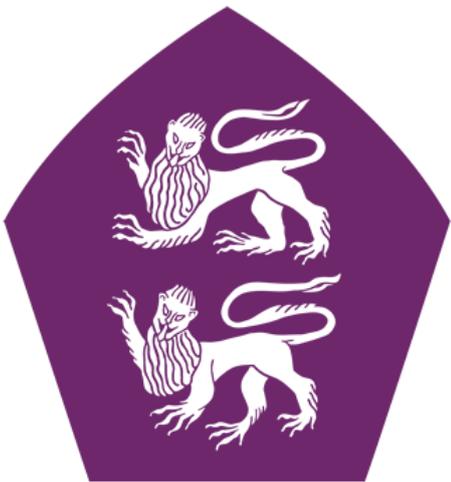


Primary ITE
Course Specific Guidance for
BA Primary Education with QTS [3rd Year]
Resit/Out of Synch Extending Stage Placement
2020-21



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

Outline of Placement

This is an 8 week final assessed placement commencing with 5 preliminary days . The placement dates (to be confirmed on an individual basis) are scheduled to be completed in April/May & June concluding on 25/06/21. Trainees should be working to establish independence and confidence in all aspects of the role by the completion of the placement. They should be looking to consolidate their practice and achieving good or outstanding teaching consistently as they complete their final weeks.

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

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

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

Role & Activities:			
	Trainee – solo placement	School based mentor (SBM)	University based mentor (UBM)
5 Preliminary Days	<p>Day 1: READ the school’s CP/safeguarding policy (do NOT upload it) and answer the questions, recording your answers on your eRPD.</p> <ul style="list-style-type: none"> <i>The name and job title of the safeguarding/CP lead in this school</i> <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>Establish role and relationships with the class. Collect key class and planning information and begin to plan for the placement. Identify profile pupils with SBM.</p> <p>Share documents (PSP/CfC) and targets from previous placement with SBM.</p> <p>Work with groups of children while SBM teaches, to gain a good understanding of their attainment levels and teacher expectations.</p>	<p>Provide key class information and documents for the trainee. Link: CCF Professional Behaviours TS8</p> <p>Discuss targets from previous placement with trainee. Link: CCF Professional Behaviours TS8</p> <p>Identify 2 English and 2 maths lessons for trainee to teach in Week 1. (or equivalent in EYFS)</p> <p>Discuss the trainee’s planning and provide verbal feedback. Link: CCF Classroom Practice TS4</p>	<p><i>Once allocated -to make contact with school and be available by telephone/email/TEAMS to determine how to work with the school in case of COVID restrictions.</i></p> <p><i>UBM to advise SBM on the placement progression tailored to meet trainee and schools situation.</i></p>

	<p>Note SBM's & school's behaviour management strategies and consider how you will use these in your own practice.</p> <p>Work with your SBM to select 2 English (can be phonics) and 2 maths lessons to teach in week 1. Using SBM's Medium Term Plan, plan the lessons you will teach in week 1. Discuss planning with the SBM and amend as necessary.</p> <p><i>PLANNING STATEMENT</i> <i>Adapt planning from teacher's whenever you can for teaching. Trainees are encouraged to use BG format where they feel it is helpful to clarify the learning intentions, and success criteria and provide a framework for ensuring all elements of effective lessons are included. It may also be helpful early in the placement, when teaching less than 50% and/or in a new setting, to create lesson plans from teacher's planning to ensure you develop a good understanding of all the elements of effective planning. You may be required to use BG format by your SBM for a specified duration on any placement if this arises in conjunction with a PSP target related to S2&4. Trainees should annotate plans and put AfL notes on bottom of plan.</i></p>		
<p><i>Half Term Break to coincide with school term. Trainees <u>will not</u> be in school during the half term break. Week/dates that this occurs will be determined with individual trainees and schools once placement has been agreed.</i></p>			
<p>Week 1</p>	<p>Plan and teach 2 English and 2 maths lessons. Evaluate lessons, reflect on these in <i>Weekly Meeting</i> template on your eRPD prior to meeting with SBM. Respond to the advice and feedback from SBM.</p> <p>Identify sequence of 3 English and 3 maths lessons to teach in Week 2 from SBM's MT plan. Plan these lessons with increased independence. Discuss plans with SBM and amend if necessary.</p> <p>Load the Extending Placement Standards Review and begin to add comments and signpost evidence.</p> <p>Continue to support in class whilst SBM is teaching. Use CPD time to carry out agreed CPD activities including your pupil profile.</p>	<p>Observe an English or a maths lesson and provide formal verbal and written feedback – there is no requirement to provide individual 'lesson grades'. Link: CCF Subject & Curriculum TS3, Classroom practice TS4,</p> <p>Carry out informal observations of other lessons and provide on-going verbal feedback Link: CCF High Expectations TS1, Professional Behaviours TS8</p> <p>Carry out Weekly Meeting with trainee. Link: CCF How pupils learn TS2</p> <p>Set SMART targets for Week 2.</p>	<p>UBM email or phone contact with SBM: to check trainee is organised and responding to advice. Discuss and address any specific issues or concerns. Agree with SBM the time & date for visit 1.</p>

