



OVERVIEW

- Ofsted headlines
- Assessment Toolkit revisited
- Developing trainee resilience
- Mentoring Toolkit



THE OFSTED HEADLINE

Trainees hit the ground running as highly professional, resilient NQTs, take responsibility for their own and pupils' learning and make an immediate contribution to schools and through this are able to support meeting local and regional teacher needs.



NATIONAL FACTS AND FIGURES

- ✓ two re-inspections
- ✓ 52 stage 1 inspections
- ✓ seven HEIs
- ✓ 36 newly accredited SCITTs
- ✓ 9 established SCITTs
- ✓ six inspections of early years ITT
- ✓ two of ITE in FE.



COMPLIANCE ISSUES: C 1.3, 2, 3.2, 3.4

- ✓ Safeguarding: prevent, local risk
- ✓ Phonics (7-11 trainees)
- ✓ Breadth of the primary curriculum – progress
- ✓ Assessment against the Teachers' Standards
- ✓ Age phase designation
- ✓ Time spent and experience in two schools
- ✓ Partnership agreement
- ✓ Monitoring, evaluation and quality assurance.



COMPLIANCE: EYITT R 2.1, 2.2, 2.3, 2.4, 3.1,3.2

- ✓ Breadth of age phase experience 0-5
- ✓ Continuum of expectations and curricula
- ✓ Rigour and consistency of assessment against the Teachers' Standards (early years)
- ✓ Quality of alternative/contrasting placements
- ✓ Mentoring capacity in early years settings
- ✓ Lack of partnership engagement at all levels



EMERGING AREAS FOR IMPROVEMENT: ST1

- ✓ Accurate assessment against the TS
- ✓ Mentoring: assessment, feedback and target setting
- ✓ Shared vision and expectations: transparent interface
- ✓ Placements and scope and depth of practical experience
- ✓ Subject knowledge and curriculum pedagogy
- ✓ The leadership and management of the partnership.
- ✓ QTS: completions, employment, recruitment, safeguarding



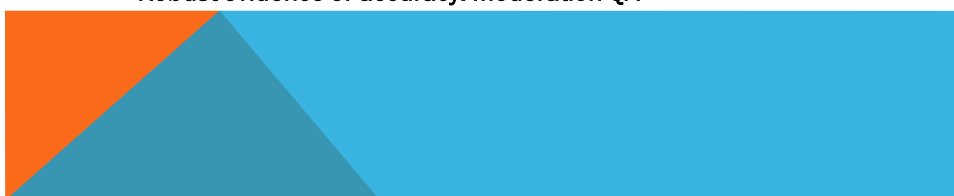
STRENGTHS 2016-17

- ✓ High employment, valued by local schools, immediate contribution, local / regional need, resilience - 23
- ✓ Rigorous QA, monitoring, evaluation: responsive to feedback, cap. to imp. Strong leadership - 19
- ✓ Communication: shared Vision and priorities, transparent interface - 19
- ✓ Professional and personal attitudes of trainees / NQTs, responsible for progress theirs and all their pupils, reflective - 18
- ✓ Schools engagement in the partnership at all levels, draws on strengths - 14
- ✓ Pastoral care, personalised support and quality of relationships across partnership - 12
- ✓ Personalised, bespoke programme, use of assessment evidence 12



KEY MESSAGES IN THE TOOL KIT

- ✓ Trainees assessed against the TS in full, as a whole
- ✓ The full range of evidence – evidence bundles
- ✓ How well trainees' teach judged by impact on pupils' progress and learning over time: embed in all processes, FB and doc.s
- ✓ Over time - raises the significance of timely review points
- ✓ Professional judgments using all evidence against TS:
- ✓ All grades, comments and targets aligned: 4 point scale
- ✓ Part 2 consistently high quality – Safeguarding, prevent
- ✓ Overall RI = meet the TS and eligible for QTS
- ✓ Robust evidence of accuracy: moderation QA



