UNIVERSITY OF
Southampton

Postgraduate Certificate in Education (PGCE)

ITT Programme Handbook (Primary) 2017-2018

Welcome from the Associate Dean

Dear Students,

Welcome to the University of Southampton and good luck on the year to come. As an incoming student on one of our PGCE programmes, you've already demonstrated your ability through your undergraduate studies, and we're glad you've decided to continue your education with us at Southampton.

Within the Faculty, you may also like to know that there are numerous staff who have chosen the role of ensuring the quality and innovativeness of your experience at Southampton. My role, as Associate Dean, is to provide leadership to this group of staff, developing educational strategy and ultimately overseeing all matters to do with your education and its assessment and quality. I have a commitment to ensuring the best possible student experience and, if all is working well, I will be like the duck on the pond - calm on the surface but paddling hard underwater.

In all of our endeavours, we aim to provide a distinctive flavour to our education, both when bringing students from all over the world to Southampton, and when taking Southampton to the world. It is our hope and intention that you too will experience our different and cutting edge way of doing things, and that you will thrive and succeed in your studies and in all that University can offer you outside of your studies. Most of all, we hope that you will be happy during your time with us. This will shine through, and your positivity will be a beacon for friends, for opportunity and for achievements. Our staff are ready and willing to help you on that journey and we will be delighted to hear from you.

For now though, welcome to what we hope will be a 'home from home', and good luck for your year to come.

With best wishes,

Jim Anderson
Associate Dean (Education & the Student Experience)
Professor of Mathematics
J.W.Anderson@soton.ac.uk

Welcome from the Associate Dean

How does this Handbook work?

Section One

This section outlines important University information and regulations, of which you need to be aware. We suggest that you read this information carefully and refer back to it if you have any questions through the year.

Section Two

This section outlines important information specific to Initial Teacher Training and it is important that all Trainee Teachers familiarise themselves with the information contained here.

Section Three

This section is specific to your programme of study and provides more detailed information specific to the Primary, Secondary or Further Education PGCEs.

At this stage the handbook probably looks very long and complicated. We have deliberately collated all the main information in one place in response to previous feedback and we strongly encourage you to download it and store it electronically so that you can easily search for any information.

The University is committed to being environmentally conscious, so we will not be issuing a paper copy.

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Part One: General Information and Regulations

1   General Information

The information contained within your programme handbook is designed to provide key information applicable to you and your programme during the 2017/18 academic year.   It will complement the University's Student Portal. You can access the Portal by logging on to SUSSED, using your user name and password, and clicking on the Students tab in the top navigation bar. It is important that you make use of these resources as they support the regulations relating to your obligations and that of the University while you are a student at the University of Southampton. It also provides helpful information on matters such as housing, finance, leisure, healthcare and support facilities.

FSHMS HUB
The FSHMS Hub is an information resource for undergraduate and postgraduate taught students in the Faculty of Social, Human and Mathematical Sciences. This is designed to be a one-stop shop to direct you to everything you need to navigate your academic journey with us. Containing How To Guides, links to services across the University, copies of all the forms you might need, contact details for academic staff members and your Student Offices, and much, much more, this should be your first port of call for any information you need as a student in the Faculty. You can access it on Blackboard near the bottom of your list of courses.

Resource	Weblink
Academic integrity	http://www.calendar.soton.ac.uk/sectionIV/academic-integrity-regs.html
Blackboard	http://blackboard.soton.ac.uk/
Faculty website	http://www.southampton.ac.uk/about/departments/faculties/faculty-social-human-sciences.page
Faculty staff information	Southampton Education School
Library	http://www.soton.ac.uk/library/
Programme and module descriptions	Descriptions relating to your programme can be found via the programme pages on the web, and on Blackboard (see above). Your programme structure (ie which modules make up your programme) is available in your programme specification and via the online programme catalogue, which is accessible via Banner Self Service. To find links to broad generic descriptions of the programmes and modules, follow links to your programme starting from http://www.southampton.ac.uk/education
Programme regulations	The Regulations and Definitions Applying to Progression for all Credit-Bearing Programmes should be read in conjunction with your own programme regulations which detail any supplementary regulations specific to your programme of study.
Educational support services	Enabling Services provides a wide variety of support for students who have disabilities, mental health problems or specific learning difficulties. Its expert team can provide advice and support relating to your studies throughout your time here.
Academic skills hub	http://library.soton.ac.uk/sash

1.1 Your Student Office

You should visit the Student Office for all general queries relating to the administration of your programme (this may include coursework submissions and collection of feedback, special considerations requests, sickness self-certification forms, suspension and withdrawal requests).

Opening Hours: Monday to Friday
                                                     9.00am to 5.00pm

Location and contact details:
Building 34, room 2009
PGCE Primary (PGCEPrimary@southampton.ac.uk)
PGCE Secondary (PGCESecondary@southampton.ac.uk)
PGCE FE Learning & Skills (pgcefe@southampton.ac.uk)
PGCE Primary/Secondary Partnership (partnership@southampton.ac.uk)

1.2 How we keep in touch with you

Email
We will use your University email account to contact you when necessary. We will not use any other email accounts or social networking sites. It is your responsibility to check your University email account regularly and you must not let your inbox exceed your storage limit. Notification that you are due to exceed your storage limit will be sent to your University email account and you should take immediate action as you will be unable to receive further emails once your storage limit has been exceeded.

Written Correspondence
Formal correspondence regarding your programme of study (e.g. suspension, transfer or withdrawal from programme, academic performance (including progression/referral information), issues of academic integrity, student complaints and academic appeals) will be sent to your term-time (TT) or permanent (PM) address listed as active on your student record. You are responsible for advising the University if you change your permanent or term-time address. The University will not be held accountable if you do not receive important information because you failed to update your student record.

Use of social networking sites
We understand that students are increasingly using social networking sites to interact with members of their student community. You should note that any behaviour that affects other members of the University community or members of the general public in ways which might damage the standing and reputation of the University may be subject to disciplinary action within the scope of the University's Regulations.

1.3 Confirmation of your student enrolment status

The Faculty Student Office can provide you with a certificate to confirm your status as a student (e.g. for bank account opening purposes). Please ensure that you give at least 48 hours' notice of your requirements (longer at peak times such as at enrolment or during the examination periods). Your award certificate will be produced using the legal name data you have provided within your student record. Please make any necessary amendments to your record immediately a change occurs to ensure that your certificate contains accurate information.

In accordance with policy, a scale of fees exists for the provision of certificates, transcripts and award certificates. Please see point 11 '*Transcripts, Certificates and Award Letters*' within the fees section of the University Calendar for a list.

Your award certificate will be produced using the legal name data you have provided within your student record. Please make any necessary amendments to your record immediately a change occurs to ensure that your certificate contains accurate information. Changes are made via Banner Self Service.

2   Supporting you through your studies

2.1   Supporting students with disabilities, mental health conditions or specific learning difficulties

Enabling Services provides a wide variety of support for students who have disabilities, mental health problems or specific learning difficulties. Its expert team can provide advice and support relating to your studies throughout your time here.

2.2   The role of your Personal Academic Tutor and other key academic staff

The University operates a tutor system to help support and advise students in their academic study. As a student, you can expect to be allocated a Personal Academic Tutor. Your Personal Academic Tutor may or may not be one of the teaching staff you see in the course of your studies, but their role in this context is to provide advice and support to you throughout your study, and to help review your academic progress. You can expect to see your Personal Academic Tutor at key points through your University career in timetabled tutorial times and school/college visits and, if you need to, you can contact them more frequently. Sometimes, your Personal Academic Tutor may refer you to other areas for support. They may refer you to individual support services, or to your student office for information, or to a Senior Tutor. The Senior Tutor (Gary Kinchin) will have a more specialised understanding of supporting students, and may support you if you have a particular problem. You can also contact the Senior Tutor if you wish to change your allocated Personal Academic Tutor.

The University expects that you will engage with your Personal Academic Tutor, attend the scheduled meetings, respond to messages from your Personal Academic Tutor, and notify your Personal Academic Tutor (or Senior Tutor, if you prefer) if you are experiencing problems which are affecting your performance, attendance or progress in your studies. In particular, you should contact your Personal Academic Tutor if you feel your performance in any forthcoming examinations will be affected by ill health or other special considerations, and check with your Personal Academic Tutor if you plan to cite him/her as a referee for job applications.

In the phase specific sections of the handbook you will find further guidance on the role of Personal Academic Tutors on the PGCE programme.

2.3   What to do if you are ill

It is important that your doctor (as well as your Personal Academic Tutor) is immediately informed of any illness that is likely to affect your studies. You may wish to ask your GP for written confirmation of your health difficulties if you feel that these may be affecting your academic performance, which you may then wish to pass on to your Personal Academic Tutor. More information can be found in the General Regulations – Attendance and Completion of Programme Requirements.

If you are absent due to illness you must contact the ITE office and your tutor by email on the first day of absence. If your absence is for longer than 5 days you will need to submit a doctor's certificate.

2.4   External factors affecting your attendance or performance in your studies

We expect you to take responsibility for your studies to ensure that your full academic potential can be realised. However, sometimes difficulties can arise that can affect you.

If you are absent from an examination or other assessment or have other grounds for believing that your studies have been affected by external factors you must bring this to the attention of your academic tutor or to the Student Office immediately. Whilst we recognise that students can sometimes be reluctant to discuss cultural, sensitive or personal issues, it is essential that you bring problems affecting you to our attention immediately so that we can determine how best to help you.

2.5   Special considerations

If you believe that illness or other circumstances have adversely affected your academic performance, this is known as Special Considerations. If you wish for these circumstances to be considered by the Faculty you must complete a Special Considerations form. **It is important that you submit this to your Student Office in a timely manner (normally not more than five working days after any assessment or deadline that may have been affected by the circumstances)**. All claims must be substantiated by written documentary evidence, for example a medical certificate or GP/consultant letter, self-certification or a statement from your Personal Academic Tutor. The purpose of asking for supporting documentation is for you to be able to corroborate the facts of your submission.

All claims will be reviewed by the Special Considerations Board which meets regularly throughout the year. You will be notified of the outcome of your claim once the Board of Examiners has considered the recommendation of the Special Considerations Board. Full details of the University's policy on Special Considerations can be found here.

2.6   Fitness to study

The Fitness to Study policy applies to enable the University to respond appropriately to situations where visible signs of illness, mental health difficulties, psychological, personality or emotional disorders may have a profoundly disturbing impact on the functioning of an individual student and/or the wellbeing of others around them. The University has a positive attitude towards those with impairments and is committed to maintaining students' wellbeing. The policy identifies the procedure and support available to both students and staff when a student becomes unwell and/or presents a risk to self and/or others.

2.7   Suspending your studies

Should you feel that you need to take some time out from your studies, known as interrupting your studies, you should first discuss this with your personal academic tutor. A Suspension Request form should be obtained, completed and returned to the Student Office. Further information can be found in the General Regulations – Transfer, Suspension, Withdrawal and Termination.

Suspension from the School Direct programme will need to be discussed with the placement school/college, the lead school/college and the University, on an individual basis.

It is the duty of the Trainee Teacher to make clear their intentions to return to the programme **at least 4 weeks prior to restarting the programme.** This should be initiated by the Trainee Teacher first through making contact with the Tutor involved in agreeing the original period of suspension or the Programme Director if the Tutor has ceased employment in the time of the suspension. Failure to make contact by the agreed time of re-entry would result in the Trainee Teacher being removed from the programme.

In determining the duration of any suspension and the most appropriate time for the Trainee Teacher to return to study, due account will be taken of the structure of the programme as well as the Trainee Teachers' needs. The time away from the programme is calculated against the expected time required to complete with success. Often this means a bit longer than the actual period of the programme missed.

Trainee Teachers will be required to have a re-entry interview with their tutor based on the completion of a clear action plan on how they expect to proceed before being re-admitted to the course. Advice on how to address the difficulties will have been given as part of the conditions of suspension. This action plan must be agreed between the tutor and the Trainee prior to re-enrolment. If the tutor is concerned about the adequacy of the action plan then the Trainee will be advised **once** to amend the action plan to meet the standards to return. If the action plan and standard of work for re-entry remain unacceptable, the Trainee will not be re-admitted to the programme. Action plan templates are available from tutors and Programme Directors.

It is ordinarily expected that Trainee Teachers will return to the programme within 12 months of suspension to complete. Extending beyond this timescale will only be considered in the most exceptional circumstances and will be considered on a case by case basis.

Failure to make contact, complete the action plan or demonstrate a genuine wish to re-commence will be taken as indication that the Trainee Teacher does not wish to re-enter the programme. In these instances steps will be taken to terminate the registration.

2.8   Withdrawing from your studies

If you no longer wish to continue with your studies, a Withdrawal Notification form should be obtained, completed and returned to the Student Office. Further information can be found in the [General Regulations – Transfer, Suspension, Withdrawal and Termination](). The Students' Union Advice Centre has developed a Guide for students.

Trainee Teachers are free to withdraw from the PGCE at any point. Reasons for withdrawal are sought and recorded by the Student Office. For those in receipt of a bursary, this will cease on the date of the withdrawal and Trainee Teachers should not be required to repay any part of the bursary (depending on the date of withdrawal and excluding any recovery of overpayments).

For School Direct Salaried Trainee Teachers, suspension and/or withdrawal carries financial implications for the school/college and the Partnership and should therefore be considered very carefully.

3   Your safety

Ensuring student health and safety is a major goal of the University. As a new student you will have received information on Personal Safety and H&S/Fire Safety as part of your 'Southampton Welcome'. Both new and existing students should also take a look at the following links for further information:

http://www.unionsouthampton.org/help-and-support/safety/2012/

http://www.southampton.ac.uk/hr/services/health_and_safety/index.php

The University statement of Health and Safety Policy Statement and Management System, which defines commitment, governance, responsibilities and management of health and safety is available here:

https://www.southampton.ac.uk/healthandsafety/health-safety-m-s.page

The Faculty's Health and Safety Local Arrangements document is available at:
https://groupsite.soton.ac.uk/Administration/FSHS-Health-and-Safety/Documents/Forms/AllItems.aspx.

3.1   Local arrangements

Key local Health and Safety arrangements are as follows. If you have questions relating to any of the following information please contact a member of the Faculty Health and Safety team, details of which you will find at the end of this section.

3.2   Action in the event of a fire

If you notice or suspect that there is a fire you should immediately raise the alarm by operating the nearest fire alarm call point (one will be located on the wall as you leave the building). The fire alarm is a continuously ringing bell.
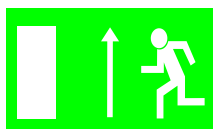
On hearing the alarm you should immediately stop what you are doing and make your way out of the building by following the green emergency exit signs to the nearest exit, shutting doors behind you as you leave. Do not stop or return to collect personal belongings. Do not use lifts unless you have a Personal Emergency Evacuation Plan (PEEP).

On leaving the building make your way to the assembly point. Ensure any car parks or roads are kept clear for emergency vehicles. Do not re-enter a building until you are told it is safe to do so by the Fire & Rescue Service, the senior Fire Warden or Security staff.

Fire extinguishers are provided in buildings but should only be used by those trained in their use and only if it is safe to do so.

Evacuation alarms are tested weekly. The times of these tests are detailed near main entrances to buildings. When tests take place the bell will ring for no more than a few seconds.

If you have a permanent or temporary mobility impairment that affects your ability to use stairs to exit a building then you should have been notified to Health and Safety personnel

in order for a PEEP to be developed. If this has not been done please contact the Health and Safety team using the details overleaf.

3.3   Assembly points

Building	Assembly point
B32 (Education)	Visitor car park at North end of B32 (Burgess Road end).
B34 (Education)	Area around flag pole in front of University library.
Other buildings	Check the emergency information that should be displayed on a noticeboard in teaching rooms.

3.4   First Aid

In the event of an accident causing injury, the nearest first-aider should be contacted. Their details are displayed on signs in corridors. Alternatively, contact security on 3311 using an internal phone and they will assist. Following treatment, the incident must be reported to your line manager/supervisor and the Faculty Health and Safety team.

3.5   Incident Reporting

If you are involved in an accident or incident, spot a hazardous situation or are concerned that you are being asked to do something without the necessary information, instruction or training that would ensure your safety, please report this to your supervisor and the Faculty Health and Safety team. The circumstances can then be investigated and measures put in place to minimise future risk.

Incidents can be reported online at:
www.southampton.ac.uk/healthandsafety/incidents.html

3.6   Induction and Training

As a new student you should have the following expectations with regard to Health and Safety:

- To be made aware of local emergency arrangements and H&S contacts on your first day.
- To receive a local induction before using any laboratory or workshop area. This will identify hazards and make you aware of particular procedures in place to help ensure your safety.
- That risk assessments and other written arrangements that maintain good H&S in all your activities will be brought to your attention by your supervisor.

3.7   Building Access

Most University buildings are open to all from 08.00-18.00 Mon-Friday excluding University and public holidays. All undergraduate students must leave buildings by 18.00. Access by ID card may be available to postgraduate students from 06.00-23.00 depending on student status. Buildings are to be clear by 23.00 and remain so until 06.00 (Closure Period) unless you have particular need which must be approved by your Head of Academic Unit.

3.8   Out-of-Hours Policy

The Out-of-Hours Policy covers the Closure Period from 11.00pm through to 6.00am the following day and applies to every day of the year, including weekends and Public Holidays. You must have received approval to work during the closure period from your Head of Academic Unit and this must be documented using Form A available from the link http://www.southampton.ac.uk/estates/what-we-do/security.page

When you are present in the building you should have access to a completed copy of Form B (available from same page).

3.9   Further information

More detailed information, forms and links to other sources of advice are available on the FSHMS H&S site.

3.10   Contact Information

Your primary contact should be your personal academic tutor. However, the following contacts may be used if necessary:

Faculty Health and Safety Team (Social, Human and Mathematical Sciences)				
Pete Dargie	Faculty Health and Safety Officer	44/3011	023 8059 4513	P.G.Dargie@soton.ac.uk
Peter Morgan	Health and Safety Officer – Geography and Environment	44/1017	023 8059 4673	P.R.Morgan@soton.ac.uk
Safety and Occupational Health				
Safety and Occupational Health (SOH)	Please contact SOH if local contacts are not available	26 University Road	023 8059 3277	soh@soton.ac.uk
Security – Central Control Room (CCR)				
CCR	023 8059 3311 (Emergency)	023 8059 2811 (Enquiries)		unicc@soton.ac.uk

3.11   E-safety and Safeguarding

Half (49%) of young people say they have given out personal information, such as their full names, ages, email addresses, phone numbers, hobbies or names of their schools/ colleges, to someone they met on the Internet.

By contrast, only 5% of parents think their child has given out such information. (Source: UK Children Go Online.)

Prior to the launch of the Child Exploitation and Online Protection Centre (CEOP), there was no centralised collection of details of internet-related abuse in the UK, and not all victims reported incidents.

Teachers have a duty of care to the children/students that they teach, and this includes their safety on-line. However, few teachers consider their own on-line safety. Social

Networking sites, such as Facebook, can have a negative impact upon a teacher's career, as pupils, colleagues and other agencies could, potentially, view material that should be 'private' to an individual. In addition to this, the government has set certain standards of 'professional behaviour' that pertain to teachers both inside – and outside – of the school/college in which they work, or are placed in as a Trainee Teacher. Any breach of these standards can lead to dismissal – and the end of careers.

Therefore, the University recommends that Trainee Teachers think very carefully about having social network accounts. The University recommends that if a Trainee Teacher chooses to have an account of any type, that they carefully vet what is posted on that account, what is written within that account, and what others to whom they are linked in that account are writing/posting. It is strongly encouraged that Trainee Teachers ensure that their on-line security and privacy settings are set to the very highest category possible, if they choose to have such accounts.

4   Your Academic Programme

4.1   The academic year and the programme structure

The structure and modular content provided within the programme specification is specific to your own programme. You can view programme specification via SUSSED.

For any given programme a module is either core, compulsory, or an option. Definitions of these and of the rules surrounding compensation are provided in the General Regulations – Regulations and Definitions Applying to Progression for all Credit-Bearing Programmes. and are reproduced below.

Pass Mark: The Pass Mark is the minimum mark that must be achieved in order to pass. It may be applied to a Module to an Average Mark or to a Final Average Mark.

The University standard Module Pass Mark for Standalone Masters students taking modules at all levels is 50 (Regulations for Progression, Determination and Classification of Results: Standalone Masters Programmes (section 3).

Your student record should automatically record core and compulsory modules and these must be completed in accordance with the requirements for progression applicable to your programme. Most other programmes will have a number of option modules, but this does not apply to the PGCE.

4.2   Attendance

The University's attendance Regulations detail the University's general expectations placed upon you as a student.

Attendance at all timetabled activities – both in the University and in school/college is compulsory. **Full attendance** on the programme is expected unless there is a legitimate reason for absence.

Reporting of absence from University
As per the above University guidance, you must advise us of any absence from University, by emailing your Student Office and tutor.

Reporting of absence from school/college

Your Mentors will advise you of the procedures to report absence from school/college. If you are absent when taking full responsibility for classes you teach, it is an expectation that you will provide cover material to support your classes until you return. As per the above University guidance, you must advise us of any absence from school/college, by emailing your Student Office and tutor.

Agreement on absence
The PGCE programme reflects the service conditions of teachers employed in schools/ colleges. You will **not** be permitted absence for:

- a vacation outside of programme date times
- time off to complete assessed work on this programme or another enrolled programme
- compassionate leave except in the instances of very close relatives.

All requests for absence (other than illness) must be made in writing to the Programme Director or, if in school/college directly to the Mentor, and you should be aware that the request will not be permitted if it is not deemed to be a reasonable request under the terms and conditions afforded to a practising Teacher.

Absence from the programme without acceptable reason is viewed as a Cause for Concern and could result in an extension of your practice beyond the timescale of the course. Continued absence without due reason may result in termination from the course. We expect to report any issues with absence and punctuality as part of your professionalism on references to schools/colleges for employment.

Inclement weather
Trainee Teachers should make a personal judgment as to whether it is safe to travel to either the University/session location or to their school/college placement.

In the event of inclement weather Trainee Teachers;
A) during their teaching placement should consult relevant mentors and school/college websites for information concerning school/college closings, and,
B) during University-based work should consult both Blackboard and the University home-page regarding information on University closure.

IF A TRAINEE TEACHER DOES NOT BELIEVE IT IS SAFE TO TRAVEL THEN THEY SHOULD NOT DO SO. TRAINEE TEACHERS SHOULD MAKE CONTACT WITH RELEVANT MENTORS AND TUTORS. As with other absences you must email the ITE Office.

4.3   Additional Costs

You may incur additional costs as a result of your programme, for example, for materials, field trips, or books. General programme costs are located in the programme specification.

All additional costs related to travel to and from placements, etc., are the responsibility of individual Trainee Teachers.

4.4   Faculty Exchanges/Placement Opportunities

As part of your PGCE you will complete placements as outlined in the relevant phase information (see Part 3).

5 Faculty Teaching and Learning Skills

5.1 Time management

It is your responsibility to manage your time in order to ensure that you keep up to date with the material presented and with the requirements of the programme. Deadlines for work submission should be adhered to, otherwise marks will be deducted via the imposition of a late submission penalty. However, the framework of when lectures and classes occur and deadlines for submission of work will be made available to you well in advance, but if you are unclear about any aspect of your module you should talk this through with your tutor or programme director. This knowledge will allow you to plan your life based on how you know you work best. Effective use of your time will allow you to perform well on your course and to enjoy student life. One of the work-place skills you should aim to acquire at University is the ability to manage multiple priorities. If you have problems in this area please discuss them with your personal academic tutor.

5.2 Lectures

Lecture slots are precisely timetabled around other commitments. It is therefore vital that you arrive promptly in order to gain maximum benefit from the time. Each lecturer will present material using either handouts or require you to make your own notes. Transcribing lectured material into a form that you find most useful is an important part of the learning process. You should ensure that you understand the material and, if you have difficulty in understanding or applying the knowledge, use recommended textbooks or the assistance of teaching staff during tutorials to gain understanding. It is your responsibility to develop your ability in a given subject. How well you have acquired that ability and the associated knowledge is gauged by the examination and coursework assessment process. Lectures are provided for your benefit and you should take full advantage by ensuring you attend all of the lectures in a given course module. If, for any reason, you are unable to attend, ensure that you get hold of a copy of the notes or handouts from your tutor.

5.3 Use of electronic recording devices or mobile phones in lectures or classes

Out of courtesy to staff and other students, please ensure that mobile phones are switched off in lectures and seminars. You are advised that lectures are the copyright property of the lecturer and permission to audio-record a lecture must be personally sought from the lecturer before proceeding.

If you wish to use an electronic device to take notes in a lecture, you should do so in a way that does not cause disruption to those sitting near you.

If you have a health condition for which additional support is needed, you may, following assessment by the University's educational support services, make appropriate arrangements with staff for recording lectures.

5.4 Tutorials/supervisions

Group tutorials/supervisions are timetabled for some modules. These sessions are intended for you to develop your problem solving skills as well as for you to discuss further with an experienced member of staff any particular lecture material you are finding difficult to understand. It is essential that you come well prepared for these sessions. These sessions are one of the most effective ways of reinforcing the lecture material.

5.5   Labs

Where sessions are held in labs you should follow the health and safety guidance given in the lab and by staff, as well as following any risk assessment requirements.

5.6   Self-learning

Independent study or self-directed learning involves using libraries, data retrieval systems, internet, etc, or in a group working on coursework, reading the lecture material or reading around the subject. This should also develop your investigative and problem solving skills in furthering understanding of the subject, creating links with other modules - past and present - and providing a broadening of your educational experiences and knowledge base.

Self-learning is your personal responsibility and your commitment to the programme. It requires discipline, motivation and focussing on achieving individually set targets. It enables you to reach your full potential academically, develops your personal skills and helps establish a successful professional career.

5.7   Faculty policy on referencing

Harvard referencing should be used in all assignments (please see below).

5.8   Academic Integrity: the University Policy

The University expects that all students will familiarise themselves with the Regulations Governing Academic Integrity. Where professional, statutory and regulatory body requirements apply and for programmes that lead to professional registration, additional reporting requirements may be in place. The Students' Union Advice Centre has developed a Guide for students.

Procedures will be invoked to investigate suspected breaches of academic integrity when concerns are raised during the marking process or in connection with suspected cheating in examinations. We are aware that students may have experienced differing standards at other institutions (including those overseas) but it is essential that you take steps to ensure your full understanding of the standards expected at Southampton as significant penalties can be imposed if these are breached. These penalties will always affect the mark you receive for the piece of work in question, and the most serious cases could lead to a reduction in degree classification or even termination of programme. There is likely also to be an impact on any future reference we provide.

It is often helpful to discuss ideas and approaches to your work with your peers, and this is a good way to help you think through your own views. However work submitted for assessment should always be entirely your own, except where clearly specified otherwise in the instructions for the assignment. In some instances working in groups will be required, and there may be occasions when work is submitted from the whole group rather than individuals. In these instances the instructions will make it clear how individual contributions to the joint work should be identified and will be assessed. If you are in any doubt, check with the person setting the assignment. If you have worked with others you should make sure that you acknowledge this in any declaration you make.

If you wish to improve your study skills, always seek advice sooner rather than later. Your personal academic tutor or subject tutor will be able to help you identify sources of assistance. It is an important element of independent learning, and a normal part of academic development, to recognise when you need to seek advice, and to learn to benefit

from it. This would not necessarily mean that you are 'struggling' with your work – you may feel you need additional advice to reach your personal potential.

If in doubt about what is required in any particular assignment, what referencing styles are appropriate etc, always ask. Your tutor or module lead will be able to point you in the direction of appropriate sources of advice and information.

You are responsible for your own work and conduct, and for ensuring that you neither fall accidentally into poor academic practice in your written work nor engage in practices which breach academic integrity. Such practices are unacceptable, whether they have been followed deliberately or through a lack of understanding. As well as damaging your own development, failure to work with academic integrity is unfair to other students who complete work honestly and fairly. It can also potentially damage the relationship between staff and students which is at the heart of the University community, and relationships with external partners. Ultimately, your results will not be a true reflection of your performance, which may potentially damage the academic standing of the University's awards.

Furthermore, should you have reason to believe that a fellow student is not working with academic integrity, you should speak in confidence to the module lead or your tutor. Your identity will not be revealed as part of any investigation; however no further action would be taken unless additional evidence is identified by the marker or module lead.

The University of Southampton classifies Academic Integrity issues under the headings *Plagiarism, Recycling, Cheating and Falsification.*

Plagiarism, the practice of passing off another's work as your own, must be avoided at all cost. You must include a declaration that your assignments are entirely your own work, and if plagiarism should be confirmed, then your assignment is likely to fail, with further repercussions possible. At the most obvious, plagiarism occurs if verbatim accounts or ideas are used without reference to the original author; similarly, if you use another's ideas without acknowledging the source, then you are plagiarising the author. However, if you use another's ideas as a basis for developing your own thoughts and ideas so that the end product is of a completely different nature, then this is original work. Referencing is key in this respect. According to Ballenger (2004):

> *It's really a matter of gratitude. Research is built on the work that came before it, and as you read and write about your topic, I hope you come to appreciate the thoughtful writing and thinking of people before you who may have given you a new way of seeing or thinking.*   (pp.133-134)

The associated danger of '**recycling**' your own work is not plagiarism in the sense referred to above, but you should be aware that all your assessed work must be 'original' – you are not allowed to resubmit the same material for assessment more than once (resemblances to previous work, including from another institution, are likely to be identified by Turnitin). You can of course use some of the same sources or ideas, but need to ensure these are used in different ways, or to acknowledge their previous use by yourself.

Cheating refers to obtaining unfair advantage, for example by presenting someone else's assignment as one's own. **Falsification** refers to presenting information which you know to be false, in any format (e.g. by making up results, or creating false references).

If academic integrity issues are suspected, the assignment will be referred to the programme director and Southampton Education School's Academic Integrity Officer.

In terms of your assignments, you must:
- Acknowledge all sources through systematic referencing
- Ensure you translate ideas you read about into your own words – it should help that you are seeking to relate them to your own practice, rather than simply summarising them
- Keep direct quotations occasional, at the most, and reference accurately with date and page numbers (as above)
- Avoid re-using material from previous assignments

To acknowledge a source - the above guidance has been partially informed by an Academic Integrity Workshop at the University of Southampton.

Assignments are submitted through TURNITIN, which allows markers to look at originality and scan work for any possible breaches of academic integrity (plagiarism).

According to i-solutions (2013):
> *The TurnitinUK Plagiarism Detection Service is a tool which can help you to reference your material correctly when you write a course assignment, paper or dissertation....Once your work has been submitted, the TurnitinUK service produces an 'Originality Report' which highlights any matches between your work and text found in millions of online articles and webpages.*

The preceding quotation is appropriately acknowledged as being text created by i-solutions. The originality report will almost certainly show a percentage match with other sources, if only because your reference list is bound to include many published sources (so the longer the reference list, the higher the match calculated). You may find, if you have quoted the assignment brief, for example, that this will be shown as non-original - because many other students are using that too. Quotations will show up, which are fine as long as they are appropriately acknowledged. None of these is anything to worry about, but you should check that there are no other elements which provide a high level of match without acknowledgement – if in doubt, rewrite. There is no overall 'acceptable' originality score, but unless you have a very extensive reference list, you should be seeking to keep it well below 20% in most pieces of work.

You should be aware of the following:
- **Don't repeat yourself**. *It is not acceptable to repeat material you have used in a previous assignment*, and Turnitin will indicate where this happens – you may certainly cite the same sources, but should rework the text so appropriate in the new context and clearly 'original'.
- **Paraphrase.** Taking someone else's words and making only minor changes to present them as your own is unacceptable, particularly in longer passages – you are far better to paraphrase the meaning of the text *entirely* in your own words (it helps to rephrase what you want to say aloud without looking back at the source text) – simply altering wordstrings to reduce the Turnitin match is not sufficient to avoid plagiarism.
- **Don't copy extensive sections of text even with acknowledgement**. If you include lists, tables or diagrams from published sources, Turnitin will show how much of the word count these account for, so even if you have referenced correctly, it is obvious how much of your own word count is used up by someone else's words

i-solutions provide very good [guidance on avoiding plagiarism](#) and using Turnitin.

Citations, the reference list and appendices
In-text citations
Conscientious referencing is therefore important, and you should conform to the regulations   for presentation of assignments for Advanced Programmes. Blackboard provides guidance and web links for detailed support, and a commonly recommended text

is *Cite Them Right* (Pears and Shields, various editions) which is available in the Hartley Library and electronically. However a few tips to avoid common pitfalls are provided below.

- The Harvard name-date system is required, eg *(Challen, 2014)* (after the event) or *According to Challen (2014), ….* (before the event)
- If referencing is accurate, it is rarely necessary to name the publication as well – i.e. *as suggested by Challen (2014)* is better than *as suggested by Challen (2014) in her book 'The Trials and Tribulations of PGCE Life in Post-2010 England'*
- Online sources follow the same format, i.e. name-date (as far as name is known; the organisation or publication may be cited if name not known)
- Name-date should be used consistently; *ibid.* (however useful!) is not appropriate according to the Harvard system
- Where there is more than one citation, order alphabetically within one set of brackets
- Where there are three or more authors, using *et al.* is preferred when citing in the text.
- Any direct quotations should also have page numbers. Page number should not be used where you are paraphrasing and there is no direct quotation.
- If referencing a source that itself references many other authors, find a way round this – don't cite the other authors yourself; eg *Challen (2014), referring to several small-scale research studies in this field, notes that….*
- If citation is at the end of the sentence, the full stop should follow the bracket.

Quoting other sources in the text
It can be tempting to borrow the words direct from the author, as surely they must express what they mean better than you can! However, over-quoting presents several dangers, such as:
- Your text loses cohesion and becomes 'bitty'
- Your own contribution to the wordcount reduces as you allow other authors to make up the words (quotations are all included in the wordcount)
- You increase the danger of plagiarism
- It can look like lazy writing
- It becomes harder to tell what your own position is – the argument gets lost

As a rough guide, if you can paraphrase, expressing the idea in your own words, you're better to do so, citing the source, and you should avoid long quotations. Where you do quote, you should follow conventions carefully – see Blackboard. Some tips:

Short quotations (shorter than about 2 lines or 20 words, very approximately)
- Insert in the normal run of text, in inverted commas
- Try to integrate within your own sentence, rather than just inserting into the paragraph as a stand-alone – that way, you remain in control! *According to Challen (2014, p.6), '……'.*
- Ensure page number provided as well as source

Longer quotations
- Indent in your text (as Ballenger, above) – inverted commas are not required where text is indented
- Ensure page number provided as well as source

Footnotes
Footnotes are better avoided, and should be used only very sparingly, for elaborations, elucidations, asides and important associated points that would otherwise clutter the text.

They should be placed in a footer on the relevant page. Footnotes should not be used to augment the number of words you have available.

The reference list
This is <u>not</u> included in the word count. Note that it is <u>not</u> a bibliography, and should only include texts cited in your work, which should match *exactly* – tutors will check, noting the breadth of reading you have referred to (books, journals, websites, media, UK, international, old, recent, current, etc), and are experienced in spotting mismatches. Again, please refer to guidance on Blackboard, but here are some tips to avoid common problems:

- Ensure your reading includes at least a range of book and journal sources
- Don't over-rely on a single source
- Ensure your reading includes at least some recent sources – if these are lacking, then that's something interesting to write about!
- Prepare a single, alphabetical, reference list to include *all* sources
- Check Harvard system referencing conventions (see Blackboard)
- List all joint authors (do not use *et al.* in the reference list)
- There is no set number of references, but a good 4000 word assignment is unlikely to have a reference list shorter than a side of A4, or longer than 3 sides

Appendices
Appendices allow you to incorporate *illustrative* material without impacting on the word count. Although very useful, they should be used with care and avoided, unless required, or included for a good reason. The specific assignment instructions detail the kind of appendices which will be expected, but as a general rule of thumb, these include evidence which supports the claims you are making in the text. You may cite short sections from them in the text, but if you reference these to the fuller material in the appendices, the reader of your work is able to contextualize what you say and reach a judgment on its validity. The appendices therefore provide a mechanism for assessing the quality of your work.

- Quantity does not equate with quality. Keep appendices to the minimum needed to back up what you write. Your assignment as a whole should remain neat and professional, and excessive appendices could prejudice your mark.
- Where possible, include appendices within the same document; this may entail scanning. See specific assignment instructions for information regarding appendix expectations. Normally, only include where requested.
- Label all appendices clearly and provide an index.
- Reference all appendices at appropriate points in the text.
- You will be including examples of pupils' work and assessment/evaluation evidence – ensure all names are anonymised (use pseudonyms if you wish)

5.9 Research Ethics

The University of Southampton is committed to carrying out its research, teaching, enterprise and other activities within a comprehensive ethical framework (http://www.southampton.ac.uk/ris/policies/ethics.html).

Principles of ethical research include the expectation that studies are undertaken with integrity, quality and transparency. Participants in research must be fully informed about the research and participate voluntarily. They need to know what will happen with the information they provide, and that they can withdraw from the study subsequently (wherever possible). Risks from participation in research must be explained and minimised.

Participants' anonymity and/or confidentiality should be protected, for example by removing information that could be used to identify them and by storing confidential information securely.

<u>PGCE assignments are likely to stay within normal classroom practice and therefore do not generally require ERGO ethical approval; you do need to gain the consent of your mentor and tutor to ensure that this is followed.</u> If you go beyond normal classroom practice then you should discuss this with your tutor and will need to follow the procedures set out below.

All research on human participants, their tissue or data requires ethical approval via the University's Ethics and Research Governance Online (ERGO) system (www.ergo.soton.ac.uk). This includes, but is not limited to, studies of the following kind:

- analysis of existing secondary data at an individual level, even where such data have been anonymised and/or the datasets exist in the public domain;
- collection of data using questionnaires and online surveys;
- collection of data using interviews, observations, focus group discussions or similar qualitative approaches; and
- experiments involving human participants.

Research on animals is governed by separate procedures.

The University believes that ethical issues should be interpreted broadly and that ethics approval might also be needed for research where other factors could be present including:

- a risk of damage to the environment;
- political or social sensitivity; and
- impact on culture and cultural heritage.

If you are in doubt about whether the research for your dissertation requires ethical approval, please contact your divisional 'ethics champion', or a member of the Faculty Ethics Committee via risethic@soton.ac.uk.

To obtain ethical approval for your research, please apply via the ERGO system (www.ergo.soton.ac.uk). Detailed guidance on how to apply and what documents to upload can be found on the Researcher Portal (https://intranet.soton.ac.uk/sites/researcherportal/) and in the Downloads section on the ERGO page.

Please note that the University does not permit mass emailing for the recruitment of research participants.

Your supervisor will need to approve your ethics application before it is reviewed by the Faculty Ethics Committee. There are no submission deadlines; instead applications are reviewed on a rolling basis. You can expect a decision within 10 working days. Please allow extra time in case you are asked for revisions. **You must not begin your research before you have obtained approval via ERGO!** Retrospective approval is never granted.

Failure to obtain ethics approval or to comply with the University's Ethics Policy will be investigated under the University's regulations governing Academic Integrity (http://www.calendar.soton.ac.uk/sectionIV/academic-integrity-regs.html).