<p>Week 2</p>	<p>Plan and teach a sequence of 3xmaths and 3xEnglish lessons. Evaluate own teaching and reflect on eRPD Weekly Meeting template prior to meeting with SBM. Review SMART targets set in Week 1. Record this on the Weekly Meeting template</p> <p>Make AfL notes on planning and use these to amend the next lesson in the sequence.</p> <p>Identify lessons which allow at least 50% of the timetable to be taught in Week 3. This should be <u>science, PE or non-core subjects</u> which the class is covering.</p> <p>Plan lessons for Week 3 and discuss with SBM.</p> <p>ALL trainees must plan and teach a sequence (approx. 3 sessions) of <u>phonics or, in KS2, spelling into phonics</u> – to another class/group if necessary. Identify where and the week which this teaching sequence will be taught.</p>	<p>Observe an English or a maths lesson (different from Week 1) and provide formal verbal and written feedback. Carry out informal observations of other lessons and provide on-going verbal feedback Carry out Weekly Meeting with trainee. Link: CCF How pupils learn TS2, Professional Behaviours TS8 Review the Assessment Toolkit and set SMART targets for Week 3.</p> <p>Help trainee identify lessons which allow 50% of the timetable to be taught in Week 3. Link: CCF Classroom practice TS4, Managing Behaviour TS7</p> <p>Science or non-core subjects could be taught this week, along with maths and English. Link: CCF Subject & Curriculum TS3, Adaptive Teaching TS5</p> <p>Facilitate the trainee to teach a <u>sequence of phonics lessons</u> (3) in a different class/age phase/ small group. Each of these short 20min sessions should be observed so a judgement about quality of teaching can be made. A single lesson observation form can be used to provide feedback for all 3 sessions. Link: CCF Subject & Curriculum TS3, Link: CCF Assessment TS6</p>	<p>Week 2 UBM visit: Purpose: To provide SBM with training/guidance on use of eRPD as required. Undertake a joint (with SBM) lesson observation Check School Placement file to ensure planning, AfL and robust lesson evaluations are up to date. Check the eRPD is being used to support development.</p> <p>Support preparation for Standards Review. Discuss student's progress with SBM and support to implement a PSP if necessary.</p>
	<p>Note: Where insufficient progress is being made the SBM may decide to put a supportive Personal Support Plan (PSP) in place which may address developmental needs relating to specific Standards. SBM should inform the UBM immediately if this occurs. A PSP usually has a period of 5 school days before the planned progress is assessed. Where it is felt that the targets have not been addressed sufficiently a further PSP or escalation to a Cause for Concern may be issued (C4C). Failure to meet the targets in a C4C will result in a failed placement</p>		

