

BRIGHT FUTURES PRIMARY SCITT PLACEMENT HANDBOOK



The best for everyone, the best from everyone

We are Bright Futures SCITT

Bright Futures SCITT is a school-led teacher training provider which sits within the Bright Futures Development Network. We are proud to be part of Bright Futures Educational Trust - a multi-academy trust made up of richly diverse schools across Greater Manchester and Blackpool. We are passionate about working together within and beyond the Trust to achieve our aspirational vision: the best *for* everyone, the best *from* everyone. We are an organisation that is underpinned by values of: community, integrity and passion. In everything we do, we remember that we are accountable to the children, families and communities that we serve.

Our trainees are immersed in schools from day one of the programme and receive high quality training from practicing subject specialists. Our mentors find that developing new teachers enriches their own practice and trainees love to be part of the school communities in our partnership. Thank you for the valuable part you play in developing future teachers and for working with Bright Futures SCITT.



Passion

We take responsibility, work hard and have high aspirations.



Community

We work together for a common purpose acknowledging our diversity as strength.



Integrity

We do the right things for the right reasons..

Contents

How to contact us	4
Our programmes	4
Training with Bright Futures SCITT	5
• Our Aims	5
• Our Curriculum	5
• Our Curriculum Strands	6
• Connecting learning across school and SCITT	6
• Placements	11
Welcoming a trainee into your community	12
Early Primary - planning for progression	13-15
Placement A - supported placement	
Placement B	
Placement C	
Primary 5-11 - planning for progression	16-18
Placement A - supported placement	
Placement B	
Every week	
Completing the Weekly Progress Review	19-20
Quality Assurance and Reporting	21-22
• Key Assessment Points	
• Reporting Reminders	
• Interim Report	
• Summative Report	
• Collaborative Progress Reviews	
• Pupil Learning	
Evaluation of Qualified Teacher Status	23-24
• Naturally occurring evidence	
• The Reflective Journal	
• Fundamental Maths and English Proficiencies	
Seeking support	24-26
Other sources of support	
Placement issues	
Financial, medical or personal issues	
Issues concerning reporting & evaluation arrangements	
Guidance for Trainees	26-27
• Attendance	
• Absence for Interviews	
• Appropriate dress and behaviour	
• E-safety and social media	
Guidance for Professional Mentors	27-34
The Role of the Class Mentor	
The Role of the Primary Lead	
The Role of the Trainee	
Postgraduate Certificate in Education (PGCE)	34-36

How to contact us

The Bright Futures SCITT Team are happy to support your development during the training year. All staff work flexibly so email is the quickest way to get in touch with us. Please email to arrange a call if you'd prefer. * *Email addresses active from September 2021.*

SCITT Role	Name	Email	Telephone	Nature of enquiry
Director of SCITT	Eleanor Davidson	EDavidson@bright-futures.co.uk	0161 823 7073	
SCITT Early Years Lead	Donna Lamey	DLamey@bright-futures.co.uk	0161 823 7073	Trainee progress, training and pastoral
SCITT Primary Lead	Philippa Huynh	PHuynh@bright-futures.co.uk	0161 823 7073	Trainee progress, training and pastoral
SCITT Secondary Lead	Nicola Neesam	NNeesam@bright-futures.co.uk	0161 823 7073	Trainee progress, training and pastoral
SCITT Manager	Hilary Langmead-Jones	HLangmead-jones@bright-futures.co.uk	0161 823 7073	General administrative enquiries Pastoral
SCITT Coordinator	Christine Sorensen	CSorensen@bright-futures.co.uk	0161 823 7073	Reporting enquiries Evaluations

Our Programmes

We offer the following programmes. Please contact Hilary Langmead-Jones (HLangmead-Jones@bright-futures.co.uk) if you are interested in hosting trainees on any of the following routes:

Early Years Teacher Status (EYTS)	An employment-based route for candidates who are currently employed in an Early Years setting
Early Primary 3-7 QTS	A one year full-time course for candidates wishing to specialise in the 3-7 age range.
Primary 5-11 QTS	A one year full-time course for candidates wishing to specialise in the 5-11 age range.
Primary 5-11 with SEND Specialism QTS	A one year full-time course for candidates wishing to specialise in SEND.
Secondary QTS	A one year full-time course. We offer a range of subjects. See website for details.

Training with Bright Futures SCITT

Our Aims

- To deliver high quality, innovative, research-led practice
- To develop reflective and responsive practitioners over time
- To foster practice which promotes high quality outcomes for learners
- To ensure a supportive and nurturing environment which will allow trainees to flourish
- Inspire a high level of professional conduct which reflects our key values of integrity, community and passion
- Partnership is central to all that we do. All our actions are centred around building deep, sustainable relationships

Our Curriculum

Our curriculum is designed to develop motivated, collaborative and learner-centred teachers who contribute effectively to schools and the teaching profession. We are committed to providing a rich, responsive and well-sequenced curriculum for our trainees which will allow them to fully meet the Teachers' Standards by the end of the programme. Mentors play a significant role in the implementation of our curriculum by supporting our trainees to **Learn, Explore** and **Apply** their centre-based learning in the classroom.

