

School Direct Partnership and PGCE Educational Practice

Course Handbook

Academic Year 2022/2023



www.rbwm.gov.uk



Royal Borough
of Windsor &
Maidenhead

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Introduction

Welcome to The Royal Borough of Windsor and Maidenhead (RBWM) School Direct Salaried and Training Route Programmes

The RBWM SCITT and our partner colleagues at Buckinghamshire New University, extend a very warm welcome to all trainees who have joined us on our salaried and training route programme this year. As well as receiving Qualified Teacher Status (QTS) at the end of the programme, through our partnership with Bucks we are able to offer a Postgraduate Certificate in Educational Practice worth 60 credits towards the 180 credits required for a Masters qualification.

You will be supported throughout your training to become a highly effective teacher, by a team of enthusiastic, fully qualified and experienced tutors and practitioners in the field of education and practice-based learning. We will endeavour to work with you, in partnership, through an individualised and 'bespoke' programme to enable you to succeed in achieving Qualified Teacher Status and a PGCE. We wish you a successful and enjoyable learning experience. Please see our contact details below:

Course Team

Title	Name	Contact Details
RBWM School Direct information and documents		www.leadershipupdate-rbwm.co.uk
SCITT Director/ NQT Consultant	Claire Murray	Claire.murray@achievingforchildren.org.uk 07710 913454
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Key Dates

Ongoing Weekly Tasks

Focused mentor/trainee meeting
Record minutes for the mentor/trainee meeting
Complete reflection review tasks and reflective journal
Complete a Framework Sheet. Submit to Elaine.norstrom@achievingforchildren by the end of each week
Plan and evaluate all lessons that you teach
Review and update on-going action plan
Complete lesson observation and evidence tracker

Important tasks and deadlines

Thursday 1st September	Primary/secondary trainees start in school
8 th , 9 th , 14 th 15 th 16 th September	Induction Central Training
Friday 16 th December	Early Stage of Training Termly Tracking Report completed
Friday 31 st March	Mid Year Stage of Training Termly Tracking Report completed
Friday 23 rd June	Final Stage of Training Termly Tracking Report completed
26 th -29 th June	External Moderator visits
Assignment Deadlines and Formative task dates	
Friday 16 th December	Formative Assessment – Module 1
Monday 23 rd January 2pm	Assignment 1 submission
Friday 31 st March	Formative Assessment – Module 2
Monday 15 th May 2pm	Assignment 2 submission
Friday 23 rd June	Formative assessment – Lit/ Phonic presentations
Friday 9 th December	Course Committee Meeting 1
Friday 21 st April	Course Committee Meeting 2
Friday 30 th June	Final Goodbye Afternoon

RBWM SCITT Vision

Our vision is to ensure the best possible education and outcomes for the young people of Windsor and Maidenhead through the recruitment of high calibre trainees who have the potential to be outstanding teachers. We will achieve this by providing high quality training to ensure that the teachers of tomorrow can make a positive difference to the lives and achievements of all the children they go on to teach.

Aims:

- To increase the supply of high quality trained and inspirational teachers in Windsor and Maidenhead Schools;
- To provide access to outstanding quality training and professional development for potential teachers;
- To enable trainees to achieve recommendation for Qualified Teacher Status, gain the award of Post Graduate Certificate of Education and have the opportunity to teach in Windsor and Maidenhead schools.

RBWM as an Accredited ITT Provider

The Royal Borough of Windsor and Maidenhead School Centred Initial Teacher Training (RBWM SCITT) Accredited Provider (AP) is providing three different routes to Qualified Teacher Status (QTS):

- School Direct Primary Salaried
- School Direct Primary Training Route
- School Direct Secondary Training Route

Your school has agreed to undertake the training of a teacher under the School Direct Programme (SDP).

The Accredited Provider, in consultation with the School Direct Consortia (Lead School Cookham Nursery and Lead school Windsor Girls), is responsible for the curriculum design to ensure all trainees achieve QTS and individual needs are met.

The school is responsible for implementing the training programme through the ITT Core Content Framework and the SCITT Curriculum design. The school is also responsible for the internal monitoring and assessment of the trainee. The Royal Borough of Windsor and Maidenhead SCITT is responsible for reporting the final assessment, which confirms the award of QTS to the trainee.

Roles and Responsibilities

The Role of the Partnership

- a) exercise a duty of care for all of their trainees, their personalised training needs and their well-being;
- b) support trainees with respect, being mindful of the stage of their training and how this is impacting on the challenges they might be facing;
- c) ensure that trainees are equipped to enjoy the rewards and challenges of the teaching profession;
- d) acknowledge the need to nurture the next generation of committed, resourceful, high quality teachers;
- e) remain mindful of the [workload](#) their processes may create for trainees and those that support them, and design systems which are as streamlined as possible, whilst also remaining robust.
- f) Ensures the requirements of the Equality Act 2010 are met through all practices

Equality and Diversity

Schools must comply with the Equality Act (2010). RBWM SCITT will challenge all forms of discrimination, bullying and harassment.

Discrimination against trainees with disabilities is unlawful and partnership schools and RBWM SCITT are required by law to make reasonable adjustments in order to remove barriers to participation and achievement.

RBWM SCITT aims to prepare students to teach in a diverse society; there is an expectation that trainees will challenge stereotypes, recognise multiple identities and commonality, promote equality, rights, responsibilities and democracy in both their teaching and academic studies.

We are all different but we all deserve to be treated fairly. You should note we will not tolerate bullying, victimisation or discrimination of any kind. This includes discrimination on the basis of: Disability (including mental illness) Sexual orientation, Race, ethnicity, colour, religious/cultural beliefs, Age, Social class, Marital status, Gender (including gender reassignment)

The Role of the SCITT

- a) design and implement high quality ITT curricula, structured around subjects and comply with the ITT Core Content Framework, which sequence trainees' learning appropriately for the context in which they are training to teach;
- b) work with all members of the partnership to ensure that all trainees make sustained progress;
- c) monitor trainee progress through robust and accurate formative and summative assessment processes, which are subject to suitably rigorous internal and external moderation;
- d) ensure all trainees are supported to make progress, providing additional tailored support when necessary;
- e) when making a final judgement about the award of QTS, recognise that the **Teachers' Standards** need to be applied as appropriate to the role and context within which a trainee or teacher is practising and in a way that is consistent with what could **reasonably be expected of a trainee teacher** prior to the award of QTS.

The Role of the Lead School

The school plays a central part in supporting the trainee in their personal and professional development towards QTS. Although the mentor is the key support person throughout the year, the whole school will be involved in the trainee's progress. All lead schools have signed the RBWM Partnership Agreement which clearly sets out the roles and responsibilities of the partnership. Trainees can ask to see their school's copy.

The Lead school will:

- a) Inform staff (teaching and non-teaching) that the school is to be a training school and a partner of the RBWM SCITT Partnership;
- b) Provide the trainee access to documentation that is needed in order to gain QTS e.g. school policies, curriculum materials;
- c) Identify a suitable, high quality mentor to support the trainee;
- d) Ensure that trainees are observed regularly throughout the year and provided with verbal and written feedback using the proformas given;
- e) Ensure a focused **weekly timetabled** meeting takes place between the mentor and trainee and the agreed focus from course overview is covered;
- f) Ensure that the termly tracking reports are completed jointly by the mentor and the trainee;

- g) Professional Learning Conversations are carried out with trainee, mentor and SCITT tutor each term;
- h) Release the trainee in order to attend Central Training and any additional training recommended as part of his or her ongoing action plan;
- i) Ensure trainees receive 10% PPA and 10% School Direct time each week;
- j) Ensure the mentor liaises with the second experience school prior to and after the second placement; and ensure that the transfer document is completed;
- k) Inform the SCITT as soon as possible, if the trainee is not making the progress expected in reaching the Teaching Standards or if there is a cause for concern.
- l) ensure mentors are sufficiently well trained, have an excellent understanding of the provider's curriculum intent and design and are given sufficient time to provide structured feedback designed to improve the trainee's knowledge, skills and practice;
- m) release mentors to attend all training and development opportunities provided by the ITT provider;
- n) provide access to other expert colleagues across the school and allow time for the trainees and expert colleagues to: observe and deconstruct; rehearse and refine; discuss and analyse teaching, strategies and pedagogy;
- o) support trainees so that they have a positive impact on improving outcomes for the pupils they teach;
- p) contribute to the design of a coherent ITE curriculum and provide school-based training opportunities to trainees;
- q) identify and address trainees' needs, setting targets which support them to make sustained progress.

The Role of the Mentor (lead and second placement)

School mentors are key members of the training programme. They will need to support the trainee through strong mentorship; regular monitoring, feedback and discussion; review of the ongoing action plan; and support of the ITE curriculum; in order to meet individual needs. They must ensure they follow the Core Content Framework overview document.

The Mentor needs to follow the Mentor Standards. Although these are non-statutory, the RBWM SCITT strongly recommends that they guide the mentor's practice.

Standard 1 - Personal qualities

Establish trusting relationships, modelling high standards of practice, and understand how to support a trainee through initial teacher training

The mentor should:

- Be approachable, make time for the trainee, and prioritise meetings and discussions with them;
- use a range of effective interpersonal skills to respond to the needs of the trainee;
- offer support with integrity, honesty and respect;
- use appropriate challenge to encourage the trainee to reflect on their practice; and
- support the improvement of a trainee's teaching by modelling exemplary practice in planning, teaching and assessment.

Standard 2 – Teaching

Support trainees to develop their teaching practice in order to set high expectations of all pupils and to meet their needs. The mentor should:

- support the trainee in forming good relationships with pupils, and in developing effective behaviour and classroom management strategies;
- support the trainee in developing effective approaches to planning, teaching and assessment;
- support the trainee with marking and assessment of pupil work through moderation or double marking;
- give constructive, clear and timely feedback on lesson observations;
- broker opportunities to observe best practice;
- support the trainee in accessing expert subject and pedagogical knowledge;
- resolve in-school issues on the trainee's behalf where they lack the confidence or experience to do so themselves;
- enable and encourage the trainee to evaluate and improve their teaching; and
- enable the trainee to access, utilise and interpret robust educational research to inform their teaching.

Standard 3 – Professionalism

Set high expectations and induct the trainee to understand their role and responsibilities as a teacher. The mentor should:

- encourage the trainee to participate in the life of the school and understand its role within the wider community;
- support the trainee in developing the highest standards of professional and personal conduct;
- support the trainee in promoting equality and diversity;

- ensure the trainee understands and complies with relevant legislation, including that related to the safeguarding of children; and
- support the trainee to develop skills to manage time effectively.

Standard 4 – Self-development and working in partnership

Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITT partnerships. The mentor should:

- ensure consistency by working with other mentors and partners to moderate judgements; and
- continue to develop their own mentoring practice and subject and pedagogical expertise by accessing appropriate professional development and engaging with robust research.

Observing trainees

The mentor will:

Training Route (supernumerary)

During Terms 1 - 2 - observe trainee every lesson of **20%** timetable and provide written feedback;

During Terms 3 and 4 - observe trainee at least 50% of lessons a week of **50%** timetable and provide written feedback;

During Terms 5 and 6 - observe at least five times a week of a **70%** timetable and provide written feedback.

Salaried Route (recommended)

During Term 1 –Where trainees are on a 20% timetable, every lesson must be observed and written feedback provided;

During Term 2 onwards – Build up to 50% timetable every lesson observed and written feedback given;

From Term 3 onwards–Trainees must build up teaching to 80% by Term 5.

In Terms 3 and 4, at least one in every three lessons must be observed and written feedback provided.

In Term 5 and 6, there must be at least four observations a week with written feedback provided

Mentor Training

All mentors are required to attend termly briefing updates organised by RBWM SCITT. In addition, any mentors that have not already completed NASBTT Teacher Educator Programmes, (Mentoring and Coaching Level 1 and 2 courses run by SCITT staff) are asked to do so. **(These will be run virtually via zoom)**

Mentor Session	Date and Time	Content
Primary and Secondary Mentor Induction Briefing	Wednesday 14 th September 3.30 - 5.00pm	Induction requirements Face to Face Windsor Girls School
Mentor Briefing	Wednesday 5 th October 3.30pm -4.30pm	CCF and SCITT Curriculum Design
Mentor Briefing	Tuesday 8 th November 3.30 – 4.30pm	Focused weekly meetings, observations and action plans
Mentor Briefing	Thursday 8 th December 3.30pm – 4.30pm	Professional Learning Conversation Tracking Report
Mentor Briefing	Wednesday 11 th January 3.30 – 4.30pm	Second School Mentors Second placement requirements
Mentor Briefing	Thursday 2 nd February 3.30pm -4.30pm	Reviewing Placement setting targets
Mentor Briefing	Tuesday 21 st March 3.30pm-4.30pm	Transfer and Tracking Report
Mentor Briefing	Wednesday 19 th April 3.30pm – 4.30pm	Reviewing transfer documents, action plans and preparing QTS
Mentor Briefing	Thursday 25 th May 3.30pm- 4.30pm	Evidence Tracker
Mentor Briefing	Tuesday 13 th June 3.30pm – 4.30pm	Formal Assessment Report CEDP

The Role of the Trainee is to:

- understand and take responsibility for the impact of their teaching on improving outcomes for the pupils they teach;
- utilise all aspects of their training, including school placements, centre-based training, academic input and independent study, to support their progress as reflective practitioners alongside their professional development towards becoming high quality teachers

Trainees are to:

- a) Ensure that the Teaching Standards are met by the end of the training;
- b) Complete pre-course tasks before starting in September;
- c) Review and update initial Needs Analysis within the first three weeks of starting the course;
- d) Regularly complete and review the on-going action plan;
- e) Act on the advice of mentors and expert colleagues;
- f) Complete reflective tasks throughout the year to record training experiences and reflect on best practice;
- g) Carry out lesson observations throughout the year, reflecting on pupils' learning;
- h) Complete lesson plans for every lesson using the RBWM template and evaluate **every** lesson showing impact on learning using lesson reflection proforma
- i) Complete an online evidence tracker demonstrating how the Teaching Standards have been met;
- j) Complete transfer document prior to and on return from second placement;
- k) Keep records of evidence up to date.

