



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 Placement Booklet
AUTUMN TERM 2019-2020**

Trainee name:

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TIMELINE/KEY DATES/ OVERVIEW

w/c	Guidance	Key Actions
2nd Sept	<p><u>Preliminary Days</u></p> <ul style="list-style-type: none"> - Settling into placement. - Observing teachers and pupils – teacher presence, authority, use of voice and behaviour management. 	<p>Subject knowledge initial audits to be completed by 9th September – audits will be explained in session on 6th September.</p> <p>After enrolment, become familiar with online tools- Bb and eRPD.</p>
9 th Sept 16 th Sept	<p><u>Early weeks</u></p> <ul style="list-style-type: none"> - Observation of good practice. - Develop knowledge of class, staff, policies and routines. - Initially, work with groups of pupils, building to whole class when ready, prepared and confident- to be discussed with SBM. - Work from teacher’s planning teaching English and Maths. 	<p>Add records on the eRPD-</p> <ul style="list-style-type: none"> - Weekly reflections. - Records of weekly mentor meetings. - Be observed by mentor teaching English/ Maths to small groups/ class as appropriate. <p>Complete tasks for Standard 3 Portfolio.</p> <p>Link Tutor to contact and/or visit the school to support SBM.</p>

w/c	Guidance	Key Actions
23 rd Sept 30 th Sept 7 th Oct 14 th Oct (21 st Oct)	<ul style="list-style-type: none"> - Develop confidence delivering lessons. - English, Maths and Phonics. Teach whole lesson(s) using teacher's plans, increasing the number of lessons taught as confidence increases. - In EYFS, deliver adult led activities and support provision. - Begin to teach other subjects when ready/ as appropriate. - Team teach where appropriate. - Begin to develop own planning alongside the class teacher. - Use school marking scheme as appropriate. - Evaluate lessons, planning and pupil progress. - Be observed by SBM teaching small groups/ parts of lessons/ whole class as appropriate (note- this may vary for each trainee). - Aim to be teaching whole sequences of lessons before half term. 	<p>Continue to add records to the eRPD-</p> <ul style="list-style-type: none"> - Weekly reflections (where appropriate, following suggestions in weekly tasks.) - Records of weekly mentor meetings. - Lesson observations by SBM. - Add Introductory Placement Final Review document to eRPD and begin to collate evidence of meeting Teacher's Standards. <p>UBM/Link Tutor Visit- when appropriate With SBM- jointly observe trainee and assess trainee's progress, discuss and set targets with trainee.</p>
21st Oct and/or 28th Oct	School Half term – depending on school holiday patterns	<p>Directed study-</p> <p>Significant Incidents in Professional Development Assignment</p> <p>Standard 3 Portfolio</p>

w/c	Guidance	Key Actions
(28 th Oct) 4 th Nov 11 th Nov 18 th Nov 25 th Nov	<ul style="list-style-type: none"> - Teach sequences (2 or 3 lessons) of Maths, English and Phonics. - PE and Science- observe and team teach the lesson (eg, within the session, teach a small group from the teacher's planning and/or teach beginning/end of the lesson). - Build up to teach a whole week of maths or English and then in the following week, teach the other subject. In weeks where you are teaching full lessons of either Maths or English, you should plan and deliver guided groups in the other subject. - Teach other subjects, as appropriate, from teacher's planning. - Develop records and assessments alongside the teacher. - With support, set targets for individuals and groups. - Mark work from sessions you have taught (as appropriate). 	<p>Continue to add records on the eRPD-</p> <ul style="list-style-type: none"> - Weekly reflections. - Records of weekly mentor meetings. - Lesson observations by SBM. - Throughout the block- Add evidence of meeting Teacher Standards to Introductory Placement Final Review document on eRPD. - Highlight Teacher Standards achieved in yellow on the toolkit (Standards tab on eRPD). <p>UBM/Link Tutor Visit- when appropriate With SBM- jointly observe trainee, assess trainee's progress, discuss and set targets with trainee.</p>
2 nd Dec 9 th Dec	<ul style="list-style-type: none"> - Continue teaching Maths, English, Phonics and other subjects. - Aim for teaching 50-60% of the timetable by the end of the placement. (This is a general guide and will vary for each trainee.) - Take a wider role in the life of the whole school- including involvement in end of term and/or Christmas activities. 	<p>Continue to add records on the eRPD-</p> <ul style="list-style-type: none"> - Weekly reflections. - Records of weekly mentor meetings. - - Final Standards Review for the Introductory Placement: Meeting to review progress. Trainee, SBM, link tutor to discuss evidence presented in eRPD and any supporting evidence in placement file. To be completed by 13th December 2019. <p>Progress Audits to be completed and Action Plan to be updated on eRPD by: 9th Dec. Standard 3 Portfolio review: BGU 13th Dec</p>

Who to contact at BGU:

UBM/Link Tutor: First point of contact will be the named Link Tutor for your Cluster and/or your group tutor-

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

Other staff

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

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

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

Partnership Office

Partnership email address: partnership@bishopg.ac.uk

Partnership telephone number: 01522 583720

TD Office TAdmin@bishopg.ac.uk

Student Advice provides excellent 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.

