Both SE1 and SE2 use SPARX maths, SE1 was a compulsory 100% completion expected whereas SE2 was not so bothered. SPARX allows pupils to answer questions but there is no development of problem solving in the sense pupils only provide their answers and nothing else.

SMART target: Plan an individual lesson appropriately structured on finding the percentage of an amount for a middle ability year 9 class (Date set: 28/2/24)-I planned this lesson and submitted it with positive feedback

Ahead of Stage 1, Stage 2, and final Stage 3 review meetings, Trainees self-assess their progress against the NCCAT. The document is shared with the Subject Mentor, and a draft School Experience Review form is generated.

The Draft School Experience Review form is quality assured by the Subject Tutor at each review point. The agreement of formative assessment outcomes by the Trainee, Subject Mentor, and Subject Tutor is recorded on the final School Experience Review form and signed by the Subject Mentor and Subject Tutor.

Outcomes from Stage 1, Stage 2 and Stage 3 are reviewed at IRB* for all trainees, and programme-level reports are sent to FLT* and ITESG*

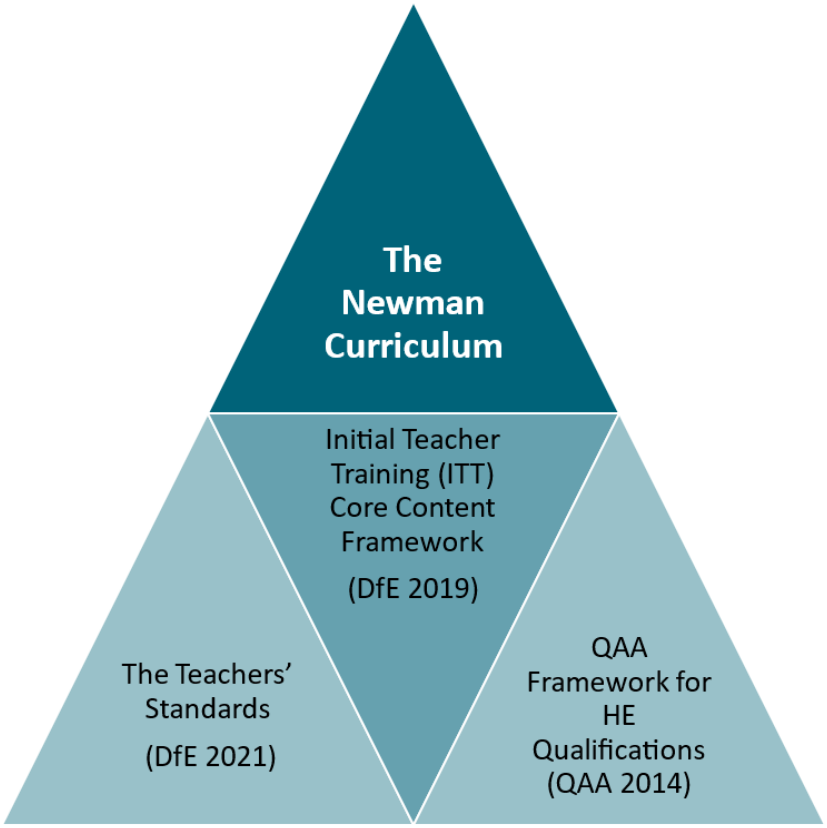
*Internal Review Board (IRB) Faculty Leadership Team (FLT)
Initial Teacher Education Strategy Group (ITESG)

Birmingham Newman University's ITE Curriculum Rationale

The Secondary Phase ITE Newman Curriculum has been written to:

- Ambitiously meet the needs of our local schools
- Reflect evidence-based pedagogical research.
- Align with the ITT Core Content Framework
- Deliver the content required to meet the Teachers Standards' 2012
- Include all aspects of the national and wider school curriculum.
- Train outstanding teachers of the future.

The following frameworks and external reference points were used as appropriate throughout the design process in order to ensure the programme meets academic and professional body requirements:



The ITE Curriculum is ambitious in scope and rigorous in content choice. Birmingham Newman's Secondary ITE is delivered through four research-informed key themes and subject knowledge. The curriculum intent of our four themes is:

- **The Role of the Teacher -** encompasses multiple aspects of Professional Behaviours, the value of extolling high expectations, with a clear focus on ensuring pupils' safety and well-being through safeguarding and Prevent training. This has been robustly expanded as our curriculum has developed due to school partner and stakeholder feedback regarding the readiness of the post-pandemic cohorts to engage in a professional work setting. This will be the theme of our initial focus week in 2024-25. Research utilised to underpin Theme 1 includes statutory guidance, such as Keeping children safe in education 2024 (publishing.service.gov.uk) as well as research reports that direct the development of national policy such as https://learning.nspcc.org.uk/case-reviews/national-case-review-repository, https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidance.pdf and https://www.gov.uk/government/publications/analysis-of-serious-case-reviews-2014-to-2017

- **Teaching Learning and Assessment -** This embeds the multiple facets of classroom practice alongside effective pupil assessment and ensures that all pupils, including those with SEND (Special Educational Needs & Disability) and EAL, have access to an ambitious curriculum.

- **Adaptive Practice** - While threading through all other themes, such as understanding as well as managing behaviour and the legal responsibilities of the teacher's role to ensure barriers to learning are removed for all learners, this theme is also taught as an umbrella vehicle to better understand the impact of unmet need in the classroom, specific learning barriers and strategies that can support overcoming these. It also explores the role of expert colleagues, such as SENDCo and Mental Health leads. Adaptive practice keenly aligns with Learning, Teaching and Assessment to better understand the purpose of adapting teaching to ensure subject content is accessible to all pupils, whilst mitigating against potential misconception that may occur through insecure learning.

- **Understanding and Managing Behaviour** - this has shifted in approach to recognise the causes of inappropriate behaviour in schools and the impact that has on long-term absences, exclusion rates and the pupils' ability to succeed. This sits alongside recognising the importance of a consistently implemented behaviour management policy. Understanding and managing behaviour also extends to supporting the trainees to manage their own health and wellbeing through signposted support, both at university and within a school, and sharing strategies to manage workload.

These themes were initially identified following discussion and reflection by tutors and school partners on the emerging ITT Core Content Framework (CCF) aligning with the Teachers' Standards. The Secondary ITE team then had the opportunity to embed Birmingham Newman's values and ethos, providing further opportunity through our enhanced curriculum model. An example of this is, to address equality, inclusion and disadvantage by focusing an academic assignment on the Nine Protected Characteristics- as outlined in the Equality Act 2010, thus ensuring our alumni continue to deliver our vision, impact our communities, and continue the tradition of Newman Teachers as **Changing Lives, Shaping Futures**.

The Secondary PGCE and Undergraduate programmes were specifically designed as a spiral curriculum to develop themes throughout the training year and, therefore, purposefully integrated across the training elements. Through centre-based and placement-based learning every Trainee Teacher is provided with an interlinked programme which builds teaching capability as the year progresses. Each of the three stages combines university-taught content in all four themes, tutor and specialist mentor support in schools and opportunities for practice. The Secondary Undergraduate programme follows the same thematic approach as PGCE, with each stage representing a year of ITE alongside subject-specific academic modules at Levels 4, 5 and 6. To ensure consistency within the route, the same academic team teach across both.

The course structure is designed to build the understanding of our themed content through 'learn that…' activity through professional studies and then 'learn how to…' through the lens of subject specialism. The initial introductions to professional studies content are then explored through subject specific-sessions and then further developed through the Big Questions which are used as the foundation for weekly mentor meetings.

The university-taught curriculum has additional delivery time to specifically support subject knowledge enhancement in addition to any SKE requirement identified at the interview. This work includes familiarisation with exam specifications that have been identified as the predominantly used GCSE specifications in our partner schools. Asynchronous subject-specific learning opportunities are also utilised to support the development of trainees understanding of effective ways to deliver their subject in school, this includes the incorporation of the Ofsted subject report series in signposted resources and teaching.
Curriculum maps are produced for all Subject areas, and they include clear reference to 'learn that' and 'learn how to' elements of the training, PCK and where the National Curriculum (where appropriate) is taught.

The four themes of the Birmingham Newman University ITE Secondary phase curriculum were co-designed with school colleagues, external experts and former trainees through the revalidation of the PGCE for a 2021/22 launch; this work has now been expanded to meet the needs of the UG curriculum. Each theme was designed to build knowledge at the progressing stages of the programme and are explored in both Professional Studies and Subject Studies sessions to facilitate reflection from different theories, perspectives and lenses. This enriches and enhances understanding that is observed and practised through school experience placements.

Trainees are no longer assessed against the Teachers' Standards directly as our Curriculum, which includes these and the ITT Core Content Framework, informs the NCCAT, which is their assessment tool. They do work with Part 2 of the 2012 Teachers' Standards ahead of and during placement to ensure they are explicitly informed of what is expected of them as professionals in schools. Trainees are also directed to access policy documentation from School experience placements and need to confirm that these have been read at the start of the placement window.

The curriculum is reviewed annually by the Tutor team, external examiners, and school partners as part of our mentor development work.

