Primary ITE

**Course Specific Guidance for**

**BA Primary Education with QTS [Y1]**

**Introductory Stage Placement – March/May 2023**

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**Outline of General Introductory Placement**

This is a 7-week formative general placement, known as the Introductory placement. This placement is usually a paired placement commencing on **16th March 2023** and **concludes on Friday 19th May 2023**. Trainees 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.

**Key Contacts**

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| Placement Services Office 01522 583720  [placements@bishopg.ac.uk](mailto:placements@bishopg.ac.uk) | Placement Leader Tracey Kilcoyne (01522 525648)  [tracey.kilcoyne@bishopg.ac.uk](mailto: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](mailto: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 Introductory Professional Placement Discussion | Essential | Recorded within the eRPD |

**Placement Schedule**

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|  | Role & Activities: | | |  |  |
| Trainee – solo placement | School based mentor (SBM) | University based mentor (UBM) | CCF | 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. * Review erpd and audit prior progress and targets to identify priorities for this placement * Engage in independent study of curriculum content for allocated age/phase * Extend specific subject knowledge and take into consideration your audit outcomes. |  |  | ***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 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. |
| **Day 1/prelim days**  *16/03/23* | **Day 1:**  READ the school’s CP/safeguarding policy (do NOT upload it) and **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 essential class and planning information and begin to prepare for the placement. | Provide key school/class information and documents for the trainee.  Identify 2 English and 2 maths lessons for trainee to teach in Week 1.  Agree weekly non-contact time =  10% PPA & 10% CPD 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. | ***Along with the UBM additional support and guidance can be accessed by the trainee through:***   * ***Weekly newsletter – emailed to the trainee.*** * ***eRPD queries*** [***erpd@bishopg.ac.uk***](mailto:erpd@bishopg.ac.uk) * ***Blackboard PTS324 module area*** * ***ITE Primary documents Centre (link above) has video tutorials to support with using the erpd and completing paperwork*** * ***Placement Lead – Tracey Kilcoyne (contact details above) for placement queries that are not answered on the Bb FAQs page.***   ***In addition:***  ***The Trainee’s Personal Tutor is available for pastoral support via email/TEAMs to their – if they have specfic individual needs*** | ***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. |
| 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. |
| Email or give access to the ITE documents centre to your SBM. |
| Discuss Medium Term plans for identified subjects with SBM. |
| 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. |
| **Prelim/week 1**  *20/03/23* | This week support and teach small groups under teachers guidance. If confident use teacher’s planning to deliver sections of lessons for core or foundation subjects.  Read a story, engage in break duty. Support all lessons as a TA.  Evaluate own teaching and reflect on eRPD ***Weekly Curriculum Progress Review (WCPR)*** template prior to meeting with SBM.  Review personal targets from action plan.  Identify a maths or an English lesson that you can teach next week.  Respond to the advice and feedback from SBM.  Continue to support in class whilst SBM is teaching. When not teaching the trainee supports in the classroom, works with profile pupils, observes and develops further understanding of teaching and learning strategies.  Use CPD time to carry out agreed CPD activities. | Provide informal feedback ondeveloping teacher persona, engagement with children, preparation and use of the erpd.  Carry out Weekly Meeting with trainee.  Set SMART targets for following week. | UBM makes contact and ensures school SBM and trainee are aware of expectations. This contact may be a school visit or TEAMs engagement. | ***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, planning and specific curriculum foci. **Review trainee’s progress using the WCPR on the erpd** 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 e.g., a behaviour expert or subject leader teaching. It does not necessarily mean trainees will be out of the classroom. |
| **Trainee Subject Tracker -R**eview your subject tracker on the erpd weekly to log the types of experiences you have encountered for each of the National /Early Years Curriculum subjects. |
| Work with groups of children to gain an understanding of their attainment levels and teacher expectations. |
|  | **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 areas of the BGU curriculum (i.e.. Behaviour Management, Pedagogy, Curriculum, Assessment, Professional Behaviours, Inclusion). SBM should inform the Placement Lead 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 will result in a referral to Placement Panel for consideration of readiness to proceed to the next stage of training.** | | | | |
| **Week 2**  *27/03/23* | Plan and teach a maths or an English lesson. Evaluate own teaching and reflect on eRPD ***Weekly Curriculum Progress Review (WCPR)*** template prior to meeting with SBM.  Review SMART targets set in Prelim week. Record this on the template  Identify a sequence of 2 maths or 2 English to plan and teach in week 2. This should be whole lessons, small groups, teaching from given planning, creating own plans from learning objectives.  **If trainee is confident (supplementary tasks) consider additional foundation subjects to be taught (from school established plans or own)** this may include science, PE, or non-core subjects which the class is covering.  Continue to support in class whilst SBM is teaching. When not teaching the trainee supports in the classroom, works with profile pupils, observes and develops further understanding of teaching and learning strategies.  **ERPD** - Complete own reflections on **Weekly Curriculum Progress Review** (WCPR) document in advance of meeting with your mentor. You need to add to your **Breadth Of experience (BoE)** and your **Subject Tracker** documents, so they are up to date for your Introductory Placement Professional Discussion (PPD).  Trainee will know whether they are on track through professional discussions with SBM and feedback at WCPR meetings. | Identify a curriculum focus and observe an English or a Maths lesson (different from Week 1) and provide formal verbal and written feedback using the **Trainee Observation Progress Record (TOPR)**. We do not grade lesson observations – please focus on strengths & areas for development.  Support the trainee to take increased responsibility for the class, as the class Teacher. | UBM monitors erpd remotely and is available via email/TEAMs for school support. | ***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*** | 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. |