Support from the Learning Development team- celt@bishopg.ac.uk

Library support- library@bishopg.ac.uk

Assessment of the Introductory Phase

- Placement progress is assessed through the eRPD (electronic record of professional development). Some additional evidence may be kept in placement files.
- The trainee should make use of the activities in the Introductory Phase Booklet as a platform to progress their learning.
- School based mentors (SBM) should give feedback on progress towards the Teacher's Standards, during Weekly Mentor Meetings recorded on the eRPD.
- The Link Tutor will visit the school, as appropriate, to support and advice to the trainee and SBM, to undertake a QA role, to offer guidance, to discuss expectations and trainee progress.
- Formal and informal observations of the trainee will be completed by the SBM throughout the introductory placement.
- The end of placement review should be completed by 13th December 2019 with grades and targets for moving forwards into the Developing Placement..

- During the Introductory Placement, the development of TS3- subject knowledge, will also be assessed using the Standard 3 Portfolio.
- The trainee will be expected to complete all audits, tasks and elements in the Standards 3 Portfolio according to the given timeline. This will be reviewed in BGU on 13th December.

By the end of the PGCE training year we expect the trainees to be good or outstanding when assessed against the QTS Teacher's Standards.

Record of attendance This is useful as an ongoing guide- information should be recorded on the eRPD. Tick days attended. *Holidays to be confirmed by school.

Week	w/c	Mon	Tue	Wed	Thu	Fri
1	2 Sep					BGU
2	9 Sep					BGU
3	16 Sep					BGU
4	23 Sep					BGU
5	30 Sep					BGU
6	7 Oct					BGU
7	14 Oct					BGU
*8	21 Oct					
*9	28 Oct					
10	4 Nov					BGU
11	11 Nov					BGU
12	18 Nov					BGU
13	25 Nov					BGU
14	2 Dec					BGU
15	9 Dec					BGU
*16	16 Dec					
Total days						

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 trainee should notify the school as soon as possible and attendance@bishopg.ac.uk and ruth.pearson@bishopg.ac.uk

Date(s) of absence	No. of days	Reason	SBM initials

Signed- _____ (Trainee) _____ (SBM)

Guidance for Introductory Placement

The following programme of activities is designed to support progress through the Introductory Placement and it offers the opportunity for personalised learning.

It is laid out as a list of suggested activities to be worked through, to support the trainee and school based mentor in enabling the trainee to develop towards meeting the Teacher's Standards.

Training routes differ for each trainee and so the support and challenge offered will be responsive to individual needs.

Trainees will have different experiences and strengths and will therefore progress at their own rate. The timeframe may differ for each trainee. Some areas may not be appropriate to the setting or age phase. Some trainees may need to focus on a particular area for longer until they gain confidence.

Targets may initially emerge from the Initial Subject Audits, completed online in early September. These subject specific targets may suggest areas to be developed in school. A record of progress towards meeting and developing further targets should be kept on the eRPD as part of the Standard 3 Portfolio.

SBMs may 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.

