BRIGHT FUTURES SECONDARY SCITT HANDBOOK 2023-24

Bright Futures
SCITT
TRAIN TEACH TRANSFORM

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 strand titled 'Equity, Diversity and Inclusion' and this is embedded throughout our recruitment processes, centre-based training and school-based practice.

Contents

*Additional handbooks are provided for these areas.

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) 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 placement experiences that are appropriate to each training phase. Our curriculum draws from, and goes beyond, the ITT Core Content Framework which can be found here:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf

Our Curriculum Design

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. The table below outlines our curriculum Intent, Implementation, and Impact:

Bright Futures SCITT Curriculum		
Intent To develop teachers who are…		
Motivated	**Collaborative**	**Learner-centred**
• Engaged with research • Committed to developing subject knowledge • Reflective • Innovative	• Deep, sustainable relationships • High levels of professional conduct • Promote belonging	• High quality outcomes for learners • Supportive and nurturing environment – all flourish
Implementation Embedding knowledge into practice through collaboration with others		
Learn	**Explore**	**Apply**
• Subject Knowledge • Centre-based Learning • School-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

Our curriculum is divided into Learning Themes and Learning Strands.

Bright Futures SCITT Curriculum				
Learning Themes				
Thinking Professional	Building a learning culture	Planning for learning	Purposeful Assessment	Developing Partnerships
Learning Strands	Subject Knowledge			
	Equity, Diversity and Inclusion			
	Adaptive Practice			
	Mental health and wellbeing			

Learning Themes

Our 5 Learning Themes are: Thinking Professional; Building a Learning Culture; Planning for Learning; Purposeful Assessment; and Developing Partnerships.

The Learning Themes are used to develop trainees and also to assess their learning.

Learning Strands

Our 4 Learning Strands are: Subject Knowledge; Equity, Diversity & Inclusion; Adaptive Practice for all; and Mental Health & Wellbeing.

The Learning Strands reflect our values as an organisation and thread through every aspect of our curriculum and programme. Trainees are encouraged to address the Learning Strands in every area of their work across the learning themes. Our Learning Strands are used to shape reflection, discussion, planning and evaluation.

Understanding the Learning Themes

The table below sets out our Learning Themes in more detail. These are accessible on Mosaic and in our Handbook. 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.

Bright Futures SCITT Curriculum		
Learn	**Explore**	**Apply**
Learning Themes (in detail)		
Thinking Professional (TP)	- TP1. Personal and professional conduct - TP2. Commitment to continuing professional development - TP3. Engaging with research and evidence - TP4. Taking responsibility for developing deeper subject knowledge - TP5. Understanding and employing subject-specific pedagogy - TP6. Making effective use of the relevant curriculum framework - TP7. Commitment to upholding principles of equity, diversity, and inclusion		
Building a Learning Culture (BLC)	- BLC1. Establishing positive relationships and building trust - BLC2. Communicating values and setting high expectations - BLC3. Communicating ambition for learners and providing challenge for all - BLC4. Using a range of strategies to motivate and engage learners - BLC5. Managing the classroom effectively, establishing routines, promoting independence - BLC6. Selecting and consistently applying appropriate behaviour management strategies - BLC7. Developing learners' ability to self-regulate and make choices about their learning - BLC8. Reflect diversity, promote equity and foster belonging for all - BLC9. Pupil literacy and numeracy is developed across all subjects		
Planning for Learning (PL)	- PL1. Plan creatively for pupils with SEND, promoting progress and independence - PL2. Understand how pupils learn and retain information - PL3. Planning is informed by deep subject knowledge - PL4. Taking responsibility for knowing and uncovering pupil misconceptions - PL5. Creating opportunities for recall and practice to develop pupil fluency - PL6. Understanding how to scaffold learning in an equitable way - PL7. Planning learning that builds to independence - PL8. Understanding the full range of pupil need - PL9. Meeting pupil need flexibly using a range of strategies - PL10. Plan lessons that engage pupils and promote progress		
Purposeful Assessment (PA)	- PA1. Selecting and using appropriate assessment tools to track understanding - PA2. Responding flexibly to assessment information gathered - PA3. Giving high quality written or verbal feedback - PA4. Using feedback to help pupils regulate their own learning - PA5. Using and understanding pupil data - PA6. Understanding how to assess in a workload-sensitive way		
Developing Partnerships (PD)	- DP1. Contributing to wider school life - DP2. Deployment of support staff - DP3. Relationships with parents, carers and families - DP4. Pursuing professional development - DP5. Engaging with feedback - DP6. Collaborating with SENCOs, subject leads, pastoral leads, colleagues and outside agencies to ensure pupils are supported - DP7. Working with others to safeguard pupils		

Understanding the Learning Strands

Our curriculum strands reflect our values as an organisation and thread through every aspect of our curriculum and programme. Our aim is to prepare thinking practitioners who find real satisfaction in their work, build inclusive partnerships and understand how to care for their own and the wellbeing of others. For this reason, we have identified 4 strands of learning which we believe should thread through all aspects of a teacher's professional practice. Our key messages in each of these areas are set out below:

The Learning Strands	
Subject knowledge	Deep subject knowledge provides the foundation for effective teaching. Every teacher should be committed to developing both their substantive and disciplinary knowledge. Their teaching is underpinned by a knowledge of the skills, principles, and big ideas of their subject, whether for a single subject or a range of subjects. Sound subject knowledge is both conceptual and pedagogical. Teachers should understand the essential concepts in depth as well as effective subject-specific pedagogy. We encourage our trainees to engage in professional networks, join subject associations, keep up to date with the latest evidence and read enthusiastically around their subject. We are laying the foundations for trainees to enthuse others and lead in their subject.
Equity Diversity Inclusion (EDI)	At Bright Futures we share a commitment to creating a safe space for all, based on trust, respect and kindness. Our trainees understand their responsibility to uphold the protected characteristics of the 2010 Equality Act and to act as a role model in their attitudes and behaviours. Trainees understand that relationships are at the heart of effective EDI practice. Trainees will spend time getting to know the community in which the school is based and building partnerships with families and carers. Trainees will value diversity and actively seek ways to reflect the wider community in their classroom. Trainees will foster a classroom culture in which children can respectfully discuss difference and belonging. EDI practice is seen as a pervasive approach that threads through all elements of the teacher's role.
Adaptive Practice for all	Bright Futures trainees are committed to adaptive practice for all. They understand how to create an environment in which all learners have access to quality first teaching and the opportunity to succeed in their work. Bright Futures trainees are able to meet learner needs creatively and flexibly. Trainees understand that through structured, appropriate, flexible support, learners can be guided towards successful, independent practice. Trainees are able to work collaboratively to understand the needs of SEND learners and to plan lessons that give SEND learners full access to meaningful learning opportunities. Through careful planning and evaluation, trainees ensure that all learners enjoy an appropriate level of challenge and have the opportunity to achieve.
Mental Health and Wellbeing	Mental Health and Wellbeing are highly valued at Bright Futures which is why we offer Mental Health First Aid training to every trainee. As part of our commitment to supporting teacher retention, trainees are encouraged to develop practices and habits which support their work-life balance. Trainees understand how to manage their own mental health, recognising unhelpful behaviours, pursuing activities which promote wellbeing and knowing when to ask for help. Trainees will be sensitive to the social, emotional and mental health needs of children and young people. They will understand how to develop a classroom culture which supports mental health and wellbeing. Trainees recognise that social, emotional and mental health needs can impact learning and will routinely employ strategies to address this.