A Research-Informed Curriculum

At Birmingham Newman, we focus on the principles of memory and retention, as outlined in the ITT Core Content Framework (CCF). We focus on cognitive practices and take them beyond these to examine the nature of the holistic learner with a discussion of the emotional aspects of learning, including motivation theory. We recognise the need to ensure that learning is readily accessible in exam situations and encourage the training teachers to exercise the ideas from Barak Rosenshine, Jerome Bruner (1960; see also Wood, Bruner and Ross, 1976; Smidt, 2011) and John Sweller. For Rosenshine (2010), the following four help memorisation: sequencing, modelling, questioning and reviewing. Having encouraged the practice of these four principles of memorisation, John Sweller's (1988) Cognitive Load Theory is taught, and we encourage the training teachers to limit the 'intrinsic' and 'extraneous' loads. On a subject basis, we give examples of how Rosenshine and Sweller's ideas can work. To take an example from English we demonstrate how by knowing the dates of Charles Dickens's life, the context of Victorian England's urban poor alongside his impoverished (at one point) childhood can help when building these schemata to include the novel A Christmas Carol.

In line with the CCF, we also encourage and practise the principles of Jerome Bruner's (1960) spiral curriculum. We practise it in our staged teaching of Professional Studies where there are iterations of the same themes, each explicitly building on the last. We demonstrate its effectiveness in subject sessions and, as part of the reflective process, encourage pupils to ask themselves what this means in their teaching. For example, we ask them to examine what if the load is not 'light' because the original comprehension is not in place? We also question the input-output idea that transmission of knowledge has value but is not a panacea for teaching, and nor would anyone expect it to be, so we go beyond this minimum curriculum at Birmingham Newman to pose other ways of learning. We also interweave other aspects from the CCF into this core learning theory such as a 'Growth Mindset'. A 'Growth Mindset' asks the question about what should be assessed. Dweck's (2000) work and the Character Education movement are important, especially as some of our schools use this approach. As with Rosenshine, Sweller and Bruner, we do not approach this subject uncritically and examine the views of Kohn (2015) who views the praise-for-effort movement as manipulative.

The development of excellent Subject knowledge underpins the four themes of the Secondary Curriculum. A firm subject knowledge base is essential for good teaching, as without it, the trainees' potential to meet all the Teachers' Standards, not just Standard 3, can be affected.

The four key themes underpin all programme learning during the training year. They form the first part of the wider continuum of the 3-stage training cycle designed to facilitate a smooth transition into the Early Career Teacher induction during their first employment (Training year, ECT and ECT +1). Our training year is observed in three stages: stepping stones of teacher development (Enow, 2020). Each of the curriculum themes is revisited at every stage to build upon previous knowledge and experience, thus providing a spiral curriculum.

Newman Curriculum Continuous Assessment Tool – What is it and how is it used?

What is it?	How is it used?	Expected impact
The **NCCAT** is the assessment tool for all Birmingham Newman ITE programmes, providing a clear structure for assessment of trainees towards the recommendation for QTS. It is used by trainees, mentors and subject tutors to continuously assess the progression of trainees against the **Birmingham Newman Curriculum** themes and their subject knowledge development during the training year(s). The themes of the curriculum and subject knowledge are broken down into workable descriptions to better understand the expectations of each Stage of the Training Programme. The 'ambitious' Curriculum is designed for trainees to 'learn that 'and 'learn how to' teach all pupils in their subject/phase. Research informed centre based sessions deliver a foundational basis which is developed using the Big Questions during placement-based learning opportunities. The **NCCAT** ensures trainees are accurately assessed as they progress between centre and placement-based learning. This assessment tool ensures that the minimum entitlement for all trainee teachers is met, as outlined in the ITT Core Content Framework and the Teachers' Standards (DfE), alongside an enriched and broad curriculum. It also supports target setting for next steps in their Early Career Teacher induction period.	**Trainees -** Use the **NCCAT** to self-assess, with expert input from mentors and tutors, against the criteria to ensure they are aware of the progress they are making throughout the course. This will support the trainees' development towards becoming a reflective practitioner. This document is also a target setting tool enabling trainees to understand what their next stage of development is and how they will achieve this with support from expert colleagues. **Mentors -** Use this to continuously assess trainee progress against the Birmingham Newman Curriculum and, in discussion with trainees, set **SMART Targets** in the weekly meeting. Assessment of trainees through the NCCAT is captured at Mid-Point and End-Point Review in placements. It is also a tool used by Mentors to set SMART Targets. **SMART Targets** are: • **S**pecific: Well-defined and clear • **M**easurable: With specific criteria that measure your progress toward the accomplishment of the goal • **A**chievable: Attainable to achieve. • **R**ealistic: Within reach, realistic, and relevant to the placement timeline. • **T**imely: With a clearly defined timeline, including a starting date and a target date. **University Tutors –** Use this to quality assure that trainees and mentors are using the NCCAT accurately and effectively to assess trainee progress against the Birmingham Newman Curriculum. During the regular visit cycle, tutors quality assure that mentors are setting SMART targets with trainees using the NCCAT and feedback from lesson observations the Big Questions	All trainees, mentors and tutors have a clear understanding of training progress against the Birmingham Newman Curriculum and what the next steps are to ensure further development. All parties recognise the trainee's progress within the stage of development and can offer targeted support as needed to ensure the trainee continues on a positive progression trajectory towards recommendation of QTS.

Use of NCCAT in Weekly Mentoring Meeting

In preparation for the weekly meeting with the mentor, the **trainee** should review their progress and evidence towards the **NCCAT** criteria for the identified theme for the week (**Big Questions**) and ongoing subject knowledge development. At the meeting trainee and **mentor** use this as a foundation for their conversation.

The **trainee** should also review the targets set in the previous weekly meeting and be able to discuss with the **mentor** how they met them and reflect on how this has had an impact on their teaching.

The **trainee** and the **mentor,** collaboratively, should then set further **SMART Targets** (no more than 3 from the identified theme and 1 for Subject Knowledge) each week using the **Big Questions and NCCAT** as a reference point. Targets should also be set as a result of lesson observation feedback. These **SMART Targets** identify what aspect of their teaching they should focus on.

During the week **trainees** will be proactive in identifying other themed targets they can meet within the criteria alongside the targets that have been set in weekly meetings. These are also shared at the weekly mentoring meeting.

Trainees and **mentors** can use the **NCCAT** to identify where trainees are not making good progress and if necessary, trigger support processes in discussion with **subject tutors**.

Use of NCCAT in Mid and End Point Reviews

Mid-point Reviews (MPR) and End-point Reviews assess the progress the **trainees** have made at the identified stage of training (Stages 1,2 or 3).

Prior to the meeting **trainees** and **mentors** should have reviewed the NCCAT for the identified stage and produced a draft MPR/ EPR review document ready for discussion. Evidence to support judgement needs to be available in the ePortfolio or Teaching File.

The **trainees** and the **mentors** should also be able to demonstrate how SMART Targets have been purposeful in enabling progress.

The **subject tutor** is present to QA the judgements arrived at by the **trainee** and **mentor** and review the supporting evidence to substantiate judgements made.

Assessment is an continuous process, with MPRs and EPRs being used to set targets for the next stage of training, including ECT year. **Trainees**, **mentors** and **subject tutors** use the NCCAT to then set SMART Targets for the next stage of the trainees development. In exceptional cases they would draw targets from further along the stage descriptors.

Use of NCCAT in QTS e-Portfolio

The QTS e-Portfolio contains evidence of the trainees' progress towards recommendation for QTS.

The NCCAT assessment criteria, recorded in MPRs and EPRs by the **subject tutor** following draft assessment by **trainee** and **mentor**, demonstrates how the trainee has progressed during the training year by recording their development within the 4 curriculum themes and subject knowledge. These documents are held in the ePortfolio.

The QTS ePortfolio is a document available to the **trainee**, **mentor** and **subject tutor** enabling all parties to have access to an up-to-date view of all the supporting evidence for the trainees' journey to QTS recommendation.

Trainees, **mentors** and **subject tutors** are expected to review the contents of the ePortfolio ahead of MPRs and EPRs to determine that the evidence it contains supports the ongoing assessment judgement.

Expectations of Stakeholders

Our programmes are framed around three developmental stages. Expectations around each stage of development and the aligned curriculum are communicated with Schools, Tutors and Trainees via face-to-face sessions, mentor training, online briefings, recordings, handbooks and during Subject Tutor (University tutor) school meetings/visits. This collective understanding of the Birmingham Newman curriculum strengthens centre and school-based delivery integration. We encourage all parties to recognise the importance of their role in this sequential process and discuss this as a matter of course.

Whilst on each placement in a school setting, trainees must evaluate and monitor their own practice at identified points against the appropriate stage of the Newman Curriculum Continuous Assessment Tool (NCCAT). Training is supported by subject-specific **"Big Questions"** formulated to provide a focus each week. The NCCAT breaks down each curriculum theme into our stage-appropriate descriptors, which are formatively assessed at weekly meetings by trainees and their Mentors and Professional Mentors to create SMART targets for the week ahead. The mid and end-of-stage progress reviews during each School Experience provide the Trainee, Mentor and University Tutor with an opportunity to formatively assess progress against the NCCAT and identify targets for the next stage of their training. The model is one of continuous, formative assessment, and evidence is collected across the three stages to demonstrate readiness to meet the Teachers' Standards at the end of the programme.

Birmingham Newman University

Secondary ITE Documentation

Partnership Agreement

Partnership Handbooks

NCCAT overview document

This documentation gives all stakeholders the necessary information about the course/training and expectations.

This documentation informs School Professional Mentors/Mentors of their roles within the training process – highlighting key areas where support is vital. It enables discussion about achievements and progress and the setting of SMART targets for development.

