

Primary ITE  
**Course Specific Guidance for  
BA Primary Education with QTS**  
*Extending Stage Placement Oct 2025 to Jan 2026*

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**Lincoln Bishop  
University**

**NOTE: This Course Specific Guidance should be read in conjunction with the Primary ITE handbook which holds all generic information about ITE placements**

## Outline of Placement

This is a 10-week placement, known as the Extending placement. This placement commences with 5 preliminary days on **13<sup>th</sup> October 2025** and **concludes on Friday 23<sup>rd</sup> January 2026**. Trainees will be building on prior learning linked to the ITT Early Career Framework (ITTECF), establishing independence and confidence in all aspects of the role taking responsibility for **80% of the planning and teaching for 6 weeks or more to demonstrate consistency by the end of the placement**.

### Placement contact details

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| <b>Placement Services Office</b><br>01522 583720<br><a href="mailto:placements@lincolnbishop.ac.uk">placements@lincolnbishop.ac.uk</a> | <b>Placement Leader</b><br>Tracey Kilcoyne (01522 525648)<br><a href="mailto:tracey.kilcoyne@lincolnbishop.ac.uk">tracey.kilcoyne@lincolnbishop.ac.uk</a> | <b>Y3 Cohort Leader</b><br>Stef Jacklin (01522) 563864<br><a href="mailto:Stefanie.jacklin@lincolnbishop.ac.uk">Stefanie.jacklin@lincolnbishop.ac.uk</a> | <b>Head of ITT Mentoring and Partnerships</b><br>Chris Davison (01522 583903)<br><a href="mailto:christopher.davison@lincolnbishop.ac.uk">christopher.davison@lincolnbishop.ac.uk</a> |
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### Primary ITE support documents

All current support materials for placement are available via student and mentor log-ins to the erpd and should be accessed in conjunction with this course specific guidance. [www.myrpd.bishopg.ac.uk](http://www.myrpd.bishopg.ac.uk)

### Blackboard (Student Virtual Learning Platform)- trainee access only

Trainees retain access to their prior learning materials within the module areas. This resource provides:

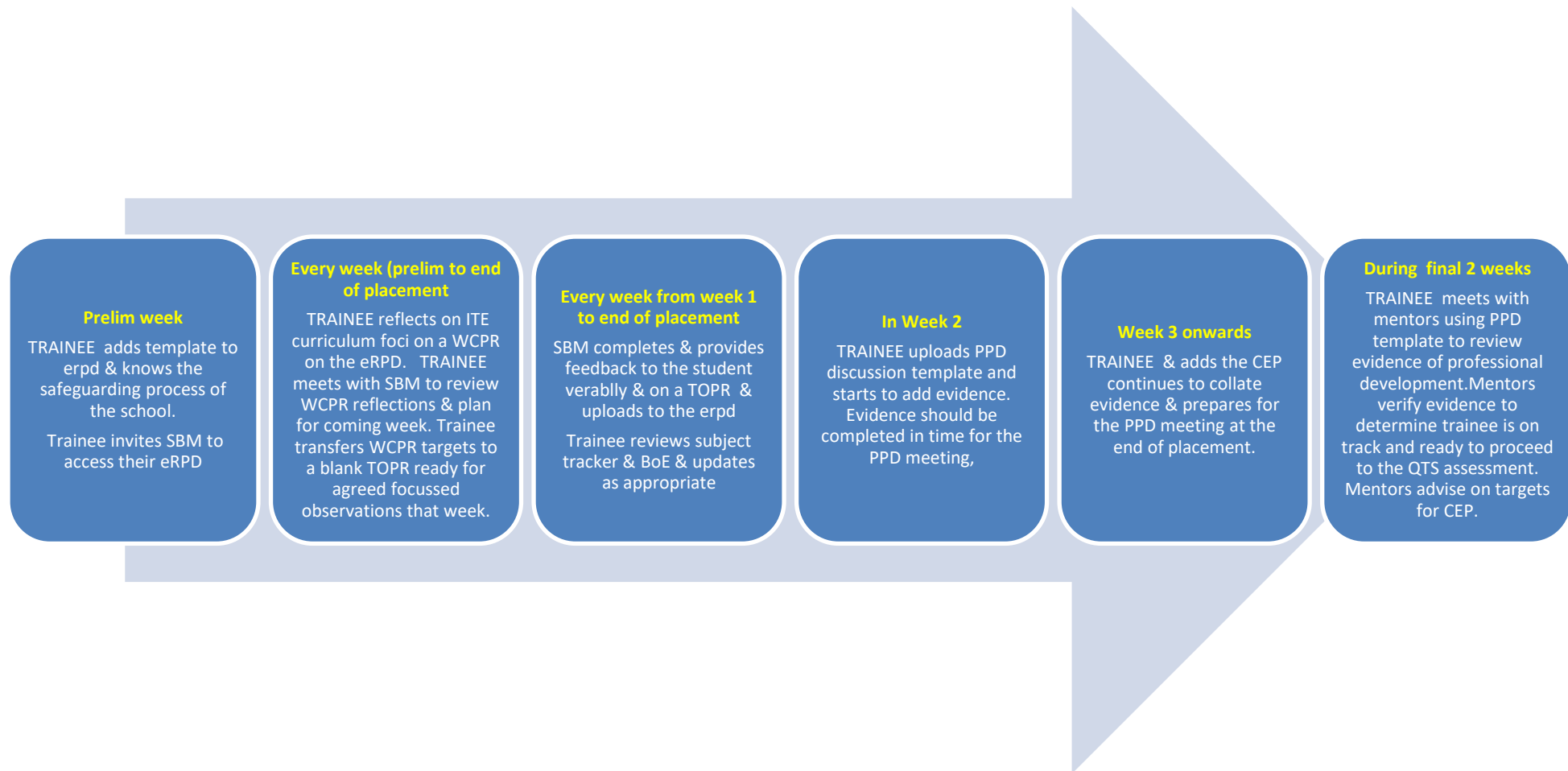
- Placement Learning Objectives - also within the Primary ITE Placement Handbook
- Module session materials, including templates and examples to make links between theory and practice.
- Reminders of lectures and learning on campus and further reading via access to the respective reading lists (via TALIS).

