

The Keele and North Staffordshire Teacher Education SCITT

Assessment (of Trainees) Policy 2025-26

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Contents

Introduction.....	3
Our assessment ethos	3
Co-analysis	3
Our ethos in relation to trainees’ progress	4
Progress Points (PPs)	4
Weekly Development Dialogues (WDDs)	5
Professional Development Analysis (PDA) Tutorials.	5
Assessment in relation to the Academic Award.	5
Assessment in relation to Fundamental Proficiencies.	6
Assessment in relation to Subject Knowledge	6
Quality Assurance of KNSTE’s Assessments	6
What happens if a trainee’s progress is insufficient?	6
Transition to ECF.....	7
Appendix A – Curriculum Map	8
Appendix B: Summary of KNSTE Forms.....	9
Appendix C Assessment Methodology	17

Introduction

This policy is focused on the assessment of our trainees. In the construction of this policy, we also pay attention as to how we prepare our trainees for the assessment of their pupils. Within KNSTE, at all times, we are aware that our Lead Mentor (LM) team and partnership General Mentors (GMs) need to model our assessment ethos, as well as put our assessment policy into practice. This policy shows how our ambitious curriculum, encapsulated in our dispositions, incorporates the Initial Teacher Training and Early Career Framework (ITTECF).

This policy has been equality impact assessed and we believe in line with the Equality Act 2010. It does not have an adverse effect on race, gender or disability equality.

Our programme enables the development of the professional knowledge appropriate to being a public teaching professional. It is informed by KNSTE's ethos, dispositions and the ITTECF. We understand professional knowledge to be a relational knowledge, one that relates contextual experiences (practice) to conceptual understanding to develop new knowledge for the trainee. This is facilitated through the ongoing work of Lead Mentors (LMs) and General Mentors (GMs) who enable trainees to make these connections in an informed and rigorous way.

Our assessment of trainees recognises this and so does not separate out or atomise assessment into centre-based or school-based elements. We make assessments in relation to how each trainee is developing their professional knowledge via our well-sequenced curriculum. This is summarised on our curriculum map (Appendix A) and detailed in the curriculum policy.

It is through the assessment of our trainees that KNSTE also assesses the impact of its curriculum. We use our assessment information to monitor, evaluate and improve our curriculum offer, so that the assessment of our trainees, is also an assessment of our teaching.

Our assessment ethos

The word 'assessment' comes originally from the Latin 'assidere', which literally means 'to sit beside' someone. This highlights the importance of productive learning relationships. Our ethos is predicated in a philosophy that through assessment we sit beside our trainees to develop, rather than simply to judge their professional development. We recognise that learning happens over time, whereas teaching happens in the moment and so our summative assessments are informed by ongoing professional learning rather than based on single observations.

Our formative assessment occurs during Weekly Development Dialogues (WDDs) and Progress Points (PPs) and is underpinned by our co-analytical approach. Our summative assessment occurs during the Professional Development Analysis (PDA) tutorials that occur at the end of each placement. The final tutorial is when the recommendation for QTS is determined.

We believe that rigorous and informed formative assessment lies at the heart of effective learning. Appendix B shares the range of forms that support this ongoing process within KNSTE.

We draw heavily on the 'Creating Learning without Limits' project (Hart et al, 2004) which was designed to learn from and give a voice to teachers motivated by a particular view of learning; learning free from the unnecessary limits imposed by ability-based labels. Our Characteristics Grid aims to make explicit the strengths and areas for development rather than being used to label achievements.

Co-analysis

Co-analysis is a reflective and empowering dialogic process that continually drives the improvement of professional practice. It is not mere conversation and it is not just feedback. It is a

valuable professional conversation that asks GMs, LMs and trainees to use powerful questions to enquire into the trainee's pedagogic choices and reasoning by referencing professional knowledge and principles, and by prioritising the five aspects. It contains elements of instructional coaching.