<p>Week 3</p>	<p>Develop Medium Term plans for following week(s) where possible. If school uses pre-existing MT plans (bought in or otherwise) then there must be clear evidence of how you have adapted these for the needs of the class and children you are teaching.</p> <p>Teach at least 50% of the timetable. Evaluate lessons and reflect on eRPD. Continue to use AfL notes on planning and amend subsequent plans.</p> <p>Plan <u>to move to 80% teaching</u> responsibility in Week 4.</p>	<p>Support trainee to move towards 80% teaching in Week 4. Link:CCF Subject & Curriculum TS3, Classroom Practice TS4, Assessment TS6</p> <p>Continue to observe and feedback formally and informally. Link: CCF High Expectations TS1, How pupils learn TS2, Managing behaviour TS7</p> <p>Hold Weekly Meeting and set SMART targets for Week 4. Link: Professional Behaviour TS8</p>	<p><i>Weeks 3- 6: UBM to remotely monitor eRPD and support SBM where required.</i></p> <p><i>Additional visits can be arranged where needed.</i></p>
<p>Week 4-7</p>	<p>Begin to plan and teach all aspects of the curriculum identified on the school's curriculum map for the particular class.</p> <p>Trainee plans and teaches with increasing independence from Week 4.</p> <p>During this block of teaching identify and trial an innovative teaching approach, strategy or resource you have identified from research over the course of the programme – review and evaluate this.</p> <p>By Week 5, trainee takes full responsibility for the class, acting as the classteacher. They should take responsibility for the learning environment and create add to wall displays to support children's learning.</p> <p>The trainee teaches any aspects that have not been taught/observed previously or where SBM and trainee consider further experience will be helpful.</p> <p>Ensure Teacher Standards are met to a good and/or outstanding level. Focus on areas of the Standards identified as targets through weekly meetings and discussion, to 'fine tune' practice.</p>	<p>Support the trainee to take increasing responsibility for the class. Trainee teaching up to 80% from Week 4 but particularly in Week 5 and 6. Link: How pupils learn TS2, Adaptive Teaching TS5, Managing Behaviour TS7,</p> <p>Withdraw from the classroom on occasions and ask the trainee to reflect upon their practice after working without your presence. Link: Professional Behaviour TS8</p> <p>Continue to provide formal and informal feedback.</p> <p>Continue to hold a Weekly Meeting and to set SMART targets using the Assessment Toolkit as a guide.</p>	<p><i>UBM makes final visit normally during Weeks 6 or 7</i></p> <p>Purpose: To undertake a lesson observation (ideally with SBM) if required.</p> <p>To check School Placement file to ensure planning, AfL and robust lesson evaluations are up to date. UBM and SBM to discuss and agree final standards achieved by trainee (recorded on the eRPD and cross referenced to evidence in school file, observations etc.)</p> <p>At end of the Placement UBM to ensure:</p> <p>Every Teacher Standard is graded and recorded on the Standards Review on the eRPD.</p> <p>3 specific SMART targets are clearly identified and recorded on the eRPD Standards Review.</p> <p>The End of Placement Review is submitted.</p> <p>The Career Entry Profile has been discussed with the trainee and signed.</p>

Total No of Days = 40

Job Interview Protocol for Extending Placement

The BG Partnership support trainees in securing an appropriate teaching post that will allow them to flourish in their early career. However, this needs to be balanced with the need to successfully gain QTS and establish a secure foundation in pedagogic and subject knowledge that will stand them in good stead for the rest of their teaching career.

To help maintain an appropriate balance, the following protocol offers guidance:

- It is an expectation that trainees make visits to prospective employing schools outside teaching hours OR in scheduled PPA/CPD time
- Trainees should seek their placement school's permission to be absent from school to attend the interview, showing evidence of the interview invitation
- Trainees should ensure that their SBM/ UBM are informed, to ensure formal observations are not missed or can be rearranged
- Trainees should inform BGU of this formal absence
- Where trainees have been for three or more interviews, it would be appropriate for the UBM/SBM to give additional support and guidance to try to prevent excessive absence from placement school and to help them, whenever possible, in gaining employment

Please be aware that absences to attend interview may be required to be added to the end of the placement in a similar manner as absences for ill health.

Key Contacts:

Placement Services Office 01522 583720 placements@bishopg.ac.uk	Placement Leader Tracey Kilcoyne (01522 525648) tracey.kilcoyne@bishopg.ac.uk	Programme Leader Rebecca Geeson (01522 583652) rebecca.geeson@bishopg.ac.uk
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Learning Objectives

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

- Plan, teach and evaluate sequences of work for core subjects and non-core/areas of learning of the National Curriculum/Early Years Foundation Stage;
- Create a professional working relationship with children and manage their behaviour effectively;
- Assess and record children's progress and 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/carers.
- Use assessment records and judgements of pupil progress to write draft reports for profile pupils.