5.10   Fitness to practise

A programme of study which requires a student to undertake practical training in a quasi-professional role in relation to patients, clients, service users or the general public or where the qualification provides a direct licence to practise will be governed by a requirement that the student demonstrates their fitness to practise. In addition to existing University procedures for academic progression and conduct, the University must ensure that the health status of students and their professional behaviour does not constitute a risk to service users, clients and their families, carers, the public, other students or the individuals themselves.

There are mechanisms in place to monitor any issues during your studies. Please ensure you are aware of the [Fitness to Practise policy](#).

The programme of study depends upon the satisfactory completion of theory and practice assessment and coursework, together with the demonstration of standards of behaviour, health and professional conduct relevant to future employment in the profession. As such, the programme of study is governed by a requirement that Trainee Teachers demonstrate their fitness to practise.

Behaviour, health and/or professional conduct that adversely affect a Trainee Teacher's Fitness to Practise may result in the Regulatory Body (currently the NCTL) refusing to recognise the Trainee Teacher's award and entitlement to practise.

A Trainee Teacher's Fitness to Practise may be challenged when his/her behaviour, health and/or professional conduct gives cause for concern. The University reserves the right to implement its disciplinary procedures simultaneously.

Termination procedures will be instigated only when behaviour and/or performance is considered to be unprofessional, damaging or dangerous to pupils, other Trainee Teachers or school/college staff, or is considered to be unethical or creates unacceptable risk for themselves or others **or** as described above.

This procedure may be invoked at any time during the programme when behaviour and/or performance has been called into question, including either during a placement or after the placement has been completed, or at any time during the academic part of the programme. Persistent cause for concern or withdrawal of the placement may prompt termination procedures.

The entire process will be fully documented. This should be read in conjunction with the Programme Specification and the University Calendar of Regulations and the [Fitness to Practise policy](#). Further details of the relevant processes are given in Part 2.

5.11   Professionalism during the Programme

The programme is extremely busy and intense. For many Trainee Teachers it is the most challenging activity that they have ever attempted. It is easy therefore to be overwhelmed and to become anxious about what is expected of you. Ultimately what you need to consider is whether you are acting in a **professional manner**. Some of you will already have experienced situations where you had to demonstrate professionalism.

During school/college based training, your professional conduct and relationships with staff, other Trainee Teachers and children/students are extremely important and will be monitored carefully, especially by your Mentors, colleagues in school/college and Tutors. Confidentiality is of the essence. You are reminded that discussion of professional matters,

and in particular comments about pupils and colleagues in schools/colleges, can have serious consequences, and you are advised to avoid broadcasting your views or experiences via social networking sites or conversations in public spaces. You are strongly advised to implement the highest privacy settings on any social networking sites that you belong to, and to consider your conduct carefully at all times, in line with the 'Personal and Professional Conduct' expected of all Teachers in the Teachers' Standards or FE Professional Standards.

We encourage you to bring in internet enabled devices such as smartphones, tablets and laptops to some sessions and many people will use these regularly for various valuable purposes including taking notes, researching elements of the session and looking at the relevant PowerPoint slides from Blackboard. Using them for purposes other than those directly relevant to the session is considered unprofessional as it distracts others. As in meetings, mobile phones should not be used for texting or taking calls, except in extreme emergency, and only if this is cleared with the tutor or person leading the session in advance.

Please refer to Part 2 of the Teachers' Standards for guidance on **Personal and Professional conduct**

Working with Trainee Teacher colleagues
Being professional means:
- Being open to learning from the effective practice of colleagues;
- Listening carefully to advice and committing yourself to acting upon it;
- Respecting the rights of other people to equal opportunities and to confidentiality,
- Being committed to sharing own expertise – by attending school/college and subject meetings and taking an active part.

Working with Tutors, Mentors and other professionals
Being professional means:
- Respecting the skills, expertise and contributions of tutors, mentors and other professionals who work on the course;
- Being concerned to build productive working relationships with them;
- Recognising professionalism involves using judgement on appropriate standards of personal behaviour.

Working with Children
Being professional means:
- Demonstrating and promoting positive values, attitudes and behaviour;
- Having high expectations of all pupils and treating them with respect and consideration;
- Contributing to, and sharing responsibly in, the corporate life of schools/colleges.

Taking a lead in one's own learning and development
Being professional means:
- Making best use of opportunities available during the course;
- Continually reflecting on own practice, seeking to improve skills and deepen knowledge;
- Being open to adapting teaching to take account of new findings, ideas and technologies.

Professionalism in Practice
Some expectations of professionalism:

- Arriving early for University sessions, **turning off your mobile phone** and generally waiting until breaks in order to eat (or drink anything other than water);
- Trainee Teachers should ensure that they arrive in school or college in good time to prepare for the day ahead and spend time at the end of the day preparing for the teaching for the following day;
- Being polite, honest, fair and patient in all your interactions with *all* people on or involved in the programme;
- Understanding your responsibilities on the programme about reporting absences, meeting deadlines, and so on;
- Knowing (and demonstrating) appropriate conduct in University sessions and when in schools or college, including knowing and following dress codes and standards of personal presentation;
- Planning all lessons and getting these checked;
- Evaluating your performance, reflecting and striving for improvement;
- Understanding, and abiding by, issues of confidentiality;
- Understanding (and taking account of the fact) that Tutors, Mentors and other professionals involved in the programme (or with whom you have contact during the course) are busy people with other responsibilities;
- Maintaining regular and accessible contact with your Mentors and Tutors;
- Involve yourself in the wider life of the school/college; attending all staff and planning meetings unless asked not to, and attending parents' meetings where appropriate;
- Trainee Teachers are encouraged to take opportunities to work with pupils in as many different contexts as possible, such as extra-curricular activities;

Please also note that as part of our professional contract with you, we would not normally have contact with family members of students on the programme, regardless of the emotional or financial support they may offer.

6   Assessment and Examinations

6.1   Coursework assessment and submission

Coursework can often occupy a large amount of time and balancing your time across your full programme of study is important. Conversely, students who forget or do not bother to hand in work can make it very difficult for themselves to achieve their full academic potential.

Details of how and where assignments need to be submitted are included in the phase specific section of the Handbook (Part 3).

6.2   Overlength work

Although the types, lengths and styles of assessed written work vary considerable between disciplinary contexts, the production of written work to a specified length is an important transferable skill that you are expected to develop during your studies. The ability to produce concise, clear writing to a determined length is fundamental both to academic work and to professional working life. In response to student demand for greater clarity, a Faculty policy has been developed (available on the FSHMS Hub) to provide a consistent approach towards overlength work across the Faculty. Where relevant and appropriate, written assessments may specify a word limit either as a single figure or as the upper limit of a range. Your work will be overlength if you go even one word over the stipulated length or upper limit. There are no complicated penalties to apply. Instead, overlength

work will be addressed through marking solely that proportion of work that falls within the word limit.
Further details are available in the assignment guidance on Blackboard. This approach to overlength work does not apply if a piece of work has not word limit, however, you should attend to any length guidance given by your module leads and tutors.

6.3   Penalties for late coursework submission

When coursework is set a due date for submission will be specified and there will be associated penalties for handing in work late.

The University has a uniform policy for the late submission penalty for a piece of assessed work worth 10% or more of the final module mark.

Work submitted up to 5 days after the deadline should be marked as usual, including moderation or second marking, and feedback prepared and given to the student. The final agreed mark is then reduced by the factors in the following table.

University Working Days late	Mark
1	(final agreed mark) * 0.9
2	(final agreed mark) * 0.8
3	(final agreed mark) * 0.7
4	(final agreed mark) * 0.6
5	(final agreed mark) * 0.5
More than 5	Zero

6.4   Coursework extensions

If you know there will be a valid reason why you cannot submit the work at the given date you must contact the Student Office as soon as possible. You should complete a Special Considerations form, which should provide adequate detail of the reasons why you are seeking an extension. Your completed form should be submitted to the Student Office who will arrange for your request to be reviewed. The Student Office will contact you via your University email account to let you know once approval has been made. ***It is your responsibility to request an extension in a timely manner.***

6.5   Coursework feedback

Feedback comes in many forms and you must learn to recognise the merits of all of these. The Student Feedback policy provides an overview of formal feedback. Formal feedback is well documented and the following paragraphs identify ones that you are officially entitled to.

Informal feedback is just as important and comes in the form of individual chats with your Personal Academic Tutor, module leaders or project supervisors, or group meetings with academics after a lecture or practical session. Also tests and quizzes on Blackboard, which are available for several modules, can provide valuable feedback on how you are progressing.

All coursework will be marked and returned to you through Turnitin on Blackboard, accompanied by feedback which will relate to the standard of your work and the reasons for the mark/grade given. You should note that all marks are considered provisional until they have been reviewed and confirmed by the Board of Examiners.   This feedback will typically be returned within four weeks following your submission. Large assignments (e.g.

your dissertation/project work) may take slightly longer to be returned. Bear in mind that if you hand in work late, your feedback may be delayed.

Where appropriate, for example with smaller problem solving exercises like calculations, the lecturer will decide if feedback should be given individually, or reported back to the whole group. You are, however always free to ask the lecturer personally how you are progressing.

The feedback you receive will be:

- **timely** - allowing you to learn from your work
- related to the **learning outcomes** for that piece of work
- **constructive** and **honest** – allowing you to take the comments on board, learn from your mistakes and understand why you did well.

For the feedback to be effective, it is important that you work with the feedback given and identify how you can improve your work in the future. Should you need further information about your work, get in touch with whoever marked the coursework.

Feedback may be made available online or can be collected from the Student Office. You will be contacted when feedback is ready. For some kinds of assignment, other arrangements will be made and the module lead will explain those to you.

Although individual feedback on examinations is not normally given, feedback on the strengths and weaknesses of the performance of the whole group which took an examination may be available via Blackboard.

6.6 Release of results

Students will be given, as a matter of course, the marks they obtain in each individual module of study after they have been ratified by the Board of Examiners. More information can be found in the [Release of Marks procedure](#).

These marks will be made available by your Student Office according to the procedures of the Faculty. In certain cases, especially for marks earlier in the year, such marks at the time of release may be provisional only and subject to change by a subsequent Board of Examiners. It will be made clear when marks are provisional.

You should note that the official transcript of your marks would normally show the latest mark obtained in each subject with a note, where appropriate, that it was obtained at repeat or referral attempt.

6.7 Final assessment

At the end of your programme, your overall performance will be assessed. If you satisfy the academic standards necessary, the examination board will recommend you for award.

PGCE Certificates are produced in the Examinations and Awards Department and given out at graduation in the latter part of July or posted at a later date (the graduation office will contact you during the year to confirm the date and time of graduation). The recommendation for QTS/QTLS is at the end of July and the relevant awarding body will contact you directly with your confirmation. Please make sure that you have taken note of any instructions to confirm contact details with NCTL (for QTS) and SET (for QTLS).

7 Student feedback: getting your voice heard

7.1 Student representation

Through Union Southampton you will be invited to elect your faculty representatives (Faculty Leaders, Academic Presidents and Course Representatives) who co-ordinate the student voice on Faculty committees to enable your voice to be heard. More information on the Students' Union officers and their roles is available on the Students' Union representation webpages.

Staff-Student liaison committees have representatives from across each programme. These committees have the role of monitoring the organisation and management of the student programmes, to note any difficulties that students may be encountering, and to take advice about ways of improving the programmes.

The role of the SSLC is to gather the views and comments of all Trainee Teachers who attend a particular programme and to feedback those views and comments at SSLC meetings. SSLC members are responsible for setting the agenda of each meeting.

The SSLC meetings are attended by the Programme Director, and other appropriate staff from the University. The University staff will listen to any points being raised by Trainee Teachers, may comment upon issues as a response and may make changes to the course as a result. All changes/comments made will be clearly explained to SSLC members.

SSLC members are then asked to feedback comments/changes made etc. to the other Trainee Teachers on their represented programme.

SSLC meetings occur 4 times every year and are held at the University, usually just after normal teaching has finished for the day, or during lunch-time. The final meeting is with the Award External Examiner just prior to the Board of Examiners.

7.2 Module surveys and evaluations

The Faculty formally seeks feedback on every module every time it is delivered in line with University Policy. This is normally done through an anonymised electronic system.

In additional, all programmes should seek informal feedback from you part-way through your module. Your tutor/ programme director will confirm to you the processes and opportunities for submitting your views and further details can be found in Part 3 of the handbook.

We encourage you to take every opportunity to express your opinions, comments and suggestions as this is very valuable to the Programme Team and the Faculty in our drive towards continual enhancement of education.

7.3 Module reports

Your feedback to module surveys will be reflected upon by the module leader and will be included in the module report. Module reports are available via SUSSED under the "programme specific information" tab.

8 Careers and Employability

The [Careers and Employability Service](#) provides support to students at all levels of study and has a range of opportunities on offer. Research* shows that graduates with no previous work experience are unlikely to be successful during the selection process and over 30% of positions will be filled by graduates who have already worked for that organisation. The Service provides drop-in advice, 1:1 guidance, workshops, skills sessions, Careers Fairs and employer led events to support your career planning. The ITE department will provide guidance relating specifically to applying for teaching posts.

*High Fliers 2016

8.1 Professional accreditation

The programme prepares you for QTS (Primary/Secondary) or QTLS (FE). Further details are in Sections 2 and 3 of this handbook.

9 Further Study Opportunities

As a Masters award is normally 90 ECTS points (180 CAT points), the PGCE can contribute up to a third of a Masters award if you complete your Masters at Southampton (other institutions have their own regulations). At the University of Southampton, the credits are valid for five years from the date of award. Southampton Education School offers three distinct routes to Masters which are both highly appropriate for former PGCE graduates who wish to take advantage of their credits:

- **MSc Education** – a rigorous taught programme with considerable scope for personalisation to match your own interests

- **MA Ed by Dissertation through Flexible Study** (MA Ed Flex) – an equally rigorous programme for those who are suited to more independent, self-directed study

- **Online Masters** – a newly developed route which can be studied from anywhere in the world

As a former PGCE student, you will be able to transfer your Southampton M level credits directly through the Recognition of Prior Learning process.At the end of the PGCE programme, you will receive further information about these options. Information is also available on Southampton Education School website.

There is a wide range of other programmes leading to various qualifications available to you, and selecting the appropriate programme may not be easy. The first thing to realise is that you need to make a well informed decision and therefore the key is to obtain all the information you need. Further details on the programmes offered by the Faculty can be found on the Faculty's website.

10 Regulatory Issues

We hope that you will be satisfied with your experience during your time as a student at the University of Southampton but we do recognise that, on occasion, things can go wrong. If you have a concern about any aspect of your experience at the University we encourage you to raise it as soon as the concern arises. It is always better to let us know that you feel

there is a problem as soon as possible so that the matter may be resolved quickly. You may alternatively wish to consult with your student academic president if it is an issue in common with other students. Please be reassured that you will not suffer any disadvantage or recrimination as a result of raising a genuine concern, student complaint or academic appeal.

10.1 Academic appeals

Provided you have grounds, you may appeal against any academic decision made by the University. There are some exceptions and you should note you cannot appeal against a decision that has been made in the proper exercise of academic judgment. The Regulations Governing Academic Appeals by Students outline the regulations and procedure that should be followed should you wish to steps that should be followed when making an academic appeal. The Students' Union Advice Centre has developed a Guide for Students.

10.2 Student complaints

The Regulations Governing Student Complaints sets out the process that should be followed should you wish to raise a complaint about a matter relating to either the facilities and services provided by the University, its academic programmes, and the conduct of University staff, and which has materially affected you.

10.3 Dignity at work and study

The University's Dignity at Work and Study Policy applies to the conduct of staff and students, in the context of their University work of study, or which otherwise affects the working, learning or social environment of the University. Fair criticism of staff or student performance or conduct will not be considered to be bullying or harassment provided that those involved are treated with dignity, courtesy and respect. Any allegation of harassment, bullying or victimisation will be treated seriously, regardless of the seniority of those involved, and anyone found to have behaved unacceptably may be the subject of disciplinary action up to and including dismissal or expulsion.

10.4 Student Discipline

As members of the University community, all students are expected to conduct themselves with due regard for its good name and reputation and are required to comply with the University's Regulations at all times. Any allegation of misconduct will be considered within the Student Discipline Regulations, in accordance with the evidence and circumstances presented. Information for students on discipline is available from the Student Services website.

Part Two: General Information about Initial Teacher Training (ITT) Programmes

Welcome from the Director of Initial Teacher Training!

<u>**Welcome to Initial Teacher Training at the University of Southampton**</u>

Our aim is to develop excellent Teachers who are Reflective Practitioners. Reflective practitioners constantly analyse and evaluate their teaching, so that they are continually improving, developing and growing. This means that they become outstanding teachers – for the whole of their career not just as a trainee. We will help you acquire the knowledge and skills required to help all children learn effectively, based on a secure understanding of underlying theory, principles and subject knowledge.

You will receive excellent tutor support from all tutors, but you won't get all the answers during the course. You will need to gather experience across years of teaching. You will get plenty of input and stimulus and know how to find out what you need to know or know how to reflect on your own practice to improve.

During your training year you will feel stretched at times. You are unlikely to progress in a steadily upwards across the course. It is much more likely that you will have ups and downs. This is normal! However, this is what tutors are here for – if you're having a 'down' time – get in touch. There is ALWAYS a solution!

Everyone will have a 'wobble' or two when training to teach, and even when teaching – it is a demanding profession. BUT the rewards are fantastic – especially when that child, who has been struggling in class, gets that gleam in their eye and mutters 'I've got it! I understand!'

Kate Green
Director of ITE

Programme Team Structure

Professor Marcus Grace
Head of Southampton Education School

Martin Dyke **Director of Programmes**
Janice Griffiths **Director of Enterprise**
TBC **Senior Tutor**

Kate Green
Director of ITE

Ian Campton **Primary PGCE Director**	Caro Garrett **Secondary PGCE Director**	Pauline Dixey **FE Director**	Jan Lewis/Julie Reynolds **Partnership**
Julie Reynolds **Associate Director**	Ros Hyde, Rachele Morse **Associate Directors**	**No Associate Director**	**No Associate Director**
Primary PGCE Team Ian Campton; Miranda Dodd; Julie Reynolds; Alex Woodgate-Jones; Jo Wright;	**Secondary PGCE Team** Kate Green; Ruth Edwards; Caro Garrett; Nikki Hirst; Rachele Morse; Cynthia Selby; Ros Hyde;	**Secondary PGCE Team ctd**… Melanie Smith; Susie Fawcett; Gary Kinchin; Jan Lewis; Matt Perks;	**Partnership Team** All tutors

INITIAL TEACHER EDUCATION PROVISION

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11 General Information about ITT Programmes

11.1 Introduction to the University of Southampton Initial Teacher Training Programmes

The programme is designed to ensure that Trainee Teachers meet the standards to gain Qualified Teacher Status (QTS or QTLS) to at least a good level. The programme however aims to do more than this…

We aim to create Teachers who are able to thrive in an era of rapid social and technological change. Such teachers will be highly reflective but also forward-looking and, where necessary, flexible. Fundamentally, they will be deeply committed to improving the life chances of those they teach, and to finding ways of developing learning in ways that are effective and motivational for each individual. Their own passion for learning will inspire and excite those they teach. They will be knowledgeable and articulate, resourceful and innovative, and ready to identify and make the most of the opportunities that present themselves. They will be resilient within the changing context of education, and will know that their own learning journeys will never end.

Completion of your PGCE year will therefore not be an endpoint, but a threshold marking the beginning of the next (Newly Qualified Teacher- NQT) stage, making it a programme of two-years' training. Throughout your training and teaching career, you will be expected to examine your own knowledge, understanding and skills, set targets for improvement and engage in Continuing Professional Development (CPD); it is a process of continual learning.

What makes the Southampton PGCE special?

A basis in research
While you are developing at a high level the knowledge, understanding and skills necessary to become a successful teacher in today's classrooms, you will have opportunities to learn from active researchers, engage with recent research, develop your skills of enquiry, reflect critically on aspects of classroom practice and carry out your own small-scale classroom investigation.

Part of a global community
You are joining a global centre of research and education. Students from all parts of the world are welcomed to Southampton, to work and learn together as part of a global community, and, although your own professional learning will be rooted in the educational culture of the UK, we hope that you will appreciate the relationship between our own local practices and the international context.

Working at Masters Level
The PGCE as a Masters level qualification adds value, particularly as you are able to exercise a degree of choice in the focus of your assignments. Your investigative studies will provide you with expertise in a specific area which may well be of interest to potential employers, and we hope that it will encourage you to continue with your Masters qualification in the future.

Personalisation
Just as you will do for your own pupils, we ensure that you have flexibility to follow your own interests and work on areas of need. As well as making choices within your assignments, we offer a range of additional options.

A Focus on Health
Southampton Education School (SEdS) has a special focus on health (your own and that of your pupils) for all PGCE Trainee Teachers. This will combine a high profile themed Health and Well-being Conference in December with specific activities to carry out in school or college, and as far as we know is unique to Southampton – so should also be something that will help you secure employment.

By the End
By the end of the programme, Trainee Teachers should be able to demonstrate appropriate professional attributes, have a strong subject and pedagogical knowledge, and be able to plan and teach an effective and rigorous sequence of lessons. Teaching should be both accessible and challenging to a diverse range of learners and, most importantly, Trainee Teachers should be able to demonstrate their impact upon pupil progress and learning

Across the programme Trainee Teachers will show that they;
- have high expectations of all pupils, treat them with appropriate respect, consistency and consideration
- demonstrate and promote positive values, attitudes and behaviour
- are aware of and enact their professional responsibilities
- can work with others to promote the learning and welfare of young people from very diverse backgrounds
- can adopt a reflective and critical stance towards their own practice, policy initiatives and listen to and act upon advice
- have a secure knowledge and understanding of their subject
- know the relevant curriculum frameworks within which they teach and be able to apply these effectively
- are able to use assessment to promote learning and develop their teaching
- know how to manage classes effectively to maximise and promote positive behaviour for learning
- know how to take account of the needs of all learners (e.g. more able, unseen children/students)
- are able to plan and teach lessons that engage and interest pupils and allow them to make appropriate progress
- take responsibility for their own professional development
- are able to draw upon research evidence and professional practice critically to inform their teaching and to underpin their teaching approach
- can work with other adults to support pupil progress and learning

Ultimately the development of the individual will be shaped by a range of perspectives. Through inputs at the University and through schools and colleges Trainee Teachers will work towards becoming strong professionals. All aspects of the programme have been carefully designed to give Trainee Teachers appropriate experiences, to challenge their ideas and for them to challenge what they encounter.

11.2   **Requirements of the PGCE Programme**

Disclosure and Barring Service
The University is responsible for ensuring necessary vetting and suitability checks are carried out on all Trainee Teachers, excluding School Direct Salaried and Self-Funded Trainee Teachers.

All providers of ITT are required to comply with rigorous ITT criteria including those relating to suitability checks. The 'ITT criteria supporting advice' document (National College for Teaching and Leadership, February 2017) contains clear criteria which providers must adhere to in relation to DBS and Childcare Disqualification Regulation checks. This is in accordance with Ofsted, DfE and DBS Code of Practice requirements.

The National College for Teaching and Leadership's advice includes the following which is of direct relevance to partnership schools:

DBS*:*
Providers should confirm in writing to schools that a non-salaried trainee's criminal record check, including a check of the children's barred list, has been completed and that the individual has been judged by the provider to be suitable to work with children. Providers are not required to provide any information to schools in addition to this confirmation. Schools may wish to record this confirmation in their single central record, but they are not required to do so.

Where a school or college allows an individual to start work in regulated activity before the DBS certificate is available, then they should ensure that the individual is appropriately supervised and that all other checks, including a separate barred list check, have been completed.

In the case of salaried routes, the responsibility lies with the employer to ensure that checks have been carried out. The employing school should inform the provider that a satisfactory check has been obtained.

Childcare Disqualification Regulations*:*

The Department for Education has published statutory guidance on the application to schools of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006. ITT providers should have regard to this statutory guidance when carrying out their duties to safeguard and promote the welfare of children.

Where trainees are salaried, it is the responsibility of the school to ensure that they comply with the legislation. If a salaried trainee is or becomes disqualified from a childcare role, schools should inform the training provider of this. Where trainees are fee-funded, it is the responsibility of the training provider to ensure that the trainee is not disqualified from childcare or that the trainee has obtained a childcare disqualification waiver from Ofsted.

In light of the above, schools are reminded not to request access to DBS returns or any information contained in a disclosure carried out by the university or to request that student teachers provide the school with their DBS certificate or complete a CDR declaration.

For further information regarding DBS checks please refer to:
Ofsted:
http://www.ofsted.gov.uk/schools/for-schools/safeguarding-children
http://www.ofsted.gov.uk/resources/inspecting-safeguarding-maintained-schools-and-academies- briefing-for-section-5-inspections

National College for Teaching and Leadership's specific guidance for ITT:
https://www.gov.uk/government/publications/initial-teacher-training-criteria-supporting-advice

UCET DBS Guidance for ITT: http://www.ucet.ac.uk/5699

For further information regarding Childcare Disqualification Regulations (CDR) Declaration: https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006

All ITT Tutors working on the PGCE programme have been through an enhanced disclosure which is reviewed regularly. Tutors do NOT carry their DBS documents with them.

Suitability to Teach
All Trainee Teachers who present a DBS that is not completely clear are subject to a University 'Suitability to Teach' Panel meeting. This panel consists of the Director of Programmes or Head of Academic Unit, the Programme Director, the Associate Programme Director and senior staff from partnership schools and colleges. Each case is examined on an individual basis. The panel decides whether the candidate is to be accepted on to the course, and is therefore 'suitable to teach' or whether the application to train to teach at Southampton should be rejected. The decision of the panel is final. Being declared 'suitable to teach' does not guarantee that all employing schools in the future will take the same decision.

Declaration of Health Questionnaire
All Trainee Teachers are obliged to complete and return the University's Declaration of Health Questionnaire, leading to confirmation by the University Health Service of their fitness to teach. In some circumstances, the University Health Service may make additional inquiries and provide some guidance on adjustments required. Please read below about the sharing of information.

Equality and Diversity
The University of Southampton ITT programmes are:

…committed to creating and sustaining a positive and supportive working environment for our staff, and an excellent teaching and learning experience for our students. We aspire that staff are equally valued and respected, and students are encouraged to thrive academically. As a provider of employment and education, we value the diversity of our staff and students. We are committed to providing a fair, equitable and mutually supportive learning and working environment for our students and staff.

All equality and diversity policies are published at:
http://www.southampton.ac.uk/diversity

Under the Equality Act 2010 anyone with a disability has the right to have 'reasonable adjustments' put in place so that they can have equal access to

provision and support. Trainee Teachers with disabilities are strongly advised to disclose their disability in order to gain appropriate assessment for support.

We encourage disclosure of disabilities as this allows for reasonable adjustment for your needs to be discussed and managed in University and with the placement provider. Where there may be a health and safety risk identified in connection to your disability there is a requirement to assess your right not to disclose with the safety and management of children's/students' welfare. In these cases, we will request that you make a full and open disclosure in order that our partner schools and colleges are fully aware of any adjustments required for your needs and to protect the wellbeing of the children/students.

We cannot enter any mitigating circumstances pertaining to your achievement on the PGCE if you are not prepared to declare.

We strongly advise that you adhere to the guidance provided to support your attainment as given through the Enabling Services assessment of your case.

Dyslexic students may wish to contact a member of staff in SEdS regarding the disclosure of their dyslexia to the school or college.

Confidentiality and sharing of information:
In instances of disability, where the candidate has been deemed fit to teach with reasonable adjustments made, there is a strong need to share information. We support the need for schools and colleges hosting our Trainee Teachers to be aware of any reasonable adjustments to be made to provide for success. In most instances, Trainee Teachers are able to do this and schools and colleges have been supportive. It is easier to prepare for the health or disability problems of Trainee Teachers known of in advance.

Where the health or well-being of a student changes whilst on the programme the cases need to be reviewed between Mentors and University Tutors as they arise. There are occasions, with mental health issues, for example, where Trainee Teachers have become embarrassed to share their problems. We would strongly advise open dialogue in all cases but also offer to act as mediators in particular cases where unpredictable new health disclosures become known.

Trainee Teachers have access to a wide array of support services at the University. Where mentors are concerned about the health or wellbeing of a Trainee Teacher, please let the University Tutor know and/or remind Trainee Teachers of the services they can access.

11.3   Who's Who: Roles and Responsibilities

University staff members who will be supporting you are called **Tutors** and school or college-based staff members who will support you are called **Mentors**.

Tutors
Each Trainee Teacher is allocated a "Personal Academic Tutor". In ITT, these members of staff are known by a slightly different title in each phase:
- **Primary**   Professional Tutor
- **Secondary**   Curriculum Tutor
- **Further Education**   Tutor

In all phases, whatever their title, your Tutor will help you across the course, academically, pastorally and with your practice. They will monitor your progress, assess and give you feedback on your assignments, visit and support you during practice, and prepare your reference. In University documents you will find them referred to as your 'Personal Academic Tutor'.

Tutors' profiles are on the SEdS website. The best means of communicating with them is usually by email but they may share other contact details such as Skype or mobile/text numbers. Please use that information professionally. Email is the most reliable contact method for most Tutors. They will usually respond within 48 hours (excluding weekends and any other days they do not work) unless there is an out of office message in which case you should contact the alternative given or wait until they return.

Mentors
Each Trainee Teacher is allocated a Mentor(s) in their school/college. In each phase, these members of staff are known by a slightly different title:
- **Primary**   Class Mentor (& Professional Mentor for SD)
- **Secondary**   Curriculum Mentor & Professional Mentor
- **Further Education**   Subject Specialist Mentor/University Link Tutor

Your Mentors are busy people and have a challenging task. They need to look after you whilst carrying out their teaching responsibilities. They have to assist you to develop all areas of the Standards required for QTS/QTLS whilst, at the same time, responding to your concerns and needs as you wrestle with day-to-day problems. All of this has to happen within departmental systems, structures, schemes of work and pupil targets that may be flexible, but cannot be compromised where professional standards and pupil performance are concerned.

The mentor-Trainee Teacher relationship should be a fruitful and rewarding experience on placement. You can help yourself if you keep in mind that,

- Mentors are volunteers whose prime motivation is to show you how to learn the skills which everyone assumes are simply acquired but, in reality, are developed patiently over time. They are there to help you, so make the most of the opportunity.
- Mentors are very busy people. Ask any teacher and they will tell you that time is a precious commodity. To assist in making the very best use of your time with your mentor it is helpful if you can be focused and specific.
- The mentor-Trainee Teacher relationship is not only crucial to your progress but it is also two-way. Be proactive and look for ways to be helpful, not only in day-to-day matters but also in more major ways (creating displays, developing resources, helping with administration, extra-curricular duties etc.). If you feel you need help with an area then bring it up; don't wait until it becomes a problem.
- You should show enthusiasm, initiative and a willingness to get 'stuck in' to the job of teaching. In the early days of placement when you are observing lessons, choose a main focus to concentrate on that where possible link to your current targets and take brief notes to help in later reflection and discussion.
- Listen to your mentors. Try to understand what they tell you and NEVER ignore them. They will give their best advice and work to help you

understand it in the expectation that you will follow that advice as honestly as possible.

- You will receive wide-ranging advice during the programme and sometimes you may feel tension between seemingly conflicting points of view. If this arises, make a point of talking the issues through thoroughly with your mentors. Remember that each individual's views come from their own unique experience, range of expertise and contacts with you. Your job is to remain as sensitive as possible to this and to synthesize what you receive.
- Communicate your thoughts and feelings about your teaching and the mentoring that you receive. Mentors are not possessed of super-human powers and, if you don't say that you're happy (or unhappy) about certain aspects, they can't be expected to know.
- Your Mentor and others who observe you in lessons will give you constructive feedback so that you have a clear view of your progress, strengths and weaknesses. If this is not the case, then discuss this directly with them.

Any mentor meeting is central to the process. You are entitled to regular dedicated time with your mentors. To get the most out of this meeting remember:

- Thorough preparation, including provision of all plans, evaluations, resource preparation, topic research and readiness to comment on anything that you have agreed to do.
- Punctual attendance.
- A willingness to ask questions, seek advice [and be willing to take it] and invite constructive critical comment.
- Presentation of your paperwork in excellent order, so that the two of you can quickly review progress using the evidence it contains.

Please also see further details of roles and responsibilities in the Phase section.

11.4 Programme Structure

The PGCE programme is designed to enable you to make the most of the relationship between University-Based and Placement-Based learning to prepare you as well as possible for your future teaching career. The main elements are:

School / College Based Training	3 Masters (M) Level Assignments linking Theory and Practice *	Teaching and Learning Sessions and Formative Activities	Additional Opportunities / Enrichment Events for you to address areas of need
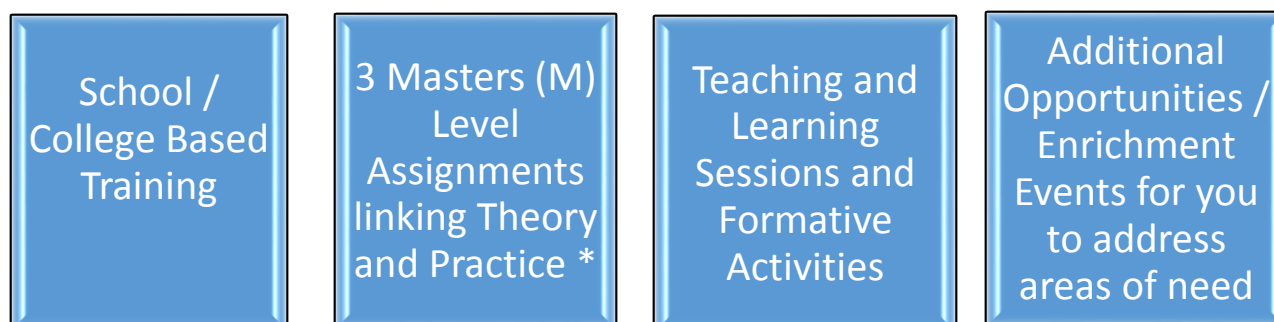
Your programme's official structure is made up of 6 modules (8 for the PGCE FE programme), which are based upon the school/college based training and M-Level assignment elements of the programme. However, there will be a significant number of teaching and learning sessions related to professional skills and subject

knowledge and formative directed activities in addition to the assessed modules. Whilst these are not officially assessed, they are an integral part of your journey to being a qualified Teacher and are vital in building your overall knowledge and skills. More details of these additional elements will be found in the Assessment section below and in the Phase Specific section of this handbook.

Practice Modules (School/college Based Training)
The modules related to professional practice are as follows:
- EDUC6365 – Introduction to Teaching
- EDUC6366 – Understanding Teaching
- EDUC6364 – Being the Teacher

Whilst your performance in school/college will be continually assessed throughout the programme, there are three points in the year where a summative review is carried out on your current performance and your progress towards reaching the required standards by the end of the programme. The dates that these three review points take place vary by programme and full details can be found in the Phase Specific section of this handbook.

At each of these three review points, reports will be received from your Mentors and your performance will be reviewed by University Tutors to determine whether you have met the standard to pass each of the teaching practice modules. If you have not yet met the required standards, the Student Office will inform you and discussions will take place between you and your Tutor.

Master's Level Assignments linking Theory and Practice
The modules related to Assignments:
- EDUC6354 – Assignment 1
- EDUC6355 – Assignment 2
- EDUC6356 – Assignment 3 (Secondary and FE)
- EDUC6404 – Assignment 3 (Primary)

The PGCE programme at the University of Southampton is accredited at Masters (M) level, due to the three modules above. This means that its academic level is equivalent to level 7 of the National Qualifications Framework (your Honours degree equates to level 6). Although it does not in itself provide you with a Master's degree, successful completion confers up to 30 ECTS points (60 CATS points) at M level which can be used towards a full Master's degree at Southampton or another institution, shortening your course of study.

Although we encourage all PGCE students to continue with their studies, we appreciate that not everyone will wish to do so. However, we believe that the M level element which is integrated within our PGCE programme and explicitly articulated through our M level assignment structure will significantly benefit your professional development, regardless of whether you take your academic studies further. In June 2007, a UCET[1] report on research evidence into the impact of relevant Masters level study on teaching noted the following advantages, which are unlikely to have changed in subsequent years:

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[1] Universities Council for the Education of Teachers (UCET)

- Encourages teachers to follow a critical, reflective, inspirational and innovative approach and to take risks in the context of their schools/colleges.
- Provides teachers with skills to evaluate the impact on classroom performance of different teaching strategies and models of professional learning
- Develops teachers' problem solving and research skills
- Fosters sustained engagement of teachers with their continuing professional development
- Helps teachers identify connections between education policy, research findings and classroom practice
- Helps develop a professional community that shares, discusses and adapts new ideas and approaches
- Helps teachers support pupils in different contexts and in partnership with a range of different professional groups

In accordance, at Southampton, we believe that our M level PGCE will not only prepare you as a beginning teacher, but will prepare you to continue to develop throughout your career, and to respond effectively to the many changes you will experience in education over the years. The level of critical thinking required permeates throughout your programme, enabling you to develop strong links and relationships between theory, research and practice in both schools, colleges and University, and will contribute strongly towards your development as an excellent Teacher.

The submission dates for these assignments vary by programme and full details can be found in the Phase Specific section of this handbook.

* Additional FE Learning and Skills Modules
In addition to the above, there are two additional level 5 modules (under-graduate level) on the PGCE FE Learning and Skills:
- EDUC2052 - Foundation to Effective Teaching and Learning in Further Education Learning & Skills
- EDUC2053 - Application of Learning Theories through Professional Practice and Reflection

Full details of these modules can be found in the Phase Specific section of this handbook.

11.5 **Assessment during the Programme**

There are two possible awards at the end of the PGCE year, depending on their achievements throughout the programme:

- Postgraduate Certificate in Education
- Professional Graduate Certificate in Education

These are achieved in the following ways:

a) **Postgraduate Certificate in Education with 30 Masters ECTS POINTS (60 Masters CATS points) and QTS/QTLS**
This qualification is awarded to Trainee Teachers who achieve the following:
1. Pass all three assignment modules at Master's Level (above the 50% pass

mark)
2. Pass your overall Teaching Practice modules with a grade that is at least 'good'.
3. Successfully provide evidence of meeting the Teachers' Standards or relevant FE Professional Standards.

b) **Professional Graduate Certificate in Education (NO M level ECTS or CATS points, 30 ECTS/60 CATS Undergraduate points) and QTS/QTLS**
This qualification is awarded to Trainee Teachers who achieve the following:
1. Demonstrate positive academic achievement but <u>do not</u> show academic achievement at Postgraduate Certificate level
2. Pass all, one or two of the assignment modules at professional standard (40-49%).
3. Pass your overall Teaching Practice modules with a grade that is at least 'good'.
4. Successfully provide evidence of meeting the Teachers' Standards or relevant FE Professional Standards.

The final award of PGCE or Prof Cert is PASS or FAIL – there is no class system (Distinction, Merit, etc.)

