

# **BRIGHT FUTURES EYTS SCITT HANDBOOK 2023-24**



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..

# Equity, Diversity & Inclusion Statement

At The Bright Futures SCITT, part of the Bright Futures Educational Trust, we are passionate about working together with all our alliance partners to achieve the Trust's vision: the best *for* everyone, the best *from* everyone.

It is our aim that our partners are 'capacity givers' as well as receivers in a truly collaborative way, and we want all our stakeholders to feel included, to have a sense of belonging within our alliance. Furthermore, we recognise the value that diversity of people, identities and culture brings to the education sector.

We are proud to celebrate the diversity of our all our trainees, mentors, trainers and staff members.

As a School Centred Initial Teacher Training (SCITT) provider, we welcome applications from the whole spectrum of society. Our vision is to have a cohort of trainees that truly reflects the diversity of society. We are actively seeking ways to extend this diversity. We champion and support the recruitment of all participants who are identified through the Equality Act 2010 under the protected characteristics. We will continue to work hard to ensure our provision reflects the needs and diversity of our alliance.

As a SCITT we strive to recruit, support and train people of outstanding potential, irrespective of their background. We will ensure that the application and admission process is transparent, has minimal barriers to entry, is based on merit and potential, is fair with regard to diversity and professional in its nature.

The SCITT is committed to promoting equity of opportunity. Equity is important to us, and we will treat everyone equally irrespective of age, disability, gender reassignment, marital or civil partnership, race (including colour, nationality and ethnic or national origin), religion or belief (including a lack of belief), sex, sexual orientation ("the protected categories").

## **Anti-discrimination**

As a SCITT we feel that it is not enough to just act in a non-discriminatory way. Therefore, it is our goal to become an anti-discrimination SCITT, by challenging and addressing discrimination in all its forms.

Our ambitious SCITT curriculum has a core curriculum theme titled 'EDI' and this is embedded throughout our recruitment processes, centre-based training and school-based practice.

# Contents

How to contact us .....	6
Our Programmes.....	7
Training with Bright Futures SCITT.....	8
Our Aims .....	8
<b>Our Curriculum Design .....</b>	<b>9</b>
Understanding the Learning Themes.....	10
Planning the Trainee Learning Journey .....	11
Connecting learning .....	12
Learn Explore Apply approach .....	122
Curriculum: FAQs.....	13
Mosaic.....	14
<b>EYTS Training Calendar.....</b>	<b>14</b>
<b>Placements .....</b>	<b>187</b>
Planning the week .....	19
<b>Quality Assurance and Reporting.....</b>	<b>19</b>
Key Assessment Points.....	20
Reporting Reminders .....	20
Interim Report.....	20
Summative Report .....	21
Collaborative Progress Reviews (CPR) .....	21
Lesson/Session Visit .....	21
Pupil Learning.....	21
<b>Evaluation of Early Years Teacher Status (EYTS) .....</b>	<b>22</b>
Gathering Evidence .....	22
The Reflection Journal .....	22
Fundamental Maths and English Proficiencies .....	22
<b>Assessment .....</b>	<b>23</b>
Support.....	24
Seeking support.....	24
Placement issues.....	26
Financial, medical or personal issues.....	26
<b>Guidance for Trainees .....</b>	<b>276</b>
Attendance.....	276
Appropriate dress and behaviour .....	276
E-safety and social media.....	276
The Role of the Mentor.....	27

The Role of the Early Years Lead.....	299
The Role of the Trainee.....	30

# 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. \*

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](mailto:HLangmead-Jones@bright-futures.co.uk)) if you are interested in hosting trainees on any of the following routes:

Routes into Teaching with Bright Futures SCITT		
Employment-based route	Early Years Teacher Status (EYTS)	An employment-based route for candidates who are currently employed in an Early Years setting.
Qualified Teacher Status routes	Early Primary 3-7	A one year full-time course for candidates wishing to specialise in the 3-7 age range.
	Primary 5-11	A one year full-time course for candidates wishing to specialise in the 5-11 age range.
	Primary 5-11 with SEND Specialism	A one year full-time course for candidates wishing to specialise in SEND.
	Secondary	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

## Bright Futures SCITT Curriculum

Bright Futures SCITT is a curriculum-led programme of teacher training. Our curriculum is carefully sequenced and structured to support trainees' learning over time. It is organised into three distinct phases: **Introductory Phase**, **Developmental Phase** and **Consolidation Phase**. Each phase is clearly defined in terms of learning expectations and this phased approach allows content to be explored in increasing depth over the training year.

