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**Secondary Handbook Spring 2**

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**Secondary Handbook**

**Spring 2**

**Guidance**for Professional Tutors and Mentors

|  |  |
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| **Trainee Name:** |  |
| **School:** |  |
| **Professional Tutor:** |  |
| **Mentor:** |  |

** Key Information**

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| **Mike Shorten:**  CEO Bishop Hogarth Catholic Education Trust |
| **Monita Atkinson:** Vice-Principal Carmel College. |
| **Monica Shepherd:** Director of ITT (Initial Teacher Training) and Secondary Lead  01325 523 **460**  **e-mail: mshepherd**@carmel.bhcet.org.uk |
| **Iain Knox:** Primary Lead and Primary School Improvement  01325 523 **460**  **e-mail: iknox**@carmel.bhcet.org.uk |
| **Lily Bonas:**  Administrator  01325 523 **474**  **e-mail: lbonas**@carmel.bhcet.org.uk |

**Core Training Requirements**

1. Professional Tutor (PT) to monitor and quality assure the trainee experience and development throughout the training year.
2. PT to facilitate opportunities for the Mentors to meet, support and observe their trainees on a weekly basis, as outlined in the School Agreement and Training Handbooks.
3. Mentor to meet with their trainee **for a minimum of one hour of training per week** to review progress and set weekly targets as outlined in the Training Handbooks.
4. Training Handbooks to be used by all schools.
5. **ITT Core Content Framework** to be embedded in all aspects of training (school-based and central) <https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework>
6. Clear links to be drawn between central and school-based training.
7. Class teacher (CT) or Mentor to be present in the classroom with the trainee for the first term and in second school placement for the first week as a minimum, unless salaried. CT or Mentor to offer support and feedback both formally and informally.
8. Assessment strategies to be included in all curriculum-based training.
9. Ongoing reflections and evaluations of training and classroom practice (recorded in Reflective Journals, in lesson evaluations and post training evaluations).
10. Academic study time to be protected.
11. PT to check that all documents are completed and signed off before the final PLT (Partnership Link Tutor) visit in May and final file submission.

**Suggested teaching commitment for this half term- approximately 40% timetable allocation that is, 8-10 planned and taught lessons inclusive of small groups and whole classes per week, based on 4 days not 5.**

**Training Programme**Spring 2 Overview

**CTTP (Carmel Teacher Training Partnership) Spiral Curriculum**

**The Role of the Mentor/PT**

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| **School-Based Training** | * Organise focused observations (joint when possible) * Review focused observations and deconstruct observed approaches. * Use Training Handbook, review central training sessions and discuss academic reading. Review impact of central training on trainee’s Teaching and Learning. * Rehearse, practice, and give feedback on related skills. |
| **Academic Study** | * Protect directed study time (2 hours / week) * Be aware of and familiar with trainee’s reading noted in handbook and training materials. |
| **Central Training** | * Be aware of weekly training focus. * Check training files half-termly. |

**Spring 2 Training Foci (Central Training)**

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|  | **High Expectations & Managing Behaviour** | |  | | **Pedagogy** | |  | **Curriculum** |  | | **Assessment** |  | **Professional Behaviours** |
| **TS1** | | **TS7** | **TS2** | **TS4** | | **TS5** | **TS3** | | | **TS6** | | **TS8** | |
| * Post-16/Higher level GCSE experience | | | * PGCE: Planning for Progress (2) * Adaptive teaching | | | | * Subject Knowledge | | |  | | * Academic Writing * Working in other phases | |

**Training Programme**Teaching and Training Schedule

**Suggested teaching commitment for this half-term:** 

50% timetable allocation (approx. **8-10 60-min. planned and taught lessons / week** or equivalent).

**Timetable requirements:**

2 hours protected **Academic Study Time**

1 hour protected **Mentor Training**   
KS3 and KS4 (KS5 experience where possible)   
**1-2 day(s) KS2 Experience organised by Trainee or the Professional Tutor**

**PLT Visit Window:**

l Monday **20th March** **–** Friday **31st March** 2023 (exc. Thursdays)

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| **Include a focused observation:** Year 7 Teaching (Appendix 4.1) | | | | | |
| **Organise KS2 Experience this week** | | | | | |
| **Week 22**  c/ 28/02/22 | Lesson **1** | Lesson **2** | Lesson **3** | Lesson **4** | Lesson **5** |
| **Monday** |  |  |  |  |  |
| **Tuesday** |  |  |  |  |  |
| **Wednesday** |  |  |  |  |  |
| **Thursday** | **Central Training:** PGCE (Post Graduate Certificate in Education) Module 2: Planning for Progression (2) | | | | |
| **Friday** |  |  |  |  |  |