Co-analysis is analytical. To be analytical, trainees, GMs and LMs need to refer to content and concepts. Where co-analysis works well:

- It is informed by reference to professional knowledge, rather than personal preferences.
- There is recognition that teaching is a practical profession underpinned by an informed philosophy. It is not just practice.
- There is a recognition that this process is never 'finished' and that searching for a deeper understanding of curriculum, pedagogy and assessment should be seen as a positive feature.
- The dialogue is simultaneously rigorous, challenging and nurturing and the asymmetry of the relationship is acknowledged in an empowering and enabling rather than in an authoritarian manner
- The dialogue draws on a range of resources and references, not only those visible within the school context.

This elaborative and evaluative approach enables trainees to become meta-cognitive so that they can develop their professional agency and adaptive teaching capability.

Our ethos in relation to trainees' progress

Becoming a public teaching professional involves grappling with a complex array of interconnected knowledges. We strongly believe that learning to teach is a developmental, incremental process. This is not a neatly linear process; rather it involves enabling trainees to make connections between the different aspects of professionalism. We take a spiral approach to our curriculum, revisiting key ideas, and assess a trainee's progress in relation to these big ideas during each phase of their professional development.

Hence, we profile a trainee's progress through the use of a Characteristics Grid. Each area of the Initial Teacher Training and Early Carer Framework (ITTECF) relates to our dispositions and ultimately to the associated Teachers' Standard. Trainees gather evidence in relation to each Enquiry, to demonstrate their knowledge in relation to our curriculum. Each Enquiry relates to the appropriate area of the ITTECF and has also been mapped to the Initial Teacher Training and Early Carer Framework (ITTECF) to show progression. This is used to inform the trainee's Transition to ECT documentation.

Accordingly, we have identified four phases of development to support trainees' professional learning and identification of needs. These are the Foundation and Building, phases (placement 1), followed by the Extending and Enrichment phases (placement 2).

We aspire to offer a highly personalised ITTE programme, and so variation is normal. Everyone develops at different rates, partly because there are differing individual learning pathways and progression rates, but also because school contexts and different classes affect how trainees develop. Trainees' progress is very carefully monitored through a series of progress points.

Progress Points (PPs)

Our four progress points capture a trainee's progress and development in relation to their Enquiries, Assignments and the KNSTE's curriculum, which included the DfE's Initial Teacher Training and Early Career Framework. This is achieved through co-analytical dialogue between

the LM, GM and trainee. LMs will also quality assure a trainee’s work in relation to their ongoing enquiries as part of the PP process. The evidence base for the co-analysis includes lesson plans, observations, WDD records, evaluations, activities and enquiries. These are drawn upon discursively during the co-analysis.

The Characteristics Grid is used to make explicit achievements and to agree areas for professional development in the next phase of the programme.

Phases	Professional Knowledge Development	Progression and Formative Assessment
Building	Placement 1	The Characteristics Grid identifies the increasing levels of connection that trainees achieve and evidence as the programme develops
Foundation	Placement 1	
Extending	Placement 2	
Enriching	Placement 2	
		Enquiries structure the course expectations for each area of content at each phase
		PP1
		PP2
		PP3
		PP4

Each progress point is informed by and informs the weekly development dialogues (WDDs)

Weekly Development Dialogues (WDDs)

Weekly Development Dialogues (WDDs) occur between the trainee and their General Mentor (GM) and along with the weekly observation form the 1.5 hours of mentoring each week that trainees are entitled to. They are in addition to the regular daily contact that each trainee benefits from with their GM. These meetings are significant and so require dedicated time during the week. The meetings are recorded on Teams. During a weekly development meeting, formative assessment of the trainee occurs through the following activities (see Appendix B for a summary of KNSTE’s forms and their associated assessment purposes):

- Discussion of lesson plans and evaluations;
- Discussion of Focus Lesson and/ or Lesson Observation Profile (LOP) and/ or other observations;
- Review of targets and summary of these on the WDD proforma;
- Discussion of any achievements relative to the trainee’s developing subject knowledge;
- Discuss the progress that the trainee is making with their Enquiries;
- Identify any new weekly practice based targets;
- Decide on the LOP or Focus Lesson for the following week;
- Prepare for any activities in relation to any enquiries or assignments.

