 

**Postgraduate Certificate in Education**

**Professional Graduate Certificate in Education**

**School Direct Route**

**(Primary)**

**(1 year: Full-time)**

# Introductory Placement Booklet

**AUTUMN TERM 2022- 2023**

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

Trainee name: ……………………………………

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| **Page number** | **Contents** |
| 3-5 | Timeline of key dates and weekly overview. |
| 6 | Contact information. |
| 7 | Assessment. Attendance. |
| 8 | The School Direct Partnership. |
| 9 | Intended learning outcomes for Introductory Placement. |
| 10 | Guidance for Introductory Placement. |
| 11-20 | Guidance on suggested activities as a route through the Introductory Placement. |

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

## TIMELINE/KEY DATES/ OVERVIEW

| **w/c** | **Guidance** | **Key Actions** |
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| 5th Sept | Preliminary Days   * Settling into placement. * Observing teachers and pupils – teacher presence, authority, use of voice and behaviour management. | **Enrolment on 31st August.**  **Settle into school routines.** |
| 12th Sept  19th Sept  26th Sept | Early weeks   * Observation of good practice in school. * Develop knowledge of class, staff, policies and routines. * Initially, work with groups of pupils, building to whole class when ready, prepared and confident- to be discussed with SBM. * Work from teacher’s planning teaching some English and Maths. | **Subject Knowledge Initial Audits to be completed.**  **Informal meetings between trainee and SBM.**  **Link Tutor to contact the school to support SBM and complete Record of Initial Visit.** |
| 3rd Oct  10th Oct  17th Oct | * Develop confidence delivering lessons. * English, Maths and Phonics. Teach whole lesson(s) using teacher’s plans,increasing the number of lessons taught as confidence increases. * In EYFS, deliver adult led activities and support provision. * Begin to teach other subjects when ready/ as appropriate. * Team teach where appropriate. * Begin to develop own planning alongside the class teacher. * Use school marking scheme as appropriate. * Evaluate lessons, planning and pupil progress. * Be observed by SBM teaching small groups/ parts of lessons/ whole class as appropriate (note- this may vary for each trainee). * Aim to be teaching whole sequences of lessons before half term. | **Invite mentor to have access, add Safeguarding Procedures, IT agreement and Subject Knowledge action plan to eRPD. Complete tasks for Subject Knowledge Portfolio.**  **Begin to add records to the eRPD-**   * **Weekly Curriculum Progress Reviews** * **SBM to complete weekly Trainee Observation and Progress Reviews (TOPR) as appropriate** * **Add Introductory Placement Professional Discussion document to eRPD and begin to collate evidence.**   Possible visit from Link tutor to be arranged with SBM. |
| **24th Oct** | **BGU Half term –** note some school holiday patterns may differ | **No BGU sessions on 28th Oct.**  **Directed study-**  701- SIPD assignment  Subject Knowledge Portfolio |
| 31st Oct  7th Nov  14th Nov  21st Nov | * Teach sequences (2 or 3 lessons) of Maths, English and Phonics. * PE and Science- observe and team teach the lesson (eg, within the session, teach a small group from the teacher’s planning and/or teach beginning/end of the lesson). * Build up to teach a whole week of maths or English and then in the following week, teach the other subject. In weeks where you are teaching full lessons of either Maths or English, you should plan and deliver guided groups in the other subject. * Teach other subjects, as appropriate, from teacher’s planning. * Develop records and assessments alongside the teacher. * With support, set targets for individuals and groups. * Mark work from sessions you have taught (as appropriate). | **Continue to add records on the eRPD-**   * **Weekly Curriculum Progress Reviews** * **SBM to complete weekly Trainee Observation and Progress Reviews (TOPR) which may include a partial lesson observation, as appropriate** * **Continue to collate evidence in Introductory Placement Professional Discussion**   Possible visit from Link tutor to be arranged with SBM. |
| 28th Nov  5th Dec  12th Dec | * Continue teaching Maths, English, Phonics and other subjects. * Aim for teaching 50-60% of the timetable by the end of the placement. (This is a general guide and will vary for each trainee.) * Take a wider role in the life of the whole school- including involvement in end of term and/or Christmas activities. | **Continue to add records on the eRPD as above.**   * **Introductory placement professional discussion-** Meeting to review progress, possible conducted remotely with link tutor, if appropriate. Discuss evidence presented in eRPD and any supporting evidence in placement file.   **Progress Audits to be completed.**  **Subject Knowledge Portfolio review in BGU 16th December.** |

