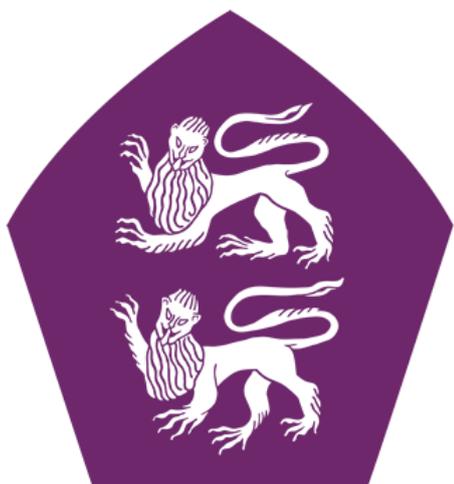


Primary ITE

Course Specific Guidance for BA Primary Education with QTS [1st Year]

Revised [CV19] Introductory Stage Placement - Spring 2021



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In light of the ongoing disruption and uncertainty around the Covid-19 pandemic, we appreciate the need for additional flexibility and adaptations, which may be required in order to work within specific guidelines. The information within this guidance is based on our regular placement schedules and guidelines. Please apply all guidance in a flexible manner to suit the adaptations needed within your setting. Where necessary, remote training and quality assurance by university-based mentors (UBMs) can take place to support the setting.

Outline of Placement

This Introductory Placement for 1st year undergraduates is a **5 week, paired** school placement. The trainee pair will build up to teaching 50% of the timetable between them. The focus is on developing confidence with teaching and assessing mainly in the core subjects, although other subjects may be taught at the SBM's discretion. **Some whole class teaching is expected.**

Below is outlined the information and guidance to support trainees and mentors during the placement. This document maps the ideal experiences and goals for each week. We recognise that currently schools may be operating in different ways and so there is flexibility in the schedule to enable trainees to engage with schools and their placement experiences in a supportive way. University-Based-Mentors (UBM) can advise SBMs and direct trainees on the best course of action.

This guidance is informed by the requirements of the DfE(2019) ITT Core Content Framework (CCF) in conjunction with the DfE(2011) Teachers' Standards (TS). Trainees are expected to become familiar with these documents and engage with them throughout their training to identify and track their development in order to meet the requirements for recommendation for QTS by the end of the programme.

NOTE: In the event of school closure, isolation or further lockdown procedures – see advice at the end of this booklet on how to engage trainees remotely.

| | Teaching - Paired | SBM | UBM Visits |
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| Preliminary days Commencing Thurs 11.03.21 to Fri 19.03.21 | <p>Get to know: the class, routines, behaviour management strategies/policy; Health and Safety Policy (including evacuation procedures).</p> <p>Share key ITE documents and location on BGU website.</p> <p>Invite SBM to access your eRPD – gain permission to share SBM contact details with your UBM.</p> <p>Work with groups of children to gain an understanding of their attainment levels and teacher expectations.</p> <p>READ the school's CP/safeguarding policy (do NOT upload it) and answer the 4 questions, recording your answers on your eRPD.</p> <ul style="list-style-type: none"> • <i>The name and job title of the safeguarding/CP lead in this school.</i> <ul style="list-style-type: none"> • <i>What the process is if a child discloses a CP/ safeguarding worry.</i> • <i>What the process is if the trainee is concerned about the way a member of staff interacts with the pupils.</i> • <i>Who the trainee should contact if his or her concerns are about the Head Teacher/Safeguarding Officer</i> <p>Agree with SBM teaching responsibilities for week 1.</p> | <p>Provide key class information and documents for the trainee.</p> <p>Link: CCF Classroom Practice TS4 Professional Behaviours TS8</p> <p>Discuss targets from audits and previous school experience/ placement with trainee.</p> <p>Link: CCF Professional Behaviours TS8</p> | <p>UBM monitors the eRPD for compliance.</p> |

