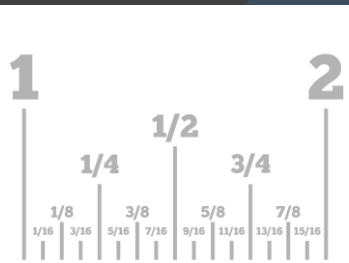
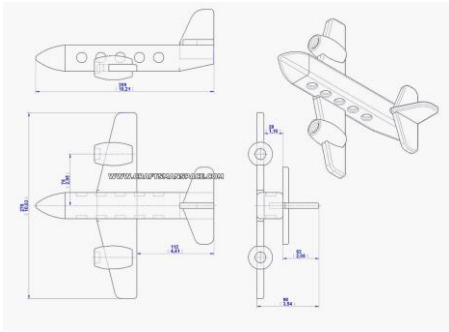
School- Based Training

Assessment Arrangements AY21/22

In Partnership with Leeds Trinity University

Developing Inspiring Teachers





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All materials available to download from LTU website:

https://www.leedstrinity.ac.uk/study/teaching/primary-school-based-training-documents/

The Dilemma?

- Qualified Teacher Status (QTS)

During your time in school, you will develop your teaching by planning and teaching lessons and sequences of learning under the guidance and supervision of an experienced Mentor. You will receive constructive and formative feedback on your work, with opportunities to practice specific techniques, as well as learning by observing teachers across the wider school.

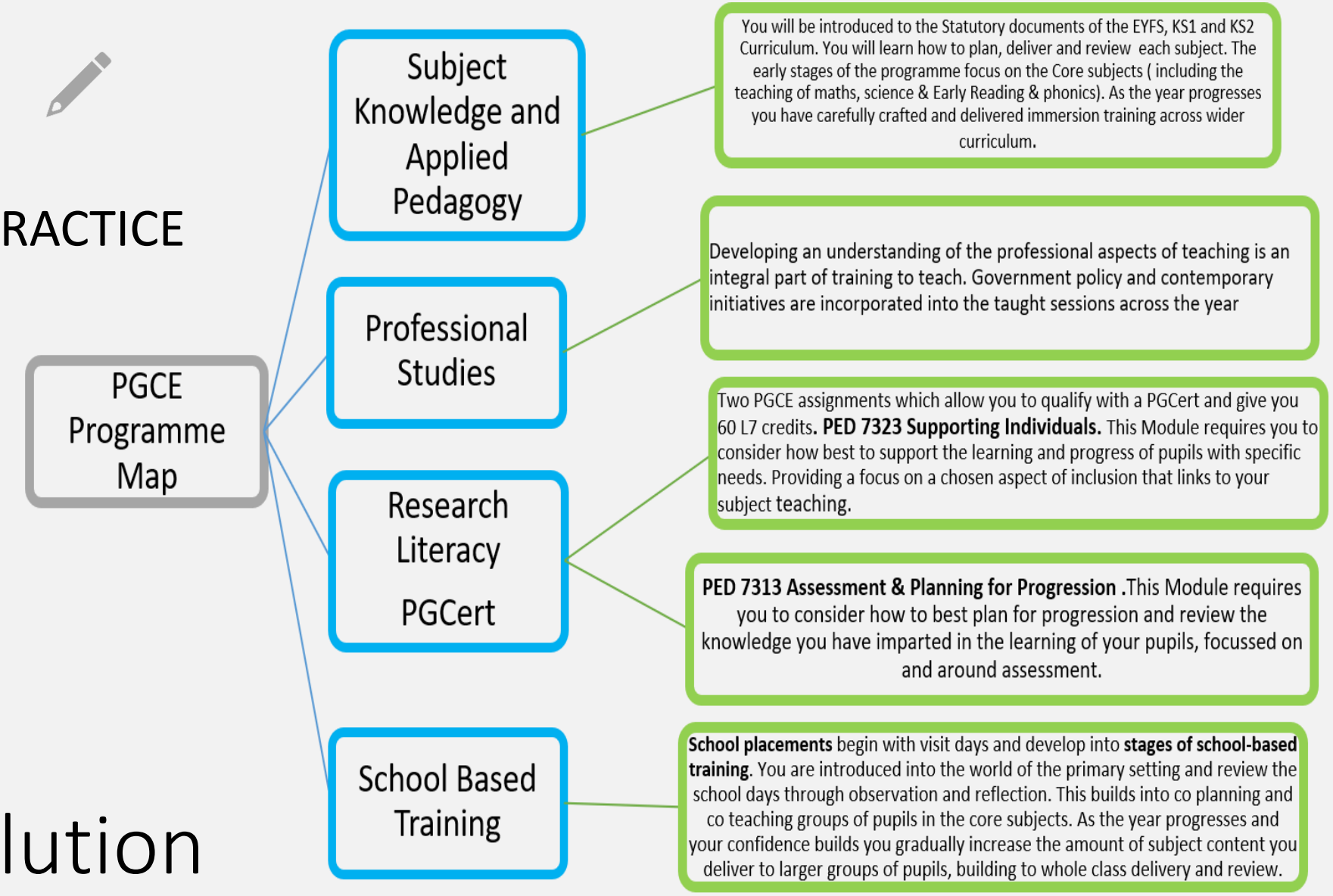
Meet the TS' by the end of the programme

