York St John University

School of Education

Initial Teacher Education
BA Primary Education & PGCE Primary

PRIMARY PARTNERSHIP
MENTOR HANDBOOK
2018-2019

Contents

1. Primary Mentor

Role and Responsibilities

CORE PURPOSE

- To establish trusting relationships, modelling high standards of practice, and understand how to support trainees through initial teacher training
- To support trainees to develop their teaching practice in order to set high expectations of all pupils and to meet their needs
- To set high expectations and induct the trainee to understand their role and responsibilities as a teacher
- To continue to develop your own professional knowledge, skills and understanding and invest time in developing a good working relationship with York St John University

CORE RESPONSIBILITIES

- Ensure you have had appropriate training

- Be familiar with the relevant documentation for the trainee's programme and school experience

- Make the trainee welcome in the school by providing induction information

- Support the trainee academically, professionally and pastorally

- Ensure you have a weekly meeting with the trainee across the entire placement

- Follow the guidance for the appraisal process and ensure that documentation is up to date and submitted to university as stated in the SE Handbook

- Keep in regular contact with the link tutor and alert the link tutor to any initial concerns regarding the trainee

> **Please note: If any of these core responsibilities are not fulfilled, this results in a trainee not getting the expected support and the trainee may have problems reaching their potential and readiness to move onto the next stage/placement in their programme. If you are having difficulties, it is important to let the university know. We can always provide an external mentor if necessary.**

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.yorksj.ac.uk/placements

2. Mentor checklist for School Experience

TASKS <u>prior</u> to school experience:

Have you:	Date completed & notes
Checked the date when you last undertook mentor training? *Do you need to apply for more training?*	
Has the SCHOOL received the mentor contract (if applicable) and YSJ Partnership Agreement by e-mail? *Has the Headteacher completed the agreement online?*	
* *(External mentor only)* Received the *correct* contract?	
Attended the relevant School Experience Briefing or read through the briefing documentation if unable to attend?	
Received contact details from the link tutor?	
Received an introductory letter from the student teacher?	
Received link to SE handbook & appraisal documentation?	
Identified the number & focus of formal appraisals?	
Identified the %age teaching / PPA / CPD times for the student teacher throughout the SE?	
* Made contact with the student teacher and the school? (*External mentor only*)	
Familiarised self with student teacher's targets and key strengths as in the student teacher's profile document from the previous SE?	
Liaised with the class teacher, as appropriate, & discussed their role?	
Set a date(s) for meeting with student teacher during serial days?	
Approved the student teacher's school experience files, checked the appropriateness of their medium-term planning and the first session plans before SE starts?	
Set dates and times of weekly planning and review meetings with student teacher and class teacher (as appropriate)?	
Has the SCHOOL completed an induction session for the student teacher and given them the school's student teacher handbook?	

TASKS <u>during</u> school experience:

Date completed:	1	2	3	4	5	6	7	8	9
Weekly review meetings established?									
Student teacher's weekly evaluations read, commented on and signed by you?									
School experience files monitored and assessed each week?									
Student teacher's profile document being added to and commented on each week?									
Interim report(s) discussed with student teacher and submitted?									
Formal appraisals of student teacher completed; reflective discussion undertaken; targets set; appropriate standards signed and dated as 'M'?									
Date arranged with link tutor for moderation (or meetings and appraisal for final SE)?									
Date of triangulation meeting set?									
Triangulation meeting and all documentation completed?									
'Requiring improvement' pro forma completed and discussed with link tutor re: significant problems (if appropriate)?									

3. Appraisals

A key part of being a mentor is making observations of student teachers, known as appraisals. These form part of the evidence of meeting the Teachers' Standards. Appraisals should only be carried out by you as the trained mentor. The class teacher can make observations of student teachers but these should not count towards the number of formal appraisals required during a school experience. Information about the number of appraisals is located on the School Experience handbook. Appraisals should be carried out at regular intervals during the block so that the student teacher has time to work on their targets. Lessons are not graded but the NASBTT guidance (located on the YSJ website and in the Appraisal Handbook) should be referred to in order to help identify strengths and areas for improvement.

