ITE Computer Science Subject Handbook 2023/24

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THE SUSSEX CONSORTIUM for Teacher Education and Research

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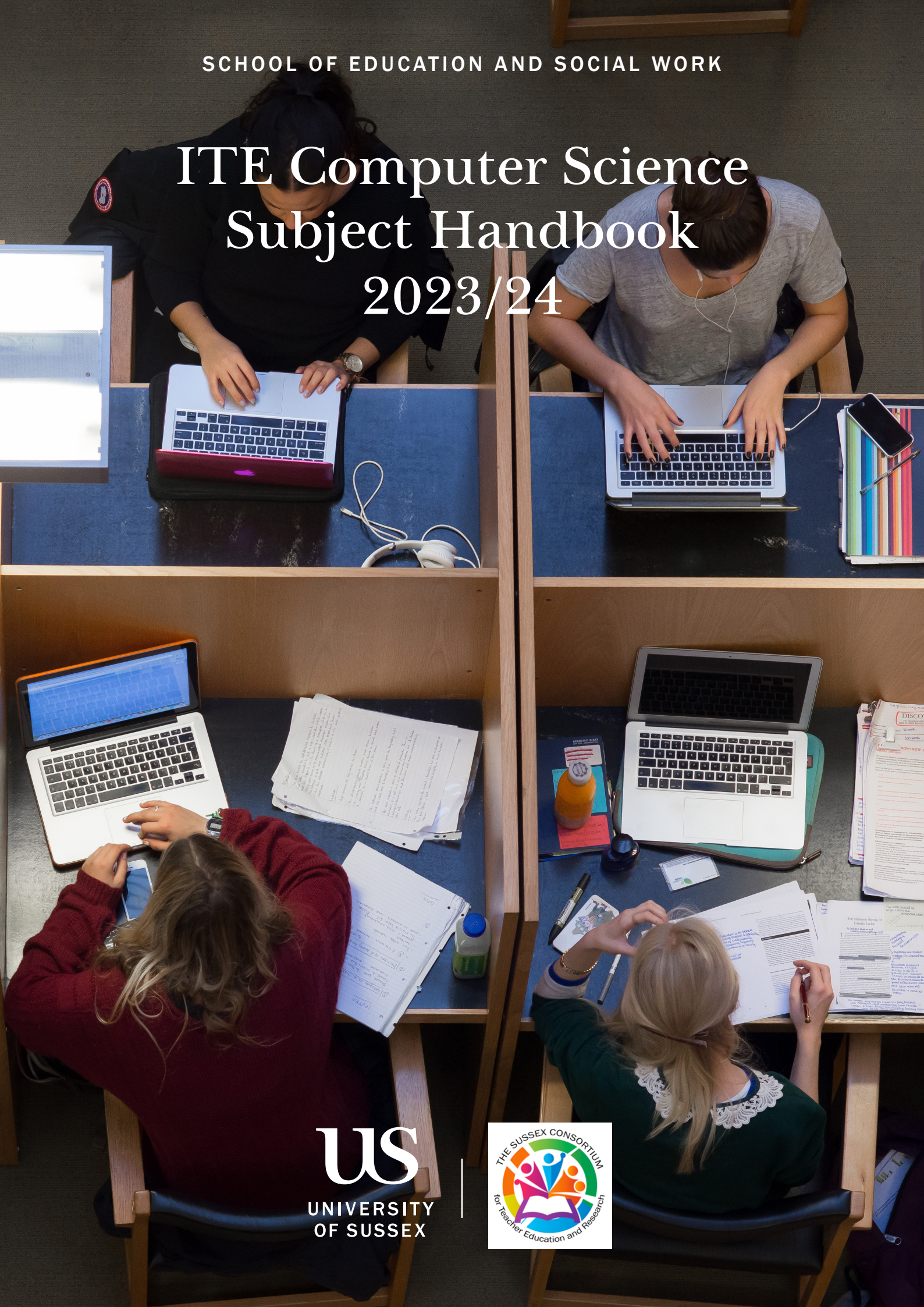
Initial Teacher Education
Reflective - Responsive - Research-driven

Reflective
Critically reflecting on theory, policy and practice
to positively impact on children's lives, develop teacher identity,
and promote longevity in the profession.

Responsive
Tailoring learning and experiences to individual needs
in an ever-changing society; enriching and supporting our schools
through authentic partnership working and communities of practice.

Research-driven
Empowering teachers to be creative, confident and adaptive
through research-driven curricula and practice.

Contents

Introduction

Welcome to the Secondary PGCE & School Direct Computing course for 2023-24. We look forward to working with you this year and supporting your development towards becoming successful Computing teachers. Learning to teach is a complex, demanding process: our aim is to enable you to become stimulating, enthusiastic teachers, able to reflect critically on your practice and to continue to develop professionally throughout your career. Through a programme, which is both practically and intellectually challenging it, is hoped that you will reflect and engage with your own particular views and philosophies about the nature of Computing teaching and learning, develop a deeper understanding of how pupils approach the subject and how you can meet their individual needs.

We are very pleased that for the last few years, all our Computing trainees have been successful in securing teaching posts by the start of the new academic year. Our trainees generally choose to remain in Sussex at the end of the year, gaining teaching posts in the local area. Sussex's strong commitment to School Direct has further cemented our partnership with schools in Sussex and our near counties: Surrey, Kent, and Hampshire. Our employment rates indicate a mutual recognition between our schools and trainees of the quality of education that each provide, and we have a developing teacher research network across Sussex with increasing numbers of ex-trainees choosing to return to Sussex to study for the MA in Education Studies.

The Computing handbook is designed to elaborate on the main PGCE handbook, giving subject-specific guidance to trainees. All elements of the secondary PGCE Computing studies course are devised to enable trainees to meet the professional 'Standards' for Qualified Teacher Status (DfE, 2012). The course is also organised to ensure that trainees can meet the Standards more than once, in both school and university-based elements.

Michelle Williams leads the Computer Science PGCE / SD course.   When you start the course, Michelle will be your allocated tutor who will visit and observe you in schools, support you in preparing for assignments, mark your work and answer any queries about your school experience.

Michelle Williams, Computing Science
Lead tutor
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Tim Bowry, Computer Science
Tutor
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Rationale for the secondary Computing course

The idea of working together in partnership underpins all aspects of the course and is central to the Computing programme. The Sussex PGCE and School Direct programmes are run by a partnership between the University of Sussex and many local schools. All the partners in the Sussex Consortium for Teacher Education and Research share responsibility for planning, evaluating and successfully running the programme, and remain closely in touch throughout the year. Monitoring and evaluation take place in a series of mentor meetings and informally during the year. You are also encouraged to feedback your experiences and suggest ideas to improve provision, and these suggestions are generally incorporated into future planning. University and school experiences are mutually dependent – what is learnt in one context is applied and reflected upon in the other. Therefore, work in the university and schools is designed to be:

1. Complementary and reinforcing

- Mentor sessions are, wherever practically appropriate, linked to university sessions to cover similar aspects of the Teachers' Standards (TS) and the Core Content Framework (CCF). Mentor sessions for Placements 1 and 2 can be found in the mentor handbook.
- You, your mentors, and your university tutors share the same subject-specific guidelines for discussion in mentor sessions, target setting, review, and assessment purposes.
- Course developments are agreed in mentor meetings and there is opportunity for regular review and evaluation of your experiences against the TS and the CCF.
- You will be given tasks to complete in school, which are discussed in both mentor and curriculum sessions.
- The Computing specific training supports the broader Sussex ITE Curriculum which is built upon eight areas of intent:
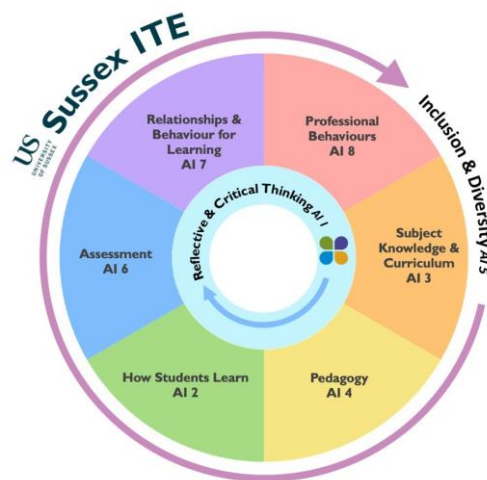
Our curriculum is built around eight areas of intent which form the basis of our Sussex ITE curriculum wheel. These areas of intent represent the values and ethos of our Partnership, creating trainees who have impact on pupil outcomes and are fully prepared to progress to the Early Career Framework (DfE, 2019). How this supports your progress can be explained in this table:

2. Ensure trainee progress and provide scope for individually supported training needs, targets, and review

- You will work on subject knowledge gaps, identified at interview, prior to the course and these feed into the directed tasks and the Subject Knowledge Audit (SKA) both of which are regularly reviewed throughout by mentors and curriculum tutor.
- Mentors are provided with your SKA and are given access to the 'All About Me' section of PebblePad to plan a suitable timetable and training programme.
- Mentors review your progress within our curriculum weekly and more formally at the end of each school half term, prior to completion of the Phase Report. Mentors use the calendar of mentor training sessions to structure your training, but tailor this to your needs. Phase Report C is completed at the end of placement one and is passed to the second-placement mentor and professional tutor, who use it to plan a suitable timetable and mentor programme, ensuring that your needs are met so you can achieve the Standards at an appropriate level. The professional tutor and mentor complete this document at the end of second placement, reviewing all the accumulated evidence, in consultation with the trainee.
- You keep records of your mentor-training sessions on PebblePad in your Weekly Reflections to provide an ongoing record of your progress in meeting targets and make these available to second-placement mentors and curriculum tutor.