### Who to contact at BGU:

**UBM/Link Tutor: First point of contact will be the named Link Tutor for your Cluster and/or your group tutor-**

**Ruth Pearson –** School Direct Cohort Lead- Primary and Early Years [ruth.pearson@bishopg.ac.uk](mailto:ruth.pearson@bishopg.ac.uk)

**Other staff**

**Aimee Quickfall –** Head of Programmes- Primary and Early Years [aimee.quickfall@bishopg.ac.uk](mailto:aimee.quickfall@bishopg.ac.uk)

**Hannah Wells –** Programme Leader- PGCE Primary and Early Years [hannah.wells@bishopg.ac.uk](mailto:hannah.wells@bishopg.ac.uk)

**Shaun Thompson –** Regional ITT Partnership Leader [shaun.thompson@bishopg.ac.uk](mailto:shaun.thompson@bishopg.ac.uk)

**Partnership Office**

Partnership email address: [partnership@bishopg.ac.uk](mailto:partnership@bishopg.ac.uk)

Partnership telephone number: 01522 583720

**Faculty Administration Office** [fao@bishopg.ac.uk](mailto:fao@bishopg.ac.uk)

**Student Advice** provides excellent support and guidance to students on a range of subjects: from finances, to personal welfare and wellbeing, to specialist help for students with accessibility needs. Drop in to speak to a member of staff, or contact the team to make an appointment at [studentadvice@bishopg.ac.uk](mailto:studentadvice@bishopg.ac.uk).

Support from the Learning Development team- [celt@bishopg.ac.uk](mailto:celt@bishopg.ac.uk)

Library support- [library@bishopg.ac.uk](mailto:library@bishopg.ac.uk)

## Assessment of the Introductory Phase

* Placement progress is formatively assessed through the eRPD (electronic record of professional development). Some additional evidence may be kept in placement files.
* The trainee should make use of the activities in the Introductory Phase Booklet as suggestions to support their learning.
* School based mentors (SBM) should give feedback on progress, during Weekly Curriculum Progress Reviews and TOPRs recorded on the eRPD.
* The Curriculum Progress Guide should be used to support ongoing formative assessment and inform the Introductory Placement Professional Discussion.
* The Link Tutor will stay in contact remotely to monitor progress and visit the school, as appropriate, to support and advise the trainee and SBM, to undertake a QA role, to offer guidance and to discuss expectations, progress and areas for development.
* Formal and informal observations of the trainee will be completed by the SBM throughout the introductory placement.
* The formative Introductory placement professional discussion should be completed by 16th December 2022 with targets added for moving forwards into the Developing Placement.
* During the Introductory Placement, trainee progress will also be monitored using Initial and Progress Audits as part of the Subject Knowledge Portfolio.
* The trainee will be expected to complete all audits, tasks and elements in the Subject Knowledge Portfolio according to the given timeline. This will be reviewed in BGU on 16th December 2022.

**Only at the end of the PGCE training year, trainees will be assessed against the Teachers’ Standards at the end of the final placement.**

### Reasons for absence

Please note that if absence, even for an unavoidable reason, means that progress and completion of elements and activities required in this placement are not completed then the trainee may have **to complete extra days** or even re-do the placement.

Attendance is monitored throughout the placement. Trainees will be expected to download and complete an overview of their attendance in school to be signed by the SBM and added to the eRPD as a Note.

Please note that: the trainee should notify the school as soon as possible and [attendance@bishopg.ac.uk](mailto:attendance@bishopg.ac.uk) and [ruth.pearson@bishopg.ac.uk](mailto:ruth.pearson@bishopg.ac.uk)

knowledge of role

directed study

mentor meetings

understanding of role

collaboration

SEN and D

skills of role

professionalism

Placement

Professional Development

directed study

research

PI

critical reading

tasks

critical reflection analysis

postgraduate study

Academic work

Significant Incidents in Professional Development

Practitioner Inquiry

Subject Knowledge Portfolio

gathering evidence

knowledge of standards

target setting

critical reflection

review of assessment points

eRPD

**Electronic R**ecord of **P**rofessional **D**evelopment

Working in partnership with schools, to provide children and young people with the best possible education by developing the best possible teachers

**BGU PGCE SD Partnership – Learning experiences will take place in different locations – through self-study, at the University in the SD Cluster and in schools.**