The WDDs feed into the Progress Points (PPs) and both the WDMs and PPs feed into the professional development analysis (PDA) tutorials.

Professional Development Analysis (PDA) Tutorials.

During each placement, each trainee is required to construct a summative PDA document. To do this they select achievements in relation to each disposition. The evidence in both instances is informed by the phasing of the programme and the Enquiries which are in turn informed by the KNSTE dispositions, ITTECF and academic award.

The PDA tutorials occur at the end of each placement. The final tutorial determines whether the evidence is sufficient for recommendation for the award of QTS.

Assessment in relation to the Academic Award.

The ethos of the KNSTE Partnership is that the ‘academic’ and ‘practice’ elements of the programme are fully integrated. As has been stated previously, we see professional knowledge as

a relational knowledge. Understanding is developed when contextual experiences are held to account in relation to our five dispositions or key aspects of professionalism. Sheffield Hallam University assess trainees against their criteria and KNSTE have access the Blackboard system.

Assessment in relation to Fundamental Proficiencies.

The trainees are introduced to the FAME (Fundamental and Academic mathematics and English) Enquiry Guide which links to both online resources and taught sessions. Their progress in relation to their Fundamental Proficiencies is reviewed at PPs and is signed off at the final tutorial. Trainees engage with the NASBTT Century resources to assess their mathematics and English skills and then to support with subject knowledge if needed.

Assessment in relation to Subject Knowledge

Appendix C outlines the different mechanisms that are used formatively and summatively to assess the development of trainees' subject knowledge.

Quality Assurance of KNSTE's Assessments

Each LM supports both the trainee and the GM in each placement. The LM team therefore have a Quality Assurance role in relation to each GM. Additionally during PP2 both GMs are present and engage in a co-analytical professional learning conversation to review their progress and impact as a GM. These dialogues are reviewed by the LM team to highlight training and development needs. This minimises inconsistencies across the partnership. Each LM is then responsible to a member of the SCITT's senior leadership team through Recommending Board meetings. Additionally, LMs benefit from joint visits with each other and members of the SCITT leadership team to quality assure our assessments.

At the PDA meetings the LM QAs the evidence that each trainee is presenting and this is moderated via our Professional Learning Cycle (PLC).

An external examiner is appointed by the SCITT to quality assure both the academic element of the programme and the QTS award.

What happens if a trainee's progress is insufficient?

Where a trainee is giving a cause for concern, meaning that without appropriate action, there is every possibility that their assessment will be unsuccessful, the Support for Concern (S4C) procedure can be triggered.

In most circumstances this will be preceded by the 'Going for Good' (G4G) procedure. Going for Good (G4G) is often used in its own right or as an interim measure. It is aimed to enable trainees whose development is not progressing as we and they are ambitious for. G4G and S4C both enable trainees to access additional support and time in a rigorous way. They are supportive and enabling procedures and are usually successful in enabling a trainee to 'get back on track'. Within KNSTE we recognise that:

- It is essential that both procedures are fully adhered to and full records and evidence are kept of all steps of the process, e.g., S4C Form, records of meetings and Lesson Observations Profiles etc.
 - The G4G and / or S4C procedure should be applied at a point early enough to allow sufficient time for the full process to be effectively and fairly carried out.
 - If necessary, the programme can be extended to allow S4C to be completed in full.
 - In the rare case of gross unprofessional behaviour, the programme can be terminated without the need for the S4C procedure.
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Transition to ECF

We promote the notion that learning to teach is career-long, and so whilst we have a final tutorial that summarises the trainee's progress and enables us to make a recommendation for QTS, this is not an 'end-point'. We use a series of co-analytical reflective questions to enable the trainee to draw on their PDA and to consider justifying the prioritisation of their professional learning and development as they transition into the support offered by the Early Career Teacher Programme.

