

## **PGCE Part-time (24-26 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. School Placement Folder placement expectations: PGCE Primary
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/>.***

### ***Statement/preamble:***

*For the purposes of this placement guidance, we will refer to the terms 'School-Based Mentors' or 'SBMs' and 'University-Based Mentors' or 'UBMs'.*

### **SBMs:**

School-based mentors, or 'general mentors' will be the key point of contact for the trainee in school. Usually, this person is the class teacher but may also be another person within the school specifically assigned to mentor the trainee.

### **UBMs:**

University-based mentors, consist of 'Lead Mentors', or 'Placement Link Tutors'. Lead Mentors are members of the core University team for primary ITE and Placement Link Tutors are employed members of the LBU staff, who undertake training and induction with LBU, to take on the role of UBM. The UBM's role is to support and quality assure the judgements of the school-based mentor they are assigned to.

# Primary ITE: Course Specific Guidance for PGCE Part-Time Route (24-26): SBM, UBM and trainee

## Developing Stage Placement – Outline of Placement: 2025-26

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### Outline of Placement

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Teaching and CCF links (refer to the Core Content Framework document and lectures)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | SBM/UBM roles, eRPD and specific trainee responsibilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p>Wednesday 27.08.25 - Friday 29.08.25</p> <p>5.09.25</p> <p>12.09.25</p> <p>19.09.25</p> <p>26.09.25</p> <p>3.10.25</p> <p>10.10.25</p> <p>17.10.25</p> <p>24.10.25</p> <p><b>Preliminary days and build up to teaching</b><br/>(2 dpw = 4 days)</p> <p>w/c 3.11.25<br/>(Friday 7.11.25 online)</p> <p>w/c 10.11.25</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>Enrolment</p> <p>LBU</p> <p>online</p> <p>online</p> <p>online</p> <p>online</p> <p>online</p> <p>online</p> <p>LBU</p> <p>READ the school's CP/safeguarding policy (do NOT upload it) and answer the 4 questions (below), recording your answers on your eRPD.</p> <ul style="list-style-type: none"> <li><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> <p><b>Classroom orientation &amp; pupil progress focus:</b><br/>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><br/>Observe class teacher, start to develop professional role, professional dialogue, work with groups, increase subject knowledge. Plan story session.</p> <p>When not working with groups the trainee should agree and plan structured observations of the teacher.</p> <p>Maintain the eRPD, School Placement File according to the Primary ITE Handbook throughout placement.</p> <p>Throughout the placement the trainee should have regard to the <b>Core Content Framework</b>.</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 bi-weekly basis (every two weeks, then weekly during the Block weeks) the <b>Weekly Curriculum Progress Review</b> (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"> <li><i>On track</i></li> <li><i>Requires Personal Support Plan</i></li> <li><i>Requires Cause for Concern</i></li> </ul> <p><b>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.</b></p> <p><b>PLANNING STATEMENT</b></p> <p>In your Developing placement, if changing your age phase, you should use the university template for your initial lessons, as it is helpful to clarify the learning intentions and success criteria, and to provide a framework for ensuring all elements of effective lessons are included. It will be helpful early in the placement, when teaching less than 50%, 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 the university template by your SBM for a specified duration on any placement if this arises in conjunction with a PSP target related to S2&amp;4. Please</p> |

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|                               | <p>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 <b>Curriculum Progress Guide</b> from the outset of the placement and use this to inform their weekly reflection and discussion with mentor.</p> <p>The trainee should have the opportunity to teach single lessons as the days progress, working from the teacher's planning.</p> <ul style="list-style-type: none"> <li>• The <b>Weekly Curriculum Progress Review</b> should be added every fortnight (and weekly in the block).</li> <li>• Trainee should be observed over a four-day period where possible, but only one <b>TOPR</b> added for every two-week period (until the Block where it is weekly).</li> </ul> | <p>see detailed guidance re planning in Introductory Handbook. Trainees should annotate plans and put AfL notes on bottom of plan Once you are confident, and certainly by the time you are teaching at 50%, you should move to using the school's format, whilst continuing to ensure all the key aspects are included</p> |
| w/c 17.11.25                  | <p><u>A typical expectation for this week might include:</u></p> <ul style="list-style-type: none"> <li>• 1 Maths</li> <li>• 1 English/CLL</li> <li>• 1 other non-core subject each week from w/c 17<sup>th</sup> November</li> </ul> <p><u>You can commence this sooner, even from week 1, but this is not a formal expectation.</u></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                             |
| Friday 21.11.25               | <p><b>ITAP3:</b> Formative assessment: <i>What formative assessment strategies can I use effectively in my practice to ensure good pupil progress?</i></p> <p><b><u>PLEASE REFER TO HANDBOOK FOR ITAP 25-26</u></b></p> <p>This third iTAP (Intensive Placement and Practice) will involve three school days. Trainees are not expected to plan and teach on any iTAP day as they would in the Block Weeks. Instead, they are required to work closely with their school mentor as far as possible to undertake a series of tasks which include structured observation as set out in the iTAP Handbook 25-26. <u>All school-based iTAP days count towards the total school attendance and trainees are expected to attend on every day and follow usual procedures for reporting absence if not.</u> Trainees do not add a WCPR this week but instead, record reflection on iTAP form on eRPD.</p> <p><b>Centre-based training (LBU):</b> Introduce</p>                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                             |
| w/c 24 <sup>th</sup> November | <p><b>Day 1:</b> Analyse</p> <p><b>Day 2:</b> Prepare</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                             |

