

# School of Education

Initial Teacher Education  
BA Primary Education & PGCE Primary

## PRIMARY PARTNERSHIP LINK TUTOR HANDBOOK 2018-2019



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# 1. Primary Link Tutor

## Role and Responsibilities

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### CORE PURPOSE

- To support all mentors and student teachers across all primary programmes
- To quality assure mentors and the student teacher experience
- To keep up to date with training and university procedures

### CORE RESPONSIBILITIES

- Make initial contact with each link school at the start of every year to introduce yourself (see Appendix 1 for example letter) and each student you are link tutor for (see Appendix 2 for example letter)
- Familiarise yourself with the current SE documentation and YSJ School of Education website
- Keep regular contact with each mentor during the school experience
- Inform the School Experience Director if there are initial concerns or problems with the student teacher, and particularly if a student teacher is likely to be Grade 3 or Grade 4
- Complete a moderation form for each shared appraisal (see Appendices 3, 4 and 5)
- Ensure you make the required visits to each school for each placement (see Appendix 6 for schedule of visits)
- Conduct a shared moderated appraisal and exit interview for final (SE3) student teachers
- Check student teacher's files and documentation and advise the mentor if these need attention
- Record all visits on Abyasa
- Provide additional mentor training and support as required, such as writing an intervention log, using the documentation, setting SMART targets for student teachers
- Provide new information about schools to the Placements Team, such as Ofsted grade, specialist curriculum areas, staff changes
- Liaise with the school for any further mentor training needs and possible hosting of future placements and inform the Placements Team
- Attend link tutor training events and SE briefings

**Please note: if any of these core responsibilities cannot be fulfilled, you must contact the School Experience Director immediately.**

**This handbook should be read alongside the SE Handbook, Appraisal Handbook and Additional Support Procedures Handbook, all available on the YSJ School of Education website: <https://www.yorks.ac.uk/schools/education/initial-teacher-education/>**

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## How will you know that you are link tutor for a school?

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All University-based tutors are expected to carry out the link tutor role. YSJ also employs suitably experienced ex-teachers and school leaders to carry out this role exclusively through part-time contracts.

Student teacher numbers change each year therefore we cannot guarantee to provide you with students, although we will try our best to do so! Once the student teachers are placed by the Placements Team, they will provide each link tutor with an overview of dates and ask the link tutor to check Abyasa for an up-to-date list of schools and student teacher names for each school experience. This usually happens once all student teachers are placed and they have been informed. You will usually be informed a week before the placement starts and preferably earlier, if we have had enough placements offered by schools.

When placing deferred or resit student teachers, we will try and ensure you have at least a week's notice. It is expected that you have a conversation with the SE Director prior to visiting the school and student so that you are fully aware of the reasons for the deferral or resit, as well as know the strengths and targets for the student teacher. This will enable you and the mentor to have a clear idea of appropriate support strategies that are needed for the student teacher.

If you are not available for link tutoring during any school experience, you must inform the Placements Team in advance. In some instances, you can 'buddy up' with another link tutor who can oversee part of a placement if you are unexpectedly unavailable. It is likely you will not be given a school placement if you are on holiday for part of the block as it is important that the school and student have continuity of support.

**It is important that all students experience similar levels of support from their link tutor therefore additional visits should only be made where the student is causing concern regarding their progress.**

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## 2. Record Keeping and GDPR

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The purpose of the link tutor's contact during school experience (SE) is to discuss and observe evidence of the student teacher's progress and areas for development. This information needs to be relayed to the university so that the Placements Team and SE Director can access the information at any point.

- ❖ Record any notes of visits and calls on Abyasa
- ❖ Complete a moderation form for any visits (an exit moderation form for all final (SE3) placement visits) and shared appraisals and email to the Placements Team
- ❖ Email any information about the student or school to the SE Director to keep them informed of potential future issues
- ❖ Email the school at the end of the placement to thank them for supporting the student

With the new GDPR guidelines, you need to ensure the following:

- all paper records are kept in a secure place
- personal devices need to be encrypted if you use these for keeping electronic records
- email communication should not mention the name of the student. Use initials for the student name and the name of the school
- regularly delete any email correspondence, both sent and received
- consider using the web-based OneDrive for Business option as provided by YSJ

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## 3. Shared Appraisals

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A shared appraisal is when you and a mentor observe a student teacher together in situ, compare observations and notes, and agree strengths and areas for development. Although lessons are not graded, you would use the NASBTT guidance to inform your feedback to the student. In most cases, there is agreement between the mentor and link tutor on the competence and skills of the student, however, debate is often useful to ensure that you are both applying the same expectations to the Teachers' Standards. Shared appraisals are an essential part of the quality assurance role of the link tutor.

