Postgraduate Certificate in Education

SCHOOL DIRECT
Guidance for Lead Schools

 #exeterpartner

All documentation and information can be found on our website:
https://education.exeter.ac.uk/partnership/school_direct/

Contents

KEY CONTACTS

Julie Lambourne Admissions *Responsible for all admissions related matters*	01392 726718 pgceadmissions@exeter.ac.uk
Corinne Greaves Partnership Director *Overall responsibility for all partnership matters*	Room: SC G.04a 01392 722834 c.b.greaves@exeter.ac.uk
Lisa Fripp Programme Manager *Responsible for administrative work related to ITE*	Room SC G.02 01392 724868 l.m.fripp@exeter.ac.uk
Fiona Bosley Partnership Relations Manager *Manages school-based work*	Room: SC G.03 f.bosley@exeter.ac.uk
Heidi Long Partnership Relations Manager *Manages school-based work*	Room: SC G.03 01392 724842 h.long@exeter.ac.uk
Gini Williams Partnership Relations Manager *Manages school-based work*	Room SC G.03 01392 724714 g.williams6@exeter.ac.uk
Partnership Office *Responsible for School Direct Partnership administration*	Room SC G.01 01392 724841 exeterpartner@exeter.ac.uk
Ruth Flanagan Primary PGCE Programme Director	Room BC107 01392 724871 r.flanagan@exeter.ac.uk
Tom Ralph Secondary PGCE Programme Director	Room BC213 01392 724762 t.ralph@exeter.ac.uk
Sara Venner School Direct Distance Primary Curriculum Lead	s.venner2@exeter.ac.uk
Annabel Watson School Direct Secondary Module Lead *Responsible for the Academic Programme*	Room NC 129 a.m.watson@exeter.ac.uk 01392 722899
Harriet White School Direct Primary Module Lead	Room BC 120 h.white@exeter.ac.uk 01392 724786

MENTOR ZONE AND THE SCHOOL DIRECT WEBSITE

For any queries that you have it may be that the answer is online, either on the Mentor Zone or our School Direct webpages School Direct | Partnership with Schools | University of Exeter**.**

MENTOR ZONE

The Mentor Zone can be found here:

https://education.exeter.ac.uk/partnership/mentor_zone/welcome/

It contains a wealth of information about The Exeter Model, including the Course Handbooks and other supporting documentation**.**

When you log on to the Mentor Zone webpages there is a menu on the right hand side that will assist you in finding the information that you need.

SCHOOL DIRECT WEBPAGE

Much of the information on the Mentor Zone is relevant to all of our programmes. Should you require information that is specific to School Direct, especially in your capacity as a Lead School, this can be found at:

https://education.exeter.ac.uk/partnership/school_direct/

This page (example below) includes documentation such as the School Direct Training Plan templates and information that can be used to support your partner schools.

General Information to Support Schools

School Direct Distance Study Skills Support Guide

Further information, including links to Academic Support, can be found on ELE.

The University Taught Curriculum

School Direct Distance Primary Curriculum Pack

School Direct Distance Secondary Curriculum Pack

Examples of Completed Framework Reflections

Assessment Framework Task

Behaviour Framework Task

Learning Framework Task

Race and Education Framework Task

Welfare Framework Task

Best Practice Guides

EAL and ME

Employability

Workload, Resilience and Wellbeing

Subject Knowledge Development

Example School Direct Subject Knowledge Development Plan (Secondary)

Please note that the username and password to access these webpages are both exeterpartner

Should you have any queries that you cannot find the answer to on these pages then please do contact exeterpartner@exeter.ac.uk who will be able to assist further.

TIMELINE

Month	Current Trainees 23/24
September	• Course starts • Trainees start their school-based work at the beginning of term • Ensure all trainees have a copy of their training plan • AP Phase starts • AP FRAP deadline • @Exeter trainees start at UoE
October	• BP Phase
November	• SD@exeter two weeks school placement • SDD BP FRAP deadline 10 Nov • SDD CP Phase starts • SDD UVT Visit window 06 Nov – 01 Dec
December	• SD@exeter BP FRAP
January	• School placement • **@Exeter** CP Phase **starts** • UVT window (15 Jan – 23 Feb)
February	• UVT window (15 Jan – 23 Feb)
March	• CP FRAP deadline • Start of DI Phase
April	• UVT Visit window (15 Apr – 15 May Secondary/17 May Primary)
May	• UVT Visit window (15 Apr – 15 May Secondary/17 May Primary) • DI FRAP Deadline
June	• FSR deadline • CEDP • External Examiners
July	• End of University Registration
August	

1.   KEEPING WARM TASKS

Once you have made offers that have been accepted it is essential that you keep in touch with these applicants.

1.1   PRE-COURSE TASKS

For @Exeter applicants pre-course tasks, including prior reading and fundamental skills audits in Maths and English, are set by the university. We have an Offer Holder website and applicants who have accepted an offer are sent a link to it at the beginning of the summer term (or shortly after they accept their offer if they are recruited later on).

@Exeter trainees complete the generic pre-course tasks, the fundamental skills audits and any Initial Needs Analysis/tasks set for their subject, as detailed on this website.