**subject and pedagogical knowledge**

**link theory and practice**

T&L strategies

pedagogical awareness

teaching role

**\*PGCE**

**QTS**

**Intended Learning Outcomes for Introductory Placement.**

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| **By the end of the Introductory Placement trainees will be expected to demonstrate the ability to:** |
| * establish effective relationships with individual pupils, groups of children and the whole class; |
| * draw up effective lesson plans with precise learning objectives; |
| * plan weekly sequences of work for Mathematics and English (Communication and Language/ Literacy in EYFS); |
| * demonstrate effective teaching (appropriate to stage of training) in Mathematics, Phonics and English (C&L/L); |
| * keep informal records of children's learning in Mathematics and English (C&L/L); |
| * use Assessment for Learning (AfL) information to inform planning for progress and differentiation; |
| * develop personal teaching skills through self-evaluation and target-setting; |
| * use effective class and behaviour management strategies; |
| * work collaboratively with colleagues and SBM; |
| * demonstrate secure subject knowledge in English and Mathematics; |
| * assess children's achievements in reading, early reading and phonics; |
| * act upon advice and feedback; |
| * demonstrate secure understanding of the requirements of the National Curriculum/ Statutory Framework for the Early Years Foundation Stage. |

**Guidance for Introductory Placement**

The following programme of activities is designed to support progress through the Introductory Placement and it offers the opportunity for personalised learning. It is laid out as a list of suggested activities to be worked through, to support the trainee and School-Based Mentor (SBM) in enabling the trainee to develop their skills and knowledge.

Training routes differ for each trainee and so the support and challenge offered will be responsive to individual needs.

Trainees will have different experiences and strengths and will therefore progress at their own rate. The timeframe may differ for each trainee. Some areas may not be appropriate to the setting or age phase. Some trainees may need to focus on a particular area for longer until they gain confidence.

Targets may emerge from the Initial Subject Audits, completed online in early September. These will be unique to the trainee. These subject specific targets may suggest areas to be developed through sessions in BGU or cluster training, self-study or through work in school. An action plan as a record of progress towards meeting targets should be kept on the eRPD as part of the Subject Knowledge Portfolio**.**

SBMs may direct trainees towards specific activities from the booklet, as well as using their own professional judgements to suggest further or alternative activities that support the individual trainee's progress.

Trainees should take responsibility for their professional development by reflecting on their own progress. This should be recorded weekly on the eRPD and may be discussed in the Weekly Curriculum Progress Review.

**The Introductory Placement File:**

Trainees will need to keep their own placement file whilst in school to collect additional evidence of progress. This booklet should be added to the file.

This is intended as your own working document and should support your daily work. Mentors may ask to view your file during the placement, observations and reviews. This file should be treated as confidential. Further guidance can be found in the Primary ITE Placement Handbook.

**The use of the eRPD during the Introductory Placement:**

* The weekly reflection section should be completed in preparation for discussion in the Weekly Curriculum Progress Review with the SBM.
* The mentor should indicate whether the trainee is on track and where a Personal Support Plan (PSP) or Cause for Concern (CfC) may be required.
* Trainee Observation and Progress Reviews completed by the SBM/Link tutor should be added to the eRPD on a regular basis.
* Evidence of progress should be added to the Introductory Placement Professional Discussion on the eRPD.
* The Breadth of Experience should be regularly updated throughout the course.

