

**Covid 19 ITE contingency planning**

**Summary of responses from ITE providers**

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| **Issue** | **Contingency plans** | **Implications for compliance** |
| *e.g. Not possible for students to spend 120 days in school* | *XX number of placement days to take place virtually* | *No issues, provided WG sanctions virtual placements* |
| Not possible for Students to attend for 120 days in school | 10 days to take place virtually | Discussed and agreed with WG |
| Additional adults not allowed in schools therefore students unable to attend schools. | In-school placements to begin in January.  2 weeks of virtual placement in December.  Annual time table revised. Course to start in October and completion mid-June. | Reduction of days in school on placement. Discussed with and agreed with WG |
| Possibility-  School / class closure.  Temporarily ( 1- 5 days) | Blended learning in accordance with school policy | OK as long as sanctioned by WG |
| School / class closure.  Over a prolonged period ( 10 + days) | Blended learning in accordance with school policy | No issues provided it is sanctioned by the WG |
| Trainee has to self-isolate due to illness from Covid 19. Unable to teach because of symptoms.  Schools who have agreed to train are reluctant to take trainees because of increase in Covid 19 transmission. | If more than 10 school days lost the trainee may require further time at a school. This is at the discretion of the exam board.  Attempt to find additional schools- This may be outside of region. | Trainee to complete additional days at a school. |
| University based training reduced face to face hours. | Currently planned as planned as Synch, A-synch and face to face (same room) sessions. Face to face = 13 hours a week. |  |
| University based training- if there are changes to Covid 19 restrictions. | All training will pivot to online learning. |  |
| School’s capacity to engage with usual partnership work / intense partnership working may be impacted by staff absence or changes to ways of working (e.g. online working only) which allow for less flexibility for staff to engage. One particular example is in relation to recruitment. e.g. school staff will not be involved in all student teacher interviews, nor will they be held on school site (as per accreditation) but rather online. | Move to online Partnership meetings.  Establishment of a C-19 Response Group with school-based partners to discuss school’s capacity for ongoing partnership work.  Agreement from school-based staff from Recruitment sub-group and others to support a moderation process of student teacher interviews.  To be discussed at partnership meeting – as it is a two year programme, we could request that schools currently supporting a student teacher extend into placement 2. A second school could be arranged in year 2 of programme. This is more problematic for Salaried student teachers who teach their own timetables in year 2. | Online format of interviews to continue with some input from school-based staff. Partnership deems it too intensive for school based staff to be involved in all student teacher interviews which currently take an individual online format. No issues as long as there is flexibility around the involvement of school-based partners in the recruitment process.  Flexibility around the requirement to spend time in two schools would be helpful, particularly in relation to our Salaried student teachers. |
| |  | | --- | | Student teachers may not be able to spend 120 days’ in school.  Significant variation of student school experience as we are a pan-Wales programme e.g. student teachers in SE Wales may see regular ‘lock downs’ whereas student teachers in Ceredigion may teach face to face for the whole placement.  Student teachers who have caring or parental responsibilities may not be able to secure childcare in the event their dependents are required to self-isolate. We have more flexibility with our part time students but salaried students will need to follow school policy. Due to their responsibilities, student teachers may not be able to undertake practice learning activities even if homeworking.  Student teachers who were previously shielding or a close-contact of someone shielding may feel more anxious/worried about attending school. (What would happen if shielding status is re-introduced in light of rising cases?) | | Model is dependent on the role of the Practice Tutor – a school based member of Lead Partner school staff who is released to observe and assess student teachers in Associate/Employer schools within the cluster.  We expect variability in head teacher agreement to either releasing staff to attend and/or receive staff from another school site. This may be more/less impacted on dependent on whether schools are in localised lock down situations. Again, as pan-Wales programme, this will cause movement of staff across the system. | | Comprehensive definition of Practice Learning which encompasses blended and distance approaches (see below) developed to support student teachers online learning.  