It is expected that the link tutor should:

- undertake a minimum of one shared appraisal with one mentor in each 'active' school per academic year
- ensure that whenever possible, shared appraisals are carried out on a rotational basis to include all mentors in the school
- undertake a shared appraisal with the mentor for **all final (SE3) student teachers** at the midpoint of the placement to moderate the indicative interim judgement. A further visit should be met at the endpoint of the placement to conduct an exit interview.

**In rare cases when an agreement cannot be made regarding a summative grade, the link tutor will inform the SE Director who will consider whether to apply the 'Protocol for reconsidering a student's summative SE grade'.**

**To ensure parity of experience for student teachers and mentors, shared appraisals should be conducted in the following way:**

- The student teacher's files to be checked by the link tutor against the contents pages. Planning needs to be checked to see that evaluations are being made. Assessments of children's learning need to show the cycle of planning, teaching and assessment. Reflective weekly journals need to be in place. (See Appendix 3 for a detailed checklist of what to look for in each file.)
- The lesson plan should be read and the lesson jointly observed by the mentor and the link tutor. Some link tutors like to sit alongside the mentor and discuss observations as they occur. Others sit separately and then compare notes at the end of the observation. You should agree which is the most preferred option with the mentor. Before you sit down with the student, it is important that you and mentor have had time for discussion first.
- The mentor's post-lesson reflective discussion with the student teacher should be observed by the link tutor
- The student teacher provides copies of all completed appraisal documents for the mentor and link tutor
- The link tutor completes a Link Tutor Exit Moderation Report and provides a copy for the mentor
- Any further guidance or advice that the mentor may need for future development should be discussed
- The link tutor sends the Moderation Report to the Placements Team

**It should be noted that a shared appraisal is one lesson appraisal out of several the student teacher will have over the duration of the placement. As such the shared appraisal should be considered in the context of previous appraisals and targets set to emphasise the importance of the progression and continuity during the placement.**

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## 4. The Exit Moderation Process

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All final (SE3) placement students require an exit moderation. This must be overseen by the link tutor or the Teaching School Alliance Lead (for School Direct). The overall summative grade for student teachers as they exit their programmes is used to measure the year on year improvements for each programme, as well as give schools employing them as NQTs an indication of their potential as a qualified teacher. OFSTED also use this data to assess the effectiveness of ITT programmes during an inspection. It is therefore essential that a robust procedure is in place and that agreement is made between mentors and link tutors about the student teacher's performance against the Teachers' Standards.

The exit moderation appraisal is in two stages:

- ❖ **Stage 1:** A shared appraisal is undertaken at the midpoint of the final school experience and conducted jointly by the link tutor and the mentor. It serves the purpose of moderating the mentor's interim indicative judgment. During the shared appraisal, a lesson is observed and jointly appraised with feedback given in the normal way by the mentor. In addition to making formative judgements about the observed lesson, a formative judgement is also made at this point which is indicative of the overall level of attainment achieved by the student teacher at this stage (taking into consideration all of the evidence). If necessary, targets will be set to support the student teacher to achieve a 'good' or better final outcome (see the '*Requiring improvement: action plan*' in the Additional Support Procedures handbook). This should be completed by the link tutor and mentor. If the student teacher is at least good at this stage, they can move to revised planning.
- ❖ **Stage 2:** An exit interview which should take place at the end of a final school experience during which the link tutor will check the student teacher's supporting evidence (including the contents of the M&A file) and agree the mentor's final summative judgements. This is a further quality assurance process ensuring that all judgements made by mentors are in line with those made by University tutors and are based on the grading guidance in the NASBTT toolkit.

**PLEASE NOTE The final summative judgement should be on overall performance across the final stages of the placement using a 'best fit' model, and the quality of the student teacher's teaching over time.**

In preparation for the exit moderation process the student teacher should:

- ensure that the Monitoring and Assessment File contains relevant material in every section
- prepare for the exit interview by carefully reading all the questions outlined on the contents page of the M&A file, ensuring there is clear evidence to support answers. Evidence may be located in all of the four files

**It would be useful if mentors also prepared for this process by looking at the guidance on making summative judgements and the Assessment Toolkit to support and inform the making of these judgements.**

It may be that the mentor considers a student teacher to be 'Requiring improvement to become good' (Grade 3) at the end of the final school experience. School Experience Directors will need to be involved in the final decision regarding any award of this grade. As a link tutor, you should contact the SE Director to discuss this.