Partner Schools (ownership)

Trainee (ownership)

University staff (ownership)

Partnership Handbooks with appendix for each placement (Stage 1 and Stage 2 & 3)

Newman Curriculum Continuous Assessment Tool

Big Questions/ target setting (Weekly Review Meeting Document)

Weekly Lesson Observation Form

Confirm outcomes at Mid-Point/ End-Point Progress Review Form for each Stage

e-Portfolio evidence including Attendance record

Self-assessment at Mid-Point/ End-Point Progress Review Form for each Stage

First Visit Forms (completed virtually)

Support Plan/Cause for Concern Procedure

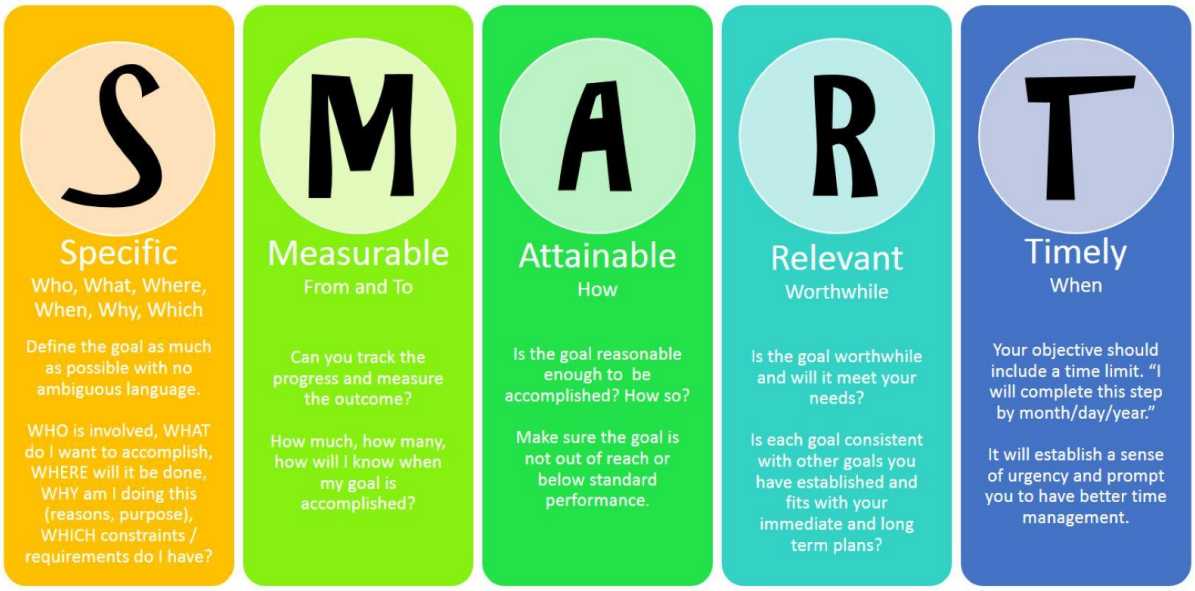
Quality Assurance at Mid-Point/ End-Point Progress Review

This documentation informs Subject tutors of the expectations for each visit/meeting with the school and trainees. It ensures a consistent approach and provides quality assurance that mentoring is accessed and additional bespoke support can be given when needed.

All stakeholders (Trainee, Subject Tutors and Subject Mentors) have access to all documentation throughout the process so that there is clarity on achievements and areas for progression. The process is quality assured at all stages with Subject Tutors joint observations, monitoring of documentation and a final evaluation process undertaken by all parties.

Target Setting, Observation and Assessment

Observing and being observed is a common feature of professional development throughout a teacher's career. Observation of practice by trainees and of trainees and regular meetings to discuss targets arising from observations of professional activity is key to completing progress reviews. The mentoring cycle should form the basis for the relationship between the trainee and expert colleagues underpinned by SMART target settings.



The trainees' requirement to observe teachers and pupils forms a crucial part of our training. Focused observation with a clear purpose should allow the trainee to achieve a number of objectives, including:

- A developing understanding of children and young people's learning experiences
- An appreciation of the variety of skills which teachers employ in the classroom (e.g., classroom organisation, behaviour for learning strategies) and the knowledge needed to underpin these.
- Experience of different models of teaching and learning to facilitate pupils' progress and to cater for the differing social and emotional needs of pupils.
- An understanding of the life of the school, its policies, strategies and approaches
- An awareness of how to work effectively with other adults within the classroom.

UG Year 3 Calendar 24–25

Secondary UG Year 3 2024/25

Year 3 UG

University Days	School Experience	ITAP Days

September	October	November	December	January	February	March	April	May	June	July	August
M 0	30	4	2 ITAP	31 School Holiday	3 SE Stage 2 Review	3 SE Stage 3	31 SE Stage 3 Review	5 Bank Holiday	2	30	4 School Holiday M
T	1 TSI602 TSI601	5 TSI602 TSI601	3	31 School Holiday	4 SE Stage 2 Review	4 SE Stage 3	1 SE Stage 3 Review	6	3	1	5 School Holiday T
W	2	6	4	1 School Holiday	5 SE Stage 2 Review	5 SE Stage 3	2 SE Stage 3 Review	7	4	2	6 School Holiday W
T	3	7 TSI613-617	5	2 School Holiday	6 SE Stage 2 Review	6 SE Stage 3	3 SE Stage 3 Review	8	5	3	7 School Holiday T
F 30	4 TSI603-07 TSI603-07	8 TSI603-07 TSI603-07	6	3 School Holiday	7 SE Stage 2 Review	7 SE Stage 3	4 SE Stage 3 Review	9 TSI613-617 TSI613-617	6	4	8 School Holiday F
S 5	5 6	9 10	7 8	4 5	8 9	8 9	5 6	10 11	7 8	5 6	9 10 S
M 2	7	11	9	6 SE Stage 2	10 SE Stage 2 Review	10 SE Stage 3	7 SE Stage 3 Review	12	9	7	11 School Holiday M
T 3	8 TSI602 TSI601 Safeguarding	12 TSI602 TSI601	10 TSI602	7 SE Stage 2	11 SE Stage 2 Review	11 SE Stage 3	8 SE Stage 3 Review	13	10	8	12 School Holiday T
W 4	9	13	11	8 SE Stage 2	12 SE Stage 2 Review	12 SE Stage 3	9 SE Stage 3 Review	14	11	9	13 School Holiday W
T 5	10	14 TSI613-617	12 TSI613-617	9 SE Stage 2	13 SE Stage 2 Review	13 SE Stage 3	10 SE Stage 3 Review	15	12	10	14 School Holiday T
F 6	11 TSI603-07 TSI603-07	15 TSI603-07 TSI603-07	13 TSI613-617 TSI613-617	10 SE Stage 2	14 SE Stage 2 Review	14 SE Stage 3	11 SE Stage 3 Review	16 TSI613-617 TSI613-617	13	11	15 School Holiday F
S 7 8	12 13	16 17	14 16	11 12	15 16 half term	15 16	12 13	17 18	14 15	12 13	16 17 S
M 9	14	18	16	13 SE Stage 2	17 Half Term	17 SE Stage 3	14 School Holiday	19	16	14	18 School Holiday M
T 10	15 TSI602 TSI601 Library	19 TSI602 TSI601	17 TSI602	14 SE Stage 2	18 Half Term	18 SE Stage 3	15 School Holiday	20	17	15	19 School Holiday T
W 11	16	20	18	15 SE Stage 2	19 Half Term	19 SE Stage 3	16 School Holiday	21	18	16	20 School Holiday W
T 12	17	21 TSI613-617	19 TSI613-617	16 SE Stage 2	20 Half Term	20 SE Stage 3	17 School Holiday	22	19	17	21 School Holiday T
F 13	18 TSI603-07 TSI603-07	22 TSI603-07 TSI603-07	20 TSI613-617 TSI613-617	17 SE Stage 2	21 Half Term	21 SE Stage 3	18 Good Friday	23	20	18	22 School Holiday F
S 14 15	19 20	23 24	21 22	18 19	22 23	22 23	19 20	24 25	21 22	19 20	23 24 S
M 16	21	25	23 School Holiday	20 SE Stage 2	24 SE Stage 3	24 SE Stage 3	21 Easter Monday	26 Spring Bank Holiday 2025	23	21 School Holiday	25 School Holiday M
T 17	22 TSI602 TSI601	26 TSI602 TSI601	24 School Holiday	21 SE Stage 2	25 SE Stage 3	25 SE Stage 3	22 School Holiday	27 Half Term	24	22 School Holiday	26 School Holiday T
W 18	23	27	25 School Holiday	22 SE Stage 2	26 SE Stage 3	26 SE Stage 3	23 School Holiday	28 Half Term	25	23 School Holiday	27 School Holiday W
T 19	24	28 TSI613-617	26 School Holiday	23 SE Stage 2	27 SE Stage 3	27 SE Stage 3	24 School Holiday	29 Half Term	26	24 School Holiday	28 School Holiday T
F 20	25 TSI603-07 TSI603-07	29 TSI603-07 TSI603-07	27 School Holiday	24 SE Stage 2	28 SE Stage 3	28 SE Stage 3	25 School Holiday	30 Half Term	27	25 School Holiday	29 School Holiday F
S 21 22	26 27	30 1	28 29	25 26	1 2	29 30	26 27	31 1	28 29	26 27	30 31 S
M 23	28 Half Term			27 SE Stage 2			28			28 School Holiday	2025 Term Begins M
T 24 TSI602 TSI602	29 Half Term			28 SE Stage 2			29			28 School Holiday	T
W 25	30 Half Term			29 SE Stage 2			30			30 School Holiday	W
T 26	31 Half Term			30 SE Stage 2			1			31 School Holiday	T
F 27	1 Half Term			31 SE Stage 2			2 TSI613-617 TSI613-617			1 School Holiday	F
S 28 29	2 3			1 2		30 31	3 4			2 3	S

Ingredients for a successful placement

An effective placement will consist of:

Subject Tutor:

- Liaising with schools to enhance, develop and manage a collaborative professional relationship.
- Working collaboratively with the Mentor and Professional Mentor to support, monitor, assess and record the trainee's progress.
- Monitoring the quality of mentoring and provision in school to ensure the strength of training aligned with the ITE programme curriculum.
- Liaising with the Programme Leads and Faculty Office staff to ensure trainees' professional and mental health/well-being needs are monitored/met during placements in setting.
- Liaising with the Programme Leads and Mentors to ensure that trainees are given and maintain a reasonable workload on placement.
- Working collaboratively with other Placement Tutors and the Partnership Lead to develop mentoring and coaching of HE and school-based staff.
- Monitoring the quality of mentoring and support interventions in school where needed to enhance the trainee experience.
- Monitoring and overseeing any Support Plans
- Co-ordinating and managing any breakdowns of placement and communicating between Partnership Leads and Professional mentors/Mentors.

