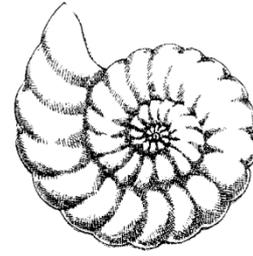




Hovingham & St Hilda's CE (VC) Primary School's Federation



Initial Teacher Training (ITT) Policy

This policy is only intended to apply to Trainee Teachers and does not cover students engaged in Work Experience or NVQ training. By Trainee Teacher we mean one who is registered on a course leading to Qualified Teacher Status.

Whilst this policy is designed to support the partnership between Hull University, Scarborough Campus (HUSC) and Hovingham and St. Hilda's CEVC Primary Schools, some aspects may have a wider application.

At Hovingham and St. Hilda's CEVC Primary Schools we are committed to providing high quality training for all teachers both amongst our own staff, and for teachers in training on placement with us. This will ensure that future generations of children receive appropriate educational opportunity. We encourage everyone in our school to develop his/her full academic potential and to think, question, discuss and evaluate.

Aims

- To provide high quality ITT giving students the experiences necessary to meet QTS standards
- To facilitate staff development through reflection on teaching strategies.
- To make staff feel valued for their expertise
- To build links with Teacher Training institutions ensuring staff are exposed to the latest educational developments

Benefits

Our work in ITT is part of our focus on teaching and learning. By reflecting on classroom practice staff skills are developed.

Needs and Opportunities

We believe our involvement in ITT is a demanding but stimulating and rewarding experience. We see ITT as having four areas of school-based experience:

- Curriculum
- Classroom Management
- Assessment of pupils' learning
- Professional Development

Curriculum

The school will provide trainee teachers with the opportunity to:

1. Observe and train with experienced teachers and undertake whole class teaching.
2. Develop an understanding of the curriculum and applying their subject(s).
3. Meet/work with curriculum leaders.

4. Review/study the school's documentation, e.g. policy documents, schemes of work.

Classroom Management

The school will provide trainee teachers with the opportunity to:

1. Experience, practise and develop a range of teaching/learning/management styles.
2. Use and review a range of resources.
3. Use rewards and sanctions in line with school policy.

Assessment of pupils' learning

The school will provide trainee teachers with the opportunity to:

1. Observe various assessment strategies and procedures.
2. Devise assessment strategies and procedures.
3. Participate in the assessment and recording of progress.

Professional Development

The school will provide trainee teachers with the opportunity to:

1. Undertake school-based research.
2. Become involved in the pastoral system.
3. Experience the contractual, legal and administrative responsibilities of teachers, e.g. staff meetings.
4. Contribute to parental liaison.
5. Take part in all the aspects of school life, e.g. extra-curricular activities.
6. Reflect on and review their own progress and develop personal action plans.

The school is responsible for assessing the progress of trainee teachers in accordance with university guidelines. This will include tutorial sessions, feedback from lessons and written reports.

Monitoring and Evaluating the Trainees' work

This is effected by:

- Observation of the trainee in the classroom
- Pre and post lesson discussion, stressing constructive comments
- Discussion of formal observation lesson notes between trainee and teacher
- Weekly discussion to consider progress, lesson planning, records and to check the trainee's file and complete any records required by university.
- Informal meetings as required on a daily basis.
- Liaison with Headteacher/ITT mentor and university tutor
- General comments from school staff, which are collated and written into the final report

The headteacher, as ITT co-ordinator, and ITT mentors should refer to the HUSC current "School Experience Booklet" as to the requirements of the placement and proportion of shared teaching, direct and indirect supervision

There is a set number of observations that school mentors and university tutors must carry out. These are recorded on forms provided by HUSC with appropriate copies being provided for HUSC along with the summative report at the end of the placement. The trainee is entitled to feedback at a time convenient to all parties

During the placement monitoring and evaluation will be measured against the Standards for Teachers (2012) or as updated.

Procedure for Placement at Hovingham or St. Hilda’s School

- HUSC contact the schools during the summer term requesting offers of placement for their trainees during the following academic year
- Details of the courses, the placement dates and what each entails is contained in this document along with any offers of mentor training
- The headteacher and staff liaise as to how many places the schools feel they can offer for the forthcoming year
- The schools would not usually ask a class teacher to have more than one trainee (or pair) in any one academic year.

Review

The Headteacher, staff and governors will monitor the effectiveness of this policy annually. The policy is in line with guidance from University of Hull (Scarborough Campus) and will be reviewed as required.

Reviewed: Spring Term 2013

Reviewed: Spring Term 2016

Reviewed: Summer Term 2019

To Review: Summer 2021

Signed
Chairman of Governing Body