Secondary Physical Education Handbook 2016/17
This is the Secondary Physical Education Handbook.

This handbook comprises three sections:

1. **Secondary Professional Year (Physical Education):** This section summarises key details on the structure of your route. You can use this to check course requirements, key contacts, important dates and sources of support.

2. **School-Based Training:** This section outlines expectations and procedures for trainees and mentors during school-based training. This section includes key contacts, expectations, tasks and information on assessment processes.

3. **Professional Development in the Secondary Professional Year:** This section outlines how you will be supported to take increasing responsibility for your own professional development throughout the year using the PebblePad electronic portfolio system.

**This handbook** should be carefully read in conjunction with other key documents available on Studentcentral (the University of Brighton virtual learning environment):

- The University of Brighton Student Contract: [https://www.brighton.ac.uk/studying-here/student-contract.aspx](https://www.brighton.ac.uk/studying-here/student-contract.aspx). This includes a single page for the student charter, as well as advice, regulations and guidance to make the most of your time as a University of Brighton student.


- the Secondary Professional Year Studentcentral area.

**Please note:**

This handbook has been produced as early as possible in the interests of trainees and tutors. Changes may be made to some of the information during the academic year. At the time of going to print all information was correct, but the team reserves the right to make changes as necessary as part of the ongoing process of programme development. We always welcome any feedback from trainees on using the handbook.

This document refers to: ‘students’ in the context of UoB policies and procedures; and ‘trainees/trainee teachers’ in the context of the Secondary programme.
Secondary Professional Year
(Physical Education)
2016/17
Contents Page

1. Introduction: The Professional Year for Secondary Trainees
   1.1 Programme Leader’s Welcome ................................................................. 1
   1.2 Programme Components ........................................................................... 2
   1.3 PGCE (Core), PGCE School Direct (Tuition) and Two Year BA..................... 3

2. Key Contacts ..................................................................................................... 4

3. Communication .................................................................................................. 7

4. Assignment Submission Dates .......................................................................... 8

5. Learning to Teach in the University of Brighton ITE Partnership ....................... 9

6. Support ............................................................................................................. 10

7. Programme Specific Guidance
   7.1 Professional Studies (inc. final school-based training period) ET760/770/771 ...... 13
   7.2 Education Studies .......................................................................................... 15
   7.3 Academic Guidance and Support .................................................................... 16
   7.4 Supporting the Progress of All Pupils .............................................................. 17
   7.5 University of Brighton Support Tutoring ......................................................... 18
   7.6 Subject Specialism .......................................................................................... 18

8. Timetable ......................................................................................................... 27

9. Modules and Assessment Tasks ........................................................................ 34
1. Introduction: The Professional Year for Secondary Trainees

1.1 Programme Leader’s Welcome

On behalf of the team it is my pleasure to welcome you to the secondary Professional Year at the University of Brighton. High quality inclusive secondary education is essential in helping young people make the best possible start in life and we are passionate about helping you to play your part in this.

The PGCE (Secondary) / 2 Year BA Professional Year is designed to prepare you for the realities of teaching in the Twenty-First Century. We work closely with school-based colleagues to design, implement and review our programme to prepare you for the realities of classroom practice. We will support you to achieve the Teachers’ Standards (DfE, 2012) necessary to gain qualified teacher status (QTS) and we will help you develop the skills and knowledge necessary to thrive as informed and critical professionals through academic study at Master’s Level. During the Professional Year you will also develop a high level of subject expertise in order to engage in the crucial debates about schooling and education related to your area of specialism.

We are pleased you have chosen to study with us and join the community of University of Brighton teachers which extends long past the Professional Year. We hope that you enjoy the forthcoming year and wish you every success in your university study and school-based experiences.

Tom Newlands
T.M.Newlands@brighton.ac.uk
1.2 Programme Components

The programme consists of the following strands:

1. **Subject Study/Subject Education**: 2 modules (40 credit points)
   - the knowledge, concepts and skills of the specialist subject
   - the application of subject knowledge, skills and understanding to subject teaching
   - the monitoring and assessment of pupils’ learning

2. **Education Studies**: 1 module (20 credit points)
   - the processes of learning
   - the practices of teaching
   - wider professional issues

3. **School-based training (Placements)**: 2 modules (60 credit points)
   - the implementation of teaching plans
   - practice in the classroom
   - the development and reflection of subject pedagogy

4. **Professional Development**
   - addressed throughout all modules and school-based training activities
   - designed to enable you to evaluate critically and reflect upon learning in order to develop as a professional

   (See section 9 for more information on modules)
1.3 PGCE (Core), PGCE School Direct (Tuition) and Two Year BA

Trainees undertaking the secondary Professional Year are from three different routes:

- Two Year BA (Hons) Secondary Mathematics
- PGCE School Direct (Tuition)
- PGCE (Core)

All trainees follow the same basic programme of school and university study with the same access to support. Regardless of route trainees will train in two contrasting school settings, study the same modules and work towards qualified teacher status (QTS) with the opportunity to gain Master’s Level credits. There are different arrangements for each route that are worth noting. These are summarised below:

**Two Year BA (Hons) Secondary Mathematics**

Trainees following this route will join the Secondary Professional Year in the second year of their course. The first year of this course focuses on developing trainees’ subject and curriculum knowledge of mathematics. Trainees following this route work towards achieving a Bachelor’s degree in secondary mathematics (as opposed to a postgraduate certificate) with QTS although they do still have the opportunity to gain Master’s Level credits. Trainees following this route complete school-based training in two contrasting school settings.

**PGCE School Direct (Tuition)**

Trainees following this route work towards QTS and a PGCE in their subject specialism. There are two distinct features for trainees on this route. Firstly, trainees are recruited for a training year by a ‘lead school’ together with the University of Brighton. Secondly, as a result of this trainees follow a different school-based training pattern to maximise time in the lead school.

**PGCE (Core)**

Trainees following this route work towards QTS and a PGCE in their subject specialism. PGCE (Core) trainees are those that apply directly to the University of Brighton. Trainees following this route complete school-based training in two contrasting school settings.
2. Key Contacts

Throughout the Professional Year you will work with the following key individuals in roles designed to support your progress:

**Route leaders / subject tutors:** In university-based study your primary point of contact will be your route leaders and subject tutors. As well as leading the programme of university-based sessions they will also form part of the team that visits you during school-based training.

**Subject Route Leader**

**Physical Education:** Dr Gary Stidder

**Location:** Room G12, Hillbrow, School of Sport and Service Management

**Direct Line:** 01273 643778

**Mobile:** 07940 158291

**Email:** G.Stidder@brighton.ac.uk

Dr. Gary Stidder is the PGCE route leader for physical education initial teacher training and coordinator of initial teacher education for physical education at the University of Brighton’s School of Sport and Service Management. Gary is a former graduate from Brunel University (1982 – 1986) and completed his Masters Degree in Education at the University of Brighton in 1998. In 2009 Gary completed his PhD at the Chelsea School Research Centre (University of Brighton).

Gary is an ex-secondary school physical education teacher and was awarded a Fulbright Scholarship to the USA during 1990-1991. Gary is co-editor (with Sid Hayes) of ‘The Really Useful Physical Education Book: Learning and Teaching Across the 7–14 Age Range’ (2010) and the first and second editions of ‘Equity and Inclusion in Physical Education and Sport’ (2003; 2012) published by Routledge. Gary holds the University award for teaching excellence, and is the co-founder of the University of Brighton’s pioneering ‘Football 4 Peace International Project’ in Israel, Northern Ireland and The Gambia (www.football4peace.eu) which has been operating since 2001. In July 2008 Gary was presented with a national award from the Association for Physical Education (AIPPE) for his contribution to research and scholarship in the field of Physical Education. In 2013 Gary was awarded the University of Brighton’s award for Staff Excellence in Community Engagement in recognition of his contribution to widening participation. Gary’s latest publication ‘Becoming a Physical Education Teacher’ was published in 2015 by Routledge.

**Selected publications:**


Stidder G (2012) ‘Preparing trainee teachers of physical education to teach outdoor and adventurous and activities in schools, Physical Education Matters (formerly the British Journal of Teaching Physical Education), Summer, (7), 2: 46 - 50


Support Tutors: All secondary teaching trainees have a named support tutor to discuss and review personal, academic and professional progress. For PGCE Physical Education, this is Gary Stidder.

Programme Leader: The programme leader is responsible for the overall programme and also available for meetings where there are specific challenging circumstances or to review progress. The Programme Leader is Tom Newlands.

Course Reps: Every subject route elects two trainee representatives. Course reps play an active role in developing the programme: they gather views of the trainees on their programme ensuring these are heard by staff and they act as a conduit back to the members of their subject route. Further details on the roles of course reps can be found at http://www.brightonsu.com/education/coursereps/.

Partnership Team: The Partnership Team are based in Checkland Building room A308 and they work with colleagues in schools to organise and coordinate school-based training placements.

Mentors: In each school-based training period you will have a subject mentor who will organise your teaching programme, review your progress towards the Teachers’ Standards and coach you in weekly appraisals.

Professional Tutors: In each school there will be a senior member of staff who oversees the school’s mentors and runs the ‘professional studies’ programme. The professional tutor will collaborate with your mentor to complete interim and final reports.

Link Tutors: During each school-based training period your experience will be monitored by a link tutor. They will meet with you and review your progress focusing on your progress towards the Teachers’ Standards as well as reviewing consistency of standards across different placement schools.

Education Studies Tutor: Education Studies sessions take place in mixed subject groups. This tutor will lead breakout seminar group sessions.
3. Communication

**Studentcentral**

Studentcentral is the intranet for all University of Brighton students. It has pages for general programme information and module materials for individual subject routes. Additionally it also provides links to key resources such as the online library, Academic Study Kit (ASK) study guide and the Student Life advice services.

Studentcentral can be accessed at [http://studentcentral.brighton.ac.uk](http://studentcentral.brighton.ac.uk). As part of your induction you will receive a **username** and **password** that will give you access to Studentcentral.

Studentcentral provides a personalised home page to help you manage your studies. There are many useful links to other areas. For example, you can find the School of Education Partnership Office site which has e-copies of all school-based pro forma, and general announcements which you should check regularly.

**e-Portfolio (PebblePad)**

In addition to Studentcentral you will be given a PebblePad account. PebblePad is an electronic-portfolio (e-portfolio) which you will use extensively to record and track progress and to house evidence of achievement towards the Teachers’ Standards (DfE, 2012).

Central to our vision for PebblePad is that it is not a technology but a process that is integral to your learning and development in the Professional Year by integrating academic work and school-based training that complement one another.

The e-Portfolio (PebblePad) is available for the Professional Year of study and a further year when most graduates of the programme will be undertaking the NQT year. In this way evidence can be drawn upon and added to until QTS is ratified at the point of successful completion of the NQT year.

**Email**

We work hard to reply promptly to emails. In order for the most efficient use of everyone’s time please note the following:

- As a team, we are all committed to reducing the volume of email correspondence and would kindly advise that you need to be well acquainted with the support documents that we provide; these have answers and guidance about many different subjects and between the handbooks and Student-central we hope that we have it covered. If not please ask.

- Email will be used for information sharing and updates. Please get into the habit of using and checking your Uni email each day.

- Tutors will seek to reply to emails as soon as they can but **note that tutors will normally reply to emails during work hours so do not expect responses out of these hours**.

- Email correspondence – as with face-to-face contact – should be conducted professionally at all times.
4. Assignment Submission Dates

ALL trainee assignments must be submitted by 4.30pm on the due date.

<table>
<thead>
<tr>
<th>Year</th>
<th>Date</th>
<th>Module</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>Friday 28th October</td>
<td>EX670</td>
<td>Task 2: 2000 word rationale to justify the place of Physical Education in the curriculum.</td>
</tr>
<tr>
<td></td>
<td>Friday 25th November</td>
<td>ET570</td>
<td>School-based Training 1 Interim Assessment Report (SB) Discussed with mentor who completes the profile form and sends an e-copy to the Partnership Office. The school retains a copy and gives the trainee a copy to upload into the e-Portfolio (PebblePad).</td>
</tr>
<tr>
<td></td>
<td>Friday 9th December</td>
<td>ET770</td>
<td>Reflection and Review: Submit outline proposal pro forma for essay.</td>
</tr>
<tr>
<td></td>
<td>By Friday 20th January</td>
<td>EX670</td>
<td>Task 1: Research, plan, prepare for, teach and evaluate a teaching session using the university lesson plan pro forma.</td>
</tr>
<tr>
<td>2017</td>
<td>Friday 20th January</td>
<td>ET570</td>
<td>School-based Training 1 Final Assessment Report (SC): Discussed with mentor who completes the profile form and sends an e-copy to the Partnership Office. The school retains a copy and gives the trainee a copy to upload into the e-Portfolio (PebblePad).</td>
</tr>
<tr>
<td></td>
<td>Friday 24th February</td>
<td>EX771</td>
<td>Subject Study</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Task One: A rationale for the use of a teaching resource to support teaching and learning for a selected target group at Key Stage 4 (2000 word equivalent).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Task Two: Design and produce a teaching resource to support teaching and learning for the selected target group at Key Stage 4 (2000 word equivalent).</td>
</tr>
<tr>
<td></td>
<td>Friday 24th February</td>
<td>ET770</td>
<td>Reflection and Review: presentation of work-in-progress 1000 words developed from proposal with accompanying bibliography and poster outlining issue/question for reflection (1500 words equivalent).</td>
</tr>
<tr>
<td></td>
<td>Friday 31st March</td>
<td>ET770</td>
<td>School-based Training 2 Interim Assessment Report (SB): Discussed with mentor who completes the profile form and sends an e-copy to the Partnership Office. The school retains a copy and gives the trainee a copy to upload into the e-Portfolio (PebblePad).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Trainees following the School Direct (Tuition) route receive a School-based Training 2 Final Assessment Report (SC) at this stage.</strong></td>
</tr>
<tr>
<td></td>
<td>Thursday 13th April</td>
<td>EV670</td>
<td>Education Studies: 3000 word essay</td>
</tr>
<tr>
<td></td>
<td>Friday 19th May</td>
<td>ET770</td>
<td>School-based Training 2 Final Assessment Report (SC): Discussed with mentor who completes the profile form and sends an e-copy to the Partnership Office. The school retains a copy and gives the trainee a copy to upload into the e-Portfolio (PebblePad).</td>
</tr>
<tr>
<td></td>
<td>Wednesday June 14th</td>
<td>ET770</td>
<td>Final Review and Reflection: 3000 word essay</td>
</tr>
</tbody>
</table>
5. **Learning to Teach in the University of Brighton ITE Partnership**

The University of Brighton ITE Partnership is made up of 500 schools and the University working together to provide a coherent professional learning experience. Becoming a teacher is much more complex than ‘going to lectures’ then going to school to teach. Instead we work together in a true partnership to design, implement and review the Secondary Professional Year to ensure it is of the highest quality.