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| w/c 1 <sup>st</sup> December                                                                                     | <b>Day 1 or Day 2*: Enact</b><br><i>*Of the two days in school this week, only one is an iTAP day. On the other day the trainee can teach in accordance with general plans.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Friday 6 <sup>th</sup> December                                                                                  | <b>LBU (Centre-based training): Evaluate</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| w/c 8 <sup>th</sup> December<br>(2 days)                                                                         | <p><i>*A typical expectation as you approach the Block might include:</i></p> <ul style="list-style-type: none"> <li>• 2 maths</li> <li>• 2 English/CLL</li> <li>• 2 other each week. There is no fixed deadline about when this increased teaching should start. It is down to trainee's confidence and ability.</li> <li>• FS trainees can start to take responsibility for an area of continuous provision and/or outdoors</li> <li>• <b>ALL</b> trainees must teach (and be observed teaching) phonics – to another class if necessary</li> <li>• Continue to work on eRPD (see above)</li> <li>• Start to prepare teaching for 6-week Block</li> </ul> <p><i>*However, all trainees differ, and some may find challenges of a new school and age group leads them not to plan sequences of lessons until BW1.</i></p> | <ul style="list-style-type: none"> <li>• The <b>Trainee Observation and Progress Record</b> 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.</li> <li>• Trainee to be observed every fortnight by SBM and/or suitably qualified other <i>until weekly observations occur in block weeks</i></li> <li>• Meeting with mentor every two weeks <i>until weekly meetings in block weeks</i></li> <li>• UBM to liaise with school during Phase A to ensure trainee is ready to commence the Block (this can be done remotely) and complete SBM training record (see Primary ITE Handbook)</li> <li>• 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.</li> </ul> |
| w/c 15 <sup>th</sup> December<br>(2 days)                                                                        | <p><b>Pre-Block preparation</b></p> <p>The trainee must ensure that by the last day this week they have discussed and agreed all teaching for the entire Block. Trainees should move to teach at least 80% no later than BW5, but many trainees will be able to commence this sooner.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• The UBM to make contact with SBM and trainee to agree planning and make arrangements for first joint observation visit.</li> <li>• UBM to discuss readiness of trainee for the Block placement.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p align="center"><b>Christmas Holiday</b><br/>w/c 22<sup>nd</sup> December to Friday 5<sup>th</sup> January</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p align="center"><b>BLOCK WEEKS</b><br/>w/c 5.1.26 – w/c 9.2.26</p>                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 5 days/week (30)<br><br>BW1 w/c 5 <sup>th</sup> January                                                          | <p><u>Minimum expectation from BW1 is:</u></p> <ul style="list-style-type: none"> <li>• Teach a sequence of two maths lessons and two English lessons. This is a minimum expectation. Trainees may choose to do more</li> <li>• Teach a phonics/spelling lesson (if possible)</li> <li>• Lead guided reading session</li> <li>• Observe and work with a group in PE (if possible)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• Each week of the Block the SBM should carry out a <b>Trainee observation and progress record</b> (see ITE handbook). Lesson observation feedback will be based on the areas of the ITE curriculum and will not be graded.</li> <li>• Each week of the Block the mentor will meet with the trainee to discuss progress and set targets.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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|                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>EYFS trainees to teach at least a sequence of two CLL and Phonics or at least two maths and phonics and to start to plan for continuous provision (where appropriate) and/or outdoor area in all weeks gradually building up in alignment with other teaching</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>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 LBU paperwork and use of the eRPD.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| BW2 w/c 12 <sup>th</sup> January<br>BW3 w/c 19 <sup>th</sup> January<br>BW4 w/c 26 <sup>th</sup> January<br>BW5 w/c 2 <sup>nd</sup> February<br>BW6 w/c 9 <sup>th</sup> February | <p>From BW2 trainee to agree an incremental timetable to have reached 80% no later than start of BW5.</p> <p>Where possible trainees should find time to teach science, PE (even if supporting a coach), and phonics as well as other non-core subjects.</p> <p>You should ensure your Placement Professional Discussion document is nearing completion during the final weeks. It is the trainee's responsibility to ensure the observation feedback is uploaded to their eRPD.</p> <p>Each week of the Block Placement you require on your eRPD each week to have completed, one:</p> <ul style="list-style-type: none"> <li>Weekly Observation (TOPR)</li> <li>Weekly Meeting (WCPR)</li> <li>Before the end of your placement please ensure all documents on your eRPD are marked as complete</li> <li>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.</li> <li>You should ensure your <b>Developing Placement Professional Discussion document</b> is nearing completion during the final weeks.</li> <li><b>The Developing Subject Tracker</b> 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.</li> <li><u>By end of placement trainees must ensure all weekly meetings and observations are marked as 'complete'</u></li> </ul> <p><b>Total days in school 44 (including 3 iTAP)</b></p> | <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul> |