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| | <p>Trainees to agree their roles for each lesson. Begin to plan lessons, under SBM guidance, using SBM's medium term plans for core subjects.</p> <p>Set up eRPD and establish weekly mentor meetings.</p> <p>Add the Introductory Standards Review document to the eRPD.</p> | | |
| | Trainee | SBM | UBM |
| <p>Week 1 W/b 22.03.21</p> | <p>Teach at least 2 Maths or English differentiated lessons.</p> <p>Other subjects may be taught at the discretion of the SBM- these may be group or whole class lessons.</p> <p>Identify opportunity to teach phonics or phonics into spelling in KS2. ALL trainees must teach phonics – to a small group or another class if necessary.</p> <p>Update the Introductory Standards Review on eRPD begin to record your progress towards the Teachers Standards on the Assessment Toolkit.</p> <p>Take control of the whole class on some occasions.</p> | <p>Facilitate trainees to teach sessions. Link: CCF Classroom practice TS4, Managing Behaviour TS7</p> <p>Formal observation with written feedback (BG Lesson observation form).</p> <p>Please note there is no requirement to grade individual lessons. Link: CCF High Expectations TS1, Professional Behaviours TS8</p> <p>Provide on-going informal advice/feedback.</p> <p>Hold mentor meeting. Link: CCF How pupils learn TS2</p> | <p>Week 1 UBM contacts SBM (phone/email)</p> <p>Purpose: To discuss trainees' progress and decide date of observation visit 1.</p> |
| <p>Schools Easter Break</p> <p>Trainees will not be in school w/b 29.03.21, w/b 05.04.21 & w/b 12.04.21</p> <p><i>please note: students may have sessions scheduled at BGU during w/b 12.04.21</i></p> | | | |

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| <p>Week 2 w/b 19.04.21</p> | <p>Teach at least 2 Maths or 2 English (swap from Wk 1 focus subject) Using SBM's Medium Term planning, develop and teach a science lesson (or an enquiry based lesson if science not possible).</p> <p>Begin working towards 50% teaching time by end of placement. This may be group work but whole class teaching is expected too.</p> <p>Begin to take control of the whole class on some occasions.</p> <p>Continue to complete the Introductory Placement Standards Review and the Assessment Toolkit, identifying strengths and areas for development.</p> | <p>Enable trainees to experience whole class management on some occasions. Facilitate trainees to teach sessions. Link:CCF Subject & Curriculum TS3, Classroom Practice TS4, Assessment TS6</p> <p>Formal observation with verbal and written feedback (BG Lesson observation form) please note there is no requirement to grade individual lessons. Provide on-going informal advice/feedback. Link: CCF High Expectations TS1, How pupils learn TS2, Managing behaviour TS7</p> <p>Hold weekly mentor meeting. Link: Professional Behaviour TS8</p> | <p>Normally in Week 2: joint observation with SBM if possible. Support SBM with eRPD as required. Check trainee has begun the Standards Review and eRPD is up to date.</p> <p>Check trainees school file is up to date.</p> |
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PLANNING STATEMENT *Adapt planning from teacher's whenever you can for teaching. Trainees are encouraged to use BG format where they feel it is helpful to clarify the learning intentions, and success criteria and provide a framework for ensuring all elements of effective lessons are included. It may also be helpful early in the placement, when teaching less than 50% and/or in a new setting, to create lesson plans from teacher's planning to ensure you develop a good understanding of all the elements of effective planning. You may be required to use BG format by your SBM for a specified duration on any placement if this arises in conjunction with a PSP target related to S2&4. Trainees should annotate plans and put AfL notes on bottom of plan.*

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| <p>Week 3 w/b 26.04.21</p> | <p>Teach both English and maths lessons, sharing out responsibilities with teaching partner. Begin to teach up to 50% of the timetable (whole class or group) at the SBM's discretion, with a focus on English, maths & science. Make sure time to teach phonics has been agreed. Continue to take control of the whole class on some occasions. Continue to add to the Standards Review</p> | <p>Enable trainees to experience whole class management on some occasions. Facilitate trainees to teach sessions. Link:CCF Subject & Curriculum TS3, Classroom Practice TS4, Assessment TS6</p> <p>Formal observation with verbal and written feedback (BG Lesson observation form) please note there is no requirement to grade individual lessons. Provide on-going informal advice/feedback. Link: CCF High Expectations TS1, How pupils learn TS2, Managing behaviour TS7</p> <p>Hold weekly mentor meeting. Link: Professional Behaviour TS8</p> | <p>Remote checking of eRPD.</p> |
| <p>Week 4 W/b 04.05.21 {Monday 03.05.21 is a Bank Holiday}</p> | <p>Teach up to 50% of the timetable, (whole class at the SBM's discretion) with a focus on English, Maths, science. Evaluate lessons. Other subjects may be taught at SBM's discretion. Ensure weekly reflections, observations and Standards Review on eRPD are up to date.</p> <p>Continue to take control of the whole class on some occasions. Finalise the Standards Review ready for SBM and UBM meeting in week 5.</p> | <p>Enable trainees to experience whole class management on some occasions. Facilitate trainees to teach sessions. Link:CCF Subject & Curriculum TS3, Classroom Practice TS4, Assessment TS6</p> <p>Formal observation with verbal and written feedback (BG Lesson observation form) please note there is no requirement to grade individual lessons. Provide on-going informal advice/feedback. Link: CCF High Expectations TS1, How pupils learn TS2, Managing behaviour TS7</p> | <p>Ensure trainee has prepared for Standards Review and follow up as necessary.</p> |

