



Initial Teachers Training Early Years Teachers Status



**Partnership Handbook
Employed
Trainees/Settings/Mentor**

Contents

Contact details

Vision for excellence

Programme information

Cross Curriculum rationale

Placement requirements

School Placement

Trainee Protocol

Fitness to practice/study

Responsibilities of settings and mentors

Trainee responsibilities

Programme team's responsibilities

Mentor responsibilities

Associate mentor responsibilities

Preparation for Viva

Partnership selection and Quality Assurance

Setting de-selection process

Safeguarding

Suitable people

What to do if you have a concern

Appendix

1. Induction checklist
2. Setting experience discussion
3. Placement record form
4. Embedding the Core Content Framework

Early Years Teacher Status Programme Contact details

Early Years Teacher Status Programme Lead:

Lauren Whale- l.whale@gre.ac.uk

Early Years Programme Leader

Jill Harrison- j.harrison@gre.ac.uk

Tutor Early Years Teacher Status

Lauren Whale- l.whale@gre.ac.uk

Your Mentor:

Name:

Email:



Initial Teacher Education- Vision for Excellence

All children, young people and adult learners to have access to research informed **excellent** teaching and education.

Desired outcome

That the University of Greenwich Initial Teacher Education partnership inspires and empowers future educators in order to raises expectations and outcomes for all.

Welcome to the partnership Handbook for the Early Years Teacher Status.

This handbook is written in support of the work of the trainees, setting leaders, managers and mentors and associate mentors. We have decided to write a handbook for all parties so that all are receiving the same information. Please read this in conjunction with the trainees programme handbook.

In order to achieve Early Years Teacher Status trainees will undergo a range of training, development and assessment activities that will vary according to their Pathway and their individual learning and development needs. To ensure national consistency all trainees, irrespective of their training and pathway, will be assessed for competence against the 8 standards

Training within each of the Pathways is further personalised to meet the needs of the Individual trainees, with the objective of their demonstrating the Teachers Standards (Early Years) across the Early Years Foundation Stage and its implications for KS1 and KS2 on completion.

The Workplace and Placement Programme

The placement programme has been devised to ensure that those seeking validation as an Early Years Teacher are provided with a range of opportunities that will enable them to gain the experience and skills they need to meet the National Standards. The trainee's Pathway requirements and ILP set out the training and placement experience the candidate will need to undertake. Trainees will be able to undertake this professional development in their own workplace setting; and will also require a 6 week placement in no less than 2 week blocks in another setting and 2 weeks in a school setting. A suitable placement will be arranged by the Early Years Teacher Status Programme Team in consultation with all concerned and with placement dates agreed. All Pathway trainees will follow a schedule of placement agreed between settings and the Early Years Teacher Status Team.

The learning and placement experience provide a holistic way to develop skills across the curriculum. Enabling trainees to learn more, know more and do more as they develop through the taught university curriculum and also the experiences in practice. This is underpinned by our cross phase curriculum rationale which encompasses the 3 I's, Intent, Implementation and Impact.

Cross phase curriculum Rationale

Learners lie at the very heart of our work: The University of Greenwich aims to both inspire and empower our future teachers in order to enrich the opportunities and experiences of students in their care.

Intent

Our intent is to provide a broad balanced curriculum that prepares our trainees to meet the individual needs of the learners they teach by:

- Designing and delivering a holistic and relevant curriculum that is fit for the 21st century.
- Ensuring that our curriculum is research based and underpinned by best practice models
- Meeting the needs of the local community as well as the national teaching profession
- A responsibility to meet the diverse needs of our learners
- Developing a partnership led curriculum

Implementation

The implementation of our curriculum is twofold in that we develop a programme that supports the curriculum that our trainees teach. We do this through:

- Delivering a holistic curriculum to ensure trainees are well equipped to teach in their phases
- Ensuring the learners our trainees teach are at the heart of our curriculum.

- Providing an innovative and research led curriculum that informs best practice
- Combining theory and practice through a collaborative approach with our partners
- Being flexible to meet the needs of our trainees and ultimately the needs of the learners they teach
- Being responsive to change

Impact

We make a difference to the education and lives of the learners we teach and ultimately that our trainees teach.