### ITaP 6 Assessment – linking theory and practice

During half term trainees will be engaged in an Intensive Training and Practice (ITaP) focused on assessment. Trainees will return to placement after half term with an action plan to support them to apply learning and make links between theory and practice.

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| <b>BAPE<br/>ITAP 6</b> | w/c<br>20.10.25 | <b>Focus:</b><br>Assessment | <b>Big Question:</b><br><i>How do teachers use assessment to ensure accurate understanding of pupils needs and progress?</i> | <b>Key Learning:</b><br>Trainees will know a range of assessment methods and how these can be used to inform their planning and teaching. | <b>Links to placement:</b><br>Trainees will apply their learning during placement.<br>Trainees will be able to articulate their understanding at WCPR & PPD meetings<br>Trainees will reflect on their learning and evaluate their progress. |
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## Using the eRPD during placement



### To support this process each week of placement:

Trainees will receive an email from their Cohort leader and Placement leader outlining specific actions for each week of placement and additional updates on programme information. Trainees must read this and share it with their mentors.

## Formative Feedback

Trainees will review their practice weekly with their School-based mentors (SBM) to reflect on progress and agree next steps. At the end of placement trainee and mentors (UBM & SBM) engage in a placement professional discussion (PPD) to celebrate achievements and recognise strengths. This PPD meeting provides opportunity to review the evidence on the erpd & the trainee's placement folder and identify that the trainee is on track for this point of their training. The conversation can consider evidence of progress from developing and extending placements and determine that the trainee is on track for the QTS summative assessment at the end of the programme, which will be normally conducted in May 2026 by Lincoln Bishop University Lead Mentors. Further information is available in the Primary ITE Placement Handbook.

| Evidence for professional discussion                                                                                                                                                                                                                                      |           | Location                                                                                 |
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| Trainee takes responsibility for teaching and planning 80% of the timetable for 6 or more weeks including:<br>-all core subjects including phonics,<br>-and a range of foundation subjects ( <u>must</u> include science and PE over developing and extending placements) | Essential | A range of evidence recorded within trainee file                                         |
| Trainee has designed and reviewed <b>Trainee Action Plan</b> over the duration of placement.<br>(Mentor and trainee review of PSP or CfC if relevant)                                                                                                                     | Essential | Recorded within eRPD on given template and reviewed by student and progress checks made. |
| Trainee weekly reflections on <b>WCPRs</b> (one for each week of placement including prelim week) evaluating progress and identifying targets for the subsequent week                                                                                                     | Essential | Recorded within eRPD within WCPR templates and SBM progress checks.                      |
| Weekly written feedback on <b>TOPRs</b> from SBM over the whole range of the ITE curriculum foci and core/foundation subjects                                                                                                                                             | Essential | Recorded within eRPD on TOPRS and any SBM written notes attached                         |
| Written feedback/visit notes from UBM                                                                                                                                                                                                                                     | Desirable | Recorded within eRPD on TOPRs and attached to eRPD.                                      |
| Drafted Career Entry Passport ( <b>CEP</b> ) identifying targets and aspirations for Early Career                                                                                                                                                                         | Essential | Recorded within the erpd.                                                                |

