



BISHOP
GROSSETESTE
UNIVERSITY

BGTEACHER 
DEVELOPMENT
PARTNERSHIP

**Postgraduate/ Professional Graduate Certificate in Education
(Part-time) Primary 3-7 or 5-11 (2022-24)**

Introductory Stage Booklet

(to be used in conjunction with Course Specific Guidance)

Year 1 2022-23

Company Number 11963500
Charity Number 1184682

TIMELINE/KEY DATES

TRAINING PHASE	DATES	OUTLINE OF WEEK
PHASE A Preliminary Days in school	<p>*Every Friday training in BGU 2 days/week in school</p> <p>w/c 31 October w/c 7 November w/c 14 November w/c 21 November w/c 28 November w/c 5 December w/c 12 December*</p> <p>(14 days)</p> <p><i>*There is no teaching for PGCE part-time (Y1) in BGU on Friday 16 December. The first BGU sessions after Christmas commence on Friday 6 January 2023.</i></p>	<p><u>Read the school's CP/Safeguarding policy (do not upload it) and answer the 4 questions (below), recording your answers on your eRPD:</u></p> <ol style="list-style-type: none"> 1. The name and job title of the safeguarding/CP lead in this school: 2. What the process is if a child discloses a CP or safeguarding worry? 3. What the process is if the trainee is concerned about the way a member of staff interacts with the pupils? 4. Who the trainee should contact if his or her concerns are about the Head Teacher? <ul style="list-style-type: none"> - Preliminary Days in school: school/classroom orientation - set up files - UBM will contact school to support and advise SBM. - Observation of good practice - Establish self with class - Continue to complete elements in Subject Portfolio - Undertake activities required in this booklet. - Initially work with groups of pupils, question and identify pupils' thoughts and ideas regarding what is being taught - Meet with mentor to negotiate help to complete booklet tasks. - Meet mentor fortnightly to record progress on eRPD. - To take a wider role in whole school including involvement in end of term Christmas activities, where appropriate <p><i>*It is up to each trainee to negotiate extra time in placement on Friday 16 December if they wish to. It is not a firm expectation you do, and the day can be used for self-study instead.</i></p>
	w/c 19 December w/c 26 December	CHRISTMAS BREAK

TRAINING PHASE	DATES	OUTLINE OF WEEK
Phase B	<p><i>2 days/week in school</i></p> <p>w/c Wednesday 4 January* w/c 9 January w/c 16 January w/c 23 January w/c 30 January w/c 6 February</p> <p><i>If trainee usual day is Mon-Tue ask school in advance if attendance on W/Th is permissible.</i></p> <p>(10/12 days)*</p>	<ul style="list-style-type: none"> - Undertake activities in the Introductory Booklet - Maintain your Subject Knowledge Portfolio work - Over this part (Phase B) move from 1) observing and working with pupils to 2) working from a plan for a group of pupils' learning to 3) adapting teacher's MT and ST plans for groups (and evaluate plans in terms of pupil progress/ what the pupils learnt) - Continue observation of good practice - Teach whole lesson(s) using teacher's plans – increase the number of lessons taught as confidence increases. - Focus on SMART targets to inform eRPD - Maintain eRPD & School Placement File according to the Primary ITE Placement Handbook
Half term	commence Monday 13 February.	HALF-TERM
Phase C	<p><i>2 days/week in school</i></p> <p>w/c 20 February w/c 27 February w/c 6 March w/c 13 March</p> <p>(10 days)</p>	<ul style="list-style-type: none"> - Continue observation of good practice. - Continue adapting teacher's ST/MT planning for groups/leading group(s). - Teach whole lesson(s) using teacher's plans – increase number of lessons taught as confidence increases. - Maintain SMART target focus - Maintain eRPD & School Placement File according to the Introductory Booklet. - During Phase C trainees are encouraged to spend time in an alternate key stage. For 3-7 this is LKS2, for 5-11 this is FS
Preparation for Block	<p>w/c 20 March w/c 27 March</p> <p>(4 days)</p>	<ul style="list-style-type: none"> - Start to adapt teacher's MT and ST plans for Block Weeks. Continue teaching– increase when appropriate to your confidence and skill - Continue teaching other subjects - increase when appropriate to your confidence and skill - <u>It is essential to ensure you have planned your teaching for each Block week and that this has been reviewed and agreed by the end of this week by SBM and your UBM</u> - <u>The End of Placement Professional Discussion must be in place before your start your Block</u>

TRAINING PHASE	DATES	OUTLINE OF WEEK
EASTER HOLIDAY Lincs: schools closed Saturday 1 April to Monday 17 April (Lincs)		
Block Placement	Tuesday 18 April BW1 (4 days) w/c 24 April BW2 w/c 2 May BW3 (4 days) w/c 8 May BW4 w/c 15 May BW4 w/c 22 May BW6 (28 days)	Follow Placement Guidance
Enrichment Experience	w/c 5 June w/c 12 June w/c 19 June (6 days) <u>total: 72-74 days</u>	<ul style="list-style-type: none"> - 3-7 trainees: 2 days observation and group work with EYFS or KS1 (the age-phase your placement was not in). - 5-11 trainees: 2 days observation/group work with EYFS (or unfamiliar age group). - All trainees: undertake Leading Learning activities outlined in Leading Learning Booklet. - opportunity to observe phonics/work with groups - Ensure all introductory placement activities completed before end of placement.