- Our trainees make good or outstanding progress from their starting points
- Our trainees enable learners to make good or outstanding progress from their starting points
- We support the needs of the diversity of the education workforce
- Our trainees will enable their learners to become confident, independent and self sufficient
- Our work will have a significant and positive impact on the national standards of education in comparison to our global competitors

The workplace and placement programme will provide opportunities to:

- Work with experienced practitioners in their role of leading, modelling and promoting effective early years practice.
- Reflect on the provision of effective EYFS practice related to baby/toddlers and young children
- Observe baby/toddlers or young children's routines and play activities
- Develop personal competencies related to the provision of baby/toddler or young children's rights, developmental needs and play activities
- Review and evaluate the provision of an effective care, play and learning environment
- Receive feedback from the Work-based Mentor/ tutor/ associate mentor
- Research and evaluate setting documentation, policies and resources
- Network and attend team meetings with colleagues
- Reflect and review personalised development needs against curriculum and how this links to the standards.

As well as providing Early Years Teacher trainees with additional experience in order to develop their skills in teaching an early years curriculum and through this meeting the standards, the placement programme is structured to support the trainees through the common assessment process leading to validation of Early Years Teacher Status. All candidates for Early Years Teacher Status, irrespective of their pathway, have to undertake a common assessment process. This ensures national consistency in the interpretation of

the Standards and provides a sound basis for the internal and external moderation of results.

Requirement for Workplace and Placement experience

One of the assessment requirements is that all trainees must have sufficient experience across the 0-5 age range to allow them to meet the Teachers' Standards (Early Years). In order to fulfil this requirement, experience of working with babies, toddlers and young children and of working with, leading and supporting teams of practitioners must be evidenced against the Teachers Standards (Early Years). For many trainees, this will mean that they undertake a work-based training placement as specified in the table below:

Trainees	<ul style="list-style-type: none">• Trainees will undertake placements, as required in negotiation with your tutor, to meet the Teachers Standards (Early Years).• A school placement of 2 weeks in KS1 is required to fulfil the requirements of the Teachers Standards (Early Years)• Trainees will need to have an alternative setting experience for a minimum of 6 weeks in no less than 2 week blocks
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Time In placement

A day in placement is counted as seven hours excluding lunch break, which must be for at least half an hour. If in the setting they eat with the children there must be a break away from them of at least half an hour. If the days are shorter or longer days then they can be recorded in hours. A record of this must be kept.

It is a good idea to vary the start and finish time so that both ends of the day can be experienced, as agreed with the setting manager or mentor/associate mentor at the setting.

School placement

Trainees will need to spend at least 2 weeks in a school following the school placement guidance for practitioners for working within a KS1 class. This might be a completely separate placement or within a longer placement in a school.

Purposes of the school placement

There are several important purposes of school placements:

- to learn from the school's practice in:
 - teaching of early reading (including synthetic phonics)
 - teaching early mathematics
 - group learning
- to find out about how the school organises the baseline and foundation stage profile assessments
- to apply learning from the school placement about teaching reading and mathematics to the teaching 3 and 4 year olds
- to enable the trainee to reflect on and improve readiness for and transition to school for children as they approach the school year in which they become five
- to contribute to the trainee's evidence for assessment for Early Years Teacher Status.

Preparation for school placement

1. Before beginning the school placement the trainee will learn about:
 2. Early reading, including synthetic phonics
 3. Early mathematics
 4. Group learning
 5. Assessment during the foundation stage

What trainees need to do during the placement

1. Introductory

- Meet teacher(s) and other staff
- Explain the purpose of the placement and activities you would like to be involved in, i.e.
 - teaching of reading including synthetic phonics
 - teaching of mathematics

- Profile assessment
- transition arrangements from early years settings into the school
- Arrange dates for future visits

1. Phase 1

- Observe teaching of both synthetic phonics and early mathematics. This may need one or two visits depending on the teacher's timetable.
- Spend time looking at available resources, books, IT resources etc. Also ask if you can see information for parents on reading and mathematics.
- Talk to the teacher after the session(s) - say what you found useful and make plans for the next session (be careful not to be a burden or make an intrusion on their time).

