UNIVERSITY of

# PGCE Secondary

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**C.**

The Department for Education (DfE) refers to the preparation of new teachers as Initial Teacher Training (ITT). Ofsted refer to Initial Teacher Education (ITE). When referencing the DfE - ITT is used in this booklet. When referencing Ofsted - ITE is used. As the terms education and training are different, but not mutually exclusive the term ITTE (Initial Teacher Training and Education) is used in relation to the PGCE secondary course at the University of Worcester.

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This guidance provides the essential information about the University of Worcester

This guidance should be read in conjunction with the 'Inspiring Partnership' website - www.worc.ac.uk/about/academic-schools/school-of-education/secondary-partnerships/documentation.aspx The website includes information and examples of paperwork relevant to trainees.

If you have queries the first point of contact is the subject tutor. You can also contact the course administrator - Claire Rowlands (c.rowlands@worc.ac.uk), the Head of Partnership - Suzanne Lawson (s.lawson@worc.ac.uk) or PGCE Course Leader - Sarah Emmerson (s.emmerson@worc.ac.uk). For matters concerning Regional Training Hubs contact - Yvonne Cashmore (y.cashmore@worc.ac.uk).

| | | |
|---|---|---|
| Louise Beattie | Mentor lead | l.beattie@worc.ac.uk |
| Yvonne Cashmore | Business with Economics SL and Regional Training Hub Coordinator | y.cashmore@worc.ac.uk |
| Janinne DeLorenzo | Science SL | j.delorenzo@worc.ac.uk |
| Bronwen Duggan | English SL | b.duggan@worc.ac.uk |
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| Simon Huson | Art and Design SL | s.huson@worc.ac.uk |
| Anita Iddon | English | a.iddon@worc.ac.uk |
| Suzanne Lawson | Head of Partnerships | s.lawson@worc.ac.uk |
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| Rachael Moore | History SL | rachael.moore@worc.ac.uk |
| Su O'Donohoe | Mathematics SL | s.odonohoe@worc.ac.uk |
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15 November, 18 November, 5&6 December 2024.

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28 February, 3 March, 2-4 April, 19&20 May and either 2 or 3 June.

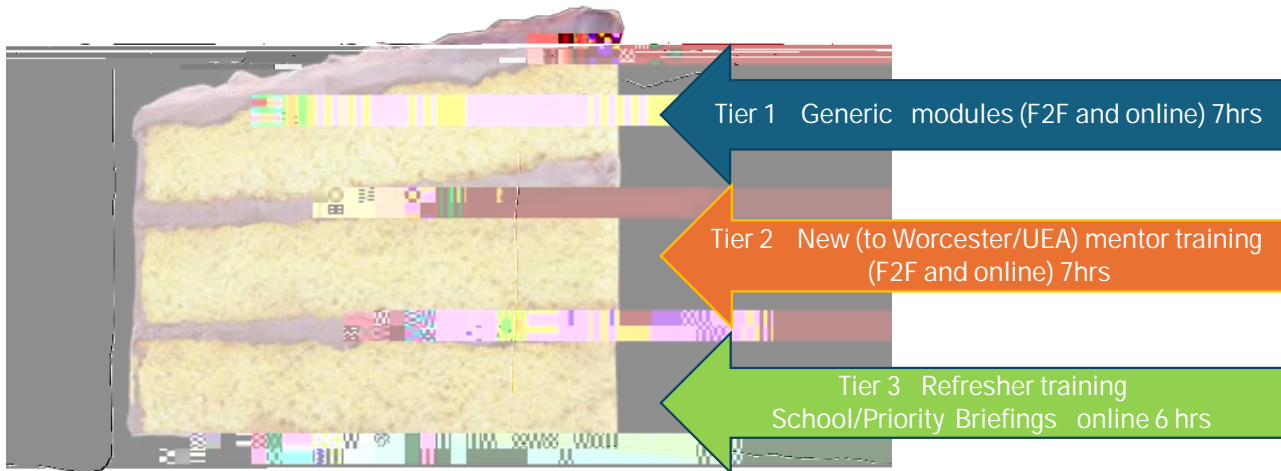Trainees will also be in university for a tutorial at the end of the course.

