



BISHOP
GROSSETESTE
UNIVERSITY

BGTEACHER 
DEVELOPMENT
PARTNERSHIP
Learners and learning at its heart

**Postgraduate Certificate in Education
Professional Graduate Certificate in Education**

**School Direct Route
(Primary)**

(1 year: Full-time)

**Introductory Phase Booklet
AUTUMN TERM 2018/2019**

Trainee name:

Contents

Page number	Contents
3 - 6	Timeline of key dates
7	Contact information
8	Assessment details
9-10	Record of attendance
11-12	Guidance for introductory phase booklet
13	Guidance for introductory placement file
14	Base school contact details
15	Intended learning outcomes for Introductory Phase
16-19	Introductory placement checklist- Introductory days (04/09/18 – 06/09/18)
19-23	Introductory placement checklist- Parts A and B (10/09/18 – 18/10/18)
24-29	Introductory placement checklist- Part C (5/11/18 – 29/11/18)
30	Introductory placement checklist- Part D (3/12/18- 13/12/18)

TIMELINE/KEY DATES

Part of placement	w/b	Outline of week	Key Actions
Intro Days	4 th – 6 th Sept	<ul style="list-style-type: none"> - Preliminary Days. Fact finding (see relevant checklist), set up files. - Observing – teacher presence, authority, voice and behaviour management. 	<p>Subject audits to be completed by 10th September – audits will be explained in sessions on 3rd September.</p> <p>Become familiar with eRPD.</p> <p>Breadth of Experience Review – add and update the document on eRPD with relevant previous experience.</p>
Part A Three weeks	10 th Sept – 27 th Sept	<ul style="list-style-type: none"> - Observation of good practice. - Establish self with class. - Undertake elements required in Standard 3 Portfolio. - Initially work with groups of pupils, question and identify pupils’ thoughts and ideas regarding what is being taught. - Throughout Part A- move from observing children and analysing pupils’ thoughts... to working from an existing plan in order to develop the learning for a group of pupils and... towards developing own plans for groups. Evaluate these plans in terms of pupil progress/ what the pupils learned. 	<p>Continue to add records on the eRPD-</p> <p>Weekly reflections.</p> <p>Records of weekly mentor meetings.</p>

Part of placement	w/b	Outline of week	Key Actions
<p>Part B</p> <p>Three weeks</p>	<p>1st Oct – 18th Oct</p>	<ul style="list-style-type: none"> - Continue to complete elements in Standard 3 Portfolio. - Continue observation of good practice. - Continue planning for groups/leading group(s). - Teach whole lesson(s) using teacher’s plans – increase number of lesson taught as confidence increases. - Team teach where appropriate. - Be observed by SBM teaching small groups/ parts of lessons. 	<p>Continue to add records on the eRPD-</p> <p>Weekly reflections (where appropriate, following suggestions in weekly tasks.)</p> <p>Records of weekly mentor meetings.</p> <p>Lesson observations by SBM added to eRPD.</p> <p>Add Introductory Placement Final Review document to eRPD.</p> <p>UBM/Link Tutor to contact/visit the school to support and advise SBM, ensure trainee is ready to begin Part C.</p> <p>UBM/Link Tutor Visit- when appropriate With SBM- jointly observe trainee and assess trainee’s progress, discuss and set targets with trainee.</p>

Part of placement	w/b	Outline of week	Key Actions
	<p>w/c 22nd Oct AND/OR w/c 29th Oct depending on school holiday pattern</p>	<p>School Half term – Trainees undertake Directed Study</p> <ul style="list-style-type: none"> - Significant Incidents in Professional Development Assignment - Standard 3 Portfolio 	

Part of placement	w/b	Outline of week	Key Actions
<p>Part C Teaching</p>	<p>5th Nov-29th November</p>	<ul style="list-style-type: none"> - Initially building up teaching sequences (2 or 3 lessons) of maths and English (or Mathematics/CAL/Literacy in EYFS). - Observe P.E. (P.D. in EYFS) and within the session, teach a small group from the teacher’s planning. - Building up to teach whole week (4 days) of maths or English (inc. reading, phonics, and writing) within one week. - Following week- teach the ‘opposite’ subject. - In weeks you are teaching a sequence you should plan and deliver guided group in whichever subject you are not leading. - As Part C continues and your confidence increases you should plan and teach: <ol style="list-style-type: none"> 1. Science/knowledge and understanding of the world lesson 2. P.E./P.D. lesson 3. Another subject - Develop group formative records for English, maths and science. - Plan for and obtain feedback from other adults in the classroom. - With support, set targets for individuals and groups. - Mark work from sessions you have taught (as appropriate). <p>Be observed by SBM teaching lessons as appropriate to confidence and progress.</p>	<p>Continue to add records on the eRPD-</p> <p>Weekly reflections (where appropriate, following suggestions in weekly tasks.)</p> <p>Records of weekly mentor meetings.</p> <p>Lesson observations by SBM added to eRPD.</p> <p>Throughout the block- Add evidence of meeting Teacher Standards to Introductory Placement Final Review document on eRPD.</p> <p>Highlight Teacher Standards achieved in yellow on the toolkit (Standards tab on eRPD).</p> <p>UBM/Link Tutor Visit- when appropriate With SBM- jointly observe trainee and assess trainee’s progress, discuss and set targets with trainee.</p> <p>Final Standards Review for the Introductory Placement: meeting to confirm evidence (trainee, SBM, UBM/ link tutor) to be completed by 6th December 2018.</p>

