SWIFT Teacher Training

# MENTOR HANDBOOK

Phase 2

# Table of Contents


**Welcome** ..... **5**

**Curriculum Vision** ..... **6**

Overall Aims ..... 6

**Meet the Team** ..... **7**

SWIFT Teacher Training Central Team ..... 7

SWIFT Lead Mentor Team ..... 7

**Contact Us** ..... **7**

**Strands** ..... **8**

Phases ..... 8

**SWIFT Teacher Training Strand Overview** ..... **8**

Strand 1: Managing Behaviour and High Expectations ..... 8

Strand 2a: How Pupils Learn ..... 9

Strand 2b: Classroom Practices ..... 9

Strand 2c: Adapt teaching ..... 9

Strand 3: Curriculum ..... 10

Strand 4: Assessment ..... 10

Strand 5: Professional Behaviours ..... 10

**8 Guiding Principles for Expert Teaching** ..... **12**

1. Positive classroom climates and relationships: ..... 12
2. Planning for challenge: ..... 12
3. Explanation: ..... 12
4. Modelling: ..... 12
5. Deliberate practice: ..... 12
6. Questioning: ..... 12
7. Assessment and feedback ..... 12
8. Developing long-term memory: ..... 12

Section 1: Positive classroom climates and relationships ..... 12

Section 2: Planning for challenge ..... 12

Section 3: Explanation ..... 12

Section 4: Modelling ..... 12

Section 5. Questioning ..... 13

Section 6: Assessment and feedback ..... 13

Section 7: Developing long-term memory ..... 13
**The Qualities of an Effective Mentor ..... 14**
Standard 1: Personal Qualities ..... 14
Standard 2: Teaching ..... 14
Standard 3: Professionalism ..... 14
Standard 4: Self-Development and Working in Partnership ..... 15
**Professional Etiquette During Training ..... 16**
Sessions Online ..... 16
Training Day ..... 16
**An Overview of the Mentor Curriculum ..... 17**
**Steplab ..... 18**
How to use Steplab ..... 19
**Mentor Meeting Scripts ..... 20**
Using the Mentor Meeting Scripts ..... 20
**Glossary of Terms ..... 38**

# Welcome

Dear Mentor

Welcome to the SWIFT Mentor Community. We are delighted to be working with you and your school to ensure SWIFT trainee teachers have the best possible start to their teaching career. High quality mentoring is at the heart of our teacher training programme. Research has shown that teachers who feel supported are less likely to leave the profession, and that mentoring is a highly effective way of addressing teacher efficacy, job satisfaction and balancing workload.

We recognise the skill, time and effort required in being an effective mentor and have designed our programme to deliver world-class training and support for you. Mentoring is an extremely rewarding role and useful for your own professional development. We hope the SWIFT Teacher Training Mentor Curriculum will accelerate your practice as both a mentor and a teacher. We also recognise that being a mentor can be a challenging role. Many in the education sector underestimate the time and effort that is needed to carry out the role effectively. Our Lead Mentors and I will be on hand throughout the year to provide you with support, guidance and advocate for the time and resources that you need.

As a mentor, you will have a key role in helping our trainee teachers put the theory that they will cover in the SWIFT Teacher Training curriculum into practice. We will ensure that you understand and feel part of the development of our curriculum. You will be provided with regular summaries of what our trainee teachers have been learning with us and clear guidance about how to support them to apply their learning in the classroom. You will also be provided with weekly scripted evidence-based guidance on themes to discuss with your trainee teacher that will complement their learning.

We have sought to minimise the extraneous paperwork often required from mentors by Initial Teacher Training Courses. SWIFT Teacher Training has been working with Steplab so that we can use one simple online platform to record, assess and monitor the development of our trainee teachers. The Steplab online platform also has a myriad of useful courses for you to further accelerate your mentoring and teaching skills.

We look forward to welcoming you to our Mentor training sessions. These will always be informative, relevant and provide evidence-based strategies to provide your trainee with the best support. The sessions will also be a unique opportunity to play a part in our extensive SWIFT Mentor network where you can share good practice and gain support from other mentors from across the region, from an extensive range of settings.

You are an essential part of the year ahead. You are your mentee's advocate, support and guidance, critical friend and inspiration. Thank you in advance for the care, time and effort you will put in to shape your mentee's future career in teaching. We look forward to working with you

# Curriculum Vision

Our approach to designing and delivery of Initial Teacher Training is shaped by a clear vision:

Build great teachers with ever deepening expertise across their careers, who can fulfil the unique potential of our profession to transform the lives of children and their community.

## Overall Aims

The overall aim is to enable our trainees to make the strongest possible start that clearly and securely places them on a pathway to deepening expertise.

Our specific aims of the SWIFT Teacher Training Curriculum are that all trainees:

- Have the requisite knowledge and skills in their phase and across subjects to make a strong start that is sustained throughout their training year and into their Early Career, accessing all elements of the ITT Core Content Framework (CCF).
- Have a clear mental model of learning based on the strongest research and evidence. Learning is complex and there are a myriad of models explaining processes. Our prioritised model of learning - **Cognitive Science** – provides a clear rationale for why, for example, we prioritise techniques such as retrieval practice and dual coding.
- Experience a clear model of training that maximises trainee teacher development. Teaching is complex and cannot be left to chance. We use a model of **Deliberate-Practice** which leads us to prioritise **Instructional Coaching** in mentoring, for example.
- Acquire the habits of critical consumers of research, able to prioritise activity that is rooted in evidence of impact. Our partnership with **Kingsbridge Research School** is one of the ways we drive this.
- Prioritise inclusive approaches to teaching, based on quality first teaching, so that every teacher is a teacher of SEND
- Develop agency to bring about social justice. A trainee's commitment to becoming a great teacher helps create the conditions for a fairer education for all pupils, especially those from disadvantaged backgrounds.

# Meet the Team

## SWIFT Teacher Training Central Team

**Sarah Frame |** Director of SWIFT Teacher Training

**Nicky Sheppard |** SWIFT Teacher Training Programme Manager

**Abby Spearing |** Administrator

**Sophie Neale |** Administrator

**Stephanie Scoble |** Administrator

## SWIFT Lead Mentor Team

**John Stanier |** Senior Lead Mentor

**Lauren Hudson |** Primary Lead Mentor

**Kelly Armstrong |** Deputy Director Secondary

**Martin Lewis |** Secondary Lead

**Emma Sivyer |** Deputy Director Primary

# Contact Us

To contact the SWIFT Teacher Training Central Team, Abby, Nicky and Sarah, use this email:

Info@swiftteachertraining.org.uk or ‘phone 01548 852641

To contact John Stanier, Senior Lead Mentor use this email:

John.Stanier@sw-ift.org.uk or ‘phone 01805 626037

# Strands

We use the five core areas of the Core Content Framework as our organisational rationale, referring to these as '*Core Curriculum Strands*':

- Strand 1: Behaviour Management
- Strand 2: Pedagogy
- Strand 3: Curriculum
- Strand 4: Assessment
- Strand 5: Professional Behaviours

These are carefully sequenced and revisited over the following Phases.