3. Practically and theoretically driven to develop effective and reflective computing teachers

- Encouraging discussion to develop a personal philosophy towards the importance of Computing teaching and different approaches to teaching for inclusion.
- Planning a sequence of lessons that engage and challenge pupils that are evaluated critically using feedback from experienced teachers and personal views, underpinned by evidence and scholarship.
- Justifying the selection of teaching strategies appropriate to different pupils' needs.
- Sharing knowledge of current developments within computing education and how they can be utilised for teaching.
- Preparing assignments that make links between theory and practice in computing teaching and show an understanding of Computing in Education theory.
- Working creatively and professionally with curriculum/professional tutors and curriculum/professional mentors to enhance your understanding of teaching and the demands of computing teaching.

4. Enhanced by recognising wider professional and subject opportunities

- Subject specific curriculum studies programme clearly mapped to the CCF and our Areas of Intent.
- Where possible, training sessions led by visiting mentors and other experts, e.g., on Post 16 teaching, and assessment for learning.
- Visits to other educational settings, e.g., Special Schools and FE colleges, and primary schools.
- An ECT in the final week of the course which may include a visit to the computing museum at Bletchley Park. Enhanced observation experience at a Sixth Form and preparing for your ECT years.

Equality and Diversity

- The University of Sussex is committed to promoting equality and appreciating diversity which underpins and inclusive society. Diversity has many different dimensions, including academic and physical ability, socio- economic and religious background, sexual orientation, race, ethnicity, culture, and class. Sussex is committed to providing an inclusive and supportive environment for all including pupils in an environment free of harassment and bullying on any grounds. Our equal opportunities policy can be found in Appendix IV of the main ITE Handbook on the Reflecting Professional Knowledge (RPK) Canvas site.

- By challenging stereotypes and educating pupils about cultural heritage we can assist as teachers in creating equal and diverse school communities. At Sussex we are committed to developing teachers who understand and respect diversity and have a goal of promoting cohesion alongside delivering subject teaching. We have sought to recruit you from a variety of backgrounds. Preference is given to those who are prepared to take responsibility for their own professional development, are punctual and reliable, work hard, and bring a sense of humour to see them through challenging times. We also expect trainee teachers to have a commitment to meeting the needs of all pupils. As such, students are expected to develop an awareness of the features associated with pupils' social and ethnic origins, your gender and sexuality, and your levels of physical, emotional, and intellectual ability.

- All our ITE courses seek to feature appropriate emphasis on issues around diversity and a consideration of inclusion and equality underpins all that we do. In addition, we run specific sessions in the Professional Studies programme, as well as subject specific seminars.

Part One: Getting Ready to Teach

Virtual Learning Environment (Canvas)

The Computing Virtual Learning Environment (Canvas) has proved to be a valuable way of communicating and supporting you. Essentially, it provides a platform to enable different types of communication and learning to take place and includes the following facilities:

- help and discussion forums
- news items
- subject assignment submissions
- feedback facilities
- a social space

The Sussex University VLE is called Canvas. It can be accessed via Sussex Direct at:
https://canvas.sussex.ac.uk
You can log in using your Sussex login and password. Click on Computing ITE 2023-2024. This site is for both PGCE and School Direct trainees. All assignments and subject tasks will be submitted via Canvas.

Canvas is the primary method of communicating with subject groups when you are off campus. The central course VLE is called 'Reflecting on Professional Knowledge' and is used to send reminders and announcements and to host discussion forums. Canvas plays a vital part in facilitating and supporting your learning both in the university and in school and is an important way to keep in contact with your peers. It is essential that you check your Sussex email address daily and keep Canvas notifications turned on so that you will get alerts for any important announcements and updates. Furthermore, there is an expectation that you respond to emails from both mentors and Curriculum tutors within 24 hrs of receipt.

ITAP weeks

In 2023 - 2024, we will be piloting the introduction of two Intensive Training and Practice (ITAP) weeks in preparation for the new Quality Requirements in 2024.

These two weeks have been designed to allow trainees to focus on specific skills in specific areas grounded in an element of the Core Content Framework (e.g., an aspect of behaviour management, assessment, subject/phase specific pedagogy) to support their developing practice. More information about the ITAP weeks will be disseminated at appropriate times of the academic year and will make clear the role of schools in supporting trainees during these periods. ITAP weeks will also be addressed in Mentor training and in meetings with Professional Tutors.

IIT Core Content Framework (DfE, 2019)

The Core Content framework is mandatory for all providers of Initial Teacher Education. This framework defines in detail the minimum entitlement for all trainees and places a duty on ITT providers and partner schools to work to embed this in course programmes from September 2022. According to the DfE (2019) it draws on the best available evidence and sets out the content that ITT providers and their partnerships must draw upon when designing and delivering their ITT curriculum and programmes.

The ITTCCF has been designed to support student teacher development in five core areas – **behaviour management, pedagogy, curriculum, assessment, and professional behaviours.**

It is designed in the knowledge that the quality of teaching is the most important factor in improving outcomes for pupils. The ITT Core Content Framework and the Early Career Framework together establish a three-year structured package of support for future teachers.

The CCF entitlement will be reflected across your whole programme's provision, both school and university based. The Learn How to and Learn That statements of the CCF have been carefully considered and sequenced in your course programme to ensure that you receive this minimum entitlement. Your university tutors, your mentors, your Professional Tutors, and you as trainees will be auditing your journey through the CCF in order that you can successfully meet the Teachers' Standards (DfE, 2012) by the end of the course.

More information on the ITTCCF can be found on the RPK Canvas site.

Trainee Organisation

As with any professional training, there is a certain amount of paperwork generated during the course. It is therefore essential that you establish a system for organisation from the beginning of the year. The following digital files need to be set up:

- **Teaching Experience Files** (one for each of the two placements) – these should be divided by the classes the trainee teaches and should contain material from your school placements, including and in this order: pupil data/ class lists (CAT and NC test scores; reading ages; target levels; SEN or Gifted & talented data, individual comments on each student), *all* schemes of work (school and trainee's own), lesson plans, classroom resources, observation records, and assessment information - copies of pupils' marked work, trainee records of assessment for all pupils and other school assessment materials, e.g. pupil reports (see the main handbook for more details).

- **QTS Portfolio on PebblePad** – this will enable you to chart your progress towards achieving the Standards at the end of the course. This file will contain any audits completed, Phase Reports (developmental reports from both placements), completed directed tasks, and other

key documents (full details in the main handbook). It will be reviewed regularly by the mentor and curriculum tutor. You should update your subject audit with evidence, at the designated dates but try to do it half-termly.

- **Curriculum File** – this should contain Computing session outlines, readings & handouts with your own notes and reflections on your curriculum sessions.

- **Professional Studies File** – this should contain the notes, handouts and documents issued as part of your general professional studies programme on wider school issues, combining the knowledge and understanding gained from sessions at university with that gained in your school programme.

You are required to provide evidence throughout the year to demonstrate that you are meeting the QTS Standards. Guidance is in the main handbook. This will be assessed during the Reflecting on Professional Knowledge (RPK) interviews.

Time Management

Many teachers use a planner document like this:
These are useful as they have a day per page for teachers to map out what you are doing in your lessons and help them plan ahead. They can be bought them online from: http://www.edplanbooks.com/

You should:
- Note the key dates for assignments (proposals, drafts and deadlines etc)
- Note the key dates for assessments (progress updates, Phase Reports and APK, RPK assignments)
- Note the days you may be finishing late (mentor meetings, open evenings, parents' consultation evenings)

For pupils

In addition to your own supply of board markers and highlighters, you will find it helpful to have a supply of cheap pens to lend to the less organized students in your class.

Your Subject Knowledge

Subject knowledge in the context of Initial Teacher Education means much more than a degree level knowledge in Computing. During your university and school-based training you will develop skills in pedagogy and methodology which help you to communicate clearly and to promote understanding so that your pupils make progress

This is such an important part of what makes us a good teacher. You need to be honest when you audit your Subject Knowledge and think about not only do you 'know' something about the subject area, but can you teach it to others?

Subject Knowledge Audit (SKA)

You will need to complete this during your Induction. In your first review tutorial, you will discuss this with your tutor, and you should also show your mentor when you arrive in school. It is very important that you are honest in this document so that your mentor and your tutor can better guide you as to how to fill the gaps in your knowledge.

It is not the responsibility of your Curriculum Tutor to help you with your subject knowledge. We have prepared sessions that will help you to teach certain areas and you are free to ask questions in those sessions. However, we are not running a subject knowledge enhancement course over the course, and therefore the responsibility of your subject knowledge lies with you. If you have multiple gaps in your knowledge, then you must set aside time in the year to enable you to enhance your knowledge in those areas.

We would like to see how imaginative you could be when dealing with your subject knowledge gaps. However, here are some simple suggestions of ways you can find out more about the Computing knowledge you may be missing:

- **Books**–look around the department for books that may have approaches that are more practical.
- **Internet** – caution though as TES content is not checked for accuracy. We recommend teachcomputing.org, isaacomputerscience.org, Craig and Dave u tube videos.
- **Exam papers** – test yourself and see how you do against the mark scheme and use examiner reports to help your pupils.
- **Each other** – find out who knows what and what degree they have and their experience.
- **Your colleagues in school** – they are fountains of information that is easily accessible for a cake or a beer.
- **EBEA- our subject association and their journals, teaching computing website and pedagogy bites.**
- **Make posters/Key terms** – we ask pupils to do them for a good reason – they are a very useful way to display new knowledge in an easy-to-read way. Try out some techniques on yourself before you try them on the pupils. Make newspaper articles instead of just writing notes. Make PREZI presentations to show the information. Use mind maps, spider diagrams, and flow charts. Make a video or podcast and share on the discussions board on canvas.