**Key Contacts:**

First point of contact will be your UBM

**Placement Services Office**

01522 583720

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**Programme Leader**

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**School Placement Folder placement expectations: PGCE Primary**

You will need to have a folder for each placement during your time on the programme – Introductory, Developing and Extending placements. Your folder can be an e-document (for instance, on OneNote), but it must be accessible should your UBM ask to see evidence of your prior planning or assessment. If you prefer to keep a digital record of your planning and teaching you should have regard to the layout below as a guide to the kind of information you retain.

Please see below for the expected organisational structure for the Placement folder/s (you need a new one for each placement). The planning records you maintain are for your benefit. It is likely your mentors may wish to ask about these at some point, and evidence from the Developing and Extending placement files is likely to be essential at the end of your programme as evidenced to meet the QTS Standards.

**1. School Placement Information**

This section should include the latest Ofsted report, key policies (or links to these if online). Such policies might include Staff Code of Conduct, Safeguarding, Behaviour and Marking and feedback policies to name just a few. The Placement Guidance should also be within this section.

**2. Class Information**

This section should include the class/your timetable and all groupings/SEND, Pupil Premium, EHCP if relevant) and seating plans. Due to GDPR, you must check if the school approves of your holding pupil data in a file which you may take out of school. This includes both practical A4 files and any electronic versions.

**3. Planning and Assessment**

This section should include all your annotated lesson plans, as well as any long-term and/or medium-term planning for the placement (or links to these if online – it is good practice to maintain digital records). Trainees must annotate all planning and put AfL notes (formative assessment) at the foot of planning. If online, it is important that any adaptations or notes you would normally add to a paper copy are also visible on the online

version, so you can use the usual options available in MS Word). Other summative assessment records (such as class assessment record or tracker you need to maintain for core subjects) should be in this section.

**4. Other**

This section should include any relevant records of CPD or other training attended whilst on school placement as well as any other relevant information which does not belong above.

## 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.

|                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <b>Support for school:</b><br><br><b>University Based Mentor (UBM) Visits/Contact</b> | <ul style="list-style-type: none"> <li>• Contact school in early weeks, support SBM and set expectations.</li> <li>• At least 1 joint observation &amp; feedback with the school-based mentor</li> <li>• Give feedback to school about mentoring, mentor training, Partnership, QA, changes to placement, files, tasks</li> <li>• Provide about advice and guidance relating to the imposition of a PSP and C4C.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Support for trainee:</b><br><br><b>School Based Mentor (SBM) Requirements</b>      | <ul style="list-style-type: none"> <li>• One weekly written observation, plus additional short written observations for aspects of Maths &amp; English for each trainee, including phonics for all trainees.</li> <li>• Weekly Curriculum Progress Review completed with trainee – on eRPD. (Every two weeks and weekly in Block). 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.</li> <li>• On-going verbal feedback.</li> <li>• Support for trainees in CPD to meet targets</li> <li>• Complete Placement Professional Discussion mentor comments – eRPD.</li> </ul> |

## Formative Assessment of trainee

| Formative assessment during six-week Block Placement                                                                                                                                                                                                                                                                                                                      | Where to be recorded |
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| 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. |                      |

