

Developing Placement

BGU Placement guidance 2020-21

The guidance contains the following sections:

1. Outline of the days in school with overview of trainee and SBM or UBM responsibilities
2. Key Contacts
3. Learning Objectives
4. Table of support for school from UBM and support for trainee from SBM
5. Grid showing assessment of trainee
6. School Placement file recommended layout
7. Use of the eRPD during the placement
8. Grid showing key tasks to be completed during preliminary days and block placement

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

This guidance should be available online at: <https://www.bishopg.ac.uk/ite-documents-centre/>.

In the event of modifications arising due to the Covid-19 pandemic the most recent current version will always be online.

Primary ITE: Course Specific Guidance for PGCE Full - Time Route: SBM, UBM and trainee

DEVELOPING PLACEMENT – Outline of Placement January – March 2021

(It is the trainee's responsibility to ensure the SBM has a copy of this guidance or knows where it can be located.

<https://www.bishopg.ac.uk/ite-documents-centre/>)

Indicative Outline of Placement)[Before you arrive at school ensure you have checked with them about their requirements and expectations linked to social distancing and covid-19 precautions. Please remember to bring your own face masks and supply of antiseptic gel.](#)

[During the current lockdown period of school closure it is likely that there will be considerable variation in the degree to which any school will be able to facilitate online learning to an extent which will integrate fully with BGU placement expectations. For this reason and to ensure equality of opportunity the guidance has been designed on the assumption schools will open w/c 22nd February. However, if the opportunity arises trainees should take advantage of any opportunity to be involved prior to that in online learning.](#)

	Teaching	UBM visits
w/c 25 th January until school reopens after half term.	Contact your school. Ascertain if any involvement in online learning is possible and be guided by the school. It is likely that the experiences will vary widely, but irrespective of engagement, all trainees should treat online learning in the same way for evidence purposes as face-to-face. Where possible during these weeks of closure trainees should endeavour to gather information about their class and meet with their SBM to start to plan for when school reopens.	Contact your school (if you have been allocated a placement)
15 th -19 th February	Half term in most schools	
w/c 22 nd February	<p>Establish roles and relationships with the class. Collect information and begin to plan for the experience. Share Review Point from previous placement with SBM. Share any current PSP or C4C with SBM. Agree teaching with SBM. Invite SBM to access eRPD.</p> <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"> <i>The name and job title of the safeguarding/CP lead in this school</i> <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.</i> <p>Meet staff. Become familiar with school procedures and all key policies. Observe class teacher, work with groups as directed. Plan story session. Plan teaching for Block phase this week if starting block next week. <u>The trainee must add the SBM to the eRPD on their first day in school.</u></p> <p>This week all trainees must have discussed and agreed a timetable for teaching from BW1 onwards.</p>	<p>Weekly mentor meeting with SBM and recorded on eRPD.</p> <p>Weekly reflection uploaded on eRPD</p> <p>UBM will contact SBM and check on trainee's preparation and readiness to start 4-week block and to confirm dates for further visits</p> <p>Purpose: Quality Assurance. To ensure school is confident trainee is ready to commence placement/share concerns/ implement PSP (Personal Support Plan) if necessary. UBM and SBM ensure evidence is up to date in file and eRPD.</p> <p>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</p>