Trainees must:

- a) Have focused **weekly timetabled** professional discussions with their mentor to review progress and discuss elements of 'learn how to' statements from ITT Core Content Framework. (Refer to course overview) These must be recorded on the Mentor Discussion Record (RAG rate progress of actions weekly);
- b) Have professional discussions and observations of other expert colleagues (e.g. pastoral, SENCO, Curriculum Leader);
- c) Observe teaching, classroom behaviour management and the delivery of phonics;
- d) Work with mentor on planning, monitoring and assessment and engage in regular work scrutiny with mentors to review school policies on marking and feedback to ensure effective pupil progress;
- e) Observe support staff working with pupils;
- f) Attend parents' evenings and given opportunity to communicate with parents;
- g) Attend staff meetings;
- h) Attend school INSET;
- i) Gather evidence of termly pupil progress for a sample of pupils across a range of attainment (Bundles of Evidence);
- j) Experience other duties e.g. playground supervision/lunch and cover for absence – with classes they are familiar with; organise and display children's work, help to organise a school visit – including risk assessment, assemblies;
- k) Ensure confident use of technology for both curriculum enhancement and in their professional role;
- l) Engage with up to date research on effective classroom practice
- m) Understand and teach the secondary subject specialism (relevant to their full designated age phase) and Primary trainees must understand teach and teach the whole of the primary national curriculum.

QTS Standards

To be awarded Qualified Teacher Status, all trainees must have demonstrated that they have reached all the Standards specified by the Government. These apply to teachers at all stages of their careers but the Department for Education (DfE) acknowledge that performance and practice will be appropriate for the career point that the teacher has reached. A summary of the standards is outlined below.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- Guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics

- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well -structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

Curriculum Design and Central Training Programme

The majority of training will take place in the lead and second school where trainees develop knowledge, skills and understanding; however, in order to improve subject and pedagogical knowledge, all trainees are required to attend the mandatory central training programme. Therefore, trainees are to be in main placements Monday – Thursday and to attend central training on Friday.

Intent

RBWM SCITT believe that by bringing together both primary and secondary trainees demonstrates collaborative strength. We are able to provide opportunities between colleagues to share practice and an understanding of stages of child development. Trainees learn from one another about the curriculum programme of study and the different expectations at the different ages, enabling a focus on continuity and progression.

Through working very closely with Bucks New University, the PGCE programme is based around 2 modules: Teachers as Researchers and Reflective Practitioners which looks closely at ‘how pupils learn’ and The Principles of Practice of Effective Assessment. Both modules are linked closely to the ITT Core Content Framework. Reflective tasks are based around the core text– **‘Reflective teaching in schools’** by Andrew Pollard.

The SCITT Curriculum is designed considering the ideas of Dylan Wiliam, as proposed in his Principled curriculum design (SSAT, 2013). He suggests that any curriculum ‘model’ should be underpinned by seven principles. The curriculum should be; balanced, rigorous, coherent, vertically integrated, appropriately focused and relevant. Therefore, when designing the curriculum, thought has been given to how it enhances the trainees capacity to learn and apply what they have learned. It aims to promote and deepen trainees’ knowledge of the subjects they teach as well as developing a sense of the subject disciplines involved. It is sequenced in a way to make explicit the connections between all training provided and for trainees to know what they have learned, and still need to learn. Thought has been given to the curriculum to avoid making unreasonable demands on trainee cognition and workload by identifying and delivering on the ‘essentials’ and ‘foundations’. Ultimately, the aim is for trainees to be fully engaged, see the value in the training they receive and go onto make the biggest difference to children’s learning and success in school. *‘Supporting high quality teaching is pivotal in improving children’s outcomes’* (Professor Becky Francis Chief Executive Education Endowment Foundation)

Key concepts are presented repeatedly and are revisited with deepening levels as trainees progress through the course (Bruner’s Spiral Curriculum). From the start of the year, trainees are exposed to essential concepts needed to underpin their practice, for example memory and recall. Much of the training is based around Rosenshine’s Principles. The curriculum is carefully designed to ensure trainees routinely review and apply their learning. Both primary and secondary trainees develop understanding of how pupils learn,

as they work through Module One. This includes an in depth assignment on learning theories in the 21st Century which involves understanding of working memory, cognitive load and metacognition.

The first term is mostly spent exploring pedagogy, educational theories on how pupils learn and teaching styles. As the course progresses more time is spent on specific subject and phase teaching. In the Autumn term primary trainees focus more deeply on Systematic Synthetic Phonics (SSP) and Maths, in the Spring term Science and History or Geography and in the Summer Term trainees focus on PE and Art,DT or Music.

During secondary central training, time is given for trainees to work on specific TES institute subject specialism modules. Following trainees pre course task, initial subject audit and need analysis trainees work with their mentor to identify five TES modules to work on throughout the year. Subject knowledge is further reinforced by trainees joining NASBTT Subject Networks and working with Heads of Department and mentors.

Implementation

The training programme is written by the SCITT team with input and agreement from both Windsor Teaching Alliance and Windsor, Ascot and Maidenhead Consortium. Due to the fact we are a Local Authority SCITT, much of our training is carried out by LA Advisers, Schools and current practitioners within the Borough. The SCITT Lead and Lead Tutor are also LA Advisers and therefore have access to all Borough CPD and initiatives and a wide range of knowledge of schools and local needs. Also, the SCITT sits within two prior Teaching Schools (Foundations for Learning – Primary Windsor, Ascot and Maidenhead and Windsor Teaching Alliance – Windsor First, Middle and Upper schools) and as a result has additional access to a wealth of experienced staff and school resources including two dedicated training rooms at Windsor Girls School and The Lawns Nursery.

The Autumn term is built around our core foundations of (Core Content Framework) High Expectations, Classroom practice and Managing Behaviour. Time is spent looking at models of reflection and practising being a reflective practitioner. Trainees spend time observing and building up their teaching toolkit whilst not exceeding 20% teaching. During this time, the PGCE Module 1 is introduced concentrating on integrating research and practice by studying learning theories and understanding how children learn (Core Content Framework How Pupils Learn – TS2)

The spring term involves trainees revisiting and consolidating TS 1, 4 and 7 and being introduced to Adaptive teaching. As trainees build to teaching 50% timetable, they continue to plan consecutive/sequenced lessons and units of work in their second school placement. This involves taking into account individual pupils needs and reflecting on previous lessons as well as addressing prior knowledge and misconceptions. Primary trainees continue to focus on Phonics (SSP) and core but also start to dive deeper into

science and history or geography. Secondary trainees use their second placement to observe and spend time in Year 6 and look at transition of knowledge across the curriculum.

The final stage of the Central Training focuses on trainees building up to a 70% teaching timetable and understanding the principles and practices of effective assessment, using assessment to ensure all pupils are making progress and their full potential (Linked to SCITT vision). The final term also involves applying the skills and practices of high quality teaching and learning to all foundation subjects (primary) Deep dive focus PE and Art, DTor Music and development of subject knowledge (secondary).

Throughout the year Subject and Curriculum (TS3) and Professional Behaviours (TS8) are continuously modelled, practised, reinforced through revisiting and using Rosenshine's principles.

As well as their lead school and second school placements, trainees are given the opportunity to observe and learn from diverse and excellent practise by spending 2 days at our local 3-18 Special School and 2 days in Early Year settings.

Impact

All training sessions are evaluated by trainees and include assessing the difference between prior knowledge at start of the training and at the end. We ensure we respond to any comments on how to improve. In addition, Termly Course Committee meetings are also held where trainees can share strengths and areas of concerns through course Reps.

All central training takes place within RBWM, with sessions running from 9.30 am to 3.00 pm; however, some sessions are run as twilights. The majority of sessions take place on Fridays (unless otherwise advised)

There are some additional weekly blocks of training. During induction, the programme scheduling training will be shared. This will advise the location and course tutor for each session. Please note this may be subject to change due to unforeseen circumstances.

Expectations of Training

- Trainees are expected to attend **all** training sessions.
- Appropriate code of behavior to be followed at all times, including not talking over trainers or using mobile phones unless advised to do so.
- Secondary trainees are expected to select (in discussion with mentor) 5 TES Subject Knowledge modules and complete during allocated training days.
- Trainees are expected to discuss the training with their mentor and expert colleagues, start to apply new strategies to their teaching and to complete any gap tasks.
- It is important that trainees are fully focused during these sessions; this includes ensuring mobile phones are on silent and not used inappropriately.

- Trainees should wear smart/casual dress.

Workload

RBWM SCITT does not encourage unnecessary bureaucratic workload demands such as excessive paperwork and the well being of all trainees is paramount. A number of procedures have been put in place to support trainee workload but ultimately this is a 'bespoke' course and it is vital any concerns or issues are communicated to SCITT tutors and mentors as soon as possible to ensure solutions can be found.

Well-being

RBWM SCITT is committed to the well being of all trainees. We understand that circumstances can change or issues can arise throughout the course. Therefore, the importance of communication can not be stressed enough. All trainees can share any concerns through mentors, weekly mentor meetings, weekly framework sheets, Tutorials or with SCITT Lead at any time.

In addition all trainees are members of Employee Assist Programme.

Second School Experience

Trainee teachers must teach within one of the following age phases:

- ages 3 to 11 (primary)
- ages 11 to 19 (secondary)

Typically training will take place across the following age ranges:

- 3 to 7, 5 to 11 for primary training
- 11 to 16, 11 to 18 for secondary training, depending on the subjects of training

The second school experience is designed to give trainees a contrasting experience which will enable them to acquire wider knowledge and skills they need to teach within the phase for which they are training. Trainees will work with a new mentor within the second placement.

Before arriving at the second placement, a transfer document will need to be completed jointly by the first school mentor and the trainee. This will be shared with the second school before starting the placement.

The purpose of this document is to ensure that both strengths and areas for development are identified linked to the teaching standards and Core Content Framework.

A suggested timetable for the second school placement:

Days 1-3	Familiarisation and observation- no solo teaching for first 3 days
Days 4-10	Teaching groups/ part lessons/team teaching/whole lessons under class teacher supervision
Days 11-30	Full class teaching –approximately 50%.

This can be broken down further to use as a suggestion:

Week 1 – Observe

Week 2 – Plan and Teach 4 lessons

Week 3/4 – Plan and Teach 6 lessons

Week 5/6 – Plan and Teach 8 lessons

Week 7/8 – Plan and Teach 10 lessons

This is a ‘bespoke’ course so only a suggestion

Primary focus – Phonics (SSP), Science, History/Geography

Secondary focus – Year 6, KS3 and Sequence of lessons

The second school mentor must:

- a) Liaise with the Lead School prior to the trainee starting the second placement;
- b) When the trainee arrives, discuss Tracking Report and ensure that opportunities are provided to enable the trainee to meet the identified targets;
- c) Hold focused **weekly timetabled** professional discussions with the trainee particularly addressing the 'learn how to' statements in the course overview from the Core Content Framework as well as the targets identified in the Tracking Report. These must be recorded on the Mentor Discussion Record (RAG rate progress of actions weekly);
- d) Observe the trainee teaching every lesson in the first few weeks. Towards the end of the placement, if the trainee is making good progress, observe one in two lessons. Complete observation feedback proforma, setting targets and provide verbal and written feedback to trainee on the same day;
- e) SCITT Tutor and second school mentor jointly observe trainee and complete Professional Learning Conversation;
- f) Complete Mid Year Tracking Report jointly with the trainee. Clearly identify progress towards targets and new targets to be addressed on return to Lead School;
- g) Inform the trainee, first school mentor and SCITT tutors if a trainee is not making the progress expected or if there is a cause for concern.

School Direct Tutorial Support

Each trainee will be allocated a named RBWM SCITT personal tutor who will be available at agreed tutorial times to provide support and guidance. Individual tutorials will enable the trainee to explore, confidentially, any academic or professional concerns that may arise during the course.

Cause for Concern

Cause for concern is intended to be a developmental and supportive process

A cause for concern will be raised when:

- a trainee's teaching, for any reason, is not developing as expected; for example, if a trainee 'plateaus' and there is no evidence of further progress or development in the quality of their teaching;
- a trainee struggles professionally or personally to make progress;
- a trainee fails to demonstrate high standards of personal and professional conduct (Teachers' Standards Part Two: Personal and professional conduct).

