# Developing Placement

**BGU Placement guidance 2021-22**

The guidance contains the following sections:

1. Outline of the days in school with overview of trainee and SBM or UBM responsibilities
2. Key Contacts
3. Learning Objectives
4. Table of support for school from UBM and support for trainee from SBM
5. Grid showing assessment of trainee
6. School Placement file recommended layout
7. Use of the eRPD during the placement
8. Grid showing key tasks to be completed during preliminary days and block placement

This guidance should is available online at: [https://w](http://www.bishopg.ac.uk/ite-documents-centre/)ww.bi[shopg](http://www.bishopg.ac.uk/ite-documents-centre/).[ac.](http://www.bishopg.ac.uk/ite-documents-centre/)uk[/ite-documents-centre/.](http://www.bishopg.ac.uk/ite-documents-centre/)



Primary ITE: Course Specific Guidance for PGCE **Full - Time** Route: SBM, UBM and trainee

***DEVELOPING PLACEMENT –* Outline of Placement January – April 2022**

*(It is the trainee´s responsibility to ensure the SBM has a copy of this guidance or knows where it can be located.*

https:[//w](http://www.bishopg.ac.uk/ite-documents-centre/%29)ww[.bishopg.ac.uk/ite-documents-centre/*)*](http://www.bishopg.ac.uk/ite-documents-centre/%29)

Indicative Outline of Placement

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|  | Teaching | UBM visits |
| Preliminary Week**w/c 31stJanuary****(5)** | **Preliminary Week**Establish roles and relationships with the class. Collect information and begin to plan for the experience.Share Review Point from previous placement with SBM. Share any current PSP or C4C with SBM.Agree teaching with SBM. Invite SBM to access eRPD.READ the school’s CP/safeguarding policy (do NOT upload it) and answer the 4 questions (below), 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.*

Meet staff. Become familiar with school procedures and all key policies. Observe class teacher, work with groups as directed. Plan story session. Plan teaching for Block phase this week if starting block next week. The trainee must add the SBM to the eRPD on their first day in school.This week all trainees must have discussed and agreed a timetable for teaching from BW1 onwards.Each week of the placement the Placement Lead will post a weekly reminder of key tasks to be completed by the end of following week. It is your responsibility to ensure you read it.The trainee should have regard to the **Curriculum Progress Guide** from the outset of the placement and use this to inform their reflection and discussions with mentor. | UBM to make initial contact with school Purpose: Quality Assurance.To ensure school is confident trainee is ready to commence placement/share concerns/ implement PSP (Personal Support Plan) if necessary.SBM to plan **Weekly Curriculum Progress**meeting with trainee.PLANNING STATEMENTAdapt 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 S2&4. *Please see detailed guidance re planning in Introductory Handbook.* Trainees should annotate plans and put AfL notes on bottom of plan.UBM to liaise with school to ensure trainee is ready to commence the BlockUBM and SBM ensure evidence is up to date in file and eRPD. |
| **BLOCK PLACEMENT (six weeks – 30 days)** |



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| **Block Week 1****w/c 7th February** | Teach up to: 2 maths2 English/CLL2 other | Each week of the Block the SBM should carry out an observation using **The Lesson Observation and Progress Review** form (see ITE handbook). Lesson observation feedback will be based on areas of the ITE curriculum and will not be graded.Trainee and mentor to complete on a weekly basis the **Weekly Curriculum Progress Review** (see ITE Handbook).In weekly Curriculum Progress Review Meetings, a formative progress check will ask whether the trainee is:* *On track*
* *Requires Personal Support Plan*
* *Requires Cause for Concern*

**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. Refer to Primary ITE Placement Handbook.**Over the course of the Block Placement the trainee should use the **End of Placement Professional Discussion** to collect evidence towards areas of the ITE curriculum (see ITE Handbook)UBM will visit at least once during the block to conduct partial joint observations. The priority of the first visit should be to ensure that the SBM is familiar with theplacement expectations and is confident with the BGU paperwork and use ofthe eRPD. The SBM training record (see appendix 5 in the handbook) should be used as a guide to the minimum requirements of training needed by the SBM and the UBM should ensure that all aspects have been discussed. A longer visit may be required if more in-depth training is required. Ifthe SBM is confident with the items on the training record, this may be completed remotely. The first visit may also include a meeting or partial observation of the trainee.It is the trainee’s responsibility to ensure the observation feedback is uploaded to their eRPD. Only one set of feedback (which reflects the shared views of the SBM and UBM) will be uploaded.The UBM should have made arrangements for a final visit during BW4 or BW5 (which |
|  | Adapt planning from teacher´s planning whenever possible. EYFS trainees to build up to planning for continuous provision by Block Week 4. |
|  | Maintain Standard 3 Portfolio Action Plan, eRPD and School Placement file as required by guidance. You should ensure your **End of Placement Professional Discussion document** is nearing completion during the final weeks. |
|  | Trainee can add the **Extending Placement Standards Review**at the start of placement to start to gather evidence towardsthe Standards. *However, this should not be used for assessment until then final placement.* |
| **w/c 14TH February** | **HALF TERM**(Lincs and Notts school share half term) |
| **BW2****w/c 21st February** | Trainees must be prepared to teach at least 80% of the class’ timetable by week 5. It is suggested that in BW2 trainees teacha sequence of up to 4 maths and English/CLL + 3 other lessons. |
| **BW3****w/c 28th February****BW4****w/c 7th March** | From BW5 at latest trainees should teach all maths and English In KS1/2 must teach some science and PE. FS physical development and aspects of understanding the world. |
| **BW5****w/c 14th March** | **ALL** trainees must teach phonics/spelling – to another class if necessary |
|  | Use rest of the time to teach other Foundation subjects |
| **BW6****w/c 21st March** | (Ensure you have collected your data for your PI research by the end of the placement). |
|  | Trainee must add **Developing Placement Subject Tracker**before final review and complete this. |
|  | The trainee must ensure that the **Developing Placement End of Placement Professional Discussion** is nearing completion by week 5. An incomplete review may indicate a lack of evidence without which the UBM will not be able to make a fair assessment. *Trainees will remind their SBM that their comments must be added before your final review* |
|  | End of assessed placement under normal circumstances |