You are required to complete **120** days of school-based training in two schools or other suitable settings in order to meet the requirements for Qualified Teacher Status (QTS).

During the school-based part of the programme, mentors and professional tutors, provide a structure and environment, which is conducive to the maximum development of trainees’ subject pedagogy and professional skills.

Fundamental to this is the development of a professional approach and attitude. This is at the heart of any successful school team and central to employability. Our expectations of you – from the outset – mirror those you will meet in school.

See the **Secondary School-Based Training section of this handbook** for further details regarding expectations, tasks and activities.
6. Support

It is of vital importance to the secondary team that you feel supported during the Professional Year. There may be times that you feel out of your depth and worried about the workload and at those times there are a number of avenues of support. While questions and concerns will normally be shared with support tutors, route leaders and student reps there are a number of services available to help you succeed in your studies and also enjoy the experience of the Professional Year.

Student Support and Guidance Tutors
The Student Support and Guidance Tutor (SSGT) for the School of Education is there to support all School of Education students and offer guidance and advice in a range of areas. If you have any issues or concerns that affect your ability to study successfully you can contact them. As part of your induction the SSGT will introduce themselves to groups and give you a leaflet telling you about their role.

You can contact the SSGT via email ssgteducation@brighton.ac.uk or phone to arrange an appointment to meet (01273 643375 or 01273 642068).

Disability and Dyslexia Team
If you have a disability, specific learning difficulty or long-term health condition and choose to disclose it in confidence to the Disability and Dyslexia team you will be able to access a wide range of academic and personal support.

You can contact the Disability and Dyslexia team via email (disability@brighton.ac.uk), by telephone (01273 643799) or through the web www.brighton.ac.uk/disability.

Students' Union
The University of Brighton Students' Union offers information, advice and support on issues that may affect your university experience or your relationship with the University, such as: mitigating circumstances, misconduct, plagiarism, appeals or complaints. For further information see http://www.brightonsu.com/
Student Services

Student Services is a central department that provides a range of services to support you through university and to help you get the most from the student experience.

Experienced and supportive staff offer advice on a range of issues, including:

- Advice about money worries and how to live on a budget.
- Support in finding jobs and volunteering opportunities.
- Help accessing academic support if you have a disability, learning difficulty or long-term medical condition.
- One to one support for students with worries or concerns in a safe, confidential space.

Below is an outline of some of the ways in which Student Services can help you during your time here.

**Career development**
Build your employability skills and boost your graduate potential, with careers guidance, enterprise skills, and employment and volunteering opportunities.

**Chaplaincy**
There’s more to the Chaplaincy than you think with social events, retreats, worship, discussion, support and listening.

**Childcare**
With two Ofsted rated nurseries open to children of staff, students and the local community, the University of Brighton is an excellent choice for high quality, affordable and flexible childcare.

**Counselling**
Whatever the reason, if you are finding academic life is causing you concern, or for personal reasons you need someone to talk things over with, you don’t need to feel that you are all alone with your worries. Talk to one of the trained counsellors in a safe and confidential space.

**Health and wellbeing**
Looking after yourself whilst at university helps you to get the most of your experience. Their links to local surgeries give you access to a doctor, while their health and wellbeing workshops and information help you to keep everything in balance – so look after your mind and body whilst you are here.

**Student Advice Service**
When it comes to your finances at university it pays to be money wise; so for expert advice on financial issues, including fees, grants, bursaries, loans, and money management, contact the Student Advice Service. They can also help if you are an international student needing immigration advice, or support if you’re experiencing culture shock and home sickness.
Get in touch
You can find further information about services and answers to your student life queries at: www.brighton.ac.uk/current-students

You can also access services at each campus by visiting student centres, or call to find out more or book an appointment.

**Eastbourne**  Trevin Towers, Gaudick Road  T: 01273 643845
**Falmer**  E354, Checkland Building  T: 01273 643584
**Grand Parade**  Room 153, Level 1, main building  T: 01273 643187
**Moulsecoomb**  Manor House, Moulsecoomb Place  T: 01273 642895
**Hastings**  The Student Centre, Level 1, Priory Square  T: 01273 644643

You can find the answers to your questions in confidence via email, at studentservices@brighton.ac.uk, via the ‘help and support’ tab on Studentcentral or follow Student Services on Twitter for the latest student life news via @brightonstudent – www.twitter.com/brightonstudent

Additional information can be found at: https://www.brighton.ac.uk/current-students/contacts/advice-and-support-services/index.aspx

**Academic Study Kit (ASK)**
The Academic Study Kit (ASK) website is a University of Brighton service that provides advice on study skills and habits. It is frequently updated with new resources and includes information about workshops that you can attend. ASK can be found online at http://about.brighton.ac.uk/ask/
7. Programme Specific Guidance

7.1 Professional Studies (inc. final school-based training period) ET760/770/771

This module spans the whole of the Professional Year and includes the final school-based training experience. This module is closely linked with the academic study activities of module EV670/EV671, Education Studies. The Professional Studies module culminates in the final school-based training period where you will have opportunities to gain specific experiences in order to develop and demonstrate that the Teachers Standards (DfE, 2012), have been met. You will be equipped to reflect upon and critically evaluate experiences, and identify professional strengths and needs as the basis for continued professional development.

Since the ‘Professional Studies’ aspect of the Masters level module spans the whole Professional Year, you will be required to complete tasks that will cumulatively form a reflective review of on-going professional development. These tasks are designed to support the development of Master’s level thinking and writing that demonstrates critical reflection on the inter-relationship between theory, policy and practice and how this informs your professional development.

The on-going process of critical reflection will be recorded and stored within the e-Portfolio (PebblePad). It is important to keep a note of all reading during the year since a full bibliography will need to be submitted with the final Reflection and Review Point (see below). Notes from lectures, seminars, reading, etc. can be kept in subsections of the e-Portfolio (PebblePad).
Reflection and Review Points

1. December 9th 2016 you will submit an outline proposal using a university template where a single pervasive question, theme or research purpose is identified for reflection and review e.g. behaviour management, SEND, teacher-pupil relationship, homework, uniform, etc. If a theme is chosen, it would be wise to refine the focus at the stage of the interim assessment (February 2017). Key literature will also be identified relating to theory and policy, plus the identification of three critical incidents from practice. A detailed bibliography will be produced of relevant readings. Subject tutors will give feedback on the proposal plus specific guidance on any of the following as appropriate: references; questions; suggestions for reworking of the key question.

2. February 9th 2017 you will present a 1500 word interim essay with accompanying bibliography, which develops from the proposal presented in December. The precise nature of the submission will be indicated by the subject tutor however, it should address a reflective response and draw on experiences from university-based learning, independent research/reading and school-based practice. The response should show evidence that you have understood the inter-relationship between theory, policy and practice and how this relates to your own development as a teacher. The response will not be formally assessed but will support the writing of the final Reflection and Review essay.

3. Final Reflection and Review June 14th 2017. This is made of three elements:

   1. Your final school-based training period (determined on a pass/fail basis);
   2. The presentation of your e-Portfolio (PebblePad) in which you will critically reflect on your professional development;
   3. A 3000-word reflection which builds upon the earlier Reflection and Review stages noted above. This final piece should demonstrate how you have understood the inter-relationship between theory, policy and practice and how it informs your own development as a teacher. Critical analysis and evaluation of core issues and questions relating to a selected aspect or aspects of theory, policy and practice are expectations for this assignment. This assignment will be formally assessed and should include a full bibliography and reference to a range of evidence. Written feedback from the tutor will be given on the final submission.
7.2 Education Studies

The Education Studies strand of the secondary programme affords opportunities for the intellectual and professional exploration of the key theories, policies and practices that underpin our understanding of teaching and learning. Our aim is that engagement with this strand will play an important role in shaping and informing both emerging practice, and your identity as education professionals. The topics covered include behaviour, special educational needs, assessment, learning, curriculum and inclusion.

The Education Studies programme is presented through a series of keynote lectures by expert speakers, offering insights from different areas of specialism. Throughout the programme, a number of mixed subject group seminars follow the keynote lectures providing opportunities to critically analyse, question and consider the implications of your learning for future practice with peers from different specialist areas. You will be required to engage in both reading and discussion in order to develop and sustain reasoned, informed arguments on key issues that influence and impact upon your professional practice.

Education Studies is therefore not designed as a 'training module' but as a broad overview of major themes which you will translate, reflect upon and use in day-to-day work through the programme and throughout your teaching career. At its heart Education Studies is a chance for you to engage with the intellectual and academic side of the study of education that will stand you in good stead for the ongoing learning that is the hallmark of a successful teaching career.

The Education Studies module (EV670) is assessed through a written assignment of 3000 words that will be submitted by 4.30pm on Thursday 13th April 2017.

Support material for Education Studies such as copies of session notes and useful links can be found within the Studentcentral area.
7.3 Academic Guidance and Support

**M-Level Study**
In order to gain the award of Postgraduate Certificate in Education you need to pass all the modules you take (i.e. gain all 120 credits), including the Masters level Professional Studies module (ET770). However, the university can confer an alternative award, the Professional Graduate Certificate in Education, to a trainee who has not achieved at least 40 credits at M Level, but meets alternative Level 6 assessment criteria. Both of these awards include the recommendation for QTS.

Further details on the following information relating to assessment regulations can be found in The University of Brighton Student Contract: [https://www.brighton.ac.uk/studying-here/student-contract.aspx](https://www.brighton.ac.uk/studying-here/student-contract.aspx).

**Mitigating Circumstances**
If you have serious personal problems or exceptional circumstances that have caused poor performance in any of your modules, these can be taken into account by the Board of Examiners provided that you have submitted a properly completed mitigating circumstances form (available on Studentcentral). On this form you need to explain the nature of the circumstances, how these have affected your performance on particular elements of the programme and you must attach documentary evidence, such as a doctor's certificate or letter from a relevant professional.

If you think you might have mitigating circumstances, you are advised to read the detailed guidance on mitigating circumstances on Studentcentral before submitting a claim. Forms need to be submitted to the School Administrative Officer, Violet Hakner, who can provide further advice about the process (email V.A.Hakner@brighton.ac.uk).

**Academic Misconduct**
If you attempt to gain a grade by any fraudulent means you can be severely punished by the Examination Board. Penalties range from being awarded a mark of 0% for the piece of work to exclusion from the university and denial of an award. Academic misconduct includes, but is not limited to:

- **Plagiarism and collusion**: where a student submits work originated in sum or in part by someone else, with or without their consent but without acknowledgement.
- **Collusion**: presenting a piece of work as your own when it is, in fact, the work of a group and this is a form of fraud.
- **Falsification**: fabrication of results, data or references.
- **Duplication**: where a student submits work for assessment that is the same as, or broadly similar to, work submitted earlier for academic credit, without acknowledgement of the previous submission.
- **Personation**: Where one person assumes the identity of another with the intention of gaining unfair advantage for that person.
- **Ghosting**: Where a student submits as their own work that has been done as a whole or in part by another person on their behalf.
- **Unethical**: Conduct which deviates from accepted ethical standards.

**Submission of Assignments**
All assignments must be submitted by 4.30pm on the published submission date (unless specified otherwise for assignments such as presentations). Most assignments will be submitted electronically through Turnitin and tutors will inform you clearly and well in advance where this is not the case.
Extensions: All assignments have a clear submission date and time which will be treated as an absolute deadline. It is realised that very occasionally students may be prevented from completing the set work in time for that date. In these circumstances you must apply in writing to your route leader for an extension at least one full working day before the due submission date using the university extension pro forma (available online through Studentcentral).

Your route leader will respond in writing either setting a new submission date for the work, or rejecting the application. In the latter case the original submission date stands. Extensions cannot be granted by tutors others than the designated route leader who has strict guidelines about what constitutes an acceptable reason for granting an extension. Poor time management or computer failure are not acceptable reasons for granting an extension.

Late submissions: If work is submitted past the agreed deadline but within two weeks of the agreed submission date it will be treated as a late submission and the maximum mark that can be awarded is the minimum pass mark. This is subject to the approval of the Board of Examiners.

Non-submission: If the work is submitted after two weeks it will not be accepted and it will be considered as a non-submission. This will result in a failed module. The consequences of this may be far more serious than a failure for any other reasons as it is likely that the Board of Examiners will require you to repeat the module in full at your own expense. Thus, it is better to submit work late (i.e. within two weeks of the agreed submission date) than not to submit an assignment at all!

7.4 Supporting the Progress of All Pupils

The DfE has identified key aspects of teaching practice known as the National Priorities for all trainee teachers to develop their expertise in. These areas are:

- Safeguarding and tackling extremism
- Managing behaviour and discipline
- English as an additional language
- Special Educational Needs and/or Disabilities (SEND)
- Supporting underperforming groups of pupils
- Challenging bullying
- Making accurate and productive use of assessment

The secondary programme has been planned to facilitate your learning in these areas through all strands of the programme. Sessions within Professional Studies (both at the university and during school-based training), Education Studies and your curriculum subject will engage with these topic areas (see individual programmes for details). At the same time the philosophy of the programme team is that responding to these priorities is both underpinned by, and inseparable from, good quality teaching and learning: strong subject knowledge, well-structured lessons, high expectations of learners, effective use of assessment, and behaviour managed positively to ensure an inclusive learning environment.