All student teachers likely to achieve Grade 3 should have been closely monitored by the School Experience Director prior to their exit moderation interview and all should have had a 'Requiring



Improvement: Action Plan' and targets set. All should be aware of the impact on their employability of 'Requires Improvement to become good' (Grade 3) being awarded and that 'Requiring Improvement to be good' is not synonymous with the grade formerly labelled as 'satisfactory'.

'Requiring Improvement to become good' (Grade 3) should not be awarded in any case where a 'Requiring Improvement: Action Plan' has not previously been raised. Such a decision would be open to appeal. Students achieving at 'Requiring Improvement to become good' (Grade 3) will pass the school experience and will still be awarded QTS if they have met all Teachers' Standards by the end of the final placement.

**To ensure parity of experience for student teachers and mentors, the exit procedure should be conducted in the following way.**

**STAGE 1: SHARED APPRAISAL** which should take place at the midpoint of the placement and prior to the interim report

- The student teacher's files should be checked by the link tutor.
- The lesson plan read and the lesson jointly observed with the mentor.
- The mentor's post-lesson reflective discussion with the student teacher observed by the link tutor.
- Documents to be submitted at Stage 1:
  - Link Tutor Moderation form from the shared appraisal
  - Record of Reflective Discussion
- A formative interim judgement should be made. Additional targets should be set to support the student achieving their best final outcome and a '*Requiring improvement; action plan*' proforma should be completed where a student teacher is not making expected progress or is causing concern.
- The first part (stage 1) of the Exit Moderation form should be completed but not submitted at this point.

**STAGE 2: EXIT INTERVIEW AND FINAL MODERATION OF JUDGEMENTS**

- The exit interview questions should be asked by the link tutor, with the student teacher using their files and other evidence to support their answers. These should be scrutinised and any comments recorded **briefly** on the question sheet by the link tutor.
- The final grading judgements should be discussed with the mentor and recorded on the link tutor Exit Moderation form and on the Student Teacher Profile Summary Sheet.
- The link tutor should inform the SE Director of the outcome by email.

Documents to be submitted at Stage 2:

- Copy of exit appraisal questions with brief annotations
- Link Tutor Exit Moderation form
- Please indicate clearly on the front sheet (the Exit Moderation form) the SE involved e.g. UG SE3 or FT PGCE/SD SE3 etc., *ensuring that you keep a copy for yourself*.

**Please note: It is essential that all paperwork (as outlined above) is returned to the Placements Team no later than one week after exit interview.**



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## 5. Undergraduate SE1 Requirements

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The first placement for undergraduate student teachers is very different to other placements and programmes. Student teachers begin visits to the school from November and throughout the spring term, with the main block of five weeks occurring from May to June. They are usually placed in teams of two or three within one class. This is to enable the students to be effectively supported as they begin to learn the complexities of becoming a teacher. As a link tutor, you will need to be familiar with the placement in order to support schools to understand these expectations.

In order to provide the appropriate support for schools and mentors you should:

- ❖ Contact the school and mentor regularly throughout the year during the preparation days and on a weekly basis during the block placement
- ❖ **Make a minimum of 4 visits during the year, one during each of the week-long blocks and one during the 5 week block (see Appendix 6 for the Schedule of Visits)**
- ❖ Undertake a minimum of one shared appraisal with one student teacher in the group during the 5 week block
- ❖ Undertake an appraisal or observation of all student teachers but this may not be a full hour

**It should be noted that because of the nature of UG SE1, a link tutor may be constrained in this because of having a team of student teachers in one school.**

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## 6. Primary PGCE School Direct

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The PGCE School Direct (school-centred) route into teaching is organised differently to the traditional university-centred PGCE. Expectations for student teachers are exactly the same but the overall supervision and organisation of the placements lies with the Teaching School Alliance Lead. Link tutors are still required to undertake a quality assurance role to ensure that the Teachers' Standards are being interpreted in line with all other programmes at YSJ. You may find yourself being a link tutor for both School Direct and university-centred PGCE student teachers and it is important to know the difference.

- ❖ Your primary role to quality assure the judgements being made in schools is achieved through:
  - shared appraisals
  - exit interviews
  - checking of files and documentation
  - discussions with alliance partners
  - involvement in file moderation across alliances
  
- ❖ The lead mentor(s) of each alliance are responsible for the pastoral support but you should support the student and alliance with documentation and writing action plans as required. As the majority of our alliances have now been working with us for a number of years, they are aware of the processes and documentation for the programme. However, if appropriate, any support from you as the link tutor will ensure that the correct procedures are being followed and student teachers are not being unfairly disadvantaged. The University cohort tutor has been allocated time to resolve serious placement issues therefore these are not the responsibility of you as the link tutor. Please ensure you pass on any information immediately to the Placements Team if such a situation is brought to your attention.
  