For detailed information about appraisals, refer to the Appraisal Handbook (located on the website). The checklist below gives you information about the organisation of an appraisal and is taken from the Appraisal Handbook.

Before an appraisal the student teacher should give you:
- The appraisal pro forma with the target(s) from their previous appraisal or mentor meeting
- A copy of their session plan
- Any relevant resources
- A copy of any written assessment they are carrying out with the pupils.

Before an appraisal you should:
- Read and discuss the session plan with the student teacher, making sure that they have sufficient time to amend this if needed; note the relevant contextual information and the target(s) for this appraisal, ensuring that these are recorded on the appraisal form
- Arrange a time when you plan to have the reflective discussion after the lesson.

During the appraisal:
- Complete the appraisal pro forma, using the yellow Teachers' Standards sheet as a prompt
- Write some formative comments and areas to 'think about'
- Set a priority target for the student teacher to work upon

After the appraisal, give yourself and the student teacher some respite and time to reflect then:
- Find an appropriate place to discuss the lesson
- Remember discussion is a two-way process - the student teacher should write in the evaluation, and you initial your comments during the post appraisal reflective discussion
- **Start with a focus on the pupils' progress**
- Agree if target(s) have been met and set target(s) for the next appraisal
- Both sign the post appraisal reflective discussion
- Grade and sign off standards which have been met through this appraisal in the Student Teacher Profile.
- Both the student teacher and mentor should retain a copy of the completed appraisal pro forma.
(*NB: A summative grading SHOULD NOT BE AWARDED for each individual appraised lesson*)

If the appraisal is the **final formal appraisal** the **mentor** needs to**:**
- Complete the above
- Have a triangulation meeting with the student teacher, class / host teacher and yourself to discuss the overall school experience

- Each of you completes the school experience overview indicating by use of appropriate language (**outstanding; good; requiring improvement to be 'good'; below standard**) a summative grading of the level of achievement (see Appendix 1)
- Give an overall recommendation of pass / fail and indicative grading on the placement summary sheet of the Student Teacher Profile
- Check which of the Teachers' Standards have been met / not met
- Set target(s) with the student teacher for their next school experience or NQT year.

PLEASE NOTE that it is the <u>student teacher</u> who copies and returns the relevant pages of the 'Student Teacher Profile' to their academic tutor at University.

Shared appraisals

A shared appraisal is when you and a link tutor observe a student teacher together in situ, compare observations and notes, and agree strengths and areas for development. In most cases, there is agreement between you and link tutor on the competence and skills of the student teacher, 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, 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.

The role of the link tutor

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
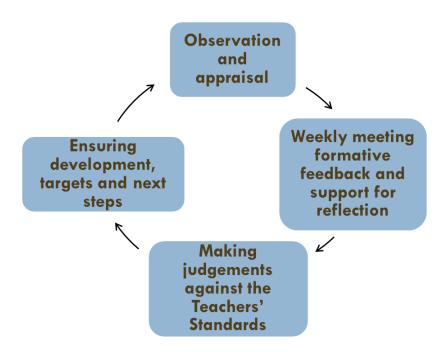
CORE RESPONSIBILITIES

- Make initial contact with each link school at the start of every year to introduce themselves and each student they are link tutor for
- Familiarise themselves 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
- Ensure they make the required visits to each school for each placement (see Appendix 3 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

4. The weekly meeting

It is expected that you will meet with the student teacher on a weekly basis to formally discuss their progress, check they are on track, identify any additional support that might be needed, update documentation and review all of the evidence towards meeting the Teachers' Standards.

Student teachers are judged against the Teachers' Standards and are expected to meet these in order to pass a school experience and move onto the next stage of their programme. It is important to note that even though the Teachers' Standards are used for experienced teachers, trainees do not have the same level of experience, skills and knowledge. You need to be clear about where in the stage of their training the trainees are so you can make appropriate and accurate judgements of student teachers.

