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**Student Quality Assurance (QA)**

**QA of Student Experience ITT Placements Academic Year 2023-24**

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| The purpose of this process is to **assure the quality of the ITT placement**. This will be facilitated by your mentor and UPT /PPL using the prompts in the framework below:   1. **Student Progress/Learning; (2) Your Targets; (3) Quality of mentoring / support; (4) Quality of experience/next steps**   This form is part of your **SPAR** document and aims to capture key learning and experiences during this placement, relating them to the five curriculum domains. It also supports your assessment on your journey towards QTS. It **will be discussed at your QA touch points** and completed by you to **act as a summary** of the discussions you will have as your experience progresses.   * **pre-populate** your thoughts / reflections to questions posed * brief overviews are required (use of bullet points is appropriate) * signal where your evidences are held   You will **retain a copy for your SPAR folder** and share a copy with your **UPT/PPL as a record of QA**. We anticipate that this should not exceed more than two sides of A4. This form can also act as a useful aide memoire for you and your school-based mentor when recalling experience for report writing or meeting a new mentor. |

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| Programme / Phase |  | Date / week no |  |  |
| Student Name |  | UPT / PPL |  | |
| Mentor |  | Personal Tutor (PT) |  | |

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| UPT touch point focus | | | Face to face | Online |
| Discussion with Mentor | Evidence presented | Weekly review meeting | Discussion with mentor & Student | Joint Observation |

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| Evidence Available | | | | | |
| Annotated plans | Weekly Reviews | Running Targets | Pupil Profile notes | Assessment trackers | Lesson observations |

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| Present work with pupils | | | |
| Individual Support | Small Groups (Teacher Planned) | Small Groups (Trainee Planned) | Whole Class |

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| **(1) Student Progress/Learning** |
| **Pedagogy**  How Pupils Learn, Classroom Practice and Adaptive Teaching (S2, S4, S5) |
| Summarise the actions you have completed to meet the staged expectations  (Student to complete prior to meeting) |
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| Discussion points:   * **How do your plans and evaluations show your understanding of how children learn?** * **Have you found aspects of your teaching that has highlighted the theories and research in your course?** |
| **Curriculum**  Subject Knowledge (S3) |
| Summarise the actions you have completed to meet the staged expectations  (Student to complete prior to meeting) |
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| Discussion points:   * **Is your curriculum subject knowledge structured to underpin learning?** * Are there areas of the curriculum you have found more difficult to teach to engage pupils and improve progress? * What have you done to develop your own subject knowledge? |
| **Behaviour management**  High Expectations and Managing Behaviour (S1 and S7) |
| Summarise the actions you have completed to meet the staged expectations  (Student to complete prior to meeting) |
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| Discussion points:   * **Are you using a range of behaviour management strategies aligned to school policy?** * Do your lesson observations and weekly reviews support this? |
| **Challenging disadvantage**  Inclusion (S5) |
| Summarise the actions you have completed to meet the staged expectations  (Student to complete prior to meeting) |
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| Discussion points:   * **Do your plans/assessments show how learners have been supported and disadvantage challenged?** * Do you have adequate support to achieve this? |
| **Assessment**  Assessment (S6) |
| Summarise the actions you have completed to meet the staged expectations  (Student to complete prior to meeting) |
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| Further discussion points   * **How have you had an impact on pupil progress?** * Do your plans demonstrate examples of pupil progress over a series of lessons taught in a variety of curriculum areas? * Can you communicate pupil progress to others i.e., parents, professionals etc? |

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| **(2) Your ITT Targets** |
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| Discussion points:   * **How do you generate your weekly targets?** * **How do you ensure specificity of targets?** * Have you set subject specific targets alongside pedagogic targets? * How have you been proactive in your own development by this point in the placement? |

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| **(3) Mentoring / Support** |
| **Professional** **Behaviour**  Professional Responsibilities (S8) |
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| Discussion points   * **Do you have weekly reviews with your mentor?** * **How do you and your MENTOR use & build on prior learning (campus and placement) within your ITT Curriculum?** * **What support have you received from your mentor and/or school so far?** |

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| **(4) Quality of experience / Next steps** | |
| **Agreed Strengths** | **What else do I need to be successful? (Next Steps)** |
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| Is the student on trajectory? | Yes/No |