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 5 Learning Themes in increasing depth, building confidence and competence in all 5 areas.

Focus Learning Themes : Our Focus Learning Themes (Building a Learning Culture, Planning for Learning, and Purposeful Assessment) reflect the journey that trainees take when they start the SCITT year. They begin to build relationships, understand how to manage the classroom and behaviour and start to build a culture that is conducive to learning, at an **Introductory** level. As they grow in confidence and experience, the Focus Learning Themes will be revisited at a **Developmental** level. Finally, as they near the end of the SCITT year, trainees revisit the Focus Learning Themes again at a **Consolidation** level. 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.

Continuous Learning Themes (Thinking Professional and Developing Partnerships) will be a continual focus for learning across the year as trainee understanding of the role and partnerships evolves in changing contexts. The table above provides an overview of the Trainee Learning Journey across all three terms and the table below provides further detailed information.

Trainee Learning Journey				
Learn Explore Apply				
	Focus Learning Themes		Continuous Learning Themes	
Terms	Introductory	Developmental	Consolidation	
Autumn Term	Building a Learning Culture (BLC)			Thinking professional (TP) / Developing Partnerships (PD)
	Planning for Learning (PL)			
	Purposeful Assessment (PA)	Building a Learning Culture (BLC)		
Spring Term				
		Planning for Learning (PL)		
		Purposeful Assessment (PA)	Building a Learning Culture (BLC)	
Summer Term			Planning for Learning (PL)	
			Purposeful Assessment (PA)	

Bright Futures SCITT Trainee Learning Journey

Introductory Phase – beginning to teach

	Professional Development	Subject Knowledge
Autumn 1	Understanding personal and professional conduct Understanding safeguarding Learning how to reflect on practice Understanding the school community Understanding professional conversations	Understanding and managing behaviour Building relationships and developing a positive learning environment Understanding the foundations of learning Supporting learning Emerging curriculum subject knowledge

Focus Learning Themes	Building a learning culture	You will use a **directive** mentoring approach in the introductory stage as many concepts and practices will be new for your trainee. Trainees will need close guidance to understand the learning themes in your school context.
	Planning for learning	
	Purposeful assessment	

Developmental Phase – understanding learning

	Professional Development	Subject Knowledge
Autumn 2 Spring 1	Reflecting on and in practice Working in partnership with others Building relationships with parents, carers and colleagues Understanding the role of evidence in teaching Developing professional voice	Planning and teaching with expert **guidance** Developing curriculum subject knowledge Developing a range of pedagogical tools Developing an understanding of effective assessment Developing an understanding of adaptive teaching and assessment

Focus Learning Themes	Building a learning culture	You will **encourage increasing independence** 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.
	Planning for learning	
	Purposeful assessment	

Consolidation Phase – refining practice

	Professional Development	Subject Knowledge
Spring 2 Summer 1 Summer 2	Understanding and developing a professional identity Working effectively with evidence Leading professional conversations Engaging with professional networks	Trainees are working more **independently** but will seek guidance from mentors on: Planning sequenced lessons Designing lessons to consolidate learning and support recall Teaching for mastery of skills and knowledge Purposeful assessment to inform responsive teaching

Focus Learning Themes	Building a learning culture	You will use a **coaching style** 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.
	Planning for learning	
	Purposeful assessment	

Continuous Themes: Thinking Professional — Developing Partnerships

Connecting learning

To learn effectively, trainees must make strong connections between centre-based learning and school-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

- Understanding Curriculum Strands
- Trainee Journey
- Professional Development Map
- 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 School-based learning. Trainees are encouraged to consider what they have learned, explore it more fully and apply it in the classroom.

- Training sessions will guide trainees to plan for further exploration and application in the 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 following table shows how **Learn Explore Apply** helps trainees to make strong connections between all types of learning:

Learn   Explore   Apply

All partners in the trainee's development use the Learn Explore Apply approach to shape trainee learning experiences.

Centre-based learning

Centre-based learning includes Subject Knowledge training and Professional Development training. It is delivered by subject knowledge specialists and takes place across our partner schools

School-based learning

School-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.

Trainee Learning

Trainees make active connections between Centre-based and School-based Learning by attending training, reading, independent research and observation.

School Placements

The School-Centred Initial Teacher Training course trains teachers to teach across Key Stages 3 and 4, leading to QTS 11-16. The following table indicates the nature and duration of the school placements.

Abbreviation	Placement title	Brief description of placement
Placement A	Main (home) Placement (A)	A supported teaching placement (The Introductory Phase and The Developmentary Phase) Trainees work closely with their subject mentor teacher to plan and deliver group and whole class lessons. They work within a structured framework to build up the curriculum range and the frequency of their teaching experience.
Specialist Provision	Specialist Provision – SEND/EAL Placements	A purposefully placed early introduction to specialist provision to raise awareness of inclusive and adaptive practice. (The Introductory Phase and The Developmentary Phase) To gain first-hand experience of an outstanding provider of SEND provision for students with severe and profound learning difficulties. All students within this placement have a statement of special educational needs and a fifth of the students also have high dependency health care needs. Additional difficulties such as autism, emotional and behavioural problems, and sensory impairment will be explored to help gain in depth expertise which can then be further explored within mainstream settings. Trainees will also have an opportunity to visit an outstanding provider of EAL teaching and learning. Trainees will build upon centre based EAL training and