When planning timetables please take into account that trainees will not be in school on these days. Where lessons are scheduled for this planned absence, please work in partnership with the trainee to plan the lessons ensuring that all parties know what is to be taught.

**D**

School reports, that have been shared and discussed with the trainee, must be emailed to c.rowlands@worc.ac.uk by the deadlines below. Report templates and exemplars can be found on the Partnership webpage.

| First School Report | 12th December 2024 |
|---|---|
| Second School Report | 27th March 2025 |
| Final School Report | 19th June 2025 |

In partnership with ITT providers across the West Midlands mentor training is divided into three tiers.



Tier 1  Generic  modules (F2F and online) 7hrs

Tier 2  New (to Worcester/UEA) mentor training (F2F and online) 7hrs

Tier 3  Refresher training
School/Priority  Briefings  online 6 hrs

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The range and scope of training for mentors changes to meet the needs of the partnership in response to course priorities. There is an expectation that all mentors (subject and professional) hosting a trainee attend Tier 3 school briefings (autumn and spring). These are across a two-week period online.  **2024-25**  . . (  **18.55 . ⬜1 0 0**

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The provider, University of Worcester, is an accredited mainstream ITT provider. It is accountable and responsible for the ultimate recommendation of the award of Qualified Teacher Status (QTS). The provision must therefore be compliant with the DfE ITT:Criteria and Supporting Advice and align with the Ofsted ITE Inspection handbook.

This will be achieved through close cooperation between the partner school and the University of Worcester.

### Head of Department (University) undertakes the following:

- Engaging effectively with all aspects of work in the Institute of Education (university) actively contributing to its strategic leadership in maintaining and enhancing excellence in all that is undertaken.
- Is responsible for the quality of provision within the Department. Oversees all work within the Department, delegating aspects appropriately.
- Ensures resources are in place for the effective delivery of programmes, including the assignment of expert lead mentors (university), effective managerial procedures and learning resources.
- Ensure QA processes across all aspects of the programmes to assure of high-quality provision.

- Coordination of the central placement team to oversee the organisation for placements to ensure an excellent student experience including overseeing expectations regarding trainee workload.
- Quality assurance of new placement settings and sourcing new placements based on subject and regional need for trainees.
- Work with lead mentors (university), Regional Training Hub leads and professional mentors and ITT mentors, to support a cohesive teacher training and education programme including overseeing all correspondence to the partnership and development of the partnership webpages.
- Application of quality assurance and enhancement processes across the partnership.
- Planning and delivery of core trainee school induction processes in university.
- Updating and overseeing the administration of all partnership agreements and finance payments as agreed by the Strategic Governance Board.
- Development of partnership handbooks and resources.
- Oversight of the management of partnership data including: records of partnership engagement, collection and collation of data to inform the self-evaluation document, mentor and trainee satisfaction surveys.
- Coordinate and chair the PGCE Secondary Governance Board.
- Work with UW Regional Training Hubs to support the regional delivery of ITTE.
- Ensure all aspects of the partnership work is in-line with the Professional Regulatory Body requirements (for example, Ofsted and DfE) and overseeing all ITT criteria documents.

- Design of a research informed curricular appropriate to the subject, phase and age range crafting experiences and activities, that goes beyond the minimum requirement of the ITT Core Content Framework into a coherent sequence that supports trainees to succeed in the classroom.
- Where appropriate, co-deliver professional studies training in any Regional Training Hub in partnership with Training Hub coordinators.
- Work in partnership with expert colleagues.
- Maintain regular communication with the trainee and school, organising at least one placement visit per term, liaising with the professional and subject mentor in advance.
- Support trainees to manage their own workload and well-being whilst they train and as they embark on their career in school.
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EC 4:

**A** – Our attendance and punctuality
expectations ensure that trainees have the curriculum

*After the tutor visit:* The lesson observation from the mentor should be shared with the trainee. Tutor documentation from the visit should also be shared with the trainee, subject mentor, professional mentor and alliance lead (if applicable).

As part of the quality assurance process tutors will also

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Trainees complete two assignments during the course.