Subject Mentor:

- Accessing and engaging in face-to-face/ virtual/ asynchronous mentor training and information-sharing opportunities.
- Initial two weeks in planned observation activity ahead of teaching. This can be extended based on trainee needs.
- One formal lesson observation a week (once trainees begin teaching)
- A weekly review meeting to discuss progress utilising the Big Questions as a reflective tool. Setting SMART targets for progress from reflections on Big Questions and NCCAT review at MPR/EPR Pro-active, transparent dialogue with trainee and tutor to ensure optimum progress.

Trainee:

- Ensuring the upkeep of their evidence e-portfolio
- Sharing reflections on weekly Big Questions and e-Portfolio developmental evidence at weekly review meetings
    - Understanding of the NCCAT tool and self-assessment against the staged criteria ahead of MPR/EPR
    - Agreeing SMART targets for progress

Trainee Entitlement whilst on placement:

- Weekly review meetings focusing on review, planning and target-setting.
- Weekly written formal lesson observations according to the Birmingham Newman University schedule.
- Weekly opportunities for quality Trainee Planning Preparation and Assessment (TPPA) time.

What Trainees should expect on placement and what is expected of them.

- You will need to be positive and proactive in your approach. Ensure you get involved and be a useful member of the team in your classroom team.
- Ensure your observation time is well spent. When appropriate, with the agreement of the SM/PM, go around the class, talk to the pupils, look at their work, and help them with their activities.
- In weekly review and analysis meetings, remember to ask/discuss with the teacher why they adopt a certain approach based on your observations and experiences in the classroom: this will support your reflections in your e-portfolio.
- Be reflective and constructive in all professional discussions, and remember that criticality is not criticism.

Suggested UG Year 3 SE2 placement 'flightpath' February 2025 - *% experience does not include primary or post-16 experience but must appear on timetable* - Full lessons includes all responsibilities such as assessing work, pupil feedback, etc. - Form duties/tutorials/ corridor duties/ etc. are not included in % teaching allocation	
W1 6th Jan	Observations of experienced colleagues & classes on your timetable **First Visit (Virtual)**
W2 13th Jan	Starters/Plenaries/team teaching for **two or three** timetabled classes AND observations of all others AND ***primary or post-16 observation.***
W3 20th Jan	50% reached-full lessons for the majority of classes AND ***primary or post-16 observation***.
W4 27th Jan	60% reached-full lessons for the majority of classes AND ***primary or post-16 observation***.
W5 3rd Feb	60% reached-full lessons for the majority of classes AND ***primary or post-16 observation***. **MID POINT REVIEW** UT and SM Lesson observation and progress check against NCCAT
10th Feb	60% reached-full lessons for the majority of classes AND ***primary or post-16 observation***.
17th Feb	**Half Term**
W6 24th Feb	70% reached - full lessons for all classes
W7 3rd March	70% reached - full lessons for all classes
W8 10th March	70% reached - full lessons for all classes
W9 17th March	70% reached - full lessons for all classes
W10 24th March	70% reached - full lessons for all classes
W11 31sth March	70% reached - full lessons for all classes **END POINT REVIEW** UT and SM Lesson observation and progress check against NCCAT
W12 7th April	70% reached - full lessons for all classes **END POINT REVIEW** UT and SM Lesson observation and progress check against NCCAT
14th April/ 21st April	**EASTER**

E Portfolio forms also available at: https://www.newman.ac.uk/ite-teaching-partnerships-secondary/

Trainee Training Plan

At Birmingham Newman University, we pride ourselves on personalising our programme and supporting our trainees on their individual journeys. To reflect this, every trainee will have an Individual Training Plan (ITP).

This document will be used by all trainees across the year to track their strengths and areas for development. It will be created between the trainee and their university tutor during September as they start the programme/ The ITP as prior experience working with young people. Likewise, it will pick up areas of need from the outset for trainees, with the intention being that mentors and school partners get a clear picture of the profile of trainees as they arrive with them in school.

Whilst the training plan should not be seen as an indication of any cause for concern (every Trainee will have them throughout the year), they will also be used to pick up causes for concern at and between regular review points. Where a trainee's performance requires additional support beyond the normal expectation, these steps can be identified within the training plan to set out clearly what needs to be done for the trainee to meet expectations.

Trainee Training Plan Document

Birmingham Newman University

Student Training Plan Undergraduate Programme 2024-25

Stage Three

This form should be completed after the initial tutorial with university tutor during the September teaching block.

Student name:	School name:	Programme:	University tutor:

Student background and context:			Attendance at taught sessions:		
SE1 School context :			(if applicable) Actions taken to address missed		
Area/Theme	**Strengths**	**Areas for development**	**Actions to be taken during SE2**	**Additional support Y/N?**	**Details of additional support put in place if necessary**
1. Role of the Teacher					
2. Teaching, Learning and Assessment					
3. Adaptive Practice					
4. Understanding and Managing Behaviours					
Subject Knowledge					
Part Two					
Academic Work					
Signed					

Example Training Plan

Birmingham Newman University

Student Training Plan PGCE Programme 2024-25

Stage one

This form should be completed after the initial tutorial with university tutor during the September teaching block.

Student name: Sam Johnson	**School name: Hilltop High School**	**Programme: PGCE History (CORE)**	**University tutor: Kim Katt**			
Student background and context:	Degree in History completed in 2022. Worked as a Teaching Assistant since then to get experience of working with young people in a school setting. Wide experience tutoring for GCSEs also in a range of subjects.		Attendance at taught sessions:	95% - Missed Theme 3 sessions	**Lesson planning review (To be completed at the end of SE1)**	Having reviewed SE1 planning and following discussions with Mentor I am happy with Sam's planning. For SE2 Sam must still plan formal observations on Newmans lesson plan, but is free to use 5 minute lesson plan or other method of planning.
SE1 School context :	An Inner City 11-16 Secondary school with about 800 students from a diverse range of backgrounds. Larger than average numbers of PP pupils and those with EAL, FSM and SEND.		(If applicable) Actions taken to address missed training:	Work through PPT's and met with tutor before starting placement to discuss.	**(If applicable) Actions taken to address lesson planning:**	N/A

Area/Theme	Strengths	Areas for development	Actions to be taken during SE1	Additional supp	Details of additional support put in place if necessary	Review of actions taken (include reference to relevant ITAPs), Completed at the end of placement.
1. Role of the Teacher	Experience working as a teaching assistant, so can already demonstrate the workings of a school and the generic responsibilities of staff.	In developing wider responsibilities of a teacher it is important that Sam attends a parents evening and starts making telephone calls to parents/carers.	Sam to attend and observe Y7 and Y8 Parents Evening	N	N/A	Sam observed Y7 parents evening and spoke with parents at the Decemeber Y8 parents evening.
2. Teaching, Learning and Assessment	As Sam has lots of experience observing lessons, they are aware of the importance classroom organisation and ensuring resources are ready.	Although Sam has spent time in classes as a TA, they need to develop an awareness of how planning a sequence of lessons supports long term memory retrieval.	Ensure you plan retrieval practice at the beginning of each lesson which reviews previous learning.	N	N/A	Sam followed the schools practice of including retrieval practice at the beginning of lessons (Do it now activities). End of unit assessments (summative) showed that this was effective.
3. Adaptive Practice	Experience of working 1-1 with a range of pupils and has an understanding of a range of barriers to learning	Supported by experienced colleagues, begin to make adaptive decisions during planning and teaching.	Pre-plan adjustment for SEND and more able students in lesson plans.	Y	Because Sam missed the adaptive practice sessions, it is important that they spend time with mentor ensuring they feel confident in planning for pupils with SEND.	First two mentor sessions were spent specifically talking about SEND pupils and completing lesson plan together to make sure Sam knew exactly how to provide support.
4. Understanding and Managing Behaviours	Understands the importance of all school staff following the schools behaviour policy.	Recognise that managing behaviour is a result of appropriately planned lessons.	Include rewards in your planning and plan to make positive phone calls home to encourage pupils to behave.	N	N/A	At first it was hard for Sam to focus on positive behaviour, but once they saw the positive impact of handing out rewards and making positive phone calls home, their focus moved to positive rather than negative.
Subject Knowledge	Passionate about the study of History. Recently completed degree. Dissertation on Hitler's rise to power in interwar Germany, so very familiar with this topic.	Specific subject knowledge for teaching in school.	Get curriculum details and resources from school placement and ensure you are always ahead of your pupils.	N	N/A	Sam quickly became familiar with schools scheme of works and topics. Subject knowledge is good.
Part Two	Experience working in a school environment so very aware of professional expectations.	Awareness of specific school professional expectations - what time are staff expected on site? What are staff absence reporting policies?	Read and follow school professional policies and be mindful of Part 2 of the teaching standards.	N	N/A	
Academic Work	Humanities degree and completed recently.	Diagnostic task highlighted the need to have greater criticality and challenge to points being raised.	Complete 1500 formative submission with an emphasis on criticality in elements that are submitted.	Y	Speak with University Academic Support Advisors about writing at Level 7.	Following meeting with ASA's and focusing on critical reflection passed Assignment 1 at Level 7!
Signed	Student:	School mentor:	University tutor:			

Placement Visits

When our Subject tutors visit, they may complete their paperwork digitally. Therefore, support in providing Wi-Fi codes is always helpful and much appreciated.