EVALUATION OF THE INTRODUCTORY PHASE

a) Core Expectations:

- A. The trainee will be expected to complete all the tasks and elements in the Subject Knowledge Portfolio according to the given timeline.
- B. The trainee will be expected to use the suggested activities in the Introductory Phase Booklet as a platform to progress their learning.
- C. *There will be formative but not summative assessment points:

b) Formative points:

- University mentors will liaise with trainees and school mentors throughout the placement to offer feedback and opportunities for focussed discussion about the trainee progress in Weekly Curriculum Progress Review (bi-weekly for part-time PGCE) and whether a PSP or C4C is justified
- School mentors should give feedback on progress during fortnightly Meetings (weekly during the block). These meetings should be informed primarily by the trainees' own reflections on their teaching and progress towards SMART targets.
- **The Introductory Placement is not assessed summatively. On completion of the Introductory Placement all trainees will proceed to their Developing Placement in another school and age-phase. The only summative assessment will occur at the end of the subsequent Extending Placement where the UBM will determine if the trainees has met the Standards across two age-phases and two schools.*

PLACEMENT EXPECTATIONS

a. General Expectations

- The following programme of activities is designed to be progressive throughout the Introductory Phase and it offers the opportunity for personalised learning. It is laid out as a list of activities to be worked through in sequence, to support the trainee and school-based mentor in enabling the trainee to develop towards meeting the standards.
- Trainees will have different experiences and strengths and therefore will not all progress at the same rate. Some flexibility in the programme of teaching set out in the guidance is acceptable provided this is agreed with the UBM.

- Some trainees may need to focus on a particular area for longer and this is appropriate. School-based mentors can direct trainees towards specific activities from the booklet as well as using their own professional judgements to suggest further or alternative activities that support the individual trainee's progress.
- Trainees should take responsibility for their professional development by reflecting on their own progress. *A file must be set up for this phase and tasks should be kept in the appropriate section. Please ensure your file is set out exactly in accordance with expectations.* It is an expectation that the eRPD will be updated on a regular basis by the trainee. **Failure to do so could result in a Cause for Concern being issued by the UBM.**

b. **Attendance**

- **If you are unwell or any other exceptional and unforeseen reason prevents you attending, it is crucial you inform school every day you of absence before 8.30. (Leaving a message on an answer phone is not recommended -- you need to ensure you speak to someone in the office). You must also ring school every afternoon after 3pm to let them know about the next day. Please also contact by email your UBM, mark.larrad@bishopg.ac.uk, Placements@bishopg.ac.uk and Attendance@bishopg.ac.uk on your first day of absence and on the day you return.**
- The main consequence of missed days on the part-time programme is that trainees fall behind rapidly where the two days expected each week are missed. This could lead to a situation where trainees do not have sufficient evidence to support a judgement against the Standards being made. It is an therefore an expectation that trainees attempt make up any days missed due to absence for whatever reason. This might mean negotiating with your school to spend time after the placement has ended (but you are not permitted to miss university days to do this). When the school is closed due to adverse weather (or for any exceptional reason) then the trainee is not required to make up such snow days.
- No trainee can be failed simply because of a shortfall in days in placement. However, failure to generate enough evidence is one reason why a trainee might fail and insufficient attendance often leads to this situation.
- If your absence is for more than 5 days (5 days over any three-week period for part-time trainees) you may be required to produce evidence from your GP.
- On the part-time programme you are expected to attend on the days agreed at the outset of your Introductory placement all year. Your school may not be able to accommodate any changes later on and failure to attend as agreed might make your placement unviable. In this case, you would have

to withdraw from school and it might even be necessary to postpone your programme or withdraw.

- Please ensure you complete the Placement Days declaration (on Blackboard and below) on the last day of your placement (even if it ends prematurely).

c. Other relevant information




Placement Days Declaration for Introductory Placement

Please add the total number of days you attended below and ensure this is uploaded to your eRPD on your last day. We are aware that many trainees were absent for covid or other unavoidable reasons.
**Please include all half day absences such as when visiting schools or for interview*

Total days: _____

I confirm that the number of days I attended is an accurate record of my attendance.

Signed: _____

Print Name: _____

Please list all absences below. You must include any phase you were not in school even if you had agreed the absence in advance (leave blank if you were not absent at all):

	Date absence began (include half days) <i>Record as dd/mm/22</i>	Date you returned to school	Total days (or half day) absence this period
Absence phase 1			
Absence phase 2			
Absence phase 3*			

*If you are absent for more than two separate occasions you will be required to meet with the **PGCE00099**, Leader, Hannah Wells, or Placement Lead, Dr Mark Larrad, in BGU.

- The PGCE programme includes placement and university sessions. The two aspects complement each other, and much careful thought has gone into planning this. As well as maintaining your eRPD as advised it will help you to take time to think about how university and placement elements are related. It is also likely your subject tutors will ask you to gather together specific evidence from your school experience to bring to subsequent university sessions.
- All the guidance here also applied to your subsequent placements, so even after the end of your Introductory Placement you should keep it safe and refer to it frequently if in doubt.
- Once your placement has been allocated by the Placements team it is a fundamental expectation you will attend. A trainee who does not commence their placement for whatever reason will be deemed to have failed the placement.

d. Unexpected and exceptional circumstances

- If you find at any time your ability to attend or thrive in placement is affected by other factors beyond your control (usually medical or family related) it is important you seek support from Student Advice and the PGCE programme leader or placement lead. In some circumstances it might be possible to apply for a postponement of your placement (called an intercalation).

e. Useful BGU sites

- ITE Documents Centre: <https://bishopg.ac.uk/about-bgu/partnerships/ite-documents-centre>

- **Student Advice:** <https://www.bishopg.ac.uk/student/student-advice>

Contact Student Advice in person, by telephone, or by e-mail. They are located on the ground floor of the Cornerstone Building. Reception is located next to the main entrance.