What does the training year look like?
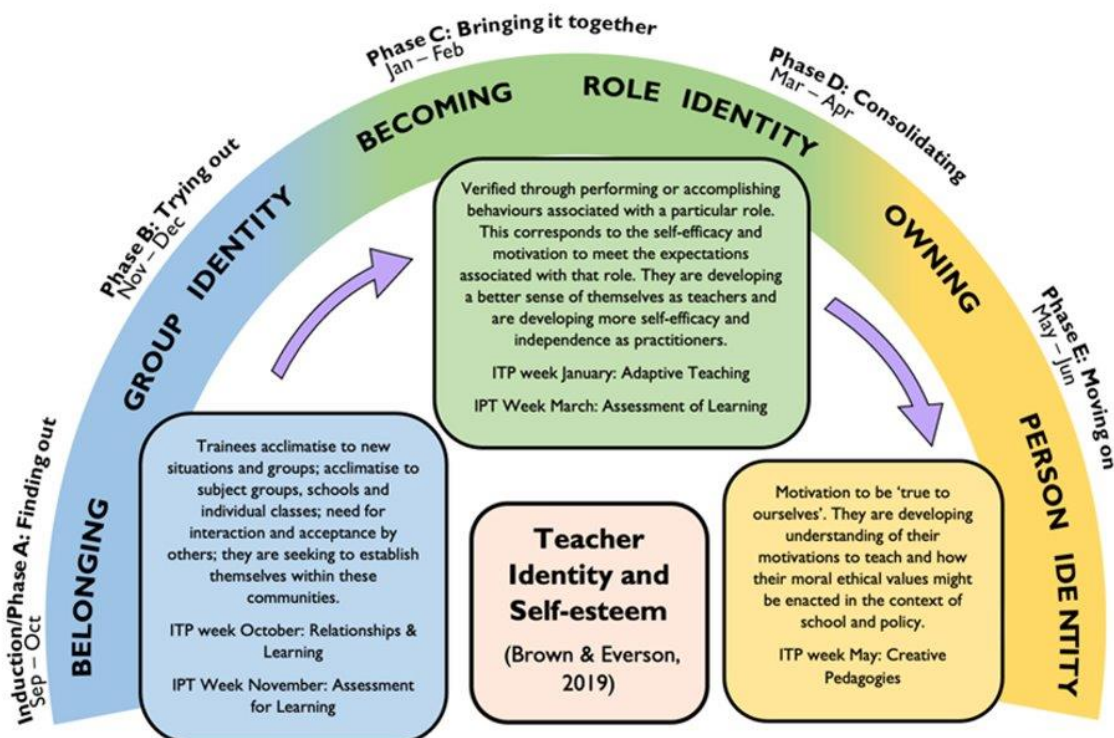
As you can see from the diagram above, our training year is organised around 5 phases which are designed to support you as developing teachers. Your mentors and professional tutors will complete a phase report at the end of each one.

Alongside these phases, the year is divided into four main sections. We start with induction, and end with the ECT week. In between those are the two school professional practices and the assignments:

University Induction – Placement one – APK – Placement 2 – RPK – ECT week

University Induction

In this time, you will meet all the people who you will be working with for the rest of the course. You will attend professional studies sessions as well as curriculum specific sessions. In Computing, we try to make sure that you head off on your professional practice with some sound basic knowledge of pedagogy, some brief guidance on lesson planning as well as some broad ideas of how you can start to plan good lessons for the pupils.
It is your responsibility to make sure that you are properly registered and have brought in all the relevant paperwork and documentation. Any delays will be seen as unprofessional behaviour.

During induction, you should make the most of the free time that you have and make a good start on your organisation for the year. Keep notes from all the sessions you attend and all the reading you do; continue to work on your subject knowledge; and work on all of your induction assignments. Once you start in school your time will very quickly erode and be taken up with lesson planning, observations, meetings and marking.

Curriculum Studies Sessions
These sessions happen throughout your first professional practice, and occasionally in your second placement. They are always on Fridays.

The structure varies from Friday to Friday, but you will normally be involved in some practical seminars, have a group tutorial, as well as have the opportunity to discuss and learn about some pedagogic aspect of teaching.

Professional Practice One

In your first Professional practice, you will be inducted into school in the first few weeks. You will have the opportunity to observe pupils and teachers as a way of seeing how the school policies work in action. It is intended that you will have a gradual introduction to teaching a lesson and should be able to plan small sections of lessons (such as starters and plenaries) before being given a whole lesson to teach. Normally we would not expect a trainee teacher to teach more than one whole lesson before the October half term, although this may be modified for the skills of the individual teacher. Note that everyone will have different inductions in their schools. **Try not to compare or fret, if you are unsettled talk to your tutor.**

We would hope that you would be working towards a timetable of **8 hours** by Christmas. Remember that we will all progress at various rates and there is no 'normal' progression for a trainee teacher. **You will maintain these 8 hours after Christmas to the end of the placement.**

You continue to come to University on Fridays for curriculum studies. There will also be times in professional practice one when you are asked to come to campus for a review meeting (see the Curriculum Studies programme or the main handbook for these times). You will be working on

your Applying Professional Knowledge (APK) assignment in placement one and submit it at the start of placement two.

In terms of assessment of your progress, your mentor will observe you teach every week and your tutor will visit you once during the placement. At two points in each placement your mentor will complete as assessment form to tell us how you are doing relating progress made within our ITE curriculum.

Professional Practice Two

In this professional practice, you will spend more of the week in school. There are only a few Friday sessions at University to allow you to teach more hours in school. As with Professional Practice One, there should be a short period of induction when you arrive at Professional Practice Two where you are given the opportunity to see how the school policies work in action.

You will be working towards a timetable of 12 hours per week in this professional practice. Towards the end of the placement you may teach up to 14 lessons per week.

In terms of assessment of your progress, your mentor will complete Progress Reports during this time and your tutor will meet you in a review tutorial (at least one). Your mentor will observe you teach every week and your tutor will visit you once and observe you teach also.

End of the Course

Once you have successfully completed your second professional practice, the final hurdle is to have an RPK interview. This interview involves a professional discussion with your tutor and a mentor about your progress of a selected pedagogic area underpinned by evidence informed scholarship.

The last days of the course are part of our ECT week – we will be going on some day trips that will help you to reflect on how far you have some and hopefully help you start your ECT year energised and excited. **It should be noted that this is a compulsory part of the course.**

The final day is the evaluation day, which is a celebration of the year you have had. Please make sure that you look on the calendar on the RPK Canvas site for the exact dates of the end of the course.

Part-time Route

Course Structure

Year 1 – you attend the full university induction period in September for 3 weeks and the Professional Studies and Curriculum studies on Fridays at university throughout the year.
You will be in the same placement school for the whole year for 2 days per week (to be agreed with the school).

After February half-term, if you choose, you can also attend school on some of the Fridays when you are not at university. You will finish at May half-term but, again, could do more days over this half term if your school agrees but this will not count towards your 120 day statutory days in placement.

You will do your APK assignment during this year with submission in June.

Year 2 – you can attend any of the university induction days or Fridays as a refresher or if they are new if you like. PGCE and School Direct will start a new placement in a second placement school at the start of September. Both PGCE and SD will do 2 days a week in school with School Direct returning to their main placement school in January.

You will do your RPK assignment at the end of this year in May.

In school

You will have a mentor who will see you for an **hour once a fortnight or for half an hour every week**. During the block placement, it will be an hour per week.

You will need to complete the weekly reflections on Pebble Pad each week.

Your Curriculum Tutor will visit you once in each placement.

Supplementary information and indicative dates for Part Time Trainees beginning September 2023

Whilst you have information about the structure of the year and the deadlines for reports and assignments, the following provides an indicative timetable for completing work, visits and tutorials etc. Please note that there may be some slight variation depending on your curriculum subject or phase but your Curriculum Tutor will be able to advise you of any changes.

Part time route: Work to be undertaken	Date
Teach your first full lesson	By week beginning 13th November 2023
First formal lesson observation should be	By week of 20th November 2023
Complete and submit your APK Proposal	By Friday 8th December 2023
Begin work on your literature review for your Applying Professional Knowledge (APK) assignment	Week of 11th December 2023
Opportunity for submission of a draft of your APK literature review to your Curriculum Tutor	By Friday 9th February 2024
Teach your APK Unit	Normally in second half of Spring Term 2024
Visit by your Curriculum Tutor to school to observe you teach	Normally during the second half of the Spring term 2024
Final opportunity for submission of your draft to your Curriculum Tutor	22nd April, 2024
Submission of your Applying Professional Knowledge assignment.	Expected date of submission is by 17.00 on Thursday 13th June 2024 via TurnItIn (Canvas).

Part Two: Training as a Teacher

All of the procedures, requirements etc for Professional Practice are set out in the main Course Handbook and you should study them carefully. The following guidance is offered to help you get the best from your time in schools.

Schools as partners in teacher education

The schools that you will be placed with are partners with the university in your teacher education and have agreed to support you in your development as a beginning teacher. In effect, during your time in schools, they will be responsible for your training experience. The university will continue to be involved in monitoring your progress but schools lead in designing, implementing your training and assessing your progress. As well as organising your Computing teaching experience in the classroom, the schools also deliver your own Professional Studies programmes.

Key people in School

Your Mentor

The main person involved in your training while you are on professional practice in school. **Their main duties include:**
- Introducing you to the department
- Inducting you to the school (policies and procedures)
- Organising your timetable
- Staging your introduction to teaching a full lesson before half term
- Staging your progression towards the full amount of lessons
- Observing you (or organising your observation) each week and feeding back on your lesson using the CCF
- Meeting with you once a week (for about an hour)
- Writing your phase reports
- Checking your progress against the CCF and Teachers' Standards

It is your mentor who will guide you through your training in school. It is them who will set the standards that they feel are appropriate for the school you are placed in and induct you to the school policies and routines. It is highly advisable that you do what your mentor tells you to do. If they say that you need to have your lesson plans in 48 hours in advance then that is what you do, no matter what your peers in other schools may have to do.