Each placement has an initial online introduction meeting to ensure that all parties are clear about the expectations and requirements of the placement.

Each programme has a slightly different pattern of visits. For more details, please see the PGCE/UG overview sheets.

The following may be useful in preparation for a visit from the University Subject tutor.

Subject Tutor	Trainee	Subject Mentor
Pre-visit: Arrange a date and time for the visit	Pre-visit: Confirm the date and time with your Subject Tutor	Ensure cover is arranged for your release for discussion and feedback with the Subject Tutor
Pre-visit: Ensure that you are familiar with the requirements for each visit	Pre-visit: Ensure you have updated your e-portfolio of evidence to be ready to share with the Subject Tutor	Pre-visit: Ensure Big Questions have been accessed and the e-Portfolio has been shared as part of weekly meetings
Pre-Visit: Prepare to observe some or all of a lesson	Pre-visit: Plan for your lesson to be taught using the Newman Lesson Format	Pre-visit: Prepare draft MPR/EPR for Subject Tutor QA using the appropriate stage of the NCCAT
During the visit: Conduct lesson observation and give subject-specific feedback alongside the Subject Mentor.	During the visit: Be ready to discuss your progress and targets	During the visit: Carry out lesson observation alongside the Subject Tutor and undertake joint feedback where possible
Pre-visit/ During the visit: look at the Trainee's ePortfolio	During the visit: Each an observed lesson or part of the lesson.	During the visit: Ask any mentor/course-related questions for additional support
During the visit: Support with any mentor training needs		During the visit: Agree on review outcomes with the trainee and Subject Tutor. Subject Tutor to finalise and distribute the report.
Post Visit: Complete observation forms and MPR/EPR and send them to the Trainee, Subject Mentor and the Secondary Fed Office.		

Undergraduate School Experience Overview of Visits

UG First Visit	This introduction meeting is to ensure the Mentor, Trainee, and Subject Tutor have a chance to meet and to: • Check whether the Mentor/Professional Mentor has received the mentor training materials/information videos and booklets • Ensure trainee has copies of/access to -Child protection policy -Staff Code of Conduct/Behaviour Policy -Designated Safeguarding Lead information -Keeping Children Safe in Education documentation • Talk through the Trainee's timetable. • Explain that when the trainee begins to plan for their own lessons (on Newman planning proforma) (groups or whole class), their planning will need to be checked before delivery. • Ensure that the trainee shares their e-portfolio with the Mentor as part of weekly meetings. • Talk through how the NCCAT is used as a self-assessment tool to monitor one's own progress and help to set the next SMART targets for development in weekly meetings. • Arrange an in-person visit to complete a quality assurance joint observation/mentor meeting during the Mid and End point reviews. • Explain that a support plan process is available should it be required – and for the school to contact you if there are any concerns/questions. • Check that the trainee has access to the necessary IT/log-ins (and access to supporting IT policies). • Exchange school/university emails for contact. Once these items have been discussed, the completed boxes on the first visit form can be ticked off, with the date of the introduction meeting added. If these items are not in place by the time of the first visit (whether online or in person), a date for completion and action needs to be added.
Before the Initial review - point visit	• The Trainee and Mentor need to prepare for the Initial or End-point visit by reflecting on where the trainee is meeting targets for the relevant stage. • Complete the School Experience Review form in advance, ready for a conversation with the Subject Tutor about whether or not the trainee is on trajectory.
UG 1x in-person visit @ around initial review- point	• Discussion about placement so far/successes/areas for development. • Discussion about the Newman Curriculum Themes and associated Big Questions • Discussion around the use of the NCCAT for SMART target-setting • Discussion regarding any support needed at this stage in the placement. • Discussion about completion of ePortfolio • Observation of Mentor meetings or lesson observation • If observation, send the lesson obs form to the trainee, who should upload it to their ePortfolio

	• ST/SM and Trainee will need to discuss the Stage 2 Initial review-point review. School or trainee to email you a copy to check and agree. Trainee will need to add this to the e-Portfolio • Send the agreed Initial-Point review to the office via the 'secondaryse@newman.ac.uk' email.
UG 1x in-person visit near end of point (when teaching % begins)	• Discussion about placement so far/successes/areas for development as an ECT. • Discussion about the Newman Curriculum Themes and associated Big Questions • Discussion around the use of NCCAT for SMART target-setting • Discussion regarding any support needed at this stage in the placement. • Discussion about the completion of the e-Portfolio • Observation of Mentor meeting or teaching/part of a lesson • If observation, send the lesson obs form to the trainee, who should upload it to their e-portfolio • ST/SM and Trainee will need to complete Stage 3 End-point review. SM or trainee to email ST to check and agree. Trainee will need to add this to the e-Portfolio • Send the agreed End-Point review to the office via the 'secondaryse@newman.ac.uk' email.

Guide to Successful Observation: Why Observe?

During placement, trainees will be required to observe teachers and pupils. This is a crucial part of early training. Observing and being observed is a common feature of professional development throughout a teacher's career.

Focused observation with a clear purpose should allow you to achieve a number of objectives –

- A developing understanding of children's learning experiences
- An appreciation of the variety of skills which teachers employ in the classroom (e.g., classroom organisation, behaviour for learning strategies) and the knowledge needed to underpin these
- Experience of different models of teaching and learning to facilitate pupils' progress and to cater for the differing social and emotional needs of pupils
- An understanding of the life of the school, its policies, strategies and approaches
- An awareness of how to work effectively with other adults within the classroom
- Access the links below for more information about how to make effective use of observations:

Attendance Policy for Trainees on Professional Programmes

Teachers make a difference in children's lives and deserve the best possible teachers from Birmingham Newman University. Evidence shows that successful trainee teachers have high attendance. As a result, full engagement with all learning and teaching activities, including placements, is the expectation of all teacher training programmes and will be monitored by the university. All programme teams aim to identify any issues and difficulties at a sufficiently early stage and support trainee teachers to fulfil the attendance and engagement requirements of the programme.

The university's attendance monitoring tool for taught sessions is SEATs and it is used to record trainee attendance at all training taking place on campus. It also alerts relevant university tutors if a trainee's absence falls below expected thresholds so that support can be offered.

All trainee teachers are expected to attend **100%** of their training regardless of whether it takes place in university or school, including Intensive Training and Practice (ITAP) and enhanced opportunities, unless they have a justified reason for not doing so. Absence from the programme is recorded as authorised or unauthorised by Programme Leaders.

Trainee teachers must manage their attendance, absence and make-up time over the programme to ensure they meet the content of the Birmingham Newman Curriculum that is relevant to their programme. Compliance with the attendance policy procedures is also a professional requirement of the course.

Sickness or Emergency Absence

Absence from any aspect of university-led, school-led or school placement training as a result of sickness or sudden emergency must be reported to relevant parties as soon as possible.

If on placement or expected to be attending school for school-led sessions or other reasons, the trainee should notify the school following the school's absence procedures. It is essential that trainees must also let their university placement tutors know where there is a planned school visit.

Any sickness absence should also be reported to the Subject Tutor and Faculty Office **on each day** of sickness absence using the following email address secondaryprogrammes@newman.ac.uk .

Sickness or emergency absence is usually accepted as authorised by the programme team, but failure to report non-attendance correctly is likely to result in the absence being recorded as unauthorised.

If a trainee is absent for more than seven calendar days, regardless of whether this includes weekends or bank holidays, a Fit Note certificate signed by a hospital doctor or general practitioner must be provided on the eighth day of the absence to the Faculty Office, which will be shared with the trainee's school.

Non-Sickness or Non-Emergency Absence

On occasion, trainees may wish to be absent for events that occur within their personal lives, such as medical appointments, religious celebrations or family events, for example, a close family member's funeral. It is expected that when there is an element of control, such as medical appointments, these absences will be outside university-led training commitments. When events, such as a funeral, fall during university-led training (lectures and seminars), limited absence (usually a maximum of one day) may be permissible and should be requested through a university Leave of Absence Form (see link below).

Leave of Absence Form 24-25

If the absence is granted following the review of a Leave of Absence Form, this is known as an authorised absence.

In the case of extreme inclement weather or school-based industrial action, trainees should continue to attend school placement unless the school advises otherwise. Guidance relating to duties that trainees should fulfil during industrial action will be communicated separately from this policy.

Punctuality

Trainees are expected to be punctual in all aspects of their training, both university and school-based. Schools will have a policy about expectations of punctuality, which trainees must adhere to when on placement. Professional behaviour and punctuality are assessed via the ePortfolio. If a trainee is persistently late/absent, this should addressed both during University and School Placements to support the achievement of the required Teacher Standards, Part Two: Personal and Professional Conduct. Subject Tutor and Programme Lead should be informed, and an informal conversation should occur initially. If this continues, targets regarding punctuality should be added to the Training Plan.