- **Telephone:** (01522) 583600
- **Minicom:** (01522) 583682
- **E-mail:** studentadvice@bishopg.ac.uk
- **Postal address:** Student Advice, Bishop Grosseteste University, Longdales Road, Lincoln LN1 3DY

THE USE OF THE eRPD DURING THE INTRODUCTORY PHASE:

1. Weekly Records

- a) ***Fortnightly (or Weekly during Block) mentor meeting*** (using the introductory phase booklet tasks as the basis for the agenda)
- b) ***Fortnightly (or Weekly during Block) reflection:*** The tasks in the introductory booklets will also guide the weekly reflections that are to be done while you are in school. **The reflection should include:**
 - i. Consideration of SMART targets and what impact are they going to have on your (and pupil) learning;
 - ii. More detailed consideration of one of the sessions or experiences you have had this week;
 - iii. What your next steps will be.

You must add a fortnightly Review Meeting every two weeks, including during your preliminary weeks and Enrichment Week. It is not expected that your first meeting will have targets in it and the first box in section 2 detailing progress against prior targets is obviously not applicable.

2. Action Plans: Subject Knowledge Action Plan and audit scores, PSP and C4C (if relevant).

- a) **Subject Knowledge Action Plan:** If subject knowledge emerges as an area for development, you will show these targets in your Subject Knowledge Portfolio Action Plan. This process should continue throughout the year.
- b) **PSP or C4C:** If a Personal Support Plan (PSP) or Cause for Concern (C4C) is issued it is because your mentor and UBM feel you need extra support to help you reach your targets or simply because the children you teach are not progressing in their learning. Your SBM will discuss the plan and share targets (usually 3) with you. The deadline is usually 5 teaching days. The PSP should indicate what additional support is being put in place to help you meet your targets. Where targets are partially met, provided there is evidence of progress (and pupils' learning) an extension may be allowed. A PSP can also be issued for strong trainees if it is felt they need extra targets to support their development. Action Plans have only one core purpose: to help a trainee progress. Where targets are not met, it is usual to proceed to a C4C. In this case, if targets (which may be revised) are not met by the agreed deadline the trainee will be referred to an exceptional meeting of the Placement Panel. They may decide to issue a Serious Cause for Concern (SC4C). The consequences of not meeting this will be a failed placement.

3. Observations: Record of all lesson observations (including initial story-telling activity in Phase A).

- a) It is your responsibility to add the observations to the eRPD, not your mentor. After the observation they should hand you their paper copy of the observation form. You must add this to the TOPR observation form on the eRPD *asap and at the very latest by the end of the week in which your observation took place*. If there is a delay from your SBM in getting the notes to you, please let your UBM know. Observations may take place on several days over a week and focus on specific aspects of your development. You should agree a focus with your SBM.
- b) It is the expectation you have one observation or series of mini observations using TOPR every week of the Block placement as per guidance in ITE Primary Placements Handbook and in lectures. If you do not have an observation in any one week it is important you have two the following week to make up the number. It is your responsibility to organise this. Not having enough observations could mean you do not pass the placement. Tell the UBM if you have difficulty organising observations.
- c) In most cases observations should be carried out by your SBM. It is acceptable for any other qualified teacher to conduct observations, but if this is not your usual mentor they should feed back to the mentor.
- d) If you are in a job-share class, you should try to arrange observations with the core mentor (the one in the latter half of the week with whom you have your weekly meeting).

4. Reviews:

- a) **Safeguarding & SBM details:** it is vital you do this on your first day in school. If you return to your Introductory Placement school in your Extending Placement it is not usually necessary to add another action plan unless any details have changed.
- b) **Breadth of Experience,** *update throughout year using information from all placements.* This information is valuable for providing information not necessarily covered in placement reviews, but is also invaluable when you come to apply for jobs. The Government requires that all trainees who gain QTS must have knowledge of the age phases immediately before and after the ones you are trained to teach, i.e. 0-3 and KS2 for 3-7 and EYFS and KS3 for 5-11. You are required only to update those sections relevant to your pathway. Knowledge you gained before you commenced your training can be added to this. Please try to update this periodically but especially during your Enrichment and alternate key stage experiences.

- c) A Subject Tracker is added each placement. Whilst it is not filled in until the end of the placement during your final review, it is a good idea to keep informal records to facilitate this process.