## Placement Schedule

| Placement roles, responsibilities, and expectations |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| Prior to placement                                  | <p><b><u>Trainee Preparation for placement:</u></b></p> <ul style="list-style-type: none"> <li>- Know where your DBS is in case you are asked to show it –it is not required as Lincoln Bishop University have done the necessary checks, but some schools may ask.</li> <li>- Ensure you have read the most current edition of KCSIE part 1 <a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education">Keeping children safe in education - GOV.UK (www.gov.uk)</a></li> <li>- Review developing erpd, audit subject progress and ITE curriculum areas to identify priorities for this placement.</li> <li>- Establish a Trainee Action Plan (to be started in pre-placement sessions)</li> <li>- Visit the allocated school website to familiarise with the school routines &amp; gather relevant information regarding policies, organisation, and ethos.</li> <li>- If possible, speak to your SBM and determine expectations with dress code, codes of conduct, use of mobile phones and laptops and other professional expectations.</li> <li>- Set up Placement folder with relevant sections.</li> <li>- Engage in independent study of curriculum content for allocated age/phase.</li> <li>- Engage in specific subject knowledge revision.</li> <li>- Identify appropriate children’s books for reading to your age group. Visit the library resources area to know what you can access during this placement to support lesson planning and delivery.</li> </ul> <p>Once allocation has been confirmed:</p> <ul style="list-style-type: none"> <li>- DRIVERS -Ensure you have appropriate insurances and documentation completed – liaise with PSO professionally.</li> <li>- Contact the school to introduce yourself, to find out what time to arrive, which entrance to use and, if relevant, where to park.</li> <li>- Provide the school with your contact telephone number and email details.</li> <li>- Ensure you know the details of your transport arrangements to your placement. Make a practice journey if needed.</li> <li>- Ensure you take your university photo ID on your first visit.</li> </ul> <p><b><u>A NOTE ON PLANNING:</u></b></p> <p><i>Adapt planning from teacher’s whenever you can for teaching. Trainees are encouraged to use the university 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 building upto to 80% teaching and/or in a new setting, to create lesson plans from teacher’s planning to ensure to develop a good understanding of all the elements of effective planning. Students may be directed to use the university format by their SBM for a specified duration and especially if this arises in conjunction with a PSP target related to ITTECF 2,3 &amp; 4. Trainees should annotate plans, evaluate, and put AfL notes on the bottom of plans. Templates for placement are available on Blackboard or through the erpd.</i></p> |

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|                         | <p style="text-align: center;">Note: <b>Half Term Break</b></p> <p style="text-align: center;"><i>Trainees <u>are not scheduled to be on placement during the 2 weeks</u><br/>w/b 20<sup>th</sup> October &amp; w/b 27<sup>th</sup> October 2025.</i></p> <p style="text-align: center;"><b><i>Trainees please note: your Y3 ITaP (Assessment) and other module sessions will be delivered during this half term and you are required to attend all sessions at university and engage with the tasks linked to assessments.</i></b></p> <p style="text-align: center;"><b><i>IMPORTANT – We are aware that some school’s half term break is different from this please let your UBM &amp; Placement Lead know immediately if this is the case so we can advise you on how to manage this around your module sessions.</i></b></p> <p><b><u>Absence procedures:</u></b></p> <ol style="list-style-type: none"> <li>1. You should ring school within policy expectations to inform them.</li> <li>2. You must inform also inform your UBM immediately of any absence.</li> <li>3. You should email everyone (mentors, placement lead) in one group email (<u>not lots of individual emails</u> please).</li> <li>4. Complete the absence log on your erpd</li> <li>5. <u>In addition, you need to keep everyone informed of your expected return in a timely manner.</u> Speak to someone in school on the afternoon of your day of absence to let them know of your return next day or extended absence.</li> </ol> <p>Keep university informed of your absences.</p> <p>NB any absence that extends beyond 5 days will require a note of intervention from a medical practitioner (GP sick note). And could impact upon your ability to successfully meet the compliance requirements of the placement. This will be determined by placement panel. Please arrange to speak to Tracey Kilcoyne, if your absence is extended or you have high levels of absence.</p> |
| <b>Preliminary Days</b> | <p><b><u>On or before Day 1:</u></b></p> <ol style="list-style-type: none"> <li>1. READ the school’s CP/safeguarding policy (DO NOT upload it) and <u>complete the safeguarding information in the dedicated section on your eRPD</u>; answer the questions, ensure you complete and submit this document before the end of the prelim week. <ul style="list-style-type: none"> <li>• <i>The name and job title of the safeguarding/CP lead in this school</i></li> <li>• <i>What the process is if a child discloses a CP/ safeguarding worry</i></li> <li>• <i>What the process is if the trainee is concerned about the way a member of staff interacts with the pupils</i></li> <li>• <i>Who the trainee should contact if his or her concerns are about the Head Teacher.</i></li> </ul> </li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

2. Ensure that you know who, and how to contact in the school in case of any non-attendance, lateness or emergency.

**Notifying school & mentors of all absence:**

You must inform everyone of any absences during placement – **do this in 1 group email and maintain daily contact and updates until your return.**