By using a phased/progressive curriculum, we set clear expectations for trainee progress. This ensures a trajectory of deeper learning across the training year and supports mentors in structuring 'employed' and contrasting placement experiences that are appropriate to each training phase. Our curriculum provides trainees with a broad range of specialist training and experiences needed to successfully teach across the whole 0-5 years age range and the opportunities needed to demonstrate all of the Early Years Teacher Standards:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/211646/Early\\_Years\\_Teachers\\_Standards.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/211646/Early_Years_Teachers_Standards.pdf)



# Our Curriculum Design

Our curriculum is designed to develop motivated, collaborative and learner-centred teachers who contribute effectively to early years settings 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 Early Years Teachers' Standards. The table below outlines our curriculum Intent, Implementation, and Impact:

Bright Futures SCITT Curriculum		
<b>Intent</b>		
To develop teachers who are...		
Motivated	Collaborative	Learner-centred
<ul style="list-style-type: none"> <li>Engaged with research</li> <li>Committed to developing subject knowledge</li> <li>Reflective</li> <li>Innovative</li> </ul>	<ul style="list-style-type: none"> <li>Deep, sustainable relationships</li> <li>High levels of professional conduct</li> <li>Promote belonging</li> </ul>	<ul style="list-style-type: none"> <li>High quality outcomes for learners</li> <li>Supportive and nurturing environment – all flourish</li> </ul>
<b>Implementation</b>		
Embedding knowledge into practice through collaboration with others		
Learn	Explore	Apply
<ul style="list-style-type: none"> <li>Subject Knowledge</li> <li>Centre-based Learning</li> <li>Setting-based Learning</li> <li>Independent CPD</li> </ul>	<ul style="list-style-type: none"> <li>Guided/structured observation</li> <li>Modelled practice</li> <li>Professional dialogue</li> <li>Guided reflection</li> </ul>	<ul style="list-style-type: none"> <li>Apply knowledge gained through learning and exploration</li> </ul>
<b>Impact</b>		
Motivated practitioners that motivate others		
Teachers	Children and young people	The Profession
<ul style="list-style-type: none"> <li>Motivated to learn and develop practice</li> <li>Learning from and taking part in research</li> <li>Engaging in sustainable working practices</li> </ul>	<ul style="list-style-type: none"> <li>Feel secure and valued</li> <li>Love to learn</li> <li>Are ready to move on</li> </ul>	<ul style="list-style-type: none"> <li>Engagement with research and collaboration with others ensures a positive future for the profession</li> </ul>

# Our Curriculum

Our curriculum is divided into Learning Themes that are aligned to the Early Years Teacher Standards.

<b>Bright Futures SCITT Curriculum</b>		
<b>Curriculum Themes</b>		
<b>Curriculum Themes</b>	<b>Setting high expectations</b>	<ul style="list-style-type: none"> <li>Establishing a safe and stimulating environment, setting goals to challenge all learners, demonstrate positive values expected of children.</li> </ul>
	<b>Promoting good outcomes for children</b>	<ul style="list-style-type: none"> <li>Accountability for children’s progress, babies’ development, building secure attachments, critical thinking, role modelling communication and language, parental partnerships to support wellbeing.</li> </ul>
	<b>Knowledge of Early Learning and the EYFS</b>	<ul style="list-style-type: none"> <li>Child development knowledge, widening children’s experiences, understanding curriculum continuum 0-5 years/KS1 and KS2, successful teaching of synthetic phonics and early mathematics</li> </ul>
	<b>Planning of education and care</b>	<ul style="list-style-type: none"> <li>Observation, assessment and planning, educational programmes, promoting love of learning with parents/carers, lead group activities, reflecting on teaching for continuous improvement.</li> </ul>
	<b>Adaptive teaching, responding to the needs of all children</b>	<ul style="list-style-type: none"> <li>Factors that can inhibit learners, adapting education and care, understanding needs of all learners, transitions, early identification of need/partnership working.</li> </ul>
	<b>Accurate use of assessment</b>	<ul style="list-style-type: none"> <li>Leading assessment, ongoing assessment liaising with parents/other professionals, feeding back to parents.</li> </ul>
	<b>Safeguarding and Welfare Requirements</b>	<ul style="list-style-type: none"> <li>Legal requirements for safeguarding/health and safety, establishing a safe environment, understanding policies and procedures, identifying and acting on any concerns.</li> </ul>
	<b>Wider professional responsibilities</b>	<ul style="list-style-type: none"> <li>Equality and anti-discriminatory practice, wider contribution to setting, lead collaboration with professionals/parents, implement/model effective education and care, continued professional development, reflect/evaluate on effectiveness of provision, contribution toward multi-agency teams.</li> </ul>

## Understanding the Learning Themes

Our 8 Learning Themes are: closely linked to the Early Years Teaching Standards. They are used to develop trainees and to assess their learning. Trainees are encouraged to address the Learning themes in every area of their work to shape reflection, discussion, planning and evaluation.

Centre-based training will be closely linked to the Learning Themes. We ask that learning and teaching experiences on placement and targets are also closely linked to the Bright Futures SCITT curriculum Learning Themes. The Learn Explore Apply model will support mentors and trainees to connect Centre-based learning and School-based learning.

# Planning the Trainee Learning Journey

We have carefully planned our curriculum to reflect trainees' learning needs at every stage of the programme. Our programme is organised into three distinct phases: **Introductory Phase**, **Developmental Phase** and **Consolidation Phase**. As the year progresses, trainees will re-visit the 8 Learning Themes in increasing depth, building confidence and competence in all 8 areas that are linked to the Early Years Teacher Standards. We understand that every trainee has a different starting point and will develop at different rates. The Trainee Journey is intended to help mentors and trainees to plan teaching and learning experiences and to guide target setting across the placement/s.