To provide additional support in these areas the School of Education has developed a webpage of key resources, policy guidance and support materials which can be found at: www.brighton.ac.uk/education/national_priorities

To support all trainees with their safeguarding responsibilities key contacts, advice and resources can be found at: www.brighton.ac.uk/safeguarding
7.5 University of Brighton Support Tutoring

The University believes that its trainees should have regular opportunities to review the academic, personal wellbeing and employability aspects of their development as they progress through their programme. You will be allocated a support tutor (normally your route leader) in order that you can review these areas in regularly scheduled meetings throughout the year. The role of your support tutor will be to ensure that appropriate advice and support are provided, trainee concerns are quickly identified and causes of trainee withdrawal are minimized. Support tutoring within the School of Education reflects and builds upon the University of Brighton Personal and Academic Tutoring Policy that can be found on Studentcentral under ‘Secondary General Information’.

7.6 Subject Specialism

(i) Overview

Physical Education Rationale

Aims:

The European Parliament Policy Department (2007: iii) states that;

_Generally Physical Education (PE) is a phase of education, which aims through a balanced and coherent range of physical activities to contribute to the optimum development of an individual’s potential including growth and development, physical and psycho-social competencies. PE makes a unique contribution to the education of all pupils; it provides them with the knowledge, skills and understanding necessary to perform a variety of physical activities, maintain physical fitness, and to value as well as enjoy physical activity as an ongoing part of a healthy lifestyle. A comprehensive PE programme includes moderate to vigorous physical activities on a daily basis. PE is a springboard for involvement in sport and physical activities throughout life. It is also a source of communication with others and, in addition, can involve an appreciation of the natural environment as well as contribute to moral education and development. Within schools, PE curricula emphasise learning in a physical context, amongst the purposes of which are to foster attributes necessary for the development of the Physically Educated person. Physically educated persons might be described as being physically literate, having acquired culturally normative skills enabling engagement in a variety of physical activities, which can help to maintain healthy well-being throughout the full life-span; they participate regularly in physical activity because it is enjoyable; and they understand and value physical activity and its contribution to a healthy lifestyle._

This vision is one that is currently shared by professionals in the field of education and it is this underpinning philosophy that dictates the structure, content and modes of delivery that exist on the Physical Education route. Trainees critically examine key documentation and, subsequently, the value and place of physical education within the curriculum. Exploration of knowledge, skills and understanding within physical education is then undertaken. Broader educational concerns are studied within the context of physical education, for example, inclusive practice and differentiation strategies. The plethora of current and emerging physical education initiatives offer immensely rewarding and engaging opportunities yet demand versatility and flexibility from those who accept the challenge. Trainees are encouraged to research key initiatives in an effort to be fully prepared for their role as a teacher; providing pupils with a full and enriching learning experience offered through such opportunities. The subject education content contributes significantly to equipping the trainees for the demands of teaching. This enables them to confidently and intelligently articulate their own personal beliefs and, in doing so, become innovative and forward-thinking practitioners, capable of leading their subject in an increasingly competitive curriculum.

Association for Physical Education
Health Position Paper (2008)
Physical education’s contribution to public health

Physical education contributes to public health and personal well-being through the physical learning context that it provides for every child. Health and well-being should be viewed holistically to comprise physical, mental and social aspects of health which contribute to people’s quality of life. AfPE recommends that limited views of children’s health and well-being which reduce the latter to a focus on size, weight and shape should be avoided.

Curriculum physical education is an inclusive learning entitlement which should ensure that all children:

- Are provided with opportunities to become competent in a broad, balanced range of physical activities.
- Are helped to enjoy being active, and to feel confident and comfortable in a physical activity context so that they are more likely to choose to be active in their own time.
- Experience and appreciate the benefits of a healthy, active lifestyle (including physical, psychological and social benefits).
- Are aware of how active they are and should be (‘an hour a day’), and know how to find out about and access activity opportunities in the community, including at school and around the home.
- Understand about ‘energy balance’ and the need to increase physical activity in daily living to assist with ‘healthy’ weight management.

High quality physical education addresses all five of the ‘Every Child Matters’ outcomes, especially ‘be healthy’, ‘enjoy and achieve’ and ‘making a positive contribution’. It also embraces whole school approaches to the promotion of healthy lifestyles and incorporates physical activity for health recommendations and national guidance associated with promoting activity and addressing childhood obesity (e.g. Improving Health in Scotland – The Challenge, 2003; Healthy Weight, Healthy Lives: A Cross-Government Strategy for England, 2008). All four home country governments of the UK have addressed concerns about children’s health and well-being through national strategies.
Definition of Terms

Physical activity, physical education and school sport

Physical activity, physical education and school sport are similar in that they all include physical movement, but there are important differences between them, as clarified in the following descriptions:

**Physical activity** is a broad term referring to all bodily movement that uses energy. It therefore includes physical education and sport. However, it is wider than this, as it also includes active play and routine, habitual activities such as walking and cycling, as well as housework and gardening.

**Physical education** is the planned, progressive learning that takes place in school curriculum timetabled time and which is delivered to all pupils. This involves both ‘learning to move’ (i.e. becoming more physically competent) and ‘moving to learn’ (e.g. learning through movement, a range of skills and understandings beyond physical activity, such as cooperating with others). The context for the learning is physical activity, with children experiencing a broad range of activities, including sport and dance.

**School sport** is the structured learning that takes place beyond the school curriculum (i.e. in the extended curriculum), sometimes referred to as out-of-school-hours learning. Again, the context for the learning is physical activity. The ‘school sport’ programme has the potential to develop and broaden the foundation learning that takes place in physical education. It also forms a vital link with ‘community sport and activity’.

---

1. AfPE’s view of physical education is as follows:

    **The aim of Physical Education is to develop physical competence so that all children are able to move efficiently, effectively and safely and understand what they are doing. The outcome – physical literacy – is as important to children’s overall development as literacy and numeracy.**
Whilst all pupils are encouraged to be involved in school sport, not all choose or are able to do so.

For some young people, physical education remains their only structured or organised, regular physical activity. It is therefore crucial that pupils receive their entitlement of at least 2 hours of physical education a week and that this is of the highest quality.

Physical activity recommendation for health

Children and young people (aged 5 to 18 years) should participate in:

A minimum of one hour of at least moderate intensity physical activity every day. As part of this, at least twice a week, they should take part in activities that help to develop muscular strength, flexibility and bone health.

(Health Education Authority, 1998)

Important features of the one hour a day recommendation are that it:

i) Incorporates all types of physical activity including that taking place in: school physical education lessons, out-of-school hours, sports clubs, dance, exercise and fitness sessions, as well as every day activity (e.g. walking and cycling to school) and active play (e.g. skipping, skate-boarding).

ii) Includes accumulated time so the ‘one hour a day’ comprises activity which can be made up of 2 x 30 minute blocks, 4 x 15 minutes or 6 x 10 minutes.

iii) Is differentiated, in that those who are not active or currently do very little activity, should aim to take part in at least half an hour of moderate intensity activity per day and gradually work towards the one hour a day target.

iv) Focuses on moderate intensity exercise which makes one feel warm and slightly out of breath (e.g. brisk walking), but also incorporates more energetic or vigorous activity which makes one feel hot and rapidly increases heart and breathing rates.

About half of girls and over a third of boys are not reaching the recommended ‘one hour a day’ of physical activity a day to benefit their health and, for many of these pupils, school-based physical activities, including physical education, make an important contribution to their overall activity levels (Cale & Harris, 2005).
National physical activity targets set by UK governments

In 2002, the government in England set the following Public Service Agreement (PSA) target:
To ensure that 75% of children do 2 hours of high-quality physical education and school sport a week by 2006 and 85% by 2008.

This is commonly referred to as the ‘2 hours a week’ target. The government in England announced that the 75% target had been met in 2006 and that the 85% target for 2008 was achieved in 2007. There is also a long-term government ambition in England for 2015:

To ensure that all children should have 2 hours of curriculum physical education and the opportunity to access a further 2 to 3 hours of sport beyond the curriculum per week.
This is being referred to as the ‘five hours a week’ target.

The Scottish Executive similarly aims to increase and maintain the proportion of physically active children in Scotland and has set a target of 80 per cent of all children aged 16 and under meeting the minimum recommended levels of physical activity by 2022, these being the accumulation of at least one hour of moderate activity on most days of the week (www.scotland.gov.uk). There are also recommendations for curriculum provision:

While Curriculum for Excellence gives both freedom and responsibility to those planning and delivering the curriculum, the Scottish Government expects schools to continue to work towards the provision of two hours of good quality PE for each child every week. This commitment will be reflected in Building the Curriculum 3: A framework for Learning and Teaching. Physical activity and sport will take place in addition to planned PE sessions, at break times and lunchtimes and beyond the school day. Taken together, the experiences and outcomes in physical education, physical activity and sport are intended to establish the pattern of daily physical activity which, research has shown, is most likely to lead to sustained physical activity in adult life.
While recent reports suggest that schools in Scotland are not all achieving the 2 hours per week minimum allocation for physical education, Ministers have reaffirmed their commitment to this target.

The Welsh Assembly Government is similarly committed to increasing activity levels within the Welsh population. It has declared an aspiration that schools should provide at least 2 hours per week of effective and meaningful physical education for every pupil, to contribute to the recommended physical activity level for children of one hour per day of at least moderate intensity activity. In addition, it has launched a ‘5x60’ Secondary School Sport Programme, aimed at increasing the number of secondary aged pupils taking part in physical activity for 60 minutes, at least five times a week. By targeting children and young people who do not take part in physical activity, the Welsh Assembly Government hopes to reach a target of 90% of secondary school pupils taking part in ‘5x60’ minutes of physical activity per week by 2020 (www.new.wales.gov.uk).

For Northern Ireland, ‘Investing for Health’ (1996) identified similar overarching objectives, targeting action by schools, as in the rest of the UK. More recently, the Draft Northern Ireland Strategy for Sport and Physical Recreation 2007-2017\(^2\) followed up national concerns for health, but also argued that sport development would be best served by similar targets:

- By 2009, to have established a baseline for the number of children of compulsory school age participating in a minimum of two hours quality physical education;
- By 2014, to provide every child in Northern Ireland over the age of 8 years with the opportunity to participate in at least two hours per week of extra-curricular sport and physical recreation.

**The relationship between the physical activity recommendation and national targets set by UK governments**

These national targets and the physical activity recommendation for health clearly differ but are complementary. The ‘one hour a day’ recommendation is how active children should be to gain health benefits.

England’s 2010 ambition for ‘5 hours a week’ target, along with the other home nations’ targets for sport beyond curriculum time, make significant and important contributions to the physical activity recommendation, but still fall short, for the following reasons:

- 4 to 5 hours a week is 2 to 3 hours short of the 7 hours a week required to meet the ‘one hour a day’ recommendation.
- Children will not be actively moving during all of the 4 to 5 hours a week of physical education and school sport, since this involves changing time, and time spent on valuable learning activities such as planning, observing, analysing, coaching and officiating.

It is a challenge for schools to involve every child in up to 5 hours of physical education (and school sport) a week, especially younger children whose school days tend to be shorter; and learners at the top of the school age range, when there is so much competition for young people’s time and commitment.

---

\(^2\) Department of Culture, Arts and Leisure, Belfast 2007
To increase the amount of physical activity in physical education lessons, AfPE recommends that pupils be actively moving for at least 50% of the available learning time. This can usually be achieved through effective planning and efficient management and organisation of pupils and resources.

In summary, the physical activity recommendation for health and government targets for physical education and school sport support each other, in that increased time available for physical education and school sport can help to deliver the physical activity recommendation. The high quality experiences afforded by physical education and school sport should also motivate and encourage children to be active in their own time, to pursue activities that they particularly enjoy, and provide children with the necessary knowledge, skills and understanding to enable them to take up and pursue activities now and in the future.

There is the added challenge of ensuring that every child, some possibly resistant to organised activity, others meeting difficulties in accessing it for a range of social and economic reasons, is willing and able to find ways of being active for at least 2 to 3 hours, away from the school setting, such as in and around the home, and with family, friends or as individuals. The Scottish strategy incorporates this challenge, to imply an integrated approach. Other home country governments have yet to indicate how this will be achieved. This emphasises again, the importance of the school context in supporting the entitlement of all children, whatever their circumstances to the physical activity and physical education which are so important for their development, health and well-being.

**Physical Education’s contribution to whole school approaches to the promotion of healthy, active lifestyles**

In addition to every child receiving valuable learning in curriculum physical education – the only statutory entitlement for all children - there should be numerous other opportunities for them to be active within the school context. The most effective way of maximising physical activity opportunities in schools is through a whole school approach to activity and health promotion, such as the ‘Healthy School’ and the ‘Active School’. Whilst the ‘Healthy School’ initiative has a broader focus, both involve creating a school ethos and environment which encourages and facilitates physical activity for all pupils and staff. Such strategies to promote healthy behaviours include: safer travel to school (e.g. ‘walking buses’); providing attractive, appealing play areas; and making equipment/facilities accessible for both organised and informal activities.

Related to this, the **Association for Physical Education recommends that:**

- The vital importance of the statutory entitlement to national curriculum physical education should be recognised and celebrated in any strategy addressing child health and obesity.

- Physical education should be centrally and collaboratively involved in addressing the ‘physical activity’ criteria within the Healthy Schools programme, including helping to develop a whole-school physical activity policy, and engaging pupils in interesting and appealing curricular and out-of-school hours programmes.
- Physical activity sessions (such as ‘energy breaks’ during lessons or during lunchtimes e.g. ‘wake and shake’ and ‘take 10’) are welcomed but should add to and complement not replace, physical education. Physical education focuses on learning through the context of physical activity and is for all pupils; in this respect, it is the cornerstone of effective ‘physical activity promotion’.

- As encouraged through the Healthy Schools programme, pupils and parents should have a ‘voice’ with respect to what they want from physical activity in schools and the range of activities they would like to take part in. Staff in schools should respect the views of pupils and parents and try, where possible, to take on board their ideas (as exemplified in the ‘Nike Girls in Sport’ project).

- Schools should identify those pupils who may not be able to access physical activity opportunities beyond physical education (such as children who act as carers, and children from families without a car). Communication with these pupils and their families could help to understand their non-participation, reduce barriers to their involvement (including adapting physical education policies and practices), and create ways of involving or engaging them in the sort of activities they would like. Further strategies will need to be developed to address the challenges of those young people who, despite all provision and opportunities, choose to drop out from physical activity.
Actions taken to date by the Association for Physical Education to embrace ‘health’

- AIPe board members contributed to the production of the ‘health and fitness’ modules within the National CPD Programme (Learning about health in PE; Are your pupils healthy, active and fit? Does your school promote healthy, active lifestyles?).