So, being a mentor is a difficult task. They are responsible for balancing and interweaving two agendas. They must follow through a programme which will develop all areas of the Teachers' Standards, and all the specific subject knowledge aspects, whilst at the same time, responding to a trainee's individual concerns and needs and wrestling with day-to-day problems (on top of a full teaching timetable and the rest!). All of this has to happen within departmental systems, structures, schemes of work and pupil targets that may be flexible but cannot be compromised where professional standards and pupil performance are concerned. Their job is a hard one, so you need to be sympathetic to them and try to organise your own time as much as you can. It is your responsibility to remind them of **YOUR deadlines,** not the other way around.

Your Professional tutor

The other main person that you will have contact within your school professional practice is the professional tutor. This person is responsible for the overall training of all trainee teachers in the school. They may also have other important responsibilities as well that take up much of their time. They will run your weekly professional studies sessions and are the point of contact for you in school should you be having any difficulties with your mentor or other issues that you mentor feels are outside of their remit.

It is quite likely that the professional tutor will want to see you teach at some point and may become more involved in your training should any problems arise with your progress or your conduct.

The rest of the school

Teaching Assistants
TA's are very important people in your classroom. The way a TA is used in your classes varies from school to school and from class to class. Sometimes the TA is attached to particular child for medical or SEN reasons; sometimes they are to be used for the whole class. It is your responsibility to plan for your TA and let them have a copy of your lesson plan with their role clearly identified on the plan. A discussion over break time is also a very good way to discuss how you can best work together to help the pupils make progress. You must seek advice from the SENCO in school about how to best utilise your TA.

Heads of Year (HoY) / House
If you are struggling with a particular pupil, you may want to send an email or go and visit the Head of Year of that pupil. They are privy to all the information about that child and may be able to give you an insight into why they are behaving in a certain way. Before contacting home to discuss poor progress of behaviour of a particular pupil, it is highly advisable that you contact the HOY for advice as they may know more about the family situation and be able to advise you.

Form Tutors
In the same way as the HOY, the form tutor will be able to advise you on patterns of behaviour of a particular pupil. They normally know their pupils very well and will be willing to talk strategies with you and techniques that they have found useful.

There are other key people too: the administrative staff, Student Services staff, possibly school nurse; the site manager, ground staff and cleaners; the reprographics manager, SEND co-ordinator,

librarian and the ICT technicians. For your own survivals it is essential that you very quickly form good working relationships with these people and show that you respect them for the vital roles that they play in making the school tick.

In school, you should remember that teachers are constantly busy and work under significant pressure. Though your mentor is committed to your training and you can expect every support in accordance with the course requirements, you should remember the obvious: choosing *appropriate* moments to ask for help, *always* expressing thanks to colleagues, being helpful in the department and smiling even when under pressure. All of us find being observed a somewhat daunting experience – so thanking teachers whose lessons you are observing and making a positive comment/s about a particularly effective or interesting aspect of the lesson are key.

Other members of the department will play a part in your training. They will share classes, observe and give feedback and discuss aspects of Computing teaching with you. Much of this inevitably happens in teachers' 'free time' and you can repay this goodwill in a number of ways. You should always be ready to discuss whatever is on the agenda for a lesson or meetings, have lesson plans prepared in advance (you should have the week's lesson plans ready to be checked by your mentor and teachers at an agreed point in each week) and display initiative in researching new topics and preparing resources that you can share with the department. You can also help spread good practice – you are in a fortunate position as you will be having input from a variety of sources about Computing education and may experience some new elements of practice that some teachers may not have had access to, so should be prepared to share your insights with your colleagues.

You should be fully prepared to teach pupils, with well-planned lessons. Equally, it is very important that pupils receive feedback on any work you set them as soon as possible. You should discuss timings for returning pupils' work with your mentor, but work should not usually be kept by you for longer than a week at the most. It is important that you gain formative feedback from your mentor/class teacher on your lesson plans and adapt them according to the feedback that you are given. Our expectation is that you deliver your lesson plan *at least two working days before you deliver the lesson.* Please note that this does not include weekends or holidays, so if you are teaching on a Monday, you would need to send your lesson plan to the teacher on the previous Thursday. This will give the teacher the opportunity to offer feedback on the plan in time for you to make the necessary changes.

Joining a school community

A school is an established community that has a recognized way of working for all of its members. Outsiders will be welcomed as temporary visitors. This can make for tricky situations for beginning teachers; schools can help to guide you in the following ways:

- In your enthusiasm for newly discovered teaching approaches you should not give the impression that you know more than the teaching staff.

- You should ensure that you don't disturb the established relationships between staff and pupils. Permanent staff will have to pick up the pieces when you have gone.

- You need to adopt the mores/protocols of the school during your placement. This flows over into Professional Practice Placement 2.

Being professional with colleagues

This is a tricky issue to broach, as everybody means to do the right thing. However, there are some pitfalls for the unwary, so it is worth mentioning:

- If you have a serious issue with a member of staff, you should consult your Professional Tutor or Mentor. You should not discuss the matter with other members of staff or within hearing of other members of staff.

- You must never, by word, look or gesture, support a pupil in his/her grievance with a teacher. Sadly, this does happen and is undermining for colleagues.

- You should play your part in enforcing the school rules even if you don't agree with them.

- You must always get to school in good time, not leave the premises during the day without agreement with the school, and not leave as soon as the final bell goes. It gives a poor impression, in addition to the fact that in professional terms many issues arise that have to be dealt with after school.

- You should attend departmental meetings whole staff meetings, year group meetings if you are attached to a tutor group, as well as parents' evenings.

- When you finish your school experience, you should make sure all your marking is up to date and you return any books or resources you have borrowed.

Being professional with pupils

You must always be professional in your dealings with pupils.

- Being firm, fair and consistent with them, and making your expectations clear from the start.

- Never being sarcastic or derogatory to pupils, regardless of their behaviour and trying to treat each lesson as a blank sheet, in terms of your expectations, welcoming and smiling at the class to start in a positive mode.

- Praising pupils whenever possible, but of course balancing this by applying school sanctions for behaviour management, as appropriate.

- Ensuring that you are fully prepared to teach pupils, with well-planned lessons and appropriate resources.

- Thinking very carefully about how you present yourself publicly outside of teaching. Everyone has a right to a private life but all teachers are challenged to consider the appropriateness of comments or images on accessible social networking sites.

Guidance for being in School

Before you go in:
- Look the school up online to see what it is like. Read the OFSTED report and the prospectus from the web site.
- Try out your journey if travelling by car/train/bike/bus
- Check train times and potential delays
- Learn the names of key members of staff

Joining a school community – first day/first week:
If you are not used to being in a school environment the first few days in school can be a bit daunting. This is normal and does not mean that you will not make an excellent teacher. However, being prepared for these first few days can make all the difference as you will be very tired at the beginning. **Remember, being this tired is normal.**

Dress code
All schools vary in what they ask of their teachers. Some expect all men to wear ties; others are quite casual in their approach. Until you are told otherwise, please presume that on the first day it will be a suit for both men and women. We appreciate that these dress codes may not be ideal, but please do try to follow as best you can. If there are any problems talk to your mentor or CT. You can ask your professional tutor on the first day what the dress code is for the school. Remember that you are going to be in the company of vulnerable young adults and what you wear really will make a difference to how they view you and your standing as a teacher.

As a rule, you should cover all tattoos and take out any extra piercings until the school gives you the go-ahead for them. Discuss this with the school and find out where you stand. Some schools are very 'conservative' and may have only just introduced a new dress code for the pupils and are expecting certain standards from the teachers. It is not for us to decide whether this is right or wrong; we are guests in their school, and we will abide by their rules.

Arrival
You will have had a chance to communicate with your mentor before you start the placement proper and they will let you know what time to arrive in school. You *must* leave plenty of time for you to get to school and allow for trains to be cancelled and still get there on time. You need to check to see if you can park a car if you are to drive there, as there may not be space.

Food
School canteens are notorious places, noisy and the food is of varied quality. For the first day at least, take your own. This also means that you are not going to waste valuable 'mentor' time by going to the canteen.

Tea and coffee can be a contentious issue in many schools and the systems vary widely. It is a good idea to bring a mug and some money. No need to bring tea and coffee on the first day as this should be provided at the start, but you may well need to be self-sufficient after that.

Leaving at the end of the day
Make sure that you check what time you are allowed to leave school; do not make presumptions. Some schools allow you to leave with the pupils at the end of the day and others will stipulate that you need to stay on the premises until a certain time. Do not guess this; ask.

Part Three - Your Teaching

Once you start Teaching

You should have had a staged introduction to teaching a full lesson. It is advisable that you teach parts of a lesson before you embark on a full one-hour (or 100 minute) lesson before half term in October. You might be asked to create an exciting starter , team teach or work with a small group. Whatever you are asked to do, it must be planned and checked with your mentor.

Lesson planning

You will have had some guidance in induction with regard to lesson planning and this will continue throughout the course. However, the main guide for your planning will be your mentor and the other teachers that you will be taking the lessons for. It is essential that you check your plan with them well in advance of the lesson that you are to teach. Some mentors ask for the plan 48 hours in advance, some more, some less. In your weekly mentor meeting you should discuss what you are teaching for the week after and be able to go away and map out what the pupils are to learn in those lessons. **Please note that a lesson plan must be written for every lesson. It is an essential part of this year and your mentor is very likely to say that you cannot teach if you do not produce the lesson plan for the lesson in the time expected.**

As a guide, you should have your plans ready at least 48 hours in advance of teaching the lesson so that you have a chance to change your mind modify the plan based on the other lessons you have taught.

It is very important that you are including all the school policies and routines in your lesson plans. For example, if the school has a policy that all pupils must wear full uniform then you must allow time for checking and correcting this at the start of your lesson. Your role as a trainee teacher is to be compliant with the school ethos and routines while still bringing excitement and creativity into your lessons.

