**Primary ITE: Course Specific Guidance for**

**PGCE Full-Time School Direct Part Time 2021-23**

(Extending Stage Placement – Summer 2023)

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

## Indicative Outline of Placement (UBM – University Based Mentor/SBM – School Based Mentor)

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| --- | --- | --- | --- |
|  | Teaching | Planning | UBM visits |
| Week 1w/c 17.4.23Note- dates may be flexible and depend on cluster needs and holiday patterns | Read the school’s Safeguarding policy and complete the **Safeguarding Procedures** on your eRPD. This must be completed including where this is a return to the base school as circumstances may have changed. Targets from Developing Placement Professional Discussion and priorities from Developing Subject Tracker to be reviewed with SBM. Preliminary days to settle in should be discussed with the SBM. Trainee should begin the second week by planning and delivering at least 50% of their placement days.  | UBM/ Link tutor will contact SBM and trainee by email or phone- To ensure school and trainee are ready to commence placement/ share any concerns. Previous targets should be discussed. UBM / Link tutor and SBM agree trainee is ready to embark on placement as discussed OR issue a PSP outlining support and modifications needed.  |
| Week 2w/c 24.4.23 andWeek 3w/c 1.5.23 | Teaching increases from 50% - 80% of the placement days when the trainee is ready.Teach all maths and English/C&L during placement days.Teach some science/UW and PE/PD.**ALL** trainees must teach a sequence of phonics over the course of the placement – to the whole class or small group as appropriate or as an intervention group or in another class if necessary.Any other lessons as appropriate.  | The school’s approach to planning should be discussed with SBM. Work with existing plans or develop own Medium Term plans /sequences of work, where appropriate, and create individual lesson plans for English/ C&L and maths and any guided group work. Plan and teach PE/PD and science/UW (as appropriate to year group).For EYFS Placements- planning for continuous should be discussed and agreed with SBM.  | Weekly Reflections and Weekly Curriculum Progress Review to take place throughout the placement.Trainee Observation and Progress Reviews to be carried out throughout the placement which may focus on the teaching of Maths/ English.Curriculum Progress Guide should be used for support as a formative tool to discuss progress and set targets.Evidence to be added to the Extending Placement Professional Discussion ready for meeting towards the ned of placement with SBM (and UBM if appropriate). |
| Week 4w/c 8.5.23and Week 5w/c 15.5.23and Week 6w/c 22.5.23 | FULL TIME BLOCK WEEKSAim to teach 80% of the class timetableAs above plus additional subjects. Teach good range of Foundation subjects across the curriculum, ensuring experience has been gained in all subjects across the training year.(Friday 27th May- training in BGU.) | Plan and teach up to 80% of timetable. Lessons to be routinely evaluated. Work to be marked in line with school policy. AfL to inform planning. Assessments to be discussed with SBM and carried out where appropriate to support pupil progress.  | UBM/ link tutor visits before half term-To undertake a joint Trainee Observation and Progress Review with SBM which may consist of a partial lesson observation.To check eRPD and supporting placement file.To discuss trainee’s impact on pupil progress with SBM and implement a PSP if necessary.To discuss any gaps in experience or priority targets to address after half term break.  |
| **- BGU Half Term- 29.5.23- dates may vary- expectations to be adjusted.****Begin preparation for end of course- review the Teachers’ Standards.** |
| Week 7w/c 5.6.23 | FULL TIME BLOCK WEEKAs above.Teach 80% of the class timetable. | As above.Plan, teach, assess- 80% of the class timetableTo use summative data to evaluate pupil progress. | If appropriate-UBM/ link tutor to visit-To undertake a Trainee Observation and Progress Review (ideally with SBM).To check eRPD and supporting placement file. To discuss possible next steps if not ‘on track.’ |
| Week 8w/c 12.6.23 | FULL TIME BLOCK WEEKAs above.Teach 80% of the class timetable. | As above.Plan, teach, assess- 80% of the class timetableTo use summative data to evaluate pupil progress.Trainee to complete CEP.  | SBM and trainee to complete Extending Placement Professional Discussion. Questions in Curriculum Progress Guide should be used for support.UBM and trainee meeting to review Teachers’ Standards and agree targets for the ECT. |
| Week 9w/c 19.6.23 | Continue to teach, improving on standards, teaching across a wider curriculum.  |  | UBM to complete final paperwork for Teachers’ Standards.  |

**Friday 23rd June 2023 is the end of the PGCE Programme.**

Maximum total possible number of days in school (depending on holiday patterns) = 44.

## Learning Objectives

By the end of the experience trainees will be able to:

* Ensure children make good or better progress in their learning
* Plan, teach and evaluate sequences of work for core subjects and selected non-core subjects of the National Curriculum/ Foundation Stage
* Create a professional working relationship with children, communicate high expectations 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
* Differentiate teaching, where appropriate, to accommodate the full ability range and individual learning needs
* Plan independently, taking account of prior learning, to enable good rates of pupil progress
* Establish an effective professional role with colleagues, children and parents
* Use assessment records and judgements of pupil progress to write three sample reports to review with SBM.