Pre-course tasks for Distance Learning applicants are set and monitored by the Lead School. Lead Schools are advised to use our generic pre-course tasks as a guide when setting up their own systems. The Offer Holder website does, however, include a section for Distance applicants where the fundamental skills audits and some suggested reading can be found.

The offer holders section of the website can be found here:
https://www.exeter.ac.uk/study/teachertraining/offerholders/

The School Direct section can be found here:
https://www.exeter.ac.uk/study/teachertraining/offerholders/pre-courseinformationandtasks/schooldirectpre-coursetasks/

Distance applicants are directed to this site by the university and asked to upload their completed skills audits to their Anticipating Practice FRAP on their IDP at the start of the course. This is reinforced in a welcome email sent to the Distance applicants by the School Direct Programme Director in August.

1.2   KEEPING IN TOUCH

Think about how else you will keep in touch with your trainees:
- Will you have an induction day in school during the previous summer term?
- Do they know how to contact you as their Lead School and also their home school?
- Remind the trainees to keep checking their emails, both for contact from you and from the university (please also remind them to check their junk/spam folders!)

2.   CREATING YOUR PARTNERSHIP

For ease we refer to schools who are running the programme as **'Lead Schools'.**

Schools who host the trainee for the longest period of time are referred to as '**home schools**'.

Schools who host the trainee for their second/alternative placement are referred to as '**contrasting schools**'.

It is possible for a school to be more than one of these. The Lead School might be the home school for Trainee A and the contrasting placement school for Trainee B.

2.1   PARTNERSHIP WITH THE UNIVERSITY OF EXETER

The university is committed to the concept of partnership. There are several forums to support Lead Schools and mentors throughout the academic year.

ITEC Meetings – These are held in the autumn and spring terms, both face to face and online. They are an opportunity to discuss changes and updates from the previous year, and areas for review and development.

Lead School Meetings – these are held online on a termly basis and provide an opportunity for discussion of current issues, curriculum, compliance and future development.

Lead Mentor Training, Development and Consultation (TD&C) meetings – these are held online on a termly basis as part of the Mentor Communities of Practice. These are shown on the programme calendar and staff are invited on an individual basis. There is a focus on mentor training and curriculum.

Webinars – a series of webinars covering the use of the IDP will be held throughout the year, details of which can be found in the Practical Support section on the Mentor Zone:

https://education.exeter.ac.uk/partnership/mentor_zone/practical_support/

Please share this information with all of your mentors.

2.2   RECRUITING SCHOOLS

Finding schools for your partnership should be done as soon as possible. It is important that these schools understand what is required of them in terms of their role in training. It is particularly important to ensure that you have sufficient placements for all applicants who have been offered places.

The university must report to the DfE where and when all the placements are, and who the Lead and Reflective Mentors are, early in the autumn term. Please ensure that you submit this information via the Portal (see section 6), ensuring that all fields are complete before the end of the summer term

All schools/departments must have capacity to support a trainee and staff available to fulfil the requirements of the Exeter Model.

2.3   INFORMATION TO GIVE TO YOUR PLACEMENT SCHOOLS

2.3.1   PLACEMENT FEE

How much you pay your placement schools is your decision, and you may wish to vary this based on the length of the placement and the responsibilities that you have allocated to the school.

For example:
o are you asking them to write the training plan or put in additional training for the trainee (e.g. subject knowledge input)
o is a Reflective Mentor being appointed at the contrasting school, or are you using the Reflective Mentor from the home school for the whole year?

For our PGCE mainstream trainees, we pay schools £600.00 per placement. On average our placements are 12 weeks in length. For £600.00 we would expect the school to provide both a Lead and Reflective Mentor and an ITEC to oversee the training and coordinate the Professional Studies Programme.

Details of these roles can be found in the ITEC section of the Mentor Zone:

https://education.exeter.ac.uk/partnership/mentor_zone/itecs/

They are also available in the programme handbook

2.3.2 PARTNERSHIP AGREEMENT

There needs to be an agreement between the Lead School and the placement schools prior to the start of the trainee placement as per section 4.3 of the Partnership Agreement:

'Where the School is placing the Trainee on a full-time basis in another school ("Placement School"), the School agrees to put in place an agreement with the Placement School prior to the placement starting, which will place responsibilities on the Placement School to meet all the obligations of this Main Agreement as if it were party to the Main Agreement. Obligations should include but not be limited to, quality assurance of the placement as directed under the Exeter Model of Teacher Education and the ability to share reports and information from the Placement School with the University, as the University reasonably requests.'

Feel free to use the partnership agreement we have with you as the basis for your own, but please remember to remove all University of Exeter logos etc.

2.3.3 TRAINING REQUIREMENTS

All Lead and Reflective Mentors must be trained in the Exeter Model.

We would suggest the following process:
o Allocate your placement schools as soon as possible
o Allocate all Lead and Reflective Mentors for the Home School placement early in the summer term and add the details to the Placement Portal. Exeterpartner will then be able to tell you who needs training or when they were last trained via the Portal.
o Arrange a training date before the end of the summer term to ensure all staff are trained ready for the trainees starting in September
o Lead Schools should run their own training sessions in order to train their schools in their own unique systems as well as in the use of all the Exeter Model tools and processes.