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|  |  | may be face-to-face or remote). This finalvisit, which may be face-to-face or remote, should be used to moderate thetrainee’s overall performance progress on the placement. The evidence of progress within the eRPD (trainee observation and progress records, weekly curriculum progress reviews, etc.) should be used as a basis for the discussion. The evidence presented should be reviewed and moderated, before discussing targets for the next placement and any PSP/CFC required. Please refer to Primary ITE Placement Handbook. Evidence should be reviewed and moderated. |
| By end of placement trainees must ensure allweekly meetings and observations are marked as ‘complete’ |
| **Enrichment Days and/or Alternate Key Stage****w/c 28th March****(5)** | (see booklet on Blackboard)**Leading Learning week** | Weekly mentor meeting to take place and be uploaded onto eRPDWeekly reflection to be written and uploaded onto eRPD |
|  |  | Refer to Enrichment Week booklet |

Total No of Days = 40

Key Contacts:

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## Learning Objectives

*By the end of the Developing Stage Placement trainees will be expected to demonstrate the ability to:*

* establish effective relationships with individual pupils, groups of children and the whole class;
* teach weekly sequences of work for English/Communication and Language and mathematics and other subjects as appropriate (adapted from the teacher’s ST and MT planning);
* demonstrate effective teaching (appropriate to stage of training) in English and mathematics;
* keep informal records of children's learning in English/C and L and Mathematics;
* use Assessment for Learning (AfL) information to inform planning for progress and differentiation;
* demonstrate knowledge of National Curriculum/ Statutory Framework for EYFS/ Assessing without Levels
* develop personal teaching skills through self-evaluation and target-setting;
* use effective class and behaviour management strategies;
* work collaboratively with trainee colleagues and Teacher Mentor (SBM);
* demonstrate secure subject knowledge in English/C and L and Mathematics;
* assess children's achievements in reading, early reading and phonics;
* to act upon advice and feedback.

Support for School **University Based Mentor (UBM)Visits/Contact**

* 4 hours of support can be made if deemed to be beneficial to the trainee
* At least one joint observation with the school-based mentor

## Support for Student

* ST/MT planning shared with trainee
* One weekly written observation (including phonics) for all trainees.
* Weekly mentor meeting record completed with trainee – on eRPD.
* Appropriate support for trainees to meet targets
* On-going verbal/informal feedback.
* Complete end of placement report/review – eRPD.

**School Based Mentor (SBM) Requirements**

Formative Assessment of Trainee

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| Formative Assessment | Where to be recorded? |
| Weekly written lesson observation from SBM (Inc. at least one joint observation with UBM) | All recorded on/attached to eRPD |
| Six weekly mentor meetings with SBM |
| SBM complete End of Placement Professional Discussion with trainee and UBM |

The information below is an outline. Please refer to the detailed guidance in the Primary ITE Handbook about professional expectations of SBM and UBM.

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| **Support for school: University Based Mentor (UBM) Visits/Contact** | * Contact school in preliminary week, support SBM and set expectations.
* At least 1 joint observation & feedback with the school-based mentor
* Extra visits can be made if deemed to be beneficial to the trainee
* Give feedback to school about mentoring, mentor training, Partnership, QA, changes to placement, files, tasks
* Provide about advice and guidance relating to the imposition of a PSP and C4C.
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| **Support for trainee: School Based Mentor (SBM) Requirements** | * One weekly written observation, plus additional short written observations for aspects of Maths & English for each trainee, including phonics for all trainees.
* Weekly Curriculum Progress Review completed with trainee – on eRPD. Trainee is expected to complete their section *and bring evidence of how they have met targets and supported pupils to make progress* to each meeting. Review and next targets set together for next week. Targets to be highlighted once completed, revisit previous weeks targets.
* On-going verbal feedback.
* Support for trainees in CPD to meet targets
* Complete End of Placement Professional Discussion with trainee and UBM.
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# Evaluation of Student

