

**University of Cumbria: Institute of Education- ITE Partnership; Initial Teacher Training Placements 2020/2021**

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Dear ITE Partner,

Firstly, we would like to thank you for the valuable contributions you have made to our teacher training partnership over the last year.

Secondly, we would like to share our plans for teacher training placements in 20/21 with you and seek your continued support.

You will have been aware that during COVID19 lockdown our current ITT students have been supporting schools, settings and communities in a range of different ways. Our students have been developing their own personal CPD in areas such as 'Pupil Wellbeing support', BSL and Inclusion planning; Curriculum design & knowledge development whilst also supporting many schools and home learning (virtually) pupils with tutoring, online resource development and Online learning methods. Please see our home-schooling project link as just one example <https://www.facebook.com/HomeschoolingSupportCumbriaUni>

Our Partnership Stakeholder Group (a representation of EYFS, SEND, Primary & Secondary school Partners) met recently to discuss plans for the safe return of pupils in the academic year 2020/21. The discussion informed and shaped how our student teachers may support the implementation of these plans and contribute to supporting pupils requiring additional interventions, whilst continuing with their own development and progress towards teacher standards. Ensuring that we together continue to train and develop a sustainable workforce for teaching.

Partners helped us to work through potential Health and Safety concerns, updates on ITT compliance criteria and more importantly how we continue to work together to offer 'learning' rich experiences for our student teachers.

We thought it helpful to summarise this thinking for you and to ask you consider how you may continue to work closely with us to develop teachers of the future during 2020/21. To this end, we have shared our collective thinking in 3 main areas below:

- 1) Health & Safety
- 2) Changes to teacher training 'assessment' / compliance
- 3) How might placement activity look as we move forward

➤ **Health & Safety**

- In 2020/21 any student will only be placed in one school / setting for the defined period of their School Embedded Learning (SEL) / Placement at any one time.
- We will ensure that there is at least a 2 week window of 'quarantine' (For PgCE students) between any school placements (this coincides with ends of school terms).
- We will look to ensure that students build up an extended relationship with your school / setting to maximise their support to the young people you work with and the possible opportunities for the students to address a range of teacher standards.
- All bar essential face-to-face initial teacher training (university led) teaching will be online until at least Christmas 2020.
- If students are required to be on a university campus; University of Cumbria are staggering student numbers throughout the Autumn term. UoC are also ensuring that taught activity maximises use of socially distanced space to complete the essential f2f commitments.
- Students will follow government and PHE guidance in relation to their methods of transport to and from your school / setting.
- Students will follow government and PHE guidance in relation to their social distancing when away from university study.
- Students will be required to follow any school/setting H&S requirements.

➤ **Changes to Teacher Training ‘assessment’ / compliance**

Nationally teacher training assessment has been based on student teachers working ‘on a trajectory’ towards award QTS. The past 6-8 years has seen ITE providers utilise a Common Framework of Teacher Standards that have been used to identify areas of ongoing development and link these to grade continuum from 4 (Not meeting) – 1 (Addressing teacher standards at a higher level); with students having to meet all standards above grade 3: requires improvement to be recommended for the award of QTS.

Over the past few years we have instigated much greater focus on consistency in target setting and ongoing development and a move away (apart from final point assessment) from individual / overall grades.

In line with other ITT providers it is with great pleasure that we signal to you the complete removal of numerical grading in academic year 2020-21.

Instead we will be using formative assessment to ensure that students’ development remains on a trajectory towards recommendation of award of QTS. We will only sign a student off for this recommendation when they satisfy us that they have **met** the national teacher standards for ITT.

Therefore we will continue to utilise a development framework to help students identify areas of strength and development throughout their journey towards QTS; see below:

**Primary QTS Version:**

|    |                  | Not yet meeting full Teacher Standards exemplification  | Meeting Expected Teacher Standards exemplification  | Exceeding expected Teacher Standards exemplification  |
|----|------------------|---|---|---|
|    |                  | <p><b>On Trajectory Student Teacher:</b></p> <ul style="list-style-type: none"> <li>With intervention from an expert colleague the student teacher can show an ability to carry out or exemplify the standard.</li> <li>With intervention the student teacher has an impact on pupils’ progress over time</li> </ul> <p><b>Not yet on trajectory student teacher:</b></p> <ul style="list-style-type: none"> <li>After intervention; Is not yet able to...</li> </ul> | <ul style="list-style-type: none"> <li>Independently the student teacher can carry out or exemplify the standard</li> <li>Pupils make expected progress over time.</li> </ul> | <ul style="list-style-type: none"> <li>Consistently, Independently and using initiative the student teacher can carry out or exemplify the standard</li> <li>Pupils make good (or better) progress over time</li> </ul> |
| S1 | Standard Prompts | “I can’t yet” (Intervention needed)... / It is unclear that children make progress at this stage  | “Independently I can”... so that children make expected progress over time.   | “With independence and initiative I can do this consistently”... so that children make good or better progress over time  |

**Secondary QTS Version:**

**PART ONE: Teaching Standards Grade Descriptors**

**1. Set high expectations which inspire, motivate and challenge pupils**

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

| Currently achieving above the expected level of progress  | Currently achieving at the expected level of progress   | Currently achieving below the expected level of progress  |
|---|---|---|
| Consistently uses innovative strategies to establish a safe and stimulating environment for pupils, rooted in mutual respect, which motivates and inspires pupils to learn and enjoy the subject. | Is able to establish a safe and stimulating environment for pupils, rooted in mutual respect.   | Is mostly unable to establish a safe and stimulating environment for pupil.                                     |
| Sets goals that stretch, challenge and motivate pupils and uses strategies to support the learning and progress of underperforming groups.  | Can set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. | Is mostly unable to set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. |

Both versions apply the following:

- The standards need to be applied as appropriate to the **role, phase of training and context** within which the trainee is practising (placement).
- Student teachers should demonstrate a continued progression towards the recommendation of award of QTS; mapping evidences against the Teacher Standards below.
- A professional assessment of the ability to stay 'on trajectory' toward QTS will be made during each placement phase.
- SMART targets will continue to help a student teacher work towards meeting a best fit outcome of the teacher standards.
- They should be assessed against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS.

As can be seen in the grid and statements above, we are looking for our student teachers to be, at least, **Meeting Expected Teacher Standards exemplification** by the end of their programme. This Journey allows for flexibility of a student to map their experience and progress at each placement phase regardless of context or role. A student could be supporting online home learning alongside a class/bubble teacher or co-teaching (teacher directed catch up) a subject / specialist area face to face with a class/bubble. There could of course be scope for a blend of the above. A student will also be identifying phase specific areas of CPD. Early on this may be specific school H&S and safeguarding policies/ procedures in which they are placed.

ALL our ITE students complete online safeguarding training before commencement of assessed placement experiences.

[National ITT compliance criteria](#) surrounding total numbers of days a student is physically on placement, numbers of schools to attend and Key-Stage / age phase interactions have continued to be relaxed moving into 2020/21 if the situation demands this. Giving providers and their partnerships flexibility in enabling student teachers to gain appropriate and necessary input and opportunities to address the teacher standards.

➤ **How might placement activity look as we move forward**

**FLEXIBILITY & Maximising support for young people** are a priority to ITE students placements in the year ahead.

The UoC ITE partnership are committed to utilising a range of experiences for ITE students to help them address teacher standards by the end of their programmes.

- PgCE Primary students will be our first cohort of students to work alongside schools/settings in 2020/21. These interactions (2 days per week) commence from w/b 7<sup>th</sup> September, leading to their first assessed phase placement 14<sup>th</sup> October onwards.
- PgCE Secondary follow starting school interactions on 21<sup>st</sup> September 2020.

These interactions may be a mixture of virtual and physical linked to specific groups (classes, bubbles) of children; or even working alongside 1 specific mentor moving around the school as necessary.

It may be that these students can help support online learning / catch-up activity.

Please liaise with your UPT and our admin team [educationplacements@cumbria.ac.uk](mailto:educationplacements@cumbria.ac.uk) to consider how best to support these students and how they may contribute positively to the implementation of your new school year plans during these early placement experiences.

A link to our online 'placement offer' pack can be found [HERE](#)

<https://www.cumbria.ac.uk/about/partnerships/placements/education/working-in-partnership-and-placement-offers/>

If there are any areas we have not addressed in our thinking above or further ways our student teachers can provide support while on virtual, physical or blended placements, please share these with your UPT.

Very Kindest Regards

University of Cumbria- Institute of Education- Leadership Team