If issues regarding punctuality are not resolved the trainee teacher may be referred to Birmingham Newman University Fitness to Practice Procedures.

The subject tutor should be the first point of contact for trainees who need further clarification concerning this policy or wish to seek support.

Placement Withdrawal Information

Occasionally and very rarely, circumstances around a school placement may mean that it has to be withdrawn. There are several reasons why this might need to take place and the Partnership Team will support and discussions when it is felt that this is the best course of action.

On these occasions, the Placement Review Process takes place.

Schools should contact the Subject Tutor in the first instance if they feel there are concerns regarding the placement.

Birmingham Newman University

Placement Review Process for QTS Programmes

Placement is discontinued before the expected end date, or there are issues relating to the placement or to trainee conduct on the course

PLM/PT to inform Partnership/Programme Lead

Partnership/Programme Lead to inform Head of Department and ACC

Trainee, PLM/PT and SBT/SBL to complete a PRP form.

Forms and completed Observation sheets, PLM visit forms, ARP/MPR/EPR Placement booklet, support plans, cause for concern documents to be submitted to the Partnership/Programme Lead

Collated information sent to the Head of Department for review

Head of Department issues decision letters to Trainee, Partnership/Programme Lead and School

Head of Department recommends referral for FTP

Partnership/Programme Lead to support Trainee with actions resulting from decision

Head of Department to issue decision letters and FTP procedures begin.

Birmingham Newman University

Discontinued/Unsuccessful Placement Review Form

Form Completed by ST/Mentor/Professional Mentor/Trainee (Please highlight)	**Please provide name in BLOCK Capitals**
Name of Trainee	
Placement Address and Telephone Number	
School Mentor	
Subject Tutor	
Date Placement started	
Date Placement ended	
Number of days signed as complete	
Mentor/Support Meeting/s outcome	
Date of completion of Discontinued/Unsuccessful Placement Form	
The following items are enclosed (please highlight)	
Date form received by Programme/Partnership Lead	
The date form was passed to the Head of the Subject.	

Please continue and give a brief account of the placement to date, including successes, challenges and the reasons for discontinuation.

What were the positive aspects of the placement?

Why was the placement discontinued?
Details of support in place:
Dates of weekly meetings: **Dates of progress meetings:**
Name: Signature: Date:

Placement Review Decision Letter for Schools QTS Programmes 2024 to 2025

Dear,
Re:
Thank you for submitting the Placement Review Process form following the discontinuation of X's recent placement.
The evidence from all parties has been reviewed, and the following decision has been reached:

X has been successful on this placement as there was sufficient evidence to demonstrate that you had met the curriculum requirements.
X will be offered an opportunity to undertake this placement again as a first attempt.
X will be offered an opportunity to undertake this placement as a first attempt with a support plan/cause for concern in place for the following themes: xxx.
X has not demonstrated the required standard to be successful on this placement and will be offered a second and final attempt with a support plan/cause for concern in place for the following themes: xxx.
Decision justification:

A referral has been made to Student Governance under the FTP procedures.

I want to take this opportunity to thank you for supporting our ITE placements, and I hope we can continue to work together. If you wish to discuss this please get in touch with Liz Plummer.
Best wishes

Caroline Montgomery - Head of Secondary ITTE

Dear
Re:
Thank you for submitting the Placement Review Process form following the discontinuation of your recent placement.
The evidence from all parties has been reviewed and the following decision has been reached:

You have been successful on this placement as there was sufficient evidence to demonstrate that you had met the curriculum requirements.
You will be offered an opportunity to undertake this placement again as a first attempt.
You will be offered an opportunity to undertake this placement as a first attempt with a support plan/cause for concern in place for the following themes: xxx.
You have not demonstrated the required standard to be successful on this placement and will be offered a second and final attempt with a support plan/cause for concern in place for the following themes: xxx.

A referral has been made to Student Governance under the FTP procedures.

Decision justification:

Please make an appointment to discuss this outcome with ……
Best wishes

Caroline Montgomery - Head of Secondary ITTE

Fitness to Practice

ITE trainees are training to join a profession which is expected to demonstrate consistently high standards of personal and professional conduct. Details can be found in Part Two of the Teachers' Standards 2012

Trainees registering for and undertaking programmes with the University will be required at all times to:

- Demonstrate appropriate standards of conduct as defined by the relevant Professional, statutory, or regulatory Body (PSRB)
- Demonstrate values, attitudes and behaviours demanded by the PSRB.
- Satisfy health requirements as required by the relevant PSRB.

The University Fitness to Practice Policy sets out how the University will respond to instances where a concern is raised regarding a trainee's fitness to Practice and the type of action that the University may take to address the concern and support the individual trainee.

The University Fitness to Practice Policy aims to provide a framework within which the University can work with trainees to maintain satisfactory standards of conduct and ongoing fitness to Practice and to encourage and support improvement where necessary. As an integral part of our commitment to good professional practice, emphasis will be given to developing awareness among trainees that suitable professional behaviours are required of them at all times.

There may be occasions when minor misconduct and/or breach of professional standards occur during a trainee's learning. In these cases, opportunities for the trainee to learn from the experience shall be made available, and an educative rather than punitive approach will be taken where this is deemed appropriate.

The University aims to ensure that issues relating to fitness to Practice are dealt with fairly, promptly, proportionately and with regard to the individual circumstances of each case.

The protection of the public and the staff and trainees in our University community and the reputation of the programme and wider University will also be key considerations when making any decisions regarding a trainee's conduct or fitness to Practice.
A full copy of Birmingham Newman University's Fitness to Practice Policy is available on our website:

Fitness to Practice Policy

Fitness to Practice Procedures

Code of Professional Conduct

The Code of Professional Conduct is designed to respond to the need to ensure public trust can be placed in trainees/students as professionals educated and trained by the University. All trainees/students on programmes which include academic study and work placement for specific professional training are expected to conduct themselves professionally at all times in both University and work-based elements.

During Induction, all ITE trainees sign a Code of Professional Conduct form.

Equality and Diversity

Birmingham Newman University is committed to fostering a diverse and inclusive community that encourages all trainees/students and employees to fulfil their potential and values individuals because of their differences.

Further information is available on our website on the Equality pages; please see Article on 'Equality'. A full copy of Birmingham Newman University's 'Commitment to Equality and Diversity' Policy can be accessed via the Article Attachments, 'Commitment to ED Statement on Equality.

Birmingham Newman University is fully committed to the integration of the Anti-Racism Framework for Initial Teaching Education/Training Anti-Racism Framework for ITE

Key Points of the Equality Act 2010

The Equality Act 2010 provides a single, consolidated source of discrimination law. It simplifies the law and extends protection from discrimination in some areas. Schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religious belief, or sexual orientation. The exceptions to the discrimination provisions for schools are all replicated in the current act – such as the curriculum content, collective worship and admissions to single-sex schools and schools of a religious character.
It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

For our trainees who express their identity differently than the gender they were assigned at birth, we do encourage them to share their pronouns and title (Miss/Mrs/Mr/Mx/Mz pronounced Mzee) and know that schools will work with us to ensure a positive experience for every trainee and bring a sense of connectedness through the partnership.

The university is well-placed to assist school colleagues with this, so please do not hesitate to contact the partnership team if you would like to speak to someone about support and training.

Helpful Links:

The Equality Act 2010

The Equality Act 2010 and Schools

The Equality Act 2010 Guidance

LGBTQAI+ Trainee Support

The awareness of LGBTQAI+ is an ever-growing element of our practice at Birmingham Newman University. The wider understanding of the complexities of gender identity and sexuality is an element of our practice as university lecturers that we are constantly working to evolve. Gender identity and sexuality are very different and separate characteristics, and as educators, we want to avoid confusion.

Gender is socially constructed and is one's innermost concept of themselves as a man, woman, and/or nonbinary person. People define their gender identity in a variety of deeply personal ways that can include man or woman but can also extend to identities such as agender, genderfluid, gender nonconforming, and a variety of others.

As part of the partnership agreement and that close collaboration, which is the cornerstone of the partnership, we need to work together to support how we listen and respond to the experiences of LGBTQAI+ trainees. Through our support and partnership, sharing our own practices and understanding, and each of us learning from each other while we are guided by the LGBTQAI+ voices in our partnership community, we are in a powerful position to be a part of the education for awareness and equality and to make a difference to each of our LGBTQAI+ trainees and to make a safer environment for teaching now.

We ask our school colleagues to refresh and revisit their awareness of the Equality Act 2010 and the impact they can have on the experiences of each individual trainee. This can be through how we listen, understand and respond to our shared responsibility to take care of the protected characteristics and potential barriers that may be faced.

Anti-Racism Framework

Birmingham Newman University is fully committed to the integration of the Anti-Racism Framework for ITE/Training into our Undergraduate and Postgraduate Programmes. We clearly understand the way that we educate current and future teachers has a central role in enacting change in the classroom, and in curriculum and policy development to address the differential patterns of education access and outcomes for pupils from BAGM (Black Asian Global Majority) heritage.

School staff (PM and SM), University staff (STs) and Trainees have a responsibility to comply with the key messages within the Anti-Racism framework, which are:

- Racism is a real and prevalent feature of our society, and it takes many forms and is constantly being reshaped.
- Being anti-racist means actively looking and seeing, describing and understanding, and dismantling racism.
- Educators working with all age groups in all places are therefore crucial to anti-racism work. All staff (both school and university) involved in teacher education Programmes are of fundamental importance to enabling anti-racist teachers of and for the future.