**During Prelim Week:**

3. Establish role and relationships with the class. Collect essential class information and gain access to relevant policies. Become familiar with the way school policies are implemented, be aware of school code of conduct, including safeguarding/child protection procedures, e-safety, and Health & Safety procedures. **Note SBM's & school's behaviour management strategies and consider how you will use these in your own practice.**
4. Discuss and identify 3 profile pupils with your SBM – begin to gather data about their attainment and learning, behavioural and social characteristics. Develop your own pupil profiles over the duration of the placement. Discuss with experts what is relevant to collect about children to inform your practice. **NOTE THIS WILL BE AN ESSENTIAL ACTION LINKED TO YOUR PE603 Module ASSESSMENT.**
5. Provide SBM with access to your eRPD and share your previous targets on your PPD/ trainee action plan and Personal Support Plan/Cause for Concern where appropriate with SBM. Discuss any Access needs you may have that you wish to disclose.
6. Ensure your class teacher/SBM have a copy of this handout and the placement handbook.
7. 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. Identify the lessons you will teach in week 1 (ideally 2 or 3 English, 2 or 3 Maths plus phonics). Discuss planning with the SBM and amend, as necessary.
8. Start to prepare lesson plans required including gathering resources and prepare the first lesson plan for each subject to be taught. Share planning and gain feedback from your SBM. Mentors should provide verbal feedback on planning prior to delivery.
9. Work with groups of children while SBM teaches, to gain a good understanding of their attainment levels and teacher expectations.
10. Spend time observing and getting acquainted with the school routines. Take opportunities to observe others teaching within school. Reflect on what you observe on a **WCPR** during PRELIM week. Spend time becoming acquainted with the class resources and the wider school resources.
11. Hold a 'diary meeting' with SBM to plan when your PPA/CPD + weekly meetings will be. Weekly non-contact time = 10% PPA & 10% CPD time. Equates to 1 day or 2 x ½ days = 20% non-contact time in school.

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|        | <p>12. Add all relevant templates to the eRPD including:</p> <ol style="list-style-type: none"> <li>Subject Tracker</li> <li>Placement professional discussion</li> <li>Safeguarding</li> <li></li> </ol> <p><b>DURING PRELIM week or week 1 the UBM will:</b></p> <ul style="list-style-type: none"> <li>Make contact with school to arrange to meet with the SBM/Class teacher. This may be online or in person.</li> <li>Check the trainee is organised and responding to advice.</li> <li>Discuss with SBM (&amp; trainee if necessary) and address any specific queries, issues or concerns.</li> <li>Agree with school the time &amp; date of a visit and the end of placement professional discussion.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Week 1 | <p><b>This week and every week the trainee should:</b></p> <ul style="list-style-type: none"> <li>Plan and teach agreed core subjects and other lessons.</li> <li>Share planning in advance of teaching to receive feedback and additional guidance.</li> <li>Evaluate lessons, reflect on role and experience on a <b>WCPR</b> template on the eRPD, prior to the weekly meeting with SBM.</li> <li>Respond to the advice and feedback from SBM/class teacher.</li> <li>Continue to support in class whilst SBM is teaching, working with groups of children, carrying out wider responsibilities.</li> <li>Use CPD time to carry out agreed CPD activities including your pupil profile.</li> <li>Use PPA time productively for planning, preparation and assessment tasks.</li> <li>Update placement templates on the eRPD: <ul style="list-style-type: none"> <li>WCPR</li> <li>Subject Tracker</li> <li>Breadth of Experience (BoE)</li> </ul> </li> <li>Read the Placement Weekly emails and respond to the actions advised.</li> </ul> <p><b>At the WCPR meeting</b></p> <ul style="list-style-type: none"> <li>Work with the SBM/class teacher to identify core and foundation subjects to teach in subsequent weeks from SBM's MT plan.</li> <li>Plan these lessons with increased independence and share plans in advance to discuss and amend if necessary.</li> <li>During the meeting discuss one or more of these: <ul style="list-style-type: none"> <li>- progress on previous targets</li> <li>- observations and feedback</li> <li>- additional planning and teaching responsibilities</li> <li>- expectations for wider role of the teacher</li> </ul> </li> </ul> |

- pupil progress
- set **SMART** targets for following week.
- The SBM should determine whether the trainee is on track. Record this on the eRPD on the WCPR and complete the template at the meeting. Additional support is available on ITE documents centre and through video tutorials.

**NOTE: to be on track the trainee must be taking responsibility for planning, teaching and assessing for 80% of their time in the classroom by week 3.**

This means that for **4 full days (or equivalent) each week over 6 consecutive weeks (or more)** they are leading learning. This should be a variety of planning experiences, such as from schemes, adapted given planning, and some 'planning from scratch'. This can be a combination of whole class teaching and teaching of groups, but the trainee should be directing other adults in the class and responsible for setting up and assessing progress in the lesson.

### **SBM/Class teacher each week should:**

- Offer incidental advice and guidance through the student's time in school
- Observe teaching and provide formal verbal and written feedback. Formal feedback must be recorded on a TOPR. This can be done in several ways:
  - Formal one-off subject focused lessons
  - Target based – linked to one of the ITE curriculum foci
  - Daily to capture progress over a subject sequence of lessons
  - Over a week focused on pedagogical skills or professional behaviours
- A **TOPR** should be completed on the eRPD and feedback recorded noting strengths and areas for development. Video tutorials are available on the erpd to support mentors in using these templates.
- Where trainees are not on track a short period of intervention using a PSP should be used.

### **DURING placement the UBM will:**

- Remain in contact with school to monitor trainee progress and support the SBM in their role – this will usually be online.
- Remotely monitor engagement with the erpd, and that the trainee is reflecting, gathering evidence and responding to advice.
- Discuss with SBM (& trainee if necessary) and address any specific queries, issues or concerns.
- Visit school (usually during week 3 or week 4 to carry out quality assurance of placement and trainee progress.
- Facilitate a PPD meeting during the final 2 weeks of placement to review progress and evidence and celebrate achievement. Targets will be discussed for CEP and early career.