**Guidance for suggested activities as a route through your training, dates will be flexible*.***

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| Summary of activity | Exemplification | Evidence- eRPD/ File |
| * Fact finding. Remember to always work professionally and collaboratively with school colleagues; this will also involve listening to, critically evaluating and then implementing any advice give. | * Read the school’s mission statement and other information on the school’s website. | Add notes to your own placement file. You may also keep these electronically to print or to add to your eRPD if appropriate. |
| * Undertake a tour of the school. * Complete induction by SLT: e.g. dress code, First Aid, routines, punctuality, resources, ICT, staff. | * Introduce yourself to the Head Teacher and Mentor. * Share DBS number. * Give contact information to school-based mentor (SBM). * Staff induction. | Add relevant documents to file. |
| * Study Safeguarding policy and know the procedures. | * Make sure you are familiar with Safeguarding policy and know the school’s procedures. * Become familiar with the Acceptable Use of ICT Policy.   Look at websites and become familiar with e-safety: | Complete the Safeguarding Procedures template on eRPD.  Complete Hay’s online Safeguarding and Prevent training. |
| * Gain general background information about the school. | * Have access to and read key school policies: behaviour, homework, marking, equal opportunities, SEND, EAL, display, partnership with parents, etc. * Note key information from policies and schemes. * Read school policies for Mathematics, English, including handwriting, reading, Phonics, GPS. * Read school policies for Science and Health and Safety. * Read school ICT Policy (Computing Policy). | Make notes in file. Add thoughts to Reflections on eRPD where appropriate. |
| * Begin to know about the class, learn names, groupings, provision for individual needs. | Consider :   * Know the names and roles of the teaching staff and support staff. * Is the school’s intake from a varied social and economic background? * Do the children live locally to the school or travel some distance? * How many children are on roll? * How many classes are there and how are these organised? – Mixed / single ages, class groups or setting for core subjects? | Notes in file-  for data protection- you must discuss arrangements for storing pupil details with your SBM. |
| * Collect class timetable and note significant events for the term. | * Make sure all significant dates are noted. * Develop your own time management system, such as using an academic diary. * Reflect on the key points that happen in the day on a timetable | Notes in file. |
| * Collect information on class routines and class management. | * Find out the school’s expectations for arriving at school; ensure you are at school ***at least*** half an hour before the children arrive. Similarly, you should follow school expectations about time spent in school at the end of day. | Notes in file. |
| * Discuss teacher’s role and know the names and routines for TAs/OAs and their level of responsibility. | Consider :   * How does the teacher organise other adults and ensure they have the daily information about how they support children’s learning? * How does the teacher use other adults during whole class teaching sessions? * In early years settings how do adults support learning through play?   Consider : What are the specific roles of adults within the timetable? | Notes in file.  You may wish to consider this in a Reflection on your eRPD. |
| * Proactively model attitudes, values and behaviour expected of pupils. * Establish effective relationships with the pupils; know the names and interests of the children. | * Be professional at all times and model attitudes expected from children. * Be careful to maintain a professional distance with the children, be friendly but set clear professional boundaries, you must present yourself as a teacher from the start. | Make notes in file to add thoughts on this to Reflections on eRPD. |
| * Develop and maintain appropriate classroom presence drawing on observations of teaching staff. * Use correct Standard English throughout all interactions with children, oral and written. | * Observe teaching and learning, notice the teacher’s use of body language and non-verbal communication, gesture, posture, look and movement around the class. * Discuss behaviour management strategies with your SBM.   Consider :   * How do teachers establish their authority (physically, emotionally, spatially)? * How do teachers use their voice to help maintain interest and children’s attention? (Listen carefully for how they vary tone, pace, volume, use of silence). * What is the impact of body language, voice and presence on children’s experiences in the classroom? * How is a safe, supportive and positive school environment developed? | Consider this in preparation for Weekly Curriculum Progress Review using informal notes made in your file as a starting point for discussion. |
| * Become familiar with general expectations for the class | Observation of teaching and learning.   * How do teachers keep an orderly classroom and behave towards their students? * What behaviours do you see to keep children on task or when there are lapses in behaviour? | Notes in file- use to inform Reflections. |
| * Recognise where your class is working in relation to year group age-related expectations using NC/ EYFS documents. | * Study the content of the National Curriculum and the statutory framework for the Early Years Foundation Stage. * Focus on expectations for your Key Stage and year group. | Download, print, highlight, make notes as appropriate in file. |
| * Reflect on Behaviour Management sessions in BGU. | * Discuss specific behaviour management strategies used with the class with class teacher/ SBM. | Notes in file. Start to compile a list of useful strategies. |
| * Implement the school policy for behaviour in group work e.g. use of specific praise and sanctions. | * Praise good behaviour verbally in group work for e.g. sharing/ co-operation/ waiting turn/ being polite/ praising each other/ helping each other in accordance with school aims/class rules. * What is the school policy and how is it implemented? * What strategies does the teacher employ in the classroom? | Consider in your Reflections as part of the Weekly Curriculum Progress Review and discuss with SBM. |
