

PGCE part-time (24-26 cohort) Extending Placement 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. School Placement Folder placement expectations: PGCE Primary
5. Table of support for school from UBM and support for trainee from SBM
6. Grid showing evaluation of trainee
7. Use of the eRPD during the placement
8. 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

Extending Stage Placement – Outline of Placement: 2026

This guidance should be read in conjunction with the amplified guidance in the **Introductory Phase Booklet**. The tasks in it should be added to your file.

(It is the trainee's responsibility to ensure the SBM has a copy of this guidance or knows where it can be located. <https://www.bishopg.ac.uk/ite-documents-centre/>)

Indicative Outline of Placement

	Teaching	UBM contact
Orientation Days 6 days w/c 23 rd February Friday 27.02.26 (LBU) w/c 2 nd March w/c 9 th March <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>	READ the school's CP/safeguarding policy (do NOT upload it) and answer the 4 questions (below), recording your answers on your eRPD. <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> 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. Maintain Subject Knowledge Action Plan, eRPD, School Placement File according to the Primary ITE Handbook throughout placement. 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 The trainee should have regard to the Curriculum Progress Guide from the outset of the placement	UBM to contact school to ensure trainee attending Purpose: Quality Assurance. To ensure school is confident trainee is ready to commence placement/share concerns/ implement PSP (Personal Support Plan) if necessary. 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 the areas of the ITE curriculum In weekly Curriculum Progress Review Meetings, a formative progress check will ask whether the trainee is: • <i>On track</i> • <i>Requires Personal Support Plan</i> • <i>Requires Cause for Concern</i> 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.

	and use this to inform their weekly reflection and discussion with mentor. 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. The Weekly Curriculum Progress Review should be added every fortnight (and weekly in the block).	
Friday 13 th March	ITAP4 (centre-based in LBU): Pedagogy: <i>How can modelling and worked examples ensure that children's working memory is not 'overloaded'?</i> <u>PLEASE REFER TO HANDBOOK FOR ITAP 25-26</u> This fourth and final 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 must ensure they also work with their mentor to ensure they are fully prepared to teach in BW1 and for the rest of the placement at 50%. Trainees do not add a WCPR this week but instead, record reflection on iTAP form on eRPD. LBU (Centre-based training): Introduce	
w/c 16 th March	Day 1: Analyse Day 2: Prepare	
w/c 23d March	Day 1 or Day 2*: Enact <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 27 th March	LBU (Centre-based training): Evaluate	
w/c 30 th March (2 days)	Pre-Block preparation. On these days trainee must ensure all planning and teaching has been finalised before the end of term.	
Friday 3.04.26	BH	
LINCS/NOTTS EASTER HOLIDAY Monday 6th April to Friday 17th April		
BLOCK WEEKS (29 days)		
BW1: w/c 20th April BW2: w/c 27th April BW3*: w/c Tues 5th May BW4: 11th May BW5: 18th May	Trainees should aim to commence BW1 with no less than 60%, building up to teach at least 80% of the class's timetable for at least last two weeks including sequences of maths and English/CLL. KS1/2 should teach some science, PE, computing and other non-core subjects that the school are covering during the placement.	<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

	FS Teacher-led sessions for Physical Development and aspects of Understanding the World as well as other areas of learning which the class may be focusing specifically on for teacher led, adult led and continuous provision) where appropriate). ALL trainees must teach phonics/spelling – to another class if necessary. EYFS trainees to plan for continuous provision	of effective lessons are included. It may also be helpful early in the placement, when teaching less than 50% and/or in a new setting, to create lesson plans from teacher's planning to ensure you develop a good understanding of all the elements of effective planning. You may be required to use BG format by your SBM for a specified duration on any placement if this arises in conjunction with a PSP target related to S2&4.
LINCS/NOTTS HALF TERM 25 th May – 29 th May		
BW6: w/c 1 st June	The trainee must ensure that the Teachers Standards Assessment is nearing completion by week 5. <u>An incomplete review may indicate a lack of evidence without which the UBM will not be able to make a fair assessment. Trainees will remind their SBM that their comments must be added before your final review</u> Trainee to add Extending Placement Subject Tracker and completed Breadth of Experience before PPD review. The Career Entry Profile (CEP) must be completed and be signed by both SBM and UBM and added to the eRPD before your final PPD. Friday 5th June is the last day your End of Placement Professional Discussion document can be scheduled. It must be completed by midnight on 5th June and all eRPD items must be closed. <u>The QTS evidence must be completed by midnight Wednesday 10th June.</u> Any TOPR observations in BW6 must take place and have been uploaded and completed by Wednesday night deadline. The eRPD can be considered complete at this stage and no further additions need be made. <u>It is suggested you plan teaching in final week to allow for CPD time on Thursday which you should use to review QTS evidence you have presented</u>	The UBM should have made arrangements for a final visit BW5 or BW6 (which may be face-to-face or remote) to complete with SBM and trainee EPPD. 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. Please refer to <i>Primary ITE Placement Handbook</i>. Evidence should be reviewed and moderated. UBMs to ensure final PPD completed on or before Friday 5th June. It is acceptable to complete PPD in BW5. In this case, trainees should add WCPR and TOPR (or any other) evidence straight to eRPD by Wednesday 17th (midnight). UBMs should ensure any PSP/C4C action plans are completed by Friday 5th June. UBMs should also monitor recorded absence and inform placement lead as a priority of any inaccurate absence records. UBM will need to agree the targets in the Career Entry Profile (CEP) with SBM and UBM. Both need to sign this important document, and it must be uploaded as a Note to the eRPD by Friday 5th June.