## 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 BGU of this formal absence
* Trainees should ensure that their Link Tutor is 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- to be agreed with SBM
* Where trainees have been for three or more interviews, it would be appropriate for the Link Tutor/ 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

***Please be aware that a number of absences to attend interviews may be required to be added as extension time to the end of the placement in a similar manner as absences for ill health.***

**Key Contacts**

### Your first contacts should always be your SBM and Link tutor (depends on cluster)

School Direct Cohort Lead:

 ruth.pearson@bishopg.ac.uk

### Programme Lead:

hannah.wells@bishopg.ac.uk

### Partnership Office

01522 583766

partnership@bishopg.ac.uk

**School Placement File**

Throughout the file please indicate which planning is the school’s planning so that mentors can evaluate the trainee’s planning.

The school placement file is an open document, available on request to the Head Teacher, SBM and UBM/ Link tutor and Cluster Lead. The file should always available in school and up-to-date.

It should be a professional working document which reflects the trainee’s level of commitment.

As the folder is likely to contain information regarding children it should be regarded as CONFIDENTIAL. The trainee must discuss the school’s GDPR policy with the SBM.

**See Primary ITE Placement Handbook for further guidance.**

Checklist

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| --- | --- | --- |
| **Tasks before commencing the preliminary days**  |  | **Completed** |
| Ensure you have details of your placement and have contacted the school if it is a new school this term to introduce yourself, to find out what time to arrive, which entrance to use and, if relevant, where to park. Ensure you take photo ID on your first visit and DBS details  |  |  |
| 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 in the school in case of any non-attendance (including attendance@bishopg.ac.uk) |  |  |
| Read school policies, handbooks and codes of conduct, including safeguarding/child protection procedures, e-safety and Health & Safety procedures- even if this is a return to the base school.Complete the Safeguarding Action Plan on your eRPD. |  |  |
| Spend time observing and getting acquainted with the school or if you are familiar with the school, continue to plan for groups and lessons, take opportunities to observe other teaching within school. |  |  |
| Spend time becoming acquainted with the class resources and if these are familiar, the wider school resources |  |  |
| Prepare your own placement file for recording of additional evidence. Prepare planning required, including gathering resources and prepare the first lesson plan for each subject to be taught. |  |  |
| Share your eRPD, previous targets, Personal Support Plan/Cause for Concern with SBM |  |  |
| Email and /or print a copy of this booklet for your SBM. |  |  |
| Hold a ‘diary meeting’ with SBM to plan when your PPA/ CPD and weekly meetings will be. Plan ahead for lesson observations if possible.  |  |  |
| **Early in placement**  |  |  |
| Link Tutor to email/ call SBM and trainee to ensure that placement is ready to start |  |  |
| Plan time to review your teaching of a sequence of phonics lessons (or spelling in KS2) TOPR |  |  |
| Use SBM/ school data to become familiar with pupils’ current levels of attainmentBecome familiar with approaches to assessment and reflect on how this will inform your judgements of pupil progress through the placement  |  |  |
| **Weekly Tasks**  |  |  |
| Where appropriate, write sequence plans and teach English and maths EYFS- ensure coverage of EYFS for C&L, Lit and maths in planning and teaching |  |  |
| Write lesson plans and teach whole class and guided groups EYFS- write session plans and teach whole class and adult-led activities |  |  |
| Plan and teach lessons across the curriculum, prioritising any gaps in experienceEYFS trainees build up to planning for continuous provision, where appropriate, by week 4 |  |  |
| Lesson plans to be evaluated and next steps considered |  |  |
| Weekly- SBM to complete TOPR and Weekly Curriculum Progress Reviews with the trainee focussing on the teaching of core subjects in KS1 and KS2/ Prime Areas plus Literacy and Maths in the EYFS.  |  |  |
| Trainee to complete weekly reflection prior to Weekly Curriculum Progress Reviews with SBM. Use Curriculum Progress Guide for support. Begin to consider evidence of meeting Teachers’ Standards. Add evidence to Extending Placement Professional Discussion.  |  |  |
| Record pupils’ achievement and progress using school marking policies. |  |  |
| Update eRPD – add evidence throughout placement. |  |  |
| **Other tasks to complete during the placement**  |  |  |
| Ensure you speak to staff about how the school uses data for assessment of pupils’ progress and try to observe/help with any Statutory Tests being undertaken during your placement or talk to appropriate staff |  |  |
| Draft school reports for three pupils, using the school format and get feedback about these from SBM |  |  |
| Wherever possible undertake other tasks required of a class teacher e.g. create interactive displays and contribute to learning walls, develop activity areas, help with playground duty, attend staff meetings, assist in lunchtime/after-school clubs, attend parent meetings, support trips and end of year events, etc.  |  |  |
| Observe teachers across age groups and other adults. Keep notes on key points regarding teaching strategies and pupils’ learning- consider in relation to your own practice,  |  |  |
| CPD (10% per week) is to be used for non-teaching tasks and to observe good practice, eg, subject leaders |  |  |
| **Tasks at the end of your block teaching** |  | **Completed** |
| Trainee, SBM and Link Tutor/UBM meet to ensure that the eRPD has been completed-Extending Placement Professional Discussion with SBMUBM meeting to review if Teachers’ Standards have been met. Targets for the ECT Induction Period to be recorded on CEP. |  |  |
| Ensure you complete surveys for the Extending Placement, see announcement on Bb. |  |  |
| Ensure CEP is signed by your SBM/Link Tutor/ UBM |  |  |
| Ensure you have returned all resources to the school/staff. |  |  |