Bright Futures SCITT Curriculum		
Intent		
To develop teachers who are...		
Motivated	Collaborative	Learner-centred
Engaged with research Reflective Innovative	Deep, sustainable relationships High levels of professional conduct	High quality outcomes for learners Supportive and nurturing environment – all flourish
Implementation		
Embedding knowledge into practice through collaboration with others		
Learn	Explore	Apply

Centre-based Learning Independent CPD	Guided/structured observation Modelled practice Professional dialogue Guided reflection	Apply knowledge gained through learning and exploration
Impact Motivated practitioners that motivate others		
Teachers	Children and young people	The Profession
Motivated to learn and develop practice Learning from and taking part in research Engaging in sustainable working practices	Feel secure and valued Love to learn Are ready to move on	Engagement with research and collaboration with others ensures a positive future for the profession

Our Curriculum Strands

Our curriculum is organised around 6 key strands. They are based on the 5 Core Areas of the ITT Core Curriculum Framework. We encourage trainees to reflect on their training in one of the 6 strands (learn), build on their learning (explore) and put it into practice in the classroom (apply).

Learn Explore Apply					
Behaviour	Pedagogy	Curriculum	Assessment	Professional Behaviours	Mental Health

Connecting learning across school and SCITT

Trainees, tutors, mentors and trainers all have a part to play in making connections between Centre-based and School-based learning. We help schools to do this by sharing our Curriculum Plan (see Mosaic) and we ask trainees to lead the conversation on this by sharing what they have learned with schools. Effective learning makes connections between theoretical knowledge and practical pedagogy.

Centre-based learning		School-based learning	
This usually takes the form of directed training, some of which takes place at our SCITT centre and some in schools.		School-based learning might be directed training, professional dialogue, professional development sessions or experiential learning in the classroom.	
Professional Development Training	Curriculum Subject Knowledge Training	Professional Dialogue with mentor and colleagues	
Experiential Learning			
Observation, Planning, Teaching, Reflection			

Training Calendar

Please note that this is a guide. The live timetable and curriculum handbook are available on Mosaic and may be subject to change.

Term One								
	W/C	Mon	Tues	Wed	Thurs	Fri	Professional Development Training	School-based Curriculum Training
1	23-Aug-21						Effective observation Planning a well-structured lesson Curriculum – focus on Foundation Adaptive teaching for learners with SEND How children learn Adapting teaching to meet pupil need	Curriculum Subject Training Early Reading and Phonics Reading for Pleasure Effective behaviour management Guided reading Science 1 – Introduction to Primary Science History Maths 1 – Teaching for Mastery and subject knowledge
2	30-Aug-21							
3	06-Sep-21							
4	13-Sep-21							
5	20-Sep-21							
6	27-Sep-21							
7	04-Oct-21							
8	11-Oct-21							
9	18-Oct-21							
10	25-Oct-21						Setting high expectations Teacher Identity Protected characteristics Making accurate and productive use of assessment Teacher Wellbeing	Developing Children's Writing 1 Spelling, punctuation and grammar Art Maths 2 - Additive reasoning and the CPA approach Maths 3 – Multiplicative reasoning and mathematical fluency Indoor PE
11	1-Nov-21							
12	8-Nov-21							
13	15-Nov-21							
14	22-Nov-21							
15	29-Nov-21							
16	6-Dec-21							
17	13-Dec-21							
18	20-Dec-21							
19	27-Dec-21							

Term Two								
	W/C	Mon	Tues	Wed	Thurs	Fri	Professional Development Training	School-based Curriculum Training

20	3-Jan-22						Behaviour Clinic Employability Day Planning effectively in a new key stage Adaptive teaching for EAL learners LGBTQ+ and sexism in school	Science 2 – Working scientifically in the Primary classroom Geography English 5 - Developing Children’s Writing Maths 4 – Fractional reasoning Maths 5 - Geometric reasoning and learning theories
21	10-Jan-22							
22	17-Jan-22							
23	24-Jan-22							
24	31-Jan-22							
25	7-Feb-22							
26	14-Feb-22							
27	21-Feb-22						Understanding the pastoral role PSHE and Citizenship Effective communication and parental engagement Childhood Trauma Emotional intelligence Evidence-informed practice and professional learning	Science 3 Religious Education and Collective Worship Computing Design Technology Outdoor PE
28	28-Feb-22							
29	7-Mar-22							
30	14-Mar-22							
31	21-Mar-22							
32	28-Mar-22							
33	4-Apr-22							

Term Three								
	W/C	Mon	Tues	Wed	Thurs	Fri	Professional Development Training	School-based Curriculum Training
34	11-Apr-22						Preparing for moderation Early Career Framework Career Entry Development Profile	Languages
35	18-Apr-22							
36	25-Apr-22							
37	2-May-22							
38	9-May-22							
39	16-May-22							
40	23-May-22							
41	30-May-22							

42	6-Jun-22							
43	13-Jun-22							
44	20-Jun-22							

CALENDAR KEY

SCITT DAYS 180 days on programme	Primary 3-7	Primary 5-11
Placement	110	115
Enhancement	6	6
Enrichment	4	4
School-based training	26	26
Early Primary Training AGGS	6	1
Whole Cohort Professional Development Training AGGS	13	13
Primary Only Professional Development Training AGGS	6	6
PGCE	8(+1)	8(+1)

Placements

The table below outlines the placement structure for both Early Primary and Primary trainees. Please note that trainees on salaried routes may follow a different structure. Please contact the Primary Lead for details.

