

# Secondary PGCE

## Teacher Education Programmes

### School Experience Handbook Part I

Goldsmiths Provider Led,  
Goldsmiths Provider Led Part-time  
School Direct PGCE  
Academic Year 2019/20

PGCE Art and Design

PGCE Biology

PGCE Chemistry

PGCE Design and Technology

PGCE Drama

PGCE English

PGCE Mathematics

PGCE Media with English

PGCE Modern Languages

PGCE Physics

**EQUALITY AND DIVERSITY POLICY**  
**IN**  
**THE DEPARTMENT OF EDUCATIONAL STUDIES**

**This statement is signed on behalf of all students and staff within the Department of Educational Studies. Everyone is expected to uphold its principles through their activities in the Department in relation to module and curriculum content, participation in meetings, and the establishment of systems, procedures, pastoral care, learning and teaching.**

1. The Department values all members of staff and every student, creating an inclusive ethos and culture in which diversity is valued and human rights are respected, so that all members are enabled to achieve to their potential and contribute to the life of the Department. It follows that no student or staff member of the Department shall be discriminated against on grounds of gender and gender identity, race, ethnic or cultural identity, national origin, religious belief, disability, status (including marital, parental or job status), age, sexual orientation, socio-economic class, or a combination of these.
2. All students and staff in the Department are entitled to the following rights:
  - To work in an environment that is free from discrimination and harassment;
  - To be treated with respect and dignity;
  - To be treated equitably, acknowledging people's different experiences, emotions, strengths and needs;
  - To be able to express informed and supported opinions, within the law, and debate these seriously and respectfully;
  - To be given support and encouragement to develop within their role in the Department.
3. The Department and its members are committed to the promotion of social justice and equality in every aspect of their work.
4. In pursuit of the above students are encouraged to make use of the opportunities provided by the Department to participate in constructive discussion about:
  - Their programme of study;
  - The learning environment;
  - Pastoral care;
  - Equality and social justice.
  -

*Maggie Pitfield*

Maggie Pitfield  
Head of Department

July 2018

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## Introduction to the School Experience Handbook

This handbook is comprised of two parts:

**Part 1** provides a generic overview of school experience for school mentors, PCMs, student teachers and tutors.

**Part 2** is subject specific and provides information relating to the development of student teachers in their subject specialism

The school experience module allows student teachers to develop as reflective practitioners in a professional environment. It provides an opportunity to gain first-hand experience of teaching and to draw on the knowledge and understanding developed in other modules.

The secondary PGCE programme at Goldsmiths is well-established and is designed to provide student teachers with the knowledge, skills and understanding necessary to make the first steps in what we know will be a rewarding career. We are proud of the history that Goldsmiths and its Teacher Education Partnership has played in the development of thousands of teachers in that time, significant numbers of whom have gone on to become innovative teachers, school leaders and academics.

### The Vision and Mission of the Teacher Education Partnership

#### Supporting the development of Exceptional Teachers for World Class Schools

The Partnership believes that to achieve this vision and to make a difference to the life chances of young people it needs to be committed to:

- **Promoting Reflection:** to develop a strong sense of identity that is built upon a close connection between research and experience.
- **Recognising Inclusivity:** to be rights respecting and recognise and challenge the political, social, economic and cultural dimensions of practice.
- **Celebrating Creativity:** to take informed risks and use imaginative and innovative strategies to support learning.
- **Developing Confidence and Engagement:** to participate fully in steering the course of the profession locally, nationally and globally.

## Overview of School Placements

Student teachers on the Secondary Phase Programmes are required to undertake at least two school placements. These placements should provide the students with appropriate experience so that they can meet the Teachers' Standards by the end of the programme. The length and pattern of the placement is determined by the pathway the student has chosen to apply for.

Pathway	Overview
<b>Full-time</b> (1 year programme)	Students undertake a placement in the autumn term (AP1) and a second placement which starts in January and ends in June (AP2 and AP3).
<b>Part-time</b> (2 year programme)	Students complete a placement in the first academic year and the second, longer placement in the second year.
<b>School Direct</b> (1 year programme)	<p>Students will know in which school they will undertake their main placement. Their second placement will be in another school within the cluster.</p> <p>The pattern of the placements is decided by the school direct cluster of schools. The two models we currently offer are</p> <ul style="list-style-type: none"> <li>• <b>A/B model</b> which follows the Goldsmiths-led pattern of a placement in the autumn term with a longer second placement in the spring and summer terms or</li> <li>• <b>A/B/A model</b> where the student spends most of their school experience in one school but has a shorter placement in the second part of the spring term</li> </ul>

### Enrichment Experience

At the end of the second placement Provider students will also undertake an enrichment experience. This is designed to provide an opportunity to develop a broader understanding of education, this may take place in the school or in alternative provision providers such as PRUs and special schools.

School Direct schools have been encouraged to provide a similar experience for their students. This may take the form of working across their cluster of schools on a specific project, working with a group of learners within their placement school etc. More details will be provided by the School Direct coordinator or PCM in the School Direct school in the spring term.

For assessment purposes, the school experience module has been split into three stages:

- **Assessment Phase 1** (including joint assessment of needs) – school experience to the end of December
- **Assessment Phase 2** – school experience from January to Easter
- **Assessment Phase 3** – school experience until the end of the final main school placement.

Students following the part-time route will agree the dates for the end of each Assessment Phase with their University tutor.

During the School Experience placements students will be allocated a subject mentor, this is an experienced subject teacher who will support the student teacher during the school placement. Student teachers will have the opportunity to observe and work alongside experienced teachers

before taking responsibility for teaching classes on their own. A weekly meeting should occur with the school mentor which the student teacher summarises in the reflective practice record booklet. During the school experience students will complete assignments and activities related to Subject Studies and Studies in Professional Issue and Research in Education (SPIRE). The school induction and directed tasks booklet to supports this work.

## Overview of School Experience

Student teachers in school will have the opportunity to observe and work alongside experienced teachers before taking responsibility for teaching classes on their own. They should have regular weekly meetings with their school mentor and they should be able to familiarise themselves with the school as a whole, learn about how schools operate and some of the issues which they need to address through their policies and other practices. During this time they may also be expected to carry out some short assignments related to their Subject Studies module and they should undertake the tasks in the **School Induction and Directed Tasks booklet**.

### Notification of School Placements

- **Provider Led** student teachers will be notified of their first school placement around 2 weeks before the placement commences. Student teachers will be given the contact details of their school mentor and/or PCM. Before the placement commences student-teachers and are advised to email their contact to arrange arrival. **Part-time** students will plan with their University tutor when their placements take place.
- **School Direct** student teachers usually start their school placement at the beginning of the school term in the days before the University induction day.

### University Tutor

A University tutor will be assigned to each school and their role is to monitor the placement for quality assurance purposes and to moderate the assessment. The tutor will liaise with student teachers and mentors to check that induction is progressing smoothly and then follow up later in the placement to ensure the training is satisfactory. These visits include a joint observation of a student teacher's teaching and will also include meetings with mentors, student teachers and PCMs, and scrutiny of documentation.

Students will receive a minimum of **three** visits from a University tutor, one in each Assessment Phase. Where necessary, additional visits will be scheduled. It is the responsibility of the student teacher to ensure they inform their subject mentor and PCM of any such visit.

To ensure the maximum coherence between the school and the University-based educational input at the Partnership Meetings the University and school mentor will discuss the pattern of the school experiences and the seminars that school mentors will cover. These are outlined in detail in part 2 of the school experience handbook and will include a detailed timetable of the weekly school-based subject tutorials plus other subject – specific guidance. These will cover subject specific issues and integrate with Professional Studies.

### Professional Studies at School

Schools are required to provide a Professional Studies programme consisting of weekly seminars where students are introduced to Professional Studies issues as they relate to the specific school setting. The key areas that schools should cover include:

- Induction into the school
- Keeping children safe in education
- Behaviour for learning
- Assessment for learning
- Assessment without levels
- Pastoral care
- Equity and diversity
- Meeting the needs of all pupils
- Using data to support pupil progress
- Transfer from KS2/ transition between Key Stages

Throughout their time in school student teachers should be assigned to a tutor group to assist the form tutor and become familiar with key aspects of the form tutor role. Where possible this should include experience of planning and delivering the PSHEE/Citizenship curriculum.