## **The use of the eRPD during the Developing Phase:**

### **1. Weekly Curriculum Records**

- i. Weekly Curriculum Progress Review. Ensure you add a weekly meeting every two weeks you are in school (even if, in exceptional circumstances, the SBM is not present).
- ii. 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.
- iii. The evidence you accumulate in your WCPR will sustain a productive 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:
  - ✓ 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.
  - ✓ Consideration of previous week's SMART targets and how successful you have been in meeting them.
  - ✓ 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).
  - ✓ In consultation with your mentor, set SMART target/s for next week.
  - ✓ 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) Safeguarding Procedures & SBM details**

- i. You should add your Safeguarding Procedures (found under Action Plans in drop-down menu on your eRPD) on Day 1. It is our assurance that you are aware of the safeguarding procedures to follow in your placement school and that you therefore know how to report a safeguarding concern and to whom. We run a report in the first week to check this has been completed.
- ii. At the end of the programme the evidence that you have added a Safeguarding Action Plan at the start of each of your placements is needed before you can be recommended for QTS.
- iii. You must add your SBM to your erpd as soon as possible. Please remind them that the invitation will expire after a week, so it is important they respond as soon as it is sent

### **3. Trainee Observation and Progress record (TOPR)**

- i. A TOPR must be added each week of the Block Placement. Evidence from it is vital for the PPD and, at the end of the Programme, for QTS
- ii. Full training will be provided for all mentors and trainees on the use of the TOPR.

### **4. Reviews**



a) Breadth of Experience

- i. Your Breadth of Experience (found in Action Plans in drop-down menu) is where you can add evidence which arises beyond your main school placement. In it you can account for experience gained in any age-band, from 0-3 to KS4.
- ii. There is no time limit with regard to when you had such experiences, but it does not include your time in full-time education. The Breadth of Experience is not submitted as 'complete' until the end of the programme.
- iii. Information from your alternate key stage and Enrichment experience can be recorded here.

b) Developing Subject Tracker

- i. Each placement contains a subject tracker (to be found under Observations in drop-down menu on your eRPD). It only needs to be completed in the final weeks of each Block Placement. In it you are required to say for every subject you planned and taught whether you are 'on track' or 'require support'.
- ii. For all other subjects where you had limited or no engagement, you must add 'not yet taught'.

c) Placement Professional Discussion with UBM to moderate SBM judgement

- i. The Placement Professional Discussion is usually added in the final weeks. In it you add evidence to show how you are engaging with the LBU ITE curriculum. Your mentor and UBM will meet with you in the penultimate or last week of your block to go through it. It is up to you to ensure this important meeting is timetabled or arranged early in your Block placement.
- ii. Your mentor or UBM will add a summary of your professional discussion to the second box.
- iii. For each area of the curriculum a judgement will be made in the meeting about whether you are on track or, if not, whether a PSP or C4C is needed for your next placement.

