School Experience Overview

PGCE Secondary with QTS
Development and Consolidation

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 abyasahelp@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):
  - Lanyard/school ID
  - IT system, including computer login details and access to printer/photocopier and curriculum resources
  - 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 abyasahelp@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 record and developmental targets

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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/
Mentor Training: https://www.stmarys.ac.uk/partnerships/mentor-zone/mentor-zone.aspx

Curriculum coverage prior to Foundation school experience

Prior to commencing this school experience, trainees have received centre-based input on the following:

- Introduction to working memory, prior knowledge and increasing retention of knowledge by planning effective lessons, modelling and stimulating pupil thinking (CCF 2, 4)
- Beginning to consider the role of modelling and use of expositions in classroom practice (CCF 2)
- Introduction to formative assessment, including the use of formative assessment, learning objectives and prior knowledge and understanding (CCF 6)
- Beginning to explore effective behaviour management and motivational strategies (CCF 7)

Previous placement

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

- Considering how to plan effectively, using an understanding of how pupils learn to support the delivery of engaging and accessible lessons (CCF 2, 4)
- Setting increasingly consistent expectations of pupils and beginning to use behaviour management strategies in line with school policy (CCF 1, 7)
- Considering the use of modelling and expositions to increase the likelihood of material being retained and using strategies to develop literacy across the curriculum (CCF 2, 3)
- Demonstrating an emerging awareness of individual needs and how to facilitate opportunities for all pupils to learn and experience success (CCF 5)
- Beginning to check and use prior knowledge to inform planning and teaching (CCF 2, 6)
- Considering equality, diversity and inclusion in the classroom and how to create safe and secure environments in which high expectations and consistent routines are present (CCF 1, Part 2)

Intended learning outcomes

Development:

- Developing strategies to avoid assessment pitfalls and make marking manageable (CCF 6)
- Demonstrate an ability to establish effective working relationships and trusting relationships with pupils, while also communicating a consistent belief in the ability of all pupils (CCF 1, 7, 8)
- Consistently planning to deliver a carefully sequenced curriculum, check for knowledge and understanding in lessons and providing high quality feedback (CCF 3, 4, 6)
- Demonstrate an understanding of how to meet individual pupil needs by employing appropriate strategies, for example grouping pupils effectively (CCF 5)
- Develop an understanding of how to avoid overloading working memory and increasing the likelihood of material being retained (CCF 2)

Consolidation:

- Consistent management of classroom environment, setting high expectations for all (CCF 1, 7)
- Taking ownership of workload and wellbeing to promote balance in professional life (CCF 8)
- Consolidating understanding of how to assess effectively by using pupil data effectively, marking efficiently and demonstrating confidence in using formative and summative assessment (CCF 6)
- Demonstrating ownership of subject and curriculum delivery (CCF 3)
- Classroom practice demonstrates an understanding of effective planning to promote learning, using knowledge of how pupils learn to inform lesson content and sequencing (CCF 2, 4)
- Confidently implementing strategies to appropriately meet the needs of all learners, including those with SEND and EAL (CCF 5)
- Demonstrating a secure awareness of the professional responsibilities of a teacher and contributing consistently to the wider life of the school (CCF 8)

School Experience Timeline
PGCE Secondary Development and Consolidation

Before your placement:
Attend School Experience preparation lectures and engage with the Moodle page
Contact your school to thank them for hosting your placement and confirm arrival time
Complete School Experience Preparation template on Abyasa
Contact your Link Tutor
Familiarise yourself with the Subject Support page on Partnership Portal

Development: Week 1 and 2
Arrange and complete the initial training meeting with your mentor and Link Tutor
Set provisional dates for your Monitoring and Quality Assurance (M&QA) visit(s)
Set a time for weekly training meetings and target setting with your mentor
Agree a time for planning to be submitted to get feedback before teaching
Ensure that your mentor is invited to your Abyasa to access your records
Your PCM may arrange a time to observe you during block placement

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

Development: Week 3, 4 and 5
First M&QA visit takes place with Link Tutor and mentor (online)
Continue to follow training plan

QA: Mentor support

Development: Week 6 and 7
Continue to follow training plan

Development: Week 8
Continue to follow training plan
Complete M&QA (face-to-face)

QA: Trainee progress

Consolidation: Week 1
Review finalist teaching expectations
(School Direct to arrange another ITM if following ABA model)

QA: Expectations of SE

Consolidation: Week 2
Continue to follow training plan

Consolidation: Week 3, 4 and 5
M&QA visit takes place with Link Tutor and mentor
Continue to follow training plan

QA: Mentor support

Consolidation: Week 6, 7, 8 and 9
Continue to follow training plan

QA: Trainee progress

Consolidation: Week 10
Ensure Assessment Record is completed, including reflective comments
Complete evaluation of school experience on Abyasa

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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

End of Phase Sign Off
Purpose: to finalise the outcome of the placement and confirm that all necessary paperwork has been completed.
The link tutor to confirm that following have been completed:
- Required number of lesson feedback records
- Required number of weekly training meetings
- Progress/assessment record, including evidence and reflective comments
- Student attendance is accurately recorded

QA: Trainee progress