| * Reflect on planning sessions in BGU. * Where appropriate, keep notes on how learning objectives and success criteria are formed, shared and used with the children to support pupil progress. | * Talk to your SBM about how the objective is kept focused and specific and how it links to the activities the children undertake during the lesson. * Consider how success criteria are used to assess pupil progress throughout the lesson (e.g. self-assess, peer-assess, plenary, marking and feedback, etc.) | Notes in file. |
| * Discuss with the teacher the school’s approach to using NC/EYFS and other documents for planning core subjects/ continuous provision where appropriate. | * Talk to your SBM about long, medium and short term planning, in core subjects. * Read medium term planning for core subjects and a non-core subject. * Look at continuous provision planning/ enhanced provision planning for teacher-led and child-initiated activities. | Notes in file to inform discussion with SBM.  Use Curriculum Progress Guide as prompt for discussions and targets. |
| * Regularly support playground duty, shadowing SBM. | * If your SBM is not doing playground duty whilst you are in school, shadow another teacher each time they do a duty. |  |
| * Study the displays you see around school and consider the development of your own display. | Consider :   * Displays in the classroom. * How do the displays support learning? | Notes in file.  Create one display during the Placement. |
| * Familiarise yourself with key resources within the school for Mathematics, English, Science and Computing, appropriate to your age phase. | Consider the following when planning:   * How do children access the resources? * What space/resources are available, if appropriate for learning through play? * How does the teacher organise the use of play spaces/resources? * How does the teacher use resources during class teaching sessions? * How does the teacher organise the clearing away of resources at the end of the session/day? | Resources should be evident in planning. |
| * Observe the teacher teaching Phonics, reading, handwriting practice, grammar, punctuation and spelling in English (appropriate to age phase). | * Become familiar with the Phonics scheme used in your school. Complete the Phonics scheme evaluation sheet in the Phonics Handbook (as part of Subject Knowledge Portfolio). * Model appropriate handwriting at all times, following school policy. | Notes in file and Phonics Handbook. |
| * Plan and lead story-telling sessions | * When confident- Plan the session, noting appropriate questions and ensure you bring the story to life. | Put plan in file.  Evaluate in a Reflection. |
| * Observe then lead a warm-up/ cool down in P.E. | * Observe a P.E. lesson and then lead the warm up and cool down from the teacher’s planning for the following lesson. | Notes in file. |
| * Note Health and Safety issues in PE and Science and how these are addressed. | * Observe P.E. routines e.g. changing, routes to hall or field, jewellery, behaviour, use of apparatus. * Observe routines and safety considerations in Science. * Observe routines, ratios, safety measures and risk assessments for Outdoor play within the EYFS, where appropriate. | Notes in file. |
| * In English, Mathematics, Science lessons- note teacher’s use of questioning and dialogue. | * Gather information on how the teacher questions the children and how this informs the progress of the lesson. * Observe children when involved in independent tasks, group work or structured play. * Observe science and maths, make notes on the subject specific vocabulary and dialogic strategies | In Reflections and discussions with SBM, consider different approaches used in teaching core subjects. |
| * Talk to the teacher about pupil groupings and how children are organised in different lessons. | Talk to the teacher about pupil tracking systems and how the children are given targets to make sure they make progress. | Professional discussion with SBM and/ or SLT. |
| * Work with a group of children in English and Mathematics from the teacher’s planning. * Mark the children’s work using the School’s Marking Policy. | Talk to the teacher about the session, and how work is to be marked and any expectations for grouping children.  Begin to teach small group Phonics sessions where appropriate. | Discussion with SBM as part of Weekly Curriculum Progress Review. |
| * Plan and teach maths and English to a small group. | * Using an appropriate planning format, plan a small group session linked to the main lesson objective. * Include key questions, resources and vocabulary. | Add plans to file with appropriate annotations and evaluations. |
| * Teach a starter for a maths and English lesson. * Teach whole 20 minute Phonics sessions. | * From your teacher’s planning, deliver the starter to the whole class in maths and English. * Use school planning/ scheme to teach Phonics to more than one ability group. | Trainee Observation and Progress Review (TOPR) to be completed by SBM to include a partial lesson observation, where appropriate and suggested focus on Maths/ English. |
| * You could, with the help of your mentor selecting three profile pupils to study. | * Study their work and assessments. Make notes on their personal, social and learning needs, to enable you to pitch work appropriately for three pupils and therefore groups across the class. Your SBM may wish you to focus on groups rather than individual children. | Discuss with SBM. |
| * Consider how the teacher differentiates the learning in each lesson. | * Build upon planning sessions * Keep relevant reflections for your professional development. | Professional discussion with SBM. Possible focus for Weekly Curriculum Progress Review. |
| * Attend staff meetings and training, participate in parents’ evenings and out of school hours clubs where possible. | * Take all opportunities to learn about the wider role of the teacher. | Keep evidence and add to Introductory Placement Professional Discussion. |
| * Begin to take responsibility for whole class activities e.g. leading the children in from playground, taking the register, meeting and greeting, reading a story. | * Demonstrate a confident presence in leading whole class activities. | Use Curriculum Progress Guide as prompt for discussions and targets. |
| * When you are ready, move to joint planning and teaching of English and maths to the whole class | When to move to whole class planning and teaching will differ for trainees. Aim to teach some whole lessons of English, Phonics and Maths before the half term break. | Trainee Observation and Progress Review (TOPR) to be completed by SBM, where appropriate. |
| * **Half term** 24th Oct | Note- Dates may differ according to school holiday patterns. |  |