Part of placement	w/b	Outline of week	Key Actions
<p>Part D Two weeks</p>	<p>3rd Dec – 13th Dec</p>	<ul style="list-style-type: none"> - Continue teaching sequences – increase when appropriate to your confidence and skill - Continue teaching other subjects - increase when appropriate to your confidence and skill - Enrichment opportunities (wider age phases) where possible- - 3-7 trainees: observation and group work with 0-3 year olds/ KS2. - 5-11 trainees: observation/ group work with KS3/ EYFS including opportunity to observe/ teach phonics. - To take a wider role in the life of the whole school- including involvement in end of term/ Christmas activities 	<p>Continue to add records on the eRPD-</p> <p>Weekly reflections (where appropriate, following suggestions in weekly tasks.)</p> <p>Records of weekly mentor meetings.</p> <p>Progress Audits completed, Action Plan updated on eRPD by: 7th December</p> <p>Standard 3 portfolio review: 14th December</p>
		<p>Friday 14th December is the final BGU session of the year.</p> <p>Time in school- 56 days.</p>	

Who to contact at BGU:

UBM/Link Tutor: First point of contact will be your named University Based Mentor

Aimee Quickfall – Head of Programmes- Primary and Early Years aimee.quickfall@bishopg.ac.uk

Shaun Thompson – Regional ITT Partnership Leader shaun.thompson@bishopg.ac.uk

Sue Lambert – Programme Leader- PGCE Primary and Early Years sue.lambert@bishopg.ac.uk

Ruth Pearson – School Direct Cohort Lead- Primary and Early Years ruth.pearson@bishopg.ac.uk

Partnership Office

Partnership email address: partnership@bishopg.ac.uk

Partnership telephone number: 01522 583720

TD Office TDAdmin@bishopg.ac.uk

Student Advice provides support and guidance to students on a range of subjects: from money and debt, to personal welfare and wellbeing, to specialist help for students with accessibility needs. Drop in to speak to a member of staff, or contact the team to make an appointment at studentadvice@bishopg.ac.uk.

Assessment of the Introductory Phase

- The trainee will be expected to complete all the tasks and elements in the Standards 3 Portfolio according to the given timeline.
- The trainee will be expected to use the activities in the Introductory Phase Booklet as a platform to progress their learning.
- School mentors should give feedback on progress towards the Standards, during Weekly Mentor Meetings recorded on the eRPD.
- Trainees and mentors should use the Introductory Phase Booklet to guide progress and set targets in relation to the learning outcomes of the experience.
- UBM/Link Mentor will visit school, to advise SBM, undertake a QA role, talk through booklets, set expectations and talk about trainee progress.
- Formal and informal observations of the trainee will be completed by the SBM throughout the introductory placement.

- There will be 'formal' summative assessment points:
 - UBM visits in Part B of the placement- QA/ training, joint observations and feedback.
 - The end of placement review point – to be completed by 6th December 2018.
 - Final Standards Review with 'grades' completed by UBM on the eRPD by 6th December 2018.
- UBMs will liaise with SBMs to finalise assessments and to report grades to the School Direct Leader.
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By the end of the PGCE training year we expect the trainees to be good or outstanding when assessed against the QTS Standards.

Record of attendance

Week No	w/b	Outline of days in school	Record of attendance (tick days attended)				
			Mon	Tue	Wed	Thu	Fri
1	3 Sep	3 days	BGU				BGU
2	10 Sep	4 days					BGU
3	17 Sep	4 days					BGU
4	24 Sep	4 days					BGU
5	1 Oct	4 days					BGU
6	8 Oct	4 days					BGU
7	15 Oct	4 days					BGU
*8	22 Oct	HALF TERM/ 5 days					
*9	29 Oct	HALF TERM/ 5 days					
10	5 Nov	4 days					BGU
11	12 Nov	4 days					BGU
12	19 Nov	4 days					BGU
13	26 Nov	4 days					BGU
14	3 Dec	4 days					BGU
15	10 Dec	4 days					BGU

Total no. of days Introductory Phase	56 days	_____ days	
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Reasons for absence

Please note that if absence, even for an unavoidable reason, means that progress and completion of elements and activities required in this placement are not completed then the trainee is likely to have **to complete extra days** or even re-do the placement.

Please note that:

- the school should be notified as soon as possible of any absence
- the trainee should notify the university mentor know, via email

*Half term will be dependent upon the school’s holiday pattern and should be confirmed with SBMs.

Date(s) of absence	No. of days	Reason	School mentor initials	Uni. Mentor initials

Signed _____ (Trainee)

_____ (SBM)

Guidance for Introductory Phase Booklet

The following programme of activities is designed to be progressive throughout the introductory phase and it offers the opportunity for personalised learning. It is laid out as a list of activities to be worked through in sequence, to support the trainee and school based mentor in enabling the trainee to develop towards meeting the standards.

Trainees will have different experiences and strengths and therefore can progress at an appropriate rate. Some trainees may need to focus on a particular area for longer and this is appropriate.

School mentors can direct trainees towards specific activities from the booklet, as well as using their own professional judgements to suggest further or alternative activities that support the individual trainee's progress.

Trainees should take responsibility for their professional development by reflecting on their own progress. A file must set up for this phase and tasks should be kept in the appropriate section. Some activities will be recorded on the eRPD.