Evaluations

It is essential that you evaluate every lesson that you teach. It is best to do this a while after the lesson when you have had time to reflect properly as to how it went. Try not to focus entirely on the behaviour of the pupils, but on the quality of the learning and the progress that the pupils have made in that time with you.

The Five Whys

It is very easy and very tempting to fudge an evaluation. You must be rigorous. There's a technique used in Total Quality Management that may help. It's called 'Root Cause Analysis' or, more popularly, 'The Five Whys'. It's based on the premise that if you ask 'Why?' five times in succession, questioning each answer in turn, you will eventually arrive at a useful answer.

For example, take as a starting point a statement like 'I had more behaviour problems in today's lesson than usual.'

Why? Perhaps because pupils were not engaged with the material.

Why were pupils not engaged with the material? Maybe because I tried a different approach to planning – not so detailed.

Why did you try a different approach to planning? Because I was short of time, so I borrowed a lesson from my flatmate, who said it would work.

Why were you short of time? Because I didn't start planning until too late in the evening.

Why did you start planning so late? Because I left it until after I'd come back from going out, instead of doing it beforehand.

And you are left with the root cause. Trying to be reflective won't work unless you're prepared to get down to root causes, painful though it may be. Being a reflective teacher means being tough with yourself, acknowledging the truth of what you discover, then acting on it. It quickly becomes a habit, if you apply yourself.

How to get the best from pupils

Pupils often thrive on **routines** in their lives. You need to make sure that you are watching carefully for the routines of your classroom teachers and try to match them. This is often a strain for trainee teachers as the teachers may have variations in their routines. However, the main school procedures should be common in all the classrooms. You should:

Use their names – initially aim to learn the names of five students per lesson; use their name at least three times during a lesson – once on arrival, once when asking a question and, finally, when they leave the class. You will soon learn them all and then your ultimate aim would be to refer to every student by name at least once in every lesson. You are not expected to know them all straight away but use your seating plan, and if a student has their hand up, don't just say 'Yes?' but look at your plan and say. 'Yes, Grace?' or 'Mohamed?'

Get to know your pupils– look at your data. Who struggles with reading, writing, or listening? How will you modify your lessons for these pupils? Who likes gaming? Who rides your bike to school? Who has a dog? Who is shy or extroverted? Who struggles with friendships? Think about them as people, not a class. They are mostly teenagers that you are teaching and as you well remember, this is a painful time – try to empathise with their plight.

Start well – greet the pupils at the door; let them know that they are welcome in your space. Smile at them and say hello. Praise the ones that are in uniform and politely ask the ones who are not to wait and get themselves together before they come in. Ask them how your weekend was if it is Monday etc. Engage with them. Do not be looking at a computer screen at the front of the class and ignore them as they come in. Give pupils time to get organised at the start of the lesson. They need a minute or two to set up their Computers and laptops.

Use positive language. If a pupil gives you a wrong or off-base answer say, "Well done for trying." and open it up to the rest of the class to see if they can build on the answer. Never say 'wrong' or 'no'. If a pupil has misbehaved the lesson before, do not start the lesson by reminding them of it; leave it in the past. It is up to you as the adult in the room to build the bridges with the pupils and mend what has happened.

Do not be scared to be animated and unplug the curriculum. This cannot happen every lesson; however, try using practical tasks to explain difficult Computing concepts. Engage their senses and share your enthusiasm for Computing.

Prepare and plan carefully – you cannot possibly expect all your pupils to make adequate progress in your lessons if you have not planned for them. You need to attempt to plan for each and every pupil and anticipate where some of them may struggle or excel and plan activities with this in mind. You should plan ahead and make sure you are building in a variety of activities in the lessons to ensure that all the pupils can engage in learning that they enjoy. Think about back up plans if the computers or software does not work.

Help them take pride in their work – display their work. Show them that it is valued.

Help them with their behaviour - Be positive with them; use praise as often as is comfortable. Stick to the school policy and be consistent.

Never give whole class detentions – this is simply not fair. It will damage your relationship with the class and their parents.

Do not get side tracked – some pupils see this as a form of sport. They ask this charming and friendly new teacher a personal question and you notice that they do not have to do any real learning for about 20 minutes. Acknowledge their question then quickly move the lesson on.

Try to volunteer for after school clubs/ helping with trips if you are able. If there is not one to volunteer for, why not start one, e.g., code club.

Support a colleague on break/ lunch duty and get to chat to students in a different context.

Observations of other teachers

During the first days in school, you will be observing many lessons. If unprepared or insufficiently focused, the process of observing can be tedious and unproductive. It is important also to note that when observing, you are provided with an opportunity to really get an insight into the teacher's craft. To help you get the most from observing, you should think carefully about the following:

- Plan, structure and focus the observations – thinking about what specifically you will concentrate on, how you will record the observation – timeline, classroom map, check list, events grid and what key conclusions can be drawn.
- The presence of an observer in the room will always have an impact – you should ask the teacher where they want you to sit, if they mind if you talk to the pupils and when/ how you should do this; how you should react to events which the teacher doesn't notice.
- Particularly when observing your mentor, they will expect you to engage with them and hopefully interact with the students, showing an interest rather than passively observing and taking notes at the back.
- If you are observing the classes that you will eventually take over and start teaching, use this as an opportunity to learn the students' names.

In the early days of your training, your initial observations of others' teaching can be bewildering, as there's just so much going on. You might find it easier if you take some points from one or two of the headings below as focal points for each lesson, and cover them all over a sequence of lessons rather than trying to do it all in one go. You're making the task manageable. Stay flexible, however, and be ready to re-focus if you see something interesting going on.

Classroom Management

Watch how the teacher brings a class into the room:

- Is there 'meeting and greeting'? Do students automatically slip into drilled behaviour and actions, like getting out books or folders, taking out materials, or do they have to be told? Can you identify any teacher behaviours that say clearly to students, 'You're in my space now, and it's for learning'?

- Is there something for the class to do immediately they enter the room (e.g. a starter activity on their desks, an interesting image on the board)?

- How does the teacher gain the attention of the class?

- How does the teacher deal with questions from students before the lesson proper begins? Does s/he spend time on theme there and then, or ask them to wait until later in the lesson?

- How are resources and teaching materials distributed?

- Evaluate the 'classroom climate' – does it feel purposeful. Is there a strong teacher presence? Is there a strong sense that we're going to get on with things quickly, but without rushing?

- There may be some behaviour management issues to be dealt with. How are they managed?

Management of learning

- How is the lesson designed to ensure progression? Is it related to assessment objectives, or assessment foci, or to attainment targets? Does the teacher share these with students? Is what it is that they will learn during the lesson? How? Is the statement of intended learning re-visited during the lesson?

- Is there evidence of a differentiated approach to meet the needs of individual pupils? How is it managed? (Look particularly at pupils with SEN or EAL requirements).

- In what ways is the lesson structured and sequenced?

- How would you describe the pace of the lesson?

- How are changes of activity ('transitions') managed?

- Are instructions clear? How does the teacher check that the instructions have been understood?

- Are approaches varied, with different activities, and move between whole-class, pair and group work, for example?

- How does the teacher manage feedback to students? What evidence can you see of praise and reward? Is there evidence of ongoing teacher assessment, or of invitations to pupils to peer- or to self-assess?

Questions for you to ask yourself after every observed lesson

- Did learning take place? Did every student learn something?

- Was the learning as specified in the lesson plan / learning intention?

- How do you and the teacher know that the learning was effective? How was the learning assessed?

After the lesson

Always try to have a discussion with the teacher as soon as possible after the lesson. Be very tactful, particularly if there were any behaviour management issues. Try a formula like, 'I was interested in the way you managed X. What's the best way to deal with a student like that?'

Find something positive for a comment – 'I really liked the way they just automatically moved into groups', and remember to thank them!

In the first few weeks, you should observe lessons with an open mind, watching what the teacher does, the language they use and what the corresponding responses of pupils are. It is very important to note how they follow through particular policies such as the behaviour policy as you will be expected to do the same when you start to teach. Once you have noticed the basics of the lesson, it will be time to look for particular aspects of the lessons such as assessment and differentiation. On the Computing Canvas site, you will find an observation proforma for observing other lessons.

In your first few weeks at school, you may be encouraged to follow a pupil. You should note how / if the pupil behaves differently in various lessons. If you are having difficulties with a particular group of pupils or an individual, you should go and see them in your other lessons to see how other teachers handle them.

Once you start teaching, it is easy to slip into routines of planning, teaching and marking and nothing else. However, you are still in training and need to be observing other teachers as much as possible, not only in other subjects but also other key features of the school day such as tutor time, assembly, duties and extra-curricular activities.

We can learn so much from observing other subjects in terms of advancing our pedagogic techniques for example how do they teach in other core subjects such as maths or science; humanities or MFL; or practical subjects such as PE or Drama? If you are only teaching KS3 and KS4 on your first placement observe KS5 too.

As you progress, peer-observation can be a really useful tool, not only to help you reflect on your own strengths but to give suggestions in a non-judgmental way of another trainee; try setting up observations with other trainees in your school or subject .

If you are having difficulties with a particular group of pupils or an individual, go and see them in their other lessons. Watch how the other teachers handle them. This can be very powerful when the pupil comes back to you next day and you can tell them how great they were in Art and that you want to see the same in your lesson, as it was a joy to behold!

Learning Students' Names

Learning students' names is a common challenge for new teachers, especially if you haven't been in an environment like a school before. You are also having to remember a lot of new information, which will be putting pressure on your memory and "there is a limit to how much *new* information the human brain can process at one time" (Centre for Education Statistics & Evaluation, 2017). Be patient with yourself throughout your teacher training year. Asking students to wear stickers or make name plates by folding a piece of paper in front of them won't do any harm. But here are my top three tips for remembering students' names.