PLANNING GUIDANCE FOR ALL PLACEMENTS

- a) Whenever children are together for learning during the school day teachers usually have a clear idea of the learning they hope will arise in the class or group situation (*learning objectives*) and what children need to do to demonstrate learning has taken place (*success criteria*) and they are making progress. The extent to which such planned learning is formalised varies from school to school. This guidance sets out what trainees are expected to do to demonstrate they have a clear idea about what children in their class are learning and how it relates to a broader pattern of learning and attainment in line with the school's expectations.
- b) Trainees are not required to produce individual lesson plans, provided the school's medium or short-term term plans (STP, MTP) contain clear learning outcomes and success criteria. In this case, trainees should simply use the school's MTP as a base only adding amending plans when (in consultation with your SBM) the learning needs of the class require it. When using a school planning format, the trainee needs to ensure that they have adapted the plan (where necessary) to show they have considered:
- ✓ *Possible misconceptions*
 - ✓ *Prior and subsequent learning*
 - ✓ *Variation (differentiation) to meet different needs (to support or challenge specific needs)*
 - ✓ *Role of adults*
 - ✓ *Key vocabulary*
 - ✓ *Key questions to ask children*
 - ✓ *Resources*
- c) When annotating a school plan, trainees must also ensure that they clearly record any assessments made during the lesson. Your planning should include brief annotations and notes to inform next steps. For most core subjects using a powerpoint as a basis for the lesson structure is acceptable, provided the trainee has clearly considered the aspects of the lesson, as listed above. For non-core, or any lesson where a ppt format is not desirable (for instance, in EYFS, a listening walk or other play-based learning) it is suggested the trainee keeps a documentary record of the activity (which can be online).

- d) It is important you have something which enables you to reflect concretely on learning that has taken place and generate realistic next steps to enable children to make progress.
- e) Should the trainee wish to generate an individual lesson plan, where a school plan is not available, suggested planning templates can be found

QUESTIONS TO SUPPORT YOU IN DEVELOPING PLANNING TO SUPPORT PUPIL PROGRESS.

a) Learning Outcomes/ objectives/intentions

- What do you want children to learn in this session?
- What will they be able to do at the end of the session that they could not do at the beginning? (New learning.)
- What skill, concepts or knowledge do you want to develop? (To know... to understand.... to be able to...)

b) Success Criteria

- What will you look for as evidence of steps to success? (Small, manageable steps in child friendly language. I can... I know... I can explain... or all will..., most will..., some will...)

c) Possible Misconceptions

- What could possible misconceptions be in this session?
- Can I make a deliberate error to use as a teaching point based on errors and misconceptions in previous sessions/learning?
- What activity will you engage the children with to address the misconception and so you see they know/understand and can apply?

d) Variation/differentiation

- What strategies will you use to ensure all children can access the learning in the lesson/session?
- How will you support children with specific learning difficulties?
- How will you extend learning and challenge children in the lesson/session?
- What additional things do you need to consider for individual learners and groups? (EAL, Pupil Premium, specific needs and SEND such as physical disabilities, ADHD, autism, delayed development, behavioural needs)

e) Key Questions

- What questions will you ask to assess prior learning and deepen understanding within the lesson/session?
- What key questions will you ask during the lesson/session to encourage children to discuss and explain their learning and check for misconceptions? (How did you..? Why do you think..? Can you tell me..? What do you..?)
- What questions will help you to assess the learning?
- Make a list of the key question that you intend to ask and make sure that you give the children time to answer them.
- Make a list of open questions (see Bloom's Taxonomy) which you want to ask to extend the children's knowledge/ understanding to ensure greater depth.

f) Role of other adults

- How will you use other adults in all parts of the lesson/session to support groups or individuals in their learning?
- Are there specific children you want them to work with?
- How will you communicate their role to other adults prior to the start of the lesson/session?
- How will you get feedback from them about the learning?

g) Resources

- What resources do you need to make sure you have in place for the lesson/session?
- Do the resources specifically support children to meet the learning intention?
- Do different groups/individuals need different resources? (concrete resources, pictorial, word mats, technology etc.)

h) Pupil progress within the lesson

- What strategies will you use in the lesson to monitor and assess learning? (marking, self-assessment, peer assessment, questioning, looking at work.)
- Note overall judgments about learning and brief notes about groups and individuals who did not achieve. What will you do to address this (interventions, work with them as a focus group etc.)
- Who exceeded expectations and why? What will you do to address this?
- What are your next steps for the next lesson/session?

i) Lesson content

- How does this lesson fit in with the expectations for the age group?
- How will you share learning outcome/objective/intention?
- How will you ensure the children are clear about the purpose of the learning and steps to success?
- How will you engage/ 'hook' the children into learning/ stimulate their interest?
- How will you involve the most children for the most time in your lesson/session?
- How will you spend your time in the lesson to support the learning of all the children? (focus on groups, individuals, use of TA, resources, questioning, challenge, intervention)

j) Implications for practice

- What have you learnt from this lesson/session that will help with your planning and teaching in future lessons/sessions? (What went well and why? How could you use this in other lessons/sessions? What went less well and how will you avoid that happening again?)
- What changes need to be made for the next session?
- What would I do next time I deliver this topic?

ITT Core Content Framework

Throughout this handbook the suggested activities are cross-referenced against the relevant 'Learn how to' sections of the Core Content Framework. Trainees should endeavour to ensure they understand how the activity is supported within the section which is referred to. It is not the case that the activities suggested are assessed in any way and you are not required to account for what you have done. It is likely that the completion of the suggested activities will enable deeper reflection on the craft of teaching and pedagogy. In many cases the activities will provide much material upon which to reflect in your eRPD Weekly Meetings and which can act as a basis for the professional discussions you have regularly with your mentor and with your UBM.