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| **Include a focused observation:** PSHE Teaching (Appendix 4.2) | | | | | |
| **Organise a Joint QA Observation (Mentor – PT/CT)** | | | | | |
| **Week 23**  c/ 07/03/23 | Lesson **1** | Lesson **2** | Lesson **3** | Lesson **4** | Lesson **5** |
| **Monday** |  |  |  |  |  |
| **Tuesday** |  |  |  |  |  |
| **Wednesday** |  |  |  |  |  |
| **Thursday** | **Central Training:** PHSE, SRE, RE (Religious Education), Citizenship etc. | | | | |
| **Friday** |  |  |  |  |  |

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| **Include a focused observation:** Post-16 Teaching (Appendix 4.3) | | | | | |
| **Week 24**  c/ 13/03/23 | Lesson **1** | Lesson **2** | Lesson **3** | Lesson **4** | Lesson **5** |
| **Monday** |  |  |  |  |  |
| **Tuesday** |  |  |  |  |  |
| **Wednesday** |  |  |  |  |  |
| **Thursday** | **Study Day: Academic Writing (change from published calendar)** | | | | |
| **Friday** |  |  |  |  |  |

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| **Include a focused observation:** Adaptive Teaching (Appendix 4.4) | | | | | | |
| **PLT Visit 4 Window** | **Week 25**  c/ 20/03/23 | Lesson **1** | Lesson **2** | Lesson **3** | Lesson **4** | Lesson **5** |
| **Monday** |  |  |  |  |  |
| **Tuesday** |  |  |  |  |  |
| **Wednesday** |  |  |  |  |  |
| **Thursday** | **Central Training: PGCE Tutorial Week** | | | | |
| **Friday** |  |  |  |  |  |

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| **PLT Visit 4 Window** | **Week 26**  c/ 27/03/23 | Lesson **1** | Lesson **2** | Lesson **3** | Lesson **4** | Lesson **5** |
| **Monday** |  |  |  |  |  |
| **Tuesday** |  |  |  |  |  |
| **Wednesday** |  |  |  |  |  |
| **Thursday** | **Central Training:** Study Day: Academic Writing | | | | |
| **Friday** |  |  |  |  |  |

**Key Dates**

**PGCE On-line Tutorials**   
Week commencing 20/03/2023

**Weekly Training Guidance**Ongoing Weekly Tasks (for Mentor Training)

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|  | **Weekly Tasks:** |  |
| **1. Teaching and Learning (Target Review and Setting)**  **Discuss and review trainee teaching experience this week and review last session’s targets.**  Check Reflective Journal and sign off last session’s targets. Ensure congruence with Training Handbook.  Add review comment and evidence in Training Handbook.  Discuss and agree new targets for the week ahead based on:  • teaching and learning for that week (lesson observations),  • a discussion regarding student progress.  Discuss strategies to achieve the above and define clear actions and success criteria as well as the support that will be made available to the trainee.   **Record the targets in the Training Handbook. The trainee needs to record the same targets in their Reflective Journal AND record the notes of their mentor meeting.**  **2. On-going evidence for Gateway 2**  Trainees are encouraged to review and annotate this document on a weekly/regular basis with their mentor and/or PT.  **Review and discuss this week’s recorded evidence. Ensure it is accurate, relevant, specific, and dated.**  **If your trainee is struggling to make progress, please notify the Central CTTP team and highlight your cause for concern.**  **3. Impact and Outcomes of Central Training**  **Discuss with trainee the impact and outcomes of their central training.**  Agree with the trainee how to consolidate and continue this training in school  **4. Student Progress**  Support trainee to track, evaluate and evidence the impact of their teaching on student progress and learning over time.  The trainee is required to select a minimum of 3 students who display a range of ability, educational needs and language differences and track, over the half term, their academic progression through assessment. They will need to evaluate and evidence the impact of their teaching on student progress and learning over time. Over the period of tracking the trainee is to identify the barriers to learning and critically evaluate in their Reflective Journal strategies to overcome these.  **Advise ‘how’ to track the students and encourage the trainee to speak to the class teacher, plus additional adults such as learning support assistants/ teaching assistants who may also be supporting the student.**  **5. Wellbeing and Workload**  **Discuss wellbeing, time, and workload management with trainee.**  Consider the trainees workload overall – lesson planning and teaching, academic study, and strategies to manage a work /life balance. | | | |

**Return to Main Placement Targets**

Target Setting Document

**Copy targets agreed by Trainee and SSP Mentor at the end of Spring 1.**

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| **Targets** | **Actions to access the target (next steps) in main school** | **Success Criteria (identify related Standard)** |
| **Target 1** |  |  |
| **Evidence:** | | |
| **Target 2** |  |  |
| **Evidence:** | | |
| **Target 3** |  |  |
| **Evidence:** | | |

**Targets Week 22**   
Week commencing 27/02/23

*CTTP consider that the quality of trainee’s teaching should be judged by the impact on student progress and learning over time.*