	Early Primary	Primary
Placement A The supported teaching placement	Trainees work closely with their class teacher to plan and deliver group and whole class lessons. They work within a structured framework to build up the curriculum range and frequency of their teaching experience. Early Primary trainees will also plan for continuous provision.	
Placement B	Trainees work closely with their mentor and colleagues to plan for continuous provision and structured activities.	In this final placement, trainees move from initial supported planning, assessment and delivery to greater independence in their classroom practice. This placement takes place in the alternate key stage to that of A. The trainee will gradually take on more responsibility for teaching across the primary curriculum. The trainee will look for opportunities to observe other practitioners across the school and complete a PGCE school-based enquiry task.
Placement C	In this final placement, trainees move from initial supported planning, assessment and delivery to greater independence in their classroom practice. This placement takes place in the alternate key stage to that of A. The trainee will gradually take on more responsibility for teaching across the primary curriculum. The trainee will look for opportunities to observe other practitioners across the school and complete a PGCE school-based enquiry task.	
Enhancement Week	Trainees have the opportunity to spend time in Key Stage 2 observing practice across a range of subjects and supporting with group teaching. Further guidance will be made available on Teams.	Trainees have the opportunity to spend time in the Early Years Foundation Stage and in Key Stage 3. Further guidance will be made available on Teams.
Enrichment Week	Near the end of the final placement trainees are given the opportunity to develop a specific area of their practice or to visit their employer school. For a small number of trainees this phase may be used to secure evidence across all standards.	

--	--

Welcoming a trainee into your community

Our training route is school-based and trainees choose to train with us because they value being immersed in the school community. Thank you for extending a welcome to our trainees. Our research shows that trainees feel welcome when the school:

- Shares its vision for professional development and its reason for supporting trainee teachers
- Make an opportunity for the trainee to meet colleagues and members of the senior leadership team
- Provides an email address, teacher lanyard and access to the building
- Provides a place to work and access to shared drives and the photocopier

Sharing ethos and policies

We ask our trainees to find out as much as possible about the school prior to joining by looking at the school website and becoming familiar with school policies. Please support this process by sharing the school ethos, key pedagogical approaches and behaviour management approach.

Safeguarding

Trainees will be introduced to Safeguarding and the Prevent Duty as part of their SCITT professional training and will be made aware of their responsibilities in regard to this.

We ask that the trainee is introduced to the setting's Safeguarding policy and approach to the Prevent Duty as part of the school induction. Please make sure that trainees are given the following information:

- The school's child protection policy
- The staff behaviour policy (sometimes called a code of conduct)
- Information about the role of the designated safeguarding lead
- A copy of Keeping Children Safe in Education
- Online safety policy

All trainees should adhere to the school's policy regarding the use of photographic equipment. Trainees should also follow the school's Data Protection policy and General Data Policy Regulation (GDPR). See our website for our Safeguarding on Placement policy: [BF-SCITT-Safeguarding-When-On-Placement-2021-22.pdf \(bright-futures.co.uk\)](#)

A structured timetable for the first week

Please support your trainee by providing a structured timetable for the first week. We provide trainees with a list of suggested tasks which include focused observation across a range of classes/ curriculum subjects. Trainees appreciate when the mentor assigns specific classroom management tasks in the early days of placement such as taking the register or working with specific groups. Trainees appreciate meaningful activity in the first few days as it helps them to get to know the pupils and start to understand the basics of classroom management.

Early Primary - planning for progression

Placement A – Reception Placement

- This 12 week placement is a **supported** placement. The trainee will need support with planning and delivery in the early stages. This can be gradually reduced as the trainee becomes more confident.
- Planning, Preparation and Assessment (PPA) time is really important for trainees and must be built into the timetable each week.
- The progression route below is based on 4 days a week (20 hours). Please adjust the timetable if trainees have fewer days in school.

Some trainees may be ready for a higher percentage more quickly and might negotiate this with the mentor. Some trainees may need longer at each stage. Please contact the Course Lead to discuss this.

		Whole Class Teaching	Group Work Team Teaching Observations	Planning Preparation Assessment (PPA)
Week 1-2 Observation phase	Observation and understanding observation for assessment		Up to 16 hours	4-5 hours
Training Block 1				
<ul style="list-style-type: none"> • Early Reading & Phonics • English 1 - Reading for Pleasure • Behaviour in the Primary Classroom • English 2 - Guided reading • Introduction to Primary Science • History • Maths 1 – Teaching for Mastery and subject knowledge 				
Weeks 3-6 Small groups and short whole class inputs	With support, begin to plan for groups of learners and short whole class inputs	Build up to 4-5 hours	8-10 hours	

Training Block 2			
<ul style="list-style-type: none"> English 3 - Children's writing English 4 – Spelling, punctuation and grammar Art Maths 2 – Additive reasoning and the CPA approach Indoor PE Maths 3 - Multiplicative reasoning and mathematical fluency 			
Weeks 7-9	With planning support, increase whole class teaching	6-7 hours	7-8 hours
Weeks 10-13	Trainees must carry out whole class teaching for 9-10 hours a week for at least 3 weeks	9-10 hours	5-6 hours

Placement B – Nursery Placement

	Teaching	Group Work Team Teaching Observations	Planning Preparation Assessment (PPA)
Training Block 3			
<ul style="list-style-type: none"> Science 2 - Working scientifically in the Primary classroom Geography English 5 - Developing Children's Writing Maths 4 - Fractional reasoning Maths 5 - Geometric reasoning and learning theories 			
Week 1	Focused Observations Understanding observation for assessment	15-16 hours	4-5 hours
Weeks 2-4	Plan for key group Focused assessment and interventions Contributing to Child Profile	Building to 7-8 hours	7-8 hours

Placement C

	Whole Class Teaching	Group Work Team Teaching Observations	Planning Preparation Assessment (PPA)
Training Block 4			
<ul style="list-style-type: none"> Science 3 - Raising attainment in Primary Science Religious Education and Collective Worship Computing Design Technology 			

<ul style="list-style-type: none"> • Music • Languages 			
Week 1-2	To observe effective teaching and work with groups of children under the direction of the class teacher, in order to get to know the children and their range of attainment, as well as the units of work being planned.	15-16 hours	4-5 hours
Weeks 3-5	To plan with guidance for groups of learners and whole class inputs.	4-5 hours	
Weeks 6-8	To teach and plan independently for whole class teaching and group work	9-10 hours	
Week 8-13	Trainee must sustain 15-16 hours' whole class teaching for the final 5 weeks.	15-16 hours	

Every Week:

- Plan the timetable for the following week and arrange a suitable time to complete the Weekly Review.
- Set a deadline for planning to be submitted
- Complete a formal observation
- Meet to discuss the week. Completion of the weekly review might be a shared process.

