



### **BGU Placement guidance 2020-21**

PGCE part-time Developing Stage Placement – Outline of Placement: 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 Part-Time Route (19-21): SBM and trainee

## Developing Stage Placement – Outline of Placement: 2020-21

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

### 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.

	Teaching	Other tasks and eRPD	UBM visits
<p><b>10 orientation days (2 days/week)</b></p> <p>w/c 21<sup>st</sup> September w/c 28<sup>th</sup> September w/c 5<sup>th</sup> October w/c 12<sup>th</sup> October w/c 19<sup>th</sup> October*</p> <p><i>*Notts schools commence 2-week half-term this week.</i></p> <p>Trainees should try to make up days missed due to covid-19 school closures. Negotiate with your school at the start of the placement and try to secure at least 1 extra day per week. Once agreed, it is expected you stick to what you have agreed. You must inform PG Placement Lead Mark Larrad as soon as possible what the arrangements are. <u>All trainees should aim to ensure their plans enable them to make up the missing days by the start of the Developing Block placement.</u></p>	<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 days &amp; roles for next four weeks with SBM.</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"> <li>The name and job title of the safeguarding/CP lead in this school:</li> <li>What the process is if a child discloses a Child Protection or safeguarding worry</li> <li>What the process is if the trainee is concerned about the way a member of staff interacts with the pupils</li> <li>Who the trainee should contact if his or her concerns are about the Head Teacher.</li> </ul> <p><u>The trainee must add the SBM to the eRPD on their first day in school</u></p>	<p><u>Trainee to make a start on Developing Placement Review and ensure evidence is added to this regularly</u></p> <ul style="list-style-type: none"> <li>Trainee to be observed every fortnight by SBM and/or suitably qualified other <i>until weekly observations occur in block weeks</i></li> <li>Meeting with mentor every two weeks <i>until weekly meetings in block weeks</i></li> <li>Trainee responsible for adding (fortnightly) meeting template to their eRPD and completing reflection <i>before</i> the meeting.</li> </ul>	<p><b>UBM will make phone call to SBM before half-term.</b></p> <p>Purpose: To ensure school and student are ready to commence placement/share any concerns/implement PSP (Personal Support Plan), if necessary. Check eRPD before visit.</p> <p><i>UBM/SBM agree student is making good progress on placement as discussed OR issue a PSP outlining support and modifications needed.</i></p> <p><b>PLANNING STATEMENT</b></p> <p>Adapt planning from teacher's whenever you can <b>for teaching</b>. 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&amp;4. <i>Please see detailed guidance re planning in Introductory Handbook.</i></p>

Half term w/c 26<sup>th</sup> October (except Notts)

*\*Lincs schools commence 26<sup>th</sup> October. Notts schools commence on 19<sup>th</sup> October for 2-weeks.*

<p><b>12 orientation days (2 days/week)</b></p> <p>w/c 2<sup>nd</sup> November w/c 9<sup>th</sup> November w/c 16<sup>th</sup> November w/c 23<sup>rd</sup> November w/c 30<sup>th</sup> November w/c 7<sup>th</sup> December</p>	<p>At least 2 maths 2 English/CLL 2 other each week</p> <p><b>ALL</b> trainees must teach (and be observed teaching) phonics – to another class if necessary</p>	<ul style="list-style-type: none"> <li>○ <u>Trainee to continue work on Developing Placement Review and ensure evidence is added to this regularly</u></li> <li>○ Trainee to be observed every fortnight by SBM and/or suitably qualified other <i>until weekly observations occur in block weeks</i></li> <li>○ Meeting with mentor every two weeks <i>until weekly meetings in block weeks</i></li> <li>○ Trainee responsible for adding (fortnightly) meeting template to their eRPD and completing reflection <i>before</i> the meeting.</li> <li>○ Developing Standards Review</li> <li>○ Assessment toolkit (prioritise paper copy but remember to add layers online)</li> <li>○ Standard 3 Portfolio Action Plan (where relevant)</li> <li>○ Breadth of Experience Review</li> <li>○ Remember to use Notes to capture evidence not arising from observations or in weekly meeting reflection or mentor comments</li> </ul>	<p><b>UBM visits during second half of autumn term</b></p> <p>Purpose: To undertake a joint (with SBM) lesson observation. To check School Placement file to ensure trainee has annotated planning. To check, beforehand, eRPD. To discuss student's progress with SBM and implement a PSP if necessary.</p>
<p>w/c 14<sup>th</sup> December (5 days)</p>	<p>Alternate key stage experience</p>	<ul style="list-style-type: none"> <li>○ Please see guidance in Enrichment Experience handbook</li> </ul>	<p><u>Trainees must only visit other classes where safe to do so and when in accordance with school social distancing expectations.</u></p>
<p><b>Christmas</b></p>			

