 **Primary ITE: Course Specific Guidance for-**

**PGCE School Direct Part time 2021-2023**

**Developing Stage Placement– Autumn and Spring terms 2022-23**

**This document should be used in conjunction with the Primary ITE Placement Handbook**

In light of the ongoing disruption and uncertainty around the Covid-19 pandemic, we appreciate the need for additional flexibility and adaptations.

## Outline of Developing Placement – alternative school and age phase experience

The Developing Placement plus Enrichment Weeks takes place during the Autumn and Spring Term.

The Developing Placement has been designed to be flexible and will begin in September 2022.

Dates are not included in this outline, as clusters and schools will plan the placement around trainee needs and their own timetables – please add your dates to this document.

The Developing Placement is the alternative school placement, in a different age phase, away from the base school.

Additional Enrichment days or weeks are organised by clusters (either alongside or after the Developing Placement) to broaden the individual trainee’s experience. This time could be used to explore new settings, year groups and key stages, diverse communities or alternative provisions. For trainees on the 3-7 route, there is an expectation of some experience of teaching and learning within the birth to three age group. It may also be appropriate to observe practice in Key Stage 2.

The PI research project takes place during the Spring term and trainees will collect data from the Developing Placement school for analysis in module PGE702.

## Learning Objectives

*By the end of the Developing Placement, trainees will be able to:*

* Plan, teach and evaluate sequences of work for core subjects and selected non-core subjects of the National Curriculum/ Early Years Foundation Stage;
* Create a professional working relationship with children and manage their behaviour effectively;
* Assess and record children’s achievements and use the information to inform planning;
* Develop a classroom environment that supports learning and teaching;
* Plan appropriately, addressing the full ability range and meeting individual learning needs;
* Establish an effective professional role with colleagues, children and parents.

**This booklet should be kept as a record in the trainee’s placement file.**

**For further guidance see the Placement Handbook available at** [**https://www.bgu.ac.uk/apply-now/teaching/ite-documents-centre/primary-ite-documents**](https://www.bgu.ac.uk/apply-now/teaching/ite-documents-centre/primary-ite-documents)

|  |  |  |  |
| --- | --- | --- | --- |
|  | Teaching  | Planning | UBM/ Link tutor/ Cluster lead visits |
| Preliminary DaysSeptember 2022 | Establish roles and relationships with the class. Collect information and begin to plan for the experience.Share Introductory Placement Professional Discussion from previous placement with SBM.Share any current PSP or C4C with SBM.Observe teaching and learning and teach small groups using SBM’s plans.  | UBM/ Link tutor will call the school or contact by email to meet SBM and trainee. Purpose: To ensure school and trainee are ready to commence placement/ share any concerns/ provide training and support, as appropriate.Primary ITE Placement Handbook to be used alongside this Developing Placement Guidance. It may be appropriate to refer back to the Introductory booklet for guidance on possible tasks. UBM/ Link tutor monitor progress through eRPD and arrange to visit at appropriate time. |
| October 2022 | Recommended-Teach 1 maths and 1 English lesson (or more, depending on confidence) during placement days+ 2 other lessons, as appropriate*If in EYFS a suitable teaching plan should reflect the practice of the setting.* | Follow teacher’s planning, plan together, adapt existing planning or plan with support, as appropriate.  |
| November 2022 | Recommended-Teach sequences of either maths or English lessons during placement days building on prior learning+ 3 other lessons, as appropriate  | Plan alongside SBM, adapt existing plans or develop own planning, as appropriate.  | SBM to carry out Weekly Curriculum Progress Reviews with the trainee.Curriculum Progress Guide used for supporting talking points. Trainee to add evidence to the Developing Placement Professional Discussion.UBM/Link Tutor to visit when appropriate and trainee is teaching whole lessons.Purpose: To undertake a joint Trainee Observation and Progress Review (TOPR) with SBM. This may consist of a partial lesson observation and have a specific focus as appropriate.To check sources of evidence of progress such as work in books and trainee’s own School Placement file.To discuss trainee’s progress with SBM, priority targets, identify gaps in experience to address. To consider priority areas for professional development during any Enrichment opportunities.A PSP or CfC, may be implemented, at any appropriate point within the placement, if necessary, to provide support or challenge.  |
| December 2022 | Recommended-Teach whole sequence of either maths or English lessons across the placement days to demonstrate progress (the opposite subject to the core subject taught in November)+ 4 other lessons as appropriate**ALL** trainees must teach a sequence of Phonics lessons – To another class, if necessary, as a spelling session or an intervention. This can be a whole class or group session as appropriate. Seek advice from link tutor if unsure.  | Amend existing or develop own lesson plans for English/ Maths and Phonics - whole class and guided groups. |
| January 2023 | Recommended-Teach both English and Maths lessons on placement days+ Science+ PEWork towards teaching 80% of the class timetable (approximately four whole days) by the final week of placement. | Plan and teach sequences of English and Maths lessons. Plan and teach PE and Science lessons (in EY- PD/ UW).Plan and teach other subjects, addressing any gaps in experience. | Progress monitored through the eRPD. Trainee to keep up to date withWeekly Reflections as part of Weekly Curriculum Progress Review.Regular use of Trainee Observation and Progress Reviews- completed by SBM.Evidence added to the Developing Placement Professional Discussion.UBM/Link tutor to monitor progress through eRPD.  |
| February and March 2023 | **Full time block weeks.** Teach all Maths and English lessons + other subjects as appropriate Trainee to complete Subject Tracker to record subjects taught during placement. Where confident- aim to be teaching for 80% of the placement days, ie, all days with the exception of PPA/CPD time.  | Continue to plan and teach all English and Maths lessons plus other subjects to be discussed with SBM. | UBM to make final visit, date to be arranged as appropriate.Purpose: To undertake a joint Trainee Observation and Progress Review with SBM with focus as appropriate.To review the Developing Placement Professional Discussion. To agree targets for moving forwards into the Extending Placement. |