Our expectation is that all Southampton PGCE students are capable of achieving a postgraduate PGCE award, and you are accepted for the programme on this basis; we do not offer a choice of academic pathway. The assignments are an integral element of the programme, and must be completed by all students in order to qualify with QTS/QTLS. If you achieve a Professional Graduate Certificate, you are in no way disadvantaged as a beginning Teacher. However, we encourage all to aspire to the Postgraduate award, and to resubmit work where necessary in order to do so.

11.6   Assessment of Formative Work

During the programme you will be expected to carry out tasks, both in University and school/college. These vary from subject to subject and from placement to placement, but they have been carefully designed to deepen your insight and understanding of key aspects of your work as a Teacher. As such they need to be taken seriously. The process of formative assessment and target-setting during the programme requires you to complete to a satisfactory standard all work during the programme according to deadlines set by Tutors and Mentors. It is in your interests to ensure that you meet these deadlines in order that the process of formative assessment proceeds smoothly.

11.7   Assessment of Assignment Modules

As explained above, to achieve a PGCE with 30 ECTS points (60 CATS points), you must pass all three M-Level assignments at 50% or above. If you fail to achieve the University pass mark at the first attempt, you may be able to resubmit your work (known as a Referral).

Consequences of gaining a mark of less than 50%
IMPORTANT: *You are allowed to resubmit all three assignments (five in the PGCE FE programme) and must pass all assignments.*

40-49% (Professional level)
If your mark is in the 40-49% bracket, your assignment passes at professional level but not at M level, so does not carry M level credits. You have *one* opportunity on that assignment, if you wish to use it, to resubmit within a designated time scale. Good guidance is provided through your Tutor's feedback as to how to resubmit successfully at M level, and your Tutor will also discuss your work if you wish. If your resubmission meets the M level requirements, your official mark is capped at 50%, but you will also be notified as to the mark it would have received as a first submission.

Below 40% (Fail)
Assignments marked below 40% MUST be resubmitted within the designated time scale to achieve a pass at 40%+ if you are to continue with the PGCE programme. The resubmission process is known as a referral (R). As above, good guidance will be provided.

Resubmissions that are marked between 40-49% will be capped at 40%, but you will also be notified as to the mark it would have received as a first submission.

FE Undergraduate Modules
The two additional undergraduate level modules are assessed as pass/fail, rather than a numerical value.

The Student Office will write to all students achieving less than 50% (or a pass) in any module, outlining the options for you. We recommend you discuss this with your Tutor.

Feedback on Coursework and Marks Release
Our aim is to ensure that marks are released 20 working days after the submission date of the assignment. Working days do not include weekends, Bank Holidays or University Closure days.

If your work is submitted through Turnitin on BlackBoard, you will receive your feedback via the same method. For those assignments submitted in hard copy, feedback will be emailed to you by the marker.

11.8   **Assessment of Professional Practice Modules**

Assessment will include:
- Professional attributes
- Professional knowledge and understanding
- Professional skills
- In addition Trainee Teachers will be assessed on their ability to:
    - self-appraise (critical reflection, evaluation, strengths, weaknesses)
    - set targets for improvement
    - maintain their Placement-Based training files

Evidence will be drawn from:
- observations of lessons, professional judgments against the professional standards, based on written feedback and discussions with the Trainee Teacher;
- consideration of the Trainee Teacher's overall progression and professional development;

- the Trainee Teacher's own self-appraisal;
- the Trainee Teacher's practice-based training files (whether paper and/or electronic).

<u>Trainee Teachers graded as an overall "grade 3" or below by the end of the ITT programme on which they are enrolled</u>

Trainee Teachers will not be able to exit any ITT programme at the University of Southampton with an overall assessment against the Teachers' Standards of a grade 3 or lower. In order to be recommended for QTS/QTLS a Trainee Teacher must have met the Teachers' Standards at the minimum grade 2 level. Trainee Teachers who have attained an overall grade 3 are considered to be "requires improvement". This does not mean they have failed the programme: however further work is required before they are able to exit the course with a 'pass' for QTS/QTLS. Under such circumstances, affected Trainee Teachers will be required to undertake some additional activities. Usually, but not necessarily, this will involve extended Teaching Practice. This may need to take place in the next academic year. Such activities will cease when the Trainee Teacher demonstrates that the Teacher's Standards or relevant FE Professional Standards have been met at an overall grade 2 (or better).

There are some additional requirements for Primary Trainee Teachers, due to the need to demonstrate proficiency in two different key stages.

Please see the Phase Specific Section for more information on assessment of practice.

11.9 Board of Examiners

Whilst all work under-taken will be marked and returned to you, accompanied by feedback which will relate to the standard of your work and the reasons for the mark/grade given, all marks are provisional until they have been reviewed and ratified by the Board of Examiners.

At the end of your programme, your overall performance will be assessed. The basis of this assessment is specified in your programme regulations: (http://www.calendar.soton.ac.uk/sectionXIII/sectXIII-index.html).
If you satisfy the academic standards necessary, the Board of Examiners will recommend you for award.

You will receive official confirmation of your finalised results via Self-Service through SUSSED or via email from the Student Office.

11.10 Progress Alert Procedure

A progress alert may be issued at any time and by any tutor or mentor (in discussion with the trainee's tutor). There is a simple form to be completed; it is discussed with all involved and outlines the main concerns, the targets to address and the timescale.   The reasons for issuing a progress alert are many and varied, and the informal nature of this process allows and enables the intervention to be highly personalised for the needs of individual trainees. It is anticipated that the majority of progress alerts will lead to improved progress, and the trainee will continue on the course with no further intervention needed. The form is on Blackboard.

However, in some cases, trainees may not make the required progress necessary. In these circumstances, a formal Cause for Concern progress should be undertaken, as detailed below

11.11 Cause for Concern (CfC) Procedure

A Progress Alert does NOT need to have been issued prior to a CfC being issued. It is possible to instigate a Cause for Concern either after a Progress Alert, or in place of a Progress Alert.

The Cause for Concern process can be initiated by either the University Tutor or by a Mentor. **School/College Mentors must make contact with the appropriate University Tutor** to clearly identify the concern in order that a joint approach to managing the issue can be applied.

1. A **Preliminary Discussion** will be held between the Trainee Teacher and appropriate staff.
The aim of this meeting is to support the Trainee Teacher and enable progression through the programme. A **Cause for Concern** form will be completed at the meeting which will clearly detail targets that need to be met and a maximum 3 week or 15 day time frame will be set for the achievement of progress. A date will be set for the review meeting. The Cause for Concern form will be signed as an accurate record by both the Trainee Teacher and members of staff. As appropriate, copies will be given to the Trainee, the Mentors (if appropriate), the University Tutor, Programme Director and a copy retained on the Trainee's file.

2. A **Review Meeting** will be held after the 3 week or 15 teaching day timeframe has elapsed, following the preliminary discussion. If the Trainee is seen to be meeting the targets set, s/he will be notified at the meeting (and via subsequent email) that the Cause for Concern will cease. If the Trainee is deemed to have made little or no progression in relation to the targets set, then a **Reviewed Cause for Concern** will be set. The Reviewed Cause for Concern form will be completed at the meeting and will clearly detail the further Targets set, the timeframe for achievement and will also detail the date, no longer than 3 weeks or 15 teaching days later, which will be set for a Final Review Meeting.

The Reviewed Cause for Concern form will also list the consequences of failure should the targets not be met. These consequences will be one of the following (subject to the Programme Director's professional judgement):

 a. Mediation (see below for details)
 b. Enforced suspension from the programme, for a period of time negotiated between the Trainee and the Programme Director.
 c. Referral for further investigation under the University Fitness to Practise Policy (see below and
    https://sharepoint.soton.ac.uk/sites/ese/quality_handbook/Handbook/Fitness%20to%20Practise%20Policy%20and%20Procedures.aspx)

The Reviewed Cause for Concern form will be signed as an accurate record by both the Trainee and member of staff. As appropriate copies will be given to the trainee, the school tutor(s) (if appropriate), the University tutors and a copy retained on the trainee's file.

3. A **Final Review Meeting** will be held 3 weeks or 15 teaching days after the Review Meeting. If the Trainee is seen to have made progress towards meeting the targets set, s/he will be notified at the meeting (and via subsequent email) that the Cause for Concern will cease. If the Trainee has made little or no progression in relation to the targets set, then one of the consequences outlined in 2(a), (b), or (c) will come in to force, as decided by the Programme Director in his or her professional judgement.

Action following the final review meeting:

2a) should mediation be considered appropriate, the trainee and appropriate Mentors and/or Tutors will be referred to the University Mediation Service, as detailed below.

Mediation Service: The University Mediation service is available for any Trainee, Mentor or Tutor to use at any time during the programme. This service is available to all – including Mentors in schools – and can be utilised before/during or after any Cause for Concern has been issued. This service is also available independently of the Cause for Concern procedures. Information regarding the service can be accessed at:
   http://www.southampton.ac.uk/diversity/how_we_support_diversity/mediation_service.page
The following procedure will apply and Trainee Teachers may be accompanied to meetings by an adviser from the Students' Union Advice Centre (see www.susu.org). The Advice Centre aims to provide all students at the University with free, independent, confidential advice and representation. Alternatively, Trainee Teachers may be accompanied by a member of the University prepared to act in this capacity.

2b) should a period of suspension be considered appropriate, this will normally be negotiated between the Trainee and the Programme Director.
During this time, the Trainee is expected to reflect on their progress and to demonstrate, via a written Reflective Account:

   i.   How they intend to rectify the issues raised in the Cause for Concerns
   ii. That they have the capacity to achieve their intention.

The Reflective Account should be completed by the Trainee during the period of suspension and should be based on the Targets set in the Cause for Concern and Reviewed Cause for Concern forms and should reflect on advice provided by Mentors and Tutors. The Trainee should detail how Targets will be achieved upon his/her return to the programme and may be accompanied by any additional evidence to demonstrate that s/he has the ability to achieve on the programme.

Trainee Teachers may wish to spend some time in a school during their period of suspension for observation purposes but it is the trainee's responsibility to make such arrangements.

Towards the end of the period of suspension, a **Programme Director's Meeting** will be convened and the Trainee invited to attend. One week prior to this meeting and as outlined above, the Trainee should submit their Reflective Account to the Programme Director.

The Programme Director will review and discuss the Reflective Account with the Trainee and will recommend that:

Either:
The Trainee may re-enrol to the programme. The Trainee will be provided with a further two-week period of attendance at school and a new Cause for Concern form will be completed by the Programme Director, outlining clear targets which are based upon the previous concerns raised together with the Trainee's intentions to achieve, as expressed in his/her Reflective Account. The Cause for Concern form will be signed as an accurate record by both the Trainee and member of staff, a copy given to the trainee, a copy given to the new placement school's mentor(s), the University tutor and a copy retained on the trainee's file. A Review Meeting between the Programme Director and the Trainee will be held three weeks later. If Targets are considered to have been met, the Cause for Concern will cease and the trainee notified at the meeting (and via subsequent email). Should the Programme Director consider that the Targets have not been met, action under (2c) below will be invoked.

Or:
The student has failed to adequately demonstrate how s/he will rectify the identified issues nor has demonstrated the capacity to achieve and that s/he is considered unsuitable to continue on the programme. In such an occurrence, investigation via the University's Fitness to Study or Fitness to Practise procedure will be invoked.

2c) Referral for further investigation under the University Fitness to Practise Policy (see Section 1)

11.12 NQT Support and Development

Southampton Education School at the University of Southampton is fully committed to working with partnership schools, colleges and other relevant bodies to support Newly Qualified Teachers, following their training year and helping them to develop into effective and successful Teachers.

A number of events specifically focused on supporting NQTs will be held throughout the year.

The Partnership office and/or Tutors will make contact during your NQT year and we very much hope to hear from you and continue to engage with you on your career journey.

Cause for Concern Form

Trainee Name:

Instigated by
(State name and role):

Date of issue:

Date for review:

Name of School:	Name of appropriate Mentor(s) in school:	Name of University Tutor(s):

Preliminary Discussion	
Date of meeting:	**Names of all those present at the meeting:**
TS **1** **2** **3** **4** **5** **6** **7** **8** **Professional Issues**	Please indicate below the full nature of the concern, giving detailed information: (State which of the Teachers' Standards the concern relates to)

Specific Targets (these must be addressed within 15 days of raising a CFC):	Monitoring of agreed action (to be completed at the Review meeting)	
	Have the targets been met? Please give explanation and reasons:	List where evidence against the set targets may be found:
	Date of review meeting:	
Signed: (Person raising the CfC)	Name of person(s) reviewing the CfC:	

Date:	Date:
I understand the nature of the concern and that if I do not respond to any targets set I may fail to meet the standards for QTS Signed: Trainee Date:	**Have targets been met? Yes / No** Signed: (Person reviewing the CfC) Date:

If targets have not been met, please issue a reviewed CfC form with revised targets.

Copies To: Trainee   Tutors - University   School Mentors   Professional mentor Programme Director   PTT Office   Director of ITE

Reviewed Cause for Concern		
Date of meeting:	**Names of all those present at the meeting:**	
Revised Targets (these must be addressed within 15 days of raising a CFC):	**Monitoring of agreed action** (to be completed at the Final Review meeting)	
	Have the targets been met? Please give explanation and reasons:	List where evidence against the set targets may be found:
	Date of Final review meeting:	
Signed: (Person raising the CfC) Date:	Name of person(s) reviewing the CfC: Date:	
I understand the nature of the concern and that if I do not respond to any targets set I may fail to meet the standards for QTS Signed: Trainee Date:	**Have targets been met? Yes / No** Signed: (Person reviewing the CfC) Date:	

If targets have not been met please state the course of action:
a. Mediation
b. Enforced suspension from the programme, for a period of time negotiated between the Trainee and the Programme Director.
c. Referral for further investigation under the University Fitness to Practise Policy

Notes:

Copies To: Trainee	Tutors - University	School Mentors	Professional mentor
Programme Director	PTT Office	Director of ITE	

CfC NOTES:
Please ensure that notes are taken at the meeting when a CfC is issued. Please attach notes of this meeting to this form.

Additional Monitoring for CT: Timeline of meetings/ actions/ events must be kept from initial meeting onwards.

Part Three: Programme Specific Information regarding the PGCE Primary Programme

Welcome from the Programme Director

Welcome to the University of Southampton and the Primary PGCE Programme. We hope that you will find that your PGCE year at Southampton provides a stimulating, challenging and rewarding start to your teaching career. We are grateful to the many schools and organisations in the region with whom we work in partnership; they make immensely valuable contributions to the development and quality of the programme.

You are joining a carefully selected cohort of trainee teachers who we believe have the potential to develop into the excellent teachers of the future. Across the year you will have the opportunity to observe, reflect and try out ideas in order to help you develop your skills and style as a teacher who will really make a difference to children's lives and will be a trusted and respected colleague. We will show you practical ideas for the classroom, but, equally importantly, we will explore with you the theoretical underpinning and research that will support you in developing your practice across your teaching career.

In Primary schools we are working with children at a critical time of their lives; we have the opportunity and responsibility to make a real difference to their attitudes and life chances. The PGCE year is a demanding time, but we hope rewarding as well. Through the course you will be helped and supported by staff within the University and in our partnership schools. This handbook has been prepared to provide you with as much information about the programme as possible.   **You should use it as a source of reference throughout the year.** The handbook is revised annually and constructive feedback on its presentation and content will be welcomed at any time.

We look forward to working with you over the coming year and beyond.

Ian Campton - Primary Programme Director

NB Throughout this document UL = University Led, and SD = School Direct

Please ensure that throughout the course you check your University email <u>daily</u> as this is our main means of communicating with you.

12 Who's who and contact details

* Denotes the lead tutor for the area. Phone numbers are given for internal University phones. If phoning from a mobile or elsewhere replace the initial 2 with 02380 59

Name and responsibilities	Email	Phone	Office
Nicky Baverstock Programme Administration	PGCEPrimary@soton.ac.uk	26231	34/2009
Ian Campton Programme Director; Mathematics*, Music, Placements*	I.Campton@soton.ac.uk	22763	32/2121
Miranda Dodd English* (including Phonics), Art, Geography, SMSC	M.Dodd@soton.ac.uk	28485	34/4015
Julie Reynolds Associate Programme Director, Science*; DT, Partnership	J.Reynolds@soton.ac.uk	24668	34/2023
Alex Woodgate-Jones Teaching and Learning*; Assignments*	A.C.Woodgate-Jones@soton.ac.uk	28408	34/2023
Jo Wright Teaching and Learning Additional Opportunities*, PSHE	J.M.Wright@soton.ac.uk	22283	34/2023

Some subject specific sessions are taught by other University staff:

Computing	Cynthia Selby	C.Selby@soton.ac.uk
History	Rachele Morse	R.Morse@soton.ac.uk
MFL	Melanie Smith	M.J.Smith@soton.ac.uk
PE	Susie Fawcett	sdf@soton.ac.uk
RE	Colin Stevens	C.Stevens@soton.ac.uk

13 Where can I get help?

The PGCE year is a demanding, but we hope rewarding year. Most trainee teachers progress through smoothly but people do sometimes have concerns and need more help. As students have said, most questions and problems can be resolved by looking in the handbook or on Blackboard, or asking a friend and we strongly encourage you to do this. The diagram below makes clear that if there are issues that you cannot manage on your own then there is always someone you can turn to for advice and support.

What am I concerned about?

Admin matters **Nicky Baverstock** or another member of the office staff. The Partnership Office deal with all DBS matters.	**My progress** Your Professional Tutor and when in school your CM. If your concerns continue please see Ian or Julie	**Assignments** Initially your PT. Only contact the Assignments lead tutor if you cannot get an answer from your PT.
My CM and/or school Your PT. You might also wish to talk with a senior member of staff at the school, Ian or Julie	**My own special needs (e.g. dyslexia)** Your PT, Jo Wright or Enabling Services at the University.	**Subject related concerns** The appropriate subject tutor.
Finance Nicky Baverstock, Cathy Newton (in admin team) or Student Services.	**My well-being** Your PT, CM, Ian, Julie or University support services.	**A tutor** Ian or Julie, or if necessary the Senior Tutor

If you are concerned about a fellow trainee please remind them of this page or let Ian or Julie know. Further advice on seeking support is in Part 1 of this handbook.

14 Blackboard and the Partnership website

Blackboard, available on www.blackboard.soton.ac.uk, contains a huge wealth of resources to help you across the year. In each teaching/subject area there are session folders, clearly labelled for SD or UL which include an outline of the session, PowerPoint, resources and links as applicable. The partnership website, available on www.pgce.soton.ac.uk/primarypartnership includes all resources to support mentors.

15 Organisational chart, dates and deadlines (University Led)

These charts outline when you are in University and school and the key dates and deadlines across the course. Copies of these and the more detailed teaching timetables are available on Blackboard each term. We make every effort to ensure changes are kept to a minimum, but sometimes trainee feedback, new developments in education or other demands will mean that changes have to be made. You will be notified of these via email. More detailed timetables are put on Blackboard for UL and SD2 Return days and special days, such as the Child Development Day, where information is not available on the detailed timetable.

School Direct Trainees should note that different alliances have different dates due to different local authority term dates and alliance training days, and so they may have been given a copy of a specific alliance chart which differs slightly from that which follows.

15.1 Organisational chart, dates and deadlines (University Led and School Direct 2)

	Mon	Tue	Wed	Thu	Fri
04-Sep				Induction	Induction
11-Sep	Child Dev. Day				
18-Sep	APEx				
25-Sep	English Focus Day **SK Audits, T&L Journal**	Maths Focus Day	Science Day 1	Science Day 2	
02-Oct		SD2 Focus Day, Some UL on EAL Focus Day	Some UL on EAL Focus Day		
09-Oct					
16-Oct					
23-Oct	Half Term (Additional Opportunities offered at University)				
30-Oct					SEND Day
06-Nov					
13-Nov			**RS1**		
20-Nov	**A1 400 Words, PDA7**				
27-Nov	**PtT Survey**				
04-Dec					Health Day
11-Dec					
18-Dec					
25-Dec			Christmas		
01-Jan					**Assignment 1**
08-Jan					
15-Jan					**RS2**
22-Jan				**T&L Journal**	
29-Jan	KS3/En/Ma	KS3/En/Ma	KS3/En/Ma	KS3/En/Ma	
05-Feb	KS3/En/Ma	KS3/En/Ma			**SK Audits**
12-Feb	Half Term (Additional Opportunities offered at University)				
19-Feb			**Assignment 2**		
26-Feb					
05-Mar					
12-Mar					
19-Mar	**PtT Survey, PDA7**				**RS3**
26-Mar					
02-Apr			Easter		
09-Apr					
16-Apr	**A3 Proposal**		**A1/A2 Referrals**		
23-Apr					
30-Apr					
07-May	Bank Holiday				
14-May					
21-May					**RS4**
28-May	Half Term (Additional Opportunities offered at University)				**SK Audits**
04-Jun		A3 Presentations (one of these days, tbc), other days are Focus Days			
11-Jun				**RS4**	**PDP, PtT Survey**
18-Jun					**A3 Referrals**, C'bration
Key	Uni Day	Focus Day	School Placement 1	School Placement 2	A3 Day
	School Holiday	**DEADLINES**			

15.2 Organisational chart, dates and deadlines (School Direct)

	Mon	Tue	Wed	Thu	Fri
04-Sep	Base School	Base School	Base School	Induction	Induction
11-Sep	Child Dev. Day	Base School	Base School	Base School	Alliance Training
18-Sep	APEx	Base School	Base School	Base School	Alliance Training
25-Sep	SK Audits	Base School	Base School	Base School	University
02-Oct	Base School	Base School	Base School	Base School	Alliance Training
09-Oct	Base School	Base School	Base School	Base School	University
16-Oct	Base School	Base School	Base School	Base School	Alliance Training
23-Oct	Half Term (Additional Opportunities offered at University)				
30-Oct	Base School	Base School	Base School	Base School	University: SEND Day
06-Nov	Phonics PDA7 if in KS1	Base School	Base School	Base School	Alliance Training
13-Nov	Base School	Base School	Base School	Base School	University
20-Nov	A1 400 Words	Base School	Base School	Base School	Alliance Training
27-Nov	PtT Survey	Base School	Base School	Base School	University
04-Dec	Base School	Base School	Base School	Base School	University: Health Day
11-Dec	Base School	Base School	Base School	RS1	Alliance Training
18-Dec	Base School	Base School	Base School	Base School	
25-Dec			Christmas		
01-Jan				School 2	Assignment 1
08-Jan	School 2	School 2	School 2	School 2	University
15-Jan	School 2	School 2	School 2	School 2	Alliance Training
22-Jan	School 2	School 2	School 2	School 2	University
29-Jan	Phonics PDA7 if in KS1	School 2	School 2	School 2	Alliance Training
05-Feb	School 2	School 2	School 2	School 2	SK Audits, RS2
12-Feb	Half Term (Additional Opportunities offered at University)				
19-Feb	School 2 or Base Sch.	School 2 or Base Sch.	Assignment 2	School 2 or Base Sch.	Alliance Training
26-Feb	School 2 or Base Sch.	School 2 or Base Sch.	School 2 or Base Sch.	School 2 or Base Sch.	University
05-Mar	School 2 or Base Sch.	School 2 or Base Sch.	School 2 or Base Sch.	School 2 or Base Sch.	Alliance Training
12-Mar	School 2 or Base Sch.	School 2 or Base Sch.	School 2 or Base Sch.	School 2 or Base Sch.	University
19-Mar	PtT Survey	School 2 or Base Sch.	School 2 or Base Sch.	School 2 or Base Sch.	RS3
26-Mar	School 2 or Base Sch.	School 2 or Base Sch.	School 2 or Base Sch.	School 2 or Base Sch.	
02-Apr			Easter		
09-Apr					
16-Apr	A3 Proposal	Base School	A1/A2 Referrals	Base School	Alliance Training
23-Apr	Base School	Base School	Base School	Base School	University
30-Apr	Base School	Base School	Base School	Base School	Alliance Training
07-May	Bank Holiday	Base School	Base School	Base School	University
14-May	Base School	Base School	Base School	Base School	Alliance Training
21-May	Base School	Base School	Base School	Base School	University
28-May	Half Term (Additional Opportunities offered at University)				SK Audits
04-Jun	Base School	A3 Presentation (one of these days, tbc), other days in Base School			Alliance Training
11-Jun	Base School	Base School	Base School	RS4	PDP, PtT Survey
18-Jun	SD (Non-Salaried) Trainees are not required to remain in school - programme finishes on 15-Jun.				A3 Referrals, C'bration
	SD (Salaried) Trainees remain in base school until the end of term. RS5 Submission 13-Jul for Salaried Trainees.				

Key	DEADLINES	In school	In University	Alliance Training	A3 Day
	School Holiday				

16 Collecting evidence of progress across the year.

Throughout the course, you will be assessed in a number of different ways and by the end must be able to demonstrate that you meet the required standards, both academically and in your teaching. Part of becoming a teacher is learning to be organised about record-keeping. The system below has been put in place to help you with this and enable you and others to track your progress across the course. They also mirror the types of record-keeping that many schools ask their teachers to keep, albeit in more detail as you will be making rapid progress over the year and need to collect evidence of this. These need to be kept up-to-date throughout the course as part of your professional practice.

In the guidance below we refer to the three practice modules that you have to pass in order to complete the course:
- Introduction to Teaching (September to December) EDUC6365
- Understanding Teaching (January to February) EDUC6366
- Being the Teacher (February to June) EDUC6364

Through the year the evidence of your progress towards meeting the Teachers' Standards will be collected in the following places:
- Professional Development Portfolio (PDP) for a summary of your progress
- eFolio for ongoing monitoring through weekly reviews, targets and grades. This forms an integral part of your PDP.
- Your 'Assessment and planning' files for ongoing lesson planning, evaluations etc.
- i-survey for submission of key data
- Turnitin for assignment feedback

The main sources of evidence are:
- Tracker (PDP)
- Professional Development Journal (booklet in PDP)
- NQT Profile (PDP)
- Review statements completed by placement schools (PDP)
- Visit forms completed by your Professional Tutor (PDP)
- Weekly lesson observations carried out by your class mentor (CM) and lesson observations carried out by your Professional Tutor when they visit (PDP)
- Lesson planning and evaluation (assessment and planning file)
- Audit of Prior Experience (E-mailed to Professional Tutor)
- Targets and and actions/training to be undertaken to complete them, noting when achieved. (eFolio)
- Weekly reviews (eFolio)
- Evidence that your subject knowledge is strong and you are well prepared for Primary school teaching, especially in English, Maths, Science and Computing (i-surveys, eFolio and for some, lesson observations completed on visits)
- Preparedness to Teach survey in December, March and June (i-surveys)
- Assignments (Turnitin)

These will all be introduced to you as they become relevant: a summary of key points is given below. All the elements must be completed for you to pass the course.

16.1 Professional Development Portfolio (PDP)

This is a collection of key documents, considered alongside eFolio, and giving a summary and overall picture of your progress. Virtually all of them are completed by mentors/tutors; the trainee's responsibility is to ensure they are kept safely and in good order. All trainee teachers will hand in their PDP file in June. For details of the contents please see page **Error! Bookmark not defined.** which should be included at the front of your PDP.

Professional Development Portfolio (PDP) Contents
Your eFolio is an integral part of your Professional Development Portfolio

Section 1: Introduction to Teaching (September to December) EDUC6365	Tutor check
Pre-Course Activities (UL compulsory, SD if completed)	
APEx	
Review Statement 1	
Tutor Visit Lesson Observation form(s)	
Weekly lesson observation forms in chronological order together with lesson plans, evaluations and any related assessment evidence	
eFolio up to date	
Section 2: Understanding Teaching (January to February) EDUC6366	
Review Statement 2	
Tutor Visit Lesson Observation form(s)	
Weekly lesson observation forms in chronological order together with lesson plans, evaluations and any related assessment evidence	
eFolio up to date	
Section 3: Being the Teacher (March to June) EDUC6364	
Review Statements 3 and 4	
Tutor Visit Lesson Observation form(s)	
Weekly lesson observation forms in chronological order together with lesson plans, evaluations and any related assessment evidence	
eFolio up to date	
Section 4: Overall	
Completed Tracker(s)	
Completed Directed Activities booklet	
NQT Profile (see Blackboard for proforma and guidance)	
Section 5: Additional information	
Any additional certificates, reflections on additional opportunities or other evidence of your achievements that you would like to include.	

Section 4 includes three key documents:
- Tracker(s) - a document where the Teachers' Standards are broken down into strands. It helps you see your progress in relation to the Teachers Standards across the year. You should discuss this once a fortnight with your CM and highlight points together when you are achieving them consistently. Some trainees choose to start a new Tracker in their second placement. You are strongly encouraged to use a different coloured highlighter each half term and include a key on the front of the document.
- Professional Development Journal – this includes specific Professional Development Activities (PDAs) that will help you develop your reflective skills and ensure that you gain a good breadth of experience in school. They are also valuable in showing that you have met the Teachers Standards in certain key areas. You will gain most from them if you focus in your reflections on what you have learned, the impact on your practice and through this onto children's learning.
- NQT Profile - you reflect on your progress across the year and look ahead to targets for your NQT year. Further details will be made available on Blackboard.

PDPs are checked during tutorials through the course, with a final check in the last week.

16.2   Audit of Prior Experience (APEx)

You will complete this in the first week or so of the course to consider the experience you bring and how you will build on this across the year. It should be emailed to your Professional Tutor, copying in PGCEPrimary@soton.ac.uk It should also be printed out and included in your PDP. We will discuss this with you early in the course and further guidance is on Blackboard in the 'Record-keeping' folder.

16.3   Assessment and Planning files

You will probably have one of these per school (UL) or per term (SD) but this will depend on individuals.

Section 1
Notes on the needs of the children in the class that need to be considered when planning, for example summer born, EAL, SEND, AMA, Pupil Premium.

Section 2 onwards
Lesson plans, evaluations and assessment information, with each section covering a **fortnight.**

At the start of any placement, just as when you are getting to know a new class as a teacher, it is vital to focus on building strong relationships, especially getting to know the children and their needs. You may want to devise a 'getting to know me' sheet or an activity focusing on this. Many teachers keep a notebook with a page per child or something similar. Throughout each placement you should contribute fully to class and individual assessment records and use these to inform your planning (TS6).

16.4   On placement – lesson planning and evaluation expectations

'Introduction to Teaching' and beginning of 'Understanding Teaching'
At the start of each placement lesson plans should be completed for all lessons, part lessons, group sessions taught. All lessons should have a written evaluation at this stage and some form of evidence should be collected showing pupil progress, for example:
- Group assessment sheet (example to be introduced in T&L and where appropriate in subjects), including next steps for teaching;
- Class assessment sheet (example to be introduced in T&L and where appropriate in subjects), including next steps for teaching;

- o Detailed reflective notes in the lesson evaluation;
- o Notes of children who have exceeded or underachieved in relation to the learning objective and thoughts on why (assuming the remainder have met the learning objective;
- o Some examples of work and/or photos which <u>must</u> be annotated to show how they are evidence of children's progress;
- o Annotated lesson plans, including evaluative comments about children's progress;
- o Other ways suggested in school and during the course.

You should use a range of methods across the lessons taught and use this as an opportunity to explore and learn different ways of evaluating practice and showing evidence of progress. Different methods will work better in different contexts depending, for example, on the age of the children and how teaching and learning is organised in the school. You will need to take evidence beyond this to your weekly reviews, but this will give you a good starting point. Tutors will specifically be looking to see that you are using an appropriate variety of assessment methods when they come to visit you in school.

'Understanding Teaching' and 'Being the Teacher'
As you progress, and especially once you are reaching the 'Good' level in each placement then you can move towards using the school's planning format and/or your own (with agreement from your class mentor and your tutor). You will need to continue evaluating your practice thoroughly during and after every lesson. This can be recorded at this stage using the lesson evaluation form, assessment sheets and/or annotations on planning, but does not have to be written down for every lesson, just as teachers do. It should be significantly explored in your weekly reviews and it is important that you are reflecting constantly across sequences of lessons on the progress of the children so that issues are not ignored. If at any point your progress slows, or, for example in a particular subject area you feel less confident, then you should return to the initial lesson planning and evaluation format.

For further guidance on planning please see section 25, especially p103 onwards.

16.5 **eFolio**

This is an electronic portfolio which will build up across the year. You can access it on www.efolio.soton.ac.uk For further detail and guidance please see the eFolio folder on Blackboard. Your eFolio will include:
- Targets and training/actions undertaken to address these –see Blackboard Target-setting folder for further information
- Subject knowledge targets and action plans (see subject specific guidance)
- Weekly reviews using the relevant proforma (week A/week B):
  - o Lessons taught/co-taught
  - o Reflection (week A) or justification of evidence (week B)
  - o Review of targets including where relevant any training undertaken and how you are using this to improve your practice and children's learning
  - o New targets
  - o CM comments on strengths, progress towards targets and any issues or concerns
  - o Grading (fortnightly – week B)
  - o Focus Professional Development Activities/training for the following week

Professional tutors will look at and respond to weekly reviews for all trainees in the first few weeks of a placement and will then monitor and follow up as needed, depending on when visits are happening and individual trainees' needs.

16.6 **On placement - Weekly reviews**

These will follow a fortnightly cycle. To help you gain the most from these and to maximise your progress, before coming to your weekly review you should spend time preparing thoroughly so that reflections are already completed and ready to discuss with your mentor. Your reflections will bring together points from informal feedback, weekly observation, targets, lesson evaluations and assessment evidence. Exemplars are available on Blackboard in the Placements folder.

Week A: A professional discussion focusing principally on Pupil Progress
In this week you bring evidence of pupil progress (especially across sequences of lessons as the year progresses) and a written reflection looking at how the children have progressed. You should consider:
- Where is the evidence for this?
- What are the areas I need to look at now, especially in relation to any challenges, issues or concerns about the children's progress?
- How will I address them?
- What are the areas I need to look at now in relation to any vulnerable groups?
- How will I address them?
- How have I progressed in my teaching, particularly in relation to my targets?
- Where is the evidence for this?

Possible evidence to bring could include photos, examples of children's work, assessments completed, observational notes completed by you and/or TAs. Work referred to does not all have to be photocopied and included in files but the source should be clearly indicated in your reflections.

Agenda for the meeting
- Reviewing your reflection on pupil progress and the evidence you have brought to substantiate this;
- Reviewing your targets, next steps and what will help you progress towards these, e.g. observing the class mentor, meeting with another member of staff, working with a focus group of children, observing another teacher or TA, personal reading, revisiting notes from University or other training sessions;
- Considering further evidence and points arising from informal feedback and your weekly lesson observation;
- Reviewing the next steps in learning for the children and the best ways to help them towards these (referring back to your annotated planning);
- Discuss findings from PDAs completed over the last week and which ones will be looked at in the ensuing week;
- Setting new targets.

Week B: A professional discussion focusing principally on Trainee Progress
In this week you focus on reviewing your progress against the Teachers' Standards. This will of course also include some discussion of the children's progress because this is at the heart of effective teaching and learning and meeting the Standards. Before the meeting you should complete on eFolio:
- A review of the Standards (including Part 2) where you have made progress. This could refer to children's progress, teaching, training, PDAs etc. Each week B review you will probably be looking at about 4 to 6 Standards so that across the term/placement you should at least meet the expectations set out below. Note where evidence for the Standard can be found e.g. Maths books, PDA4, lesson plan (date)

In noting where evidence is to be found it is perfectly acceptable to refer to work completed in the children's books. This does not all have to be photocopied and collected. You are strongly encouraged to look at the exemplars on Blackboard.

| | School Direct | | University Led |
	Broadstone	Other alliances	
Autumn term	2 pieces per standard	2 pieces per standard	2 pieces per standard
Spring term	2 pieces per standard	2 pieces per standard, at least one in each standard from School 2.	1 piece per standard in School 1 and 1 piece per standard in School 2
Summer term	2 pieces per standard	2 pieces per standard	2 pieces per standard

Agenda for the meeting
- Reviewing your reflections against Standards so that the Class mentor can confirm that they agree;
- Reviewing your targets, next steps and what will help you progress towards these, e.g. observing the class mentor, meeting with another member of staff, working with a focus group of children, observing another teacher or TA, personal reading, revisiting notes from University or other training sessions;
- Considering further evidence and points arising from informal feedback and your weekly lesson observation;
- Reviewing the Tracker - You should look at the Tracker before the meeting and consider which further elements you are now achieving. These can be highlighted once agreed with your Class Mentor;
- Discuss findings from PDAs completed over the last week and which ones will be looked at in the ensuing week.
- Based on all the evidence, the Class Mentor will then give the trainee an overall grade indicating the level at which he or she is currently meeting the Teachers' Standards and this should be entered in eFolio before the weekly review is signed off by the CM.

For further guidance on weekly reviews please see section 25, especially p106 onwards.

16.7   Subject knowledge

Strong subject knowledge is fundamental to effective teaching. You will partly demonstrate your subject knowledge in your teaching and should research it wherever necessary. You will also show it by completing the subject knowledge audits, targets and action plans for English, Maths, Science and Computing (i-surveys and eFolio). For Foundation subjects trainees should at least know where to research the relevant subject knowledge when needed and will demonstrate this in their planning, teaching and assessment.

You will complete subject knowledge audits in English, Maths, Science and Computing in September. For any areas where you do not achieve 80% you need to complete subject knowledge targets with action plans, outlining how you will address the specific area. You will complete a second audit in February. By this stage you should be achieving at least 80% in all areas of the audit. If there are any remaining areas of need the relevant subject lead tutor will discuss this with you and if need be arrange a further audit later in the year. Audit results are submitted through i-survey and targets/action plans are completed on eFolio.

16.8   i-surveys

You will use i-surveys on www.isurvey.soton.ac.uk at several points through the year to submit key data for example in relation to subject knowledge audits. Three times through the year you will complete 'Preparedness to Teach' surveys, which ask you a series of questions to help you evaluate areas where you are more confident, and identify areas that

need to be addressed. It will help inform your targets and training plan. You do <u>not</u> have to print out copies of these, but may wish to for your own records. You are not required to put evidence of these in your files as the records are held electronically. If you do print out you are advised to look carefully at the pagination to avoid using several sheets of paper.

When completing any i-survey please note that it is important to get right to the end and click on the Finish button so that your results are readily downloadable. Failing to do this may mean that you are asked to complete the survey again.

16.9   Turnitin

Your assignments are submitted through Turnitin and your tutors add detailed feedback which will become visible to you on the specified date (see course organisation chart). There is no requirement to print any of this out, but please bear in mind that you will not retain access to this once you have completed the course.

16.10   Monitoring your progress

Through regular contact with your Professional Tutor, your weekly review meetings and assignment feedback, you should be aware across the year of how you are progressing. Tutors will complete a form whenever they visit you in school outlining any key points for action. If at any point there is concern that you are not making appropriate progress this will be discussed with you. Sometimes this can be quickly addressed through the usual target-setting process. Where the concern is more significant we will put in place a Progress Alert, and, if it is serious, a Cause for Concern (see p51). Both of these involve meeting specific targets within a short timespan to ensure you are back on track to at least meet the minimum expectations (see p. 110).