Tracking of student teacher experience via e-portfolio. Additional tutor meetings (online).  Student teacher FAQ document drafted and Extenuating Circumstances policy signposted to students.  Student FAQ and other documents signposts university wellbeing services and TogetherAll service.  Deferral may be possible for some student teachers.  Partnership to develop a model of PT visit which could be undertaken virtually (there are difficulties around whether this could be a lesson observation however). | Most issues would be resolved if previous discussions around flexible definitions of practice learning are adopted.  Some flexibility around the minimum numbers of days would be helpful for those students who either experience absence due to contracting C-19 or have parental/caring responsibilities.  WG guidance welcomed for students teachers who are in similar circumstances (or flexibility around minimum days).  Flexibility around the assessment of lesson observations for schools in localised lock down areas. This could also impact other university provider visits to schools. |
| Not possible for students to spend 120 days in school physically. | Broader definition of ‘school experience’ will be used in the autumn term. There are 15 school placement days in the autumn term on PGCE secondary and primary programmes. | No issues. WG already sanctioned the broader definition of ‘school experience’. |
| Potential for a minority of students to be deemed in the higher risk category and becoming very ill should they become infected with Covid-19. | All student teachers will complete a work assessment tool. Those at a higher risk will be considered by the central university health and safety team and mitigation will be put in place to reduce the risk wherever possible. | It might not be possible for those students in the high risk category to attend school at all – we don’t know if there are any at this stage. It might be that these students will have to defer their placement until it is deemed safe for them to attend school. |
| Travel to placements (when physical placements start). | All student teachers will complete a ‘travel to placement form risk assessment’. For student teachers who are considering sharing lifts they will be directed to the recent Welsh government guidance and relevant mitigations will be put in place. | It is possible that some students will be unable or not willing share lifts. This could leave some unable to get to their placements. |
| Local lock downs. | Risk assessments to account for this. In addition,  XX number of placement days to take place virtually | It is possible that additional complications might arise   1. Student teachers might be nervous of crossing a border into a local lockdown area   Student teachers might be stopped when they cross a border into a local lock down area. A card stating that they are a member of teaching staff as such have key worker status will alleviate this situation. |
| School closure or class with students teacher isolating. | All schools will have the broader definition of ‘school experience’ where placements can revert back to being virtual. | No issues, provided WG sanctions virtual placements using a broader definition of ‘school experience’ |
| Potential for student teachers to be infected on placement with Covid-19. | All schools would have completed a generic covid-19 risk assessment and signed a declaration with university to acknowledge this. | No issues |
| Potential for student teachers to be infected in University with Covid-19. | The University has put several mitigations in place including, for example,   * All students will only have a maximum of 4 hours a week on campus * Completed a risk assessment of the full campus * Limited room capacity numbers and total number of people allowed on campus at any one point * Masks to be used in corridors | No issues |
| Student teachers having to self-isolate | Placements to revert back to virtual using the broader definition of ‘school experience’. | No issues, provided WG sanctions virtual placements using a broader definition of ‘school experience’ |
| Not possible to interview applicants in-person on campus due to continued Covid-19 restrictions. | Online recruitment to continue for 2021 recruitment cycle. | No issues, provided in-line with WG guidance. |
| Schools to play a prominent part in recruiting student teachers p.12 | School partners interviewing where possible but very limited due to challenges of Covid19. | No issues, provided in-line with WG guidance. |
| Not possible to allow applicants onto campus to access equivalency support and sit online tests. | Literacy and numeracy skills are assessed during year 1 of the course, in-line with 2019-20 temporary guidance for ITE partnerships. | No issues, provided in-line with WG guidance. Substantial risk to recruitment if this isn’t sanctioned. |
