

# Primary ITE: Course Specific Guidance for PGCE Full-Time School Direct (including Opt-In)

(Extending Stage Placement – Summer 2019)

## Indicative Outline of Placement

(UBM – University Based Mentor/SBM – School based mentor)

	Teaching	Planning	UBM visits
<b>Week 1</b> w/c 29/4/19 Dates may be flexible and depend on cluster needs and holiday patterns	<p>READ the school's CP/safeguarding policy (do NOT upload it) and answer the 4 questions (below), recording your answers on your eRPD.</p> <ul style="list-style-type: none"> <li><i>The name and job title of the safeguarding/CP lead in this school</i></li> <li><i>What the process is if a child discloses a CP/ safeguarding worry</i></li> <li><i>What the process is if the trainee is concerned about the way a member of staff interacts with the pupils</i></li> </ul> <p><i>Who the trainee should contact if his or her concerns are about the Head Teacher.</i></p>		<p>UBM will contact SBM and trainee</p> <p>Purpose: To ensure school and trainee are ready to commence placement/share any concerns/ implement PSP (Personal Support Plan) if necessary</p> <p><b>UBM /SBM agree trainee is ready to embark on placement as discussed OR issue a PSP outlining support and modifications needed</b></p>
<b>Week 2</b> w/c 6/5/19  and  <b>Week 3</b> w/c 13/5/19	<p>Teaching increases from 50% - 80% of the class timetable when ready.</p> <p>Teach all maths and English/C&amp;L. Trainee must teach some science/UW, and PE/PD</p> <p><b>ALL</b> trainees must teach a sequence of phonics over the course of the placement – to another class if necessary</p> <p>Select appropriate Foundation subjects to complete the timetable requirements</p>	<p>Develop <b>own Medium Term plans</b> (sequences of work) and individual lesson plans for English/C&amp;L and maths and guided group work and for the trainee's subject specialism</p> <p>Create individual lesson plans for KS1/2 PE/PD and science/UW and Foundation Stage curriculum as appropriate to placement</p> <p>Develop own lesson plans from teacher's MT plans for other subjects</p>	
<b>Week 4</b> 20/5/19	<p>Teach 80% of the class timetable</p> <p>(See above for further information)</p> <p>Teach good range of Foundation subjects, ensuring experience has been gained in all subjects across the training year</p>	<p>(As above with the 80% timetable)</p>	<p>UBM visits- Purpose: To undertake a joint (with SBM) lesson observation To check School Placement file to ensure robust lesson evaluations and tasks are up to date To discuss trainee's impact on pupil progress with SBM and implement a PSP if necessary. Trainee to add evidence to eRPD standards review</p>
<p align="center"><b>27/5/19- Half Term in most schools- trainee study and preparation time – review the Assessment Toolkit and Standards Review</b></p>			

Week 5 w/c 3/6/19  and  Week 6 w/c 10/6/19 Week 7 w/c 17/6/19	Teach 80% of the class timetable     As above	Plan, teach, assess- 80% of the class timetable     To use summative data to evaluate pupil progress.	UBM to make visit- Purpose: To undertake a lesson observation (ideally with SBM) To check School Placement file to ensure robust lesson evaluations and tasks complete To finalise End Point Review (RP3) To finalise eRPD by <b>14/6/19</b> where possible- UBM final visit-
Week 8 w/c 24/6/19	Continue to teach, improving on standards, teaching across a wider curriculum.		Purpose- UBM and SBM to discuss final review point, standards review and standards achieved by trainee in relation to impact on pupil progress (recorded in the eRPD). UBM, SBM and trainee to agree targets for the NQT Career Entry Passport.

**The Expectation for Friday 28<sup>th</sup> June is that you are in BGU for sessions relating to preparing for your NQT year and induction into NQT year document preparation.**

**Friday 28<sup>th</sup> June 2018 is the end of the PGCE Programme of Study.**

Total No of Days in school = 46

## Learning Objectives

By the end of the experience trainees will be able to:

- Ensure children make good or better progress in their learning
- Plan, teach and evaluate sequences of work for core subjects and selected non-core, of the National Curriculum/Foundation Stage;
- Create a professional working relationship with children and manage their behaviour effectively;
- Assess and record children's achievements, and use the information to inform planning;
- Develop a classroom environment that supports learning and teaching;
- Differentiate teaching to accommodate the full ability range and individual learning needs;
- Plan independently, taking account of prior learning, to enable good rates of pupil progress;
- Establish an effective professional role with colleagues, children and parents
- Use assessment records and judgements of pupil progress to write reports.

## Job Interview Protocol for Extending Placement

The BG Partnership support trainees in securing an appropriate teaching post that will allow them to flourish in their early career. However, this needs to be balanced with the need to successfully gain QTS and establish a secure foundation in pedagogic and subject knowledge that will stand them in good stead for the rest of their teaching career.