Exeter will support with training in the following ways:
o Deliver a SDD Lead School Train the Trainer session at St Luke's Campus on Thursday 8th June 2023
o Provide information about which staff need training in the Exeter Model
o Provide staff to attend and support the training session if required (please give us notice of dates)
o For SD@exeter - pay a contribution towards cover and travel expenses for any staff who have not previously been trained, or who have not worked with the Exeter Model for a significant time (2 years +)
o Provide resources for all staff
o Provide online refresher materials for staff who would benefit from this (or who have taken on a new role but are familiar with the Exeter Model). It is advisable that all staff go through the online refresher materials each year

o   For SD@exeter - check who needs training in the contrasting schools and arrange a training session before the placement starts. We will support as above.

2.3.4   TRAINING, DEVELOPMENT AND CONSULTATION

Think about how you will continue to train, develop and consult with your school-based staff. The university runs their own training sessions. We run secondary@Exeter Lead Mentor TD&C meetings as part of the Community of Practice (each term, primarily online), and also primary@Exeter and SDD Lead and Reflective Mentor TD&C meetings on a termly basis. Other training, via Webinars, is available.

Please see the dates on the Mentor Zone:
https://education.exeter.ac.uk/partnership/mentor_zone/practical_support/

Will you encourage your staff to attend these, or will you arrange your own? How will you establish the training needs of the staff working with your trainees?

3.   PLANNING YOUR COURSE

3.1   TRAINING INPUT FOR TRAINEES

The training that you will need to put in place will depend on which route (Distance Learning or @Exeter) the trainees are on and what you are responsible for.

3.2   TRAINING FOR DISTANCE LEARNING TRAINEES

Distance Learning trainees follow an online Masters Level training programme provided by the University of Exeter.

Alongside this, Leads Schools need to complete a CCF Sequencing document and Training Plan, the latter of which must be shared with the trainees at the start of the course.

Curriculum Packs
The Primary and Secondary Curriculum Packs are available in the School Direct section of the website:

https://education.exeter.ac.uk/partnership/school_direct/

The packs have been designed to aid you in planning your Lead School input, in chronological order and by phase, to support purposeful integration of university and school-led input.

Training Plan
This should cover input on general teaching topics, subject specific training and Professional Studies. The template can be found as part of the Curriculum Pack for primary and in the Planning Tool document in the School Direct section of the Partnership website for secondary:

https://education.exeter.ac.uk/partnership/school_direct/

The template lists those topics covered in the online programme provided by the university so you can take this into account when planning.

It is advised that trainees have the equivalent of 1 day a week allocated during their school-based work to complete the online learning.

For your own training programme, think about how this will be delivered:
- Will you have a set time each week when you deliver the programme?
- Who will be delivering it?
- Are you running your training programme to compliment the online module content?
- How is knowledge of subject pedagogy being covered and by whom?
- Are you allowing the trainees any time for studying/reading/assignments?

Separate training plans should be written for each subject (in secondary) and tailored for the SEND/3-7 aspects of the primary course if applicable. These should be submitted for approval as soon as possible after you have recruited an applicant to that subject. It needs to be submitted in time to be approved by the School Direct Curriculum Lead, and for any suggestions for improvement to be made. **All training plans must be approved before the end of the summer term at the latest.**

You can find Subject Information to support primary schools on the Mentor Zone in the PGCE Primary School Direct Distance Curriculum Blog

https://education.exeter.ac.uk/partnership/mentor_zone/curriculum/

3.3   TRAINING FOR @EXETER TRAINEES

@Exeter trainees receive general and subject specific training during the taught course on campus.

Think about:
- How will the professional studies sessions be delivered in schools – will this be done by the Lead School or in the placement schools?
- Will the trainees attend their placement schools, if they have capacity, during the taught course? Think about the impact of this and ensure you allow them time to complete the requirements of the taught course.

3.4   ANTICIPATING PRACTICE

- **@Exeter** trainees:
  - **Primary** – are required to spend one week in a primary school and one week in a Key Stage 3 environment before they start the taught course. The lead school will arrange these placements. The trainees will then ensure that a separate Anticipating Practice (AP) Feedback Form is completed at each of these schools and then uploaded onto their Individual Development Portfolio (IDP).
  - **Secondary** – are required to spend one week in a secondary school and one week in a Key Stage 2 environment before they start the taught course. If the secondary school does not have Post 16 provision, then this should be arranged separately and constitute at least half a day. The lead school will arrange these placements. The trainees will then ensure that a separate AP Feedback Form is completed at each of these schools and uploaded onto their IDP.

- **Distance Learning** trainees will complete an Anticipating Practice FRAP after some initial school experience. Trainees start their school placement at the beginning of the school term, usually in their home school. The Lead School will plan their initial weeks, mapping them out on the training plan. Any initial tasks are set by the Lead School (they can choose to use the @Exeter tasks).

Trainees on the distance learning route will need bracketing key stage experience in the key stages above and below those for which they are being trained. This is often undertaken at the beginning of the course at a similar time to the @Exeter trainees (please see above), but it is ultimately a decision for the lead school. The time when this experience is due to take place must be outlined in the training plan.

