Section B

Placement Information

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Roles and Responsibilities during School Experience

These will vary according to the placement but the following general guidelines should be useful.

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The Trainee Teacher

Trainees are not expected to be fully competent teachers until towards the end of their training, and they need to experience the agonies and triumphs of learning to teach, preparation and planning, organising work, evaluating and assessing in a supportive and challenging school environment. The course has been designed so that trainee teachers gradually take on more responsibility - for the percentage of time and the number of pupils taught, for planning units (schemes) of work and lessons, and for assessing pupils and setting targets for them. From the start, trainee teachers have a major responsibility for their own learning and progress. However, it is not expected at any point during training that trainee teachers will be asked to cover for absent teachers; at all times they should be under the supervision of a qualified teacher.

A summary of our expectations of trainee teachers follows:

- As early career professionals, trainees will take responsibility for their own development from the start of both placements.
- Trainee teachers are expected to attend all taught sessions in the Faculty and carefully read all the information they are given to prepare themselves for school experience.
- Trainee teachers must attend timetabled tutorials in the Faculty and prepare for these as appropriate.
- Following the initial Subject Audit, trainee teachers should work towards meeting their agreed targets and accumulate appropriate evidence.
- Trainee teachers should file their Professional Development Profile in a loose-leaf ring binder and systematically accumulate evidence from a range of sources towards the achievement of Standards.
- Trainee teachers should complete the Professional Development Profile tasks as required, print out their responses and submit them as evidence against the relevant Standards.
- Trainee teachers must demonstrate that they are meeting the Standards for Personal and Professional Conduct (Teachers' Standards, Part Two, DfE 2012), and follow guidelines for the professional behaviour expected by schools.
- Trainee teachers must be aware that their conduct in school and their developing abilities in teaching will have an impact on the learning of all pupils. They should:
  - arrive in plenty of time, not just as the bell goes; good **attendance and punctuality** facilitate a calm and well focused start and help establish the right working environment
  - be well **organised**; plan ahead
  - act in a **professional** manner in all areas of the school; be particularly mindful of the need for **confidentiality**, using tact and diplomacy
  - seek and act upon **advice**, trainees are not expected to know everything but are expected to ask
  - set **cover work** for the classes they would have been teaching, if they are not in school
  - be **flexible**

- dress appropriately, observing and following **dress codes**; some body piercings are not welcome and can be dangerous in crowded corridors
- become familiar with school **routines, procedures and policies**
- be able to **negotiate** appropriate learning opportunities for themselves
- keep **up to date** with their subject
- be responsible for their **dealings with pupils**; pass information on; **be accountable**
- observe **safeguarding protocols** and be aware of the dangers posed by **social networking sites** and other **new technologies**. (See Section F, New Technologies – a health warning)
- work well in a **variety of teams**, contribute and take their turn; attend all appropriate **meetings** (pastoral, subject, staff, parents)
- **communicate** clearly and appropriately with pupils and adults
- maintain a **sense of humour** and proportion
- develop healthy and appropriate **working relationships** with pupils and staff
- learn to **defuse** difficult situations; maintain a wide view, and avoid confrontation

- Trainee teachers must follow the requirements for school experience in relation to medium and short term planning (units of work and lesson plans). Units must be signed by subject mentors before trainees can begin teaching.
- Trainee teachers are responsible for ensuring that their Teaching Practice File conforms to University requirements (see B16 – B17), is kept up-to-date, and is available for scrutiny by university tutors and school mentors at all times.
- Trainee teachers are responsible for generating and collating evidence of their achievement against the Teachers' Standards, keeping their Professional Development Profile up to date, and presenting it to mentors regularly for verification and, where appropriate, grading. The Profile should also be available for scrutiny by university tutors and school mentors at all times.
- Trainee teachers must be aware of the requirements for each placement and negotiate an appropriate timetable which must include weekly timetabled training with mentors.
- Trainee teachers should act upon advice given and targets set by mentors and tutors.

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The University Tutor

Each trainee teacher is allocated to a university tutor, according to their specialist subject, whose role is to support the trainee throughout the course. This involves holding termly tutorials to discuss trainee teachers' progress, marking trainees' assignments, and visiting them during school placements. The tutor is the first point of contact with schools in which their trainees are placed. S/he will:

- following an initial subject audit, agree and monitor targets and action points for the trainee teacher which should be addressed in schools as well as in the Faculty;
- during tutorials, agree and monitor targets and action points which will help the trainee teacher to achieve the Teachers' Standards;
- visit each placement school to assure the quality of provision;
- liaise with subject and professional mentors to ensure that appropriate training is provided;
- support mentors in their supervision and assessment of trainees;
- where appropriate, jointly observe lessons taught by trainees and participate in the discussion which follows;
- moderate the assessments made by schools;

- recommend and assist in the organisation of visits by external examiners;
- assist the trainee teacher to complete the Career Entry and Development Profile;
- draft the trainee teacher's reference.

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The Mentors, or School-based Trainers

Schools working in partnership with the Faculty will have teachers who have undergone training as mentors, either at Birmingham City University or any institution of higher education offering mentor training courses. The subject mentor will be a teacher with considerable experience of teaching the subject and may be the head of department. The professional mentor is usually a senior member of staff whose responsibilities may also include NQTs and their induction programme.

Mentors share responsibility for the trainee teacher's programme. During the early stages of training it is envisaged that the professional mentor will provide the framework for the programme, to which the subject mentor will contribute. Towards the end of the training, we envisage the subject mentor taking on greater responsibility for trainees and their progress in learning to teach their specialist subject.