- AIPe contributed to and endorsed the Department of Health’s Physical Activity Toolkit published in 2007.

- AIPe organised and delivered a specialist seminar in May 2007 on ‘Physical Education and Childhood Obesity’.

- A series of articles on ‘Physical Education and Obesity’ have been published in ‘Physical Education Matters’.

- Both the 2007 and the 2008 AIPe annual conferences have included a ‘health’ strand including keynote presentations and associated workshops.

- AIPe has regular representation on the Department of Health’s Physical Activity working group.

- There is close liaison with the Department of Health about joint regional conferences on ‘activity promotion’ with secondary physical education and personal, health and social education (PSHE) teachers.

- The production and dissemination of this health position paper which outlines and clarifies physical education’s contribution to public health and personal well-being.

For further information, or to inform AIPe about good practice in this area, please contact enquiries@afpe.org.uk

Membership Subscriptions:
This category of membership is open to all trainees/students who are studying with a view to gaining qualifications in Physical Education, Sport or Dance.
The annual subscription fee for Trainee/Student membership is £45.00.

***Special Offer***
If you join up as a Trainee/Student member now you'll benefit from three months membership free (15 months of membership for the price of just 12).
Membership hotline; 01905 855584

Personnel engaged in a programme of study in Higher Education leading to an initial qualification in physical education, sports science of a related discipline or personnel engaged in initial teacher training e.g. Trainee/student primary; Trainee/student secondary; Other.
8. **Timetable**

**Physical Education INDUCTION PROGRAMME 2016-2017**

**Week 1**

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date and Time</th>
<th>Title</th>
<th>Staff</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mon 5th Sept</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00 – 10.30</td>
<td></td>
<td>Course Administration</td>
<td>Gary Stidder</td>
<td>G14</td>
</tr>
<tr>
<td>11.00 – 1.00</td>
<td></td>
<td>Introduction to the course: Physical Education versus School Sport</td>
<td>Gary Stidder</td>
<td>G14</td>
</tr>
<tr>
<td>2:00 – 3.00</td>
<td></td>
<td>Introduction to Alternative Physical Education (Curriculum Planning Task)</td>
<td>Gary Stidder</td>
<td>G14</td>
</tr>
<tr>
<td>3.00 – 4.00</td>
<td></td>
<td>Non-Contact ‘Box’</td>
<td>Adam Haniver</td>
<td>Gaudick</td>
</tr>
<tr>
<td>4.00 – 5.00</td>
<td></td>
<td>Kinball</td>
<td>Jon Binney</td>
<td>Sports Hall</td>
</tr>
<tr>
<td><strong>Tues 6th Sept</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00 – 10.00</td>
<td>Medical Talk and tours</td>
<td></td>
<td>Jacqui Marchbank</td>
<td>Trevin Towers</td>
</tr>
<tr>
<td>10.00 – 11.00</td>
<td>Introduction to PGCE meet each other and the team</td>
<td>Simon Green/Warren Smart</td>
<td>Sports Hall</td>
<td></td>
</tr>
<tr>
<td>3.00 – 5.00</td>
<td>Welcome to the PGCE year</td>
<td>Tom Newlands</td>
<td>G14</td>
<td></td>
</tr>
<tr>
<td><strong>Wed 7th Sept</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.00 – 11.00</td>
<td>Street Surfing</td>
<td>Jon Binney</td>
<td>Sports Hall</td>
<td></td>
</tr>
<tr>
<td>11.00– 1.00</td>
<td>Introduction to the Teachers' Standards</td>
<td>Lucy Pocknell</td>
<td>G14</td>
<td></td>
</tr>
<tr>
<td>2.00 – 3.30</td>
<td>Using databases, Student central and intro to using EndNote (7 School Direct PE students join PGCE Dance)</td>
<td>Queenwood Library</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.30 – 5.00</td>
<td>Using databases, Student central and intro to using EndNote (22 PGCE PE students)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wk</td>
<td>Date and Time</td>
<td>Title</td>
<td>Staff</td>
<td>Venue</td>
</tr>
<tr>
<td>--------</td>
<td>---------------</td>
<td>-------------------------------------------------</td>
<td>-----------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Thurs 8th Sept</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9.00 – 10.30</td>
<td>Professionalism in Practice</td>
<td>Gary Stidder</td>
<td>G14</td>
</tr>
<tr>
<td></td>
<td>11.00 – 12.30</td>
<td><strong>Special Educational Needs and Disability in Physical Education</strong></td>
<td>Gary Stidder</td>
<td>G14</td>
</tr>
<tr>
<td></td>
<td>1.00 – 4.00</td>
<td>Disability Games</td>
<td>Jon Binney</td>
<td>Sports Hall</td>
</tr>
<tr>
<td></td>
<td>4.00 – 5.00</td>
<td><strong>Planning for Inclusive sports festival</strong></td>
<td>Group work</td>
<td>G14</td>
</tr>
<tr>
<td>Fri 9th Sept</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10.00 – 11.00</td>
<td>Introduction to Alternative Physical Education (Curriculum Planning Task) – Part 2</td>
<td>Gary Stidder Group Task</td>
<td>G14</td>
</tr>
<tr>
<td></td>
<td>11:30 – 1.00</td>
<td>EX670 Briefing</td>
<td></td>
<td>G14</td>
</tr>
<tr>
<td></td>
<td>2.00 – 3.00</td>
<td><strong>School-based Training Briefing</strong></td>
<td></td>
<td>G14</td>
</tr>
<tr>
<td></td>
<td>3.30 – 5.00</td>
<td>PebblePad: making it work for you: the PE &amp; Dance context</td>
<td>Cameron Finlay</td>
<td></td>
</tr>
</tbody>
</table>

**Week 2**

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date and Time</th>
<th>Title</th>
<th>Staff</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon 12th Sept</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9.00 – 12.00</td>
<td>Wheelchair Basketball</td>
<td>Albion in the Community</td>
<td>Sports hall</td>
</tr>
<tr>
<td></td>
<td>1.00 – 3.00</td>
<td><strong>Cheerleading</strong></td>
<td></td>
<td>Sports Hall</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reflective practice and professional learning</td>
<td>Student-Led</td>
<td>G14</td>
</tr>
<tr>
<td></td>
<td>3.00 – 5.00</td>
<td><strong>PebblePad training</strong></td>
<td>Rick Grahame</td>
<td>Aldro</td>
</tr>
<tr>
<td>Tue 13th Sept</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9.00 – 3.00</td>
<td>Inclusive sports festival</td>
<td></td>
<td>Sports Hall, College Gym (11 – 3)</td>
</tr>
<tr>
<td></td>
<td>3.30 – 5.00</td>
<td>De-briefing</td>
<td>Gary Stidder</td>
<td></td>
</tr>
<tr>
<td>Wk</td>
<td>Date and Time</td>
<td>Title</td>
<td>Staff</td>
<td>Venue</td>
</tr>
<tr>
<td>--------</td>
<td>---------------</td>
<td>----------------------------------------------------------------------</td>
<td>------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Wed 14&lt;sup&gt;th&lt;/sup&gt; Sept</td>
<td>9.00 - 11.00</td>
<td>Creating a positive learning environment</td>
<td>Simon Green</td>
<td>G14</td>
</tr>
<tr>
<td></td>
<td>11.00 - 1.00</td>
<td>Lesson planning (Part 1)</td>
<td>Fiona Smith &amp; Lucy Pocknell</td>
<td>G14</td>
</tr>
<tr>
<td></td>
<td>2.00 - 4.00</td>
<td>Lesson planning (Part 2)</td>
<td></td>
<td>G14</td>
</tr>
<tr>
<td>Thurs 15&lt;sup&gt;th&lt;/sup&gt; Sept</td>
<td>10.00 – 3.00</td>
<td>PE and Dance Mentors conference (Meet your Mentor)</td>
<td></td>
<td>H129, G14, G41</td>
</tr>
<tr>
<td>Fri 16&lt;sup&gt;th&lt;/sup&gt; Sept</td>
<td>10.00 - 3.00</td>
<td>Tomorrow’s teachers</td>
<td>Richard Wallis</td>
<td>G14</td>
</tr>
<tr>
<td></td>
<td>4.00 - 5.00</td>
<td>PGCE Student rep training</td>
<td></td>
<td>Checkland A500</td>
</tr>
</tbody>
</table>

**Week 3**

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date and Time</th>
<th>Title</th>
<th>Staff</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon 19&lt;sup&gt;th&lt;/sup&gt; Sept</td>
<td>9.00 – 11.00</td>
<td>Teaching pupils with EAL</td>
<td>Warren Smart</td>
<td>G14</td>
</tr>
<tr>
<td></td>
<td>11.00 – 1.00</td>
<td>F4P Philosophy, aims and values</td>
<td>Gary Stidder &amp; Graham Spacey</td>
<td>H129</td>
</tr>
<tr>
<td></td>
<td>2.00 – 3.30</td>
<td>F4P OAA Circuits</td>
<td>F4P Team</td>
<td>Sports Hall</td>
</tr>
<tr>
<td></td>
<td>4.00 – 5.00</td>
<td>School-based Training Briefing</td>
<td>Gary Stidder</td>
<td>G14</td>
</tr>
<tr>
<td>Tue 20&lt;sup&gt;th&lt;/sup&gt; Sept</td>
<td>9.00 – 10.30</td>
<td>F4P and Education</td>
<td>F4P Team</td>
<td>H116</td>
</tr>
<tr>
<td></td>
<td>10.30 – 11.30</td>
<td>F4P Practical application</td>
<td>F4P Team</td>
<td>Sports Hall</td>
</tr>
<tr>
<td></td>
<td>11.30 – 1.00</td>
<td>The role of the F4P coach</td>
<td>Simon Green</td>
<td>H129</td>
</tr>
<tr>
<td></td>
<td>2.00 – 5.00</td>
<td>F4P Practical application</td>
<td>F4P Team</td>
<td>Astro</td>
</tr>
<tr>
<td></td>
<td>5.00 – 6.00</td>
<td>Sport and Development</td>
<td>Graham Spacey</td>
<td>H129</td>
</tr>
</tbody>
</table>
First school-based training period begins on Monday September 26th 2016 for 5 days (Monday – Friday).

First school-based training period on Mondays, Tuesdays and Wednesdays from Monday 3rd October. Students must attend University every Thursday and Friday from Thursday October 6th up until Friday November 4th.

First school-based training period is 5 days a week from Monday November 7th until Friday January 27th 2017.

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date and Time</th>
<th>Title</th>
<th>Staff</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed 21st Sept</td>
<td>9.00 – 12.00</td>
<td>Paul Dix: Director of Pivotal Education</td>
<td>Paul Dix</td>
<td>Westlайн House, Falmer</td>
</tr>
<tr>
<td></td>
<td>2.00 – 4.00</td>
<td>F4P practical application</td>
<td>F4P Team</td>
<td>Astro Falmer</td>
</tr>
<tr>
<td>Thurs 22nd Sept</td>
<td>9.00 – 11.00</td>
<td>Dance</td>
<td>Fiona Smith</td>
<td>JF hall</td>
</tr>
<tr>
<td></td>
<td>11.00 – 1.00</td>
<td>Gymnastics</td>
<td>Kevin Morton</td>
<td>College</td>
</tr>
<tr>
<td></td>
<td>3.00 – 5.00</td>
<td>Swimming</td>
<td>Jon Binney</td>
<td>Pool</td>
</tr>
<tr>
<td>Fri 23rd Sept</td>
<td>9:00 – 10:30</td>
<td>Rockitball</td>
<td>Jon Binney</td>
<td>Half Sports Hall</td>
</tr>
<tr>
<td></td>
<td>11.00 – 12:30</td>
<td>Healthy, active lifestyles</td>
<td>Jim Wallis</td>
<td>G14</td>
</tr>
<tr>
<td></td>
<td>1.00 – 3.00</td>
<td>Gymnastics</td>
<td>Kevin Morton</td>
<td>Gaudick</td>
</tr>
<tr>
<td></td>
<td>3.00 – 4.00</td>
<td>First school-based training period briefing – A survival guide to teaching practice</td>
<td>Ben Gould</td>
<td>G14</td>
</tr>
<tr>
<td></td>
<td>4.00 – 4.30</td>
<td>Claiming travel for placement</td>
<td>Julie Burkill</td>
<td>G14</td>
</tr>
</tbody>
</table>
5th September          Full week at university
12th September         Full week at university
19th September         Full week in university
15th September:        PM - Mentor conference day. A chance to meet your mentor.
26th September         Initial serial school-based training begins in placement school 1 - Full week's observation in placement school 1
From October 3rd      Mon – Wed in school, Thurs and Fri in university
7th November           Block school-based training period begins in placement school 1 – Full time in school. Pattern continues throughout December and January ends Friday 27th January 2017

School Direct Complete School-based Training 1 on Friday January 20th and begin Complimentary School-based Training 2 on Monday January 23rd until Friday March 31st. Return to Host School School-based Training 3 on Monday April 18th 2017

3rd January:          Mid Placement Conference at Falmer campus
30th January          Full week at university
6th February          Full week at university
13th February         Half Term
20th February         Reading Week
27th February         Final school-based training period begins, full time in placement school 2
                      Final school-based training period ends 26th May 2016

24th April            Mid Placement Conference at Falmer Campus
26th May              Full week at university
30th May              Full week at university
5th June              Full week at university
12th June             Independent study

PGCE PE Course finishes Friday 16th June 2017 although written confirmation of success will not be given until after the PGCE Examination Board in July
# PGCE PHYSICAL EDUCATION 2016 – 2017 UNIVERSITY-BASED TIMETABLE:

<table>
<thead>
<tr>
<th>Time</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 - 11:00</td>
<td>Aquatic Activities Swimming</td>
<td>H203</td>
</tr>
<tr>
<td></td>
<td>(Jon Binney)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6/10/16; 13/10/16; 20/10/16; 27/10/16; 3/11/15</td>
<td>ICT: 4/11/16 (Kevin Morton)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7/10/16; 14/10/16; 21/10/16; 28/10/16; 4/11/16</td>
</tr>
<tr>
<td>11:00 - 12:30</td>
<td>Education Studies H113</td>
<td>Aesthetic Activities</td>
</tr>
<tr>
<td></td>
<td>(Gill Teideman)</td>
<td>Gymnastics College gym</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Kevin Morton)</td>
</tr>
<tr>
<td>1:00 - 3:00</td>
<td>Artistic Activities Dance</td>
<td>Games Theory Sports Hall</td>
</tr>
<tr>
<td></td>
<td>John Fulton Hall</td>
<td>(Gary Stidder/Simon Green)</td>
</tr>
<tr>
<td></td>
<td>(Fiona Smith)</td>
<td></td>
</tr>
<tr>
<td>3:00 - 5:00</td>
<td>Trainee Teaching Sessions</td>
<td>Games Practical</td>
</tr>
<tr>
<td></td>
<td>Gaudick Gym</td>
<td>(Sports Hall/Meeting room)</td>
</tr>
<tr>
<td></td>
<td>(Gary Stidder/Simon Green)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DATE</td>
<td>TIME</td>
<td>SESSION</td>
</tr>
<tr>
<td>------------</td>
<td>-------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>26.9.16-30.9.16</td>
<td></td>
<td>School-based training days</td>
</tr>
<tr>
<td>24.10.16-28.10.16</td>
<td></td>
<td>School half term.</td>
</tr>
<tr>
<td>28.10.16</td>
<td></td>
<td>Task 2 EX670: 2000 word rationale to be submitted via Turnitin by 4.30pm</td>
</tr>
<tr>
<td>7.11.16-27.01.17</td>
<td></td>
<td>School-based training Block Placement</td>
</tr>
<tr>
<td>9.12.16</td>
<td></td>
<td>Submit ET770 Reflection and Review: outline proposal via e-mail</td>
</tr>
<tr>
<td>3.1.16</td>
<td>9-4</td>
<td>Mid-Placement Conference: Falmer Campus</td>
</tr>
<tr>
<td>30.01.17</td>
<td>9-4</td>
<td><em>(nb – Brighton and Hove Joint Practice Day takes place on this day)</em></td>
</tr>
<tr>
<td>31.01.17</td>
<td>9-4</td>
<td>Subject time</td>
</tr>
<tr>
<td>01.02.17</td>
<td>9.00-9.30</td>
<td>Course briefing: Transition to School-based Training 2</td>
</tr>
<tr>
<td></td>
<td>9.30-12.15</td>
<td>ES: Professional learning and resilience (Professor Andy Hobson)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mixed group follow-up seminar</td>
</tr>
<tr>
<td></td>
<td>1-4</td>
<td>Subject time</td>
</tr>
<tr>
<td>2.2.17</td>
<td>9-4</td>
<td>Subject time</td>
</tr>
<tr>
<td>3.2.17</td>
<td>9-4</td>
<td>Subject time</td>
</tr>
<tr>
<td>06.02.17</td>
<td>9-4</td>
<td>Subject time</td>
</tr>
<tr>
<td>7.2.17</td>
<td>9-4</td>
<td>Subject time</td>
</tr>
<tr>
<td>8.2.17</td>
<td>9-2</td>
<td>ES: Equality, diversity and inclusion Conference</td>
</tr>
<tr>
<td></td>
<td>2-3.30</td>
<td>Cohort Session: Academic skills and working at M level</td>
</tr>
<tr>
<td></td>
<td>4.00-6.30</td>
<td>Mentor Twilight at Falmer</td>
</tr>
<tr>
<td>9.2.17</td>
<td>9-4</td>
<td>Subject time</td>
</tr>
<tr>
<td>10.2.17</td>
<td>9-4</td>
<td>Subject time</td>
</tr>
<tr>
<td>13.2.17-24.2.17</td>
<td></td>
<td>Student Directed Time</td>
</tr>
<tr>
<td>24.2.17</td>
<td></td>
<td>Submit ET770 Formative Assessment</td>
</tr>
<tr>
<td>27.2.17-28.5.17</td>
<td></td>
<td>School-based training days</td>
</tr>
<tr>
<td>13.4.17</td>
<td>9-4</td>
<td>Submit EV670 ES Essay via Turnitin by 4.30pm</td>
</tr>
<tr>
<td>24.4.17</td>
<td>9-4</td>
<td>Mid-placement Conference: Falmer</td>
</tr>
<tr>
<td>29.5.17</td>
<td>9-4</td>
<td>Bank Holiday</td>
</tr>
<tr>
<td>09.06.17</td>
<td>9-12</td>
<td>ES: Transition to the NQT Year and Beyond</td>
</tr>
<tr>
<td></td>
<td>1-2</td>
<td>Mixed group follow-up seminar</td>
</tr>
<tr>
<td></td>
<td></td>
<td>End of course drink reception</td>
</tr>
<tr>
<td>14.6.17</td>
<td>9-4</td>
<td>Submit ET770 3000 word Essay (Task 2) via Turnitin by 4.30pm</td>
</tr>
</tbody>
</table>
9. Modules and Assessment Tasks

Full module descriptors are in the Programme Specification which can be found in the Secondary: General Information area within Studentcentral.

Tutors will give you more detailed information on all of the assignments.

**EX670 PHYSICAL EDUCATION** (20 credit points)
The aim of the module is to ensure that you develop your subject teaching competences to be prepared to deliver your specialist subject. In this module you will become familiar with historical, philosophical and pedagogical rationales of your specialist subject in the curriculum, in order to engage actively in professional debates within your subject area.

**Details of assessment**
**Task 1:** (Weighting 50%) 2000 words equivalence
Research, plan, prepare for, teach and evaluate a teaching session using the university lesson plan pro forma.

**Task 2:** (Weighting 50%) 2000 words
Write a 2000 word rationale to justify the place of the specialist subject in the curriculum.

**EX771 Study** (20 credit points)
This module is designed to ensure that you develop and strengthen your specialist subject knowledge and understanding and its application to teaching and learning.

**Details of assessment**
**Task (100%): An outcome comprising two components:**
- The design and production of a teaching resource which exemplifies good contemporary practice in an area of the subject;
- A negotiated submission demonstrating breadth and depth of understanding of issues/debates in the subject.

**EV670 Education Studies** (20 credit points)
The aim of the module is to support the development of your pedagogy and professionalism as a secondary education specialist. The module will develop professional attributes, knowledge and skills to support informed and critical awareness of the interconnected nature of theory, policy and practice.

**Details of assessment**
A 3000 word essay linking the implications of the module content to your work in schools and to your specialist subject knowledge.
ET570 Secondary School Placement 1 (20 credit points)
This module aims to provide opportunities for you to gain specific experiences and demonstrate competences linked to the current Standards for teachers. It will enable you to reflect upon and evaluate experiences, identify professional strengths and needs, and set targets for improvement.

Details of assessment
The outcome of the school-based training period is determined on a pass / fail basis. University advisers and school mentors use the university assessment schedule to make judgments about students’ achievement. These judgments are based on observations of your teaching and the scrutiny of the professional files* and are linked explicitly to the current Teachers’ Standards.

Professional files include the e-Portfolio (PebblePad) and all trainee files showing planning, evaluations, resources, etc. The successful completion of the 'Tasks and Expectations of the School-based Training Period' as outlined in the School-based Training section of this Handbook, are included in this assessment task.
ET770 Professional Studies [including the PGCE final school-based training period] (40 credit points)

This module aims to provide opportunities for you to gain specific experiences in order to develop and demonstrate that you have met the current Standards for teachers.

This module will provide you with the skills, knowledge and understanding necessary for the role of the reflective and critical teacher. Practice will be considered in relation to education theory and policy frameworks.

Details of assessment

**Task 1: Final School-based Training Period (LO1)**

School mentors, supported by university tutors, use the University's grading descriptors to make judgements about your achievements in the context of the final school-based training period. Judgements are linked specifically to the current Standards for teachers and are based on observations of teaching and scrutiny of your trainee file. The outcome of the school-based training period is determined on a Pass/Fail basis.

**Task 2: e-Portfolio Presentation (LO2)**

(Equivalent to 1500 words)

You will deliver an individual presentation using your completed e-Portfolio (PebblePad) to critically reflect on your professional development.

**Task 3: Reflection and Review (LO3-LO6)**

A final reflective piece of 3000 words, which builds upon reflections and reviews undertaken throughout the year, will be submitted at the end of the course.

Tasks 2 and 3 will be marked by the subject tutor on a Pass/Fail basis.
Secondary Professional Year
School-Based Training

2016-17
The University of Brighton Initial Teacher Education Partnership aspires for all trainees to become outstanding teachers.

We educate the next generation of teachers to the highest standards so that the teachers we train are:

- Highly committed to their pupils' learning and progress, and ambitious in what they want to help them to achieve;
- Inquisitive, critically reflective and motivated to keep learning and improving their own practice;
- Quick to adapt to different learning contexts and confident to challenge inequalities;
- An asset to the profession, willing to share their knowledge and experience and to collaborate with others;
- Well prepared for the realities of teaching, with the confidence, resilience and skills to be innovative, to take risks and be creative.

The University of Brighton Partnership will:

1. Lead innovative and outstanding school led ITE across the South-East and beyond;
2. Meet Partnership teacher supply needs through rigorous recruitment, outstanding training and bespoke school based experiences;
3. Improve outcomes for learners across all phases, with particular attention to closing the gap for disadvantaged learners;
4. Enhance retention via robust support networks and services, including high-quality opportunities for continuing professional development;
5. Be driven by the priorities of partnership schools and settings to extend and develop practice via robust educational research at all levels;
6. Enhance learning and progress for learners and trainees through an informed use of digital technologies.

University of Brighton ITE Partnership Strategic Plan, 2015-2020

Secondary Partnership Headlines from 2015/16:

- 100% of trainees rated the overall quality of training as good or very good (Source: UoB End of Course Survey 2015-16);
- 96% of mentors and professional tutors agreed that the overall quality of initial teacher education delivered by the University of Brighton Partnership is very good (Source UoB Partnership Survey 2015-16);
- 98.5% of trainees rated advice from mentors as very useful / useful in helping them to make professional progress (Source UoB End of Course Survey 2015-16).
## Contents Page

1. Introduction .................................................................................................................. 1

2. Useful Information ........................................................................................................ 2
   2.1 Key University Contacts for School-based Training ........................................... 2
   2.2 Key to Frequently used Acronyms and Pro formas ............................................. 3

3. School-based Training ................................................................................................ 4
   3.1 School-based Training Dates .............................................................................. 4
   3.2 School-based Training Expectations .................................................................... 5
   3.3 School-based Training Tasks .............................................................................. 7

4. Assessment of Trainees ............................................................................................... 12
   4.1 Trainee Assessment Milestones ........................................................................... 13

5. Requirements for the Trainee File ............................................................................. 15

## Appendices

1. Priority Areas for ITE ................................................................................................. 16

2. Enrichment Activities for Trainees Meeting Grade 1 Expectations During
   School-based Training .............................................................................................. 17
1. Introduction

This school-based training section is for use by trainees and mentors during the University of Brighton Secondary Professional Year (2016-17). It provides guidance about the systems and structures that support trainees to achieve the best outcomes and make an important contribution to pupil learning and progress in their schools. During the Secondary Professional Year trainees undertake school-based training in two contrasting settings to develop the skills and knowledge necessary to achieve the award of Qualified Teacher Status (QTS) on the following routes:

- Postgraduate Certificate in Education (Core and School Direct Tuition) in the following subjects:
  - Art and Design
  - Dance
  - Design and Technology
  - English
  - Geography
  - Mathematics
  - Modern Foreign Languages
  - Physical Education
  - Religious Studies
  - Science Subjects:
    - Biology
    - Chemistry
    - Physics
    - Physics with Mathematics

- Two Year BA (Hons) Secondary Mathematics Education with QTS

The University of Brighton Secondary Professional Year is made up of the following strands:

- School-based training in two contrasting schools;
- Professional Studies programmes in those schools;
- University-based modules (Subject Education/Study and Education Studies);
- Masters Level investigations of practice facilitated by school mentors and university tutors.

Please note:
This document supplements the Secondary Partnership in Education Agreement and Handbook that provides information of a generic nature related to Partnership matters. The Partnership in Education Agreement and Handbook document, all electronic versions of the forms and videos modelling the use of forms can be located via: www.brighton.ac.uk/secondaryforms
2. Useful Information

2.1 Key University Contacts for School-based Training

**Postgraduate Secondary Programme Leader**
Tom Newlands  T.M.Newlands@brighton.ac.uk

**Two Year BA Course Leader**
Sarah Yelling  S.Yelling@brighton.ac.uk

**Deputy Head of School: Partnership and Engagement**
Sarah Fitzjohn-Scott  S.Fitzjohn-Scott@brighton.ac.uk

**Deputy Head of School: Academic and Professional Education**
Andy Davies  A.J.Davies@brighton.ac.uk

*The Partnership Office*

**School-based Training, Employability and Alumni Officer**
Debbie Unsworth  D.Unsworth@brighton.ac.uk  01273 643411

**Partnership Office Secondary Administrator**
Jo Suarez  J.Suarez@brighton.ac.uk  01273 642932

Partnership Office  EducationPlacementAbsence@brighton.ac.uk  01273 641041 (this is a 24 hour answerphone)

**Senior School-Based Training Supervisors (QA)**
Kathryn Clements  K.A.Clements@brighton.ac.uk
Wayne Jones  W.Jones2@brighton.ac.uk

**Link Tutors**
Hilary Ellworthy  H.Ellworthy@brighton.ac.uk
Marian Kenward  M.A.Kenward@brighton.ac.uk

**Secondary Subject Route Leaders**

- **Art and Design**  Sally Johnson  S.N.Johnson@brighton.ac.uk
- **Dance**  Lucy Pocknell  L.P.Pocknell@brighton.ac.uk
- **D&T**  Bhav Prajapat  B.Praigapat@brighton.ac.uk
- **English**  Steve Roberts  rsr@brighton.ac.uk
- **Geography**  Sharon Reilly
- **Mathematics**  Richard Burnett  R.G.Burnett@brighton.ac.uk
- **MFL**  Karen Murray-Hall  K.Murray-Hall@brighton.ac.uk
- **Physical Education**  Gary Stidder  G.Stidder@brighton.ac.uk
- **Religious Studies**  Tom Newlands  T.M.Newlands@brighton.ac.uk
- **Science Subjects**  Brian Marsh  B.Marsh@brighton.ac.uk

**NB** Mentors, professional tutors and trainees please do not hesitate to contact members of the team if you have any questions or comments.