## Phases

| | |
|---|---|
| Phase 1: Principles and Fundamentals | • Creating a positive environment where all pupils can flourish<br>• Understanding how to maximise all pupils' learning |
| Phase 2: Consolidating and Developing | • Establishing effective classroom practice<br>• Assessment and feedback; encouraging all pupils to excel |
| Phase 3: Moving to Complex Practice | • Empowering all pupils to succeed<br>• Transition - Trainee Teacher to QTS |

# SWIFT Teacher Training Strand Overview

## Strand 1: Managing Behaviour and High Expectations

Behaviour Management is a crucial component of teaching. A teacher's ability to promote positive behaviour in the classroom is the foundation for pupil success. Through SWIFT's Behaviour Management and High Expectations Strand, we aim to equip trainee teachers with the essential skills and knowledge required to establish a positive culture of mutual trust and respect in the classroom. Drawing from Tom Bennett's 'The Beginning Teachers

Behaviour Toolkit', trainee teachers will learn how to create an inclusive and ambitious learning environment.

One essential component to this strand focuses on the importance of cultivating a positive classroom environment. This involves fostering a welcoming and inclusive atmosphere that encourages students to feel valued and motivated to achieve. Following Tom Bennett's practical, evidence-informed guidance on classroom management, the trainee will develop a repertoire of proactive behaviour management strategies; grasp the significance of teaching behaviour expectations alongside establishing norms and routines.

During the Behaviour Management Intense Training and Practice (ITAP) week, trainee teachers observe teachers in action and apply theoretical concepts to real-life situations. This practical exposure will enhance their confidence in managing student behaviour efficiently and adjusting strategies to suit the specific requirements of the classroom.

## Strand 2a: How Pupils Learn

We will focus on understanding the foundational principles of learning and memory to optimise teaching practices. Learning involves lasting changes in students' capabilities and understanding, with prior knowledge playing a crucial role in shaping how new information is acquired and retained. We explore the components of memory - working memory and long-term memory - and strategies to avoid overloading working memory while integrating new knowledge into long-term memory. Emphasis is placed on the importance of regular purposeful practice, retrieval of information from memory, and spaced learning to consolidate learning and strengthen recall. Trainee teachers will learn techniques such as breaking down complex material into manageable steps, identifying and addressing potential misconceptions, and linking new content to existing knowledge to promote deep understanding. Through collaborative discussions and hands-on practice, trainee teachers will develop and refine skills in planning effective lessons, designing targeted practice tasks, and fostering a supportive learning environment conducive to long-term retention and application of knowledge.

## Strand 2b: Classroom Practices

*Classroom Practices* emphasises the importance of instructional techniques that foster deep understanding and independence in learners. Effective teachers strategically introduce new material in incremental steps, linking concepts to prior knowledge and employing models, scaffolds, and worked examples to make abstract ideas tangible. We will explore the value of developing metacognitive thinking and consider a number of approaches to effective questioning. Additionally, the training will focus on leveraging classroom talk, paired and group activities, and appropriate homework assignments to consolidate learning and extend student engagement. Through collaborative discussions, observation of expert practices, and hands-on application, trainee teachers will refine their abilities in lesson planning, modelling, questioning, and facilitating meaningful classroom interactions to optimise student success and promote a culture of lifelong learning.

## Strand 2c: Adapt teaching

The *Adapt Teaching* unit explores effective strategies to meet the diverse needs of students in the classroom. Understanding that pupils learn at different rates and require varying levels of support, this unit emphasises the importance of responsive teaching that adapts to

individual differences without creating artificial barriers or lowering expectations. Trainee teachers will learn to identify and address students' needs, including prior knowledge and potential barriers to learning, and offer targeted support in a manageable and flexible way. We debunk common myths, such as learning styles, and focus on evidence-based approaches that support all learners, including those with special educational needs and disabilities. Through observation, analysis, and practical application, the trainees will develop the expertise to create inclusive learning environments where every pupil has the opportunity to thrive academically and socially.

## Strand 3: Curriculum

This unit explores how a school's curriculum sets out its vision for the knowledge, skills and values that pupils will learn. Trainee teachers will learn how to deliver a carefully sequenced and coherent curriculum. They will explore how subject knowledge is essential to effectively motivate pupils and how to anticipate common misconceptions. Trainee teachers will review the evidence that shows the primacy of knowledge within the curriculum and how pupils need secure knowledge to think critically and how pupils learn new ideas by building on existing knowledge. Throughout the strand, an emphasis will be placed on the importance of literacy and numeracy in all areas and aspects of the curriculum.

## Strand 4: Assessment

In this strand, trainees will explore different forms of high-quality feedback including written and verbal feedback and how they can support students to act on this feedback to maximise student progress.

Prioritisation of manageable effective marking will be a thread throughout the strand with trainees looking at several feedback approaches including self and peer assessment and whole class feedback.

By the end of the strand, trainees will be confident analysing assessment data effectively so that they are able to draw accurate conclusions about what the data tells them which will in turn impact future approaches.

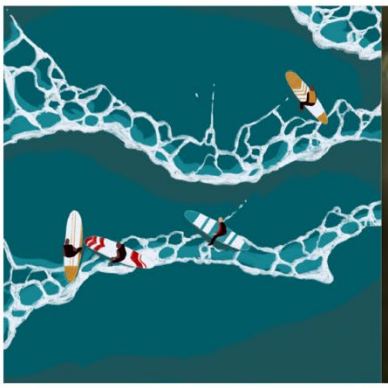
The content of this unit is drawn from the work of Dylan Wiliam who is very well known for his work on assessment, Robert Coe at Evidence Based Education, The Education Endowment Foundation and Daisy Christodolou to ensure that the strand is informed by the latest educational evidence and expertise.

## Strand 5: Professional Behaviours

The Professional Behaviours strand focuses on our integrity, honesty and the understanding that to be the best teachers we can be, we must reflect upon our own professional development and invest in developing our subject knowledge and teaching skills. It is this commitment that will help our pupils have the best teachers in front of them in the classroom and is a core strand that runs through a teacher's career. In our Professional Behaviours programme, we will explore key fundamental areas that extend beyond subject knowledge teaching such as how we keep children safe in education, create inclusive learning environments and how we support pupils as they move through the different phases of their education. We will focus on how teachers communicate with parents and carers and

maintain professional relationships with pupils and with members of staff such as teaching assistants. Schools are complex places, and we will explore their structures and the multiple roles that teachers must take on during any typical school day.

As trainee teachers move through the SWIFT Teacher Training Curriculum, our Professional Behaviours strand will continue to support their personal development, acknowledging the importance of maintaining good wellbeing and health and sets them on their career path with a focus on interviews, career development and the Early Career Framework.



# 8 Guiding Principles for Expert Teaching

1. Positive classroom climates and relationships: a structured and safe classroom environment where relationships are valued and built on mutual respect.
2. Planning for challenge: teachers plan for challenge, adapt lessons for their classes and have high expectations of what can be achieved.
3. Explanation: pupils acquire new knowledge through effective teacher explanation and instruction.
4. Modelling: teachers demonstrate how to apply knowledge in new contexts.
5. Deliberate practice: clearly planned opportunities for pupils to practise and become experts.
6. Questioning: teachers ask questions to both challenge pupils to think hard and to check their understanding.
7. Assessment and feedback: teachers help pupils to address gaps in their knowledge and correct misconceptions.
8. Developing long-term memory: explicit planning and teaching helps pupils to store and retrieve knowledge over time.