The programme organised by mentors for trainee teachers will vary according to the requirements of different placements. However, aspects common to all placements include:

- a general introduction to the school
- access to relevant documentation such as the school prospectus, the latest Ofsted report, the staff handbook, school policies on areas such as special educational needs and disabilities, equal opportunities and promoting inclusion, pastoral care, behaviour management, safeguarding, systematic synthetic phonics, the use of ICT, assessment, etc.
- a programme of structured observation and teaching, relevant to the stage of training. This may include teacher and/or pupil trailing, observation of different subjects, observation of a range of teaching styles, and observation of a broad range of pupils in terms of ability and age
- attachment to a tutor group (except for School 1 Serial placement)
- opportunities to become familiar with a second subject (except for School 1 Serial placement)
- opportunities to attend relevant meetings and in-service training

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The Subject Mentor

The subject mentor is the person most closely involved with the support and assessment of trainee teachers and is responsible for their programme of observation and teaching within the specialist subject. Subject mentors will provide:

- opportunities for trainee teachers to observe teaching across different ages and abilities;
- discussion and analysis of methods and strategies employed;
- discussion of subject ethos/philosophy;
- access to the subject department's units (schemes) of work and relevant examination specifications;

- opportunities for trainee teachers to teach their specialist subject, as appropriate to the stage of training, and including KS3, KS4, and, where possible, post-16 groups;
- access to relevant pupil information, such as assessment records and IEPs;
- support and guidance in preparing units of work and in planning lessons;
- formal observation of at least two lessons a week during Block placements followed by written feedback, using Review and Analysis forms. Observations of trainees' teaching and feedback to them will focus on trainees' impact on the learning of all pupils.
- timetabled weekly review and guidance sessions;
- discussions of trainee teachers' progress with professional mentors and university tutors;
- opportunities for checking, signing and grading (where appropriate) evidence in trainee teachers' Personal Development Profiles which contributes to the achievement of the Teachers' Standards;
- opportunities for trainee teachers to negotiate future Teachers' Standards targets, using the Weekly Review sheet;
- regular scrutiny of trainee teachers' Teaching Practice Files, including their written evaluations of teaching and their assessment records during Block placements;
- a Placement Assessment and Evaluation Report at the end of each placement;

and in the School 2 final assessed placement

- a Mid-point review indicating the trainee teacher's current progress and identifying any areas that might be a cause for concern
- a final assessment of the trainee teacher's achievement of the Teachers' Standards;
- assistance in drafting the Career Entry and Development Profile.

Where trainees are teaching classes other than the subject mentor's we would encourage the class teacher to observe, both formally and informally, and give feedback. However, it is important that the subject mentor manages the process to ensure that the training experience remains coherent and targeted.

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The Professional Mentor

The professional mentor is responsible for organising trainee teachers' programme of activities outside the specialist subject.

However, in general, and as appropriate to the stage of training, professional mentors will:

- assign trainee teachers to a tutor group (except for School 1 Serial placement);
- arrange opportunities for observation outside the specialist subject;
- arrange opportunities for experience in a second subject during Block placements;
- provide opportunities for trainee teachers to attend appropriate school meetings;
- provide an appropriate programme covering the issues identified for each stage of training.

  Based on the programme of taught sessions that trainees follow in the Faculty (see Programme of Taught Sessions in section D), our suggestions are:

  In School 1 Serial placement
  - classroom organisation and management
  - teaching and learning styles

In School 1 Block placement

- behaviour management and pastoral care
- Special Educational Needs, including the exceptionally able
- teachers' legal responsibilities
- inclusion and EAL
- Assessment for Learning

In School 2 Serial placement

- equal opportunities and inclusion
- monitoring and assessment procedures
- information and communications technology

In School 2 Block placement

- review of school policies
- personalising learning
- assessment and reporting
- literacy and numeracy, including systematic synthetic phonics
- raising aspiration and removing barriers to achievement
- job applications and interview techniques
- liaison with parents/carers and the community

- provide opportunities for checking, signing and grading (where appropriate) evidence in trainee teachers' Professional Development Profiles which contributes to the achievement of the Teachers' Standards. This will include monitoring trainee teachers' completion of the Professional Development Profile Tasks;
- observe the trainee teaching and give them feedback;
- moderate the subject mentor's assessment of the trainee teacher;
- provide support for subject mentors in target setting and assessment;
- contribute to the completion of the Placement Assessment and Evaluation Report at the end of each placement;

and in the School 2 final assessed placement:

- moderate, or arrange for another trained mentor to moderate, the final assessment of the trainee teacher's achievement of the Teachers' Standards.

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Placement Assessment and Evaluation Report

Before their initial visit to the school for each placement, trainee teachers will be given a blank Placement Assessment and Evaluation Report which they should pass on to the appropriate mentor. Towards the end of the placement, mentors will discuss progress with each trainee and will complete the Placement Assessment and Evaluation Report. Trainee teachers will need to have read and signed the report before it is submitted to the Faculty. Copies of trainees' Placement Assessment and Evaluation Reports will be forwarded to the schools in which the trainees are subsequently placed so that mentors are given as much information about trainee teachers as possible in order to facilitate effective and appropriate planning. Similarly, each trainee teacher's introductory information, subject knowledge audit and action plan will be forwarded to subject mentors so that appropriate support can be provided and targets set. Return to Section B Contents

Placements (overview)

The course provides trainee teachers with significant and regular placements in schools. These placements are set in a supportive, developmental framework with progressively more challenging learning opportunities. Further details of each placement are given below which supplement the information given in the section on Roles and Responsibilities (B1 – B5).

Throughout the course, trainee teachers are required to submit coursework assignments. These have been designed to reflect aspects of their developing understanding of schools and of teaching in their specialist subject. In addition to specific coursework assignments, trainee teachers are required to complete directed tasks during their school placements, known as Professional Development Profile Tasks. These tasks form part of the evidence for the achievement of the Teachers' Standards. The completed tasks are submitted to the university tutor, who will assess the quality of the trainee's response, before being printed and included in the trainee's Professional Development Profile.

During placements, the progress made by trainee teachers towards the achievement of the Teachers' Standards needs to be assessed on a regular basis. We have asked trainee teachers to consider the achievement of Standards to be an on-going, cumulative process and they have been told to present the evidence recorded in the Professional Development Profile to mentors on a regular basis for verification and, where appropriate, for grading. Some trainee teachers will need to be actively encouraged to do this, particularly in the early stages of the course, and they will continue to need guidance as to the range and quality of evidence required in order to fully meet the requirements of each Standard. The Questions for Assessors, which are included in the Professional Development Profile, give very useful suggestions which will help both mentors and trainee teachers to understand the scope of the Standards. However, these are not statutory. The grading system developed by the partnership is integrated into trainees' Professional Development Profiles with the grading criteria for each Standard located next to the page where trainees record their progress. The grading system is also reproduced as a single document in Section E of this handbook.

University sessions have been planned to support school placements by addressing key issues and concepts in a progressive and developmental way. It is important that trainees are provided with opportunities to demonstrate their developing knowledge and understanding in a practical context. Details of the taught programme can be found in Section D.