If you are unsure of who to contact please email Jo Suarez  J.Suarez@brighton.ac.uk  in the first instance and she will be able to direct questions as appropriate.
2.2 Key to Frequently used Acronyms and Pro formas

Frequently used acronyms and terms

**SPIE**: Secondary Partnership in Education

**QTS**: Qualified Teacher Status

**PebblePad**: The e-Portfolio system used by trainees to lead, track and record their professional development

Frequently used pro formas

**SA**: Progress Report

**SB**: Interim Report on Teaching and Professional Competence

**SC**: Final Assessment Report on Teaching Competence

**SD**: Need for Enhanced Support (completed when a trainee is not making sufficient progress and is at risk of not passing the period of school-based training)

**SF**: Record of Mentorship and Training

**SH**: Record of Mentor Meeting (including Weekly Review Checklist for Mentors and Trainees)

**SI**: Record of Attendance

**SK**: Developmental Feedback Form (Lesson Observation)

**SL**: Link Tutor Visit Summary Report

For more detailed information about the purpose, distribution and completion of forms, please see the SPIE Handbook.
3. School-based Training

3.1 School-based Training Dates

### PGCE School Direct (Tuition) Trainees:

**Differences in the programme of School Direct (Tuition) trainees are highlighted in yellow throughout this handbook.**

To maximise their time in the host school that selected them PGCE School Direct (Tuition) trainees follow a different pattern to those on the ‘Core’ PGCE and the Two Year BA. This pattern means that some arrangements differ from the ‘Core’ PGCE and the Two Year BA. These differences are highlighted and explained throughout this handbook. Key dates are:

- **25th September – January 20th:** First host school experience
- **23rd – 27th January:** Induction week for second school experience
- **27th February – 31st March:** Second school experience
- **3rd April (Brighton and West Sussex) / 17th April (East Sussex) – 26th May:** Return to host school
3.2 School-based Training Expectations

During The Secondary Professional Year trainees complete two periods of school-based training: September to January and February to May. During these two periods trainees are graded against the University of Brighton Grading Descriptors with progressively increasing expectations for teaching and professional and personal conduct. The expectations for the two periods are as follows:

3.2.1 Expectations for the first school-based training period

The first school-based training period runs from 26th September until 29th January. This first period is mainly formative and diagnostic with trainees working towards the Teachers’ Standards (DfE, 2012). Trainees’ timetables will include weekly tasks such as periods of observation, time as a teaching assistant and work with mentors which are in addition to the 40% teaching timetable.

- Work with classes will move from initial periods of observation of experienced subject teachers, to assisting them, and on to taking increased responsibility for teaching classes. As a guide, trainees should be taking over responsibility for some classes by the start of November increasing to a 40% timetable based on the professional judgement of their mentors. It is expected that in December trainees will reach a 40% timetable.

- During the school-based part of the programme, trainees are required to teach a timetable that equates to 40% of a normal teacher’s timetable in the school/college, i.e. if a teacher takes 20 out of 25 lessons in a week, trainees will teach 8 lessons per week. Time for mentor meetings, working as a teaching assistant (outside area of subject specialism) and other non-teaching activities will be in addition to this. Completion of school-based tasks and observation of skilled qualified practitioners should take place throughout the period of school-based training.

- Once established on this timetable and based on trainees’ individual professional development needs additional teaching experiences can be scheduled. Appendix 2 provides examples of enrichment activities for trainees meeting Grade 1 expectations that different University of Brighton ITE Partnership schools offer.

By the end of the first period of school-based training and in conjunction with the University of Brighton Grading Descriptors for Grade 1, our expectation for trainees appropriate to this stage of their training is that they:

- Assume increasing responsibility for the attainment, progress and outcomes of the pupils they teach (with the support of mentors, class teachers and the professional tutor);
- Demonstrate increasingly confident judgement in planning for pupil progression within individual lessons and are beginning to plan over time for this;
- Set challenging tasks, based on secure subject and curriculum knowledge, drawing on understanding of the pupils’ prior attainment, which has been obtained through informed use assessment and data;
- Develop the ability to employ engaging and effective methods that support pupils in reflecting on their learning.

When assessing trainees during the first school-based training period please use these expectations to evaluate trainees against the Teachers’ Standards.

3.2.2 Expectations for the second school-based training period

The second period runs from 27th February until 26th May. The timetable will initially include periods of observation of classes for which trainees will take responsibility. Additionally, as for the first period, observations of other classes and completion of weekly tasks should continue throughout. These should include targeted observations of outstanding classroom practice.
Trainees’ work with classes will develop from initial periods of observation of experienced subject teachers, to assisting them and also working with small groups of pupils. It is expected that trainees will commence teaching in the second week and increase to a 60% timetable (normally just before or after the Easter break).

- During the school-based part of the programme, trainees are required to teach a timetable that equates to 60% of a normal teacher’s timetable in the school/college, i.e. if a teacher takes 20 out of 25 lessons in a week, trainees will teach 12 lessons per week. Time for mentor meetings and other non-teaching activities will be in addition to this. Completion of school-based tasks and observation of skilled qualified practitioners should take place throughout the period of school-based training.
- Once established on this timetable and based on trainees’ individual professional development needs additional teaching experiences can be scheduled. Appendix 2 provides examples of enrichment activities for trainees meeting Grade 1 expectations that different University of Brighton ITE Partnership schools offer.

By the end of the school-based training period and in relation to the University of Brighton Grading Descriptors for Grade 1, our expectation, appropriate to this stage of their training, is for all trainees to ensure that “the majority of pupils make very good progress” and that they:

- Assume a high level of responsibility for the attainment progress and outcomes of the pupils they teach;
- Demonstrate confident judgement in planning for pupil progression both within individual lessons and over time and are able to articulate a clear and well-justified rationale as to how they are building on prior achievement;
- Set challenging tasks, based on strong subject and curriculum knowledge drawing on a good knowledge of the pupils’ prior attainment, which has been obtained through systematic and accurate assessment;
- Actively promote engaging and effective methods that support pupils in reflecting on their learning.

When assessing trainees during the second school-based training period please use these expectations to evaluate trainees against the Teachers’ Standards.

**PGCE School Direct (Tuition) Trainees: School-based training expectations**

**Host School School-based Training 1:**
In this period of school-based training trainees follow the same expectations as those following the ‘Core’ PGCE and Two Year BA pathways.

**School-based Training 2:**
- **Week 1 (23rd - 27th January) – Induction**
  In this week School Direct (Tuition) trainees will complete the induction tasks as outlined in section 3.3.1 (below).
- **Week 2 (27th February - 3rd March):** Begin small group teaching and leading short teaching episodes.
- **Weeks 3 - 5 (6th March – 31st March):** Trainees move to a 60% timetable.

**Host School-based Training 3:**
As trainees are returning to a school in which they have previously taught the aim is that they move to a 60% timetable from the first week back.
3.3 School-based Training Tasks

There are tasks and expectations that are common for trainees of all subject routes. All of the tasks and expectations during the school-based training are related to the Teachers’ Standards (DfE, 2012) and are designed to support trainees’ progress.

These tasks are outlined in three sections to support their successful completion: Induction Tasks, Weekly Tasks and Key Experiences

3.3.1 Induction Tasks

<table>
<thead>
<tr>
<th>Task</th>
<th>Completed by</th>
<th>Rationale</th>
<th>When</th>
<th>Where recorded</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Information about schools:</strong> e.g. the number of pupils on roll, the age range of the pupils, the way the pupils are organised, groupings, etc.</td>
<td>Trainee (from school website / with help from mentor)</td>
<td>In order for trainees to understand school structure and ethos (TS8)</td>
<td>All tasks by: 1st School-based training period</td>
<td>Stored in Trainee’s File (see section 5)</td>
</tr>
</tbody>
</table>
| Policies: Find and familiarise yourself with relevant information about the school’s policies including:  
  - Safeguarding and e-Safety;  
  - Pupil Progress and use of data;  
  - Behaviour;  
  - Inclusion and equality;  
  - SEND, EAL and Pupil Premium;  
  - Literacy & Numeracy across the curriculum;  
  - Marking and assessment. | Trainee (with help from mentor and professional tutor) | In order for trainees to ensure they respect and adhere to school policies (Part Two) | All Routes: By Friday 30th September 2nd School-based training period PGCE ‘Core’ and 2 Year BA: By Friday 3rd March PGCE School Direct (Tuition): Second School by Friday 27th January | Stored in Trainee’s File as appropriate |
| Departmental Structures:  
  Become familiar with:  
  - Names and responsibilities of everyone in the department;  
  - Learning support arrangements;  
  - Methods of tracking pupil progress;  
  - Schemes of work or syllabuses as relevant to the school;  
  - Departmental resources including access to ICT hardware and software. | Trainee (with help from mentor and members of subject department) | To induct trainees into the department (TS8) | | Stored in Trainee’s File as appropriate |
**Induction Tasks (continued)**

<table>
<thead>
<tr>
<th>Task</th>
<th>Completed by</th>
<th>Rationale</th>
<th>When</th>
<th>Where recorded</th>
</tr>
</thead>
</table>
| **Mentor Meeting:** Timetable a weekly mentor meeting. | Trainee and mentors | To ensure trainee progress is monitored on a weekly basis (TS8) | All tasks by:  
1st School-based training period  
All Routes: By Friday 30th September  
2nd School-based training period  
PGCE ‘Core’ and 2 Year BA: By Friday 3rd March  
PGCE School Direct (Tuition): Second School by Friday 27th January | Recorded on timetable |
| **Teaching Assistant:** Timetable a weekly lesson to act as a teaching assistant with a class in a different subject area (in addition to the 40% teaching commitment).  
1st period only – optional in second school-based training period. | Trainee, mentor and professional tutor | To support trainees to develop expertise in:  
a) working with teaching assistants (TS8)  
b) supporting pupils’ progress for a range of learning needs (TS2/5) | | |
| **e-Portfolio (PebblePad):**  
Trainees to send the link to their workbook to their mentor and professional tutor. | Trainee | To ensure that professional development is facilitated and progress towards meeting the Teachers’ Standards is recorded and updated (TS8) | Email to mentor, professional tutor and university subject tutor | |
| **Timetable:** Trainees to timetable two weekly slots:  
i) a period to self-review and prepare for mentor meetings (using checklist from pro forma SH);  
ii) a period to respond to mentor meeting outcomes and update the e-Portfolio (PebblePad) including Professional Action Plan.  
Send an e-copy of the timetable to the university subject tutor. | Mentor and trainee | To monitor trainee teaching commitments and start the process of planning visits (TS8) | | |

School-based Training – Page 8
### 3.3.2 Weekly Tasks

<table>
<thead>
<tr>
<th>Task</th>
<th>Completed by</th>
<th>Rationale</th>
<th>When</th>
<th>Where recorded</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning:</strong> All lessons taught must have a written plan and evaluation (using the university lesson planning pro forma).</td>
<td>Trainee</td>
<td>To ensure pupil progress To support trainee professional development To facilitate off-site monitoring and support (TS4)</td>
<td>Every lesson</td>
<td>- Relevant sections on lesson plan completed - Copies kept by trainee - Evaluations shared at weekly mentor meeting</td>
</tr>
<tr>
<td><strong>Planning Units of Work:</strong> Write units of work/sequences of lessons (either interpretations of the department's schemes/units of work or new units of work/sequences of lessons for the benefit of the whole department).</td>
<td>Trainee as part of departmental team</td>
<td>To support trainees’ overall progress particularly in relation to (TS4, TS2 and TS6)</td>
<td>At least once during each period of school-based training (as directed by mentor and departmental team)</td>
<td>- Stored in Trainee File / uploaded to e-Portfolio (PebblePad) - Used as evidence for Teachers’ Standards on e-Portfolio (PebblePad) as appropriate</td>
</tr>
<tr>
<td><strong>Monitoring, recording and assessment of pupils:</strong> Keep examples of monitoring, recording and assessment of pupils. Track pupil progress including the use of school data systems and policies.</td>
<td>Trainee (and monitored as part of weekly mentor meeting)</td>
<td>To ensure pupil progress (TS6)</td>
<td>Throughout</td>
<td>- Stored in Trainee’s File - Shared at weekly mentor meeting</td>
</tr>
<tr>
<td><strong>Lesson Feedback:</strong> Mentors and colleagues will give regular feedback on teaching and performance. Keep all feedback as evidence towards the achievement of the Teachers’ Standards (DfE, 2012).</td>
<td>Observation notes from mentor and other teachers Trainee to maintain records</td>
<td>To ensure progress is monitored and targets responded to (TS8)</td>
<td>Every time lesson feedback is shared</td>
<td>- Uploaded to e-Portfolio (PebblePad) - Shared at weekly mentor meeting</td>
</tr>
</tbody>
</table>
**Weekly Tasks (continued)**

<table>
<thead>
<tr>
<th>Task</th>
<th>Completed by</th>
<th>Rationale</th>
<th>When</th>
<th>Where recorded</th>
</tr>
</thead>
</table>
| **Observations**: Maintain records of targeted observations of outstanding classroom practice (both within and outside of subject area). | Trainee      | To support trainees’ overall progress (TS1) | Every week | • Stored in Trainee’s File  
• Key points shared at weekly mentor meeting |
| *Guidance on lesson observations can be found on Studentcentral – Secondary General Information Section.* |              |                                     |            |                                                                               |
| **Weekly Mentor Meetings**: Using pro forma SH (including the Weekly Review Checklist). | Trainee and mentor | To support trainees’ overall progress and to establish ongoing targets and actions for professional development (TS8) | Every week | Uploaded to e-Portfolio (PebblePad) |
| **Mentors: Please ensure that the e-Portfolio (PebblePad) is open and referred to during these meetings.** |              |                                     |            |                                                                               |
| **Critical Reflection**: Trainees upload a 500 word critical reflection every fortnight. These will be accounts of significant professional development and learning from the previous week arising from practice, taught sessions and / or reading and research. | Trainee      | To support trainees’ overall professional development and progress. These are a required element of module ET760 / ET770 (School-based Training and Professional Studies) (TS8) | Every fortnight | Uploaded to e-Portfolio (PebblePad) |
| **Study**: Continue study and preparation for assignments in relation to assessment items. | Trainee      | To support trainees’ overall professional development and progress (TS8) | Every week | Key points shared at weekly mentor meeting |
### 3.3.3 Key Enrichment Experiences

<table>
<thead>
<tr>
<th>Task</th>
<th>Completed by</th>
<th>Rationale</th>
<th>When</th>
<th>Where recorded</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Transition:</strong> Arrange to visit a partner primary school and spend at least half a day observing practice (particularly in relation to the trainee’s specialist subject).</td>
<td>Trainee</td>
<td>To support understanding of transition and the trainee’s role in supporting pupil progress (TS2)</td>
<td>Once during school-based training</td>
<td>Used as evidence for Teachers’ Standards on e-Portfolio (PebblePad) as appropriate</td>
</tr>
<tr>
<td><strong>Peer Observation Days:</strong> Arrange a visit to another trainee from your subject route based at a contrasting school. This will need to be organised well in advance with the full consent of mentors and professional tutors.</td>
<td>Trainee</td>
<td>To support understanding of the range of different settings and develop reflective abilities (Part Two of the Teachers’ Standards)</td>
<td>Once during school-based training</td>
<td>Used as evidence for Teachers’ Standards on e-Portfolio (PebblePad) as appropriate</td>
</tr>
<tr>
<td><strong>Communicating with Parents / Carers:</strong> Wherever possible trainees should engage in structured and supportive opportunities to communicate with parents / carers with regards to pupils’ achievements and wellbeing.</td>
<td>Trainee with support of mentor / class teachers</td>
<td>To develop skill in collaborating with parents / carers to support pupil progress (TS8 / TS2)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Assessment of Trainees

Please note: Trainee teachers should be assessed and graded against the Teachers’ Standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS.

