Primary ITE

**Course Specific Guidance for**

**BA Primary Teaching Studies with QTS [PTS]**

**Developing Placement Spring 2023**

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**Outline of General Developing Placement**

This placement course specific guidance should be read in conjunction with the Primary ITE Placement Handbook located here on the webite: [\*Primary ITE Documents | Bishop Grosseteste University](https://www.bishopg.ac.uk/apply-now/teaching/ite-documents-centre/primary-ite-documents)

In this placement trainees build on the experiences and their practice from the introductory placement in this 8-week formative general placement, known as the ‘developing’ placement. This placement commences on **Monday** **30th January 2023 and ends on Friday 31st March 2023**. During the developing placement, trainees will be working to establish independence and confidence in all aspects of the role by the completion of this placement. They will be reflecting upon their progress across the BGU ITE curriculum areas (Behaviour, Inclusion, Assessment, Pedagogy, Curriculum and Well-Being) and working to establish an understanding of their strengths and future development needs. Pre-placement learning summaries are located within the handbook and on the ITE Documents Centre- these identify opportunities for mentors to guide trainees to make links between practice and theory.

**Key Contacts**

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| Placement Services Office01522 583720placements@bishopg.ac.uk | Placement Leader Tracey Kilcoyne (01522 525648)tracey.kilcoyne@bishopg.ac.uk | **Programme Leader**Rebecca Geeson (01522 583652)rebecca.geeson@bishopg.ac.uk | **ITE Regional Partnership Lead**Shaun Thompson (01522 583610)Shaun.thompson@bishopg.ac.uk  |

**Primary ITE documents Centre**

Our website holds all current support materials for placement and should be accessed in conjunction with this course specific guidance [link here](https://www.bishopg.ac.uk/apply-now/teaching/ite-documents-centre/primary-ite-documents):

* Placement Learning Objectives and Roles and Responsibilities - Can be found in the **Primary ITE Placement Handbook**
* **Support materials** and **video tutorials** and an overview of **pre-placement learning**
* **Announcements** & partnership updates

**Blackboard (BGU Virtual Learning Area**)- trainee access only

Trainees retain access to their prior learning materials within the module areas. This resource provides:

* Placement Learning Objectives -Can be found within the Primary ITE Placement Handbook and on **Blackboard** (trainee access only)
* Further reading and access to the respective reading lists via TALIS
* Module session materials, including templates and examples

## Time-line of events during placement

## Assessment of Trainees

**There is no assessment of trainees during this placement, this is a formative placement.** Trainees will review their progress weekly with their school-based mentors (SBM) to form an understanding of their strengths and areas for development and set appropriate targets. A placement professional discussion in the final week(s) will support the trainee to reflect and make links between theory and practice and inform targets for subsequent placements. The **Curriculum Progress Guide** provides prompts for this discussion. Further information is available in the Primary ITE Placement Handbook.

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| **ERPD expectaions** |  | Location  |
| Trainee maintains weekly reflections on **WCPR**s (one for each week of placement) evaluating progress and identifying targets for subsequent week | Essential | Recorded within eRPD within WCPR templates and SBM progress checks. |
| There are weekly written feedback records using TOPRs from SBM over the whole range of the ITE curriculum foci and core/foundation subjects and reflecting the whole of the time on placement. | Essential | Recorded within eRPD on TOPRS and any SBM written notes attached |
| Written feedback/visit notes from UBM  | Desirable | Recorded within eRPD on TOPRs and attached to eRPD. |
| Record of Developing Professional Placement Discussion  | Essential | Recorded within the eRPD  |

**Developing Placement Schedule**

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|  | Role & Activities: |  |  |
| Trainee – solo placement | School based mentor (SBM) | University based mentor (UBM) | CCF (Core Content Framework) | Trainee checklist |
| **Prior to placement** |  Preparation for placement:* Visit the school website to familiarise with the school & gather relevant information regarding policies, organisation, and routines.
* If possible, speak to your SBM and determine expectations with dress code, codes of conduct, use of mobile phones and laptops and other professional expectations.
* Set up Placement folder.
* Review erpd and audit previous experiences and progress to identify priorities for this placement.
* Engage in independent study of curriculum content for allocated age/phase
* Extend specific subject knowledge – refer to audit scores and review prior learning on BB in module areas.
 |  |  | ***CCF 8 -Professional Behaviours*** | Ensure you have details of your placement (sent to you via email) and have appropriate insurances and documentation completed – liaise with PSO (Placement Service Office) professionally. |
| Contact the school to introduce yourself, to find out what time to arrive, which entrance to use and, if relevant, where to park.  |
| Ensure you know the details of your transport arrangements to your placement. Make a practice journey if needed. |
| Set up folder and review personal action plans |
| Ensure you have details of your placement (sent to you via email). Ensure you take BGU photo ID on your first visit. |
| **Preliminary Days***30/01/23* | Day 1: READ the school’s CP/safeguarding policy (do NOT upload it to the erpd) - **Complete the safeguarding information in the specific section on your eRPD;** answer the questions, recording your answers on your eRPD.* *The name and job title of the safeguarding/CP lead in this school*
* *What the process is if a child discloses a CP/ safeguarding worry*
* *What the process is if the trainee is concerned about the way a member of staff interacts with the pupils*
* *Who the trainee should contact if his or her concerns are about the Head Teacher.*