Ask your mentor for their SIMs seating plan or class chart

These charts usually feature a photograph of each student and where they are usually positioned in the room. This visual representation of the class could improve your recall of names and you could even jot down additional notes as you learn their individual personalities. You could choose to change their seating plan as part of this process if your mentor agrees, and by strategically moving them you will be using and recalling their names. Remember to keep these documents safe in line with the school's data protection policy.

Start to record little bits of information about the students under their name. For instance, you might have a boy in one class called Billy Smith and you might learn that he loves Star Wars and has a dog called Yoda. This will help you to profile your students, allowing you to tailor your planning to their needs and smash Teacher Standard 5. It will also encourage the information to move to your long-term memory, which means you should soon be able to recall students' names with ease.

Use your lesson planning strategically to learn names

Plan activities in your first few lessons that involve students using their names and interacting with you and each other. Asking them to pitch something to the class and introduce themselves properly first is good and develops their communication skills. Most ice-breaker activities involve introductions, use of names and sharing their interests or hobbies, so you could use those and that will give you valuable information for your class profile. You should always pre-plan your groups if using collaborative activities such as paired coding. Never let students choose their groups on the day. Spending time putting students into groups prior to the lesson will help you learn their names.

Knowing and using students' names is really important in demonstrating CCF 1, and crucially in my experience, students don't care how much you know until they know how much you care. By using these strategies to quickly build relationships, you will notice an improvement in engagement in your lessons.

Mentor Meetings

Mentor sessions are pivotal to your success. You have an entitlement to one hour of your mentor's time every week. Allocation of this time is arranged differently in schools across the partnership, but it is important to remember that provision of the mentor hour is part of our Partnership Agreement with the schools so you need to let us know if you are not getting your entitlement. To make the best use of such a brief period, experienced mentors have found that it's useful that you draw up an

agenda for the meeting prepared in advance, and that brief notes or 'minutes' should be taken during the meeting by you, with targets and points for action noted – this should all be recorded in your **Pebble Pad.**

You should prepare for each meeting in advance by:

- Identifying the suggested focus for the week using the programme in the mentor handbook and confirming agreement with your mentor. This programme is flexible and you or mentors can negotiate another focus to meet individual needs at any time.
- Reflecting on your progress against the CCF since the last mentor meeting using the Phase Reports.
- Reflecting on the overall school-based training over the past week.
- Reviewing what progress has been made towards current targets during the week, with reference to lesson evaluations or other sources.
- Agreeing an agenda for the meeting with the mentor in advance of the meeting.

During the meeting you should update your Professional Pebble Pad by:

- Highlighting the relevant, agreed upon statements that best reflect your progress against the Teachers' Standards after discussing this with the mentor. Note where the evidence can be found that demonstrates the progress made.
- Keeping a summary of key discussion points.
- Identifying targets (coming out of the discussion) for the forthcoming week and strategies for achieving them.
- Complete a 'To Do' list as required.
- Share the Pebble Pad with the mentor

After the meeting you should:

- Make additional comments on progress if requested.
- Ensure the Pebble Pad has been updated

Inevitably, much of the time in mentor meetings will be used to review lessons or parts of lessons already taught and to plan those of the week ahead; however, it is important that wider pedagogical and professional issues related to the teaching of Computing are regularly addressed. These will arise from your current experience but will also be suggested by the content of the University and the School Professional Studies programme and the University curriculum sessions, as well as by the curriculum directed tasks set by the curriculum tutor and the curriculum assignments. This professional dialogue is important for both trainee and mentor. Therefore, mentors and you might additionally discuss and comment on all or any of the following:

- a key issue in Computing teaching
- an area of substantive subject knowledge;
- one or two particular difficulties in much more depth, devising training experiences to help overcome these;
- work that will contribute to a written assignment;
- the subject knowledge audit and suggesting ways of making good any gaps;
- feedback from lesson observations – please note that Mentors need to complete one lesson observation per week after the Autumn Half Term using the official observation schedule. These can be downloaded from www.sussex.ac.uk/education/iteforms

- There is limited time for curriculum or mentor sessions and missing one will mean that something vital is missed that will not be repeated.
- In either case, you should find out what you have missed and fill any gaps. Of course, illness and extreme personal difficulties afflict us all from time to time, and university tutors

and mentors will be sympathetic and supportive in the event of personal need. Tutors, however, must be kept informed.

Lesson Observations of you

Once you start teaching parts of lessons and then whole lesson, you should be informally observed every lesson with, ideally, three, 'What Went well' strengths and three 'Even Better If' areas for improvement. Some trainees find it useful to provide the mentor or class teacher with an exercise book where they can jot down some notes so you have it all in one place.

After October half term you will be observed formally every week by your mentor, another member of the Computing department, or, on occasion, the Professional Tutor using the form below.

It is vital that your mentor/teacher gives you 3 strengths and 3 targets to work towards. You copy the details of this observation into your Pebble Pad. Note that the mentors must comment on your subject knowledge or pedagogy. You should also keep the form that the teacher observer completes as evidence.

Listening to feedback: the line between self-reflection and self-doubt

For all kinds of reasons, the success of your placements comes down almost exclusively to your ability to demonstrate that you are able to listen to feedback. Pedagogically, the very least someone watching your lesson can give you is a new perspective on what they've seen. At the very least, they will be able to pose questions for you to reflect on, some of which might be more difficult to hear than others.

Fundamentally, feedback ought to be two-way, and *collaborative*. Sadly, this might not always be the case and feedback can feel generic and not really constructive. Worse still, you might even feel like the feedback that your mentor or class teachers are giving you isn't relevant to what you're trying to achieve.

But whether you like it or not, it's important to demonstrate that you can take on board feedback with perspective and grace. The trouble is that people can be giving you feedback from their own angles, and expect you to coordinate it in your mind to create what might end up looking like Frankenstein's Monster, if you're not careful. The key is what you choose to do with the information, and for you to be honest with yourself about what is best for your practice and the students.

Five questions to ask yourself when receiving feedback

1. How am I reacting to this in my gut?

As odd as this sounds, acknowledging our gut emotional reactions to situations is important. If you feel upset, frustrated, exasperated, irritated or just apathetic, then it's important to recognise it. Once you do this, you can create space between your mind and your feelings, a sense of perspective, and be in a place to hear the feedback in the most effective way.

2. What truths do I need to acknowledge?

However irritating it might feel, acknowledging what you might need to develop is vital. Is there something about a class that bugs you? What is it? Is there an area of your subject knowledge or software skills which isn't as sharp as you'd like? Acknowledging these types of things – and how they might get in the way of your development – is vital.

3. How can I turn this into something positive?

As annoying as this sounds, always try and turn feedback into something positive. Being relentlessly positive might feel counterintuitive at times, but taking away a learning point, or something to work on, is actually incredibly empowering if you give it a chance. It can also be frustrating for mentors and class teachers if you react to their feedback with defensiveness. Some of the most powerful influences on many trainees' practice started out as things which felt completely counterintuitive at the time: things like counting down from three for silence, or insisting on an orderly exit in a specific way. These are small things, but they can make a massive difference and you will find it easier if you take feedback onboard.

4. What tangible routes forward can I plot?

If you're unclear about the specifics, be clear with the person feeding back to you: what tangible actions are needed to create the most effective next steps? Agreeing two or three specific points of action is a really empowering way of making this happen. Be really specific about how feedback links to other pieces of feedback you have received. Remember, the common denominator in all feedback is *you,* so it's absolutely vital that you hear and receive feedback in a way that helps you to improve.

5. Where can I see this in action?

Try to use space in your timetable to see examples of what is being discussed in practice. There will be pockets of excellence in and around the school where you can see examples of best practice. Go and seek them out!

PebblePad

Section 1: Assessment of Professional Practice

Your two Professional Practice placements are primarily assessed by Mentors and Professional Tutors and reported to the University via Phase Reports on PebblePad. The Phase Reports completed at five points over the year (Phase A -E), acting as half termly assessment reports on your professional practice (Phase Report A – Phase Report E). Your progress is monitored carefully and regularly by your subject Mentor, your Professional Tutor, and your University Tutor through continuous formative assessment. There are descriptors for each area of our ITE curriculum which are staged at each of the five review points (Phases A-E) which you will find on the Phase Reports.

The descriptors provided are used formatively on a regular basis to promote an ongoing profession al conversation with all stakeholders across the Partnership about the current level you are working at.

As you progress through the training year, you are *working towards* meeting the Teachers' Standards in Phase E. The final summative assessment (Phase E) is derived from rigorous professional judgements from across the Partnership where you should be meeting all the Teachers' Standards. Each Teacher Standard will be assessed by university and school-based partners on the available evidence and will consider the setting and context of the complementary school experiences in which your training has taken place.

Part 2 of the Teacher Standards relates to personal and professional conduct. As you are embarking on an ITE programme, you will need to demonstrate that you possess the required attitudes and behaviours as an element of the assessment. No matter which route to QTS, all trainees are expected to demonstrate high professional standards from the

outset and across all phases (Phases A-E). Part 2 of the Teacher Standards is assessed at each phase as Pass or Fail as an expectation of the course throughout.

Section 2: PebblePad

PebblePad is a personalised electronic portfolio system designed to support trainees in their personal and professional development as teachers. It is completely web-based and works by providing trainees with a flexible way to plan, record and reflect on their learning over the teacher training year. Trainees use PebblePad to create records of their learning, experiences and achievements in order to evidence the growth of knowledge and skills as a teacher through a number of different workbooks. Trainees can easily share their learning 'assets' with Mentors, Professional Tutors, University Tutors, employers and peers, internal and external to the university, and invite comment and collaboration. Mentors and Professional Tutors or any other school-based colleague who is involved in the training and assessment of teacher trainees has access to PebblePad where they can review and comment on trainees' development over the course of the training year and scrutinise/quality assure evidence of meeting the Teachers' Standards at the end. Integrating with the University VLE (Canvas), trainees collate weekly reflections against the ITTCCF, record weekly Mentor meetings, collate lesson observation feedback, review subject knowledge, upload recordings of teaching practice and collect evidence towards meeting the Teachers' Standards at the end of the training programme on PebblePad. In this way, PebblePad ensures that we can enhance sharing of our assessment processes effectively with school partners and also streamline trainee workload.