- ❖ Shared appraisals should take place across all placements although these will be for 50% of each alliance's cohort.
  
- ❖ The exit moderation process will follow the same procedure as for university-centred PGCE student teachers. This will also be for 50% of each alliance's cohort. The other students will have a shared appraisal with the lead mentor or alliance lead to comply with the expectation that every student teacher will have a shared exit moderation.

## 7. Procedures for dealing with student teachers who require intervention strategies and additional targets or who are causing concern

Requiring improvement procedures are to be used at any point during a placement if the student teacher is:

- **Level 1: Requiring improvement in order to become at least 'good'**
- **Level 2: Requiring improvement in order to successfully complete the placement, i.e. currently achieving 'below standard' and /or causing concern.**

Mentors who, at any point in the placement, have concerns that a student teacher is not responding sufficiently to on-going professional dialogue and not progressing appropriately towards achieving or exceeding their expected outcomes are requested to follow the key procedure outlined below.

- Identify specific targets (see 'Requiring Improvement: Action Plan' pro forma) with an agreed date when they need to be met.
- Articulate success strategies and note the date on which the link tutor has been notified.
- Maintenance of progress on targets already met should be monitored.

Further information and pro forma can be found in the  
**'Additional Support Procedures' handbook**

As the link tutor, you should keep the SE Director fully informed about student teachers who may be in danger of failing the placement or have significant grading issues. **SE Directors should ensure that Academic Tutors are aware so that they may offer additional support where necessary.** Please also refer to the School Experience grading policy (**'Supporting all student teachers to achieve 'good 'or 'outstanding' outcomes by the end of their programme'**). A copy of this policy can be found in the Student Teacher Profile.

### Examples of possible 'Requiring improvement: Action plan' additional interventions

*Despite a reminder, the student teacher's planning is not ready for the mentor to check and sign off on the final serial day. The mentor would complete the 'Requiring improvement: Action Plan' pro forma giving the student teacher clear points for action and a timescale of 2-3 days to have planning ready. The link tutor would be informed and the days counted as 'absence' on the SE.*

*A student teacher is found to have poor knowledge in one subject. This has been discussed and observed on more than one occasion. The mentor would complete the 'Requiring improvement: Action Plan' pro forma suggesting strategies for improvement, e.g. seeking the advice of the subject coordinator, a timescale for improvement e.g. the next observed lesson in that subject. The link tutor would be informed.*

*A student teacher is predicted to be working at a 'Requiring improvement to become good' (grade 3) A student is judged to be good in many aspects of all or some lessons but is having difficulty sustaining this consistently. The mentor would complete the 'Requiring improvement: Action Plan' pro forma to address a specific issue such as 'maintaining pace' or 'appropriate sharing of the learning objective'.*

### Please note for a final school experience

- ❖ It may be that the mentor considers a student teacher to be performing at 'Requires improvement to become good' (Grade 3) at the end of the final school experience. The School Experience Director will need to be involved in the final decision regarding any award of this grade and you must discuss this with the SE Director.
- ❖ All student teachers in this position should have been closely monitored by School Experience Directors prior to the exit interview process and all should have had a 'Requiring improvement: Action Plan' and targets set. All should be aware of the impact on their employability of 'Requires improvement to become good' (Grade 3) being awarded and that 'Requires Improvement to be good' is not synonymous with the grade formerly labelled as 'satisfactory'.
- ❖ 'Requiring improvement to become good' (Grade 3) should not be awarded in any case where a 'Requiring improvement: Action Plan' has not previously been raised as such a decision would be open to appeal.
- ❖ **Please note:** A student teacher who achieves a summative grading of 'Requiring improvement to become good' can still be awarded QTS providing they have sufficient evidence to demonstrate that they have met all the Teachers' Standards.

## 8. Deferred and Failed School Placements

A **deferred** placement is when there is an unexpected halt to the placement but the student was making the expected progress. This may be because:

- the student has become ill and is unable to meet the demands of the school experience for the rest of the block
- there has been a change in personal circumstances which means the student is unable to focus on the placement at the present time.

**Failed** placements could be a result of:

- an inability to meet the Teachers' Standards
- an inability to reflect upon practice, to listen to and act upon advice provided from experienced professionals
- the student withdrawing from the placement without any consultation with the University
- a serious professional issue of misconduct, such as the health and safety of children has been compromised
- the placement setting or school has withdrawn the placement.