Phase 2

- Observe teaching again and this time support a group of children's learning under the teacher's guidance. You need to do this for both reading including synthetic phonics and mathematics.
- Make arrangements for the next visit when you will do some of the planning and more teaching yourself. Arrange this in line with the teacher's timetable and overall planning.

• Phase 3

- This time taking more of a lead with a group of children in the teaching of reading (including synthetic phonics) and early mathematics. This may need one or two visits depending on the timetable.
- Ask the teacher for feedback on your planning, resourcing and teaching. Thank them for their time and support.

Phase 4

- Arrange and make a visit to learn about how the school assesses for the end of Foundation Stage - depending on the time of year you may need to look at last year's assessments. You will also need to learn about how the setting does baseline assessments.
- Discuss transition arrangements and readiness for school from the school's perspective. This may be on the same visit as the Profile work or on another occasion, as convenient to the school.
- Make arrangements for further visits as necessary.
- Arrange for your *school placement record form* to be signed by the teacher/head teacher
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- **Arranging Placements**

Placements will be organised by the Early Years Teacher Status placement team in conjunction with the trainee. Trainees will be found a suitable placement with a good or outstanding Ofsted rating preferably with our trained Early Years Teachers. Placement information will then be sent to the settings.

When will the first placement start?

We expect trainees to begin their placements as soon as possible, once their **DBS check** has been satisfactorily undertaken. However, placements require administrative resource to organise and arrangements can take time so we request that trainees are aware of this.

Trainee protocols for Early Years Teacher Status placements

Each setting has its own policies and procedures and you must always take time to find them out and follow them. The following protocols are really important so please think them through and discuss anything you aren't sure about with your mentor/associate mentor.

- Negotiate your attendance times with the setting.
- Arrive promptly and fulfil the amount of time agreed.
- Inform the setting promptly if you are unavoidably delayed/ unable to attend.
- Check the setting's dress code and dress appropriately.
- Follow the setting's policy for staff mobile phones and cameras - this is likely to involve handing your phone in for safe keeping on arrival. Alternatively, don't take it into the setting.
- Get to know and follow the setting policies and guidelines, including as essential requirements:
 - Safeguarding
 - Child protection
 - The setting's equality policy
 - Health and safety
 - Emergency evacuation procedures
- Make notes and ask questions of anything you are not fully clear about. Return to these policies frequently.
- Be courteous - you are a visitor in the setting.
- Never make critical comments about practice.
- After an initial period of familiarisation/observation become an active, helpful participant.

- Respect confidentiality scrupulously - anything you learn about the setting, children and families must not be discussed outside the setting. This is really important.
- Ask if you aren't clear about how you should act or behave in specific situations.
- Keep your mentor and tutor informed of your progress.
- Highlight any issues that are worrying you to your mentor in the first instance.
- Maintain and have available at the setting your own records of the placement activities and your reflections on your learning.
- Be sensitive to the setting's other priorities - you may need to be flexible about how your own needs are met.
- Check with the setting their policy for staff meals and snacks.
- Check with the setting their policy on staff health requirements and medication.

If a trainee is unable to attend their Early Years setting for some reason they *must*:

- telephone the setting before 8.00am that day
- telephone the Placement coordinator

Where a trainee is absent for more than 3 consecutive days they should provide the Programme leader and the setting with a medical certificate confirming the reason for their absence.

Fitness to Study and Practice

Where a student's competence or capability may be in doubt and is giving sufficient cause for concern, on professional grounds to justify exclusion from future placements and in some cases the programme, the supervisor and or university tutor should inform the Programme Leader, who will notify the Head of Department and the procedures for referral to a fitness to practice panel, which has been approved by the University's Academic Council will be followed

The full policy can be found at:

<https://docs.gre.ac.uk/rep/sas/fitness-to-practise-procedure>

<https://docs.gre.ac.uk/rep/sas/fitness-to-study-policy-and-procedure>

The Workplace Mentor/associate mentor and Settings

The Responsibilities of Mentors and settings

The Mentor and Setting should support the work-based learning of trainees by:

- Attending training.

