

**Extending placement** (part-time)

**Primary ITE: Course Specific Guidance for PGCE Part-**

**Time Route (20-22): SBM, UBM and trainee**

### Extending Stage Placement – Outline of Placement: 2021-22

This guidance should be read in conjunction with the amplified guidance in the **Introductory Phase Booklet**. The tasks in it should be added to your file.

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

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

## Indicative Outline of Placement

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|  | Teaching | UBM contact |
| **Orientation and Block preparation Days**  6 days  w/c Tuesday 19th April  w/c 25th April w/c Tues 3rd May  You are expected to agree two consecutive days which remain in place until the Block. Schools have no obligation to offer an extra day to make up a day missed due to illness or for other reasons. | 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.*  **Classroom orientation & pupil progress focus:**  **Start by** teaching guided groups, particularly English (CLL) and Maths. The trainee must add the SBM to the eRPD on first day in school.  Observe class teacher, start to develop professional role, professional dialogue, work with groups, increase subject knowledge. Plan story session.  Maintain Subject Knowledge Action Plan, eRPD, School Placement File according to the Primary ITE Handbook throughout placement.  Throughout the placement the trainee should have regard to the **Core Content Framework**. All areas are summarised here. It is obviously not possible to focus on all links all the time, but it is likely the trainee’s journey will progressively draw upon the framework as new opportunities arise. The CCF areas are: CCF1 High Expectations CCF 2 – How Pupils Learn CCF3 – Subject and Curriculum CCF 4 – Classroom Practice CCF5 – Adaptive Teaching CCF 6- Assessment CCF 7 – Managing Behaviour CCF 8 Professional Behaviours | UBM to contact school to ensure trainee attending  Purpose: Quality Assurance.  To ensure school is confident trainee is ready to commence placement/share concerns/ implement PSP (Personal Support Plan) if necessary.  Trainee and mentor to complete on a weekly basis the **Weekly Curriculum Progress Review** (see ITE Handbook). Over the course of the placement the trainee should use this to collect evidence towards the areas of the ITE curriculum  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.** |
|  | The trainee should have regard to the **Curriculum Progress Guide** from the outset of the placement and use this to inform their weekly reflection and discussion with mentor. |  |
|  | The **Trainee Observation and Progress Record** should be used for all observations. (Please refer to Primary ITE handbook). It can be used formatively over the course of a two-week period. |  |
|  | The **Weekly Curriculum Progress Review** should be added every fortnight (and weekly in the block). |  |



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| **Block Weeks 1-6**  *30 days*  **BW1:** w/c 9th May **BW2**: w/c 16th May **BW3:** w/c 23rd May | Trainees should aim to commence BW1 with no less than 60%, building up to teach at least 80% of the class’s timetable for at least last two weeks including seque3nces of maths and English/CLL.  KS1/2 should teach some science, PE, computing and other non-core subjects that the school are covering during the placement.  FS Teacher-led sessions for Physical Development and aspects of Understanding the World as well as other areas of learning which the class may be focusing specifically on for teacher led, adult led and continuous provision.  **ALL** trainees must teach phonics/spelling – to another class if necessary.  EYFS trainees to plan for continuous provision  You should ensure your **End of Placement Professional Discussion document** is nearing completion during the final weeks. | 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 S2&4. *Please see detailed guidance re planning in Introductory Handbook.* |
| **Lincs/Notts Half term 30th May –3rd June** | | |
| **BW4:** w/c 6th June **BW5:** w/c 13th June **BW6**: w/c 20th June | Ensure you make arrangements with your UBM for final Standards review.  Trainee to add **Extending Subject Tracker** before final review  Trainees should use the Assessment Toolkit regularly to measure progress towards meeting the Standards by the end of the placement. From the outset of your placement it is important you set realistic but challenging targets for each aspect of every Standard.  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* | 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 to assess the trainee against QTS using the **Extending End of Placement Final Teachers Standards Assessment.**  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.  **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. This usually sets a** |

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|  | End of assessed placement under normal circumstances | **deadline of 5 school days before the planned progress is assessed. Where it is felt that the targets have not been addressed sufficiently a further Cause for Concern is usually issued (C4C) with a final review after 5**  **days Failure to meet the targets in a C4C will result in a failed placement.**  In exceptional or for unforeseen circumstances the Block Placement might be extended for a further week if the school is able to accommodate such an extension. In this case the UBM should first discuss it with the PGCE Placement Lead.  By end of placement trainees must ensure all weekly meetings and observations are marked as ‘complete’. |

Total No of Days = **38**

# Contacts

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# Learning Objectives

By the end of the Extending Placement trainees will be able to:

*By the end of the Introductory Phase 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;
* act upon advice and feedback.

***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.***

## Support for Trainee and School

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. |
| **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 Final Assessment against the QTS Standards. |

### Assessment of Student

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| Assessment during six-week Block Placement | Where to be recorded |
| One weekly written lesson observation and progress formative report  from SBM | Recorded within eRPD |
| One weekly mentor meeting with SBM during block (every 2 weeks  pre-Block) |
| At least one written lesson observation from UBM, jointly with SBM |
| 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 two weeks 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.
5. Action Plans

a) Subject Knowledge Portfolio Action Plan and audit scores

Please follow guidance in Subject Knowledge Portfolio Handbook

1. Observations

Record of all formal lesson observations using TOPR

1. Reviews
2. Safeguarding & SBM details
3. Breadth of Experience
4. Extending Subject tracker
5. Final Review with UBM to moderate SBM judgement

# Checklist

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|  | **Tasks before commencing the preliminary days** |  |
| 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 (other than teaching)** | | |
| 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/child protection 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 and adapt teacher’s ST and MT plans as appropriate. Gather resources and prepare for 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 + reviews. | | |
| **Tasks to be completed weekly or fortnightly** | | |
| Write or collect and become familiar with ST/MT plans for areas/subjects to be taught. | | |
| Adapt teacher´s ST/MT plans for lessons to be taught as appropriate (see Planning guidance) | | |
| Ensure you reflect on all taught lessons, annotating planning as appropriate to show where learning met or next steps. | | |
| SBM to complete a formal lesson observation every fortnight (weekly in Block) and discuss with student.  In KS1/2 placements trainee to have at least 2 English and 2 maths formal observations Lesson observation to 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 reflection meeting every two weeks (weekly in Block). At this meeting discuss 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** | | |
| Trainee and SBM to undertake Standards Reviews | | |
| Wherever possible undertake other tasks required of a class teacher e.g wall displays, develop activity areas, playground duty, attend staff meetings, assist in lunchtime/after-school clubs, attend parent meetings etc. | | |
| **Tasks at the end of your block teaching** | | |
| Student, SBM and UBM meet to ensure that the eRPD has been completed including final standards review and targets, for next placement, have been set. | | |
| Ensure you have returned all resources to the school/staff | | |

**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