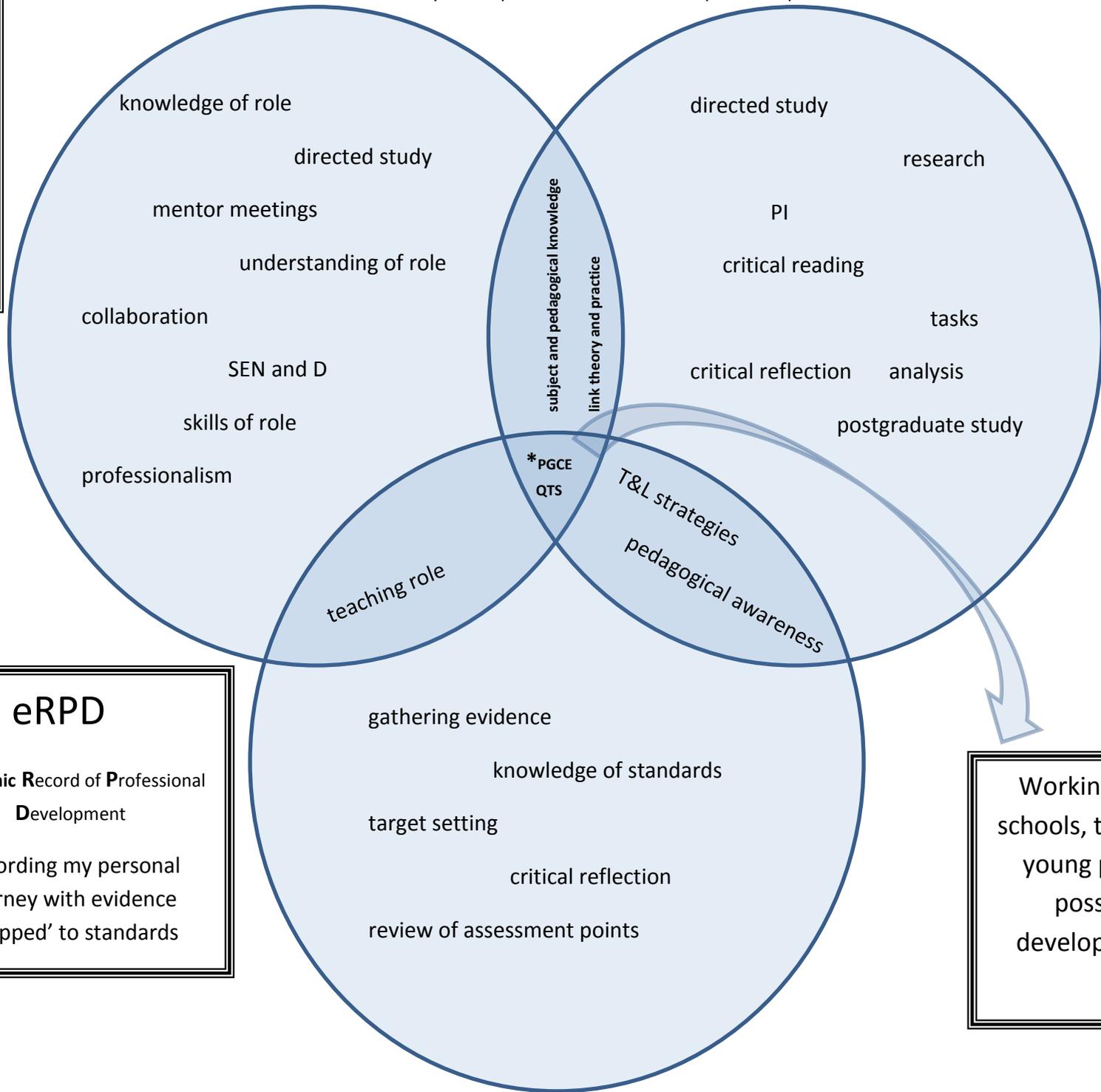
Targets will emerge initially from Standard 3 Portfolio- Subject Audits. Subject specific audits and then later; self-reflection, mentor meetings, lesson observations and reviews will inform targets. On an ongoing basis you must ensure that you record how and when each target has been met, therefore these targets set need to be SMART.

The eRPD, your file and this booklet will form part of the evidence for assessment against the Teacher Standards at End of Placement Review Points.

BGU PGCE Integrated Programme – Your learning experiences will take place in different locations – through self-study, at the University and at placement schools – our ‘partnership’.

Placement

Professional Development



Significant Incidents in Professional Development / Practitioner Inquiry

Standard 3 Portfolio:
Recording my personal journey through my portfolio – ‘tasks’ and ‘elements’ – and completing essays and research.

eRPD

Electronic Record of Professional Development

Recording my personal journey with evidence ‘mapped’ to standards

Working in partnership with schools, to provide children and young people with the best possible education by developing the best possible teachers

The Introductory Placement File

Divide into seven sections:

- I) DBS Number and Safeguarding Information.
- II) 0-3 or KS3 information, notes and evidence form, if appropriate.
- III) Notes/ extracts from key school policies – behaviour, assessment, schemes, etc.
- IV) Notes and evidence relating to preparation to teach curriculum subjects, including observations and research into subject/pedagogical knowledge and 'best practice.'
- V) All planning- including medium term and lesson plans.
- VI) Notes and evidence relating to assessment and tracking of profile children and/or whole class groups where appropriate.
- VII) Other notes, evidence and observations.

The use of the eRPD during the Introductory Phase:

- Audit scores and Action Plans should be uploaded to the eRPD by 30th September, and the plan should be updated regularly as targets are met. See Standard 3 Portfolio for further information.
- Weekly mentor meetings should be held and recorded on the eRPD and where appropriate, using the Introductory Phase Booklet tasks as the basis for the agenda. The mentor should indicate that the trainee is developing and that progress is being made by clicking the 'on track' button.
- The reflection section should be completed before the weekly mentor meeting in preparation for discussion.
- Lesson observations by the SBM/UBM of the trainee teaching should be added to the eRPD.
- Evidence of meeting Teacher Standards should be added to the Introductory Placement Final Review on the eRPD.

BASE SCHOOL CONTACTS

Please check with the individual/ school that you are able to include their details here.