- Adhering to the requirements and parameters of the role.
- Understanding the support and guidance available to trainees throughout the programme from the Early Years Teacher Status team.
- Overseeing the induction of the trainee into the setting (as appropriate to the individual)
- Helping trainees to understand how practice links to the Teacher's Standards (Early Years).
- Acting as a facilitator to ensure that the trainees gain access to the opportunities and additional experiences they need.
- Ensuring that trainees are given opportunities to develop effective personal practice and leadership skills across the available age range within the setting.
- Encouraging a culture of reflective practice within the setting in order to identify and implement change.
- Supporting trainees to become independent and autonomous learners.
- Having an overview of the Teacher's Standards (Early Years) and assessment process so that they can support trainees in choosing appropriate activities/experiences for their observation visits, and portfolio of evidence.
- Supervision and support including direct observations of the trainees practice.
- Dependant on the pathway and as part of the programme, trainees must be involved in work-based learning activities. The kind of support and guidance required from work-based mentors during work-based learning will involve sharing practice and skills, offering ideas about different approaches and brokering access to different experiences and support from colleagues within the setting. The aim of such support is to increase the confidence and competence of the trainee in all aspects of their professional practice.
- Mentors are asked to write termly reports on the trainee's achievements within the standards. These reports and particularly the targets for development should be discussed with the trainee.

Early Years Teacher Status Placement Roles and Responsibilities

Trainees and Mentors will agree to and sign an agreement which sets out the expectations for building and maintaining a professional relationship. (See appendix)

The Early Years Teacher Status trainee will:

- be reliable & punctual and keep an up-to-date attendance record.
- be able to accept and act on constructive criticism and use this to reflect on their own practice
- be willing to engage with and promote the routines and procedures of the setting
- be able to develop professional relationships with staff and parents
- maintain confidentiality
- plan and implement tasks agreed as part of the individual learning plan and meetings with mentors/pathway leaders
- attend all training as agreed on the individual learning plan
- Will adhere to the code of conduct

The Early Years Teacher Status Programme Team will:

- devise with the trainee the individual learning programme based on their needs analysis
- appoint the mentor and obtain regular updates on the trainee's

- professional development
- liaise with the mentor and/or the setting manager about the trainee's progress
- monitor and evaluate the candidate's professional development within the placement
- be the point of contact and liaise with the setting on an on-going basis
- be the point of contact for all those concerned with the professional development of the candidate, and for the candidate.
- arrange tutorials in line with the individual learning plan

The Mentor will:

- target set for trainees reporting on impact on children's learning and development.
- Assess progress and development through the curriculum.
- maintain, and keep records of regular contact with the trainee at pre-arranged meetings to plan opportunities and activities in line with the individual learning plan.
- as appropriate and where it does not interfere with the routine of the setting, offer ongoing support and guidance as part of daily working practice.
- liaise with other members of the staff team to create opportunities for the trainee
- encourage the trainee to be reflective about her/his practice and the learning opportunities offered within the placement
- provide encouragement and act as a sounding board and support when the going gets tough
- liaise with the Early Years Teacher Status Programme Team to inform them of any issues and for advice and guidance.
- Mentors will have a separate handbook and training to enable them to support the trainees.

Associate mentors will:

- target set for trainees every 3 weeks to support their progress reporting on impact on children's learning and development.
- maintain, and keep records of regular contact with the trainee at pre-arranged meetings to plan opportunities and activities in line with the individual learning plan.
- as appropriate and where it does not interfere with the routine of the setting, offer ongoing support and guidance as part of daily working practice.
- liaise with other members of the staff team to create opportunities for the trainee
- encourage the trainee to be reflective about her/his practice and the learning opportunities offered within the placement
- provide encouragement and act as a sounding board and support when the going gets tough
- liaise with the Early Years Teacher Status Programme Team to inform them of any issues and for advice and guidance.

- Mentors and associate mentors will have a separate handbook and training to enable them to support the trainees.

Preparing for Early Years Teacher Status Viva

Preparations for the final assessment should not be left until the end of the final placement.

- Trainees are to build their portfolio using your placement activities using the expertise of their mentors for support.
- Trainees should be supported to prepare for visits, placements and assessments throughout the pathway.