### **Guidance on PPA & CPD time:**

**PPA** – (planning, preparation & assessment) time – ideally some of this time should be spent with the class teacher to allow student opportunity to be coached in planning and preparation and learn from the mentor but can be flexible.

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|                              | <p><b>CPD</b> – (Continuous Professional Development) time is to be used for non-teaching tasks and to observe good practice e.g., a behaviour expert or subject leader teaching. It does not necessarily mean trainees will be out of the classroom. Trainees will keep a log of their use of CPD time and be able to talk about how this time has been used effectively, and the impact of their actions.</p> <p><b>Use CPD time to:</b></p> <ul style="list-style-type: none"> <li>• Work on SMART targets.</li> <li>• Address gaps within the Breadth of Experience (BoE)</li> <li>• Gain additional experience in specific year group or age phase</li> <li>• Enhance subject knowledge in core subjects/phonics</li> <li>• Address gaps in foundation subject delivery</li> <li>• Gain additional experience in teaching specific groups (SEND/EAL/PP/G&amp;T)</li> <li>• Review and refine CEP</li> <li>• Extend knowledge and practice in supporting specific SEND/ vulnerable groups (PP, EAL, CLA).</li> <li>• Review and amend action plans linked to TOPR feedback and WCPR meeting decisions.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>Week 2 onwards</b></p> | <p><b>This week and every week the trainee should:</b></p> <ul style="list-style-type: none"> <li>• Plan and teach 80% of the time in class (all core subjects and other lessons).</li> <li>• Share planning in advance, evaluate any lessons taught.</li> <li>• Complete a weekly reflection on a <u>WCPR</u> and meet with the mentor to reflect on progress.</li> <li>• Review the <u>trainee action plan</u> and align your targets with those set in your WCPRs.</li> <li>• Respond to the advice and feedback from SBM/class teacher including how to use your PPA &amp; CPD time effectively.</li> <li>• Update placement templates on the eRPD and identify evidence for the <u>PPD</u> template and meeting.</li> <li>• Respond to UBM feedback and read the Placement Weekly emails to remain on track with tasks and expectations.</li> <li>• Work in collaboration with your mentor to plan responsibilities for following week</li> <li>• Select a focused task that best fits with your weekly plan of action. These focused tasks have been designed to support your professional development, developed from the CCF allowing you to make links between learning at university, provide opportunity to reflect on your practice and gather evidence of your progress. (see suggested tasks below)</li> <li>• Use CPD &amp; PPA time to address trainee action plan and PSP targets.</li> </ul> <p><b>SBM/Class teacher additional guidance:</b></p> <ul style="list-style-type: none"> <li>• Continue to offer incidental advice and guidance to the trainee</li> <li>• Observe teaching and provide formal verbal and written feedback as indicated above weekly using a <b>TOPR</b>.</li> <li>• Withdraw from the classroom on occasions and ask the trainee to reflect upon their practice after working without your presence.</li> </ul> <p><b>Guidance on PSPs:</b></p> <p>Where trainees are not on track a short period of intervention using a PSP should be used.</p> |

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|                                                     | <p><i>Note: Early intervention is preferred so where insufficient progress is being made the SBM and/or UBM should issue a supportive Personal Support Plan (PSP) to address developmental needs relating to the respective curriculum area(s). <b>SBM should inform the UBM immediately if this occurs. UBMs are available to support with this process please contact your UBM for advice and support.</b></i></p> <p><i>A PSP usually has a period of 5 school days before the planned progress would be assessed. Where it is felt that the targets have not been addressed sufficiently a further PSP can be issued, or <b>where there is no/limited progress this can be escalated to a Cause for Concern (CfC).</b> Failure to meet the targets in a CfC will result in escalation to a Serious Cause for Concern (SCfC) and review by placement lead and placement panel, and could result in the placement ending.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>The end of Placement Professional Discussion</b> | <p><i>The PPD meeting can take place at any point within the final 2 weeks of the placement.</i></p> <p><i>Trainee will know prior to the meeting that they are on track because this will have been tracked and agreed during WCPR meetings.</i></p> <p><i>Trainee must come to the meeting prepared and with the eRPD completed to a level corresponding to the point in their placement. ie agreed number of templates completed for each week of placement, student folder and evidence ready to share.</i></p> <p><i>Mentors should set targets for the final 2 weeks if the meeting takes place before the final week of placement to ensure the trainee can sustain high standards of practice and meet the 80% requirement fully. Trainees are expected to maintain engagement with the placement and eRPD until the final day.</i></p> <p><b>Roles and responsibilities</b></p> <p><b>Trainee:</b></p> <ul style="list-style-type: none"> <li>• Must be fully prepared for the end of placement professional discussion.</li> <li>• Must have completed all the relevant templates on the eRPD ensuring that they have engaged fully with personal reflections and record-keeping.</li> <li>• <b>The PPD template must be ready with 3-5 pieces of evidence per curriculum area.</b> The evidence can come from both developing and extending placements.</li> <li>• The Erpd should demonstrate high standards of literacy and be professional in content.</li> <li>• Have a student folder with examples of planning, pupil profile, resources, evaluated plans and other notes. This can be an electronic folder.</li> <li>• Be able to navigate their folder and erpd to show relevant evidence, location and share examples to support the discussion.</li> <li>• Must be able to articulate their progress over time, using professional language and reflecting on the evidence presented.</li> </ul> <p><b>Mentors (SBM &amp; UBM):</b></p> <ul style="list-style-type: none"> <li>• Engage in a professional discussion with trainee and mentors to review the progress made against the ITE curriculum areas.</li> <li>• Use the curriculum progress guide to support the discussion and encourage the trainee to make links between their learning and their practice.</li> <li>• Challenge the trainee to present their evidence and explain its relevance and impact.</li> </ul> <p><i>Complete the comments box during the meeting to record discussion and identify next steps(targets).</i></p> |