| Observations of student teachers by tutors, QA leads, senior mentors or anyone outside student’s bubble not possible. | Lessons can be recorded/live-streamed where possible for observation and feedback but this is dependent on IT equipment in schools and is not equitable. Expectations in-line with assessment framework are clear and mentor development sessions plus close online communication within partnership reinforces consistency. | No issues, provided in-line with WG guidance. However, risk to quality assurance of lesson observations by mentors. |
| Student teachers are unable to observe a wide range of other teachers/groups of learners/classes (p.15) due to ‘bubble’ arrangements in schools. | Lessons can be live-streamed/recorded where possible for observation and feedback but this is dependent on IT equipment in schools and is not equitable. | No issues, provided in-line with WG guidance. |
| Engagement in enhancement/enrichment/wider school experiences (p.15) are severely limited which could pose a risk to student teachers meeting QTS descriptors due to Covid-19 risk assessments and ‘bubble’ formation. | Engagement in-person where social distancing is possible. Digital engagement where possible. | No issues, provided in-line with WG guidance. |
| Students welcomed into schools for SE1 and SE2 | Weeks including intermittent days prior to commencing SEs will include online lectures for remaining days to minimise socialising and reassure schools. |  |
| Not possible for students to enter schools for a SE | A robust set of online tasks will be undertaken to evidence against professional teaching standards. | No issue as long as no stipulation on number of physical days in school. |
| Not possible for entire cohort of students to spend 120 days in school | Three programme delivery scenarios have been presented to the partnership schools to plan for potential Covid-19 infection peaks both pre- and post- Christmas. This allows for the rescheduling of events to maximise school placement opportunities.  The partnership is developing Blended Learning practice and theory (PaT) sessions that will equip the student teachers to deliver teaching sessions to pupils using virtual technology. | Should placements not be possible pre-Christmas then it will reduce the number of days below the required 120.  No issues, provided WG sanctions a reduction in the required 120 school based placement days and accepts that virtual placements can be included in the overall total. |
| Recruitment:  Not possible to undertake face-to-face activity eg speaking to subject cohorts in university/ Open evenings | The University Schools Partnership has established a series of marketing and recruitment events such as Virtual open days and virtual information sessions. The open days target students across the UK and those already based at the University. Information sessions are used to raise awareness of the programme both within and external to the University. Teachers take part in these activities.  The marketing and recruitment team will use social media and other digital platforms to attract candidates to the teaching profession.  Targeted digital media campaigns were particularly successful in recruiting to the 2020/21 intake. The same methods will be deployed to recruit to the 2021/22 intake and feedback will be taken from current cohort about best marketing /communication options.  The partnership will continue to liaise with Welsh Government and the EWC to leverage joint marketing initiatives and to gain access to additional funding opportunities to support its recruitment activities. | No issues anticipated, providing potential applicants have access to appropriate technology. |
| Interview days:  Not able to take place in school, face-to-face or as groups.  Challenge to ensure school partners fully engaged in process | Online interviews, with school partners joining for group discussion tasks.  Clear and effective protocols were implemented in 2019/20 for online interviews e.g., with reference to ID checks etc.  Will continue to review and enhance its online interview approach, processed prior to the UCAS ITE application date for the 2021/22 intake. | No issues anticipated providing potential applicants have access to appropriate technology |
| Equivalency tests: not able to attend face-to-face tutorials or take test in person | Will continue to develop and deliver online tuition and tests in 2020/21.  Alternatively, and with the agreement of the Welsh Government, we will continue with a testing process that runs parallel to programme delivery in 2021/22. | No issues providing WG extends flexibility to complete these during the course of the programme, and providing students have access to appropriate technology |
| Students in self-isolation | Access to online content (live and asynchronous) during university based-sessions, and opportunity to support online teaching provision during placement.  Where possible, student teachers that have missed placement days due to self-isolation will be placed back into schools following the completion of the ‘normal programme’ calendar (June /July).  Student teachers that find themselves in this situation will be subject to the SUSP Support and Intervention process/policy. | No issues anticipated, providing students have access to appropriate technology and engage with sessions |