Partnerships, Selection and Quality Assurance

Placements are asked to sign a partnership agreement which sets out how the partnership will work together. We provide each setting with a partnership file in which settings are given all relevant information needed to support their trainee and can also put all correspondence from/with the university in. We select placements using placements that we have an established relationship with through other programmes or by reviewing their Ofsted inspection as to the suitability of the setting to support the trainees. Triangulation of feedback is sought throughout the partnership. We ask trainees to give feedback on their experiences with the setting and settings to give feedback on their experiences with the trainees. Mentors also are asked for feedback on both trainees in the setting and settings support of the trainees. This process quality assures our placements and also gives grounds for de selection from the partnership.

De-selection of settings from the partnership

The university of Greenwich reserve the right to de select settings from our partnerships the following criteria sets out when this would happen.

- If there is a safeguarding incident in the setting which impacts on the quality of practice and children in the setting.
- If the setting wish to de select themselves.
- If a trainee and mentor feel that the setting does not offer the required support for the trainee.

Additional information

Early Years Foundation Stage- Statutory framework 2021

Section 3 – The safeguarding and welfare requirements Introduction

3.1. Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. The safeguarding and welfare requirements, specified in this section, are designed to help providers create high quality settings which are welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence.

3.2. Providers must take all necessary steps to keep children safe and well. The requirements in this section explain what early years providers must do to: safeguard children; ensure the suitability of adults who have contact with children; promote good health; manage behaviour; and maintain records, policies and procedures.

3.3. Schools are not required to have separate policies to cover EYFS requirements provided the requirements are already met through an existing policy. Where providers other than childminders are required to have policies and procedures as specified below, these policies and procedures should be recorded in writing. Childminders are not required to have written policies and procedures. However, they must be able to explain their policies and procedures to parents, carers, and others (for example Ofsted inspectors or the childminder agency with which they are registered) and ensure any assistants follow them. Child protection

3.4. Providers must be alert to any issues of concern in the child's life at home or elsewhere. Providers must have and implement a policy, and procedures, to safeguard children. These should be in line with the guidance and procedures of the relevant local safeguarding partners (LSP). The safeguarding policy and procedures must include an explanation of the action to be taken when there are safeguarding concerns about a child and in the event of an allegation being made against a member of staff, and cover the use of mobile phones and cameras in the setting. To safeguard children and practitioners online, providers will find it helpful to refer to 'Safeguarding children and protecting professionals in early years settings: online safety considerations' .

3.5. A practitioner must be designated to take lead responsibility for safeguarding children in every setting. Childminders must take the lead responsibility themselves. The lead practitioner is responsible for liaison with local statutory children's services agencies, and with the LSP. They

must provide support, advice and guidance to any other staff on an ongoing basis, and on any specific safeguarding issue as required. The lead practitioner must attend a child protection training course that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect (as described at paragraph 3.6).

3.6. Providers must train all staff to understand their safeguarding policy and procedures, and ensure that all staff have up to date knowledge of safeguarding issues. Training made available by the provider must enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way.

These may include:

- significant changes in children's behaviour
 - deterioration in children's general well-being
 - unexplained bruising, marks or signs of possible abuse or neglect
 - children's comments which give cause for concern
 - any reasons to suspect neglect or abuse outside the setting, for example in the child's home or that a girl may have been subjected to (or is at risk of) female genital mutilation and/or
 - inappropriate behaviour displayed by other members of staff, or any other person working with the children, for example: inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images
- Providers may also find 'What to do if you're worried a child is being abused: Advice for practitioners' helpful.

3.7. Providers must have regard to the government's statutory guidance 'Working Together to Safeguard Children' and to the 'Prevent duty guidance for England and Wales'. All schools are required to have regard to the government's 'Keeping Children Safe in Education' statutory guidance, and other childcare providers may also find it helpful to refer to this guidance. If providers have concerns about children's safety or welfare, they must notify agencies with statutory responsibilities without delay. This means the local children's social care services and, in emergencies, the police.