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| **Target 1** (Focus on maximising impact of teaching on students’ progress) | | |
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| **Actions and Support to access Target** | **Success Criteria** | **Related TS** |
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| **Review comment** | **Evidence** | |
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| **Target 2** (Focus on teaching and learning) | | |
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| **Actions and Support to access Target** | **Success Criteria** | **Related TS** |
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| **Review comment** | **Evidence** | |
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| **Target 3** | | |
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| **Actions and Support to access Target** | **Success Criteria** | **Related TS** |
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| **Review comment** | **Evidence** | |
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**Training Week 22**Week commencing 27/02/23

**Professional Tutor**

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| **To Do This Week** | **$** |
| **R Weekly Tasks:**  ​​☐​ Review the on-going evidence for Gateway 2.  **If your trainee is struggling to make progress, please notify the Central CTTP team and highlight your cause for concern.**  ​​☐​ Discuss wider reading/writing carried out this week.  How does their study relate to and impact on their practice? Remind trainee that they have access to all online library resources through Leeds Trinity University, Carmel Learning Resource Centre, and Chartered College via LTU.  **1. Return to Main Placement**  ​​☐​ **Review of SSP: discuss their SSP targets and the progress they made towards them. Discuss the training received during their SSP. Discuss further areas for development to be considered.** | |

**Training Week 22**   
Week commencing 27/02/23

**Mentor**

**This Week’s Training Focus**

*Either…*

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| **Personalised Training Focus**  Based on trainee’s Initial Needs Analysis, Subject Audits, and emerging needs. |  |
| **Training Focus:** *Refer to Individual Training Plan*  *Notes:* | |

*Or…*

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| **Suggested Training Focus** |  |
| **Focus:** Assessment for Learning   Review **Focused Observation** from Week 21 on **Assessment for Learning** and deconstruct with trainee the various approaches they observed.   Discuss **Impact of Central Training** from Week 3 on **Assessment Strategies** and identify future training needs in this area and record in ITP.  Discuss their **Follow-up Reading** “Working inside the Black Box.” What will be the impact on their practice?  **Discuss with trainee**:  • The impact the central training session has had/will have on their classroom practice.  **• How to plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding (e.g., by using hinge questions to pinpoint knowledge gaps).**  **• How to check prior knowledge and understanding during lessons.**  • How to structure tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g., by using common misconceptions within multiple-choice questions).  • How to prompt pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding.  • How to monitor pupil work during lessons, including checking for misconceptions.  **Direct trainee to:**  • Plan with support and deliver a lesson focusing on questioning and AfL strategies.  **Assigned Reading (Autumn 1)**  **Embedding Formative Assessment**, Speckesser et al., 2018  <https://educationendowmentfoundation.org.uk/public/files/EFA_evaluation_report.pdf>  **Working inside the Black Box: Assessment for Learning in the Classroom**, Black et al., 2004  [https://www.researchgate.net/profile/Dylan\_Wiliam/publication/44835745\_Working\_Inside\_the\_Black\_Box\_Assessment for\_Learning\_in\_the\_Classroom/links/0c9605262f88548687000000/Working-Inside-the-Black-Box-Assessment-for-Learning-in-the-Classroom.pdf](https://www.researchgate.net/profile/Dylan_Wiliam/publication/44835745_Working_Inside_the_Black_Box_Assessment%20for_Learning_in_the_Classroom/links/0c9605262f88548687000000/Working-Inside-the-Black-Box-Assessment-for-Learning-in-the-Classroom.pdf)    *Notes:* | |

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| **To Do This Week** | **$** |
| **R Weekly Tasks:** *(full guidance on page 12)*  ​​☐​ Teaching and Learning (target review and setting).  ​​☐​ Review the on-going evidence for Gateway 2.  ​​☐​ Discuss the impact and outcomes of Central Training.  ​​☐​ Discuss Student Progress Tracking.  ​​☐​ Discuss well-being and workload.  **1. Return to Main Placement**  ​​☐​ Discuss the trainee’s timetable including classes to be taught, the curriculum, SEND, resources available and access arrangements.  ​​☐​ **Review of SSP: discuss their SSP targets and the progress they made towards them. Discuss further areas for development to be considered**.  ​​☐​ Pre-return to main placement preparation - what has the trainee done in preparation for returning to their main placement? What are their targets for this half-term and how can they be met (**record Return to Main Placement targets in Mentor Handbook (p. 13) and update accordingly**)  ​​☐​ Discuss the trainee’s updated subject audit to be aware of trainee’s continued subject knowledge developmental needs within your own setting.  ​​☐​ Agree the trainee’s training plan/schedule for the rest of the term, with reference to their personalised targets and from your discussion with their mentor last half-term. Complete the weekly timetables at the front of the handbook.  ​​☐​ â **Direct trainee to:**   - **Complete the Second School Placement Reflection at the end of their Reflective Journal.**  - Consider the focus of observations in classes and complete the relevant focused observations.  - Speak to their class teacher re: SEND students in their class and current provision.    **2. Quality assurance – Joint Observation Mentor/Class Teacher or Mentor/PT**  ​​☐​ Organise a Joint Observation with a Class Teacher or Professional Tutor to be carried out in Week 23.    **2. Focused Observation: PSHEE Teaching (Appendix 4.2)**  ​​☐​ Organise for the trainee to observe in Week 23 (jointly with mentor if possible) a lesson or part of a PSHEE lesson in which an expert colleague will demonstrate how to effectively facilitate discussions and activities around sensitive personal issues.    *Notes:* | |