Specifically, a cause for concern:

- can be raised at any stage of the programme;
- will usually relate to specific aspects of the trainee's teaching and be characterised by a lack of expected progress by the trainee against the ITE curriculum or by a lack of impact on outcomes for pupils.
- A cause for concern will outline the concern and related targets, identify training and actions and agree review points. It will result in increased agreed school and centre-based support and monitoring.

Targets to support a cause for concern procedure

- Targets for improvement must be explicitly linked to area(s) of concern in the trainee's teaching, mastery of the ITE curriculum, impact on outcomes for pupils or ability to uphold the expectations in Part Two of the Teachers' Standards.
- Targets will require agreed actions for both the trainee and all those working with them in the training programme.
- The setting and revision of targets must be based on the review of the full range of evidence; there must be clear correlation between the identified issues and the targets set.

Cause for concern procedure

Step 1

- At the earliest opportunity, the mentor discusses the concerns with the trainee. The mentor should ensure that they listen respectfully to the trainee to gain a full understanding of their perceptions.
- SCITT tutor informed; this may trigger an additional visit.
- At the weekly progress and review meeting: review and agree targets which are focused explicitly on areas for improvement, agreeing actions and success criteria to be achieved within **two weeks** to the review point.
- There should be a **maximum** of three targets set across the two weeks. Only **one** target should be the focus of an observation at any one time.
- The trainee is informed of the cause for concern and the issues that must be addressed.
- The concerns, targets and actions for the trainee, mentor and partnership tutor are recorded.

Step 2

- At the end of the two weeks, targets are reviewed using the full range of evidence.
- If sufficient progress has been made by the trainee, normal training routines continue.
- If insufficient progress has been made, proceed to Step 3.

Step 3

- Programme leadership informed.
- Joint observation and review meeting with the mentor and SCITT tutor (or equivalent).
- SCITT tutor moderates the evidence with the mentor to confirm whether there is a need for an ongoing cause for concern. If so, a formal meeting with the SCITT tutor, mentor and trainee takes place to agree the cause for concern and set revised targets.
- A period of **two to four weeks** is set for the trainee to focus on the cause for concern targets.
- Explicit actions for the trainee, mentor and SCITT tutor are agreed as part of the cause for concern action plan.
- **All** observations and meetings should focus on the cause for concern targets.
- SCITT tutor provides a copy of the targets and related training plan which is centrally logged with the provider.

Step 4

- At the agreed review point, formal review of targets reviewed, using the full range of evidence, by the trainee, mentor and SCITT tutor.
- There are three possible outcomes from the formal review:
 - i). if sufficient progress has been made, the cause for concern ends and the normal training routines continue;
 - ii). if limited progress has been made, the SCITT tutor, mentor and trainee review the issues, revise the targets and the cause for concern is extended;
 - iii). if none of the targets have been met and progress has not been made, the trainee fails the programme. Proceed to Step 5.

Step 5

- The programme is terminated immediately subject to partnership protocols for the appropriate training programme.
- The trainee meets with the SCITT lead and the appropriate record re a failed cause for concern is completed.
- The trainee is informed of their right of appeal.
- An exit interview record is completed if the trainee declines the right of appeal.
- A formal letter is sent to the trainee.
- SCITT lead meet with the relevant school personnel leading to a report of arising issues and actions.

Step 6

- The final decision is confirmed by the RBWM SCITT as provider.

Resolving Concerns

Headteacher and/or Mentor raise concerns with the SCITT
Director (SDL)

The SDL has discussions with:

Trainee

Head Teacher

Mentor

Issue Resolved

Joint Discussion

Issue Not Resolved

Observation by SDL or tutor

Targets set and monitored by the
SDL Lead

Targets Met

Training continues

Targets Not Met

Phase/Specialist advice or support
sought

Additional Partnership advice
sought

Targets agreed by trainee, school, tutor and
Partnership

Targets Met

Training continues

Targets Not Met

Further discussions –
support agreed

Targets Met

Training continues

Targets Not Met

Trainee advised to
withdraw

Trainee withdraws from
training

Targets set, agreed and monitored
within school

Targets Met

Training continues

Requirements for the training year

1. Evidence against the teaching standards
2. Overview of Training and Course Expectations
3. Termly Tracking report
4. Professional Learning Conversations
5. Initial Needs Analysis and ongoing action plan
6. Trainees as observers
7. Mentors as observers
8. Mentor weekly meetings
9. RBWM SCITT monitoring visits
10. Pupil outcomes/ Bundles of Evidence
11. Tutorials
12. Trainee reflection and Reflective Journal
13. Course Committee Meetings

1. Evidence against the teaching standards

Every trainee teacher has to work towards meeting the Teachers' Standards in order to achieve Qualified Teacher Status (QTS) and to be recommended for QTS assessment.

Trainees need to evidence their progress and the impact they are having on pupil outcomes. This evidence **does not** take the form of a file of physical evidence and much can be saved online. Where evidence such as work in pupils' books, planning, marking or assessment examples are referred to, these could be presented in the original format to the mentor and SCITT tutor. It is important not to expect a trainee to **undertake onerous recording activities** which do not add to their professional development as a teacher.

However, trainees need to demonstrate through professional learning conversations, discussion, books etc how they have addressed and met each teacher standard and sub-standard by the end of the course: the meeting of the Teaching Standards will be supported by the ITT Core Content Framework 'Learn that' and 'Learn how to' statements.

There must be a wide range of evidence gathered, not just through lesson observation feedback. Please see appendix for suggestions of how a range of evidence will contribute to meeting the standards.

In each weekly mentor meetings, trainees and mentors will have an agreed focus to discuss as well as trainee progress and how to address areas for development. The termly tracking report, Professional Learning Conversation, lesson observations and weekly mentor meetings are used to identify areas of development to be worked on. Trainees must identify these on their ongoing action plan and clearly demonstrate how they will be achieved through SMART targets and success criteria.

2. Overview of Training and Course Expectations

This document is crucial to the curriculum design of the programme. It must be followed by the trainee and mentor each week. The course overview document brings together the Core Content Framework through sequenced experiences and activities that support trainees to succeed in the classroom. The overview clearly states **what** trainees will be learning that week through course readings, reflective tasks and central training. Then, through the practicing of key skills such as carrying out teaching observations and specific focused teaching, trainees can discuss and work with expert colleagues through focused weekly mentor meetings. This ensures trainees can learn **how** to apply their knowledge in the classroom.

3. Termly Tracking Report

This form, which is crucial for tracking progress must be completed **jointly** by the mentor and the trainee at the end of each term. (December, March and June)

Best practice suggests that each Teacher Standard, sub-standard and CCF 'Learn how' to statements should be discussed and the trainee should be invited to provide evidence. At all times, it is essential to keep pupils' learning at the forefront of these discussions.

It is recommended that the completion of the report takes place during an extended mentor/trainee meeting to ensure there is time to discuss each standard in detail. The trainee should book these meetings in advance.

The end of the Autumn term (December) is the first review point, the end of second placement (March) is the mid-point review. A report is completed involving input/assessment from the mentor, trainee and SCITT tutor. The trainee is assessed as being 'on track' to meet the Teachers' Standards by the end of the programme. Key aspects of the trainee's progress are identified in the form of milestones and areas for development are agreed and used to form longer term targets. There is also a review of Part Two of the Teachers' Standards.

A final Summative report is written in June identifying that the trainee has met the Teachers' Standards. Progress towards mastery of the ITE curriculum is identified, including the trainee's impact improving outcomes for pupils and the impact of the ITE curriculum on the trainee's teaching. Strengths and targets for the induction period as an Early Career Teacher are agreed.

This information will inform the trainee's Career Entry Development Profile (CEDP), and will be forwarded to the employing school by SCITT Director.

4. Professional learning Conversation

Each trainee will have three Professional Learning Conversations throughout the year with their mentor and SCITT Tutor. These will happen virtually following the monitoring visit and before the completion of the termly tracking report, at the end of the Autumn and Spring term and before the completion of the course in the summer term.

It is important that there is clarity over whether a trainee is 'on track' to meet the Standards to ensure appropriate support and training. The PLC process have been grouped into five areas, based on the Early Career Framework (DfE). These areas are: Professional behaviours, Curriculum, Pedagogy, Assessment and Behaviour management.

The purpose of these conversations are to:

- provide **two** formative assessment points which, in turn, contribute to the final, summative assessment conversation and review prior to the recommendation for the award of QTS;
- provide trainees with the opportunity to articulate **and** demonstrate the progress they have made in relation to the effectiveness of their teaching particularly in relation to pupils' learning and progress and how they have developed their professional behaviours;
- provide evidence of how the ITE curriculum has impacted on each trainee's learning and progress;
- triangulate with the regular formative assessment opportunities provided by lesson observations and feedback discussions, subject knowledge and pedagogical development, weekly reviews of development targets, etc.;
- promote the implementation of the recommendations in relation to workload made in addressing teacher workload in initial teacher education (ITE) (DfE, 2018).

5. Initial Needs Analysis, Target Setting and Ongoing Action Plan

Central to the trainee's progress is the accurate identification and achievement of developmental targets.

Trainees will receive an Initial Needs Analysis in the first 3 weeks of the course. This will identify areas of strength and areas for development that were highlighted at the interview. In addition, trainees will have completed the pre- course tasks and a subject knowledge audit all of which will have led them to identify targets around subject knowledge.

The areas for development must be shared with the mentor in the first mentor/trainee meeting of the year along with action plans from pre- course tasks. In week three, the trainee and mentor will revisit these targets and identify how they will be addressed.

Three further targets should be jointly set at this time. This will be the start of the trainee's ongoing action plan.

The On-going Action Plan is to include developmental targets which need to be agreed and:

- specifically address improving the trainee's mastery of the ITE curriculum, the trainee's subject knowledge and/or the trainee's impact on outcomes for pupils;
- include clear statements of:
what the trainee needs to do to improve and make sustained progress;
what support is required to help the trainee achieve the target (this could include co-planning, team teaching, etc.); a workable time frame;
- have success criteria explicitly stating what achieving the target will mean in terms of the trainee's and/or pupils' learning, well-being, behaviour, etc., and the quality of the trainees' teaching;
- be regularly reviewed using RAG rating and carry over where they have not yet been met;
- be limited to one or two small, achievable short term targets at a time (which may feed into more complex longer term targets).

Targets for the trainee can arise from:

- lesson observations, evidence of pupils' progress and learning, and weekly review meetings: short term and more immediate targets;
- interim and summative review points: longer term targets;
- end of programme assessment:

6. Trainees as observers

In order to become a successful teacher, it is essential that a trainee understands what effective teaching and learning looks like. This is the reason that trainee observations form a key element of the course.

Particularly during the first half term, the trainee will undertake many observations of expert colleagues and, for these to have impact, they need to be focused.

The initial focus is on:

High Expectations - Standard 1: Set high expectations which inspire, motivate and challenge pupils;

Classroom Practice - Standard 4: Plan and teach well -structured lessons;

Managing Behaviour - Standard 7: Manage behaviour effectively to ensure a good and safe learning environment

In the subsequent terms, observations should focus on phonics, foundation subjects and subjects or ability groups trainees are going to teach in the subsequent weeks.

For primary trainees a lesson observation and subject tracker should be completed throughout the year to ensure continuity and progression of all subjects within the National Curriculum.

To ensure that observations are purposeful, there is a specific focus for each week of the training year. These are closely related to the 'Learn how to...' statements from the ITT Core Content Framework and can be found in the School Direct Overview document.

The trainee should record all their observations on the specified pro forma (see appendix) and discuss implications with the mentor. The trainee should also aim to apply strategies observed in future teaching.

7. Mentors as observers

On a weekly basis, trainees must be regularly observed teaching and given written as well as verbal feedback. As the trainee starts to take responsibility for planning and delivering lessons, it is crucial that the lesson is observed by the mentor and feedback is provided on both teaching and pupil progress.

Before each observed lesson, the lesson plan must be shared with the mentor. (In the early stages, this lesson plan may have been produced together). The trainee should identify the key elements that he/she wishes the mentor to focus on.

During the lesson, the mentor should record key points for discussion as well as highlighting where they see good evidence of pupils learning. This should be recorded on the SCITT proforma (see appendix). The mentor should not participate in the lesson unless invited to do so by the trainee or if there is **a safety issue/or misconception being taught**.

The mentor must provide feedback to the trainee on the same day as the observed lesson. Verbal feedback, as part of a professional dialogue, must be provided but this must also be followed up with written feedback. As part of the process, the mentor should invite the trainee to reflect on the lesson, in terms of teaching and what the pupils have learnt.

The trainee should make his/her own notes during the discussion and ask for clarification about any feedback which is unclear.

It is essential that observation and feedback is regular and rigorous and follows the timescale outlined:

Term 1 and 2:	Mentors will observe <u>every</u> lesson and provide <u>written feedback</u> with targets relating to pupils' learning.
Term 3 and 4:	If the trainee is making good progress , the mentor should reduce the number of observations to at least one in two lessons and provide written feedback

Term 5 and 6

At least one lesson a day should be observed by the mentor **unless the trainee is not making good progress**. Written feedback must still be provided for all lessons observed.

8. Weekly Mentor Meetings

On a weekly basis trainees must have a formal weekly review meeting with their mentor. The meeting should last at least one hour. The meeting must be regular and undisturbed; if either the trainee or mentor is unable to attend, it must be rearranged within the same week.