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| * Plan and teach 2 consecutive maths lessons and 2 consecutive English (for EYFS- C&L/L) lessons and obtain informal feedback. | * Lesson planning to be approved by SBM before teaching. Timings for submitting planning to be agreed between SBM and trainee. | Trainee Observation and Progress Review (TOPR) to be completed by SBM where appropriate. |
| * Observe P.E. (or P.D. in EYFS) and within the lesson, teach a small group from the teacher’s planning. | * Make brief notes about how effective the group work was. | Notes in file. |
| * Team teach a Science lesson (Understanding the World in EYFS where appropriate), using teacher’s planning and plan for a group. | * Work with the teacher to plan, prepare resources and jointly teach the lesson. * Mark the work and set targets. | Planning in file. Trainee Observation and Progress Review (TOPR) to be completed by SBM where appropriate. |
| * Together plan and team teach a different subject or area of learning- to be negotiated with SBM. * In EYFS demonstrate input into continuous provision and plan and lead small adult led group activities. | * Select from foundation subjects. * Research the content carefully to ensure you include specific knowledge, skills, and understanding in the lesson objective. | Trainee Observation and Progress Review (TOPR) to be completed by SBM where appropriate. |
| * Familiarise yourself with progression in Systematic Synthetic Phonics. Know the Phase and strategies to teach effectively in your classroom. | * Look at progression across the Phases. * Consider how strategies change and how this develops in KS2. * Where appropriate- be observed teaching Phonics. | Make use of Phonics handbook for information.  Discuss progression across year groups within the school. |
| * Teach at least a sequence of three consecutive Phonics lessons and be observed at least once by SBM. | * Plan and teach phonics. Be observed. Agree targets for developing practice with SBM. | Trainee Observation and Progress Review (TOPR) to be completed by SBM where appropriate. |
| * Plan and lead a guided reading session and be observed. | * Use BGU lesson planning format where appropriate. * Discuss strengths and areas for development with SBM in feedback. | Trainee Observation and Progress Review (TOPR) to be completed by SBM where appropriate. |
| * Design, create and produce a display (KS1 or 2) or a role play area (EYFS). | * Link display to a theme, subject or topic. * Discuss with SBM which board is appropriate. * Make sure display is in line with school policy. * Remember to celebrate children’s work. | Take a photo if possible and upload to eRPD as a Note.  Evaluate the process in your Reflection. |
| * Implement AfL strategies in your own teaching and record findings from AfL for key pupils on your planning. | * Experiment with different approaches. Discuss with SBM. * Mark the children’s work and consider how this will inform future planning. * Consider your use of oral feedback. | Use Curriculum Progress Guide to discuss progress and set targets. |
| * Develop the skills of differentiated questioning for groups and whole class starters / plenaries. | * Research different question types – open/closed etc. * Contextualise these approaches with the current attainment levels of the class. | Key questions on lesson planning- evidence in file. |
| * Identify and address the children’s misconceptions in inputs, group work and plenaries. | * Make notes on your own planning retrospectively and indicate the next steps needed as appropriate. | Annotated plans as evidence in file for use in Introductory Placement Professional Discussion. |
| * Be able to address common misconceptions in core subjects. | * Read around the topic in advance of teaching and consciously plan to elicit and address misconceptions. | Trainee Observation and Progress Review (TOPR) to be completed by SBM with focus as appropriate. |
| * Where appropriate- analyse possible next steps for pupils who exceed or do not meet Learning Objectives and adapt planning accordingly. | * In line with approaches in school- identify appropriately differentiated activities for those children in your short-term planning, if they need a different challenge to the three broad ability groups. * How are you going to challenge the children exceeding the objective? * How are you supporting learning so those not meeting the objective can access the learning? | All lesson plans annotated with notes on specific groups and/or individuals and next steps added to inform future planning- stored in files as evidence. |
| * With support, set targets for individuals and groups. | * Choose subjects or areas of learning for which you have a strong knowledge of pupil attainment. * Mark the work of the class you have taught, using the school marking policy and set next steps. | Progress with planning to be discussed in Weekly Curriculum Progress Review. Collect (or signpost) examples of marking and children’s work as evidence. |
| * Plan and teach a sequence of 4 maths lessons in one week, and a sequence of 4 English (or C&L/L) lessons in the other week. * In EYFS, demonstrate how the core subjects are taught through play- be observed teaching small adult-led activities, whole class groups, if appropriate and supporting continuous provision. | * Develop your own teaching sequence. * Plan 4 individual lesson plans for English and for Maths and include all appropriate details to lesson planning format (either BGU/ Cluster or schools own planning). * Be observed at least once in each subject. Aim to be observed more than once in English and Maths in order to show progress. * Strengths and areas for development to be discussed in feedback. | Planning in file.  Trainee Observation and Progress Review (TOPR) to be completed by SBM. |
| * Plan and teach a PE or PD lesson, and obtain informal feedback | * Seek advice with planning as required, plan alongside teacher becoming more independent with this when confident. | Planning in file. |
| * Plan and teach a science or UW lesson, and obtain informal feedback | * Seek advice with planning as required, plan alongside teacher becoming more independent with this when confident. | Planning in file. |
| * Plan and teach a different subject and obtain informal feedback * If in EYFS plan a specific outdoor session. | * Seek advice with planning as required, plan alongside teacher becoming more independent with this when confident. | Planning in file. |
| * Develop group formative records for English, Mathematics and Science. | * Use school systems for recording this data over a unit or sequence of work. * If applicable, look at the EYFS learning journeys/records (including online systems where appropriate) and contribute to the upkeep of these. | Notes in file. Use Curriculum Progress Guide to support discussion and targets. |
| * Plan for and obtain feedback from other adults working in the classroom. | * Devise a method for obtaining feedback. This could be a planned discussion or a feedback sheet. | Notes in file. |
| Consider how children learn and begin to use strategies that develop awe and wonder. | * Look at the variety of approaches you have seen or used over a period of time. * Consider their impact on children’s engagement and motivation. | Add thought to Reflections. |
| Be willing to assume an appropriate degree of responsibility for wider role in the school | * Maintain teacher authority in all areas of the school. * Be responsible for the class at the start and end of a lesson and at transition times. | Discuss as part of Weekly Curriculum Progress Review. |