17 Professional Tutors and Subject tutors

Your Professional Tutor is the person who will oversee your progress across the year. S/he will visit you in school, meet with you in tutorials, be the first marker for your assignments and write your reference. Most trainees have three visits across the year as set out below, but additional visits can be made because of particular needs raised by the school or trainee. If the Professional Tutor, Class Mentor and Professional Mentor (where available) have every confidence in your teaching and professional development, the third visit may not be necessary.

	School Direct	University Led General and Maths
Visit 1	October/early November	November
Visit 2	During your second school placement	March (start of School 2)
Visit 3	April/May	May

Please do not assume that an additional visit always means that you are not progressing well; sometimes schools will request this to support a newer mentor, or to help with a particular point.

When your tutor visits please make sure you have all your files with you. S/he will usually:
- Observe you teach (usually for a full lesson but it may sometimes be part of a lesson) alongside your class mentor;
- Discuss your progress with your class mentor, and for SD your professional mentor;
- Give you feedback on your lesson;
- Look at a pupil progress example from a recent weekly review;
- Discuss the Tracker, targets, training and PDA progress;
- Check current assessment and planning file;

- Discuss your progress with Assignments;
- Once you have started completing the Preparedness to Teach survey, discuss the results of this, any needs identified and how these will be addressed.
- Discuss any other points as needed.

Your Professional Tutor will also see you in tutorials, often working as a group. Here you will receive additional assignment support and consider key issues emerging in your practice. You can also make an appointment to see your Professional Tutor individually.

If you have any queries you should generally contact your Professional Tutor in the first instance.

Subject tutors oversee your progress in particular subject areas, including monitoring your subject knowledge. You are welcome to approach them with specific subject related queries.

18 Mentor training and support

Across the partnership we have many excellent mentors who provide invaluable support, guidance and advice to the trainee teachers they are working with. The main source of ongoing support for mentors is the partnership website www.pgce.soton.ac.uk/primarypartnership which includes all the forms needed and online copies of key documents such as the mentor handbook and briefing slides. Mentors who have signed up for it receive regular updates via email. All mentors are invited to our mentor conferences, usually held annually.

For UL trainees a mentor briefing session is held prior to each placement, including an opportunity for the trainee and mentor to meet. New mentors have an additional training session earlier on the same afternoon. Where there is demand we hold mentor briefings regionally. We also hold a mentor networking and training afternoon part way through each placement which all mentors are strongly advised to attend. Details are sent out with the placement forms in April of the preceding academic year.

For SD, mentor training is arranged by each lead school with University involvement as appropriate.

19 Reflective practice

Teaching is a reflective practice. The demands of the profession makes teaching a complex and highly skilled activity in which professional expertise must be developed and maintained; a process supported through reflection. Throughout the programme, you will be constantly asked to reflect upon your own practice so that you are able to make the improvements necessary to show that you are meeting the Teachers' Standards and progressing. The majority of your reflections will centre around your performance as a teacher whilst on School Based Training. However, you will also be asked to reflect upon other things such as your readings and observations that you make of other professionals.

When you reflect upon your own performance it is important to recognise the things that went well as well as those that didn't, but the best reflections go much deeper than merely stating the good and the not so good. When reflecting on you own practice, consider the following:
- The difference between the things that went well and the things that didn't;
- Any commonality within the things that went well and those that didn't;

- Any praise and advice which you have been given and how you will act upon this in the future;
- Your beliefs and attitudes and the impact these may have had on your practice.

When you reflect critically upon a reading, such as a journal article or a book chapter, you should consider the following:
- What you have learnt from reading the article;
- The relevance of the article to what you are investigating;
- Whether you agreed or disagreed (or both) with the reading;
- The ways in which the reading supports or refutes (or both) your own experiences in school and the content of the university sessions in which you participated;
- The impact the reading has had in influencing your thoughts about the topic;
- The impact the reading will have upon your practice. What will you do differently to improve the quality of your teaching in light of the reading?

20 The resilient teacher

Teaching is a very demanding, but also rewarding profession and we hope we are training you for a long and successful career. Several factors will contribute to this including managing your time, remembering to celebrate your progress and successes, and looking after yourself. It is also about being able to manage and move forward in the more challenging times. As part of induction we will introduce you to the diagram on p71, taken from Mansfield, C., Beltman, S., Price, A. & McConney, A. *(2012)* '"Don't sweat the small stuff". Understanding Teacher Resilience at the Chalkface.' *Teaching and Teacher Education* 28 (3): 357-367. We encourage you to consider carefully which of these elements come more readily to you and which you will need to work on.
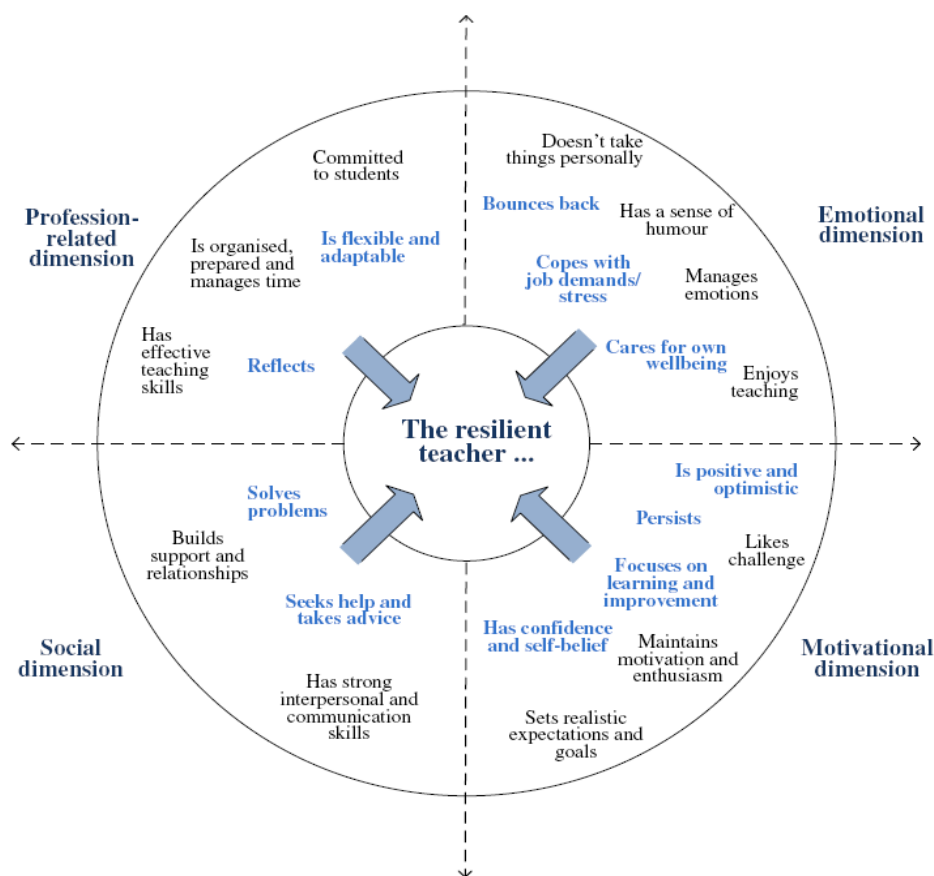
Fig. 1. A four dimensional framework of teacher resilience.

21 Additional Opportunities

There are a number of optional opportunities to personalise your training and extend your experience of teaching & learning across the year. These can help make your application stand out when you are looking for jobs, assist you with areas where you are less strong, and enable you to build up additional expertise in areas where you might specialise later on. Some options carry external certification and incur a charge, but many are run in-house and are free. We are very grateful to members of the partnership, from schools and other organisations, who support the course by providing these opportunities. If trainees have a relevant area of expertise that they would like to share with others we would be delighted to add them to the programme. Extra opportunities are often offered through the year and you need to keep a close eye on Blackboard announcements and the Additional Opportunities folder for further details. All trainees are encouraged to opt for at least one additional opportunity. The opportunities offered may include:

English
- Children's literature certificate
- Drama
- Storytelling into writing certificate
- Phonics subject knowledge
- Grammar subject knowledge

Maths
- Progression in Mathematics
- Maths lesson planning

Science
- Outdoor Learning
- Minibeasts

Art
- Skills sessions and Art certificate

Computing
- e-safety certificate

Music
- Enhancing subject knowledge and lesson planning

PE
- Football certificate
- Gymnastics certificate

PSHE
- PSHE association certificate

The most substantial Additional Opportunity offered on the course is the trip to Kenya. You will be emailed with details of the meetings being held near the start of the course to tell you more about this.

22 Employment and applying for jobs

We have very high rates of employment in recent years for our graduates with many gaining employment in their placement and other partnership schools.

For UL there is an optional session in December for those who may be applying early for jobs, a session for all on applying for jobs in February followed by a jobs fair attended by local schools and an optional session later in the year. Study times have specifically been arranged after the jobs fair so that you can arrange visits to schools attending that you are interested in applying to. Additionally your PT can help and advise you, especially with your personal statement.

Many SDs are employed by their school or their alliance, so any guidance on applying for jobs is offered by alliances and their base school in the first instance. SDs are also invited to the optional session later in the year. Your PT can help and advise, especially with your personal statement but your professional mentor and/or anyone else advised by your base school or lead school will probably be the first person to approach.

For all trainees there is a folder on Blackboard with important information about applying for jobs, including what you should put on the application form for your University reference. It is important to follow this guidance carefully to ensure that your reference is dealt with as speedily as possible.

23 Quality Assurance of the Primary PGCE

The University is committed to placing students at the heart of its education mission. We welcome constructive feedback at any stage on any aspect of the course, and encourage you to voice any concerns, should they arise, sooner rather than later so we can act wherever possible to improve matters for you, other trainees and subsequent cohorts. Equally we hope you will find much to celebrate within the course and it is also helpful to hear about this. As well as the formal procedures outlined below, we encourage you to talk with us; Subject lead tutors, Professional Tutors, the Programme Director and Associate Programme Director will always be interested to hear about relevant points. School Direct trainees' first point of contact should be their lead school.

Equally we recognise the invaluable part played by everyone in partnership schools and other partners so feedback and suggestions from all involved are welcomed. The following sections outline ways in which different stakeholders contribute to the overall picture and shows how judgements are moderated.

23.1   Preparedness to Teach surveys

These fulfil several functions; they enable you to see how you are progressing in certain key elements of the course and to target areas as necessary. They help us monitor your progress and identify any group or cohort needs. Finally they help us evaluate the provision and make any adjustments as necessary. You will complete them three times across the year and details will be emailed to you about a week before each deadline.

23.2   Evaluations

At the end of the course you will be asked to complete an evaluation. Further details will be given nearer the time.

23.3   Student Staff Liaison Committee (SSLC)

The SSLC is made up of two trainees from each teaching group who are elected by their peers. The role of the SSLC is to gather the views and comments of all trainees who attend a particular programme and to feed back those views and comments at SSLC meetings.

SSLC meetings occur at least 4 times every year and are held at the University, usually during lunch-time (see p33). At the end of the year SSLC members are asked to meet with the External Examiners.

23.4 Partnership involvement

We work closely with our partnership schools and other organisations to develop the quality and relevance of the course in a range of ways including:

- Involvement of consultant heads and deputies on the Programme Improvement Board;
- Discussions with CMs in school, at briefings and at training events;
- Contributions by teachers from partnership schools to lectures and seminars;
- Involvement by tutors in teaching school alliances and schools in various ways;
- Focus days and other training hosted by schools;
- Close liaison with local NQTs and NQT programmes;
- Additional opportunities hosted by schools and/or offered by staff from schools;

23.5 External Examiners

Like all University programmes the course is moderated by External Examiners who visit at various points through the year. Trainees and schools who are asked to meet with them or be observed will be given at least 2 days' notice and usually at least a week.

23.6 Ofsted

As with schools, ITE courses are subject to Ofsted inspections. Should this happen during the year we will inform trainee teachers and schools of all arrangements by email.

23.7 Moderating judgements

Judgements both of teaching and assignments are moderated through a number of processes:

- Professional Tutors make a minimum of three visits to all trainee teachers in school and the vast majority of these involve joint observations with class mentors. These visits also involve reviews of evidence which will feed into review statements.
- Through eFolio, tutors can review trainee teachers' progress and evidence. Where necessary this will be discussed with the Programme Director and/or the team.
- School review statements are agreed and signed by the class mentor and at least one senior member of staff (usually the headteacher).
- Professional Tutors agree review statements for all trainees with class mentors and sign them. This follows discussion of evidence and judgements within the tutor team.
- Mentors are encouraged wherever possible to carry out joint observations and discussions within and between schools.
- School Direct trainees have moderating visits from their alliance.
- Mentor training includes opportunities to discuss and compare judgements of trainees.
- Professional Tutor judgements are moderated by joint visits with the Programme Director.
- Assignment judgements within the programme are moderated following University regulations. All Professional Tutors also mark on other programmes.
- External examiners review assignment grades and teaching grades on their visits. Professional Tutors will often carry out joint observations with them.
- Several tutors are external examiners at other institutions and are involved with school judgements in other ways, for example as governors.
- We work closely with local NQT programmes and NQTs to gain feedback and pick up any grading issues.

24 Assignments

Lead tutor: Alex Woodgate-Jones
NB There is also important information relating to assignments in sections 5.7, 5.8, 5.9, 0 and 11.5 of this handbook.

24.1 An introduction to studying at Masters level

The PGCE programme at the University of Southampton is accredited at Masters (M) level. This means that its academic level is equivalent to level 6 of the National Qualifications Framework (your Honours degree equates to level 5, or H level). Although it does not in itself provide you with a Masters degree, successful completion confers up to 30 ECTS (60 CATS) points at M level which can be used towards a full Masters degree at Southampton or another institution, shortening your course of study.

Although we encourage all PGCE students to continue with their studies, we appreciate that not everyone will wish to do so. However, we believe that the M level element which is integrated within our PGCE programme and explicitly articulated through our M level assignment structure will significantly benefit your professional development, regardless of whether you take your academic studies further. In June 2007, a UCET[2] report on research evidence into the impact of relevant Masters level study on teaching noted the following advantages, which are unlikely to have changed in subsequent years:

- Encourages teachers to follow a critical, reflective, inspirational and innovative approach and to take risks in the context of their schools
- Provides teachers with skills to evaluate the impact on classroom performance of different teaching strategies and models of professional learning
- Develops teachers' problem solving and research skills
- Fosters sustained engagement of teachers with their continuing professional development
- Helps teachers identify connections between education policy, research findings and classroom practice
- Helps develop a professional community that shares, discusses and adapts new ideas and approaches
- Helps teachers support pupils in different contexts and in partnership with a range of different professional groups

In accordance, at Southampton, we believe that our M level PGCE will not only prepare you as a beginning teacher, but will prepare you to continue to develop throughout your career, and to respond effectively to the many changes you will experience in education over the years. The level of critical thinking required permeates throughout your programme, enabling you to develop strong links and relationships between theory, research and practice in both schools and University, and will contribute strongly towards your development as an excellent teacher.

There are two possible outcomes for students at the end of the PGCE year: a Postgraduate Certificate in Education (Masters (M) level pass) or a Professional Graduate Certificate in Education (Professional (H) level pass). The award you are given depends on whether you meet M level academic requirements in *all three* of our three assessed M level modules. Each assignment carries 10 ECTS points (a full Masters degree being 90 ECTS points).

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[2] Universities Council for the Education of Teachers (UCET)

Our expectation is that all Southampton PGCE students are capable of achieving a postgraduate PGCE award, and you are accepted for the programme on this basis; we do not offer a choice of academic pathway. The assignments are an integral element of the programme, and must be completed by all students in order to qualify with QTS. If you achieve a Professional Graduate Certificate, you are in no way disadvantaged as a beginning teacher, and may equally choose to complete a Masters degree, the only difference being that you do not have the M level credits on exit. However, we encourage all to aspire to the Postgraduate award, and to resubmit work where necessary in order to do so.

24.2 Your M level assignments: overview and rationale

You have three assignments, each worth 10 ECTS points, as summarised below, each representing one module. In each case, the *practical learning activity* will contribute significantly to your professional development, and will provide evidence of achievement in relation to the Teachers' Standards. Meanwhile, the *assessed outcome* will enable you to demonstrate academic achievement against the Masters level Typical Performance Indicators (see p. 95). The table below summarises the three assignments; more detail is provided later in this handbook.

Focus area	Nature of assessed outcome	Timing
How the school seeks to bring about effective learning and progress for all children *Focus: pedagogy and practice at school and class level, understanding of theoretical perspective*	Reflective essay supported by observational evidence	Autumn 2017
Supporting an individual child's learning (reading or mathematics) *Focus: pedagogy and practice with an individual child*	Reflective and evaluative report, supported by assessment evidence	Autumn 2017 - Spring 2018
Design and implementation of a teaching and learning project *Focus: pedagogy and practice with whole class*	Oral presentation supported by assessment evidence	Spring 2018 - Summer 2018

24.3 Rationale: pedagogy, practice and reflection

Most of your work on your assignments will take place during placement – not only the practical elements, but at least some of the reading and writing that will be required.

The overarching aim of our M level modules is to blend pedagogy with practice and educational policy as encountered in schools. They should help to structure your learning experience to enable you to observe and reflect, and teach and reflect, while increasingly asking the crucial question: *what impact am I as teacher having on the learning of these children?* You will also need to develop your critical thinking beyond personal opinion, in two ways. Firstly, you will need to consider the practices discussed in relation to published research and theoretical perspectives – not merely as an academic exercise, but to extend the horizons of your own thinking and experience so that you are informed by the thinking and findings of others. Essentially, you are discussing the questions *why might doing X in this way be a good idea? Why might I have reason to expect it to be effective?* Secondly, you will be developing your ability to assess children's learning throughout the PGCE year, and two of the assignments will help you to refine your assessment strategies and ask: *How can I find out whether my teaching is effective? What does effective mean in this context? What fair conclusions can I draw based on the assessment evidence I have?* Your assignments are therefore directly relevant to both your own professional development and the learning of the children you are teaching during your PGCE year.

The ability to reflect critically and constructively on your teaching and children's learning has long been recognised as central to effective teacher development (e.g. Pollard and Tann 1993; Schön, 1983); not only do you make decisions after the event about what to do next and how to do it, but you are also continually making 'on-the-spot' decisions in the midst of your interactions with children which will have an immediate, short-term impact in a highly complex environment. The terms *reflective practice* and *reflective action* (Pollard and Tann 1993) refer to the process in which your active awareness of making such decisions affects the way you will make decisions in the future. Reflective practice is thus a cyclic activity dependent on critical self-evaluation, which develops the impact of short-term decision-making into longer-term understanding and influence. Pollard and Tann (1993, pp.9-10) identify six features which characterise reflective practice in the primary school classroom, noting that reflective teaching:

- implies an active concern with aims and consequences, as well as technical efficiency;
- is applied in a cyclic or spiralling process, in which teachers monitor, evaluate and revise their own practice continuously;
- requires competence in methods of classroom enquiry, to support the development of teaching competence;
- requires attitudes of open-mindedness, responsibility and wholeheartedness;
- is based on teacher judgment, which is informed partly by self-reflection but also partly by insights from educational disciplines;
- enhances professional learning and personal fulfilment most powerfully when supported by collaboration and dialogue with colleagues.

Reflective teaching, therefore, is an essential feature of good classroom practice, and will help you succeed as an excellent trainee teacher, and continue to develop throughout your career. It will help you move far beyond the 'if it works, use it' way of thinking to consider the deeper and more significant implications of your practice. For example, giving Charlie sought-after classroom responsibilities may encourage him to comply with behaviour expectations, but what are Charlie and the others learning about how the classroom works? When you 'differentiate' your questions for 'less able' children, with the good intention of enabling them to answer successfully, might you actually be denying them opportunities to learn? When you keep stopping a child's individual reading to help him apply specific strategies correctly, what are the implications for his sense of self as a reader, and his developing understanding of what reading means? These are commonplace scenarios, with no easy right answer, all of which, without reflection, can quickly become routine – but should help you begin to understand some of the complexities of the classroom, and the less obvious implications of the choices that you as teacher will make, including their moral and ethical dimensions.

Additionally, it is easy to take the practices of the school and class in which you are working for granted as 'the way it's done here' – or simply 'the way it's done', particularly where school practices are similar to those you remember yourself from your schooldays – such as 'times tables', 'the spelling test', 'practice for SATs', 'ability groups', 'playtime', 'golden time'. While it is obviously very important that you actively fit into the role expected of you in your host school, as a critically reflective trainee you will be asking questions all the time: *why this way? what are the implications for different children? what are the alternatives? what does this approach tell me about the school or teacher's view of teaching and learning?* We hope you will be able to discuss school practices with colleagues, and reach a deeper understanding of why the school works as it does, but remind you that all such discussions need to be framed very professionally so there is no sense that you are criticising school practices, merely interested in them. Ultimately, if you merely accept the 'status quo' for any aspect of classroom life without considering the social, political, moral

and ethical impacts of your teaching behaviours, you may be denying the children you are teaching the best opportunities for successful learning.

Your three assignments provide structured opportunities for you to observe and reflect critically on school practices and your own educational decision making in practice. However, we hope that reflection on pedagogy and practice will quickly become an integral element of the way you work as an excellent beginning teacher.

24.4 Developing Masters level knowledge and skills

The M level modules (assignments) will enable you to develop your skills and knowledge in various ways which will help you if you do continue with Masters study, and will inform your thinking about practice even if you do not. These will include:

- What it means to think, read and write at M level;
- The relationship between theory, evidence and practice;
- A basic introduction to the principles of research methods and methodology;
- The conventions of academic writing.

24.5 University-school integration

Your assignments are fully integrated within your school placements, and have been timetabled accordingly across the year. Most data collection will take place during your normal class teaching activity, and assessment is also a core part of your teaching role, so you should not consider this as additional to your practical teaching. However, you will also need to engage in the related reading, writing and thinking on placement, so we will explain to your school mentors that you need dedicated time out of the classroom during the school day for study purposes. We recommend that you negotiate a specific timetable for assignment study. It is *essential* that you discuss your plans for each assignment with your school mentor, who must approve your intentions as appropriate, before you begin the project; your mentor may also help you with organisational arrangements. You are encouraged to take colleagues' views into account in your thinking, and may include references to your professional conversations as evidence, as long as the source is acknowledged.

24.6 Assignment key dates

Please note these are final deadlines. With the exception of Assignment 3 where you will be given a specific date and time to present, you can submit any of the other elements and assignments ahead of the deadline.

Draft 400 words submitted: Mon 20 Nov: 1600 (before this date if completed)
Assignment 1 submission: Fri 5 Jan 2018: 1600
Assignment 1 feedback: Fri 2 Feb 2018: 1600
Assignment 2 submission: Wed 21 Feb 2018: 1600
Assignment 2 feedback: Wed 21 Mar: 2018 1600
Resubmission A1 & A2:   Wed 18 Apr: 1600
Resubmission A1 & A2: feedback   Wed 16 May: 1600
Assignment 3 proposal: Mon 16 Apr 2018: 1600
Assignment 3 presentation   Tues 5 June, Wed 6 June or Thurs 7June 2018
Assignment 3 feedback: Weds 13 June 2018: 1600
Assignment 3 resubmissions   Fri 22 June 2018 time tbc

24.7 Assignment 1

(due date Friday 5th January 2018 1600)

REFLECTING ON A SPECIFIC AREA OF CHILDREN'S PROGRESS AND LEARNING IN THE CLASSROOM AND RELATING THIS TO LITERATURE AND RESEARCH

Focus on one specific area of learning to examine in detail, making good use of recent research and policy literature, and drawing on appropriate theoretical perspectives. Use your reading to reflect critically on your observations and experiences of classroom life during your first placement, with attention to how the school seeks to bring about effective learning and progress for all children. You should illustrate your account with carefully selected examples.

Some examples: teacher-pupil interaction; development of children's thinking; child-initiated learning; independent learning; lesson structuring; assessment practices; dialogic talk; questioning approaches; experience-based learning; pupil groupings; relationships with parents and wider community; talk for learning; the physical or social environment; learning outside the classroom; use of digital technologies; etc.

This first assignment calls for you to engage with a good range of research and theoretical literature, but is situated in the context of your early impressions, observations and experiences of school life in the Autumn term, along with your professional conversations with colleagues. It provides a structure for professional reflection, enabling you to select an aspect of interest and relate your reading critically to your first-hand learning. Being 'critical' in this context is not about identifying problems, but refers to making links, seeing relationships and noting divergences, asking questions. Read the brief above carefully to ensure *all* elements are included in your work.

You must discuss your assignment intentions with your class mentor and professional tutor, and ensure that they are satisfied that your approach is appropriate and professional. As the evidence is observation-based, you should avoid formal 'interviews' (although it is acceptable to refer to conversations you have had in the course of your placement).

You should go about this assignment with sensitivity, and do nothing that might be construed as unprofessional, For example, you are encouraged to discuss practices with school colleagues, but should take care not to intrude overly on their time, and should acknowledge their contributions. You should also be very careful not to be perceived to be criticising any school practices, but rather discussing them in a professional manner. All identifying names must be anonymised.

What your work needs to include

You will submit a **written assignment of maximum length 4000 words**. It should include the following (not intended as section headings, more as a list of ingredients):

- An introduction introducing the context, justifying the central focus and outlining the structure of your work
- Headed sections which spotlight the specific focus area and follow a logical and cohesive sequence
- An account of school or class practice which is supported in the text by anonymised observational evidence – not just described, but carefully analysed to identify the principles underpinning practice. You will also need to consider practice in other year groups to identify how progression is encouraged.
- A critical discussion of that practice in relation to relevant literature in the areas of published research, theory and policy

- A concluding section, pulling together your findings and outlining clearly the impact your reflections will have on your own professional development
- At appropriate points, references to the Teachers' Standards.

Before writing your assignment you are expected to send a draft overview to your professional tutor so s/he can check that your work is likely to have a coherent and well-structured argument. You will also be expected to include a few example sentences which include a direct quote, an indirect quote and a few additional references to literature. This is to make sure that you understand the Harvard style of referencing which may be different to the one you have used previously.

You need to email this to your Professional Tutor by Mon 20 Nov 1600 (or before this date if completed) in order for us to provide any additional support that is needed. Your Professional Tutor may advise you on other assignment related matters if they are apparent from this section. As with all assignments you can discuss points with your Professional Tutor as set out on p 87 onwards.

Assessment guidelines

In accordance with Masters Typical Performance Indicators (see p. 95), you should demonstrate the ability:

- to justify your choice of focus area
- to read to a suitably broad level (theory, research, policy, professional literature), identifying and summarizing relevant elements in relation to your reflections
- to relate research and/or theory to practice
- to structure your reflections coherently and cohesively in writing
- to support your views with evidence drawn from published research findings and your own observations
- to draw reasoned conclusions based on your reflections, including implications for the development of your own teaching

Guidance relating to academic reading and writing

See p 85 of this Handbook, along with relevant chapters in your core text *Learning and Teaching at M Level* (Bryan, Carpenter and Hoult 2010). You will also find some starter sources on Blackboard.   Additionally, here are some useful (minor) tips for your first assignment (and those that follow) based on tutors' experience:

- provide a title that 'grabs' the reader
- make it clear at the start what you aim to achieve, and how you intend to get there
- think up interesting section headings that help you to move on your argument (but best to avoid questions)
- avoid, or explain clearly, educational jargon – terms like 'traffic lights', 'up-levelling', 'golden time', 'sub-levels' and so on
- use gender-neutral language
- remember to anonymise *all* identifying names (children, colleagues, school)
- when referring to educational theory, don't just name-drop: discuss your observations in relation to that theory, giving enough detail to demonstrate that you understand accurately what you are writing about
- be aware that Vygotsky did not coin the term 'scaffolding'!
- where you are referring to research studies, provide some evidence of findings and the nature of the research – for example, what did the researchers find out? What methods did they use? How applicable is that research to your own discussion, and why?
- it would make sense to refer to the National Curriculum, if it relates to your focus, or other recent policy statements – remember that the National Strategies are now

obsolete (you can still refer to them, but make sure you show you know that policy is now quite different!)

- write formally – better to avoid contractions like 'don't'
- check accurate use of apostrophes and commas, in particular – if unsure, find out!
- beware the 'comma splice' (where a comma is used to 'join' two sentences instead of a full stop or connective)
- check spellings of words you know you confuse - 'practice' (noun)/, 'practise' (verb) tend to be particularly problematic (and spellchecker doesn't always help)

24.8 Assignment 2

(due date Wednesday 21ˢᵗ February 2018 1600)

EVALUATING INDIVIDUAL LEARNING

Plan to carry out a one-to-one teaching activity with one child, on a daily or near-daily basis over a period of at least four weeks. Focus on a specific area of English/literacy or mathematics, and use assessment evidence to write a report in which you evaluate critically the impact of your intervention, setting this in the context of current research, theory and policy.

This assignment has been designed to develop out of your 'Reading Buddy' or 'Maths Mate' Professional Development Activity: one-to-one work with a child on a near-daily basis. The purpose is to help you explore progress and development in these key areas in some detail; this will be explained more fully in University sessions in October. There is no limit placed on your work with the child, but four weeks of near-daily sessions, each lasting about 10-20 minutes, is an absolute minimum if you are to assess progress over time.

Although the assignment is not due in until Spring half term, you need to plan carefully when you are going to carry out this work and are strongly encouraged to start in the Autumn term; if you are going to a second placement school in January (applies to most School Direct trainees), and prefer to carry it out there, make sure you start promptly. You need to *begin your own reading earlier*, to inform your teaching and reflection.

As you work with the individual child or children, you should keep a log of your activity and observations, and collect assessment evidence in a systematic manner; 'before' and 'after' assessments will be valuable, but evidence of progress along the way, including notes of any 'critical incidents', will also be important. You will be given specific assignment guidance in University in December, and then need to translate your learning from the Professional Development Activity into an academic assignment, as below.

Your will need to follow all guidance given on ethical practice and as a minimum, your mentor must agree your plan is appropriate for the learner. You must state in the assignment that your mentor has agreed that your intervention can go ahead.

What your work needs to include

You will submit a written report of maximum length 3000 words, with a corpus of evidence presented as an *annotated* appendix (equivalent to 1000 words for assessment purposes – no limit on actual word count, but no more than 12 sides of A4). It should include the following (not intended as section headings):

- An account of the child's current abilities and weaknesses in the target area (based on discussion with Class Teacher and existing assessment records) (approx. 250 words)

- A summary of your initial plan with a clear statement of purpose (learning objective) and details of assessment methods to be used (approx. 500 words – could be a diagram)
- A short paragraph relating to ethics: you should indicate how you are addressing any potential ethical issues, but also how your intervention is actively intended to do good
- At appropriate points, discussion of your intervention in relation to research, theory, policy – see notes below
- A critically reflective commentary on the activity, including what you did, pupil responses and your assessment evidence, with reference to the appendices; to include a brief section on the limitations of your approach
- At appropriate points, references to the Teachers' Standards
- Introductory and concluding sections to set the scene, summarise outcomes and consider impact on your future practice. You should include a short paragraph on how you will continue to cater for the child's particular needs in your ongoing teaching of the class
- Appendices: *e.g. general profile of the child and sense of him/himself as a learner, teaching schedule/plan, samples of materials used, your assessment evidence with annotations evidencing what the child can do and can't do yet, any formal assessment records that are appropriate (eg phonics checklist, miscue analyses, record formats used by school).* There is no word count limit. See notes below.

Assessment guidelines

In accordance with Master Typical Performance Indicators, you should demonstrate the ability:

- to set out a reasoned case for undertaking your project and planning it as you have chosen
- to read to a suitably broad level (theory, research, policy, professional literature), identifying and summarizing relevant points
- to relate research and/or theory to practice
- to structure your argument coherently and cohesively in writing
- to collect, analyse and interpret data as appropriate to your particular project
- to draw reasoned conclusions based on evaluation of your findings, including implications for the development of your own teaching

The role of academic reading

Although this assignment is rooted in an issue from practice, your intervention must be soundly based on an analysis of the child's needs and a strategic plan which might be reasonably predicted to bring about positive outcomes. To provide such a principled plan, you must consult <u>academic sources relating to theoretical perspectives</u> on early literacy or mathematics, and research in this area, although obviously you must also take into account the child's own interests and preferences. DfE publications and policy will be of relevance, but often serve more as guidance for practice than as research in their own right – you need to look further in books and journals. You are expected to use literature to:

- inform your intervention
- discuss your findings
- comment critically on the effectiveness of your intervention and how, with informed hindsight, you might have done it differently

It is important that you begin reading before your intervention starts, so that you can design it from an informed basis.   In the words of one of last year's students:

> *In hindsight, (and despite the university's encouragement!) I wished that I had read more, earlier on, for assignment 2. This would have helped me develop my reading buddy further by giving me extra theory and research to try out.*

Some starter sources are linked or recommended via Blackboard/Assignments; you have been asked to acquire certain core texts; and tutors may provide additional guidance during sessions.

The role of appendices

The appendix provides supplementary evidence to support what you say in the main text. It is not in itself part of your argument. You should include as much as you reasonably need to support your account, within the 12-side rule, but keep it concise, with the determining principle one of relevance: if you don't need it, leave it out. You must therefore select carefully. <u>All appendix material must be referenced in the body of the report, and should be appropriately annotated to make it clear why it is included.</u> Note: it is expected that each appendix page (i.e. 1-12) will normally contain one piece of evidence.

If your evidence is in hard copy, you need to incorporate it digitally within your assignment, either by scanning or including a digital image.

24.9 Assignment 3

(due date Tues 5June, Wed 6 June or Thurs 7 June 2018 – you will be advised nearer the time)

EXPLORING A PEDAGOGIC APPROACH

Plan, implement and evaluate, within the parameters of your day-to-day teaching, a teaching approach or method that you have not used previously to any great extent. This project should be developed out of your research/theoretical reading and observation/ experience in schools to date. In order to evaluate its effectiveness, you should plan how to collect and analyse assessment data in a systematic and rigorous fashion, so that you can interpret your findings fairly and critically. This assignment takes the form of a research report to be presented orally to a group of peers.

This assignment gives you an opportunity to follow your own professional interests, or develop an area of practice in which you wish to improve, and to evaluate its effectiveness in terms of pupil learning. It therefore offers scope to develop your professional and academic skills concurrently through an empirical investigation, and to develop your understanding of education research from the inside. You will develop your skills in using an oral presentation format, and share knowledge with other students.

This assignment needs to be **planned before Easter** for implementation after Easter. *You must present a basic plan to your class mentor and gain his/her agreement that your basic plan is appropriate and manageable. You must then email the plan to your professional tutor by Monday 16th April to check and countersign as ethically permissible.* You should then state in the assignment that your mentor has agreed that your project can go ahead.

What your work needs to include

The assignment will be assessed via **a 15 minute (maximum) oral presentation**, supported by slides and evidence, in June 2017. It is assessed as equivalent to a 4000 word written assignment.

- **up to 15 slides**, including a title slide and a slide with key references

a **handout** of your slides (6 to a page) copied for marking tutors

In a short time span, you need to present a clear overview of your project, with a well-explained, research-informed rationale, and comprehensive account of your findings and what they signify. In so doing, you should demonstrate how you have collected and analysed the data (assessment evidence), showing your appreciation of the scope and limitations of your data; and identify the implications for your future practice (impact).

Assessment guidelines

In accordance with Masters Typical Performance Indicators, you should demonstrate the ability:

- to set out a reasoned case for undertaking your project and planning it in the way you have chosen
- to read to a suitably broad level (theory, research, policy, professional literature), identifying and summarizing relevant elements for your argument
- to relate research and/or theory to practice
- to collect, analyse and interpret data as appropriate to your particular project
- to draw reasoned conclusions based on a critical interpretation and evaluation of your findings, including implications for the development of your own teaching
- to structure an oral argument coherently and cohesively
- to present your project orally to an audience

Practical and ethical guidance for assignment 3

TALK ASAP to your Class Mentor about your project. It's your project, but you can only carry it out by agreement, and your Class Mentor may have some good ideas to help you decide. Start reading and thinking and thinking in good time, so you can start planning well before Easter.

LIMIT YOUR AMBITIONS. This is a very small-scale project, and if you try to increase its complexity you are likely to create problems for yourself. *Keep it small* – ideally based on only 1-3 lessons, or limited to a 1-2 week period. Leave yourself at least 2 weeks as contingency time.

READ! It remains crucial that your project intersects well with the existing research literature. Trawl the journals, and if there is little in the area, either (a) change focus, or (b) acknowledge that fact and find other relevant literature you can adapt to your needs. Remember the theoretical sources you consulted for earlier assignments (we hope!) – identify a more theoretical perspective you can use. Finally – check current policy, for help in establishing a context.

READ a little about research method. Use your core text, but also consult methodological books in the library about quantitative and qualitative approaches to data collection. *AVOID audio-recording or video-recording children's work* UNLESS you have explicit permission from the school (in writing, to be submitted to your Professional Tutor with your plan) on the basis that this is a reasonable and normal approach used by the school for collecting assessment evidence.

AVOID formal 'interviews'. If you wish to take children's views into account, create opportunities in the course of your teaching activity to talk to children about their learning, thoughts about the pedagogic approach you are trying out, etc, and capture these, probably through notes (but see above). Good teachers frequently 'interview' children in this way. If you wish to consult colleagues, by all means have professional conversations with them, and note their responses if they are agreeable.

QUESTIONNAIRES? Many schools use short surveys routinely as part of their evaluation procedures, for example to find out what children think of alterations to teaching approaches, or their views about topics being studied. If your class mentor agrees that your intentions fall in line with normal practice, then that is probably fine (check with your professional tutor when you submit your plan).

The role of data

You are evaluating a teaching approach, using assessment information (data), in the same way that academic researchers would. However, while such a 'researcher' might introduce data collection approaches that are not part of school practice, you as a trainee-teacher-researcher will be collecting the kind of data that is normally available to a teacher within the day-to-day job. However, such data could take various forms, and you will need to decide in advance what's appropriate for your study. For example:

- data relating to **outcomes**:
- quantitative (such as test results)
- qualitative (such as pieces of writing)
- data relating to **process** (such as observational notes about what children are doing at particular times – could be systematic; could be notes recording data regarding behaviours of certain individuals)

You will have 'raw data' – the actual information you collect – which you will need to analyse and make sense of (interpret) in order to form an informed opinion (evaluate). This will take place in different ways, depending on the nature of the data and your intentions, and you need to be able to justify both the nature of your data collection and its analysis and interpretation, considering questions such as these:

- How representative? Of whom? Does that matter?
- How valid? Do my data really tell me what I want to find out? How do I know?
- How reliable? Is it a fair test? Might factors outside my control influence the results? To what extent am I, as teacher, influencing the results?
- Is there any kind of bias at work? If so, how do I take this into account?

24.10 Studying and writing at Masters level

This section provides some further practical guidance which we hope you will find useful. Much additional information and some helpful links are available on Blackboard, and you are expected to use the guidance provided there.

Developing 'research skills'

All your assignments are situated within the context of your normal classroom work as a trainee teacher, and are based on reflection, assessment and evaluation, all normal parts of the teacher's role. As such, they fall outside the definition of 'research'. However, you will be utilising knowledge and skills that are on a continuum with those used by researchers, as in essence you are carrying out classroom-based enquiries. In the context of your assignment, these will include reading sources effectively; selecting and summarising; constructing a persuasive, well-reasoned piece of text; referencing a range of sources; making links between theory, policy and practice, and professional values; drawing conclusions based on evidence; critical thinking.