Student teachers who **withdraw** from a school experience placement without approval will fail the placement and no re-sit opportunity will be offered.

A school experience will be terminated early and judged to be a failed placement when a student teacher's performance is judged by the school to be detrimental to the effective running of the school, or the learning, well-being and/or health and safety of pupils. This should be done in consultation with the link tutor and School Experience Director.

## Unsatisfactory Mentoring Situations

Where the student teacher feels there is a problem with regard to the mentoring relationship, it is expected that she/he will bring it to the attention of the link tutor to facilitate a resolution of the problem. Guidance can be found in the diagram below.

## Unsatisfactory Placements

Should the school fail to meet the partnership responsibilities during the placement as outlined in the School Partnership Agreement, the link tutor should be contacted and the steps outlined in the diagram below should be followed. Student concerns with placement start at Step 1. School concerns with placement start at Step 2.



**Please remember to log details on Abyasa of all calls, visits, emails, etc.**

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## 9. External Link Tutors travelling to schools out of area

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The link tutor payment already includes an element of travelling time to schools. There is an expectation that this may be up to an hour's travel each way (2 hours total).

On occasion the Placements Team may need to arrange a placement for a student teacher outside of the University's normal catchment area or near to the student teacher's home. This may necessitate the link tutor having to drive a longer distance than would normally be expected and, as the distribution of our partnership schools becomes ever wider, there is a need to recognise the extra time that link tutors are spending travelling to these schools. If you agree to be link tutor for a placement school outside the normal placement areas, the additional payment will be added to your fee to ensure you are recompensed for the additional time needed to fulfil the link tutor role.

There may be occasions when an overnight stay will be appropriate, for example, if an early visit is necessary or if a link tutor is visiting two schools in the area on the same day. This would need to be approved by the SE director and booked and paid for by the University in advance.

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### What to do if you anticipate significant additional workload / expenses

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The allocated link tutor hours accommodate the time needed to make visits, complete paperwork and the processing of documentation.

**If you have a student teacher who is causing significant concern and are aware that this is likely to result in the need for additional visits / workload over and above the hours allocated, please discuss this as soon as possible with either the SE Director or the Careers, Student Placements and Opportunities Manager and follow the procedure outlined below.**

In cases where a 'Requiring Improvement Action Plan' pro forma has been written or additional visits above those contracted may be required, the relevant School Experience Director should be informed in the first instance. Where it is not possible to contact this member of staff, please ring the School Administration Unit to leave a message for the Cohort Lead to be informed and take decisions as appropriate.

In some instances, the SE Director will take responsibility for support from this point forward in the placement.

**No link tutor should proceed with additional visits until such authorisation has been given – either by phone or email.** Any additional visits for external link tutors must be authorised **before** they are used in order that they can be paid.

There may be a workload / capacity issue for University-based link tutors who may require additional link tutor support through further negotiation with the Careers, Student Placements and Opportunities Manager **and** the link tutor's line manager.

In any event, the SE Director should continue to be kept informed of the student's progress by the link tutor as it may be appropriate or necessary for them to intervene at a later stage.

The SE Director may also visit the student teacher at that point and decide whether the placement should be terminated.

**Please note:** Any other additional expenses incurred must also have prior authorisation from the SE Director, e.g. emergency replacement car hire in the case of a breakdown.

In order to provide additional support where 'capacity' is an issue, a pool of external link tutors with proven expertise in supporting weak students will be identified.



## Appendix 1

### Template for initial contact letter / email / telephone call with school

Thank you very much for agreeing to work in partnership again with York St. John University. I am writing to introduce myself as the university link tutor for <name of student teacher>. I am looking forward to visiting during the school experience in order to meet you, the student teacher and the class teacher. My first visit is likely to be at the beginning of the block placement.

I will be contacting you by telephone or email regularly during the school experience. My contact details are below should you need to get in touch before I visit:

- My work telephone number: 01904 876...
- Mobile telephone number: .....
- Or by e-mail: .....@yorks.j.ac.uk

I would very much appreciate establishing e-mail contact with the mentor for <name of student teacher> so please let me know a preferred email address.

I want to check that all is going well so far and that <name of student teacher> has begun to settle into school and is proving to be professional and resourceful. I also wanted to ensure that you have accessed the documentation via the website to support this placement.

It would be very helpful if you could answer the following questions:

Have you...	Y/N	Comments
Checked the date when the mentor was last trained?		(Please contact me if you would like to discuss this further or require additional training)
Received an introductory letter/email from the student teacher?		
Accessed the SE handbook and appraisal documentation via the website?		
Identified and are clear about the number and focus of formal appraisals throughout the placement?		
Identified an induction opportunity for the student teacher to ensure they are aware of your school's procedures and policies?		

