Planning the Training Programme for School Direct Distance Secondary Learners

We hope that the following questions, prompts and planning chart will help you as you plan what to do with your trainees week by week. When the chart (or your own version which details the training programme) is complete please send it to the Partnership Office so that we have a record of the programme for QA purposes. This is the ‘timetable’ referred to in the Partnership Agreement. The prompts below are not an exhaustive list, just thoughts to get you started!

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|  | **Please sign to indicate that you have done this.** |
| * + - **Read the ITT Criteria (updated Jan 2021) with particular reference to days in placement schools, training days, contrasting experience, age ranges and key stages either side of that for which they are being trained. The most recent criteria can be found at: https://www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice**   This is vital, if ‘we’ are not compliant then we will not be allowed to continue in ITE |  |
| * + - Training must enable trainees to acquire the knowledge and skills they need to teach within the phase for which they are training (see ITT Criteria section C2.2 for list). Plus engagement with age ranges immediately before and after the ones selected. |  |
| * + - All trainees will need to spend a minimum of 6 weeks (half a term) in another school, which should provide some contrasting experiences. You need to decide which half term you will select , make the arrangements with another school and agree a placement fee with them (we would pay £300 for 6 weeks and you have received funding at that rate). Ensure you plan training for any schools joining your partnership. We recommend you use schools that already work in partnership with the University of Exeter, please check whether they are by contacting exeterpartner |  |
| * + - Ofsted require evidence that schools that are in Challenging Socio-Economic Circumstances and those judged by Ofsted as ‘Requires Improvement’ and new academies whose predecessor was judged less than goodare involved in ITT partnerships. Can you evidence that? |  |
| * + - The University is required to inform DfE about **all** the schools that you are working with for **each** trainee. Please provide this information when requested (approx end of June) so we are able to ensure that everyone is trained in the Exeter Model and we can respond by the DfE deadline (usually at the end of September). |  |

* + - Are you giving them a day a week for their M level work throughout the full year?
    - What opportunities and experiences do you want to provide for your trainees and when will these be?
    - Have you planned in the whole staff training days that your school will involve them in?
    - Are you working with an alliance of schools and are any of their training days relevant to all the trainees in these schools?
    - Trainees need to have opportunity to meet the requirements of each phase, how will you ensure this happens?
    - How will you ensure that you provide detailed subject-specific training in the trainee's specialism?
    - How will you teach your placement school staff and the trainees about the tools necessary for the effective use of the Exeter Model of ITE? : Weekly Development Meeting Records, Reflective Conversations, Demonstrations & Agendas, Lesson Observations etc.
    - How will you monitor the gradual increase through episodes to whole lesson delivery to sequences of lessons and medium and long term planning?
    - Are you providing somewhere for them to work in school (and do you require them to be in school all the time?)
    - Have you quality assured all of those who are responsible for mentoring the trainees, including those in the second placement schools? (Refer to the Mentoring Standards) Please ensure that you submit the names of all of these people.



University Seminar Days 2022-23

This year we are introducing 6 university seminar days to give trainees opportunities to develop their understanding of key concepts and to consider these in a subject-specific light. It also gives trainees the chance to collaborate across different lead school groups, and connect with any other trainees studying their specialism. These are in addition to induction day.

The seminar days will be online, using Teams or Zoom. Full joining instructions will be sent directly to trainees in the autumn term (we will copy you in).

**You are more than welcome to join any of the seminar days.**

The Seminar days cover the following topics:

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| Friday 9th September | * Induction (Exeter Model, Challenging the Gap, Reflective Practice) |
| 1. Monday 10th October | * Understanding Learning * Critical Engagement with Research |
| 2. Monday 7th November | * Lesson planning - theory into practice |
| 3. Monday 5th December | * Motivation and Assessment - principles into practice |
| 4. Monday 23rd January | * Investigating Pupil Learning |
| 5. Monday 20th March | * Analysing Data * Individual Needs |
| 6. Friday 12th May | * Social and Educational Capital |

The sessions are intended to *complement* rather than *replace* the subject specific training that you do with trainees. Please don't worry about overlap with your input but **do look at the objectives for each lesson as outlined in the attached Curriculum Pack**. The university sessions will likely be more theoretical / critical in comparison to more practical school-led sessions - **please look for opportunities to ask trainees to make links between the university and school input.**

Please note that the university taught programme take place across the full training calendar. The summer term requirements are 'lighter touch' than the autumn and spring, with no major assignment to complete; however, **trainees still need one day each week set aside for their M level study** as the Masters' course also includes components which help them to evidence what is required for QTS.