Within each of the two placements the specified topics should be covered, but individual schools, or cluster of schools, will be able to design their own order and modes of delivery. There is, therefore, flexibility in how topics are combined, sequenced and revisited within any half of the programme. It is also recognised that many schools will wish to ensure that students gain a full appreciation of any distinctive features a school has, for example, a hearing unit, provision for EAL, or a refugee unit.

<p>Suggested topics for school-based PS during AP1:</p>	<p>Induction into the school Safeguarding Behaviour for learning SEN and Inclusion: raising standards for all Equity and Diversity Assessment for learning Marking, record keeping and target setting The role of the form tutor and pastoral care</p>
<p>Suggested topics for school-based PS during AP2/AP3:</p>	<p>Induction into the school Inclusion: EAL Citizenship and PSHE Assessment: Exams and feedback to parents The role of other professionals KS2/3 and other school transition points Jobs and interviews</p>

### School Experience Files

Student teachers are expected to maintain school experience files during all placements. These files must be organised, legible and up-to-date. Each file should begin with a title page containing the student's name, the name and address of the school and the names of those class teachers, subject mentor and subject tutor with whom students will be working.

The school experience files will contain:

- **Assessing Student Teachers on Placement Booklet:** all student teachers and mentor should have a hard copy of this booklet which is used regularly.
- **School Induction and Directed Tasks booklet:** through the tasks in this booklet student teachers gather general background facts and information on the school, e.g. size; internal organisation; pastoral system etc., as well as more specific school information, e.g. school rules; discipline; conventions; policies; facilities and resources; departmental requirements and conventions; homework (how much, what, when); marking etc.
- **Lesson plans:** Student teachers follow the guidelines and pro-forma provided by the subject tutors. Student teachers are expected to provide a lesson plan for every lesson they teach. After the lesson the plan should be filed in the teaching practice folder. If a lesson plan is not available the school mentor may ask the student teacher not to teach that class.
- **Evaluations:** Student teachers are expected to keep detailed notes on all lessons, recording significant events and highlighting areas of interest or concern and action points.
- **Records and mark books:** A record of marks awarded for work done must be kept as this information is often helpful for the evaluation of teaching and demonstrate that are ensuring pupils make progress. A systematic and ordered collection of records including details of pupil data, comments, etc. should be maintained.

- **Medium-term plans (schemes of learning):** These are medium-term outlines which show a progressive route through a programme of study to be followed by a given class of pupils. These should outline links with any syllabuses or National Curriculum Programmes of Study.
- Students may also keep their **Reflective Practice Record** in their school experience files. Embedded in the Reflective Practice Record is the **Standards Progress Record** which the students update at the end of each placement.

## Guidance for Minimum Teaching Timetables

The Goldsmiths partnership is a designated provider for post-16 training. Whilst we acknowledge there are issues in devolving responsibility for examination classes to student teachers, we are required to prepare them for assessing and teaching the full age-range, including Key Stage 4 and Key Stage 5.

To ensure students' teaching timetables meet the minimum requirements, and that they are fully prepared for their induction year the following guidance should be followed:

### **Key Stage 3/4**

Student teachers must have a structured curriculum experience which includes a cycle of planning, teaching and evaluating in which they have full responsibility for the whole class. This must include planning, managing the class and assessing work and this should be sustained over a sufficient period of time. A 'sufficient period of time' should extend over the school experience.

A team teaching context, in which the student still has scope for demonstrating the Teachers' Standards at that Key Stage, is one possible option. Classes of two or three pupils do not count as relevant experience for Key Stages 3 and 4.

### **Key Stage 5/Post-16**

Post-16 experience must be with AS, A or BTEC curricula; GCSE retakes do not counting this case. Guidance from OfSTED clearly indicates that the experience the student has in this age phase should be sustained over a sufficient period of time.

Student teachers should have a structured teaching experience in which they are engaged in the planning, teaching, assessing and evaluating cycle. This need not involve solo teaching. Students could:

- take responsibility for parts or episodes of lessons;
- team-teach with another student or with the class teacher;
- or teach additional, enrichment lessons rather than the regular timetable.

As well as observation of teaching, further evidence that students are achieving the standards for KS5 may be drawn from profile tutorials and from written assignments set by the University tutor (e.g. planning for a KS5 unit of work or the marking of samples of KS5 work).

## Guidance for Assessment Phase I

The tables on the following pages demonstrate how students will generally be expected to make progress over the course of this assessment phase. However, the rate of each student's progress will depend upon individual needs, experience and levels of confidence.

### Induction Phase and Needs Analysis

The school placement between October 2<sup>nd</sup> and those school placement days until October half-term should be used as an induction period

Students are directed to arrive at 08.30am at school on the first day of their school experience, unless the school have informed the University of an earlier or later time. Students should be provided with a school induction pack on arrival at school. This induction pack should contain key information about the school including:

- Map of school
- Staff list (with responsibilities)
- Timings for school days
- Key dates for the term (e.g. CPD days, parents' evenings)
- Information for student teachers (e.g. Professional Studies programme)
- School policies: Safeguarding and child protection, assessment, behaviour, equality, homework, literacy, teaching and learning, data protection.
- Some schools find it useful to give the students a timetable of activities for their first few induction days in school.

To ensure that students make good progress during the induction phase of the school placement guidance and tasks are provided in the **School Induction and Directed Tasks** booklet. Students download this from learn.gold, it is also available on the password-protected partnership website. PCMs and school mentors should provide students with the opportunities to complete the tasks within the pack.

For School Direct students there is an induction pack for the days in school before the Programme commences. School Direct school clusters may have their own induction materials which they use for the initial days in school and the University materials are optional.

By the end of the induction period student teachers should complete the **Joint Assessment and Analysis of Needs** proforma which is in the School Induction and Directed Tasks booklet. This is uploaded to learn.gold by the student teacher.

### Developmental and Consolidation Phases

Provider Led students (and some School Direct students) should be in the classroom between nine and eleven hours per week and must spend the rest of the time engaged in the directed tasks outlined in the School Induction and Directed Tasks booklet.

**Guidance for API, School Experience I: Provider Led Route and School Direct students following an A/B model**

Stage	Activities	Hours timetabled max	Solo teaching max	Subject Mentor's role
Induction	<ul style="list-style-type: none"> <li>• Observing</li> <li>• Working with small groups</li> <li>• Starting to team-teach</li> <li>• Possibly providing brief input for whole classes</li> <li>• Undertaking directed tasks</li> </ul>	9-11	1-3	<ul style="list-style-type: none"> <li>• Introduction to school, departments and policies/procedures</li> <li>• Provide timetable</li> <li>• Organise observations across age ranges</li> <li>• Check student teacher is participating in whole school PS programme</li> <li>• Check student teacher has access to resources including ICT</li> <li>• Weekly meeting and monitoring of student teachers progress (as specified)</li> </ul>
Developmental	<ul style="list-style-type: none"> <li>• Observing</li> <li>• Team teaching</li> <li>• Solo teaching</li> <li>• Undertaking directed tasks</li> <li>• Attached to a form group</li> <li>• Attending all meetings including parents' evenings</li> </ul>	9-11	4-8	<ul style="list-style-type: none"> <li>• Help student teachers plan and evaluate lessons</li> <li>• Provide informal feedback on teaching</li> <li>• Weekly tutorial and monitoring of student teacher's progress</li> <li>• Ensure student teacher is organising KS2 visit.</li> </ul>
Consolidation	As above	9-11	8-11	<ul style="list-style-type: none"> <li>• Formal lesson observation</li> <li>• Complete API Profile with student teacher</li> <li>• As above</li> </ul>