If you have any general concerns or issues at this stage, I am more than happy to arrange to come into school to discuss these, as well as any queries about documentation. I look forward to working with you.

Yours sincerely,

<your name>

## Appendix 2

### Template for letter / email contact to student teacher

Dear <name of student teacher>

I am your officially designated your link tutor. This means that I will be the person who makes regular telephone contact with your mentor to check how things are progressing. During the block, I will be coming into school to carry out a shared appraisal with your mentor. This is a normal moderation procedure and it doesn't mean there are problems! We just need to be sure that we are in agreement in our judgements about how well you are meeting the Teachers' Standards.

Your mentor will check and sign off your planning and I will also be looking at your files when I come to visit. It is important that these are always in school and up to date. When I visit I will check that:

- your files are organised according to the contents pages
- your attendance record is up to date within your Standards File/RPD.
- you are evaluating every session you have taught
- you are completing a weekly reflective learning journal and addressing your targets
- you are making a real effort to gather assessment of children's learning in various forms
- you are making notes within the Teachers' Standards section of your Student Teacher Profile to show where you think that the evidence can be found for each of the Teachers' Standards and highlighting the NASBTT grading guidance.

It would be nice to meet you before the placement starts. *(include details of how if you are able to)*

My telephone number is 0000000 (if applicable. You can always leave a contact number on the voice mail and I'll get back to you as soon as possible.)

My email is ..... If there is anything you want to check or ask, then please don't hesitate to get in touch.

*The following sentence needs to be added to any emails which go to student teachers who are not on their first SE (i.e. UG SE2 and SE3 and PG SE2 / SE3 phase student teachers):*

*To give me a starting point for my discussions with your mentor, please email me with the three targets you were each set at the end of your last placement.*

Good luck on placement and I look forward to seeing you in school.

<print and sign your name>

### Appendix 3 Shared Appraisal Moderation Form

School:	Student:	Mentor:	YSJ Alumni Y/N?
Link Tutor:	Class:	SE:	Date:
School Ofsted Grade:	School Specialist Strengths/Resources		
Names of any YSJ NQTs / RQTs in school & brief comment on progress:			
Shared Appraisal Y/N		Parity of judgement? Y/N	
Outcome:		Comment:	
File Check		✓ / <input type="checkbox"/>	Additional targets set? Y/N
Teaching File:		Interim Report:	
1. Overview 2. Weekly overview/timetable, phonics, maths and English weekly plans 3. Daily/lesson plans 4. Records of M&A 5. Class lists/groups 6. Individual children's needs (e.g. SEND, EAL, PP.)		Comments	
Planning, Archive & Context File:			
1. Contextual Info 2. Long term plans 3. Overview of key events/Medium term plans 4. Previous planning and assessment 5. Examples of children's work			
Standards File/RPD: <b>Summative evidence</b>			
<ul style="list-style-type: none"> <li>School experience overview (SE1, SE2, SE3)</li> <li>Supporting documentation</li> <li>Interim report and gradings against the Teachers' Standards</li> <li>Final report and gradings against the Teachers' Standards</li> <li>Summative report (the class teacher may also wish to complete a copy)</li> <li>Student teacher's reflective overview</li> <li>Evidence towards the Teachers' Standards (parts 1 and 2)</li> <li>Record of enrichment experiences</li> </ul> <b>Formative evidence</b> <ul style="list-style-type: none"> <li>Weekly reflective learning journal and record of weekly mentor meeting</li> <li>Copies of completed lesson appraisals and post appraisal reflective discussion</li> <li>Summary of appraisals</li> <li>Curriculum tracker sheets (core and foundation subjects)</li> <li>Requiring improvement: Action Plan (as appropriate)</li> <li>Intervention Log sheet (as appropriate)</li> <li>Any other supporting documentation, e.g. school-based tasks, certificates</li> </ul>			



## Appendix 4 Exit Appraisal Moderation Form

<b>Name of student teacher:</b>	<b>Class/Year Group</b>	<b>Class teacher:</b>	<b>S/E Programme:</b>
<b>Mentor:</b>	<b>School Name:</b>	<b>Headteacher:</b>	
<b>Date of moderation appraisal (Stage 1)</b> _____ <b>Date of exit interview (Stage 2)</b> _____		<b>Link Tutor:</b>	

  