The whole school experience and contribution a student teacher makes to a school should be used as evidence in meeting the Teachers' Standards.

```
              Observation
                  and
               appraisal

Ensuring                        Weekly meeting
development,                       formative
targets and next                feedback and
    steps                         support for
                                   reflection

               Making
             judgements
            against the
             Teachers'
             Standards
```

The weekly meeting should cover the following:

- Review and feedback of the appraisal conducted earlier in the week with the student teacher offering further reflection and thoughts as needed
- Discussion of current targets to see if the student has made progress or addressed these
- Identification of positive strengths, either ongoing or developing
- Evidence should be provided for the Teachers' Standards by the student teacher and include examples of children's work, marking and feedback, reflective learning journals with a focus on the student teacher's impact on learning and pupil progress
- A check of the student teacher's school experience files, ensuring that lessons have been evaluated, assessments of children's learning are developing and recorded
- Highlighting the NASBTT guidance should have been done by the student teacher and you will discuss and agree where you both think the student teacher is currently
- Targets set for the following week

It is part of the mentor's role to ensure that the student teacher is keeping all documentation up to date and you will need to check all four of their files in each meeting.

SE file check list – (*tick items completed / satisfactory – comment on need to follow up by student teacher / mentor*)

Name of student teacher				Comments and date
Initial check & date	Student Teacher	Mentor	Link Tutor	
Standards File/RPD				
Attendance record up to date?				
Standards already being logged?				
Summary of appraisals up to date?				
Appraisal feedback subject specific?				
Weekly evaluations in place which reflect on previous week's targets?				
Weekly evaluations checked by mentor?				
Teaching / planning files				
MT plans in place (PL) and files correctly organised before start of SE?				
KS1/2-weekly plans evident / sufficient detail?				
Session plans *(also in planning file)* show: • Specific success criteria (not re-iterating LOs)?				
• Ref. to NC or EYFS?				
• Key questions / points to highlight provided in adults column?				
• Differentiation of activities?				
• Reflective evaluation of all taught sessions?				
Assessment records in evidence: • Any pro forma supplied by YSJ being used?				
• Are the trackers being used? *(info from trackers should be getting transferred to class lists to pass on to CT at end of SE*)				

5. The Exit Moderation Process

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 <u>midpoint</u> 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 <u>end</u> 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.

- The student teacher should provide copies of all completed moderated appraisal documents for the mentor and link tutor, who will then log the relevant information and forward it to the Placements Team for filing within one week of the appraisal.

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

6. Record Keeping and GDPR

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

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**

The link tutor will 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**.

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'.

❖ 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.

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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.

Moving to 'good' or concerns with placement (once placement has begun)	• **Step 1**: Professional discussion: student teacher/ mentor +/ or class teacher • Agree intervention strategies or provision of additional support as necessary **(informal stage)**
Problem unresolved	• **Step 2:** Contact link tutor. Link tutor visits school. • Link tutor discusses issues with student teacher, mentor + / or class teacher and implements an action plan or support strategies. A 'Requires improvement: Action plan' is implemented at either level 1 or level 2 as appropriate. **(Formal stage. Please see step 4)** • Link tutor informs SE Director and monitors situation through regular contact with school.
Targets not met Situation escalates	• **Step 3**: SE Director gathers information from link tutor, student, mentor +/or class teacher . • Information presented by SE director to university based colleagues (Academic tutor, School Partnership Office Manager, and ITE Partnership Manager) for discussion on next steps.
Consultation and monitoring of progress towards action plan targets or support strategies	• Gathering and dissemination of information to track progress and inform the decision making process. • Direct communication between SE Director and school . Possible visit by SE Director • If necessary the student teacher should be allowed respite time to allow for observation, reflections and consultation with Academic tutor and / or SE director.
If no improvement or situation becomes untenable	• **Step 4:** Decision made regarding next steps by SE Director in consultation with link tutor / university colleagues / school based colleagues. • Placement may be withdrawn / terminated / deferred or deemed a failed placement * and may result in a formal standards review procedure.(Please see section 1)

9. Effective mentoring and partnership agreements

All mentors have been trained by YSJ or another higher education institution so that they can carry out their role effectively. Link tutors will also provide one to one training, such as using documentation, when mentors need additional guidance.

