

Mentions of Teaching File

By Roehampton University

Declaration of Professionalism in Schools

This document must be read and signed by all students to show that they fully commit to the roles, responsibilities and professional expectations outlined in the Secondary Partnership Agreement. By the end of the programme of ITE, to be recommended for the award of QTS all students need to understand that they need to have demonstrated the above attributes. Students have a paper copy of this, and it must be **stored in the teaching file**, either electronically (after scanning) or in the folder.

Student must upload the lesson plan for the formally observed lesson to the **weekly mentor meeting template** the rest of the plans go in the **teaching file**.

How does the school experience contribute to the PGCE and award of QTS?

As previously stated, to be awarded the PGCE, all universities require students to gain Qualified Teacher Status (QTS) and they can only do so by undertaking successful school experience in at least two schools for the period prescribed (120 days). School experience is vital for them to gain the evidence needed to demonstrate that they have met the APL and therefore the Teachers' Standards required for QTS to be awarded. This evidence is collected in many ways, but mainly through the ongoing use of **Abyasa** for uploading training data, weekly reflection and students' **school experience teaching file**. This evidence is then summarised in the **Profile of Professional Development** in the **Foundation** and **Consolidation Phases** and the **Interim Progress checks**, also held on Abyasa, that mentors and students complete during placement.

Using the Teaching file as evidence for Progress against the APL

The **Teaching file** (whether a physical or digital copy) is essential for students in that it contains the evidence to demonstrate that they are making progress against the APL. For example, it is sometimes the case that students will show that they have planned in great detail. The plan may reveal a much greater level of expertise in the subject than can be demonstrated in a single lesson. Equally students may show in their evaluations, reflection, and discussions with mentors, self-awareness and understanding of issues of classroom management which will indicate to mentors that real development is taking place in these areas. For these reasons the file will be helpful in weekly discussions when mentors meet with students to discuss targets and when it comes to completing the Profile at the end of each phase of school experience.

*Unlike other programmes, students **do not** have to hand in **teaching files** for a final assessment for QTS as this will be examined over the course of the year by mentors, SLITE and LM and commented on in the Profile templates.*

Using the **Teaching file** in the Training Programme (this can be an e-copy)

(Please adhere to your school's GDPR policy on storing and processing children's data – no pupil data can leave the school and if using an e-copy then the device must be password encrypted)

Contents to include in your School Experience **Teaching File** (Students could have anything extra that they feel helps).

A: Planning and Teaching

Section 1: School Experience Information

- a. Timetable
- b. Policy documents i.e. marking policy, reward and sanctions (unless stored on school system)
- c. School Calendar – with key dates i.e. parents evenings, INSET days, Report schedules
- d. Class lists (useful to have your own lists rather than just using the school online system)
- e. Specific SEN information on pupils (anonymised)
- f. Seating plans

Section 2: Planning, evaluations and reflections

- a. Schemes of Work/Learning
- b. Assessment schemes
- c. Lesson plans – with student evaluations included **(one for every lesson taught)**
- d. Medium Term Planning
- e. Pictures of pupils work (anonymised) students could use for assignments
- f. Evaluations from students' observations of experts

Section 3: Feedback

- a. Any lesson feedback from mentors or other observers (paper copies)
- b. Feedback from other school or partnership colleagues in the informal observation booklet

It is essential that the **teaching file** is **always available** in school (and no pupil data is removed from the school for GDPR) and especially when the LM visits. On that occasion, the LM will see one lesson and thereby gain an impression of students' classroom performance. By its very nature this visit will only be a 'snapshot' of the whole of the experience in that block. It is the teaching file that gives the LM an overview of the context of the lesson seen and of other aspects of students' professional development. It will not be possible for the LM to assess the school experience in depth unless the file is available.

The **teaching file** will also provide the material to support work that goes on in the University. In particular, students are often expected to draw on the material in the files to contextualise the discussion in the written assignments. In some cases, extracts from the file will be assessed directly as evidence of the skills and understanding related to specific APL.