<b>Stage 1 [a] Shared Moderated Appraisal</b>  Was this a paired appraisal? <span style="float: right;">YES/NO</span> If so, with whom? ..... Was there parity between the two appraisal forms? ( <i>attach copies of both</i> ) <span style="float: right;">YES/NO</span> If not, how was any lack of parity resolved? .....	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Subject:</div>  <b>Stage 1 [b] Formative judgement</b> Was an appropriate formative interim judgement made? <span style="float: right;">YES/NO</span> Were developmental targets set to support the student teacher to achieve the best final outcome? <span style="float: right;">YES/NO</span> Has a 'Requiring improvement; action plan' pro forma been completed where the student teacher is not making expected progress or is causing concern? <span style="float: right;">YES/NO</span> <div style="text-align: center; border: 1px solid black; padding: 5px; margin-top: 10px;">Recommendation to proceed YES/NO</div>
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<b>Stage 2: Summative judgement</b> Monitoring & Assessment - has the student teacher answered the exit interview questions satisfactorily? <span style="float: right;">YES/NO</span> Teachers' Standards - has the student teacher attained the required competence? <span style="float: right;">YES/NO</span> Has the student teacher provided sufficient evidence to support the final summative judgement? <span style="float: right;">YES/NO</span> <b>Are the link tutor and mentor in agreement about the final summative grading judgement?</b> <span style="float: right;">YES/NO</span>	
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<b>Student teacher's files:</b>			
Were the student teacher's files in good order? Please use the guidance in the SE handbook.			
<b>Teaching file:</b> Stage 1 YES/NO Stage 2 YES/NO <b>Standards/RPD file:</b> Stage 1 YES/NO Stage 2 YES/NO	<b>Planning, Archive and Context file:</b> Stage 1: YES/NO Stage 2 YES/NO <b>M&amp;A Audit File:</b> Stage 1 YES/NO Stage 2 YES/NO		
<b>Student Teacher Profile:</b>			
Is this being used as a formative, working document?		Stage 1: YES/NO	Stage 2: YES/NO
Has the student teacher been encouraged to indicate standards 'working towards' or 'met'?		Stage 1: YES/NO	Stage 2: YES/NO
Had the mentor read and commented on the student teacher's Reflective Learning Journals?		Stage 1: YES/NO	Stage 2: YES/NO

  

Part One of the Teachers' Standards: Recommendation (please circle)	Interim (formative) judgement	Final (summative) judgement
1: Outstanding		
2: Good		
3: Requires improvement to attain 'good' (please see p.5 of Link Tutor Handbook for further guidance.) Intervention strategies for NQT year identified (Please note, these will be reported within the students' University reference)		
4: Below standard (Fail)		
Part Two of the Teachers' Standards Recommendation (please circle)	Interim (formative) judgement	Final (summative) judgement
Met to a good or better standard		
Requires improvement		
<b>Final recommendation</b>		<b>Pass / Fail</b>

  

<b>Any other comments?</b>	
Signed: .....Link Tutor .....Mentor	Date .....

## Appendix 5

### Example Exit Moderation Letter / Information to School

Dear .....

#### **EXIT MODERATION**

The exit moderation process will take place over two stages.

Stage 1: A shared moderated appraisal (mentor and link tutor)

Stage 2: An exit interview (student teacher and link tutor) and meeting with mentor and link tutor to discuss and agree the final summative judgement.

#### Stage 1:

I plan to visit all final placement student teachers to complete the shared moderated appraisal at the midpoint of the school experience (prior to the submission of the interim report). It will offer me the opportunity to check the student is making good progress towards achieving a 'good' or better outcome, and support the setting of targets to enable this to happen. It will also be an opportunity to check that the student teacher is gathering sufficient evidence to support the exit interview procedure and that our judgements on their teaching ability are aligned.

- I will arrive prior to the appraisal to familiarise myself with the student teacher's session plan and begin checking through their school experience files
- Approx. one hour for the shared lesson appraisal with you
- Approx. ¼ hour with you after the lesson to discuss formative judgements about the observed lesson and the student teacher's progress in the placement so far
- Approx. ½ hour for your 'feedback' session with the student teacher, which I observe.

#### Stage 2:

- Approx. ½ hour for me to question the student teacher about their M&A file and all other supporting evidence, including their professional reflections
- Approx. ½ hour with you to discuss the summative judgement which relates to the level of attainment achieved at the end of the programme, taking into account all the evidence (not just the student teacher's teaching)
- Approx. ½ hour for me to complete checking through the student teacher's files and confirm that they are in order.

In the past I have found it helpful to arrange the dates for my visits well in advance as I know that all of our timetables get really busy. Please find below a list of my proposed schedule.

