



Company Number 11963500
Charity Number 1184682

PGCE Part-time (21-23 cohort) Developing Guidance

This guidance contains:

1. Outline of days in school with overview of expectations, and role of SBM and UBM
2. Key contacts
3. Learning objectives
4. Table of support for school from UBM and support for trainee from SBM
5. Grid showing evaluation of trainee
6. Use of the eRPD during the placement
7. Grid showing key tasks to be completed during Preliminary Days and Block Placement

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

Primary ITE: Course Specific Guidance for PGCE Part-Time Route (21-23): SBM, UBM and trainee

Developing Stage Placement – Outline of Placement: 2022-23

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

Outline of Placement

	Teaching and CCF links (refer to the Core Content Framework document and lectures)	SBM/UBM roles, eRPD and specific trainee responsibilities
<p>8 orientation days</p> <p>w/c 19 September w/c 26 September w/c 3 October w/c 10 October</p> <p><u>You are expected to agree two consecutive days which remain in place until the Block. Schools have no obligation to offer an extra day to make up a day missed due to illness or for other reasons.</u></p>	<p>READ the school's CP/safeguarding policy (do NOT upload it) and answer the 4 questions (below), recording your answers on your eRPD.</p> <ul style="list-style-type: none"> <i>The name and job title of the safeguarding/CP lead in this school</i> <i>What the process is if a child discloses a CP/safeguarding worry</i> <i>What the process is if the trainee is concerned about the way a member of staff interacts with the pupils</i> <i>Who the trainee should contact if his or her concerns are about the Head Teacher.</i> <p>Classroom orientation & pupil progress focus: Start by teaching guided groups, particularly English (CLL) and Maths. <u>The trainee must add the SBM to the eRPD on first day in school.</u> Observe class teacher, start to develop professional role, professional dialogue, work with groups, increase subject knowledge. Plan story session.</p> <p>Maintain Subject Knowledge Action Plan, eRPD, School Placement File according to the Primary ITE Handbook throughout placement.</p> <p>Throughout the placement the trainee should have regard to the Core Content Framework. All areas are summarised here. It is obviously not possible to focus on all links all the time, but it is likely the trainee's journey will progressively draw upon the framework as new opportunities arise. The CCF areas are: CCF1 High Expectations CCF 2 – How Pupils Learn CCF3 – Subject and Curriculum CCF 4 – Classroom Practice CCF5 – Adaptive Teaching CCF 6- Assessment CCF 7 – Managing Behaviour CCF 8 Professional Behaviours</p> <p>The trainee should have regard to the Curriculum Progress Guide from the outset of the placement and use this to inform their weekly reflection and discussion with mentor.</p> <p>The Trainee Observation and Progress Record should be used for all observations. (Please refer to Primary ITE handbook). It can be used formatively over the course of a two-week period.</p> <p>The Weekly Curriculum Progress Review should be added every fortnight (and weekly in the block).</p>	<p>UBM to contact school to ensure trainee attending</p> <p>Purpose: Quality Assurance.</p> <p>To ensure school is confident trainee is ready to commence placement/share concerns/ implement PSP (Personal Support Plan) if necessary.</p> <p>Trainee and mentor to complete on a weekly basis the Weekly Curriculum Progress Review (see ITE Handbook). Over the course of the placement the trainee should use this to collect evidence towards areas of the ITE curriculum. In weekly Curriculum Progress Review Meetings, a formative progress check will ask whether the trainee is:</p> <ul style="list-style-type: none"> <i>On track</i> <i>Requires Personal Support Plan</i> <i>Requires Cause for Concern</i> <p>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. Refer to Primary ITE Placement Handbook.</p> <p><u>PLANNING STATEMENT</u> 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</p>

