

## Anticipating Practice (AP) phase instructions and profile descriptor – School Direct Distance PGCE

Trainees complete Anticipating Practice tasks and school experience as outlined here:

<https://www.exeter.ac.uk/teachertraining/offerholders/pre-courseinformationandtasks/schooldirectpre-coursetasks/>

### Use of the IDP in the AP phase

Trainees are introduced to the IDP at the beginning of the course. Trainees receive an email from the Partnership Office: [exeterpartner@exeter.ac.uk](mailto:exeterpartner@exeter.ac.uk) with log in information.

Trainees complete the Anticipating Practice FRAP (Formative Reflection on Achievement and Progress) within their IDP. This brings together the pre-course tasks and experience of the first weeks in school and allows trainees to reflect on their progress in the AP phase.

Trainees also need to complete the following templates, which have been programmed onto the timeline in the IDP:

- Safeguarding (Completed twice in the year, once for each school placement)
- School Direct Induction (home placement)
- School Direct Induction (contrasting placement, to be added when the placement starts)

### Anticipating Practice Phase Profile Descriptor

<b>Behaviour Management</b>
<p><b>Learn That</b> You know core policies and practices in your placement school, for example with respect to rules and routines and keeping pupils safe.</p> <p><b>Learn How</b> You show empathy and respect for children/ young people, and can communicate with them effectively.</p>
<b>Pedagogy</b>
<p><b>Learn That</b> You know how your placement school supports pupils from disadvantaged backgrounds.</p> <p><b>Learn How</b> You begin to be aware of what teachers can do to motivate pupils to engage in their learning.</p>
<b>Curriculum</b>
<p><b>Learn That</b> You have reviewed your subject and curriculum knowledge and identified areas to develop through observation of teachers, independent reading and research, and planning and teaching. You understand teachers' responsibility to develop literacy and numeracy and know the importance of fundamental English and mathematics.</p> <p><b>Learn How</b> You begin to be aware of how decisions are made in school when designing and organising the curriculum.</p>
<b>Assessment</b>
<p><b>Learn How</b> You begin to be aware of how teachers know that their teaching has impacted on pupils' learning.</p>
<b>Professional Behaviours</b>
<p><b>Learn That</b> You are aware of your own development needs in relation to English and mathematics, and have created an action plan to address these.</p> <p><b>Learn How</b> You demonstrate the expectations of the preamble and Part Two standards. This includes demonstrating appropriate standards of ethics and behaviour, including punctuality, attendance and appropriate dress. You maintain a professional presence in school, and develop effective professional relationships. You reflect on your observations in school and can talk about the insights that you have gained. You approach school experience with enthusiasm and a willingness to get involved in lessons.</p>



## Beginning Practice (BP) phase instructions and profile descriptor – School Direct Distance PGCE

This phase covers most of the autumn term. Classroom contact time is 8-10 hours per week in this phase. A timetable must have the equivalent of one day a week for Masters' level study (either one full or two half days), as well as scheduled seminars and other learning events as indicated on the training plan provided by the Lead School. Trainees will teach short episodes, supported by team planning with the class teacher, and trainees can move on to teaching some full lessons at the direction of the Lead Mentor. A lesson plan should be written for each episode and submitted to the Lead Mentor or relevant class teacher at least 24 hours in advance. Plans must be submitted in advance so that Mentors have the chance to look at plans and make any suggestions. Mentors can negotiate with trainees' plans being submitted more than 24 hours in advance to support part time working or working with shared classes.

### Use of the IDP in the BP phase

The Exeter Model training tools will be programmed for the initial Weekly Development Meeting with the Lead Mentor, and the following two weeks of school experience. This will be displayed on the timeline. After this time trainees will need to programme the tools on the timeline as detailed below.

