 



## Extending placement

BISHOP GROSSETESTE

* UNIVERSITY

BGTEACHE.R DEVELOPMENT **PARTNERSHIP**

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Primary ITE: Course Specific Guidance for PGCE Full Time Route: SBM and trainee

***EXTENDING PLACEMENT –* Outline of Placement April – June 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://[www.bishopg.ac.uk/ite-documents-centre/*)*](http://www.bishopg.ac.uk/ite-documents-centre/%29)

# Outline of Placement

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|  | **Teaching** | **UBM visits** |
| **Preliminary Days** | 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. | 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. |
| Thursday 21st AprilFriday 22nd April |
| w/c Monday 25th |
| April |
| (7) | READ the school’s CP/safeguarding policy (do NOT upload it) andanswer 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.You should ensure your **End of Placement Professional Discussion document** is nearing completion during the final weeks. | 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 planUBM 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. |
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**BLOCK WEEKS**

6X5 DAYS (except

**BLOCK PLACEMENT (six weeks – 29 days)**

Block Week 1Teach up to:

Each week of the Block the SBM should

BW1)

**Block Week 1** Tuesday 3rd May- Friday 6th May

(Monday 2nd May BH)

**Block Week 2**

w/c 9th May

**Block Week 3**

w/c 16th May

**Block Week 4**

w/c 23rd May

**Block Week 5**

w/c 6th June

**Block Week 6** w/c 13th June (29)

2 maths

2 English/CLL

2 other

Adapt planning from teacher´s planning whenever possible. EYFS trainees to build up to planning for continuous provision by BW4.

Maintain Subject Knowledge Action Plan, eRPD and School Placement file as required by guidance.

Trainees must be prepared to teach at least 80% of the class’ timetable by week 5. It is suggested that in BW2 trainees teach a sequence of up to 4 maths and English/CLL + 3 other lessons.

Adapt planning from teacher´s planning whenever possible. EYFS trainees to build up to planning for continuous provision

### HALF TERM

**w/c 30th May to Friday 3rd June**

Half term in Lincs and Notts schools coincide

**ALL** trainees must teach phonics/spelling – to another class if necessary

From BW5 at latest trainees should teach all maths and English In KS1/2 must teach some science and PE.

Trainee to add **Extending Placement Subject Tracker** before final assessment.

EYFS: Use rest of the time to teach other Foundation subjects physical development and aspects of understanding the world.

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.**

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 the placement expectations and is confident with the BGU paperwork and use of the 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. If the 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 may be face-to-face or remote). This final visit, which may be face-to-face or remote, should be used

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|  | The trainee must ensure that the **Extending End of Placement Final Teachers Standards Assessment** 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 | to assess the trainee against QTS using the **Extending End of Placement Final Teachers Standards Assessment.** The evidence of progress withinthe 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 all weekly meetings and observations are marked as ‘complete’. |
| **Enrichment Days****20th and 22nd June** | **Enrichment Week: Leading Learning Week** (see booklet on Blackboard) |  |
| **(3)** |  |
| 23rd and 24th June in BGU |  |

Total No of Days = 39

## Key Contacts:

### Placement Services Office

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### Programme Leader

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### Regional ITT Lead

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### Placement Lead

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*By the end of the Extending 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;
	+ 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 (as per guidance in Primary ITE Handbook)

## 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
* Completion of final assessment against QTS Standards.
* On-going verbal/informal feedback.
* Complete End of Placement final assessment against QTS Standards – with trainee and UBM – eRPD.

**School Based Mentor (SBM) Requirements**

Assessment of Trainee

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| Assessment | Where to be recorded? |
| Lesson observation from SBM using TOPR as per guidance in ITE Placement Handbook | All recorded on/attached to eRPD |
| Six weekly mentor meetings with SBM |
| Final review against the QTS standards with SBM and UBM |

**School Placement File**

See Guidance in Primary ITE Placement handbook

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

1. **Weekly Records**

*Weekly Meeting* (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 Meeting is for you to add your reflections. The tasks in the introductory booklets will guide the weekly reflections that are to be done while you are in school. *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 essential your SBM indicates you are making expected progress in the penultimate section. Failure to do this (or non-submission of the Weekly Meeting) could result in your UBM calling the school to investigate further.

### Action Plans

* 1. Subject Knowledge Portfolio Action Plan and audit scores
	2. Assessment toolkit (update online layers). Use to support SMART target setting

### Observations

As per guidance in ITE Primary Placement Handbook

### Reviews

* 1. Safeguarding & SBM details
	2. Breadth of Experience
	3. Extending Placement Subject Tracker
	4. Extending Placement Standards Review *–* upload this at the outset of your placement and ensure you work on it *on a weekly basis*. Share this with your SBM.



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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 to contact 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 formal lesson observation and discuss with student.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 progress, pupil progress and lesson evaluations, lesson observations and set targets for forthcoming week. Record this in the 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 be emailed to you |  |
| Ensure you have returned all resources to the school/staff |  |
| **Prepare for****Enrichment 1: Leading Learning** (see Enrichment Week Booklet) |  |

# Job Interview Protocol for Extending Placement

The BG Partnership support trainees in securing an appropriate teaching post that will allow them to flourish in their early career. However, this needs to be balanced with the need to successfully gain QTS and establish a secure foundation in pedagogic and subject knowledge that will stand them in good stead for the rest of their teaching career.

To help maintain an appropriate balance, the following protocol offers guidance:

* + Trainees should seek their placement school’s permission to be absent from school to attend the interview, showing evidence of the interview invitation
	+ Trainees should inform BGU of this formal absence
	+ Trainees should ensure that their SBM / UBM are informed, to ensure formal observations are not missed or can be rearranged
	+ It is an expectation that trainees make visits to prospective employing schools outside teaching hours OR in scheduled PPA/CPD time
	+ Where trainees have been for three or more interviews, it would be appropriate for the UBM/SBM to give additional support and guidance to try to prevent excessive absence from placement school and to help them, whenever possible, in gaining employment

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