The meeting will feature discussions about the trainees' and pupils' well-being and be a celebration of successes and classroom highlights. Each week, there will also be a key focus for discussion taken from the 'Learn how to...' statements from the ITT Core Content Framework and can be found in the School Direct Overview document.

This meeting should not be used to plan lessons or provide feedback on any observed lesson. Both these activities should take place at a different time.

It is the trainee's responsibility to draw up a weekly agenda although the mentor will add to this. This must refer to the School Direct Overview.

The trainee must also record the key points from the meeting and ensure that he/she starts to work on identified actions. These should be recorded on the SCITT proforma (see appendix).

The previous week's minutes should always be brought to the next meeting and the targets reviewed each week using a RAG rating. (red – not met, orange – working towards, green – met).

9. School Direct Monitoring visits

Each trainee will receive a monitoring visit from SCITT tutor during term 2, term 4, and term 6. The purpose of the visit is to ensure good progress is being made towards achieving QTS and to Quality Assure monitoring procedures. This guidance explains what to expect before, during and after a visit.

Before the visit:

During the Autumn, Spring and Summer terms, the trainee will receive an email from a SCITT tutor offering a choice of dates for the monitoring visit. The trainee will need to select a date as soon as possible after checking that the mentor is available.

Before the visit, trainees should ensure that the following are available:

- Termly tracking report
- Ongoing action plan
- Lesson plan

If the visit takes place in the Spring, or Summer term, the trainee must ensure that they also have notes from previous Professional Learning Conversations and the areas for development highlighted in previous visits have been addressed. Trainees must make sure that they are free to meet with the SCITT tutor and mentor directly after the lesson and that there is a designated time and place for the feedback to take place. (Approx 1 hour)

During the visit:

The SCITT tutor will arrange an arrival time which is usually around 15 minutes before the start of the lesson. Either the trainee or the mentor should be available to meet at this time.

During the lesson, the tutor will observe alongside the mentor. They will then meet for a few minutes after the lesson before meeting with the trainee. Trainees should take this time to reflect on the lesson and particularly the impact on the pupils' learning. The meeting that takes place after the lesson should form a focused professional discussion with the mentor taking the lead.

During the first visit, the focus and discussion afterwards will mainly be on High Expectations, Classroom Practice and Managing Behaviour, standards 1, 4 and 7. For the second and third visit, the focus should be determined through consultation with the mentor and be based on the progress and areas for development identified in the termly tracking report.

During the discussion, trainees should take their own notes in addition to the notes that the tutor will send to them. Following on from lesson feedback, SCITT tutor and mentor will carry out termly Professional Learning Conversations.

After the visit:

Trainees must make sure that they discuss the key points arising from the monitoring visit at the next mentor meeting and ensure that areas for development are included on their ongoing action plans.

The School Direct tutor will send the visit notes within a week of the observation.

Timetable:

These will take place once a term with the mentor

Visit 1 -	Primary – Core Secondary – main subject
Visit (second placement) –	Primary – Core Phonics (if appropriate) Secondary – contrasting year group
Visit 3 –	Primary - Foundation subject Secondary – contrasting set
Visit 4 for some trainees	Quality Assurance visits

At least 20% of trainees will also be externally moderated in term 6. The purpose of the external moderation visit is to quality assure the RBWM SCITT.

All trainees must keep the allocated dates for external moderation available although they are only notified of a visit a few days before. If a trainee is aware of any dates within the external moderation window that they will not be available, they must let the School Direct team know as soon as possible. This may be due to a school trip, sports day or a different event that needs to take place on a specific date. If a trainee is going to receive a monitoring visit, he/she will be informed as soon as possible.

External moderation visits will take place over a full morning or afternoon. Teaching will be observed and discussed, and all evidence will be examined. Mentors must be available for discussions with the external moderator.

10. Improving outcomes for pupils

The following needs to be considered when evaluating the trainees' impact on pupil outcomes:

- the context and content of any observed teaching sessions/lessons and where they fit within a sequence of lessons;
- the contribution of trainees' teaching to improving pupil outcomes;
- observations of pupils, pupils' responses in lessons and pupils' workbooks;
- the quality and impact of the trainees' marking, assessment records and annotated planning;
- trainees' strengths and areas for development.

Trainees must be able to evidence pupils' learning over time. Trainees should demonstrate their impact on the progress of whole classes of pupils as well as individual pupils. After every lesson, trainees must reflect on the following questions:

- What did the pupils learn in the lesson?
- What is the evidence for this?
- Which AfL strategies were used by the trainee during the lesson?
- How did the trainee use the information gained? What was the impact of this on learning?
- Which strategies were used to promote the achievement of vulnerable or underperforming learners and those in receipt of pupil premium?

In addition, trainees are required to gather two 'Bundles of Evidence' throughout the year, on 2 individual pupils, that demonstrate the pupils' learning over time.

Primary trainees should ensure that their bundles of evidence relate to different subjects including at least one core and one foundation subject. If teaching phonics, one pupil's bundle of evidence should be related to this.

Secondary trainees should ensure that their bundles of evidence relate to pupils in different year groups and sets.

Evidence could include:

- planning for a consecutive set of lessons with clear evaluations of how thought was given to pupils' needs;
- a cold task at the start of a unit and a hot task at the end that shows progress;
- marking and feedback to guide the pupils;
- assessment results;
- evidence of pupils' work;

Trainees will be given the opportunity to present their 'Bundles of Evidence' in groups in the spring term.

11. Tutorials/ Support sessions

During the course, trainees will receive two tutorials which take place with their SCITT tutor.

Tutorials are timetabled on specific dates and will generally last between ten and fifteen minutes. These will address both academic and pastoral aspects of the training. The purpose of these tutorials is to discuss:

- progress towards assignment completion;
- progress towards meeting the standards;
- reflections on the training and support received;
- any difficulties encountered.

Trainees must come prepared to tutorials and have filled in Tutorial Record

If difficulties are experienced these should have first been discussed with the mentor.

The SCITT is registered with the Education Support Partnership and as part of this every trainee is entitled to support through the Employee Assistance Programme. Support includes counseling for home-life issues, financial and legal support and specialist information.

12. Trainee Reflection

Trainees are required to write a detailed lesson plan for **every** lesson they teach throughout the year. See pro forma in appendix. In addition, trainees must complete a detailed evaluation for **every** lesson up to the end of the Autumn term using the lesson evaluation pro forma. The lesson evaluation focuses the trainee to look at pupils' learning against each of the teaching standards. If reflecting has become an embedded practice, the need for explicit evaluations may no longer be necessary; however, **all lesson still need to be evaluated and lesson plans must be annotated.**

Throughout the course, the core text 'Reflective Teaching in schools' by Andrew Pollard will be referred to. There will be set reading of chapters and reflection tasks to be completed. Trainees keep these reflections as part of an online Reflective Learning Log and entries should be made in such a way that creates a progress report. This should be an accumulation of material based on the trainee's own processes of reflection and should be written throughout the year. It can be written any time, but **at least weekly and include the weekly review tasks that are set.** These can be found in the School Direct Overview document.

The aims of the reflective learning Journal are:

- to stimulate cognitive growth;
- to reinforce and deepen learning;
- to foster problem solving skills;
- to encourage trainees to understand the processes in which pupils learn.

Trainees should reflect on the following:

- observations of events as they happen;
- groups' progress and the trainee's contribution;
- behaviour: both the trainee's and pupils';
- feelings or reactions;
- thoughts associated with events;
- difficulties or issues of concern;
- how to overcome these;
- what has been learned from these;
- how to plan to move on to achieve personal targets.

13. Course Committee Trainee Representation

The RBWM SCITT places great value on ensuring that trainees are given the opportunity to express their views about their experience of the course. There will be an opportunity to select a primary and secondary representative who will be invited to offer feedback at Course Committee Meetings.

Primary Trainees - Systematic Synthetic Phonics (SSP)

Regardless of what year group a primary trainee is in, all primary trainees must learn that: *‘early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode’*

Trainees learn how to develop pupils’ literacy, by:

- Observing how expert colleagues demonstrate a clear understanding of systematic synthetic phonics, particularly if teaching early reading and spelling, and deconstructing this approach.
- Discussing and analysing with expert colleagues how to support younger pupils to become fluent readers and to write fluently and legibly
- Receive clear, consistent and effective mentoring in how to promote reading for pleasure (Core Content Framework)

All trainees must be building a clear understanding of phonics (SSP) throughout the year and keep a termly audit of own phonic knowledge . The course is designed to address this in the following way:

Autumn Term

- Read Reading Framework - teaching the foundations of literacy July 2021
- Observe at least one phonic lesson and write up the observation using proforma
- Attend Central Training on Phonics and Early Reading with Jo Heffer
- Interview Phonics lead and complete School Audit
- Arrange a week of phonics - 3 days observing and one day teaching a group

Spring Term

- Revisit principles of SSP – twilight with Jo Heffer
- Interview phonic lead at second school.
- Update trainee audit to track own knowledge
- Attend Two Phonics Twilight led by Headteachers and Year One teachers of Read, Write, Inc School and LetterLand School
- Arrange a week of phonics - 3 days observing and one day teaching a group in second placement

Summer Term

- Complete trainee audit to continue monitoring phonic knowledge
- Visit Early Years settings through EY Experience to observe early phonics in the EY setting and book task
- Formative Phonic Task -Group Presentations on Phonics June

Trainees are put into age phase groups - Each group to present to their secondary colleagues on how they demonstrate a clear understanding of synthetic phonics and reading is their phase.

Gathering Evidence Against the Teaching Standards

You are required to keep an evidence tracker that will demonstrate your progress towards meeting the standards. Much of the evidence will be obtained through lesson observations carried out by your mentor. However, it is crucial to ensure that this evidence is robust and demonstrates that all aspects of each standard have been addressed.

Wider evidence will also be obtained through a variety of sources: below are a list of questions that will act as prompts for you to consider how you are evidencing meeting the standards. These should be discussed with your mentor particularly when completing the Termly Tracking Report. It is your responsibility to provide the evidence that will support the judgements made.

Prompts:

1. Set high expectations which inspire, motivate and challenge pupils

a) establish a safe and stimulating environment for pupils, rooted in mutual respect

b) set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions

c) demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

-Is the safeguarding policy is adhered to?

-The classroom environment – how does the environment support and extend learning? How does it engage learners?

- How are pupils encouraged to complete home learning?

-What is pupil behaviour in lessons like? Do behaviour systems promoting learning? Have high expectations of behavior been shared with all pupils?

-Do rewards and sanctions align with expectations?

-Does the classroom atmosphere support pupil participation? eg. pupil talk; confidence to speak and discuss; respect for opinions

-During lesson observation and learning walks are high expectations evident? Eg. displays & learning walls (which represent minorities e.g. disabled, ethnic groups, etc.)

-Is student voice evident?– especially look for stimulating environment & high expectations; impact of peer mediators and peer coaching; pupil questionnaire

-How are pupils grouped within lessons? -Has thought been given to seating plans and groupings to ensure that pupils work within different groups?

-Is there evidence of work with parents/carers to establish positive behavior?

-Are there attainment and wellbeing targets? Do targets provide appropriate challenge? Do pupils know what they are and how to achieve them?

-Is there visible celebration of when targets are achieved?

-Awareness of vulnerable children/groups – effective interventions

-Are pupil progress meetings attended and contributed to? Is there evidence demonstrating an understanding of vulnerable children's needs?

-Is there good use of resources and support staff? Do all adults share the high expectations within the classroom?

-Do you model behaviour, respect, politeness expected in and outside class to other colleagues and visitors, not just children?

-Is regular feedback provided to pupils regarding expectations?

-Are the vision and values of the school shared and demonstrated?

-Have home/school agreements and class charters or rules been created and are they referred to? Do pupils see the value in them?

-Is appropriate behaviour around the school insisted upon? eg. transition times, lunch times and playground behaviour, time keeping

2. Promote good progress and outcomes by pupils

a) be accountable for pupils' attainment, progress and outcomes

b) be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these

c) guide pupils to reflect on the progress they have made and their emerging needs

d) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching

e) encourage pupils to take a responsible and conscientious attitude to their own work and study

-Have pupil progress meetings been attended and contributed to? Is teaching having an impact on vulnerable pupils? Are these pupils making progress?

-What evidence of interventions is in place? Do the interventions help identified pupils make progress?

-Do exam and test outcomes indicate progress?

-Does lesson observation formative feedback identify where progress has been made?

-Are learners' views taken into account? Are pupils encouraged to reflect on their own progress? How does this happen?

Is there pupil conferencing in place? Do pupils have knowledge of their specific targets? Do they value them?

-Are parents'/ carers' views taken into account? – Is there evidence of meetings with parents or carers? How are they guided to support their children's learning? EHCP?

-Is assessment used to inform planning? Does planning respond to gaps analysis/data interpretation?

- Does planning include well thought out differentiation? Are key questions identified in planning?

-Is there evidence of varied and creative teaching and learning strategies within lessons and series of lessons? e.g. paired and group work, team teaching

-Is there a good balance of teacher talk & independent work?

How does the learning environment support good progress? eg working walls

Are pupils aware of learning outcomes and success criteria? Do these help them to make progress?

Are pupils involved in target setting and selecting success criteria?

-Are AfL strategies used to determine whether progress is being made? Is there evidence of lessons being adapted in response to pupils' needs?

Do pupils make progress against their targets? Is there evidence of teacher tracking?