The CCF sections are the following:

1	2	3	4	5	6	7	8
High Expectations	How Pupils Learn	Subject and Curriculum	Classroom Practice	Adaptive teaching	Assessment	Managing Behaviour	Professional Behaviours

Please follow the link below to the CCF

[ITT Core Content Framework \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

The Introductory Placement

- Remember to always work professionally and collaboratively with school colleagues; this will also involve listening to, critically evaluating and then implementing any advice given
- In early weeks remember to take opportunities to observe lessons across the whole curriculum where possible, maintaining your focus on English, Maths, Phonics, Science and P.E. and observe ways in which class teachers establish themselves with the class
- In Part A you need to be working with small groups in English/CLL, Maths, Phonics, Science/Understanding the World and P.E./PD

Phase A

Summary of activity	Exemplification	CCF LINKS							
		1	2	3	4	5	6	7	8
➤ Undertake a tour of the school. Complete induction by SLT: protocol e.g. dress code and responsibilities: e.g. First Aid, routines, punctuality, photocopying, resources, ICT, TAs, Admin staff.	<ul style="list-style-type: none"> ➤ Introduce yourself to the Head Teacher, Lead Mentor and Mentor. ➤ Share DBS number. ➤ Give contact information to school based mentor(s) and complete school contact information. ➤ Staff induction. 								x

➤ Study Safeguarding policy and know the procedures.	➤ Make sure you are familiar with Safeguarding policy and know the School's procedures. ➤ Become familiar with the Acceptable Use of ICT Policy.							X
➤ Gain general background information about the School.	➤ Have access to and read key school policies: inc behaviour, homework, marking, equal opportunities, SEN, EAL, display, partnership with parents etc. ➤ Note key information from policies.							X
➤ Begin to know about the class, learn names, groupings, provision for individual needs.	Consider: ➤ Know the names and roles of the teaching staff and support staff. ➤ Is the school's intake from a varied social and economic background? ➤ Do the children live locally to the school or travel some distance? ➤ How many children are on roll? ➤ How many classes are there and how are these organised? – Mixed / single ages, class groups or setting for core subjects?				x			x
➤ Collect class timetable and note significant events for the term.	➤ Make sure all significant dates are noted. ➤ Develop your own time management system, such as using an academic diary.							X
➤ Collect information on class routines and class management.	➤ Find out the school's expectations for arriving at school; ensure you are at school at least half an hour before the children arrive. Similarly, you should follow school expectations about time spent in school at end of day.							x

➤ Discuss teacher's role and know the names and routines for TAs/OAs and their level of responsibility.	<p>Consider :</p> <ul style="list-style-type: none"> ➤ How does the teacher organise other adults and ensure they have the daily information about how they support children's learning? ➤ How does the teacher use other adults during whole class teaching sessions? ➤ In early years settings how do adults become involved when children are learning through play? 					x			x
<ul style="list-style-type: none"> ➤ Proactively model attitudes, values and behaviour expected of pupils. ➤ Establish effective relationships with the pupils; know the names and interests of the children. 	<ul style="list-style-type: none"> ➤ Be professional at all times and model attitudes expected from children. ➤ Be careful to maintain a professional distance with the children, be friendly but set clear professional boundaries, you must present yourself as a teacher from the start. 	x						x	x
<ul style="list-style-type: none"> ➤ Develop and maintain appropriate classroom presence drawing on observations of teaching staff. ➤ Use of Standard English throughout all interactions with children 	<ul style="list-style-type: none"> ➤ Observe the teacher, notice the teacher's use of body language and non-verbal communication, gesture, posture, look and movement around the class. ➤ Discuss behaviour management strategies with your school based mentor. <p>Consider:</p> <ul style="list-style-type: none"> ➤ How do teachers establish their authority? (Physically, emotionally, spatially) ➤ How do teachers' use their voice to help maintain interest and children's attention? (Listen carefully for how they vary tone, pace, volume, use of silence). ➤ What is the impact of body language, presence and voice on children's experiences in the classroom? ➤ How is a safe, supportive and positive school environment developed? 		x					x	

➤ Become familiar with general expectations for the class	Observation of teaching: <ul style="list-style-type: none"> ➤ How do teachers keep an orderly classroom and behave towards their students? ➤ What behaviours do you see to keep children on task or when there are lapses in behaviour? 	x	x	x	X				
➤ Recognise where your class is working in relation to English, Mathematics, Science and Computing areas of NC and all EYFS documents.	<ul style="list-style-type: none"> ➤ Study the content of the National Curriculum 2014 and the Statutory framework for the Early Years Foundation Stage 2014. ➤ Highlight 'year-end expectations' in 2014 curriculum. ➤ OR highlight 'development matters' section. ➤ View the current National Curriculum: ➤ https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum ➤ https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2 ➤ http://www.foundationyears.org.uk/wp-content/uploads/2011/10/Letters+Sounds_Phonics1.pdf 			X					
➤ Working with your class teacher you should plan a short story-telling session. This may use a picture book but this is not essential, be guided by the age of the children and their usual expectations. Your teacher should observe the story you tell and give some feedback. This is likely to be the first time you teach the whole class, so the focus should be on how you	<ul style="list-style-type: none"> ➤ Can you work with the teacher to plan a suitable short story, lasting no more than 10/15 minutes? ➤ Include the plan in your Planning File and make links to relevant National Curriculum areas. ➤ Since the focus will be around your management of the class rather than the story in itself, you should plan your strategy carefully so you know: how you will avoid or cope with low-level disruption, how you will promote good listening and keep children on task, how you will moderate your voice and use gesture as a locus of control, how you will use questioning during the telling of the story and afterwards to discuss and review key moments. 	x	x		x	x	x	x	