The ethical dimension of your work

Teaching, every bit as much as research, is intrinsically an ethical enterprise, and you must take every precaution to ensure that your actions bring about good for the participants and avoid any form of harm at all costs. Your assignments provide an opportunity for you to demonstrate that you are alert as to the ethical dimensions of your teaching, and you are therefore expected to include a brief section or paragraph in each assignment discussing the ethical precautions taken.

Children are 'vulnerable' individuals, and your enhanced disclosure is only the very first step in the process of ensuring children are safe in your care. Some of the questions you will need to consider as an ethical practitioner include:

- How will you ensure the school (head teacher, teacher) is satisfied that your plans are appropriate?
  - For assignments 1 and 2, you must consult with your class mentor and if considered necessary a senior member of staff; your professional tutor will also discuss your assignment with you and check that the school is happy with your intentions, and will intervene if any aspect is a matter of concern
  - *For assignment 3, you will need to prepare a simple assignment plan to be agreed by your class mentor and formally approved and signed by your professional tutor* (in person or by email); you must have the permission of *both* before you begin your fieldwork (see p.94).
- How will you ensure in your work that you avoid criticising school practices, but take a position which is reflective, evaluative and analytical? This is a matter of professionalism.
- How will you ensure that *children, teachers, school* are not identifiable in your report?
  - E.g. pseudonyms (Goldenhill Primary School, Joe Bloggs)
  - Or using a code (Pupil A, Pupil B, Colleague S, SENCO, DHT etc)
  - *You must make it clear that you are concealing real identities* – e.g. Joe Bloggs (pseudonym); or, All names have been altered in the interest of anonymity.
  - *Remember to anonymize all names in any appendices*
- How will you ensure that other adults in the classroom understand what you are doing?
  - For example, how will you brief your TA?
- How will you ensure that the activities you ask children to engage in or questions you ask them are beneficial and not harmful to them or their learning, in any way?
  - For example, if an enjoyable activity is carried out with part of a class, you should consider the implications for the *remainder of the class: are they missing out?*
- Do you need to audio-record any interactions? If so, do you need any permission?
  - Note: if audio-recording is a routine feature of school life, you should obtain a written statement saying so; it would also be good practice to ask for the participants' consent to you taking the recording away to listen to it afterwards
  - You will need to keep the recordings securely and destroy them afterwards (adhere to Data Protection Act 1998)

You may come up with other considerations, depending on your individual circumstances. Because your work falls within the normal parameters of classroom teaching and learning, you do not need to obtain consent from child participants or their parents as you would with a 'research project', because they are obliged to comply with normal school practices and as such do not have the right to withdraw at any time. *It is crucial that your work remains within the domain of 'normal practice' and this is agreed by your mentor and tutor.* Otherwise, you are likely to need to seek full approval from the Ethics and Research Governance Office; see https://www.ergo.soton.ac.uk/

Although primarily intended for those carrying out designated research studies, the ethical guidelines produced by Southampton Education School are available via Blackboard, as well as the ethical guidelines for researchers provided by the British Educational Research Association (BERA). It is obviously important that your classroom activity falls within acceptable parameters.

Individualisation

The assignments offer degrees of individual choice within a common structure. Although the second is restricted to two key curriculum areas, the others offer you an excellent opportunity to explore particular areas of interest in depth, and you may find you are able

to relate content sufficiently across these to begin to see yourself as a specialist, or use these to explore areas where you are less confident.

Professionalism

As always, we expect all PGCE trainees to conduct themselves professionally at all times. This will include ways of working in schools. It is extremely important that you are not seen to imply criticism of a teacher's or school's practices, and refrain from making excessive demands of teachers; your class mentor is not responsible for academic support for your assignments, although s/he will help you manage your project. It is a professional and ethical requirement that you gain class mentor approval for the work you carry out with children, and that you work within school policy.

Assignment support

There is little directly taught input, reflecting our acknowledgement of the variable previous experience of our students in relation to academic work (for example, students who have studied Literature, Fashion, Mathematics and Psychology come with very different experiences of research and academic writing). Good guidance is provided on Blackboard, and your tutor will answer your specific questions. You are expected to use your initiative and put in the effort to find out what support is available via Blackboard; *tutors will not support with questions already well answered in this Handbook or via online resources.* You are entitled to the following forms of support for assignments and resubmissions:

- Specific teaching sessions timed to support your assignment requirements
- Guidance in this handbook
- Early individual feedback (and guidance where necessary) based on a sample of your academic writing to ensure you understand the conventions of academic writing, including how to reference accurately. To do this you will submit a draft overview and example of your writing to your professional tutor by Fri 1 Dec 1600 (before this date if completed)
- Individual face-to-face and email support with your *own* tutor *within reasonable limits*
  - o You can discuss your assignment and any issues with your tutor during their visits
  - o Tutors will not pre-read assignments, but may reasonably comment on plans and short extracts (2/3 paragraphs) ; please note that any feedback offered relates only to the discussions which have taken place, and contains no guarantee that the final submission will achieve a satisfactory grade
- Guidance and links on Blackboard, including:
  - o some starter readings for each assignment
  - o basic guidance about approaches to collecting, analyzing, interpreting data
  - o guidance on how to structure your assignment
  - o advice on referencing (Harvard system)
- Library resources
  - o study support and library orientation e-tutorials (see library website)
  - o books, e-books, e-journals which you can search for via Webcat
  - o Delphis – very useful search engine for locating texts on a subject
- Starter reading lists
  - o some e-books and chapters are linked on Blackboard (assignment folders) as a helpful starter; you are, however, expected to read more widely
  - o subject tutors publish up-to-date reading lists, which include a range of titles including good journals in the subject area
- Access to University student support services (see Part 1 of this Handbook)

24.11 Submitting your assignments

(please also see the University guidance in Section 6)

Policy on Word length and Over-Length Work

The word count specified for the assignments is the absolute maximum permitted and refers to the maximum amount tutors will read. Your work will be over length if you go even one word over the stipulated length or upper limit. There are no complicated penalties to apply. Instead, over length work will be addressed through marking **only that portion of work that falls within the word limit**. Your mark will be based on this portion of your work with the result that the mark will usually be lowered. Tutors will check the word length. The word length:

- **Includes**: all quotations, data (except where presented as appendices for assignment 2), in-text titles and headings, tables and diagrams, etc.
- **Excludes**: title page with statement of authorship, reference list, appendices

There is no need to include a contents page or abstract. This approach to over length work does not apply if a piece of work does not have a word limit, however, you should attend to the length guidance given. This applies to the appendices for Assignment 2 and the time limit and number of slides for Assignment 3.

Assignment presentation requirements

The quality of printing and general presentation should be of a consistently high standard, making your work easy to read.
- Submit electronic documents as Word documents, not pdfs unless they are exceptionally large files
- See p. 93 for example of title page presentation
- Use a font of adequate size and legibility, and 1.5 line spacing
- Leave margins of at least 15mm all round
- Keep it simple and professional – there is no need for borders, etc.
- Number pages clearly after the title page
- Number any appendices, figures and tables
- See section on Appendices

Submission requirements

You need to submit your assignment *by the deadline*. We recommend that you upload electronic documents at least the day before. Late submissions are penalised (see next section).

In upload title, specify SURNAME Initial, Assignment focus (not title), Tutor initials
E.g. JONES M, Learning outside the Classroom JR

Assignments 1 and 2 - before time specified on the submission date:
- o Upload to Turnitin (see Blackboard/Assignments)
- o Ensure your submission includes the reference list (both assignments) and all appendices (Assignment 2)
- o Ensure you upload the final version (i.e. not including tracked changes, etc)

Assignment 3:
- o Prepare presentation for date specified. Further instructions will be provided nearer the time.
- o Please note, your plan must be emailed to your Professional Tutor by Mon 16th April 2018: 1600.

Penalties for late submission

Work which is submitted late without an extension being approved will be penalised.

Work submitted after the deadline will be marked as usual, including moderation or second marking, and feedback prepared and given to you.   However the final agreed mark is then reduced by the factors in the following table:

University Working Days late	Mark
1	(final agreed mark) * 0.9
2	(final agreed mark) * 0.8
3	(final agreed mark) * 0.7
4	(final agreed mark) * 0.6
5	(final agreed mark) * 0.5
More than 5	Zero

Assignment Extensions

If you know there will be a valid reason why you cannot submit the work at the given date you must contact the ITE Office as soon as possible. Tutors are not allowed to issue an extension under any circumstances.

You should complete an Extensions/Special Considerations form, which should provide adequate detail of the reasons why you are seeking an extension. Your completed form should be submitted via email to the ITE Office who will arrange for your request to be reviewed and approved. These must be submitted to PGCEPrimary@soton.ac.uk. The Academic Unit will not consider the request as being made until it is received by the ITE Office.

A copy of the form can be found on Blackboard in the Assignments folder.

The ITE Office will contact you via your University email account to let you know once approval has been made. ***It is your responsibility to request an extension in a timely manner***. If an extension is not agreed, and the assignment submitted late, the university late penalty will be applied. Failing to save your work, forgetting the deadline, and other similar reasons that could have been anticipated with due care and attention will not be accepted as reasons for an extension.

In the unlikely event that you find it necessary to request further extensions to the original application, you should submit a new application making reference to the original.

Special Considerations

If you believe that illness or other circumstances have adversely affected your academic performance or have caused you to submit and assignment late, you must complete a Special Considerations form and submit this as soon as possible, but not normally more than five working days after any assessment or deadline may have been affected by exceptional circumstances. **It is important that you submit this to the ITE Office in a timely manner (usually deemed to be within 5 days).** All claims must be substantiated by written documentary evidence, for example a medical certificate or GP/consultant letter or a statement from your Professional Tutor. The purpose of asking for supporting documentation is for you to be able to corroborate the facts of your submission.

All claims will be reviewed by the Special Considerations Board which meets regularly throughout the year. Full details of the University's policy on Special Considerations can be found at http://www.calendar.soton.ac.uk/sectionIV/credit-bearing-progs.html You will be

informed of the result of the Special Considerations Board and, if appropriate, whether any late submission penalties have been waived.

A copy of the form can be found in on Blackboard.

24.12 Assignment marking

Your work is marked according to the *Typical Performance Indicators* (TPIs) of Southampton Education School's Advanced Programmes (see p. 95). You should view these as indicative of 'typical performance' and illustrative of the quality of work at each level. The emphasis placed on individual items will depend on the assessment concerned, and some items inevitably impact on others.

An overall mark is awarded based on an overall 'best-fit' judgment, and written feedback, based on the TPIs, is provided on Turnitin. The feedback also provides formative guidance as to how to improve your future marks, and you are urged to use this well to raise your mark across the year.

For marking, we use the faculty Single Categorical Marking Scheme:

The Faculty has developed this policy framework (available on the FSHMS Hub, under Faculty Educational Policies in the Staff Only section) to provide a consistent approach where categorical marking is applied.   The purpose of the categorical marking scale and associated scheme is to simply guide the allocation of marks to pieces of academic work. Work is marked according to the following:

CATEGORICAL MARKING SCALE – POSTGRADUATE MODULES

Category	Numerical Grade
Distinction	100
	90
	85
	78
	72
Pass (with Merit)	68
	65
	62
Pass	58
	55
	52
Fail	48
	45
	42
	38
	28
	18
	0

Fails and Zero marks

- A mark of **zero** is applied to circumstances such as:
  - No work is submitted (in the case of coursework).
  - The piece of work is submitted more than 5 university working days after a deadline without having been granted an extension (in the case of coursework).
  - Data collection begins before obtaining ethical approval from the Academic Unit's Ethics Committee (in the case of coursework) *(NB you do not generally have to seek ethical approval from the Ethics Committee for PGCE assignments but must follow the ethical practices set out in this handbook).*
  - Although the ethical approval has been obtained, the research has been conducted in a way that does not adhere to the Academic Unit's ethical standards (in the case of coursework).
  - The answer is blank or completely irrelevant.

Your assignments are normally marked by firstly by your professional tutor and a sample of assignments will then be used for moderation purposes. All assignments that are awarded less than 50% will be moderated and a sample of other assignments will also be used for moderation as part of our quality assurance procedures. A further sample will be sent to our external examiners whose role is to confirm our standards are in line with those of comparable institutions.

Consequences of gaining a mark of less than 50%

IMPORTANT: If you wish to resubmit assignments, please talk to your professional tutor about this as soon as possible. You must pass all three assignments. All three must be at Masters level to gain the Postgraduate (rather than Professional) Certificate in Education. Please see p47 onwards for further details.

40-49% (Professional level)
If your mark is in the 40-49% bracket, your assignment passes at professional level but not at M level, so does not carry credits. You have one opportunity, if you wish to use it, to resubmit your assignment within a designated time scale. Good guidance is provided through your tutor's feedback as to how to resubmit successfully at M level, and your tutor will also discuss your work if you wish. If your resubmission meets the M level requirements, your official mark is capped at 50%, but you will also be notified as to the mark it would have received as a first submission.

Below 40% (Fail)
Assignments marked below 40% MUST be resubmitted within the designated time scale to achieve a pass at 40%+ if you are to continue with the PGCE programme. The resubmission process is known as a referral (R). As above, good guidance will be provided.

Resubmissions that are marked between 40-49% will be capped at 40%, but you will also be notified as to the mark it would have received as a first submission.

Academic Appeals

Provided you have grounds, you may appeal against any academic decision made by the University. There are some exceptions and you should note you cannot appeal against a decision that has been made in the proper exercise of academic judgment. For example, you cannot appeal simply because you disagree with a decision the University has made or feel that a higher mark should have been given. Further information is available on p35.

24.13 Academic Integrity and avoiding plagiarism

It is <u>vital</u> that you read, understand and implement the guidance set out in Section 5.8 on p22 of this handbook across all three assignments.

24.14 Academic reading and writing

The kind of writing required for M level work in the Education School may be similar to what you are used to from undergraduate studies; but equally it may not. This is because different academic disciplines have their own distinctive genres; for example, assignments in Schools of Law, Chemistry and English Literature, etc, all have their own conventions. Your education assignments need to be evidence-based, demonstrating a good blend of theory, research and practice, as is apparent from the Typical Performance Indicators (see Appendices). However, because you are frequently expected to make direct links to your own practice and that observed in schools, we recommend a degree of contextualisation and use of the first person ('I') as appropriate. The key is to take an analytic, reflective stance, and avoid anecdote, description and narrative where this is not woven into your own 'argument'. The notion of 'argument' is in fact central, because you are not seeking merely to tell your reader what other authors say, or what happens in a particular setting – in each assignment, you are trying to set out a case, based on a synthesis of your reading and evidence from practice, that a particular approach has benefits for learners.

It is also very important for you, as a beginning teacher, to be aware that you can read critically and write accurately and to the point. Your assignments are expected to demonstrate a good level of reading across a range of sources, and you should expect to consult online journals as well as print and electronic books from the library. A list of sources obtained via google, or similar, is not adequate. You should demonstrate a high standard of written English which supports effective communication of meaning and is also technically accurate.

Your core text *Learning and Teaching at M-Level: A Guide for Student Teachers* (Bryan, Carpenter and Hoult 2010) should prove particularly useful in helping you understand the nature of your M level studies. It includes a very useful chapter 'Reading and Writing Critically' – which helps you see what markers are looking for. You might also be interested in *Learning to Read Critically in Teaching and Learning* (Poulson and Wallace 2004). Both are available as e-books from the library.

24.15 What next? Continuing with your Masters degree

As a Masters award is normally 90 ECTS points (180 CAT points), the PGCE can contribute up to a third of a Masters award if you complete your Masters at Southampton (other institutions have their own regulations). At the University of Southampton, the credits are valid for five years from the date of award. Southampton Education School offers two distinct routes to Masters which are both highly appropriate for former PGCE graduates who wish to take advantage of their credits:

- **MSc Education** – a rigorous taught programme with considerable scope for personalisation to match your own interests

- **MA Ed by Dissertation through Flexible Study** (MA Ed Flex) – an equally rigorous programme for those who are suited to more independent, self-directed study

As a former PGCE student, you will be able to transfer your Southampton M level credits directly through the Recognition of Prior Learning process, and will qualify not only for a reduced amount of assessment, but, as arrangements currently stand, for a reduced tuition fee. At the end of the PGCE programme, you will receive further information about these options. Information is also available on Southampton Education School website.

Example of title page

An Evaluation Of The Impact Of A One-To-One Intervention: Developing a Pupil's Understanding Of Times Tables

Name: Jo Bloggs
Student Number: 123456789

Course: EDUC6270
Tutor: Miranda Dodd

Wordcount: 3987

> **EXAMPLE** – there is no set format but your title page should contain this information. It should be submitted as part of your work to Turnitin. It does not count in the word count.
> Keep it professional and neat – there is no need to add borders, etc.

> Wordcount must include any tables, quotations, data etc. but does not include title page, reference list of appendices.

In response to the feedback on assignment 1 I have …..

> For assignment 2 you should show on the title page how you have responded to the feedback on assignment 1. This does NOT count in the word count.

> It is essential that you include this declaration and understand its implications.

Declaration of Authorship:
I confirm that the material contained in this assignment is all my own work. Where the work of others has been drawn upon it has been properly acknowledged according to appropriate academic conventions. I have read the university's definition of plagiarism and the related regulations and am aware of the potential penalties, which may be incurred for breaches of these regulations.

Assignment 3 Project Approval Form

This form must be completed in sufficient detail to enable your Class Mentor (or alternative member of school staff) and Professional Tutor to approve it as appropriate and ethically permissible. The document may be expanded to **no more than two sides of A4.**

YOUR NAME			
FOCUS			
RESEARCH QUESTION			
AGE OF CHILDREN		**NUMBER OF CHILDREN INVOLVED IN PROJECT**	
PLAN Indicate clearly and concisely <u>what you intend to do</u> in your project			
DATA *Very briefly*, what <u>kind</u> of data (generally in the form of assessment evidence) will you collect in order to evaluate the effectiveness of your project?			
TIME SPAN (provisional – indicate number of lessons and/or week/s– keep brief and manageable)			

EXAMPLE
The purpose of this form is to help you crystallise your own thinking, and to make it clear to others that your planned project is entirely ethical. This is not an assessed piece of work.
It is not a lesson plan, but more of a research proposal. Your focus is on the PROJECT, not the proposed teaching, and it must be 100% clear to the reader what you intend to do.

ETHICAL CONSIDERATIONS	RESPONSE
• Have you ensured that your work is fully within the parameters of normal day-to-day class teaching and learning?	
• Are you sure that your data collection approach is acceptable within the bounds of normal teaching and learning?	
• Have you considered the potential benefits to all children?	
• Have you ensured that your project will not disadvantage any child or other person involved with it, in any way?	
• Have you taken steps to maintain anonymity and confidentiality?	
Declaration of class mentor consent Has your mentor agreed that this project is appropriate for the children involved, and is willing for you to go ahead with it?	
COUNTER-SIGNATURE BY PROFESSIONAL TUTOR:	**DATE**:

Typical Performance Indicators

Assessment Items	39% and less	40-49%	50-59% - PASS	60-69% - Merit	70% and over - Distinction
Analysis of Literature and Research	You have provided very limited evidence of reading any relevant sources and/or materials.	Your work indicates some evidence of reading and understanding relevant sources.	It is evident that you have a sound understanding of relevant literature sources and you have consulted a range of source material.	You have demonstrated a high level of understanding of major relevant sources. You have summarised and used these in a relevant manner.	You have produced evidence of a critical application of a wide range of relevant sources. You have shown that you fully appreciate and understand these materials.
Synthesis and Utilisation of Evidence	You have provided insufficient evidence that you understand the basic issues. Your work is primarily descriptive; explanation is facile and includes too much unsubstantiated opinion.	Your work is mainly descriptive. Many points are not adequately substantiated. You have demonstrated a limited understanding of the basic issues.	It is evident that you have a sound understanding of the main issues. You provide an acceptable commentary by synthesising evidence and materials from different sources.	It is apparent that you have a high level of appreciation of main issues. You demonstrate an ability to make appropriate critical points. You provide a comprehensive commentary by synthesising evidence and materials from several sources.	You have provided some original perspectives on the issues. You set sources and alternative views in context. You have systematically evaluated the relative merits of materials and research evidence in relation to your own work.
Consideration of Research Methodology	Your work does not provide sufficient evidence of any consideration of research methodology or methods.	You have described some aspects of methods used/adopted but you have not made it clear if these are adequate or appropriate.	You have identified appropriate research questions. You have described methods of data collection, either in your own research or that found in your source literature. You have demonstrated that they are appropriate to the issues under investigation. You have noted the scope and limitations of the approach approaches adopted.	It is evident that you have methodological awareness. You have devised relevant research questions and described appropriate methods. You have explained the scope and limitations of the approach/approaches adopted.	You have devised perceptive research questions and demonstrated methodological understanding describing and explaining appropriate methods. You situate your methodological approach in context and relate this to your work.
Integration of Theory and Practice	There is no convincing evidence that you understand the relationship(s) between practice and theoretical models and/or approaches.	You have described some aspects of the relationship between theory and practice. You have described theoretical models and/or approaches.	You have made some critical points relating to theory and practice. You have demonstrated competent use and understanding of theoretical models and/or approaches. You have noted aspects of the relationship between practice and theory. Your conclusions are well developed; based on relevant argument and evidence. Generally you reach sound conclusions based on appropriate argument and evidence.	You have provided a good critical commentary linking theory and practice. You have made good use of relevant theoretical models and/or approaches, identifying concepts and assessing issues. You have described the relationship between practice and theory. Your conclusions are well developed; based on relevant argument and evidence.	Your work identifies and locates important concepts. You detail the nature of the theory/model and/or approaches concerned. You have explained the complexity of such relationships noting critical points from the literature. You provide a comprehensive, critical assessment of the issues explaining how this relates to your own work. Your conclusions are well developed; based on relevant argument and evidence.
Structure	You have not demonstrated a clear structure in most aspects of your work. You have not provided convincing evidence of an ability to handle argument in a coherent manner.	Your work tends to be sectioned with limited coherence. The case you present is unclear and poorly defined. Your argument is not sufficiently coherent or has inconsistencies.	You provide a clear thesis statement which generally guides your work. You generally make use of accurate constructions. Your work is structured with clarity and cohesion. You provide evidence which indicates an ability to handle argument coherently. You relate your conclusions to the case presented.	You provide a clear, relevant thesis statement which clearly identifies the direction/focus of your work. Your argument is accurately constructed. You provide a well-structured clear line of reasoning. Your work is sustained and coherently argued. You clearly relate your discussion and conclusions to the focus of your work.	You provide a clear, relevant and well developed thesis statement that identifies the direction/focus of your work and clearly informs your selections and choices. The case you present makes consistent use of accurate constructions. You explain and provide a very well structured clear and cohesive case. You sustain the structure of your work in a coherently argued manner.
Presentation	The errors of syntax and/or vocabulary in your work interfere significantly with meaning. You have not followed academic conventions in the presentation of references and citations. Your work may not reflect the required length.	You have made some attempt to adhere to grammatical and/or academic conventions. You have made numerous errors and these form a barrier to comprehension. Your work may not reflect the required length.	Your work is competently presented. Generally it follows grammatical and/or academic conventions. Although there are some errors, these do not impede comprehension. You work reflects the required length. With a few exceptions references and citations are consistently and accurately presented.	Your work is presented to a high standard. With a few exceptions your work follows grammatical and/or academic conventions. It is of an appropriate length. References and citations are consistently and accurately presented.	You have presented your work to a very high standard. It consistently follows grammatical and/or academic conventions. It is of an appropriate length. References and citations are consistently and accurately presented.

15/10/10 Version 1.2

25 School Placements

Lead Tutor: Ian Campton

25.1 Introduction for University Led Trainees

In order to support you in becoming a skilled and confident primary teacher, training that you receive whilst on school placement will help to reinforce, complement and extend your University based learning, and to provide a basis for discussion and development between placements.

School placements take place in a variety of schools for a 24 week period. You are being trained to teach 5-11 year olds and will be placed in both key stages across Placement 1 and Placement 2. However, there may be an opportunity for you to undertake a placement in the Early Years and Foundation Stage (EYFS) and at various points throughout the programme you will be asked if such a placement would be of interest to you. Whilst on a EYFS placement, trainees spend the majority of the their time in a reception class (4-5 year olds) and at least three weeks in a Key Stage 1 class (5-7 year olds).

During each placement trainees increasing take responsibility for the teaching and learning of the children in the class. All lessons taught are to be planned and evaluated and trainees will gradually take on the responsibility of assessing their pupils' learning. In addition to this trainees complete a series of Professional Development Activities (PDAs) across both placements. These activities are designed to allow trainees to develop their skills, knowledge and understanding in a variety of different ways. So that trainees are able to complete the PDAs and have time to plan, prepare and assess lessons they are responsible for, non-contact time is built into the timetable.

Both placements provide you with essential opportunities to work with children in the classroom and crucially build upon prior experience and the University taught course, with the support of experienced practitioners. Progress is essential and you will need to demonstrate a steadily increasing understanding of the professional requirements of teaching and evidence your attainment against the Teachers' Standards.

During each Placement you will be expected to undertake the following activities:
- observe your Class Mentor (CM) teaching;
- co-plan and co-teach before progressing to take full responsibility for the planning and teaching of the whole class;
- progress from solo teaching of small groups in English, mathematics and science to taking responsibility for the whole class in these subject areas. (These may be integrated with other subjects);
- teach phonics on at least 5 separate occasions when in Key Stage 1 (ideally more) and where possible on both placements. When working in Key Stage 2, this may be undertaken with catch–up groups or individuals;
- progress from observing and assisting your Class Mentor's (CM's) teaching of the foundation subjects, PSHE and RE in Placement 1 to taking full responsibility by Placement 2;
- teach the National Curriculum;
- use ICT effectively to support your teaching and to support your wider professional role;
- observe and assess learning in order to set clear targets and differentiate your teaching;
- develop simple record keeping systems that are effective and informative;
- use display to promote children's learning;
- carry out focused Professional Development Activities;

- demonstrate an understanding of professional attributes and maintain professionalism throughout;
- critically evaluate your own teaching in order to identify personal strengths and areas for development, including the setting of targets.

You should also meet parents and carers of children in your class, attend parents' meetings where possible, and find out how parents are involved in the life of the school.

Trainees are not insured to teach Games or PE unsupervised. A qualified teacher must be present when you teach a Games or PE lesson. Trainees are strongly encouraged to ensure their CM remains in the class if they are taking the register to ensure accuracy.

25.2 Introduction for School Direct Trainees

Your Lead School will provide you with further details, however you will experience placements in two schools each one in a different key stage. The majority of your time will be spent in School 1and in the spring term you will undertake a placement, arranged by the lead school, in School 2.

Both placements provide you with essential opportunities to work with children in the classroom and crucially build upon prior experience, your in-school training and the University taught course, with the support of experienced practitioners. Progress is essential and you will need to demonstrate a steadily increasing understanding of the professional requirements of teaching and evidence your attainment against the Teachers' Standards.

The following is a non-exhaustive list of activities you may be involved with during each Placement. Specific activities will vary between alliances:
- observe your Class Mentor (CM) teaching;
- co-plan and co-teach before progressing to take full responsibility for the planning and teaching of the whole class;
- progress from solo teaching of small groups in English, mathematics and science to taking responsibility for the whole class in these subject areas. (These may be integrated with other subjects);
- teach phonics on at least 5 separate occasions when in Key Stage 1 (ideally more) and wherever possible on both placements. When working in Key Stage 2, this may be undertaken with catch–up groups or individuals;
- progress from observing and assisting your Class Mentor's (CM's) teaching of the foundation subjects, PSHE and RE to taking full responsibility;
- teach the National Curriculum;
- use ICT effectively to support your teaching and to support your wider professional role;
- observe and assess learning in order to set clear targets and differentiate your teaching;
- develop simple record keeping systems that are effective and informative;
- use display to promote children's learning;
- carry out focused Professional Development Activities;
- demonstrate an understanding of professional attributes and maintain professionalism throughout;
- critically evaluate your own teaching in order to identify personal strengths and areas for development, including the setting of targets.

You should also meet parents and carers of children in your class, attend parents' meetings where possible, and find out how parents are involved in the life of the school.

Trainees are not insured to teach Games or PE unsupervised. A qualified teacher must be present when you teach a Games or PE lesson. Trainees are strongly encouraged to ensure their CM remains in the class if they are taking the register to ensure accuracy.

25.3 University Led Key Dates and Placement Organisation

Placement 1

Placement 1 is divided into the following blocks and dates when you will be in school. The placement begins with a short introductory phase just before the October half term (you will be in University on Friday 21 October). You will also miss one day in November at your placement school in order to spend it at a Special School (to be confirmed at a later stage).

Placement 1a	Placement 1b	Placement 1c
05 Oct (Intro. Day) 09 – 19 Oct 2017 (except Fridays)	30 Oct – 14 Dec 2017 (except Fridays)	04 Jan – 19 Feb 2018 (including Fridays)

Placement 2

Placement 2 is also divided into three blocks. The placement begins with introductory days on 07 and 08 Feb 2018 and there are two return days, noted below, when you will be in University for the day. For Placement 2c, you may not be in your placement school especially if you have successfully completed your placement by 25 May 2017.

Enhancement weeks

More details about Placement 2c, or Enhancement Weeks, will be made available near the time; however, this phase of the placement will provide you with an opportunity to experience different aspects of your practice (such as working with children with EAL and/or SEND), and different age ranges. The time will enable you to address any gaps and broaden your experiences from those you may have already encountered by this stage in your training.

Placement 2a	Placement 2b	Placement 2c
07-08 Feb 2018 (Intro. Days) 19 Feb – 29 Mar 2018	16 Apr – 25 May 2018 *(Return Day: 11 May 2018)*	*Enhancement Weeks* 04 – 14 Jun 2018 *(Return Days: One of 5/6/7 June 2018)*

25.4 School Direct Key Dates and Placement Organisation

Each Alliance Lead School will provide specific details of dates and schools that it has organised for its trainees. Your 2nd placement (School 2) will be in the spring term.

25.5 University Led Trainees' Teaching Commitments

Across both placements your teaching commitments will see you taking on greater responsibility for longer periods of time. All teaching, whether small group or whole class, should be planned and evaluated by the trainee (see p 103). As a general guide, your teaching commitments are as follows:
- Placement 1a – Teaching small groups as you support your Class Mentor's (CM's) lessons in a TA/LSA role.
- Placement 1b – Teaching 50% of the timetable, core and foundation subjects whole class, beginning with team teaching and progressing to solo teaching.

- Placement 1c – An appropriate increase from the suggestions for Placement 1b to 40% of the core subjects taught solo and some foundation subjects.
- School 2 – All solo teaching gradually built up to 60% then 80% of the timetable.

A certain amount of non-contact time is built into the timetable to allow you time for PPA, the completion of PDAs and assignment work. Time that is not teaching time or non-contact time is spent in class supporting your CM's lessons and taking small groups as for the requirement of Placement 1a.

A summary of the amount and type of planning trainees a required to do and when can be found in the Summary of Expectations document which will be issued to you and your CM, and will be available on the partnership website (www.pgce.soton.ac.uk/primarypartnership).

25.6 School Direct Trainees' Teaching Commitments

These are determined by the base school (School 1), in conjunction with the Alliance Lead School and vary according to trainees' contractual obligations, if salaried, and individual school expectations. As a general guide SD trainee teachers will teach for 50% of the 4 days they are in school in the Autumn term, 60% in the Spring term and 70% in the Summer term. These figures may vary slightly especially for salaried trainees. Alliances may produce a document of their expectations for trainees.

25.7 Placement Support

On placement, you will work with qualified teachers and their classes. These colleagues are known as Class Mentors (CMs). It is their classes that you will mainly work with. The CM is the major source of trainee support. Those following the Maths specialism route will work alongside the Maths leader(s) in school.

Head teachers and deputy head teachers often have an involvement with the progress of the trainees on placement in their school. In some schools, a senior member of staff has an overseeing and co-ordination role for all the Initial Teacher Training (ITT) within the school and can lend support as and when necessary. In School Direct Alliances other members of staff are available for support and SD trainees are encouraged to ascertain who these are and when to approach them if necessary.

Professional Tutors will maintain contact with trainees throughout the programme including during placements.

Lines of Communication

Trainees with individual questions or concerns during Placement should contact, in order:
- their Class Mentor (CM);
- the senior member of staff with ITT responsibility (but only if one has been identified to you and is encouraged by the school).
- their Professional Tutor;
- the Associate Programme Director;
- the Programme Director;
- the Director of ITE.

25.8 Professional Conduct

To demonstrate that you meet the Professional Standards relating to Teachers' Standards 1 and 8 of Part 1 and those of Part 2, you need to show you have the ability to work well with others, and this means placing importance on developing your relationship with your Class Mentor (CM) and other colleagues such as teaching assistants, as well as relationships in

the staffroom. In many ways, these are as important to the success of the placement as your relationships with the children. Some important points:

- When possible, you should involve yourself in the wider life of the school. You should be willing to help your colleagues. Such efforts will be considered in the decision to award a 1* grade at the end of the programme. You should attend all staff and planning meetings unless asked not to, and attend parents' meetings where appropriate;
- You should ensure that you arrive in school in good time to prepare for the day ahead, ideally no later than 8am, and spend time in school at the end of the day, until around 6pm, preparing for the teaching of the following day;
- You are encouraged to take opportunities to work with children in as many different contexts as possible, such as extra-curricular activities. Again, such engagement will be considered in the decision to award a 1* grade at the end of the programme;
- You need to be proactive in planning and carrying out your duties, including the Professional Development Activities, and take responsibility for your own professional development.
- You should be aware that teaching colleagues have a thousand and one other things to do as well as address your training needs.
- Planning should be sent in advance to Class Mentors as requested and you should generally fit in with school expectations. If it is sent more than 24 hours in advance of the lesson being taught (not including weekends) then Class Mentors are more likely to be able to offer valuable advice and feedback. Presenting planning at the last minute is unprofessional as the Class Mentor then has limited time to respond and this could impact negatively on the children's learning.

25.9 Class Management

You are expected to set and maintain high expectations for pupil behaviour through positive and productive relationships, and should present yourself as a strong role model at all times. Early in the placement, you will observe and discuss the strategies employed by your CM to manage pupils' learning and behaviour and establish a purposeful learning environment. These strategies should be adopted by yourself and employed when working with individuals, groups and the whole class.   Within the first few weeks of each placement, you should be working confidently within the established procedures of the school and placement class, and moving towards taking the lead in whole-class management for certain parts of the day.

25.10 Confidentiality

It is vital that as a professional you respect confidentiality. Do not put anything down in writing which you feel might be inappropriate if shown to the persons concerned. If you are given confidential information about children, do not discuss this with others who are not professionally involved, and never discuss it within earshot of children. The same applies when talking with children. However, if children approach you with confidential information of a serious nature you will need to make clear that you will have to pass this information on to a member of staff. Use initials when writing notes on individual children as part of your Professional Development Activities and weekly reviews and use pseudonyms for assignments.

25.11 Absence from School

You must ensure you know the school's procedures and expectations regarding staff absence and follow these appropriately. SD trainees must carefully follow the absence procedures of their schools which may include a course of action similar to what follows.

In the event of illness, or other valid reasons for an absence or being late, you must:

- inform the school as early as possible, before the start of the school day. Direct contact with an appropriate member of staff is *essential* and should always be made to follow up a text message sent or an answer phone message left;
- inform any University Tutor who may have arranged to visit you;

In addition, UL trainees must:

- email the ITE office on PGCEPrimary@soton.ac.uk on their first day of absence and submit a medical certificate if away for more than 5 consecutive working days.

The PGCE programme reflects the service conditions of teachers employed in schools/ colleges. You will **not** be permitted absence for:

- a vacation outside of programme date times
- time off to complete assessed work on this programme or another enrolled programme
- compassionate leave except in the instances of very close relatives.

All requests for absence (other than illness) must be made directly to the Mentor and Headteacher (or other member of the senior leadership team as directed by the school). SD trainees should follow guidance given by their Lead School. UL trainees should additionally check with their Professional Tutor and Programme Director. You should be aware that the request will not be permitted if it is not deemed to be a reasonable request under the terms and conditions afforded to a practising teacher.

Absence is likely to be granted for interviews, hospital appointments etc., but routine medical/dental appointments, etc., should be made outside school hours. Attendance is monitored carefully, and unauthorised, frequent or extended absence from any element of the course will be regarded as a serious matter. Please also see p.19.

25.12 Working within Statutory Requirements

As a trainee teacher, you are reminded that you are required to work within the following legislation:
- health and safety legislation - Health and Safety at Work Act (1974);
- equal opportunities legislation that covers race, gender and disability – Equality Act (2010)

You are also required to fulfil the responsibilities required under the Children Act (2004). You should ensure you read, early in the placement, the relevant school policies and become aware of any procedures. For UL, the checklists covering these matters, found at the back of the Professional Development Journal, should also be completed for each placement.

25.13 Risk Assessment

As a trainee teacher you must take responsibilities to follow instructions and act sensibly to protect your own health and safety and that of others (as set out in Sections 7 and 8 of the Health and Safety at Work Act 1974). The following guidance is University of Southampton policy for placements ('students', in this instance, refers to trainee teachers):

Risk assessment - ITE students going on placement

Work-based placement experiences in schools have been assessed by the school as amounting to 'low risk' workplaces in accordance with UCEA guidance at: www.ucea.ac.uk/en/publications. There are six areas of health and safety, listed below.

i. Work

Schools are regulated work places having to conform to the Health and Safety at Work Act (1974). The Act is based upon the concept of a general duty of care for most people associated with work activities. The UCEA guidance on Health and Safety work advises that "higher education should be encouraging students to learn and manage risk". All placements have signed up to an agreement that means they must brief students of the specific health and safety features of that workplace. However, it is also the student's duty to ensure that they familiarise themselves with:-

- the layout of the building;
- the location of fire and emergency exits;
- first aid arrangements;
- rules and regulations regarding the administering of medicines to pupils (or the maintenance of any health condition they have).

ii. Location and/or region

Southampton Education School works in partnership with hundreds of schools, colleges and places of education across several local authorities. Placements are arranged through a partnership agreement and it is not possible to place students on the basis of geographical location alone. It is the responsibility of students to explore safe ways to travel to/from the location. Students should be careful to check the safety around the surrounding area of the schools/colleges and the availability and frequency of public transport.

iii. Travel and transportation

It is the student's choice to live where they choose regardless of where the placement is situated. Travel and transportation to placements is the responsibility of the student. The programme endeavours, as far as practicable, to make travel within one hour of home. Trainees who choose to use their own cars for transport should ensure they have valid driving insurance and if choosing to offer lifts to peers that the insurance covers transportation for business purposes.

iv. Working out of hours

Many schools have their own rules with regard to work outside normal hours. Attending school events in evenings or at weekends or in holidays are usually regarded as outside normal hours. Care should be exercised when working outside these times and only with the explicit authority of the management of that school and department. Students on practice placements are advised NOT to remain in school working after other staff have left the premises, nor in any circumstances to allow themselves to be left alone with pupils out of school hours. It should be noted that the nature of school/college based placements means that students are occasionally asked to stay for extra-curricular activities, for school events or for parent meetings and other after-hours work. Due care should be taken about getting home safely on the occasions when the working day extends beyond the norm.

v. General environmental factors

Each student is an individual. Their health, their knowledge, skills and experience, and their personality could have an impact on health and safety in particular environments.

vi. Individual Student factors

Reasonable adjustment to accommodate the special needs of students in travel will be considered under the equal opportunities policy pertaining to the School of Education. Go to http://www.soton.ac.uk/about/equality.html to read these.