		examine their current EAL teaching practice and reflect more deeply on how they can support EAL pupils' and meet their needs within their classroom and specific subject areas.
KS2	Key Stage 2 Placement	**A developmental placement** Trainees spend one day in a KS2 environment of their choice, observing a range of curriculum subjects and discussing aspects of KS2-KS3 transition including planning, teaching & assessment, before completing a second day in an outstanding primary school setting where trainees will have an opportunity to engage further with experts and seek to grow their understanding of maintaining high aspirations and expectations for all year 7 students, whilst supporting a smooth transition from KS2-KS3.
Placement B	Alternative Placement (B)	**The alternative placement** **(The Developmental Phase and The Consolidation Phase)** In this placement, trainees will be given the opportunity to teach in a school that contrasts with their first placement school in some form. They will again build up their teaching timetable and teach a range of year groups gaining greater independence as the placement develops, including support of key examination groups. During the final placement trainees will build to greater independence and autonomy with their teaching, demonstrating skills in teaching a range of year groups and topics, as well as completing the PGCE enquiry task and the final SCITT tasks.
KS5	Key Stage 5 Placement	**A developmental placement** Trainees spend up to a week in a KS5 environment, observing the teaching of their subject and discussing aspects of KS4-KS5 transition, including planning, teaching & assessment.
Enrichment	Enrichment phase	**The Enrichment Phase** 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.

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 relevant area of the ITT Core Content Framework.

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.

Can my trainee teach a lesson in a subject they haven't been trained in?

We ask that trainees teach lessons from a position of knowledge. Please timetable lessons in subjects that trainees have already begun to receive training in OR have strong subject knowledge in.

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.

ITT Core Content Framework

The Initial Teacher Training (ITT) Core Content Framework:

- Sets out the minimum training entitlement for all trainee teachers. It draws on the best available evidence and has been independently reviewed by the Education Endowment Foundation.
- Is not intended as an assessment framework. It is arranged around the Teachers' Standards for clarity but trainees are now only assessed against the Teachers' Standards at the **end point** of training. The Teachers' Standards are not used to assess trainees before this point.
- Supports trainee development in 5 core areas – behaviour management, pedagogy, curriculum, assessment and professional behaviours.
- Sets out two types of content – *Learn that* statements and *Learn how to* statements. This mirrors the Early Career Framework and provides continuity during the induction phase.

The ITT Core Content Framework can be accessed here
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf

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
- Share weekly course information
- 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 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.

Secondary Calendar – Placement A

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

Term 1 (PLACEMENT A)

Course Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Week Commencing	28.08	04.09	11.09	18.09	25.09	02.10	9.10	16.10	23.10	30.10	06.11	13.11	20.11	27.11	04.12	11.12	18.12	25.12	01.01
Monday	Bank Hol	P	P	P	P	P	P	P		P	P	P	P	T	P	T	P		
Tuesday		P	P	P	P	P	P	P		P	P	P	P	P	P	P	P		
Wednesday		P	P	P	P	P	P	P		P	P	P	P	P	P	P	P		
Thursday	T	P	T	T	T	P	P	T		P	T	P	P	P	T	P	P		
Friday	T	T	T	T	T	T	T	T		P	T	T	T	T	KS2	T			

Key

P	Placement A
P	Placement B
T	Core Training All
T	Core Training Secondary
T	PGCE Training
T	Subject Knowledge Enhancement (SKE) Sessions
PP	Progress Presentations
	Holiday

Secondary Calendar Term Two (Placement A and Placement B)

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

Term 2

Course Week	20	21	22	23	24	25	26	27	28	29	30	31
Week Commencing	08.01	15.01	22.01	29.01	05.02	12.02	19.02	26.02	04.03	11.03	18.03	25.03
Monday	P	P	T	P	P		PP	P	P	P	P	P
Tuesday	P	P	P	P	P		PP	P	P	P	P	P
Wednesday	P	P	P	P	KS5		PP	P	T	P	P	P
Thursday	P	P	P	P	KS5		PP	P	P	T	P	P
Friday	T	T	T	T	T		T	T	T	T	T	

Secondary Calendar – Placement B (continued)

Term 3

Course Week	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47
Week Commencing	01.04	08.04	15.04	22.04	29.04	06.05	13.05	20.05	27.05	03.06	10.06	17.06	24.06	01.07	08.77	15.07
Monday			P	P	P	Bank Hol	P	P	Bank Hol	P	P	P	E			
Tuesday			P	P	P	P	T	P		P	P	P	E			
Wednesday			P	P	P	P	P	P		P	P	P	E			
Thursday			P	P	P	P	P	P		P	P	P	E			
Friday			T	T	P	T	T	P		P	P	T	T			

21

Secondary Calendar – Placement A

Term 1 (PLACEMENT A)

Course Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Week Commencing	28.08	04.09	11.09	18.09	25.09	02.10	9.10	16.10	23.10	30.10	06.11	13.11	20.11	27.11	04.12	11.12	18.12	25.12	01.01
Monday	Bank Hol	P	P	P	P	P	P	P		P	P	P	P	T	P	T	P		
Tuesday		P	P	P	P	P	P	P		P	P	P	P	P	P	P	P		
Wednesday		P	P	P	P	P	P	P		P	P	P	P	P	P	P	P		
Thursday	T	P	T	T	T	P	P	T		P	T	P	P	P	T	P	P		
Friday	T	T	P	T	P	T	T	T		P	P	T	P	T	KS2	T			

Key

P		Placement A
P		Placement B
T		Core Training All
T		Core Training Secondary
T		Subject Knowledge Enhancement (SKE) Sessions
PP		Progress Presentations
		Holiday

Secondary Calendar Placement A continued

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

Term 2

Please note, all salaried trainees are required to complete a second placement (Placement B) which can take place during Term 2 or 3 lasting between 4 to 6 weeks – these arrangements will be made in discussion with Placement A setting Professional Mentor).

Course Week	20	21	22	23	24	25	26	27	28	29	30	31
Week Commencing	08.01	15.01	22.01	29.01	05.02	12.02	19.02	26.02	04.03	11.03	18.03	25.03
Monday	P	P	T	P	P		PP	P	P	P	P	P
Tuesday	P	P	P	P	P		PP	P	P	P	P	P
Wednesday	P	P	P	P	KS5		PP	P	T	P	P	P
Thursday	P	P	P	P	KS5		PP	P	P	T	P	P
Friday	P	T	T	T	T		T	T	P	T	T	

Secondary Calendar Placement A (+ Alternative Placement)

Alternative placement is required to last a minimum of 4 weeks although we would suggest a 6-week block when possible. Timings of this are dependent on employment school. Times below are a suggestion only.