UBM details (trainee to complete):

Name

Contact details

School name and telephone number		LA/ Academy Chain/ Trust	
Head Teacher		Number in School	
SBM		Year Group	
Email contact details of above		Number in Class <u>IF</u> a mixed age class, number of pupils in each year group-	
<u>Notes</u>			

Intended Learning Outcomes for Introductory Phase

<i>By the end of the Introductory Phase trainees will be expected to demonstrate the ability to:</i>	<i>Standard</i>
○ establish effective relationships with individual pupils, groups of children and the whole class;	1, 7, 4
○ draw up effective lesson plans with precise learning objectives;	3, 4,
○ plan weekly sequences of work for Mathematics and English (Communication and Language/ Literacy in EYFS);	3,4
○ demonstrate effective teaching (appropriate to stage of training) in Mathematics and English (C&L/L);	3,4
○ keep informal records of children's learning in Mathematics and English (C&L/L);	2,6
○ use Assessment for Learning (AfL) information to inform planning for progress and differentiation;	2,4,5,6
○ develop personal teaching skills through self-evaluation and target-setting;	1,2,8
○ use effective class and behaviour management strategies;	1,7
○ work collaboratively with trainee colleagues and Teacher Mentor;	4,8
○ demonstrate secure subject knowledge in English and Mathematics;	3,4
○ assess children's achievements in reading, early reading and phonics;	2,6
○ act upon advice and feedback;	1,8
○ demonstrate secure understanding of the requirements of the National Curriculum/ Statutory Framework for the Early Years Foundation Stage.	3,4

Before you start at your base school:

- Read the school's mission statement (see school's website)
- Read through the Bristol Guide
- *Remember to always work professionally and collaboratively with school colleagues; this will also involve listening to, critically evaluating and then implementing any advice given*
- *In week 1 remember to take opportunities to observe lessons across the whole curriculum where possible, maintaining your focus on English, Maths, Phonics, Science and P.E. and observe ways in which class teachers establish themselves with the class*
- *In week 2 you need to be working with small groups in English, Maths, Phonics, Science and P.E and other subjects being taught from the wider curriculum. EYs trainees try to work with groups across all Areas of Learning.*

Preliminary Days (4th – 6th September)

Standard	Summary of activity	Exemplification	File Section	eRPD	Completed (Trainee to add dates) Signed by SBM
8	<ul style="list-style-type: none"> ○ Undertake a tour of the school. ○ Complete induction by SLT: protocol e.g. dress code and responsibilities: e.g. First Aid, routines, punctuality, photocopying, resources, ICT, TAs, Admin staff. 	<ul style="list-style-type: none"> ➤ Introduce yourself to the Head Teacher, Lead Mentor and Mentor. ➤ Share DBS number. ➤ Give contact information to school based mentor(s) and complete school contact information. ➤ Staff induction. 	<p>DBS in section I</p> <p>Contact details in section III.</p> <p>Complete- Base school Information in Introductory Placement Booklet (above)</p>	<p>Add and complete- Breadth of Experience (in Review section) – add in any previous experience.</p>	
Part 2	<ul style="list-style-type: none"> ○ Study Safeguarding policy and know the procedures. 	<ul style="list-style-type: none"> ➤ Make sure you are familiar with Safeguarding policy and know the School's procedures. ➤ Become familiar with the Acceptable Use of ICT Policy. 	<p>Make notes from school policies and websites and place in section III.</p>	<p>Complete the Safeguarding Information (in Action Plan section)</p>	

		<ul style="list-style-type: none"> ➤ Look at websites and become familiar with e-safety: http://www.thinkuknow.co.uk/ http://www.kidsmart.org.uk/ www.ceop.police.uk www.preventforschools.org 	Follow up on Safeguarding and Prevent training (3.9.18)		
8	<ul style="list-style-type: none"> ○ Gain general background information about the School. 	<ul style="list-style-type: none"> ➤ Have access to and read key school policies: behaviour, homework, marking, equal opportunities, SEN, EAL, display, partnership with parents etc. ➤ Note key information from policies and schemes. ➤ Read school policies for Mathematics and calculation. ➤ Read school policies related to the teaching of English. e.g. handwriting, guided reading, phonics, SPaG. ➤ Read school policies for Science and Health and Safety. ➤ Read school ICT Policy (Computing Policy). 	Make notes and put in section III.		
8	<ul style="list-style-type: none"> ○ Begin to know about the class, learn names, groupings, provision for individual needs. 	<p>Consider :</p> <ul style="list-style-type: none"> ➤ Know the names and roles of the teaching staff and support staff. ➤ Is the school's intake from a varied social and economic background? ➤ Do the children live locally to the school or travel some distance? ➤ How many children are on roll? ➤ How many classes are there and how are these organised? – Mixed / single ages, class groups or setting for core subjects? 	Put class lists and staff list/roles in section IV. Plus any other notes relating to the questions on the left. For data protection-discuss this with your SBM.		
8	<ul style="list-style-type: none"> ○ Collect class timetable and note significant events for the term. 	<ul style="list-style-type: none"> ➤ Make sure all significant dates are noted. ➤ Develop your own time management system, such as using an academic diary. ➤ Reflect on the key points that happen in the day on a timetable 	Place in section IV.		

8	<ul style="list-style-type: none"> ○ Collect information on class routines and class management. 	<ul style="list-style-type: none"> ➤ Find out the school's expectations for arriving at school; ensure you are at school at least half an hour before the children arrive. Similarly, you should follow school expectations about time spent in school at end of day. 	Place details in section III.		
8	<ul style="list-style-type: none"> ○ Discuss teacher's role and know the names and routines for TAs/OAs and their level of responsibility. Create timetable for TAs/OAs using ICT (for your own use). 	<p>Consider :</p> <ul style="list-style-type: none"> ➤ How does the teacher organise other adults and ensure they have the daily information about how they support children's learning? ➤ How does the teacher use other adults during whole class teaching sessions? ➤ In early years settings how do adults become involved when children are learning through play? <p>Consider :</p> <ul style="list-style-type: none"> ➤ What are the specific roles of adults within the timetable? ➤ For how much time are they available each day/week? 	Answer questions and keep details in section IV.		
1	<ul style="list-style-type: none"> ○ Proactively model attitudes, values and behaviour expected of pupils. ○ Establish effective relationships with the pupils; know the names and interests of the children. 	<ul style="list-style-type: none"> ➤ Be professional at all times and model attitudes expected from children. ➤ Be careful to maintain a professional distance with the children, be friendly but set clear professional boundaries, you must present yourself as a teacher from the start. 		Alongside SBM- Complete Weekly Mentor Meeting in week beginning 10 th Sept to evidence this.	
7	<ul style="list-style-type: none"> ○ Develop and maintain appropriate classroom presence drawing on observations of teaching staff. ○ Use of Standard English throughout all interactions with children 	<ul style="list-style-type: none"> ➤ Observe the teacher, notice the teacher's use of body language and non-verbal communication, gesture, posture, look and movement around the class. ➤ Discuss behaviour management strategies with your school based mentor. <p>Consider :</p> <ul style="list-style-type: none"> ➤ How do teachers establish their authority? (Physically, emotionally, spatially) 	Add notes made to file- section IV.	Complete first Reflection in Weekly Mentor Meeting document ahead of meeting with SBM in week beginning 10th Sept using notes	