Primary 5-11 – planning for progression

Placement A – Supported Placement

- This 12 week placement is a **supported** placement. The trainee will need support with planning and delivery in the early stages. This can be gradually reduced as the trainee becomes more confident.
- Planning, Preparation and Assessment (PPA) time is really important for trainees and must be built into the timetable each week.
- The progression route below is based on 4 days a week (20 hours). Please adjust the timetable if trainees have fewer days in school.

Some trainees may be ready for a higher percentage more quickly and might negotiate this with the mentor. Some trainees may need longer at each stage. Please contact the Course Lead to discuss this.

	Whole Class Teaching	Group Work Team Teaching Observations	Planning Preparation Assessment (PPA)
Week 1-2 Observation phase	To observe effective teaching and to work with groups of children under the direction of the class teacher, in order to get to know the children and their range of attainment as well as units of work being planned. Ensure some non-contact time is allocated to give the trainee opportunities to explore resources, school policies, etc.	Up to 16 hours	4-5 hours
Training Block 1 <ul style="list-style-type: none"> • Early Reading & Phonics • English 1 - Reading for Pleasure • Behaviour in the Primary Classroom • English 2 - Guided reading • Introduction to Primary Science • History • Maths 1 – Teaching for Mastery and subject knowledge 			
Weeks 3-6 Small groups and short whole class inputs	With support, begin to plan for groups of learners and short whole class inputs	Build up to 4-5 hours	8-10 hours
Training Block 2 <ul style="list-style-type: none"> • English 3 - Children's writing • English 4 – Spelling, punctuation and grammar • Art • Maths 2 – Additive reasoning and the CPA approach • Indoor PE • Maths 3 - Multiplicative reasoning and mathematical fluency 			

Weeks 7-9	With planning support, increase whole class teaching	6-7 hours	7-8 hours	
Weeks 10-13	Trainees must carry out whole class teaching for 9-10 hours a week for at least 3 weeks	9-10 hours	5-6 hours	

Placement B

Trainees will need support in adjusting to their new key stage but will be able to plan independently following initial support. This is the final placement for Primary 5-11 trainees and must build to trainees delivering 14-15 hours of whole class teaching for each of the final 5 weeks.

- Talk to your trainee to find out more about their first placement. Some trainees may have had more whole-class teaching experience on Placement A and as a result, will be ready to increase teaching percentage sooner. A suitable progression should be agreed together.
- It is essential to maintain PPA time outside the classroom throughout this placement.
- Please adjust to account for training days.

	Whole Class Teaching	Group Work Team Teaching Observations	Planning Preparation Assessment (PPA)
Training Block 3 <ul style="list-style-type: none"> • Science 2 - Working scientifically in the Primary classroom • Geography • English 5 - Developing Children's Writing • Maths 4 - Fractional reasoning • Maths 5 - Geometric reasoning and learning theories 			
Week 1-2	To observe effective teaching and to work with groups of children under the direction of the class teacher, in order to get to know the children and their range of attainment as well as units of work being planned. Ensure some non-contact time is allocated to give the trainee opportunities to explore resources, school policies, etc.	Up to 16 hours	4-5 hours

Weeks 3-4	To plan for groups of learners and whole class inputs.	Build up to 7-8 hours	7-8 hours	
Training Block 4 <ul style="list-style-type: none"> • Science 3 - Raising attainment in Primary Science • Religious Education and Collective Worship • Computing • Design Technology • Music 				
Weeks 5-12	To increase the amount of whole class input.	9-10 hours	5-6 hours	
Week 13-18	Trainees must sustain 80% whole class teaching for the final 5 weeks.	14-15 hours		

Every Week:

- Plan the timetable for the following week and arrange a suitable time to complete the Weekly Review.
- Set a deadline for planning to be submitted
- Complete a formal observation
- Meet to discuss the week. Completion of the weekly review might be a shared process.

Completing the Weekly Review

The Weekly Review is a reflection on trainee progress across the week. We ask trainees to lead the conversation with a reflection on what they have learned in their centre-based learning and how they have explored and applied this knowledge. This is followed by the Mentor's comments on trainee progress and pupil learning. Please ensure that targets are reviewed and set each week – this should be a shared process. Below is an annotated copy of the Weekly Progress Review form – this is intended as a guide.