Appendix A – Curriculum Map

Appendix B – Summary of KNSTE's forms and their assessment purposes

Appendix C – Different assessment mechanisms

Appendix A – Curriculum Map

The KNSTE ITTE Programme

Curriculum Knowledge

ASSESSMENT: Principles and Practice
CCF 6, Enquiry A

BEHAVIOUR and COMMUNICATION
CCF 1 and 7, Enquiry B

CURRICULUM
CCF 3, Enquiry Tasks (Eng, Ma, Sci plus
Foundation Subjects) and Enquiry Tasks
(Specialism)

DISCIPLINED PEDAGOGY: Making
reasoning and informed judgements.
CCF 2, 4 and 5. Enquiry Tasks D

ETHICAL PROFESSIONAL BEHAVIOURS
CCF 8 and Part Two of the Teachers'
Standards, Enquiry E

FAME: Fundamental Academic English
and Maths
2 PGCE assignments

ITAP A – Assessment with a focus on
feedback
Knowledge and Dispositions A and E

ITAP B – Behaviour with a focus on
relationships
Knowledge and Dispositions B and E

ITAP C – Curriculum with focus on phonics
and early reading
Knowledge and Dispositions C and E

ITAP D – Disciplined pedagogy with a focus
on adaptive and responsive teaching in
maths
Knowledge and Dispositions D and E

Dispositions

Professional knowledge
developed through the
sequenced cumulative
curriculum, evidenced
formatively through Progress
Points and PDAs, Enquiry Tasks,
and co-analysis of reasoning
and judgements, informed by
five professional dispositions.

As professional knowledge develops, stronger connections are made between these elements. This strengthening of professionalism is encapsulated in the professional characteristics framework.

ITAPs

Professional knowledge
developed through critical
analysis of research and
literature in relation to
five professional
dispositions underpinned

Ethos and Dispositions:

Our ethos is to develop a community of teachers who work together collaboratively, critically, creatively, and carefully to understand and improve the positive impact that they have on pupil well-being and achievement. You will develop this through a co-analytical approach that foregrounds your ability to reason and justify your pedagogic choices in relation to the five dispositions articulated below.

Disposition A: You will recognise that an understanding of **assessment** supports you in appreciating where children are and where they need to go next in relation to an aspect of their learning. You will notice how valuing the purpose of assessment helps to determine its form. You will treasure each child's starting point, and this will help you to develop your adaptive teaching capabilities so that your learners thrive and flourish.

Disposition B: You will be supported in interpreting and understanding **behaviour** so that you can create a positive learning ethos. This will be based on based on teacher-pupil relationships and **communication**, including respect for the dignity and rights of individuals, choices about consequences of behaviour and encouragement for pupil self-discipline.

Disposition C: You will be supported in developing an understanding of **curriculum** concepts, contexts and content. Curriculum design is the creative act of interpreting a curriculum and turning it into coherent, challenging, engaging and enjoyable lessons. Curriculum lies at the heart of good teaching.

Disposition D: You will be encouraged to develop your **pedagogic** reasoning capabilities through **disciplined** decision making. You will be able to **justify** why you have selected to prioritise **particular** teaching approaches in relation to both the subject(s) taught and the learning needs of the pupils.

Disposition E: We enable you to reflect on what you believe schools are for, and to develop your own philosophy for education that has been carefully thought through. This is so that your **professional behaviours** are underpinned by your valuing of professional **ethics** and virtues.