.                          F .                    . Trainees are responsible for their digital portfolio (PebblePad). This is a shared on-line platform where trainees store key information, track their progress via weekly reviews and record evidence of their progress towards the intended learning in the ITTE curriculum. At the beginning of each placement trainees will invite subject and professional mentors to view their PebblePad portfolios. Trainees should also keep day-to-day teaching files either as hard copies or electronically. Typically these will include:

• General information about the placement school and department

• Teaching information

• Assessment and attendance records of pupils

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It is essential that trainees assess their strengths against the curriculum threads (Behaviour Management, How Pupils Learn, Adaptive Teaching, Subject Knowledge and Pedagogy, Assessment, Professional Behaviours and Equality, Diversity and Inclusion) considering the impact they are having on pupil learning over time. Weekly reviews need to be prepared meticulously by trainees using the template on PebblePad and the (pink) Progression booklet as a guide.

Mentors should use their professional judgement and common sense to assess trainees at a level that is consistent with what should reasonably be expected given the trainee's level of experience. Trainees, mentors and lead mentors (university) track progress periodically using the (pink) Progression booklet in addition to the weekly review meetings. The curriculum threads are presented in this booklet as separate headings, each of which is accompanied by a number of bullet points. The bullets are designed to illustrate the scope of each curriculum thread. At the end of the course mentors, trainees and lead mentors (university) assess trainees against the Teachers' Standards. The progression booklet provides tracking evidence of a trainees strengths' and weakness' to inform targets for the Early Career Phase. The booklet is a formative assessment tool using language from the 'how to' statements of the ITT Core Content Framework.

The (pink) Progression booklet is a formative assessment tool allowing trainees and mentors to periodically self-assess progress (weekly reviews) and set challenging personal targets. The language in the booklet should be used to write focused/SHARP granular targets considering how to move across the grid. Mentors should also use the booklet as guidance when writing formative school reports. "Great teachers continuously improve over time, benefiting from the mentoring of expert colleagues and a structured introduction of the core body of knowledge, skills and behaviours that define great teaching." (ITT Core Content Framework p.3).

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The partnership agreement requires professional mentors to provide a school professional studies programme for one hour each week. Although the programme is indicative we ask partner schools to deliver dedicated sessions as shown opposite as these compliment the taught programme in university. The order in which the topics are delivered is a guide as schools may include extra sessions if there is a prevalent agenda. All trainees should receive a copy of the programme at the start of their placement. This should be uploaded onto PebblePad and shared with the university. A template is available on the university partnership website.

**5.    .              .**

In accordance with the ITTECF's 'Learn how to' statements, trainees must:
- Contribute positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school (8f)

- Please provide a session on being an effective form tutor and the wider curriculum in school (PSHE, Citizenship, careers education etc.). This will prepare trainees for Phase 2 and 3 of the course, when they will be encouraged to take on more responsibility within the wider life of school.

The session would benefit from the input of a pastoral lead (e.g. careers advisor, PSHE coordinator, Education Visit Lead) as we will be considering wider curriculum opportunities and leadership during Phase 2 of the course.

During Phase 2 trainees will explore continued professional development, employability and leadership opportunities.

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In accordance with the ITTECF's 'Learn how to' statements, trainees must:
- Make use of formative assessment (5b)
- Draw conclusions about what pupils have learned by looking at patterns of performance over a number of assessments (e.g. appreciating that assessments draw inferences about learning from performance) (6b)
- Record data only when it is useful for improving pupil outcomes (6m)

- Please provide a session on the effective use of data and assessment. This might include:
  - Sharing the relevant school, class and individual pupil data (PP, SEND, EAL, grades etc.)
  - Discussing and analysing the nuances associated with such data (e.g. reliability of KS2 results, stereotypes, the lowering of expectations, lack of individuality)
  - Reiterating the importance of formative assessment and recording progress of time for all pupils
  - Sharing how a teacher's assessment fits into the whole school's assessment policy, summative assess

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## During the rest of placement 2/summer term

### 1. A                                AT

In accordance with the ITTECF's 'Learn how to' statements, trainees must:
- Adapt lessons, whilst maintaining high expectations for all, so that all pupils have the
- opportunity to meet expectations (5g)
- Reframe questions to provide greater scaffolding or greater stretch (5n)
- Provide scaffolds for pupil talk to increase the focus and rigour of dialogue (4p)

• Please provide a session which allows trainees to consolidate and extend the strategies they have used to adapt their teaching for those with SEND, EAL or other language disadvantage, whether diagnosed or not.