## Section 1: Positive classroom climates and relationships

1.1 Planning the learning environment
1.2 Threshold - entry
1.3 Threshold - exit
1.4 Least invasive correction
1.5 Teacher RADAR
1.6 Whole class reset
1.7 The art of the consequence
1.8 Positive framing

## Section 2: Planning for challenge

2.1 Learning Outcome
2.2 Progression Steps
2.3 Plan for transitions
2.4 First teaching of key vocabulary
2.5 Prepare for common errors and misconceptions

## Section 3: Explanation

3.1 Script explanations
3.2 Examples/Non-examples
3.3 Consider cognitive load
3.4 Assess the success of explanation
3.5 Deliver explanations in an engaging way

## Section 4: Modelling

4.1 Use a model to show pupils
4.2 Modelling metacognitive strategies
4.3 My turn, our turn, your turn

4.4 Live modelling
4.5 Building independence
4.6 Scaffolding – to add in

## Section 5. Questioning

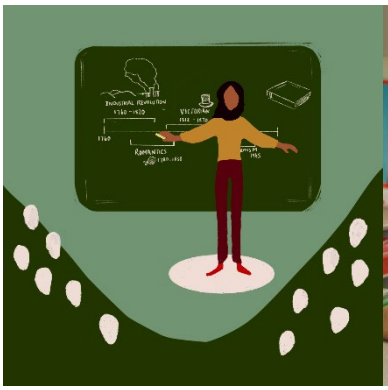
5.1 Cold Call
5.2 Think Pair Share
5.3 Probing
5.4 Say it again better
5.5 Hinge Questions

## Section 6: Assessment and feedback

6.1 Live mark and actively observe pupils working
6.2 Use low stakes quizzing
6.4 Avoid excessive workload
6.5 Act on data
6.6 Provide opportunities for pupils to act on feedback
6.7 Use summative assessments

## Section 7: Developing long-term memory

7.1 Do Now
7.2 Retrieval Practice
7.3 Spaced Practice
7.4 Self-Explanation



# The Qualities of an Effective Mentor

The SWIFT Teacher Training Curriculum is designed to develop mentor expertise in the four areas described by the National Standards of School Based Initial Teacher Training Mentors (Ofsted, 2016). These are:

## Standard 1: Personal Qualities

**Establish trusting relationships, modelling high standards of practice, and understand how to support a trainee through initial teacher training.**

- Be approachable, make time for the trainee, and prioritise meetings and discussions with them;
- use a range of effective interpersonal skills to respond to the needs of the trainee;
- offer support with integrity, honesty and respect;
- use appropriate challenge to encourage the trainee to reflect on their practice; and
- support the improvement of a trainee's teaching by modelling exemplary practice in planning, teaching and assessment.

## Standard 2: Teaching

**Support trainees to develop their teaching practice in order to set high expectations of all pupils and to meet their needs.**

- Support the trainee in forming good relationships with pupils, and in developing effective behaviour and classroom management strategies;
- support the trainee in developing effective approaches to planning, teaching and assessment;
- support the trainee with marking and assessment of pupil work through moderation or double marking;
- give constructive, clear and timely feedback on lesson observations;
- broker opportunities to observe best practice;
- support the trainee in accessing expert subject and pedagogical knowledge;
- resolve in-school issues on the trainee's behalf where they lack the confidence or experience to do so themselves;
- enable and encourage the trainee to evaluate and improve their teaching; and
- enable the trainee to access, utilise and interpret robust educational research to inform their teaching.

## Standard 3: Professionalism

**Set high expectations and induct the trainee to understand their role and responsibilities as a teacher.**

- Encourage the trainee to participate in the life of the school and understand its role within the wider community;
- support the trainee in developing the highest standards of professional and personal conduct;
- support the trainee in promoting equality and diversity;

- ensure the trainee understands and complies with relevant legislation, including that related to the safeguarding of children; and
- support the trainee to develop skills to manage time effectively.

## Standard 4: Self-Development and Working in Partnership

**Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITT partnerships.**

- Ensure consistency by working with other mentors and partners to moderate judgements; and
- continue to develop their own mentoring practice and subject and pedagogical expertise by accessing appropriate professional development and engaging with robust research.

# Professional Etiquette During Training

## Sessions Online

| | |
|---|---|
| | Arrive on time to all training sessions, including after breaks and lunchtime. Be seated and ready to start. |
| | Devices should only be used for making notes on sessions. Work emails and lesson planning should be completed at another time. |
| | Microphones off when the host is talking. |
| | Please ask questions in the chat. These will be addressed in the question section of the session. If you have any questions which are specific to you, please ask your mentor directly. |
| | Engagement. Please have your camera on, answering questions and taking part in surveys and being an active part of group discussions, including in breakout rooms. |

## Training Day

| | |
|---|---|
| | Arrive on time to all training sessions, including after breaks and lunchtime. Be seated and ready to start. |
| | Devices should only be used for making notes on sessions. Work emails and lesson planning should be completed at another time. |
| | No talking during sessions. |
| | Please save questions to the question section of the session. If you have any questions which are specific to you, please ask your mentor directly. |
| | Engagement. Make sure you take an active part in sessions when appropriate eg group discussions and answering questions. |

# An Overview of the Mentor Curriculum

| Time Commitment for Mentors Year 1 | Maximum 20 hours |
|---|---|
| Induction Day | Six hours |
| Online Asynchronous Training | Eight hours |
| Online Synchronous Training | Six hours |

| Module | Delivery | Length | Date of Seminar OR Event OR Completed by | Compulsory Equivalence to Optional |
|---|---|---|---|---|
| **Implementing the SWIFT TTC & the CCF** | Face-to-Face \| Induction Day | Induction Day Six and a half hours | Monday 17 June 2024<br><br>Catch-up Week beginning 9 September 2024 | Compulsory. |
| **The principles of effective teaching** | Face-to-Face \| Induction Day | | | |
| **Building a supportive professional environment** | Face-to-Face \| Induction Day | | | |
| **Instructional coaching** | Face-to-Face \| Induction Day | | | |
| **The importance of deliberate practice** | Face-to-Face \| Induction Day | | | |
| **Mentoring to develop a powerful teaching environment** | Online asynchronous materials | 60 minutes | Week beginning 16 September 2024 | Compulsory. Only 30 minutes if ECF Mentor or Instructional Coach training completed. |
| **Mentoring to ensure effective teaching** | Online asynchronous materials | 60 minutes | Week beginning 30 September 2024 | Compulsory. Only 30 minutes if ECF Mentor or Instructional Coach training completed. |
| **Assessment of Trainee Teachers** | Online synchronous seminar | 60 minutes | Week beginning 14 October | Compulsory. |
| **Deconstructing practice** | Online synchronous seminar | 60 minutes | Week beginning 18 November 2024 | Compulsory unless ECF Mentor or Instructional Coach training completed. |
| **Mentoring to ensure effective assessment and feedback** | Online asynchronous materials | 60 minutes | Week beginning 2 December 2024 | Compulsory. Only 30 minutes if ECF Mentor or Instructional Coach training completed. |

| | | | | |
|---|---|---|---|---|
| **Wellbeing & a professionally acceptable workload** | Online synchronous seminar | 60 minutes | Week beginning 20 January 2025 | Compulsory unless ECF Mentor training completed. |
| **Balancing support and challenge** | Online synchronous seminar | 60 minutes | Week beginning 3 March 2025 | Compulsory unless ECF Mentor training completed. |
| **The importance of subject knowledge** | Online asynchronous materials | 60 minutes | Week beginning 17 March 2025 | Compulsory. |
| **Mentoring to develop an adaptive & inclusive teacher** | Online asynchronous materials | 60 minutes | Week beginning 31 March 2025 | Compulsory. Only 30 minutes if ECF Mentor or Instructional Coach training completed. |
| **Enriching your trainee's development** | Online asynchronous materials | 60 minutes | Week beginning 5 May 2025 | Compulsory. |
| **Future Growth – The ECF and beyond** | Online synchronous seminar | 60 minutes | Week beginning 9 June 2025 | Compulsory. |
| **Remaining two and a half hours assigned across the year, various asynchronous.*<br>*** As a major regional delivery lead for the Early Career Framework (ECF), we are able to ensure that ECF Mentor training is taken into account and duplications between the programmes are significantly reduced. Where equivalences exist, we offer 30-minute bitesize training sessions or the module is exempt.* | | | | |