Trainees will be directed to the Offer Holder web page for details of the pre-course tasks and Anticipating Practice phase.

4. PLACEMENTS GUIDANCE

4.1 LENGTH AND TIMINGS OF THE PLACEMENTS

We require the minimum length of time for the contrasting placement to be 6 weeks, though there are advantages to longer placements. Plan the timings of these carefully, think about the assignments and FRAP deadlines and plan placement dates around these. Some @Exeter Lead Schools run the same placement pattern as our PGCE university trainees, which works well. If you want to do something different, please discuss it with us first.

Schools that do a 6 week contrasting placement often do this in the spring term.

Contrasting placements must be completed prior to the end of the university course even if the trainee is remaining with you until the end of the school year.

4.2 TYPES OF SCHOOLS

For both Primary and Secondary trainees, the principle of 'Contrasting Experience' should be adhered to when allocating placements.

When allocating placements please follow this guidance:
- One but not both may be in an independent, selective, single sex or free school (this should be for the contrasting placement only rather than the home school)
- Primary trainees must have the opportunity to meet the standards through the profile descriptors at KS1 and KS2
- Secondary trainees must have the opportunity to meet the standards through the profile descriptors at KS3 and KS4
- Secondary trainees must have a minimum of 15 hours post-16 experience over the course of the year.
- Ensure the trainees have contrasting experiences (see below).

Please note: it is an Ofsted requirement that trainees gain contrasting experiences so please do ensure that you can articulate what the specific contrasts are for each trainee.

4.3 WHAT ARE CONTRASTING SCHOOLS

Aim to give the trainee two very different placements and ensure you can justify the contrast for each trainee. Some factors to consider are:
- Size
  - Does the secondary school have a 6th form?
  - Are the primary classes mixed ages?
- Urban or rural setting
- Catchment area – consider Pupil Premium/Free School Meals data
- Results
- Curriculum in school – how is the subject taught? Two different ways is better
- Is the school selective (only use this for the contrasting schools, not the home school)?

The https://www.gov.uk/school-performance-tables website is a very useful tool for assessing if there is a contrast between placements.

4.4 MEETING TRAINING NEEDS AND REQUESTS

Ensure that you manage the expectations of the trainees by informing them early into the process of what area you cover and the range of schools in your partnership.
- How will you ascertain the trainee preferences for their placements?

We collect this information from our trainees using a Placement Information Form which also asks them about any priority status they may have, such as dependent children or mortgages. It also asks them whether they can drive, where they went to school, which schools they have friends or relatives at and anywhere they have worked before.

Think about:
- What are the challenges of being placed in a school where the trainee is already known?
- Are there any conflicts of interest?
- How far do you think is reasonable for the trainee to commute (we set a 1-hour drive as our commutable distance, using the route finder on Google Maps as a guide).
- Are you prioritising the quality of the training when selecting placements?
- Are your placements helping trainees with their employability?

Remember, you have professional knowledge of the schools and so are likely to be better placed than the trainee to make the decision.

5. ISSUES/PROBLEMS

Responsibilities are outlined in the Partnership Agreement.

5.1   IF THINGS GO WRONG

Firstly, don't panic. There are plenty of people who can offer help and support. The Partnership Office (exeterpartner@exeter.ac.uk) are very experienced at dealing with issues whilst on placement so please contact us as soon as any problems arise.

5.2   STAFFING ISSUES

If a staff member is absent for more than a day or two alternative arrangements should be made to ensure the trainee is being trained. In the short term this could mean finding a new staff member to be the Lead or Reflective Mentor. Longer term, if the training is no longer possible, alternative arrangements should be made. Please contact us for advice.

5.3   PROGRESS

If a trainee is not progressing as expected there is guidance in the handbook about the university procedures. Please act as soon as possible, either by contacting the University Visiting Tutor (UVT) or the Partnership Office, and we can advise.

5.4   AN UNHAPPY TRAINEE

Sometimes a trainee doesn't like their placement. This often happens at a transition point, but can happen at any time. Ensure the trainee is able to contact the Lead School and that you listen to their concerns and remediate them if necessary. The key question is whether they are receiving their training entitlement and if there is anything that can be done to settle things down. Changing their placement would be a last resort and should not be done just because the trainee wants to change! Please contact us if you would like any advice.

5.5   A PLACEMENT BREAKDOWN

Although rare, there are times when the relationship between trainee and Lead Mentor breaks down. Finding a suitable person to intervene and mediate can help matters in the first instance. Finding a new Lead Mentor, if possible, can also work. However, there are also times when moving the trainee is in the best interests of all involved. Please contact the Partnership Office or the UVT as soon as possible for advice.

5.6   WITHDRAWALS

If a trainee is considering withdrawing from the course, contact us to discuss. You can also direct the trainee to section 10.9 of the programme handbook:
https://education.exeter.ac.uk/partnership/mentor_zone/coursehandbooksanddocuments/

This has information about the process. If they do withdraw you will need to let us know the reason(s) for this.

5.7   INTERRUPTIONS

Information about the Interruption process is available in section 10.10 of the programme handbook.

If a trainee is granted an interruption, the conditions of their return are decided at a university meeting at the end of each term. Trainees are sent a letter detailing these conditions and the Lead Schools are copied in.