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| Fill in on eRPD, cross referencing evidence in school placement file. | * With SBM (and Link Tutor where possible), review evidence and conduct Introductory Placement Professional Discussion. * Have file available so SBM/ Link tutor can see cross-referenced sections, assessments, planning, marking, samples of children’s work. | To be completed by 16th December. |
| * Enrichment opportunities where possible- * 3-7 trainees: at least ONE day observing in KS2 * 5-11 trainees: at least ONE day observing in EYFS if placed in KS1/ KS1 if placed in KS2. * Trainees on placement in KS2 should observe sequences of Phonics in EYFS/ KS1. | * Make notes on what you have observed e.g. consider specific pupils, the curriculum content, behaviour management strategies, organisation, etc. | Notes in file and in Reflections on eRPD. Update Breadth of Experience on eRPD. |
| * Take opportunities to contribute to teaching and learning in the ‘expressive arts’ aspects of the curriculum – music, art, design, dance. * Look for opportunities to contribute to the life of the wider school, eg, visits, after school clubs, breakfast provision, etc. | * Support class or school end of term events (themed learning, performances/productions, etc) * If possible, contribute to planning for these activities. * Consider assessment opportunities in these areas of the curriculum. * Collect evidence where appropriate. * Take a wider role in the class e.g. involvement in Christmas activities. * Support out of school hours clubs where possible. | Notes in file.  Add thought to Reflections on the impact of these activities. |
| * Consider your own next steps. | * Reflect upon your own progress over the Placement. * What have you learned? * Celebrate your successes! * What are your priorities as you move into your next placement? * Identify what you want to get from the Developing Placement. * What areas do you need support with? * What are your next steps? | Discuss your progress and areas for development with your SBM and/or Link tutor as part of the Introductory Placement Professional Discussion. |