-How do pupils value and respond to written feedback?

-What evidence is there to show that individuals or groups have made progress? eg bundles of evidence

-Is feedback in books informative and indicate next steps? Are these steps followed through in future planning?

Are pupils encouraged to give feedback to each other?

Are pupils given time to respond to feedback?

-How do learning journals (EYFS) demonstrate progress?

-How is EYFS profile data used?

-Are baseline assessments taken into account?

-Is transition information used well?

-Has CPD or in-school training been attended? How has this impacted on progress?

- Are pupils encouraged to take care over presentation in their work?

- Do pupils settle to work quickly? Are they able to work independently?

3. Demonstrate good subject and curriculum knowledge

a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings

b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship

c) demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

d) if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics

e) if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

- Has there been participation in CPD? Eg, engagement in school-based INSET, staff meetings, external courses, school networks
- Have gaps in knowledge been identified and attempts been made to address these?
- Does planning reveal secure subject knowledge?
- In planning, are there differentiated levels of challenge that will develop all pupils' subject knowledge?
- Is time provided in lessons to address misunderstandings?
- Is planning adapted in order to address misunderstandings?
- Does planning demonstrate progression in developing subject knowledge?
- Do lessons allow enough time for the development of spoken language?
- Do you provide a strong model of spoken and written Standard English?
- Does marking and feedback address pupils' misunderstandings?
- Do pupil targets support subject development?
- Is there pupil conferencing that focuses on subject knowledge? Are pupils provided with opportunities to assess their own subject knowledge?
- What is the Impact on learning? Do all pupil books show that progress has been made in the subject?
- Has there been collaborative planning in order to secure trainee's subject knowledge?
- Has a contribution been made to departmental/ phase meetings?
- How does the classroom environment support pupils' developing subject knowledge? Is the promotion of key literacy and reading skills visible?
- Has there been participation in focus weeks?
- Has there been communication with parents to help them support their child in a particular subject?
- Has there been involvement in policy or planning reviews?
- Has independent research been undertaken? (3b)
- Is there modelling of spoken and written English in all lessons regardless of the subject being taught?

- In all lessons, is there a focus on literacy promotion?
- Do books demonstrate a high standard of literacy?
- Planning shows development of literacy as well as subject specific
- Assemblies
- Does written and verbal communication demonstrate good Standard English? (with parents and children)
- Is phonics taught through dedicated time in EYFS/ KS1/ KS2 (3d)
- Do phonics teaching plans, including those for schemes, and guided reading plans demonstrate flexible groupings, interventions and regular assessment? (3d)
- Are TAs and other adults deployed well during the teaching of phonics and early reading? (3d)
- Are phonemes articulated correctly? (3d)
- Is there evidence of pupils making progress in phonics and early reading through formal assessment (3d)
- Does the classroom environment support phonics development?
- In Key Stages 2, 3 and 4, are children with SEND in reading aware of their next steps? Are there interventions in place that support phonics and early reading development? (3c)
- Is the use of appropriate mathematical equipment modelled? (3e)
- Is good use made of teaching assistants and other adults working with maths groups (3e)
- Are mathematical strategies taught in line with the school's policy? (3e)
- In key stages 2, 3 and 4, are children with SEND in mathematics aware of their next steps? Are their interventions in place that address key gaps in learning? (3e)

4. Plan and teach well structured lessons

a) impart knowledge and develop understanding through effective use of lesson time

b) promote a love of learning and children's intellectual curiosity

c) set homework and plan other out-of-class activities to consolidate and extend the knowledge

d) reflect systematically on the effectiveness of lessons and approaches to teaching

e) contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

- Does planning indicate flexible timings? Are timings appropriate? Is the right amount of time allocated to different tasks to enable learning to take place?
- Do plans show that thought has been given to using a variety of strategies within the lesson?
- Is there a high level of productivity and engagement within lessons? Do pupils remain on task? (4b)

- Do lessons have interesting and relevant hooks to engage the pupils? (4b)
 - Do lesson objectives have measurable outcomes to gauge progress?
 - Are well thought out questions included in the planning?
 - Have TA roles been identified to ensure effective learning?
 - Does the learning environment encourage children's questions/ and ideas? Are there opportunities for deep questioning and curiosity to be aroused? (4b)
 - Is there evidence that children's ideas have fed into topics? (4b)
 - Are children encouraged to read for pleasure (4b)
 - Are open ended investigations encouraged across the curriculum? (4b)
 - Are pupils encouraged to give feedback on their lessons?
 - Is there engagement in wider activities? e.g. World Book Day
 - Are parents invited to comment on school activities and home learning? (4c)
 - Is homework appropriate and motivating? Is there a homework record? (4c)
- Is homework valued by pupils and parents? Can pupils see how it links to the learning that takes place in school? Is it completed on time with due care? (4c)
- Is homework marked and feedback provided? (4c)
 - Are pupils and parents invited to express views or concerns about homework? Are these taken into account? (4c)
 - Is there a range of stimulating homework challenges? (4c)
- Have other teachers been observed? How have these observations impacted on practice? (4d)
- Is there annotated planning that indicates reflection? (4d)
 - Has there been contribution/participation in CPD activity to improve teaching? (4d)
 - Have schemes or work been written or amended? (4d)
 - Has there been participation in an enrichment activity linked to main subject or topic? e.g. running a visit/ trip/ CPD event (4e)
 - Has there been a review of resources? e.g. textbooks, artefacts, mathematical equipment, online materials (4e)

5. Adapt teaching to respond to the strengths and needs of all pupils

a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

b) have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these c) demonstrate an awareness of the physical,

social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development

d) have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

- Does planning show clear differentiation that takes account of the needs of all pupils?
- Does pupils' work show where there is clear differentiation?
- Do lesson plans show understanding of next steps based on individual children's needs?
- Have pupil progress meetings been attended and contributed to?
- How have decisions about the deployment of teaching assistants and other adults been made?
- Have appropriate and differentiated learning outcomes been identified?
- Are there different levels of questions? eg Bloom's Taxonomy
- Do assessment records show how much progress has been made by different groups or individuals?
- Does assessment inform the pace and level of learning?
- Are pupils grouped in ways that support their needs? Do seating plans change to allow flexible groupings?

How do EHCPs inform planning and teaching?

- Student voice and pupil conferencing
- How are resources used to meet the needs of different pupils?
- Do resources created show awareness of need for differentiation? Do they help make lessons inclusive?
- Do lessons cater for different learning styles?
- How is Pupil Profile and SEND information used? How does this information inform the strategies used in the classroom?
- How is IT used to support different learners?
- Are there records of meetings with the SENCO?
- What awareness is shown about the contribution of external agencies? eg, Educational Psychologists, traveller support, Inclusion service
- Is there knowledge of and application of up to date teaching pedagogies appropriate for particular needs?
- Is there the ability to articulate why children need a particular type of approach?
- Does written feedback and pupil/ parent meetings show an understanding of different needs?

- Appropriate methods of assessment and next steps
- Are opportunities for more able learners promoted throughout all lessons?

6. Make accurate and productive use of assessment

- a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements**
- b) make use of formative and summative assessment to secure pupils' progress**
- c) use relevant data to monitor progress, set targets, and plan subsequent lessons**
- d) give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback**

- Is accurate use of assessment made to identify gaps and plan next steps?
- Has there been participation in moderation? eg, external, internal and across schools/ departments
- Has there been participation in work sampling?
- Has there been involvement in the administration of EYFS profile/ KS1/ KS2 SATs?
- Has pupil conferencing with personalised questioning taken place?
- Has there been a contribution to pupil progress meetings? How do these meetings inform future planning?
- Does planning reflect assessment outcomes?
- Has there been the opportunity to interrogate and make use of relevant data? (6c)
- Do pupils' books show a good level of feedback? Are next steps identified? (6d)
- Is assessment information used to set up interventions including for the more able and for vulnerable groups? (6b)
- Is assessment used to determine the deployment of teaching assistants and other adults? (6b)
- Is assessment information used for curricular target setting?
- Does assessment information inform the planning for guided groups?
- Is assessment information from other teachers used to inform current planning?
- Is use made of pupil questionnaires to inform future planning?
- Is written feedback purposeful and timely? Does it adhere to the school's feedback policy? (6d)
- Are pupils given time to respond to feedback? (6d)
- Do pupils find the feedback they are given helpful? (6d)
- Do pupils know what their targets are and how to achieve them? (6d)

7. Manage behaviour effectively to ensure a good & safe learning environment

a) have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy

b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

c) manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

d) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

- Are there clear, visible classroom rules? Is there evidence of class agreement on rules? Is fair and consistent use made of rewards/consequences boards?

- Is pupils' behaviour generally managed fairly and consistently?

- Does behaviour management adhere to the school's behavior policy?

- Is pupil conferencing used to enable pupils to have a clear understanding of the consequences of their behaviour?

- Is a behaviour log kept?

How are parents or carers informed about their children's behaviour?

- How does the trainee engage with students in and out of the classroom?

- Are behaviour management displays visible and referred to?

- How is positive behaviour celebrated?

- Are detentions given according to school policy?

- Are behaviour issues followed up?

- Does the layout of classroom support behavior management?

- Are conflict resolution techniques employed? eg, peer mentoring, restorative justice meeting

- Are teaching assistants and other adults deployed to support behavior management?

8. Fulfil wider professional responsibilities

a) make a positive contribution to the wider life and ethos of the school

b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

c) deploy support staff effectively

d) take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

e) Communicate effectively with parents with regard to pupils' achievements and well-being

-Has there been engagement in enrichment activities – planning/leading/organising? eg, to include after- school activities, residential trips, whole school events, home/school events, clubs, fairs, community and charity events (8a)

-Have you been involved in developing a whole school area? eg, and allotment, art area (8a)

- Has there been involvement with parents' information evenings?

- Has there been involvement with governors or the PTA? (8a)

-Do you feel that you are a team player and that you take collaborative responsibility of the environment you share? (8a)

-Has practice changed in the light of feedback from lesson observations?

-Have you taken responsibility for own CPD?

-Have you been prepared to participate in new pedagogies? e.g. team teaching, lesson study, etc.

-Do you play an active part in staff meetings, INSET, phase meetings?

- Have you had opportunities for multi-agency working?

-Do you seek support when you feel that it is needed?

-Have you written professional emails?

-Is there evidence of team leadership/ collaborative work on specific projects?

-Is confidentiality maintained both in and out of school?

Do support staff that you work with feel that they are deployed well? Do they feel valued?

Is communication with support staff regular and helpful?

-Have you sought feedback from TAs/support staff? (either lesson based or in support staff meetings)

-Do you act on feedback? What has changed as a consequence of feedback?

-Do you undertake regular reflection on your practice?

- Have you taken the opportunity to disseminate new learning with colleagues?

-Have you participated in cross-phase and cross-school moderation?

-How do you keep thoroughly up to date with pedagogy and practice?

-Have you been involved in writing reports to parents?

-Parents evenings/ days

-Have you participated in parents' evenings?

-Have you sought parent voice to gain feedback on your practice?

-Do you engage with parents through open-door sessions?

- Have you followed up on concerns voiced by parents?
- Do you share concerns, hard messages, celebrate successes with parents?
- How effective is home/School liaison? eg diaries, text messages, etc.
- Have you written reports including all SEND documentation, as required
- Have you contributed to newsletters?
- Have you composed other class letters that have been sent home?
- Have you taken responsibility for contacting parents outside of timetabled parents' meetings?

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

a) Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position**
- showing tolerance of and respect for the rights of others**
- not undermining fundamental British values, including**
 - democracy, the rule of law, individual liberty & mutual respect, tolerance of those with different faiths & beliefs**
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law**
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions**

-Observations - clear links between vision, ethos, policy & practice with class and across school

-Consistency – all of above should be evidenced through all professional activity in school/ community

b) Teachers must have proper and professional regard to ethos, policies and practices of the school in which they teach, maintain high standards in their own attendance and punctuality

- Your conduct demonstrates a highly professional approach to teaching,
- You have an understanding and demonstrate conduct that is appropriate at all times
- You are on time for all beginnings and ends of days, meetings and lessons
- The school/ colleagues are always informed of and reasons for any non-attendance in the school day or other professional meetings and responsibilities in line with policy
- Your language and appearance are highly professional and in line with school policy. You adhere to school policies at all times, e.g. health and safety, risk assessments before trips, etc

Part 2

Funding Information, Guidelines & HR Procedures

Salaried Route

Trainees on the School Direct (salaried) programme will be employed as unqualified teachers, paid on a minimum of at least Unqualified 1, at one of the schools in the School Direct Consortia and need not be in a 'supernumerary' position (i.e. in addition to regular teaching staff numbers).

The employing school is responsible for any salary shortfall and on-costs. The employing school should agree to fund the difference between the gross salary of the trainee on a minimum of Unqualified 1.

Salaried trainees are to be employed on continuous service from 1st September to 31 August.

The trainee will not be eligible for a training bursary or student finance.

Training Route (tuition fee – no salary)

School Direct (tuition fee) for high quality graduates. The trainee is deemed to be a student of higher education for the period of training.

The course is funded by a £6,000 tuition fee paid by the trainee, either directly or with a student loan (<https://www.gov.uk/student-finance-register-login>) or by personal finance; if paying by personal finance the trainee will be invoiced for the whole amount.