ROLE OF THE LINK TUTOR: LYNCH PIN

- ✓ Quality assurance: monitoring, eval., review and moderation – 360'
- ✓ Support for the trainee
- ✓ Support for mentor and school
- ✓ Strengthening the partnership
 - ✓ Shared vision and priorities
 - ✓ Consistency of mentoring and processes
 - ✓ Accuracy of assessment
 - ✓ Interface school and centre based training
 - ✓ School engagement in partnership



WEEKLY MEETING: KEY TO TRAINEE PROGRESS

- ✓ Evaluative rather than descriptive
- ✓ Focuses on the impact of teaching on the progress, learning and well being of ALL pupils: trainee presents and discusses evidence
- ✓ 'Triangulation' using evidence of what pupils have achieved and what can be done to support further progress
- ✓ Developmental, pupil focused targets revised or created and used to inform school- based training and independent study
- ✓ Subject / priority / TS specific discussion and guidance
- ✓ Links are made to the impact of training on the trainee



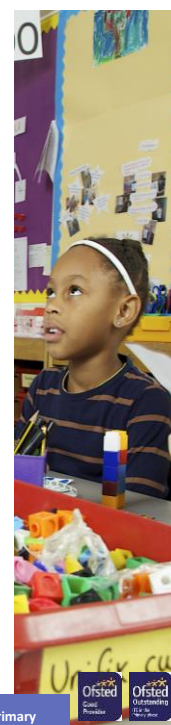
Context at University of Greenwich Primary ITE Partnership

Ofsted Stage One Feedback:

- "There is a lack of variation of formal monitoring of trainees on placement beyond lesson observations:
 - work scrutiny activities are not always recorded or given the same value or importance as lesson observations, they tend to be part of other activities as opposed to formal monitoring. This tends to stop trainees articulating even more clearly the progress pupils are making as result of their teaching"

Stage Two: Final Report

- "Using feedback and suggestions from trainees, mentors and school leaders, the partnership has introduced its extremely thorough 'mentor and class teacher toolkit'. This has provided consistency, clarity and guidance for school-based training. Prompts for mentors to consult pupils about what they learn with the trainees, coupled with the sampling of their work, are used exceptionally well to assess the impact that trainees have on pupils' learning over time"



A tweak in language, approach & mind set

Observation 

Review activity 



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A tweak in language...

On-going **review activities schedule developed** to review and assess student teacher **progress against the Standards** and the **quality of his/her teaching over time as shown by the impact on pupil progress and learning.**

The **full range of evidence** will be considered, **including** lesson observations, pupil interviews, reviewing pupil work samples, reviewing quality of feedback, reviewing class assessment data, monitoring the trainee's files (including lesson plans and evaluations) etc... Formal written and verbal feedback will be provided and relevant short term targets set.

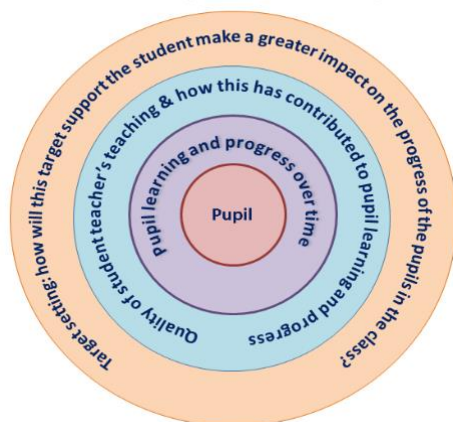


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A tweak in language, approach & mind set

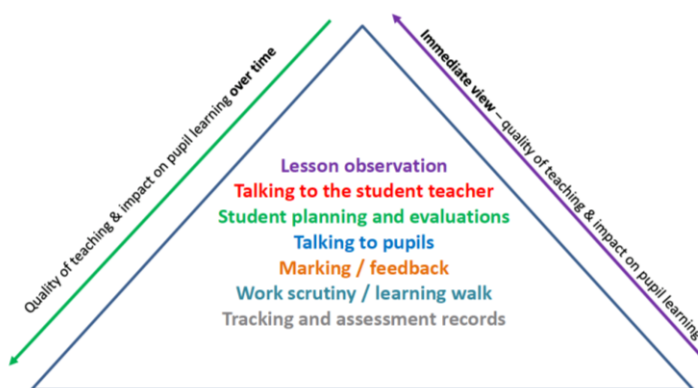


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A tweak in approach



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Supporting consistency in tweaks to approach