| Each week ensure eRPD is kept up to date with reflections on **WCPR** templates and **TOPR**s recorded appropriately. |
| 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 ‘WCPR’ on the eRPD. Discuss evaluations with SBM and respond to advice. Reflect on key events/issues in the eRPD. |
| **ALL** trainees should be observed teaching phonics. In KS2 this may be ‘phonics into spelling’ or the trainee may work with a group from KS1 where appropriate. Group work is acceptable. |
| Each week SBM to complete a TOPR & provide formal written feedback and discuss with student.  In KS1/2 placements trainee to have at least 1 English and 1 maths formal feedback and 4 or more TOPRs on their eRPD. Feedback includes ‘evidence, strengths and targets’ on the TOPR template in the eRPD and attach additional notes. |
| 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 3**  *18/04/23* | Plan and teach one of each maths and English lessons. Evaluate own teaching and reflect on eRPD ***Weekly Curriculum Progress Review (WCPR)*** template prior to meeting with SBM.  Review SMART targets set in previous week. Record this on the template  Identify other lessons which allow for them to contribute to the delivery of the timetable in foundation subjects. This should be whole lessons, small groups, teaching from given planning, creating own plans from learning objectives.  **If trainee is confident (supplementary tasks)**this may include science, PE, or non-core subjects which the class is covering.  Continue to support in class whilst SBM is teaching. When not teaching the trainee supports in the classroom, works with profile pupils, observes and develops further understanding of teaching and learning strategies.  **ERPD** - Complete own reflections on **Weekly Curriculum Progress Review** (WCPR) document in advance of meeting with your mentor. You need to add to your **Breadth Of experience (BoE)** and your **Subject Tracker** documents, so they are up to date for your End of Placement Professional Discussion.  Trainee will know whether they are on track through professional discussions with SBM and feedback at WCPR meetings. | Identify a curriculum focus and observe an English or a Maths lesson (different from Week 1) and provide formal verbal and written feedback using the **Trainee Observation Progress Record (TOPR)**. We do not grade lesson observations – please focus on strengths & areas for development.  Support the trainee to take increased responsibility for the class, as the class Teacher. | UBM monitors erpd remotely and is available via email/TEAMs for school support. |  | Depending upon your setting consider scope to 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. |
| Each week SBM to complete a TOPR & provide formal written feedback and discuss with student.  In KS1/2 placements trainee to have at least 1 English and 1 maths formal feedback and 4 or more TOPRs on their eRPD by the end. Feedback includes ‘evidence, strengths and targets’ on the TOPR template in the eRPD and attach additional notes. |
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| **Week 4**  *24/04/23* | Plan and teach two of each maths and English lessons. Evaluate own teaching and reflect on eRPD ***Weekly Curriculum Progress Review (WCPR)*** template prior to meeting with SBM.  Review SMART targets set in previous week. Record this on the template  Identify other lessons which allow for them to contribute to the delivery of the timetable in foundation subjects. This should be whole lessons, small groups, teaching from given planning, creating own plans from learning objectives.  **If trainee is confident (supplementary tasks)**this may include science, PE, or non-core subjects which the class is covering.  Continue to support in class whilst SBM is teaching. When not teaching the trainee supports in the classroom, works with profile pupils, observes and develops further understanding of teaching and learning strategies.  **ERPD** - Complete own reflections on **Weekly Curriculum Progress Review** (WCPR) document in advance of meeting with your mentor. You need to add to your **Breadth Of experience (BoE)** and your **Subject Tracker** documents, so they are up to date for your Introductory Placement Professional Discussion.  Trainee will know whether they are on track through professional discussions with SBM and feedback at WCPR meetings. | Identify a curriculum focus and observe and give feedback on a lesson (different from previous weeks) and provide formal verbal and written feedback using the **Trainee Observation Progress Record (TOPR)**. We do not grade lesson observations – please focus on strengths & areas for development.  Support the trainee to take increased responsibility for the class, as the class Teacher. | UBM monitors erpd remotely and is available via email/TEAMs for school support. |  | Depending upon your setting consider scope to 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. |
| Each week SBM to complete a TOPR & provide formal written feedback and discuss with student.  In KS1/2 placements trainee to have at least 1 English and 1 maths formal feedback and 4 or more TOPRs on their eRPD. Feedback includes ‘evidence, strengths and targets’ on the TOPR template in the eRPD and attach additional notes. |
| Review your action plan – identify completed tasks and those you intend to carry forward into the next placement. |
| In KS1/2 placements trainee to have at least 1 English and 1 maths formal feedback and 4 or more TOPRs on their eRPD. Feedback includes ‘evidence, strengths and targets’ on the TOPR template in the eRPD and attach additional notes. |
| **Week 5-7**  *02/05/23*  *08/05/23*  *15/05/23* | Plan and teach sequences of maths and English lessons and chosen foundation subject to gain experience of upto 50% of the timetable over the final 2 weeks. Evaluate own teaching and reflect on eRPD ***Weekly Curriculum Progress Review (WCPR)*** template prior to meeting with SBM. Continue to review targets and reflect on progress.  **ERPD** – Ensure the eRPD is upto date ready your **Introductory Placement Professional Discussion** (PPD) with your mentors. | Continue to direct and support trainee as previous weeks.  Review subject tracker and complete Introductory PPD with trainee and UBM ( this may be in person or remote). |  |  | Ensure your Subject Tracker is updated to identify your subject teaching needs and experienceready for the next placement |
| Update your Breadth of Experience and identify & reflect on particular experiences of vulnerable groups/age phases/inclusive practice etc. |
| All resources are returned to the school/staff. |

Total No of Days = 35