**Guidance for API First / Main School Experience – School Direct student following an A/B/A model**

Stage	Activities	Hours timetabled max	Solo teaching max	Subject Mentor's role
Induction	<ul style="list-style-type: none"> <li>• Observing</li> <li>• Working with small groups</li> <li>• Team teaching</li> <li>• Providing brief input for whole classes</li> <li>• Undertaking directed tasks</li> </ul>	12-13	1-3	<ul style="list-style-type: none"> <li>• Introduction to departments school and policies / procedures</li> <li>• Provide timetable</li> <li>• Organise observations across age range</li> <li>• Ensure student teachers participate in whole school programme</li> <li>• Ensure student teachers have access to resources including ICT</li> <li>• Weekly meeting and monitoring of student teachers progress (as specified)</li> </ul>
Development	<ul style="list-style-type: none"> <li>• Team teaching</li> <li>• Solo teaching</li> <li>• Undertaking directed tasks</li> <li>• Co-tutor a form / PSHE group</li> <li>• SEND support</li> <li>• Undertaking directed activities</li> <li>• Attending all meetings and parents' evenings</li> </ul>	12-13 + tutor time / PSHE	4-8	<ul style="list-style-type: none"> <li>• Help student teachers plan and evaluate lessons</li> <li>• Support and monitor student</li> <li>• Teacher's assessment of pupil's progress, including setting and marking of homework</li> <li>• Regular lesson observation with clear targets for development</li> <li>• Ensure KS2 Primary Placement has been organised (with PCM)</li> <li>• Weekly meeting and monitoring of student teacher's progress (as specified)</li> </ul>
Consolidation	<ul style="list-style-type: none"> <li>• Team teaching/Solo teaching</li> <li>• Co-tutor a form/PHSE group</li> <li>• Attending all meetings and parents' evenings</li> </ul>	12-13	8-13	<ul style="list-style-type: none"> <li>• Formal lesson observation</li> <li>• API Profile</li> <li>• Formal lesson observation</li> <li>• AP2 and AP3 Profiles</li> <li>• Weekly meeting and monitoring of student teacher's progress as above</li> </ul>

## Guidance for API First / Main School Experience: Part-time Programme

Phase	Days per week	Hours timetabled max	Solo teaching max	Tutorial	Activities	School mentor's role
Induction	5 days / week for 10 weeks	12-14	2-3	2	<ul style="list-style-type: none"> <li>Observing</li> <li>Working with small groups</li> <li>Starting to team teach</li> <li>Possibly providing brief input for whole classes</li> <li>Undertaking directed tasks</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to departments, school and policies procedures</li> <li>Provide timetable</li> <li>Organise observations across age range</li> <li>Ensure student teachers participating in whole school programme</li> <li>Ensure student teachers have access to resources including ICT</li> <li>Weekly meeting and monitoring of student teacher's progress (as specified)</li> </ul>
	4 days / week for 13 weeks	10-11	2	2		
	3 days / week for 17 weeks	7-8	1-2	2		
Developmental	5 days / week for 10 weeks	5-9	5-9	2	<ul style="list-style-type: none"> <li>Observing</li> <li>Team teaching</li> <li>Solo teaching</li> <li>Undertaking Directed tasks</li> <li>Attached to a form group</li> <li>Attend all meetings and parents' evenings</li> </ul>	<ul style="list-style-type: none"> <li>Help student teachers plan and evaluate lessons</li> <li>Provide informal feedback on teaching</li> <li>Check that visit to primary school is being organised</li> <li>Weekly meeting and monitoring of student teacher's progress (as specified)</li> </ul>
	4 days / week for 13 weeks	4-7	4-7	2		
	3 days / week for 17 weeks	3-7	3-7	2		
Consolidation	5 days / week for 10 weeks	12-14	12-14	6	<ul style="list-style-type: none"> <li>As above</li> </ul>	<ul style="list-style-type: none"> <li>Formal lesson observation</li> <li>End of API Profile</li> <li>As above</li> </ul>
	4 days week / for 13 weeks	10-11	10-11	6		
	3 days week / for 17 weeks	7-8	7-8	6		

## Guidance for Assessment Phases 2 and 3

The tables on the following pages demonstrate how students will generally be expected to make progress over the course of the term. However, the rate of each student's progress will depend upon individual needs, experience and levels of confidence.

- **Part-time route** students will undertake their second school placement in the second year of the part-time route.
- **School direct students** may continue in their main placement school if they are following the A/B/A model or they may start a new placement if they are following the A/B placement model.

## Induction Phase and Needs Analysis (AP2 and 3)

*Contact with school staff will follow the same pattern as for AP1*

The school placement days from January 9<sup>th</sup> until about January 23<sup>rd</sup> should be used as an induction period.

Students are directed to arrive at 08.30am at school on the first day of their school experience, unless the school have informed the University of an earlier or later time. Students should be provided with a school induction pack on arrival at school. This induction pack should contain key information about the school including:

- Map of school
- Staff list (with responsibilities)
- Timings for school days
- Key dates for the term (e.g. CPD days, parents' evenings)
- Information for student teachers (e.g. Professional Studies programme)
- School policies: Safeguarding and child protection, assessment, behaviour, equality, homework, literacy, teaching and learning, data protection.
- Some schools find it useful to give the students a timetable of activities for their first few induction days in school.

To ensure that students make good progress during the induction phase of the school placement guidance and tasks are provided in the **School Induction and Directed Tasks** booklet. Students download this from learn.gold, it is also available on the password-protected partnership website. PCMs and school mentors should provide students with the opportunities to complete the tasks within the pack.

## Developmental and Consolidation Phases

Provider Led students (and some School Direct students) should be in the classroom for about thirteen hours per week and must spend the rest of the time engaged in the directed tasks outlined in the School Induction and Directed Tasks booklet.

**Guidance for AP2/3, School Experience 2: Goldsmiths-centred Route and School Direct following an A/B model**

Stage	Activities	Hours timetabled max	Solo teaching max	Subject Mentor's role
Induction	<ul style="list-style-type: none"> <li>• Observing</li> <li>• Working with small groups</li> <li>• Team teaching</li> <li>• Providing brief input for whole classes</li> <li>• Undertaking directed activities and tasks</li> </ul>	12-13	1-3	<ul style="list-style-type: none"> <li>• Introduction to department, school and policies / procedures</li> <li>• Provide student teacher with timetable</li> <li>• Organise observations across age range</li> <li>• Ensure student teacher participates in whole school PS programme</li> <li>• Ensure student teacher has access to resources including ICT</li> <li>• Weekly meeting and monitoring of student teacher's progress</li> </ul>
Developmental	<ul style="list-style-type: none"> <li>• Team teaching</li> <li>• Solo teaching</li> <li>• Co-Tutor a form/PHSE</li> <li>• Special needs support</li> <li>• Undertaking Directed Tasks</li> <li>• Attending all meetings and parents' evenings</li> </ul>	12-13 Tutor time / PHSE	4-8	<ul style="list-style-type: none"> <li>• Help student teacher plan and evaluate lessons</li> <li>• Support and monitor student teacher's assessment of pupils' progress, including setting and marking of homework</li> <li>• Regular lesson observations with clear targets for development</li> <li>• Weekly tutorial and monitoring of student teacher's progress</li> <li>• Check that student teacher has completed KS2 observations</li> </ul>
Consolidation	<ul style="list-style-type: none"> <li>• Team teaching</li> <li>• Solo teaching</li> <li>• Co-Tutor a form/PHSE</li> <li>• Special needs support</li> <li>• Undertaking directed tasks</li> </ul>	12-13 tutor time/PHSE	9-13	<ul style="list-style-type: none"> <li>• Extend student teachers</li> <li>• Formal lesson observation</li> <li>• AP2 and AP3 Profile</li> <li>• Weekly tutorial and monitoring of student teacher's progress</li> </ul>

## Guidance for AP2/3: Second School Experience – School Direct foundation, standard and enhanced following an A/B/A model

The second school placement in this model is shorter than the second placement for the A/B model. Students are required to settle into the second placement quickly and the suggested timetable reflects this.