As a mentor, you need to follow the guidance set out in the National Standards for ITT mentors available at:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/536891/Mentor_standards_report_Final.pdf

The four areas are:

- Standard 1: Personal Qualities

- Standard 2: Teaching

- Standard 3: Professionalism

- Standard 4: Self-development and working in partnership

Mentor training will focus on these areas and ask new mentors to audit their current expertise and knowledge. Experienced mentors should ensure they are familiar with the expectations.

The Partnership Agreement is e-mailed to all schools who support student teachers on placement every year. It is completed online by the school leader. As a mentor, you should be aware of the information in this agreement:

- The benefits of partnership in initial teacher training
- Roles and responsibilities
- Selection and de-selection of schools
- Quality assurance
- Health and safety of student teachers
- Transfer of resources
- Allocation of placements
- Problem-solving
- Training and Support

You can view the complete agreement on our website.

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 Comment:
Outcome:	
	Additional targets set? Y/N	Interim Report:

File Check	✓ /☒	Comments

Teaching File:
  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.)		

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: **Summative evidence**
  • School experience overview (SE1, SE2, SE3)
  • Supporting documentation
  • Interim report and gradings against the Teachers' Standards
  • Final report and gradings against the Teachers' Standards
  • Summative report (the class teacher may also wish to complete a copy)
  • Student teacher's reflective overview
  • Evidence towards the Teachers' Standards (parts 1 and 2)
  • Record of enrichment experiences
Formative evidence
  • Weekly reflective learning journal and record of weekly mentor meeting
  • Copies of completed lesson appraisals and post appraisal reflective discussion
  • Summary of appraisals
  • Curriculum tracker sheets (core and foundation subjects)
  • Requiring improvement: Action Plan (as appropriate)
  • Intervention Log sheet (as appropriate)
  • Any other supporting documentation, e.g. school-based tasks, certificates		

Monitoring and Assessment File 1. How have you used assessments to achieve progression for learners? Provide an example of how you have used assessment to inform the next level of planning. 2. Demonstrate what proportion of the class are making: • good progress • expected progress • limited progress towards their end of key stage expectations in reading/writing and maths? How has this been recorded and tracked? 3. For the pupils who have made good progress, what has made the difference? 4. For pupils who have not made enough progress, what core barriers are preventing them from moving on and how have you intervened? Provide supporting evidence 5. Which pupils do you feel now need intervention? How could you organise this? 6. Is there any additional support in terms of CPD as an NQT you feel you would need to help similar pupils? 7. Explain how you have supported disadvantaged children, e.g. pupil premium 8. Can you describe or demonstrate how you: • provide constructive feedback to pupils as they learn? • encourage pupils to respond to this feedback? • involve pupils in reflecting on, evaluating and improving their own performance? 9. How do you communicate effectively with parents or carers? Evidence using a report you have written for one child in your class (please anonymise). 10. How have you used varied evidence to support judgments about children's learning? Consider tracking, national data, book scrutiny, moderation procedures. 11. How does this setting use statutory assessments formatively to inform pupil and school improvement?		

Comments

Signed: …………………………………Link Tutor ………………………………………………Mentor

Please send a copy of this form to the Placements Team.

PLEASE NOTE ALL LINK TUTOR VISITS SHOULD BE RECORDED ON ABYASA

Mentor reports should be completed electronically and then printed from STASS and added to the student teacher's Standards File/RPD

Appendix 2
Exit Appraisal Moderation Form

Name of student teacher:	Class/Year Group	Class teacher:	S/E Programme:
Mentor:	School Name:	Headteacher:	

Date of moderation appraisal (Stage 1) _____ Date of exit interview (Stage 2) _____	Link Tutor:

Stage 1 [a] Shared Moderated Appraisal   Subject:

Was this a paired appraisal?	YES/NO
If so, with whom?	
Was there parity between the two appraisal forms? (*attach copies of both*)	YES/NO
If not, how was any lack of parity resolved?	