**Targets Week 23**   
Week commencing 06/03/23

*CTTP consider that the quality of trainee’s teaching should be judged by the impact on student progress and learning over time.*

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| **Target 1** (Focus on maximising impact of teaching on student progress) | | |
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| **Actions and Support to access Target** | **Success Criteria** | **Related TS** |
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| **Review comment** | **Evidence** | |
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| **Target 2** (Focus on teaching and learning) | | |
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| **Actions and Support to access Target** | **Success Criteria** | **Related TS** |
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| **Review comment** | **Evidence** | |
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| **Target 3** | | |
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| **Actions and Support to access Target** | **Success Criteria** | **Related TS** |
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| **Review comment** | **Evidence** | |
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**Training Week 23**Week commencing 06/03/23

**Professional Tutor**

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| **To Do This Week** |  |
| **R Weekly Tasks:**  ​​☐​ Review the on-going evidence for Gateway 2.  **If your trainee is struggling to make progress, please notify the Central CTTP team and highlight your cause for concern.**  ​​☐​ Discuss wider reading/writing carried out this week.  How does their study relate to and impact on their practice? Remind trainee that they have access to all online library resources through Leeds Trinity University, Carmel Learning Resource Centre, and Chartered College via LTU.  **1. Preparation for PLT 4 Visit**  ​​☐​ Look out for an email from your Partnership Link Tutor who will contact you to arrange a visit. Internal quality assurance: carry out a joint observation of the trainee with the mentor beforehand.  ​​☐​ Liaise with the mentor and check the list of documentation required for the PLT visit are completed prior to the meeting (listed within the PLT document emailed to you).  ​​☐​ Meet with the mentor to review progress in meeting “Return to Main Placement” targets (p. 13) and to agree next steps.  ​​☐​ Mentor to complete the Trainee Progress Report before the PLT meeting and share this with your trainee prior to the PLT 4 meeting. PT and Mentor need to agree progress against Gateway 2.  ​​☐​ Trainee to update online files and bring physical files along to the meeting to review prior to PLT meeting - are they organised? Check all trainee files are up to date, with a matrix (verified).  ​​☐​ Check with the trainee, their on-going Trainee Progress Record Spring Term Gateway 2 document is up to date.  ​​☐​ Review trainee audits.  ​​☐​ Agreewho will do the joint observation with the PLT- you or the Mentor? | |

**Training Week 23**   
Week commencing 06/03/23

**Mentor**

**This Week’s Training Focus**

*Either…*

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| **Personalised Training Focus**  Based on trainee’s Initial Needs Analysis, Subject Audits, and emerging needs. |  |
| **Training Focus:** *Refer to Individual Training Plan*  *Notes:* | |

*Or…*

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| **Suggested Training Focus** |  |
| **Focus:** KS2 Provision & Transition   Review **KS2 Experience** and the **“Year 7 Teaching” Focused Observation (Appendix 4.1)** in Week 22 and deconstruct with trainee the various approaches they observed.  **Discuss with trainee**:  The Teaching & Learning observed at KS2 and how it compares with that seen in the Year 7 Teaching Focused Observation.  The expectations and standards of presentation/quality of work expected at KS2 and how it compares with that seen in the Year 7 Teaching Focused Observation.  The key concept thresholds covered in the KS2 schemes of work and how this is built onto in the school’s KS3 schemes of work.  How to effectively manage KS2-KS3 transitions (sharing of information, collaboration of staff, etc.)  **Direct trainee to:**  Complete the KS2 Experience reflection in their Reflective Journal.  **Suggested Reading**  Subject-Specific KS2 Programme of Study  <https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>    *Notes:* | |