Stage	Activities	Hours timetabled max	Solos teaching max	Subject Mentor's role
Induction	<ul style="list-style-type: none"> <li>• Observing</li> <li>• Working with small groups</li> <li>• Starting to team teach</li> <li>• Possibly providing brief input for whole classes</li> <li>• Undertaking Directed tasks</li> </ul>	12-13 + tutor time	2-6	<ul style="list-style-type: none"> <li>• Introduction to departments school and policies/procedures</li> <li>• Provide timetable</li> <li>• Organise observations across age range</li> <li>• Ensure student teachers participate in whole school programme</li> <li>• Ensure Student teachers have access to resources including ICT</li> <li>• Weekly meeting and monitoring of student teacher's progress (as specified)</li> </ul>
Consolidation	<ul style="list-style-type: none"> <li>• Observing</li> <li>• Team teaching</li> <li>• Solo teaching</li> <li>• Undertaking directed activities</li> <li>• Co-tutor a form group</li> <li>• Undertaking directed tasks</li> <li>• Attending all meetings and parents' evenings</li> </ul>	12-13 + tutor time / PSHE	12-13	<ul style="list-style-type: none"> <li>• Help student teachers plan and evaluate lessons</li> <li>• Provide informal feedback on teaching</li> <li>• Weekly meeting and monitoring of student teachers progress (as specified)</li> <li>• Formal lesson observation</li> <li>• AP Profile (in collaboration with main placement school)</li> </ul>

NB: The information in the table above for the School Direct second school experience is for a shorter second placement. For some School Direct routes the second school experience is the longer experience and is very similar to the Goldsmith-centred route. In this case the Goldsmiths-centred suggested timetable should be followed.

## Guidance for AP2/3: Second School Experience: Part-time Programme

Phase	Days per week	Hours timetable max	Solo teaching max	Tutorials	Activities	School mentor's role
Induction	5 days / week for 12 weeks	11-13	1-3	1 a week supported by suggested topics and materials in the school based curriculum pack	<ul style="list-style-type: none"> <li>• Observing</li> <li>• Working with small groups</li> <li>• Team teaching</li> <li>• Providing brief input for whole classes</li> <li>• Undertaking directed tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to department, school and policies and procedures</li> <li>• Provide student teachers with timetable</li> <li>• Organise observations across age range</li> <li>• Ensure student teachers participate in whole school PS programme</li> <li>• Ensure student teachers have access to resource including ICT</li> <li>• Weekly meeting and monitoring of student teacher's progress</li> </ul>
Developmental	5 days / weeks for 12 weeks	11-13	4-8	As above	<ul style="list-style-type: none"> <li>• Team Teaching</li> <li>• Solo teaching</li> <li>• Co-Tutor a form/PHSE Special need support</li> <li>• Undertaking directed tasks</li> <li>• Attending all meetings and parents' evenings</li> </ul>	<ul style="list-style-type: none"> <li>• Help student teachers plan and evaluate lessons</li> <li>• Support and monitor student teachers assessment of pupils' progress, including setting and marking of homework</li> <li>• Regular lesson observations with clear targets for development</li> <li>• Weekly meeting and monitoring of student teacher's progress</li> </ul>
Consolidation	5 days / week for 12 weeks	11-13	11-13	As above	<ul style="list-style-type: none"> <li>• Team teaching</li> <li>• Solo teaching</li> <li>• Co tutor a form/PHSE</li> <li>• Undertaking directed tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Extend student teacher's planning and assessment skills</li> <li>• Formal lesson observation</li> <li>• AP2 and AP3 tutorials and profiles</li> <li>• Weekly meeting and monitoring of student teacher's progress</li> </ul>

## Enrichment Experiences

At the end of AP3 the student teachers will have the opportunity of an enrichment week experience. During the school placements the students may wish to enrich their subject knowledge in a particular area, visit a different educational setting or explore a topic for your SPIRE assignment. We encourage students to do this during the non-contact times on their timetable, either a morning or afternoon session.

This enrichment is optional and the students will use the non-contact time in agreement with their school mentor and/or PCM. It is important that if they have planned an enrichment experience their school mentor is aware, with sufficient notice, the student will not be in school for that morning or afternoon. The student teachers should not undertake enrichment at a time that has been set aside for them to meet with their school mentor or when they expected to attend school-based professional studies.

In the autumn term the students teachers should have no more than 2 half days of enrichment. In the spring and summer terms they should have no more than 4 half days of enrichment.

The enrichment week runs at the end of the final Assessment Phase, from June 8<sup>th</sup> to 12<sup>th</sup>. Goldsmiths provides a downloadable booklet to support the activities during the enrichment placement.

The enrichment week gives students the opportunity to;

- ensure that students have the experiences that enable them to meet the Teachers' Standards criteria as fully as possible
- prepare for the induction year.

However, students who are not graded as *securely good* may continue with their teaching during the enrichment week to ensure that they are meeting the Teachers' Standards and making good (or better) progress.

### Activities for Enrichment week

During the enrichment week students will use their time, in discussion with their school mentor and/or PCM, to undertake activities that will give them the experiences to evidence aspects of the Teachers' Standards criteria that perhaps they have had little experience of.

Examples of aspects of teaching practice or experience students may want to develop:

- More experience or understanding of planning for higher attaining pupils (TS5)
- Planning or experience of working at KS5 (TS3/4)
- Supporting pupils who have English as an Additional Language (TS5)
- An aspect of assessment for example, assessment without levels (TS6)
- An aspect of subject knowledge (TS3)
- An understanding of the transfer experience from primary to secondary school (TS3)

Students will need to plan how they are going to use the week effectively. Examples of activities may include:

- Observation of classes
- Working with small groups of pupils
- Accompanying a school trip
- Working with the SEND team
- Pupil shadowing
- Visit to a primary school

Prior to the enrichment week students are expected to produce an outline plan of how they will use the week to develop their knowledge and understanding of the aspect(s) identified on a proforma

provided. To support the enrichment experience there is also a booklet which student complete during the enrichment experience.

Outline for enrichment experience (this may vary for students following the School Direct route):

- During AP3 University tutors review students' progress with the student and school mentor to help to begin to identify aspects to focus on during the enrichment week
- Towards the end of AP3 students you are expected to have identified aspects of their practice they will focus on during the enrichment
- By the end of AP3 students will have completed an outline of the activities
- June 8<sup>th</sup> to 12<sup>th</sup> enrichment experience.

## Roles and Responsibilities across the Partnership

### Summary of Roles and Responsibilities of Head of ITE/Secondary Phase Programmes Leader and Professional Coordinating Mentor

#### Head of ITE/Secondary Phase Programme Leader

The Goldsmiths Head of Initial Teacher Education (ITE) has overall responsibility for the design, organisation, management, monitoring and quality of the Secondary Phase Programmes and the Partnership, inducting new schools and making wider links. The Head of ITE is supported in this role by The Secondary Phase Programmes Leader.

#### Professional Coordinating Mentor (PCM)

The Professional Coordinating Mentor has overall responsibility for the management of the Partnership within the school. This involves developing, implementing and running a school programme of seminars that introduce student teachers to cross-curricular and whole-school issues.

