



St Mary's
University
Twickenham
London
School of
Education

School Experience Overview

PGCE Primary with QTS
Development and Consolidation

School Experience Checklist for PCMs and Mentors

PCMs

- Refer to [PCM portal pages](#) for guidance on fulfilling this role;
- Log in to Abyasa to access student details and review prior progress and development needs/targets (contact abyasa@stmarys.ac.uk for support with any issues);
- Attend PCM training run by St Mary's University (see newsletter for dates and joining links);
- Design and submit school-based professional development programme to St Mary's Partnership team (see [portal](#) for more information);
- Trainee induction: please organise for trainee to have access to the following (where relevant):
 - o Lanyard/school ID
 - o IT system, including computer login details and access to printer/photocopier and curriculum resources
 - o A copy of policies including safeguarding, code of conduct, behaviour, social media etc.
- Plan an observation of the trainee at least once during each phase of their block placement. This could be conducted jointly with the class-based mentor and feedback should be quality assured;
- Ongoing: regularly review weekly training meeting records and progress/assessment record on Abyasa as part of quality assurance;
- Quality assure mentor judgements against the areas of progress/assessment and add reflective comments to progress/assessment record at the end of the placement.

Mentors

- Engage with St Mary's mentor training as outlined [here](#).
- Engage with the training plan and other mentor resources (seek guidance from Link Tutor if you have any questions);
- Accept invite to Abyasa and review prior progress and development needs/targets (contact abyasa@stmarys.ac.uk for support with any issues);
- Provide trainee with class timetable, context and medium/long term plans, as appropriate;
- Ensure trainee has access to curriculum resources for the duration of the placement;
- Set a teaching timetable in line with the training plan requirements and provide details of learning objectives etc.;
- Designate PPA time in line with guidance (this should be 20%, which roughly equates to 1 day to be taken across the week);

Weekly Tasks

- Formal lesson observations and coaching dialogue to discuss feedback
- Weekly training meetings with trainee
- Reviewing planning and providing ongoing informal feedback
- Review of progress/assessment record and developmental targets

Key Information and Resources for St Mary's Mentors

Roles and Responsibilities

In line with our Partnership Agreement, each party involved in a trainee's school experience has specific responsibilities pertaining to their role. The role of a mentor is essential to the effective professional development of trainee teachers. More about your role can be found [here](#).

Mentor Training

You are required to engage with our training programme while working with our trainees, details of which can be accessed [here](#).

Trainee Progression and Development

As a mentor, you play a pivotal role in the delivery of the St Mary's curriculum during phases of school-based training. To support you in understanding the developmental journey of our trainees, the curriculum coverage and intended learning outcomes has been included in this document and our link tutors are also able to discuss this further with you.

Lesson Observations and Feedback Records

Your trainee should provide you with a blank template of the St Mary's lesson feedback record. These should be completed following each formal observation and uploaded to Abyasa by your trainee. Guidance for providing feedback, a modelling example of using a coaching approach to mentoring and setting developmental targets can be found [here](#).

Subject Resources

The St Mary's team are passionate about supporting mentors in working with trainees delivering the curriculum. Guidance for observing the teaching of each curriculum subject can be found [here](#).

Weekly Training Meetings

Weekly training meetings provide an opportunity for you to meet with your trainee, review progress and set new developmental targets. These are recorded on Abyasa and will form an important part of the evidence of progress over the course of the school experience. Further details and a modelled weekly training meeting can be found [here](#).

Progress and Assessment Records

Progress and assessment records are an ongoing repository of evidence that support the judgements made at the end of each phase of school experience. Trainees in the development phase complete a progress record and those in the consolidation phase complete an assessment record. More information can be found [here](#).

Key Links

Partnership Portal: <https://www.stmarys.ac.uk/partnerships/welcome.aspx>

Abyasa Pro: <https://placements.stmarys.ac.uk/pro/>

Key Documents: <https://www.stmarys.ac.uk/partnerships/itt-school-experience-handbook/during-school-experience/key-documents-and-exemplars.aspx>

Curriculum coverage prior to school experience

Prior to commencing this school experience, trainees have received spiral input on the following:

Semester 1 (prior to Foundation):

- The role of the teacher (CCF 1, 5, 7, 8)
- Safeguarding and fostering effective learning environments (CCF 1, 2, 7, 8)
- Behaviour for learning (CCF 1, 7)
- Planning for learning (CCF 2, 4)
- Assessment for learning, marking and feedback (CCF 2, 4, 6)
- Safeguarding (CCF 2, Pt 2)
- English as an additional language (CCF 2, 3, 4, 5, 8)

Semester 2 (prior to Development and Consolidation):

- First appointments (CCF 8)
- SEND and inclusion (CCF 2, 5, 8)
- Assessment, attainment and progress (CCF 4, 6)
- EYFS and working with other adults (CCF 1, 2, 3, 8)
- Behaviour management (CCF 1, 7, 8)

Previous placement

Our Foundation placement promotes trainee progress by offering them an opportunity to focus on the following foundational areas of their practice:

- Establishing consistent behavioural expectations and creating a positive, predictable and safe environment for pupils (CCF 1, 7)
- Considering how pupils learn with a focus on working memory and developing an understanding of how to meet individual needs (CCF 2, 5)
- Beginning to engage in professional development and contributing to a culture of respect and trust in the classroom (CCF 8 and Part 2)
- Grouping pupils effectively and demonstrating an emerging awareness of how to check knowledge and understanding in lessons (CCF 5, 6)
- How to increase the likelihood of material being retained and stimulate pupil thinking (CCF 2, 4)
- Maintaining high expectations and belief in the potential of all pupils (CCF 1, 7)

Intended learning outcomes

Development:

- Establishing and maintaining a classroom environment that is safe, predictable and underpinned by consistently high expectations (CCF1, 7, Part 2)
- Delivering carefully sequenced lessons and planning effectively to promote learning (CCF 3, 4)
- Developing an understanding of working memory and how to build on prior knowledge, while developing an awareness of pupil needs (CCF 1, 2, 5, 6)
- Increasing understanding of how to use assessment to inform professional decisions (CCF 6)
- Engaging in increasingly reflective practice to learn from expert colleagues and research (CCF8)

Consolidation:

- Consistently providing opportunities for all pupils to experience success (CCF 5)
- Providing high quality feedback in lessons when checking for knowledge & understanding (CCF 6)
- Developing pupil fluency and application of skills to various disciplines (CCF 3, 4)
- Critical approach to assessment and use of strategies to make this a valuable aspect of practice (CCF6)
- Adapting teaching responsively, including targeted support and using understanding of memory and learning to inform decisions (CCF 2, 5)

School Experience QA Timeline

PGCE Primary Development and Consolidation

Before your placement:

Attend School Experience preparation lectures and engage with Moodle Complete School Experience Preparation template on [Abyasa](#), including developmental targets for the placement
 Contact your school to confirm arrangements for start of placement and advise the PCM that your developmental targets can be found on Abyasa
 Contact your Link Tutor and share OneDrive Teaching and Learning files
 Familiarise yourself with the Subject Support page on [Partnership Portal](#)

Development: Prep Week and Week 1

Arrange and complete the initial training meeting with your mentor and Link Tutor; ensure Foundation phase targets are discussed at this meeting
 Set provisional dates for your Monitoring and Quality Assurance (M&QA) visit
 Set a time for weekly training meetings and target review and setting
 Agree a time for planning to be submitted to get feedback before teaching
 Ensure that your mentor is invited to and has access to your Abyasa
 Your PCM may arrange a time to observe you during block placement

QA:
Expectations of SE, mentor training needs, resources available

Development: Week 2 and 3

First M&QA visit takes place with Link Tutor and mentor
 Continue to follow training plan and complete Abyasa

QA:
Mentor support

Development: Week 4

Continue to follow training plan and complete Abyasa
 Ensure that Progress Record is completed and targets for Consolidation phase are established
 Agree teaching and expectations for Consolidation phase using training plan

QA:
Trainee progress

Consolidation: Week 1

Set provisional date for your Monitoring and Quality Assurance (M&QA) visit in Consolidation phase

QA:
Expectations of SE

Consolidation: Week 2 and 3

Continue to follow training plan and complete Abyasa

Consolidation: Week 4, 5, 6 and 7

Second M&QA visit takes place with Link Tutor and mentor
 Continue to follow training plan and complete Abyasa

QA:
Mentor support

Consolidation: Week 8, 9 and 10

Continue to follow training plan and complete Abyasa

Consolidation: Week 11

Ensure Assessment Record and Transition Review are completed and professional development targets are set for ECT years
 M&QA Sign Off meeting takes place with Link Tutor and mentor
 Complete evaluation of school experience on Abyasa

QA:
Trainee progress

Quality Assurance Processes

What happens when?

Initial Training Meeting

Purpose: to provide initial training to mentors and outline placement expectations for all involved (trainee, mentor and link tutor).

This meeting will take place in the early part of a placement and cover the following:

- Safeguarding essentials
- Placement expectations
- Weekly expectations
- St Mary's curriculum
- Mentor training and resources available

The link tutor may also set a provisional time for the first M&QA visit to take place in this meeting.

QA:

Expectations of SE, mentor training needs, resources available

Monitoring and Quality Assurance (M&QA) Visit(s)

Purpose: to quality assure the placement and ensure that all parties have access to the support and resources required to complete the school experience successfully.

These meetings will take place throughout a placement, with the first usually taking place in the first couple of weeks of school experience.

Link tutors will check the following on Abyasa before they visit the school:

- Use of planning templates and lesson feedback records
- SMART targets
- Weekly training meetings are taking place

An M&QA visit may involve the following:

- Lesson observation of trainee
- Observation of coaching style feedback by mentor
- Check of any requirements for remaining school experience
- Review of trainee subject knowledge and overall progress

As a result of this visit, an M&QA template will be added to the trainee's Abyasa timeline and minute the discussion that takes place.

Please note this may occur more than once per period of school experience and will be arranged by the link tutor.

QA:

Mentor support

Monitoring and Quality Assurance (M&QA) Sign Off

Purpose: to finalise the outcome of the placement and confirm that all necessary paperwork has been completed.

This meeting will take place in the final week of a placement and require the link tutor to confirm that following have been completed:

- Required number of lesson feedback records
- Required number of weekly training meetings
- Profile child tasks (primary only)
- Progress/assessment record, including evidence and reflective comments
- Student attendance is accurately recorded

QA:

Trainee progress