## Continuous Learning Themes

Our Continuous Learning Theme (Setting High Expectations) will be a continual focus for learning across the year as trainee understanding of the role through setting high expectations, inspiring, motivating and challenging all learners evolves in changing contexts.

The table below shows the Trainee Learning Journey across all three terms:

Bright Futures SCITT Trainee Learning Journey				
Introductory Phase – beginning to teach			Continuous Theme	
Autumn 1	<b>Professional Development and Subject Knowledge</b>		Setting High Expectations	
	Understanding the role of the Early Years Teacher Understanding professional conversations Learning how to critically reflect on practice Understanding how to engage in early years research Building relationships and understanding how to create the right conditions for learning Understanding and managing behaviour Adaptive teaching to support all learners Understanding child development, the EYFS and how children 0-5 years learn Understanding observing, planning and assessment within the EYFS Emerging curriculum subject knowledge (strong focus on the prime areas of learning and introduction to early reading, phonics and mathematics)			
	Focus Learning Themes	Promoting good outcomes for children		You will use a <b>directive</b> mentoring approach in the introductory stage as some concepts and practices will be new for your trainee. Trainees will need close guidance to understand the learning themes in their own setting context.
		Knowledge of early learning and the EYFS		
		Planning of education and Care		
		Adaptive Teaching		
Effective use of Assessment				
Safeguarding and Welfare Requirements				
Developmental Phase – understanding learning				
Autumn 2 Spring 1	<b>Professional Development and Subject Knowledge</b>			
	Developing knowledge of the role of the Early Years Teacher Reflecting on and in practice Further engagement in early years research to strengthen practice Working in partnership with others to promote effective learning Developing leadership skills to lead/role model practice Planning and teaching with expert <b>guidance</b> Developing a range of pedagogical tools that can be adapted to meet all children's needs Developing an understanding of effective assessment			
	Developing curriculum subject knowledge (prime and specific areas of learning with a focus on early reading, phonics and mathematics) across the 0-5 years age range.		Setting High Expectations	
	Focus Learning Themes	Promoting good outcomes for children		You will <b>encourage increasing independence</b> in your trainee as preparation for the consolidation stage. Trainees are developing a range of approaches and can articulate an increasingly confident rationale for teaching and learning decisions.
		Knowledge of early learning and the EYFS		
		Planning of education and care		
		Adaptive Teaching		
		Accurate use of Assessment		
Safeguarding and Welfare Requirements				
Wider Professional Responsibilities				

Consolidation Phase – refining practice		
Spring 2 Summer 1 Summer 2	<b>Professional Development and Subject Knowledge</b>	
	Understanding and developing a professional identity as an Early Years Teacher	
	Embedding critically reflective practice to inform high quality practice	
	Working effectively with evidence	
	Engaging with professional networks	
	Leading practice and others in own and contrasting placement setting/s	
	<b>Trainees are working more independently but will seek guidance from mentors on:</b>	
Planning sequenced lessons/learning experiences		
Consolidating/refining successful teaching approaches which promote the best outcomes for children.		
Purposeful assessment to inform responsive teaching		
Consolidating curriculum knowledge across all EYFS areas of learning within the the 0-5 years age ranges and beyond into KS1 and KS2.		
Focus Learning Themes	Promoting good outcomes for children	You will use a <b>coaching style</b> to develop your trainee. The trainee will increasingly lead your professional conversations. Trainees make good decisions about teaching and learning and articulate their rationale with confidence.
	Knowledge of Early Learning and the EYFS	
	Planning of education and care	
	Adaptive Teaching	
	Accurate use of Assessment	
	Safeguarding and Welfare Requirements	
Wider Professional Responsibilities		

## Connecting learning

To learn effectively, trainees must make strong connections between centre-based learning and setting-based learning. Mentors play a key role in this which is why we ask mentors to take the time to get to know our curriculum in depth. We have worked hard to reduce workload for mentors by making sure that the curriculum is accessible and embedded in all aspects of our programme. The following curriculum documents are available to view on Mosaic and in the Placement Handbook:

- Curriculum Overview
- Learning Themes
- Trainee Journey
- Professional Development and Subject Knowledge Map

## Learn Explore Apply approach

We use a **Learn Explore Apply** approach to help trainees to make strong connections between Centre-based and Setting-based learning. Trainees are encouraged to consider what they have learned, explore it more fully and apply it in their employed/contrasting placement settings.

- Training sessions will guide trainees to plan for further exploration and application in the setting/classroom.
- Trainees are asked to follow the Learn Explore Apply approach when reflecting on their learning each week.
- Mentors are asked to shape discussion and teaching and learning opportunities using the Learn Explore Apply approach. This ensures that trainees are reflecting on learning, exploring it more fully in their placement school and taking opportunities to apply what they have learned in their teaching.