| Some students not able to spend 120 days in school due to year group/ local/ regional/ lockdown | Developing Blended Learning practice and theory (PaT) sessions that will equip the student teachers to deliver teaching sessions to pupils using virtual technology.  Where possible, student teachers that have missed placement days due to local lockdown will be placed back into schools following the completion of the ‘normal programme’ calendar (June /July).  Student teachers that find themselves in this situation will be subject to the SUSP Support and Intervention process/policy. | No issues, provided WG sanctions virtual placements and has flexibility in number of days needed, and recognises this might be different amongst the cohort |
| Subject tutors contract virus.  Practice and Theory Days unable to take place in schools | Our scenario planning is such that the majority of the subject based training is front-loaded to minimise the impact caused by an autumn / winter peak in Covid-19 cases.  The team has considerable experience and can share responsibilities for the delivery of cross-curricular activities. Such large group activities will be delivered using virtual technology.  Subject tutors will share additional observation and assessment burden and will utilise the subject experience of teachers and senior mentors across the network of schools.  The partnership has already undertaken a risk assessment of all elements of the programme delivery to minimise inter school movement of student teachers. This includes the on-line delivery of the Practice and Theory sessions. | Will work with the schools via its governance structure to minimise the risk of sickness within the team and its impact on delivery. |
| Tutors unable to visit schools to undertake observational visits | ITE Partnership Forum will continue to monitor, assess and adjust the processes and procedures for subject tutor observations of student teachers on placement. If necessary movements between schools will be limited (or stopped) and virtual technology and recorded observations will be utilised for assessment of student teachers. |  |
| Students unable to undertake close-to-practice research activity | Alternative desk-based research-based opportunities will be utilised. For example, research that focuses on an assessment of literature and/or utilise secondary data sources. Alternatively, traditional methods (questionnaires, structured/unstructured interviews) will be undertaken minimising contact between individuals and groups. | No issues anticipated provided Learning Objectives of assessment can be fully met |
| Students may find evidencing all Professional Teaching Standards challenging if unable to attend placement provision | Identify alternative appropriate sources of evidence in discussion with tutors and mentors.  Programme content to ensure links to standards made explicit | Identify alternative appropriate sources of evidence in discussion with tutors and mentors.  Programme content to ensure links to standards made explicit |
| Not possible for students to spend 120 days in school:   * Whole school lockdown * Class lockdown * Student teacher considered to be high-risk | XX number of placement days to take place virtually  Micro teaching  Preparing online resources | No issues, provided WG sanctions virtual placements  We would need greater clarity on what constitutes ‘school experience’  We would have to consider the equity considerations given the different lockdown scenarios  There is a variation in what schools are offering in their blended learning model – not all are offering synchronous. |
| Schools may be not be able to offer placements |  |  |
| Not possible for student-teachers to meet in Lead School for ‘bridging’ activity | Bridging takes place online with some adaptation to model | Model as presented in accreditation document will need adaptation |
| Formative support and observation offered by tutors cannot take place if schools limit visitors | Formative discussions can take place online | Tutors will not be able to offer co-coaching, co-teaching in the live environment so the graduated introduction to teaching would need a rethink |
| Research Lesson Study Assignments | Use video footage to support the co-reflection  Adapt methodology in relation to gathering pupil data | Lesson study is noted as a methodology and will need some flexibility |
| Not possible for students to spend 120 days in school | XX number of placement days to take place virtually | No issues, provided WG sanctions virtual placements. However, students on PGCE programmes risk having no/very limited in-class experience. |
| Not possible to interview applicants in-person on campus due to continued Covid-19 restrictions. | Online recruitment to continue for 2021 recruitment cycle. | No issues, provided in-line with WG guidance. |
| Schools to play a prominent part in recruiting student teachers p.12 | School partners interviewing where possible but very limited due to challenges of Covid19. | No issues, provided in-line with WG guidance. |
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