Curriculum Tutor School Visits

The curriculum tutor visits each Computing trainee with a minimum of one per placement. The focus of these school visits is to review trainee progress through a joint lesson observation with the mentor with evaluative feedback and a review of the PebblePad and other evidence towards meeting the standards from your files. Additional visits can be arranged if necessary at the request of either you or mentors.

The purpose of a curriculum tutor visit is to provide you with feedback on your progress, to identify strengths and to develop strategies for improving practice and moderate school-based training. Curriculum tutor visits are therefore nearly always exclusively formative and should **not** be viewed as a kind of formal assessment of classroom practice.

- The curriculum tutor asks you to identify suitable visit dates from a list circulated early in the autumn term.
- In the interests of moderation and professional development, it is essential to arrange a joint observation between the mentor and curriculum tutor.
- Once the date and time have been decided, the trainee is expected to notify the mentor and the Professional tutor in school. Please note - you will not be visited without notice.
- On most school visits, the curriculum tutor will observe the trainee teach a lesson. In preparation for this visit you should prepare a lesson plan (using or based upon the Computing lesson planning proforma), identify a suitable focus (linked to Teachers' Standards) and arrange for the curriculum tutor to be guided to the teaching room on arrival.
- Ideally it is helpful if there is time before the lesson to discuss this focus.
- Following the observation, the lesson is reviewed jointly with the mentor. The tutor will also check the trainee's PebblePad after the debrief.
- At the end of the visit the curriculum tutor provides a written report on the visit and the trainee is expected to email your own evaluation to the tutor and keep a copy for your records.
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Part Four: Extra Notes

Where to get help

Where to get help
Whilst your tutor is your first port of call, there will be times where you might need to gain the support of other professionals offered by different University services.
For general advice on the following issues, please visit the Student Life Centre:
https://www.sussex.ac.uk/studentlifecentre/
•   Dealing with a crisis
•   Developing study skills
•   Health concerns
•   Mediation
•   Money worries
•   Personal issues

For advice and guidance on mental health and wellbeing, please visit the Student Life Centre here: http://www.sussex.ac.uk/wellbeing/mentalhealth

Other services for mental health support:

The University has signed up to Togetherall A 24/7 online community where you can anonymously access mutual support, self-assessment, self-guided course, creative tools. Togetherall's mental health professionals are available 24/7 to keep the community safe. Just register here to use the service free of charge.

Shout is a confidential mental health text support line run by volunteers that is available 24/7. You can text shout at 85258 if you are struggling with low mood, anxiety, relationship difficulties, issues with bullying, are feeling suicidal, or if you just feel overwhelmed and are struggling to cope.

Student Space is a free resource for all students, providing dedicated support services for students, by phone, text, email and webchat in addition to information and tools to help you through the challenges of coronavirus.

HOPELineUK offers phone support for young people (under 35 yrs) who are experiencing suicidal thoughts. Call 0800 068 4141 or text 07860039967 between 9am and midnight every day.

Samaritans: 24hr crisis phone line 116 123 or check out their mental health/Covid-19 resources mental health/covid-19resources

Stay Alive app is a pocket suicide prevention resource for the UK, packed full of useful information to help you stay safe. You can use it if you are having thoughts of suicide or if you are concerned about someone else who may be considering suicide. It includes a safety plan.

For any urgent mental health concerns, please phone the Brighton & Hove Mental Health Rapid Response Service (MHRRS) Telephone: 0300 304 0078 or Sussex Mental Health Line for support & advice: 0300 5000 101. Both are open 24 hrs/day 7 days/week.

For emergencies: dial 999 off campus, and Security on campus 01273 873333 (3333 from room phone).

For advice on finding jobs and experience, help with CVs, covering letters, applications, and job interviews, please visit the Career and Employability Centre at http://www.sussex.ac.uk/careers/applyingforjobs

If you are unhappy with your experience and are convinced that it isn't working out, you should:

1. Contact your **Curriculum Tutor** and keep him/her informed of developments.
2. **Re-read the Main Handbook** sections on responsibilities and school experience entitlements.
3. Discuss the issue with the **Professional Tutor** or **Mentor**.
4. If there is no improvement, the Curriculum Tutor will visit the school and arrange for a **supervisory conference**, involving the Professional Tutor, Mentor, trainee and any other parties involved.
5. The supervisory conference may result in a **Support Plan** – a way forward agreed by all parties.
6. Implementation of the Support Plan will be closely monitored.

Support Plan

Occasionally, mentors and/or professional tutors may feel that you are not achieving the appropriate amount of progress for the relevant stage of the course.

During each half term they will need to consider if are any of the following clearly evident:

a)   your attendance, punctuality and dress are poor.
b)   you demonstrate very little interest in, or rapport with, pupils.
c)   you, on several occasions, fail to meet deadlines with respect to reasonable requests from them or colleagues in the department (e.g. you fail to submit lesson plans on time).
d)   you show little interest in the life of the department (i.e. resources available, routines, day-to-day procedures).
e)   you fail to establish a working relationship with your mentor and/or your colleagues.
f)   you seem to express excessive concern about teaching an entire class.
g)   you demonstrate a poor professional demeanour, often indicated by bad manners and an impolite attitude towards established staff.
h)   you fail to respond to the professional advice given by mentors.
i)   you demonstrate insufficient subject knowledge.

If any of the above signs are evident**,** your mentor should contact your curriculum tutor with a view to initiating a support plan. The mentor, curriculum tutor and professional tutor will discuss targets with you and establish how they will support you in order to meet these targets, usually within two weeks. Please note, that being put on a support plan should not be seen as a sign of failure, and the majority of trainees who get put on one, meet their targets successfully and go on to complete the placement and pass the course. In the rare case, where trainees show insufficient progress towards meeting the targets, they might then proceed to the 'Cause for Concern' procedure. Please see the main handbook for more detail.

Keeping in touch

Your school placements are scattered throughout Sussex and beyond. Each of you may well feel geographically and emotionally isolated. Even when there aren't any serious problems it's good to talk so remember the Canvas discussion forum. Also, use email, texting and so on to maintain informal support networks.

What do you have to help you before you ask us? Who and what can help you?

It is important to recognise that even though sometimes this course can feel lonely, you are not alone. So, you find yourself in a situation where you are unsure about an aspect of the course. What should you do? Your first port of call is this handbook as well as the main ITE handbook. Please do get in the habit of looking for yourself before you reach for the email of your tutor.

If you cannot find what you need or are still unsure, ask someone from your peer group. You can email, obviously, or you could use the forum on Canvas (that way a tutor may see and be able to intervene and help). Chances are that if you are struggling with something then someone else is too and you may well have saved them the bother of looking it up.
There is a very useful phrase often used in schools to think of in these circumstances:
>   *Brain*
>   *Book/Board (in our case, handbook or Canvas)*
>   *Buddy*
>   *Boss*

Basically, we believe that the majority of normal questions could be answered in your handbook, were talked about in a tutorial, were in an email, are on our Canvas site or you could look them up in a book. If you have exhausted all these options or it is something that could not possibly be covered by these methods – then ask your tutor. It is really important that you are not constantly asking questions of your tutor of areas that have been covered elsewhere, this takes up too much of their time and does not allow them to use the time for real development of the trainees in their care.

Expectations from Us and from You

What you can expect from us:
- Swift responses to your email communications (within 24 working hours hopefully). Please bear in mind that when we are in 'observation mode' this might be a little bit longer as we are out and about all day and not near email.
  - *Saturday and Sunday are days off for all of us. If you send an email at 5pm on Friday night, please do not expect a response before Monday morning Please note I am contracted to work Wednesday afternoon and Fridays for University and I work in school on the others day of the week, so on those days responses may be slower as I will be teaching myself. Please note that the university also has closure days at Christmas and Easter when tutors will not be checking emails.*
- Courteous email communications
- Support and guidance
- Guidance for your assignments
- Response to your draft assignments
- Observations with a positive slant and targets that will help you to make progress
- As good a match to a school and a mentor as we can muster
- A rich variety of Curriculum Studies with elements of fun
- A sense of humour
- A sympathetic ear

What we would like from you if possible:
- Commitment to the course in all that you do
- Professional approach at school and at University on Fridays – this includes the use of electronic devices to 'take notes' but not to be texting your friends.
- Self-reliance as much as is possible – try to find things for yourself. Read your own handbook and note the key dates for the course.
- Discretion with regard to your school life and your University life. Please use social media with caution and professionalism**.**
- Honesty – try to give us constructive feedback.
- Keep up to date and stick to the deadlines given
- Swift responses to emails from us (same as us, 24 working hours would be good)
- Reading Canvas announcements
- Accept that you are very important to us, but so are the rest of the cohort
- Accept that you are the trainee and take your targets in the supportive spirit that they are intended (your benefit)
- Be punctual
- Be at all sessions and if you cannot then let your tutor know *before* the session is due to start

Part Five: Assignments

Throughout the year, you will have to carry out some tasks. Some are smaller and just about you finding information out that will help you in your teaching, some are more substantial and will form part of your masters level assessment on the course. We are here to help and guide you all the way. We appreciate that many of you are new to social science writing and will be nervous. Try not to worry; just talk to your tutor.