Bright Futures SCITT Weekly Review

To be completed by Trainee			
Reflect on practice across the week.			
5 Core Areas	Learn	Explore	Apply
	What did you learn in centre-based training?	How have you explored this?	How have you applied it in the classroom?
Behaviour	<p>Trainee to reflect on key learning points from recent training and record them here</p> <p>NOTE: There is no need to address all 5 areas every week.</p>	<p>Trainee - record the ways in which you have explored this further. This might include discussions with mentor, further self-directed study, observation of colleague etc.</p>	<p>Trainee – record how you have applied your learning in the classroom. For example, planned for and consistently used a specific range of behaviour management techniques designed to promote positive behaviour reinforcement.</p>
Pedagogy			
Curriculum			
Assessment			
Professional Behaviours			
To be completed by Mentor			
Comments on trainee progress across the week including impact on pupil learning			
<p>Mentor to comment on trainee progress across the week. This might include the following:</p> <ul style="list-style-type: none"> • Application of centre-based learning in planning and in the classroom. • Impact of planning and teaching on pupil learning • Examples of pro-active response to feedback • 			
Complete together			
Progress made against previous targets (short-term and long-term)			
<p>It is important that reviewing progress against trainee targets is a shared process. Trainees should play an active part in reflecting on progress made as well as planning for further development.</p>			

Areas for development	Action steps to achieve targets
<p>Please set 2/3 SMART targets referenced to the 5 Core Areas</p> <p>Targets should be referenced against the 5 Core Areas to ensure progress across the curriculum and also:</p> <ul style="list-style-type: none"> • Specific • Measurable • Attainable • Relevant • Time-based 	<p>Make sure the trainee understands next steps in order to meet the targets.</p>

Quality Assurance and Reporting

A trainee must meet all the Teachers' Standards at the **end** of the programme in order to be recommended for Qualified Teacher Status but the Teachers' Standards are no longer used as a developmental or assessment tool **during** the programme. We do ask you to review trainee's progress towards this at key assessment points. Please consider the point a trainee has reached on the programme when reviewing progress.

We use the following system to indicate whether a trainee is on track to meet the Teachers' Standards at the end of the programme:

Cause for Concern This means that the trainee is not making progress even with support.	On Track Given the point the trainee has reached on the programme, are they on track to meet the Teachers Standards by the end of the programme? Have they made appropriate progress for the point they have reached in the SCITT year?
---	--

Please contact us if you have concerns about progress at any point. Our procedure for addressing concerns is included below in the Seeking Support section. A concern can be raised by either the trainee or the mentor team.

Key Assessment Points

		Primary	Early Primary
Placement A	Interim Report	22/10/21	w/c 22/10/21
	Summative Report 1	10/12/21	10/12/21
Placement B	Interim Report	28/4/22	10/2/22 Short Placement Report
	Summative Report 2	10/6/22	Not required
Placement C	Interim Report		28/4/22
	Summative Report 3		10/6/22
	Primary Salaried		
	Primary salaried routes are bespoke. Please see individual calendar for key assessment points.		

**Please note that at times and due to reasons out of our control there might be a need to make minor adjustments to the schedule above.

Reporting Reminders

The SCITT Coordinator will contact you in advance of the assessment date with a copy of the form. Please contact Christine Sorensen with any reporting queries. csorensen@bright-futures.co.uk.

Interim Report

The interim report should take place at the midway point of the placement. This will be sent to your mentor by the SCITT administrator. The report should reflect progress at this time.

Summative Report

At the end of each placement, trainees should complete their section of the summative report form, reflecting on their own progress against the Core Development Areas. The trainee section should be completed and sent to the mentor *one week* before the final mentor meeting allowing time for the mentor to complete his/her section.

All reports are reviewed and moderated. The final summative report is used to inform the trainee's recommendation for QTS and must indicate that a trainee has met all the Teachers' Standards. Any concerns regarding this must be flagged to the Course Lead in advance of the report submission.

Collaborative Progress Reviews (CPR)

Collaborative Progress Reviews take place once during each placement. You will be contacted by the Course Lead or a colleague from an alliance school. A suitable time and date for your visit will be arranged with you and your mentor. The person carrying out your CPR visit will ask to observe a lesson and follow up with a discussion with mentor and trainee. You may be asked to have planning or other documents available for the visit. If this evidence is electronic, please arrange to make specific documents available. This visit is an opportunity to review your progress with you and your mentor and to ensure that your training needs are being met. It is not an assessment.

Pupil Learning

In collaboration with your mentor, you are responsible for ensuring that pupils make progress as a result of your lessons. By setting intelligent objectives and making effective use of both formative and summative assessment, you should be able to demonstrate that you are making a significant contribution to the learning and understanding of the children in your class(es).

Evaluation of Qualified Teacher Status (QTS)

Naturally Occurring Evidence

Trainee development is supported during the SCITT year through training, classroom experience, professional dialogue and self-reflection. Over the course of the programme, trainees will naturally acquire evidence of their development from a range of sources. Our approach to evidence gathering is designed to reduce workload and to be meaningful to the trainee. Here are a range of evidence types you are likely to gather:

Lesson Plans	Weekly Reviews*	Subject knowledge development/ CPD
Interim and Summative Reports*	Naturally Occurring Evidence	Pupil tracking or assessment
Reflective journal	Examples of pupil work	Wider school engagement

You might choose to collate your evidence in a file or digitally. We ask you to retain evidence to support dialogue about your professional development at the end of the programme.

*You must retain copies of your Weekly Reviews and Placement Reports.

The Reflective Journal

This is a personal journal to record your reflections for the duration of your SCITT year (and even beyond). Your reflections may include the following:

- Reflection on a specific lesson that you have taught
- Reflections of 'good' practice observed within the school

- Reflection on a ‘critical’ incident (positive or negative) and how the incident made you consider your teaching practice
- teachers’ standards you wish to reflect upon, (e.g. an effective behaviour strategy that you intend to use in your practice)
- Response to research/articles/school policies
- Reflection on pupil progress - this could be a group of children, individual children, SEND and other targeted groups such as pupil premium as well as other support and intervention groups.