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| | | Hold weekly mentor meeting. Link: Professional Behaviour TS8 | |
| Week 5 w/b 10.05.21 | Continue to teach up to 50% of the timetable. Ensure all resources are returned to school. | Enable trainees to experience whole class management on some occasions. Link: Professional Behaviour TS8 Facilitate trainees to teach sessions. Link: High expectations TS1, How pupils learn TS2, Adaptive Teaching TS5, Managing Behaviour TS7, Formal observation with verbal and written feedback (BG Lesson observation form) – normally paired with UBM. Provide on-going informal advice/feedback. Meet with UBM for end of placement Standards Review. | UBM Visit 2 Normally paired observation with SBM. Support SBM with Standards Review and end of placement final grade. Ensure all Teacher Standards grades, subject grades and overall placement grade are recorded on eRPD. Ensure SMART targets are identified for trainee. |

Total No of Days = 30

Key Contacts

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| Partnership Office 01522 583720 partnership@bishopg.ac.uk | Placement Lead Tracey Kilcoyne (01522 585648) tracey.kilcoyne@bishopg.ac.uk | Programme Leader Rebecca Geeson (01522 583652) rebecca.geeson@bishopg.ac.uk |
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Learning Objectives

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

1. Have knowledge of the underlying concepts and principles associated with teaching and learning, and an ability to evaluate and interpret these within the context of the school placement (FHEQ 4.10.a, f)
2. Demonstrate an ability to present, evaluate and interpret a range of information about children's learning in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of teaching and learning. (FHEQ 4.10.b)
3. Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments. (FHEQ 4.10.d)
4. Evaluate the appropriateness of different approaches to solving problems related to teaching and learning. (FHEQ 4.10.c)

Support for Student

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| University Based Mentor (UBM) Visits/Contact | <ul style="list-style-type: none"> • The role of the UBM is to ensure Quality Assurance of the assessment of the Teacher Standards, that the placement expectations are being met and SBM judgements are fair and correct. • The UBM trains and supports the SBM in the use of eRPD and BGU processes. • The UBM will remotely monitor trainees' use of eRPD and provide support or challenge where needed. • 2 observations, normally paired with the school based mentor (SBM) wherever possible. • Phone call/ email discussion with SBM normally in Wk1. • Visit normally in Wk2: paired lesson observation with SBM; support SBM use of eRPD if needed. • Extra visits can be made if deemed to be beneficial to SBM's support of the trainee. • Final visit, normally during Week, 5 to include lesson observation paired with SBM wherever possible and Standards Review. • UBM to ensure all Teacher Standards Grades and future targets are recorded on the eRPD. |
| School Based Mentor (SBM) Requirements | <ul style="list-style-type: none"> • To advise trainees on their planning by responding to their ideas and observations. • To retain responsibility for children but exercise it indirectly, through the trainees wherever possible. • To continue to teach PE, and games, (unless specifically arranged with trainees), as "model" lessons – discussed with trainees, before/afterwards – sharing plans and explaining development/progression within them. • Provide on-going verbal feedback. • Provide weekly written observation and identify targets. • Complete weekly mentor meeting log with students on the eRPD. • Complete end of placement Standards Review gradings with UBM on eRPD at end of placement. • Agree overall grade for placement and 3 SMART targets for each trainee with UBM and record in relevant standard in Standards Review on eRPD. |