##

## School Placement File

As the main source of evidence of trainee progress is to be found on the eRPD, the placement file is used to store additional evidence such as planning and assessments.

The school placement file is the trainee’s own working document. It is an ongoing document, available on request to the head teacher and both school-based and university-based mentors. The file should always be available in school and up-to-date. It may be referred to during the Final Developing Placement Standards Review.

With due regard to GDPR and school policies, the folder may contain information regarding children and should be regarded as CONFIDENTIAL.

See Primary ITE Placement Handbook for further guidance.

**Any additional evidence of Enrichment Activity should be reflected on in Weekly Reviews on the eRPD with any additional materials to be stored in this file.**

**Outline of Enrichment weeks**

The Developing Placement will take place during the Autumn and Spring terms. During this time, they will plan and teach lessons and develop their practice. They will also carry out a research project.

Where appropriate they should also undertake any opportunities for enrichment organised by the school ofr the cluster. These opportunities should be discussed with the SBM and UBM/Link Tutor and focus on addressing any targets or gaps in experience according to the trainee’s individual needs.

Note- The Extending Placement will start after the Easter break and in the base school or in a third placement setting, if appropriate.

**Key Contacts**

Placement Service Office

01522 583720 placements@bishopg.ac.uk

Link tutor as appropriate.

School Direct Cohort Lead:

Ruth Pearson- ruth.pearson@bishopg.ac.uk

**Total days completed-**

You will be asked to complete a Developing Placement Attendance Document towards the end of the placement and should also keep a record of Enrichment opportunities and reflect on them as part of your Weekly Review.