**Autumn Term**

| Week beg | Online Masters course foci | Summative assessment | **School-based training programme**  Please list here all (a) general AND (b) subject-specific training,  i.e.(a) behaviour management, assessment, child protection, etc.; (b) English, Art, Music, etc. |
| --- | --- | --- | --- |
| 29/08 | **BEFORE THE COURSE** Trainees should have accessed and completed initial needs analyses and fundamental English / Maths audits, available here: <https://www.exeter.ac.uk/teachertraining/offerholders/pre-courseinformationandtasks/schooldirectpre-coursetasks/>  During this fortnight, trainees will be sent information regarding: introduction to online working including e-safety; help accessing and understanding ELE (our VLE); introduction to the Exeter Model of ITE  *Topic:* Challenging the Gap  *Topic:* Safeguarding 5 simple steps   * **PREVENT Certificate** * **Challenging the Gap framework reflection** * **Academic Honesty and Plagiarism module** |  | Introduction to the Exeter Model of ITE: Demonstrations, Lesson Observation Feedback Record, Agendas, Weekly Development Meetings; the Quality Assurance Checklist. |
| 05/09 |  | Trainees are required to attend the Induction Day *at* ***St Luke's Campus****, University of Exeter* **Friday 09 September**  As well as an introduction to the online platforms and a session on the Exeter Model, we will look at assignments, challenging the gap, professionalism and reflection. |
| 12/09 | *Topic*: Curriculum  *Framework reflection: Curriculum* |  |  |
| 19/09 | *Topic*: What is learning (I)?  *Framework reflection*: *Learning* |  |  |
| 26/09 | *Topic*: Talk for learning and dialogic teaching  *Framework reflection*: *Learning* | AP FRAP Deadline  **Friday 30 Sept 2022** |  |
| 03/10 | *Topic*: What is learning (II)?  *SCS Assignment: Learning in your subject* |  |  |
| 10/10 | **Seminar Day 1: Understanding Learning & Critical Engagement with Research**  **Monday 10 October (online)** |  | Trainees are required to attend Seminar Day 1*online* **Monday 10 October** |
| 17/10 | Independent Assignment Work |  |  |
| 24/10 | **Half Term** | | |
| 31/10 | *Topic*: scaffolding, planning & sequencing  *SCS Assignment: Scaffolding in Lesson Planning* |  |  |
| 07/11 | **Seminar Day 2: Lesson planning - theory into practice**  **Monday 07 November (online)** | UVT1 visit window opens **Monday 07 November 2022**  BP FRAP Deadline  **Friday 11 November 2022** | Trainees are required to attend Seminar Day 2*online* **Monday 07 November** |
| 14/11 | Independent Assignment Work |  |  |
| 21/11 | *Topic*: Motivation and Behaviour  *Framework reflection*: *Behaviour* |  |  |
| 28/11 | *Topic*: Assessment  *Framework* *reflection*: *Assessment* | UVT1 visit window closes **Friday 02 December 2022** |  |
| 5/12 | **Seminar Day 3: Motivation and Assessment - principles into practice**  **Monday 05 December (online)** |  | Trainees are required to attend Seminar Day 3*online* **Monday 05 December** |
| 12/12 | Independent Assignment Work |  |  |

**Spring term**

| Week beg | Online Masters course foci | Summative assessment\* | **School-based training programme**  Please list here all general training, i.e. behaviour management, assessment, child protection, etc. |
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| 02/01 |  | *PROVISIONAL- DATE TBC*  Summative SCS Assignment due **Thursday January 05 2023** (Submission via EBart) |  |
| 09/01 | *Topic*: Evidence-informed practice  *Framework reflection*: Interpreting Data | UVT2 visit window opens **Monday 09 January 2023** |  |
| 16/01 | *Topic*: Critical reading  *Formative EPS Assignment* |  |  |
| 23/01 | **Seminar Day 4: Investigating Pupil Learning**  **Monday 23 January (online)** |  | Trainees are required to attend Seminar Day 4*online* **Monday 23 January** |
| 30/01 | *Topic*: SEND I; policy and understanding individual needs  *Framework reflection*: SEND |  |  |
| 06/02 | *Topic:* SEND II: Adaptive Teaching | UVT2 visit window closes **Friday 10 February 2023** |  |
| 13/02 | **Half Term** | | |
| 20/02 | *Topic*: EAL  *Framework reflection:* EAL |  |  |
| 27/02 | Independent assignment work - SEND/EAL |  |  |
| 06/03 | *Topic:* Summative Assessment and Use of Data | CP FRAP Deadline  **Friday 10 March 2023** |  |
| 13/03 | *Topic:* Literacy and Numeracy Across the Curriculum |  |  |
| 20/03 | **Seminar Day 5: Data and Individual Needs**  **Monday 20 March** |  | Trainees are required to attend Seminar Day 5 *online* **Monday 20 March** |
| 27/03 | Independent assignment work |  |  |

**Summer Term**

| Week beg | Online Masters course foci | Summative assessment\* | **School-based training programme**  Please list here all general training, i.e. behaviour management, assessment, child protection, etc. |
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| 17/04 |  | UVT3 visit window opens **Monday 17 April 2023**  *PROVISIONAL- DATE TBC*  Summative EPS assignment due **Tuesday 18 April 2023** (Submit via EBart) |  |
| 24/04 | *Topic*: Diversity I  *Framework Reflection*: Race & Education |  |  |
| 01/05 | *Topic*: Diversity II  *Framework Reflection*: Race & Education |  |  |
| 08/05 | **Seminar Day 6: Social and Educational Capital**  **Friday 12th May; at St Luke's Campus, Exeter** |  | Trainees are required to attend Seminar Day 6 *at St Luke's Campus, Exeter*  **Friday 12th May** |
| 15/05 | *Topic*: Challenging notions of ability and intelligence | UVT3 visit window closes and DI FRAP Deadline **Wednesday 17 May 2023** |  |
| 22/05 | *Topic*: Challenging the Gap revisited |  |  |
| 29/05 | **Half Term** | | |
| 05/06 | *Topic*: Child and Adolescent Mental Health |  |  |
| 12/06 | *Topic*: Digital Futures | FSR Deadline **Wednesday 14 June 2023** |  |
| 19/06 | *Topic:* Your professional development  *ECT transition document* |  |  |
| 26/06 | *Topic*: Developing Leadership  *Optional Leadership task* |  |  |
| The university course ends on 28 June 2023 for secondary trainees.  **ANY TRAINEE REMAINING IN SCHOOL DOES SO UNDER ARRANGEMENTS DIRECTLY WITH THE SCHOOL (INC INSURANCE AND DBS ETC) Salaried trainees remain for the duration of their contract. Fee-paying trainees remain by prior agreement with the school.** | | | |