Appendix B: Summary of KNSTE Forms

Name	Purpose – why used	When / How used	Professional Knowledge Development
Weekly Development Dialogue (WDD)	Learning to teach is a life-long project. The WDDs guide you and your GM through a weekly focus of activities that enable you to record your progress and priorities in relation to the Dispositions.	These are completed by you prior to and subsequent to your weekly meetings with your GM. These end up forming your professional learning log as they summarise your progress and targets week by week. They contribute to our ongoing formative assessment of your development professionalism and professional knowledge.	Through focused dialogue with your GM, you will develop professional insights. Teaching is a collaborative profession and you and your GM will be working together to help you to develop. We are ambitious that your WDDs are co-analytical in nature.
Professional Development Analysis (PDA)	This summarises your professional learning in relation to the Dispositions, which are underpinned by the ITTECF and the Teachers' Standards.	This sequence of proformas (there is one for each of the five aspects of professional knowledge. The PDA will be completed twice, once at the end of each placement. This is a summative assessment. We will help you to prepare elements of this through your PPs and enquiries.	The process of completing these forms helps you to reflect on your progress over a longer time frame than the WDDs. You will present the associated evidence via an oral presentation at the end of each placement. The end of placement tutorials are the summative moments in the programme.

Observing Experienced Colleagues	You will benefit from observing experienced colleagues at ALL stages of your practice and in both your school settings.	Whenever you observe experienced teachers either in school or via video/online lessons, you should complete an observation form – these will help you to both clarify the focus of your observation and ensure that your observation is analytical. This will be a resource that you draw on formatively in your co-analytical discussions during your WDDs and PPs and you may refer to in your summative PDAs and end-of-placement and end-of-course tutorials.	We are all always learning from each other. It is vital that you are clear as to why you are observing so that you can be analytical rather than subjective about practice.
Lesson Plan / Sequenced Lesson Plan	EVERY lesson that you teach MUST be planned on the KNSTE proforma. This is so that you develop and secure the essential understandings associated with the creative and complex skill of lesson planning.	By the end of both practices you must have at least one lesson plan for EVERY National Curriculum subject, to demonstrate a balance in your professional knowledge. These will be resources that you draw on formatively in your co-analytical discussions during your WDDs and PPs and you may refer to in your summative PDAs and end-of-placement and end-of-course tutorials.	Lesson planning is a fundamental capability. This is where you carefully consider curriculum connections. You think about why this lesson is taught at this time with this group of children. The Lesson Plan guides you through this process, deliberately and in detail so that you secure this essential skill.
Lesson Evaluation	Every lesson that you teach MUST be evaluated in some format. Lesson Plan: at the end of the lesson plan form. LOP: At the end of the LOP. Focus: At the end of the Focus proforma. Subject Observation: On the Subject Observation Form.	Your lesson evaluations for the week should be shared at or prior to your WDD. This will help inform your co-analysis during your WDDs. This is part of our approach to formative assessment. The WDD records may form part of your summative PDAs.	Being able to reflect in an authentic manner on your teaching is a key capability. You need to be knowledgeable about your practice and your impact so that you can enable your pupils to progress and flourish in their learning.

Phonics Lesson Plan	We anticipate that your phonics sessions will follow a different format to your subject sessions. This proforma is supported by SCITT sessions.	When you teach your sequences of phonics lessons in KS2 or when teaching your phonics sessions in KS1/EY. This will help inform your co-analysis during your WDDs. This is part of our approach to formative assessment. The WDD records may form part of your summative PDAs.	It is important to recognise that different content requires different pedagogy and so this pro-forma helps you to plan for learning appropriately.
Lesson Observation Profile (LOP)	This provides detailed observation feedback on your lessons in relation to the Teachers' Standards.	You should complete one LOP each fortnight (The LOP, alternates with the Focus Lesson). This will help inform your co-analysis during your WDMs. This is part of our approach to formative assessment. The WDD records may form part of your summative PDAs.	This detailed document helps you to focus on the impact that your lesson is having on the pupils. It enables you to draw out key characteristics in relation to your professional development.
Focus Lesson	This highlights the personal teaching capacities that you need to develop.	This should be used once a fortnight (alternating with the LOP). You complete the left hand column prior to the lesson and your TE will then describe your observed actions on the right, ready for you to evaluate and then co-analyse. This will help inform your co-analysis during your WDDs. This is part of our approach to formative assessment. The WDD records may form part of your summative PDAs.	The enables you to focus on your actions and activities as a teacher. It enables you to prioritise certain elements of professionalism and to put them into practice so that you can evaluate and co-analyse their impact.