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PGCE Secondary – School Placements

Home-based Secondary School Experience – Orientation (total 5 days)

Prior to enrolment, trainee teachers spend one week in a secondary school of their choosing. This helps them to become familiar with the complexities of the day-to-day running of a secondary school community. The Faculty gives guidance as to the experiences and observations appropriate to this phase of training.

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School 1 Serial Placement – Whole School Observation and Initial Teaching Experience (total 9 days)

With a teaching partner, trainee teachers will spend three days a week in school for three consecutive weeks, participating in a programme of structured observation and other directed tasks designed to acquaint them with some key whole-school issues as well as general observation and some subject-specific observation. They will additionally plan and revise, after consultation with the subject mentor, units of work in preparation for the Block placement, and also have the opportunity to undertake a limited amount of teaching in a supported and structured framework. After the first week of the serial placement, trainee teachers following the Instrumental Music route will spend one day a week with mentors from the Birmingham Music Service observing a range of teaching and two days in school.

The focus of this placement is structured observation, both within subject departments and in the school as a whole. It is important that trainee teachers develop their understanding of the range of teachers' roles and responsibilities; no teacher can expect to be just a teacher of their own subject. We expect trainee teachers to attend appropriate meetings in school and, if possible, to participate in extra-curricular activities. The programme of lectures and workshops in the University is designed to relate to the programme in school, and the assignment attached to module EDU6012 (the Individual Learner) is designed to assess trainee teachers' growing understanding of teaching and learning.

The placement will initially consist solely of structured observation of experienced teachers; later it will include opportunities for trainee teachers to plan and teach their own subject, in collaboration with the subject mentor and their teaching partner. By the end of the placement, we expect each trainee teacher to have planned and taught at least 50% of a full lesson in preparation for the block placement which follows. Trainee teachers should begin planning units of work for the School 1 Block placement in week one of the serial placement and be given their timetable for the Block placement in week two.

During their initial three days in School 1, we anticipate that trainee teachers will be provided with a programme for the whole placement by professional or subject mentors, and that they will have opportunities to discuss suitable focuses for observation. This will enable them to complete the Professional Development Tasks related to the School 1 placement and prepare their presentations for EDU6012, the Individual Learner.

A **university tutor** will visit the school twice throughout the School 1 placements. The main purpose of the first visit is to discuss the programme and the progress being made with subject and professional mentors. The tutor may visit the trainee teachers in the classroom but it is unlikely that teaching will be observed at this stage. The tutor will use a standard visit 'checklist' to ensure consistency.
In order to complete the School 1 Serial and Block placements successfully, trainee teachers will need to have access to considerable information about the school and the

subject department. They will need copies of the department's syllabus or units of work. We have asked them to find out as much as they can about the school itself. They are likely to ask if they can borrow a staff handbook and be given information about school policies in areas such as inclusion, equal opportunities and promoting race equality, special educational needs, ICT, assessment, pastoral care, the Secondary National Strategy, behaviour management, staff responsibilities, etc. They also need to know how the pupils are organised academically since this will affect their planning: are they banded, streamed, setted, or organised in mixed ability groups?

In order to prepare for their teaching, trainee teachers also need to observe the teaching styles of the subject teachers and make notes about classroom routines and procedures. They should note the ways in which school policies are reflected in the subject curriculum, and, in music, note the relationship between the school curriculum and the curriculum taught by instrumental teachers.

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School 1 Block Placement – Diagnostic Teaching Practice (total 34 days)

The two trainee teachers will remain in the same school for a block placement of seven weeks' duration. They will take responsibility for teaching 12 hours each week between them whilst continuing to observe strategies and procedures for the work of the subject department and the school as a whole, including its pastoral system. They will also have the opportunity to gain familiarity with a second subject. Trainee teachers on the Instrumental Music route will spend one day a week working with mentors from the Birmingham Music Service and teach for approximately 1.25 hours of this day. In addition, trainees will need to arrange to spend the equivalent of half a day a week in a 'feeder' primary school and it is likely that they will require mentors' help in arranging this. This can be made up of serial visits or a short block visit, and will provide opportunities for them to develop their understanding of the expectations, typical curricula and teaching arrangements in the key stage prior to those they are training to teach. Trainees could visit singly or as a pair. The Faculty gives guidance as to the experiences and observations appropriate for this.

Each **pair** of trainee teachers will be expected to teach their specialist subject for 12 hours of the school week – for instrumental trainees this should be reduced pro rata. Most obviously this would be that each trainee takes responsibility for planning and delivering for 6 hours a week, whilst supporting their partner in the classroom, or, later in the placement, observing and giving feedback, for the remaining 6 hours. However, mentors will need to use their professional discretion to ensure that important training opportunities, such as collaborative planning, modelling teaching strategies, team teaching, and so on, are provided. Additionally, it may be necessary to have the trainees work independently, so as to avoid one trainee being 'carried' by a stronger trainee or, very occasionally, to avoid clashes of personality. In addition to this, we expect them to:

- gain familiarity with a second subject where appropriate
- work with a tutor group
- continue to develop their understanding of school policies and procedures by incorporating them into their work
- undertake further observation of other teachers
- attend appropriate staff briefings, school INSET days and other meetings
- participate in extension and out of hours activities as much as possible
- attend parents' evenings, target setting days, etc., when appropriate

Below is a diagram giving a suggested range of activities and distribution of time in the School 1 Block placement (to be divided between the trainees):

	Monday	Tuesday	Wednesday	Thursday	Friday
1	Subject teaching with partner supporting	Observe head of department teach own subject	Subject team teaching with partner and class teacher	Subject team teaching with partner	Weekly Review meeting with SM
2	Subject teaching with partner observing	Subject teaching with partner supporting	Team teaching the GCSE group	Subject teaching with partner observing	Subject team teaching with partner observing
3	Subject team teaching with partner	Observe or team teach 2nd subject with class teacher	Mentoring feedback on lessons observed	Subject teaching with partner observing	Subject teaching with partner supporting
4	PDF tasks/Professional Development Profile.	PM Training session	'Feeder' school visit	PSHE, and tutor group	Preparation and marking
5	Subject teaching with partner observing	Pupil or teacher trailing	'Feeder' school visit	Subject teaching with partner supporting	Observe or team teach 2nd subject

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Planning

Trainee teachers are expected to teach the syllabus of the subject department in which they are placed and adhere to Programmes of Study in the National Curriculum and to examination specifications. They are expected to have their own copy of the National Curriculum Subject orders. They need to gain experience of writing and adapting units of work and they are required to use the Birmingham City University template for units whether these are of their own devising, adaptations of published materials, or those prescribed by the department. They also need to gain experience of preparing and teaching lessons which they have planned themselves, so we would be grateful if mentors could allow as much flexibility as possible with regard to the mode of delivery within the constraints of their syllabus. Trainee teachers also need to gain experience of assessing pupils in line with school assessment policies and statutory requirements.