To help maintain an appropriate balance, the following protocol offers guidance:

- Trainees should seek their placement school's permission to be absent from school to attend the interview, showing evidence of the interview invitation
- Trainees should inform BGU of this formal absence

- Trainees should ensure that their UBM is informed, to ensure formal observations are not missed or can be rearranged
- It is an expectation that trainees make visits to prospective employing schools outside teaching hours OR in scheduled PPA/CPD time
- Where trainees have been for three or more interviews, it would be appropriate for the UBM/SBM to give additional support and guidance to try to prevent excessive absence from placement school and to help them, whenever possible, in gaining employment

***Please be aware that absences to attend interview may be required to be added to the end of the placement in a similar manner as absences for ill health.***

## Key Contacts

**Your first contact should always be your SBM**

**UBM/Link tutor**

**School Direct Lead:**

ruth.pearson@bishopg.ac.uk

**Course Leader:**

sue.lambert@bishopg.ac.uk

**Partnership Office**

01522 583766

partnership@bishopg.ac.uk

## Support for Trainee

<b>University Based Mentor (UBM) Visits/Contact</b>	<ul style="list-style-type: none"> <li>Up to 3 visits per trainee across the term</li> <li>Extra visits can be made if deemed to be beneficial to the trainee and to support the SBM</li> <li>Joint observation with the school based mentor</li> </ul>
<b>School Based Mentor (SBM) Requirements</b>	<ul style="list-style-type: none"> <li>One weekly written observation, plus additional short written observations for aspects of Maths and English for each trainee, including phonics for all trainees.</li> <li>Weekly mentor meeting completed with trainee – on eRPD</li> <li>Support for trainees in CPD to meet targets</li> <li>Completion of assessment against QTS Standards; throughout and at end point of placement</li> <li>On-going verbal feedback.</li> <li>Monitoring of evidence added to eRPD</li> <li>Complete end of placement review / report – on eRPD</li> </ul>

## Assessment of Trainee

Assessment	Where to be recorded?
At least 8 weekly written lesson observation from SBM	Attached to or within eRPD
At least 8 weekly mentor meeting with SBM	Recorded within eRPD
At least 2 written lesson observations from UBM, at least one jointly with SBM	Attached to or within eRPD
Monitoring of evidence added to eRPD in preparation for- End point standards review, against the QTS standards	Within the eRPD

## School Placement File

Throughout the file please indicate which planning is the school's planning so that mentors can evaluate the trainee's planning.

The school placement file is an open document, available on request to the head teacher, school based and university based mentors. The file should always be available in school and up-to-date. It should be a professional working document which reflects the trainee's level of commitment. As the folder is likely to contain information regarding children it should be regarded as CONFIDENTIAL.

### Structure of the File

An A4 ring-binder with section headings as follows:

- a. **Contact information e.g. for mentors, how to contact the school if ill etc.**
- b. **School Information e.g. latest Ofsted/map etc. Items useful to trainee for placement including this handout and the Assessment Toolkit for QTS: Grade Descriptors (emailed to you)**
- c. **Class Information e.g. Timetable/ Pupils lists and relevant information (group lists/assessments/ SEN, More Able, Social, medical – following school policy ) / Seating plans / Protocols, Health and Safety**
- d. **Medium Term Planning (termly, half-termly) e.g. Copies of school's/class teacher's planning (long term or medium term, as available), Use this planning to familiarise yourself with medium-term planning and to inform your planning.**
- e. **Sequence of work showing curriculum content to be taught during this experience. For English and Maths these will be weekly sequences (placed in the weekly planning section).**
- f. **Short-Term Planning (weekly/daily)**
  - Short term planning should be organised in weekly blocks, with dividers indicating Week 1, Week 2, and Week 3 etc.
  - Weekly Plans – A weekly sequence of work for English and maths. You may use the school's weekly planning sheets for these.
  - The weekly sequence is an initial outline and changes to objectives and activities may need to be made but as these will be on the daily lesson plans, there is no need to rewrite the weekly sequence. It may be appropriate to annotate the weekly sequence by hand to indicate any major changes made as the week progresses.
  - Weekly plans for guided reading, phonics and spelling groups.
- g. **Activity or Lesson Plans**
  - There must be a lesson plan for each of the lessons you will teach over the week
  - If you are not leading a session but you are leading a focused guided group you are required to complete an activity plan on a lesson plan format.
- h. **Assessment for Learning (AfL) and Lesson Evaluations**
  - Trainees are expected to record significant information about children's achievements for each lesson taught. This will be in the form of **handwritten** AfL notes on each lesson plan. These notes are normally 4 or 5 bullet points that are related to individual pupils. They should **inform subsequent lesson planning and indicate action to be taken**. Trainees are not expected to write about all pupils, only those who exceed or fail to reach the learning objective for the lesson.
  - AfL notes should be completed as soon as possible after the end of the lesson. However, when pupils' work is marked additional notes may be added about individual pupils.
  - Trainees are not expected to write a lengthy evaluation of all lessons taught. Bullet points and notes are appropriate on lesson plans. **Remember lesson evaluations should focus on what the pupils' progress.**
- i. **Pupil Assessment Records**
  - The trainee must keep notes about the three profile pupils for reading and for social, emotional and behavioural issues.
  - The trainees must set up and maintain whole class records of pupils' progress in relation to key objectives in maths, English and science/ EYFS curriculum areas using the school's record keeping system
  - **At the end of the school experience each trainee should be able to explain how they feel they have impacted on pupil progress.**