	<p>Each week of the placement the Placement Lead will post a weekly reminder of key tasks to be completed by the end of following week. It is your responsibility to ensure you read it.</p>	<p>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. <i>Please see detailed guidance re planning in Introductory Handbook.</i> Trainees should annotate plans and put AFL notes on bottom of plan.</p>
<p>Block Week 1 w/c 1st March</p>	<p>Teach up to: 2 maths 2 English/CLL 2 other</p> <p>Adapt planning from teacher's planning whenever possible. EYFS trainees to build up to planning for continuous provision by Block Week 4.</p> <p>Maintain Standard 3 Portfolio Action Plan, eRPD and School Placement file as required by guidance.</p> <p>Trainee to make a start on the Developing Standards Review before start of BW1.</p>	<p>UBM visits (might be online) at least once during wks 1-4. Purpose:</p>
<p>Block Week 2 w/c 8th March</p>	<p>Trainees must be prepared to teach at least 80% of the class' timetable by last week (4). It is suggested that from BW2 trainees teach a sequence of up to 4 maths and English/CLL + 3 other lessons.</p>	<p>To undertake a joint (with SBM) lesson observation.</p> <p>To check School Placement file to ensure robust lesson evaluations and tasks are up to date.</p>
<p>Block Week 3 w/c 15th March</p> <p>Block Week 4 22nd March</p> <p>(25)</p>	<p>Adapt planning from teacher's planning whenever possible. EYFS trainees to build up to planning for continuous provision by Block</p> <p>In BW4 trainees should teach all maths and English In KS1/2 must teach some science and PE. FS physical development and aspects of understanding the world.</p> <p>ALL trainees must teach phonics/spelling – to another class if necessary</p> <p>Use rest of the time to teach other Foundation subjects</p> <p>(Ensure you have collected your data for your PI research by the end of the placement).</p> <p><u>The trainee must ensure that the Developing Placement Review is nearing completion by week 3. A provisional grade should be entered for each Standard and for the subjects listed. This must be done before the final summative visit of the UBM. An incomplete review may indicate a lack of evidence without which the UBM will not be able to make a fair assessment. Trainees will remind their SBM that their comments must be added before your final review</u></p> <p>End of assessed placement under normal circumstances</p>	<p>To check, beforehand, eRPD.</p> <p>To discuss trainee's progress with SBM and implement a PSP if necessary.</p> <p>UBM to make final visit during week 4 (if possible or online) Purpose: To undertake a lesson observation (ideally with SBM).</p> <p>To check School Placement file to ensure robust lesson evaluations and tasks complete.</p> <p>UBM and SBM to discuss final review point and standards achieved by student (recorded on the eRPD)</p>

Total No of Days = 25 (+ days online from 25 January)



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Learning Objectives

By the end of the Developing Stage Placement trainees will be expected to demonstrate the ability to:

- establish effective relationships with individual pupils, groups of children and the whole class;
- teach weekly sequences of work for English/Communication and Language and mathematics and other subjects as appropriate (adapted from the teacher's ST and MT planning);
- demonstrate effective teaching (appropriate to stage of training) in English and mathematics;
- keep informal records of children's learning in English/C and L and Mathematics;
- use Assessment for Learning (AfL) information to inform planning for progress and differentiation;
- demonstrate knowledge of National Curriculum/ Statutory Framework for EYFS/ Assessing without Levels
- develop personal teaching skills through self-evaluation and target-setting;
- use effective class and behaviour management strategies;
- work collaboratively with trainee colleagues and Teacher Mentor (SBM);
- demonstrate secure subject knowledge in English/C and L and Mathematics;
- assess children's achievements in reading, early reading and phonics;
- to act upon advice and feedback.

Support for School

University Based Mentor (UBM) Visits/Contact	<ul style="list-style-type: none"> • 4 hours of support can be made if deemed to be beneficial to the trainee • At least one joint observation with the school-based mentor (if possible)
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Support for Student

School Based Mentor (SBM) Requirements	<ul style="list-style-type: none"> • ST/MT planning shared with trainee • One weekly written observation (including phonics) for all trainees. • Weekly mentor meeting record completed with trainee – on eRPD. • Appropriate support for trainees to meet targets • Completion of final assessment against QTS Standards. • On-going verbal/informal feedback. • Complete end of placement report/review – eRPD.
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Assessment of Trainee

Assessment	Where to be recorded?
Weekly written lesson observation from SBM (Inc. at least one joint observation with UBM)	All recorded on/attached to eRPD
Five weekly mentor meetings with SBM	
SBM's final review against the QTS standards	



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School Placement File

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

This guidance is advisory but not compulsory. However, your Placement File is a professional document: *SBM/UBMs will expect it to be logical and coherent in its organisation. The file should be in school at all times and available for SBM or UBM.*

Divide file into seven sections (although planning & assessment items may be in a separate file): An A4 ring-binder with section headings as follows: **Ensure all planning is easily accessible to show progression.**

- i. DBS Number and Safeguarding Information.
- ii. Self-Arranged Placement Booklet and Introductory Booklet.
- iii. Base School/class information including class timetable.
- iv. Notes/extracts from key school policies – behaviour, assessment etc.
- v. Notes and evidence relating to preparation to teach curriculum subjects including research into subject/pedagogical knowledge and 'best practice'.
- vi. *All planning including medium term and lesson plans (see Planning guidance).
- vii. Other notes and observations.