During the BP phase trainees are required to complete:

Exeter Model training tools during this phase:

- Exeter Model training tools
  - 1 Weekly Development Meeting record per week with Lead Mentor
  - 2/3 demonstrations and 2 agendas per week
  - 2 observations per week on lesson episodes

Programmed for trainee:

- Beginning Practice FRAP
  - Trainees should link any evidence that they wish to use as evidence to the relevant phase Profile Descriptor as they progress through the phase. The FRAP document should be a summary of the evidence linked to the Profile Descriptor. Trainees can complete the Beginning Practice FRAP as a live document. They should discuss their FRAP and Profile Descriptor evidence at each WDM and Reflective Conversation. The Lead Mentor assesses the phase, and the Reflective Mentor will support the trainee to know when there is enough evidence to move to the next phase. The final deadline is detailed in the handbook calendar.
- Reflective Conversations with Reflective Mentor
- UVT visit record and observation
- Framework Reflections for the Beginning Practice phase template

Trainees should link any templates or uploads that they would like to use as evidence to the relevant phase profile descriptor

### Beginning Practice (BP) Phase Profile Descriptor

#### Behaviour Management

##### Learn That

You understand that good teaching has a positive impact on pupil outcomes through setting high expectations of all pupils. You know that teachers act as role models for pupils, influencing their attitudes and behaviour, and that the role of the teacher is particularly important for pupils from disadvantaged backgrounds. You understand the importance of creating positive relationships with pupils and a culture of mutual respect.

You know how safe classroom environments are created and maintained through development of cultures of trust and mutual respect, consistent use of rules, routines and consequences and, where relevant, through safe practices in practical settings. You understand how theories of motivation relate to behaviour management, and that prior experiences impact pupils' attitudes to learning.

You know core policies and practices in your placement school, for example with respect to rules and routines and keeping pupils safe.

**Learn How**

You contribute to the creation of a positive classroom culture with high expectations, through verbal and non-verbal communication.

You begin to use the school behaviour policy, setting clear expectations for behaviour.

**Pedagogy****Learn That**

You know how subject-specific research informs pedagogy in your curriculum area, including how children learn and how learning can be sequenced.

You know that lessons should be structured and that learning should be scaffolded, drawing on pupils' prior knowledge and incorporating opportunities to assess pupils' misconceptions, and how modelling and worked examples are used to scaffold clear explanations.

You are aware of research relating to questioning, classroom talk, group activities and grouping structures, homework, and the role of regular practice and can explain how this influences planning for learning within your subject.

**Learn How**

You draw on subject and curriculum knowledge to plan episodes which develop key concepts, knowledge and skills, scaffold learning and provide challenge, with support from the class teacher.

You can explain concepts to pupils using verbal and visual representation, examples and modelling.

**Curriculum****Learn That**

You have a developing knowledge and understanding of the subject/s you are teaching.

You are beginning to understand general principles of curriculum design and are aware that curriculum sequencing is important.

**Learn How**

You begin to understand how pupils' literacy is developed, including the use of systematic synthetic phonics in early reading, and know how literacy and numeracy can be supported within your subject teaching.

You have observed how the curriculum is delivered in your placement school.

**Assessment****Learn That**

You know how subject-specific research informs assessment in your curriculum area.

You understand some of the principles of effective assessment and feedback.

**Professional Behaviours****Learn That**

You know that teachers are accountable for achieving the highest possible standards in work and conduct and maintain high standards in their own attendance and punctuality.

You understand that a teacher acts with honesty and integrity.

You understand that a teacher has proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintains high standards in their own attendance and punctuality.

Drawing on knowledge of educational research, you understand the rationale for expert mentoring, feedback and reflective practice in learning to teach and the importance of professional relationships with colleagues and parents.

You understand your responsibilities in relation to child protection in school.

**Learn How**

You build positive relationships with colleagues, work with mentors to identify targets for development, and respond proactively to feedback and advice. You are developing strategies to prioritise tasks and keep on top of organisation.

You engage critically with educational research, drawing on a range of sources and relating these to practice.

You evaluate episodes and lessons, drawing on subject-specific pedagogy and theories of learning to relate teaching to pupil learning.

You can explain the pedagogical principles which underlie some teaching activities, articulating how these relate to subject-specific research into how children learn.

## Consolidating Practice (CP) phase instructions and profile descriptor – School Direct Distance PGCE

Trainees move into this phase once the BP phase has been evidenced. Classroom contact time is 10 to 12 hours per week. A timetable must continue to designate the equivalent of one day a week for Masters' level study, alongside seminars and other training events as indicated by the training plan provided by the Lead School. Trainees should increasingly teach whole lessons. A lesson plan should be written for each episode/lesson and submitted to the Lead Mentor or relevant class teacher at least 24 hours in advance. Plans must be submitted in advance so that Mentors have the chance to look at plans and make any suggestions. Mentors can negotiate with trainees plans being submitted more than 24 hours in advance to support part time working or working with shared classes. These plans should be based on the school's medium term plans or schemes/units of work.