## Checklist

Tasks before commencing the preliminary days	Completed
Ensure you have details of your placement (sent to you via email) and have contacted the school if it is a new school this term to introduce yourself, to find out what time to arrive, which entrance to use and, if relevant, where to park. Ensure you take photo ID on your first visit	
Ensure you know the details of your transport arrangements to your placement	
Ensure you are clear about your responsibilities and tasks for your placement	
Tasks during the preliminary days	
Ensure you provide the school with your contact telephone number and email – and that you know who to contact in the school in case of any non-attendance	
Become familiar with the school policies, handbooks and codes of conduct, including safeguarding/child protection procedures, e-safety and Health & Safety procedures. <b>Complete the safeguarding information in the notes on your eRPD</b>	
Spend time observing and getting acquainted with the school or if you are familiar with the school continue to plan for groups and lessons, take opportunities to observe other teaching within school.	
Spend time becoming acquainted with the class resources and if these are familiar the wider school resources	
Prepare planning required including gathering resources and prepare the first lesson plan for each subject to be taught	
Share your eRPD, previous Review Point form, Personal Support Plan/Cause for Concern and any special needs with SBM	
Email and/or print your SBM a copy of this handout and BGU and 'Assessment Toolkit for QTS: Level Descriptors' document with your SBM	
Hold a 'diary meeting' with SBM to plan when your PPA/CPD and weekly reviews will be.	
Early in placement	
UBM to meet with SBM and trainee to ensure that placement is ready to start	
Plan time to be observed teaching a sequence of phonics	
Use SBM's / School's assessment data to become familiar with pupils' current levels of attainment Become familiar with assessment approach ('after levels') and reflect on how this will inform your judgements of pupil progress through the placement (and inform report writing)	
Start a Standards Review in your eRPD	
(Re)Identify 3 profile pupils – begin to gather evidence to allow you to write a report for these pupils	
Weekly Tasks (Weeks 2-9)	
Write MT plans for English/C&L and maths (KS1/2) or ensure coverage of Foundation Stage curriculum for C & L and maths	
Write lesson plans for whole class (or guided groups if the sessions are teacher led in week 1) for English/C&L, maths and non-core subjects – these should not all be written a week in advance! FS write session plans for all areas of learning taught	
EYFS trainees build up to planning for continuous provision by week 4	
Each lesson plans need to be evaluated as described on previous page (section h)	
SBM to complete a formal lesson observation and discuss with trainee. In KS1/2 placements trainee to have at least 2 English/C&L and 2 maths formal observations. Lesson observation to be included in the eRPD (by attachment if necessary) NB: Phonics and/or guided reading can be classed as "English" observations. EYFS at least 2 observations of maths, C & L, including specific phonics observation	
Ensure work/notes on 3 pupil profile pupils has been updated/added to including <b>annotating to show how your teaching has had an impact on the pupils' progress</b>	
SBM and trainee hold a weekly reflection meeting. At this meeting discuss pupil progress, lesson evaluations, lesson observations and set targets for forthcoming week. You may want to share examples of marking to illustrate progress. Record this in the eRPD	
Record pupils' achievement and progress as the class teacher would include keeping up to date with all marking and following school marking policies.	
Update Standards Review in eRPD – add evidence of meeting standards throughout placement	
Other tasks to complete during the placement	
Trainee and SBM to undertake at least 2 Standards Reviews	

Ensure you speak to staff about how the school uses data for assessment of pupils' progress and try to observe/help with any Statutory Tests being undertaken during your placement. If this is not possible talk to staff involved about the tests and look at papers once tests have been completed.	
Draft school reports for your profile pupils, using the school format and get feedback about these from your SBM	
Wherever possible undertake other tasks required of a class teacher e.g. create interactive displays and contribute to learning walls, develop activity areas , help with playground duty, attend staff meetings, assist in lunchtime/after-school clubs, attend parent meetings etc.	
Observe the teacher working with your profile pupils. Keep notes on key points on pupils' learning and your own learning	
Write sample annual reports on 3 profile children using school proforma / outline	
CPD (10% per week) is to be used for the non-teaching tasks and to observe good practice e.g. the subject leader for the trainee's subject specialism	
<b>Tasks at the end of your block teaching</b>	<b>Completed</b>
Trainee, SBM and UBM meet to ensure that the eRPD has been completed including final standards review and targets for the NQT year This will support completion of NQT induction documentation in BGU.	
Ensure final review point completed on eRPD.	
Ensure you complete the online Evaluation questionnaire for your placement – further details will be emailed to you	
Ensure CEP is signed off by your SBM/UBM	
Ensure you have returned all resources to the school/staff	