Bursaries 2021/2022

The trainee may be eligible to receive a training bursary which ITT providers will receive from the DfE. Bursaries are dependent on the level of degree awarded and for the training subject as follows:

Scholarships and training bursaries are available in the below subjects.

Postgraduate bursaries and scholarships

£24,000 in chemistry, computing, mathematics and physics

£15,000 in design and technology, geography and languages (including ancient languages)

£10,000 in biology

Applicants may be eligible for a bursary if they have 1st, 2:1, 2:2, PhD or Master's.

Scholarships of £26,000 are available in chemistry, computing, mathematics and physics. Scholarships are usually available to applicants with a 1st, 2:1, Master's or PhD, though in exceptional circumstances they may be awarded to a graduate with a 2:2 and significant relevant experience.

Bursaries

RBWM will pay the bursary payments to trainees in 10 monthly instalments into the trainees' bank accounts (a bank account form should be completed by the trainee), starting in October, providing all qualification evidence has been received. Should qualifications not be provided, the bursary payment date will be delayed but will be backdated. Trainees have until 30th November to provide evidence.

Independent Schools

We welcome trainees from the independent sector; schools will be charged a £6000 fee per trainee. An invoice will be sent to the school before the end of the first term of training.

School Funding/Reimbursement

Salaried trainees are eligible for a salary grant as follows:

*Note:*For schools (academies or independent) outside of the RBWM finance system an invoice should be sent to enable the salary grant to be paid at the same time as the journal payments.

Training Route (tuition fee):

Lead schools with a training route trainee will be reimbursed **£1,000** either via a journal or by submitting a school invoice, payment will be made in March each year.

Provider Administration Costs (retained):

The Accredited Provider will use their part of the salary grant to cover:

- Administration costs, including record keeping, DfE submissions
- Trainee DBS, Pre-appointment Health checks& Prohibition if appropriate
- Assessment fees
- Central training fees – including tutors
- Mentor and trainee support
- BNU costs

Information at:

<https://www.gov.uk/government/publications/school-direct-salaried-funding-manual/school-direct-salaried-funding-manual-2022-to-2023-academic-year>

Withdrawals

Training Route (tuition fee)

For trainees who withdraw from the School Direct (tuition fee), DfE will pay any training bursary payments to cover the last month of participation on the programme.

Any monies issued by DfE that cover beyond this date will be recovered in full from the ITT provider).

Deferrals

Schools, in agreement with the ITT provider, are responsible for making the decision to allow a trainee to defer. Provider/Lead schools must communicate this decision to their ITT provider and DfE.

Training Route (tuition fee)

Trainees can only defer once they have commenced their ITT course, for the School Direct (tuition fee) in receipt of a bursary, the Provider must inform the DfE Funding Team immediately. The DfE will continue to pay the training bursary, the school, or ITT provider must retain these funds until the trainee returns to the course. If the trainee does not return to course the DfE will recover these unused funds in full.

Post training employment expectation:

The Government's Training Our Next Generation of Outstanding Teachers: Implementation Plan published in November 2011 stated "Once the trainee has completed training and gained qualified teacher status, the school will be expected to employ the trainee."

In determining how many School Direct places to request, schools should have reviewed their previous employment patterns and use any current knowledge on staffing/budgetary issues to make an assessment of future need. This assessment should enable schools to request a number of places that broadly matches the future employment requirements within the school or partnership of schools where the trainee will be based. The DfE expects the lead school or partnership of schools to have a clear capacity to employ the trainees when they successfully complete their training programme.

Trainees can be employed within the individual school or group of schools in which they have trained. In recruiting and selecting trainees, schools will want to have in mind the suitability of candidates to train and teach in the particular environment of the school partnership.

Throughout the process, schools should be aiming to employ trainees at the end of their training. However, there will be occasional circumstances that prevent a trainee taking up employment in one of those schools (such as not completing the course, changes to the school structure, outside factors or personal preference) but it should be the school's intention to retain the trainees as Newly Qualified Teachers (NQT), based on a reasonable expectation of there being a vacancy.

Data requirements and reporting:

Schools and ITT providers are required to share data on School Direct with DfE, including data on applications, recruitment and employment outcomes.

Failure to comply with requests for data may result in non-compliance by the ITT provider, which may lead to eventual withdrawal of accreditation.

Lead schools (Windsor Girls'/Cookham Nursery) are required to give accurate data to their partner ITT provider about the schools in which each trainee is undertaking training. This must include the dates of the training periods so that this can be uploaded onto the DfE DTTP.

GDPR

General Data Protection Regulation (GDPR) came into effect on 25th May 2018, aiming to give back control of personal data. Having signed the contract, trainees are 'opting in' to give RBWM SCITT permission to collect data relevant to them and the training programme. Trainees have the right to request access, erasure or withdraw consent at any time.

HR Procedures:

Health Checking

All trainees regardless of the route they take will be subject to an RBWM HR Health Check before contracts are issued. RBWM HR currently use OH Works Ltd and trainees will be sent an email detailing how to complete the check. Results will be sent to the Accredited Provider/Lead School with any recommendations communicated to the employing school.

If your school does not receive communication regarding the health or adjustments for a trainee they should presume the trainee is 'fit for work'.

Equal Opportunities and Criminal Records

All trainees are required to complete both the RBWM Equal Opportunities Monitoring Form and a Disclosure of Criminal Records form before coming to interview.

If your school does not receive communication regarding any criminal disclosures they should presume the trainee has a clear record.

DBS

All trainees are DBS checked before training commences. Trainees are sent a DBS certificate with the check numbers held by the Accredited Provider.

Where appropriate an overseas 'Certificate of Good Conduct' will have been obtained.

Prohibition

Salaried Trainees – if your school uses the Borough HR Department your trainee will have been checked and any findings communicated. If your school use another provider for HR provision should be made to have the trainee checked.

Training Route (non -salaried) Trainees – the Borough HR Department will be asked to check your trainee and any findings communicated. If your school do NOT use the Borough HR Department you should check your trainee and inform us that this has been completed and communicate any other findings.

Safeguarding of children and young people

- All DBS up to date
- All trainees DBS before starting
- All trainees attend Safeguarding and prevent training within first 2 weeks
- All trainees read Keep Children Safe, Safeguarding and Whistle blowing policies for lead and second school placements
- Ethnicity checklist linked to academic studies listed in the Handbook.

PROFORMAS

RBWM School Direct Training Framework

Name:

School:

Week:

Term: Autumn / Spring / Summer

Activity	Monday	Tuesday	Wednesday	Thursday	Friday
School delivered Inset Prof. Dev.					
Other Training/ Prof. Dev.					
Observation in school					
Small Group Teaching					
Teaching Class					
Action Research/ Pedagogy/ Reading					
Mentor Discussion Focus					
Positives					
Any Concerns					
Feelings/wellbeing					

Lesson Plan Example

The Learning

Subject:	Date:
Year Group:	No. of Children: e.g. EAL,PP, SEND
Today's LEARNING Objective(s)	
Learning Breakdown <i>(What skills/knowledge must be addressed/ modelled to meet the LO? What prior knowledge must you check the children have? Think through what your lesson depends on!)</i>	Success Criteria <i>(for children)</i> •
Learning Hook / Starter/ Opening Question: (5 mins) • Using equipment on the floor, tables try to create an investigation that they think they will be doing	
Teaching and Learning Activities <i>(Explain what experiences the children will have to ensure that the learning breakdown is covered and that learning takes place.)</i> <i>Include: KEY QUESTIONS, VOCABULARY, TIMINGS and anticipated COMMON ERRORS or (PARTIAL) MISCONCEPTIONS.</i> Timings: Key Vocabulary:	
Differentiation: Particular Support	Differentiation: Particular Challenge

Plenary and Review: <i>(How will you assess learning? How will children reflect? Any out of class learning? Transition to next lesson.) (5-10 mins)</i>	
Opportunities for home learning:	

The Organisation

Resources Needed: <i>(use this as a checklist, don't note everyday resources)</i>	Organisation: <i>(of classroom or special groupings)</i>
Message to your Supporting Adult: <i>(explain how and why you would like each supporting adult to work with groups or individuals and what you would like those groups to achieve)</i>	

This plan is intended to be flexible. Not all parts will be used and some things will happen in a different order.

Evaluation and Impact

How successful was the learning and why? Who needs more support and what should that support look like? <i>(You are expected to annotate on the plan above but can record thoughts here.)</i> Next Steps:

Lesson Reflection/Lesson Observation

Lesson:	Date:
What went well? What was the highlight of this lesson? What is the key learning from this lesson? What did pupils learn?	
1. Set high standards which inspire, motivate and challenge pupils <ul style="list-style-type: none"> - Is intentional and consistent language used that promotes challenge and aspiration? - Is there a positive environment where making mistakes and learning from them is part of the daily routine? - Are there opportunities to engage parents and carers? - Is teaching maintaining clear behavioural expectations e.g. contributions, volume, concentration? - Are rules, sanctions and rewards in line with school policy? - Are pupils praised for effort and progress being made emphasized? 	
2. Promote good progress and outcomes by pupils <ul style="list-style-type: none"> - Is thought given to avoid overloading working memory? - Is the complexity of the task kept to a minimum? - Is complex material broken down into smaller steps e.g. using partially completed examples? - Are pupils encouraged to share emerging understanding and points of confusion so misconceptions are addresses? - How is the lesson sequenced? - Are teachers linking what pupils already know to what is being taught? 	
3. Demonstrate good subject and curriculum knowledge <ul style="list-style-type: none"> - What opportunities are there for pupils to learn essential concepts, knowledge, skills and principles of the subject? - What analogies, illustrations, examples, explanations and demonstrations are being used? - Are resources and materials aligned with the school curriculum? - Is there a balance of exposition, repetition, practice of critical skills and knowledge? - What tasks are provided to secure learning e.g. quizzes, fluency of times tables? 	
4. Classroom Practice <ul style="list-style-type: none"> - How is modelling, explanations and scaffolds used to break down tasks? - When and why are scaffolds removed? - Are there opportunities in the lesson for pupils to consolidate and practice applying new knowledge and skills? - Are analogies, metaphors and examples used to support learning? - Are there examples of modelling through narrating thought processes and exposing potential pitfalls? - Are there a range of types of questions in class discussions to extend and challenge? - Is there appropriate wait time between question and response where more developed responses are required? 	
5. Adaptive Teaching <ul style="list-style-type: none"> - Are pupils identified that need new content further broken down? - What formative assessment is used? - How has the lesson been adapted whilst maintaining high expectations? - How is new content taught? - Are teaching assistants used effectively? - How is the lesson differentiated e.g. resources, reframing of questions? 	

6. Assessment

- Are formative assessment tasks linked to lesson objectives?
- Has structured tasks or questions been used to identify gaps in knowledge or misconceptions?
- What methods of feedback are used in the lesson e.g. assessments to check prior knowledge, prompting to elaborate on questions , monitoring pupils work during the lesson?
- Is verbal feedback used in the lesson?

7. Managing Behaviour

- Has a supportive and inclusive environment been established with a predictable reward and sanction system?
- Are instructions manageable, specific and sequential?
- Are pupils understanding of the instruction checked before a task begins?
- Is there a use of consistent language and non-verbal signals?
- Is there evidence of established routines?
- Is there evidence of explicitly teaching routines e.g. transition points

8. Professional Behaviours

- Is there evidence of extending subject and pedagogical knowledge as part of the lesson preparation?
- Can you make any links to research of theories in the lesson?
- Was the intended lesson outcomes shared with teaching assistants before the start of the lesson?
- Is the teaching assistant's support in addition to the teacher?

What are the areas of strength of this lesson?

What are the areas for development of this lesson?

Mentor Observation Feedback Form

Name of Trainee:

Name(s) of Observer(s):

School:

**Lesson:
children:**

Date:

Year group/ number of

Focus for lesson observation is (see overview):

Summary notes to be completed by the observer:

Support received by trainee in planning this lesson

Comment on trainee's professional development focus

Comment on impact on children's learning

- What did the pupils learn in this lesson? What is the evidence for this?
- What AfL strategies are used by the trainee during the lesson?
- How does the trainee use the information gained? What is the impact of this on learning?
- What strategies were used to promote the achievement of vulnerable or underperforming learners and those in receipt of pupil premium?