manage the children. You should allow for and plan opportunities for children to talk about the story, so having some good open questions prepared is essential.	<ul style="list-style-type: none"> ➤ Remember, the best story sessions involve the children as active participants who are encouraged to think about the story carefully rather than being simply passive recipients whose only role is to sit quietly. ➤ After, discuss with your mentor how it went. You should reflect in your Weekly Review on this and on the notion of reading for pleasure. Discuss with your mentor how the school supports reading for pleasure. 								
Phase B									
Understand the responsibilities of schools re behaviour management	Read 'Behaviour and Discipline in Schools' guidance at: <ul style="list-style-type: none"> ➤ https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools 							x	
<ul style="list-style-type: none"> ➤ Implement the school policy for behaviour in group work e.g. use of specific praise and sanctions. 	<ul style="list-style-type: none"> ➤ Praise good behaviour verbally in group work for e.g. sharing/ co-operation/ waiting turn/ being polite/ praising each other/ helping each other in accordance with school aims/class rules. ➤ What is the school policy and how is it implemented? ➤ Familiarise yourself with content on the Behaviour 4 Learning website: ➤ http://webarchive.nationalarchives.gov.uk/20101021152907/http://www.behaviour4learning.ac.uk This website is in the National Archives ➤ http://www.behaviour2learn.co.uk/videos ➤ http://www.tla.ac.uk/site/SiteAssets/Anthologies/06RE078%20Behaviour%20for%20learning%20anthology.pdf ➤ What strategies does the teacher employ in the classroom 	X						x	x
<ul style="list-style-type: none"> ➤ Keep notes on how learning objectives and success criteria and how these are formed, shared and used with the children to support pupil progress. 	<ul style="list-style-type: none"> ➤ Talk to your school based mentor about how the objective is kept focused and specific and how it links to the activities the children undertake during the lesson. 	x	x				x		

	➤ Consider how success criteria are used to assess pupil progress throughout the lesson (e.g. self-assess, peer-assess, plenary, marking and feedback, etc.)							
➤ Discuss with the teacher the school's approach to using NC/EYFS and other documents for planning English, Mathematics and Science.	➤ Talk to your school based mentor about long, medium and short term planning, in core subjects. ➤ Read medium term planning for core subjects and a non-core subject. ➤ Look at continuous provision planning / enhanced provision planning for teacher led and child initiated activities. ➤ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/182163/DFE-RR071.pdf			x				x
➤ Playground duty shadowing a teacher.	➤ If your school based mentor is not doing playground duty whilst you are in school, shadow another teacher each time they do a duty.							x
➤ Study the displays you see around school and consider the learning areas in the classroom to support you in the development of your own display.	Consider: ➤ Displays and areas of the indoor and outdoor classroom. ➤ What are the main areas e.g. continuous provision for EYFS, role play, book corners etc ➤ How do the displays support learning?		x					x
➤ Familiarise yourself with key resources within the school for Mathematics, English, Science and Computing, appropriate to your age phase.	Consider the following when planning: ➤ How do children access the resources? ➤ What space/resources are available, if appropriate for learning through play? ➤ How does the teacher organise the use of play spaces/resources? ➤ How does the teacher use resources during class teaching sessions? ➤ How does the teacher organise the clearing away of resources at the end of the session/day?		x					x

<ul style="list-style-type: none"> ➤ Observe the teacher teaching phonics/spelling, guided reading, and handwriting practice in English, or in FS1 observe the teaching of phonological awareness. ➤ Investigate the handwriting policy and practise handwriting on the whiteboard 	<ul style="list-style-type: none"> ➤ Become familiar with the phonics scheme used in your school. Use phonics scheme evaluation sheet in Phonics Booklet (and file it in Phonics Booklet). ➤ Model appropriate handwriting whenever writing anything for children ➤ https://www.gov.uk/government/publications/letters-and-sounds ➤ https://www.gov.uk/search?q=read+write+inc. 			x					
➤ Plan and lead a story-telling session	➤ Plan the session recording appropriate questions, and ensure you bring the story to life.	x	x	x	x			x	
➤ Observe then lead warm-up/ cool down in P.E.	➤ Observe a P.E. lesson and then lead the warm up and cool down from the teacher's planning the following lesson.	x		x	x			x	
➤ Note Health and Safety issues in PE and Science and how these are addressed.	<ul style="list-style-type: none"> ➤ Observe P.E. routines e.g. changing, routes to hall or field, jewellery, behaviour for learning, use of apparatus. ➤ Observe routines and safety considerations in Science. ➤ Observe routines, safety measures and risk assessments for Outdoor play within the EYFS if appropriate. 				x				x
➤ In English, Mathematics, Science lessons note teacher's use of questioning and dialogue.	➤ Gather information on how the teacher questions the children and how this informs the lesson.			x			x		x