Embed CCF into programme and across partnership

High-quality mentoring across partnership

Greater cohesion between centre-based and school-based training

THEORY PRACTICE



A Working Solution

“What should our Trainees learn and do in our sessions and how will they develop, practice and evaluate knowledge, understanding & theoretical concepts when on placements?”

Stage 1 – School A

Introducing & Preparing - A guided and supported induction to classroom practice and the primary curriculum

6 week initial period of integrated tuition and school experience days	8 weeks school – based training & continued subject pedagogical tuition

Stage 2 – School B

Developing and Securing – Broadening your experience, planning, assessing and reviewing sequences of learning and reflective practice

Continued Immersion training and Twilight sessions	8 weeks school – based training & continued subject and professional studies tuition

Stage 3 – School B

Refining and Embedding – Curriculum Enhancement and evaluation, with eventual transition to ECF

8 weeks school- based training + 2 weeks Transitional placement	Support with employment + transition into Early Career Framwork

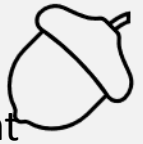
Devised a set of competencies

Across 5 domains:

- Planning
- Teaching
- Assessment
- Behaviour Management
- Professionalism

They have been designed to help track and monitor progress throughout the year/s and then feed into the Teachers' Standards by the end of the year.

The Core Placement Competencies



The Mentor will consider the Trainee's knowledge and development of practice in relation to a set of Core Placement Competencies. The Placement Competencies provide a path to mastering core aspects of teaching at an appropriate stage in the course. They also underpin assessment in Stage 1, 2 and 3 and UG L4,5 and 6.

These competencies are designed to allow the Trainee and their Mentor to:

- **prioritise areas of knowledge and practice at specific points in the PGCE/ UG programme;**
- **create targets which will guide weekly development activities; and**
- **provide evidence that the Trainee is meeting the Stage/ Level and end of course expectations**

The **Core Placement Competencies** are informed by **two important pieces of research literature** which outline key **stages of development for new teachers**. The **language mirrors that of the CCF**:

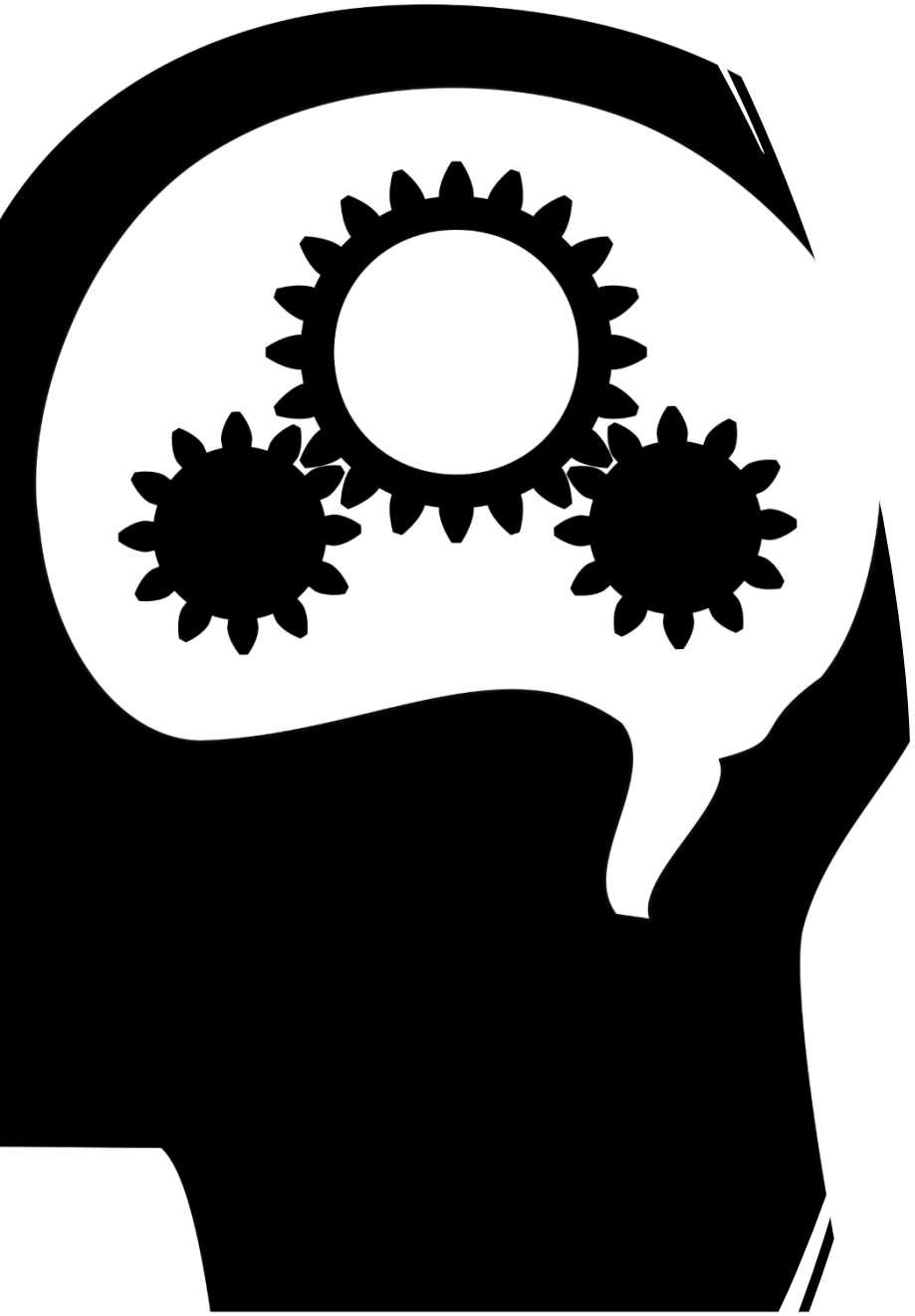
• Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014). What makes great teaching? review of the underpinning research.

• Creemers, B. P. M., & Kyriakides, L. (2006). Critical analysis of the current approaches to modelling educational effectiveness: The importance of establishing a dynamic model. School Effectiveness and School Improvement, 17, 347–366.

Explicit language used:

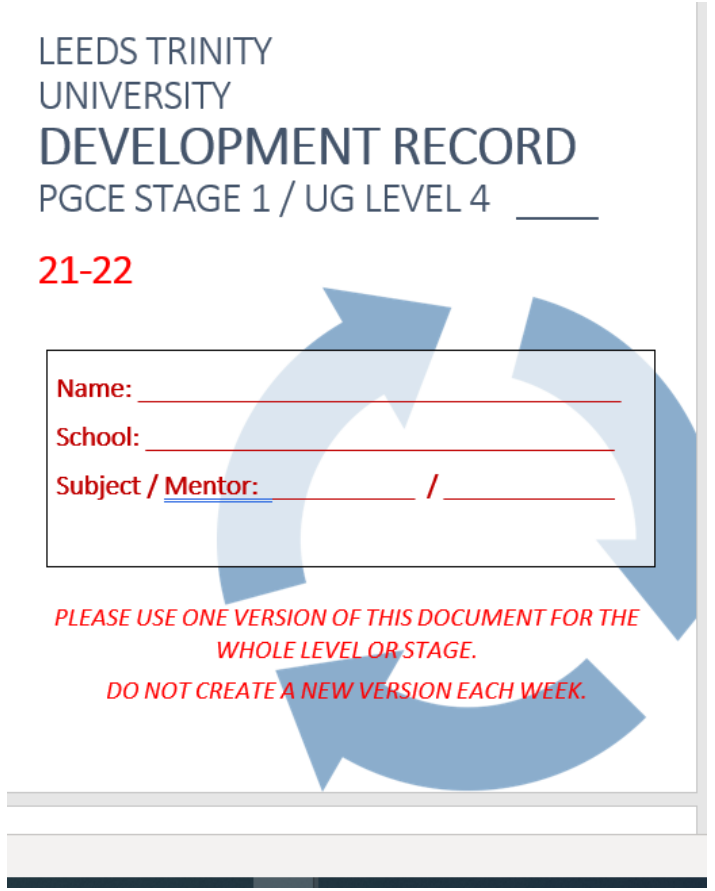
Know That: Introduce materials in steps and sequences