Where units of work have been approved and signed, teaching can be phased in during the **first week** of the block placement and they should start teaching all their classes by the beginning of the **second week** of the placement. They have been told that they will not be able to begin teaching until their units have been approved and signed by subject mentors. Units of work should be planned using the University format. The University format for planning lessons should also be used.

If trainee teachers are absent from school we have asked them to let tutors and schools know as soon as possible. We have told them to ring their school by 8.15am and leave a message for both subject and professional mentors. They must also ring the PGCE

Secondary Course Administrator so that their absence can be recorded and in case their tutor is intending to visit the school. They have also been asked to ensure that the school has a contact telephone number in case of emergencies. Please note that trainees are expected to set cover work for their classes.

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Teaching Practice File

During this and the subsequent Block placement, trainee teachers will be expected to have a Teaching Practice File and to keep it up-to-date. Details of the required format can be found at the end of this section (B16 – B17).

Second Subject

The course does not include a second subject but experience of teaching or observing another subject may help trainee teachers to obtain a teaching post. They will need to discuss this with the professional mentor. Subjects chosen may be ones that have formed part of their degree or that they have taken at 'A' level, or a subject where they are able to demonstrate an adequate level of subject knowledge. Other possibilities are areas which do not require subject-specific qualifications in the first instance such as PSHE or Citizenship.

It may not be possible for schools to provide appropriate experience for trainee teachers in the subject of their first choice and they must be prepared to be flexible.

Feedback from Mentors

Mentors' overall roles and responsibilities are outlined earlier in this section (B1 – B5).

In this placement the subject mentor should formally observe **at least** two lessons a week and give trainee teachers written feedback using Review and Analysis forms. Mentors should ensure that observations of trainees' teaching and feedback to them focussed fully on trainees' impact on the learning of all pupils. The performance indicators contained in the grading system (see Section E) should be used to indicate trainees' achievement (grades should be written on Review and Analysis forms where applicable) and grades must be recorded in the trainees' Professional Development Profile where appropriate. It is important that trainee teachers have their Professional Development Profile with them at all times, that they update it regularly with an appropriate range of evidence, and that they ask mentors to verify this evidence on a regular basis. This must never be left until the end of the placement.

Mentors will inevitably give trainee teachers frequent informal feedback, but in addition a weekly meeting between the trainee teacher and the subject mentor should be timetabled, so that progress and achievement can be evaluated systematically and future targets set. To prepare for this meeting and to ensure that time is used productively, trainee teachers should complete the first part of the Weekly Review sheet in advance. This will then be discussed with the mentor and future targets agreed.

Should a mentor have any concerns about a trainee teacher's professional attributes in the early days of the School 1 placement they should complete and return the 'Early Warning' pro forma sent out with the trainee teacher's introductory information.

University Tutors

A **university tutor** will visit the school twice throughout the School 1 placements. The second visit by the university tutor will provide an opportunity to discuss trainee teachers' progress and to update the visit 'checklist'. The tutor may watch a lesson or part of a lesson with a subject mentor and s/he will want to see each trainee's Teaching Practice File and their Professional Development Profile. This should also contain completed Professional Development Profile Tasks.

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Teaching Practice Forum, EDU6012 (The Individual Learner), and Tutorials

During the School 1 Block placement trainee teachers are required to attend a **one day** Teaching Practice Forum at the University. This is not a 'day off'. It allows tutors to provide important and timely taught input. Trainee teachers will also need to return to the University for no more than **half a day** to present their EDU6012 assignment. Two days are scheduled for the assessment of EDU6012, but trainees will be told in good time on which morning or afternoon they will be presenting. Additionally, trainee teachers will need to attend a 30 minute tutorial at the University in the last week of the School 1 placement. Please see the Year Plan (Section A) for this year's dates. We apologise for any disruption to school routines.

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School 2 Serial Placement – Orientation and Planning (total 6 days)

For three weeks before half term in the spring term individual trainee teachers will spend two days a week in their School 2 placement preparing for the final, assessed block placement in the school. During this time trainees will need to:

- *become familiar with school policies*
- *plan and revise, after consultation with the subject mentor, units of work in preparation for the block placement*
- *observe a range of teaching both in their specialist subject and other subjects*
- *become familiar with departmental policies and procedures, and the department's schemes of work and assessment system*
- *negotiate and finalise their timetable for the block placement*
- *collect pupil information for the classes that they will be teaching*
- *begin to take on the role of form tutor which will continue into the block placement*
- *make arrangements to be involved in a second subject during the block placement*

Trainees following the Instrumental Music route will need to negotiate to spend one day of the serial placement with their mentor from the Birmingham Music Service to enable them to plan for the block placement.

Where School 2 is not able to offer post-16 experience in the specialist subject and trainees have not already had experience of this in School 1, arrangements will need to be made with a local institution that is able to offer this for the School 2 Block placement. It is envisaged that this should be the equivalent of an afternoon each week. If mentors are not able to arrange this, they should contact the trainee's university tutor for advice.

The serial placement is intended to provide trainee teachers with the opportunity to prepare themselves as best they can for the demands of their final, assessed block teaching placement in the school. Following their experience in School 1, trainees are

asked to review their progress so far, and to set personal targets related to the Teachers' Standards. Mentors will need to structure the training they provide to address these targets and those identified in the School 1 Placement Assessment and Evaluation Report.

The generic focuses for the placement, both in the University programme and in schools, are assessment and personalising learning, with their related Teachers' Standards (S2, S5 and S6). During their School 1 placements, trainee teachers will have had some experience of assessing pupils' progress and achievement in line with the policies and procedures of their placement school (and, for trainees taking the Instrumental Music route, of the Birmingham Music Service). In the School 2 serial and block placements we anticipate that they will develop their understanding of all aspects of assessment and be able to use different methods of assessment (including a range of Assessment for Learning and Assessment of Learning strategies) as appropriate. To meet the relevant Teachers' Standards they will need to have had experience of:

- assessing pupils within the National Curriculum;
- assessing pupils against GCSE and post-16 examination requirements;
- using a range of Assessment for Learning strategies;
- using assessment data to personalise pupils' learning;
- feeding back and target setting;
- contributing to report writing;
- attending and, where appropriate, contributing to parents' evenings.