# Steplab

Reference: https://steplab.co/

Steplab is an online platform that supports the development of teachers through instructional coaching. To reduce burdensome paperwork, SWIFT Teacher Training will be using the Steplab platform for several purposes:

- Record observations of trainee teachers
- Script feedback to trainee teachers
- Identify the highest leverage action step for trainee teachers
- Record the outcomes of weekly mentor meetings
- Record trainee teacher reflections
- Record practice of approximations of teaching
- Provide videos of models of teaching
- Provide online learning to supplement the core SWIFT Teacher Training curriculum
- Collate evidence of trainee teachers meeting the Teacher Standards
- Provide the evidence base for the summative assessments of Trainee Teachers

An account on Steplab will be created for all trainee teachers and their mentors. Log-in details will be provided at the induction session. If you are unable to attend the induction session, then please contact us.

## How to use Steplab

1. Log into Steplab.co
2. Click on the name of your trainee teacher
3. Click on 'Observe' when you wish to observe an episode
4. Complete the 'Observe' proforma as you watch the episode. When prompted, select a relevant action step from the SWIFT Teacher Training sequence of steps (not the Steplab Core Steps) to work on for the following week.
5. When you finish the observation, click 'Finish.' The trainee teacher cannot see the observation form until you feedback
6. When it is time to feedback, log into Steplab, click your trainee teacher's name and select 'Feedback'
7. Work through the 'Feedback Wizard' This will use your observation proforma to structure a script for you to use – taking you through the instructional coaching model.
8. Click 'Finish' when you are finished. The trainee teacher will now see your observation notes, if they have achieved their action step, this will now show on the system and the new step will be set – ready for the next observation.
9. You can only complete one observation and feedback cycle per week on Steplab
10. Any problems, at any stage, simply contact john.stanier@sw-ift.org.uk or explore Steplab's help tools

# Mentor Meeting Scripts

## Using the Mentor Meeting Scripts

- The Mentor Meeting Scripts are designed to be a support and a scaffold for mentors, not a straight jacket to restrict you. Were a perfect trainee to seamlessly follow the course and progress as expected then these scripts can be used verbatim. As we know, learning is rarely linear, with bumps in the road and sometimes with diversions through Somerset. So, please use these scripts as a prompt or a guide but do also feel free to have discussion and set targets that are most appropriate for the trainee teacher where they are in their learning journey.
- We do also need to consider that the trainees are following a curriculum and these action steps run in tandem with the phase or subject curriculum the are following with SWIFT. So, if you do deviate from the path, try to return to it as soon as possible.
- The text and suggested actions steps marry up with the content of the SWIFT Teacher Training Steplab sequence. They are designed to be used in conjunction with the 'feedback wizard' on StepLab.
- Underneath each script, for quick reference, are the other tasks that we would appreciate you supporting the trainee teacher with that week. These are identical to those listed in the Spring Long Placement Mentor Checklist

| Week 25 | |
|---|---|
| **Long Placement Mentor Meeting** | |
| **Assessment & Feedback** | |
| ***Providing Effective Feedback*** | |
| Suggested stimulus | A lesson plan and observation |

Teachers are constantly providing feedback: it's crucial that students understand, welcome, and act upon it. This can be tricky: students can easily misunderstand or find feedback difficult to act upon. To ensure students improve, offer individual feedback which guides and ensures student action.

Students must trust and welcome the teacher's feedback if they are to act on it. You could see each feedback interaction as a chance to strengthen your relationship with that student, by offering praise for specific improvements, balancing praise and criticism, and by using a warm tone and expression.

Effective feedback is clear and actionable: it highlights a specific need succinctly and encourages students to respond. Moreover, worthwhile feedback has a lasting impact, promoting student thinking, understanding, and recall. If students lack knowledge, telling them the information they lack may be the most effective approach. But where students have the required knowledge, helping them to do the thinking themselves, providing hints, breaking questions down, providing time for additional practice, providing missing rules or providing templates and scaffolds, can all help to make feedback actionable. Most importantly, great feedback ensures students are doing as much of the work as possible – while managing to complete the task successfully.

Effective individual feedback is teaching at its most responsive.

| Suggested script | |
|---|---|
| Praise | Thank you for the episode that you delivered where….<br><br>The main strengths were…<br><br>This means that… |
| Probe | It would be good to explore how we can quickly gather data on pupil understanding. (Mentor asks some probing questions)<br><br>"I noticed that…<br><br>I wondered if….<br><br>Have you considered…" |

The week this meeting is a script for but remember you can deviate from the past

A quick digest to contemporary thinking on this issue for mentors to read before the meeting if they need to 'mug up' quickly.

Sentence starters and prompts for mentors to use if they are helpful.

Space to plan questions and record the key points of the meeting but this is for your reference only and is not a requirement to compete.

## Week 17

### Long Placement Mentor Meeting

**Initial Interaction**

| Suggested stimulus | Discussion |
|---|---|

**Ways of working**

At the beginning of a professional mentoring relationship, it is important for both parties to discuss and establish their preferred ways of working. Establishing this early in the relationship will support the development of mutual respect, shared expectations of the process and each other, and pre-empt any potential issues.

Use the suggested following prompts:

- What do you need from me for this process to work well? What I need from you is…
- I really appreciate it when colleagues…
- What is the best way for us to regularly communicate? (e.g., email, in person, text)
- When are we happy to be communicated with/when are we not?
- What is the best time for us to schedule our interactions? (consider timetables, staff meetings, childcare responsibilities etc.)
- What have you previously found effective in a mentor/mentee relationship?
- How can we ensure that observations are a positive and effective experience?

**The main aim of this meeting is to ensure you have a clear, agreed structure to how you will work together.**

| Key points for agreement | |
|---|---|
| When will you meet? | |
| Where will you meet? | |
| Beyond face-to-face, how will you communicate? | |
| When is it acceptable and not acceptable to communicate? | |
| What are your expectations of the trainee? | |
| What are the trainee's expectations of you? | |

**Additional discussion prompts**

- Review the instructional coaching meeting routine of the '5 Ps' (Praise, Probe, Precise Action, Plan, Practice)
- How will we ensure we feel comfortable and safe practising teaching techniques together?
- What is your experience of your short placement?

**Secondary Mentors: During this day please also discuss:**

- The Trainee's Placement Journal tasks and have a professional discussion about the school culture and ethos.
- Discuss departmental expectations of conduct, dress, routines.
- Arrange a meeting with the safeguarding lead for school based safeguarding training.
- Arrange 1 x general lesson observation for the trainee to visit a classroom.

**Primary Mentors: During this day please also discuss:**

- Arrange a meeting with the safeguarding lead for school-based safeguarding training
- Professional discussion with mentor to review the placement journal tasks and discuss school culture, ethos and expectations of conduct, dress, routines etc
- Arrange for trainee to meet class teacher, support staff and children

## Week 18

**Secondary Long Placement Mentor Meeting**

**Induction Day 2**

Please facilitate:

- Mentor meeting to review the Placement Journal tasks and hold professional discussions.
- Arrange for a discussion about behaviour for learning with an appropriate colleague.
- Arrange 2 x lesson observations for the trainee to visit a classroom focusing on behaviour management and routines.