Strengths and/or areas of improvement from previous observation

Targets

At this stage of the training this lesson observation contributes evidence that this trainee is:
<input type="checkbox"/> Making appropriate progress <input type="checkbox"/> Making limited progress <input type="checkbox"/> Displaying significant weaknesses in the following TS:
Highlight Standards met in lesson
<ul style="list-style-type: none"> • Set high expectations which inspire, motivate and challenge pupils <ul style="list-style-type: none"> ▪ Establish a safe and stimulating environment for pupils, rooted in mutual respect ▪ Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions ▪ Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils
2. Promote good progress and outcomes by pupils <ul style="list-style-type: none"> • Be accountable for pupils' attainment, progress and outcomes • Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these • Guide pupils to reflect on the progress they have made and their emerging needs • Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching • Encourage pupils to take a responsible and conscientious attitude to their own work and study
3. Demonstrate good subject and curriculum knowledge <ul style="list-style-type: none"> ▪ Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings ▪ Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship ▪ Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject ▪ If teaching early reading, demonstrate a clear understanding of systematic synthetic phonic ▪ If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies
4. Plan and teach well structured lessons <ul style="list-style-type: none"> ▪ Impart knowledge and develop understanding through effective use of lesson time ▪ Promote a love of learning and children's intellectual curiosity ▪ Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired ▪ Reflect systematically on the effectiveness of lessons and approaches to teaching ▪ Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)
5. Adapt teaching to respond to the strengths and needs of all pupils <ul style="list-style-type: none"> ▪ Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively ▪ Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these ▪ Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development ▪ Have a clear understanding of the needs of all pupils, including those with special educational needs; with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
6. Make accurate and productive use of assessment <ul style="list-style-type: none"> ▪ Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements ▪ Make use of formative and summative assessment to secure pupils' progress ▪ Use relevant data to monitor progress, set targets, and plan subsequent lessons ▪ Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback
7. Manage behaviour effectively to ensure a good and safe learning environment <ul style="list-style-type: none"> ▪ Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy ▪ Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly ▪ Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them ▪ Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
8. Fulfil wider professional responsibilities <ul style="list-style-type: none"> ▪ Make a positive contribution to the wider life and ethos of the school ▪ develop effective professional relationships with colleagues, knowing how when to draw on advice and specialist support ▪ deploy support staff effectively ▪ take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues ▪ communicate effectively with parents with regard to pupils' achievements and well-being

RBWM School Direct Programme

Evidence Check List

Trainee Name

School

Evidence	Confirmed	Notes
Professional File		
Pre -Course tasks		
Subject Audits		
Initial Needs Analysis		
Ongoing Action Plan		
Termly Tracking Reports		
Professional Learning Conversation		
Observation Feedback from Claire and Jo		
Secondary only – TES modules, Subject association, NASBTT courses		
Primary only – Subject tracker		
Interviews with subject leads and Heads of Department		
Mentor Meeting Minutes		
Formative Task 1 Presentation Slides Assignment 1 – feedback		
Formative Task 2 Presentation Slides Assignment 2 – feedback		
Formative Task Lit/Phonic presentation		
Trainee observations		

Trainee Reflections		
Evidence Tracker		
At least one bundle of evidence for each sub standard. Evidence to be spread out throughout the year. Tracker to show clear links to each bundle		
Planning File		
Lesson Observations from Mentors		
Schemes of Work, long and medium term plans		
Lesson Plans and evaluations		
Class information including Pupil Premium, EAL, Disadvantage		
Reflection Tasks		

Mentor Meeting Discussion Record

Trainee Name:

Date of previous meeting:

Mentor name:

Date of this meeting

Well-Being	
How is the mentee feeling? How may this be impacting on their progress?	
Aims – Link to Overview focus for meeting	
What is the purpose of the meeting? What do we need to achieve? What targets are we working on this week?	
Progress	
What has happened since we last met? What has been completed	
Ongoing action plan targets for this week: Target 1 Actions: Target 2 Actions:	
Academic progress/ reading/ Reflection/Review task: AOB	

Professional Learning Conversations

These conversations are to be between the trainee, mentor and SCITT tutor during termly monitoring visits

Early Stage of Training (Autumn Term)

1. Behaviour

Questions: From your observations, training and early practice ...

Can you give any examples of positive behaviour management strategies you have either observed or used within your own practice?

How have you ensured that you are building professional relationships with the pupils in your class(es)?

Which aspects of your centre-based behaviour management and theory training have had the most impact on your developing practice so far?

Talk-Throughs:

Can you reflect on a difficult moment relating to managing pupil behaviour that you overcame and what did you learn from this experience?

2. Pedagogy

Questions: From your observations, training and early practice ...

How do expert colleagues consider pupils' prior learning when planning to impact on pupils' learning and progress?

Which aspects of your centre-based pedagogy and theory training have you had the opportunity to see delivered by expert colleagues in school?

How do expert colleagues adapt their teaching to: i) ensure **all pupils access learning**, while maintaining high expectations for all; ii) ensure the learning environment supports **all learners**?

Talk-Throughs:

Talk us through an example of when you have seen an expert colleague demonstrate effective modelling. What did you learn about the impact of this on the pupils' learning and progress?

3. Curriculum:

Questions: From your observations, training and early practice ...

What have you learned from conversations with expert colleagues about your school's curriculum and the choices that have been made in relation to its design and coverage?

Have you encountered any challenges in relation to developing your understanding of the National Curriculum and how this informs your placement school's curriculum design?

Talk-Throughs:

Talk us through your understanding of what is meant by a 'carefully sequenced and coherent curriculum'.

Talk us through how you have identified and begun to address any significant gaps in your subject knowledge since commencing your training programme.

4. Assessment:

Questions: From your observations, training and early practice ...

What examples of formative assessment have you seen expert colleagues use during your placement(s)?

How do expert colleagues use information from assessments to inform the decisions they make within the classroom?

Talk-Throughs:

Talk us through your understanding of the difference between formative and summative assessment.

5. Professional Behaviours:

Questions: From your observations, training and early practice ...

How do expert colleagues work collegiately with Teaching Assistants? How have you contributed to this process so far?

How have you demonstrated your professionalism in relation to the theory and training you have received during training?

Talk-Throughs:

Talk us through a professional discussion you have had with a key member of the school's leadership team. (For example, headteacher or deputy, SENCO, subject lead, pastoral lead.) What have you learned from these discussions?

Professional Learning Conversations

Mid Stage of Training (Spring Term)

1. Behaviour

Questions: From your observations, training and early practice ...

How have you ensured that you are building professional relationships with the pupils in your class in both of your school placements?

What have you learned about how to create an environment where making mistakes and learning from them is encouraged within the classroom?

Which aspects of theory that you have learned in centre-based sessions have been most useful/impactful to you in regard to managing pupil behaviour successfully?

Talk-Throughs:

Talk us through how you have adapted/or utilised different behaviour management strategies to meet the needs of pupils in the different age phases you have encountered. (For example, Foundation Stage or Key Stage 1 Key Stage 4)

2. Pedagogy

Questions: From your observations, training and early practice ...

Can you give practical examples of how you have scaffolded your teaching to impact on pupils' learning and progress?

How have you identified common misconceptions within a/your subject and how have you ensured these misconceptions do not impact negatively on pupils' learning and progress?

What examples have you seen of grouping pupils? Which methods do you think are most effective when thinking about the impact on pupils' learning and progress?

When planning sequences of lessons, how do you consider metacognition and the cognitive load of the pupils within your class?

Talk-Throughs:

Talk us through an example of how you have adapted your planned teaching to ensure all pupils, including any with SEND, can fully access the learning, whilst ensuring there are high expectations for all. What have you learned from this experience?

3. Curriculum:

[Possible] Questions: From your observations, training and early practice ...

How have you used the curriculum to support you as you begin to take ownership of the planning process throughout your training year?

What resources have you utilised to support the development of your subject knowledge and/or your progress in any curriculum areas that you need to improve?

What teaching strategies have you developed to engage and enthuse your pupils, especially in relation to them understanding what they are learning and why?

Talk-Throughs:

Talk us through how your centre-based training and school-led training/experiences have helped you deepen your subject knowledge since your last Professional Learning Conversation/review. Which aspects do you most need to focus on during the final stage of your training?

4. Assessment:

Questions: From your observations, training and early practice ...

What examples of formative assessment have you used as part of your day-to-day teaching routine?

How have you and expert colleagues made summative assessments and ensured that these are accurate and consistent? How has your mentor supported you with different formats of assessment?

Moving into the final part of your training year, which areas of assessment would you like to become more confident and adept in?

Talk-Throughs:

Talk us through some examples of high quality feedback, written or verbal, that you have given and that has had a significant impact on pupils' learning and progress. How do you know?

5. Professional Behaviours:

Questions: From your observations, training and early practice ...

In what ways have you made valuable contributions to the wider life of the school?

When working with Teaching Assistants, what steps have you taken to maximise their impact on pupils' learning and progress?

What discussions have you had with key members of the leadership team? eg, SENCO

Talk-Throughs:

Talk us through how you have begun to build effective relationships with parents, carers and families. What do you think are the key principles involved?

Professional Learning Conversations

Final Stage of Training (Summer Term)

1. Behaviour

Questions: From your observations, training and early practice ...

How have you promoted high expectations for **all** pupils in your class(es)?

Which routines that you have established during your increased teaching timetable have been most effective in managing behaviour?

Can you describe the difference between intrinsic and extrinsic rewards? How have you made use of rewards in your recent teaching? How effective has this been on the motivation and behaviour of your pupils?

Talk-Throughs:

Talk us through your priorities in creating and maintaining a positive classroom culture during your NQT year. What part do you think parents, carers and families might play in this?

2. Pedagogy

Questions: From your observations, training and early practice ...

Which pedagogical approaches that you have learned about, observed or used within class have had the most impact on your developing practice?

When working with SEND pupils within your class, what have been the most successful strategies that you have observed or used to impact on their learning and progress?

Talk-Throughs:

Talk us through the questioning strategies you use to engage pupils, to check their prior knowledge and assess their understanding.

3. Curriculum:

Questions: From your observations, training and early practice ...

Now that you have responsibility for the majority of planning and teaching within your classroom, how have you ensured your planning is tightly linked to your school's curriculum and the choices they have made in relation to the content they cover?

How will you prepare yourself for teaching in a school with a curriculum you are unfamiliar with? What challenges might this bring?

Talk-Throughs:

Talk us through how you have identified areas that you are less confident in and how you have deepened your own subject knowledge since the start of the programme.

4. Assessment:

Questions: From your observations, training and early practice ...

Can you think of an example from your teaching experience where feedback you have given has had a significant impact on the progress of a pupil or group of pupils?

How have you utilised the data that your school has collected about the pupils in your class? How can you make the best use of the data that is collected within your class or across the school?

Talk-Throughs:

Using your experiences from your training year, talk us through what you believe to be the most important elements in effective and accurate assessment of pupils' progress.

Talk us through how you plan to implement the DfE's [School workload reduction toolkit](#) to support you in maintaining a healthy work-life balance in your NQT year.

5. Professional Behaviours:

Questions: From your observations, training and early practice ...

What experiences have you had during your training year of working with parents, carers and families? What have you learned from these experiences?

How have you collaborated with Teaching Assistants to ensure that you have utilised their full potential and what will you do as an NQT to ensure this continues?

Have you had to deal with or witnessed a safeguarding incident? How was this dealt with? What did you learn from the experience?

Talk-Throughs:

Thinking about all aspects of the ITE curriculum you have followed, talk us through which theory or piece of research has had the greatest impact on your practice. How will you ensure you continue to engage in high quality professional development during your early career and beyond.

Termly Tracking Report

This report is intended to support mentors, trainees and SCITT tutors in determining if the trainee has met the teaching standards.

The report is to be completed by the mentor with the trainee following the termly Professional Learning Conversation.

Early Stage of Training (December)- to be completed by lead school mentor – highlighted in Blue

Mid-Year Stage of Training (March) – to be completed by second school mentor – highlighted in pink

Final Stage of Training (June) – to be completed by lead school mentor –highlighted in green

TS1 Set high expectations which inspire, motivate and challenge pupils

Sub standards as questions	Progress milestones	Cause for concern	On Track	Met
<ul style="list-style-type: none">• Has the trainee established a safe and stimulating environment for pupils, rooted in mutual respect?• Does the trainee set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions?• Does the trainee demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils?				
	Teacher high expectations which inspire, motivate and challenge pupils			

TS2 Promote good progress and outcomes by pupils

Sub standards as questions	Progress milestones	Cause for concern	On Track	Met
<p>Is the trainee accountable for the progress, attainment and outcomes of the pupils they have taught?</p> <p>Is the trainee aware of pupils' capabilities and prior knowledge and do they use this knowledge to inform their planning?</p> <p>Does the trainee guide pupils' to reflect on the progress they have made and their emerging needs?</p> <p>Has the trainee demonstrated knowledge and understanding of how pupils learn and how this impacts on their teaching?</p> <p>Does the trainee encourage pupils to take a responsible and conscientious attitude to their work and study?</p>				
	The trainee promotes good pupil progress and outcomes.			

TS3 Demonstrate good subject and curriculum knowledge

Sub standards as questions	Progress milestones	Cause for concern	On Track	Met
<p>Does the trainee have a secure knowledge of the relevant subject(s) and curriculum areas, - do they foster and maintain pupils' interest in the subject, - and address misunderstandings?</p> <p>Does the trainee demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship?</p> <p>Does the trainee demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject?</p> <p>If teaching early reading, does the trainee demonstrate a clear understanding of systematic synthetic phonics?</p> <p>If teaching early mathematics, does the trainee demonstrate a clear understanding of appropriate teaching strategies?</p>				
	The trainee demonstrates good subject and curriculum knowledge.			

TS4 Plan and teach well structured lessons

Sub standards as questions	Progress milestones	Cause for concern	On Track	Met
<p>Does the trainee impart knowledge and develop understanding through effective use of lesson time?</p> <p>Does the trainee promote a love of learning and children's intellectual curiosity?</p> <p>Does the trainee set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired?</p> <p>Does the trainee reflect systematically on the effectiveness of lessons and approaches to teaching?</p> <p>Has the trainee contributed to the design and provision of an engaging curriculum within the relevant subject area(s)?</p>				
	The trainee plans and teaches well structured lessons.			