These experiences will also be essential preparation for the Assessment at Key Stage 3 paper (module EDU6014), or the Analysis of Assessment at Key Stage 3 paper (EDU7077), which trainee teachers submit during the block placement.

During the serial days preceding the Block placement, trainees will need to have a finalised timetable for the Block placement and to submit and revise their units of work.

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School 2 Block Placement – Assessed Teaching Practice (total 56 days)

The trainee teacher remains in the same school for a final, assessed block placement of 12 weeks' duration. Units of work will have been planned during the serial placement. This will mean that teaching can be phased in during the ***first week*** *of the block placement, and they should start teaching all their classes by the beginning of the* ***second week*** *of the placement,* p*roviding that units of work have been completed to the satisfaction of the subject mentor and signed. Trainees will teach their specialist subject for 17 hours per week. Trainee teachers following the Instrumental Music route spend two days a week with assigned mentors from the Birmingham Music Service, teaching for 2 hours per day. During the three days per week that they spend in their School 2 classroom placement they will teach music for 10 hours. For both part-time and full-time trainees second subject teaching, review and reflection, mentor meetings and additional observation are expected to occur in the remaining time. They will also undertake the range of additional duties and responsibilities expected of a newly qualified teacher including, for example, form tutoring; break duties; opportunities to report to and meet parents; attending meetings; contributing to the corporate life and ethos of the school.*

Information about the requirements for provision of experience in a second subject, attachment to a tutor group, and other details are given in the sections on the School 1 Serial and Block placements. The basic requirements for timetables, planning and preparation, and the contents of the Teaching Practice File are the same, although greater

depth and understanding will naturally be expected during this stage of training. During the School 2 Block placement trainee teachers will need to demonstrate that they are familiar with and able to address legal issues and whole-school policies within their subject teaching, e.g. ICT, child protection, health education, careers education, equal opportunities, inclusion, citizenship, behaviour management, special educational needs, and many others. The section on the School 2 Serial placement (see B11) gives information about the experience that trainee teachers need in assessing pupils and reporting on their progress and achievement in order to meet the requirements of the Teachers' Standards.

We normally expect trainees to be teaching all their classes during week 2 of the placement, but have warned them that this can not happen unless medium term plans have been approved and signed by their subject mentor. Sometimes trainees will benefit from a longer phasing-in period, and if mentors consider that this is appropriate they should discuss it with the university tutor.

During the School 2 Block placement trainee teachers are expected to plan for differentiation and progression in their lesson plans and units of work, as well as recording evidence of achievement and progression in their marking and assessment. In addition, they need to gain experience of assessing examination coursework, so they need to make sure that they negotiate time for assisting with this.

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Mentor Feedback during the School 2 Block placement

Mentors' overall roles and responsibilities are outlined at the beginning of this section (B1 – B5)

In this placement the subject mentor should formally observe **at least** two lessons a week and give trainee teachers written feedback using Review and Analysis forms. Mentors should ensure that observations of trainees' teaching and feedback to them focussed fully on trainees' impact on the learning of all pupils. The performance descriptors contained in the grading system (see Section E) should be used to indicate trainees' achievement (grades should be written on Review and Analysis forms where applicable) and grades must be recorded in the trainees' Professional Development Profile where appropriate. It is important that trainee teachers have their Professional Development Profile with them at all times; that they update it regularly with an appropriate range of evidence; and that they ask mentors to verify this evidence on a regular basis. This must never be left until the end of the placement.

Mentors will inevitably give trainee teachers frequent informal feedback, but in addition a weekly meeting between the trainee teacher and the subject mentor should be timetabled so that progress and achievement can be evaluated systematically and future targets set. To prepare for this meeting and to ensure that time is used productively, trainee teachers should complete the first part of the Weekly Review sheet in advance. This will then be discussed with the mentor and future targets agreed.

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Assessment and Moderation of the School 2 Block Placement

The School 2 Block placement is formally assessed and at the end each trainee will be graded as Pass or Fail. This, of course, will be determined by whether all the Teachers' Standards have been signed to indicate successful achievement. Mentors will give trainee

teachers clear guidance as to their progress, using Review and Analysis forms and Weekly Review sheets, and signing and grading evidence for Standards in their Profile.

Each trainee teacher will be given a blank Placement Assessment and Evaluation Report before their initial visit to the school which they should pass on to the appropriate mentor. Towards the end of the placement, mentors will discuss progress with the trainee and will complete the report. Trainee teachers will need to have read and signed the report before it is submitted to the Faculty. This report will be the major focus of the final assessment of achievement at the end of the School 2 placement and will inform each trainee teacher's Career Entry and Development Profile.

If a trainee's teaching is giving cause for concern, it is vital that they are, at all times, informed of this. Mentors and trainee teachers should use the Weekly Review sheet to help trainees address issues that have been identified. Mentors should keep records of Weekly Review sheets and all written guidance they have given; in case of any dispute, the partnership must be able to demonstrate that the trainee teacher was aware of any concerns and that these were clearly documented. It is also vital that the university tutor is alerted at an early stage if mentors are concerned about a trainee teacher's progress so that they can arrange to visit the school.

Additionally, trainees will be given a blank Mid-point review to be completed with mentors in the week before the Easter holiday. If the tutor and mentors are in agreement that a trainee teacher's progress is not sufficient to anticipate a successful outcome, the Course Director will write formally to the trainee teacher outlining the areas in which improvement is needed in order to pass the teaching practice. The aim is for the trainee teacher to receive this with sufficient time to take corrective action. "Cause for concern" letters are normally sent out around week 5 of the practice. Sometimes a trainee teacher may appear to make satisfactory progress early on in the practice but may encounter difficulties later, and if this happens mentors should alert the university tutor so that a formal letter can be sent. If there is any doubt at all about a trainee teacher's ability to complete the placement satisfactorily, it is essential that they receive formal notification of this, and we urge mentors to err on the side of caution.

Towards the end of the placement professional mentors will need to arrange for each trainee teacher's achievement against the Teachers' Standards to be moderated internally. The professional mentor or another trained mentor will observe a lesson, complete a review and analysis form, and then, in discussion with the trainee teacher's subject mentor, complete the Internal School Moderation Summary. This should be submitted to the University with the trainee teacher's Placement Assessment and Evaluation Report.