Term 3

Course Week	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47
Week Commencing	01.04	08.04	15.04	22.04	29.04	06.05	13.05	20.05	27.05	03.06	10.06	17.06	24.06	01.07	08.77	15.07
Monday			P	P	P	Bank Hol	P	P	Bank Hol	P	P	P	E			
Tuesday			P	P	P	P	T	P		P	P	P	E			
Wednesday			P	P	P	P	P	P		P	P	P	E			
Thursday			P	P	P	P	P	P		P	P	P	E			
Friday			P	T	P	T	P	P		P	P	T	T			

Understanding your trainee's route

The table below outlines the placement structure for all Secondary routes. Please take time to understand the route that your trainee is on and the stage they have reached in the training year.

	Secondary – School Direct Fee paying	Secondary – Salaried Route
Placement A	• Trainees will continually engage with lesson observation throughout this placement, seeking opportunities to observe other practitioners across the school. • Trainees work closely with their Subject Mentor to gradually increase their lesson planning and lesson delivery. • They work within a structured framework to build up the curriculum range and frequency of their teaching experience.	
Placement B	• Trainees continue to work closely with their mentor and colleagues and gain knowledge of an alternative school setting. • Trainees will continually engage with lesson observations throughout this placement, seeking opportunities to observe other practitioners across the school. • Following a short introduction and observation period, they will begin to build their teaching capacity within this new environment. • The trainee will gradually take on more responsibility for teaching and duties such as supporting a form tutor, supporting enrichment etc. • In this final placement, trainees move from initial supported planning, assessment and delivery to greater independence in their classroom practice • Trainees continue to work closely with their mentor and colleagues to develop their teaching knowledge and practice. • Trainees will continually engage with lesson observation throughout this placement, seeking opportunities to observe other practitioners across the school.	• In this alternative placement of four-weeks, trainees move from initial supported planning, assessment and delivery to greater independence in their classroom practice. • Trainees continue to work closely with their mentor and colleagues and gain knowledge of an alternative school setting. • Trainees will continually engage with lesson observation throughout this placement, seeking opportunities to observe other practitioners across the school. • Following a short introduction and observation period, they will begin to build their teaching capacity within this new environment. • The trainee will gradually take on more responsibility for teaching.
Enhancement Week	• Trainees have the opportunity to spend time in an alternative Key stage 2 and Key stage 5. Trainees also have an opportunity to visit specialist SEND provision. • We work closely with trainees to plan experiences that enhance their experience.	
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.

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.

First Week Induction

We ask our trainees to scrutinise the school website to understand ethos, behaviour management and curriculum at your school. Please make sure that induction includes an appropriate introduction to these areas and opportunities to observe practice where relevant.

An effective induction should take place in the first week of placement and include the following:
- Introduction to relevant staff and tour of the school
- A clear introduction to your school ethos
- Make sure that your trainee has read the behaviour policy and understands how to implement it
- Introduction to specific pedagogical approaches and opportunity to observe relevant practice
- A clear timetable for the first week including specific responsibilities. This might include purposeful, specific observations and support responsibilities.

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: Bright Futures SCITT Support Process

Every week

- **Please make sure that you meet with your trainee on a weekly basis** to review progress across the week (Weekly Mentor Meeting)

- Trainees will complete the Weekly Progress Review ahead of or during the session, leading the discussion on their progress that week

- **Discussions of progress will be based on observations made across the week rather than a single, formal observation**

- Trainees will update their weekly targets on Mosaic and reflect on progress made against the previous week's target

- Trainee will ensure that attendance is recorded accurately on Mosaic

Secondary- Planning for progression

Secondary Placement A

- This 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 if either situation is the case.

Placement Requirements for each secondary phase.
PGCE School Direct Route (fee paying)

Placement A	Suggested progression:	Whole Class Teaching	Group Work, Training Tasks, Team Teaching and Observations	Planning, Preparation and Assessment
This is based on a trainee being on site four days a week Mon-Thurs. The hours are not neat numbers and are offered as a guide for the min and max number of hours on a weekly basis. We recognise some school have a two-week timetable so hours can be adjusted to reflect a two week pattern. To build up to teaching and planning for **35-45%** of the class timetable. You may wish to consider observation in other curriculum areas.				
Week 1-2	To observe the class at work and to work with groups of children under the direction of the class teacher, across all timetabled lessons. 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 3-5	To begin to plan for groups of learners and short whole class inputs.	Up to 4-5 hours	12-14 hours	4-5 hours
Weeks 6-10	To increase the amount of whole class input.	7-8 hours	9-10 hours	4-5 hours
Weeks 11-17	To increase to approx. 40% timetable.	8-9 hours	8-10 hours	4-5 hours
Weeks 20- 24	To increase to approx. 45% timetable	9-10 hours	7 - 8 hours	4-5 hours

-Please note **this is a suggested progression route**, this should be personalised to your trainee and their needs/skills, and therefore they might start to teach a higher percentage more quickly.

-Please note the **35-45% for at least three weeks is the minimum expectation** for the placement.

Placement B

Suggested progression:		Whole Class Teaching	Group Work, Training Tasks, Team Teaching and Observations	Planning, Preparation and Assessment
To build up to teaching and planning for 40-50% of the class timetable. You may wish to consider observation in other curriculum areas				
Week 1-2 *(Week 27-28)*	To observe the classes to be taught, 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 the units of work being planned.		15-16 hours	4-5 hours
Weeks 3-5 *(Week 29-31)*	To begin to plan for groups of learners and whole class inputs.	6-8 hours	9- 10 hours	4-5 hours
Weeks 6- 8 *(week 34-36)*	To teach and plan for 40-50% of the class timetable.	8-9 hours	6--7 hours	4-5 hours
Weeks 9-14 *(week 37-43)*	To teach and plan for 80% of the class timetable.	Building to 15/16 hours per week *	1-2 hours	4-5 hours

- Please note this is a **suggested progression route**, this should be **personalised to your trainee** and their needs/skills, and therefore they might start to teach higher percentage more quickly.

    *Please note the **80% for at least five weeks is the minimum expectation for the placement**.

Future Teaching Scholars and School Direct Salaried route

Placement A employment-based setting:
Placement Timetables to be agreed with the employment-based trainee. Allocation is likely to vary.

Placement B (Alternative setting)	Suggested progression:	Whole Class Teaching	Group Work, Training Tasks, Team Teaching and Observations	Planning, Preparation and Assessment
	To build up to teaching and planning for 30-40% of the class timetable. You may wish to consider observation in other curriculum areas			
Week 1	To observe the class at work and to work with groups of children under the direction of the class teacher, across all timetabled lessons. Ensure some non-contact time is allocated to give the trainee opportunities to explore resources, school policies, etc.	Up to 4-5 hours	12-14 hours	4-5 hours
Weeks 2	To begin to plan for groups of learners and short whole class inputs.	7-8 hours	9-10 hours	4-5 hours
Weeks 3	To increase the amount of whole class input.	7-8 hours	9-10 hours	4-5 hours
Weeks 4	To teach and plan for 30-40% of the class timetable.	9-10 hours	7-8 hours	4-5 hours

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 Sub-themes and suggestions for learning opportunities.