Sequenced Lesson Plan (SLP)	The Sequenced Lesson Plan must only be used for sequences of three or more lesson. Any stand-alone lessons must use the Lesson Plan. You will be introduced to this form prior to placement 2 to prepare you for teaching sequences of lessons as your teaching commitment builds.	The sequenced lesson plan enables you to provide detail that is appropriate to include to support a sequence of learning rather than an individual plan.	You will appreciate the different level of detail required a different times in your teaching.
Subject Observation	For the teaching of your three weakest subjects and for your specialist observation you will be observed using this proforma.	One of your specialism enquiries you will specifically focus on the significance of subject knowledge. This form will also be used when teaching your 3 identified Foundation subjects. This will help inform your co-analysis during your WDDs. This is part of our approach to formative assessment. The WDD records may form part of your summative PDAs.	This proforma will help you to focus on the significance of subject knowledge and makes it clear to you how your knowledge enables pupils to develop their knowledge in a particular subject.
Subject Knowledge Development	You are asked to annotate your copies of the National Curriculum for English, Maths and Science and the copies of the Foundation Subject Knowledge Organisers.	You are asked to complete this at least weekly. You are asked to have copies with you on each of your SCITT days. This should be a working document and so may end up looking a little scruffy. It will be used to help you inform both your WDDs and PDAs. You are asked to share these documents with your tutors during the PP discussions.	This enables you to make explicit how your sessions and practice has enriched your subject knowledge and to consider areas that you need to target and develop. We also encourage you to have this document with you in your transition to ECT, as it will be a great aide memoire for you.

<p>Fundamental Proficiencies Self-Assessment FAME = Fundamental & Academic Mathematics & English sessions.</p>	<p>You are asked to complete FAME, updating it regularly, and using this to prioritise your personal learning. This is co-analysed during your PP visit.</p>	<p>You are asked to review this document in relation to each PP point. It is then reviewed by your tutor during your PDA discussions at the end of each placement. You will be asked to bring the audit to each of your FAME sessions.</p>	<p>To be recommended for QTS you must have secured evidence in relation to all the Fundamental Proficiencies.</p>
<p>Characteristics Grid</p>	<p>This is used to highlight your areas of strength and the areas for development. It makes explicit progression in relation to each of the Dispositions.</p>	<p>The Characteristics Grid is used in PP3 and PP4. It enables you and your GM to summarise achievements. It is then used formatively during the PP co-analytical discussion to prioritise areas for professional development in the next phase of learning.</p>	<p>It is important to recognise your areas of strength and areas that you will benefit from prioritising. Teaching is a complex profession and the areas on the Characteristics Grid inevitably inter-relate. The grid is used so that the PP discussions can be informed and rigorous and based on evidence from across time, not just secured by single lessons.</p>
<p>Transition to ECT document</p>	<p>Each enquiry contains a summary grid that clarifies how the enquiry is underpinned by the Initial Teacher Training and Early Career Framework and how these can be built upon in your ECT years. Towards the end of the programme you will be asked to reflect on your progress and to identify targets for the next stage of your development.</p>	<p>This will be shared during your PP4 co-analysis and then developed ready for your final tutorial and transition day. This is a day when we work with you and your ECT Mentor in preparation for your ECT years. It helps you begin to recognise how you can draw on your ITTE year in relation to your employed role.</p>	<p>Learning to be a public professional who teaches, is a career-long endeavour. Your ITTE year is the start of this journey. We are ambitious that it lays incredibly strong and secure foundations for you to build on. This document is a physical manifestation of this ethos.</p>