Fundamental Maths and English Proficiencies

Trainees are expected to demonstrate proficiency in Fundamental Maths and English by the end of the SCITT course. You will have the opportunity to assess your fundamental skills and address any gaps you might identify. It is a requirement of accreditation that you are able to demonstrate proficiency in fundamental Maths and English in order to be recommended for Qualified Teacher Status.

Seeking support

We aim to conduct ourselves with fairness and integrity towards our trainees and partner schools. Our support procedure allows all partners (SCITT lead, mentors and trainee) to have a voice and to be treated fairly. A clear support procedure means that all partners are fully informed at each step of the process. We are committed to working in an inclusive way and treating all partners with respect.

	Stage 1
Concern	Stage 1 is an informal stage in the support process Concerns raised by Professional Mentor, Mentor or Trainee Contact Primary Lead at an early stage
Action	Preliminary ONLINE meeting – Primary Lead, Mentors and Trainee <ul style="list-style-type: none"> • Discuss concerns raised. • Agree SMART targets and identify action steps • Date set for review and observation to be carried out by Professional Mentor <p>All partners to agree to the expectation that action steps will be taken to address the concerns raised.</p>
Review	Professional Mentor to observe lesson on agreed date, review targets and feed back to Primary Lead. If concerns are ongoing, Primary Lead will initiate Stage 2.
	Stage 2

Concern	Stage 2 is a formal stage in the support process A formal support plan will be put in place in response to ongoing concerns not addressed at Stage 1.
Action	<p>ONLINE meeting with Primary Lead, Trainee and Mentor (Class or Professional Mentor)</p> <ul style="list-style-type: none"> • Identify appropriate support measures – might include additional training, planning support, adjusted workload etc. • Expectation set that additional support must result in progress • Plans put in place for additional support • SMART targets set with action steps • Review date set • Trainee to be made aware of next steps should support plan not lead to progress <p>All partners to view and sign the support plan.</p>
Review	Copy of support plan to be shared with mentor team and trainee and signed by all partners. This will be retained as part of the student's record.
	Stage 3
Action	Primary Lead to carry out observation Review meeting to follow with trainee and mentor team.
Review	<ul style="list-style-type: none"> • Review lesson, actions and targets • Trainee must demonstrate that targets have been addressed and progress made in order to retain a place on the programme
Notes	<p>A Primary trainee must successfully complete a placement in each key stage in order to be recommended for QTS.</p> <p>An Early Primary trainee must successfully complete two placements in EYFS and one in Key Stage 1 in order to be recommended for QTS.</p> <p>If targeted support does not result in progress, the trainee may be invited to a meeting with the SCITT Director to discuss their position.</p>

Other sources of support

Placement issues

We like to be fully approachable at the Bright Futures SCITT. The following guide should help you to select the right person to contact should you have any questions or concerns. If you encounter an issue while on placement, please do the following.

- Check the SCITT Handbook
- Check FAQs on Teams
- Speak to your Subject/Class Mentor in the first instance and seek a resolution.

- For an issue that cannot be addressed with the Subject/Class Mentor, speak to your Professional Mentor who oversees trainee wellbeing in school.
- If the matter is not resolved, contact the Primary Lead who will support you in addressing the matter with your placement school.

Professional conversations can be challenging sometimes and we are happy to support you in developing this skill.

Financial, medical or personal issues

If you encounter financial, medical or personal issues during your training year, please contact Hilary Langmead-Jones (HLangmead-Jones@bright-futures.co.uk) to discuss your concerns. You will then be referred to the right person to support you - Subject Lead, SCITT Director and/or an Occupational Health Advisor.

Issues concerning reporting & evaluation arrangements

For queries regarding interim or summative reports or internal SCITT evaluations, please contact Christine Sorensen, SCITT Coordinator CSorensen@bright-futures.co.uk

Guidance for Trainees

Attendance

Attendance and punctuality are important indicators of professional values and practice. The DfE requires that trainees complete at least **120 teaching days in school** during the SCITT course in order to gain QTS (qualified teacher status). All trainees are expected to achieve full attendance during professional placement and will be granted authorised absence from school only in exceptional circumstances. The SCITT Attendance Policy is available on Microsoft Teams.

- Please update the Attendance Tracker on Microsoft Teams at the end of each week. Absence must be recorded on the Attendance Tracker using absence codes.
- Please maintain a paper Attendance Record during placement. This should be signed each week by the mentor and returned to Christine Sorensen (CSorensen@bright-futures.co.uk) at the end of each placement.
- For unexpected absence a trainee must inform the SCITT Manager **and** the Course Leader by 8.30am on each day of absence, and the School Professional Mentor by the time specified in school attendance policies or 8.30am, whichever is the earlier. (Please adhere to your school's policy if it differs slightly from the above).

Absence for interviews

Please note that attendance may include some time out of school for interviews. We would ask trainees to be mindful of reducing the time and the disruption caused to their classes as much as possible. Observation visits

to schools prior to job applications or interview will not be counted as authorised absence and should be conducted after the end of a school day.

Appropriate dress and behaviour

Trainees must present themselves in an appropriate and professional manner when on school placement. It is expected that trainees will treat pupils and colleagues with respect and dignity and will endeavour to make a positive contribution to the ethos of their placement school. Trainees should familiarise themselves with the school dress code for their placement school.