<p><b>12 days preparation for block</b></p> <p>w/c 4<sup>th</sup> January w/c 11<sup>th</sup> January w/c 18<sup>th</sup> January w/c 25<sup>th</sup> January w/c 1<sup>st</sup> February w/c 8<sup>th</sup> February</p>	<p>Continue to plan &amp; teach at <i>least</i> 2 maths 2 English/CLL 2 other each week and begin preparing for block.</p>	<ul style="list-style-type: none"> <li>Continue to work on eRPD (see above)</li> <li>Prepare teaching for 4-week block</li> </ul> <p><b>Trainee to be observed every fortnight by SBM and/or suitably qualified other until weekly observations occur in block weeks.</b></p>	<p><b>UBM will make phone call to SBM</b> to check on trainee's preparation for block weeks and to arrange final visit.</p>
<p align="center"><b>Half term w/c 15<sup>th</sup> February to w/e 19<sup>th</sup> February (most Lincs and Notts schools)</b></p>			
<p><b>5 BLOCK WEEKS</b> 5 days/week (30)</p> <p><b>BW1</b> w/c 22<sup>nd</sup> Feb <b>BW2</b> w/c 1<sup>st</sup> March <b>BW3</b> w/c 8<sup>th</sup> March <b>BW4</b> w/c 15<sup>th</sup> March <b>BW5</b> w/c 22<sup>nd</sup> March</p>	<p>Teach all maths and English.</p> <p>In KS1/2 trainees should seek opportunity to teach some science and PE. In FS teach physical development and aspects of UW.</p> <p>Use rest of the time to teach other Foundation subjects</p> <p>Teach at least 80% of the class timetable for AT LEAST final two weeks.</p>	<ul style="list-style-type: none"> <li>Weekly Observation</li> <li>Weekly Meeting</li> </ul> <p><b>It is essential you complete your Developing Standards review by end of BW3 to allow SBM to add comments and for UBM to review completed document before their final visit.</b></p> <ul style="list-style-type: none"> <li>Before the end of your placement please ensure all documents on your eRPD are marked as complete</li> </ul>	<p><b>UBM to make final visit during block week 4 or 5.</b></p> <p>Purpose:</p> <p>To undertake a lesson observation (ideally with SBM). To check School Placement file to ensure trainee has annotated planning. UBM and SBM to discuss final review point and standards achieved by student (recorded on the eRPD).</p> <p>UBM completes End of Placement Review following final visit. Any expected delay to be notified to Partnership Lead as soon as possible.</p>
<p><b>Enrichment Days</b> w/c 29<sup>th</sup> March (3)</p>	<p><b>3-7 trainees:</b> Observation and group work supporting teacher(s) in KS2 (or in EYFS/KS1 depending on where experience is most needed).</p> <p><b>5-11 trainees:</b> Observation and group work supporting teacher(s) in KS1 (or KS2/EYFS) including observation and support of phonics/work.</p> <p>Return to own class in afternoon, or as directed by school.</p>		<p><b><u>Trainees must only visit other classes where safe to do so and when in accordance with school social distancing expectations.</u></b></p> <p>Trainee may be directed by SBM to remain in base class during final weeks in order to address key targets for next placement. <i>If required and possible elements of AKS experience should occur in Enrichment Week</i></p>