### Use of the IDP in the CP phase

Trainees should programme the IDP with the following Exeter Model training tools:

- 1 Weekly Development Meeting record per week with Lead Mentor
- 2/3 demonstrations and 2 agendas per week
- 2 observations per week on lesson episodes or full lessons
- Summative Assignment with Feedback template upload

Programmed for trainee:

- Consolidating Practice FRAP
  - Trainees should link any evidence that they wish to use as evidence to the relevant phase Profile Descriptor as they progress through the phase. The FRAP document should be a summary of the evidence linked to the Profile Descriptor. Trainees can complete the Consolidating Practice FRAP as a live document. They should discuss their FRAP and Profile Descriptor evidence at each WDM and Reflective Conversation. The Lead Mentor assesses the phase, and the Reflective Mentor will support the trainee to know when there is enough evidence to move to the next phase. The final deadline is detailed in the handbook calendar.
- Reflective Conversations with Reflective Mentor
- UVT visit record and observation
- Framework Reflections for the Consolidating Practice phase template

Trainees should link any templates or uploads that they would like to use as evidence to the relevant phase profile descriptor

### Consolidating Practice Phase Profile Descriptor

<p><b>Behaviour Management</b></p> <p><b>Learn That</b> You have deepened your knowledge of Behaviour Management by exploring how this is enacted in your placement school.</p> <p><b>Learn How</b> You can establish a positive classroom environment, using verbal and non-verbal communication effectively when leading lessons. You use the school behaviour policy with increasing consistency, and encourage effort and positive attitudes to learning and challenge. You can teach expected behaviour explicitly, use sanctions and rewards in line with the school behaviour policy, and support pupil behaviour by giving clear, manageable instructions and checking pupil understanding. You can develop pupils' intrinsic motivation by linking the learning to their own goals and interests.</p>
<p><b>Pedagogy</b></p> <p><b>Learn That</b> You have deepened your knowledge of Pedagogy by exploring how this is enacted in your placement school. You understand that teaching should adapt responsively to different pupils' needs, including those with SEND and those with EAL, and through TA support. You have deepened your understanding of a particular aspect of SEND, can relate this to educational research in the field to inform practice.</p>

You are aware of research relating to homework and the importance of positive home-school links.

**Learn How**

You draw on subject and curriculum knowledge to plan individual lessons which develop key concepts, knowledge and skills. These build on pupils' prior knowledge and offer opportunities to apply knowledge. You can design effective lessons which include opportunities to identify and address misconceptions, scaffold learning, provide appropriate challenge, use examples, modelling and verbal and visual explanations.

You can use questioning to assess pupils' understanding and develop their thinking, and use a range of authoritative and dialogic talk activities to develop depth of understanding.

You are beginning to adapt teaching to respond to pupils' individual needs, drawing on appropriate resources and school support systems, both by planning for flexibility and by adapting responsively during lessons.

**Curriculum**

**Learn That**

You have an increasingly secure knowledge and understanding of the subject/s and curriculum you are teaching.

You understand how pupils' literacy is developed, including the use of systematic synthetic phonics in early reading, and know how literacy and numeracy can be supported across the curriculum.

**Learn How**

You draw on subject and curriculum knowledge to plan individual lessons which sit within the sequencing of the school curriculum.

**Assessment**

**Learn That**

You understand the importance of effective assessment, including the principles of using verbal and written feedback, and how assessment supports the development of pupils' metacognition and self-regulation.

You have extended your contextualised knowledge of the assessment policies and practices in your placement school. You know how data is used school-wide, and within departments, to inform policy and practice.

**Learn How**

You plan individual lessons which include opportunities to receive feedback.

You can use formative assessment strategies to inform planning and teaching, and can provide useful, targeted feedback that feeds into pupils' work.

**Professional Behaviours**

**Learn That**

You have deepened your knowledge of Professional Behaviours by continuing to explore how these are enacted in your placement school.

You have continued to deepen your knowledge and understanding of effective, research-informed teaching, as described in *Beginning Practice*, in your planning, teaching and reflection and in professional dialogue with your mentors, tutors, colleagues and peers.