The table below shows how Learn Explore Apply helps trainees to make strong connections between all types of learning:

<h2 style="text-align: center;">Learn Explore Apply</h2> <p style="text-align: center;">All partners in the trainee’s development use the Learn Explore Apply approach to shape trainee learning experiences.</p>	
<h3>Centre-based learning</h3> <p>Centre-based learning includes Subject Knowledge and Professional Development training. It is delivered by subject knowledge specialists and takes place in our training room at AGGS and across our partner schools</p>	<h3>Setting-based learning</h3> <p>Setting-based learning is closely linked to Centre-based Learning. It is facilitated by mentors who provide a range of learning opportunities including professional dialogue, observation, modelled lessons and planning and teaching opportunities.</p>
<h3>Trainee Learning</h3> <p>Trainees make active connections between Centre-based and Setting-based Learning by attending training, reading, independent research and observation.</p>	

## Curriculum: FAQs

### **How do I know what the trainee is learning at the centre or in school-based curriculum training?**

The Bright Futures SCITT Curriculum map sets out the SCITT curriculum. It includes information about subject content, the evidence base and suggested follow-up for the trainee. Each session is linked to the Bright Futures curriculum strands and to the Early Years Teacher Standards.

### **Where can I access the SCITT curriculum?**

The full curriculum map can be viewed on Mosaic.

The full SCITT timetable is also available on Mosaic. Here, you can see what the trainee is learning and when. You can also access the training PowerPoint and relevant readings which can help inform discussions with trainees and planning for the class.

### **Why is it useful for me to access the trainee’s curriculum?**

Familiarity with the SCITT curriculum will help you and the trainee to plan a timetable which builds on the trainee's knowledge. We hope that you will gain valuable insights into the pedagogy that trainees have learned about and might enjoy reading some of the articles that we share with trainees.

## Mosaic

MOSAIC is a key part of our programme. It is a trainee development tool that allows collaboration between trainees, mentors and the SCITT team. We will ensure that mentors and trainees are trained in the use of this tool.

We use it to:

- Capture trainee reflections on their learning
- Set targets
- Review and sign off targets
- Share our curriculum
- Share our timetable
- Review trainee progress at the Interim and Summative points of the placement

Mentors will be sent information on how to log on and connect their OneDrive account. Connecting your OneDrive allows you to view specific trainee files. NOTE that as a mentor, your OneDrive files will not be visible to anyone. Please contact Chris Sorensen [CSorensen@bright-futures.co.uk](mailto:CSorensen@bright-futures.co.uk) if you have any issues or questions about MOSAIC.

As a mentor, your engagement with MOSAIC is key to securing your trainee's progress. Please build in time to review MOSAIC with your trainee to ensure that you both understand course expectations for the week ahead.

# EYTS Calendar 2023-24

Most training will take place at the Bright Futures training centre based at Altrincham Grammar School for Girls, Cavendish Road, Bowdon, Altrincham WA14 2NL. *Please note that the timetable may be subject to slight change due to ongoing trainee needs and availability of trainers and venues. Please keep an eye on the Mosaic 'live' timetable for up-to-date information.* Please bring a packed lunch - tea and coffee are provided. Parking is on the surrounding roads, or we have use of the Bowdon Rooms Car Park, on the Firs – 7 minutes' walk away (WA14 2TQ). We regret that all school carparks are permit only.