Assessment of Student

Assessment	Where to be recorded?
At least 6 weekly written lesson observations from SBM of a range of subjects (2 En (including phonics), 2 Ma & any combination of others)	Recorded within eRPD
At least 6 weekly reflections on meeting templates with SBM	Recorded within eRPD
At least 1 written lesson observations from UBM, normally jointly with SBM	Attached to or within eRPD
An end of placement Standards Review. Grade for each Teacher Standard recorded on eRPD and an overall Placement grade.	Recorded within the eRPD

Planning and Preparation 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:

- Contact information e.g. for mentors, how to contact the school if ill etc.**
- School Information e.g. latest Ofsted/map etc. Items useful to student for placement including this handout**
- Class Information e.g. Timetable/ Pupil lists and relevant information (group lists/assessments/ pupil premium, SEN, more able, social emotional, behavioural, medical needs—following school policy and support plans for any children with specific needs)/ Seating plans / Protocols, H+S**
- 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.**
- 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). For other subjects it may vary e.g. through a topic approach rather than for each separate subject/area of learning**
- 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/ C and L and maths. You may use the school’s weekly planning formats for these.
- EYFS should plan for continuous provision and adult led in the planning formats that the school use
- 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. Session/Activity or Lesson Plans

- There must be a lesson/session plan for each of the lessons/sessions you teach over the week. You can use the school’s planning format but add details which the BGU version includes which the school’s version may not have, eg key questions; potential misconceptions.
- If you are not leading a session, particularly in the early part of the placement, 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 progress and 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/groups. 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 and what the next steps are to address this to enable the children to make progress.
- 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 progress the pupils have made. It will be helpful to do some longer evaluations of teaching and learning as weekly reflections on your eRPD.**

i. Pupil Assessment Records

- The trainees must keep notes about the **three profile pupils** for reading, maths and for social, emotional and behavioural issues. These will be a useful source of evidence for the Assessed Tutorial.
- The trainee must set up and maintain whole class records of pupils’ progress in relation to key objectives in maths, English and science/ EYFS curriculum areas of learning and other subjects taught on the placement, using the school’s record keeping system and/or their own whole class system to record progress and next steps
- **At the end of the school experience each student should be able to explain how they have supported pupils to make progress and be able to evidence this during the Module Assessment.**

Placement Activities:

Tasks before commencing the preliminary days	Completed
Ensure you have details of your placement (sent to you via email) and have contacted the school to introduce yourself, to find out what time to arrive, which entrance to use and, if relevant, where to park. Ensure you take photo 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	
Provide the school with your contact telephone number and email – and that you know who, and how to contact in the school in case of any non-attendance. You must inform placements@bishopp.ac.uk as well as the UBM of ALL absences during placement.	
Become familiar with the school policies, handbooks and codes of conduct, including safeguarding/child protection procedures, e-safety and Health & Safety procedures. Complete the safeguarding information in the specific section on your eRPD.	
Spend time observing and getting acquainted with the school. Take opportunities to observe others teaching within school. Reflect on what you observe.	
Spend time becoming acquainted with the class resources and the wider school resources.	
Discuss Medium Term plans for English and maths (KS1/2) and curriculum plans for foundation subjects with SBM. In EYFS discuss equivalent plans including continuous provision.	
Prepare lesson plans required including gathering resources and prepare the first lesson plan for each subject to be taught. Discuss with SBM.	
Share your eRPD targets from previous placement and Personal Support Plan/Cause for Concern where appropriate with SBM. Discuss any special needs you may have that you wish to disclose.	
Email and /or print your SBM a copy of this handout and the module handbook.	
Hold a 'diary meeting' with SBM to plan when your PPA/CPD + weekly meetings will be.	
Discuss and identify 3 profile pupils with your SBM – begin to gather evidence about their attainment and learning, behavioural and social characteristics. This will be a good source of evidence for the Assessed Tutorial.	
Tasks (Weeks 1-7)	
Ensure you read BGU Placement Leader's Weekly emails	
Plan time to be observed teaching a sequence (approx. 3 sessions) of phonics; or spelling for KS2. Group work is acceptable.	
ALL trainees must be observed teaching phonics. In KS2 this may be 'phonics into spelling' or the trainee may work with a group from KS1/EYFS where appropriate. Group work is acceptable in all year groups.	
Use SBM's / Schools assessment data to become familiar with pupils' current levels of attainment Become familiar with school's assessment approach and reflect on how this will inform your judgements of pupil progress through the placement .	
Ensure eRPD is kept up to date with reflections on Weekly Meeting templates and Lesson Observations recorded appropriately.	
Load the Extending Placement Standards Review template of the eRPD. Begin to record your reflections and evidence in each Standard from a range of sources and subjects. Evidence should be signposted naming the source and date. Eg: see maths lesson observation (5.11.19). Add to the Standards Review each week to build a comprehensive evidence bank of how you are meeting the Standards. DO NOT leave it to the last week!	