	<p>Teaching to build to include at least 1 Maths 1 English/CLL 1 other each week from w/c 3 October</p>	<ul style="list-style-type: none"> ○ Trainee to be observed every fortnight by SBM and/or suitably qualified other <i>until weekly observations occur in block weeks</i> ○ Meeting with mentor every two weeks <i>until weekly meetings in block weeks</i> ○ Trainee responsible for adding (fortnightly) meeting template to their eRPD and completing reflection <i>before</i> the meeting. 	<p>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.</p>
<p>Half term w/c 24th October (except Notts)</p> <p><i>*Notts schools commence on 17th October for 2-weeks.</i></p>			
<p>Phase A (12 days) (2 days/week)</p> <p>w/c 31 October w/c 7 November w/c 14 November w/c 21 November w/c 28 November w/c 5 December</p>	<p>At least 2 maths 2 English/CLL 2 other each week</p> <p><u>ALL</u> trainees must teach (and be observed teaching) phonics – to another class if necessary</p>	<ul style="list-style-type: none"> ○ Trainee to be observed every fortnight by SBM and/or suitably qualified other <i>until weekly observations occur in block weeks</i> ○ Meeting with mentor every two weeks <i>until weekly meetings in block weeks</i> ○ Trainee responsible for adding (fortnightly) meeting template to their eRPD and completing reflection <i>before</i> the meeting. ○ Breadth of Experience Review ○ Remember to use Notes to capture evidence not arising from observations or in weekly meeting reflection or mentor comments 	<p>UBM visits during second half of autumn term</p> <p>Purpose:</p> <p>To undertake a joint (with SBM) lesson observation.</p> <p>To check School Placement file to ensure trainee has annotated planning.</p> <p>To check, beforehand, eRPD.</p> <p>To discuss student's progress with SBM and implement a PSP if necessary.</p>

w/c 12 December (2 days)	Alternate key stage experience	<ul style="list-style-type: none"> Please see guidance in Enrichment Experience handbook 	
Christmas Holiday			
Phase B 12 days preparation for block w/c 2 January w/c 9 January w/c 16 January w/c 23 January w/c 30 January w/c 6 February	Continue to plan & teach <i>at least</i> 2 maths 2 English/CLL 2 other each week and begin preparing for block.	<ul style="list-style-type: none"> Continue to work on eRPD (see above) Prepare teaching for 6-week block <p>Trainee to be observed every fortnight by SBM and/or suitably qualified other until weekly observations occur in block weeks.</p>	UBM to liaise with school to ensure trainee is ready to commence the Block (this can be done remotely) and complete SBM training record (see Primary ITE Handbook, appendix 5)
Half term w/c 13th February to w/e 17th February (most Lincs and Notts schools)			

<p>6 BLOCK WEEKS 5 days/week (35)</p> <p>BW1 w/c 20 Feb BW2 w/c 27 Feb BW3 w/c 6 March BW4 w/c 13 March BW5 w/c 20 March BW6 w/c 27 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 not less than two weeks.</p>	<ul style="list-style-type: none"> ○ Weekly Observation ○ Weekly Meeting ○ Before the end of your placement please ensure all documents on your eRPD are marked as complete ○ It is the trainee's responsibility to ensure the observation feedback is uploaded to their eRPD. Only one set of feedback (which reflects the shared views of the SBM and UBM) will be uploaded. ○ You should ensure your End of Placement Professional Discussion document is nearing completion during the final weeks. ○ The Subject Tracker should be added by the final weeks. At your final review you should ensure this is completed as per the Primary ITE Placement handbook. It may be helpful for trainees to keep a paper record of all subjects taught from the early days of the placement. 	<p>Each week of the Block the SBM should carry out a Trainee observation and progress record (see ITE handbook). Lesson observation feedback will be based on the areas of the ITE curriculum and will not be graded.</p> <p>The UBM will visit to moderate progress and will likely observe a partial lesson with the SBM. The priority of the first visit should be to ensure that the SBM is familiar with the placement expectations and is confident with the BGU paperwork and use of the eRPD. The SBM training record (see appendix 5 in the handbook) should be used as a guide to the minimum requirements of training needed by the SBM and the UBM should ensure that all aspects have been discussed. A longer visit may be required if more in-depth training is required. If the SBM is confident with the items on the training record, this may be completed remotely. The first visit may also include a meeting or partial observation of the trainee.</p> <p>The UBM should have made arrangements for a final visit during BW4 or BW5 (which may be face-to-face or remote). This final visit, which may be face-to-face or remote, should be used to moderate the trainee's overall performance progress on the placement. The evidence of progress within the eRPD (trainee observation and progress records, weekly curriculum progress reviews, etc.) should be used as a basis for the discussion. The evidence presented should be reviewed and moderated, before discussing targets for the next placement and any PSP/CFC required. Please refer to Primary ITE Placement Handbook. Evidence should be reviewed and moderated.</p> <p>By end of placement trainees must ensure all weekly meetings and observations are marked as 'complete'</p>
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Total No of Days =69