Date	a.m.	p.m.

Please confirm by return email that the dates and times suit your planned schedule.

I look forward to working with you.

Best wishes

<your name>

## Appendix 6 Schedule of Visits

The following table outlines the **minimum requirements** for link tutor visits for each primary school experience.

PLEASE NOTE: Students causing concern may require additional visits. (Please see pages 5 & 6 of this handbook for further guidance)

School experience	Contact should be made by e-mail and/or telephone prior to the start of the placement to introduce yourself (see Ref 1)	Introductory visit	Observation, appraisal or shared appraisal	Exit moderation
<b>UG SE1</b> (Nov- June)		<b>Visit 1</b> :Block week 1 (Nov) <b>Visit 2</b> : Block week 2 or 3 (Jan)	<b>Visit 3</b> : Preparation days 4-16 (March/ May) <b>Visit 4</b> : Shared appraisal main block weeks 1, 2, or 3 (June)	
<b>PGCE SE1 &amp; SE2</b> (Oct- Feb)		<b>Visit 1</b> : Block week 1 or 2 (SE1 Oct) Initial QA visit to check everything is in place	<b>Visit 2</b> : Block week 4 or 5 (SE1 Nov) Shared appraisal <b>Visit 3</b> : Block week 3 or 4 (SE2 Jan/Feb)	
<b>School-centred PGCE (School Direct) SE1</b> (Nov)			<b>Visit 1</b> : Shared appraisal main block 50% of cohort to be covered by link tutor & 50% to be covered by alliance lead	
<b>School-centred PGCE (School Direct) SE2</b> (Jan - March)			<b>Visit 1</b> : Shared appraisal main block 50% of cohort to be covered by link tutor & 50% to be covered by alliance lead	
<b>UG SE2</b> (March- May)		<b>Visit 1</b> : Preparation days	<b>Visit 2</b> : Main block	
<b>UG SE3</b> (Jan –March)		<b>Visit 1</b> : Early in main block	<b>Visit 2</b> : Stage 1: Shared appraisal at mid-point to support target setting	<b>Visit 3</b> : Stage 2: exit interview in final two weeks of block (+ moderation of judgements)
<b>FT &amp; PT PGCE SE3</b> (PT: Oct-Feb, FT: Apr- Jun)		<b>Visit 1</b> : Early in main block	<b>Visit 2</b> : Stage 1: Shared appraisal at mid-point to support target setting	<b>Visit 3</b> : Stage 2: exit interview in final two weeks of block (+ moderation of judgements)
<b>School-centred PGCE (School Direct) SE3</b> (May-June)			<b>Visit 1</b> : Shared appraisal main block & M&A interview. M&A interview to be used to inform targets towards end of SE3	

**Introductory visit:** A visit should take place early on during this period so that the link tutor can brief the school mentor on York St John documentation and expectations.

**Observation, appraisal or shared appraisal:** If there is more than one student teacher in a school on the same school experience, a shared appraisal does not need to be carried out for every student. However:

**Exit moderation:** The exit moderation process must be completed for every SE3/Consolidation placement student teacher and this is reflected in the link tutor payment for these school experiences. (Please see p. 10 & 11 of this handbook for further guidance)



**Appendix 7**  
**Link Tutor Payments 2018-19**

<b>School Experience</b>	<b>Payment for one student in school</b>	<b>Payment for each additional student in the same school</b>
UGSE2	£172.60	£43.15
UGSE3	£258.90	£129.45
FT PGCE SE1 & SE2	£258.90	£64.73
FT PGCE SE3	£258.90	£129.45
PT PGCE SE3	£258.90	£129.45
<b>School Experience</b>	<b>Payment for one pair or trio of students in school</b>	<b>Payment for each additional pair or trio of students in the same school</b>
UGSE1	£258.90	£86.30

## Appendix 8 Intervention Log

**THIS IS A RECORD OF INTERVENTIONS THROUGHOUT ALL SEs AND IS INTENDED FOR USE BY MENTORS AND STUDENT TEACHERS DURING SCHOOL PLACEMENT**

<b>Student teacher:</b>			
<b>SE1:</b>		<b>SE2:</b>	<b>SE3:</b>
<b>Mentor:</b>		<b>Mentor:</b>	<b>Mentor:</b>
<b>Link tutor/ Alliance lead:</b>		<b>Link tutor/ Alliance lead:</b>	<b>Link tutor/ Alliance lead :</b>

Date/ SE	Staff member/s	Issue and brief details (link to Teachers' Standards)	Type of Intervention	Response and agreed action

## Contact details

### PLACEMENTS TEAM

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