**Primary Long Placement Mentor Meeting**

**Induction Day 2**

Please facilitate:

- Arrange for a discussion about behaviour for learning with an appropriate colleague
- Arrange a variety of lesson observations for the trainee to visit a classroom and focus on behaviour management and routines
- Professional discussion with mentor focusing on behaviour

## Week 19

**Long Placement Mentor Meeting**

**Induction Day 3**

Please facilitate:

- Mentor meeting to review the Placement Journal tasks and hold professional discussions with a focus on Curriculum: Opportunity to review subject's current scheme of work with a focus on logical scheme building.
- Arrange 3 x lesson observations for the trainee to observe an EAL Learner. (if not possible, a child with low literacy)

- Schedule a meeting with the PHSE Lead so trainee can have a professional discussion.

**Primary Long Placement Mentor Meeting**

**Induction Day 3**

Please facilitate:

- Arrange for trainee to shadow a learner who speaks EAL in the school (if not possible, a child with low literacy)
- Arrange a discussion with the school's curriculum leader

**Induction Day 4**

Please facilitate:

- Arrange for the trainee to observe phonics in Key Stage 1
- Arrange a discussion with the school's Early Reading Leader.

## Week 20

**Secondary Long Placement Mentor Meeting**

**Induction Days 4-7**

Please facilitate on Day 4:

- Mentor meeting to review the Placement Journal tasks and hold professional discussions looking at induction days 5,6 and 7.
- Map out trainee's week 22 timetable including observing classes in preparation for teaching 50-60%. (8-10 hours)
- Allocate timetable in school. See timetable load document. Please leave Friday pm free for subject sessions.
- Discuss lesson plans ready for two observations and a Step Lab drop in during week 22.
- Arrange 2 x lesson observations for the trainee to visit a classroom. Focus on worked examples and scaffolds.

Please facilitate on Day 5:

- Arrange 2 x lesson observations for the trainee to visit a classroom focusing on using assessment effectively.
- Allow trainee access to the school assessment policy.

Please facilitate on Day 6:

- Arrange 3 x lesson observations for the trainee to visit a classroom focusing on effective questioning.

Please facilitate on Day 7:

- Arrange 3 x lesson observations for the trainee to visit a classroom focusing on the effective use of classroom assistants

**Primary Long Placement Mentor Meeting**

**Induction Days 5-9**

Please facilitate on Day 5:

- Arrange a variety of lesson observations for the trainee to visit a classroom with a focus on using scaffolds
- Arrange a discussion with an expert colleague about Rosenshine's principles and worked examples
- In mentor meeting this week (any day this week to suit), map out week 22 timetable so that trainee can begin planning taught lessons (50-60% teaching: 8-10hrs over the 4 days)

Please facilitate on Day 6:

- Arrange a variety of lesson observations focusing on using assessment effectively
- Give trainee access to school assessment policy
- Arrange a discussion with the Assessment Lead in school

Please facilitate on Day 7:

- Arrange a variety of lesson observations for the trainee with a focus on effective questioning

Please facilitate on Day 8:

- Arrange a variety of lesson observations with a focus on the effective use of Teaching Assistants

Please facilitate on Day 9:

- Arrange a variety of observations of KS2 phonics interventions
- Arrange a discussion with reading leader about struggling readers in Key Stage 2

## Week 21 – Trainee Teachers not in school – ITAP

## Week 22

**Long Placement Mentor Meeting**

**Assessment & Feedback**

***Using Accountable Questioning***

| Suggested stimulus | Discussion and Observation |
|---|---|

Questions get all students thinking, contributing and learning more. But if students can avoid speaking, or know who is going to be picked, they can be precluded from this learning. To hold all students accountable, first use wait time to give all students the opportunity to think about their response, then nominate students to respond, rather than asking for volunteers.

- **By giving wait time** – pausing after asking a question, before nominating a respondent – we can give all students the chance to think about their answer, retrieve existing knowledge, and formulate their response.

- **By nominating students to contribute** – cold calling – we can ensure that all students feel obliged to think about the answer, and participate in the lesson. This matters because many students will otherwise opt out, whether from lack of knowledge or lack of confidence. If a teacher nominates a student to answer before stating the question, then only the respondent need consider their answer.

These efforts rely on the teacher creating a culture in which the whole class listens attentively and respectfully to the speaker. A culture in which all students welcome being called upon is a powerful way to encourage all students to participate and think hard. We can build a culture that allows for quality questioning by:

- **launching accountable questioning routines:** share the rationale for using accountable questioning strategies with students, aligning this with school values. Be clear about the supportive purpose of questioning routines and set clear expectations of exactly what you need from students
- **creating a safe and positive environment**: support nervous speakers by using pre-call and starting with simple, supportive questions. Reassure students that you value thinking hard over correctness
- **building a culture where students welcome answering questions**: use tone and encouraging language to display warmth and curiosity. Circulate as you ask questions to move the focus away from one singular student, narrate your expectations for thinking hard, and praise bravery or use humour to bring more students into the conversation
- **demonstrating that students' ideas are valued**: adopt a pose of interest to show that you value students' ideas and circulate and monitor student engagement as you listen to answers. Acknowledge and celebrate thinking and praise engagement and effort

These techniques work powerfully alongside other elements of effective questioning. For example, we need to plan questions which focus on the lesson's key points. We must word questions carefully, to be clear and succinct. The value of wait time and nomination lies in ensuring that all students are thinking about these questions, and participating in the lessons. This increases the chances that students pay attention to and learn from the lesson.

**The main aim of this meeting is to identify and practice specific strategies to build a culture of accountable questioning**

| Suggested script | |
|---|---|
| Praise | Thank you for the lessons that you have delivered so far.<br>The main strengths were…<br><br>This means that… |
| Probe | It would be good to explore how we can build a culture of accountable questioning. (Mentor asks some probing questions) |

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|---|---|
| | "I noticed that…<br><br>I wondered if….<br><br>Have you considered…" |
| Precise Action | I think that one action step that we need to work on is:<br>Mentor chooses from:<br>❑ Question, pause, name questioning format<br>❑ Do not accept 'I don't know'<br>❑ Provide sufficient thinking time<br>❑ Scan the room and insist on thinking |
| Plan | Let's now plan what this will look like. What are the success criteria for this action step?<br><br>So, our precise actions should be… |
| Practice | The mentor begins the practice by modelling an effective questioning routine. The mentor then invites the trainee to practice.<br><br>What I liked about your practice was…<br><br>You could improve it by… |
| | When is the best time to see you deliver an effective questioning routine? |

**Secondary Mentors, during this week please also facilitate:**

- Map out trainee timetable for the following week in preparation for teaching 50-60%. (8-10 hours) including lesson observations and Step Lab observation lessons.
- Allocate a class for trainee to threshold and take the register.
- Placement checklist (SWIFT trainees' responsibility to manage)
- Allocate a focus pupil for trainee to support (SEND/EAL) when not teaching for the entirety of long placement.
- x2 lesson observations per week by expert colleague of trainee. Does not have to be the mentor.

- Support trainee in arranging x2 lesson observations of expert colleagues.

**Primary Mentors, during this week please also facilitate:**

- Map out trainee timetable for the following week in preparation for teaching 50-60% (8-10 hours over the 4 days) including lesson observations and Step Lab observation.
- Placement checklist (SWIFT trainees' responsibility to manage).
- Allocate a focus pupil(s) for trainee to support (SEND/EAL) for the entirety of long placement.
- 2 lesson observations per week by expert colleague. Does not have to be the mentor.
- Support trainee in arranging x2 lesson observations of expert colleagues.