<p><b>19/09/2023</b></p> <p>Venue: Altrincham Girls Grammar</p> <p>Time: 9.45-3.45pm</p>	<p><b><i>Induction Day for trainees and mentors/Becoming an EYT</i></b></p> <p>Eleanor Davidson – SCITT Director and Donna Lamey – EYITT Lead</p>
<p><b>26/09/2023</b></p> <p>Venue: Altrincham Girls Grammar</p> <p>Time: 9.45am – 3.45pm</p>	<p><b><i>Child Development 0-5 years and the EYFS Curriculum (focusing on the Prime Areas of Learning)/Effective teaching in the Early Years</i></b></p> <p>AM: Jamie Allman – Early Years Teacher (EYT) and Early Years Lecturer (<i>EYFS Curriculum and Child Development</i>).</p> <p>PM: Jamie Allman – Early Years Teacher (EYT) and Early Years Lecturer (<i>The role of the EYT</i>)</p>
<p><b>10/10/2023</b></p> <p>Venue: Altrincham Girls Grammar</p> <p>Time: 9.45am – 3.45pm</p>	<p><b><i>Engaging in early years research as a critically reflective practitioner/Observing, Assessing, and Planning for Learning within the EYFS</i></b></p> <p>PM: Claire Williams – Director of Alexandra Park Associate Research School working with the EEF (<i>Engaging in research/critically reflective practice</i>)</p> <p>AM: Katy Murphy – EYT and Reception Teacher at Rushbrook Primary School and Donna Lamey – SCITT Lead and Early Years SLE (<i>Observation, assessment and planning in the Early Years</i>)</p>
<p><b>31/10/2023</b></p> <p>Venue: Altrincham Girl's Grammar School</p> <p>Time: 9.45am – 3.45pm</p>	<p><b><i>Understanding Children's Behaviour/PSED, Trauma, Self-Regulation and Emotion Coaching</i></b></p> <p>AM: Lisa Wisher – Psychotherapist (Trauma/Self-regulation/Managing Behaviour)</p> <p>PM: Lisa Wisher – Psychotherapist (Emotion Coaching)</p>
<p><b>14/11/2023</b></p> <p>Venue: Altrincham Girl's Grammar School</p> <p>Time: 9.45am – 3.45pm</p>	<p><b><i>The Foundations of Communication and Language, Early Literacy, phonics and Numeracy (0 to 4 years)</i></b></p> <p>AM: Donna Lamey- EYITT Lead and Early Years SLE (<i>Early Literacy and phonics</i>)</p> <p>PM: Donna Lamey – EYITT Lead an Early Years SLE (<i>Early Mathematics</i>)</p>
<p><b>28/11/2023</b></p> <p>Venue: The Orchards Specialist School, Stretford (M32 9TG)</p> <p>Time: 9.45am – 3.45pm</p>	<p><b><i>Adaptive Teaching to support all Learners – Equality and Inclusion/SEND/Safeguarding</i></b></p> <p>AM: Helen O'Brien – Headteacher at The Orchards Specialist School (<i>SEND/Adaptive Teaching/Inclusion</i>)</p> <p>PM: Helen O'Brien – Headteacher at The Orchards Specialist School (<i>Observing SEND/Adaptive Teaching in practice</i>)</p>
<p><b>12/12/2023</b></p> <p>Venue: ESSA Primary Academy School, Bolton (BL3 3HH)</p> <p>Time: 9.45am – 3.45pm</p>	<p><b><i>Communication and Language/Supporting learners with speech and language needs/EAL/Equality, Diversity and Inclusion</i></b></p> <p>AM: Klaudia Giermaniuk – SENDCO/EAL Specialist at ESSA Academy - (<i>Effective CL/EAL Strategies to support all learners</i>)</p> <p>PM: Rebecca Whalley – EYFS Lead at ESSA Academy - (<i>Putting EAL into practice in the EYFS</i>)</p>
<p><b>9/01/2024</b></p> <p>Venue: Altrincham Girls Grammar</p> <p>Time: 9.45am – 3.45pm</p>	<p><b><i>Physical Development/Understanding the World and Outdoor Play</i></b></p> <p>AM: Carol Griffiths – EYFS Lead at Stanley Grove Primary School (<i>Physical Development and Understanding the World</i>)</p> <p>PM: Carol Griffiths – EYFS Lead at Stanley Grove Primary School (<i>Enabling Environment through Outdoor Play</i>)</p>
<p><b>30/01/2024</b></p> <p>Venue: Lime Tree Primary Academy, Sale (M33 2RP)</p> <p>Time: 9.45am – 3.45pm</p>	<p><b><i>Literacy and Numeracy in Reception/Understanding Synthetic Phonics</i></b></p> <p>AM: Danielle Lloyd- Assistant Head at Lime Tree Primary Academy and Jenny Windress – EYFS Lead at Lime Tree Primary Academy (<i>Literacy and Numeracy in Reception</i>)</p>



	PM: Danielle Lloyd- Assistant Head at Lime Tree Primary Academy and Jenny Windress – EYFS Lead at Lime Tree Primary Academy ( <i>Understanding Synthetic Phonics</i> )
06/02/2024 Wellfield Infant School, Sale (M33 5QW) Time: 9.45am – 3.45pm	<b><i>Preparing for Contrasting Placements (1) - Effective Practice in Reception, KS1 and KS2 (Understanding the curriculum continuum for 3-year-olds and over)/Effective Assessment in the EYFS</i></b>  AM: Kate Douglas – EYFS Lead at Wellfield Infants School ( <i>High quality practice from Nursery to KS1</i> )  PM: Kate Douglas – EYFS Lead at Wellfield Infants School ( <i>Effective Assessment in the EYFS, what this look like in practice</i> )
27/02/2024 Venue: Altrincham Girl's Grammar Time: 9.45am – 3.45pm	<b><i>Preparing for Contrasting Placements (2) - Playful Pedagogy for 0-3s</i></b>  AM: Nancy Charnock- EYT and Nursery Manager at Elmscot Nurseries and Anette Derby – Nursery Manager at Elmscot Nurseries ( <i>Understanding the learning and development needs of 0–3-year-olds</i> )  PM: Nancy Charnock- EYT and Nursery Manager at Elmscot Nurseries and Anette Derby – Nursery Manager at Elmscot Nurseries ( <i>Playful Pedagogy for 0-3s</i> )
05/03/2024 Venue: Altrincham Girls Grammar Time: 9.45am – 3.45pm	<b><i>Consolidating Effective Teaching practice/Metacognition/Making Every Interaction Matter</i></b>  AM: Lynne Hampton – EYFS Lead/Assistant Head at Brooklands Primary School – ( <i>Metacognition/Consolidating Teaching Practice</i> )  PM: Lynne Hampton – EYFS Lead and Assistant Head at Brooklands Primary School - ( <i>KS1/Transition</i> )
19/03/2024 Venue: Altrincham Girls Grammar Time: 9.45-3.45	<b><i>Equality, Diversity and Inclusion in the EYFS/Leading approaches to Safeguarding in the EYFS</i></b>  AM: Eleanor Davidson – SCITT Director – ( <i>Equality, Diversity, and Inclusion</i> )  PM: Donna Lamey – SCITT Lead and Early Years SLE – ( <i>Leading effective safeguarding practice</i> )
07/05/2024 Venue: Altrincham Girls Grammar Time: 9.45am – 3.45pm	<b><i>Preparation for the EYT Year/ Establishing a Professional Identity</i></b>  AM/PM: Donna Lamey – EYITT Lead
20/06/2024 Venue: Altrincham Girls Grammar Time: 9.45am – 3.45pm	<b><i>Moderation Day</i></b>  Donna Lamey – EYITT Lead
28/06/2023 Venue: Altrincham Girls Grammar Time: TBC	<b><i>Celebration Day</i></b>