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

Every Week:

1. Trainee to reflect on previous week's learning, completing the first part of the Weekly Progress Review form – Learn and Explore.
2. Trainee to meet mentor and review the previous week, discussing learning and progress against targets. Focus on how the trainee's learning has moved forward.
3. Complete the remainder of the Weekly 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 week ahead.
6. Together, plan observations, planning and teaching which will address the learning focus.
7. Set targets for the week ahead.
8. Plan timetable of teaching for the week ahead and set suitable submission dates.
9. Trainee to upload new targets to Mosaic.

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

We recommend low-stakes, informal observations across the week. We ask that you plan and review learning that is relevant to that week'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 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	On Track
This means that the trainee is not making progress even with support.	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.

We are committed to ensuring that trainees have a quality training experience. We use a number of approaches to quality assure training and placement including trainee voice, session evaluations, mentor training, lesson visits, Collaborative Progress Reviews and monitoring of targets and progress through Mosaic. Our approach is inclusive and based on positive relationships with our partner colleagues. The focus of all our quality assurance measures is shared learning and development.

Key Assessment Points

ASSESMENT DATES		Secondary	Secondary Salaried
Placement A	Interim Report	11/10/23	11/10/23
	Summative Report A	24/01/24	24/01/24
Placement B	Interim Report	27/03/24	Dependent on placement timing
	Summative Report B	07/06/24	
	Secondary Salaried		
	Secondary salaried routes within their alternative placement are bespoke and will be discussed with trainee and placement on an individual basis.		

*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.

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 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 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 Visit

Trainees will receive a lesson 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 20-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.

Progress Presentations

These take place following February Half term and the completion of Placement A, before you begin Placement B. You will be given clear guidance (including a 'Progress Presentation Handbook'), regarding structure, length and ambition for content (an example will also be provided). The week will involve a morning of instruction to support, opportunities to work in small planning groups to discuss initial ideas and thoughts and allocated independent reflection and study time. Progress Presentations will then be delivered within small groups of peers alongside SCITT lead and invited colleagues.

The key aim is to give you the opportunity to independently reflect upon your progress against Curriculum Themes and Strands; to reflect critically on the research reviewed and its application within your classroom to date. The presentation will demonstrate how your **learning** (via training and research), has been **explored** both independently and with experts (including placement and SKE sessions) and how you have then **applied** this into your developing teaching practice.

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).

Placement Focus Days

There will be two days (one in Placement A and one in Placement B) when you will be in placement on a Friday but you will not be teaching. These 'Placement Focus Days' will require (*with the support of your mentor and experts within placement*) you to complete a series of focused observations, discussions with experts and engage in focused planning time to support your understanding and ambition for SEND (Placement A) and EAL (Placement B) students, to help you apply theory to practice and support you to become a champion of inclusive education.

Evaluation of Qualified Teacher Status (QTS)

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)	Naturally Occurring Evidence	Pupil tracking or assessment
Reflections on learning (MOSAIC)	Examples of engagement with research	Examples of wider school engagement

Much of your evidence will be gathered on MOSAIC. 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.

Fundamental Maths and English Proficiencies

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

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

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	
Concern	Stage 1 is an informal stage in the support process Concerns raised by Professional Mentor, Mentor or Trainee Contact Phase Lead at an early stage **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.**
Action	Preliminary ONLINE meeting – Phase Lead, Mentors and Trainee - Discuss concerns raised. - Agree SMART targets and identify action steps - Date set for review and observation to be carried out by Professional Mentor **All partners to agree to the expectation that action steps will be taken to address the concerns raised.**
Review	Professional Mentor/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.
Stage 2 Support	
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	ONLINE meeting with Phase Lead, Trainee and Mentor (Class or Professional Mentor) - 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** All partners to view and sign the support plan.

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 for 3 years in line with GDPR and Ofsted criteria.
Stage 3 Intervention	
Concern	Trainee has not met the targets set at Stage 2. Stage 3 is a formal intervention stage. **Trainees must demonstrate that targets have been addressed and progress made in order to retain a place on the programme.**
Action	Phase Lead to carry out observation Review meeting to follow with trainee and mentor team.
Review	• 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 • **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.**
Notes A Secondary trainee must successfully complete two placements and have experience of teaching KS3 and KS4 to be recommended for QTS.	

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 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 Secondary 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

Professional Progress Review

Trainees on the Bright Futures SCITT programmes agree to uphold the standards of personal and professional conduct set out in Part 2 of the Teachers' Standards and the SCITT Code of Conduct. A trainee in breach of these expectations will be subject to Professional Progress Review. The Professional Progress Review process is shared with trainees at the start of the programme together with the following documents:
- Part 2 of the Teachers' Standards
- Bright Futures SCITT Code of Conduct (contained within the trainee contract)

Serious concerns may mean that a trainee progresses more rapidly through the Professional Progress Review process. Serious breaches of the code of conduct OR termination of placement from more than one school may result in immediate dismissal.

Concern Identified
• Concern identified by school or SCITT team • SCITT Lead addresses the concern directly with trainee • Trainee acts on the advice - no further action is required

Stage 1
• Concern continues or a further concern is raised • SCITT Director is informed. • First warning letter is issued informing the trainee that they have been placed on Stage 1 of the Professional Progress Review process. Professional Progress Review policy shared. • Targets are set linked to Part 2 of the Teachers' Standards • Phase Lead to set targets with appropriate deadline • Phase Lead to review progress against targets

Stage 2
• Failure to address targets at Stage 1 or a further concern is raised • Trainee attends a Stage 2 meeting with SCITT Director and Phase Lead • A second warning letter is issued informing the trainee that they have been placed on Stage 2 of the Professional Progress Review process • Phase Lead to set targets with appropriate deadline • Phase Lead to review progress against targets

Stage 3
• Failure to address targets at Stage 2 or a further concern is raised • Trainee attends a Stage 3 meeting with SCITT Director and Phase Lead

- A third warning letter is issued informing the trainee that they have been placed on Stage 3 of the Professional Progress Review process and that **failure to address targets set will result in dismissal from the programme**
- Phase Lead to set targets with appropriate deadline
  Phase Lead to review progress against targets

Stage 4
- Stage 3 targets are not met and the trainee is dismissed from the programme by letter   - The trainee is informed of their right to appeal and SCITT Appeals Policy shared

Guidance for Trainees

Attendance

- Attendance and punctuality are important indicators of professional conduct.