## Week 23

**Long Placement Mentor Meeting**

**Assessment & Feedback**

***Gathering Data on Pupil Learning***

| Suggested stimulus | Discussion and Observation |
|---|---|

It's hard to imagine ploughing through an entire lesson without once checking what students have understood. The most common ways teachers check student understanding are asking questions and marking students' work. But we also need to gather student responses during instruction so that we can check what students understand and adapt our teaching.

We can divide effective gathering of student responses into three steps:

- First, we can design and embed routines which allow us to gather data quickly (e.g., mini-white boards, finger polls or voting cards). The more students we hear from, the more accurately we can gauge the class's understanding, and the better-informed our decision about what to do next will be.
- Second, we can design efficient assessment questions which allow us the greatest possible insight into students' knowledge and understanding. This means avoiding questions which ask students about their perceptions of their own understanding, and instead creating questions which truly reveal student thinking. We can plan the sequences of questions, and perhaps who will answer them too.
- Third, we can plan efficient routines which allow us to check and respond to what students have understood straight away. These routines include systematic scanning which allows us to sample every students' response, or teaching students to display answers immediately after a clear cue (without looking at other students' responses).

These simple techniques allow us to check students' understanding rapidly and respond to their (mis)understandings immediately. They also build a culture of self-critique and feedback as students become adept at verifying, justifying and reflecting on their own and others' answers.

| Suggested script | |
|---|---|
| Praise | Thank you for the episode that you delivered where….<br><br>The main strengths were…<br><br>This means that… |
| Probe | It would be good to explore how we can quickly gather data on pupil understanding. (Mentor asks some probing questions)<br><br>"I noticed that…<br><br>I wondered if….<br><br>Have you considered…" |
| Precise Action | I think that one action step that we need to work on is:<br>Mentor chooses from:<br>❑ Ask questions that check for understanding NOT questions asking pupils if they think they understand<br>❑ Design questions that check understanding as efficiently as possible<br>❑ Sample all pupils<br>❑ Whilst pupils are working, circulate and read their answers<br>❑ Design a tracking sheet for pupil understanding |
| Plan | Let's now plan what this will look like. What are the success criteria for this action step?<br><br>So, our precise actions should be… |
| **Practice** | The mentor begins the practice by modelling efficiently gathering data. The mentor then invites the trainee to practice.<br><br>What I liked about your practice was…<br><br>You could improve it by… |

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| | When is the best time to see you gathering data on pupil understanding? |

**Secondary Mentors, during this week please also facilitate:**

- Map out trainee timetable for the following week in preparation for teaching 50-60%. (8-10 hours) including lesson observations and Step Lab observation lessons.
- Placement checklist (SWIFT trainees' responsibility to manage)
- x2 lesson observations per week by expert colleague of trainee. Does not have to be the mentor.
- Support trainee in arranging x2 lesson observations of expert colleagues.
- Start to consider Assessment Point 2 and remind trainees to prepare their evidence bundle.

**Primary Mentors, during this week please also facilitate:**

- Map out trainee timetable for the following week in preparation for teaching 50-60% (8-10 hours over the 4 days) including lesson observations and Step Lab observation.
- Placement checklist (SWIFT trainees' responsibility to manage)
- 2 lesson observations per week by expert colleague. Does not have to be the mentor.
- Support trainee in arranging x2 lesson observations of expert colleagues.
- Start to consider Assessment Point 2 and remind trainees to upload their evidence to Teams one week before their scheduled visit.

## Week 24

**Long Placement Mentor Meeting**

**Assessment & Feedback**

***Peer & Self-Assessment***

| Suggested stimulus | A lesson plan and observation |
|---|---|

Research tells us that the most effective learners are self-regulating. We can consider self-regulation to be synonymous in many ways with being able to apply self-assessment effectively to support learning and create future actions. Self-assessment is a "descriptive and evaluative act carried out by pupils concerning their own work and academic abilities" (Brown and Harris 2012). If an individual is aware of what they know, understands how they can monitor their own improvements, knows what strategies to draw on when learning and is able to identify their next goals and steps to achieve such goals, they are self-regulating. This goal with pupils is not an easy one to achieve. In an Early Years setting, self-regulation begins with developing children's abilities to regulate their emotions, thoughts and behaviours to enable them to act in a positive way towards a goal. This is developed from co-regulation where adults and children work together.

Zimmerman (2000) proposed a cyclical phase model of self-assessment and self-regulation. In the forethought phase, the pupils analyse the task, set goals, plan how to reach them and consider what will motivate them to achieve their goal. In the performance phase the pupils carry out the task whilst monitoring how they are

| | |
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| progressing and use a number of strategies to keep themselves motivated and engaged to finish the task. And finally in the self-reflection phase pupils assess how they have performed the task and make attributions about their success or areas needing development. | |
| Suggested script | |
| Praise | Thank you for the episode that you delivered where….<br><br>The main strengths were… |
| Probe | It would be good to explore how we can build a culture of accountable questioning. (Mentor asks some probing questions)<br><br>"I noticed that…<br><br>I wondered if….<br><br>Have you considered…" |
| Precise Action | I think that one action step that we need to work on is:<br>Mentor chooses from:<br>❑ Ask questions that check for understanding NOT questions asking pupils if they think they understand<br>❑ Design questions that check understanding as efficiently as possible<br>❑ Sample all pupils<br>❑ Whilst pupils are working, circulate and read their answers<br>❑ Design a tracking sheet for pupil understanding |
| Plan | Let's now plan what this will look like. What are the success criteria for this action step?<br><br>So, our precise actions should be… |
| Practice | The mentor begins the practice by modelling efficiently using self or peer assessment. The mentor then invites the trainee to practice.<br><br>What I liked about your practice was…<br><br>You could improve it by… |

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| | When is the best time to see you using peer or self assessment? |

**Secondary Mentors, during this week please also facilitate:**

- Map out trainee timetable for the following week in preparation for teaching 50-60%. (8-10 hours) including lesson observations and Step Lab observation lessons.
- Placement checklist (SWIFT trainees' responsibility to manage)
- x2 lesson observations per week by expert colleague of trainee. Does not have to be the mentor.
- Support trainee in arranging x2 lesson observations of expert colleagues.
- Assessment Point 2 window, remind trainees to prepare their evidence bundle.

**Primary Mentors, during this week please also facilitate:**

- Map out trainee timetable for the following week in preparation for teaching 50-60% (8-10 hours over the 4 days) including lesson observations and Step Lab observation.
- Placement checklist (SWIFT trainees' responsibility to manage).
- 2 lesson observations per week by expert colleague. Does not have to be the mentor.
- Support trainee in arranging x2 lesson observations of expert colleagues.
- Assessment Point 2 window - remind trainees to upload their evidence.

## Week 25

**Long Placement Mentor Meeting**

**Assessment & Feedback**

***Providing Effective Feedback***

| Suggested stimulus | A lesson plan and observation |
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Teachers are constantly providing feedback: it's crucial that students understand, welcome, and act upon it. This can be tricky: students can easily misunderstand or find feedback difficult to act upon. To ensure students improve, offer individual feedback which guides and ensures student action.

Students must trust and welcome the teacher's feedback if they are to act on it. You could see each feedback interaction as a chance to strengthen your relationship with that student, by offering praise for specific improvements, balancing praise and criticism, and by using a warm tone and expression.