The session would benefit from the reiteration of NASEN's explanation of adaptive teaching compared to differentiation, in that we do not lower our expectations. Strategies that are used to support and scaffold certain individuals would actually benefit the whole class. Where possible, we adapt to include all as opposed to teaching individuals differently. It is also recognised that there are situations when certain individuals may need distinctive strategies e.g. the use of alternative software or specialist equipment.

Trainees understand the importance of literacy. They have had training in SEND in university and information from both placement schools about working with expert colleague and parents. As part of the Talk for larning ITAP, trainees have considered strategies applicable to classrooms which include EAL pupils and other pupils disadvantaged by language in some way. Strategies for sharing, expanding, clarifying, listening, deepening understanding and engaging include:

- Wait time
- 'So, are you saying?'
- Provide evidence/reasoning
- Agree/disagree

- 'Say more'
- Rephrase/repeat
- Challenge/counter examples
- Add on

### 2.

In accordance with the ITTECF's 'Learn how to' statements, trainees must:
- Seek ways to support individual colleagues and working as part of a team (8g)

• Please provide a session on different leadership routes within the school, for example:
- Pastoral leadership and provision within the school (inc. mental health and wellbeing support)
- The role of Assistant and/or Deputy headteachers and other SLT
- Education Visit Leadership/coordination

The session would benefit from trainees exploring the opportunities they may have to contribute to the some of the provisions that leaders coordinate for pupils. This might be pupil mentoring, group work, alternative provisions, school trips etc.

Some trainees will have expressed an interest in leadership and signed up for the Aspiring Leaders Enhancement Activity in University.

### 3. E    .  , D          &    .

Our equality, diversity & inclusion curriculum goes above and beyond the ITTECF and gives providers some flexibility to cover what is pertinent and relevant within their context.

- Please provide a session on the inclusion of and equal opportunities for minority/marginalised groups (e.g. new arrivals, pupils with disabilities, pupils from religious backgrounds and other protected characteristics) within the school. It might include:
  - Reasonable adjustments that have been made
  - Adaptive teaching strategies
  - A talk from an expert member of staff
  - Student voice

Trainees have been signposted to the Equality Act 2010 including the protected characteristics and terms such as direct discrimination, indirect discrimination and reasonable adjustments. Their responsibilities as part of the DfE's Teachers' Standards, including upholding the British Values, have been outlined and they have had additional advice and support on how to be inclusive, address prejudice slurs and celebrate diversity.

### 4.                          .

In accordance with the ITTECF's 'Learn how to' statements, trainees must:
- Strengthen pedagogical and subject knowledge by participating in wider networks (8b)
- Collaborate with colleagues to share the load of planning and preparation and making use of shared resources (8o)

- Please provide a session on the school's wider curriculum provision (SMSC, PSHE, citizenship, careers education etc.).

The session would benefit from the input of a coordinator or expert and opportunities within the trainee's timetable/placement to deliver aspects of the wider curriculum.

Trainees have explored the PSHE Association's Programme of Study, with additional focus on the compulsory elements such as health education and RSE. Trainees have also reflected on the importance of careers education in terms of social justice/mobility.

**1 (         ./E         )** – The start of new placements is not intended as a full 'teaching practice' but a transition phase where trainees begin to explore and practise teacher behaviour skills, to examine their subject specialism as a context for learning and to develop an understanding of how children learn with reference to their subject. Trainees are often placed in subject pairs in the autumn term.

- Using the induction booklet (autumn - Phase 1) or PebblePad (spring - Phase 2) to familiarise themselves with the school and subject department.
- Be involved in collaborative teaching based on prior experience.
- Using the bespoke weekly review templates to reflect on the intended learning from the ITTE curriculum and its underpinning research evidence.

- Liaise with the partnership coordinator regarding start times.
- Organise the programme of induction to the school and to teaching (see roles and responsibilities in section 3).
- Provide a pupil trail/pursuit opportunity (one day).

- Provide an induction to the department.
- A provisional timetable for the induction period and the placement.
- Access to schemes of work, assessment and recording procedures and resources.
- Provide the opportunity for the observation of quality teaching.
- Provide the opportunity to deliberately practise skills from the taught ITTE curriculum in a safe environment, planning lessons or parts of lessons and evaluating performance.
- Use the mentor manual as a guide to purposefully integrate taught university sessions with school experience.