E-safety and social media

As a professional in training, trainees need to be mindful of their ‘footprint’ on social media sites. This is necessary both to model professionalism to the schools supporting their placement training and to protect themselves from any personal repercussions which may hinder their future in the teaching profession. Trainees should familiarise themselves with the school e-safety code for their placement school.

Guidance for Professional Mentors

We value Professional Mentors and the role that they play in our alliance and in the development of our trainees.

The following is intended as a guide:

Professional Mentor responsibilities

School Induction

- To provide trainees with information about the school.
- To ensure that the trainees have an appropriate space in which to work when not teaching.
- To ensure that the trainees have access to school facilities such as ICT, photocopying and other resources.
- To help the trainee to understand how the school works, formally and informally.
- To introduce the trainee to the ethos of the school and department.

Trainee Development

- To facilitate trainee’s access to information and learning experiences to enable them to meet the Teacher’s Standards.
- To ensure that the trainee has a structured programme of training on whole school issues during their placement.

Mentoring Practice

- To designate a subject/class mentor to support the training.
- To meet with the subject/class mentors on a regular basis.
- To discuss the outcomes and monitor the quality of the weekly meetings between mentor and trainee.
- To quality assure subject specific training through joint observations with the subject mentor.

Progress Concerns

- To communicate concerns regarding progress or professionalism to the SCITT Course Lead.
- To implement a formal school action plan for any trainee in danger of failing to achieve the teachers' standards.

Reporting

- To co-ordinate the reviews of the trainee's progress and writing reports.
- To ratify the final assessment of the trainees.
- To ensure timely submission of reports.

Mentor Development

- To ensure attendance at mentor training and meetings with SCITT Course Lead.
- To evaluate the school's ITE provision at least once per year.
- To co-ordinate the work of the subject/class mentor in school and ensure that they have access to appropriate training and development.

The Role of the Class Mentor

The support you give our trainees is vital in ensuring that they are able to make excellent progress in development as teachers. Trainees will begin each placement with a range of starting points in terms of experience and confidence. Please keep this in mind as you support their development.

Your trainee's progress *is under your direction* and you may choose a variety of approaches to support their training which may include joint teaching, joint planning, and observation of teachers in other classrooms as well as discussion of progress.

The expectation is that trainees will become increasingly independent as the SCITT year progresses. Trainee feedback is likely to develop into coaching over time.

The following checklist is designed to help you fulfil this role.

The Mentor agrees to:

Classroom Induction

To ensure that the trainee becomes familiar with:

- systems of grouping within the class and school
- SEND including any intervention and personalised learning plans and pupils eligible for pupil premium
- approaches to behaviour management and discipline
- the roles of other adults in the classroom
- any seating arrangements
- use of ICT facilities
- homework
- safeguarding
- safety (first aid, evacuation)
- e-safety
- Child protection procedures

Weekly

- To arrange the trainee's teaching timetable in accordance with the programme.
- To monitor trainee attendance during the placement.
- To know the teaching standards and apply them to the trainee's every day practice.
- To observe trainee teaching both informally and formally.
- To meet the trainee to discuss weekly progress.
- To review progress against weekly targets and set new ones based on trainee progress.

Trainee Progress

- To alert the SCITT Course Lead to concerns about the trainee's progress or professionalism.
- To jointly review trainee progress (including observation and discussion) with the SCITT Course Lead or a SCITT partner.
- To work closely with the Professional Mentor and SCITT Lead to ensure consistency in the advice given to the trainee.

Planning

- To advise the trainee on all aspects of lesson planning.
- To support development of the trainee's planning skills and to encourage independent planning over time.
- To agree appropriate deadlines for the submission of planning.

Data and Assessment

- To train the trainee on how to use assessment data to inform planning for teaching and learning.
- To ensure the trainee has access to all data that is relevant to the classes in their timetable.
- To ensure that the trainee is familiar with school assessment practices and contributes to this process.

Subject Knowledge

- To support the trainee in developing their subject knowledge.
- To identify subject knowledge priorities for the trainee and alert the trainee to any CPD opportunities that will meet gaps, providing and directing the trainee to appropriate resources that will support the trainees' pedagogical understanding.
- To train the trainee in the use of ICT as a tool to enhance teaching and learning in their subject area.

Assessment and Reporting

- To complete all paperwork required by the SCITT programme.
- To arrange a weekly review meeting with the trainee.
- To liaise with the Professional Mentor to complete Interim and Summative reports for the trainee.
- To submit reports in a timely manner.

Professional Development

- To attend mentor training provided by the SCITT.
- To alert the professional mentor to their own professional development needs.

The Role of the Primary Lead

The Primary Lead oversees the development of the trainee over the course of the SCITT year. Working in partnership with schools, the SCITT Lead monitors trainee progress and ensures that placements allow for effective trainee development.

The Primary Lead will:

Trainee Development

- Oversee trainee development across the SCITT year including during placement.
- Work with mentors to ensure that training needs are met.
- Make trainees aware if the school or SCITT have concerns about their progress.

Intervention

- If a trainee or mentor has raised concerns about professionalism or progress, the Primary Lead may visit the school. This visit could be a joint observation, discussion with trainee and/or mentor or trainee development session.
- A record will be made of actions carried out and targets will be set if appropriate.
- A follow up visit may be arranged if appropriate.

Partnership

- Communicate regularly with Class Mentors and Professional Mentors regarding trainee progress and professionalism.
- Work in collaboration with the Professional Mentor and Class Mentor to ensure that trainee experience on placement is conducive to development.
- Review trainee progress with the Class Mentor and/or Professional Mentor.
- Review and discuss Interim and Summative reports with the Class Mentor if necessary.
- Communicate effectively regarding placements.