25.14 Professional Development Activities

The Professional Development Activities will help you to evidence particular areas of the Teachers' Standards and support your understanding of the different aspects of practice

that contribute to pupils' learning. At each weekly review meeting you and your CM should discuss the impact that completing PDAs has had upon the improvement of your practice, and make any arrangements so that PDAs can be completed in the coming week. It is recommended that you discuss all the outstanding PDAs with your CM so that a schedule may be drawn up as to when each one could be completed.

25.15 Guidance for Planning

As a trainee, and with support of the placement schools, you will be involved with planning lessons and sequences of lessons. Your planning experiences should follow similar lines to allow you to relate your experiences to university sessions as you progress. You should therefore refer to the Teaching and Learning sessions and the relevant parts of core and foundation subject sessions as you may wish to revisit some of your notes and reading.

For School Direct trainees, planning expectations and requirements may vary between alliances and differ slightly from the model outlined below. For example, some alliances will require their trainees to plan using the school pro forma rather than that of the University. This is perfectly acceptable. However, as far as possible, all SD trainees are encouraged to follow the development model below, progressing through it in discussion with CMs and University Tutors.

You should also look at the guidance in section 16.4 in relation to your Assessment and planning files.

Trainee teachers' "Lines of Development"

Through your planning experiences, it is important that you follow this predetermined outline in order to develop your skills and expertise appropriately:

- At the start of your training in school 1, you will prepare individual lesson plans to allow you to focus on the various aspects of each lesson, across the different subjects, and their progression. The processes involved in writing a lesson plan should enable you to:
    - learn how to plan lessons that ensure learning objectives/intentions are met, through such things as modelling, differentiation and the use of AfL;
    - to carefully consider the organisation of the class, such as managing transitions;
    - ensure that all resources are prepared.
- As all the various aspects of lesson planning become more familiar to you, hopefully becoming "second nature" by the end of your training, the focus of the planning shifts and you will begin to take responsibility for planning a sequence of lessons, such as weekly plans for English and mathematics, so you have the opportunity to consider ways in which pupils' learning will develop over the lessons.
- As you gain in confidence, you should plan using your placement schools' templates in order to experience a variety of planning materials.
- Towards the end of your training (around April or May, if not sooner) it is hoped that you will be able to rely less on detailed individual lesson plans for English and mathematics and more on weekly plans, or their equivalent, and possibly have a greater input or responsibility in the creation of more medium term planning.

What follows is an outline of the trainee teachers' responsibilities under what may be considered as a "conventional" model. It is recognised that this model is beginning to evolve across the partnership schools and the planning model that you experience during both placements may be different to this. Should this be the case, you are not necessarily expected to strictly adhere to the model outlined below, however, your planning experiences and the learning you gain from these should not significantly differ from those that would result if you were to follow the model. When different planning models are used within the placement school, the trainees' "lines of development" should not differ greatly

from those listed above and both trainee teacher and CM should always consult with the Professional Tutor to seek advice.

The "Conventional" Planning Model

At the beginning of each placement, you will need to familiarise yourself with short term (weekly and daily), medium-term (half-termly and termly) and long-term curriculum plans as used by the school. This will help to discuss planning strategies, and feed into discussions of planning at the University. Different models may have different names for the different types of planning.

Medium term planning

While it is not a requirement for trainee teachers to accept a large undertaking of their own medium-term planning in any placement, it is important that you locate your own lessons and sequences of lessons clearly within the school's or CM's medium-term planning. You are therefore required to familiarise yourself with the structure and layout of the medium-term plan for the class and subjects you teach.

As you become more confident in planning, and as your subject and pedagogical knowledge develops, you should begin to become more involved with medium term planning. This may see you assist your CM and other members of staff in writing or developing the plans, or take sole responsibility for them. As part of the Professional Development Activities you are expected to plan a sequence of science lessons and a sequence of lessons in a foundation subject

Weekly planning

You are not expected to create weekly plans until you have gained confidence and competence in daily planning and your CM is happy for you to do so. Generally, this takes place for UL trainees during Placement 2 and during the late autumn term for SD trainees. Initially, you should generate daily lesson plans for English and Mathematics from your CM's weekly plans of these subjects. If these weekly plans are detailed, you should still create your own individual lesson plans, making adaptions as necessary to reflect your on-going assessment of the pupils' progress. Under no circumstances should you "copy and paste" the content of your CMs weekly plan directly into that of the lesson plan pro forma you use without appropriate amendments.

As you develop your planning and assessing skills, you should begin drawing up weekly plans for English and mathematics within the school's and/or CM's framework. Where appropriate, use of ICT should be included within core subject planning. From this point on you will consistently write weekly plans for English and mathematics, and, if possible, write a medium-term overview plan for science, within the school's general framework. By this time you should have the sufficient skills to be able to teach from these weekly plans, and annotate accordingly, rather than rely on the detailed individual lesson plans previously used. During the transition phase from individual lesson plans to weekly plans, some trainees may need to produce both types; however, unnecessary duplication of content should be avoided. For School Direct trainees, the transition may be swift due to the time that is spent in school from the beginning of the programme.

Trainee teachers should not begin to teach from weekly plans if any issues in relation to daily lesson planning have not been resolved. CMs or Professional Tutors may require trainees to continue to plan in detail on a lesson-by-lesson basis.

In evaluating weekly planning trainees should focus on continuity and progression across the unit. This may be something that is discussed at the weekly review.

Individual lesson planning

Lesson plans and their evaluation are key to successful lessons. You must therefore:

- plan and evaluate every lesson and part-lesson you teach, whether this is the whole class or a small group;
- provide plans with a clear lesson structure with precision detail;
- take account of pupils' prior assessment information (as much as possible) when planning lessons and indicate a clear assessment focus;
- plan with appropriate differentiation;
- incorporate planning for ICT where appropriate within the lesson plan.

The University lesson planning pro formas are available on Blackboard: a generic planner and a planner for phonics sessions. UL trainees should initially use these templates but then move to using the school planning templates later on in your training. You and your CM will be advised by University Tutors when, and how, this transition should take place. School Direct Trainees will probably use their school's pro forma from the outset.

For UL trainees, a summary of the amount and type of planning you are required to do and when can be found in the Summary of Expectations document which will be supplied to you and your CM prior to the start of each placement and will be available on the partnership website (www.pgce.soton.ac.uk/primarypartnership). SD alliances may provide their trainees with their own equivalent document.

25.16 Assessment of Children's Learning

Assessment should be an integral part of teaching and learning and draw on a variety of approaches appropriate to the purpose and need. It should be manageable and focused.

As a trainee teacher you should systematically assess and record how well the lesson's learning objectives/ intentions have been met in order to set clear targets for children's future learning. This includes assessment of how effectively children use appropriate subject-specific language and identification of any errors or misconceptions in their thinking. Assessment can take various forms; formal and informal. Annotations on lesson plans, for example, may note any problematic areas, and the names of any children who are clearly struggling.

Assessment also enables you as a trainee to evaluate and improve your teaching. For example, how well are children meeting the learning objectives/intentions? Are you over-preparing, under-preparing or getting it about right? Are you differentiating work appropriately? Your lesson evaluations should include reference to your on-going informal assessments, clearly linking these to your targets for future teaching. You should note what worked well, as well as areas with scope for improvement. These evaluations should be considered when reflecting on your progress in the weekly review.

25.17 Guidance for Record keeping

'Assessment and planning' files and 'Professional Development Portfolio'

You will be expected to keep 'Assessment and planning' files throughout the programme. UL trainees will probably require one Assessment and Planning folder per placement and SD trainees, one per term. You are also required to build up a Professional Development Portfolio across the programme, which includes the online content on eFolio. These files include the key documents relating to your progress. Further details can be found in section 16.

Assessment and Planning Files

You are required to maintain Assessment and Planning files as appropriate. Each file will collect together all the more detailed evidence in relation to your progress across the appropriate placement (UL) or term (SD) and is structured in the same way, storing the evidence in fortnightly sections, e.g.:

Section 1: Class information – notes on the needs of the children;
Section 2: Lesson plans, evaluations and assessment information for weeks 1-2;
Section 3: Lesson plans, evaluations and assessment information for weeks 3-4;
Section 4: Lesson plans, evaluations and assessment information for weeks 5-6 etc.

25.18 Resources for use in schools

You should be aware of the limited budgets within which primary schools work. All resources should be treated with care and respect. The school may allow trainees to borrow resources for a short period to enable them to plan for forthcoming sessions. If borrowing resources from the school, you are responsible for ensuring they are returned in good condition before the end of the placement. Unlimited access to resources, including photocopiers, should not be expected and you should remember to make contributions for drinks, telephone calls, etc.

25.19 Monitoring progress and provision of feedback

The mechanisms by which trainees, CMs and Professional Tutors are able to monitor progress and provide feedback are varied in order to support the progress of the trainee as much as possible.

Target Setting

Target setting is a major component of the PGCE Primary programme and is another element central to the successful development of the trainees. All targets are recorded in your eFolio profile, an online portfolio supplied by the University. You are required to set two types of targets. The first type address issues in your subject knowledge, identified through university related activities such as subject knowledge audits. The second type of targets is designed to improve your classroom practice and these are completed with CM guidance and approval during each placement. Subject knowledge targets should not be neglected during the placements as some placement targets may be required in order to meet them, such is the nature of the two.

Targets should be set that enable you to receive clear, precise short term priorities for improvement and development, and opportunities to develop them in a systematic way. Targets must be set every week (or reviewed and the timescale extended where necessary), following the weekly review discussions, and they must be clearly related to specific Standards to show how they link to classroom practice, based on practical suggestions made by your CM. You should be involved in the formulation of the targets and once the content is agreed, should complete the relevant sections in eFolio. This will include identifying actions to help you meet those targets, such as observing your CM or other teachers, completing relevant reading or discussing points with another member of staff. All training activities should be followed up by implementing the ideas in your teaching and evaluating the impact.

More often than not, your placement Targets will be set as a result of a formal lesson observation to be achieved by the next formal observation. When evaluating the targets, it is equally important to reflect upon the impact achieving the target has had on the pupils' learning as it is to reflect on the impact upon the practice of the trainee.

Feedback

Throughout the placements, you will receive feedback on your progress from your CMs and Professional Tutors, and possibly other school colleagues. You are expected to systematically self-evaluate and be proactive in reviewing your progress. In order that discussions, observations of lessons, and weekly reviews can be structured in a coherent

and systematic way, the criteria to be used in feedback and assessment should be based firmly on the Teachers' Standards.

Supporting Documentation

Evidence
Across the year you will record evidence of your progress towards meeting the individual Teachers' Standards. By the end of each placement, you should have noted a solid range of evidence against each standard as appropriate for the placement (see p.67), enabling your CMs to confirm with confidence that they have met each Standard as appropriate for the key stage in which you have taught. During each placement, discussion of your progress, as evidenced, will inform the weekly review, so that both you and your CM are clear about which specific standards require a focus and, in turn, inform your target-setting.

The evidence is part of your eFolio, updated for each week B review, Professional Tutors will be able to closely monitor the collection of evidence in supporting a view that your progress is satisfactory, or not.

Standards and Performance Tracker document
This tracking document has been designed as an on-going record of your progress in meeting the Teachers' Standards. It is made up of criteria adapted from various sources and frameworks, including Ofsted, and arranged in a developmental sequence to help you identify possible ways of improving your practice. In unpicking the Standards in this way, the tracker will help to inform weekly review discussions and the resulting target setting, and help you and your CM decide upon the grades that are reported on the various Review Statements.

Only the points in the tracker that are consistently exhibited, and therefore embedded, in the trainee's practice should be highlighted. Dating the highlights, or highlighting in a different colour, will enable you to gauge your rate of progress. CMs must approve any highlighting.

Supporting Processes

Weekly Review
The purpose of the weekly review during the placements is to provide opportunities for you and your CM to monitor your progress systematically and work together to plan future actions. It is also an opportunity for self-evaluation and critical reflection on your progress, with reference to the evidence noted in the StAR, the Standards and Performance Tracker and your current targets.

There are two formats to the weekly review; the first focusses upon the progress that the children you teach are making whilst the second focusses upon your own progress in becoming a qualified teacher. The formats follow a fortnightly cycle. Please see p. 67 for further important information.

Team Teaching
In order to support any transition of you teaching small groups to solo whole class teaching, it is recommended that you and your CM work jointly on planning, delivering and assessing lessons. This strategy of support may also be used to help trainees address specific issues that may be proving problematical. Where there is appropriate expertise in the school then it may be appropriate to use techniques such as 'parrot on the shoulder'.

Lesson Observations
Formal observations based on a standard form will take place regularly during both placements. You will be observed by CMs, or other professional colleagues where appropriate, who will undertake one formal observation a week, using the University pro forma to relate the observed practice to the Teachers' Standards. Further informal

observations are expected, and CMs should additionally provide informal feedback at many points during the placement. Professional tutors will carry out moderating observations in both placements, feeding back to you and your CM and trainees. These are joint observations with the CM. During the visit, the professional tutor will also look at and comment on your files as appropriate. Observations should cover a range of subjects.

When a formal observation takes place:
- you should provide all observers with a copy of the lesson plan;
- you should ensure that your files are readily available for the observer;
- you should have the opportunity to comment on the lesson during feedback;
- feedback discussions should always emphasise strengths and/or improvements as well as areas for development;
- where possible, reference should be made to your individual targets;
- part of the feedback should be subject-specific;
- where appropriate, feedback should include comments on your use of opportunities to develop learners' literacy skills;
- the observation report and targets should use the language of the Teachers' Standards as appropriate;
- following feedback, areas for development should be noted on the observation pro forma and used to inform target setting at the following weekly review;
- the completed observation form, including the lesson grade, should be given to the you as soon as possible and certainly by the next day;
- you and the observer should sign the observation form, make a copy and retain one copy each;
- you should file the observation, with the lesson plan and evaluation (along with any appropriate evidence, see p. 67 for further details) in your PDP.

25.20 Trainees' Progress and Final Grade

Professional Tutors will complete a lesson observation on every school visit in consultation with the CM and yourself. Further details of their visits are on p69.

Review statements for each placement require the CM to award a grade for each of the Teachers' Standards. The criteria of these grades can be found in the "Pen Portraits" document. These have been included in the Class Mentor Handbook and are available separately on Blackboard. The criteria is not relative to the trainee's point in the course but is designed to grade performance at the end of the programme. Trainees will therefore be able to see the progress they make, and need to make, as they improve throughout both placements. Further details on final grading, particularly in relation to the 1* grading, are on p**Error! Bookmark not defined.**.

Assessment of Placement Training

Assessment will include:
- professional attributes;
- professional knowledge and understanding;
- professional skills.

In addition you will be assessed on your ability to:

- self-appraise (critical reflection, evaluation, strengths, weaknesses);
- set targets for improvement;
- maintain their school-based training files.

Evidence will be drawn from:
- observations of lessons, professional judgments against the Teachers' Standards, based on written feedback and discussions with yourself;

- consideration of your overall progression and professional development;
- your own self-appraisal;
- your files.

Review Statements

These are completed for UL and SD as set out below. Most reviews link to one of the three practice modules. There are some additional short reviews to enable a formal review of progress at a suitably early point in each placement, so that concerns can be addressed and trainees can plan ahead to maximise their progress against the standards. SD salaried and self-funded trainees have a final grading review near the end of the summer term.

All reviews should be emailed to PGCEPrimary@soton.ac.uk, a copy put in the relevant section of the PDP and a copy retained by the school. SD reviews should also be sent through to the lead school.

University Led and School Direct (Bitterne, Child First and Perrins alliances)

EDUC6365	EDUC6366	Short interim review	EDUC6364
Review 1 from School 1due in 15 Nov 2017	Review 2 from School 1due in 19 Jan 2018	Review 3 from School 2 due in 23 Mar 2018	Review 4 from School 2 due in 25 May or 14 June 2018 depending on finish date

School Direct (Portswood, Holt Heath, Ringwood alliances)

EDUC6365	EDUC6366	Short interim review	EDUC6364	Final grading review
Review 1 from School 1 due in 14 Dec 2017	Review 2 from School 2 due in 09 Feb 2018	Review 3 from School 1 due in 23 Mar 2018	Review 4 from School 1 due in 14 June 2018 (short review for SD salaried and self-funded, final review for SD training)	Review 5 (SD salaried and self-funded only) from School 1 due in 13 July 2018

School Direct (Broadstone alliance)

EDUC6365	Short interim review	EDUC6366	EDUC6364
Review 1 from School 1 due in 14 Dec 2017	Review 2 from School 2 due in 09 Feb 2018	Review 3 from School 2 due in 23 Mar 2017	Review 4 from School 1 due in 14 June 2018

Short interim reviews
In preparation for these reviews, CMs will assess and discuss your initial progress with you, with careful attention to StAR evidence. Discussion with the Professional Tutor will also inform the Interim Review.

Final Review/Review statements
Using the evidence collected, CMs will, in consultation with Professional Tutors, complete the Final Review Statement of the placement. Further guidance is provided in the Class Mentor Handbook. The comments recorded on the statement should identify particular strengths and areas for development. The reports from School 1 and School 2 jointly enable you to demonstrate your achievement in both key stages against the Teachers' Standards and that you meet these fully.

These Reviews will also record grades against each of the Teachers' Standards to indicate the level at which you have met the standard:
- Grade 1 indicates that the Standard has been met at a high level;
- Grade 2 indicates that the Standard has been met at a good level;
- Grade 3 indicates that the Standard has been met at a minimum level;
- Grade 4 indicates that the Standard has not been met.

An overall grade will be awarded by the CM and Professional Tutor on the same 1 to 4 scale to indicate the level at which the Standards have generally been met. Grades 1 to 3 indicate a "pass" can be awarded for the placement and related key stage (depending upon the minimum requirement – see below), whist a grade 4 indicates that the Standards have not been met and that the placement is subject to a referral. A similar process may take place when a trainee attains a grade 3 overall in June as this may suggest that the Teachers' Standards are not being met at the required level for the award of QTS to be recommended by the university (see p. 50)

In terms of target setting and providing feedback, when switching between schools the most recent review should inform the setting of targets in the new school.

Minimum Expectations

As a guide by which progress is measured, it is expected that you will meet or exceed the minimum level indicated by the grades awarded as follows:

University Led Trainees
By the end of the first placement it is expected that grades attained in each of the Teachers' Standards will be at least grade 3 "meeting the standards at the minimum level" as defined by the "Pen Portraits" document. By the end of the second placement, at least grade 2 "meeting the standards a good level" should be attained. If, at any stage, it becomes apparent that you are not likely to reach the minimum expectation of the placement, a Progress Alert or Cause for Concern will be put in place. The university will recommend trainees for qualified teacher status at the end of the programme if a grade 2 or above is attained during the final placement (see p. 50)

School Direct Trainees
By the end of the Autumn term it is expected that grades attained in each of the Teachers' Standards will be at least grade 3 "meeting the standards at the minimum level" as defined by the "Pen Portraits" document. This is also the minimum level expected by the end of the second school placement. By the end of the programme the expectation is that you attain at least a grade 2 "meeting the standards a good level". If, at any stage, it becomes apparent that you are not likely to reach the minimum expectation of the appropriate point in your training, a Progress Alert or Cause for Concern will be put in place. The university will recommend trainees for qualified teacher status at the end of the programme if a grade 2 or above is attained during the final placement (see p. 50)

Trainees not meeting the Standards
In addition to the various support highlighted previously, where appropriate, an extension to the placement may be offered to enable trainees to demonstrate that they can meet the Standards to the required level within the extended period.

If a trainee's placement becomes the subject of a referral, an opportunity to retake it (for the key stage in question) may be offered. This is likely to take place in the following academic year. A trainee who retakes a placement must pass on the second attempt in order to continue on the PGCE programme.

In extreme cases of poor performance or professional misconduct a placement may be terminated immediately. The placement immediately becomes subject of a referral.

Trainees must pass each placement in order for the Examinations Board to recommend the award of a pass, along with the successful completion of all other elements of the course.

At some stage during the placement, a sample of trainees will be observed by the External Examiner or by members of the Partnership Moderation Group, as part of our quality

assurance procedures. The schools and trainees will be informed at least two days in advance.

26 Teaching and Learning

Tutors: Alex Woodgate-Jones* and Jo Wright

26.1 Welcome

The Teaching and Learning programme (T & L) is an essential part of your course and underpins all the other curriculum subjects that form part of the primary PGCE. Being an effective primary teacher involves understanding a wide range of issues that affect primary aged children and how they learn.

Cohen et al (2000) list the teacher's role and function as: manager, observer, diagnostician, educator, organizer, decision-maker, presenter, communicator, facilitator, motivator, counsellor and evaluator.

In order to carry out all these roles effectively newly qualified primary teachers will need:

- A body of general knowledge
- Knowledge of child development and its effect on learning
- Knowledge of the official curriculum
- Knowledge and skill in curriculum planning and development
- Knowledge and skill in evaluating learning
- Skills in creating an effective, inclusive learning environment
- Skills in classroom management and organization

(Calder & Grieve 2004)

To enable you to develop this knowledge and skills, issues that will be introduced on the T & L programme include:

- Learning theories
- Classroom environment and the role of the teacher
- The professional standards and the context of primary education
- Approaches to planning and assessment
- The role of motivation and learning styles
- The purpose of education and the importance of emotional literacy
- Safeguarding and child protection
- Theories and approaches relating to behaviour management
- Groupwork and classroom organisation
- Mindsets and the effective use of other adults
- EYFS
- Assessment for learning
- Diversity in education
- Differentiation and inclusion
- Creative teaching and learning
- Summative assessment and tracking progress

The T & L programme will explore these issues to through discussion, activities, reading and reflection in order to enable trainees to develop these aspects of teaching and learning and encourage ongoing reflective practice.

26.2   Programme aims

- To ensure that you are aware of, and able to work within the statutory frameworks relating to teachers' responsibilities
- To encourage you to develop a critically reflective approach to teaching
- To enable you to take responsibility for your own continuing professional development
- To enable you to identify the needs of individual children and set targets for their development
- To ensure that you are constantly striving to raise attainment
- To introduce you to key practical skills required by primary school teachers in the classroom
- To develop your awareness of your own language and behaviour in the classroom and its effect upon pupils
- To ensure you have a good understanding of the issues related to teaching and learning styles
- To ensure you are able to use a variety of strategies to manage children's behaviour positively
- To develop your awareness of equal opportunities issues in the classroom
- To ensure you understand your role in child protection issues
- To develop your understanding of how to work effectively with other adults in the classroom
- To ensure you are familiar with both statutory documents and non statutory guidance relating to teaching and learning
- To ensure that you are aware of current research and existing good practice in education and know how to access up to date information

The T & L programme is research led and tutors will indicate relevant research findings and reports/articles during the taught sessions which you will be expected to follow up in self study time. You will be expected to do a mixture of pre- session reading, post- session reading as well as some in- session reading. There are a large number of relevant books in the Hartley Library, and further readings are available on the T&L section of Blackboard. Specific books/articles will also be shared in taught sessions.

During the Teaching and Learning Programme you will have the opportunity to work with a range of different professionals, including: SEdS staff, lecturers from other University departments and colleagues from schools.

The outcomes indicated in the programme require attendance at all sessions, carrying out pre-reading/post reading, participation in discussions and/or completion of any related activity set. Completion of the programme will provide you with evidence for some of the Standards for Teachers (TA 2012). **However, completion of the programme does not imply achievement of these standards.**

The T&L tutors are Alex Woodgate-Jones and Jo Wright. Alex is the programme tutor with overall responsibility for the T&L programme. Any matters arising (questions, concerns, evaluations, observations) should be brought to her attention in the first instance.

26.3   Assessment

There are no tests on the T & L programme and successful completion of this part of the PGCE course will depend on attendance at lectures and seminars and, for UL trainees successful completion of a reflective journal (SD trainees may also find it helpful to keep a reflective journal but there is no requirement to do this). There is an expectation that entries to this journal will be made after specifically identified sessions, but trainees are expected to do further reading around every session. More detail as to how this should be recorded in the journal will be explained in the introductory seminar. The reflective journals will be monitored once during the programme. You are free to find your own

articles/chapters on which to base your reflections and there is also a selection of articles/ relevant chapters of books are available on the Teaching and Learning section on Blackboard.

Even when you have successfully completed the PGCE course, you will not be an expert! In order to continue developing your skills as a teacher you will need to be able to reflect critically on your own practice and the reflective journal is designed to help you begin this process which you should continue to do long after you have qualified. You are encouraged to find and discuss readings in pairs/small groups as this will enable you to read more widely as well as discuss implications etc. with peers. Each member of the group must record the reading done as well as the group's thoughts in response to the questions set. If it is not possible to work as a pair/group the journal can be done individually.

Given the wide range of topics included in the T & L Programme, rather than list supporting resources here, these will be made available on Blackboard in a specific folder dedicated to appropriate sources.

27 Art and Design

Tutor: Miranda Dodd

Introduction

Art and design plays a key role in the primary curriculum. Without it, schools would be very dull places! This session will give you a taster of what to expect, and some key information to help you at the beginning of your teaching career. It should give you an idea of how, if used flexibly, art can influence all subjects, including the core curriculum. It will also give you practical help, such as how to deal with the 'mess' factor! Georgia O'Keefe once said of art "I found I could say things with colour and shapes that I couldn't say any other way- things I had no words for" so it is for some children. We owe it to them to at least give it a try – no matter how terrifying the thought of a 4 year old with a paintbrush may be – and to attempt to help all children make meaning of their world.

Intended outcomes:
➢ Understand children's entitlement to art in the National Curriculum
➢ Begin to understand some common models of planning for art and design
➢ Appreciate how art can be used to support other subjects, including core subject teaching
➢ Explore progression and assessment through different techniques
➢ Look at how an artist's work can influence and inspire children's art
➢ Consider how sketchbooks can be used effectively in the classroom

ALL ART SESSIONS WILL INCLUDE PRACTICAL WORK. PLEASE EXPECT TO GET MESSY!

Suggested reading:

Boys, R. and Spink, E. (2008) *Teaching the Foundation Subjects*. London: Continuum. Pp. 1-27,
'Art and Design: Teaching the Curriculum', and 'Art and Design: Beyond the Curriculum':
Dyson, Anthony (n.d.) *Looking, making and learning: art and design in the primary school*. London: Institute of Education, University of London.
Edwards, Jean (2013) *Teaching Primary Art*. London: Pearson.
Green, Linda (1997) *Art 7-11: developing primary teaching skills*. London : Routledge
Hamill, Andrew (2006) *Learning ICT in the arts*. London : David Fulton
Key, P. and Stillman, J. (2009) *Teaching Primary Art and Design*. Exeter: Learning Matters

Some useful Websites

☐ National Society for Education in Art and Design:
http://www.nsead.org/home/index.aspx
☐ Take One Picture (National Gallery): http://www.takeonepicture.org/
☐ BBC Education: http://www.bbc.co.uk/schools/websites/4_11/site/art.shtml
☐ Arts awards: http://www.artsaward.org.uk/

Please see Blackboard for these and others that may have been added.

28 Computing (previously known as ICT)

Tutor: Cynthia Selby

Introduction

With the advent of the 2014 National Curriculum ICT is changing considerably in schools. This is reflected in its change of name to 'Computing'. The course will reflect the new curriculum.

Learning outcomes are given in the session outlines, but by participating in the computing sessions and additional opportunities, you will:
- develop your knowledge and understanding of the computer science, digital literacy and information technology aspects of the Computing National Curriculum
- be equipped with e-safety knowledge and skills
- know how to teach the use of technology safely, respectfully and responsibly
- ensure that your subject knowledge of computer science, digital literacy and information technology is at the required level for teaching the subject to primary school pupils and is secure
- become aware of a wide variety of activities and resources suitable for computer science, digital literacy and information technology lessons
- be able to think critically about the suitability of activities and resources in relation to pupils' development
- consider how computing can be assessed effectively
- have the opportunity to critically consider behaviour management strategies which may be employed within lessons
- begin to plan successful and inclusive computer science, digital literacy and information technology lessons
- consider cross-curricular links between computer science, digital literacy and information technology and other subjects
- develop a positive, active and reflective attitude towards your own teaching of computer science, digital literacy and information technology.

Core Reading

- Berry, M. (2013) *Computing in the National Curriculum: A Guide for Primary Teachers.* Available at
www.computingatschool.org.uk/data/uploads/CASPrimaryComputing.pdf
- Bird, J.et al (2014) *Lessons in Teaching Computing in Primary Schools.* Learning Matters.
- DfE (2013) *National Curriculum in England: Primary Curriculum.* London: DfE. Available at www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum
- Turvey, K. et al (2014) *Primary Computing and ICT, Knowledge, Understanding and Practice. 6th edition.* Exeter: Learning Matters.

Further Reading

- Computing at School Working Group (Cambridge 2012) *Computer Science: A Curriculum for Schools.* Available at: www.computingatschool.org.uk/data/uploads/ComputingCurric.pdf
- DfE (2013) Digital Technologies in Schools. Available at www.education.gov.uk/a00201823/digital-technology-in-schools

Computing Resources

- **Code Club** provides detailed plans and resources for extra-curricular clubs, which might be adapted for use within the school curriculum. Free registration required: see www.codeclub.org.uk
- New Zealand-based **Computer Science (CS) Unplugged** produce an excellent collection of resources exploring computer science ideas through classroom-based, rather than computer-based, activities: see http://csunplugged.org/
- **Computing at School (CAS)** hosts a large resource bank of plans, resources and activities. CAS is free to join: see www.computingatschool.org.uk
- **CAS Primary Master Teachers**; for example, one teacher has shared detailed lesson plans for computer science and digital literacy topics via his website at www.code-it.co.uk
- CAS has made available a large collection of lesson plans and other resources through the **Digital Schoolhouse** project, based at Langley Grammar School: see www.digitalschoolhouse.org.uk
- **Naace** (the ICT association) and **CAS** have developed joint guidance on the new computing curriculum: see http://naacecasjointguidance.wikispaces.com/home
- A group of teachers and teacher trainers convened by the **NCTL** worked together to curate resources for initial teacher training for the computing curriculum, many of which may be useful for CPD and classroom use: see http://bit.ly/ittcomp
- There are excellent resources available for teaching with MIT's Scratch programming toolkit, together with an online support community, on the **ScratchEd** site: see http://scratched.media.mit.edu/
- Resources for teaching **safe, respectful and responsible use of technology** are widely available. Good starting points for exploring these topics are www.childnet.com/teachers-and-professionals
- and https://www.thinkuknow.co.uk/teachers/

Resource list above adapted from: Berry, M. (2013) *Computing in the National Curriculum: A Guide for Primary Teachers.* Available at www.computingatschool.org.uk/data/uploads/CASPrimaryComputing.pdf

You may also like to look at the Barefoot website for additional support.

Professional Development Activity

Teaching Computer Science (TS4 and TS6)
To be undertaken after your Computing session. This DA is designed to provide you with first-hand experience of teaching computer science. It is important that you are aware of challenges that are faced when teaching this subject.
Guidance
- Within your evidence for this DA, include your computing audit. Look at your recent targets.
- Plan and teach two lessons (ideally enabling you to meet a target from your audit) which support the new computer science aspect of the curriculum. Useful resources are listed in the handbook.
- Discuss, with your CM, the challenges you faced in doing this and the steps you took to overcome them.

Evidence of successfully completing this DA will be found in completed lesson plans with evaluations. You should ensure that these provide information about the strategies you

used to ensure that you were able to assess children's work accurately and how you provided feedback to support learning.

29 Design and Technology (DT)

Tutor: Julie Reynolds

Introduction

According to a 1988 DES statement, at the time when design and technology was first officially inserted into the primary curriculum, 'Technology is a creative human activity which brings about change through design and the application of knowledge and resources…….it is the means whereby mankind makes progress and society develops.'
Design and technology goes far beyond just 'making things' – it's about dealing with challenges, problem-solving, relevance creativity, real life and having fun.
The DT session (UL only) is presented as a practical session. This is designed to enable you to learn about DT, try out some practical activities and so consider the need for careful attention to technical vocabulary, sequencing, clarity of instruction, etc. as well as ways of engaging children's interest, imagination and commitment.

By participating in this session, you will:

> ➢ understand the rationale for teaching DT
> ➢ consider what makes for good DT teaching and learning
> ➢ reflect on the practical issues associated with DT
> ➢ become acquainted with the DT programmes of study
> ➢ prepare to teach children DT within the scope of the class's current DT project

Core reading

With the development of the new National Curriculum a number of updated books are in the process of being published. We will advise you by email or through Blackboard when we find the best ones.
Webster, X. (2015) *Teaching The Primary Foundation Subjects.* Open University Press Pages. 38-56 'Design and Technology'.

The following will also be of use:
Davies, D and Howe, A (2014) *Teaching Science and Technology in the Early Years (3-7)* (2nd Edition), David Fulton, Routledge

Some useful websites:

☐ Design and Technology Association: www.data.org.uk
☐ Primary Resources www.primaryresources.co.uk/dandt/dandt.htm
☐ Stem Learning www.stem.org.uk

Further resource links may be added to Blackboard through the year.

30 English

Tutor: Miranda Dodd*

English is at the heart of children's learning and thinking. It is a fascinating subject in its own right, but also a vital tool in accessing the rest of the curriculum. Taught creatively, it can inspire and enthuse children to explore this fascinating language and all the different means of communication, and to develop the all important skills they need. We need to

ensure that those skills are developed by all children and no child can be ignored because of the critical role played by English in learning and life.

The Primary English programme has been designed to provide a stimulating and coherent introduction to English teaching across the primary age range, and to integrate your learning in University and schools. We do not attempt the impossible task of training you up in University for every aspect of English teaching you will encounter in schools, nor to introduce you to all the teaching approaches, schemes and resources that our partner schools use. Rather, we seek to provide a broad and principled generic introduction to English teaching, and expect that you, as a reflective and questioning learner, will be able to identify relationships between what you learn in University and the specific practices you observe and participate in in schools.

The programme is aligned with current policy emphases, informed and enhanced by attention to research, including a thorough introduction to the teaching of Phonics. Our focus is on helping you to understand how children develop their skills in spoken language, reading and writing, and on developing your skills in planning, teaching and assessing in an inclusive classroom, with an emphasis on creativity and personalisation of learning.

30.1 English (including Phonics) Programme Aims

Through the combination of University-based teaching and school-based training, we aim:
- to support you as you develop the knowledge, understanding and skills needed to plan, teach and assess learning across the primary English (including Phonics) curriculum, relating speaking and listening, reading and writing in a mutually supportive and progressive manner;
- to provide you with a working knowledge and understanding of the curriculum for English according to current frameworks and statutory requirements;
- to enable you to practise planning, teaching and assessing English across the primary age range, reflecting on your practice and giving and receiving feedback;
- to develop your knowledge and competence in all areas of English;
- to help you understand the factors which affect children's language learning, and to take account of pupils' varying needs;
- to familiarise you with a variety of strategies to develop and foster children's enthusiasm for learning language and literacy;
- to prepare you to plan effective sequences of teaching and learning in English which are embedded in meaningful contexts for learners;
- to familiarise you with ways of integrating effective learning in English with learning in other curricular areas, including the use of ICT;
- to help you identify your own strengths and weaknesses in terms of the knowledge and understanding that you need to teach English effectively, and to support your self-study.

30.2 Blackboard and reading lists

Please see Blackboard for:
- An extensive and up-to-date **reading list, arranged under topics** including details of **core textbooks**
- Subject knowledge test and audit details
- a repository of English-focused **websites**
- **planning documents**
- guidance on **subject knowledge self-study**
- **materials specific to individual teaching sessions** including readings, websites and guidance.

The English section of Blackboard is organised so that you have access to specific session materials within 'Session' folders; but there are also very useful (black) generic folders such as 'Drama', 'Writing', 'Guided Reading', 'Comprehension' and so on which contain a host of resources for you to draw on as you wish and are updated as we come across useful materials. These may be hyperlinked from session folders where particularly relevant, but we expect you to explore and make full use of them for your teaching and academic work.

A separate **Phonics folder** is also accessible, via the main Blackboard menu. This houses a rich repository of materials and weblinks to support you with subject knowledge and practical help in teaching with specific reference to phonics.

University session outlines include associated reading, usually from the core books. Occasionally, we may ask you to carry out specific reading for a particular University session, in which case we do expect you to do so, and where we recommend particular research-based papers which may be useful, these are linked via Blackboard.

Do let us know if you would find anything else useful.

30.3 Audits and tests

Good subject knowledge, interpreted effectively into your practical teaching, is essential, and you will develop this primarily in school through your teaching in association with your reading and other study support (for example, websites linked to Blackboard). University sessions will help you secure some of the knowledge you may require, but cannot cover everything you will need; additionally, your specific strengths and gaps will be different from those of others. It is therefore essential that you become aware of these strengths and 'development areas' in order to develop further, and the University Audit and Testing procedures will help you do so.

The subject knowledge audit is carried out in September and February for everyone, with an additional check in May for anyone with any areas below 80%. The tests and answers are available on Blackboard in the English folder. You should work through these and then mark them yourself. The results are submitted through the relevant i-survey. If you are below 80% in any area then you should certainly be ensuring this is looked at in your targets and action plan. There are links to many resources on Blackboard to support this in both the English and Phonics folders and the core texts have helpful sections, especially Medwell *et al.* (2014) and Jolliffe *et al.* (2016).

Although we expect you to take responsibility for your independent study, you are welcome to consult the subject tutor as necessary if you encounter difficulty. Alternatively, in the past some trainees have set up collaborative study groups and found this very effective.

30.4 Subject and Professional Associations

There are various subject associations that you may be interested to explore in relation to English. UKLA has a stronger Primary focus than many. Both the journal 'Literacy' that it produces and the UKLA Minibooks provide much useful guidance for practice and assignments. It also produces a more practical magazine, English 4-11. NALDIC is the main organisation supporting work with bilingual children. NATE and the English Association are additional associations to explore. If you have a particular interest in Poetry you may wish to explore The Poetry Society, and there is a National Drama Association for those interested in this field. It is well worth exploring these whilst you are a student as they often have good offers.

30.5 Professional Development Activities for English

These are set out in the DA booklet. All are intended to build on University input, and will inform your learning in subsequent University sessions. Completing them will help you progress as a teacher and contribute to the evidence that you are meeting the Teachers' Standards.