# Placements

## School/Setting Placements

The School Centred Initial Teacher Training course trains teachers for teaching across the EYFS, leading to Early Years Teacher qualification (0-5). They must also understand how early education links beyond age 5 and into key stages 1 and 2 in school. The following table indicates the nature and duration of the placements.

Placement type	Brief description of placement
<p><b>PLACEMENT A</b></p> <p>(Ongoing throughout the training year)</p>	<p><b>The main 'employed' placement</b></p> <p>Trainees work closely with their school or setting mentor to plan and deliver individual, group and whole class sessions. They work within the framework and ethos of the organisation to build up the curriculum range and frequency of their teaching experience. <b>Opportunities should be provided across the 0-5 age range as appropriate within the school or setting.</b></p>
<p><b>PLACEMENT B</b></p>	<p><b>The contrasting placement</b></p> <p>This will vary according to the experiences gained in placement A.</p> <p>For example:</p> <p>Trainees based in a reception class or school nursery will require experience in the birth to three age range (<b>minimum of 2 weeks</b>). This will include leading teaching and assessment as appropriate.</p> <p>Trainees based in a nursery, day care or pre-school setting will require experiences in the birth to four age range <b>and</b> the reception phase of the EYFS. This will include leading teaching and assessment as appropriate, including whole class teaching.</p> <p><b>All trainees must spend a minimum of 2 weeks leading practice in a reception class.</b></p>
<p><b>KS1 and KS2 placement</b></p>	<p><b>All trainees</b> should gain experience in KS1 and KS2. This will include observing teaching and learning and supporting groups of children as required by the class teacher.</p> <p><b>This should be for up to a 2-week period (either in a block or individual days throughout the year).</b></p>

Please note - there may be individual differences based on the trainee's recent and relevant experiences. This will be agreed with the course leader.

# Planning the week

Planning learning is a central part of mentoring. To support this process, we have provided a Mentor Guide. This includes the Trainee Learning Journey which sets out what the training learning focus should be for each stage of the placement. It also includes the Curriculum Learning Themes and suggestions for learning opportunities.

We suggest the following approach for reviewing progress and planning trainee learning:

## Every 2 Weeks:

1. Trainee to reflect on previous fortnight's learning, completing the first part of the Weekly Progress Review form – Learn and Explore.
2. Trainee to meet mentor and review the previous 2 weeks, discussing learning and progress against targets. Focus on how the trainee's learning has moved forward.
3. Complete the remainder of the Progress Review form together.
4. Mentor to sign off targets that have been met using Mosaic.
5. Trainee and mentor to refer to Mentor Guide to understand the learning focus for the fortnight ahead.
6. Together, plan observations, planning and teaching which will address the learning focus.
7. Set targets for the 2 weeks ahead.
8. Plan timetable of teaching for the fortnight ahead and set suitable submission dates.
9. Trainee to upload new targets to Mosaic.

We recommend low-stakes, informal observations across the 2 weeks. We ask that you plan and review learning that is relevant to that fortnight's focus. This will help to direct trainee learning in a systematic and meaningful way.

# Quality Assurance and Reporting

A trainee must meet all the Early Years Teachers' Standards at the **end** of the programme in order to be recommended for Early Years Teacher Status. 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:

<b>Cause for Concern</b> This means that the trainee is not making progress even with support.	<b>On Track</b> Given the point the trainee has reached on the programme, are they on track to meet the Early Years 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

Interim Report	WB: 30/10/23
Summative Report 1	WB: 11/12/23
Interim Report	WB: 5/2/24
Summative Report 2	WB: 25/3/24
Summative Report 3	WB: 3/6/24

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

All reporting is carried out on MOSAIC. The SCITT Co-ordinator, Christine Sorensen will email to let you know when the review point opens. We plan in sufficient time for you to complete the report and meet the deadline. Please contact Christine Sorensen with any reporting queries. [csorensen@bright-futures.co.uk](mailto:csorensen@bright-futures.co.uk).

## Interim Report

The interim report should take place at the midway point of the placement. The mentor and trainee will receive an email from the SCITT Co-ordinator to let you know that the Interim Review Point is now open. This is a short, tick box response form to indicate whether the trainee is making progress against the curriculum learning strands and as a result, is on track to meet the Teachers' Standards by the end of the course.