Mentor & Class Teacher Toolkit

Aims:

To support the Partnership in:

- Providing a **high quality experience** for student teachers that supports their personal and professional learning and development
- Drawing upon a **range of evidence** to inform monitoring of student progress
- Providing students with **high quality feedback and targets**



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Mentor & Class Teacher Toolkit

University of Greenwich Primary Partnership
Feedback on Mentoring: Good Practice



Evaluations indicate extremely high satisfaction from students regarding the quality of their training and experiences whilst on placement. Analysis of the reasons for this highlight a range of good practice occurring across the partnership. The following feedback seeks to capture some of that good practice (what works well...) and ways of further developing practice (even better if...).

Feedback on Mentoring & School Support: What works well...	Feedback on Mentoring & School Support: Even better if...	Where can I find additional guidance?
<p>General:</p> <ul style="list-style-type: none"> • A supportive and positive environment. • Roles and responsibilities are understood. • Students placed with experienced teachers who model effective teaching to enable pupil learning and progress. • Recognition of the school's responsibility to support student teacher development. • Planned induction with students made aware of key policies / procedures. 	<ul style="list-style-type: none"> • Ensuring that all members of the school community (including parents) are informed that student teachers are working in the school. • An induction pack is provided to students. 	<p>Pages 22-23 of Partnership Handbook</p> <p>Pages 41-42 of Partnership Handbook</p>
<p>School Based Training:</p> <ul style="list-style-type: none"> • School based training being ring-fenced time each week. • Planned in advance. • Clear focus identified. Often this focus has arisen from discussions as the weekly review of progress meeting, areas identified from observations or are required tasks as outlined in the school experience guide. • Providing a range of opportunities including planned observations of other teachers across a range of subjects, opportunities to visit other year groups / key stages, meetings with colleagues, attending training etc... 	<ul style="list-style-type: none"> • Ensuring that SBT is personalised. • Within weekly meetings time is given to reflect on the impact of undertaking the SBT in terms of both the student's professional development but also how it is supporting them to have a greater impact on pupil progress. 	<p>SBT menus of learning opportunities can be found within relevant school experience guides</p>
<p>Monitoring of Student's Teaching & Impact on Pupil Progress:</p> <ul style="list-style-type: none"> • Planned in advance • Monitoring is carried out at regular intervals • Students are observed in a range of curriculum areas / areas of learning 	<ul style="list-style-type: none"> • In addition to observations of lessons, a wider evidence base is drawn upon – e.g. work scrutiny, discussion with pupils, review of student assessment records etc... • There are opportunities for informal observations. These informal opportunities could focus on aspects such as how the student manages routines – e.g. collecting the children from the playground... • An agreed focus for the observation 	<p>Mentor / Class Teacher toolkit prompts.</p> <p>Pages 8-9 of Teachers' Standards: Ensuring student progress</p>



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Mentor & Class Teacher Toolkit

Opportunities to evaluate the quality of teaching, and its impact on pupil learning and progress

Evidence Base:

Talking with pupils

The Primary Partnership recognises that pupils can often provide perceptive insights into teaching and their own learning and progress. The following question prompts have been developed by the partnership to support Mentors / Class Teachers / Link Tutors and student teachers as part of the schedule of evaluating the quality of the student teacher's teaching and how it is impacting on pupil learning and progress over time.

How could this set of questions be used?

- These questions could be used to support judgements being made as part of a lesson observation where the views of pupils are sought within the lesson. Additionally, they could be used outside of a lesson observation – i.e. a focus group of pupils talking about their learning to the mentor / class teacher etc.
- Likewise, student teachers may also find these questions useful to gain pupils' perceptions about their learning and progress. This could then form part of their evidence bundle.
- It is recognised that some of the questions below may need adapting / tailoring further for use in EYF5.