		<ul style="list-style-type: none"> ➤ How do teachers' use their voice to help maintain interest and children's attention? (Listen carefully for how they vary tone, pace, volume, use of silence). ➤ What is the impact of body language, presence and voice on children's experiences in the classroom? ➤ How is a safe, supportive and positive school environment developed? 		made in file as a starting point.	
1	<ul style="list-style-type: none"> ○ Become familiar with general expectations for the class 	<p>Observation.</p> <ul style="list-style-type: none"> ➤ How do teachers keep an orderly classroom and behave towards their students? ➤ What behaviours do you see to keep children on task or when there are lapses in behaviour? 	File observation notes in section IV.		
3	<ul style="list-style-type: none"> ○ Recognise where your class is working in relation to English, Mathematics, Science and Computing areas of NC and all EYFS documents. 	<ul style="list-style-type: none"> ➤ Study the content of the National Curriculum 2014 and the statutory framework for the Early Years Foundation Stage 2014 (updated 2017). ➤ Highlight 'year-end expectations' in 2014 curriculum. ➤ View the current National Curriculum: ➤ https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2 	File notes in section V.		
Part A and B (10th Sept – 18th Oct)					
7	<ul style="list-style-type: none"> ○ Prepare for Behaviour Day (14th Sept) 	<ul style="list-style-type: none"> ➤ Complete pre-sessions tasks- see announcement on Bb ➤ Discuss specific behaviour management strategies used with the class with class teacher. 	File notes in section IV.	In Reflection section for Weekly Mentor Meeting, reflect upon the tasks stated.	
7	<ul style="list-style-type: none"> ○ Implement the school policy for behaviour in group work e.g. use of 	<ul style="list-style-type: none"> ➤ Praise good behaviour verbally in group work for e.g. sharing/ co-operation/ waiting turn/ being polite/ praising each other/ helping each other in accordance with school aims/class rules. 	File any notes in section IV.		

	specific praise and sanctions.	<ul style="list-style-type: none"> ➤ What is the school policy and how is it implemented? ➤ Familiarise yourself with content on the Behaviour 4 Learning website: ➤ http://webarchive.nationalarchives.gov.uk/20101021152907/http://www.behaviour4learning.ac.uk <p>This website is in the National Archives :</p> <ul style="list-style-type: none"> ➤ http://www.behaviour2learn.co.uk/videos ➤ http://www.tla.ac.uk/site/SiteAssets/Anthologies/06RE078%20Behaviour%20for%20learning%20anthology.pdf ➤ What strategies does the teacher employ in the classroom? 			
4	<ul style="list-style-type: none"> ○ Prepare for planning sessions- 12.10.18 ○ Keep notes on how learning objectives and success criteria and how these are formed, shared and used with the children to support pupil progress. 	<ul style="list-style-type: none"> ➤ Talk to your school based mentor about how the objective is kept focused and specific and how it links to the activities the children undertake during the lesson. ➤ Consider how success criteria are used to assess pupil progress throughout the lesson (e.g. self-assess, peer-assess, plenary, marking and feedback, etc.) 	File notes in section VI.	This will link to Weekly Reflection section for week beginning 8 th Oct, reflect upon the tasks stated.	
4	<ul style="list-style-type: none"> ○ Discuss with the teacher the school's approach to using NC/EYFS and other documents for planning English, Mathematics and Science. 	<ul style="list-style-type: none"> ➤ Talk to your school based mentor about long, medium and short term planning, in core subjects. ➤ Read medium term planning for core subjects and a non-core subject. ➤ Look at continuous provision planning / enhanced provision planning for teacher led and child initiated activities. <p>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/182163/DFE-RR071.pdf</p>	File notes in section V.	This will link to weekly reflection section for week beginning 8 th Oct, reflect upon the tasks stated	
8	<ul style="list-style-type: none"> ○ Playground duty shadowing a teacher. 	<ul style="list-style-type: none"> ➤ If your school based mentor is not doing playground duty whilst you are in school, shadow another teacher each time they do a duty. 		Complete in Weekly Mentor Meeting to evidence this.	