Total No of Days = **72**

**Key Contacts:**

Placement Services Office

01522 583720 [placements@bishopg.ac.uk](mailto:placements@bishopg.ac.uk)

Course Leader and cohort lead for part time trainees

Sue Lambert [sue.lambert@bishopg.ac.uk](mailto:sue.lambert@bishopg.ac.uk)

Placement Lead

Mark Larrad [mark.larrad@bishopg.ac.uk](mailto:mark.larrad@bishopg.ac.uk)

01522 583758

ITT Regional Lead

Shaun Thompson [shaun.thompson@bishopg.ac.uk](mailto:shaun.thompson@bishopg.ac.uk)

**Learning Objectives**

By the end of the Developing stage trainees will be able 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;
- 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

<b>University Based Mentor (UBM) Visits/Contact</b>	<ul style="list-style-type: none"> <li>• 4 hours of support per trainee across the term</li> <li>• Extra visits can be made if deemed to be beneficial to the trainee</li> <li>• At least 1 joint observation with the school-based mentor</li> </ul>
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## Support for Student

<b>School Based Mentor (SBM) Requirements</b>	<ul style="list-style-type: none"> <li>• Share ST/MT planning with trainee</li> <li>• One weekly written observation (including at least 1 phonics) for all trainees.</li> <li>• Fortnightly mentor meeting record (weekly during block) completed with trainee – on eRPD.</li> <li>• Support for trainees in CPD to meet targets</li> <li>• Completion of final assessment against QTS Standards.</li> <li>• On-going verbal feedback.</li> <li>• Complete end of placement report/review – eRPD.</li> </ul>
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## Assessment of Student

Assessment	Where to be recorded?
At least six written lesson observation from SBM (inc. at least one joint observation with UBM). This includes six observations during Block weeks.	All recorded on eRPD
Mentor meetings with SBM	
SBM's final review against the QTS standards	

## **School Placement File**

*Throughout the placement it should be clear how the trainee has adapted 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 Section headings as follows: An A4 ring-binder with section headings as follows: Divide file into seven sections (although planning & assessment items may be in a separate file).

### **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 Development Phase**

### **1. Fortnightly (weekly during Block Placement) Records**

*Fortnightly Meeting.* Ensure you add a fortnightly meeting (weekly during Block) even if, in exceptional circumstances, the SBM is not present. The first part of the meeting is for you to add your reflections. The tasks in the introductory booklets will guide the 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 since your last reflection;
- 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 Meeting on eRPD) could result in your UBM calling the school to investigate further.

### **2. Action Plans**

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



### 3. **Observations**

- a) Record of all formal lesson observations. It is the trainee's responsibility to ensure all observations are uploaded on to the eRPD as soon as the SBM makes their notes available. If you experience any delay getting your feedback notes please let your UBM know.

### 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 regular basis*. Share this with your SBM.



## Checklist

Tasks before commencing the preliminary days	Completed
Ensure you have details of your placement (sent to you via email) and have contacted the school 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 (other than teaching)	
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 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 next week(s) and prepare planning required adapted from class teacher's ST and MT plans. Gather resources and prepare the first plan for each subject to be taught from school planning	
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 + reviews. <u>PPA and CPD time is based on your school's actual teaching hours and the time should only be counted during actual teaching hours. It is not expected that lunchtime be used for this purpose. However, trainees should note that PPA or CPD time can be allocated in block of 30 minutes. It is likely you will need to do some tasks before and after school.</u>	
Weekly Tasks	
Become familiar with teacher's ST and MT plans for areas/subjects to be taught.	
Adapt lesson plans for lessons to be taught (see Planning guidance in Introductory Handbook).	
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 fortnightly reflection meeting. At this meeting discuss pupil progress and lesson evaluations, lesson observations and set targets for forthcoming week. Record this in the eRPD. Trainees responsible for uploading all observations as soon as possible after the observation. Trainee responsible for uploading the Weekly Reflection to eRPD	
Record pupils' achievement and progress as agree with class teacher.	
Other tasks to complete during the placement	
Trainee 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.	
Tasks at the end of your block teaching	Completed
Student, SBM and UBM 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	