Key Contacts:

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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 Student and School

The information below is an outline. Please refer to the detailed guidance in the Primary ITE Handbook about professional expectations of SBM and UBM.

Support for school: University Based Mentor (UBM) Visits/Contact	<ul style="list-style-type: none"> • Contact school in preliminary week, support SBM and set expectations. • At least 1 joint observation & feedback with the school-based mentor • Extra visits can be made if deemed to be beneficial to the trainee • Give feedback to school about mentoring, mentor training, Partnership, QA, changes to placement, files, tasks • Provide about advice and guidance relating to the imposition of a PSP and C4C.
Support for trainee: School Based Mentor (SBM) Requirements	<ul style="list-style-type: none"> • One weekly written observation, plus additional short written observations for aspects of Maths & English for each trainee, including phonics for all trainees. • Weekly Curriculum Progress Review completed with trainee – on eRPD. Trainee is expected to complete their section <u>and bring evidence of how they have met targets and supported pupils to make progress</u> to each meeting. Review and next targets set together for next week. Targets to be highlighted once completed, revisit previous weeks targets. • On-going verbal feedback. • Support for trainees in CPD to meet targets • Complete End of Placement Professional Discussion mentor comments – eRPD.

Formative Assessment of trainee

Formative assessment during six-week Block Placement	Where to be recorded
One weekly written lesson observation and progress formative report from SBM	Recorded within eRPD
One weekly mentor meeting with SBM during block (every 2 weeks pre-block)	
At least one written lesson observation from UBM, jointly with SBM (see ITE Primary Placement Handbook)	
Trainees will undertake a final summative review of their placement in the final Extending Placement. At this stage formative discussion will take place between UBM, SBM and trainee to verify progress against the evidence in the eRPD and the Trainee Placement folder. The conversation will provide evidence of readiness to proceed to the next stage of training.	

School Placement File/s: recommended layout*

Please refer to detailed guidance in Primary ITE Placement Handbook

The use of the eRPD during the Developing Phase:

1. Weekly Curriculum Records

Weekly Curriculum Progress Review. Ensure you add a weekly meeting every week you are in school (even if, in exceptional circumstances, the SBM is not present). The first part of the Weekly Curriculum Progress Review is for you to add your reflections. Detailed information about your erpd and making the most of your Weekly Curriculum Progress Review is provided in seminars prior to placement. It is expected you have reflected in all areas by the final week of your placement at least once. Behaviour Management is expected to be a priority in your first weeks. The evidence you accumulate in your WCPR will sustain a productive End of Placement professional Discussion at the end of the placement. It is also likely you will also refer back to these in your final Assessment against the Standards at the end of the programme. The reflections should include:

- a) Consideration of one of teaching experiences you have had this week, thinking carefully about learning which was taking place, how you know and any evidence of pupil progress.
- b) Consideration of previous week's SMART targets and how successful you have been in meeting them.
- c) Your SBM will write a summary of your meeting in the second box, and can add any subject-related considerations in the final box (where relevant).
- d) In consultation with your mentor, set SMART target/s for next week.
- e) It is important the SBM indicates you are making expected progress, and if not, whether a PSP or C4C is required.

2. Action Plans

- a) Subject Knowledge Portfolio Action Plan and audit scores
Please follow guidance in Subject Knowledge Portfolio Handbook

3. Observations

Record of all formal lesson observations using TOPR

4. Reviews

- a) Safeguarding & SBM details
- b) Breadth of Experience
- c) Subject Tracker Review
- d) End of Placement Professional Discussion with UBM to moderate SBM judgement

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	
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 trainee progress, 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	
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 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	