## Summative Report

At the end of each placement, trainees should complete their section of the summative review on MOSAIC, reflecting on their own progress against the curriculum learning strands. Once this is complete, the mentor can add their response to trainee comments.

All reports are reviewed and moderated. The final summative report is used to inform the trainee's recommendation for EYTS and must indicate that a trainee has met all the Early Years 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 are an opportunity to review trainee progress together. The CPR will take place online or in person. A CPR will be carried out on each of the major placements. The SCITT Phase Lead will consider trainee and mentor accounts of trainee learning against the curriculum learning strands. The Phase Lead will consider the stage the trainee has reached. The purpose of the CPR is to ensure that trainee learning needs are being met and to review progress to date. It is not an assessment.

## Lesson/Session Visit

Trainees will receive a lesson/session visit from the Course Lead once during the SCITT year. This could take place on either of the main placements. The Phase Lead will contact you to arrange a suitable time and date for the lesson visit. The 10-minute lesson visit will be followed up with a CPR discussion with mentor and trainee. This visit is an opportunity to review trainee progress and to ensure that 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 teaching. 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 Early Years Teacher Status (EYTS)

## Gathering Evidence

**Trainees are not asked to create evidence files.** 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. The table shows a range of evidence types that a trainee is likely to gather. Much of this will be uploaded to MOSAIC as a normal part of the SCITT year.

Lesson Plans	Completed targets (MOSAIC)	Subject knowledge development
Interim and Summative Reports (MOSAIC)	<b>Naturally Occurring Evidence</b>	Pupil tracking or assessment
Reflections on learning (MOSAIC)	Examples of engagement with research	Examples of wider school/setting engagement

Much of your evidence will be gathered on MOSAIC. All the sources above can be drawn upon to inform the professional conversation at Moderation.

# 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/activity based on what 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
- Specific aspects of practice 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

**Please note - whilst this journal is private, under GDPR all individuals should be anonymised.**

## Fundamental Maths and English Proficiencies

In order to gain EYTS, trainees must demonstrate competence in the following areas by the end of the course:

English	Mathematics
<p>Read fluently and with understanding.</p> <p>Speak clearly and use standard English grammar both verbally and in writing.</p> <p>Convey instructions, ask questions, give information and explain concepts with clarity.</p> <p>Writing should be legible, accurate, clearly expressed and coherent.</p> <p>Spelling, grammar and punctuation should be correct.</p>	<p>Able to use data and graphs to interpret pupil data, identifying patterns and trends to draw appropriate conclusions.</p> <p>Able to complete mathematical calculations fluently with whole numbers, fractions, decimals and percentages.</p> <p>Able to solve mathematical problems using a variety of methods and approaches including rounding, estimating, sense checking answers, breaking down problems into simple steps.</p> <p>Able to explain and justify answers using appropriate language.</p>

## Assessment

Trainees are assessed in these areas at the selection stage and throughout the SCITT year. Mentors are asked to assess a trainee's English and Maths competencies at the Summative Assessment point.

# Support

Trainees are responsible for developing their English and Maths competence over the SCITT year. We are able to support with this. Trainees are given the opportunity to assess and develop their mathematical competence using Elevate My Maths. More details on how to access this are available through Chris Sorensen, SCITT Co-ordinator.

## 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 Informal	
<b>Concern</b>	<p>Stage 1 is an informal stage in the support process</p> <p>Concerns raised by the mentor or trainee</p> <p>Contact Phase Lead at an early stage</p> <p><b>NOTE that the Phase Lead may choose to proceed directly to Stage 2 depending on the point the trainee has reached in the SCITT year, the nature of the concern or if the trainee has previously been on a support plan.</b></p>
<b>Action</b>	<p>Preliminary ONLINE meeting – Phase Lead, Mentor and Trainee</p> <ul style="list-style-type: none"> <li>• Discuss concerns raised.</li> <li>• Agree SMART targets and identify action steps</li> <li>• Date set for review and observation to be carried out by the Mentor</li> </ul> <p><b>All partners to agree to the expectation that action steps will be taken to address the concerns raised.</b></p>
<b>Review</b>	<p>Mentor to observe lesson on agreed date, review targets and feed back to Phase Lead. If concerns are ongoing, Phase Lead will initiate Stage 2.</p>
Stage 2 Support	
<b>Concern</b>	<p>Stage 2 is a formal stage in the support process</p> <p>A formal support plan will be put in place in response to ongoing concerns not addressed at Stage 1.</p>