You understand how to effectively work with Teaching Assistants.

**Learn How**

You develop positive professional relationships with other teachers, the SENCO and assistants in the classroom. You respond openly and proactively to feedback, and identify targets for your own development. You can communicate professionally with parents and carers. You prioritise and manage your workload, and contribute positively to the wider school culture.

You evaluate the impact of episodes and lessons, drawing on subject specific pedagogy and theories of learning to relate teaching to pupil learning, using evidence from formative assessments and considering impact on individual pupils.

You can explain the pedagogical principles which underlie your chosen teaching activities, articulating how these relate to subject-specific research into how children learn.

You engage critically with research, synthesising from different sources and exploring how the application of research to practice is shaped by context.

You are managing your own workload and completing the required Exeter Model training tools. You have built up from teaching episodes to whole lessons on a regular basis. You are submitting lesson plans in sufficient time to receive feedback on them as guided by your Lead Mentor.

## Developing Independence (DI) phase instructions and profile descriptor – School Direct Distance PGCE

Trainees move into this phase once the CP phase had been evidenced. Classroom contact time is 12 to 15 hours per week in this phase with a timetable in place. The timetable must continue to designate the equivalent of one day a week for Masters' level study, alongside seminars and other training events as indicated by the training plan provided by the Lead School.

Trainees should be teaching whole lessons and sequences of lessons with increasing independence throughout the phase. Trainees can move to medium/long term planning at the direction of the Lead Mentor. Trainees' planning should still be based on the school's medium term plans or schemes/units of work.

### IDP requirements

Trainees should programme the IDP with the following Exeter Model training tools:

- Weekly Development Meetings in the DI phase (one template covers 2 weeks)
  - Within this template trainees complete Focused Reflections, using chosen Exeter Model tools to support their focus.
  - Summative Assignment with Feedback template upload

Programmed for you:

- Developing Independence FRAP

Trainees should link any evidence that they wish to use as evidence to the relevant phase Profile Descriptor as they progress through the phase. The FRAP document should be a summary of the evidence linked to the Profile Descriptor. Trainees can complete the Developing Independence FRAP as a live document. Trainees should discuss their FRAP and Profile Descriptor evidence at each WDM and Reflective Conversation. The Lead Mentor assesses the phase, and the Reflective Mentor will support the trainee to decide when there is enough evidence to move to the next phase with a final deadline indicated on the timeline and in the handbook calendar

- UVT visit record and observation
- Reflective Conversations
- Framework Reflections for Developing Independence phase template

Trainees should link any templates or uploads that they would like to use as evidence to the relevant phase profile descriptor

### Developing Independence Phase Profile Descriptor

<p><b>Behaviour Management</b></p> <p><b>Learn That</b> You have deepened your knowledge of Behaviour Management by exploring how this is enacted in two placement schools</p> <p><b>Learn How</b> You create a positive, respectful classroom environment, in which pupils feel able to make mistakes and be ambitious. You use the school behaviour policy consistently, and find opportunities to engage parents/carers in their child's learning. You support pupil behaviour by being consistent in responses, teaching and reinforcing school routines, and through well planned lessons. You link learning to pupils' goals and interests to develop their intrinsic motivation.</p>
<p><b>Pedagogy</b></p> <p><b>Learn That</b> You have deepened your knowledge of Pedagogy by exploring how this is enacted in two placement schools. You know how teaching can be adapted responsively to support pupils with English as an additional language, and to support pupils from diverse backgrounds.</p> <p><b>Learn How</b> You design sequences of learning which develop learning effectively in line with the core concepts, knowledge and skills of the subject and phase. These take account of working memory, prior knowledge, misconceptions, scaffolding and challenge, and opportunities to apply, practise and respond to feedback.</p>

You can use talk-based, text- or graphic-based or other scaffolding strategies, modelling, worked examples, dual coding, and pair and group work, to make learning accessible but appropriately challenging. You can identify when to remove scaffolds to increase pupil independence. You use a range of dialogic and authoritative talk activities to develop pupils' understanding, and can provide scaffolds to support classroom talk.

You manage whole class questioning and discussion to extend pupils' thinking.

You support pupils with a range of individual needs, pre-planning support when necessary. You draw on the support of colleagues such as the SENCO, Designated Safeguarding Lead (DLS) and TAs to respond effectively to individual needs, and know how to stretch and challenge students.