Effective feedback is clear and actionable: it highlights a specific need succinctly and encourages students to respond. Moreover, worthwhile feedback has a lasting impact, promoting student thinking, understanding, and recall. If students lack knowledge, telling them the information they lack may be the most effective approach. But where students

have the required knowledge, helping them to do the thinking themselves, providing hints, breaking questions down, providing time for additional practice, providing missing rules or providing templates and scaffolds, can all help to make feedback actionable. Most importantly, great feedback ensures students are doing as much of the work as possible – while managing to complete the task successfully.

Effective individual feedback is teaching at its most responsive.

| Suggested script | |
|---|---|
| Praise | Thank you for the episode that you delivered where….<br><br>The main strengths were…<br><br>This means that… |
| Probe | It would be good to explore how we can quickly gather data on pupil understanding. (Mentor asks some probing questions)<br><br>"I noticed that…<br><br>I wondered if….<br><br>Have you considered…" |
| Precise Action | I think that one action step that we need to work on is:<br>Mentor chooses from:<br>❑ Make feedback precise and actionable<br>❑ Provide additional practice<br>❑ Provide scaffolds<br>❑ Use a whole-class feedback template |
| Plan | Let's now plan what this will look like. What are the success criteria for this action step?<br><br>So, our precise actions should be… |
| | The mentor begins the practice by modelling giving effective feedback. The mentor then invites the trainee to practice.<br><br>What I liked about your practice was… |

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|---|---|
| **Practice** | You could improve it by… |
| | When is the best time to see you giving effective feedback? |

**Secondary Mentors, during this week please also facilitate:**

- Map out trainee timetable for the following week in preparation for teaching 60-70%. (9-11 hours) including lesson observations and Step Lab observation lessons.
- Placement checklist (SWIFT trainees' responsibility to manage)
- x2 lesson observations per week by expert colleague of trainee. Does not have to be the mentor.
- Support trainee in arranging x2 lesson observations of expert colleagues.
- Assessment Point 2 window, remind trainees to prepare their evidence bundle.
- AP2 Visits

**Primary Mentors, during this week please also facilitate:**

- Map out trainee timetable for the following week in preparation for teaching 60-70% (9-11 hours over the 4 days) including lesson observations and Step Lab observation.
- Placement checklist (SWIFT trainees' responsibility to manage).
- 2 lesson observations per week by expert colleague. Does not have to be the mentor.
- Support trainee in arranging x2 lesson observations of expert colleagues.
- Assessment Point 2 window - remind trainees to upload their evidence.

## Week 26

**Long Placement Mentor Meeting**

**Assessment & Feedback**

***Productive Use of Summative Assessment***

| Suggested stimulus | A lesson plan and observation |
|---|---|

Summative assessment is an essential way that we assess how much a pupil has learnt and what they can do with this knowledge. The effectiveness of schools and MATs are judged mainly by the performance of pupils in summative tests exams such as phonics tests, SATS, GCSEs and A' Levels.

Summative tests can be used as motivational factor for pupils and teachers. The desire to outperform their peers can be an important reason to sustain high levels of effort throughout a course. Research shows that there is a clear link between successful educational outcomes in exams, getting a higher paid job and living a healthier and happier life.

Summative tests are not designed to provide the pupil with feedback to improve but the data from a summative test can be used by teachers to identify strengths and weaknesses of their own teaching.

"Which topics or types of questions did my class perform well on? How did I teach this topic? It must have been effective; I shall teach more lessons like that."

**Or**

"Which topics or questions did my pupils not do well on? How did I teach that topic? In future I will teach that differently and not use that method again."

However, take car to question the data about pupil learning that summative tests might provide. Have the pupils really learnt it or did they just perform well on that day? Or, have the pupils really not learnt it, or did they just do badly on the day." Good performance in an exam can sometimes mask weak learning.

| Suggested script | |
|---|---|
| Praise | Thank you for the episode that you delivered where….<br><br>The main strengths were…<br><br>This means that… |
| Probe | It would be good to explore how we can use summative assessments effectively. (Mentor asks some probing questions)<br><br>"I noticed that…<br><br>I wondered if….<br><br>Have you considered…" |
| Precise Action | I think that one action step that we need to work on is:<br>Mentor chooses from:<br>❑ Design a summative assessment that will provide you with data about whether pupils have learnt the key points<br>❑ Use the data from a summative assessment to identify gaps in learning<br>❑ Use data from summative data to judge the impact of your own teaching |
| Plan | Let's now plan what this will look like. What are the success criteria for this action step?<br><br>So, our precise actions should be… |

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| **Practice** | The mentor begins the practice by modelling how to use summative assessments effectively. The mentor then invites the trainee to analyse some summative assessments.<br><br>What I liked about your practice was…<br><br>You could improve it by… |
| | When is the best time to see you using summative assessments effectively? |

**Secondary Mentors, during this week please also facilitate:**

- Map out trainee timetable for the following week in preparation for teaching 60-70%. (7-8 hours due to only 4 days in school) including lesson observations and Step Lab observation lessons.
- Placement checklist (SWIFT trainees' responsibility to manage)
- x2 lesson observations per week by expert colleague of trainee. Does not have to be the mentor.
- Support trainee in arranging x2 lesson observations of expert colleagues.
- Assessment Point 2 window, remind trainees to prepare their evidence bundle.
- AP2 Visits

**Primary Mentors, during this week please also facilitate:**

- Map out trainee timetable for the following week in preparation for teaching 60-70% (7-8 hours over the 3 days in school) including lesson observations and Step Lab observation.
- Placement checklist (SWIFT trainees' responsibility to manage).
- Support trainee in arranging x2 lesson observations of expert colleagues.
- 2 lesson observations per week by expert colleague. Does not have to be the mentor.
- Assessment Point 2 window - remind trainees to upload their evidence.

| Week 27 | |
|---|---|
| **Long Placement Mentor Meeting** | |
| **Assessment & Feedback** | |
| ***Reflections on Progress This Term*** | |
| Suggested stimulus | A lesson plan and observation |
| Trainees are only in school for three days this week. Use this meeting time to continuing exploring the last action step or to revisit a previous action step that the trainee needs to refocus on. | |

| **Secondary Mentors, during this week please also facilitate:** |
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| ▪ Map out trainee timetable for after Easter in preparation for teaching 70-80%. (11-13 hours based on 3 days) including lesson observations and Step Lab observation lessons.<br>▪ Placement checklist (SWIFT trainees' responsibility to manage)<br>▪ x2 lesson observations per week by expert colleague of trainee. Does not have to be the mentor.<br>▪ Support trainee in arranging x2 lesson observations of expert colleagues.<br>▪ Carry out a mock interview in preparation for job interviews.<br>▪ Assessment Point 2 window, remind trainees to prepare their evidence bundle.<br>▪ AP2 Window Closes |
| **Primary Mentors, during this week please also facilitate:** |
| ▪ Map out trainee timetable for after Easter in preparation for teaching 70-80% (11-13 hours based on 4 days) including lesson observations and Step Lab observation.<br>▪ Placement checklist (SWIFT trainees' responsibility to manage).<br>▪ 2 lesson observations per week by expert colleague. Does not have to be the mentor.<br>▪ Support trainee in arranging x2 lesson observations of expert colleagues.<br>▪ Assessment Point 2 window - remind trainees to upload their evidence.<br>▪ Arrange to carry out a mock interview in preparation for job interviews. |