You should expect, as part of your induction, that you are signposted towards the school's policies that relate to your ability to report racist incidents whilst on placement and that your school mentors clearly outline these processes.

Trainees with Specific Needs

As a profession, the work put in to better understand the specific and unique needs of our pupils in school has made an impact on the success of the people coming into Higher Education. You will notice that more of our trainees are empowered through more accurate diagnoses and a better understanding of their own strategies to overcome barriers to success in their school experience and academic studies. We work to provide many avenues of support for trainees with specific needs during their time at university. As we are working with adult learners, we cannot disclose any SEND diagnosis; however, we will work with the trainees and encourage them to share their needs with school colleagues, if they feel comfortable to do so, in order for us to translate this support and understanding to their school experience. Trainees may have a Trainee support plan (Reasonable Adjustment Plan) that they may choose to share with the schools.

Safeguarding and DBS

When commencing placement at the host school, the University expects trainees to familiarise themselves with the schools' policies and documentation, including Safeguarding.
The school should:

- ensure trainees are fully aware of the safeguarding policies and
- address any safeguarding concerns regarding a trainee and notify the University as soon as possible.

Birmingham Newman University is responsible for ensuring that appropriate DBS checks have been completed for our fee-paying trainee teachers and for informing partner schools and colleges that they have been completed. Schools and colleges are advised to record this fact in their central record, although they are not obliged to do so.

For our fee-paying routes, trainee teachers will provide schools with a safeguarding letter from Birmingham Newman University confirming that the University has seen a satisfactory enhanced DBS certificate through a new application or the DBS online Update Service. In addition, the trainee has been checked against the children's barred list and has carried out a Fitness to Train to Teach check and a right to work in the UK check.

Trainees who suspend their studies for over three months do not resume studies until the following academic year, when they are required to obtain a new enhanced DBS certificate and subject to the same checks as above.

Birmingham Newman University processes are outlined in more detail below:

- All Trainee-teachers undergo a visual identity check at the interview, and all are asked to take a copy of their University Identity card to schools for visual I.D. Original academic certificates are checked by University Admissions, and copies are filed.
- Trainees are required to receive a satisfactory DBS-enhanced disclosure before registering for the course. Overseas trainee teachers are checked in accordance with the guidelines on the DBS website. If there has been a delay in obtaining a DBS disclosure, for example, a late entry trainee, Birmingham Newman University will ensure that all other checks, including a separate children's barred list check, have been completed, and the placement school will be notified before the trainee starts their placement.
- If the trainee teacher already has an enhanced DBS certificate and has signed up for the DBS Online Service, the trainee will present their original certificate to Registry Operations, who will also check the DBS online.
- Trainees are also checked against the children's barred list information and have carried out the Fitness to Train to Teach and the Right to Work in the UK checks.

- If the DBS raises issues which make the candidate unsuitable for working with children, the person is not accepted onto the course.
- If the DBS raises issues of concern and doubts about their suitability, then the University's Safeguarding Panel makes the decision. The Panel will consider the DBS along with an explanation from the individual of the circumstances surrounding the offences on the Disclosure. The Panel may consult with partnership schools before deciding whether to clear the Trainee for admission/ placement. The purpose of the Safeguarding Panel is to consider those cases with disclosures involving violence repeated or more serious offences and assess whether they should be cleared. This decision is made considering the offence's frequency, immediacy and severity, and the Panel also considers employability.
- Whilst we recognise that schools must be confident that the university has undertaken its responsibilities regarding DBS clearance, they should bear in mind that the enhanced disclosure certificate is the personal property of the Trainee-teacher.

When all checks have been satisfactorily carried out, Birmingham Newman University will issue the trainee teacher a *Single Central Record Safeguarding* letter.

Birmingham Newman University

LESSON PLAN 2024 - 25

LESSON TITLE:	**Gender Equality in Islam**			**TRAINEE TEACHER:**			**Chris Stores**		
				SUBJECT:			**RE**		
DATE	**PERIOD/TIME**	**ROOM**	**YEAR/GROUP**	**GROUP DETAILS**					
19/11/2024	Period 2 10.20 to 11.20	D12	**Y8**	**Total:** 28	**SEND:** 3	**More Able:** 0	**EAL: 0**	**PP: 3**	**FSM: 2**

Learning and Teaching Objectives/Outcomes	Previous lesson title/focus:	Next lesson title/focus:
• To be able to describe different views on the roles of men and women in Islam. • To be able to analyse passages from the Qur'an that relate to gender equality. • To be able to evaluate issues surrounding gender equality in Islam	The life of the Prophet Muhammad PBUH	The role and purpose of the Mosque

Context: (National Curriculum reference/Specification theme or topic):	Resources
This unit is human rights and social justice.	**PowerPoint, Video, Handout Post-it notes**
Enrichment/consolidation/wider skills	Risk Assessment (if applicable)
Listening skills, recall and retention. **Learning tolerance for others and their faith.** **Writing skills & Communication skills**	Complete/ Not completed (please delete)

Adaptive Practice *(identify and specify methods: **Support, Outcome, Resource** &/or **Task**)*

Individuals/groups for targeted support:	**SEND/EAL/PP**	**More able**
There are several students with SEND in this class, so I have prepared sentence starters in some tasks to support them. I have also prepared challenge questions for high-ability achievers so if they have finished the task with time remaining, they can get on with the extensions.	• A.H/G.C/L.L- SEND learners- check understanding frequently, target questions to check understanding. • BF Potential non-doers use a peer learning partner.	MS/JG – MAP's – Strong interest in RE. Target with challenge questions and check that they have done them.

Support: **SEND Starter sentences to support them and one-to-one support.** **Outcome:** **A better understanding of content and increase of knowledge.** **Resource:** **Sentence starters** **Task:** **Starter activity recall task.**		

Homework / Independent Study		Potential errors and misconceptions:
All:	RE has a homework pack. The students complete one page weekly and mark the answers on the due date. We will be marking the homework sheet from before half term.	It's easy for pupils to believe that men are seen as more important in Islam because, for example, of the different roles and requirements in terms of visiting the Mosque on a Friday (we will cover more next lesson). This, though, is not the case. Reference to scripture (Quran and Hadith) will help with this misconception, as well as reminders of last week's lesson on the life of the prophet.
Challenge:	Homework packs are differentiated with additional challenges for HAPs.	

University Big Question:	University Big Question – [T2] How have you used teaching strategies such as scaffolding, modelling, targeted questions or paired/group activities to support pupil learning?
Subject Lens Focus:	**The role of gender in Islam**

Timings	Pupil Activity and Learning (Intent)	Teacher Activity and Assessment (Implementation)	Key Knowledge
5-10 mins	Independent recall starter activity – answer questions on the prophet's life in their exercise books. Five-minute timer on the board.	There will be questions on the board from the previous lessons. I will settle the class on entry and ensure they are on task. I will go through the answers with them, and they can self-assess.	The Life of the Prophet (Sources of Wisdom and Authority)
5 mins	Post a sticky note on the board task. Pupils are to think about the statement on the board and post a sticky note next to For and Against. Follow up - Group discussion on the rights and wrongs of the statement.	Statement on the board - "it is up to the man to provide for his family financially while it is the woman's responsibility to look after the home and family". While they are completing the starter, I will walk around and check progress. I will also hand out sticky notes on which the students will write their names and opinions of a for-and-against statement on the board. Once they have finished the starter, they will come up and place the sticky note on the side of their choice. 2 minutes	(Practices and Ways of Life)
5-10 mins	Link to quotes – Pupils will read and reflect on the quotes from scripture. How do the quotes link to the previous discussion?	I will share quotations and evidence from holy books to explain to the students the religious perspectives on the role of a woman. This is important because we will go back to the sticky note task, and they can either change their answer or leave it where it is. This is known as concept cracking. I am giving them additional information about religions to get them thinking about our statement.	Sources of Wisdom and Authority *Wives have rights corresponding to those which the husbands have, in equitable reciprocity, though, in certain situations men would have the final word and would thus enjoy a preference.* — Surah 2:229

		5 minutes	*Men are appointed guardians over women, because of that in respect of which Allah has made some of them excel others, and because men spend of their wealth.* — Surah 4:35
5-10 mins	**Video 8 minutes long** **2-minute discussion about their final decision.**	**A YouTube video will be played which explores the role of a woman in Islam. This video will play a part in their decisions to move the post stick note or leave it.** **10 minutes**	**The Life of the Prophet (Sources of Wisdom and Authority)**
5-10 mins	**Checking progress**	**To check their progress of what they have learnt I will ask them to hold up their colored cards from their planner to display their understanding.** **2 minutes**	**The Life of the Prophet (Sources of Wisdom and Authority)**
How will progress be measured against the learning objectives/outcomes? **I will consistently walk around the classroom to check the students stay on task and are engaged. I will also consistently question individual students to see if they are focused, but it allows me to make a judgement of their understanding. Another way I will check progress against the learning objectives is at the end of the lesson. I will utilize the colored paper they have in their planner by getting the students to hold up the color which represents how they feel about what they have learnt.**			**The Life of the Prophet (Sources of Wisdom and Authority)**

Add additional rows for teaching activities as necessary.