Assessment of Student

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| Assessment – Introductory Placement | |
| 5 weekly written lesson observations (1 to be phonics or phonics into spelling in KS2) | Recorded within eRPD |
| 5 weekly mentor meeting with SBM | Recorded within eRPD |
| 2 written lesson observations from UBM, normally jointly with SBM | Recorded within eRPD |
| SBM/UBM Introductory Placement Standards Review against Assessment Toolkit | Recorded within eRPD |
| SBM/UBM agree overall grade for placement. | Recorded within 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 experience 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 student'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 student for placement including this handout; the PE134/Sch004 Placement Trainee Guidance.**
- 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. **Lesson plans showing curriculum content to be taught during this experience. For English and Maths these will be developed into weekly sequences (placed in the weekly planning section).**
- f. **Short-Term Planning (weekly/daily)** (see planning statement above)
 - Short term planning should be organised in weekly blocks, with dividers indicating Week 1, Week 2, and Week 3 etc.
 - EYFS should plan for continuous provision and adult led in the planning formats that the school use.
 - Weekly plans for guided reading, phonics and spelling groups
- a. **Session/Activity or Lesson Plans**
 - There must be a lesson/session plan for each of the lessons/sessions 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, with SBM support on a lesson plan format.
- b. **Assessment for Learning (AfL)**
 - Trainees may begin to record significant information about children's achievements for each English/C & L/maths lesson taught. This will be in the form of **handwritten** AfL notes on the lesson plan. These notes are normally bullet points that are related to individual pupils/groups. They should begin to **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 and what the next steps are to address this to enable the children to make progress. You may decide to focus on your profile pupils to achieve this. **It is expected that trainees will require on-going support from SBM to achieve this.**
 - 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.
- c. **Lesson Evaluations**
 - Trainees should carry out brief evaluations of each lesson taught. These are not expected to be lengthy and bullet points and notes are appropriate on lesson plans. Weekly Reflections on the eRPD should include a more in-depth analysis of some key lessons, perhaps where something significant happened. **Remember lesson evaluations should focus on the impact your actions had on the pupils and the progress have made.**
- d. **Pupil Assessment Records**
 - The trainee must keep notes about three profile pupils for core subjects and for social, emotional and behavioural issues, or any other aspects which may help you to support or challenge them.
 - **At the end of the school experience each trainee should be able to explain how they feel they have supported pupils to make progress and be able to evidence this.**

Checklist

| Tasks before commencing the preliminary days | Completed |
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| Ensure you have details of your placement (sent to you via email) and have contacted the school to introduce yourself, to find out what time to arrive, which entrance to use and, if | |

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| relevant, where to park. If several trainees are present in a school ONE of your group should take responsibility for making this contact. | |
| Ensure you know the details of your transport arrangements to your placement. | |
| Take photo ID on your first visit. | |
| Ensure you are clear about your responsibilities and tasks for your placement. | |
| Tasks during the preliminary days | |
| Provide the school with your contact telephone number and email – and that you know who, and how to contact the school in case of any non-attendance. You must inform placements@bishopg.ac.uk as well as the UBM of ALL absences during placement. | |
| Become familiar with the school policies, handbooks and codes of conduct, including safeguarding/child protection procedures, e-safety and Health & Safety procedures. Complete the safeguarding information in the specific section on your eRPD. | |
| Invite your SBM to access the eRPD | |
| Spend time observing and getting acquainted with the school. Take opportunities to observe others teaching within school. | |
| Spend time becoming acquainted with the class resources and the wider school resources. | |
| With your partner (where relevant): discuss Medium Term plans for English and maths (KS1/2) with SBM. In EYFS discuss equivalent plans including continuous provision. | |
| With your partner(where relevant): prepare lesson plans required including gathering resources and prepare the first lesson plan for each subject to be taught. Discuss with SBM and revise accordingly. | |
| Share any Personal Support Plan/Cause for Concern from Initial school Experience with SBM. Discuss any special needs you may have that you wish to disclose. | |
| Email and /or print your SBM a copy of this handout. Copies are available to download on BGU website ITE documents centre. | |
| Hold a 'diary meeting' with SBM to plan when your PPA/CPD + weekly reviews will be. | |
| With help from SBM, identify 3 profile pupils with different attainment and learning characteristics. Begin to gather evidence about their attainment and learning, behavioural and social characteristics. | |
| Tasks (Weeks 1-5) | |
| Ensure you read BGU Placement Lead's Weekly emails. | |
| With SBM support, begin to become familiar with pupils' current levels of attainment. Become familiar with teacher's assessment approach and reflect on how this will inform your judgements of pupil progress through the placement . | |
| Ensure eRPD is kept up to date with Weekly Reflections, and Lesson Observations recorded appropriately. | |
| In week 1: load the Introductory Placement Standards Review template of the eRPD. Begin to record your responses in each Standard. Evidence should be signposted naming the source and date. Eg: see maths lesson observation (5.11.18). Add to the Standards Review each week to build a comprehensive evidence bank of how you are meeting the Standards. DO NOT leave it to the last week! | |
| Plan and deliver sequences of lessons as described above. Subjects to be taught in line with school's policy and submitted to SBM within agreed timeframe. Follow school's format to develop plans for continuous provision in EYFS. | |
| Evaluate lessons you teach so you can identify their strengths and weaknesses. Discuss these with SBM and respond to advice. Reflect on key events/issues in the eRPD. | |
| Maintain focus on 3 profile pupils – begin to gather evidence to allow you to discuss their progress and their social, emotional, physical and intellectual characteristics. Can you show how your teaching has impacted upon their progress? | |
| Prepare reflections and response to targets ready for the weekly Mentor Meetings. At these meetings discuss pupil progress, lesson evaluations and lesson observations using the eRPD template as a guide. Review trainee progress using the Introductory Placement Assessment Toolkit and set targets for forthcoming week. | |
| SBM to complete a weekly, formal lesson observation and discuss with trainee. | |