Collaborative Progress Review

Once per placement, the Primary Lead or a SCITT partner will carry out a Collaborative Progress Review. This will be a joint lesson observation with the subject mentor followed by a three-way 'triangular' discussion (course leader/mentor/trainee) to review progress and agree targets for development.

The Role of the Trainee

Trainees are encouraged to become part of the team in their placement school.

The trainee agrees to:

Professionalism

- Return any resources or materials belonging to the school at the end of their placement.
- Set a good example to all pupils through their personal presentation and conduct, and through the standard of their spoken and written English.
- Be punctual, arriving at school no later than 8.30 am and not leaving before 4.00pm except in rare circumstances as negotiated with the mentor.
- Understand their pastoral responsibilities including the safeguarding, health and safety of all pupils. Manage any bullying or discrimination issues calmly.
- Make themselves aware of school policies and procedures and, with the guidance of the school co-ordinator and mentor, apply them appropriately.
- Carry out, in a professional manner, reasonable tasks as required by the Head teacher, professional and subject mentor.
- Plan and prepare allocated lessons in advance, in a time frame agreed with the mentor.
- Adhere to the school marking and assessment policy.

Wider School Life

- Involve themselves in the general and corporate life of the school attending staff meetings and school events when invited. Trainee teachers cannot legally take full responsibility for playground supervision but will be expected to join a member of staff carrying out this duty two or three times during each professional placement. The trainee's involvement in extracurricular activities is voluntary but such activity can be valuable and contribute to the standards of professional values and practice.
- Establish professional and effective relationships with school staff, parents and pupils and with other agencies involved with the education and welfare of the pupils.
- Maintain confidentiality, exercising tact at all times and respecting the confidentiality of both children and teachers.
- Be aware of the wider context of education and that learning takes place both in and out of school

Professional Development

- Retain weekly reviews, placement reports and planning, either digitally or in a file. *This should be made available to mentors or tutors on request.*
- Consistently reflect on practice including lessons, training and other experiences during the SCITT year.
- Listen to constructive advice and act upon it to the best of their ability.
- Take responsibility for their own professional development.
- Seek to further their experiences, set appropriate professional targets and evaluate their own performance honestly.

Build the subject knowledge required to teach effectively within the National Curriculum 2014.

Postgraduate Certificate in Education (PGCE)

The PGCE is delivered and awarded by the University of Manchester. Trainees will engage with 8 study/taught days over the academic year and the study/taught days will be held at the university. You will have access throughout the year to the university's resources and facilities.

The Bright Futures work closely with the University of Manchester to ensure that the training programme and PGCE work in harmony. From time to time, it may be necessary to share information between the two organisations. We will always seek your permission to do so.

The course is delivered face-to-face or online where necessary. Trainees will be supported through their assignments by on-line materials and University tutor input. The assessment framework consists of 4 course units:

Reflecting on professional practice (15 credits)

Aim: To enable participants to critically reflect on and strengthen classroom practice through development of an enquiry approach

Theoretical study of frameworks for reflection, critical reading and writing.

Assessed through a critical analysis and evaluation using a framework for reflection on professional learning

On successful completion of this course unit, participants will be able to:

- Critically evaluate their own professional development and position this within school priorities
- Demonstrate effective evaluation of practice using critical thinking, engagement with relevant literature, data gathering, analysis and reflection
- Demonstrate originality and self-direction in problem-solving and act autonomously in planning and implementing tasks of a professional nature

Teaching, Learning and Assessment (15 credits)

Aim: This Course unit aims to develop participants' understanding of a range of learning, teaching and assessment strategies which promote pupil progress in order that all pupils achieve their learning potential.

Theoretical study of how learners learn, teaching practices and assessment.

Assessed through an evaluative report on classroom practice in teaching, learning or assessment.

On successful completion of this course unit, participants will be able to:

- Demonstrate an in-depth understanding and critique of the changing socio-political and cultural context in which learning and teaching in educational settings and contexts occurs.
- Apply a range of teaching and learning strategies and critically evaluate their effectiveness in context in relation to raising the achievement of children and young people.
- Demonstrate critical engagement with key concepts in assessment and the application and evaluation of formative assessment methods.

- Demonstrate self-direction and originality in problem-solving in relation to the Course unit content and act autonomously in planning and implementing change in their educational setting, taking account of current thinking and literature in related areas.

Enquiry 1 (15 credits)

Aim

Aim: to examine the role and purpose of educational research in teaching and learning; To critically review research in practice (practitioner research) in the context of the school classroom; To understand what it means to conduct research in an ethical manner.

Theoretical study of practitioner research.

Assessed through designing a research study into a participant designated educational theme.

On successful completion of this course unit, participants will be able to:

- Understand the nature and purpose of educational research
- Understand the importance of a research question and its role as the origin of a research study
- Carry out a literature research into a chosen topic
- Understand the need for research ethics

Enquiry 2 (15 credits)

Aim: To critically review research in practice (practitioner research) in the context of the school classroom; To understand what it means to conduct research in an ethical manner.

Theoretical study of practitioner research

Assessed through report of a research study into a participant designated educational theme

On successful completion of this course unit, participants will be able to:

- Carry out an appropriate research study
- Structure and organise findings clearly and concisely
- Critically evaluate the research, interpret the findings and relate the study to educational theory

Trainees completing a PGCE commit to meeting the deadlines set out by the University of Manchester. Further details are available in the University of Manchester PGCE Handbook.