- All ITT programmes must be designed to reflect the minimum of 120 days in school in line with the DfE ITT compliance criteria. The 120 days in school is clearly mapped within all Bright Futures SCITT programmes. In order to be recommended for Qualified Teacher Status, **you must demonstrate consistent attendance in school and at training.** Should you experience repeated absences due to sickness, SCITT will work with you to address this. Absence from school or training for other reasons is only authorised in exceptional circumstances.

- 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 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 lesson visits 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:

- equitable approaches to meet pupil need
- 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 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 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 trainee Interim and Summative reviews on MOSAIC as 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 Secondary Lead

The Secondary 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 Secondary 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 Secondary 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 Secondary 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 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 or online. 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. 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.

Pertinent Research, Articles and Current Online Resources

We encourage subject leads, trainees and mentors to continually engage with seminal and current research. Below is a list of resources which are used to shape the ITT journey. We encourage all to engage with as many as possible throughout the course of the year. **Please note this list is by no means exhaustive but it broadly covers the field**. Further research will be signposted to trainees and mentors as we progress through the year. We very much encourage additional independent engagement with all the following resources, **it's never too early to start to engage with the following reading! Enjoy.**

Principles of Teaching and Learning

- Allison (2015) **Making Every Lesson Count. Six Principles to support great teaching and learning** (Making Every Lesson Count series) London: Crown. (Subject specific version is recommended).
- Bennett (2020) **Running the Room**. London: John Catt.
- Hattie, J and Zierer K (2017) **10 Mindframes of Visible Learning**: Teaching for Success: Oxford: Routledge.
- Sherrington T (2019) **Rosenshine's Principles in Action** Paperback – 17 May 2019
- Sherrington T and Caviglioli (2020/2021) Teaching Walkthrus 1 and 2, John Catt Educational Ltd.
- Thompson & Woolstencroft (2021) **The Trainee Teachers Handbook** – 2nd Edition, Sage Publishing Company.

Safeguarding

- Advice template (publishing.service.gov.uk)
- Child exploitation disruption toolkit - GOV.UK (www.gov.uk)
- Covid: How remote learning changed during pandemic | Tes Magazine
- Equality and diversity - Department for Education - GOV.UK (www.gov.uk)
- Professional and Personnel Relationships (cimpress.io)
- Sexual violence and sexual harassment between children in schools and colleges - GOV.UK (www.gov.uk)
- Teaching online safety in schools - GOV.UK (www.gov.uk)
- The Definitive Guide to Getting a Teaching Job; an Insider's Guide to Finding the Right Job, Writing the Perfect Application, and Nailing the Interview." *Reference & Research Book News* 2007: n. pag. Print.
- Working together to safeguard children - GOV.UK (www.gov.uk)

Supporting your wellbeing and building resilience during your first year into teaching.

- Butler, G, Grey N, and Hope T (2018) Manage Your Mind: The Mental Fitness Guide, 3rd Edition, Oxford: Oxford University Press.
- Clance, P and Imes, S (1978) The imposter phenomenon in high achieving women: dynamics and therapeutic intervention.'
- Cowley, S (2013) How to Survive your Firsy Year in Teaching, Erd Edition, London, Bloomsbury.
- Duckworth, A (2017) GRIT Why Passion and Resilience are Secrets to Success. London: Vemilion. Psychotherapy Theory, Research and Practice.
- Locke, EA and Latham, GP (2017) New Developments in Goal Setting and Task Performance. New York, Routledge.
- Orr, K and Simmons, R (2010) 'Dual Identities: the in-service trainee experience in the English further education sector. Journal of Vocational Education and Training.

Building Professional Relationships (Mentor and Trainee)

- Calaprice A (2011) The Ultimate Quotable Einstein, Oxfordshire: Princeton University Press.
- Dweak, C. (2008) Mindset: The New Psychology of Success. New York: Ballantine.

Becoming a Reflective Practitioner

- Brookfields, S (1995) Becoming a Critically Reflective Teacher. San Francisco: Jossey -Bass.

- Donald Schön's The Reflective Practitioner When Studying the Professional Practice of Teachers as Educational Designers." *Curriculum inquiry* 41.1 : 167–174. Web.
- Dymoke, Sue. et al. (2008) *Reflective Teaching and Learning : A Guide to Professional Issues for Beginning Secondary Teachers* . London: SAGE, Print.
- Gibbs, G (1988) Learning by Doing: A guide to Teaching and Learning. London : Longman.
- Markkanen, Pihla et al (2020). "A Reflective Cycle: Understanding Challenging Situations in a School Setting." *Educational research (Windsor)* 62.1 : 46–62. Web.
- Moon, Jennifer. (2008) *Critical Thinking: An Exploration of Theory and Practice*. London: Routledge. Web.
- Schon, DA (1983) The Reflective Practitioner: How professional Think in Action. New York: Basic Books.
- Wieringa, Nienke (2011). "Teachers' Educational Design as a Process of Reflection-in-Action: The Lessons We Can Learn From
- Wenger, E and Snyder, W (2000) Communities of practice: the organisational frontier, Harvard Business Review.

Using feedback productively

- Capel, S, Leask M and Turner T (2009) Learning to Teach in the Secondary School, 5th Edition. Ablington: Routledge.
- Wolstencroft, P and De Main, L (2020) Why didn't you tell me that before?' Engaging under graduate students in feedback and feedforward within UK Higher education.' Journal of Further and Higher Education.

Understanding the Curriculum

- Alsubaie, MA (2015) Hidden curriculum as one of current issue of curriculum, Journal of Education and Practice.
- Kelly, AV (2009) Curriculum Theory and Practice, 6th Edition, London Sage.
- Ofsted (2019) The Education Inspection Framework, May 2019. London: Sage.

Developing Research informed practice

- Donald Schön's The Reflective Practitioner When Studying the Professional Practice of Teachers as Educational Designers." *Curriculum inquiry* 41.1 : 167–174. Web
- Dymoke, Sue. et al. (2008) *Reflective Teaching and Learning : A Guide to Professional Issues for Beginning Secondary Teachers* . London: SAGE, Print.
- Markkanen, Pihla et al (2020). "A Reflective Cycle: Understanding Challenging Situations in a School Setting." *Educational research (Windsor)* 62.1 : 46–62. Web.
- Moon, Jennifer. (2008) *Critical Thinking: An Exploration of Theory and Practice*. London: Routledge. Web.
- Wieringa, Nienke (2011). "Teachers' Educational Design as a Process of Reflection-in-Action: The Lessons We Can Learn From.