Action	<p>ONLINE meeting with Phase Lead, Trainee and Mentor (Class or Professional Mentor)</p> <ul style="list-style-type: none"> <li>• Identify appropriate support measures – might include additional training, planning support, adjusted workload etc.</li> <li>• Expectation set that additional support must result in progress</li> <li>• Plans put in place for additional support</li> <li>• SMART targets set with action steps</li> <li>• Review date set</li> <li>• <b>Trainee to be made aware of next steps should support plan, not lead to progress</b></li> </ul> <p>All partners to view and sign the support plan.</p>
Review	<p>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 for 3 years in line with GDPR and Ofsted criteria.</p>
<p><b>Stage 3 Intervention</b></p>	
Concern	<p>Trainee has not met the targets set at Stage 2.</p> <p>Stage 3 is a formal intervention stage. <b>Trainees must demonstrate that targets have been addressed and progress made in order to retain a place on the programme.</b></p>
Action	<p>Phase Lead to carry out observation</p> <p>Review meeting to follow with trainee and mentor team.</p>
Review	<ul style="list-style-type: none"> <li>• Review lesson, actions and targets</li> <li>• Trainee must demonstrate that targets have been addressed and progress made in order to retain a place on the programme</li> <li>• <b>If targeted support does not result in progress, the trainee may be invited to a meeting with the SCITT Director to discuss their position on the course.</b></li> </ul>
<p><b>Notes</b></p> <p>A trainee must successfully complete a placement in each of the 0-5 age ranges in order to be recommended for EYTS.</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 MOSAIC under Course Files.
- Speak to your Mentor in the first instance and seek a resolution.
- If the matter is not resolved, contact the Early Years Lead who will support you in addressing the matter with your placement setting.

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](mailto:CSorensen@bright-futures.co.uk)

# Guidance for Trainees

## Attendance

- Attendance and punctuality are important indicators of professional conduct. In order to be recommended for Early Years Teacher Status, you must demonstrate consistent attendance in both your placement/s and at training. Should you experience repeated absences due to sickness, SCITT will work with you to address this.
- Trainees need to attend a minimum of 120 days in an educational setting and we need to evidence this for our compliance. Please update the Attendance Tracker on MOSAIC at the end of each week. Absence must be recorded on the Attendance Tracker using absence codes.
- For an unexpected training absence a trainee must inform the SCITT Manager **and** the Course Leader by 8.30am on each day of absence, and the Mentor by the time specified in your setting's attendance policies or 8.30am, whichever is the earlier. (Please adhere to your setting's policy if it differs slightly from the above).

## Appropriate dress and behaviour

Trainees must present themselves in an appropriate and professional manner when on placements. 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 setting/s. Trainees should familiarise themselves with the dress code for their placement setting.

## 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 settings 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 setting's e-safety code for their placement school/setting.

## The Role of the 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 observations of teachers in other rooms/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:

### Weekly

- To ensure trainees have 10% non-contact time for planning and assessment.
- To arrange the trainee's teaching responsibilities in accordance with the programme.
- To monitor trainee attendance.
- To know the early years teaching standards and apply them to the trainee's everyday practice.
- To observe trainee teaching both informally and formally.
- To meet the trainee to discuss weekly progress.
- To review progress against fortnightly targets and set new ones based on trainee progress.
- To use MOSAIC to understand trainees' learning focus
- To plan experiences which support trainee development in the focus learning areas
- To arrange the trainee's teaching timetable in accordance with the programme.
- To monitor trainee attendance during the placement.
- To know the SCITT curriculum and use it to develop the trainee's knowledge and skills
- To use MOSAIC to develop the trainees and inform professional dialogue with the trainee
- To observe trainee teaching in a low-stakes, informal way
- To meet the trainee to discuss weekly progress
- To review progress against fortnightly 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 SCITT Lead to ensure consistency in the advice given to the trainee.

### EYFS Subject Knowledge

- To support the trainee in developing their EYFS subject knowledge.
- To identify EYFS 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.

### Assessment and Reporting

- To complete all paperwork required by the SCITT programme.
- To arrange a fortnightly review meeting with the trainee.
- 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 Early Years Lead to their own professional development needs.

# The Role of the Early Years Lead

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

## The Early Years Lead will:

### Trainee Development

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

### Intervention

- If a trainee or mentor has raised concerns about professionalism or progress, the Early Years Lead may visit the setting. 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 Mentors regarding trainee progress and professionalism.
- Work in collaboration with the Mentor to ensure that trainee experience on placement is conducive to development.
- Review trainee progress with the Mentor.
- Review and discuss Interim and Summative reports with the Mentor if necessary.
- Communicate effectively regarding placements.

### Collaborative Progress Review

Twice during the course, the Early Years Lead or a SCITT partner will carry out a Collaborative Progress Review. This will be a three-way 'triangular' discussion (course leader/mentor/trainee) to review progress and agree targets for development. Trainees will also be observed once during the SCITT year. The Phase Lead will contact you to arrange this.

# The Role of the Trainee

Trainees are encouraged to play a key part within the team in their 'employed' setting and also become part of the team in their placement setting/s too.

## The trainee agrees to:

### Professionalism

- Return any resources or materials belonging to the setting 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/departing from a placement setting at a time agreed with the setting and their 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/setting policies and procedures and, with the guidance of the school/setting co-ordinator and mentor, apply them appropriately.
- Carry out, in a professional manner, reasonable tasks as required by the mentor/head teacher/setting manager.
- Plan and prepare allocated lessons in advance, in a time frame agreed with the mentor.
- Where appropriate, adhere to the school marking and assessment policy.

### Wider Professional Responsibilities

- Involve themselves in the general and corporate life of the school/setting attending staff meetings and events when invited. 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 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 the school/setting.

### Professional Development

- 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 Early Years Foundation Stage Guidance, 2023.