1	<ul style="list-style-type: none"> ○ Study the displays you see around school and consider the learning areas in the classroom to support you in the development of your own display. 	<p>Consider :</p> <ul style="list-style-type: none"> ➤ Displays and areas of the indoor and outdoor classroom. ➤ What are the main areas e.g. continuous provision for EYFS, role play, book corners, etc. ➤ How do the displays support learning? 	Put ideas in section IV. Create one display during your three week block (Part B).		
3	<ul style="list-style-type: none"> ○ Familiarise yourself with key resources within the school for Mathematics, English, Science and Computing, appropriate to your age phase. 	<p>Consider the following when planning:</p> <ul style="list-style-type: none"> ➤ How do children access the resources? ➤ What space/resources are available, if appropriate for learning through play? ➤ How does the teacher organise the use of play spaces/resources? ➤ How does the teacher use resources during class teaching sessions? ➤ How does the teacher organise the clearing away of resources at the end of the session/day? 	Resources should be evident on your planning.		
3	<ul style="list-style-type: none"> ○ Observe the teacher teaching phonics, guided reading, and handwriting practice in English, or in FS1 observe the teaching of phonological awareness. ○ Investigate the handwriting policy and practise handwriting on the whiteboard 	<ul style="list-style-type: none"> ➤ Become familiar with the phonics scheme used in your school. Use phonics scheme evaluation sheet in Phonics Booklet (and file it in Phonics Booklet). ➤ Model appropriate handwriting whenever writing anything for children ➤ https://www.gov.uk/government/publications/letters-and-sounds ➤ https://www.gov.uk/search?q=read+write+inc. 	Make notes on each of the observed sessions and keep in section V.	Identify your own training needs in relation to teaching Phonics and discuss with SBM in Weekly Mentor Meeting (w/b 1 st Oct).	
4	<ul style="list-style-type: none"> ○ Plan and lead a story-telling session 	<ul style="list-style-type: none"> ➤ Plan the session recording appropriate questions, and ensure you bring the story to life. 	Put plan in section VI	Evaluate the activity in Weekly Reflection.	
3	<ul style="list-style-type: none"> ○ Observe then lead warm-up/ cool down in P.E. 	<ul style="list-style-type: none"> ➤ Observe a P.E. lesson and then lead the warm up and cool down from the teacher's planning the following lesson. 	Keep notes in section V		
4	<ul style="list-style-type: none"> ○ Note Health and Safety issues in PE and Science 	<ul style="list-style-type: none"> ➤ Observe P.E. routines e.g. changing, routes to hall or field, jewellery, behaviour for learning, use of apparatus. 	Keep notes in section V		

	and how these are addressed.	<ul style="list-style-type: none"> ➤ Observe routines and safety considerations in Science. ➤ Observe routines, safety measures and risk assessments for Outdoor play within the EYFS if appropriate. 			
6	<ul style="list-style-type: none"> ○ In English, Mathematics, Science lessons note teacher's use of questioning and dialogue. 	<ul style="list-style-type: none"> ➤ Gather information on how the teacher questions the children and how this informs the lesson. ➤ Observe children when involved in independent tasks or structured play. ➤ Observe science and maths , make notes on the subject specific dialogue, and dialogic strategies 		In Weekly Reflection section consider different approaches used in teaching English, maths and science (w/b 24 th Sept).	
5	<ul style="list-style-type: none"> ○ Talk to the teacher about pupil groupings and how children are organised in different lessons. 	Talk to the teacher about how the children are given targets to make sure they make progress, in each grouping.	Professional discussion with SBM.		
4	<ul style="list-style-type: none"> ○ Work with a group of children in English and Mathematics from the teacher's planning. ○ Mark the children's work using the School's Marking Policy. 	Talk to the teacher about the session, and how the books are to be marked and the expectations of setting children targets for future learning.		Evidenced in the Weekly Mentor Meeting.	
	<ul style="list-style-type: none"> ○ Plan and teach a small group in maths and English, creating your own plan. 	<ul style="list-style-type: none"> ○ Using an appropriate planning format, plan a small group session linked to the main lesson objective. ○ Include key questions, resources and vocabulary. 	Put in section V.		
	<ul style="list-style-type: none"> ○ Teach a starter for a maths and English lesson. 	<ul style="list-style-type: none"> ➤ From your teacher's planning, deliver the starter to the whole class in maths and English. 		SBM observation notes to be added to eRPD.	
5	<ul style="list-style-type: none"> ○ With the help of your mentor select three profile pupils. 	<ul style="list-style-type: none"> ➤ Study their prior work, make notes on their personal, social and learning needs, to enable you to pitch work appropriately for attainment in your class 	Keep this in section VI.		

5	<ul style="list-style-type: none"> ○ Consider how the teacher differentiates the learning in each lesson. 	<ul style="list-style-type: none"> ➤ Build upon planning sessions (12th Oct) ➤ Keep relevant reflections for your professional development. 	Professional discussion with SBM.	This will link to Weekly Reflection section for week beginning 15 th Oct, reflect upon pupil progress.	
8	<ul style="list-style-type: none"> ○ Attend staff meetings / inset/shadow teacher at parents evenings/ out of school hours clubs 	<ul style="list-style-type: none"> ➤ Take all opportunities to learn about the wider role of the teacher. 	Keep notes in section IV	Evidenced in Weekly Mentor Meeting.	
4	<ul style="list-style-type: none"> ○ Begin to take responsibility for whole class activities e.g. leading the children in from playground, taking the register, meeting and greeting, reading a story. 	<ul style="list-style-type: none"> ➤ Demonstrate a confident presence in leading whole class activities. 	Keep notes in Section IV about your feelings and how you can improve.	SBM to informally observe progress. Evidenced in Weekly Mentor Meeting.	
	<ul style="list-style-type: none"> ○ <u>When you are ready</u>, move to joint planning and teaching of English and maths to the whole class 			Discuss with SBM in Weekly Mentor Meeting.	
	<ul style="list-style-type: none"> ○ Half term ○ 22nd Oct/ 29th Oct 	Dates may differ according to school holiday patterns. Some adjustments to dates may be necessary and discussed with SBM.			

FOUR WEEK BLOCK

- Maintain the eRPD: i.e. Weekly Mentor Meetings (with Reflections), Lesson Observations, updating Breadth of Experience, completion of tasks and reviews of Action Plans in Standard 3 Portfolio, adding evidence to End of Introductory Placement Standards Review for end point review to be completed by 6th December.
- Complete Progress Audits by 7th December.
- Continue the Standard 3 Portfolio work ready for Portfolio Review- Friday 14th December 2017.)