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| **To Do This Week** |  |
| **R Weekly Tasks:** *(full guidance on page 12)*  ​​☐​ Teaching and Learning (target review and setting).  ​​☐​ Review the On-going Trainee Standards’ Evidence Record Spring Term Gateway 2.  ​​☐​ Discuss the impact and outcomes of Central Training.  ​​☐​ Discuss Student Progress Tracking.  ​​☐​ Discuss well-being and workload.  **1. SSP Preparation for PLT 4 Visit**  ​​☐​ Ensure all online/physical files and documents are completed and ready for PLT 4 meeting.  ​​☐​ Check evidence files in preparation for PLT 4 meeting - are they organised and has **Matrix A** been completed ready for the PLT to sign off?  ​​☐​ Check trainee progress towards Gateway 2 and trainee evidence.  ​​☐​ Review Trainee **audits**.  ​​☐​ Review trainee progress in achieving their **Return to Main Placement targets (p. 13).**  ​​☐​ Complete and share the **Trainee Progress Report** with trainees prior to the PLT 4 meeting.  ​​☐​ Check which class trainees are going to teach for the PLT visit and what resources they will need. Look at lesson planning together and what the trainee intends to teach for the PLT visit.Trainee should have brought some ideas with them.    **2. Quality assurance – Joint Observation Mentor/Class Teacher or Mentor/PT**  ​​☐​ Carry out a joint observation with a Class Teacher or Professional Tutor.    **3. Focused Observation: Post-16 Teaching (Appendix 4.3)**  ​​☐​ Organise for the trainee to observe in Week 24 (jointly with mentor if possible) a lesson or part of a lesson in which an expert colleague will demonstrate a range of effective phase-appropriate teaching and learning strategies that promote critical thinking, independent study skills and long-term retention to prepare students for the linear A-Level exams.    *Notes:* | |

**Targets Week 24**   
Week commencing 13/03/23

*CTTP consider that the quality of trainee’s teaching should be judged by the impact on student progress and learning over time.*

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| **Target 1** (Focus on maximising impact of teaching on students’ progress) | | |
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| **Actions and Support to access Target** | **Success Criteria** | **Related TS** |
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| **Review comment** | **Evidence** | |
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| **Target 2** (Focus on teaching and learning) | | |
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| **Actions and Support to access Target** | **Success Criteria** | **Related TS** |
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| **Review comment** | **Evidence** | |
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| **Target 3** | | |
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| **Actions and Support to access Target** | **Success Criteria** | **Related TS** |
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| **Review comment** | **Evidence** | |
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**Training Week 24**Week commencing 13/03/23

**Professional Tutor**

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| **To Do This Week** | **$** |
| **R Weekly Tasks:**  ​​☐​ Review the On-going Trainee Progress Record Spring Term Gateway 2.  **If your trainee is struggling to make progress please notify the Central CTTP team and highlight your cause for concern.**  ​​☐​ Discuss wider reading/writing carried out this week.  How does their study relate to and impact on their practice? Remind trainee that they have access to all online library resources through Leeds Trinity University, Carmel Learning Resource Centre, and the Chartered College via LTU.  **1. Preparation for PLT 4 Visit (Continued)**  ​​☐​ Look out for an email from your Partnership Link Tutor who will contact you to arrange a visit. Internal quality assurance: carry out a joint observation of the trainee with the mentor beforehand.  ​​☐​ Liaise with the mentor and check the list of documentation required for the PLT visit are completed prior to the meeting (listed within the PLT document emailed to you).  ​​☐​ Meet with the mentor to review progress in meeting Return to Main Placement targets (p. 13) and to agree next steps.  ​​☐​ Mentor to complete the Trainee Progress Report before the PLT meeting and share this with your trainee prior to the PLT 4 meeting. PT and Mentor need to agree grades against Gateway 2.  ​​☐​ Trainee to update online files and bring physical files along to the meeting to review prior to PLT meeting - are they organised? Check all trainee files are up to date, with matrix A verified.  ​​☐​ Check with the trainee, their evidence for Gateway 2.  ​​☐​ Review trainee audits.  ​​☐ Agreewho will do the joint observation with the PLT- you or the Mentor?    **2. Wellbeing and Workload**  ​​☐​ Consider the trainees workload overall - lesson planning and teaching, academic study, and a pending PLT visit! (Work-life balance) | |

**Training Week 24**   
Week commencing 13/03/23

**Mentor**

**This Week’s Training Focus**

*Either…*

|  |  |
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| **Personalised Training Focus**  Based on trainee’s Initial Needs Analysis, Subject Audits, and emerging needs. | **¨** |
| **Training Focus:** *Refer to Individual Training Plan*  *Notes:* | |