	<ul style="list-style-type: none"> ➤ Observe children when involved in independent tasks or structured play. ➤ Observe science and maths, make notes on the subject specific dialogue, and dialogic strategies 							
➤ Talk to the teacher about pupil groupings and how children are organised in different lessons.	➤ Talk to the teacher about how the children are given targets to make sure they make progress, in each grouping.						x	x
<ul style="list-style-type: none"> ➤ Work with a group of children in English and Mathematics from the teacher's planning. ➤ Mark the children's work using the School's Marking Policy. 	Talk to the teacher about the session, and how the books are to be marked and the expectations of setting children targets for future learning.	x	x	x	x	x	x	
➤ Plan and teach a small group in maths and English, creating your own plan.	<ul style="list-style-type: none"> ➤ Using an appropriate planning format, plan a small group session linked to the main lesson objective. ➤ Include key questions, resources and vocabulary. 	x	x	x	x	x	x	
➤ Teach a starter for a maths and English lesson.	➤ From your teacher's planning, deliver the starter to the whole class in maths and English.	x	x	x	x	x	x	
➤ Consider how the teacher differentiates the learning in each lesson.	➤ Keep relevant reflections for your professional development.							x
➤ Attend staff meetings / inset/shadow teacher at parents' evenings/ out-of-school-hours clubs	<ul style="list-style-type: none"> ➤ Take all opportunities to learn about the wider role of the teacher. ➤ <u>Where staff meetings occur in the school day it is usually expected that you attend or remain on school premises until after the meeting.</u> 							x
➤ Begin to take responsibility for whole class activities e.g. leading the children in from playground, taking the register, meeting and greeting, reading a story.	➤ Demonstrate a confident presence in leading whole class activities.						x	

➤ When you are ready, move to joint planning and teaching of English and maths to the whole class on the days you are in school.	There is no specific expectation about when you do this. You need to be guided by your SBM and UBM.	x	x	x	x	x	x	x	
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Phase C										
Summary of activity	Exemplification	1	2	3	4	5	6	7	8	
➤ Plan and teach 2 consecutive maths lessons and 2 consecutive English (or C&L) lessons and obtain informal feedback.	➤ Use the learning objectives provided by the mentor to base your full lesson plans on	x	x	x	x	x	x	X		
➤ Observe P.E. (or P.D.) and within the lesson, teach a small group from the teacher's planning (or work with the sports coach where the school employs one).	➤ For different reasons it is not always possible for trainees to be able to teach PE or work with a group. In this case, try to find a time to discuss how the school plans and organises PE across your age phase and others. Using this knowledge and referring to your lecture notes from BGU sessions or wider reading, plan an example lesson, including clear assessment opportunities.		x	x						x
○ Team teach a Science lesson (Understanding the World), using teacher's planning and plan for a group.	➤ Work with your partner or your teacher and jointly teach the lesson, work with a guided group for which you have a planned group session on the BGU format. ➤ Mark the work and set targets.	x	x	x	x	x	x	x		
➤ Together plan and team teach a different subject or area of learning ➤ In EYFS demonstrate how continuous provision links to the topic or weekly theme.	➤ Select from humanities, music, art, design etc ➤ Research the content carefully to ensure you include specific knowledge, skills, and understanding in the lesson objective.	x	x	x	x	x	x	x		
➤ Familiarise yourself with progression in systematic synthetic phonics. Know the phase and strategies to teach effectively in your classroom.	➤ Look at progression across the phases. ➤ Consider how strategies change through the phases.			x						x

➤ Teach at least a sequence of 3 consecutive phonics lessons and be observed at least once by a mentor.	➤ Record observation on Phonics Lesson Observation Form	x	x	x	x	x	x	x	
➤ Plan and lead a guided reading session and be observed	➤ Use the English Observation form.	x	x	x	x	x	x	x	
➤ Design, create and produce a display (KS1 or 2) or a role play area (FS)	➤ Link display to theme, or unit of learning ➤ Discuss with SBM which board is appropriate ➤ Make sure display is in line with school policy ➤ Remember to celebrate children's work ➤ Do NOT leave a blank display board for the whole placement								x
➤ Develop the skills of differentiated questioning for groups and whole class starters / plenaries.	➤ Research different question types – open/closed etc. ➤ Contextualise these approaches with the current attainment levels of the class.						x		
➤ Be able to address common misconceptions in core subjects.	➤ Read around the topic in advance of teaching and consciously plan to elicit and address misconceptions.			x					
➤ Analyse possible next steps for pupils who exceed or do not meet Learning Objectives and adapt planning.	➤ Identify appropriately differentiated activities for those children in your short-term planning if they need a different challenge to the three broad ability groups. ➤ How are you going to challenge the children exceeding the objective? ➤ How are you breaking down the learning so those not meeting the objective can access the learning?			x		x			
➤ With support set targets for individuals and groups.	➤ Choose subjects or areas of learning for which you have a strong knowledge of pupil attainment.	x	x	x	x	x	x	x	
➤ Mark the work of the class you have taught, using the school marking policy.	➤ Ensure you follow school marking policy						x		x

Block Preparation Week

- Start to adapt teacher's MT and ST plans for Block Weeks. Continue teaching— increase when appropriate to your confidence and skill
- Continue teaching other subjects - increase when appropriate to your confidence and skill.
- It is essential to ensure you have planned your teaching for each Block week and that this has been reviewed and agreed by the end of this week by SBM and your UBM.

The UBM has the responsibility of liaising with the SBM and trainee prior to the Block to ensure that the trainee is ready to commence. If for exceptional or unforeseen circumstances the placement cannot commence on 25th April the Placement lead should be informed. In this case it might be possible for the placement to be delayed until BW2.

It should be noted that a placement of less than four weeks in which the trainee has not been able to teach at least two weeks for 60% may not be viable.

UBM will visit at least once during the block to conduct joint observations. 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.

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 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.