The Lead School is responsible for arranging school(s) for their placements when they return. You will need to update the Partnership Office as soon as you know that they are planning on returning as we need enough notice to register the trainee, which includes the DBS and Fitness to Teach procedures.

5.8   TRAINEES WHO DO NOT MEET THE STANDARDS

If a trainee fails to meet the requirements of Developing Independence by the Final Summative Report (FSR), they will be moderated by the university. The outcomes of the moderation can be either a Fail, a Pass at the baseline standards or a decision that they have met the requirements of Developing Independence.

If a trainee fails, they will be discussed at the College awarding meeting. At this meeting it will be decided whether a resit placement will be allowed. Following the meeting a letter will be sent to the trainee, with the Lead School copied in. If a resit placement is required, it is the responsibility of the Lead School to arrange this. Again, please update the Partnership Office as soon as you know that they are planning on returning and you have found them a placement as we need enough notice to register the trainee, which includes the DBS and Fitness to Teach procedures

6. PLACEMENT PORTAL

6.1   ACCESSING THE SYSTEM

The portal can be accessed using the following link and logging in with the details you use to access the IDP system:

https://pgce-idp.exeter.ac.uk/Partnership

Once you log in you will be taken to the landing page for your Lead School. From here please click 'continue' to enter the main portal.

On this page there is a menu on the left with the links to the various pages on the system (see below):

6.2   SD PARTNERSHIP

This page contains your details, if any are incorrect, please do let us know.

6.3   PARTNER SCHOOLS

From this page you can view your partner schools and also add any new schools to your Placement Portal.

To add a new school:
1. click '+ Add School' and, on the next menu
2. click in the school box and a further menu will be displayed.
3. click the 'Filter' box in the top right corner
4. Now search for the school you would like to add and then click select on the left-hand side.

If the school that you need to add is not showing, please let us know (exeterpartner@exeter.ac.uk) and we can add them to the system

6.4   ITEC/PARTNERSHIP AGREEMENT

On this page you can add further details relating to your partner schools. The schools on this list will be the same as those on the previous page.

To update the ITEC details click EDIT (see box below).

To confirm that you have a Partnership Agreement in place with the school, change the option to YES

6.5   SCHOOL DIRECT MENTORS

This section is for you to:
1. Add a new mentor who is NOT on the Placement Allocation screen (see Section 7)
2. View and add to the mentor training status. The 'Training Status' column, which is populated by the university, notes the mentors who have been trained by the Lead School or the university in the last two years (when significant changes were made to the IDP). We understand that most Lead Schools will train (or provide a refresher for) their mentors in-house every year and so please note this in the 'School Direct in-house trained' column

School Direct Mentors

(Enable filter to search records.) ▼ Filter ☐

Name ⇕	Subject ⇕	Email	School Name ⇕	Training Status ⇕	Training Valid Till ⇕	School Direct in house trained ⇕	Actions
Williams, Gini (Demo) (Miss)	Art & Design	g.williams6@exeter.ac.uk	Abyasa Test School			Yes	✎Edit
Tom, Abyasa		tom@test.com	Demo 10 School			No	✎Edit
Testing, Abyasa 29			Abyasa Test School			No	✎Edit
Test,		test@example.com	Abyasa Test School			No	✎Edit
Long, Heidi (Mrs)	Primary		Abyasa Test School			No	✎Edit
Johnson, Samy (Mr)	Biology with Psychology	samy@example.com	Abyasa Test School			No	✎Edit
Demo 1, Teacher		demo1@test.com	Demo 1 School			No	✎Edit
Demo, Abyasa user	Art & Design	test@abyasa.net	Abyasa Test School			No	✎Edit
Bramelt, Jeni	Design Technology	jeni@example.com	Abyasa Test School			No	✎Edit
Abyasa, SD test		soumya@abyasa.net	Test School 22-23			No	✎Edit

« 1 2 »   5 10 15 20

+ Add new mentor

To add a new mentor - press '**+ Add new mentor**' box in the bottom left-hand corner.

Before adding a new mentor we would ask that you please check on the Placement Allocation screen (see point 7) when editing the placement to make sure that they are not already on the system. There is further information in the Placement Allocation section.

To update any mentor details, click on the 'Edit' button to the right of the screen and the box will be shown below. Amendments can then be made.

School Direct Mentors

Add/Edit Mentor (* Required fields)

Is the mentor currently working at this school?*	Yes ⌄
	If selected no the mentor will no longer show in your list of mentors.
Title	⌄
First Name*	Teacher
Last Name*	Demo 1
School*	Demo 1 School ▼
Email*	demo1@test.com
Subject	⌄
School Direct in house trained	☐

⊟ Save   **⊘ Cancel**

6.6   SCHOOL DIRECT TRAINEES

This page will show a list of your current trainees. If there are any that are missing please do let us know and we can look into it further.

School Direct Students

(Enable filter to search records.) ▼ Filter ☐

Student ⇕	School Direct Lead School ⇕	Pri/Sec ⇕	Year ⇕	How are the placements contrasting? ⇕	Actions
Demo 22/23, SD	Abyasa Demo SD Alliance	Primary	22/23	Size	☑Edit
Demo 22/23 - 2, SD	Abyasa Demo SD Alliance	Secondary	22/23	Mixed Age Classes (Primary Only)	☑Edit

| 5 | 10 | 15 | 20 |

Powered by Abyasa Partnership 3.873.1.18 (JKMBCL:1.98.2.0) - 2657

Clicking on the 'Edit' option will show placement details that are linked to the trainee.