#### Head of ITE/ Secondary Phase Programmes Leader

- Maintain a perspective on ITE processes and procedures across the sector;
- Provide strategic leadership of Initial Teacher Education across PGCE programmes;
- Liaise with school-based partnership colleagues on a regular basis to effectively manage, develop and enhance the quality of the Secondary Partnership;
- Monitor and evaluate quality assurance processes and ensuring compliance with all regulations relating to ITE;
- Take overall responsibility for all school experience aspects of any Ofsted inspection of the University's ITE provision;
- Liaise with schools about the range of opportunities for their involvement in ITE. ensuring that the programme meets DFE and other professional requirements;
- Contribute towards the development, management, implementation and monitoring of all policies relating to all school-based work in the partnership;
- Ensure generic information regarding school experience requirements is disseminated;
- Ensure that all student teachers, teachers and tutors receive consistent advice relating to school experience;

#### PCM

- Quality assuring subject mentoring using the Goldsmiths mentoring QA framework. Familiarity with ITT guidance issued by the NCTL, DfE and by Goldsmiths;
- ensure departmental staff are inducted into ITE responsibilities and that school mentors have time to work with students;
- ensure students' timetabled classes are always covered by a qualified teacher who is responsible for the class;
- Observe some mentor meetings and lesson feedback sessions;
- Organise a whole-school induction introducing students to school policies, procedures and priorities for development (for guidance see the Partnership Handbook);
- Provide a relevant Professional Studies programme;
- Where students are not making satisfactory progress oversee the notice of concern procedure to ensure that fair and transparent decisions are made regarding failing students;
- Complete End of Assessment Phase Profiles

<ul style="list-style-type: none"> <li>• Liaise with external examiners regarding major programme feedback and development;</li> <li>• Agree details relating to school placements with subject tutors;</li> <li>• assist University tutors where there are difficulties reported by schools or students;</li> <li>• deal with complaints from students or schools that have not been resolved by the Secondary Phase Programmes Leader;</li> <li>• deal with pastoral and disciplinary matters affecting students, where these are considered to be of a serious nature;</li> <li>• supporting and assisting the development of mentor training;</li> <li>• Initiate prompt reaction to enquiries from schools.</li> </ul>	
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## **Roles and Responsibilities of University Tutor and School Mentor**

A school mentor is an experienced teacher who mentors the student teacher/s placed in subject departments and advises the student teachers on their teaching practice and progress, supervises the teaching practice, observes student teachers' teaching and provides formative and summative assessment (full details of the UT and SM are provided in the Appendix)

### **Joint between Goldsmiths and schools**

- Planning, organisation, teaching.
- Monitoring, evaluation and assessment of an individual student teacher's progress.
- Supervision of student teachers' teaching formal lesson observations, spread over API, 2 & 3.  
The following procedures should be followed:
  - i. inform student teacher and subject mentor of lesson to be visited in advance.
  - ii. make triplicate notes on the lesson.
  - iii. discuss the lesson with the student teacher.
  - iv. Copies of feedback to be given to student teacher, SM and UT.
    - Interviewing prospective student teachers.
    - Assessment of assignments.
    - Identification of student teachers to be seen by External Examiners. Liaison with Examiner, including making and discussing the student teacher's performance.
    - Contribution to complaints and dismissal procedures.

**University Tutors (UT)**

- Be fully conversant with and follow all relevant course documentation and programme requirements and organise subject specific documentation;
- Through meeting with school staff, develop an understanding of the ethos/philosophy of the school;
- Be flexible and responsive to school and student teacher needs;
- Organise student teachers' school experience;
- Ensure that mentors fully understand their responsibilities and understand the requirements of each school experience and the Secondary Partnership Agreement generally;
- Observe and assess teaching with appropriate formal verbal and written feedback as required in the relevant placement documentation;
- Contribute to the assessment of the Teachers' Standards with the school mentor and student teacher;
- Liaise with the mentor(s) and member of staff with overall responsibility for ITE in the school to support and monitor the operation of school experience;
- Plan school visits in advance and in agreement with mentors;
- Review action plans and assessment for each student teacher;
- End of Assessment tutorials to complete profiles;
- Address issues arising out of placements in school;
- Where a student teacher is not making good progress liaise with the SM and PCM and complete relevant section of notice of concern proforma. Liaise with SM and ST regarding progress. Inform Secondary Programme of the notice of concern;
- Monitor quality and standards in partner schools in so far as they impact upon the training of teachers and the successful delivery of the Partnership Agreement;
- Report any problems or issues relating to school experience (including issues relating to Health and safety and Equal Opportunities/Race Equality as well as student progress and entitlement) to the Headteacher and/or the relevant

**Subject Mentors (SM)**

- Stay updated with handbooks, mentor meeting minutes, networking, updates, news and alerts
- Be familiar with ITT guidance issued by the NCTL, DfE and by Goldsmiths
- Liaise with PCM and UT
- Maintain regular communications with the University subject tutor at Goldsmiths
- Induct and organise student teachers into the school experience programme
- Meet with the student for an hour or period a week throughout the PGCE year to guide and mentor them throughout the school-based elements of the programme. Encourage students to reflect on their practice and ensure that they record the meeting discussions and targets.
- Provide opportunities for the student to be included in departmental and whole school activities.
- Supervise students' teaching practice, observe their teaching informally and formally, and give written feedback (at a minimum of one piece of written feedback each week) and oral feedback
- Assess students' progress against the Teachers' Standards using the profiling system provided; make a final summative assessment jointly with the University tutor
- Where a student teacher is not making good progress initiate a notice of concern and alerting the PCM as soon as possible
- Attend mentor meetings at Goldsmiths or engage in coaching with the visiting University tutor
- Be open to participating in the design and development of the course in a variety of ways, including through invitations to interview prospective students and to Partnership meetings

<p>member of staff with overall responsibility for ITE in the school as well as to the Head of Programme and/or Secondary PGCE Programme Leader;</p> <ul style="list-style-type: none"><li>▪ Schedule Programme/module evaluation meetings;</li><li>▪ Organise interviews;</li><li>▪ Organise programme evaluations;</li><li>▪ Administration of External Examiners' process;</li><li>▪ Attend Examination Boards.</li></ul>	
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## Student Teachers' Professional Responsibilities in School

Whilst in school student teachers are expected to behave in a professional manner. It is the responsibility of the student teacher to seek out and follow the procedures that operate in the school in which they are placed.

### Indicative Roles and Responsibilities: Student

- Familiarise themselves with the school experience handbook and requirements for the placement;
- Work to support the aims/principles/ethos/philosophy of the school;
- Demonstrate a positive professional attitude;
- Work co-operatively with colleagues, parents and other adults in negotiating the curriculum and care of children in school;
- Make a full and active contribution to the life of the school in line with current school policies and course requirements;
- Communicate with other adults involved in children's education;
- Demonstrate an ability to reflect on and develop their own practice;
- Respond professionally to advice from University and school-based colleagues;
- Display a willingness to learn vis-à-vis their development as a teacher;
- Organize themselves in relation to the various meeting and paperwork related demands of their specific programme/course;
- Be punctual and dress appropriately in relation to their school experience;
- Comply with the school's policy regarding the recording and sharing of sensitive data about children and young people;
- Communicate promptly, clearly and appropriately/professionally with all University and school based colleagues involved in their ITE Programme as is necessary, including following the University procedures for notifying colleagues of absence from school experience;
- Follow/ abide, as they all relate to their conduct during school experience, by ... - both the school's and the University's Health and Safety requirements / procedures and all - University Equal Opportunities/Race Equality policies alongside the Standards as set out in the Teachers' Standards (DfE 2012)

Regarding the extent of student teachers' legal liability the Department of Education Studies at Goldsmiths has drawn up this summary of the position of student teachers in school.

"The 1988 Education Act places a legal responsibility for the day-to-day running of the school in the hands of the Headteacher. Together with the governing body, s/he is additionally responsible for the health and safety of all persons who use the school premises but are not employed by the school." This clearly applies to all the pupils in the school. Student teachers also fall into this category.

From this it follows that the Head teacher, and teachers delegated to supervise student teachers, have a statutory responsibility primarily for the pupils, but also for the student teachers. Within this framework they have to make a judgment about the amount of responsibility they allow student teachers to have. The decision will be dependent on many factors such as the age of the pupils, the kind of activity and the experience of the student teacher. A class involved in a practical science activity, or physical education, will need a class teacher to be 'in attendance' at all times.

A student teacher is not likely to be held legally liable provided the advice issued by the school has been strictly adhered to. If s/he is following procedures and methods currently used in the school then a charge of personal negligence is unlikely.

When student teachers are left by themselves in charge of a class, as is necessary in their development into effective teachers, responsibility lies with the class teacher. The teacher must remain in close

proximity, having informed the student teacher where they can be located, so that if any assistance is required it is quickly to hand. Class teachers should be in a position to visit the classroom at irregular moments in order to monitor the pupil and student teacher interaction”.