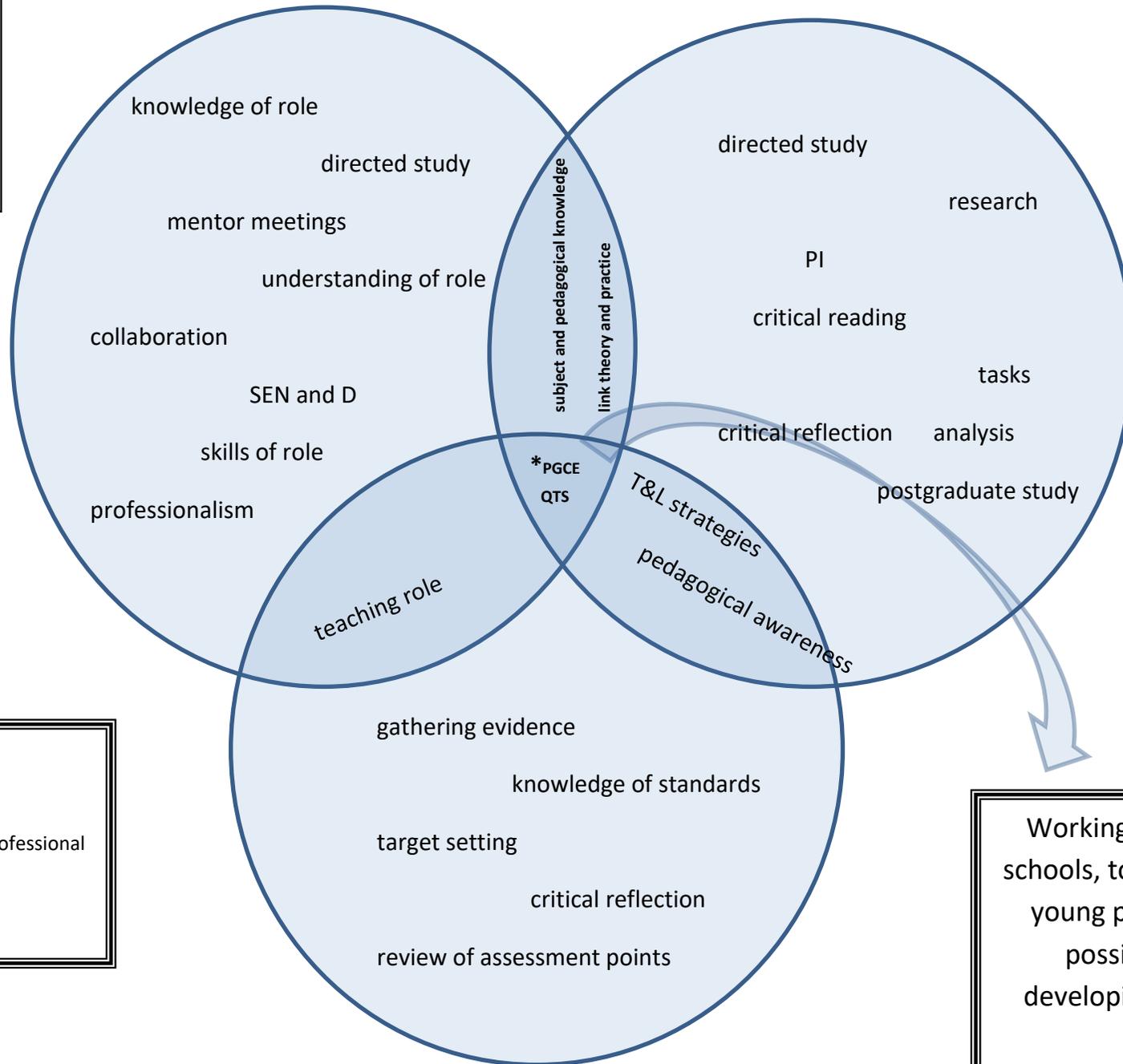
Trainees should take responsibility for their professional development by reflecting on their own progress. This should be recorded weekly on the eRPD and may be discussed in weekly mentor meetings.

The eRPD will collate evidence for assessment against the Teacher's Standards at the End of Placement Review.

This booklet should be added to an ongoing placement file of additional evidence.

Placement
Professional Development

Academic work
Significant Incidents in Professional Development
Practitioner Inquiry
Standard 3 Portfolio



eRPD
Electronic Record of Professional Development

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

A file should be kept throughout the placement. This is intended as your own working document and should support your daily work.

Mentors may ask to view your file during the placement, observations and reviews. This file should be treated as confidential.

The following is a suggestion-

Divide into five sections:

I) Key information.

Your DBS Number, School information and Safeguarding Information (which must also be recorded on the eRPD).

Notes/ extracts from key school policies – behaviour, assessment, schemes, marking, etc.

II) Notes and evidence relating to preparation to teach curriculum subjects, including observations and research into subject/pedagogical knowledge and ‘best practice.’

III) All planning, including medium term and lesson plans, curriculum overviews, joint planning and your own plans.

IV) Notes and evidence relating to assessment and tracking of profile children and/or whole class groups, where appropriate. This must be discussed with the school taking GDPR procedures into account.

V) Other notes, evidence and observations.