Birmingham Newman University

LESSON PLAN 2024 - 25

LESSON TITLE:	**Shooting: The Hit Shot.**	**TRAINEE TEACHER:**	
		SUBJECT:	**PE**

DATE	**PERIOD/TIME**	**ROOM**	**YEAR/GROUP**	**GROUP DETAILS**					
19/11/2024	2 – 10.20 to 11.20	Tennis Courts	**Y8**	**Total: 28**	**SEND: 3**	**More Able: 0**	**EAL: 0**	**PP: 3**	**FSM: 2**

Learning and Teaching Objectives/Outcomes	Previous lesson title/focus:	Next lesson title/focus:
Good Progress- I can perform a hit shot in isolation. Outstanding Progress- I can perform a hit shot to score a goal against an opponent.	Defending in Hockey- The Jab Tackle.	Outwitting opponents/use of space.

Context: (National Curriculum reference/Specification theme or topic):	Resources
Use a range of tactics to overcome opponents in direct competition through team games.	Hockey Sticks Hockey Balls Cones Bibs Whiteboard Hit shot resource cards.
Enrichment/consolidation/wider skills (including Literacy and Numeracy)	**Risk Assessment (if applicable)**
Encourage attendance to extracurricular clubs. Developing FMS. Literacy link- Key words: Passive defender, opponent, defender, attacker, live defender.	Complete/ Not completed (please delete)

Adaptive Practice *(identify and specify methods: **Support, Outcome, Resource** &/or **Task**)*

Individuals/groups for targeted support	**SEND/EAL/PP**	**More able**
Support: Offering support when walking around the groups and addressing misconceptions. Outcome: Two learning objectives: one that all learners	A.H/G.C/L.L- SEND learners- check understanding frequently, target questions to check understanding.	• Shoot in a specified area. • Control a moving ball and shoot. • Pass and receive and shoot.

will achieve to show some success and a slightly more challenging one for learners to aspire to achieve. **Resource:** Resource for visual learners with the key teaching points listed	Break down the skill. A.D- check understanding through targeted questioning. Potential non-doers use a peer assessment card.	• Approach D from different angles and shoot.

Homework / Independent Study		Potential errors and misconceptions:
All:	N/A	*Ensure pupils keep their hands together at the top of the stick. • Keep feet apart and well-balanced. • Hit through the ball and follow through.
Challenge:	Research different ways to score in Hockey /shot, slap shot, flick, push.	

University Big Question:	**[T2] How have you used teaching strategies such as scaffolding, modelling, targeted questions or paired/group activities to support pupil learning?**
Subject Lens Focus:	**How have you engaged students with the content so they are getting a clear understanding of the activities you are teaching? What different teaching styles have you seen/used?**

Timings	**Pupil Activity and Learning** (Intent)	**Teacher Activity and Assessment** (implementation)	**Key Knowledge**
5-10 mins	Warm – Recap grip, dribbling, **Distribute 4 different coloured bibs at the start of the lesson to each learner for the game element of the lesson.** Red: F.B, A.D, M.B, N.P, A.X, M.Z. Blue: L.P, D.H, G.C, R.M, Z.Y. Yellow: J.E, A.H, I.H, A.I, S.O, B.S. Green: J.K, L.D, S.K, L.L, A.R, H.W.	1) Dribble from one end to another on the astro- can you show me the correct grip? Keep ball close to stick. HEALTH AND SAFETY POINTS: Stick must always remain below waist height (no swinging the stick) Cannot hit the other players stick or body.	Introduce key terminology – 1)Left hand at top of stick right hand halfway down stick. 2)Head up, knees bent, ball out in front of you when dribbling. 3)Use reverse stick to keep control.
	Introduction to shooting ALL LEARNERS MUST SHOW MASTERY AT EACH STAGE BEFORE MOVING ON. Mastery is shown by performing the skill effectively 3 times. 1) Perform the Hit Shot without a ball. 2) Place a ball on a cone. Hit the ball off the cone using the Hit Shot into the goal. 3) Take 5 steps away from the 'D'. Dribble the ball to the outside of the 'D'. Stop. Perform a Hit Shot into the net. 4) Receive a ball from your partner. Your partner will perform a push pass to get the ball to you. Stop the ball. Perform the Hit Shot, hitting the ball into the net. 5) Take 5 steps away from the 'D'. Place a cone on step 3. Dribble around the cone. Stop the ball. Perform the Hit Shot, hitting the ball into the net.	Demonstration of the Hit Shot from me. Questions to readdress the teaching points: 'Where will my arms and stick face at the end?' 'Which body part can I not lift my stick above?' 'Where do our hands go?' 'What is the difference between a live defender and a passive defender?'. Can be used to confirm knowledge has been embedded particularly in SEND learners. Learners to be split into 4 groups using bibs once they are changed, these will be the groups they are in for their activity. Red: F.B, A.D, M.B, N.P, A.X, M.Z.	Key teaching points: 1-Hands together at top of stick. Lead shoulder to target in goal, front foot in line with the ball. 2- Head down and over ball; eyes focused on ball. 3- Short, quick backswing using forearms/wrists. 4- Momentum forward through front leg 5- Arms and stick finish in line to target 6- Follow through to the waist

	6) Dribble around a passive defender. Dribble the ball in. Stop the ball. Perform the Hit Shot, hitting the ball into the net. 7) Dribble around a live defender. Dribble the ball in. Stop the ball. Perform the Hit Shot, hitting the ball into the net.	Blue: L.P, D.H, G.C, R.M, Z.Y. Yellow: J.E, A.H, I.H, A.I, S.O, B.S. Green: J.K, L.D, S.K, L.L, A.R, H.W. Red and Blue on supervised court, Yellow and Green on unsupervised court. **Learners do not collect ball until each person on their goal has completed their challenge!**:	

Add additional rows for teaching activities as necessary.

Example Paperwork – Example Observation Form

Developmental Lesson Observation Form 2024-25 SE2 Stage 3			
Student: Rosa Shelfield		**Observer(s):** HP	
Date: 14th May 2025	**Subject:** Geography	**Year group:** 8	SE2 Stage 3
Lesson Title:	A Case Study of Norfolk Park		

Agreed observation focus:	Theme 4 – Behaviour management – Addressing low-level disruption
Subject knowledge focus:	Identifying social, economic and environmental indicators affecting quality of life.
Targets from previous observation:	Addressing low-level disruption Implementing school behaviour policy effectively

Theme 1 Role of the Teacher / Theme 2 Teaching, Learning & Assessment / Theme 3 Adaptive Practice / Theme 4 Understanding & managing Behaviours ***(Select as appropriate)***

Progress towards Newman Curriculum:

Observed

- **You addressed low-level disruption.**
- **You asked a range of pupils questions.**
- **You used positive praise.**
- **I observed you use the school phrase 'Sit up straight.'**

Comments:
A quiet start to the class—The Scene is set in terms of voice and command when picking up a student for making a noise.

Although one pupil (Sam) was challenging, you, as the teacher, kept on top of this.

A ten-minute timer was used—this addressed an issue picked up on previous observation.
I would add timings to your lesson plan and factor in time for reviewing answers. Feedback meant that the Do it Now took a little too long.

You asked for silence, and you got it!

Key strengths:

Stage 3 - fostered & developed a culture of mutual respect & trust pupils & colleagues.

Areas for development

- **Add timings to lesson plan and try to stick to them; this includes feedback time**
- **Assessment for Learning – Live marking allows you to identify what they know and what they still need to understand**
- **Try to remember to use other school phrases, particularly – 'Listen carefully.'**

Comments:
"What does Rural-urban mean" – If he didn't know, others might not. It is important to check pupils' understanding of keywords.

Try to face the whole class as much as possible – when you did, it was better.

Try to face the class and not the board—you missed facing a good part of the class. Moving to the opposite side of the board was a better position to see the whole class.

Feedback for Do It Now: Did it take too long to complete the Do It Now activities? You finished at 14.31 – plan times.

When you asked who agreed with the answer given and who disagreed, not everyone put up their hands, and you didn't pick that up. It's important to know where everyone is at.

Stage 3 - identified own areas of need & professional development within the Teaching, Learning & Assessment & proactively seeks opportunities to improve performance Stage 3 - evidenced how your adaptions have reduce barriers, leading to effective pupil progress, including evaluation of those choices Stage 3 - shown an understanding of own areas of need & professional development within Understanding & Managing Behaviour, & proactively planned to seek opportunities to improve performance	Key targets: Stage 3 - consistently demonstrate a variety of ways in which you collaborate with others that contributes to the life of the school. Stage 3 - regularly provide pupils with the opportunity to reflect on their own learning Stage 3 - plan for targeted learning interventions, including deployment of support staff, evaluating their impact Stage 3 - manage behaviour skilfully & effectively

Subject Knowledge

Observed	Areas for development
• Using a local case study helped pupils engage and understand—be careful when talking about areas where pupils and /or their friends/relatives might live. • Ideal opportunity to review Map Skills as well – Well done. Comments: Introducing a personal touch to the lesson was really helpful in engaging pupils and bringing Geography to life. Key strengths: Your subject knowledge is strong Demonstrated awareness of how pupils are motivated as a result of teachers' secure subject knowledge	• Although you identified keywords, you must ensure pupils understand them – confusion about Urban. • Is graffiti in an area an indicator of the quality of life? Remember the difference a Banksy makes! Comments: Ensuring pupils have an accurate understanding of keywords is essential in order for them to progress in Geography. Key targets: Developing literacy skills - When teaching 8x3 in the next lesson, create a task to check understanding of keywords—if pupils do not understand, revisit. Demonstrate a working understanding of literacy, numeracy and digital literacy

Observed areas from other themes

Theme 2 Teaching Learning and Assessment
Regular AfL checks took place and well done for the improv metacognitive plenary at the end.

Theme 3 – Differentiated and adapted resources were provided – (Blue sheets for Jo)

Questions for Discussion:	How can live marking help both teacher and pupil?