Items in bold are ongoing throughout your placement...

TEACHING BLOCK – Part C 5th Nov- 29 th Nov					
Standard	Summary of activity	Exemplification	File	eRPD	Completed (Trainee to add dates) Signed by SBM
3, 4	<ul style="list-style-type: none"> ○ Plan and teach 2 consecutive maths lessons and 2 consecutive English (for EYFS- C&L/L) lessons and obtain informal feedback. 	<ul style="list-style-type: none"> ➤ Use the learning objectives provided by the mentor to base your full lesson plans on 	Keep all planning in section V.	Weekly Mentor Meeting discussions to be based on all activities done this week.	
4	<ul style="list-style-type: none"> ○ Observe P.E. (or P.D.) and within the lesson, teach a small group from the teacher's planning. 	<ul style="list-style-type: none"> ➤ Make brief notes about how effective the group work was 	Notes in section VI.		

4	<ul style="list-style-type: none"> ○ Team teach a Science lesson (Understanding the World), using teacher's planning and plan for a group. 	<ul style="list-style-type: none"> ➤ Work with your partner or your teacher and jointly teach the lesson, work with a guided group for which you have a planned group session on the BGU format. ➤ Mark the work and set targets. 	Keep all planning in section V.		
3, 4	<ul style="list-style-type: none"> ○ Together plan and team teach a different subject or area of learning ○ In EYFS demonstrate how continuous provision links to the topic or weekly theme. 	<ul style="list-style-type: none"> ➤ Select from humanities, music, art, design etc. ➤ Research the content carefully to ensure you include specific knowledge, skills, and understanding in the lesson objective. 	Keep all planning in section V.	SBM lesson observation notes to be added to eRPD.	
3	<ul style="list-style-type: none"> ○ Familiarise yourself with progression in systematic synthetic phonics. Know the phase and strategies to teach effectively in your classroom. 	<ul style="list-style-type: none"> ➤ Look at progression across the phases. ➤ Consider how strategies change through the phases. ➤ Consider how this develops in KS2. ➤ Where appropriate- be observed teaching phonics to a small group. 			
3, 4	<ul style="list-style-type: none"> ○ Teach at least a sequence of three consecutive phonics lessons and be observed at least once by SBM/ class teacher. 	<ul style="list-style-type: none"> ➤ Record observation on Phonics Lesson Observation Form 		Upload observation forms onto eRPD and cut and paste into evidence, strengths and areas for development sections.	

4	<ul style="list-style-type: none"> ○ Plan and lead a guided reading session and be observed 	<ul style="list-style-type: none"> ➤ Use a general lesson observation form and an English form 		Upload onto eRPD and cut and paste into evidence, strengths and areas for development sections.	
1	<ul style="list-style-type: none"> ○ Design, create and produce a display (KS1 or 2) or a role play area (FS) 	<ul style="list-style-type: none"> ➤ Link display to theme, or unit of learning ➤ Discuss with SBM which board is appropriate ➤ Make sure display is in line with school policy ➤ Remember to celebrate children's work ➤ Do NOT leave a blank display board for the whole placement 	Take a photo, put into file in section IV.	Evaluate in Weekly Reflection.	
6	<ul style="list-style-type: none"> ○ Implement AfL strategies in your own teaching and record findings from AfL for key pupils on your planning. 	<ul style="list-style-type: none"> ➤ Experiment with different formats. Discuss with SBM. ➤ Mark the children's work and consider how this will inform future planning. ➤ Consider your use of oral feedback. 	All lesson plans annotated with notes on specific children and next steps – file in section VI.		
6	<ul style="list-style-type: none"> ○ Develop the skills of differentiated questioning for groups and whole class starters / plenaries. 	<ul style="list-style-type: none"> ➤ Research different question types – open/closed etc. ➤ Contextualise these approaches with the current attainment levels of the class. 	Put key questions on lesson planning format for every lesson.		
3	<ul style="list-style-type: none"> ○ Identify and address the children's misconceptions in inputs, group work and plenaries. 	<ul style="list-style-type: none"> ➤ Make notes on your own planning retrospectively and indicate the next steps needed as appropriate. 	Annotated plans as evidence in file- section VI.		
3	<ul style="list-style-type: none"> ○ Be able to address common misconceptions in core subjects. 	<ul style="list-style-type: none"> ➤ Read around the topic in advance of teaching and consciously plan to elicit and address misconceptions. 	Note this on contextual information forms for	Evidence in lesson observations.	

			observed lessons, and note anticipated misconceptions on all planning		
6	<ul style="list-style-type: none"> ○ Analyse possible next steps for pupils who exceed or do not meet Learning Objectives and adapt planning. 	<ul style="list-style-type: none"> ➤ Identify appropriately differentiated activities for those children in your short term planning if they need a different challenge to the three broad ability groups. ➤ How are you going to challenge the children exceeding the objective? ➤ How are you breaking down the learning so those not meeting the objective can access the learning? 	All lesson plans annotated with notes on specific children and next steps – file in section V.	Discuss in Weekly Mentor Meetings.	
1/6	<ul style="list-style-type: none"> ○ With support set targets for individuals and groups. 	<ul style="list-style-type: none"> ➤ Choose subjects or areas of learning for which you have a strong knowledge of pupil attainment. 	Examples of marking and work to be shared with mentors as part of weekly meeting to discuss pupil progress.	Progress with planning to be discussed in Weekly Mentor Meetings.	
6	<ul style="list-style-type: none"> ○ Mark the work of the class you have taught, using the school marking policy. 		Examples of marking and work to be shared with mentors as part of weekly meeting to discuss pupil progress. Anonymise and file in section VI.	Evidenced in Weekly Mentor Meetings.	