For full details on the assessment of trainees please see ‘Grading Trainees’ in the SPIE Handbook (section 3.4 Grading Trainees).

**Interim Reports (SB)**
This report should be finalised following a professional dialogue in a mid-point meeting between the trainee and mentor. The meeting should be used to consider the progress the trainee has made and the potential final grade, as best fit against the UoB grading descriptors, by the end of the school-based training period.

The SB report form should be sent to the Partnership Office: educationsecondaryreports@brighton.ac.uk
Please ensure that trainees receive a copy of this report.

**End of School-based Training Reports (SC)**
This is a strong indicator of strengths, areas for development and overall performance. It will be used to set targets in further professional development. This report should be finalised following a professional dialogue between mentor and trainees prior to being sent to the Partnership Office

The SC report form should be sent to the Partnership Office: educationsecondaryreports@brighton.ac.uk
Please ensure that trainees receive a copy of this report.

**PGCE School Direct (Tuition) Trainees: Assessment of Trainees in the Second School-based Training Period**

As PGCE School Direct (Tuition) trainees complete two periods of school-based training between February and May they receive two End of School-based Training Reports (SC), one at the end of each school-based training placement (with no Interim SB report).
### 4.1 Trainee Assessment Milestones

**Please note**
Guidance and forms for the Secondary mentors and professional tutors can be found on the Partnership website at [www.brighton.ac.uk/secondaryforms](http://www.brighton.ac.uk/secondaryforms).

This page supports the completion of the milestones listed below. It includes e-copies of handbooks, video guides to the use of different reports, grading and assessment guidance and electronic copies of the forms.

<table>
<thead>
<tr>
<th>Task</th>
<th>Completed by</th>
<th>Rationale</th>
<th>When</th>
<th>Where recorded</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SA Progress Reports:</strong> Using pro forma SA, observe progress and improvements made in relation to meeting the Standards.</td>
<td>Mentor</td>
<td>Reviews progress and improvements made in relation to meeting the Teachers’ Standards</td>
<td>At least three per school-based training period completed by mentor (one completed by university subject tutor during visit). Suggested points for mentors to complete SA forms are one before SB, two between form SB and SC. <strong>NB.</strong> For PGCE School Direct (Tuition) trainees in the second school-based training period (Feb-May) the minimum number is two per school-based training period.</td>
<td>Uploaded to e-Portfolio (PebblePad)</td>
</tr>
<tr>
<td><strong>SB Interim Report:</strong> Using pro forma SB, report on teaching and professional competence.</td>
<td>Mentor in collaboration with other teachers (to be shared with the trainee)</td>
<td>Reviews progress and indicates potential by the end of the school-based training Identifies interventions and targets with review dates</td>
<td>1st School-based training period – by Friday 25th November. 2nd School-based training Period – by Friday 31st March. <strong>NB.</strong> School Direct Tuition trainees receive an SC Form (End of School-based Training Report) on Friday 31st March to mark the end of their Second School Experience.</td>
<td>Uploaded to e-Portfolio (PebblePad)</td>
</tr>
</tbody>
</table>
### Trainee Assessment Milestones (continued)

<table>
<thead>
<tr>
<th>Task</th>
<th>Completed by</th>
<th>Rationale</th>
<th>When</th>
<th>Where recorded</th>
</tr>
</thead>
</table>
| **SC Final Assessment**: Using pro forma SC, report on teaching and professional competence. | Mentor, in collaboration with other teachers (to be shared with the trainee)  
Authorised by professional tutor  
Approved by university subject tutor | A summative report to record the trainee’s overall progress against the Teachers’ Standards  
Identifies areas for support and targeted actions for second school | 1st School-based training Period – by Friday 20th January.  
2nd School-based training Period – by Friday 19th May.  
*NB. School Direct (Tuition) trainees receive an SC Form (End of School-based Training Report) on Friday 31st March to mark the end of their Second School Experience.* | Uploaded to e-Portfolio (PebblePad) |
| **SD Need for Enhanced Support / Likely to Fail**: Using pro forma SD, complete at any point during the school-based training period when insufficient progress is being made. | Can be triggered by either school staff or university tutors | Identifies issues relating to a trainee’s progress  
Determines what support from the Partnership will be provided and identifies areas for development | At any point when required. To be reviewed five days later. | Emailed to: Educationsecondaryreports@brighton.ac.uk |
| **SF Record of Mentorship and Training**: Using pro forma SF to record that procedures have been followed. | Mentor and trainee | To ensure that systems are followed | Maintained throughout and completed at the end. | Uploaded to e-Portfolio (PebblePad) |
| **SI Record of Attendance**: Using pro forma SI, complete to record trainee’s attendance. | Trainee (signed by mentor) | To ensure record of attendance is kept throughout school-based training | Maintained throughout and completed at the end. | Uploaded to e-Portfolio (PebblePad) |
5. Requirements for the Trainee File

Trainees are asked to maintain a trainee file throughout their school-based training. This can be kept electronically or in a physical folder with the expectation that it is easily accessible on a daily basis throughout school-based training time. This file will need to be available for reference during all mentor meetings as well as subject and link tutors progress visits.

This is a working file that will contain the following information as a minimum:

- Relevant school policies (see induction tasks section 3.3.1)
- Registers and seating plans for groups taught
- Information on pupils including Special Educational Needs and/or disabilities and any other learning needs (e.g. EAL, Pupil Premium, etc.)
- Lesson plans and resources
- Written evaluations
- Lesson feedback
- Records tracking pupil progress and achievement

These requirements may be supplemented either by advice specified by university subject tutors and/or by teachers in schools based on their policies and priorities.

Trainees are strongly advised to take great care with this file due to the sensitive and confidential nature of the information contained within it.
Appendices

Appendix 1: Priority Areas for ITE

Within the University-based teaching a major focus is placed on the following nationally identified priority areas:

- Safeguarding and tackling extremism
- Managing behaviour and discipline
- English as an additional language
- Special Educational Needs and/or Disabilities (SEND)
- Supporting underperforming groups of pupils
- Challenging bullying
- Making accurate and productive use of assessment

Trainees’ work in these areas is supported by the following webpage which includes practical resources, information and materials developed by members of the Secondary Partnership:

**www.brighton.ac.uk/education/national_priorities**  (or Google: national priorities Brighton)

As part of their pre-course preparation trainees will have completed tasks reviewing the contents of this webpage and once at the University they supplement these with sessions to develop their skills in these priority areas.

**Opportunities for trainees to continue to develop practical expertise in these areas are of great value. These can come through targeted observations of outstanding practitioners; reviewing school and department policies and procedures; working with small groups and also feedback focusing on specific areas.**

**Literacy and Numeracy:** Resources to support the promotion of literacy and numeracy across the curriculum can be found at **www.brighton.ac.uk/education/litnum**

**Safeguarding:** Resources to support trainees with their safeguarding responsibilities can be found at **www.brighton.ac.uk/safeguarding**
Appendix 2: Enrichment Activities for Trainees Meeting Grade 1 Expectations During School-based Training

The University of Brighton ITE Partnership aspires for all trainees to become outstanding teachers. Together we educate the next generation of teachers to the highest standard.

In response to feedback from our partnership below are a number of suggestions and examples of how we can extend those trainees who are assessed as meeting Grade 1 during their school-based training.

The following suggestions and examples are gathered from existing excellent practice across our partnership.

- **Set goals that stretch and challenge all pupils of all backgrounds, abilities and dispositions** (TS1 / TS5)
  
  Lead a challenge group of high ability learners over a period of lessons capturing evidence to demonstrate impact.

- **Be aware of pupils’ capabilities and their prior knowledge and plan teaching to build on these** (TS2)
  
  Deepen understanding and competences beyond the age-phase and class by develop materials and / or leading sessions with Year 6 learners in partner schools.

- **Promote a love of learning and children’s intellectual curiosity** (TS3)
  
  Plan, organise and lead activities for Year 6 transfer days.

- **Contribute to the design and provision of an engaging curriculum within the relevant subject area** (TS4)
  
  Research, draft and trial materials and lesson sequences for use by colleagues in the department.

- **Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback** (TS6)
  
  Take responsibility for writing reports based on a close analysis of pupil progress with identification of challenging and individualised targets.

- **Make a positive contribution to the wider life and ethos of the school** (TS8)
  
  Lead part of a departmental meeting presenting a digest of readings with implications for practice from Masters’ Level assignments.

We would like to extend this list of suggestions and examples to share across our Partnership. Should you wish to contribute please email schooled@brighton.ac.uk.
University of Brighton

School of Education

Inspiring learners, enriching communities

Professional Development in the Secondary Professional Year

2016/17
# Contents Page

**Leading Your Professional Development in the Secondary Professional Year** ..... 1

**Recording Your Professional Development** ................................................................. 2  
What is the e-Portfolio? .................................................................................................... 2  
What does the e-Portfolio include? .................................................................................. 2  
How often should I update my e-Portfolio? ..................................................................... 2  
What is meant by ‘Evidence’ for the *Teachers’ Standards*? .......................................... 3  
How should I complete the Summative Commentary? ...................................................... 5  
How will the e-Portfolio be assessed? ............................................................................... 6  
What is meant by Critical Reflection? ............................................................................... 7  
Who can see your e-Portfolio? ........................................................................................ 7  
When will it be looked at? .............................................................................................. 8  
Who can I turn to for help? ............................................................................................ 8  
How will it help me in my NQT year? ............................................................................. 8

**Professional Development and Action Planning in your e-Portfolio** .............................. 9  
What is my Professional Action Plan? ............................................................................. 9  
How does my Professional Action Plan relate to lesson planning? ................................. 9  
How are targets generated for my Professional Action Plan? ....................................... 9  
When should I add new and update current targets? ..................................................... 9  
How many targets should I have at one time? ................................................................ 10  
Should a target only relate to one of the *Teachers’ Standards*? .................................. 10

**How do I complete my Professional Action Plan to support my Professional Development?** ....................................................................................................................... 11

**What should my Professional Action Plan look like?** .................................................. 12
Leading Your Professional Development in the Secondary Professional Year

Professional development is at the heart of your Initial Teacher Education (ITE). It is vital that you take ownership of the responsibility for leading it in order to achieve Qualified Teacher Status (QTS) and establish the foundations of lifelong learning as a teacher.

There are a number of mechanisms in place to support you to develop the skills and knowledge to lead your own professional development that are integrated into the programme of the year:

- school-based training tasks;
- mentor meetings;
- school Professional Studies programmes;
- the lesson plan pro forma and guidance;
- subject specific university sessions;
- education studies sessions;
- mid-school based training conferences;
- academic tutoring;
- academic assignments;
- academic reading and research;
- the e-Portfolio (PebblePad);
- the Career Entry Plan (CEP);
- the Newly Qualified Teacher (NQT) Workbook.

Developing a critically reflective sensibility is an essential element of your professional development and the course is organised in a way to enable this. The habits of critically reflective practice that you develop during this year will be essential as you face the exciting challenges of the NQT year and a career in teaching.

Please note: The requirements outlined in this section may be supplemented either by advice specified by university subject tutors and/or by teachers in schools based on different policies, priorities and subject-specific training needs.
Recording Your Professional Development

What is the e-Portfolio?

_PebblePad_ is an electronic portfolio (e-Portfolio) designed to organise, record and structure your professional development as it:

- drives the cycle of critical reflection, targets and action planning;
- keeps you focused on strengths and areas for development;
- records and tracks your progress and achievements;
- enables you to demonstrate autonomy and show initiative;
- houses evidence towards meeting the _Teachers’ Standards_ and the award of _QTS_.

What does the e-Portfolio include?

There are six sections to the e-Portfolio:

1. _Pen Portrait_: This is a single page record of relevant previous experience and progress throughout the Secondary Professional Year;

2. _Teachers’ Standards_: This section is where you grade your progress from 1-4 in line with SB and SC forms; record evidence towards meeting the standards and write a Summative Commentary towards the end of the course;

3. _Professional Action Plans_: These guide your professional development towards meeting the Teachers’ Standards. You should focus on no more than 3 targets each week and some will take longer to complete than others;

4. _Critical Reflection_: You will add one critical reflection here every two weeks that should not normally exceed 500 words - these can be from a critical incident arising from your own practice and/or subject and/or education studies sessions and/or professional studies programme and/or lesson observations and/or reading and research. You will be guided on what to write for some of these;

5. _School Based Training_: This includes sub-sections to store SA-SK forms and lesson plans (you will add one lesson plan with an evaluation, resources and any mentor/class teacher observation comments for that lesson every two weeks and an example of a unit of work / series of lessons from each period of school-based training);

6. _CEP_: This will be completed towards the end of the course in preparation for your NQT year.
How often should I update my e-Portfolio?