### **Curriculum**

#### **Learn That**

You have deepened your knowledge of Curriculum by exploring how this is enacted in two placement schools.

You have deepened your understanding of how literacy is supported.

#### **Learn How**

You design sequences of learning which cohere with the school curriculum, drawing on and adapting school schemes of work.

### **Assessment**

#### **Learn That**

You have deepened your knowledge of Assessment by exploring how this is enacted in two placement schools.

#### **Learn How**

You manage whole class questioning and discussion for formative assessment.

You support pupils by integrating formative assessment into your lessons and adapting responsively during lessons.

You use data and ongoing embedded formative assessment to inform your teaching, understanding the benefits and limitations of each. You adopt manageable approaches to marking, collection of data, and provision of feedback, in line with school policy. You provide useful, targeted feedback, both verbally and in writing, which pupils can respond to. You can scaffold pupil self and peer assessment to make it focused and useful.

### **Professional Behaviours**

#### **Learn That**

You have deepened your knowledge of Professional Behaviours by exploring how these are enacted in two placement schools.

You have further embedded your knowledge and understanding of effective, research-informed teaching and how you can relate it to your own practice by engaging with research in a specific area of practice and conducting your own research.

You extend your knowledge and understanding through continued engagement with key principles in teaching, through your planning, teaching and reflection, and in professional dialogue with your mentors, tutors, colleagues and peers.

Through experiencing two contrasting placements, your understanding of the complexities of relating theory and practice has developed, for example in approaches to supporting pupils from disadvantaged backgrounds.

You have deepened your understanding of the pastoral role of the teacher.

#### **Learn How**

You collaborate and sustain positive professional relationships with all colleagues. You have strategies to manage workload and wellbeing. You can situate your own strengths and needs in a longer-term picture of early career development. You can undertake systematic small-scale research in the classroom to inform practice, and engage with research with an understanding of how the application of research to practice is shaped by context.

You routinely evaluate the impact of teaching on individuals and groups, drawing on subject-specific pedagogy and theories of learning.

You can explain the pedagogical principles which underlie sequences of learning, articulating how these relate to subject-specific research into how children learn.



## **Extension and Enrichment (EE) phase instructions and profile descriptor – School Direct Distance PGCE**

Trainees move into this phase once the DI phase profile descriptors have been evidenced. Classroom contact time is 12 to 15 hours per week in this phase, though the timetable can be adjusted to accommodate teaching in different key stages and other extension and enrichment activities appropriate to the trainees needs as they prepare for their early career teaching and look towards the Early Career Framework (ECF). Trainees will plan Extension and Enrichment activities with their Lead and/or Reflective Mentor in order to extend and enrich their experience with respect to the CCF and looking ahead to the ECF.

Trainees should be independently teaching sequences of lessons throughout the phase. Trainees can move to medium/long term planning at the direction of the Lead Mentor. Trainees' planning and preparation for teaching should still be based on the school's medium term plans or schemes/units of work, though the design of new units of work may be part of the trainee's activity, with the support and direction of the Lead Mentor.

### **IDP requirements in the EE Phase**

Trainees should programme the IDP with the following Exeter Model training tools:

- Weekly Development Meetings in the DI/EE phase (one template covers 2 weeks)
  - Within this template trainees complete Focused Reflections, using chosen Exeter Model tools to support their focus.

Programmed for you:

- Framework Reflections for the EE phase template
- Final Summative Report (FSR) - completed by the ITEC after discussion with the Lead Mentor
- PGCE to ECF Transition Document
- Reflective Conversations

Trainee uploaded documents:

- Any additional evidence created as part of activities the trainee undertakes during the extension and enrichment phase.

### **Extension and Enrichment Phase Profile Descriptor**

There will be evidence that you are both consolidating and moving beyond the threshold of the Teachers' Standards for the Award of QTS and increasingly striving to achieve the best possible impact on pupil learning. You demonstrate the highest possible standards of professional values and behaviour and reflective practice, and independently identify priorities for professional development, looking ahead to the Early Career Framework. You show a willingness to be creative and innovative and a commitment to broadening and deepening professional knowledge and understanding through enquiry, reflection, collaboration, independent reading, research and scholarship.