Establish role and relationships with the class. Collect class and planning information and begin to plan for the placement.Identify 3 x profile pupils with SBM.Share action plans and relevant documents (PSP/CfC) and targets from previous placement with SBM.Work with groups of children while SBM teaches, to gain a good understanding of their attainment levels and teacher expectations.Note SBM’s & school’s behaviour management strategies and consider how you will use these in your own practice. Work with your SBM to select 2 English (can be phonics) and 2 maths lessons to teach in week 1. Using SBM’s Medium Term Plan, plan the lessons you will teach in week 1. Discuss plans with the SBM and amend, as necessary. ***PLANNING STATEMENT 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 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 curriculum or pedagogy. Trainees should annotate plans and put AfL (assessment for learning) notes on bottom of plan.*** | Provide key school/class information and documents for the trainee.Discuss targets from previous placement with trainee.Identify 2 English and 2 maths lessons for trainee to teach in Week 1. Agree weekly non-contact time = 10% PPA & 10% CPD (Continuous Professional Development) time.Equates to 20% non-contact time in school week: 1 day or 2 x ½ days.Discuss the trainee’s planning and provide verbal feedback prior to delivery. |  | ***CCF 8 -Professional Behaviours******CCF6- Assessment******CCF7- Managing Behaviour*** | Provide the school with your contact telephone number and email – and ensure that you know who, and how to contact in the school in case of any non-attendance.  |
| **Absence:**You must complete the tab on the erpd to record your absence as well as the UBM & Placement Lead of ALL absences during placement – do this in 1 group email, and maintain contact daily until your return |
| 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 routines. Take opportunities to observe others teaching within school. Reflect on what you observe.Spend time becoming acquainted with the class resources and the wider school resources. |
| Share your eRPD targets from previous placement and Personal Support Plan/Cause for Concern where appropriate with SBM. Discuss any Access needs you may have that you wish to disclose. |
| Email and /or print your SBM a copy of this handout and the module handbook. |
| Discuss Medium Term plans for English and Maths (KS1/2) and curriculum plans for foundation subjects with SBM. In EYFS (Early Years Foundation Stage) discuss equivalent plans including continuous provision. |
| Prepare lesson plans required including gathering resources and prepare the first lesson plan for each subject to be taught. Discuss with SBM. |
| Hold a ‘diary meeting’ with SBM to plan when your PPA/CPD + weekly meetings will be.  |
| Discuss and identify 3 profile pupils with your SBM – begin to gather evidence about their attainment and learning, behavioural and social characteristics. This will be a useful source of evidence for module work back at BGU. |
| **Week 1***06/02/23* | Plan and teach 2 English and 2 maths lessons.Evaluate lessons, reflect on these in ***Weekly Curriculum Progress Review Meeting (WCPR) template*** on your eRPD prior to meeting with SBM.Respond to the advice and feedback from SBM.Identify sequence of 3 English and 3 maths lessons to teach in Week 2 from SBM’s MT plan.Plan these lessons with increased independence.Discuss plans with SBM and amend if necessary. Add the **Developing** **Placement Professional Discussion Record (PPD)** for your developing review and add summary reflections/ comments and signpost evidence each week.Continue to support in class whilst SBM is teaching.Use CPD time to carry out agreed CPD activities including adding to your pupil profiles. | Observe an English or a maths lesson and provide formal verbal and written feedback on **Trainee Observation Progress Record (TOPR).** Provide formal and informal feedback on targets agreed in Weekly meetings linke to the ITE curriculum foci.Carry out informal observations of other lessons and provide on-going verbal feedback.Carry out Weekly Meeting with trainee.Set SMART targets for Week 2. | UBM email or phone contact with SBM:to check trainee is organised and responding to advice. Discuss and address any specific issues or concerns. Agree with SBM the method, time & date for future support  | ***CCF 8 -Professional Behaviours******CCF7- Managing Behaviour******CCF3- Subject & Curriculum******CCF4- Classroom Practice*** | Each week SBM and trainee hold a Mentor Meeting. At this meeting discuss pupil progress, lesson evaluations and TOPRs (Trainee Observation Progress Record). Review trainee’s progress and set targets for forthcoming week. Record this in the eRPD. |
| Ensure you read BGU Placement Leader’s Weekly emails and respond to the actions advised. |
| **PPA** – (planning, preparation & assessment) time – ideally some of this time should be spent with the class teacher but can be flexible. |
| **CPD** – (Continuous Professional Development) time is to be used for non-teaching tasks and to observe good practice. Here are some examples:* observe a behaviour expert or subject leader teaching.
* Observe small groups or individual children
* Subject knowledge development
* Analysing pupil progress sources and/or data
* Attend INSET/Academy trust training events
* Shadow key members of staff including TAs