3, 4	<ul style="list-style-type: none"> ○ Plan and teach a sequence of 4 maths lessons in one week, and a sequence of 4 English (or C&L/L) lessons in the other week. ○ Be observed at least once in each subject. ○ If in EYFS, demonstrate how the core subjects are taught through play- be observed teaching small adult led activity, whole class group if appropriate and at continuous provision. 	<ul style="list-style-type: none"> ➤ Develop your own teaching sequence. ➤ Plan 4 individual lesson plans for English and for Maths and include all appropriate details to lesson planning format. 	Planning in section V.	<p>Upload two lesson observations (maths and English) - cut and paste sections and place in evidence, strengths and areas for development sections.</p> <p>This will link to Weekly Reflection section, reflect upon your teaching in English and Maths and evidence how the pupil's progressed in your lessons. Evidence to be discussed in Weekly Mentor Meeting.</p>	
3, 4	<ul style="list-style-type: none"> ○ Plan and teach a PE or PD lesson, and obtain informal feedback 	<ul style="list-style-type: none"> ➤ Seek advice with planning as required, but write your own plan 	Planning in section V.	<p>Add SBM notes to eRPD or file, discuss progress in Weekly Mentor Meeting.</p>	
3, 4	<ul style="list-style-type: none"> ○ Plan and teach a science or UW lesson, and obtain informal feedback 	<ul style="list-style-type: none"> ➤ Seek advice with planning as required, but write your own plan 	Planning in section V.	As above.	
3, 4	<ul style="list-style-type: none"> ○ Plan and teach a different subject and obtain informal feedback 	<ul style="list-style-type: none"> ➤ Seek advice with planning as required, but write your own plan 	Planning in section V.	As above.	

	<ul style="list-style-type: none"> ○ If in EYFS plan a specific outdoor session. 				
6	<ul style="list-style-type: none"> ○ Develop group formative records for English, Mathematics and Science. 	<ul style="list-style-type: none"> ➤ Use School systems for recording this data over a unit or sequence of work. ➤ If applicable, look at the EYFS learning journeys including online systems where appropriate and contribute to the upkeep of these. 	Put in Section VI.	Progress to be reflected upon in Weekly Mentor Meetings.	
8	<ul style="list-style-type: none"> ○ Plan for and obtain feedback from other adults working in the classroom. 	<ul style="list-style-type: none"> ➤ Devise a method for obtaining feedback. This could be a planned discussion of a feedback sheet. 	Put your proforma and a completed example in section VII		
4	Create session / lessons that challenge children and can be applied to a real life context.		Put planning in section V and evaluate the impact on pupils		
2	Consider how children learn and begin to use strategies that develop awe and wonder	<ul style="list-style-type: none"> ➤ Look at the variety of approaches you have seen or used over a period of time. ➤ Consider their impact on children's engagement and motivation. 	Put your notes in section IV.		
Part 2	Be willing to assume an appropriate degree of responsibility for wider role in the school	<ul style="list-style-type: none"> ➤ Maintain teacher authority in all areas of the School. ➤ Be responsible for the class at the start and end of a lesson and at transition times. 		Evidenced in Weekly Mentor Meetings.	
Standards Review w/b 26 th November	<ul style="list-style-type: none"> ○ Fill in Standards Review on eRPD, cross referencing evidence to school placement file 	<ul style="list-style-type: none"> ➤ With SBM (and UBM where possible), review evidence added, consider grades and complete Introductory Placement Standards Review. ➤ Have file available so SBM can see cross-referenced sections 		UBM/link tutor will fill in final grades on eRPD in End of Placement Review. To be completed by 6 th December.	

Last 2 weeks. Part D. 3rd December – 13th December 2018.

- Complete progress audits on eRPD and update Action Plans.
- Ensure that your eRPD, your file and Standard 3 Portfolio are all up to date. (Portfolio Review- 14th Dec)

Standard	Summary of activity	Exemplification	File	eRPD	Completed (Trainee to add dates) Signed by SBM
	<ul style="list-style-type: none"> ○ 3-7 trainees: at least ONE day observing in KS2 ○ 5-11 trainees: at least ONE day observing in EYFS/KS1, including an opportunity to observe and work with a group in phonics. 	<ul style="list-style-type: none"> ➤ Make notes on what you have observed e.g. consider specific pupils, the curriculum content, behaviour management strategies, organisation, etc. ➤ Reflect upon your own subject knowledge and training needs. 	Put in section VII	This will link to Weekly Reflection section for week beginning 3rd December. Consider the understanding you need of where children have progressed from or to.	
2, 3	<ul style="list-style-type: none"> ○ Take opportunities to contribute to teaching and learning in the 'expressive arts' aspects of the curriculum – music, art, design, dance. 	<ul style="list-style-type: none"> ➤ Support class or school end of term events (themed learning, performances/productions, etc) ➤ If possible, contribute to planning for these activities. ➤ Consider assessment opportunities in these areas of the curriculum and assess the 3 profile pupils in one of these curriculum areas, with support. ➤ Take a wider role in the class e.g. involvement in Christmas activities. 	Section VII: Make notes detailing your involvement in these events. Include the assessments of the 3 profile pupils in section VII. Also include brief reflections	This will link to weekly reflection section for week beginning 10th December. How do whole school events impact upon the children's learning overall?	

			on the impact of these activities on the 3 profile pupils, in a holistic sense.		
3, 8	<ul style="list-style-type: none"> ○ Consider your own next steps. 	<ul style="list-style-type: none"> ➤ Reflect upon your own progress over the Placement. ➤ What have you learned? ➤ Celebrate your successes! ➤ What are your priorities as you move into your next placement? ➤ Identify what you want to get from the Developing Placement. ➤ What areas do you need support with? 		<p>Discuss your progress and areas for development with your SBM and/ or UBM. Add to Weekly Mentor Meeting (w/b 10th/ 17th Dec)</p> <p>What are your next steps?</p>	