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| <b>THE QTS Summative Assessment</b> | <p><i>Trainees must be on track and have sufficient evidence to present at the QTS summative evidence to demonstrate meeting the TS and being ready to progress to the ECT years.</i></p> <p><i>The eRPD must be completed and all sections submitted before the QTS assessment.</i></p> <p><i>Trainees must have a completed and signed CEP on their eRPD.</i></p> <ul style="list-style-type: none"> <li>• Is scheduled for <u>w/c 18<sup>th</sup> May 2026</u></li> <li>• Will be conducted &amp; recorded on TEAMS with Lead mentors from university.</li> <li>• External Examiners may be present to observe the assessments</li> <li>• You will be informed of your time slot approx. 2 weeks prior to the QTS assessment.</li> </ul> <p>There will be a pre-assessment drop-in on TEAMS with additional information prior to the assessment – date to be confirmed.</p> |
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Total No of Days = 50days

### **Job Interview Protocol for extending placement trainees**

We support trainees in securing appropriate employment that will allow them to flourish in their early career. However, this needs to be balanced with the need to successfully complete the programme and establish a secure foundation in pedagogic and subject knowledge that will stand them in good stead in the future. To help maintain an appropriate balance, the following protocol offers guidance:

- It is an expectation that trainees make visits to prospective places of employment outside classroom 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 class teacher, personal tutor and cohort lead are informed, to ensure attendance records are accurate and sufficient days completed. Trainees should also inform PSO & Placement Lead of any absence

Where trainees have been for three or more interviews, it would be appropriate for personal tutor/cohort lead to give additional support and guidance to try to prevent excessive absence from placement school and to help them, whenever possible, in gaining employment. The Hub (Career Readiness team) can also support once placement has been completed. Please be aware that extended absence to attend interview may be required to be added to the end of the placement in a similar manner as absences for ill health. This will be determined by placement panel should there be concern.

## Focused tasks and making links between theory and practice:

This list of tasks should be used to help trainees and mentors to personalise the placement experience. It is not prescriptive and can be covered in part or entirety dependent upon trainee's needs and the settings ability to facilitate the task. Other activities as identified by mentors will also be helpful for trainees to engage in to support their professional development too. A record of additional learning linked to these focused tasks should be maintained in the students folder and logged on the Breadth of experience where relevant. It may also be pertinent to reflect on some activities in WCPR meetings.