During the last two weeks of the placement, External Examiners will visit a sample of trainee teachers to observe their teaching and to moderate standards across the partnership. Trainee teachers have been asked to let their university tutor know if there is anything that will disrupt the school timetable and their teaching during these weeks. If a trainee teacher is to be visited, they and the school will be notified. External Examiners will expect to have access to the trainee teacher's Professional Development Profile and their Teaching Practice File. They will see the trainee teach and discuss their teaching with the trainee as well as meeting subject and professional mentors.

University Tutors

A tutor will normally visit the school three times throughout the School 2 placements, although the third visit may not be necessary. The tutor will use a standard visit 'checklist'

to ensure consistency. The first visit will ensure that all requirements for the placement are in place and the second and third will provide opportunities to discuss each trainee teacher's progress. At some point, the tutor will wish to carry out a joint observation with the subject mentor. The tutor will want to see the trainee teacher's Teaching Practice File and their Professional Development Profile on each visit. The Professional Development Profile should also contain completed Professional Development Profile Tasks.

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Teaching Practice Forums in School 2

Trainee teachers will be required to return to the Faculty for two full days and one part day. These provide opportunities for trainees to attend taught sessions to prepare them for the Research Placement and its associated modules, as well as meeting with other trainees and Faculty tutors, and attending tutorials. We apologise for any disruption of school routines that this may cause. The dates have been chosen, where possible, to coincide with assignment submission dates:

Friday 15th March 2013: 9.30am - 4.30pm (full day Teaching Practice Forum)
Thursday 28th March 2013: tutorials – trainees should come in for their allocated tutorial time, but otherwise be in school
Tuesday 7th May 2013: 9.30am - 4.30pm (full day Teaching Practice Forum)

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Research Placement

The Research Placement is designed to enable trainees to enhance their professional knowledge by researching an aspect of education which is relevant to their professional responsibilities and developing personal interests in an educational setting. This could be a school or a special school, the education department of an external agency, or another educational setting. In some cases trainees will wish to negotiate to return to their School 2 for this placement, and this would be entirely appropriate. However, it should be noted that this is not a teaching placement per se.

During the last weeks of the course, trainee teachers will spend up to 15 days in a placement organisation during which time they will conduct research into a topic agreed with their university tutor and the placement organisation, and collect data. This will include time needed for independent study to support their research and to prepare for the assessed presentation. Trainees will not necessarily need to teach on this placement, but might wish to negotiate a timetable if it was necessary for their research.

Some trainees will be preparing case studies, whilst others will be conducting a more detailed research enquiry at level 7 (Master's level). Example areas of investigation might include:

- teaching their specialist subject to pupils with special educational needs or disabilities
- the impact of Academy school status on the teaching of their specialist subject
- identifying routes through Key Stage 4: a curriculum model
- transfer from primary to secondary school
- transitions in secondary education

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References

When the University receives a request for a reference, the trainee's tutor will compile a draft reference based on existing Placement Assessment and Evaluation Reports.

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Teaching Practice File

For the School 1 Block placement and School 2 Block placement, trainee teachers are expected to have a Teaching Practice File and to keep it up-to-date. It should be a loose-leaf ring file, with coloured section dividers. It should be with them at **all** times during their teaching practice, and made available to mentors and university tutors on request. Inspectors and external examiners will also expect to have access to it. We have asked trainees to use the following format which allows progress and development to be monitored easily.

Teaching Practice File Format

The following labelled sections should be in the File:

1. General Information

Items will include:

- Lists of relevant names and contact details (School, Head, Professional Mentor, Subject Mentor, other staff in the subject department, university tutor)
- Teaching Practice Register. This is a register of the trainee teacher's own attendance and should be kept up to date. It will need to be signed at the end of the practice by the Head or Professional Mentor. This will also be required for any claim of travelling expenses. Instrumental teachers will require an additional register
- Their timetable – this should indicate the times of each lesson, including tutorial times and breaks, rooms used, and site if a split-site school
- Nominal roll of classes taught or groups for instrumental teaching (this may include details of pupils with Special Educational Needs)
- A brief description of the school
- A summary of the provision for the subject and details of the curriculum (including examination specifications) followed
- A list of available resources for teaching the subject

2. Today's lessons

- Lesson plans, in order, for all lessons to be taught on the day in question. These should then be transferred to section 3

3. Class or Group Sections

There must be a separate section for each class or group so that development and progression can be seen clearly. Each of these sections will include:

- A class list/register of attendance indicating pupils' absences
- A mark list for each class, showing all pupils' names and their level of attainment in specific tasks (this can be incorporated into the attendance register)
- Information about specific pupils (sensitive and confidential information must be respected). For pupils with Special Educational Needs this should consist **either** of copies of IEPs (Individual Educational Plans) **or** trainee teachers' notes on the pupils compiled after reading IEPs
- The medium-term plan (Unit of Work) for the class, signed by the mentor
- A lesson plan for every lesson or part of lesson taught by the trainee teacher
- After all sections of the plan have been completed, they should be filed in chronological order
- A single copy of any worksheets used or produced for that lesson

4. Weekly reviews

- Weekly Review sheets are made available to trainee teachers in an electronic format (see sample copy F2)
- Trainee teachers complete the first part of the review sheet, reflecting on the progress they have made with previous targets and identifying areas for future development
- Trainees should print out the review sheet and use it as the basis for their weekly review meeting with subject mentors. It should also be discussed with professional mentors where appropriate
- Mentors are asked to comment on the progress made by trainee teachers during the previous week, relating this to Teachers' Standards wherever possible
- Trainee teachers and mentors need to negotiate targets for the following week and these should be clearly stated on the weekly review sheet
- Copies of completed weekly review sheets should be kept in Teaching Practice Files so that there is a record of progress
- Mentors should also keep copies of weekly review sheets, as explained on page B14
- There is no requirement for a copy of the weekly review sheet to be forwarded to the university; tutors will see them when scrutinising trainee teachers' files

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PGCE Secondary
Unit of Work

School / Term / Dates: *Delete and type over all Xs*	**Subject:** X	**Duration of Unit:** X
Group / Class: X	**Title / Topic / Theme:** **X** devised by **(name/s)**	**Weekly hours / lessons:** X
Number in group / class: X		**Length of lessons:** X
School / Term / Dates: *Delete and type over all Xs*	**Subject:** X	**Duration of Unit:** X
Group / Class: X	**Title / Topic / Theme:** **X** devised by **(name/s)**	**Weekly hours / lessons:** X
Number in group / class: X		**Length of lessons:** X