## **Professional Expectations**

From day one of the Programme we expect our student teachers to adhere to the same professional expectations as qualified teachers. If a student teacher is found to be in breach of these expectations the University may terminate their training programme and have them de-registered from the DfE database, which means an effective bar on entry to the profession.

## **Attendance and Punctuality during school experience**

Attendance throughout the school experience is a requirement of the programme. An attendance sheet should be maintained each week. Absence from school experience should only arise in the case of illness, family bereavement or a limited number of job interviews. Students are expected to discuss any other request for absence **in advance** with the Secondary Programme Leader, University tutor and relevant school staff. Permission will normally only be granted in exceptional circumstances.

A student who, is unable to attend during a period of School Experience or engage with any aspect of School Experience, must notify the mentor and, where applicable, an appropriate member of the school partnership as well as the Secondary Programme Leader and subject tutor, of the reason for absence in a timely manner. **Student teachers should also ensure that all parties, including the school mentor and University tutor, remain informed about continued absence and date of subsequent return.** If there are concerns about student teacher’s attendance or punctuality this will be raised as a cause for concern in writing and the student teacher will be required to make up the time missed at the end of the school experience. If a student does not attend any part of the Programme without appropriate cause, the Head of ITE may, after due consultation, present the case to Student Services to consider terminating the student teacher’s status as a student. In the case of School Direct students, the head of ITE will contact the lead and partner school to explain why training is being withdrawn from the student.

## **Working with others**

Student teachers are expected to develop a professional manner in relation to their work with others on the Programme and staff in the University, in schools, local authorities and other institutions. The Teachers’ Standards (TS8 and Part 2) relate directly to their ability to work with others, take advice from others and fulfil the professional responsibilities of a teacher in the workplace.

Student teachers are expected to:

- Taking responsibility for their own actions, including seeking advice when needed – not finding reasons to explain away a failure to tackle something, or waiting to be asked if you need help;
- Taking responsibility or helping to forge effective training relationships – not ignoring problems or concerns;
- Liaising with all colleagues in a respectful and polite way – not issuing orders to technicians or support staff;
- Demonstrating positive engagement with advice from mentors, University tutors, and other colleagues who offer feedback on teaching and other aspects of training.

## **Netiquette**

As most communications this year will be read by people who also have a role in assessing student teachers against the Teachers’ Standard for professionalism, apart from the general guidance about being polite and reasonable in electronic communications, it is expected that student teachers:

- Do not post anything online or in an email that they wouldn’t be prepared to say face to face to the reader(s)

- Do not add anything to any website that they wouldn't be prepared to leave on their desk – it's easy for people to forward comments to others, to read comments not intended for them etc.
- Remember people cannot see facial expressions or hear the tone of a voice in an electronic communication. Before sending an email or submit a comment to a discussion area it should be checked to ensure it cannot be misinterpreted.
- Never write anything that does not adhere to the general rules of professional etiquette. This means not discussing third parties in a way that may lead someone to identify them and not disclosing information that is confidential or sensitive.
- Think about when it is appropriate to use a University online discussion area (which will be read by many people including staff), and when you might be best advised to save comments for informal conversations with other students.
- Do not assume that emails will be read or responded to immediately.
- Are fully responsible for their online footprint and that all social media accounts are private.
- Be aware that browsers such as Chrome will try to automatically connect across devices. School internet is monitored and care is taken that multiple tabs are not open in browsers.

## **Young people and the Internet**

Student teachers should not engage with school students they teach on Facebook or other similar social networking site or to communicate with them via personal email (some schools do use email submission for work and, in this instance, students should check the rules about this carefully). Student teachers are advised neither to sign up students in school as contacts on such websites nor to accept such invitations from them.

When using the Internet as a teaching resource and when giving young people access to computers as part of teaching student teachers should be aware of the school's policy on the use of the Internet and the range of risks that have been identified in relation to young people using the Internet, for example:

- Being groomed by adults
- Cyber-bullying
- Accessing pornographic, violent, racist or other unacceptable material
- Accessing misleading advice or inaccurate information
- Being subject to advertising or persuasion by others

Children can also be perpetrators, and student teachers should guard against creating opportunities for students to:

- Bully others
- Upload inappropriate material
- Download illegal material or file share illegally
- Provide misleading advice

## **Professional attire in the workplace**

Schools generally will have a dress code for all teachers and student teachers are expected to conform to this. There may well be variations on the dress code in certain subject areas where there is a practical dimension to teaching (e.g. Early Years, PE, Art and Design, Design and Technology, Science). In some cases the code might extend to aspects such as removing certain types of piercing or hiding tattoos.

If in doubt about what is acceptable or not, or where there may be issues around religious observance it is important that these are raised with the school mentor or Professional Co-ordinating Mentor (PCM) at the school and discussed with the University tutor and, where appropriate, the School Direct lead school as soon as possible.

A failure to adhere to the professional expectations of a school outlined above may lead to a notice of concern and ultimately a failure on school experience.

### **Communication with Goldsmiths**

While on school placement Goldsmiths may communicate with student teachers in a variety of ways. Formal correspondence, which includes information on enrolment, fees, and assessments, may be sent by letter, which is why it is very important that we have up to date contact information. Any changes to term-time or home addresses or telephone details are kept up-to-date on MyGoldsmiths accounts.

It is very common for University tutors to communicate by email and student teachers are advised to check Goldsmiths email accounts regularly.

## Assessment on School Experience

### Assessing Student Teachers on School Placement booklet

All student teachers and school mentors are provided with a copy of the booklet 'Assessing Students on School Experience'. This vital booklet includes the criteria for the Teachers' Standards that student teachers are assessed against at each Assessment Phase, as well as copies of lesson observation proformas and end of Assessment Phase forms. It is vital that regular use is made of this booklet on school experience, using it to reflect on progress and set effective targets for improvement.

### Feedback

Student teachers should receive regular feedback, both verbal and written. Informal written feedback can be given on the appropriate proforma in the Assessing Student Teachers on Placement booklet.

Student teachers should also receive at least one formal written observation each Assessment Phase from their school mentor or PCM in addition to the formal observation from the University tutor.

### Recording Progress

From the beginning of the Programme student teachers complete a **Reflective Practice Record**. Through this document they review weekly progress and set targets. On school placement student teachers meet weekly with their mentors and record the weekly mentor meeting on this document too.

After the induction phase in the first placement student teachers complete the **Joint Assessment of Needs and Target Setting** document with their school mentor and share this with their University tutor via learn.gold. This document helps to identify areas of practice they may need to focus on, and areas where they are more secure.

Student teachers should start to collate their evidence against the Teachers' Standards criteria very early on the programme using the **Standards Progress Record** (embedded in the Reflective Practice Record). This document is used to inform the self-assessment section of the **Assessment Phase Profiles** which are completed at the end of each assessment phase. The **Assessment Phase Profile** is discussed with the school mentor in the weekly mentor meeting prior to the end of the Assessment Phase.

At the end of each Assessment Phase student teachers have the opportunity to discuss their progress with their University tutor and review targets. During this review they are expected to present the evidence referenced in the Standards Progress Record.

### The Phase Progression Panel (PPP)

Student progress against the School experience module outcomes and the criteria for the Teachers' Standards will be tracked in three assessment phases. A Phase Progression Panel (PPP) is made up of subject tutors, the Phase Programme Leader, Head of ITE and a representative from the school partnership. The panel meets at the end of Assessment Phase 1 and 2 to review progress and to decide whether students have met the minimum level of attainment, judged against the Teachers' Standards criteria applicable for each Assessment Phase. Students must meet the published minimum level of attainment in each phase in order to be recommended for QTS.

### The Summer Examination Board

The Board of Examiners will always have the final say over module awards and may, in exceptional cases, make a decision that differs from the recommendation made to it by the Phase Progression Panel. The Board will communicate all decisions about re-sits through the normal reporting

processes for module results and academic awards. There shall be no further reassessment if a student fails the re-sit of a School Experience.