Stage 1 [b] Formative judgement

Was an appropriate formative interim judgement made?	YES/NO
Were developmental targets set to support the student teacher to achieve the best final outcome?	YES/NO
Has *a 'Requiring improvement; action plan'* pro forma been completed where the student teacher is not making expected progress or is causing concern?	YES/NO

<div style="text-align:center">

Recommendation to proceed   YES/NO

</div>

Stage 2: Summative judgement

Monitoring & Assessment - has the student teacher answered the exit interview questions satisfactorily?	YES/NO
Teachers' Standards - has the student teacher attained the required competence?	YES/NO
Has the student teacher provided sufficient evidence to support the final summative judgement?	YES/NO
Are the link tutor and mentor in agreement about the final summative grading judgement?	YES/NO

Student teacher's files:
Were the student teacher's files in good order? Please use the guidance in the SE handbook**.**

Teaching file: Stage 1 YES/NO	**Planning, Archive and Context file:** **Stage 1:** YES/NO
Stage 2 YES/NO	**Stage 2** YES/NO
Standards/RPD file: Stage 1 YES/NO	**M&A Audit File:** **Stage 1** YES/NO
Stage 2 YES/NO	**Stage 2** YES/NO

Student Teacher Profile:

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		
Final recommendation Pass **/** Fail		

Any other comments?

Signed: ……………….………Link Tutor   …………….…………..Mentor   Date …………...

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.

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
UG SE1 (Nov- June)		**Visit 1** :Block week 1 (Nov) **Visit 2** : Block week 2 or 3 (Jan)	**Visit 3** : Preparation days 4-16 (March/ May) **Visit 4** : Shared appraisal main block weeks 1, 2, or 3 (June)	
PGCE SE1 & SE2 (Oct- Feb)		**Visit 1**: Block week 1 or 2 (SE1 Oct) Initial QA visit to check everything is in place	**Visit 2**: Block week 4 or 5 (SE1 Nov) Shared appraisal Visit 3: Block week 3 or 4 (SE2 Jan/Feb)	
School-centred PGCE (School Direct) SE1 (Nov)			**Visit 1:** Shared appraisal main block 50% of cohort to be covered by link tutor & 50% to be covered by alliance lead	
School-centred PGCE (School Direct) SE2 (Jan - March)			**Visit 1:** Shared appraisal main block 50% of cohort to be covered by link tutor & 50% to be covered by alliance lead	
UG SE2 (March- May)		**Visit 1:** Preparation days	**Visit 2:** Main block	
UG SE3 (Jan –March)		**Visit 1:** Early in main block	**Visit 2:** Stage 1: Shared appraisal at mid-point to support target setting	**Visit 3**: Stage 2: exit interview in final two weeks of block (+ moderation of judgements)
FT & PT PGCE SE3 (PT: Oct-Feb; FT: Apr-Jun)		**Visit 1:** Early in main block	**Visit 2:** Stage 1: Shared appraisal at mid-point to support target setting	**Visit 3**: Stage 2: exit interview in final two weeks of block (+ moderation of judgements)
School-centred PGCE (School Direct) SE3 (May-June)			**Visit 1:** Shared appraisal main block & exit interview. Exit 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 4
Payment to Schools for Mentoring (University-centred training)

School Experience	Fee per student	Date to be paid
UG SE1	£230	End of July 2019
UG SE2	£270	End of May 2019
UG SE3	£300	End of April 2019
PGCE SE1/2	£300	End of March 2019
PGCE SE3	£350	End of July 2019

Appendix 5
Intervention Log

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

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

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

School Partnership Agreement (Primary)

I confirm, on behalf of ………………………………………….(school) that I have read and understood the Partnership Agreement and am committed to delivering it in partnership with the University. I understand that the University has selected the school because we:

- are committed to supporting the University in enabling student teachers to meet the standards for QTS through University and school-based learning*;*
- have in place school policies and development plans that support ITE;
- have staff who generally support whole school involvement in ITE;
- make available experienced and skilled teachers to work with student teachers;
- provide trained mentors to support student teachers where possible or enable external mentors to fulfil their responsibilities as appropriate;
- enable teachers to attend briefing meetings and undergo mentor training;
- have external evidence of successful practice, e.g. in OFSTED reports;
- comply with the University's Equal Opportunities and Race Equality statements.

I also understand the circumstances under which the school may be de-selected.

Signed: …………………………………………….(Headteacher)

Date: ……………………………

[This is a copy of what is provided in the online form.]

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