Learn How To: Avoid overloading working memory, develop fluency



How **do I track my ongoing progress** on Placement?

- Complete a **Development Record** each week as part of the review process and throughout the week.
- This provides you with an ongoing cumulative record of your progress across the stage.
- **Records Strengths and weekly targets along with those recorded in your review meetings with your mentor**



LEEDS TRINITY UNIVERSITY

DEVELOPMENT RECORD

PGCE STAGE 1 / UG LEVEL 4 ____

21-22

Name: _____

School: _____

Subject / Mentor: _____ / _____

PLEASE USE ONE VERSION OF THIS DOCUMENT FOR THE WHOLE LEVEL OR STAGE.

DO NOT CREATE A NEW VERSION EACH WEEK.

The Development Record and the Core Competencies

references (or even links) to lesson observations or other documents.

Domain of Planning

	Foundational competencies for Stage 1 /L4	CCF Link	Concise Example of Achievement
Knowledge of how pupils learn and the role of memory in learning	Planning shows awareness of the role of memory in learning, especially the importance of building of prior knowledge and embedding new knowledge through appropriate teacher input or tasks.	CCF2, CCF3, CCF4, CCF5	
Subject specific content knowledge	Appropriate subject knowledge is drawn on in planning lessons/tasks/sequences.	CCF2, CCF3	
Subject specific pedagogical knowledge	Tasks are planned to teach core content in the subject. A range of pedagogies are explored	CCF2, CCF3	
Setting objectives and outcomes	Lesson objectives and outcomes are used to structure lessons/sequences, and communicate thinking with mentors and class teachers.	CCF1, CCF4, CCF5	
Identifying and managing potential misconceptions	Lessons/sequences are planned with awareness of common barriers or misconceptions about a topic and with reference to pupils' prior knowledge.	CCF2	
Meeting curricular aims	Lesson and sequence planning fits with the intent of the broader schemes of work for the department.	CCF2, CCF 3	
Being clear about planned tasks and activities	Planned activities are described appropriately and broadly match the objectives for the lesson.	CCF4	
Selecting appropriate resources	Resources are chosen to support lesson activities. These might be pre-existing or self-created. There is an awareness of statutory inclusion duties.	CCF4	
Setting appropriate home learning	Out of class activities are set in line with school policies.	CCF4	