Induction tasks
Induction tasks

Induction Task 1: Starters/plenaries	✓ Plan and deliver a 5 minute starter/plenary **in a weak topic from your subject audit.** Be prepared to give and receive 3 stars and a wish feedback from the group.	Deadline: Friday 22nd September 2023

Induction Task 2: Getting to know your placement school	When you learn where you will be for your first school experience, using the internet research the school and its area: ✓ Where is the school? Town or country? Transport links? ✓ How many students on roll? Numbers of students with Special Needs and Free School Meals/Pupil Premium, English as an Additional Languages. ✓ The school day – start and finish, times of break and lunch, how many lessons a day? ✓ Find the most recent Ofsted report using https://reports.ofsted.gov.uk *and look at the school's strengths, areas for improvement and* priorities for the future; identify any whole school performance data using https://get-information-schools.service.gov.uk/ Think of at least 3 questions for your mentor!	Deadline: Friday 22nd September 2023
Induction task 3: Developing subject knowledge	Complete either a GCSE or an A level paper in full and mark it yourself.	Deadline: Friday 22nd September 2023
Induction Task 4: Lesson Observation Task – relating reading to practice	✓ Read and make notes on Redondo, A. (2016) in Capel, S., Leask, M. and Younie, S (2016) *Learning to Teach in the Secondary School*, 7th Edition, Routledge, Chapter 2.1 'Reading classrooms: how to maximise learning from classroom observation' ✓ Using the observation sheets on Canvas >> Key Documents>> Proformas, make notes of three of the lessons you observe in your first two weeks in your placement. Can you relate your observations to what you have read? ✓ Write your reflections in your reading journal ✓ Be prepared to share your observations with the group	Deadline: Friday 6th October 2023 Start this on Wednesday 20th
Induction Task 5: Reading and critically reflecting on a research paper	The research paper is: Newton PM and Miah M (2017) Evidence-Based Higher Education – Is the Learning Styles 'Myth' Important? Front. Psychol. 8:444. doi: 10.3389/fpsyg.2017.00444 Read the Paper which you can find on Canvas Research and find three suitable references (a journal, a book and policy).	Deadline: Friday 14th October 2022

	Write a minimum of three paragraphs that engages with the paper using theory, policy and practice. Include a minimum of three references at the end of the text (a journal, a book and a website) using Harvard referencing http://www.sussex.ac.uk/skillshub/?id=379	
Induction task 4: Extra-Curricular activities	Investigate the different extra-curriculum activities which are available in your school / college. Sign up to support an activity for a minimum of a half term and write a reflection on the activity, the support you give, and the impact on student.	Deadline: Friday 8ʰ December 2023

Induction Task 6:
Resource sharing session
	✓ Starter, plenary and game swap shop: Bring and share instructions for
	    the best 3 activities you have tried or observed so far. Critically evaluate
	    in terms of student learning and engagement.
		Deadline:
		Friday 15ʰ December 2023

You will also need to upload the teaching timetable that you will be following by Christmas (**approx.. 8 hrs** per week fulltime/ 4 hrs parttime) as soon as you have this. Your curriculum tutor will check it to make sure you have a mentor hour timetabled, you don't have too many shared/ split classes/ different teachers etc.

Applying Professional Knowledge (APK) assignment.

During the Autumn term, you should begin working on your Applying Professional Knowledge (APK) assignment. It would be helpful if the mentor could guide the trainee towards an appropriate class and pedagogical approach e.g. *What questioning strategies are most effective for pupil engagement - in relation to class 10X?'*. Details of the assignment are given below.

In consultation with trainee's curriculum tutor and mentor, identify an appropriate topic in trainee's specialist curriculum and/or phase to develop a unit of work or sequence of lessons.

Using established school based models, research literature and electronic resources as appropriate, critically reflect upon different approaches to both teaching and learning and outline how trainee's own unit of work develops existing practice and responds to the specific needs of pupils in your professional practice placement.

The unit of work/sequence of lessons should be designed so that it could be taught over a period of approximately 4 - 6 hours pupil contact time as a norm. The lessons should be taught in part or in full during professional practice in the Autumn, or first part of the Spring terms.

Advice should be sought from trainee's curriculum tutor and mentor about the overall learning objectives and the most appropriate time to plan and teach the lessons. Enough time should be left to ensure that all issues arising from its teaching and assessment should be fully evaluated.

The assignment itself should therefore include the following:

A Rationale - this should include a discussion on why the topic selected should be taught, how it responds to statutory requirements in trainee's subject area/phase as well as the local needs of the pupils that you teach. It should explain why teaching and learning approaches have been adopted,

an analysis of how pedagogic theory informed planning as well as how pupil learning is assessed. A variety of scholarship should underpin this discussion.

The Unit of Work/Lesson Sequence - this should include an overview grid outlining objectives and learning outcomes, more detailed lesson plans, teaching and learning resources and assessment activities and criteria. Individual taught lessons will also include evaluations on an agreed format.

Evaluation - this should reflect upon the overall impact of the lessons on pupil learning as well as issues emerging from individual lessons. Strong assignments will include critical analysis which pick up on issues discussed in the rationale and relate these to relevant literature and scholarship. If teaching every lesson has been difficult then critical reflections upon how prior teaching episodes informed the planning process should be included. The evaluation should conclude with a clear indication of how this lesson sequence planning could be developed.

APK dissertation via Turnitin due: Thursday 22nd February 2024 by 5pm

In order to help structure, the APK assignment for you, you will also have the following internal deadlines to upload onto Canvas:

Assignment	Date
APK Draft proposal	4th November
Draft APK Literature review for peer review (500 words)	5th December
APK Draft Literature review 1000-1500 words	12th December
APK Draft Evaluation approx. 1000 words	3rd February
APK appendices	24th February.

Part-time APK deadlines
Proposal 9th December
Draft Lit Review 10th Feb
Draft Evaluation 21st April
Final Due Date 9th June

Reflecting on Professional Knowledge (RPK) assignment.

The final Masters assignment of the course is like a viva in that it is a spoken interview with complementary folder of appendices. This interview involves a professional discussion with your tutor and a mentor about your progress of a selected pedagogic area underpinned by evidence informed scholarship.

For the full details and all the regulations, you have to read the main handbook and I would encourage you to do so.

RPK Final Assessment Deadlines

RPK critical reflections form: Monday 15th May 2023 by 9am
RPK assessment window: Monday 15th - Friday 26th May 2023

Part Six: Reading List

ITE Computer Science Reading List 2023/24

The following is a list of books for each of the key topics taught during university curriculum and professional sessions. Please be assured that you are not expected to read everything from this list, rather this is to be treated as a reference point for you to go to should you wish to supplement your reading on a particular topic or area of focus or as a starting point for your academic assignments. The key reading prior to curriculum studies sessions will be clearly published on the curriculum programme on a week by week basis, giving you time to read, digest and critically reflect on the issues raised. Further reading is provided for the Professional Studies lectures and seminars and is available on the RPK Canvas site.

1. **Computing teaching and learning:**

Research review series: computing - GOV.UK (www.gov.uk)   **Ofsted**

Teaching Computing in Secondary Schools: A Practical Handbook – William Lau
,
GCSE Computer Science S Robson and PM Heathcote

Ofsted summary framework
http://www.icompute-uk.com/news/ofsted-for-computing-leads/

National curriculum for KS3 and KS4
https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study/national-curriculum-in-england-computing-programmes-of-study#key-stage-3

https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study/national-curriculum-in-england-computing-programmes-of-study#key-stage-4

General reading texts

Capel, Susan Anne. *Learning to Teach in the Secondary School : A Companion to School Experience*, edited by Marilyn Leask, et al., Routledge, 2016. *ProQuest Ebook Central*, https://ebookcentral.proquest.com/lib/suss/detail.action?docID=4542844.

Allison, Shaun, et al. *Making Every Lesson Count : Six principles to support great teaching and learning (Making Every Lesson Count series)*, Crown House Publishing, 2015. *ProQuest Ebook Central*, https://ebookcentral.proquest.com/lib/suss/detail.action?docID=2066098.

Useful Websites

- https://www.youtube.com/channel/UC0HzEBLIJxlrwBAHJ5S9JQg -
  Youtube channel run by craig and dave with videos for GCSE and A level
- https://isaaccomputerscience.org/ - A level and GCSE content & teacher CPD
- https://teachcomputing.org/ - excellent website with resources for KS3, KS4 and KS5
- https://nearpod.com/login?referer=/library/ - create a quiz, matching terms, missing words and draw it

- [www.classtools.net:](http://www.classtools.net) create free quizzes
- https://create.kahoot.it/: create free quizzes
- https://quizlet.com/en-gb: create free quizzes
- [http://www.bbc.co.uk/schools/gcsebitesize/Computing /:](http://www.bbc.co.uk/schools/gcsebitesize/Computing) free content for GCSE Computing
- https://www.bbc.co.uk/programmes/b006m9ry – BBC click great for introduction to a topic such as AI or benefits of computer gaming
- https://www.theguardian.com/business/2021/jul/21/why-the-bank-of-england-has-its-head-in-the-cloud-over-data-security - computer science section in the guardian

Awarding Bodies for Examinations:-
- www.aqa.org.uk
- www.edexel.com
- www.ocr.org.uk
- www.icaa.com
- www.wjec.co.uk
- https://www.ocr.org.uk/qualifications/cambridge-nationals/
- https://qualifications.pearson.com/en/qualifications/btec-nationals.html

Professional bodies:-
British computing society

https://www.bcs.org/content-hub/

Here's where you'll find the latest industry news, videos and blogs from BCS alongside expert opinion, lectures and debate.

Teach Computing
[The essential toolkit for secondary computing teachers (teachcomputing.org)](https://teachcomputing.org)
This useful to get free membership as it has resources and free computing courses, computing lesson plans and resources.

https://www.computingatschool.org.uk/custom_pages/412
CAS's mission is to lead and promote excellence in all those staff involved in Computing education in schools. Our aim is for computing – with Computer Science at its heart – to become firmly established in all Primary and Secondary schools alongside maths and the natural sciences. CAS speaks for the discipline of computing at school level – including Further Education – but not for any particular interest group

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