By the end of the induction phases trainees should have a good understanding of their proposed timetable and the classes they will be teaching. Although trainees may be working as a pair in the autumn term it is important that they are given the opportunity to take full responsibility for at least one class so that they gain confidence in operating on their own. An indicative schedule for the autumn term is given on the next page.

(University of Worcester Ofsted Report, 2023)

| D          .          | C            |   |   |   |   |   |
|-----------------------|--------------|---|---|---|---|---|
| 14 Oct – 20 Dec 2024  | Placement 1  | 6 | 6 | 5 | 2 | 6 |
| 13 Jan - 17 Jan 2024  | ITAP*        | Intensive Training and Practice - Week 2 |   |   |   |   |
| 02 Feb – 26 June 2024 | Placement 2  | 2 | 12 | 3 | 2 | 6 |
| 07 April - 11 April 2024 | ITAP*     | Intensive Training and Practice Week 3 |   |   |   |   |

* additional ITAP days are shown on the calendar in section 1.

Please note that as part of study and preparation time one hour per week should be dedicated to PebblePad and writing weekly reviews.

After the preliminary visit in January trainees need to come away with a clear idea of at least some of the classes and details of what they will be expected

For some subjects, it is important that trainees can offer a second subject. School experience is the only opportunity for them to develop their ability in a second subject and schools are therefore asked to look favourably on requests for experience in a second area. Trainees are likely to work collaboratively with second subject mentors. Further information will be provided for trainees who have taken the 'second subject enhancement' activity.

Trainees should be allocated a tutor group to work with on both placements. Initially this can be as a supportive role and then with wider responsibility. It is good practice that this involves working with a tutor outside of the trainee's

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Trainees are                   to undertake a school visit to a primary school (or middle school years 5 & 6). The length of the time spent in the school should be a minimum of one day (or the equivalent).

The visit(s) should be arranged by the professional mentor at the main placement school. After the visit(s) trainees
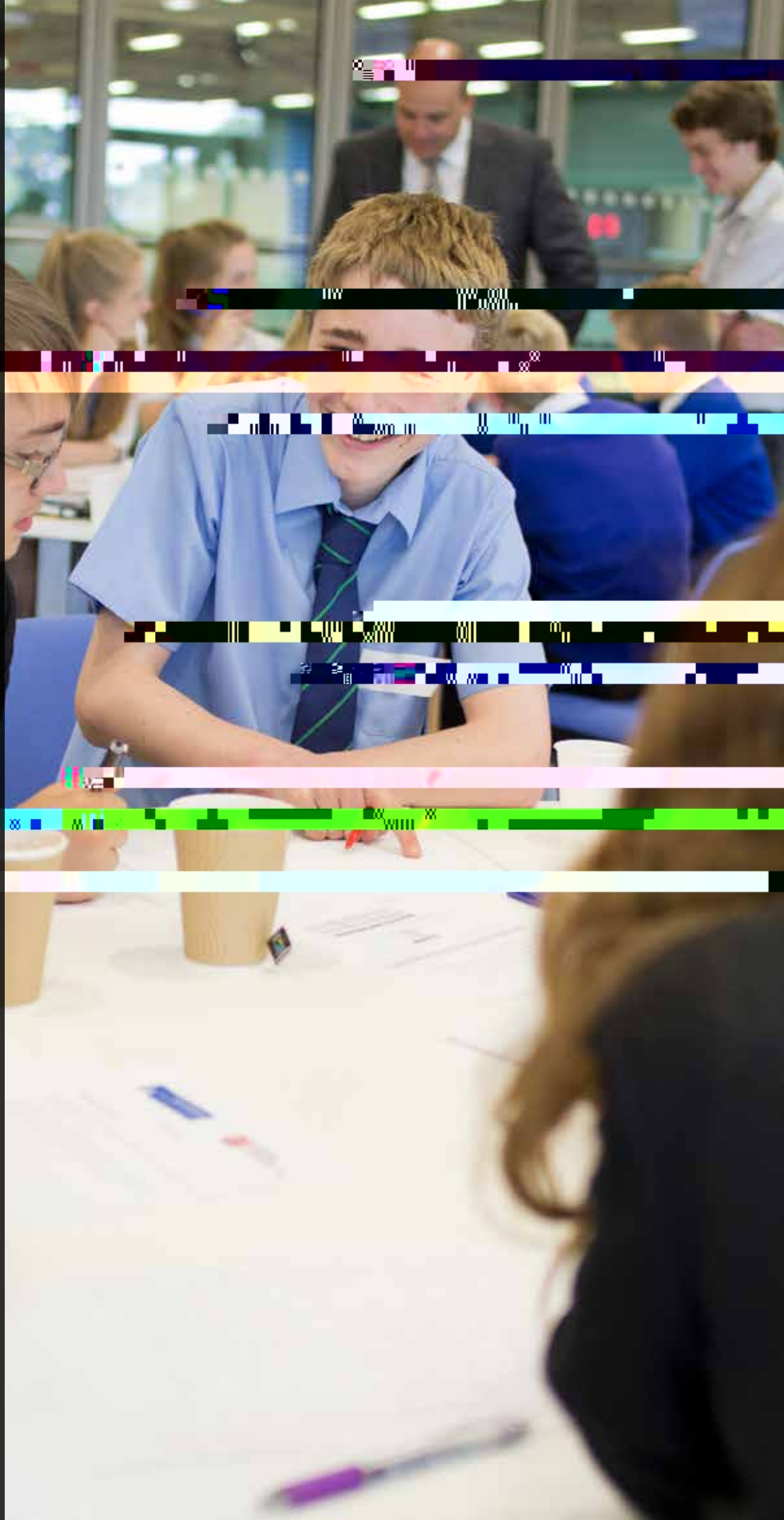
## E C.