Pupil information (school data): Ability range with evidence, individual needs, group dynamics	X

Experience: Prior skills, knowledge concepts; NC levels; exam progress	X

General Aims:	To provide opportunities for pupils to: • X • X	**Links to N.C. and/or Exam Specs:** • X • X

PGCE Secondary

Unit of Work

Intended Learning: Include skills, concepts, values etc,	By the end of the unit pupils will have learned: ➢ X

Phase	Key Intended Learning	Possible Activities	Assessment How key intended learning will be assessed	Inclusion and Links to Wider Learning Including transferable skills	Resources (including ICT)
A	X	• X	X	X	X
B		•			
C		•			
D		•			
E		•			
F		•			

I have checked and approved the proposals for teaching outlined in this unit of work. Signed . . . . . PM / SM

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PGCE Secondary
Unit of Work

BIRMINGHAM City University

Guidance on the Completion of Units of Work

School / Term / Dates:	**Subject:**	**Duration of Unit:**
Group / Class:	**Title / Topic / Theme:**	**Weekly hours / lessons:**
Number in group / class:	Information in this section is straightforward but nevertheless, important. An individual unit of work is required for every class to be taught. It is acceptable that much of the content will be used for more than one class but specific details must, by necessity, be adapted	**Length of lessons:**

Pupil information (school data): Ability range with evidence, individual needs, group dynamics	Information here will be drawn from school data and discussion with the usual class teacher. It must include the specific details for **this class** and will include such information as those **named** pupils who have SEN/ALN, EAL, IEP, G&T, LAC, EAL, FSM, EBD and so on. It will list individual needs and provide evidence of the range of ability. The nature of the group (mixed ability, set etc) and a note about group dynamics are also relevant.

Experience: Prior skills, knowledge concepts; NC levels; exam progress	This will be a development from class information above and need only be brief. It will have a curriculum focus and may include reference to a range of other information but should set this unit of work into the learning context for this group or class.

General Aims:	To provide opportunities for pupils to: • This will give the overall aims for the unit. Avoid "over-loading" with all the potential aims; focus directly on the aims that will be addressed in the teaching of this unit of work.	**Links to N.C. and/or Exam Specs:** Cross reference to the National Curriculum (KS3) or the relevant exam specification (KS4 & Post-16).

Intended Learning: Include skills, concepts, values etc,	By the end of the unit pupils will have learned: ➢ Intended learning must state what pupils will learn, not what they will do in this unit, derived from the aims. Give a clear sense of differentiation and attainment at appropriate levels for this group or class.

PGCE Secondary
Unit of Work

Phase	Key Intended Learning	Possible Activities	Assessment How key intended learning will be assessed	Inclusion and Links to Wider Learning Including transferable skills	Resources (including ICT)
A	Provide the focus for this phase of learning, clearly linked to assessment: why are pupils going to take part in these activities?	This should provide an outline and should not be confused with the lesson plan. It should indicate the main activities proposed and some pertinent questions that will be central to the focus for this phase of learning. Teaching methods should also be indicated. Frequently plans will change in the light of teaching, this is quite permissible and the outline plan should be flexible but still give a clear indication of progression.	Identify the key focus for assessment and consider the types and methods of assessment you intend to use in this phase of learning. Assessment **for** learning might includes ways in which assessment information will be used by the teacher and/or the pupils and how this will be collected and communicated. Assessment **of** learning should relate to school or departmental procedures and be clearly linked to the aims and intended learning given above, including exams. What evidence will be produced or required to allow for assessment?	Inclusion should include the ways in which tasks or activities in this phase will be adapted to enable equal access for all. You should consider pupils across the whole ability range and ensure that work is appropriately differentiated so that all pupils are suitably engaged and challenged. Links to Wider Learning should specify the ways in which this phase contributes to wider teaching and learning: key skills or transferable skills, PSHE, Citizenship, etc. Focus on what will be covered directly rather than all potential coverage. You will need to refer to other documentation.	List what will be required for this stage. This can help to shape teaching and learning strategies, particularly where the use of ICT is concerned. This list will also help with forward planning.

I have checked and approved the proposals for teaching outlined in this unit of work. Signed . . . . . PM / SM

Mentors must sign to indicate their approval that these proposals are appropriate for the education of these pupils

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Lesson Plan

Section A – Information

Subject: Delete and type over all Xs	**Date:** X	**Time of Lesson:** X	**Duration of Lesson:** X
Unit of Work: X	**Class:** X	**Number of Pupils:** X	**Lesson number in unit:** X
Title/Focus of Lesson: **X**			

Section B – Professional Development Links:

The following **Teachers' Standards** (maximum 3) will be addressed:

- X

Action Points from last lesson *(see section J of previous lesson plan):*

- X

Section C – Aims: *Select aims related to the Unit of Work (maximum 2)*

To provide opportunities for pupils to:

1. X
2. X

Section D – Intended Learning: By the end of the lesson…

Pupils will have learned:

- X

Text to share with pupils related to intended learning:

- X

Differentiation for Groups: By the end of the lesson…

Additional Challenge. These pupils will have learned:

- X

Additional Support. These pupils will have learned:

X

Section E – Meeting Individual Needs: Briefly outline the measures you will take to meet the needs of some **named** pupils:

- X

Section F - Resources Checklist:

- X

Section G – Homework / Independent Learning:

- X

Section H - Lesson Plan:

Time:	Learning:	Teaching:	Assessment:

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Complete the following sections by hand as soon as possible after the lesson:

Class:	**Date:**	**Time of Lesson:**

Section I - Assessment for Learning

What have some individual [named] pupils learned in relation to your stated learning outcomes?	*What is the evidence for this?*
What additional, unexpected or unplanned outcomes were apparent in this lesson?	*What learning targets for some individual pupils need to be set?*

Section J – Evidence of Reflective Practice: *Complete for every lesson taught until Easter. Complete for one lesson per day after Easter*

What aspects of the lesson were successful, and why?	*What are your action points for the next time you teach this group and/or lesson? (Transfer to the next lesson plan for this group/lesson)*

Continue over if necessary

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PGCE Secondary
Lesson Plan

BIRMINGHAM City University

Guidance on the Completion of Lesson Plans

This guidance indicates some of the key points that trainees are expected to include in their lesson planning. It is also intended to guide mentors in their monitoring and support of the lesson planning process. We encourage mentors to be actively involved in lesson planning; annotating and correcting plans are both entirely appropriate!