Enrichment and Alternate Age-Phase experience in school

w/c 8 th June	Final Assessment against the Standards in LBU will take place on Friday 12th June (on TEAMS). This will be scheduled twilight so as not to interfere with AAP	The UBM will complete your QTS assessment online
w/c 8 June 2 days in school w/c 15 th June 2-days in school	It is not required that you plan or teach this week, and you do not require any observations. You should aim to meet your mentor during the week to reflect on what you have learned from your experiences. The evidence you gather will inform your next steps as a NQT even if it comes too late to be included in your QTS assessment. It is not necessary to add any item to your eRPD during Enrichment. Observations are not required or expected. You should meet with your SBM before you finish to reflect on the placement as a whole.	UBM not required to monitor eRPD except to ensure absence record is accurate and up-to-date.
Friday 19 th June	LBU centre-based training	

Total No of Days = **45 (42+ 3 TAP days in school)**

Contacts

First point of contact will be your UBM

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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 Trainee 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	• Contact school in Orientation Days, 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:	• One weekly written observation, plus additional short written observations for aspects of Maths & English for each trainee, including phonics for all trainees.

School Based Mentor (SBM) Requirements	• Weekly Curriculum Progress Review completed with trainee – on eRPD. Trainee is expected to complete their section <i><u>and bring evidence of how they have met targets and supported pupils to make progress</u></i> 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 Final Assessment against the QTS Standards.
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Assessment of Student

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	
At least one written lesson observation from UBM, jointly with SBM	
Trainees will undertake a final summative review of their placement in the final Extending Placement with their SBM and UBM	

The use of the eRPD during the Extending Phase:

1. Weekly Curriculum Records

- i. Weekly Curriculum Progress Review. During the Block ensure you add a weekly meeting every week you are in school (even if, in exceptional circumstances, the SBM is not present).
- ii. During any week where trainee is attended for 2-days pw, only one TOPR and WCPR is added every two weeks.
- iii. 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.**
- iv. 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. You will be shown in university sessions how to do this. Please remind them that the invitation will expire after a week, so it is important they respond as soon as it is sent

b) Subject Knowledge Portfolio Action Plan and audit scores. (Please follow guidance in Subject Knowledge Portfolio Handbook)

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 EOPPD 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 completed until the end of the programme.

b) Extending 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) Extending Placement Professional Discussion with UBM to moderate SBM judgement

- i. The End of 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.

Task List which summarise some of the tasks required during this placement

*Many of the tasks below will be discussed in sessions or lectures. The list is not meant to cover every expectation but is here as a quick reminder of some of things you need to do. You are not expected to mark when complete; this grid is for your assistance only.

Tasks before commencing the Orientation 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 Orientation and Block Preparation Days	
Complete Safeguarding Procedures on your eRPD	
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 ST/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.	
Share your eRPD with SBM	
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 PWs)	
Trainee to liaise with mentor (and UBM) about setting a date for the Introductory final evaluation (this can be during PW1 or PW2)	
<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>	
During Orientation Days	
UBM to contact school. Mentor to complete training record with UBM (online or face-to-face)	
Weekly Tasks (BW 1-6)	
Write or collect and become familiar with ST/MT plans for areas/subjects to be taught.	
Adapt lesson plans for lessons to be taught	
Reflect on all taught lessons and annotate plans to show learning has been considered and next steps.	
- SBM to complete TOPR lesson observations and discuss with student (see ITE Primary Placement Handbook). In KS1/2 placements trainee to have at least 2 English (CLL in FS) 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 weekly reflection meeting (fortnightly pre block and weekly during Block Placement). 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.	
Trainee to be instrumental in working with their mentor to set weekly targets	
Record pupils' achievement and progress as the class teacher would.	
During BW3 trainee to have started collating evidence for their Extending Professional Discussion which must have been filled out before your meeting with SBM and UBM. The	



<i>evidence must include targets which show how your teaching has impacted positively on pupils performance</i>	
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	
▪ Student & SBM meet to ensure that the eRPD has been completed including final review and targets, for next placement, have been set.	
▪ Ensure you have returned all resources to the school/staff <i>and thanked school and mentor for their support.</i>	

Job Interview Protocol for Extending Placement

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

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

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