The use of the eRPD during the Introductory Placement:

- The weekly reflection section should be completed before the weekly mentor meeting in preparation for discussion.
- Weekly mentor meetings should be held and recorded on the eRPD and if appropriate. The mentor should indicate whether the trainee is developing and where progress is being made, outlining ongoing support and targets.
- Lesson observations by the SBM/UBM of the trainee teaching should be added to the eRPD.
- Evidence of meeting Teacher’s Standards and placement grades should be added to the Introductory Placement Final Review on the eRPD.

- Initial Audit scores and Action Plans should be uploaded to the eRPD by 29th September, and the plan should be updated regularly as targets are met. Progress Audits and target reviews should be added by 13th December. (See Standard 3 Portfolio for further information.)
- The Breadth of Experience should be regularly updated.

BASE SCHOOL CONTACTS

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

Link tutor/ 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>Teacher's 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

Guidance for suggested activities as a route through your training.

TS	Summary of activity	Exemplification	Evidence- eRPD/ File
Preliminary Days			
8	<ul style="list-style-type: none"> ○ Fact finding. <p>Remember to always work professionally and collaboratively with school colleagues; this will also involve listening to, critically evaluating and then implementing any advice give.</p>	<ul style="list-style-type: none"> ○ Read the school’s mission statement (see school’s website) ○ Read through the Bristol Guide given out in early sessions at BGU 	Add notes to your placement file.
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>Add relevant documents to file.</p> <p>Begin to add information to Breadth of Experience on eRPD.</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. ➤ 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 	<p>Make notes in file.</p> <p>Complete the Safeguarding Information (in Action Plan section)</p> <p>Follow up on Safeguarding and Prevent training.</p>
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. 	Make notes in file.

		<ul style="list-style-type: none"> ➤ 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). 	
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? 	Notes in file- 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 	Notes in file.
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. 	Notes in file.
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? 	Notes in file. Consider this in first weekly reflection on eRPD.

		<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? 	
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. 	Make notes in file to add thoughts on this to first Weekly Reflection on eRPD.
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) ➤ 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? 	Consider this in preparation for first Weekly Reflection and Weekly Mentor Meeting in week beginning 9th Sept using notes made in file as a starting point for discussion.
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? 	Notes in file- use to inform first Weekly Reflection.

3	<ul style="list-style-type: none"> ○ Recognise where your class is working in relation to year group age-related expectations using NC English, Mathematics, Science and Computing, other areas of NC. ○ EYFS documents to be used where appropriate. 	<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 	Download, print, highlight, make notes as appropriate in file.
Early weeks in September			
7	<ul style="list-style-type: none"> ○ Prepare for Behaviour Day in BGU 	<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. 	Notes in file.
7	<ul style="list-style-type: none"> ○ Implement the school policy for behaviour in group work e.g. use of specific praise and sanctions. 	<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. ➤ 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 This website is in the National Archives : ➤ 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? 	Consider in Weekly Reflections.
4	<ul style="list-style-type: none"> ○ Prepare for planning sessions in BGU 	<ul style="list-style-type: none"> ➤ Talk to your school based mentor about how the objective is kept focused and specific and how it 	Notes in file.

	<ul style="list-style-type: none"> ○ Keep notes on how learning objectives and success criteria and how these are formed, shared and used with the children to support pupil progress. 	<p>links to the activities the children undertake during the lesson.</p> <ul style="list-style-type: none"> ➤ Consider how success criteria are used to assess pupil progress throughout the lesson (e.g. self-assess, peer-assess, plenary, marking and feedback, etc.) 	<p>Reflect upon planning in Weekly Reflection and discuss in Weekly Mentor Meeting.</p>
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. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/182163/DFE-RR071.pdf 	<p>Notes in file. Prepare samples for sessions in BGU.</p>
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. 	
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? 	<p>Notes in file. Create one display during the Placement.</p>
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? 	<p>Resources should be evident in planning.</p>

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. 	Notes in file and Phonics booklet. Targets to be recorded on Standard 3 Portfolio Action Plan on eRPD.
4	<ul style="list-style-type: none"> ○ Plan and lead a story-telling session 	<ul style="list-style-type: none"> ➤ When confident- Plan the session recording appropriate questions, and ensure you bring the story to life. 	Put plan in file. Evaluate 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. 	Notes in file.
4	<ul style="list-style-type: none"> ○ Note Health and Safety issues in PE and Science and how these are addressed. 	<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. ➤ Observe routines and safety considerations in Science. ➤ Observe routines, safety measures and risk assessments for Outdoor play within the EYFS if appropriate. 	Notes in file.
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 consider different approaches used in teaching English, maths and science.
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.
Later September and October			
4	<ul style="list-style-type: none"> ○ Work with a group of children in English and Mathematics from the teacher's planning. 	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.	Professional discussion with SBM. Add topic to Weekly Mentor Meeting if appropriate.