Section A – Information

Subject:	**Date:**	**Time of Lesson:**	**Duration of Lesson:**
Unit of Work:	**Class:**	**Number of Pupils:**	**Lesson number in unit:**
Title/Focus of Lesson: A separate lesson plan should be completed for each class, even if the body of the lesson has been taught already to a different group			

Section B – Professional Development Links:

The following **Teachers' Standards** (maximum 3) will be addressed:
2 Standards is usual. Evidence from this lesson can be cross-referenced to the Professional Development Profile

Action Points from last lesson *(see section J of previous lesson plan):*
After the first lesson, this information ensures the sequential nature of lessons where learning is developmental

Section C – Aims: *Select aims related to the Unit of Work (maximum 2)*

To provide opportunities for pupils to:
Aims need to be specific to the lesson and limited to those that **will be** addressed in the lesson rather than a list of those that have potential. The aims need to link clearly to those from the unit of work to which this lesson refers.

Section D – Intended Learning: By the end of the lesson…

Differentiation for Groups: By the end of the lesson…

'**Groups**' (below) should be identified for this group and might include the gifted and talented (G&T), those with disabilities, Additional Learning Needs (ALN), Looked after children (LAC), English as an additional language (EAL), Free School Meals (FSM), Individual Education Plans (IEPs), Emotional and Behavioural Difficulties (EBD) and so on

Pupils will have learned:
Statements of intended learning should indicate what the majority of pupils in the group are expected to achieve, not do. It is helpful to use the stem '*pupils will have learned **that** or **how to**...*'

Additional Challenge. These pupils will have learned:
Statements of intended learning in this section will be based on those to the left but will indicate additional learning challenges for the most able in the group.

Text to share with pupils related to intended learning:
Where required, this text will be based on the intended learning statements but couched in pupil-friendly terms. The school's customs and requirements regarding intended learning can also be included here.

Additional Support. These pupils will have learned:
Statements of intended learning in this section will be based on those above and left but will indicate learning for those in the group who require additional support. These pupils should also be appropriately challenged

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Section E – Meeting Individual Needs: Briefly outline the measures you will take to meet the needs of some **named** pupils:

This section will indicate how **named** pupils will have access to the lesson in terms of activities, content, assumed skills and use of equipment. Clear and specific notes are expected to indicate the action the teacher will take to support these pupils. Across a sequence of lessons a range of pupils should be considered, not only those with known or obvious needs. This section is very much concerned with **individuals**.

Section F - Resources Checklist:	Section G – Homework / Independent Learning:
A function list as an aide memoire	This should be in line with the school policy and should be linked clearly to the lesson. Success or assessment criteria should be included as well as tasks and logistical arrangements.

Section H - Lesson Plan:

Time:	Learning:	Teaching:	Assessment:
	The intended learning for each activity, with clear links or reference to Section D, above.	The teaching activities and strategies, and pupil activities. This should include key points/concepts for explanations and modelling, and key questions for questions and discussions. Detailing pupil activities separate from teacher activities will help to ensure that the balance of the lessons is in favour of pupils' learning. The relationship between the activities here, the learning (left) and the assessment (right) should be clear. Logistical arrangements for assessment activities should be included here.	Provide the criteria that will determine the success of the activity. This is important even where the response may seem obvious. Stating the intended response and/or outcome is important to clarify expectations.
For example	That Birmingham is an industrialised city	• Teacher models how to interrogate a picture using projection and writing key questions next to example picture; e.g. What does the picture show? Are there links between items? What are the implications of X, Y or Z? • Small groups interrogate pictures of B'ham City. Differentiated pictures used to scaffold responses and challenge the more able.	Pupils are able to identify buildings that pertain to industry and evidence of industrial activity. Most pupils draw conclusions beyond the picture – e.g. the canal was built to transport materials

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PGCE Secondary
Lesson Plan

Complete the following sections by hand as soon as possible after the lesson:

Class:	**Date:**	**Time of Lesson:**

Section I - Assessment for Learning

What have some individual [named] pupils learned in relation to your stated learning outcomes?	*What is the evidence for this?*
Section I (4 parts) must be completed after each lesson, the sooner the better. For this reason, handwriting the response is perfectly acceptable. Mere description of the lesson is inadequate here, as are bland statements such as "*the pupils achieved all of the intended learning…*". Responses need to reflect the extent to which intended learning was achieved the quality of learning. The **named** pupils should include those highlighted in Sections D and E above. For example: It was clear that Hassan understood that Birmingham is an industrialised city, making a number of connections between key features.	This section is a continuation and is intended to foster analysis, not merely description; it may be preferable to treat these two sections as one. Specific examples or instances from the lessons should be cited to clarify evaluative judgements made about named pupils. For example: This was evidence from the annotations made in connection with the picture. Hassan cited two good examples of synthesising information to arrive at conclusions.
What additional, unexpected or unplanned outcomes were apparent in this lesson?	*What learning targets for some individual pupils need to be set?*
References to enjoyment or behaviour are only significant in terms of how they affect achievement and progress. For example: Most pupils had not interrogated a picture in such a structured manner before. This appeared very successful.	The emphasis here is on learning targets rather than behavioural targets. For example: Hassan could be challenged by considering the Birmingham map of 1870. Anna describes well but needs to talk through implications of what she has indentified

Section J – Evidence of Reflective Practice: *Complete for <u>every</u> lesson taught until Easter. Complete for one lesson per day after Easter*

What aspects of the lesson were successful, and why?	*What are your action points for the next time you teach this group and/or lesson? (Transfer to the next lesson plan for this group/lesson)*
This needs to be objective and analytical; the what, how and why of the lesson. Strengths and achievements are also important and should be discussed. How pupils responded and reacted to the teaching might also be significant. For example: teacher modelling worked very well using IWB because the pupils saw the whole process and had a clear idea of expectations.	Identifying significant features must lead to strategies to change, develop or refine practice. Analysis must lead to action! For this reason, the requirement to complete this section is relaxed after Easter. For example: Include greater challenge for Hassan. Place Anna with Salema for guided talking activity.

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Continue over if necessary