Possible prompts:

- What are you learning about / what are you learning today? What have you found out? Can you tell me about...?
- Do you enjoy learning – why?
- What do you think you are good at – why?
- How does your teacher make your lessons interesting / engaging / fun?
- Can you explain to me what you are doing? What have you learnt that is new?
- How do you let your teacher know how you feel about your work?
- Can you show me how you've improved your work?
- What helps you to know what you've done well or need to improve?
- How does your teacher feedback to you about your learning and progress?
 - How does your teacher let you know how well you are doing?
- How do you know you are making progress in your learning?
 - How do you evaluate your work or that of a friend?
 - Are you asked to reflect on your learning in lessons?
- How do you let your teacher know that you've read and understood their comments?
- What do you do if you find early on or are having difficulty?
 - How does your teacher help you when you find something difficult?
 - How do you challenge yourself?
 - How does your teacher help you challenge yourself?
- Can you tell me some of your targets in XXX that you have been working on?
 - Are you involved in setting your targets?
 - How are you doing and how do you know?
 - Once you have achieved your targets, do you know what your next ones will be? How do you know?
- Does your teacher set homework and how does this help your learning?

The University of Greenwich Primary Partnership
Committed to the development of outstanding primary teachers with PASIONATE qualities
Developments can be found on the partnership website at: <http://www.uog.ac.uk/primary/initialteachereducation/>

Ofsted Good Practice

Other prompts:

- A review of learning – e.g. review of pupil work
- Undertaking a review meeting with student teachers:
 - Weekly
 - Post review activity
 - Interim assessment point
- Reviewing quality of teaching in foundation subjects
- Beyond outstanding



Recording the range of evidence

Quality of Teaching / Impact on Pupil Learning & Progress Feedback Sheet



Student teacher's full name	Subject / area of learning	Year group
School / placement setting	Date	
Evidence Base	<input type="checkbox"/> Discussion with pupils <input type="checkbox"/> Student files & planning <input type="checkbox"/> Pupils' work / workbooks <input type="checkbox"/> Marking and feedback <input type="checkbox"/> Observation of teaching <input type="checkbox"/> Discussion with student <input type="checkbox"/> Assessment records <input type="checkbox"/> Other (please state)	
Agreed focus of monitoring (if relevant)	<i>(please tick the range of evidence used to inform feedback)</i>	
Strengths: <i>What evidence has been provided of the student teacher's progress / areas of strength against the Teachers' Standards? Please comment explicitly on what the student teacher did to impact on pupil progress and learning over time.</i>	Link to Teachers' Standards	



Feedback from the Partnership 2016/17

	Strongly agree	Agree	Combined
The new Mentor & Class Teacher Toolkit' has supported me in undertaking my role	59%	41%	100%

- *'Provides really good guidance and starting points for using a range of evidence and how to provide effective feedback'*
- *'It provides a good guide for me on how to deliver outstanding provision for my students'*
- *'Fantastic! Not only going to use for mentoring students but also when observing other staff – in particular our NQTs and RQTs. Really comprehensive and will certainly share with colleagues'*
- *'A fantastic resource! I'll be adapting for use with my NQTs'*
- *'The toolkit is extremely comprehensive and be used across my school.'*
- *'Some great resources for use in our staff meetings – e.g. the work scrutiny prompts. Really clear guidelines for structuring my meetings with my trainees and how to provide effective feedback'*
- *'As a senior mentor this has been really useful for me to use with our mentors across our school to ensure consistency and good practice.'*
- *'It's provided me with a greater understanding of how to undertake my role on a practical level'*



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QUESTIONS & IMPLICATIONS FOR YOUR PARTNERSHIP



CONTACT DETAILS

Pat Black:

Michael Green:

✓ m.s.green@Greenwich.ac.uk

✓ 07884580367

Bea Noble-Rogers:

✓ bea@teacher-education.co.uk

✓ 07776177588