Plan and deliver sequences of lessons as described above. Subjects to be taught in line with school's policy and submitted to SBM within agreed timeframe. Follow school's format to develop plans for continuous provision in EYFS.	
Identify and trial an innovative teaching approach, strategy or resource from your research/reading that you have encountered over the course of the programme – review and evaluate this.	
Evaluate lessons you teach so you can identify their strengths and weaknesses. Some of these may be in more depth and recorded in your 'weekly reflection' on the eRPD. Discuss evaluations with SBM and respond to advice. Reflect on key events/issues in the eRPD.	
Maintain focus on 3 profile pupils – begin to gather evidence to allow you to discuss their progress and their social, emotional, physical and intellectual characteristics. Can you show how your teaching has impacted upon their progress? This will provide useful evidence for the Assessed Tutorial.	
SBM and trainee hold a weekly Mentor Meeting. At this meeting discuss pupil progress, lesson evaluations and lesson observations. Review trainee's progress using the Assessment Toolkit and set targets for forthcoming week. Record this in the eRPD.	
SBM to complete a weekly, formal lesson observation and discuss with student. In KS1/2 placements trainee to have at least 2 English and 2 maths formal observations and a range of others. Lesson observation 'evidence, strengths and targets' to be included in the relevant template in the eRPD.	
Record pupils' achievement and progress as the class teacher would include keeping up to date with all marking and following school marking policies.	
EYFS/KS1 students to observe MFL lesson in KS2 if this was not achieved in previous placement.	
Each week ensure information has continued to be added to each Teacher Standard in the end of placement Standards Review, ready for the Final Review during week 7.	
Other tasks to complete during the placement	
Trainee to be thoroughly prepared for the Standards Review. SBM to undertake Standards Review at end of placement, with UBM. Final grades to be recorded on the eRPD and verified by the UBM.	
Ensure you speak to staff about how the school uses data for assessment of pupils' progress and try to talk to staff involved with tests. Find out how the school assesses attainment.	
Wherever possible undertake other tasks required of a class teacher e.g. create interactive displays and contribute to learning walls, develop activity areas, help with playground duty, attend staff meetings, assist in lunchtime/after-school clubs, attend parent meetings etc.	
Observe the teacher/support staff working with your profile pupils. Keep notes on key points on pupils' learning and your own learning.	
Non-contact Professional Development (CPD) time (10% per week) is to be used for the non-teaching tasks and to observe good practice e.g. a behaviour expert or subject leader teaching. Additional 10% for PPA. This means 20% non-contact time in school which equates to 1 day/ 2 x .5 days.	
Tasks at the end of your placement	
Trainee, SBM and UBM meet to ensure that the eRPD has been completed including standards review and targets for Transitional Placement/NQT year have been agreed.	
Career Entry Passport is created and signed by SBM and UBM.	
Ensure you have returned all resources to the school/staff.	

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

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

Examples of appropriate directed tasks and remote engagement include:

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

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

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

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

Key Documents:

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

DfE (2019) ITT Core Content Framework

DfE (2011) Teachers' Standards Overview