 NB CPD time does not necessarily mean trainees should/will be out of the classroom. |
| Add the **Dev Placement Professional Discussion Record (PPD)** for your developing review and add summary reflections/ comments and signpost evidence each week.Begin to identify evidence and signpost succinctly- naming the source and date. E.g.: see maths lesson observation (5.11.19). Refer to video tutorials on ITE documents centre for additional support. <https://youtu.be/7uo6YKnepHA> |
| **Spring Half Term Break 13th February to 17th February 2023****Trainees, please note w/b 13th February 2023 there are sessions planned at BGU.** |
| **Week 2**20/02/23 | Plan and teach a sequence of 3xmaths and 3xEnglish lessons.Evaluate lessons, reflect on these in ***Weekly Curriculum Progress Review Meeting (WCPR) template*** on your eRPD prior to meeting with SBM.Review SMART targets set in Week 1. Record this on the WCPR.Make AfL notes on planning and use these to amend the next lesson in the sequence.  Identify lessons which allow at least 50% of the timetable to be taught in Week 3. This should be science, PE, or non-core subjects which the class is covering or the equivalent of in EYFSIdentify and agree lessons to be planned and taught for Week 3 – aim for 50% of your time – this can be a combination of teaching from your own planning and that of the class teachers.**ALL** trainees must plan and teach a sequence (approx. 3 sessions) of phonics or, in KS2 (Key Stage 2), spelling into phonics – to another class/group if necessary. Identify where and the week which this teaching sequence will be taught. | Observe a whole/ partial or sections of a sequence of English or maths lessons using TOPR (a different core subject from Week 1) and provide formal verbal and written feedback. No grading required.Provide formal and informal feedback on targets agreed in Weekly meetings linke to the ITE curriculum foci.Help trainee identify lessons which allow at least 50% of the timetable to be taught in Week 3. Science, PE, or non-core subjects could be taught this week, along with maths and English. (Or equivalent in EYFS.Facilitate the trainee to teach a sequence of phonics lessons (3) or spelling lessons. This could be in a different class/age phase/ small group. These short 20min sessions should be observed so a judgement about quality of teaching can be made.  | ***Week 2*** Check the new eRPD is being used to support development.***Possible* UBM visit:** Purpose:To provide SBM with training/guidance on use of new eRPD as required. Complete SBM checklist & TOPR if visiting/TEAMs meet.Check School Placement file is in place & to ensure planning, AfL and robust lesson evaluations are up to date. Support preparation for End of placement progress discussion.Discuss observation outcomes and moderate any queries.Discuss student’s progress with SBM and support to implement a PSP if necessary. | ***CCF 8 -Professional Behaviours******CCF7- Managing Behaviour******CCF4- Classroom Practice******CCF3- Subject & Curriculum******CCF1- High Expectations*** | Plan and deliver sequences of lessons outlined for each week. Subjects to be taught in line with school’s policy and submitted to SBM within agreed timeframe. |
| Follow school’s format to develop plans for continuous provision in EYFS. |
| Each week evaluate the lessons you teach so you can identify your strengths and weaknesses. Some of these may be in more depth and recorded in your ‘weekly reflection’ on the eRPD. Discuss evaluations with SBM and respond to advice. Reflect on key events/issues in the eRPD. |
| Regularly review and update **subject tracker** with experiences of the curriculum. |
| Observe the teacher/support staff working with your profile pupils. Keep notes on key points on pupils’ learning and your own learning. |
| SBM to complete a weekly TOPR. See video tutorial on ITE documents centre for advice on the multiple ways this document can be used. In KS1/2 placements trainee to have at least 2 English and 2 maths formal observations and a range of others. Lesson observation ‘evidence, strengths, and targets’ to be included in the relevant template in the eRPD. |
| Maintain focus on 3 profile pupils – begin to gather evidence to allow you to discuss their progress and their social, emotional, physical, and intellectual characteristics. Can you show how your teaching has impacted upon their progress? This will provide useful evidence for future module work. |
|  | **Note: 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 relating to specific Standards. SBM should inform the UBM immediately if this occurs.****A PSP usually has a period of 5 school days before the planned progress would be assessed. Where it is felt that the targets have not been addressed sufficiently a further PSP can be issued or where there is no/limited progress this can be escalated to a Cause for Concern (CFC). Failure to meet the targets in a CFC (Cause for Concern) will be referred to placement panel and could lead to termination of placement.** |