Recording the formal observation – Use the Subject specific Lesson Feedback Record

Mentors will use the subject specific **Lesson Feedback Record form**, which can be found either in the document tab on Abyasa, here on the [Partnership Site](#) or will be sent by the LM. We require *subject specific feedback* being given to students which is more useful for them to make progress.

All observation comments must be related to the APL

- Students should provide the observers with the **Subject lesson feedback record**, lesson plan and any other resources produced. The completed sheets should be stored in the **Teaching File**. The *lesson feedback record* and *lesson plan* are scanned by the ST and uploaded to Abyasa in the **weekly Mentor meeting record** (not as a photo but as a PDF).

student is on track:

- Teaching in line with weekly timetable – full hours.
- Meeting weekly targets as recorded on the Weekly Mentor Meeting record (Abyasa)
- Evidence of progression on Weekly Mentor Meeting record (e.g. a range of strengths demonstrated across placement, areas for development are not repeated, increasing confidence and competence demonstrated)
- Responds positively to and acts upon constructive feedback from mentors
- Engagement with and demonstrating quality reflections on Abyasa
- Organised **teaching files** with data (physical or digital)
- Lessons planned and checked in advance of teaching

How to Complete the Profile of Professional Development (PPD) Template on Abyasa

At the end of the Foundation and Consolidation Phase (*there is no longer a Developmental Phase Profile*), the mentor will complete the Profile template on Abyasa as a summation of the progress made by the student. The mentor will complete each of the sections including absences, evidence and targets and will assess the students' progress against the APL.

The mentors should complete the Profile in discussion with the student using the **Reflective Questions** to aid reflection and aid in formulating formative targets for the next phase. Students can in these discussion talks to the mentors about additional evidence and by using the **teaching file**. The profile documents can be found in the scheduled mentor templates.

The Lead mentor will:

1. Set up an Agreed Procedures Meeting (APM) (see [Page 32](#) for explanation) in the first few weeks of the placement to ensure that the mentor and student know what is expected, have been able to organise a timetable, mentor meetings etc and completed the 20 hours of mentor training.
2. Maintain contact with mentor and student on a regular basis and mentors should ensure that they are kept informed of any issues or concerns that mentors may have about the student.
3. If the Student has a **PRAF**, then liaise with the student and mentor/SLITE to discuss any additional needs.
4. LMs will need to agree the school visit with you, SLITE and the student.
5. Visit the student on at least one occasion during each of the three school terms to observe (jointly with the mentor or normal class teacher), give feedback, support, guidance and any training required for the mentor and student.
6. Look through the [teaching file](#) and discuss the students' progress with mentors and, where possible, the SLITE.

Annex 5 - Arrangements and expectations when LMs visit (for Students)

The following notes are designed to ensure that the visit goes smoothly and positively. Please read them carefully and do as they say. They are informed by years of experience!

- 1 You will be advised of the date for a visit in advance. Your LM will also advise your Mentor and/or SLITE at the same time. The proposed visit should be discussed with your Mentor to ensure that it is possible and the SLITE informed in case they would like to meet your LM. Any problems with the times given should be notified to the LM immediately. **If you have to change any arrangement less than 24 hours in advance e.g. because you are ill or called for interview, you must ensure that you speak to your LM personally to advise them** – do not just leave a voicemail or e-mail and assume that it has been picked up.
- 2 Ideally all lessons to be observed **should** be conducted jointly with your MENTOR.
- 3 A copy of your lesson plan and any associated worksheets or slides used, should be given to the LM and the mentor before the start of the lesson.
- 4 Inform the school reception of your LM's visit and ensure that, if you cannot be there to meet them, the reception knows where you will be teaching.
- 5 Please make arrangements for your LM to park if necessary/possible.
- 6 **Make sure that your Abyasa entries are up to date**, showing records of meetings, observations, your progress in subject knowledge and progress against the APL. You also need to have your [teaching files](#) in addition to Abyasa that you are using in your professional work. This should include your lesson plans for every lesson taught in the week, evaluations, seating plans, any pupil data that informs your planning, resources and assessment (marking etc.), in chronological order per year group.