The trainee will since the first days in school have started to collate evidence on the eRPD in the **End of Placement Professional Discussion** which should provide evidence of progress made in placement in 'Weekly Meetings' (citing reflections and targets or mentor's comments) and relevant lesson observations. The 'Placement File' or children's work are other sources of evidence.

BLOCK PLACEMENT									
Suggestions for tasks to be completed during the Block		CCF LINKS							
		1	2	3	4	5	6	7	8
➤ Develop group formative records for English, Mathematics and Science.	Use School systems for recording this data over a unit or sequence of work. If applicable, look at the EYFS learning journeys and contribute to these.						x		
➤ Plan for and obtain feedback from other adults working in the classroom.	Devise a method for obtaining feedback. This could be a planned discussion of a feedback sheet.								x
➤ Consider how children learn and begin to develop strategies that inspire 'awe and wonder' ➤ Look at the variety of approaches you have seen or used over a period of time. ➤ Consider their impact on children's engagement and motivation.	It is likely that much of your reflection about these aspects will inform the professional discussion you have with your mentor in your weekly meetings, so evidencing your thoughts in this way is essential. If you wish to expand a reflection, perhaps going beyond what might be suitable for a weekly meeting (where briefer and succinct comments are expected) you can add as a Note.	x				x			X

Expectations in Block		CCF LINKS							
		1	2	3	4	5	6	7	8
BW1	<ul style="list-style-type: none"> ▪ Teach a sequence of two maths lessons <i>or</i> two English lessons ▪ Teach a phonics/spelling lesson ▪ Lead guided reading session ▪ Observe and work with a group in PE (if possible) ▪ Team teach science (if possible) ▪ Team teach non-core subject ▪ EYFS trainees to teach at least a sequence of two CLL and Phonics or at least two maths and phonics 	x	x	x	x	x	x	x	X
BW2	<ul style="list-style-type: none"> ▪ Teach a sequence of two maths lessons or two English lessons (whichever core was not done last week) ▪ Teach a sequence of 3 phonics/spelling lessons ▪ Observe and work with a group in PE ▪ Team teach science, and a different subject ▪ EYFS trainees to teach at least a sequence of two CLL and Phonics or at least two maths and phonics (where core not done last week), + PD, team teach KUW and PSED. 	x	x	x	x	x	x	x	X
BW3	<ul style="list-style-type: none"> ▪ In consultation with CT, teach a sequence of 5 maths (or English) lessons and phonics/spelling); ▪ Lead a science lesson ▪ Teach PE in week 3 or week 4 ▪ When not leading the whole class teaching, plan and deliver a guided group session for English or maths. ▪ EYFS trainees to teach a sequence of 5 maths (or CLL) and phonics (where possible) 	x	x	x	x	x	x	x	x

BW4	<ul style="list-style-type: none">▪ Teach sequence of 5 English <i>and</i> 5 maths and phonics/spelling.▪ Teach PE (if not in Week 3)▪ Teach one other subject.▪ When not leading the whole class teaching, plan and deliver a guided group session for English or maths, using a lesson planning format. ▪ EYFS trainees teach a sequence of 5 CLL lessons <i>and</i> 5 Maths.▪ Teach PD, PSED, UW (Science focus) and a different area of learning.▪ When not leading the session, plan guided group sessions for CLL or maths.▪ Maintain eRPD and School Placement File as directed	x	x	x	x	x	x	x	x	
BW5 and BW6	<ul style="list-style-type: none">▪ Teach sequence of 5 English <i>and</i> 5 maths and phonics/spelling.▪ Teach PE (if not in Week 3-4)▪ Teach one other subject▪ When not leading the whole class teaching, plan and deliver a guided group session for English or maths, using a lesson planning format. ▪ EYFS trainees teach a sequence of 5 CLL lessons <i>and</i> 5 Maths.▪ Teach PD, PSED, UW (Science focus) and a different area of learning.▪ When not leading the session, plan guided group sessions for CLL or maths.▪ Maintain eRPD and School Placement File according to the Introductory Phase Booklet.	x	x	x	x	x	x	x	x	
<p>➤ Make sure mentor fills in End of Placement Professional Discussion mentor comments</p> <p>➤ Have file available so SBM can see cross-referenced section</p> <p>➤ Ensure all items on your eRPD have been completed before your final review except your Breadth of Experience Review and your Subject Knowledge Portfolio Action Plan</p> <p>Your UBM may require you to produce more evidence at the review meeting before they deem the assessment to be complete.</p>										

ENRICHMENT EXPERIENCE										
Summary of activity	Exemplification	CCF Links								
		1	2	3	4	5	6	7	8	
<ul style="list-style-type: none"> 3-7 trainees: at least ONE day observing in KS2 7-11 trainees: at least ONE day observing in KS1, including an opportunity to observe and work with a group in phonics 	<ul style="list-style-type: none"> Make notes on what you have observed e.g consider specific pupils, the curriculum content, behaviour management strategies, organisation etc. 	x	x	x	x	x	x	x	x	
<ul style="list-style-type: none"> Take opportunities to contribute to teaching and learning in the 'expressive arts' aspects of the curriculum – music, art, design, dance 	<ul style="list-style-type: none"> Support class or school end of year activities and events (themed learning, trips, performances/productions/sports etc). If possible, contribute to planning for these activities. 	x	x	x	x	x	x	x	x	
<ul style="list-style-type: none"> Understand how learning is led in one area of the curriculum. 	<ul style="list-style-type: none"> Undertake suggested activities in leading Learning booklet. 									x