The Development Record
and the
competencies
as you move through the
programme

End of Stage 2 & Level 5 Placement Competencies 2021-22

DOMAIN: Planning

	Foundational Competencies for Stage 1/2 & Level 4/5	Additional Competencies to Meet the Teachers' Standards at the End of Stage 3/Level 6	CCF Link
Knowledge of how pupils learn and the role of memory in learning	Planning shows awareness of the role of memory in learning, especially the importance of building of prior knowledge and embedding new knowledge through appropriate teacher input or tasks	Planning shows awareness of the importance of recall, breaking complex material into smaller chunks, sequencing, and modelling in effective learning	CCF2, CCF3, CCF4, CCF5
Subject specific content knowledge	Appropriate subject knowledge is drawn on in planning lessons/tasks/sequences	Subject knowledge is generally accurate and applied appropriately in teaching	CCF2, CCF3
Subject specific pedagogical knowledge	Tasks are planned to teach core content in the subject. A range of pedagogies are explored	Subject specific pedagogical knowledge is evident in planning	CCF2, CCF3
Setting objectives and outcomes	Lesson objectives and outcomes are used to structure lessons/sequences, and communicate thinking with mentors and host teachers	Lesson objectives and outcomes are coherent, appropriately challenging, and build logically to structure a lesson and/or a sequence of lessons	CCF1, CCF4, CCF5
Identifying and managing potential misconceptions	Lessons/sequences are planned with awareness of common barriers or misconceptions about a topic and with reference to pupils' prior knowledge	Common misconceptions and the prior knowledge of pupils/groups are noted in planning and lessons/sequences address these	CCF2
Meeting curricular aims	Lesson and sequence planning fits with the intent of the schemes of work for the specific age phase	Lesson and sequence planning ensures pupils develop core knowledge and skills required by the overall curriculum plan. Sequences develop logically	CCF2,
Being clear about planned tasks and activities	Planned activities are described appropriately and broadly match the objectives for the lesson	Planned activities are clearly and concisely described. They are well chosen to develop or embed specific knowledge during a lesson or sequence of lessons	CCF4
Selecting appropriate resources	Resources are chosen to support lesson activities. These might be pre-existing or self-created There is an awareness of statutory inclusion duties	Resources are well chosen and appropriate for the activities being undertaken. Resources are appropriate for the needs of groups	CCF4
Setting appropriate home learning	Out of class activities are set in line with school policies	Where appropriate: out of class activities prepare students for new learning, or consolidating existing learning and completion is monitored in line with school policies	CCF4

Knowledge of how pupils learn and the role of memory in learning	Planning shows awareness of the role of memory in learning, especially the importance of building of prior knowledge and embedding new knowledge through appropriate teacher input or tasks	Planning shows awareness of the importance of recall, breaking complex material into smaller chunks, sequencing, and modelling in effective learning	CCF2, CCF3, CCF4, CCF5

Placement Competencies and Teachers' Standards Matrix (end of programme)

	Domain of PLANNING									Domain of PROFESSIONALISM					
	Knowledge of how pupils learn and the role of memory in learning	Subject specific content knowledge	Subject specific pedagogical knowledge	Setting objectives and outcomes	Identifying and managing potential misconceptions	Meeting curricular aims	Being clear about planned tasks and activities	Selecting appropriate resources	Setting appropriate home learning	Professional learning	Reflecting & Responding	Record keeping	Being part of the school community	Communication	Professionalism
TS1		*		*			*		*		*		*		*
TS2			*		*	*						*			
TS3	*	*	*			*		*		*					
TS4	*			*	*		*	*	*						
TS5	*			*				*	*						
TS6					*	*						*			
TS7															
TS8										*	*		*	*	*
PPC										*	*	*	*	*	*

	Domain of TEACHING									Domain of ASSESSMENT				Domain of BEHAVIOUR			
	Providing objectives or purpose to lessons	Explaining tasks	Highlighting and reviewing key ideas	Structuring lessons well	Explaining key content, ideas, concepts, or skills	Modelling tasks and responses	Using tasks effectively	Using appropriate resources	In-class adaptation	Raising different types of question at an appropriate difficulty	Dealing with student responses	Monitoring pupils' understanding	Accuracy and use of in-class assessment	Establishing appropriate relationships	Establishing on-task behaviour	Managing transitions	Dealing with disorder
TS1	*	*				*			*					*			*
TS2	*		*	*			*	*			*	*	*	*	*		
TS3			*		*	*											
TS4	*	*		*		*	*	*								*	
TS5			*		*		*	*	*	*	*						
TS6										*	*	*	*				
TS7		*		*										*	*	*	*
TS8														*			
PPC														*			*

Key Messages

- **Modelling** from expert mentors, co-planning, co-teaching
- Trainees to have an effective and formative experience and see the links across training centres
- The Partnership engages in **curriculum development**
- Flexible curriculum, **adapted to respond** to and meet the needs of Trainees
- High emphasis on the relationship between subject pedagogy in school and a **connectivity between CBT and SBT**
- Students understand how to **develop working memory** and avoid overloading pupils
- All graduates feel well prepared and confident as they move into ECT years