The quality of teaching is the single most important in-school factor in improving outcomes for pupils - and it is particularly important for pupils from disadvantaged backgrounds. No one is born a great teacher.

### C C F

The Department for Education has published the ITT Core Content Framework (for use in teacher training) and the Early Career Framework (for the early years of teaching). These documents establish an entitlement to a 3 year (or more) structured package of support for new teachers.

The ITT Core Content Framework has been used to help co-design the curriculum (think of it as the PGCE syllabus but we have added more). The curriculum design is based on years of experience in training teachers, using input from mentors and is underpinned by the evidence of what makes great teachers. Our ITTE curriculum is ambitious and goes beyond the minimum entitlement set out in the ITT Core Content Framework.

The ITT Core Content sets out two types of content – mirroring the Early Career Framework. Within each area, key evidence statements ('Learn that…') have been drawn from current high-quality evidence from the UK and overseas. These 'Learn that…' statements are deliberately the same as the 'Learn that…' statements in the Early Career Framework. Trainees see these statements referenced in all taught sessions.

In addition, the ITT Core Content Framework details practice statements (Learn how to…) based on the practice statements in the ECF but altered so they are appropriate for teacher training. These 'learn how to…' statements are referred to and modelled in taught sessions. They are also woven into the (pink) Progression booklet so that you can use them with trainees to practise key skills. Trainees should also have the opportunity to work with, and learn from, expert colleagues as they apply knowledge and understanding from taught sessions and reading into classroom practice.

### C.

The curriculum is organised into curriculum threads: behaviour management; how pupils learn; adaptive teaching; subject knowledge and pedagogy; assessment and professional behaviours. You will notice these themes as they spiral through the training, each time broadening the focus and deepening the understanding. You may also see a spiral called 'equality, diversity and inclusion' that is referenced against part 2 of the Teachers' Standards.

Lead Mentors (university) and Regional Training Hub Leads will keep you updated on what has been taught in each phase of the course so that you can ensure that taught sessions in university /school are purposefully integrated in the classroom. Weekly review tasks review the key curriculum threads. This ongoing formative assessment focuses on whether trainees are gaining, applying and refining the knowledge and skills set in the ITTE curriculum, paying particular attention to subject-specific dimensions. Ongoing assessment enables lead mentors (university), mentors and trainees to diagnose deficits and close gaps.

Whilst in the autumn term (Phase 1) trainees develop their practice in planning individual lessons, in the spring/ summer term (Phase 2 and 3) trainees should be given far more autonomy and freedom to enable them to plan sequences of lessons over a period of time (two, three, four or more lessons).