Myth Busting the Theory

- [Busting The Educational Myths About Learning And Colleges. (flyingpepper.in)](#)
- [Bloom's Taxonomy—That Pyramid is a Problem | Teach Like a Champion](#)
- [Tackling learning myths among trainee primary teachers: A case study (chartered.college)](#) –
- [Why is the myth of 'learning styles' so hard to slay? : My College (chartered.college)](#)

Support with Lesson Planning

- Harper H (2013) Outstanding Teaching in Lifelong Learning. Maidenhead, Open University Press.
- Sweller, J (1988) Cognitive load during problem solving: effects of learning' Cognitive Science.
- Thompson, C and Wolstencroft, P (2014) Give' em the old Razzle Dazzle. Surviving the lesson observation process in further education. Research in Post compulsory Education.

Understanding Assessment

- Christodolou. D. (2017) Making Good Progress, OUP Oxford.
- Koretz D. (2017) The Testing Charade, University of Chicago.
- Wiliam. D. (2005) Inside the Black Box, GL Assessment Ltd.

Quality First Teaching

- David Didau (2014) The Secret of Literacy: Making the implicit, explicit, Independent Thinking Press.
- EEF blog: Understanding the impact of COVID on learning | EEF (educationendowmentfoundation.org.uk)
- https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching
- Kirby, J, Silvestri, R, Allingham, B, et al (2008) Learning strategies and student approaches of post secondary students with dyslexia' Journal of Learning Disabilities.
- Wang J, Lin E, Spalding E, Klecka CL, Odell SJ. (2011) Quality Teaching and Teacher Education: A Kaleidoscope of Notions. Journal of Teacher Education.62(4):331-338

How Pupils Learn (Including Cognitivist (+ Metacognition), Behaviourist, Social Learning Theory, Humanist)

- Brookfield (2013) Powerful Techniques of Teaching in Lifelong Learning. Maidenhead: Open University.
- EEF Metacognition and Self Regulation : Evidence Review (2021)
- EEF, Metacognition and Self-regulated Learning Education Endowment Foundation | EEF
- EEF, What do we really know about cognitive science in the classroom? https://educationendowmentfoundation.org.uk/news/newwhat-do-we-really-know-about-cognitive-science-in-theclassroom-eef-publishes-new-review-of-the-evidence/
- Howard-Jones, P., & Yau, S. (2018). Applying the science of learning in the classroom. Journal of the chartered college of teaching.
- https://earlycareer.chartered.college/cognitive-load-theory-and-its-application-in-the-classroom-3/
- Illeris, K (2009) Contemporary Theories of Learning, Learning Theories…in their own words, Oxford: Routledge.
- Illeris, K (2007) How we learn: Learning and Non-Learning in School and Beyond. London and New York. Routledge.
- Miles, S. (2014). 'Spaced vs. massed distribution instruction for L2 grammar learning'. System, 42(1),pp. 412-428
- Short v long-term memory Dylan Wiliam - YouTube
- Thompson and Spenceley, L (2019) Learning Theories for Everyday Teaching. London: Sage.

High Expectations/ Behaviour for Learning

- Bennett T (2020) Running the Room, John Cat. Education Ltd.
- Cowley, S (2013) The Seven Cs of Positive Behaviour Management (Alphabet Sevens) CreateSpace Independent Publising Platform.
- Department for Education (2014) Promoting Fundamental British Values as Part of SMSC in schools. London. Crown.
- Dix P (2017) When the Adults Change Everything Changes, Independent Thinking Press
- Education Endowment Foundation (2019) Improving Behaviour in Schools | EEF (educationendowmentfoundation.org.uk)
- Education Endowment Foundation (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit: Accessible from: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/
- Mitchell, D. (2014). What really works in special and inclusive education. Oxford: Routledge
- Rosenthal, R and Jacobson L (1992) Pygmalion in the Classroom, expanded edn. New York: Irington.

SEND & EAL

- Additional health needs guidance (publishing.service.gov.uk)
- Geddes, H. (2006) *Attachment in the Classroom: The Links Between Children's Early Experience, Emotional Well-being and Performance in School.* Worth Publishing.
- Golding, K. (2013*) Observing Children with Attachment Difficulties in School*, JKP, London
- Liu, Jie. "Cultivation of Critical Thinking Abilities in English Writing Teaching." *Theory and practice in language studies* 8.8 (2018): 982–. Web.
- Schools, colleges and children's services : Special educational needs and disability (SEND) - detailed information - GOV.UK (www.gov.uk)
- SEND_Code_of_Practice_January_2015.pdf (publishing.service.gov.uk)
- SEND: guide for schools and alternative provision settings - GOV.UK (www.gov.uk)

- Siegel, D and Bryson, T.P. and (2012) *The Whole-Brain Child: 12 Proven Strategies to Nurture Your Child's Developing Mind.* Robinson.
- Sunderland, M. (2015) *Conversations that matter*. Worth Publishing.
- Parr, J. M., & Wilkinson, I. (2016). Widening the theoretical lens on talk and writing pedagogy. International Journal of Educational Research, 80, 217–225. http://dx. doi.org.proxy-ub.rug.nl/10.1016/j.ijer.2016.08.011.
- Wallace, Mike, and Alison Wray (2016). *Critical Reading and Writing for Postgraduates* . Third edition. Los Angeles: SAGE. Print.
- Van der Kolk, B. (2015) *The Body Keeps the Score: Mind, Brain and Body in the Transformation of Trauma.* Penguin.