3.8. Registered providers must inform Ofsted or their childminder agency of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). Registered providers must also notify Ofsted or their childminder agency of the action taken in respect of the allegations. These notifications must be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made. A registered provider who, without reasonable excuse, fails to comply with this requirement, commits an offence.

Suitable people

3.9. Providers must ensure that people looking after children are suitable to fulfil the requirements of their roles. Providers must have effective systems in place to ensure that practitioners, and any

other person who may have regular contact with children (including those living or working on the premises), are suitable.

3.10.Ofsted or the agency with which the childminder is registered is responsible for checking the suitability of childminders, of every other person looking after children for whom the childminding is being provided, and of every other person living or working on any domestic premises from which the childminding is being provided, including requiring enhanced criminal records checks and barred list checks. Registered providers other than childminders and childcare on domestic premises must obtain an enhanced criminal records check in respect of every person aged 16 and over (including for unsupervised volunteers, and supervised volunteers who provide personal care) who:

- works directly with children
- lives on the premises on which the childcare is provided (unless there is no access to the part of the premises when and where children are cared for) and/or

works on the premises on which the childcare is provided (unless they do not work on the part of the premises where the childcare takes place, or do not work there at times when children are present) An additional criminal records check (or checks if more than one country) should also be made for anyone who has lived or worked abroad.

3.11.Providers must tell staff that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting). Providers must not allow people, whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children being cared for.

3.12.Providers other than childminders must record information about staff qualifications and the identity checks and vetting processes that have been completed (including the criminal records check reference number, the date a check was obtained and details of who obtained it). For childminders, the relevant information will be kept by Ofsted or the agency with which the childminder is registered.

3.13.Providers must also meet their responsibilities under the Safeguarding Vulnerable Groups Act 2006, which includes a duty to make a referral to the Disclosure and Barring Service where a member of staff is dismissed (or would have been, had the person not left the setting first) because they have harmed a child or put a child at risk of harm.

What to do if you have a concern

If a trainee in a school has a concern, they should follow the setting's normal safeguarding procedures, including discussing with the setting's designated safeguarding lead, and were

deemed necessary, with children's social care. If a child or adult is in immediate harm, then the relevant emergency services should be contacted along with the designated safeguarding lead.

Appendix 1

Induction Check List

The Induction Checklist is to be completed at the start of a trainees placement by the work-based associate mentor and the trainee.

The following information will enable the trainee to begin to become familiar with the setting through its policies, practices and procedures. This will, in turn, support them to work effectively in the setting and develop their knowledge and understanding of the setting in particular and the early years sector in general.

Induction Activity	Placement associate mentor sign as they are completed
A physical plan/map of the setting if available and/or a guided tour	
Information about the setting, including the way the setting is organised and the rationale for this	
Times of shifts and working patterns, including how absence and attendance are recorded and monitored	
The overall routine	
Contact with parents/carers	
The latest OFSTED report	
Health and safety policies	
Policies relating to the safeguarding and well-being of children	
The setting's approach to promoting positive behaviour and to inclusion	
Dates and times of staff meetings which the trainee may attend	
Professional protocols in the setting e.g. dress code, mobile phones, use of the staff room	

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Please keep a copy of this form for your records. The Workplace Record Form should be signed weekly by the Centre Manager to record the days worked. It is the trainees responsibility to attach to their file.

Appendix 3

Embedding the Core Content Framework within the EYTS



Embedding the Core Content Framework within the EYTS

In the spirit of the **‘Core Content Framework’** the EYTS ITT course has adopted the key phrases adopted within the ‘Core Content Framework’ and embedded them throughout teaching and learning as follows;

Expert colleagues: Professional colleagues, including experienced and effective teachers, subject specialists, mentors, lecturers and tutors.

Practise: Opportunities to access quality settings to rehearse and refine different teaching approaches across a range of settings.

Discussing and analysing with expert colleagues: Bespoke sessions with experts in identified areas. Reflection is embedded and plays a holistic role within the course content.

Observing how expert colleagues ... and deconstructing this approach: Through triangulated conversations with trainees, their colleagues and mentor to critique and reflect on practice.

Receiving clear consistent and effective mentoring: All mentors are highly trained and receive continuous, regular training and quality assurance throughout the year.

Notes