*Or…*

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| **Suggested Training Focus** | **¨** |
| **Focus:** The Wider Curriculum   Review **Focused Observation** from Week 23 on **PSHE Teaching (Appendix 4.2)** and deconstruct with trainee the various approaches they observed.  **Discuss with trainee**:  Cross-curricular opportunities in your subjects and how to promote out-of-class learning.  Careers and employability links in your subjects and how to plan lessons/activities that will develop students' awareness and skills.  How to effectively facilitate PSHEE lessons, especially around sensitive personal issues.  **Direct trainee to:**  Plan with support and deliver a lesson which links the curriculum to employability and careers.  **Assigned Reading**  Pre**-Reading**: **Personal, social, health and economic (PSHE) education: a review of impact and effective practice**, DfE (Department for Education), 2015  <https://www.pshe-association.org.uk/sites/default/files/u36668/Personal_Social_Health_and_Economic__PSHE__Education_12_3.pdf>  Follow**-Up Reading**: **The Gatsby Benchmark Toolkit**, The Careers & Enterprise Company, 2017  <https://www.thecdi.net/write/543_Gatsby_Benchmark_Toolkit_FINAL.pdf>      *Notes:* | |

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| **To Do This Week** | **$** |
| **R Weekly Tasks:** *(full guidance on page 12)*  ​​☐​ Teaching and Learning (target review and setting).  ​​☐​ Review the On-going Trainee Standards’ Evidence Record Spring Term Gateway 2.  ​​☐​ Discuss the impact and outcomes of Central Training.  ​​☐​ Discuss pupil progress tracking.  ​​☐​ Discuss well-being and workload.  **1. SSP (Second School Placement) Preparation for PLT 4 Visit (Continued)**  ​​☐​ Ensure all online/physical files and documents are completed and ready for PLT 4 meeting.  ​​☐​ Check evidence files in preparation for PLT 4 meeting - are they organised and has **Matrix has** been completed ready for the PLT to sign off?  ​​☐​ Check trainee’s progress against Gateway 2 within **On-going Trainee Standard’s Evidence Record Spring Term Gateway 2** document.  ​​☐​ Review Trainees **audits**.  ​​☐​ Review trainee’s progress in achieving their **Return to Main Placement targets (p. 13).**  ​​☐​ Complete and share the **Trainee’s Progress Report** with trainees prior to the PLT 4 meeting.  ​​☐​ Check what class trainees are going to teach for the PLT visit and what resources they will need. Look at lesson planning together and what the trainee intends to teach for the PLT visit.Trainee should have brought some ideas with them.    **2. Complete Trainee Progress Report**  ​​☐​ Complete Trainee Progress Report, including specific evidence to support your comments, a grading for each standard and a Target Grade for the end of the course. Send it to your Professional Tutor.  **Use the descriptors to support your comments and grading. Ensure that grading reflects the content of the Lesson Observation Matrix.**  **Discuss the content of the report with your trainee, incl. areas of concern. There should not be surprises.**  **Do not share grading before it has been moderated by your Professional Tutor.**    **3. Focused Observation: Adaptive Teaching (Appendix 4.4)**  ​​☐​  Organise for the trainee to observe in Week 25 (jointly with mentor if possible) a lesson or part of a lesson in which an expert colleague will demonstrate the use of a range of adaptive teaching strategies and scaffolds to personalise learning and allow all students, including students with SEND (Special Educational Needs and Disabilities), EAL (English as an Additional Language) (English as an Additional Language) (English as an Additional Language) (English as an Additional Language) or, to access the learning, be stretched, challenged, and make good progress.    *Notes:* | |

**Targets Week 25**   
Week commencing 01/03/23

*CTTP consider that the quality of trainee’s teaching should be judged by the impact on student progress and learning over time.*

|  |  |  |
| --- | --- | --- |
| **Target 1** (Focus on maximising impact of teaching on students’ progress) | | |
|  | | |
| **Actions and Support to access Target** | **Success Criteria** | **Related TS** |
|  |  |  |
| **Review comment** | **Evidence** | |
|  |  | |

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| --- | --- | --- |
| **Target 2** (Focus on teaching and learning) | | |
|  | | |
| **Actions and Support to access Target** | **Success Criteria** | **Related TS** |
|  |  |  |
| **Review comment** | **Evidence** | |
|  |  | |

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| --- | --- | --- |
| **Target 3** | | |
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| **Actions and Support to access Target** | **Success Criteria** | **Related TS** |
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| **Review comment** | **Evidence** | |
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**Training Week 25**Week commencing 20/03/23

**Professional Tutor**

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| **To Do This Week** |  |
| **R Weekly Tasks:**  ​​☐​ Review the On-going Trainee Progress Record Spring Term Gateway 2.  **If your trainee is struggling to meet the standards at a minimum level, please notify the Central CTTP team and highlight your cause for concern.**  ​​☐​ Discuss wider reading/writing carried out this week.  How does their study relate to and impact on their practice? Remind trainee that they have access to all online library resources through Leeds Trinity University, Carmel Learning Resource Centre, and Chartered College via LTU.  **1. Verify and send Trainee Progress Report (TPR)**  ​​☐​ Check the Trainee Progress Report sent by the trainee’s mentor and moderate their grading. Send a copy of the moderated report to CTTP ([mshepherd@carmel.bhcet.org.uk](mailto:mshepherd@carmel.bhcet.org.uk), the trainee’s Partnership Link Tutor, their Mentor and to the trainee.  **If areas of concern are identified, contact CTTP to discuss additional support required.** | |