| Focused Tasks for all placements – can be completed at any point during the placement                                                                                                                                                                                                                                                                                                                                        | Date |
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| <ul style="list-style-type: none"> <li>Read and know the school policies – behaviour, marking &amp; assessment, safeguarding, log on your eRPD which and reflect on how these will support you in your role.</li> </ul>                                                                                                                                                                                                      |      |
| <ul style="list-style-type: none"> <li>Take opportunity to read to the class/group and promote reading for pleasure. (ITTECF 3)</li> </ul>                                                                                                                                                                                                                                                                                   |      |
| <ul style="list-style-type: none"> <li>Observe, plan and teach phonics, spelling, reading (ITTECF 3).</li> <li>Plan, teach and evaluate sequences of lessons in a range of subjects – must include Ma/EN/Phonics/Spelling/Science/PE every placement. Also a range of foundation subjects across the placements.</li> </ul>                                                                                                  |      |
| <ul style="list-style-type: none"> <li>Observe special interest subject being taught across other/all phases and develop understanding of progression in the subject (ITTECF 3)</li> </ul>                                                                                                                                                                                                                                   |      |
| <ul style="list-style-type: none"> <li>Evaluate the teaching approaches you use – consider when each was most effective and alternatives you might use to improve and enhance your practice. (ITTECF 3)</li> </ul>                                                                                                                                                                                                           |      |
| <ul style="list-style-type: none"> <li>Use CPD time to observe experts in school to develop ability to identify and address misconceptions (ITTECF 3)</li> </ul>                                                                                                                                                                                                                                                             |      |
| <ul style="list-style-type: none"> <li>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. (ITTECF 4)</li> </ul>                                                                                                                                                                     |      |
| <ul style="list-style-type: none"> <li>Evaluate the lessons you teach – consider the impact of your lesson on the children, and your professional development. (ie think about lesson design, actions and decisions during as well as outcomes) (ITTECF 4)</li> </ul>                                                                                                                                                        |      |
| <ul style="list-style-type: none"> <li>Seek advice and guidance on how to adapt planning and teaching to ensure all groups are catered for in your lessons (ie speak to class teacher, TA, SENCO, others) (ITTECF5)</li> </ul>                                                                                                                                                                                               |      |
| <ul style="list-style-type: none"> <li>During preliminary week discuss and identify assessment data to help you become familiar with pupils' current levels of attainment. (ITTECF 6)</li> </ul>                                                                                                                                                                                                                             |      |
| <ul style="list-style-type: none"> <li>Each week extend knowledge of school's assessment approach and reflect on how you implement this in your planning and teaching and how it informs your judgements about pupil progress. (ITTECF 6)</li> </ul>                                                                                                                                                                         |      |
| <ul style="list-style-type: none"> <li>In consultation with your mentors make reflections weekly on pupils' achievement and progress as the class teacher would include keeping up to date with all marking and following school marking policies. Explore what is useful to record and track, what is not? (ITTECF 6)</li> </ul>                                                                                            |      |
| <ul style="list-style-type: none"> <li>Develop own record system for tracking 3 chosen pupils to create a profile, 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 of pupil progress and impact for QTS assessment. (ITTECF 6)</li> </ul> |      |
| <ul style="list-style-type: none"> <li>Shadow and support key leaders (curriculum development, assessment, phase leaders etc) (ITTECF 8)</li> </ul>                                                                                                                                                                                                                                                                          |      |
| <ul style="list-style-type: none"> <li>Undertake other tasks required of a class teacher e.g. create interactive displays, contribute to learning walls, develop activity areas, help with playground duty, attend staff meetings, assist in lunchtime/after-school clubs, attend parent meetings etc. (ITTECF 8)</li> </ul>                                                                                                 |      |

- Take responsibility for the learning environment and create add to wall displays to support children's learning. (ITTECF 8)

## Suggested ITT Early Career Framework (ITTECF) linked tasks

*These tasks are linked closely to the ITTECF to provide support to mentors and trainees in identifying CPD opportunities. They are a guide and not prescriptive. Professional judgement should be made about when and if these tasks are a priority for individual students.*