Going for Good (G4G)	A support process for any trainees who at any point would benefit from additional support so as to secure their progress.	If you, your LM or GM feel that you will benefit from additional time and support in order to secure or develop aspects of your practice then the G4G process should be implemented.	Our course is personalised within a structure. Colleagues develop and progress at different rates. The G4G process helps to recognise this and enables targeted support when and where needed.
Support for Concern (S4C)	A developmental process to highlight areas of significant concern and further actions to ameliorate these. It also outlines the procedures for exiting a placement prior to the usual completion date.	If there is a sustained or serious concern about your professional learning and development or general professionalism, then the S4C process outlines actions needed.	Developing professional knowledge and the practice of teaching is demanding and the journey is not always straightforward. S4C recognises this in a firm but fair way and is drawn upon when there are concerns that you will not meet the expected Standards in the usual time period.

North Staffordshire Assessment methodology. The final award of QTS is determined via evidence in relation to the Teachers' Standards. Trainees are aware of the Teachers' Standards from the start of the course and how KNSTE's curriculum enables them to evidence achievement in relation to these. Within KNSTE, these Standards and the areas from the ITTECF have been related to the five dispositions. For each disposition, there is an associated enquiry. The enquiries enable the assessment of coverage, including the minimum expectations from the ITTECF. To appreciate the depth of understanding, a Characteristics Grid has been created. Both the Teachers' Standards and ITTECF inform this document, as do KNSTE's dispositions and ambitions. The Characteristics Grid articulates four descriptions of depth, from emerging through to the capacity to make informed connections that underpin pedagogic reasoning and judgement. Each descriptor has been used to inform elements of the KNSTE programme, including the WDD guide and the lesson observation profile (LOP). This is to enable the identification of areas of professional development that can be personalised to the trainee's individual needs.

Phase	Weeks	Enquiries	Teaching Expectations	Academic Award	Progress Points / Visits	Assessment Tools
Pre-Course	From Induction Day to Course Start Date	Tasks A-E + FAME	Subject knowledge preparation	Preparation articles	Tutorials 1 and 2	Teams Uploads Discussions in tutorials
Foundation	FT Weeks 1-13 Flex Year 1 Weeks 1-18	Tasks A-E + FAME ITAPs B & C	Focus on English, Maths and Phonics. By the end of this phase, you will have taught a total of 10 hours with whole classes.	Assignment 1	PP1	Focus Lessons WDDs Teams Uploads
Building	FT Weeks 14-18 Flex Year 1 Weeks 21 - 37	Tasks A-E + FAME ITAPs B & C	Focus on English, Maths, Science and Phonics – some Foundation Subjects. You will BUILD towards a 50% timetable across the number of days that you are in school for. (Approx. 25% maths, 25% English 25% science and 25% Foundation Subjects)		PP2 Flexi students will also benefit from PV2 End of placement tutorial	Focus Lessons Subject Observations WDDs Teams Uploads Noticing Lesson Characteristics Grid P1 PDA-1
Extending	FT Weeks 21-29 Flex Year 2 Weeks 1 - 18	Tasks A-E + FAME ITAPs A & D	Increase range of subjects, including a focus on specialism and a contrasting Key Stage, including Phonics. BUILDING towards a 60% timetable across the number of days that you are in school for.	Assignment 2	PP3 Flexi students will also benefit from PV3	LOPs and Focus Lessons WDDs Teams Uploads Characteristics Grid P2
Enriching	FT Weeks 30 - 38 Flex Year 2 Weeks 21 - 38	Tasks A-E + FAME ITAPs A & D	Develop lesson sequences in a wider range of subjects. Building from 60% to an 80% timetable.		Specialism observation Flexi students will also benefit from PV4 PP4 Final Tutorial	LOPs and Focus Lessons Subject Observations WDDs Teams Uploads Noticing Lesson Characteristics Grid P2 PDA-2