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| Evaluation during six-week Block Placement | Where to be recorded |
| One weekly written lesson observation and progress summary report from SBM | Recorded within eRPD |
| One weekly mentor meeting with SBM |
| At least one weekly written lesson observation from UBM, jointly with SBM (see guidance in Primary Placement Handbook) |
| Trainees will undertake a final summative review of their placement in the final Extending Placement. At this stage formative discussion will take place between UBM, SBM and trainee to verify progress against the evidence in the eRPD and the Trainee Placement folder.The conversation will provide evidence of readiness to proceed to the next stage of training. |

### School Placement File/s: recommended layout\*

Please refer to detailed guidance in Primary ITE Placement Handbook

#### The use of the eRPD during the Developing Phase:

* 1. **Weekly Curriculum Records**

Weekly Curriculum Progress review (using the introductory phase booklet tasks as the basis for the agenda). Ensure you add a weekly meeting every week you are in school (even if, in exceptional circumstances, the SBM is not present). The first part of the Weekly Curriculum Progress review is for you to add your reflections. The reflection should include:

* + 1. Consideration of SMART targets and what impact are they going to have on your (and pupil) learning;
		2. More detailed consideration of one of the sessions or experiences you have had this week;
		3. What your next steps will be. This will inform the Targets section.
		4. It is important the SBM indicates you are making expected progress, and if not, whether a PSP or C4C is required.

#### Action Plans

* + 1. Subject Knowledge Portfolio Portfolio Action Plan and audit scores Please follow guidance in Subject Knowledge Portfolio Handbook

#### Observations

Record of all formal lesson observations (including initial story-telling activity)

### Reviews

1. Safeguarding & SBM details
2. Breadth of Experience
3. Developing Placement Subject Tracker
4. Final Review with UBM to moderate SBM judgement



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|  | **Tasks before commencing the preliminary days** |  |  | **Completed** |  |
| Ensure you have details of your placement (sent to you via email) and have contacted the school. Introduce yourself, to find out what time to arrive, which entrance to use and, if relevant, where to park. Ensure you take ID on your first visit |  |
| 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 tocontact the school in case of any non-attendance. |  |
| Obtain relevant ST/MT planning from SBM. |  |
| Become familiar with the school policies, handbooks and codes of conduct, including safeguarding/childprotection procedures, e-safety and Health & Safety procedures. |  |
| Spend time observing and getting acquainted with the school. |  |
| Spend time becoming acquainted with the class resources. |  |
| Agree teaching for coming week(s) and prepare planning required. Gather resources and prepare teachingfor each subject to be taught. |  |
| Share your eRPD with SBM + Review Point from previous placement + personal support plan/special needs you may have. |  |
| Hold a diary meeting with SBM to plan your PPA/CPD + weekly reviews. |  |
| *PPA time is based on your school´s actual teaching hours and the 10% for each should only be counted when it occurs during actual teaching time. It is**not acceptable for lunchtime to be used for this purpose, but you will be expected to work before after school in addition to out of class time in the day. It is acceptable for the time to be in small blocks of at least 30 minutes on different days.* |
| **During first two weeks of placement** |
| UBM to contact SBM/trainee to ensure that preparations for teaching have been satisfactory. |
| **Weekly Tasks (Weeks 1-6)** |  |
| Write or collect and become familiar with ST/MT plans for areas/subjects to be taught. |  |
| Adapt lesson plans for lessons to be taught |  |
| Reflect on all taught lessons and annotate plans to show learning has been considered and next steps. |  |
| SBM to complete a lesson observations and discuss with student (see ITE Primary Placement Handbook). In KS1/2 placements trainee to have at least 2 English and 2 maths formal observations Lesson observationto be included in the eRPD (by attachment if necessary) NB: Phonics and/or guided reading can be classed as English observations |  |
| SBM and student hold a weekly reflection meeting. At this meeting discuss trainee’s progress, pupil progress and lesson evaluations, lesson observations and set targets for forthcoming week. Record this inthe eRPD. |  |
| Record pupils’ achievement and progress as the class teacher would. |  |
| **Other tasks to complete during the placement** |  |
| Wherever possible undertake other tasks required of a class teacher e.g wall displays, develop activityareas, playground duty, attend staff meetings, assist in lunchtime/after-school clubs, attend parent meetings etc. |  |
| Discuss CFD task with SBM (and Headteacher if necessary) and then conduct the classroom research, including seeking all relevant permissions etc. |  |
| **Tasks at the end of your block teaching** | **Completed** |
| Student & SBM meet to ensure that the eRPD has been completed including final standards review and targets, for next placement, have been set. |  |
| Ensure you complete the online Evaluation questionnaire for your placement – further details will beemailed to you |  |
| Ensure you have returned all resources to the school/staff |  |
| **Prepare for Alternate Key Stage and Enrichment Experience (see Leading Learning Booklet)** |  |