	<ul style="list-style-type: none"> ○ Mark the children's work using the School's Marking Policy. 		
	<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. 	Add plans to file with annotation/evaluation.
	<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 	Establish section in file.
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 ➤ Keep relevant reflections for your professional development. 	Professional discussion with SBM. Possible focus for Weekly Mentor Meeting.
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. 	Notes in file. Add as evidence to TS 8 in Final Review.
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. 	Consider your progress in this area in Weekly Reflections.
	<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 ○ 21st Oct/ 28th Oct? 	Dates may differ according to school holiday patterns. Some adjustments to dates may be necessary.	

Late October/ November			
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 	All planning in file. Discuss progress in Weekly Mentor Meetings.
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 file.
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. 	Planning in file.
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. 	SBM lesson observation notes to be added to eRPD. Planning in file.

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. 	Make use of Phonics handbook for information.
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"> ➤ Plan and teach phonics. Be observed. Agree targets for developing practice with SBM. 	Upload observation forms onto eRPD and cut and paste information 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. ➤ Discuss strengths and areas for development with SBM in feedback. 	Add observation to eRPD.
1	<ul style="list-style-type: none"> ○ As stated earlier- ○ 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 and add to file. Evaluate the process 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 in file annotated with notes on specific children and next steps.

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. 	Key questions on lesson planning- evidence in file.
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. Add to Final Review for TS3, 4, 5, 6.
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. 	Evidence in lesson observations. Address the issue regularly in Weekly Reflections.
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 and stored in file.
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. ➤ Mark the work of the class you have taught, using the school marking policy and set next steps. 	Progress with planning to be discussed in Weekly Mentor Meetings. Collect examples of marking and children’s work to discuss pupil progress.
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. ○ If in EYFS, demonstrate how the core subjects are taught through play- be observed teaching small adult led 	<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. ➤ Be observed at least once in each subject. ➤ Strengths and areas for development to be discussed in feedback. 	Planning in file. Observations added to eRPD.

	activity, whole class group if appropriate and at continuous provision.		
3, 4	○ Plan and teach a PE or PD lesson, and obtain informal feedback	➤ Seek advice with planning as required, plan alongside teacher becoming more independent with this when confident.	Planning in file. Add SBM notes to eRPD or file, discuss progress in Weekly Mentor Meeting.
3, 4	○ Plan and teach a science or UW lesson, and obtain informal feedback	➤ Seek advice with planning as required, plan alongside teacher becoming more independent with this when confident.	Planning in file. Observation on eRPD if appropriate.
3, 4	○ Plan and teach a different subject and obtain informal feedback ○ If in EYFS plan a specific outdoor session.	➤ Seek advice with planning as required, plan alongside teacher becoming more independent with this when confident.	Planning in file. Observation on eRPD if appropriate.
6	○ Develop group formative records for English, Mathematics and Science.	➤ 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.	Notes in file. Accuracy and progress to be discussed in Weekly Mentor Meetings.
8	○ Plan for and obtain feedback from other adults working in the classroom.	➤ Devise a method for obtaining feedback. This could be a planned discussion of a feedback sheet.	Notes in file.
2	Consider how children learn and begin to use strategies that develop awe and wonder	➤ 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.	Notes in file including annotations on planning.
Part 2	Be willing to assume an appropriate degree of responsibility for wider role in the school	➤ 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.
Late November and December			
Standards Review	Fill in Standards Review on eRPD, cross referencing evidence to school placement file	➤ With SBM (and UBM/ Link Tutor where possible), review evidence added, consider grades and complete Introductory	Grades added to review on eRPD.

		Placement Standards Review. Have file available so SBM can see cross-referenced sections.	To be completed by 13 th December.
	<ul style="list-style-type: none"> ○ <u>Enrichment-</u> ○ 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. ➤ Complete progress audits and update Action Plans. Standard 3 Portfolio is up to date. (Portfolio Review- 13th Dec) 	Notes in file. Update Breadth of Experience on eRPD.
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. ➤ Collect evidence where appropriate. ➤ Take a wider role in the class e.g. involvement in Christmas activities. 	Notes in file. Also include brief reflections 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? ➤ What are your next steps? 	Discuss your progress and areas for development with your SBM and/ or UBM/ Link tutor. Add to Weekly Mentor Meeting.