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| In KS1/2 placements trainee to have at least 2 English and 2 maths formal observations Lesson observation to be included in the eRPD (by attachment if necessary) | |
| Plan time to be observed teaching a sequence (approx. 3 sessions) of phonics. Small group work is acceptable for this activity. ALL trainees must be observed teaching phonics. In KS2 this may be phonics into spelling or the trainee may work with a group from KS1/EYFS where appropriate. | |
| Contribute to the class teacher's record keeping (where appropriate) include keeping up to date with all marking and following school marking policies. | |
| Each week ensure information has continued to be added to each Teacher Standard in the end of placement Standards Review, ready for the Final Review during week 5. | |
| Other tasks to complete during the placement | |
| Trainee to be thoroughly prepared for the Standards Review. SBM to undertake Standards Review at end of placement, with UBM. Final grades to be recorded on the eRPD and verified by the UBM. | |
| 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, etc. | |
| Observe the teacher/support staff working with your profile pupils. Keep notes on key points on pupils' learning and your own learning. | |
| Non-contact 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. Additional 10% for PPA. The remaining 80% of the time is to be spent in the classroom teaching, assisting and observing under the SBM's direction. | |
| Tasks at the end of your placement | Completed |
| Trainee, SBM and UBM meet to ensure that the eRPD has been completed including standards review and targets for next placement. | |
| Ensure you have returned all resources to the school/staff | |

Contingency tasks for trainees needing to work remotely or following isolation guidance:

In the event that a trainee is required to self-isolate or school has to close a bubble or rearrange how they organise provision in school for vulnerable groups and keyworker children we have provided some guidance here on how students can continue to enhance the provision that school can offer. We encourage our trainees to be flexible and work with you in a mutually beneficial way. Therefore, trainees should engage in any way that would support school. Whether this means that some days, they are working at home on 'directed tasks' and others they are in school, trainees can still meet the requirements of the placement by adapting and creatively getting involved.

Examples of appropriate directed tasks and remote engagement include:

- planning and making resources for face-to-face sessions,
- planning and making resources for home-schooling where families are unable to access IT
- marking and feedback on returned homework
- pre-recording short home learning activities such as guided reading, storytelling, phonics topic based and themed activities
- delivering remote teaching using TEAMS or other school-based learning platforms
- using off-site time for CPD/PPA time and updating their eRPD and student folder
- other activities that you would expect staff to undertake to support the school and further the trainee's knowledge and understanding of the role of the teacher.

In school trainees can teach and support children in any way as directed by the SBM/class teacher - this can be whole class, small group, 1-1 interventions etc. This can be restricted to a specific bubble or groups as you feel safe to deploy the trainees. All experience in school will help trainees to develop and so we are pleased that you can see the benefits. There may be other ways that you hope to engage with our trainees and the allocated university-based-mentor (UBM) will be happy to liaise and answer any questions once placement is underway.

Additional guidance on deployment of trainees in schools can be found in the document DfE (2021, p36) Restricting attendance during the national lockdown: schools.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950510/School_national_restrictions_guidance.pdf

Key Documents:

DfE (2021) Restricting attendance during the national lockdown: Schools

DfE (2019) ITT Core Content Framework

DfE (2011) Teachers' Standards Overview