PDA2 Understanding teaching and progress in English (Reading Buddy)

Before October half term (and for SD will probably be much sooner):
- In negotiation with your class mentor choose a child who has a reading level below national expectations.
    - Trainees and schools have often reported successfully on this where the child is not helped in other ways, but would still benefit from this intensive help. The child will usually be from your class, but does not have to be. If you choose a child from a different class it will be less easy to note the impact on work beyond the sessions.
    - The child can need help with any aspect of reading, including decoding, comprehension and motivation.
    - The child may well be from a 'vulnerable group' such as a pupil premium child; your work with them can contribute to the school's evidence for their progress.
- Complete an initial assessment of their needs through:
    - Discussion with the class mentor, teaching assistant and any other staff involved, including finding out if the child has had any support for SEND.
    - Discussion with the child. Many people find it helpful to create a simple 'finding out' sheet where they share their reading preferences and thoughts with the child, and then gather the child's views on similar points e.g. views on reading, reading preferences, favourite books and authors, what they enjoy reading, different places they like to read and concerns about reading.
    - Observation of the child in other teaching and learning contexts.
    - Look at any written evidence of their current progress in reading e.g. work in English books, guided reading records, written work in response to texts;
    - Map them against the Simple View of Reading (discussed in sessions), recognising what evidence these judgements are based on.
    - Complete a running record and miscue analysis (discussed in sessions).
- Complete other assessments in relation to specific areas (in consultation with the class teacher) e.g. Phonics assessment (Letters and Sounds p197 onwards may be helpful), inference skills based on discussion of texts.From this assessment identify their strengths and next steps in learning
- Discuss with your mentor the best way to communicate with the child's parents/carers so that they are aware of your plans and can contribute to your initial assessment. There is a letter on Blackboard which may be useful.
- Please see notes below about arranging times for sessions. If you are focusing on your Maths Mate rather than your Reading Buddy for assignment 2 you may prefer to work with a small group with an identified need. This can often be incorporated, for example, within other reading sessions in class.

Around October half term
- <u>Read to inform your work with the child</u>.   We do not set specific readings for this as the range of ages and needs is so vast, but the English core texts and the folders on Blackboard contain information to get you started, and the UKLA Minibooks (available in the library) contain many helpful titles which will then give you further links to follow from the reference list. Policy documents include the various Ofsted reports on English discussed in sessions, as well as the National Curriculum.
- Think about how your work with the child links to different theories of learning and reading development, especially the Simple View of Reading. What beliefs are underpinning your approach?

- Reading to support your work will be an on-going process as the work with the child develops.
- From your initial reading create a brief overall plan, ideally focusing on a particular aspect of reading, rather than trying to cover everything.
- Discuss your plan with your mentor. <u>Your mentor must agree your plan before you start work</u> (see assignment guidance).

November onwards for at least 20 sessions (may well extend into January for UL trainees) or if working with a group, at least 12 sessions
- Aim to meet every day, ideally at the same time, for 10-20 minutes, for at least 5 weeks. This could amount to between 4-8 hours of 1:1 tuition. It may not be possible to meet every day of every week, but regular, short, pre-negotiated sessions will support progress. You will need to negotiate times for these with your class mentor. .
- Keep careful and reasonably detailed observational and assessment notes in whatever format you find works most effectively.
- Keep copies of any relevant work <u>both from your sessions and in class</u>. Most people have a dedicated notebook and folder.
- Please remember that a professional approach should prevail throughout. This is good preparation for the observational notes you will have to make as a teacher and you need to bear in mind that all records can be seen by the child's parents. You should date everything and note specific observations rather than subjective comments. You may even be able to write down some direct quotes. For example. "Read well" is much less helpful than "18.11.15 used phonics correctly to work out 'tray' but struggled with 'tree', or "19.11.15 told me she had read the TV times with her older brother and found her favourite programme".
- You should of course ensure that the child's class teacher is kept informed of any developments or concerns.
- At the end of the work with your reading buddy and after discussion with your CM, arrange to meet with the parents and update them on the child's progress and next steps.

It is also good from the start to include reflections on your observations reasonably regularly (probably once a week), for example:
- Keep reflecting on what you are learning both about the child's development as a reader and what you can learn about this for your practice in the future with individuals, groups and classes;
- Look back at the different theories of learning and reading. How does your teaching and the child's or children's responses link to these? What is working well and why? What is proving more challenging at present and why? How are you working to overcome difficulties? Does it need a different type of approach?
- Note your reflections on any discussions with the child, class mentor, parents and other adults working with the child;
- Consider how this is helping you progress towards meeting the Teachers' Standards.

Reflections like this will be invaluable both for your own development and should you choose to follow this up for assignment 2.

You are advised to read the guidance for Assignment 2 before starting (see handbook/Assignments folder on BB). In particular you should note:

Your mentor must agree your plan is appropriate for the learner, and *you must state in the assignment that your mentor has agreed that your intervention can go ahead. You will need to follow all guidance about ethics.*

The outline for the assignment suggests the following:

- An account of the child's current abilities and weaknesses in the target area (based on discussion with Class Teacher and existing assessment records) (approx. 250 words)
- A summary of your initial plan with a clear statement of purpose (learning objective) and details of assessment methods to be used (approx. 500 words – could be a diagram)
- A short paragraph relating to ethics: you should indicate how you are addressing any potential ethical issues, but also how your intervention is actively intended to do good
- At appropriate points, discussion of your intervention in relation to research, theory, policy – see guidance in Assignments section of the handbook
- A critically reflective commentary on the activity, including what you did, pupil responses and your assessment evidence, with reference to the appendices; to include a brief section on the limitations of your approach
- At appropriate points, references to the Teachers' Standards
- Introductory and concluding sections to set the scene, summarise outcomes and consider impact on your future practice
- Appendices: *e.g. a profile of the child and his/her abilities and sense of self as a learner, teaching schedule/plan, samples of materials used, your assessment evidence with annotations evidencing what the child can do and can't do yet, any formal assessment records that are appropriate (eg initial exploration of child's preferences and skills, phonics checklist, miscue analyses, record formats used by school).* There is no word count limit.

This should help you identify the sorts of notes you wish to make, whether or not you are taking this forward to assignment 2.

DA7 Systematic Synthetic Phonics

This ensures that you have good opportunities to observe, teach and have feedback on your phonics teaching. You should complete this during your EYFS/KS1 placement and, if necessary, with a different class (if for example your Class mentor works with a higher attaining year 2 class or group who no longer need more phonics. If there are any issues with gaining experience in this critical area you should contact your Professional Tutor and the Phonics tutor as soon as possible.

Part way through the relevant placement you will need to email through your reflections and your most successful phonics lesson observation to the Phonics lead tutor. The due dates are clearly listed on the course organisation chart. The most important part of these reflections is your thoughts on your progress and areas where support is needed. The phonics lead tutor will email individual feedback.

Please note: although this Professional Development Activity is geared towards your time in KS1 you should take all opportunities to explore, use and teach phonics as appropriate when you are working in KS2.

The other Professional Development Activity with a particular focus on English focuses on Talk for learning, helping you reflect on the critical role that talk plays in learning and how teachers can ensure its effectiveness.

30.6   English sessions

For each session and lecture there is a folder on Blackboard which will also include links to key related resources Where applicable, the powerpoint will also be put in the session folder. The Learning Journey for English/Phonics outlines the content of the course.

There are a number of threads which will run across sessions:

- Developing your subject knowledge
- Helping all children learn and progress in a transformative inclusive classroom that does not set limits on children.
- Helping children with English as an Additional Language
- Removing barriers for children who are experiencing difficulties with areas of English
- Ensuring all children develop a strong, deep understanding of learning in English which they can apply in different situations.

You will be asked to bring examples of work to some sessions to support discussions and for some there is preparatory reading or other tasks. Details will be given in previous sessions so please ensure you have checked carefully if you are absent for a session.

As well as the sessions and lectures set out on Blackboard you will also have access to:
- (UL and SD Route 2 alliances only) Focus Days in schools to observe the teaching of systematic synthetic phonics and other KS1 practice and the teaching of literacy at KS2 (autumn and spring terms). These days are planned so that you can see a wider range of schools beyond your placement schools, including meeting some expert teachers;
- Optional Additional Opportunities for example focusing on storytelling with non-fiction books, pop-up books and children's literature;
- Optional subject knowledge top-up sessions, to be organised in response to demand after you have some experience of teaching;
- The 'Read to Inspire' conference (optional for SD) where we are visited by the Just Imagine story centre and an author;
- Displays by the School Library Service (subject to availability) and other organisations that support literacy in schools.

Finally – we hope you and the children enjoy your English teaching. If at any point through the course you have any concerns or queries please contact Miranda.

31 Geography

Tutor: Miranda Dodd

Introduction

'Geography teaching that informs, stimulates and motivates children, which really involves them in their learning, is at the heart of enjoyable learning' (Ofsted). Although this session is necessarily very condensed, it will help you develop a basic understanding of the subject and see how it can be interpreted to primary children in ways that are relevant, stimulating and creative. Enquiry is fundamental to primary geography, and this session emphasises the role of practical, active fieldwork and other enquiry based learning, along with the importance of collaborative classroom activities that are lively and thought-provoking.

Suggested reading

- Catling, S. and Willy, T. (2009) *Teaching Primary Geography*. Exeter: Learning Matters
- Martin, Fran (2006) *Teaching geography in primary schools: learning to live in the world.* Cambridge: Chris Kington
- Scoffham, Steven (ed.) (2010) *Primary Geography Handbook*. Geographical Association

Some useful websites

- The Geography Association http://www.geography.org.uk/
- BBC Schools Websites Geography

- http://www.bbc.co.uk/schools/websites/4_11/site/geography.shtml
- Google Earth http://www.google.co.uk
- Please see Blackboard for these and others that may have been added.

Primary Geographer Journal

There are 20+ articles from this journal on Blackboard (Foundation subjects – Geography – Reading) Back copies are in the Library. Unfortunately there is no longer an active subscription.

32 History

Tutor: Rachele Morse

Introduction

How do you know who you are unless you know where you've come from? How can you tell what's going to happen, unless you know what's happened before? History isn't just about the past. It's about why we are who we are – and about what's next.
Tony Robinson, quoted in the National Curriculum

History has been defined as the study of 'everything that has happened' (HMI, 1988). The 'everything' could be construed as the content – the knowledge that students of history need to know. However the knowledge has to be gathered, interpreted, analysed and communicated – this is the process of history. Studying history at primary level allows children to begin to use these key learning skills within a context that is interesting and relevant. Children are curious about the past, about how lives have changed and about famous people from the past. Analysing evidence about the past, drawing conclusions etc. all appeal to children's desire to learn and make sense of their world. Children's knowledge and understanding of the past will increase their awareness of themselves, their cultural heritage and their own personal values and beliefs. Learning about history helps children understand the present. The National Curriculum has been the subject of much debate and will mean that schools are having to think carefully about their curriculum. Our history session will introduce you to the National Curriculum and other resources. You will be encouraged to develop your own subject knowledge and you will learn how to plan, teach and assess history effectively.

Core reading

Boys, R. and Spink, E. (2008) Teaching the Foundation Subjects. London: Continuum. Pp. 64-92,
'History: Teaching the Curriculum', and 'History: Beyond the Curriculum'
Wider reading available in the library (* indicates on order 2011-12)
Arthur, J. (2000) *Issues in history teaching.* London: Routledge
Green, R. (2009) Classroom Gems: Games, Ideas and Activities for Primary Humanities (History, Geography and RE) London: Longman
Hoodless, P. (1998) *History and English in the primary school : exploiting the links*. London: Routledge
ONLINE
Hoodless, P. (2008) *Teaching History in Primary Schools*. Exeter: Learning Matters
Hoodless, P. McCreery, E., Bowen, P. and Bermingham, S. (2009) *Teaching Humanities in Primary Schools.*
Exeter: Learning Matters
Pickford, T. (2006) Learning ICT in the humanities. London: David Fulton
Turner, A. (2002) *Access to history : curriculum planning and practical activities for pupils with learning*
difficulties. London: David Fulton

*Turner-Bisset, R. (2005) Creative Teaching: History in the Primary Classroom London: Routledge

Some useful websites

☐ The Historical Association
http://www.history.org.uk/resources/primary_resources_129.html
☐ BBC Education http://www.bbc.co.uk/schools/primaryhistory/
☐ Primary Resources http://www.primaryresources.co.uk/history/history.htm
Please see Blackboard for these and others that may have been added.

33 Mathematics

Tutor: Ian Campton*

33.1 Mathematics Programme Aims

The overall aim of the PGCE (Primary) mathematics programme is to ensure that you can confidently contribute to the raising of standards of mathematics education and levels of mathematics attainment in primary schools. The course has been written with the statutory requirements set out in the Teachers' Standards (DfE, 2011), Initial teacher training (ITT) criteria (TA, 2012), the National Curriculum for England (DfE, 2013), the Primary National Strategy (DCSF, 2006) and EYFS guidance firmly at its core. The programme also considers wider areas of mathematics in order to build a course which is challenging and stimulating, introduces you to the diversity of mathematics, encourages wonder and enjoyment, as well as thoroughly preparing you for a career in teaching.
This programme is designed to:

- provide you with the knowledge, skills and understanding that will enable you to become a critical and reflective mathematics practitioner;
- ensure you have a secure knowledge and understanding of mathematical subject knowledge;
- ensure you have a secure knowledge and understanding of the mathematics National Curriculum;
- make you aware of the major issues in mathematics education today and the ways these are reflected in schools;
- provide you with an understanding of the factors which influence a child's learning of mathematics;
- encourage you to think critically about the nature and processes of mathematics and to consider the consequences for teaching and learning mathematics;
- give you the opportunity to consider a diversity of strategies for communicating with children about mathematics;
- introduce you to the major resources available to teach mathematics;
- enable you to plan appropriate, differentiated activities to develop the learning of children within the primary age range;
- enable you to recognise the links between mathematics and other subjects and to integrate this into your planning across the curriculum;
- develop an awareness of the uses of mathematics beyond the classroom;
- develop an appreciation of mathematical patterns and relationships and an awareness of the creative and aesthetic aspects of mathematics;
- give you positive and active attitudes towards, and enthusiasm for, mathematics and to encourage you to communicate such attitudes to children;

- stimulate your sense of curiosity and enjoyment and encourage you to communicate this curiosity and enjoyment to children.

33.2 Blackboard and reading

The 'Mathematics' folder on Blackboard contains a wide range of resources, materials and information appropriate to the mathematics sessions and activities within the programme. The presentation slides from the lectures and seminars will be made available for download from the folder prior to each session. The folder also contains an extensive reading list that will help support your understanding of the teaching and learning of mathematics and any assignments that you may write on the topic. A list of websites that will also be of use is also supplied in the folder.

33.3 Audits and Tests

In order to gauge your levels of competence and confidence within mathematics and its teaching, tests and audits will be provided for you to complete at specific points during the programme. These will enable you to identify the areas in which you are competent and feel secure and those areas which need developing for which you will set targets and write and an action plan. After a period of self-study, the audits and tests will be repeated later in the programme to see how your knowledge and confidence has improved. In order to ensure that you have a secure knowledge and understanding of mathematics which will support your training in school, your scores and progress will be carefully monitored by the maths tutor and it may be necessary for you to take a third test or audit towards the end of the course. Should this be the case, the maths tutor will inform you and will provide you with any support should you request it. Often, students informally support each other, with groups being led by students with expertise in mathematics such as those acquired through studying the subject at undergraduate level. Trainees following the Mathematics Specialism Route will lead a subject knowledge enhancement additional opportunity for their fellow trainees.

Details of the procedures involved in completing the test can be found on Black Board in the Mathematics folder.

33.4 Subject and Professional Organisation

Most of the organisations and associations that are listed below offer discounts to students. You are expected to register free with the NCETM website so that you have full access to the resources that will support your training and professional development.
National Centre for Excellence in the Teaching of Mathematics (NCETM): http://www.ncetm.org.uk
Other organisations that provide quality resources, ideas and information on recent developments in mathematics education at all levels, include:

- The Association of Teachers of Mathematics (ATM): http://www.atm.org.uk
- The Mathematical Association (MA): http://www.m-a.org.uk
- The British Society for Research in the Learning of Mathematics (BSRLM): http://www.bsrlm.org.uk

33.5 Professional Development Activities for Mathematics

The Professional Development Activities have been designed so that you can bring together the theory from university sessions with the practice of your school placement experiences. Additional guidance is provided here for two of the more in depth mathematics activities and expands upon that which is given in the Professional Development Journal.

PDA3 Understanding the Teaching and Learning Process for Mathematics (Maths Mate)

This Professional Development Activity has been designed to help you improve your knowledge, skills and understanding of teaching mathematics. Through regularly working with a child on a one to one basis, you will develop your own knowledge of teaching mathematics and practise the necessary teaching skills, whilst, at the same time, gain an insight into the difficulties children face in their learning. As well as developing the child's levels of understanding, it is hoped that the work you do will help boost confidence. The activity will also help you in assessing and responding to children's needs.

As an option, for UL trainees not following the Mathematics Specialism route and SD trainees, you may decide to complete this DA in both placements. Doing so will broaden your understanding across the age ranges and identify any fundamental concepts that inhibit children's mathematical understanding regardless of age. A more informal approach may be adopted in completing this DA whilst on second placement to reduce the demands upon your time as detailed evidence will no longer need to be kept for assignment purposes. Your Maths Mate in School 1 will be the focus of Assignment 2, unless you choose your Reading Buddy to be the focus instead. For University Led trainees following the Mathematics Specialism route, completion of this DA in both placements, and focusing upon their Maths Mates in Assignment 2, is compulsory.

In order to complete this DA, you should follow the following guidance:
- In negotiation with your CM, identify a child who has low levels of attainment in mathematics and finds learning in the subject difficult and/or lacks confidence in it.
- Discuss with your CM the mathematical needs of the child and agree an outline programme of activities that will help improve the child's attainment levels and/or confidence.
- You should aim to vary the lessons as much as possible in order to maintain the motivation of the child and to personalise his or her learning.
- Activities may include games, rapid recall exercise and working through questions in order to help the child clarify his or her thinking and consolidate understanding.
- Aim to meet with the child every day for 10-20 minutes, for a minimum of five weeks, which will provide a minimum of approximately four to eight hours of quality 1:1 tuition.
- Short, regular sessions will support progress when it is not possible to meet every day of every week.
- Where possible, you should record an aspect of the child's attainment at the beginning of the sessions and again at the end. For example, if you work at improving the child's knowledge of multiplication questions, you may record how quickly s/he is able to complete 10 multiplication questions.
- Don't spread the coverage of your tuition too wide. It is better to work on a few topics or concepts (maximum of three) in greater detail than trying to cover too many in less detail.
- Make notes daily in whatever format you find most helpful (e.g. an exercise book) and complete a final reflection. Careful note taking and reflection has the potential to gather powerful evidence so you need to reflect upon the following:
  - The educational needs of your maths mate. Draw on any available statistical data, EHC plan (if applicable) and targets. Compare you maths mate's level of attainment against national expectations. Consider historic data and the possible factors that have affected his or her progress whilst in school.

- The apparent attitudes exhibited by adults at home in helping with maths homework. (Please note the cautionary note on confidentiality that needs to be stressed in collecting and recording such data.)
- Any other information from colleagues (E.g. previous teachers, SENCO, TA/LSAs).
- Observations of your maths mate in other teaching and learning contexts. Is s/he more confident, for example?
- Their awareness of themselves as a mathematician
- The progress s/he makes
- The personalised learning opportunities you plan and teach
- Their next steps in learning

PDA11 Fraction Problem

To be undertaken ideally with KS2 children but can be adapted for children in KS1. UL trainees and SD trainees will undertake this activity at different points in the programme, so you should refer to this activity in the appropriate Professional Development Journal. This PDA contributes evidence towards Standards 1, 2, 3, 5 and 6.

This activity is an observation of children as they work at solving a problem regarding fractions. In doing so you will gain a better understanding of the fraction concepts children hold and, in sharing your observations with others during a university session, you will be able to see the stages of development through which children progress in developing an understanding of fractions.

The investigation:
Last year I took my class on a trip to Portsmouth related to a project we were doing in class but we didn't all go to the same place. I split the class into four groups so that they could go to different places to do some research. Four children went to visit the Historic Dockyard, five went to the Spinnaker Tower, eight went to Southsea Castle and five went to the D-Day Museum. The problem was that the kitchen staff made seventeen baguettes for lunch, so not enough for one each.

They gave three to the four children going to the Historic Dockyard, four baguettes to those going to the tower, seven to those going to Southsea Castle and three to children going to the museum.
Now, obviously, we didn't eat together because we were in different parts of the city, but when we got back to school the children talked to each other and the next day some children complained that it hadn't been fair because some children got more to eat than others.
What do you think about this? Were they right, because if they were I would like to work out a fair system – one that would tell me how many baguettes to give to each group next time I take a class on the same trip.

The context of the problem may be changed in order to make it more meaningful and 'believable' for the children you work with but do not change the numbers involved.

Ideally, this investigation should be undertaken by KS2 children; however if you do not have access to a KS2 class then you should adapt the problem to simplify it. For example, a group of KS1 children could work together on finding the best way to share seven baguettes between eight people. Once they have found a way does it work in sharing three baguettes between five people?

You should work with a small group (4 to 6) of children for a maximum of an hour at the very most. Working with younger children will demand less time is spent on this, so adjust accordingly. It is recommended that you discuss this Professional Development Activity with

your CM beforehand so that a suitable group of pupils can be identified and appropriate arrangements are made.

As you work with the children, adopt the role of observer as much as possible and make notes on what the children say and do with regard to the following points, as well as anything else that you feel illustrates their understanding of fractions.

As you observe, and consider in your notes, the following:
- How easily the children illustrate their thinking on paper and use models of their own to find a possible solution.
- The methods the children use in sharing out the baguettes.
- The misconceptions the children have.

Encourage the children to record all their thinking on paper using such things as they see fit such as diagrams, symbols and pictures. These should be retained and brought to the University when requested.

You must avoid telling the children the answer or what they need to do to solve the problem whilst they are undertaking it. Through your observation and questioning, you should identify the concepts and misconceptions you think the children maintain as part of their understanding of fractions. Once the children have finished working on the problem you may of course reveal the answer, although avoid demonstrating with complicated explanations if you, or your CM, suspects they will not be able to understand. In such circumstances it may be sufficient to say which group got the most to eat.

33.6   Mathematics Sessions

Full details of each session, whether lecture or seminar, will be uploaded to the mathematics folder on Black Board near the time. You are advised to check this folder regularly in order to ensure you are aware of any pre-session tasks that you are required to complete beforehand.

The principal aim of the sessions is to provide you with the knowledge to teach mathematics effectively and not necessarily provide large amounts of resources with which to do so. Mathematics, by its very nature, is hierarchical in that children need to develop specific knowledge, skills and understanding before they are able to acquire others, generally those at a higher level. Each session will focus on what knowledge, skills and understanding are key within the hierarchy and how, as a teacher, you can address and develop these within the children you teach. There are many resources available through commercial mathematics schemes and on the internet. Our aim is to equip you with the necessary knowledge of how children learn mathematics to allow you to meet their needs in your teaching rather than provide you with a full set of 'tips for teachers'.

In most cases the mathematics sessions will be in the form of an interactive and practical group seminar in the context of which different teaching methods and approaches will be modelled according to the content of the session.

Focus Days
Some sessions will involve trainees in working in classes of local schools. These will involve structured observations in the classes of local schools undertaken in partnership with a fellow trainee.

Seminar Threads

Throughout the sessions, issues of behaviour management, SEND and planning and assessment, all within the context of teaching and learning mathematics, will be addressed and highlight Teachers' Standards 2, 4, 5 and 7.

Prior Reading

Trainees are expected to prepare for most sessions through undertaking reading around the topic. Each required reading will be posted on Black Board prior to the session in the folder relevant to the session.

Catch-up Sessions

Occasionally, as need arises and if the timetable allows, catch-up sessions will be organised to help trainees further develop their understanding of the issues presented in the sessions. These will run during a study time session (1530-1630) or as an Additional Activity.

33.7   Trainees following the UL Mathematics Specialism

In addition to the above, additional provision and tasks will be undertaken and completed by those trainees following the University Led Mathematics Specialism route. These include:

- Submitting all three assignments with a mathematics focus.
- A placement in a school which has a teacher with mathematics expertise.
- Leading a specific mathematics Additional Opportunity on subject knowledge enhancement to support other trainees.
- Supporting trainees in seminars.
- A series of additional focus days in a local school.
- Completion of PDA3 (Maths Mate) on both placements.
- Undertaking specific reading, regular reflections and maintain a journal.
- Supporting "coffee twilights" held at the university for primary teachers.
- Supporting and/or leading any catch-up sessions.
- Maintain a portfolio of activities and reflections which will be discussed at working lunches.
- Design and support the delivery of an outreach maths programme.
- Plan and lead a session with children focusing on maths in the outdoors.

This is not a definitive list as new activities often arise in response to requests from schools or organisations and planned activities can be amended or cancelled as a result of the consistently changing circumstances of schools and teachers. Maths Specialism Trainees should keep up to date through information shared via email or posted on Black Board.

34 Modern Foreign Languages (MFL)

Tutor: Melanie Smith
NB For School Direct MFL training should be covered by your alliance/school

Introduction

The purpose of this section is to give guidance and support to PGCE trainees undertaking the Primary French specialism as part of the PGCE (Primary) course and the MFL provision for all trainees. You have chosen wisely in wanting to teach MFL; never has there been more emphasis on the importance of teaching MFL to young children. Now is an ideal time to start!

Rationale for Teaching and Learning of French in the Primary School

The move to make languages a requirement from age seven forms part of the primary National Curriculum, which took effect in 2014. Recently, a report found that countries

with high-performing education systems begin teaching foreign languages at a much younger age than England:

> *A system in which all primary children learn a foreign language from age seven will give pupils a much stronger foundation, which they can build on in secondary school to become fluent.*
>
> *Learning another language is good for young children and it will give them more options in education and work.*

Schools will be allowed to decide which language, modern or ancient, their pupils should be taught. By the age of 11, pupils will be expected to speak the language in sentences with appropriate pronunciation, express simple ideas with clarity and write phrases and short sentences from memory. They will also be expected to understand basic grammar and be acquainted with songs and poems in the language studied. Primary teachers will be required to focus on a single language to avoid a piecemeal approach.

Intended Outcomes

- to train effective teachers of primary MFL able to teach accurately and appropriately throughout Key Stage 1 and Key Stage 2.
- to train future curriculum leaders for subject leadership in primary schools in England

Course aims

The course will enable trainees to:
- be aware of their own linguistic competence in the French language at the beginning of the course, and of how this level may be maintained or improved, using their own initiative and participating in group conversation and discussion in the target language
- develop a cultural awareness and understanding of France particularly in the context of the education system
- be familiar with the French language likely to be used in the primary classroom, both in England and France
- develop an understanding of pedagogical approaches to primary French
- understand the rationale behind the teaching of Primary French
- plan and deliver lessons to stimulate pupils
- consider types of assessment and recognise the connection between learning and assessing
- evaluate and use classroom resources effectively within the primary classroom
- develop links with other curriculum areas
- study the national KS2 Framework for Languages, the focus of long-term support for primary entitlement
- be aware of KS2/3 continuity issues in Modern Languages
- know what teaching and support resources are available, regionally, commercially and on the Internet

Timetable

MFL lectures will be held for UL trainees in December and February. There will also be some additional MFL workshops as part of the 'Additional Opportunities' programme you can choose to attend. Dates to be confirmed.

Resources for personal development are available at the Avenue Campus.

Recommended Texts

The following texts will be helpful:
> Cave, S. (2006) *100+ Fun Ideas for Practising Modern Foreign Languages in the Primary Classroom: Activities for Developing Oracy and Literacy Skills*

Drinkwater, N. (2008) *Games and Activities for Primary Modern Foreign Languages* (Classroom Gems)
Francophonie: Association for Language Learning   + Language World (magazine)

There is a wide collection of resources suitable for Key Stage 2 available for you to look at in room 3019 in Building 34.

Useful Websites

http://primarymfl.ning.com/
www.hampshirelanguages.wikispaces.com
www.langprim.org .
www.ALLlanguages.org

35 Music

Tutor: Ian Campton

Introduction

The course has been written with the statutory requirements set out in the Professional Standards for Qualified Teacher Status and Requirements for Initial Teacher Training (DfE, 2011) and the National Curriculum in England (DfE, 2013). The programme also considers wider areas of music education in order to build a course which is challenging and stimulating and will immerse you in music and the world of music education. The programme is also designed to allay any apprehensions you may have and build your confidence to teach music in preparation for your teaching career.

The session

The overall aim of the PGCE (Primary) music session is to ensure that you can confidently, and consistently, deliver a high standard of music education to primary school pupils. By participating in this session and supporting with relevant reading as advised, you will:

- ensure that your subject knowledge of music is at the required level for teaching the subject to primary school pupils and is secure
- ensure you have knowledge and understanding of music in the National Curriculum
- be made aware of current issues in music education today and how these are reflected in schools
- become aware of a wide variety of activities and resources suitable for music education in the primary school
- be able to think critically about the suitability of activities and resources in relation to pupils' development
- have a greater understanding of how music can support phonics teaching
- have the opportunity to critically consider behaviour management strategies which may be employed within music lessons
- consider and reflect upon the subject specific issues surrounding the inclusion of pupils with SEN and/or disabilities
- begin to plan successful and inclusive music lessons
- consider cross-curricular links between music and other subjects
- develop a positive, active and reflective attitude towards your own teaching of music
- build your confidence in teaching music and develop enthusiasm for music education

The session is designed to provide you with the necessary skills and ideas for activities that will enable you to plan and deliver a music lessons during placement and will focus upon:

- pulse and rhythm;
- melody and singing;
- composition and improvisation;

The music curriculum, subject knowledge, behaviour management and listening and appraising will be covered throughout.

The session lasts for two and a half hours. For the majority of this time, the session will adopt the form of a workshop, designed to encourage and inspire the less confident or less musically skilled. Where appropriate, teaching methods and learning activities will be discussed and practised. At other times, the session will be an interactive group seminar where issues pertinent to the session will be explored. Trainees with a musical background are encouraged to help and support others in their understanding of the subject.

Reading and Resources

This list provides details of the academic journals and books which can support you in your personal study and within the classroom as a teacher:

Core Reading:
BOYS, R. *et al.* (eds.), 2008. *Primary Curriculum: Teaching the Foundation Subjects*. London: Continuum.

Resources:
FARMER, B. (ed), 1982. *Springboards: ideas for music.* Melbourne: Nelson.
MINTO, D., 2009. *Classroom Gems: Games, Ideas and Activities for Primary Music*. London: Longman.
YOUNG, S. and GLOVER, J., 1998. *Music in the Early Years*. London: Falmer.

Subject Knowledge:
The following books will assist with your understanding of music theory and help develop your subject knowledge. As both books are similar, it is a matter of personal preference in selecting one for purchase should you wish to do so.

TAYLOR, E., 1989. *The AB Guide to Music Theory Vol 1.* London: Associated Board of the Royal Schools of Music.
TAYLOR, E., 1999. *First Steps in Music Theory: Grades 1 to 5*. London: Associated Board of the Royal Schools of Music.

As a teacher of primary school music, your subject knowledge should be maintained at a reasonable standard and you will be expected to develop your own subject knowledge through your own studies.

Wider reading:
GLOVER, J. and Young, S., 1999. *Primary Music: Later Years*. London: Falmer.
HARRIS, P., 2008. *Improve Your Teaching! Teaching Beginners: A new approach for instrumental and singing teachers*. London: Faber Music
HENNESSY, S., 1995. Music 7-11: *Developing primary teaching skills.* London : Routledge.

Issues Surrounding Music Education:
PHILPOTT, C. and PLUMMERIDGE, C., 2001. *Issues in Music Teaching*. Oxford : Routledge Falmer.
PAYNTER, J., 2002. Music in the school curriculum: why bother? *British Journal of Music Education*, 19 (3), 215-226.

PLUMMERIDGE, C., 2001. The Justification for Music Education. In: C. Philpott and C. Plummeridge, eds. *Issues in Music Teaching*. Oxford: RoutledgeFarmer, 21-31.

WITCHEL, J., 2001. Music Education and Individual Needs. In: C. Philpott and C. Plummeridge,eds. *Issues in Music Teaching*. Oxford: RoutledgeFarmer, 194-206.

Journals:
British Journal of Music Education
Music Education Research

Useful websites:
Please see Blackboard for a current and up to date list of websites you may find useful.

36 Physical Education (PE)

Tutor: Susie Fawcett

Introduction

Physical education is hugely important. It develops pupils' physical competence and confidence, and their ability to use these to participate in a range of activities. It provides opportunities for children to be creative, and both collaborative and competitive. It encourages them to approach challenges and new experiences with a positive attitude. Recent concerns about childhood obesity and health more generally led to a government drive (from 2003) to ensure that all pupils receive 2 hours of curriculum PE in a typical week, and participate in at least 3 hours of high quality PE and school sport. Physical Education in primary schools involves six types of activity: games, gymnastics, dance, swimming, athletics and 'outdoor and adventurous activities'. Children are expected to develop the requisite skills, the ability to 'select and apply skills, tactics and compositional ideas'; they are expected to be able to evaluate and improve their performance; and to know and understand about the importance of engaging in physical activities in the interests of health and fitness. These three sessions will introduce you to three of the above activities: games, gymnastics and dance. However, we hope that you will take every opportunity to develop your knowledge and understanding of all aspects of PE that you encounter on placement, both within the curriculum and as extra-curricular activities.

The programme (UL and SD)

Session outlines are available on Blackboard. You should come dressed for practical PE work for all sessions apart from the lectures.

Core reading

Boys, R. and Spink, E. (2008) *Teaching the Foundation Subjects*. London: Continuum. Pp. 144- 170, 'Physical Education: Teaching the Curriculum', and 'Physical Education: Beyond the Curriculum'

Wider reading available in the library
Allen, W. (2009) *Games, Ideas and Activities for Primary PE* (Classroom Gems) Longman
Bailey, R. (2001) *Teaching physical education : a handbook for primary & secondary school teachers*. London : Kogan Page
Byl, J. (2004) 101 *Fun Warm-Up and Cool-Down Games*. Human Kinetics Publishers
DfE (2010) PE and Sport Survey (see Blackboard link)
Doherty, J. (2008) *Physical education and development 3-11: a guide for teachers*. London: Routledge
Griggs, G. (ed) (2012) An Introduction to Primary Physical Education. London: Routledge
Hopper, B., Grey, J. and Maude, T. (2000) Teaching physical education in the primary school. London: RoutledgeFalmer
Knight, E. (1997) Physical education in primary schools: access for all. London: David Fulton

Laker, A. (2001) *Developing personal, social and moral education through physical education : a practical guide for teachers.* London: Routledge
Lawrence, J. (2012) *Teaching Primary Physical Education.* London: SAGE
Morris, K. and Dowson, A. (2004) Fun and Games: 100 Sport-Related Activities for Ages 5-16. Human Kinetics Publishers
Pickup, I., Price, L., Shaunessy, J., Spence, J. and Trace, M. (2008) *Learning to Teach Primary PE.* Exeter: Learning Matters. Also ONLINE
Sabin, V. (1998) Primary school games: a teaching manual. Northampton: Val Sabin Publications
Sabin, V. (1998) Primary School Gymnastics; a teaching manual. Northampton; Val Sabin Publications
Severs, J. (2003) Safety and risk in primary school physical education: a guide for teachers.London: Routledge.
*Sparkes, L. (2005) Ready, Steady, Teach PE. Educational Printing Services Ltd
Williams, A. (2000) Primary school physical education: research into practice. London: RoutledgeFalmer

Some useful websites

☐ Primary Resources: PE http://www.primaryresources.co.uk/pe/pe.htm
☐ TES PE resources http://www.tes.co.uk/ks1-physical-education-primary-teachingresources/
☐ British Gymnastics http://www.british-gymnastics.org
Please see Blackboard for these and others that may have been added.

37 Personal, Social, Health and Citizenship Education (PSHCE)

Tutors Jo Wright and Alex Woodgate-Jones

NB for School Direct trainees this should be provided by their alliance/school

Introduction

Personal, social, health education forms part of the non-statutory framework in the primary school; there is overlap with citizenship (which is a statutory discrete subject in the secondary school), so that often they are combined as a category. The non-statutory guidance provided is intended to enable schools to plan a 'whole curriculum'. PSHCE is planned to help children grow and develop as individuals, and as members of families and communities. Its goal is to equip young people with the knowledge, understanding, attitudes and practical skills to live healthily, safely, productively and responsibly. PSHCE takes place through specific lessons and projects, but also through cross-curricular learning, whole-school and community activities and importantly is transmitted via the school's ethos in the way the school operates as a community.

The programme

Health Focus – A whole-day event, for both primary and secondary trainees held during December, is designed to raise your awareness of issues relating to children's health and wellbeing and the kinds of support that are available for you to call on. You will also be expected to carry out a Professional Development Activity aimed at promoting children's understanding of this crucial area of the curriculum.

Session:

By participating in this session, you will:
  ➢ Establish a common understanding of what constitutes PSHE and citizenship in primary schools
  ➢ Situate PSHE and Citizenship in the National Curriculum

- Become aware of content and progression across KS 1 and 2, with reference to the non-statutory framework
- Become aware of the importance of a whole school approach outside the taught curriculum
- Become aware of the intentions and procedures for the use of circle time in primary schools
- Discuss issues and questions that might arise as a result of SRE.
- Become aware of government guidance on teaching sex and relationship education

Reading available in the library

Bailey, Richard (2000) *Teaching Values and Citizenship Across the Curriculum: Educating Children for the World*. London: Kogan Page

Best, R. (2000) *Education for spiritual, moral, social and cultural development*. London: Continuum

Cornwell, S. (2009) *The emotional curriculum: a journey towards emotional literacy*. London: SAGE

Faupel, A. (2003) *Emotional literacy: assessment and intervention: ages 9 to 11*. London: NFER/Nelson.

Holden, C. and Clough, N. (eds.)(1998) *Children as citizens: education for participation*. London: Jessica Kingsley

Invernizzi, A. (2008) *Children and citizenship*. London: SAGE. Also ONLINE

Killick, S. (2006) *Emotional Literacy: at the heart of the school ethos*. London: Paul Chapman/SAGE. ONLINE

Mosley, Jenny (1998) More Quality Circle Time: Evaluating your practice and developing creativity within *Whole School Quality Circle Time Model: Volume 2*. LDA: Cambs

Murdoch, K. and Wilson, J. (2007) *Helping your Pupils to Work Cooperatively*. London: David Fulton

Rigby, K (1997) *Bullying in Schools and what to do about it*. London: Jessica Kingsley Pub

Ripley, K. (2007) *First steps to emotional literacy : a programme for children in the foundation stage and key stage 1 and for older children who have language and/or social communication difficulties*. London: Routledge

Robinson, G & Maines, B (1997) *Crying for Help: The No Blame Approach to Bullying*. Bristol: Lucky Duck Pub

Sharp, P. (2001) *Nurturing Emotional Literacy*. London:David Fulton

Sherwood, P. (2008) *Emotional Literacy: the heart of classroom management*. Camberwell, Victoria: ACER Press

Spendlove, D. (2008) *Emotional Literacy*. London: Continuum. Also ONLINE

Weare, K. (2000) *Promoting Emotional and Social Health: A whole school approach*. London: Routledge

Wetton, N. & Cansell, P. (2001) *Feeling Good: Raising self-esteem in the primary school classroom*. London: Forbes Publication Ltd

Some useful Websites
- Hertfordshire Grid for Learning: www.thegrid.org.uk   (all aspects)
- National Emotional Literacy Interest Group
  http://collections-r.europarchive.org/tna/20040105040008/nelig.com/
- Citizenship Foundation www.citfou.org.uk   (citizenship)
- Primary Resources: PSHE and Citizenship
http://www.primaryresources.co.uk/pshe/pshe.htm
- BBC Schools PSHE http://www.bbc.co.uk/schools/websites/4_11/site/pshe.shtml

Please see Blackboard for these and others that may have been added.