## Insufficient progress on School Experience/ students who are cause for concern

There may be occasions in school when a student teacher's progress is such that additional action is required beyond the normal systems of support and assessment, or that issues arise with a placement that causes concern. In such cases, clear lines of communication between the student teacher, school Subject Mentors, Professional Coordinating Mentors and Goldsmiths University Tutors need to be established to ensure that there is a clear action plan agreed by everyone.

### What if things do not go to plan?

If a student teacher is not making the expected progress, or if concerns are raised about professional conduct, a given formal warning in writing outlining these concerns is given. This may be given on a notice of concern proforma, or through indication of not making required progress on feedback sheets. Following this, targets will be set and the student is given an opportunity to demonstrate progress toward these in a set time frame, usually 10 working days. If these targets are addressed the student proceeds with the placement. Either the University **or the partner school** can instigate this process.

If it is felt that there is limited evidence of sufficient progress against the targets within the time frame a Notice of Serious Concern will be issued. This is a written notification of the concern that reviews in more detail the targets and outlines how they need to be demonstrated. A time frame of no less than 5 working days will be set for the student to show progress against these targets. A copy of the NOSC should be given to the student and the school mentor/s, the PGCE Programme Leader and the Moderating tutor from the University should also retain a copy. Where applicable it may also be shared with a representative from the School Direct Lead School.

Once the NOSC is issued a Moderating Tutor from Goldsmiths will contact the student and the school mentor and/or PCM to arrange to assess progress. They will outline in this communication how they will assess the targets and the evidence they will need to see.

There are two possible outcomes of the NOSC Moderation Visit:

1. If targets are met, the school experience will continue but note that the content of the Notice of Serious Concern will continue to be monitored.
2. If the NOSC targets are felt not to have been addressed at a sufficient level the student will be informed the end of the moderating visit. **The school placement will be terminated at that point.**

Should this be the case, the student will then be required to meet with either the Programme Leader or Head of Teacher Education who will discuss the outcome of the NOSC. They will also liaise with key staff and consider any mitigation presented.

In certain circumstances schools may no longer feel that they can support the student teacher to make the required progress. This might be due to a range of reasons including but are not limited to:

- staffing changes;
- the specific requirements of individual students;
- breakdown in the relationships between mentor and student or
- serious professional concerns relating to Child Protection.

If this is the case it may result in the School Placement being terminated without following the steps outlined above for failing a placement. Should this rare situation occur, the school will inform the

student and will inform Goldsmiths in writing outlining the reasons for the termination of the placement.

Once this communication is received, it will be forwarded to the student who will be then be called into Goldsmiths to meet with either the Programme Leader or Head of Teacher Education. This meeting is to find out further details about why the placement was terminated and is the initial opportunity for the student to present their perspective of the situation. The student may be accompanied in the meeting by a friend, family member or representative from the Student Union.

The outcome of this meeting and subsequent investigation could lead to the following recommendations being made:

- The recommendation of a new school to complete or retake the assessment phase;
- Progress to be referred to the progression panel for further consideration or
- In the most severe cases, it could lead to the start of the process of dismissal from programme.

If the student's situation is recommended for further consideration of the Phase Progression Panel they will be required to present an overview of their perspective to share with the chair of the panel. This written overview should be no more than two sides of A4.

### **What happens following a placement termination?**

At the Progression Panel, held in the spring and summer terms, all cases of failure on a School Experience module are reviewed. This board will consider and confirm grades for all students as well as, in the case of placement issues, study evidence to establish whether there are exceptional circumstances that deem that a reassessment opportunity should be offered.

Students will be invited to submit a formal written representation to the Chair of this meeting. This should be limited to 2 sides of A4 and to be submitted 5 working days in advance of the meeting. This submission must clearly set down:

- Mitigating factors encountered by the student during school experience; such factors should be supported by independent evidence; and/or
- Procedural defects (e.g. inadequate training provision in school, lack of supervision, failure to follow procedures).

The meeting may also consider evidence from supervising tutors and / or members of the schools partnership as well as lesson plans, observations, evidence of marking as appropriate.

Where there is evidence of exceptional circumstances, the student may be allowed to re-sit the School Experience module, this may be in the next academic session. In the case of School Direct Salaried students, this opportunity may only be granted where the partner school is agreeable to the arrangement and where funding by the partner school or the student is guaranteed. At this point, conditions may be set that must be fulfilled prior to the commencement of the retake e.g. health checks, completion of relevant tasks / assignments, new DBS checks etc. Students will generally be required to pay all additional charges for the re-registration module, including costs of supervision, assessment and payments to the placement school. In exceptional cases some charges may be waived.

There shall be no further reassessment if a student fails the re-sit of a School Experience. The availability of a retake opportunity depends upon the availability of a suitable placement. The University will make reasonable efforts to offer and organise a re-sit placement. Where a student declines a re-sit placement offered to them, the offer will be withdrawn and a fail grade recorded.

### **There shall be no further reassessment if a student fails the re-sit of a School Experience.**

The availability of a retake opportunity depends upon the availability of a suitable placement. The

University will make reasonable efforts to offer and organise a re-sit placement in a timely manner. Where a student declines a re-sit placement offered to them, the offer will be withdrawn and a fail grade recorded for the School experience module.

### **Attendance issues during School Experience**

A student who, is unable to attend during a period of school experience or engage with any aspect of School Experience, must notify the mentor and, where applicable, an appropriate member of the school partnership as well as the Secondary Phase Programme Leader and subject tutor, of the reason for absence.

Should there be concerns with regards to attendance or punctuality on school placement:

- Concerns about attendance or punctuality should be raised as a cause for concern in writing (Letter 1) and a meeting will be held to discuss the best way forward. The student teacher is required to make up the time missed.
- If attendance or punctuality continues to give cause for concern, a serious notice of this concern will be issue in writing (Letter 2) and a meeting will be held to discuss the ongoing issues. The student teacher may be placed on probation as a result of this meeting.
- If, following these steps there continues to be a concern, the student will be placed upon probation (Probation letter sent), this may result in the student being referred to the Academic Progress committee at Goldsmiths.

**Concerns with attendance in school may result in the placement being terminated by the school.**

## Monitoring and Quality Assurance procedures

The Partnership has extensive monitoring and quality assurance procedures in place (see Appendix). Feedback from stakeholders is collected at key points and presented to the Partnership Strategic Group for discussion.

### **Ensuring consistency of students' experience in schools**

The variability of the experience and mentoring that student receive in schools is one of the major issues for quality assurance. Over the years we have developed a number of procedures to address this issue. They include:

- The School Experience handbook;
- Weekly guidance for school mentors (part 2 of the subject handbook);
- Clear, written guideline concerning expectations of students' school experience;
- Monitoring of the weekly tutorial record kept by the students in their Reflective Practice Record
- Mentor training and monitoring of the delivery of the school-based programme at subject Partnership Meetings;
- Extra visits by the University tutor to new school mentors;
- Visits by experienced school mentors to new school mentors;
- Paired observations by University tutor of students' school experience;
- Formal and informal opportunities for student feedback and evaluation of their school – based experience.

## Additional Information for School Direct Programmes

### Student's attendance at University

The calendars are provided earlier in this handbook. There are some key points on the calendar where School Direct routes may differ:

### School Direct Enhanced route

The School Direct students following the enhanced route will cover part of the Subject Studies module in school, as well as providing an enhanced Professional Studies programme. These school direct enhanced students will not attend University on the following dates:

Friday 8<sup>th</sup> November

Friday 15<sup>th</sup> November

Friday 22<sup>nd</sup> November

Friday 29<sup>th</sup> November

Friday 6<sup>th</sup> December

Friday 13<sup>th</sup> December

**Please note:** The School Direct hub will provide these Professional Studies and Subject Studies sessions in school. The provision in the school does not necessarily run on these days but will need to cover the equivalent material.

Note: All School Direct (foundation and standard) attend the University SPIRE sessions on **Friday November 1<sup>st</sup>** as the sessions on this day will focus on the SPIRE assignment which is handed in on **Friday January 10<sup>th</sup> 2020**.

