School- Based Training



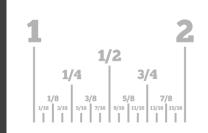
Assessment Arrangements AY21/22



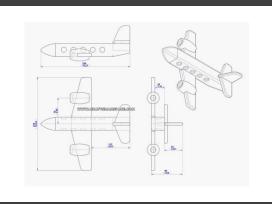




Developing Inspiring Teachers







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and

All materials available to download from LTU website:

Megan Stephenson

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

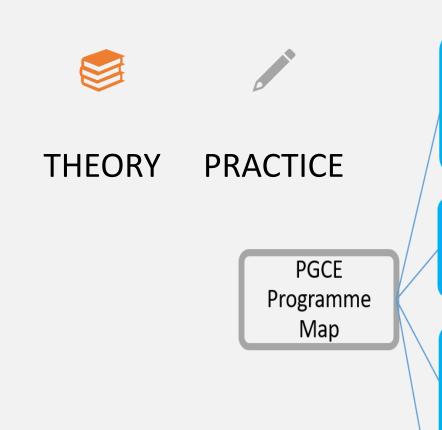
Embed CCF into programme and across partnership

High-quality mentoring across partnership

Greater cohesion between centre-based and school-based training







Subject Knowledge and Applied Pedagogy

Professional Studies

Research Literacy

PGCert

School Based

Training

You will be introduced to the Statutory documents of the EYFS, KS1 and KS2 Curriculum. You will learn how to plan, deliver and review each subject. The early stages of the programme focus on the Core subjects (including the teaching of maths, science & Early Reading & phonics). As the year progresses you have carefully crafted and delivered immersion training across wider curriculum.

Developing an understanding of the professional aspects of teaching is an integral part of training to teach. Government policy and contemporary initiatives are incorporated into the taught sessions across the year

Two PGCE assignments which allow you to qualify with a PGCert and give you 60 L7 credits. **PED 7323 Supporting Individuals.** This Module requires you to consider how best to support the learning and progress of pupils with specific needs. Providing a focus on a chosen aspect of inclusion that links to your subject teaching.

PED 7313 Assessment & Planning for Progression .This Module requires you to consider how to best plan for progression and review the knowledge you have imparted in the learning of your pupils, focussed on and around assessment.

School placements begin with visit days and develop into stages of school-based training. You are introduced into the world of the primary setting and review the school days through observation and reflection. This builds into co planning and co teaching groups of pupils in the core subjects. As the year progresses and your confidence builds you gradually increase the amount of subject content you deliver to larger groups of pupils, building to whole class delivery and review.

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



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 / Ment	or:	

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

	_	CCF	Canaisa Evamola of Ashiavamant
<u> </u>	Foundational competencies		Concise Example of Achievement
	for Stage 1 /L4	Link	
Knowledge of how	Planning shows awareness of the	CCF2,	
pupils learn and the	role of memory in learning,	CCF3, CCF4,	
role of memory in	especially the importance of	CCF5	
learning	building of prior knowledge and		
	embedding new knowledge through		
	appropriate teacher input or tasks.		
Subject specific	Appropriate subject knowledge is	CCF2,	
content knowledge	drawn on in planning	CCF3	
	lessons/tasks/sequences.		
Subject specific	Tasks are planned to teach core	CCF2,	
pedagogical knowledge	content in the subject.	CCF3	
	A range of pedagogies are explored		
Setting objectives and	Lesson objectives and outcomes are	CCF1,	
outcomes	used to structure	CCF4, CCF5	
	lessons/sequences, and	00.0	
	communicate thinking with mentors		
	and class teachers.		
Identifying and	Lessons/sequences are planned with	CCF2	
managing potential	awareness of common barriers or		
misconceptions	misconceptions about a topic and		
	with reference to pupils' prior		
	knowledge.	0050	
Meeting curricular	Lesson and sequence planning fits	CCF2, CCF 3	
aims	with the intent of the broader	00.0	
	schemes of work for the		
Bain a alasa ah asa	department. Planned activities are described	CCF4	
Being clear about	appropriately and broadly match the	CCIT	
planned tasks and	objectives for the lesson.		
activities			
Selecting appropriate	Resources are chosen to support	CCF4	
resources	lesson activities. These might be		
	pre-existing or self-created.		
	There is an assessment of statut		
	There is an awareness of statutory		
	inclusion duties.	CCF4	
Setting appropriate	Out of class activities are set in line	CCF4	
home learning	with school policies.		

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	of groups 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 o	f PLANNIN	G			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										*	*	*	*	*	*

											of ASSESS	SSESSMENT 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