| **Week 28 – Trainee Teachers not in school - ITAP** |
|---|

| **Easter** |
|---|

# Glossary of Terms

- **AB** - **Appropriate Body** - An organisation responsible for the quality assurance and verification process of statutory teacher induction. An Appropriate Body makes the final decision, based on a Headteacher's recommendation, as to whether an ECT has satisfactorily met the Teachers' Standards.
- **Adaptive Teaching** - Adaptive teaching is an approach a teacher will use to continually assess the strengths and needs of learners and adapt their teaching accordingly to ensure all learners can meet expectations.
- **BEd - Bachelor of Education -** A Bachelor of Education (BEd) is an Undergraduate professional teacher training degree with Qualified Teacher Status (QTS). BEd courses are mainly taken by primary school teachers, although it is possible to teach another Key Stage.
- **CCF - Core Content Framework -** ITT Core Content Framework, designed by the DfE, sets out the minimum entitlement for all trainee teachers and the content that ITT providers must include in their programmes.
- **CPD - Continuing Professional Development -** Effective continuing professional development for teachers is essential to becoming confident and competent as a teacher and ultimately providing high-quality teaching. It allows teachers (and other teaching staff) to stay up to date with their specialism and develop professionally.
- **DBS - Disclosure and Barring Service -** DBS checks in education are an essential safeguarding tool to ensure the safety and well-being of children and young people. If a person is to work in a nursery, school or college, they will require an Enhanced DBS and a child barred list check no matter what their role is.
- **DfE - Department for Education -** The Department for Education is responsible for children's services and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
- **EAL - English as an Additional Language -** A learner of English as an additional language (EAL) is a pupil whose first language is other than English
- **ECF - Early Career Framework -** The Early Career Framework (ECF) is a statutory two-year package of high-quality professional development (training, support, and resources) for schools. It sets out what Early Career teachers (ECTs) are entitled to learn when they start their careers.
- **ECT | Year 1 or Year 2 - Early Career Teachers -** The term early career teacher replaced the term NQT (newly qualified teacher) in 2021. An ECT will have completed their initial teacher training and can then begin their ECT induction period of two years. They are known as ECT Year 1 or Year 2.
- **Enrichment Week -** A week on our SWIFT teacher training programme where you can explore a particular theme more in depth, e.g. SEND
- **EYFS - Early Years Foundation Stage -** The early years foundation stage sets the framework for education for children from birth up to 5 years.
- **GDPR - General Data Protection Regulations -** Everyone responsible for using personal data has to follow strict rules called 'data protection principles' and must ensure personal information is used fairly, lawfully and transparently. The Data Protection Act 2018 is the UK's implementation of the General Data Protection Regulation (GDPR). (include link to GDPR policies)
- **HEI - Higher Education Institution -** A higher education institution is third level (tertiary) education at a university and further education college. As an ITT provider an HEI offers undergraduate and postgraduate teacher training courses.
- **IEP - Individual Education Plan -** An IEP is a detailed plan that sets out targets and strategies to help a child with special educational needs learn.

- **ITaP - Intensive Training and Practice -** Distinguished from school placements, Intensive training and practice focuses on a single or small number of areas, very intensely, to ensure that trainees make rapid progress in understanding and application. Intensive training and practice should also build powerfully the link between evidence-based theory and practice.
- **ITT - Initial Teacher Training -** Initial Teacher Training is a university-led or school-based teacher training route.
- **KS1-5 - Key Stage 1-5 -** The National Curriculum is organised in to blocks of years called Key Stages: Key Stage 1 | Years 1 - 2; Key Stage 2 | Years 3 - 6; Key Stage 3 | Years 7 - 9; Key Stage 4 | Years 10 - 11; Key Stage 5 | Years 12 - 13 or Post 16
- **LA - Local Authority -** A Local Authority is an organisation officially responsible for all the public services and facilities in a particular area. State schools receive funding through their Local Authority or directly from the Government depending on the type of school.
- **Lead Mentor -** Lead Mentors train and deploy mentors in school to undertake their important roles in the training of teachers. They will receive intensive training so that they have a deep knowledge of the curriculum, the evidence base which underpins it, and the organisation and delivery of the curriculum across the accredited provider's network.
- **MAT - Multi Academy Trust -** A group of primary/secondary state schools in England funded by Central Government, but run as independent schools in partnership with each other.
- **MFL - Modern Foreign Languages -** Languages that are spoken at the present time, such as Spanish, French or German, studied by someone when they are not their own language
- **NPQ - National Professional Qualification -** NPQs are a range of professional qualifications for teachers and leaders in school to develop their knowledge, skills and behaviours.
- **OFSTED - Office for Standards in Education -** Ofsted inspect schools and other services providing education services to learners of all ages.
- **Pedagogy -** Pedagogy is a term that refers to the way teachers teach, both in practice and in theory.
- **PGCE - Postgraduate Certificate of Education -** The PGCE is an academic award which universities award alongside QTS. In England, this can be either on a traditional university-led teacher training course or school-led teacher training. Only a university can offer this award, as they have degree awarding powers. On our programme we will be working with the University of Nottingham so that our trainees can gain the professional award of PGCE alongside their QTS award.
- **Phase -** Across the UK there are five phases of education: Early Years, Primary, Secondary, Further Education and Higher Education
- **PPA - Planning, Preparation and Assessment -** PPA time was introduced in 2005 to help ease teachers' workload to plan and prepare lessons and work on assessments for the children they teach. The aim of PPA time is to reduce the number of hours that teachers need to put into planning lessons and marking during evenings and at the weekend. Teachers are entitled to 10% of regular teaching time during the normal working week as PPA.
- **PSHE - Personal, Social and Health Education -** As a subject, PSHE aims to provide children with the knowledge and skills to keep themselves happy, healthy and safe, as well as to prepare them for life and work
- **QTS - Qualified Teacher Status -** Qualified Teacher Status (QTS) is the qualification legally required to teach in a maintained school or non-maintained special school in England.
- **Safeguarding and welfare** are the terms that are used in the UK that mean to ensure the safety and wellbeing of all individual people - especially including children and

vulnerable adults. All trainee teachers and school staff receive regular training in this area.

- **SCITT - School-Centred Initial Teacher Training -** School-Centred Initial Teacher Training (SCITT) programmes are led by schools or groups of schools that work in close partnership. SWIFT Teacher Training is a SCITT and this means that we are able to confer the award of Qualified Teacher Status (QTS) and that we can train teachers in our schools. We work closely with the University of Nottingham for trainees to also gain a PGCE. A SCITT means that the trainee teacher spends the vast majority of their time within a school setting to be immersed in the environment as they train and learn the profession.
- **SEND - Special Educational Needs and Disabilities -** Children and young people who have special educational needs or disabilities require special educational provision either in mainstream specialist schools.
- **SENCO - Special Educational Needs Coordinator -** SENCos are members of teaching staff who are responsible for special educational needs within a school.
- **SKE - Subject Knowledge Enhancement -** SKE courses make teaching an accessible and viable career path to a range of graduates. They are designed to bring a candidate's knowledge of a subject up to teaching level.
- **SLT - Senior Leadership Team -** The Senior Leadership Team (SLT) is responsible to the Governing Body for the leadership and management of the school. Each member of the team has specific responsibilities and depending on the size of the school usually includes a Headteacher/Head of School, Deputy Headteacher (s), Assistant Headteachers and a Business Manager/Bursar.
- **STEM - Science, Technology, Engineering and Maths -** STEM refers to any subjects which fall under these four disciplines
- **TA - Teaching Assistant -** Teaching Assistants support teachers and help children with reading, writing and learning activities.
- **TLR - Teaching and Learning Responsibility -** Classroom teachers who take on additional leadership and management responsibilities could be awarded a TLR payment.