### SPIRE module

The SPIRE module runs through the autumn term and all students, Provider led and School Direct, attend the timetabled SPIRE sessions. Within the SPIRE module are Professional Studies sessions. These sessions are timetabled for alternate Fridays after half-term and are attended by all Provider led and School Direct (foundation and standard) route students. As mentioned above, students following the enhanced route attend the enhanced Professional Studies programme run by their school direct hub.

Note: School Direct students will attend subject assignment sessions on April **20<sup>th</sup> – 22<sup>nd</sup>**. It is important that the students are able to attend these sessions as they provide support for the subject studies assignment which is assessed at level 7 (Masters level).

## Overview of key dates 2019/20

### Subject Studies

Dates	School Direct foundation and standard route	School Direct enhanced
Friday 15 <sup>th</sup> November Friday 29 <sup>th</sup> November Friday 13 <sup>th</sup> December	students attend Subject Studies	Students at school where part of the Subject Studies (not necessarily on the dates).
Friday 10 <sup>th</sup> January Friday 17 <sup>th</sup> January Friday 24 <sup>th</sup> January Friday 31 <sup>st</sup> January Friday 7 <sup>th</sup> February	Students attend Subject Studies sessions at University	Students at school where part of the Subject Studies (not necessarily on the dates).
Monday 10 <sup>th</sup> February – Thursday 13 <sup>th</sup> February	Students attend Subject Studies sessions at University	Students attend Subject Studies sessions at University

### Professional Studies and SPIRE module

Dates	School Direct foundation and standard route	School Direct enhanced
Friday 1 <sup>st</sup> November	Students attend SPIRE sessions University – focus on assignment	Students attend SPIRE sessions University – focus on assignment. and enhanced Professional Studies programme will run
<b>Professional Studies (PS)</b> November 8 <sup>th</sup> , 22 <sup>nd</sup> and December 6 <sup>th</sup>	Students attend PS sessions at University	Students attend enhanced PS sessions within SD cluster
SPIRE module June 18 <sup>th</sup>	Students attend SPIRE sessions at University	Students attend SPIRE sessions at University

## School Experience

Details of the school experience module are given earlier in this handbook. School Direct students are expected to undertake two school experiences in contrasting placements so that they have a suitable range of experience to enable them to meet the Teachers' Standards. The pattern of the placements is decided by the school direct cluster of schools. The two models we currently offer are

- **A/B model** which follows the Goldsmiths-led pattern of a placement in the autumn term with a longer second placement in the spring and summer terms or
- **A/B/A model** where the student spends most of their school experience in one school but has a shorter placement in the second part of the spring term

For schools following the A/B/A model, the Assessment Phase profiles are completed by the main placement school. The AP2 and AP3 profiles may be completed in consultation with the second placement school but are the responsibility of the main placement school.

## Induction Phase and Needs Analysis

School Direct students usually start their Secondary Programme at school, typically on the 2<sup>nd</sup> of September as the University induction day is Friday 6<sup>th</sup> September. School Direct lead schools usually organised activities for School Direct students during this early Induction Phase.

To ensure that students make good progress during the induction phase of school placement, guidance and tasks are provided in the "Induction Phase and Directed Tasks" booklet. Students download this booklet from learn.gold and complete as a hard copy. The lead schools are provided with the booklet to distribute to school in the cluster. PCMs and school mentors should provide student with the opportunities to complete the tasks within the pack.

## Assessment Phase tutorials

### API & AP2 tutorials

Towards the end of Assessment phases 1 and 2 the students complete a Standards Progress Record and self-assess against the Teachers' Standard criteria on the Assessment Phase Profile. The students share their Standards Progress Record document with their school mentor and give the mentor the AP profile to complete. The discussion of these documents and the student's progress should form the basis of a tutorial held during the final week of the Assessment Phase. During this tutorial the school mentor will focus on the student's progress and attainment and SMART targets set for the next Assessment Phase.

The Assessment Phase Profile is also shared with the PCM for comment and sent to the University tutor. The University tutor also meets the student teacher for an end of Assessment Phase tutorial. The tutor records a comment and returns the AP Profile to the school early in the next Assessment Phase.

### AP3 tutorial

The process for the AP3 tutorial is similar. The student should update their Standards Progress Record, however, the AP3 profile is summative and the student does not self-assess. During the final tutorial the School Mentor should also discuss the student's Induction Year Profile and help the student set relevant targets.

## **Enrichment Experience**

During the week commencing June 8<sup>th</sup> 2020, trainees have the opportunity to undertake an enrichment experience. It is expected that most students will complete their enrichment experience week (June 8<sup>th</sup> – June 12<sup>th</sup>) in their main school placement. Most students finish teaching by June 5<sup>th</sup> and will not teach during the enrichment week. School Direct students will undertake an enrichment experience organised by their school cluster.

Student teachers do not all make progress at the same rate. Some student teachers may not be meeting all the Teachers Standard to a good extent during AP3. University tutors and school mentors will discuss students' progress during this Assessment Phase and will inform students if they are expected to continue teaching their classes during the enrichment week, to demonstrate they are meeting the Teachers' Standards so that they are securely good.

During the enrichment week students will plan their time, in discussion with their school mentor and/or PCM, to include activities that will give them the experience to evidence aspects of the Teachers' Standards criteria. In preparation for the enrichment week the students are expected to identify any aspects of their teaching school experience they have identified that they need (or would like to) focus on.

Examples of aspects of teaching practice or experience students may want to develop:

- More experience or understanding of planning for higher attaining pupils
- Planning or experience of working at KS5
- Supporting pupils who have English as an Additional Language
- Gaining more understanding of assessment without levels
- Meeting the needs of particular groups of pupils
- Development of an aspect of subject knowledge
- Developing an understanding of the transfer experience from primary to secondary school

The enrichment experience complements the two school placements that the students have undertaken and ensure that students have an experience of all aspects of secondary education. During the enrichment week students may, for example, visit a pupil referral unit, a special school, a 6<sup>th</sup> form college etc. to develop their understanding of different educational settings.

The enrichment weeks gives students the opportunity to ensure that they have the experiences that enable them to meet the Teachers' Standards criteria as fully as possible and that they are prepared for the induction year. Goldsmiths provides a downloadable booklet to support the activities during the enrichment placement.

## **Enhanced Professional Studies Programme (School Direct enhanced only)**

Student following the School Direct enhanced route will attend an enhanced Professional Studies programme in school. The PCM in the lead school is responsible for organising this programme, ensuring the School Direct students have the opportunity to attend the sessions and provide a copy of the programme to the University.

## **Subject Studies module in school (School Direct enhanced only)**

Students following the School Direct enhanced route will attend part of the Subject Studies module within their school cluster. The PCM in the lead school is responsible for ensuring that the School Direct students are provided with a Subject Study programme and have the opportunity to attend the sessions. The PCM will provide a copy of an outline of the sessions to the University.

### **Procedures relating to cases of unsatisfactory progress**

There may be occasions when the student is not making the required progress and additional action is required beyond the normal system of support and assessment. In such cases, clear lines of communication between the student, school Subject Mentors, Professional Coordinating Mentors and Goldsmiths University Tutors need to be established to ensure that there is a clear action plan agreed by everyone.

The procedures for School Direct students not making the required progress are outlined earlier in this booklet. If a subject mentor finds that a student is not making the expected progress they should inform the school PCM and the University tutor. The PCM at the lead school should also be contacted and they should be involved in the assessment of the student, particularly if they are not making the required progress by the end of the Assessment Phase.

Where students do not pass the School Experience model the examination board in the summer term will determine if they are offered a resit. In the case of School Direct salaried students, this opportunity may only be granted where the partner school is agreeable to the arrangement and where funding by the partner school is guaranteed.

### **Monitoring and Quality Assurance**

MQA is important across the Secondary Partnership to maintain the quality of the Programmes and ensure consistency of experience for students. The Partnership Strategic Group meets every term to monitor the quality of training, student outcomes, employment data and NQT feedback. School Direct clusters are expected to send a representative to the Partnership Steering Group.

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