

# Primary ITE: Course Specific Guidance for PGCE School Direct

## *Developing Stage Placement – Spring 2019*

### Outline of Placement – second school experience

The Developing Placement has been designed to be flexible. Dates are not included in this outline, as clusters and schools will plan the placement around trainee needs and their own timetables – please add your dates to this document. Trainees will spend up to 6 weeks in their alternative school placement. Enrichment weeks are allocated to broaden individual trainee’s experience – enrichment weeks can be taken at any point during the Spring Term, in the ‘base school’ or second school, as appropriate.

**NB - Trainees who are in a Special School as their ‘base school’ may spend longer in a mainstream primary placement in the Spring Term, as appropriate. They will need to arrange time to collect data for their Practitioner Inquiry assignment (research project) in their base school, during the Spring Term.**

**Trainees who are a grade 3 at the midpoint review can extend their developing placement to give them extra time to work on their targets and consolidate their learning, providing that the core enrichment activities are met.**

	Teaching	Planning	UBM/Designated Partnership Mentor visits
Preliminary Days	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		UBM/Link tutor will visit to meet SBM and trainee. Purpose: To ensure school and trainee are ready to commence placement/share an concerns/implement PSP (Personal Support Plan) if necessary
Week 1	At least: 2 maths or 2 English +2 other  <i>If in EYFS a suitable teaching plan should reflect the practice of the setting</i>	Develop own lesson plans from teacher’s Medium Term plans. Develop Medium Term plans for following week	<b>UBM/Link Tutor and SBM agree trainee is ready to embark on placement as discussed OR issue a PSP outlining support and modifications needed</b>
Week 2	Sequence of 4 maths or 4 English + 3 other lessons	Develop own MT plan and lesson plans for English or maths. Develop own lesson plans from teacher’s Medium Term plans for 3 other	
Week 3	Sequence of 5 maths or English – opposite subject to Week 2 + 4 other  Work towards teaching 80% of the class timetable	Develop own MT plan and lesson plans for en or ma. Develop own lesson plans from teacher’s MT plans for 4 other Develop own MT plans and lesson plans for En and ma/ and guided group work (if a paired Placement)	UBM/Link Tutor visits at least once. 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

Week 4	by the final week of placement. <b>ALL</b> trainees must teach phonics – to another class if necessary	Develop and teach sequence of lessons (MT plans) and then lesson plans for KS1/2 PE and science or Foundation Stage curriculum Develop own lesson plans from teacher's MT plans for other subjects inc. trainees subject specialism	To discuss trainee's progress with SBM and implement a PSP if necessary
Week 5  Week 6/7 (as appropriate)	Teach all maths and English Teach- science/understanding the world, and PE/PD  Use rest of the time to teach other Foundation subjects		UBM to make final visit Purpose: To undertake a lesson observation (ideally with SBM) To check School Placement file to ensure robust lesson evaluations and tasks complete UBM and SBM to discuss final review point and stands achieved by trainee (recorded on the eRPD)

Total No of Days = 24 – 32 depending on needs of trainee/ cluster/ school holiday patterns.

## Outline of Placement – enrichment weeks (Base school or second school)

	Teaching	Planning	UBM/Designated Partnership Mentor visits
Week 1	<p><b>Core Enrichment Activities</b>  <b>0-3 School Experience (3-7 trainees) / KS3 School Experience (5-11 trainees)</b>            Those awarded QTS must demonstrate:</p>		
Week 2	<p><i>They are aware of expectations, typical curricula and teaching arrangements in the key stages or phases before and after the ones they are trained to teach.</i>            The 5-day experience is intended to contribute to your awareness of such matters.</p> <p><b>KS2 Experience (3-7 trainees)/ EYFS Experience (5-11 trainees)</b>            Those awarded QTS must demonstrate:</p> <p><i>They are aware of expectations, typical curricula and teaching arrangements in the key stages or phases before and after the ones they are trained to teach.</i>            The 5-day experience is intended to contribute to your awareness of such matters.  <b>NB - this is also an opportunity for trainees to follow their interests/ teach their subject specialism in another Key Stage.</b></p>		
Week 3	<p><b>The following optional enrichment activities relate to personal targets and gaps in breadth of experience:</b></p>		
Week 4	<p><b>Multicultural School Experience</b> - By the end of the PGCE programme, all trainees should have had a minimum of 5 days working with children in a multicultural setting. This includes the opportunity to engage with groups of learners from different cultural backgrounds and with different needs. This experience is not age phase specific.</p>		
Week 5	<p>Some trainees will already have significant experience of working with children in a multicultural environment. Others will have limited, or no experience of this and will need to enhance their understanding by seeking a multi-cultural experience as the first priority.</p> <p><b>Special School Experience</b>- Trainees who have had paid employment or base school experience in multicultural settings will not need to repeat this experience and may opt to enhance their experience by prioritizing 5 days school experience in a special school.  <b>NB - Trainees who are in a Special School as their 'base' may spend longer in a mainstream placement. They will need to arrange time to collect data for their Practitioner Inquiry assignment (research project) in their base school, during the Spring Term.</b></p> <p><b>General Guidance on enrichment placements</b>  <b>Detailed guidance will be given on enrichment tasks before the Spring Term.</b></p> <ul style="list-style-type: none"> <li>- During the school experience, trainees should work alongside the teacher, generally working with groups of children under the teacher's direction.</li> <li>- As in all school experiences, trainees are expected to contribute, as far as is practical, to routine tasks at the beginning and end of each day.</li> <li>- Before the school experience starts, trainees should negotiate with the teacher, <b>convenient times</b>, when they can discuss with teacher colleagues, issues related to teaching in a multi-cultural setting, and look at relevant school policies, routines and resources.</li> <li>- If agreed with the school and teacher colleagues, trainees may spend some time visiting other classes and age groups.</li> <li>- Trainees are not expected to plan for teaching the class across all subjects, but should, with support from the teacher, team plan and contribute to teaching at least 2 literacy lessons from the teacher's weekly planning.</li> <li>- In situations where there are several trainees in a school, trainees should be aware of the additional pressures this can create and be accommodating about where they spend time during breaks or lunch times. They should also expect to contribute to the school tea or coffee fund if appropriate.</li> <li>- When trainees complete the school experience, including contributing towards planning and teaching a successful lesson, we ask that the teacher mentor sign the confirmation sheet at the back of the trainee's copy of this book.</li> <li>- Completion of a multicultural school experience is a requirement of the course.</li> <li>- We encourage base schools to arrange additional days of enrichment in cluster Special schools where possible.</li> </ul>		