These are added and allocated on the 'Placement Allocation' menu but can be edited here by clicking the 'Edit' button and you can also view by clicking the 'View' button.

School Direct Students

SD Place details

Student	SD Demo 22/23
Address	
Date of Birth	
TRN	
How are the placements contrasting?	Size ⌄

Placement schedule
Showing 2 of 2

(Enable filter to search records.) ▼ Filter ☐

Experience/Placement ⇕	School Name ⇕	Key Stage ⇕	Subject ⇕	Lead Mentor ⇕	Reflective Mentor ⇕	Date From ⇕	Date To ⇕	Post 16 ⇕	Actions
Placement 1	Demo 1 School	KS1		Mewett, Maxine	Abyasa, Soumya	08/11/2022	14/12/2022	Yes	☑Edit View
Placement 2	Abyasa Test School	FS,KS1,KS2		Williams, Gini (Demo) (Miss)		11/04/2023	16/06/2023	No	☑Edit View

| 5 | 10 | 15 | 20 |

⊘ Cancel   ⊟ Save

Powered by Abyasa Partnership 3.873.1.18 (JKMBCL:1.98.2.0) - 2657

How placements are contrasting
Please note that there is a new option for indicating how the placements are contrasting, with a drop-down option that has the following choices:

Size
Mixed Age Classes (Primary Only)
Sixth Form (Secondary only)
School Area (eg Urban, Coastal etc)
Selective School
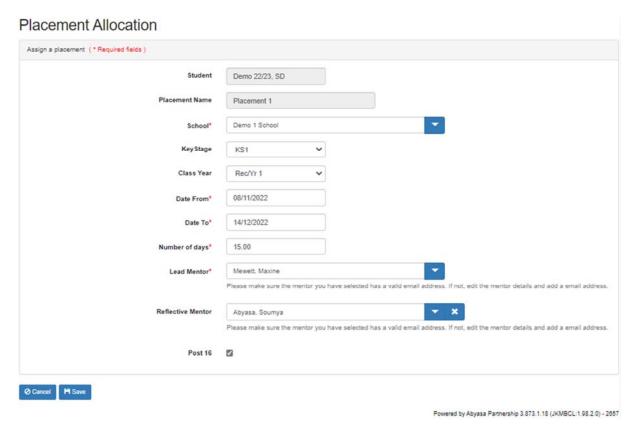*School Demographic (EAL, SEN, PP%)*
Other – please specify

We have tried to create a list that encompasses most of the most common reasons that a placement may be contrasting but if there are any other reasons that we have missed and you would like to have added please do let us know.

6.7   PLACEMENT ALLOCATION

On this screen you can see your trainees' current placements and allocate them new ones if necessary.

As with the other screens if you click on 'View' you can open a pop-up window with the full details relate to the placement and, if you press 'Edit,' you can update the placement details.
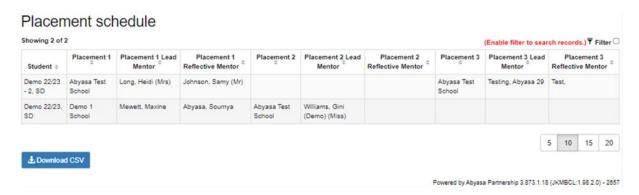

Please note that the 'number of days' in the placement field is now mandatory and is designed to assist in calculating the total number of days that a trainee is in school over the year. If a training day is in school this can be included in this number of days.

As mentioned in the School Direct Mentors section we would be grateful if you could check whether a mentor is already on the system from this screen before adding so as to avoid duplicate entries.

Please also note that if you do need to add a new mentor you will need to informl exeterpartner@exeter.ac.uk so that the mentor can be sent a link to access the IDP system.

6.8   PLACEMENT SCHEDULE

On this page you will find an overview of your trainee's placement schools and Mentors.

Placement schedule

(Enable filter to search records.) ▼ Filter ☐

Student ⇅	Placement 1 ⇅	Placement 1 Lead Mentor ⇅	Placement 1 Reflective Mentor ⇅	Placement 2 ⇅	Placement 2 Lead Mentor ⇅	Placement 2 Reflective Mentor ⇅	Placement 3 ⇅	Placement 3 Lead Mentor ⇅	Placement 3 Reflective Mentor ⇅
Demo 22/23 - 2, SD	Abyasa Test School	Long, Heidi (Mrs)	Johnson, Samy (Mr)				Abyasa Test School	Testing, Abyasa 29	Test,
Demo 22/23, SD	Demo 1 School	Mewett, Maxine	Abyasa, Soumya	Abyasa Test School	Williams, Gini (Demo) (Miss)				

5	10	15	20

⬇ Download CSV

Please note that you can create an Excel compatible version of this by clicking on 'Download CSV' in the bottom left-hand corner.