38 Religious Education (RE)

Tutor: Colin Stevens

Introduction

Welcome to Primary R.E. This short programme has been designed to provide an introduction to teaching this subject across the primary age range. The school curriculum promotes the "spiritual, moral… and cultural development of pupils and of society. http://religiouseducationcouncil.org.uk/

Religious Education can be one of the:
> *most dynamic and exciting areas of the curriculum to teach, for it is here that children can gain an understanding of the rich world of faith and explore some of those questions that are fundamental to human existence.*
>
> *McCreery, et al. (2007, p.1)*

Although every maintained school must provide RE, as identified in the 1944 and 1988 Education Acts, no statutory programme is prescribed in the National Curriculum. A non-statutory guidance document is published (available on Blackboard). The key document in determining the teaching of RE is the locally agreed syllabus, which has been established by the local Standing Advisory Council for Religious Education (SACRE); this is required to 'reflect that the religious traditions of Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain'. For Hampshire, Portsmouth and Southampton, the Agreed Syllabus is Living Difference. Schools designated as having a religious character, however, are free to make their own decisions in preparing their syllabuses. R.E. maintains its current position within the revised National Curriculum as part of the statutory curriculum for maintained schools. As with any subject, RE needs to be planned for, taught in ways that engage the child, beginning with first- hand experience and using multi-sensory approaches, and also assessed. This session is designed to develop your understanding of how to teach RE, which considers learning about and learning from religion. In the session we will also include the advice from the non-statutory document ' DfE 'Promoting Fundamental British Values' as part of SMSC in schools - November 2014'. The significance of spiritual, moral, social and cultural education in schools is reflected in the OFSTED Inspection framework from September 2015 which requires inspectors to 'consider the pupils' spiritual, moral, social and cultural development at the school'.

Statutory Documents

The statutory curriculum document is the locally agreed syllabus which has been established by the local Standing Advisory Council for Religious Education (SACRE). For Hampshire, Portsmouth and Southampton this is 'Living Difference'.

The study of RE considers:
> ➢ Learning About
>   And
> ➢ Learning from religion

Assessment

All locally agreed syllabuses have a section on assessment. This 'is influenced by the assessment arrangements for National Curriculum subjects, using the same language. In RE, therefore, it is possible to speak of 'Attainment Targets' and 'Levels of Achievement' even though these are not nationally prescribed.'

McCreery, E, Palmer, S & Voiels, V. (2007) *Teaching Religious Education: Primary and Early Years (Achieving QTS)* Exeter: Learning Matters (page 116)
http://www.amazon.co.uk/Teaching-Religious-Education-Primary-Achieving/dp/1844451089

Please look for the assessment requirements within the locally agreed syllabus that you are working with.

Assessment for learning: 'There is no national requirement to report on children's achievements in RE, so our reasons for doing it must relate to our own practice and the development of the children we are teaching. The term 'assessment for learning' draws our attention to the purpose of assessment in RE. We do it because in some way it helps children to learn.' McCreery, E, Palmer, & S Voiels, V. (2007) *Teaching Religious Education: Primary and Early Years (Achieving QTS)* Exeter: Learning Matters (page 117-8)

In the same way as all other subjects it is important to involve children in the assessment process.
    'They need to know:
- Why the teacher wants to assess their learning;
- What the teacher is going to assess;
- What the teacher will be looking for in any piece of work;
- What specific criteria the teacher will use for judging their work;
- How they can best meet the criteria and produce a good standard of work.

McCreery, E, Palmer, S & Voiels, V. (2007) *Teaching Religious Education: Primary and Early Years (Achieving QTS)* Exeter: Learning Matters (page 119)

Examples of assessment from McCreery, E, Palmer, S & Voiels, V. (2007) *Teaching Religious Education: Primary and Early Years (Achieving QTS)* Exeter: Learning Matters (page 120)

Lesson objectives By the end of the lesson the children will:	Assessment criteria Can the children:
Be able to explain why the cross is a symbol of Christianity (Year 2)	Explain why the cross is a symbol of Christianity?
Have extended their understanding of the festival of Diwali (Year 3)	Describe the festival of Diwali in detail?
Be able to express their understanding of the term peace (Year 4)	Express their understanding of the term: peace?

General points to consider:

A*n extract from' Teaching and Learning in Primary RE:*
- At primary level RE is about laying the foundations for future study.
- RE needs to begin where the child is – it should directly relate to experience. Aim to include first- hand experience: Which festivals do they celebrate? Are they / do they know anyone, who belongs to a faith community? Celebrate the religious and cultural diversity of every pupil in the room.
- The process of Religious Education should be cumulative, so that concepts and ideas are revisited, understanding and skills gradually developed.
- RE should be sensual. Adopt a multi-sensory approach because it suits their developmental stage (sensory perception) and the senses are still, very much, how they come to understand the world around them.
- The distinctiveness and integrity of individual religions needs to be respected.
- Avoid 'tokenism'. Do not tell the Christmas story but not celebrate it with candles, or forget to mention Advent. Do not hold a party for Eid, but fail to mention prayer and fasting. Do not tell the story of Diwali but not spend time lighting diva lamps.
- Children can draw meaning from a wide variety of sources, so do not limit or underestimate them.
- The demands of other curriculum subjects do not leave a lot of time for RE; and so the emphasis should be on quality even if quantity is not possible. However, this does not mean a nice story at the end of the day, or a story (and if you are lucky a prayer too) in assembly.

Overview for teaching RE in Key Stage 1:

- ➢ Adopt a sensory approach.
- ➢ Begin by exploring the children's own experience / understanding of religion and encourage them to share this.
- ➢ A thematic approach is popular and can be a good way in by ensuring that the children begin to deal with the broader themes of religion, in a way that can easily be related to their experience. However, be aware of superficiality. Themes should directly relate to RE.
- ➢ 36 hours teaching per year.
- ➢ Christianity and one other world religion must be studied.
- ➢ Three complimentary studies- symbol, specialness and religious ideas
- ➢ Laying foundations.
- ➢ Encourage the children to ask questions.
- ➢ Engage the children's imagination and feelings through stories.
- ➢ Children at this stage are curious about the people, objects, feelings and events around them. Tap into this.
- ➢ Symbols are used in religion and life and need to be explored at a basic and concrete level.

Overview for teaching RE in Key Stage 2:

- ➢ Gathering information but still experience based.
- ➢ Technical language can now be gradually introduced.
- ➢ Empathy is still difficult at this stage, although their horizons are gradually widening, such that they can now see themselves as part of a local, national and global community.
- ➢ 45 hrs per year.
- ➢ Christianity and two other world religions must be studied.
- ➢ Four complimentary studies- symbols, God and the world, a sense of time and community/belonging.
- ➢ The child is still at the sensory perception stage; but will begin to organise material / information, form and link ideas.
- ➢ Children will be able to communicate beliefs in a simple way.
- ➢ Children will begin to develop their own responses to the problems of being human.
- ➢ Children need to be encouraged to ask questions.
- ➢ Children need to develop the skills and attitudes that will help them form a more mature understanding of religion at a later stage.

The session

By participating in this session, you will:
- Develop your understanding of the role and status of RE in primary schools
- Know the key features of the Hampshire Agreed Syllabus
- Consider how RE contributes to pupils' spiritual development
- Consider how to enable pupils to reflect on religious issues and relate their own beliefs and values to them
- Consider how RE develops skills in pupils, such as empathy, reflection, tolerance, respect, sensitivity, drawing out meaning from evidence, asking questions, structuring argument.
- Consider how RE provides pupils with the opportunity to engage and explore religious questions and then to formulate their own questions about the ultimate questions of life
- Briefly look at planning primary RE
- Consider the relationship between RE and spiritual, moral, social and cultural (SMSC) development and recent statutory and non-statutory requirements for staff and how this relates to safeguarding.

You will reflect on your own experiences of RE, and your existing subject knowledge, before going on to consider why RE is included in the curriculum and what its aims are. You will be introduced to the key features of the local syllabus, Living Difference, consider appropriate RE topics for each primary key stage and explore a range of approaches and methods that characterize good practice in RE teaching. At the end of the session, you will reflect on whether your ideas about RE teaching and learning have changed as a result of the input.

You should leave the session feeling more confident about teaching RE.

Core reading

Boys, R. and Spink, E. (2008) *Teaching the Foundation Subjects*. London: Continuum. Pp. 171-202, 'Religious Education: Teaching the Curriculum', and 'Religious Education: Beyond the Curriculum'
Living Difference: the agreed syllabus for Hampshire, Southampton and Portsmouth
Hampshire County Council: RE Primary News

Wider reading available in the library

Erricker, C., Lowndes, J. and Bellchambers, E. (2011) *Primary religious education - a new approach: conceptual enquiry in primary RE.* London: Routledge.
Green, R. (2009) *Classroom Gems: Games, Ideas and Activities for Primary Humanities (History,Geography and RE)* London: Longman
*Lowndes, J. (2007) *The Complete Multifaith Resource for Primary RE Ages 4-7*. London: Routledge
McCreery, E., Palmer, S. and Voiels, V. (2008) *Teaching religious education: primary and early years.* Exeter: Learning Matters. ONLINE
*Webster, M. (2010) *Creative Approaches to Teaching Primary RE.* Essex: Pearson

Some useful websites and resources

☐ Primary resources: RE
http://www.primaryresources.co.uk/re/re.htm

☐ NC Non-statutory guidance 2010
http://www.education.gov.uk/schools/teachingandlearning/curriculum/a0064886/religious-education-in-english-schools-non-statutory-guidance-2010

☐ RE Online http://www.reonline.org.uk/

☐ MMI.org: Embedding ICT in the primary RE classroom
http://www.mmiweb.org.uk/microsites/primaryreandict/website.html

☐ Woodlands School World Religions Homework Help
http://resources.woodlands-junior.kent.sch.uk/homework/Religion.html
☐ Woodlands School Links for Teachers
http://www.woodlands-junior.kent.sch.uk/teacher/re.html

☐ Hertfordshire Grid for Learning: Scheme of Work for RE – primary
http://www.thegrid.org.uk/learning/re/ks1_2/resources/herts_sow/year1.shtml

Hampshire County Council resources:
http://re.hias.hants.gov.uk/

RE teaching resources for KS1 – KS4 produced by Hampshire County Council: a collection of key stage specific RE teaching packs and artefacts for KS1 – KS4, covering a range of themes, topics and religions.

Available direct from the County RE Centre, Tel: 01962 863134.
E-mail: re.centre@hants.gov.uk

☐   The Stapleford Centre
http://www.stapleford-centre.org/resources/40-creative-ideas-for-primary-re

☐   Teaching Ideas
http://www.teachingideas.co.uk/re/contents.htm

39 Science

Tutor: Julie Reynolds

The science programme is research-informed and its design is driven by the Teachers' Standards (DfE, 2012) and the National Curriculum (DfE, Sept 2013). The 2003 seminal green paper, Every Child Matters, has also guided content alongside reference to the statutory roles and responsibilities of teachers with particular regard to the health, safety and well-being of children. New statutory programmes of study and attainment targets were introduced in September 2014 for all year groups except years 2 and 6: and for all year groups from September 2015.

Undoubtedly, then, you will find yourselves in school at an exciting time of change!

39.1   Key documents:

Green Paper (2003). *Every Child Matters.* TSO (The Stationery Office).
www.education.gov.uk/publications/standard/publicationDetail/Page1/CM5860
DfE (2012). *Teachers' Standards.* London: DfE.
www.education.gov.uk/publications/standard/SchoolsSO/Page1/DFE-00066-2011
DfE (2014). The National Curriculum in England – Primary Curriculum. London: DfE.
https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum

39.2   Programme aims

The PGCE (Primary) science programme is committed, with partners, to the training and professional development of trainee teachers who will contribute to the raising of standards of science education and levels of science attainment in primary schools locally and nationally. The programme aims to enable prospective entrants to the profession to become confident and competent classroom practitioners and professionals who can ensure effective science teaching and learning, secure children's progress in science, enjoy science so as to communicate enthusiasm and motivation for the subject, and stimulate children's intellectual and scientific curiosity.
These aims will be realised by:
* ensuring that trainees understand the place and value of science as a core subject within the overall purpose, scope, structure and balance of the National Curriculum as a whole
* ensuring that trainees understand the importance of embedding professional values and practice in the teaching of science
* providing trainees with a detailed knowledge and understanding of the National Curriculum for Science
* ensuring that trainees have a secure knowledge and understanding of science appropriate to teaching in the primary age phase
* addressing the essential core of knowledge, understanding and skills which trainees must use in relation to science (pedagogy, effective teaching , monitoring and

assessment and classroom management) in order to teach science in a diversity of contexts and to children from a diversity of social, cultural, linguistic, religious and ethnic backgrounds whilst maintaining high expectations for all

- encouraging trainees to think critically about the nature, content and processes of science within and beyond the classroom
- providing trainees with a knowledge and understanding of the factors which affect children's learning of science, including their intellectual, emotional and social development and cultural background
- providing trainees with access to the key resources available to teach science effectively including research and inspection findings
- providing opportunities for trainees to practise science across the primary age range in taught sessions at the University and in schools
- underpinning good practice in science education with research and theory
- providing trainees with opportunities to make effective links between science and other areas of the primary curriculum

39.3 Perspectives on primary science

Even today, primary science means different things to different people. For this reason alone, and for the purposes of this science programme, it is important that we attempt to make a clear statement of what primary science is here. Considerable, and often heated, debate in recent years has revolved around whether or not primary science should be driven by content (in which the construction of scientific knowledge is perceived in the most extreme cases as fundamental to scientific understanding and that scientific methods are objective, capable of yielding absolute truths and value free) or driven by process (in which the construction of scientific knowledge is perceived in the most extreme cases as acts of individual discovery and that the methods of science and the importance of engaging in scientific activity far outweigh the products). In terms of the nature, teaching and learning of science, both extremes have something to offer and clearly an appropriate balance between the two is required. Primary science can be defined, therefore, as an intellectual, practical, creative and social endeavour, the teaching and learning of which seeks to help children to better understand and make sense of the world in which they live.

Primary science should involve children in thinking and working in particular ways in the pursuit of reliable knowledge. While practical activity can indeed make a major contribution to securing children's interest, curiosity and progress in science, children's scientific knowledge and understanding cannot always be developed through practical activity alone.

Science is taught in primary schools for the following reasons:
- a knowledge and understanding of scientific ideas, the methods of science and the nature of science helps children to make sense of events and phenomena, natural or otherwise
- through their work in science, children begin to understand major scientific ideas, to appreciate how these develop and contribute to technological change and the quality of life for most people, and to recognize the cultural significance of science and its world-wide development
- through their work in science children acquire key practical and investigative skills and processes (subject-specific and generic) which help them to solve problems and to understand the role of experimental evidence and models in developing and evaluating scientific ideas and explanations
- a knowledge and understanding of science and of the many ways in which scientists work can help children to engage in questioning and discussion about science-based issues which affect their lives (scientific literacy) leading them to understand the basis for democratic decision making in a changing world (public understanding of science and science for citizenship)

- science is interesting, intellectually stimulating and encourages critical and creative thought
- science cultivates positive personal qualities, values and attitudes
- children need to appreciate the powerful yet provisional nature of science

As a primary teacher entering the profession for the first time, you will be instrumental in the teaching, development and progression of children's scientific ideas (e.g. the concepts, rules, principles, laws, generalizations and theories of science) and the methods of science (e.g. skills, processes and procedures). You will also be instrumental in developing and fostering positive attitudes towards science (e.g. curiosity, respect for evidence, willingness to change ideas and critical reflection) and challenging science-related stereotypes.

39.4   Science: the National Curriculum for England

The National Curriculum, published in September 2013 says that:

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes. (DfE, 2013)

And this curriculum aims to ensure that all pupils:

- *develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics*
- *develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them*
- *are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future'.* (DfE, 2013)

The National Science Curriculum serves two main functions:

- it sets out the legal requirements and minimum statutory requirement for science;
- it provides information to help teachers implement science in their schools (e.g. providing notes and guidance and continuity and progression in science from one Key Stage to the next and from one school to another).

The National Curriculum can be accessed via the following link:
www.education.gov.uk/schools/teachingandlearning/curriculum/primary

39.5   'Early science': early learning goals and the foundation stage

Guidance for 'Early science' can be found in the *Statutory framework for the early years foundation stage* (DfE, July 2014) available at:
https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2
This sets out the requirements for learning for children by the time they enter compulsory education.

39.6   Monitoring your progress

You, with your tutors, will monitor your progress in a number of ways, with the emphasis on confirming that University learning is translated into effective practice in school:

- **Attendance**: Your attendance will be recorded at each Science session.

- **Discussions/Reflections during sessions**: You will be asked to periodically discuss and reflect on specific sessions, noting what you have learned, along with practical ideas for teaching.
- **Practical teaching on placement**: You will teach and evaluate a range of Science lessons on both placements, through Professional Development Activities and day-to-day teaching, and help children to develop their 'scientific literacy'.
- **Subject Knowledge** and **Confidence** and **Competence** will be monitored through audits and tests.

39.7 Science audits and tests

You are required to have a secure knowledge and understanding of the subjects you are trained to teach. The PGCE (Primary) Science test procedures enable you to identify areas requiring development and to set personal targets. You will be required to complete a base-line science test in October. Some students will be required to repeat the test in February. A few students may be required to demonstrate how they have continued to develop their subject knowledge by mid-May. Targets for further professional development will be set on each occasion. Test results and a personal audit of confidence and competence will be submitted via an isurvey. The audits and tests are intended to help you identify your strengths and weaknesses in the subject knowledge, understanding and skills required to underpin and support the effective teaching of primary science and to help your science tutor to monitor and evaluate your progress towards Qualified Teacher Status. Opportunities will be provided for you within sessions, through supported self-study, and in schools to address any 'gaps' you might have.

39.8 Key Dates

- Subject Knowledge Baseline and Confidence/Competence results submitted by Monday 25th September 2017.
- Subject Knowledge Progress Test and Confidence/Competence Audit results submitted by Friday 9th February 2018.
- Anyone achieving less than 80% by the February re-test in any of the four areas – 'Working Scientifically', Biology, Chemistry or Physics will be contacted individually and will be required to identify by mid-May how they are continuing to improve their subject knowledge.

39.9 Support for self-study

Supported self-study is an important part of the science programme. Alongside the recommended reading included in this Handbook and on BlackBoard, you will find a number of websites useful, for example the BBC Bitesize App www.bbc.co.uk/education

39.10 Resources

At the University, the science programme receives technical support on all matters from Pete Sillence. For availability and access to science teaching materials for use in schools, you should contact Pete in the first instance. Any equipment provided may require a deposit.

Pete Sillence	Bldg 34 Rm 1023	tel: 8059 2641	P.J.Sillence@soton.ac.uk

39.11 Health and safety

Under most normal circumstances, science activities in primary schools are generally not a source of great danger to children and reported accidents are rare. However, it is essential

in the planning, organization and management of science activities that teachers take account of health and safety and legal considerations including:

- how to establish a safe environment which supports learning and in which children feel secure and confident;
- how to identify the potential hazards associated with teaching the science content of Programmes of Study at Key Stages 1 and 2 and how to avoid these hazards;
- how to assess the risks associated with particular science activities and how to select a safe way to proceed;
- how to teach children to be responsible and to recognize and assess hazards and risks for and to themselves and to others and to follow instructions or take action to control these risks and to act safely;
- knowing about current legislation relevant to teaching science at Key Stage 1 and 2 (e.g. Sections 7 and 8 of the Health and Safety at Work Act 1974, and teachers' common law duty to ensure that children are healthy and safe on school premises).

Matters relating to health and safety appropriate to the science content of each session will be emphasized throughout the programme (e.g. testing things, food and hygiene, glassware, heating and burning, use of chemicals, electricity, investigating ourselves, animals in the classroom, micro-organisms, plants, and science out of doors). Avoid any potential for allegations of negligence associated with work in science.

39.12 Reading

Recommending which books to buy is always something of a challenge. With such a wide range of excellent titles available, choosing is not easy. Below is a list of highly recommended readings for the primary science course.

- Harlen, W., & Qualter, A. (2014). *The teaching of science in primary schools. (6th ed.)* London: David Fulton (7th edition to be published October 2017)
- Howe, A., Davies, D., McMahon, K., Towler, L., Collier, c., & Scott, T. (2017). *Science 5-11: a guide for teachers (3rd ed.)* London: Routledge
- Loxley, P., Dawes, L., Nicholls, L & Dore, B. (2014). *Teaching primary science (2nd ed.)* London: Routledge (3rd edition to be published September 2017)
- Sharp, J., Peacock, G., Johnsey, R., Simon, S. and Smith, R. (2017). *Primary science: teaching theory and practice (8th ed.)*. Exeter: Learning Matters.

Additional readings, some produced by primary teachers for primary teachers and drawn from professional journals, will be highlighted and made available throughout the programme. Below is a list of additional and recommended readings you may find useful.

- ASE (2010). *Be Safe! – Health and Safety in School Science and Technology for teachers of 3-12 year olds (4th ed.)*. Hatfield: ASE. (372.85 ASS)
- Arthur, J., & Cremin, T. (2014). *Learning to teach in the primary school (3rd ed.)*. London: Routledge. (online collection)
- Byrne, J., Christodoulou, A., Sharp, J. (2014). *Primary science: audit and test assessing your knowledge and understanding (4th ed.)*. London: Sage: Learning Matters. (370.7335 SHA)
- Moules, J., Horlock, J., Naylor, S. & Keogh, B. (2015) *Science Concept Cartoons: Set 2* Sandbach: Millgate House Publishers. (370.7335 MOU)
- Naylor, S., & Keogh, B. (2010). *Concept cartoons in Science Education (revised edition)*. Sandbach: Millgate House Publishers. (370.7335 NAY)
- Peacock, G., Sharp, J., Johnsey, R., Wright, D. & Sewell, K. (2017). *Achieving QTS: Primary science: knowledge and understanding (8th ed.)*. Exeter: Learning Matters.
- Tunnicliffe, S. (2015) *Starting Inquiry-based Science in the Early Years: Look, talk, think and do.* London, Fulton
- Wilson, A. (2014). *Creativity in Primary Education. Exeter: Learning Matters (3rd*

ed.).

Any GCSE biology text book will be useful as will advanced texts if you want to develop greater conceptual understanding.

Coordination Publications have produced a number of cheap revision texts that are very useful in supporting the learning of science. Go to *https://www.cgpbooks.co.uk* for a list of publications.

Research reports

The Primary SPACE Project (Science Process and Concept Exploration) published by Liverpool University Press (1990 through to 1998) reports can be found at: *www.nuffieldfoundation.org/primary-science-and-space* Details of a more recent AKSIS project (**A**SE and **K**ing's College London **S**cience **i**n **S**chools) aimed at Sc1: Scientific enquiry (now Working Scientifically), are also worth reading.

Journals and magazines

Papers on matters relating to science education appear almost everywhere. Professional sources will include:
- *Primary Science (Association of Science Educators -ASE)*
- *Journal of Emergent Science (Association of Science Educators – ASE)*
- *Education in Science (Association of Science Educators -ASE)*
- *Science and Children (National Science Teachers Association - NSTA)*

Your more academic research-based sources will include:
- *International Journal of Science Education*
- *Science Education*
- *Journal of Research in Science Teaching*
- *Studies in Science Education*
- *Research in Science Education*

Finally, current issues of scientific interest can be found in *New Scientist* and *Scientific American*.

Useful Web sites

In addition to those already provided, the following list of URLs might be useful in the first instance.
- Association for Science Education (ASE): *http://www.ase.org.uk*
- BBC Education: *http://www.bbc.co.uk/education/*
- BBC Primary Science: *http://www.bbc.co.uk/education/subjects/z7nygk7*
- CLEAPSS: *http://www.cleapss.org.uk*
- Exploratorium: *http://www.exploratorium.edu/explore*
- Invigorate: *http://invigorate.royalsociety.org/*
- MAD Scientist Network: *http://www.madsci.org*
- National Aeronautics and Space Administration (NASA): *http://www.nasa.gov/audience/foreducators/index.html*
- National Science Teachers Association (NSTA): *http://www.nsta.org*
- National Stem Centre *http://www.nationalstemcentre.org.uk/*
- Natural History Museum: *http://www.nhm.ac.uk*
- Roger Frost home page: *http://www.rogerfrost.com*
- Science ideas and Resources: *http://www.teachingideas.co.uk/science/contents.htm*
- *Primary Science-Upd8: http://www.primaryupd8.org.uk/*
- School Zone: *http://www.schoolzone.co.uk/*
- The Guardian Teacher Network: *http://teachers.guardian.co.uk/*

- Times Educational Supplement: *http://www.tes.co.uk*
- Search engine: *www.topmarks.co.uk*

39.13 Science organisations

The Association for Science Education is *the* professional organization for teachers and others contributing to science education at all levels (Web site given above). Membership will keep you in touch with local, regional and national events, supply you with the journals *Primary Science* and *Education in Science*, provide discount on ASE and other publications, and provide basic insurance cover for science in the classroom. Student membership is very reasonable and you are encouraged to join.
Membership details can be obtained from the ASE Web site.
http://www.ase.org.uk/membership/

40 Primary PGCE Entitlement Document 2017-18

Relationships between the University, schools and trainee teachers in the Southampton partnership are governed by this document, called "Entitlement Document". In this context "Entitlement" should be understood to mean the <u>minimum </u>amount of support which trainee teachers, partner schools and the University can expect from each other within the partnership.

1. **TRAINEE TEACHER ENTITLEMENT**

    1.1. Every trainee teacher is entitled to a range of experiences in the partnership that enables them to demonstrate achievement in relation to the Standards for QTS.
    1.2. Every trainee teacher shall have reasonable access to and support from all of the following:
        * Class Mentor (CM) in school
        * Professional Tutor (PT) from the University
        * Subject Tutors in University
        * Professional Mentor (PM) in school (School Direct trainees) or oversight from a senior member or staff
        (see below for responsibilities related to each role)
    1.3. Every trainee teacher should be aware of their progress and targets at all stages of the course through discussion with their mentors and tutors. If there are concerns about a trainee teacher's progress this will be discussed fully with the trainee teacher so that appropriate targets and support can be identified.
    1.4. Prior to the course trainees teachers will have reasonable telephone and email access to the tutor team. School Direct trainees will also have contact with their lead school and, once allocated, their base school.
    1.5. During placements each trainee teacher is entitled to:
        * An average of approximately one hour of dedicated time per trainee teacher with the CM each week to discuss the weekly review and all review statements
        * 3 visits by the trainee teacher's PT which will be observation visits, carried out in conjunction with the CM.   These will usually occur at the following times:
            School Direct: October/November, January/February (second placement), May/June
            University Led: November, March/April, May
        Additional visits are made where necessary.
        * Guidance on the completion of the 3 masters level assignments and feedback on them by the university
        * A weekly observation, mostly undertaken by the CM but including at least one by the PM per term for School Direct trainee teachers. This should include the observation of a lesson, a written report on the lesson and a discussion following the lesson to include strengths and areas for development.
        * Ongoing, informal feedback from the CM
        * 4 review statements on the trainee teacher's progress to be completed by their school on or before the dates published
        * School Direct trainee teachers are also entitled to a meeting with their PM roughly once every three weeks.
    1.6. Every trainee teacher should have two contrasting school placements in line with the guidance set out in the ITT training criteria (see section 6 below)
    1.7. Every trainee teacher should have a teaching timetable appropriate to the route being followed and the each individual trainee teacher's stage of development. Guidance is given below:
        * School Direct:
            Term 1: 50% of 4 days a week, moving from team teaching to solo teaching.
            Term 2: 60% of 4 days a week
            Term 3: 70% of 4 days a week
        * University Led:

> Placement 1: 40% team/solo teaching rising to 50% solo teaching, 20% assisting, 30% non-contact
>
> Placement 2: 50% solo teaching, 20% assisting, 30% non-contact, rising to 60%/20%/20% and in the final week 80% teaching 20% non-contact.

* A teaching timetable for School Direct salaried/self-funded trainee teachers in line with their experience and no more than 70% of 4 days teaching commitment. This should not include more than 25% of activities such as PPA cover, management/staff release each week.

1.8. Every trainee teacher is entitled to training sessions and activities planned to help them meet the Teachers' Standards.

* School Direct trainee teachers have one day a week specified for joint training. 20 days are organised by the University and the remaining days by the School Direct alliance. Alliances and the university liaise over the content of these training days on an annual basis. Additional training is carried out within the school or alliance as needed based on individual needs and targets.

* University Led trainee teachers have blocks of University training, often delivered in conjunction with school partners, as specified on the timetable for the current year. Additional training is carried out within the placement schools as needed based on individual needs and targets. Enhancement weeks at the end of the course are used to address any remaining areas of need.

* As part of training days at the University, every trainee teacher has time with subject tutors in subject sessions and with their PT in group and individual tutorials.

1.9. All trainee teachers are entitled to an appropriate and reasonable level of support where they disclose a disability.

2. SCHOOL ENTITLEMENT

These notes relate to each Partner School's entitlement in relation to tutor contact with the University. Electronic communication is encouraged wherever possible.

* Email/telephone access to PT
* Face-to-face contact with PT at a minimum of 3 school visits scheduled throughout the year
* Mentor training and briefings at the University or through School Direct alliances
* Additional support from the PT and/or Programme Director/Associate Programme Director in the case of any cause for concern

All schools also have access to the Primary Partnership Director/Programme Director at all times. School Direct lead schools additionally have an allocated Link Tutor. The Associate Programme Director additionally leads on School Direct matters.

3. ROLES AND RESPONSIBILITIES

Responsibilities of the Trainee Teacher
* to behave in a professional manner at all times;
* to ensure the health and safety of self and others;
* to develop and maintain high standards in preparation, planning, teaching and the assessment of pupils' learning, in order to meet the requirements of the PGCE programme;
* to check emails and electronic course information regularly and frequently;
* to be familiar with supporting documentation provided by Southampton Education School, and to be prepared to discuss and clarify the course requirements with Mentors and teaching assistants;
* to study carefully any policy documents and other guidance provided by the school; to actively support the school's policies and the priorities of its development plan;
* to be thoughtful in the use of materials in school, avoiding waste, and to return all resources borrowed for teaching purposes in good condition;

- to actively seek and respond to advice and guidance from Mentors, Head Teacher/ Principal and Tutors;
- to work collaboratively with other Trainee Teachers as required by the course programme;
- to contribute to the life of the school, including extra-curricular activities, as appropriate;
- to take responsibility for own self-evaluation and target setting, and for developing own subject knowledge;
- to take responsibility for alerting the Mentor or Tutor, as appropriate, to any difficulties experienced in carrying out the programme to meet the course requirements and achieve the Teachers' Standards necessary to be demonstrated;
- to take responsibility for completing the relevant Portfolio for final assessment, as required by the course;
- to contribute to the evaluation of the placement-based training and to the development and improvement of the PGCE course.

Responsibilities of the Placement Schools
- to ensure the health and safety of the Trainee Teacher;
- to provide suitable classroom-based placements during the practice-based elements of the PGCE course timetable;
- to ensure that Trainee Teachers work with Mentors who are appropriately experienced and who provide suitable models of professional practice for Trainee Teachers;
- to provide appropriate opportunities for Trainee Teachers to teach and assess pupils' progress;
- to provide access to wider school issues (curriculum planning, assessment, record keeping and reporting arrangements, parental liaison, etc) through meetings with the Head Teacher / Principal or a trained member of staff;
- to provide the University with a written report on the Trainee Teacher's progress and targets, following agreed University guidelines;

Responsibilities of the Class Mentor
- to become familiar with the supporting documentation, guidance and requirements provided by Southampton Education School for each period of placement-based training;
- to familiarise the Trainee Teacher with:
  - curricular plans, assessment and recording procedures;
  - classroom organisation and teaching arrangements;
  - routines for the management of behaviour;
  - resources and procedures for developing teaching materials;
  - other information necessary to support the Trainee Teacher's work with the class;
- to provide appropriate opportunities for Trainee Teachers to teach and assess pupil's progress;
- to share through discussion the practice, planning and evaluation of the Teacher's own work, as well as sharing the work of the Trainee Teacher;
- to help the Trainee Teacher in resolving any problems experienced with particular children / students;
- to provide formative (ongoing) assessment and feedback on progress to the Trainee Teacher, following agreed University guidelines;
- to contact the Tutor as quickly as possible, in the event of difficulties and to contribute, along with the Tutor and the Trainee Teacher to the remediation process;
- to provide the University with a written report on the Trainee Teacher's progress and targets, following agreed University guidelines;

Responsibilities of the Professional Mentor (School Direct schools) and Professional Mentor or senior member or staff (University Led schools)
- to have overall responsibility for the supervision of all the trainee teachers in the school
- to organise delivery of the school-based element of the school/alliance training

- to support trainee teachers' professional development as appropriate
- to liaise with class mentors in their school over the programme and progress of individual trainee teachers

Responsibilities of the Tutors
- to be familiar with relevant documentation and placement-based Training programme requirements and attend all relevant briefing meetings;
- to make arrangements in advance for Trainee observations and school visits, and to inform the school if alterations are necessary;
- to assist staff in becoming familiar with programme requirements, offering guidance and advice as appropriate;
- to check the overall allocation of the Trainee Teacher's teaching timetable to ensure that programme requirements are met;
- to monitor the progress and development of the Trainee Teacher through regular visits for a combination of observations of lessons and for discussions with the Mentor;
- to provide feedback (including written formative assessments) to the Trainee Teacher, focusing on the development of skills in teaching and in self-evaluation and target setting;
- to assist in resolving any difficulties which may arise between the Trainee Teacher and the school, whilst encouraging the Trainee Teacher to be professionally independent;
- to ensure that the Associate Programme Director and Programme Director are informed as early as possible of situations where there is concern about a trainee teacher's progress;
- to assess the Trainee Teacher's records of progress against the Teachers' Standards and teaching files, and advise the Trainee Teacher on materials to select for inclusion in the Portfolio to demonstrate achievement of the Standards;
- to assist with the preparation of the summative reports on the Trainee Teacher's performance;
- to participate in external assessment and moderation procedures as appropriate;
- to write or update references for the group of Trainee Teachers being supervised as needed;
- to contribute to the evaluation and development of the programme.

4 PROGRAMME STRUCTURE
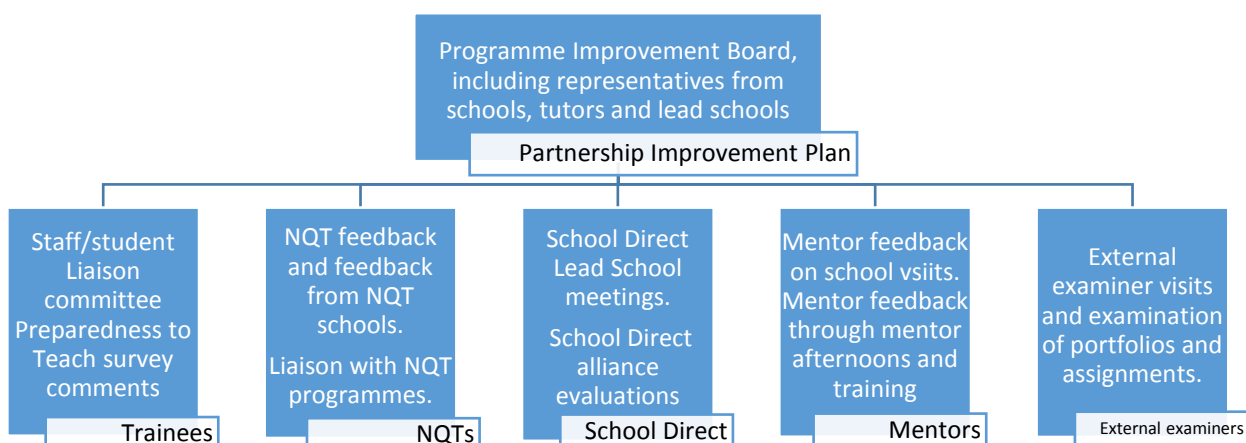
41 ADOA (or a dictionary of acronyms)

Acronym	Explanation
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
AFL	Assessment for Learning
AMA	Academically more able
APEx	Audit of Prior Experience
APP	Assessing Pupil Progress
ASD	Autistic Spectrum Disorder
BB	Blackboard
BESD	Behaviour, emotional and social difficulty
BME	Black and minority ethnic
CAF	Common assessment framework
CAMHS	Child and adolescent mental health service
CFC	Cause for concern
CIF	Common Inspection Framework
CoP	Code of Practice
CPD	Continuing Professional Development
CRB/DBS	Criminal records bureau (now replaced by DBS)
CM	Class Mentor
DBS	Disclosure and Barring Service (replaced CRB)
DfE	Department for Education
EAL	English as an Additional Language
EFA	Emotional First Aid, OR Education Funding Agency
EHC plan	Education, Health and Care plan
ELSA	Emotional Literacy (or Learning) Support Assistant
EP	Educational Psychologist
EYFS(P)	Early Years Foundation Stage (Profile)
GDD	Global Development Delay
G&T	Gifted and talented (now usually AMA)
HI	Hearing Impairment
IEP	Individual Education Plan
INCo	Inclusion coordinator
ITT/ITE	Initial teacher training/education
KS	Key Stage
LAC	Looked after children
LSA	Learning Support Assistant
MFL	Modern Foreign Languages
MLD	Moderate learning difficulties
NC	National Curriculum
NCTL	National College for Teaching and Leadership
OFSTED	Office for Standards in Education, Children's Services and Skills
OT	Occupational therapy/ist
PAT	Personal Academic Tutor (referred to on PGCE as Professional Tutor)
PDP	Professional Development Portfolio
PDA	Professional Development Activity
PGCE	Postgraduate/Professional Certificate in Education
PMFL	Primary Modern Foreign Languages
PP	Pupil Premium
PPA	Planning, Preparation and Assessment (time)

PRU	Pupil referral unit
PSH(C)E	Personal, Social, Health, (Citizenship), Emotional or Economic Education
PT	Professional Tutor
QTS	Qualified teacher status
SAA	Student and Academic Admin (in University)
SALT	Speech and Language therapy/ist
SALSA	Speech and language support assistant
SENCo	Special Educational Needs Coordinator
SEN/SEND/DSENT	Special Educational Needs (Disability)
SEdS	Southampton Education School
SLD	Severe learning difficulty
SMSC	Spiritual, Moral, Social and Cultural development
SpLD	Specific Learning Difficulty (e.g. dyslexia, dyspraxia)
T&L	Teaching & Learning
TA	Teaching Assistant
TAC	Team around the Child
TRN	Teacher Reference Number
TTP	Targets and training plan
VI	Visual impairment

If you find another acronym that should be included do let us know.

42 Summary of revisions

Updated version 18/09/17