Total number of day's enrichment: 13 – 21

## Key Contacts

### Placement Service Office

01522 583720

[placements@bishopg.ac.uk](mailto:placements@bishopg.ac.uk)

### School Direct Cohort Lead:

Ruth Pearson

(01522) 583807

[ruth.pearson@bishopg.ac.uk](mailto:ruth.pearson@bishopg.ac.uk)

## Learning Objectives

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

- 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;
- Establish an effective professional role with colleagues, children and parents.

## Support for Trainee

<b>University Based Mentor/ Link Tutor Partnership Designated Mentor Visits/Contact</b>	<ul style="list-style-type: none"><li>• Up to 5 hours of visits per trainee across the term.</li><li>• Extra visits can be made if deemed to be beneficial to the trainee.</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 &amp; English for each trainee, including phonics for all trainees.</li><li>• Weekly mentor meeting log completed with trainee – on eRPD.</li><li>• Support for trainees in CPD to meet targets.</li><li>• Completion of assessment against QTS Standards.</li><li>• On-going verbal feedback.</li><li>• Complete end of placement report/review – eRPD and paper.</li></ul>

## Assessment of Trainee

Assessment	Where to be recorded?
At least 6 written lesson observations from SBM	Attached to or within eRPD
At least 6 weekly mentor meetings with SBM	Recorded within eRPD
At least 2 weekly reflections from enrichment placements	Recorded within eRPD
At least 2 written lesson observations from UBM/Partnership Designated Mentor, at least one jointly with SBM	Attached to or within eRPD
Ongoing monitoring of evidence added to standards review	Within the eRPD
Final standards review against the QTS standards – in final week of second school placement, completed in full no later than 16 <sup>th</sup> March 2018.	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 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 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 Guide to Assessment (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, H&S.**
- 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 and Assessment for Learning (AfL)**
  - 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.
  - 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.
- h. **Lesson Evaluations**
  - 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 caused pupils to make progress.**

## Checklist

Tasks before commencing the preliminary days	Completed
Ensure you have details of your placement and have contacted the school to 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	
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	
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	
Prepare planning required including gathering resources and prepare the first lesson plan for each subject to be taught	
Share your eRPD with SBM + Review Point from previous placement + personal support plan/special needs you may have	
Email and /or print your SBM a copy of this handout	
Hold a 'diary meeting' with SBM to plan when your PPA/CPD + weekly reviews.	
Early in placement	
UBM to meet with SBM and trainee ensure that placement is ready to start	
Weekly Tasks (Weeks 1-6)	
Write MT plans for English and maths(KS1/2) or to ensure coverage of Foundation Stage curriculum	
Write lesson plans (for whole class and for guided groups for those on paired placements) for English, maths and Foundation Subjects – these should not all be written a week in advance!	
Each lesson plans need to be evaluated	
SBM to complete a formal lesson observation and discuss with trainee. 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	
Ensure work/notes on 3 pupil profile pupils has been updated/added to including <b>annotating to show how trainee has had an impact on the pupils' progress</b>	
SBM and trainee 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	
Trainee and SBM to discuss and trainee to add evidence to Standards Review	
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.	
Observe the teacher and/or your partner working with your profile pupils. Keep notes on key points on pupils' learning and your own learning	
Undertake tasks trainee needs to complete for their Learning and Teaching Portfolio – including phonics and guided reading teaching (with observation) observation for <b>all</b> trainees ( <b>including those in KS2</b> ). CPD (10% per week) is to be used for the non-teaching tasks	
Discuss CFD task with SBM (and Head teacher if necessary) and then conduct the classroom research, including seeking all relevant permissions etc.	
Carry out the tasks that were explained in the seminar on Leading Learning	
Tasks at the end of your block teaching	Completed
Trainee, SBM and UBM/Link Tutor 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	