The use of the eRPD during the Developing Phase:

1. Weekly Records

Weekly Meeting (using the introductory phase booklet tasks as the basis for the agenda). Ensure you add a weekly meeting every week you are in school (even if, in exceptional circumstances, the SBM is not present). The first part of the Weekly Meeting is for you to add your reflections. The tasks in the introductory booklets will guide the weekly reflections that are to be done while you are in school. *The reflection should include:*

- a) Consideration of SMART targets and what impact are they going to have on your (and pupil) learning;
- b) More detailed consideration of one of the sessions or experiences you have had this week;
- c) What your next steps will be. This will inform the Targets section;
- d) It is essential your SBM indicates you are making expected progress in the penultimate section. Failure to do this (or non-submission of the Weekly Meeting) could result in your UBM calling the school to investigate further.

2. Action Plans

- a) Standard 3 Portfolio Action Plan and audit scores
- b) Assessment toolkit (update online layers) and paper copy on regular basis and use to support SMART target setting

3. Observations

Record of all formal lesson observations (including initial story-telling activity)

4. Reviews

- a) Safeguarding & SBM details
- b) Breadth of Experience
- c) Developing Standards Review – upload this at the outset of your placement and ensure you work on it *on a weekly basis*. Share this with your SBM.



Tasks before commencing the preliminary days	Completed
Ensure you have details of your placement (sent to you via email) and have contacted the school. Introduce yourself, to find out what time to arrive, which entrance to use and, if relevant, where to park. Ensure you take 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	
<u>Before you arrive at school you should ensure you have checked with them about their requirements and expectations linked to social distancing and covid-19 precautions. Please remember to bring your own facemask and supply of antiseptic gel.</u>	
Tasks during the preliminary days	
Ensure you provide the school with your contact telephone number and email – and that you know who to contact the school in case of any non-attendance.	
Obtain relevant ST/MT planning from SBM.	
Become familiar with the school policies, handbooks and codes of conduct, including safeguarding/child protection procedures, e-safety and Health & Safety procedures.	
Spend time observing and getting acquainted with the school.	
Spend time becoming acquainted with the class resources.	
Agree teaching for coming week(s) and prepare planning required. Gather resources and prepare teaching for each subject to be taught.	
Share your eRPD with SBM + Review Point from previous placement + personal support plan/special needs you may have.	
Hold a diary meeting with SBM to plan your PPA/CPD + weekly reviews.	
<i>PPA time is based on your school's actual teaching hours and the 10% for each should only be counted when it occurs during actual teaching time. It is not acceptable for lunchtime to be used for this purpose, but you will be expected to work before after school in addition to out of class time in the day. It is acceptable for the time to be in small blocks of at least 30 minutes on different days.</i>	
During first two weeks of placement	
UBM to contact SBM/trainee to ensure that preparations for teaching have been satisfactory.	
Weekly Tasks (Weeks 1-4)	
Write or collect and become familiar with ST/MT plans for areas/subjects to be taught.	
Adapt lesson plans for lessons to be taught	
Reflect on all taught lessons and annotate plans to show learning has been considered and next steps.	
SBM to complete a formal lesson observation and discuss with student. 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) NB: Phonics and/or guided reading can be classed as English observations	
SBM and student hold a weekly reflection meeting. At this meeting discuss pupil progress and lesson evaluations, lesson observations and set targets for forthcoming week. Record this in the eRPD.	
Record pupils' achievement and progress as the class teacher would.	
Other tasks to complete during the placement	
Student and SBM to undertake Standards Reviews	
Wherever possible undertake other tasks required of a class teacher e.g wall displays, develop activity areas, playground duty, attend staff meetings, assist in lunchtime/after-school clubs, attend parent meetings etc.	
Discuss CFD task with SBM (and Headteacher if necessary) and then conduct the classroom research, including seeking all relevant permissions etc.	
Tasks at the end of your block teaching	Completed
Student & SBM meet to ensure that the eRPD has been completed including final standards review and targets, for next placement, have been set.	
Ensure you complete the online Evaluation questionnaire for your placement – further details will be emailed to you	
Ensure you have returned all resources to the school/staff	
Prepare for Enrichment Experience (see Leading Learning Booklet)	