|  |  |
| --- | --- |
|  | Opportunities for professional development to be arranged by cluster leads/ base schools.  |
| Guidance-Age phase enrichment | **Suggested Core Enrichment Activities** **0-3 School Experience (3-7 trainees) / KS3 School Experience (5-11 trainees) where possible.**Those awarded QTS must demonstrate:*They are aware of expectations, typical curricula and teaching arrangements in the key stages or phases before and after the ones they are trained to teach.*This experience is intended to contribute to your awareness of such matters. **KS2 Experience (3-7 trainees)/ EYFS Experience (5-11 trainees) where possible.**Those awarded QTS must demonstrate:*They are aware of expectations, typical curricula and teaching arrangements in the key stages or phases before and after the ones they are trained to teach.*This experience is intended to contribute to your awareness of such matters.  |
| Guidance-Setting enrichment | **The following enrichment activities may also relate to personal targets and gaps in breadth of experience:****Diverse School Experience -** Completion of a school experience in a diverse setting is a requirement of the course. By the end of the PGCE programme, all trainees should have had experience of working with children in a multicultural setting. This includes the opportunity to engage with groups of learners from different cultural backgrounds. This experience is not age phase specific.Some trainees will already have significant experience of working with children in diverse communities. **Special School Experience**- We encourage base schools to arrange additional days of enrichment in cluster Special provision where possible. Trainees who are in a Special School as their base setting may spend longer developing skills in a mainstream placement. **General Guidance on enrichment placements** Guidance will be given on possible enrichment tasks in BGU placement preparation sessions during the Autumn Term and supporting guidance documents made available on Blackboard. Mentors may suggest specific tasks and activities depending on individual training needs. * During the enrichment experiences, trainees should work alongside the teacher, generally working with groups of children under the teacher’s direction.
* As in all school experiences, trainees are expected to contribute, as far as is practical, to routine tasks across the school day.
* Before the school experience starts, trainees should negotiate with the teacher, convenient times**,** when they can observe good practice, discuss issues with teacher colleagues, ask questions and look at relevant school policies, routines and resources.
* If agreed with the school and teacher colleagues, trainees may spend time visiting other classes and age groups.
* In situations where there are several trainees in a school, trainees should be aware of the additional pressures this can create.
* When trainees complete enrichment experiences, we ask that the SBM sign the confirmation sheet at the end of this booklet.
 |
| Guidance-In school enrichment | Enrichment activities can also present an opportunity for trainees to follow their interests/ teach their subject specialism in another Key Stage.Opportunities for Enrichment may also include talking to specialist staff in school, using online video clips of good practice, holding online meetings and support study groups with peers. |

Checklist

|  |  |
| --- | --- |
| **Tasks before commencing the preliminary days**  | **Completed** |
| Ensure you have details of your placement and have contacted the school to introduce yourself, to find out what time to arrive, which entrance to use and, if relevant, where to park. Ensure you take ID and DBS on your first visit. Arrange transition opportunities where possible. |  |
| 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** |  |
| 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  |  |
| 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 children and class resources |  |
| Prepare resources and engage in planning with the class teacher ready for first taught sessions |  |
| Share your eRPD with SBM (including previous targets, any PSPs or CfCs) |  |
| Email and /or print your SBM a copy of this document and any other guidance. Share UBM/ Link tutor contact details. |  |
| Hold a ‘diary meeting’ with SBM to plan in your PPA/CPD + weekly meetings and discuss any possible opportunities for enrichment. |  |
| **Tasks**  |  |
| Plan and teach English and maths lessons. |  |
| Plan and teach- whole class and for guided groups for English, Maths, Phonics, Science and PE and other subjects as appropriate. |  |
| Annotate and evaluate lesson plans. |  |
| SBM to complete a Trainee Observation and Progress Review which may include partial lesson observation- to give formative feedback including targets. TOPR to have focus on Maths/ English or other areas, as appropriate. |  |
| Trainee to complete regular reflections as part of Weekly Curriculum Progress Review. It may be appropriate to organise these fortnightly due to part time expectations. SBM and trainee hold regular Weekly Curriculum Progress Reviews to discuss pupil progress, trainee progress and areas to develop using Curriculum Progress Guide for support. |  |
| Record pupils’ achievement and progress in line with school practice and procedures.  |  |
| Complete the PI research project during the Spring Term. |  |
| **Other tasks to complete during the placement**  |  |
| Continue to add evidence to the Developing Placement- Developing Placement Professional Discussion. |  |
| Keep the Breadth of Experience updated on the eRPD. |  |
| Wherever possible, undertake other tasks required of a class teacher, eg- wall displays, develop activity areas, interactive displays, playground duty, attend staff meetings and training sessions, assist in lunchtime/ after-school clubs, attend parent meetings, etc.  |  |
| Observe the teacher and/or other adults working with your profile pupils and the wider class. Keep notes on key points on pupils’ learning and reflect upon your own teaching and learning. |  |
| Discuss PI research project with SBM (and Head teacher if necessary) and then conduct the classroom research, including seeking all relevant permissions and ethical approval- this is essential and should be discussed with the link tutor.  |  |
| Carry out any directed gap tasks from taught sessions in BGU or cluster training, as appropriate  |  |
| **Tasks at the end of your block teaching** | **Completed** |
| Trainee, SBM and Link Tutor meet to ensure that the eRPD has been updated including completing the Subject Tracker and that the End of Placement Discussion has taken place and that priorities for the next placement have been set. |  |
| Ensure you complete surveys for this placement– further details will announced be on Blackboard.  |  |
| Ensure you have returned all resources to the school/ staff. |  |