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| <div>    </div> <p><b>ITTECF 8 -Professional Behaviours</b></p> <ul style="list-style-type: none"> <li>- Use pre-placement sessions and independent learning time to set clear personal intentions, identify opportunities for improvement of practice.</li> <li>- Read and update knowledge of current Safeguarding guidance including KCSiE, Part 1 and Appendix A.</li> <li>- discuss with colleagues and expert mentors any training needs, use subject experts to plan for development.</li> <li>- review previous placement outcomes and experience to identify strengths</li> <li>- identify areas for development (weaknesses) and engage in critical research to understand the underlying theories and principles associated with the area for development.</li> <li>-discuss with personal tutor readiness for placement and identify ways to work effectively with others as part of a team</li> <li>- discuss with expert colleagues at university and on placement to plan for effective time management and organisational skills</li> </ul> | <div>    </div> <p><b>ITTECF 8 -Professional Behaviours</b></p> <ul style="list-style-type: none"> <li>-Liaise with key staff to know duties relating to Part 2 of the TS in the context of this placement school.</li> <li>- Identify who the DSL is and know the processes and expectations in line with school policy and KCSiE.</li> <li>- Familiarise with school and identify opportunities for wider engagement to develop a feeling of shared responsibility for improving the lives of all pupils in the school.</li> <li>- Gather key information so that trainees can engage in CPD that impacts on own progress and pupil progress.</li> <li>- Build relationships in school to support individual colleagues and work as part of a team.</li> <li>- Observe how expert colleagues engage and communicate with parents and carers to support effective engagement and practice of working with parents.</li> <li>- Observe and discuss with mentor how TAs are deployed to contribute to consistent use in lessons as additional to rather than in place of teacher support.</li> <li>- Develop relationships with TAs assigned to work in placement class and know how to deploy these to ensure consistency for pupils and staff.</li> </ul> | <div>      </div> <p><b>ITTECF 3- Subject &amp; Curriculum</b></p> <ul style="list-style-type: none"> <li>- Work with mentor and expert colleagues to identify essential concepts, knowledge, skills and principles to be taught in agreed subjects.</li> <li>- Discuss with mentor the curriculum content and take advice on how the content informs planning.</li> <li>- Plan lessons in good time and share with mentor to receive feedback to refine explanations, demonstrations, and teaching approaches.</li> <li>- Discuss how to break content down across a sequence of lessons in planning, take advice and feedback on draft lessons</li> <li>- Observe use of resources by the expert colleagues and mentor, discuss how to integrate the use of these resources into your practice</li> <li>- Observe how mentors and expert colleagues integrate concrete and abstract examples into their lessons</li> <li>- Discuss how to use teaching approaches such as scaffolding and modelling to best effect</li> </ul> <p><b>ITTECF 4- Classroom Practice</b></p> <ul style="list-style-type: none"> <li>- Observe and discuss how mentor break tasks down in lessons to prepare children for independent practice of a skill or concept.</li> </ul> | <div>    </div> <p><b>ITTECF 1- High Expectations</b></p> <ul style="list-style-type: none"> <li>- Work with expert mentor and colleagues to plan tasks that are linked to learning and have appropriate stretch</li> <li>- Observe the mentor and other colleagues to identify how they create a positive environment that is aspirational for all pupils.</li> <li>- Reflect on your use of praise and encouragement – how do your actions impact on the children's motivation?</li> <li>- With your mentors permission – draft an introductory letter for your class's parents to start to build working partnerships – take feedback before sending.</li> <li>- Observe your mentor and colleagues – identify key language, behaviours and phrases they use to establish routines and expectations within the class.</li> <li>- Read and follow the school's behaviour policy and class rewards and sanctions systems.</li> <li>- Observe how school staff ensure interactions with pupils are positive. Consider what you will</li> </ul> | <div>   </div> <p><b>ITTECF 5 Adapt teaching</b></p> <ul style="list-style-type: none"> <li>- Read the schools' SEND/Inclusion Policies and understand the school's systems for supporting pupils with SEND effectively.</li> <li>- Get to know the different groups that teaching is adapted for within the assigned class.</li> <li>- Work with mentor and other colleagues to adapt teaching and support SEND pupils.</li> <li>- Analyse existing planning and identify how adaptations are made and who for.</li> <li>- Use PPA time or WCPD meetings to discuss with mentor how to adapt your teaching to meet the needs of the different groups within the class</li> <li>- Observe how other adults are deployed effectively in the classroom</li> <li>- Plan for and adapt questions used to scaffold or stretch individuals.</li> <li>- Explore ways of formative assessing pupils to support your planning and determine how to group pupils in your lessons.</li> </ul> <p><b>ITTECF 2 How pupils learn</b></p> |
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| <p>- reflect on previous placements and time management including making time for own mental health and well-being. Seek early support where needed.</p> <p>- discuss with expert mentors how to ask for support and guidance with areas for development.</p> <p><b>ITTECF 6- Assessment</b></p> <p>- Observe and discuss with mentor how formative assessment tasks are linked to lesson objectives (plan to use hinge questions or other formative tool in lessons identified for week1)</p> <p>- Discuss with mentor &amp; identify any opportunities during this placement to engage in summative assessments of assigned class</p> <p>- Look at children's books and discuss with mentor children's progress – focus on chosen pupil profiles to gain deeper understanding of what children have already learned to inform planning.</p> | <p>- Establish relationships with mentor and expert colleagues to enable support in class and sources available.</p> <p>- Engage in discussions with colleagues to take responsibility for and contribute to planning and preparation and share the workload.</p> <p><b>ITTECF 7- Managing Behaviour</b></p> <p>- Work alongside mentor &amp; colleagues to understand the school's wider system of behaviour management.</p> <p>- Observe and discuss with mentor and colleagues how routines are established in the assigned class &amp; school.</p> <p>- Observe and discuss with mentors and colleagues how to implement the behaviour policy and respond consistently to pupil behaviour.</p> <p>- Observe and discuss with mentors the use of intrinsic and extrinsic motivation within the assigned class.</p> | <p>- Include modelling, scaffolding in lessons planned – receive feedback from mentors/expert colleagues on intention and amend planning accordingly.</p> <p>- Discuss with mentor/expert colleagues when to remove scaffolding and how to be responsive in the lesson using AfL.</p> <p>- Observe, discuss and plan to use concrete representations in identified lessons – receive feedback and reflect on the impact of this.</p> <p>- observe and be observed using modelling – discuss potential pitfalls and plan to avoid this.</p> <p>- discuss with mentor/expert colleagues how to group pupils for effective learning. Plan and practice this reflecting on WCPRs the impact of your actions.</p> <p>- plan to use questioning in class discussions for a range of purposes (ie AfL, to challenge more able etc) reflect on the questions planned and impact.</p> <p>- discuss planning and teaching approaches with mentor/expert colleagues in advance of delivery, take advice and adapt/amend planning accordingly.</p> | <p>do to support this in your practice.</p> <p>-Explore the settings provision for EAL pupils</p> | <p>- Discuss with mentors how children's working memory is supported, and how this is recognised and supported.</p> <p>-Observe children to determine how to recognise those with cognitive overload and those with limited working memory</p> <p>-Discuss with your mentor pupils' prior learning and use this to inform your planning of sequences of work</p> <p>- Discuss with mentor &amp; agree sequences of lessons that you will take responsibility for planning – share your drafts and take feedback</p> <p>- Work with mentor to plan, deliver &amp; resource all core subjects – discuss how to sequence &amp; secure prior learning before progressing to complex content. Take advice on pace and progress.</p> <p>- Discuss with expert colleagues and mentor potential misconceptions, when planning sequences. Identify preventative measures within lessons.</p> <p>-Observe mentors methods of eliciting potential misconceptions from pupils, practice integrating and adapting these within your teaching.</p> <p>- Work with mentor and other expert colleagues to gain confidence and knowledge of planning from scratch – using a range of teaching approaches.</p> |
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