On your timetable you should allocate:

- one period prior to the mentor meeting to self-review and prepare for mentor meetings (using checklist from pro forma SH);
- one period after the mentor meeting to respond to outcomes and update the e-Portfolio (PebblePad) including Professional Action Plan.

Every week you must:

- Add the summary of your mentor meeting (SH form) to SA-SK Forms and any other forms that have been completed i.e. SA forms;
- Review targets and action plans and add any new ones to Professional Action Plans;
- Act upon any comments made about your e-Portfolio by your professional tutor; mentor; link tutor, subject and support tutor.

Every two weeks you must:

- Add one critical reflection to Critical Reflection;
- Add one lesson plan with an evaluation, resources and any mentor/class teacher observation comments to Lesson Plans for that lesson once you have started teaching.

Following your SB Interim Report you must:

- Add your SB form to SA-SK Forms;
- Amend the 1-4 grades in your Teachers’ Standards in line with the SB form;
- Select 3 of the Teachers’ Standards from your SB form and add the targets and action plans to your Professional Action Plan – as these targets are met you can then add others from your SB form until all are met.
Following your SC Final Assessment Report and prior to returning to university you must:

- Add your SC form to SA-SK Forms;
- Amend the 1-4 grades in Teachers’ Standards in-line with your SC form;
- Add your school-based training grades to the Pen Portrait;
- Add a copy of your SC form as evidence for each overall standard;
- Add a minimum of one piece of evidence (the strongest piece you have) to each sub-section of every one of the Teachers’ Standards parts 1 and 2 to support your SC, remembering that evidence can be used more than once. After your first school-based training period it may be that you do not have evidence for a few sub-sections so need to target these during the next school-based training period so that evidence can be found. You need to begin attaching evidence in the last few weeks of each school-based training period. School Direct (Tuition) trainees please note that on your second school-based training period it is not expected that you attach evidence to each sub-section of all the Teacher’s Standards. When adding evidence you will be prompted to state what the evidence is and should provide a short justification of why this evidence has been added and supports the judgement made about this standard;
- Select 3 of the Teachers’ Standards from your SC form and add the targets and action plans to your Professional Action Plan to initially focus on for your next school-based training period – as these targets are met you then add others from your SC form until all are met - or to inform your NQT action plan after your final school-based training period.

In addition at the end of your final school-based training period you must:

- Write the Summative Commentary in Teachers’ Standards and complete your CEP. This will support you in preparing for ET770 / ET760 / ET670 / ET660 Task 2.
What is meant by ‘Evidence’ for the Teachers’ Standards?

Evidence for Part 1 might include:

- SA progress reports
- SB progress reports
- SH mentor meeting forms
- lesson plans
- lesson evaluations
- unit of work
- critical reflections
- school-based training
- teaching resources
- targets and action plans
- pupil work
- assessments
- progress data
- reports
- minutes of a department meeting
- photographs
- policies
- emails
- PowerPoint presentations
- university assignments and feedback
- university seminar / lecture programme
- university micro-teaching / peer presentations
- trip / residential / fieldwork
- university subject education workshops
- academic reading
- subject audit
- national / local conferences
- subject association materials

Specific evidence for Part 2 might include:

- SI record of attendance form
- screenshot of having completed the Prevent Training
- critical reflection on British Values in your subject
- SA / SB / SC forms that refer to Part 2
- safeguarding training
- involvement in extra-curricular activities
How should I complete the Summative Commentary?

Under the heading ‘Summative Commentary’ for each of the Teachers’ Standards write a 200 word critical reflection as a minimum that draws upon the evidence from your school-based training and summarises your progress towards meeting the Teachers’ Standards - you will find the following questions very helpful to structure your critical reflections and they will support you greatly in preparing for the ET770 / ET760 / ET670 / ET660 Task 2 individual tutorial presentation as they will be the focus of this:

- How have you developed in terms of this standard within your subject across your school-based training periods?
- What does the evidence show about what you have learnt with regards to this standard in your practice?
- How far has this standard influenced your practice and supported pupil progress in your subject?
- What issues / challenges relating to this standard did you identify in your practice and how did you address them?
- What are your development needs now in relation to this standard and how are you going to develop these in the NQT year within your subject?

How will the e-Portfolio be assessed?

Task 2 of module ET770 / ET760 / ET670 / ET660 involves the completion of the e-Portfolio (including your CEP) and an individual tutorial presentation of this to your subject / support tutor in the last 3 weeks of the course that critically reflects on your professional learning and development in the PGCE year and looks forward to the NQT year. You will receive guidance from your subject / support tutor to help you with this nearer the time.

During the presentation you will be asked to critically reflect on three of the Teachers’ Standards, one chosen by you and two others chosen by your support / subject tutor and you should be able to explain the following drawing upon evidence:

- How have you developed in terms of this standard within your subject across your school-based training periods?
- What does the evidence show about what you have learnt with regards to this standard in your practice?
- How far has this standard influenced your practice and supported pupil progress in your subject?
- What issues / challenges relating to this standard did you identify in your practice and how did you address them?
- What are your development needs now in relation to this standard and how are you going to develop these in the NQT year within your subject?
ET770 / ET760 Task 2 is assessed at level 7. If you do not pass at level 7 you can choose to either:

a) Have your work assessed at level 6 (ET670 / ET660). If you choose this option you do not gain M-Level credits and will exit with a Professional Graduate Certificate in Education rather than a Postgraduate Certificate in Education.

b) Request the opportunity to rework and resubmit during the summer so that, if successful, you could be awarded the Postgraduate Certificate in Education at the Referral Examination Board in August.

N.B. Please remember that you have to pass ET770 / ET760 Tasks 2 and 3 at level 7 to be awarded the Postgraduate Certificate in Education and M level credits.

What is meant by Critical Reflection?

The expectation is that you will critically reflect at level 7. In Critical Reflection you should go beyond descriptive writing and demonstrate critical analytical writing. Descriptive writing is needed to give essential contextual information so that the writing makes sense to the reader. Both descriptive and critical analytical writing have their place, but the former should be kept to the bare minimum. Skilled writers weave small amounts of descriptive writing into their critical writing. In critically reflecting you should refer to theory, policy and practice where appropriate. Critical analytical writing is characterised by a number of features i.e. a synthesis of ideas; reasoned, informed and evidential judgments; evaluation of arguments; sustained argument; clarity of language and thought. Your critical reflections can be based on a critical incident arising from your own practice and/or subject and/or education studies sessions and/or professional studies programme and/or lesson observations and/or reading and research. You will also be guided on what to write for some of these by your programme leader and subject tutor.

Who can see your e-Portfolio?

At the start of each school-based training period you must share the link to your e-Portfolio with your professional tutor and mentor. During your weekly mentor meetings your e-Portfolio must be open and used to review previous targets and inform new action planning. Furthermore your professional tutor; mentor; programme leader, link tutor, subject and support tutor will all have access to your e-Portfolio.

Given that this has such a wide audience it is important that you consider carefully what you are writing and ensure that this is professional and will not cause offence.
When will it be looked at?

Ultimately you have a personal professional responsibility to drive your own development using the mechanisms that are in place to support this, including the e-Portfolio.

However, at various points throughout the year you will receive oral and/or written feedback on your e-Portfolio from your professional tutor, mentor, link tutor, subject tutor and support tutor and will be expected to act upon the advice given. Written feedback from your link, subject and support tutor will be available in the feedback section of the Pen Portrait and when feedback is added an email is generated to inform you of this. In mentor meetings your e-Portfolio should be open and when you have been given feedback from your link, subject or support tutor you need to share this with your mentor as they are unable to see it. Your mentor can give written feedback in the comments section of the e-Portfolio but it may be s/he is more likely to choose to give you oral feedback during mentor meetings where your e-Portfolio will be open and s/he can comment on it.

Who can I turn to for help?

Within the first three weeks of the course you will have an induction session on the e-Portfolio with Rick Grahame (Technical Demonstrator) and your support/academic tutor to set up your e-Portfolio and expectations. You will then have another session prior to full-time school-based training where you focus on action planning. Throughout the year a number of optional e-Portfolio drop-in sessions will run that you can attend for further support.

For technical issues including accessibility, in the first instance you should turn to the support materials that can be found on Studentcentral under: Secondary Professional Year Programme Information then the content area Professional Development and e-Portfolio.

If you are unable to resolve this using the guidance then you should email Rick Grahame at rpg13@brighton.ac.uk.

For issues of clarification regarding expectations for your e-Portfolio you should read the material contained in this section and on Studentcentral and if still unclear email your support tutor.

How will it help me in my NQT year?

You will complete a Career Entry Plan (CEP) towards the end of the year that will be used in an initial discussion with your mentor at the start of the NQT year and support your ongoing professional development. At that time you will also be given access to an NQT Workbook that can be used to record and support your ongoing professional development in your NQT year.
Professional Development and Action Planning in your e-Portfolio

What is my Professional Action Plan?

The Professional Action Plan is recorded in your e-Portfolio in the section Professional Action Plan and is a vital aid to your professional development. You will have a maximum of three targets operating each week throughout your school-based training for each of the Teachers’ Standards.

In engaging with target setting and action planning you are:

- Critically reflecting on your practice and the question ‘Where am I now?’
- Setting targets, on the question ‘Where am I going?’
- Devising appropriate actions for that target, on the question ‘How will I get there?’
- Reviewing these, on the question ‘Have I achieved my target or is there something else I need to do?’

Targets and action plans drive your own professional development throughout the Professional Year and help you to meet the Teachers’ Standards by the end of it and be awarded QTS.

How does my Professional Action Plan relate to lesson planning?

Your Professional Action Plan informs Box A of the lesson planning pro forma and relevant targets from your Professional Action Plan for that week. Actions for each specific lesson should be placed here with the impact and outcomes of these actions critically reflected on in Box F.

How are targets generated for my Professional Action Plan?

These targets arise from:

- lesson evaluations;
- critical reflections in your e-Portfolio;
- reviewing progress with the assessment descriptors for the Teachers’ Standards;
- professional discussions in weekly mentor meetings;
- professional discussions in professional studies programme;
- lesson observations by your mentor; professional and subject tutor;
- SA, SB and SC progress reports;
- personal engagement with academic reading, writing and research;
- feedback from university academic assignments.
When should I add new and update current targets?

In your weekly e-Portfolio period on your timetable and in mentor meetings with your e-Portfolio open you should be:

a) Updating your targets as achieved or setting a new review date when the review date has arrived;

b) Setting further targets that have been generated from the areas identified above but no more than three should be running at any one time.

*Any target generated should be agreed between your mentor and you at the mentor meeting.*

How many targets should I have at one time?

You should not be working on any more than three targets a week. Some targets will be able to be met within a week but other targets will have to be carried forward to the following week(s) as they may take longer to meet. These targets should drive your professional development.

Should a target only relate to one of the Teachers’ Standards?

In setting a target you may be working on one or more of the Teachers’ Standards. For instance if you set a target that focused on challenging the more able in a particular class, you would be working on Teachers’ Standards 1, 2 and 5 so can identify these in brackets next to your target.
How do I complete my Professional Action Plan to support my Professional Development?

<table>
<thead>
<tr>
<th>TARGETS…</th>
<th>ACTIONS…</th>
<th>REVIEW DATE</th>
<th>ACHIEVED OR NEW REVIEW DATE?</th>
</tr>
</thead>
<tbody>
<tr>
<td>… will support professional development when they are...</td>
<td>... will support professional development when they...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• … written to meet your personal professional development and learning needs as they arise.</td>
<td>• … are relevant and specific to the learning target</td>
<td></td>
<td>• On the review date record as ‘achieved’ or set new review date.</td>
</tr>
<tr>
<td>• … clearly written and centred on learning and not a task or activity (i.e. do not confuse targets and actions).</td>
<td>• … include a range of activities appropriate to the target e.g. research &amp; reading; meetings with colleagues; observations of named people, such as: class teacher, subject leader, speech therapist; videoing practice to discuss with mentor or peer; co-planning and team teaching, etc.</td>
<td></td>
<td>• Signposted to evidence and date e.g. ‘lesson evaluation (01/12/16)’ or ‘SA form (06/12/16)’.</td>
</tr>
<tr>
<td>• … SMART (specific, measurable, achievable, realistic and time-constrained).</td>
<td>• … are linked to school learning opportunities relevant to the target e.g. joint observation of another teacher with mentor or subject leader; attendance on a school trip; observation of parent/carer consultations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• … dated (show date set in brackets after each target).</td>
<td>• … are linked to relevant school-based tasks and requirements (which are part of your learning and should be regarded as part of your professional practice as a trainee).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• … referenced to an aspect of the standards (show TSx in brackets after each target, e.g. TS1a).</td>
<td>• … are likely to produce evidence that demonstrates trainee learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• … are likely to produce evidence that demonstrates pupil learning and progress.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What should my Professional Action Plan look like?

<table>
<thead>
<tr>
<th>TARGETS</th>
<th>ACTIONS</th>
<th>REVIEW DATE</th>
<th>ACHIEVED OR NEW REVIEW DATE?</th>
</tr>
</thead>
</table>
| Work within the school behaviour policy and apply consistently and fairly (08.10.16). (TS7a) | • Read school’s policy on behaviour management & discuss the practical application with mentor (08.10.16).  
• Observe, identify and evaluate a range of behaviour management strategies in a variety of classes with a variety of teachers in-line with the school policy.  
• Create a bank of behaviour management strategies in-line with the school policy.  
• Attend the school professional studies session on behaviour management.  
Evaluate behaviour management resources on the University of Brighton national priorities webpage: www.brighton.ac.uk/education/national_priorities  
• Visit library and find a book on behaviour management to explore the principles underpinning the school policy (e.g. one by Cowley/Dix/Rogers).  
• Implement existing class/school strategies for behaviour to manage classroom/group activities.  
• Be observed (informally and formally) with target as a focus (10.11.16). | 12.11.16 | Target achieved  
• SA Lesson Observation (10.11.16)  
• Lesson Plan Evaluation (10.11.16) |