**Training Week 25**   
Week commencing 20/03/23

**Mentor**

**This Week’s Training Focus**

*Either…*

|  |  |
| --- | --- |
| **Personalised Training Focus**  Based on trainee’s Initial Needs Analysis, Subject Audits, and emerging needs. |  |
| **Training Focus:** *Refer to Individual Training Plan*  *Notes:* | |

*Or…*

|  |  |
| --- | --- |
| **Suggested Training Focus** |  |
| **Focus:** Post-16 Teaching   Review **Focused Observation** from Week 24 on **Post-16 Teaching (Appendix 4.3)** and deconstruct with trainee the various approaches they observed.  **Discuss** “Subject-Specific GCE AS and A-Level Subject Content.” What will be the impact on their practice?  **Discuss with trainee**:  The GCE Subject-Content and how the Department's Curriculum is articulated to develop the relevant skills and content over time.  T&L strategies specific to KS5 (range of activities, behaviour management, monitoring of progress, challenge and differentiation, exam preparation)  How to promote independent study skills and effective notetaking.  How to develop independent research skills and critical thinking.  The trainee’s own Subject Knowledge development to support effective delivery of the KS5 curriculum.  **Direct trainee to:**  Plan with support and deliver a higher-level GCSE or AS / A-Level activity and complete a Higher-level GCSE/KS5 Experience reflection in their Reflective Journal (if applicable)  Investigate university opportunities for students in their subjects.  Attend **their PGCE Online Tutorial (Thursday is a study day this week i.e., Time in lieu to prepare, attend and follow up).**  **Assigned Reading**  **Pre-Reading**: **Inspecting the effectiveness of the 16 to 19 study programmes (pp 68-72)**, OFSTED, 2018  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730127/School_inspection_handbook_section_5_270718.pdf>    *Notes:* | |

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| **To Do This Week** |  |
| **R Weekly Tasks:** *(full guidance on page 12)*  ​​☐​ Teaching and Learning (target review and setting).  ​​☐​ Review the evidence for Gateway 2.  ​​☐​ Discuss the impact and outcomes of Central Training.  ​​☐​ Discuss Student Progress Tracking.  ​​☐​ Discuss well-being and workload.    *Notes:* | |

**Targets Week 26**   
Week commencing 27/03/23

*CTTP consider that the quality of trainee’s teaching should be judged by the impact on student progress and learning over time.*

|  |  |  |
| --- | --- | --- |
| **Target 1** (Focus on maximising impact of teaching on students’ progress) | | |
|  | | |
| **Actions and Support to access Target** | **Success Criteria** | **Related TS** |
|  |  |  |
| **Review comment** | **Evidence** | |
|  |  | |

|  |  |  |
| --- | --- | --- |
| **Target 2** (Focus on teaching and learning) | | |
|  | | |
| **Actions and Support to access Target** | **Success Criteria** | **Related TS** |
|  |  |  |
| **Review comment** | **Evidence** | |
|  |  | |

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| --- | --- | --- |
| **Target 3** | | |
|  | | |
| **Actions and Support to access Target** | **Success Criteria** | **Related TS** |
|  |  |  |
| **Review comment** | **Evidence** | |
|  |  | |

**Training Week 26**Week commencing 27/03/23

**Professional Tutor**

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| --- | --- |
| **To Do This Week** |  |
| **R Weekly Tasks:**  ​​☐​ Review the On-going Trainee Progress Evidence Record Spring Term Gateway 2.  **If your trainee is struggling to meet the standards at a minimum level, please notify the Central CTTP team and highlight your cause for concern.**  ​​☐​ Discuss wider reading/writing carried out this week.  How does their study relate to and impact on their practice? Remind trainee that they have access to all online library resources through Leeds Trinity University, Carmel Learning Resource Centre, and Chartered College via LTU.  **1. Presentation File Organisation**  ​​☐​ Discuss with trainees how to evidence each of the Teachers’ Standards (final assessment term 3 preparation).  ​​☐​ Discuss what to include in their Final Standard Evidence Presentation File which will be submitted next term (Final Assessment):   * All PLT Reports * Progress Report * PGCE Assignments * Matrix (lesson observation summary) * Sequence of lessons for Term 1 (minimum of 3) which supports Gateway 1 - includes lesson plans, minimum 1 observed lesson, resources, pupils work, assessment. * Sequence of lessons for SSP (minimum of 3) which supports second school placement * Sequence of lessons for Final Assessment (minimum of 3) supports final assessment * **Evidence of meeting the Teachers’ Standards e.g.** * **Core Area 1: High Expectations & Managing Behaviour** * Standard Reference Sheet TS1 + 1 piece of evidence per substandard * Standard Reference Sheet TS7 + 1 piece of evidence per substandard   Etc. | |