Time spent on planning should not be wasted time. Lesson plans should be given the proportionate status they merit, and no more, to lessen trainee workloads. By working together, drawing on evidence about 'what works', trainees and mentors can increase their joint knowledge of a subject and the best way to teach it. For further information on lesson planning see the Partnership Website.

**E .**

It is essential that trainees reflect on lessons and use these to inform comments in the weekly reviews. During the
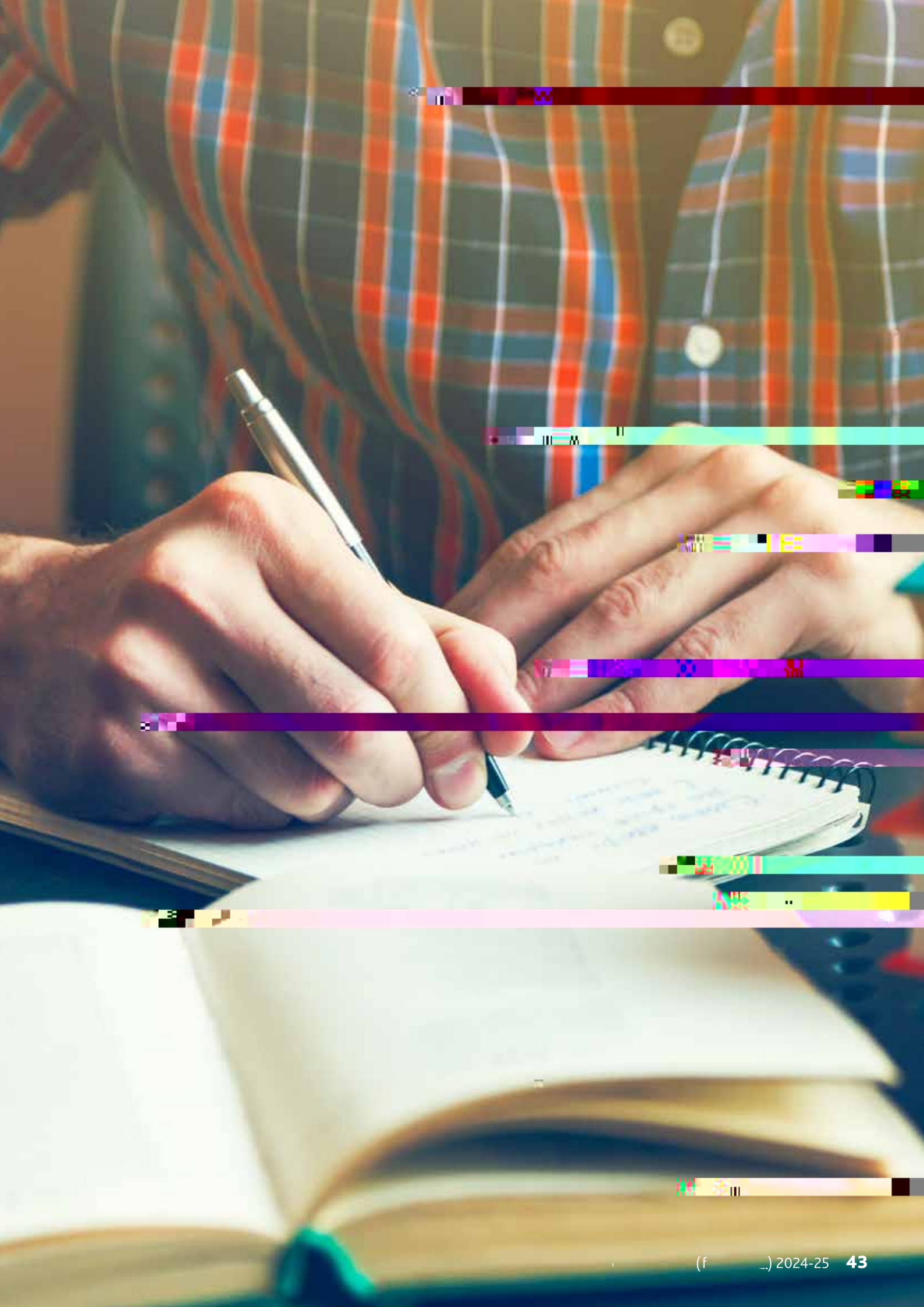
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Mentors are asked to complete a cumulative school report at three points in the year; the first report in December, the second at the mid-point of the spring/summer term and the final summative report at the end of year. These reports link to the three phases of the PGCE course. The reports are formative, assessing trainees against the