TS5 Adapt teaching to respond to the strengths and needs of all pupils

Sub standards as questions	Progress milestones	Cause for concern	On Track	Met
<p>Does the trainee know when and how to differentiate appropriately, and do they use approaches which enable pupils to be taught effectively?</p> <p>Does the trainee have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these?</p> <p>Does the trainee demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development?</p> <p>Does the trainee have a clear understanding of the needs of all pupils, including:</p> <ul style="list-style-type: none"> - those with special educational needs; - those of high ability; - those with English as an additional language; - those with disabilities; <p>and are they able to use and evaluate distinctive teaching approaches to engage and support them?</p>				
	The trainee adapts teaching to respond to the strengths and needs of all pupils.			

TS6 Make accurate and productive use of assessment

Sub standards as questions	Progress milestones	Cause for concern	On Track	Met
<p>Does the trainee know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements?</p> <p>Does the trainee make use of formative and summative assessment to secure pupils' progress?</p> <p>Does the trainee use relevant data to monitor progress, set targets, and plan subsequent lessons?</p> <p>Does the trainee give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback?</p>				
	The trainee makes accurate and productive use of assessment.			

TS7 Manage behaviour effectively to ensure a good and safe learning environment

Sub standards as questions	Progress milestones	Cause for concern	On Track	Met
<p>Does the trainee have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy?</p> <p>Does the trainee have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly?</p> <p>Does the trainee manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them?</p> <p>Does the trainee maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary?</p>				
	The trainee manages behaviour effectively to ensure a good and safe learning environment.			

TS8 Fulfil wider professional responsibilities

Sub standards as questions	Progress milestones	Cause for concern	On Track	Met
<p>Has the trainee made a positive contribution to the wider life and ethos of the school?</p> <p>Has the trainee developed effective professional relationships with colleagues, and do they know how and when to draw on advice and specialist support?</p> <p>Does the trainee deploy support staff effectively?</p> <p>Has the trainee taken responsibility for improving teaching through appropriate professional development, and do they respond to advice and feedback from colleagues?</p> <p>Does the trainee communicate effectively with parents with regard to pupils' achievements and well-being?</p>				
	The trainee fulfils their wider professional responsibilities.			

Stage in Training	Areas for development (Against teaching Standards)
<p>Early Stage of Training</p> <p>December</p>	
<p>Mid- Year stage of Training</p> <p>March</p>	
<p>Final Stage of Training</p> <p>June</p>	

Tutorial Record

red- completed before tutorial

blue-completed during tutorial

Trainee _____

Mentor _____

Date _____

Pastoral:

Issue:

Actions so far:

Future actions:
Academic:
Working title for assignment:
Initial outline:

Proposed reading:
Mentor's thoughts:
Future actions

The Royal Borough of Windsor and Maidenhead Complaints Procedure for Trainees 2020-21

- A trainee who is uncertain as to whether Complaints or Appeal procedures apply to any particular case should consult the SCITT Director.
- RBWM SCITT is a member of the Office for the Independent Adjudicator for students in Higher Education (<http://www.oiahe.org.uk/rules-and-the-complaints-process.aspx>)
- If a trainee remains dissatisfied with the outcome of the complaint it may be possible to apply for an external review of the complaint to the Office of the Independent Adjudicator for Higher Education (OIA) providing that the complaint is eligible under the 30 OIA Rules. Such an application must be received by the OIA within 12 months of the date of RBWM SCITT Completion of Procedures letter.

Trainee Complaint Procedure:

Principles of the Trainee Complaints Procedure

Any trainee who makes a complaint in good faith will not be adversely affected by the fact of the complaint, and there will be no impact on the trainee's academic career, whether or not the complaint is upheld.

A complaint will normally only be accepted for consideration if it is made within two months of the relevant issue occurring, unless there has been good reason for a delay.

Both the complainant and the designated person considering the complaint are expected at all stages to maintain appropriate confidentiality. However, details of a complaint may need to be shared with relevant colleagues to enable a full investigation to be carried out. It is in the best interests of both the trainee and RBWM SCITT to resolve a complaint at the least formal and lowest stage possible of the Procedure.

In any interview of the complainant he or she may be accompanied by a 'friend' who, unless otherwise agreed by the person authorised to consider the complaint, shall be a currently registered trainee, a member of SCITT Staff or a member of staff from a partner school. If a trainee is unable to attend in person, they may be permitted to attend via telephone or zoom.

The trainee complaints procedure is not a disciplinary procedure, although an upheld complaint may give rise to such a procedure or could result, for example, in an adjustment to a previous decision relating to a trainee's academic progress or award.

Reference to 'trainee' in the procedure includes any group of trainee's with a common complaint.

A complaint made anonymously will only be considered under exceptional circumstances, and where the nature of the complaint makes an investigation appropriate.

Disputes regarding matters of academic judgment will not be considered under the trainee Complaints Procedure.

RBWM SCITT will permit a trainee to submit their Stage 1 or Stage 2 complaint forms after the time limits specified in this procedure if the trainee demonstrates a good reason for their late submission, supported by medical evidence where appropriate.

Trainee Complaints Procedure

Stage 0: Informal complaint

This is raised directly with the relevant staff in the host School or RBWM SCITT Director, either verbally or by email.

The trainee should:

- be specific about the problem;
- describe the problem succinctly;
- provide supporting documentary evidence where available and appropriate;
- state the outcome requested – be clear and realistic;
- if unsure who to direct the complaint to, contact RBWM SCITT Director or Tutor for advice in the first instance.

Unless the issue can be resolved immediately, the member of staff receiving a Stage 0 complaint should respond to the complainant by email, even when the complaint was raised verbally.

Acknowledgment of the complaint should be sent within three working days, indicating the likely timescale for a full response to be received if some further investigation is required.

The email exchange will be retained for six months by the member of staff concerned as a record of the Stage 0 complaint and response. This will be passed to the SCITT Director, if requested.

RBWM SCITT expects that the majority of complaints can be resolved informally at Stage 0 through discussion and negotiation between the trainee and staff at the point closest to where the issue originated. However, where this cannot be achieved, the trainee may wish to pursue the matter under the more formal Stage 1 of the procedure. This should be done no later than two months after the Stage 0 response has been received.

Stage 1: Raising a formal complaint

Under Stage 1 of the Procedure, the complaint must be submitted in writing to the person responsible for the area within which the complaint arose.

In the majority of cases this will be the SCITT Director.

The following information should be included within the written complaint:

- complainant's name, address, contact telephone numbers, the student's email address, student number;
- that this complaint is a Stage 1 Complaint
- the nature of the complaint (attaching any supporting evidence where available);
- an outline of the steps taken to resolve the complaint informally at Stage 0;
- details of the outcome the complainant is seeking.

Receipt of the complaint will be acknowledged within three working days (subject to the availability of the relevant contact).

The person who is authorised to consider a complaint Stage 1 is the SCITT Director and SCITT Tutor who will instigate an investigation of the issues raised in the complaint.

A full response will normally be sent within four weeks of submission of the Stage 1 complaint, unless a complex or prolonged investigation is required, in which case the complainant will be kept informed of the likely timescales.

The Stage 1 investigation shall be allocated to a member of RBWM SCITT Governing Body who has had no previous involvement in the matter. The name of the person conducting the Stage 1 investigation will not normally be confidential.

The staff member investigating the complaint may meet with the trainee to facilitate the investigation. The staff member investigating the complaint should complete a copy of the investigation report and submit this to the SCITT Director for review.

The trainee should receive a Stage 1 outcome letter from the Investigating Officer and a copy of the completed investigation report. The Stage 1 outcome letter should include:

the procedure(s) followed, the conclusions, a recommendation to resolve the complaint where appropriate and inform the student that they may request a review of the outcome at Stage 2.

The Stage 1 complaint and the response will be formally recorded, and anonymised details will be reported to the SCITT Governing Body.

If the complainant is not satisfied with the Stage 1 investigation or its outcome, he or she may wish to pursue the complaint at Stage 2 of the Procedure.

Stage 2: Escalation of a formal complaint

Within two months of receiving the Stage 1 response, the complainant may request an independent review of the complaint. A complaint must be considered at Stage 1 before it can be escalated to Stage 2. Such a request must be submitted in writing to the SCITT Director (if not previously contact for Stage 1) or SCITT Chair of Governors.

The following information should be included within the written complaint:

- complainant's name, address, contact telephone numbers, their email address, student number;
- the nature of the complaint (attaching any supporting evidence where available);
- an outline of the steps taken to resolve the complaint at Stage 0 and Stage 1;
- Details of the Stage 1 response received;
- A statement of why the complainant remains dissatisfied;
- details of the outcome the complainant is seeking.

The SCITT Director or SCITT Chair of Governors will appoint a nominee to review the complaint and determine:

- whether the Stage 1 outcome was reasonable in the circumstances;
- whether the relevant procedure(s) were followed;
- consider any new information which the student was unable to provide for valid reasons earlier in the process;
- and consult as appropriate with a view to determining a suitable resolution of the complaint.

The Stage 2 review will not usually consider the issues afresh or involve a further investigation.

The Nominee will submit a report to the SCITT Director or the SCITT Chair of Governors, with a recommendation as to remedy, if appropriate. The SCITT Director or Chair of Governors will issue the formal Stage 2 response to the complainant. A full response will normally be sent within six working weeks of submission of the Stage 2 complaint, unless delay is unavoidable, in which case the complainant will be kept informed of the likely timescales.

In cases where the SCITT Director or Chair have been involved at an earlier stage of the Procedure, the independent review at Stage 2 will be carried out by an alternative senior member of Governing Body of RBWM SCITT.

The Stage 2 complaint and the response will be formally recorded, anonymised and details will be reported to the SCITT Strategic Board.

If the student remains dissatisfied with the outcome of the complaint it may be possible to apply for an external review of the complaint to the Office of the Independent Adjudicator for Higher Education (OIA) providing that the complaint is eligible under the OIA Rules. Such an application must be received by the OIA within 12 months of the date of RBWM SCITT Completion of Procedures letter.

Equality and Diversity Policy (incorporating the Racial Equality Policy)

The Royal Borough of Windsor and Maidenhead SCITT (RBWM SCITT) supports the principle of equal opportunities and opposes discrimination on the basis of age, sex, marriage and civil partnership, gender reassignment, race, disability, sexual orientation, religion or belief, pregnancy and maternity and part-time or fixed-term employment (defined as Protected Characteristics).

Being a committed equal opportunities training provider, RBWM SCITT will take every possible step to ensure that trainees are treated equally and fairly. All policies and practices will conform to the principle of equal opportunities in terms of recruitment, selection, training, promotion, career development, discipline, redundancy and dismissal.

RBWM SCITT welcomes the legal changes as set down in the Equality Act 2010 which requires us to eliminate unlawful discrimination and harassment and promote equality of opportunity between men and women. We acknowledge that as providers of education we have an essential role to play in ensuring boys and girls have fair access to all areas of the curriculum.

Principles

At RBWM SCITT we;

- are committed to actively encouraging, supporting and helping all pupils, trainees and staff to reach their full potential
- value pupils, trainees and staff as individuals and support their personal development, operating a fair recruitment and retention procedure
- provide a climate in which all stakeholders show respect to each other and to all members of the community and promote good relations, recognising and respecting diversity. We foster positive attitudes and relationships, and a shared sense of belonging
- offer teaching and learning styles which enable pupils and trainees to access educational opportunities
- are committed to actively tackling any discrimination which contravenes our Equality policy, working with parents/guardians and the wider community to promote good practice

Staff and Trainee Recruitment and Training;

- all vacancies for RBWM SCITT training places are through UCAS, staff roles are advertised to our Partnership Schools and on RBWM website. RBWM SCITT aims to ensure that no applicant receives less favourable treatment because of Protected Characteristics
- all recruitment procedures will be reviewed bi-annually to ensure that individuals are treated on the basis of their relevant merits and abilities
- RBWM SCITT selection criteria are reviewed annually to ensure that they are justifiable on non-discriminatory grounds
- the Equality and Diversity Policy is available on the AFC website which is accessible by all trainees, staff and any member of the general public.

Roles and Responsibilities

RBWM SCITT Programme Leader will be responsible for;

- making sure this policy is readily available
- making sure the policy and its procedures are followed
- making sure all staff know their responsibilities
- taking appropriate action in cases of racial harassment and any form of discrimination

All trainees are responsible for;

- promoting an inclusive and collaborative ethos in their classroom
- dealing with any prejudice-related incidents that may occur
- identifying and challenging bias and stereotyping in the curriculum
- supporting pupils in their class who have English as an additional language
- keeping up to date with equalities legislation relevant to their work and taking up training and learning opportunities as appropriate

An Equality Policy can only be shown to be effective if its implementation is properly monitored; - the Equalities Policy is reviewed bi-annually by the SCITT Programme Leader and Strategic Group- all staff and trainees are informed of any changes to the Policy

If you believe that you may have been disadvantaged because of Protected Characteristic, you are encouraged to raise the matter with the SCITT Programme Leader.

Allegations regarding potential breaches of this policy will be treated in confidence and investigated in accordance with the relevant procedure.

Religious Observance - We respect the religious beliefs and practice of all staff, trainees, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Disability Discrimination- If you are disabled, or become disabled in the course of your training, you are encouraged to tell us about your condition. This is to enable us to support you as much as possible and to ensure that you are not treated less favourably because of something related to your disability.

September 2022 (Review date September 2024)