**Training Week 26**   
Week commencing 27/03/23

**Mentor**

**This Week’s Training Focus**

*Either…*

|  |  |
| --- | --- |
| **Personalised Training Focus**  Based on trainee’s Initial Needs Analysis, Subject Audits, and emerging needs. |  |
| **Training Focus:** *Refer to Individual Training Plan*  *Notes:* | |

*Or…*

|  |  |
| --- | --- |
| **Suggested Training Focus** |  |
| **Focus:** Core Area: High Expectations (TS1) & Managing Behaviour (TS7)  **Discuss with trainee**:  What training have they received to develop understanding and fluency?  What reading have they done around it?  What practical experience have they had that have allowed them to hone the knowledge and skills?  **Direct trainee to:**  Collate evidence for Gateway 2.    *Notes:* | |

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| **To Do This Week** |  |
| **R Weekly Tasks:** *(full guidance on page 12)*  ​​☐​ Teaching and Learning (target review and setting).  ​​☐​ Review the on-going evidence for Gateway 2.  ​​☐​ Discuss the impact and outcomes of Central Training.  ​​☐​ Discuss Student Progress Tracking.  ​​☐​ Discuss well-being and workload.    *Notes:* | |

**Appendix 4.1**  
Observation Guidelines: Year 7 Teaching

(Week 22)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Date: |  | | Class: |  | Topic: |  |
| Describe the following: | | | | | | |
| Teaching & Learning Strategies | |  | | | | |
| Types of tasks | |  | | | | |
| Resources used | |  | | | | |
| Ratio of individual, pair, group, class, and teacher-led activities | |  | | | | |
| Intrinsic & extrinsic motivations strategies used (praise, rewards, etc.) | |  | | | | |
| Expectations & Standard achieved | |  | | | | |
| Amount of new content and skills introduced | |  | | | | |
| Opportunities for creative and higher-order thinking | |  | | | | |
| Behaviour management strategies | |  | | | | |

**Appendix 4.2**  
Observation Guidelines: PSHEE Teaching

(Week 23)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Date: |  | Class: |  | Topic: |  |
| **A.** Describe opportunities for interaction, participation, and engagement. | | | | | |
|  | | | | | |
| **B.** How does the teacher seek students’ views? | | | | | |
|  | | | | | |
| **C.** How does the lesson ensure inclusivity of difference, including other cultures, ethnicity, disability, faith, age, sexual orientation, and gender identity? | | | | | |
|  | | | | | |
| **D.** How is knowledge and engagement evaluated and monitored? How are long-term outcomes assessed? | | | | | |
|  | | | | | |

**Appendix 4.3**  
Observation Guidelines: Post-16 Teaching

(Week 24)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Date: |  | | Class: |  | Topic: |  |
| Describe the following: | | | | | | |
| Teaching & Learning Strategies | |  | | | | |
| Types of tasks | |  | | | | |
| Resources used | |  | | | | |
| Ratio of individual, pair, group, class, and teacher-led activities | |  | | | | |
| Intrinsic & extrinsic motivations strategies used (praise, rewards, etc.) | |  | | | | |
| Expectations & Standard achieved | |  | | | | |
| Amount of new content and skills introduced | |  | | | | |
| Opportunities for creative and higher-order thinking | |  | | | | |
| Behaviour management strategies | |  | | | | |

**Appendix 4.4**  
Observation Guidelines: Adaptive Teaching

(Week 25)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Date: |  | Class: |  | Topic: |  |
| **A.** Class Context | | | | | |
| Prior to the lesson, discuss with teacher the students’ differences, including their different levels of prior knowledge and potential barriers to learning. | | | | | |
|  | | | | | |
| **B.** Types of support from teacher | | | | | |
| Describe how the teacher supports different students in the class to allow them to succeed in the tasks. | | | | | |
|  | | | | | |
| **C.** Maintaining high expectations | | | | | |
| Describe how the teacher adapts the lesson, whilst maintaining high expectations for all, so that all students have the opportunity to meet expectations. | | | | | |
|  | | | | | |
| **D.** Grouping | | | | | |
| Describe how the students are grouped within the class and how this allows for more tailored support. Does the grouping impact on motivation and engagement of the students? | | | | | |
|  | | | | | |

|  |  |
| --- | --- |
| **E.** Teaching | |
| Describe instances when the teacher… | |
| Connects new content to existing knowledge: |  |
| Further breaks down new content for identified students: |  |
| Builds in additional practice: |  |
| Reframes questions to provide greater scaffolding: |  |
| **F.** Working with Colleagues | |
| If Teaching Assistants are present in the class, describe how they are deployed to provide additional or adapted support under the supervision of the class teacher. | |
|  | |