## **Grid showing key tasks to be completed during Preliminary Days and Block Placement**

| <b>Tasks before commencing the Preliminary Weeks</b>                                                                                                                                                                                                                                                                                                                                                                    | <b>Completed</b> |
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| <ul style="list-style-type: none"> <li>• Ensure you have details of your placement (sent to you via email) and have contacted the school.</li> <li>• 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</li> </ul>                                                                                                      |                  |
| <ul style="list-style-type: none"> <li>• Ensure you know the details of your transport arrangements to your placement</li> <li>• Ensure you are clear about your responsibilities and tasks for your placement</li> </ul>                                                                                                                                                                                               |                  |
| <b>Tasks during Preliminary days</b>                                                                                                                                                                                                                                                                                                                                                                                    |                  |
| <ul style="list-style-type: none"> <li>• Complete Safeguarding Procedures on your eRPD</li> </ul>                                                                                                                                                                                                                                                                                                                       | Day 1            |
| <ul style="list-style-type: none"> <li>• 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.</li> </ul>                                                                                                                                                                                                             |                  |
| <ul style="list-style-type: none"> <li>• Obtain relevant ST/MT planning from SBM.</li> </ul>                                                                                                                                                                                                                                                                                                                            |                  |
| <ul style="list-style-type: none"> <li>• Become familiar with the school policies, handbooks and codes of conduct, including safeguarding/child protection procedures, e-safety and Health &amp; Safety procedures.</li> </ul>                                                                                                                                                                                          |                  |
| <ul style="list-style-type: none"> <li>• Spend time observing and getting acquainted with the school.</li> </ul>                                                                                                                                                                                                                                                                                                        |                  |
| <ul style="list-style-type: none"> <li>• Spend time becoming acquainted with the class resources.</li> </ul>                                                                                                                                                                                                                                                                                                            |                  |
| <ul style="list-style-type: none"> <li>• Share your eRPD with SBM</li> </ul>                                                                                                                                                                                                                                                                                                                                            | Day 1            |
| <ul style="list-style-type: none"> <li>• Hold a diary meeting with SBM to plan your PPA/CPD + weekly reviews. (The amount is proportional to teaching and consequent need for PPA, do not expect much during early days)</li> </ul>                                                                                                                                                                                     |                  |
| <ul style="list-style-type: none"> <li>• Trainee to liaise with mentor (and UBM) about setting a date for the Introductory final evaluation (this can be during Phase A)</li> </ul>                                                                                                                                                                                                                                     |                  |
| <i>PPA time is based on your school's actual teaching hours and the 10% for each should only be counted when it occurs during actual teaching time. It is not acceptable for lunchtime to be used for this purpose, but you will be expected to work before after school in addition to out of class time in the day. It is acceptable for the time to be in small blocks of at least 30 minutes on different days.</i> |                  |
| <b>During early weeks (Phase A)</b>                                                                                                                                                                                                                                                                                                                                                                                     |                  |
| <ul style="list-style-type: none"> <li>▪ UBM to contact school. Mentor to complete training record with UBM (online or face-to-face)</li> </ul>                                                                                                                                                                                                                                                                         |                  |
| <b>Weekly Tasks (BW 1-6)</b>                                                                                                                                                                                                                                                                                                                                                                                            |                  |
| <ul style="list-style-type: none"> <li>▪ Agree teaching for coming week(s) and prepare planning required. Gather resources and prepare teaching for each subject to be taught. All planning and resources for BW1 must be ready before the end of Autumn term.</li> </ul>                                                                                                                                               |                  |
| <ul style="list-style-type: none"> <li>▪ Read email updates and share with your mentor</li> </ul>                                                                                                                                                                                                                                                                                                                       |                  |
| <ul style="list-style-type: none"> <li>▪ Write or collect and become familiar with ST/MT plans for areas/subjects to be taught.</li> </ul>                                                                                                                                                                                                                                                                              |                  |
| <ul style="list-style-type: none"> <li>▪ Adapt lesson plans for lessons to be taught</li> </ul>                                                                                                                                                                                                                                                                                                                         |                  |
| <ul style="list-style-type: none"> <li>▪ Reflect on all taught lessons and annotate plans to show learning has been considered and next steps.</li> </ul>                                                                                                                                                                                                                                                               |                  |
| <ul style="list-style-type: none"> <li>▪ SBM to complete TOPR lesson observations and discuss with student (see ITE Primary Placement Handbook).</li> </ul>                                                                                                                                                                                                                                                             |                  |

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <ul style="list-style-type: none"> <li>▪ <b>In KS1/2 placements trainee to have at least 2 English (CLL in FS) and 2 maths formal observations.</b> Lesson observation to be included in the eRPD (by attachment if necessary) NB: Phonics and/or guided reading can be classed as English observations</li> </ul>                                      |  |
| <ul style="list-style-type: none"> <li>▪ SBM and student hold a weekly reflection meeting. At this meeting discuss trainee's progress, pupil progress and lesson evaluations, lesson observations and set targets for forthcoming week. Record this on the eRPD.</li> </ul>                                                                             |  |
| <ul style="list-style-type: none"> <li>▪ Trainee to be instrumental in working with their mentor to set weekly targets</li> </ul>                                                                                                                                                                                                                       |  |
| <ul style="list-style-type: none"> <li>▪ Record pupils' achievement and progress as the class teacher would.</li> </ul>                                                                                                                                                                                                                                 |  |
| <ul style="list-style-type: none"> <li>▪ During BW3 trainee to have started collating evidence for their Developing Professional Discussion which must have been filled out before your meeting with SBM and UBM. <b><i>The evidence must include targets which show how your teaching has impacted positively on pupils performance</i></b></li> </ul> |  |
| <b>Other tasks to complete during the placement</b>                                                                                                                                                                                                                                                                                                     |  |
| <ul style="list-style-type: none"> <li>▪ 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.</li> </ul>                                                                          |  |
| <b>Tasks at the end of your block teaching</b>                                                                                                                                                                                                                                                                                                          |  |
| <ul style="list-style-type: none"> <li>▪ Student &amp; SBM meet to ensure that the eRPD has been completed including final review and targets, for next placement, have been set.</li> </ul>                                                                                                                                                            |  |
| <ul style="list-style-type: none"> <li>▪ Ensure you have returned all resources to the school/staff <i>and thanked school and mentor for their support.</i></li> </ul>                                                                                                                                                                                  |  |