### 3 Final Point Assessment - Final Report -

This final report must reflect the level achieved at the end of the course and is also assessed against the Teachers' Standards shown as the final column of the Progression booklet. This final decision is made by school mentors and is moderated by lead mentors (university), external examiners and course moderators. The decision is made using evidence gathered from observations, weekly reviews and from the periodic reviewing of the 'Progression' booklet. Again, the outcomes are holistic best-fit professional judgements. It is also important to indicate the areas for development and targets that should be taken forward as trainees enter the Early Career Teacher phase of their development. To pass the course, and be recommended for QTS, trainees must meet all sections of the Teachers' Standards.

**In summary:**

- Assessment at the end of phase 1 (December), phase 2 (Easter) and phase 3 (June) is built around the connectedness of the curriculum, teaching and assessment.
- The progression booklet assesses against the curriculum threads - behaviour management, how pupils learn, adaptive teaching, subject knowledge and pedagogy, assessment, professional behaviours and equality, diversity and inclusion.
- The progression booklet is largely formative. It is a means of checking that trainees are gaining, applying and refining the knowledge and skills set out in the ITTE curriculum.
- Where there are gaps in trainee's curriculum knowledge and/or skills of application remedial action in the form of targeted support plans must be put into place.
- The Teachers' Standards provide an end point assessment for qualified teacher status.

(University of Worcester Ofsted Report, 2023)

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|---|---|---|---|
| School 1 induction booklet | To be completed by the trainee in the induction phase of school 1. | September and October | Partnership webpage - Documentation |
| Weekly review template | To be completed by trainees in partnership with subject mentors | Weekly | Trainee's PebblePad portfolio. They will send you an invite to view |
| Trainee timetable | To be shared with all stakeholders | At the beginning of each placement | Trainee's PebblePad portfolio |
| PGCE Secondary lesson planning template | Subject templates are available for trainees on Blackboard for solo lesson planning in school 1. | Autumn term. In the spring term trainees should move to planning lessons over time. There is no preferred template | Lead mentor (university) |
| Lesson evaluation template | Trainees evaluate 2 lessons per week in the autumn term only unless instructed otherwise | Autumn term. In the spring/summer terms this is part of the weekly review process. | Trainee's teaching file |
| Lesson observation forms | Two formal observations to be completed weekly – must refer to the Curriculum Threads | Weekly | Partnership webpage – Documentation. Exemplar available on website. |
| Progression Booklet | Trainees and mentors | Continually | Partnership webpage – Documentation |
| School report template | For mentors to complete progress assessments of trainees using the Progression booklet | December Easter June | Partnership webpage – includes templates and exemplars - Documentation |
| Mentor Manual | To integrate what is taught in university with school experience | Weekly | Emailed by lead mentors (university) |
| Mentor Standards | For all stakeholders | Continuously | Partnership webpage - Additional Information for subject mentors |
| Code of Conduct for Trainees | For trainees and as reference for mentors | Signed at the start of the course | Partnership webpage - Documentation |
| School visit form | For lead mentors (university) as part of the course quality assurance systems | Once per term | Emailed to mentors |
| Record of Primary Visit form | For trainees to complete | Once during phase 2 or 3 | Trainees download from Blackboard |
| Presentation assessment form | For school mentors to complete for trainees as formative assessment | Before May half term | Partnership webpage – Documentation |
| Cause for concern flowchart and supporting documentation | For tutors and mentors | As required | Partnership webpage - Additional Information for subject mentors |
| Assessment guidance | For all stakeholders | As applicable | Partnership webpage – Documentation. |
| PGCE Secondary Attendance Record' | To monitor attendance. Trainees complete and subject mentors validate | Daily by trainee with periodic validation by subject mentor | PebblePad ⏹ |

**B**

"(University of Worcester Ofsted Report, 2023)"

# PGCE Secondary

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