7. QUALITY ASSURANCE OF YOUR PROGRAMME

Think about how you quality assure your programme and the placements:

- Do you refer to the Partnership Agreement regularly to check responsibilities and ensure they are being met?
- Do you have an up-to-date ITE policy?
- How do you evaluate the placements?
- How can trainees feed back to the Lead School throughout the year?
- Do you have ITECs trained in the schools so they can Quality Assure the training?
- How are departments/staff selected?
- Do you quality assure the content of all the FRAPs before they are submitted on the IDP?
- Do you regularly monitor the trainee IDPs?
- For Distance Learning trainees, how are you monitoring the training plan?
- Have you checked your updated ITE Criteria Mapping document? Exeterpartner will send the template for this for discussion in the Autumn Lead School meeting.

School Direct Distance Lead Schools may find it helpful to refer to the checklists below for further prompts.

7.1   QUALITY ASSURANCE CHECKLIST SDD PRIMARY

School Direct Distance (Primary): Prompts for Quality Assurance of School-led Training Provision

This checklist supports quality assurance of the school-led training provided to trainees on the PGCE distance learning route.

Note: ITT Criteria Mapping Document will be updated in the Autumn Lead School Meeting.

Checklist	Useful dates
Pre- Induction tasks	
Keeping warm activities	
- Pre-course reading (from the university) - Fundamental English and Maths audits (from the university tbc) - Initial Needs Analysis	
Planning the Training Programme	
Read the ITT Criteria (updated Jan 2021) with reference to days in placement, schools, training days, contrasting experience, age ranges and key stages either side of that for which they are being trained. The most recent criteria can be found at: https://www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice	
Ensure that your training enables trainees to acquire the knowledge and skills they need to teach within the phase for which they are training (see ITT Criteria section C2.2 for list). Plus, engagement with age ranges immediately before and after the ones selected.	
Ensure that all trainees spend a minimum of 6 weeks (half a term) in another school, which should provide some contrasting experiences. You need to decide which half term you will select, make the arrangements with another school and agree a placement fee with them (we would pay £300 for 6 weeks and you have received funding at that rate). Ensure you plan training for any schools joining your partnership. We recommend you use schools that already work in partnership with the University of Exeter, please check whether they are by contacting exeterpartner	
Ofsted require evidence that schools that are in Challenging Socio-Economic Circumstances and those judged by Ofsted as 'Requires Improvement' and new academies whose predecessor was judged less than good are involved in ITT partnerships. Can you evidence that?	
Are you giving them a day a week for their M level work throughout the full year?	

Have you planned in the whole staff training days that your school will involve them in	
Are you working with a federation/MAT of schools and are any of their training days relevant to all the trainees in these schools?	
How will you teach your placement school staff and the trainees about the tools necessary for the effective use of the Exeter Model of ITE? Weekly Development Meeting Records, Reflective Conversations, Demonstrations & Agendas, Lesson Observations etc.	
Can you show how will you monitor the gradual increase through episodes to whole lesson delivery to sequences of lessons and medium and long term planning?	
Are you providing somewhere for them to work in school (and do you require them to be in school all the time?)	
Have you quality assured all of those who are responsible for mentoring the trainees, including those in the second placement schools? (Refer to the Mentoring Standards)	
Are there opportunities for school-led sessions to link with the university input?	
Are there clear transition arrangements between school placements?	
Ensure that any study/reading weeks are at least three weeks after an assessment point to allow time for trainees who are on an action plan to meet the phase	
Note / comment on focus areas arising from the Lead School Review and Development meeting	
SDD Pack	
Partnership Agreement – signed and dated and sent to exeterpartner	By 1st June 23
Curriculum sequence completed and sent to exeterpartner	By 1st June 23 for discussion at Train the Trainers on 8th June
Refer to SDD Lead Schools Guide	
SDD Curriculum	
Part 3b - Curriculum Intent statement	
Curriculum statement received by exeterpartner	By 1st June 23
Clear aims/purpose	
Clear explanation of / rationale for sequence	
Coherence with Exeter Model of ITE	
Part 4a – Curriculum Sequence and Training Plan by phase	
Matches university and school-led training sessions	
Coherence with Exeter Model of ITE incl. online university and seminar day content	
Clear rationale for curriculum sequence by phase	
Clear objectives with dates by phase	
Cross reference of professional studies programme to training plan by phase	
Clear sequenced subject-specific training input by phase – *including all core and foundation national curricular subjects, relationship and religious education, pedagogy, assessment and EY curricular content where applicable*	
Optional topics e.g., Leadership, Informal Learning	
Part 4a - Curriculum Sequence linked to CCF standards in chronological order	
Balanced coverage of CCF* *does not require coverage of every statement as this is covered in full by university sessions and seminar days; the audit prompts schools to consider where and how to draw out explicit links between uni and school content in relation to CCF*	
The curriculum is designed to ensure that trainees are introduced to the tools to develop their knowledge further, for example through sharing access to professional networks	
Repetition and deliberate patterning of ideas and concepts	
Note additional coverage beyond the CCF for discussion/sharing between lead schools	

Portal information	
The University is required to inform DfE about all the schools that you are working with for each trainee. Please complete the portal when requested so you can respond by the DfE deadline.	Portal now live Please complete for Home Placement by 1st June or as soon as possible after recruiting the trainee
Confirmation that Partnership Agreement is in place with partner schools	Prior to placement starting
Home School placement details inputted onto portal– name of school, dates, KS/Yr Grp/subject	
Contrasting School placement details inputted onto portal – name of school, dates, KS/Yr Grp/subject	
Details of how the home and contrasting placements are contrasting	
Confirmation of mentors trained – names and dates	
Confirmation of number of days in school (exc INSET, seminar days) Can include training days if they are in school	

7.2   QUALITY ASSURANCE CHECKLIST - SDD SECONDARY

School Direct (Secondary): Prompts for Quality Assurance of School-led Training Provision

This checklist supports quality assurance of the school-led training provided to trainees on the PGCE distance learning route.