Developing your Critical Thinking

- Cocker.C. & Cooper.A. (2021) Transitional Safeguarding: Opportunities to Improve Safeguarding Practices with Young People, Practice, DOI: 10.1080/09503153.2021.1979505
- Haylock et al. (2020) Risk factors associated with knife-crime in United Kingdom among young people aged 10–24 years: a systematic review

Getting the Job

- Hattie, J (2012) Visible Learning fpr Teachers, Abingdon. Routledge.
- https://www.teachertoolkit.co.uk/2018/05/09/first-teaching-job
- https://committees.parliament.uk/committee/203/education-committee/news/156024/forgotten-white-workingclass-pupils-let-down-by-decades-of-neglect-mps-say/
- https://www.gov.uk/government/publications/character-education-framework
- M. L. White & Jean Murray (2016) Seeing disadvantage in schools: exploring student teachers' perceptions of poverty and disadvantage using visual pedagogy, Journal of Education for Teaching, 42:4, 500-515, DOI: 10.1080/02607476.2016.1215543

Progress For All

- Black and William (1998) Assessment and classroom Learning, Assessment in Education.
- Black and William (1998) Inside the Black Box: Raising Standards Through Classroom Assessment. London: GL Assessment.
- Closing_the_word_gap_activities_secondary.pdf (teachit.co.uk)
- EEF_KS3_KS4_LITERACY_GUIDANCE.pdf (d2tic4wvo1iusb.cloudfront.net)
- Hattie, J (2009) Visible Learning: A Synthesis of Over 800 Meta-analysis Related to achievement. London: Routledge
- Understanding mathematics anxiety - Nuffield Foundation

Developing Literate and Numerate Learners

- Ryan, Mary & Bourke, Terri (2013) The teacher as reflective professional: making visible the excluded discourse in teacher standards. Discourse, 34(3), pp. 411-423

- ITT Core Content Framework (publishing.service.gov.uk)

PSHE/SRE

- Additional health needs guidance (publishing.service.gov.uk)
- Geddes, H. (2006) *Attachment in the Classroom: The Links Between Children's Early Experience, Emotional Well-being and Performance in School.* Worth Publishing.
- Golding, K. (2013*) Observing Children with Attachment Difficulties in School*, JKP, London
- SEND_Code_of_Practice_January_2015.pdf (publishing.service.gov.uk)
- Siegel, D and Bryson, T.P. and (2012) *The Whole-Brain Child: 12 Proven Strategies to Nurture Your Child's Developing Mind.* Robinson.
- Sunderland, M. (2015) *Conversations that matter*. Worth Publishing.

- Van der Kolk, B. (2015) *The Body Keeps the Score: Mind, Brain and Body in the Transformation of Trauma.* Penguin

Additional subject specific reading will be addressed by SCITT Subject Leaders and available in SKE Curriculum Handbooks.

Supporting Documentation

Bright Futures SCITT - Placement A, B & C Trainee Timetable

NAME:		SCHOOL:	
Professional Mentor:		Subject Mentor:	

Please complete the following timetable and all the relevant information below.
- Record all lessons on your timetable
- Indicate the name of the teacher to whom the class belongs. If coded, please provide a key below.
- Include break and lunch times (and any break duties or enrichment clubs you are involved with)
- Please note which lessons are observations (Ob), shared (Sh), or solo (So)
- Upload your Timetable to Mosaic
- Regularly update this Timetable when changes occur.

WEEK ONE

Lesson No.	Time	Monday	Tuesday	Wednesday	Thursday	Friday

WEEK TWO

No.	Time	Monday	Tuesday	Wednesday	Thursday	Friday

Bright Futures Lesson Plan Proforma

Trainee Name		Class		Date	
Subject		Lesson Topic			

Class data and inclusion data Make sure this is populated							
No. in class	PP	EAL	SEND	LAC	M	F	Other information

Planning the learning

What will pupils learn in this lesson?

Lesson Objective What will pupils know, understand or be able to do by the end of the lesson?	LO: To examine the treatment of African slaves.
What have pupils already learned? What prior knowledge does this lesson build on? What do you need to address from previous lesson? How will you check and activate foundational knowledge?	**What will pupils learn in the next lesson?** What is coming next? How will this lesson prepare for the next one?

Developing pupil knowledge How will you introduce and teach new knowledge? What are the common misconceptions you might encounter and how will you address them? How will you connect the new knowledge with prior learning? How will pupils practice or apply the new knowledge?

Supporting and extending pupil learning
How will you scaffold the learning? E.g. modelling, explanation, scaffolds
How will you present abstract ideas?
How will you ensure that all pupils are appropriately challenged and stretched?
What role will support staff and resources play in this process?
Assessing the learning
What are your key assessment points?
What information will you gather and how will you use it?
What opportunities will there be for pupils to reflect on their own learning and respond to feedback?

Lesson Guide		
Timings	Lesson structure What will the teacher do? What will the pupils do? What do support staff do?	Key questions and vocabulary How will you draw out the key learning points? What is the key vocabulary for this lesson and how will you introduce it and encourage its use?

Lesson Reflection Prompts

Please use this space or your journal to reflect on your lessons. We encourage you to do this regularly but there is no need to do so after every lesson. The prompts included here are suggestions to support your reflections – you might do just one or two each time.

- Identify the parts of the lesson in which pupils were most interested or engaged. Why was this? Did their engagement lead to learning?

- How well was your session managed in terms of behaviour, resources and deployment of support staff?

- How did you encourage pupils to reflect on their learning? This might include learning behaviours, reflection on progress, setting personal goals etc.

- Did you identify any misconceptions in the lesson which will need to be revisited? How might you have anticipated them or responded in the moment?

- How well did your task meet the lesson objective? Did pupils learn what you had planned for them to learn?

Teacher:		Class:		Date:
The Big Picture How does this lesson link to the wider unit of work?	**Lesson Objectives** Consider your use of language here, what is it the student needs to leave your classroom being able to understand/do because of this lesson?	**Engagement Opportunities** What will I do to engender a love of learning and buy in to this lesson?	**Adaption Requirements** How can I ensure my lesson is inclusive to EAL/SEND/PP/MA students? (Provide Initials of relevant students)	**Supporting Literacy** How will you support student literacy? Key vocabulary, writing frames, discussion, independent 'hard thinking' time.
•	•	•	•	•

Prompt Lesson Start		Learning Episodes		Knowledgeable End (student and teacher)
How will you ensure students immediately engage with the lesson? (Consider BfL approaches.)	**Lesson Start** What retrieval and or engagement activity will you use?	Learning Experience of the student	Teaching Explanations and Questions	**Assessment** Are there any misconceptions I need to consider? How will I/they know the Lesson Objective has been met?
	(Include Time Frame)	**(Include Time Frame)**		**(Include Time Frame)**
	•	•	•	•

Focus/Topic:				Class	
Students	**SEND**	**PP**	**EAL**	**More Able**	*Additional notes (if needed)*
Strategies for support/challenge for groups of students					

What subject and pedagogical knowledge do I need to know to teach this sequence of lessons?

-

Students' Prior Learning:	**Key Vocabulary:**
 -	-
What data/assessment will inform my planning? -	**Formative assessment** -
	Summative assessment -

My current target(s) from recent lessons observations/Mentor meeting to consider:

1
2.
3.

Lesson	What will students know and understand?	What will students do?	Targeted questions to promote 'hard thinking'.	Any misconceptions I need to consider? How will you know (Impact)? Assessment strategies
1				
2				
3				
4				
5				
6				