| **Week 3**27/02/23 | Develop Medium Term plans for following week(s) where possible. If the school uses pre-existing MT plans (bought in or otherwise) then there must be clear evidence of how you have adapted these for the needs of the class and children, you are teaching.Identify some opportunities to develop own planning for agreed subjects.Teach at least 50% of the timetable this week. Evaluate lessons and reflect on eRPD.Continue to use AfL notes on planning and amend subsequent plans. Plan and prepare to move to 80% teaching responsibility from Week 4.  | Support trainee to move towards 80% teaching in Week 4.Continue to observe and feedback formally using the TOPR and informally.Provide formal (TOPR) and informal feedback on targets agreed in Weekly meetings linke to the ITE curriculum foci.Hold Weekly Meeting and set SMART targets for Week 4.  | *Weeks 3-6: UBM to remotely monitor eRPD and support SBM where required.**Additional visits can be arranged where needed.* | ***CCF 8 -Professional Behaviours******CCF7- Managing Behaviour******CCF6- Assessment******CCF4- Classroom Practice******CCF3- Subject & Curriculum******CCF1- High Expectations*** | **Each week** ensure information has continued to be added to the erpd to demonstrate professional conduct and record keeping. |
| Maintain focus on 3 profile pupils – develop own record systems, gather evidence to allow you to discuss their progress and their social, emotional, physical, and intellectual characteristics. Can you show how your teaching has impacted upon their progress? This will provide useful evidence for academic and module work back at BGU.  |
| **ALL** trainees must be observed teaching phonics. In KS2 this may be ‘phonics into spelling’ or the trainee may work with a group from KS1/EYFS where appropriate. Group work is acceptable in all year groups. |
| Plan time to be observed teaching a sequence (approx. 3 sessions) of phonics; or spelling for KS2. Group work is acceptable. |
| Start to record pupils’ achievement and progress as the class teacher would include keeping up to date with all marking and following school marking policies. |
| **Week 4- 8**06/03/2313/03/2320/03/2327/03/23 | Begin to plan and teach all aspects of the curriculum identified on the school’s curriculum map for the class.Trainee plans and teaches with increasing independence from Week 4.By Week 6, trainee takes full responsibility for the class, acting as the class teacher. They should take responsibility for the learning environment and create add to wall displays to support children’s learning.The trainee teaches any aspects that have not been taught/observed previously or where SBM and trainee consider further experience will be helpful. Ensure 3-5 pieces of evidence are identified on the DEV PPD record for each of the ITE curriculum areas. | Support the trainee to take full responsibility for the class, as the class teacher.If trainee is ready – SBM to withdraw from the classroom on occasions and ask the trainee to reflect upon their practice after working without your presence. Continue to provide formal (TOPR) and informal feedback.Continue to hold a Weekly Meeting and to set SMART targets using the ITE handbook and CCF as a guide | During final 2 weeks of placement engage in a developing placement professional discussion (PPD) with SBM and trainee to verify evidence and agree trainee is on track to proceed to next placement.Verify targets to carry forward and support issue of PSPs if needed. | ***CCF 8 -Professional Behaviours******CCF7- Managing Behaviour******CCF6- Assessment******CCF5 – Adaptive Teaching******CCF4- Classroom Practice******CCF3- Subject & Curriculum******CCF2- How pupils learn******CCF1- High Expectations*** | Each week ensure eRPD is kept up to date with reflections on WCPRs and TOPRs recorded appropriately. |
| Use SBM’s / Schools assessment data to become familiar with pupils’ current levels of attainmentBecome familiar with school’s assessment approach and reflect on how this will inform your judgements of pupil progress through the placement. |
| Undertake other tasks required of a class teacher e.g., create interactive displays, contribute to learning walls, develop activity areas, help with playground duty, attend staff meetings, assist in lunchtime/after-school clubs, attend parent meetings etc. |
| Ensure Science and PE are taught during this placement. |
| Trainee, SBM and UBM meet to ensure that the eRPD has been completed with SMART targets identified for subsequent placement.  |
| Update your trainee action plan with key areas for development for future school placements are identified, with any expert support noted and the actions required to address these. |
| All resources are returned to the school/staff. |
| Total No of Days = 40 | ***Placement Ends Friday 31st March 2023*** |

**Key Documents**

DfE (Department for Education) (2021) Restricting attendance during the national lockdown: Schools

DfE (2019) ITT (Initial Teacher Training) Core Content Framework

DfE (2011) Teachers’ Standards Overview