Note: **ITT Criteria Mapping Document** will be updated in the Autumn Lead School Meeting

Checklist	Dates
Pre- Induction tasks	
Keeping warm activities	
• Pre-course reading (from the university) • Fundamental English and Maths audits (from the university) • Audit of subject and curriculum knowledge (from the Lead School)	
Planning the Training Programme	
Read the ITT Criteria (updated Jan 2021) with reference to days in placement, schools, training days, contrasting experience, age ranges and key stages either side of that for which they are being trained. The most recent criteria can be found at: https://www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice	
Ensure that your training enables trainees to acquire the knowledge and skills they need to teach within the phase for which they are training (see ITT Criteria section C2.2 for list).	
Have you planned for bracketing key stage experience in Key Stage 2 and post 16?	
Ensure that all trainees spend a minimum of 6 weeks (half a term) in another school, which should provide some contrasting experiences. You need to decide which half term you will select, make the arrangements with another school and agree a placement fee with them (we would pay £300 for 6 weeks and you have received funding at that rate). Ensure you plan training for any schools joining your partnership. We recommend you use schools that already work in partnership with the University of Exeter, please check whether they are by contacting exeterpartner	
Ofsted require evidence that schools that are in Challenging Socio-Economic Circumstances and those judged by Ofsted as 'Requires Improvement' and new academies whose predecessor was judged less than good are involved in ITT partnerships. Can you evidence that?	
Are you giving them a day a week for their M level work throughout the full year?	

Have you planned in the whole staff training days that your school will involve them in?	
Are you working with a federation/MAT of schools and are any of their training days relevant to all the trainees in these schools?	
How will you teach your placement school staff and the trainees about the tools necessary for the effective use of the Exeter Model of ITE? Weekly Development Meeting Records, Reflective Conversations, Demonstrations & Agendas, Lesson Observations etc.	
Can you show how will you monitor the gradual increase through episodes to whole lesson delivery to sequences of lessons and medium- and long-term planning?	
Are you providing somewhere for them to work in school (and do you require them to be in school all the time)?	
Have you quality assured all of those who are responsible for mentoring the trainees, including those in the second placement schools? (Refer to the Mentoring Standards)	
Are there opportunities for school-led sessions to link with the university input	
Are there clear transition arrangements between school placements?	
Ensure that any study/reading weeks are at least three weeks after an assessment point to allow time for trainees who are on an action plan to meet the phase	
SDD Pack	
Partnership Agreement – signed and dated and returned to exeterpartner	By 1st June 23
Curriculum Map/ Training Plan completed and sent to exeterpartner	By 1st June 23 for discussion at Train the Trainers on 8th June
Refer to SDD Lead Schools Guide	
SDD Curriculum	
Curriculum Intent statement	
Curriculum statement received and returned to exeterpartner	By 1st June 23
Clear aims/purpose	
Clear explanation of / rationale for sequence	
Coherence with Exeter Model of ITE	
Core Content Framework Mapping	
Balanced coverage of CCF	
Note additional coverage beyond the CCF for discussion/sharing between Lead Schools	
The curriculum is designed to ensure that trainees are introduced to the tools to develop their knowledge further, for example through sharing access to professional networks	
Repetition and deliberate patterning of ideas and concepts	
Training Plan (overall)	
Matches sessions included on the CCF Map	
Coherence with university input	
Coherence of curriculum sequence, including how the map sequence to university input	
Training Plan (Secondary)	
Coverage of school-based professional studies programme – Part 3 of pack	
Subject-specific training input clearly indicated– *including curriculum, pedagogy, assessment*	
Subject-specific training input is sequenced and dated	
Note / comment on focus areas arising from the Lead School Review and Development meeting	
Portal information	
The University is required to inform the DfE about all the schools that you are working with for each trainee. Please complete the portal following recruitment so we can ensure that everyone is trained in the Exeter Model and we can respond by the DfE deadline.	Portal now live Please complete for Home Placements by 1st

	June or as soon as possible after recruiting the trainee.
Confirmation that Partnership Agreement is place with partner schools	Prior to placement starting
Home School placement details inputted onto portal – name of school, dates, KS/Yr Grp/subject	
Contrasting School placement details inputted onto portal – name of school, dates, KS/Yr Grp/subject	
Confirmation of Post-16 placement	
Details of how the home and contrasting placements are contrasting	
Confirmation of mentors trained – names and dates	
Confirmation of number of days in school (exc INSET, seminar days) Can include training days if they are in school	