**School Based Training Guidance: BA (Hons) Primary Education with QTS Year Two School Experience 2017/18**

**Practice Specific Information:** Year 2 BAQTS trainees complete a 6 week block placement.

• Trainees start the placement planning for small groups and 1:1 interventions and would build up to teaching 40% of the timetable by the end of week 2.

• Trainees build up to planning and teaching up to 60% of the timetable by the start of the week 4. This can be a combination of whole class and group work,

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|  | **University Tutor** | **Class Teacher** | **School Mentor** | **Total** |
| **Lead School** | 1 | 1 | 3 | 5 |
| **Associate School** | 3 | 2 | / | 5 |

**Number of formal observations:**

**One observation for both models must be a joint observation completed between the University Tutor and School Mentor or Class Teacher**. **This means you only have feedback for 4 observations as one is joint.**

* The first observation must be undertaken within 7 working days of the placement starting by the either Class Teacher, School Mentor or University Tutor. The observation should be focused on the impact of the trainee’s teaching on children’s learning.
* Trainees must engage in Weekly Professional Development Discussions with the Class Teacher. During these, the Class Teacher should underline appropriate statements from the Assessment Criteria in the trainee’s Progress Journal.
* **The Mid Point Review (MPR) in the Progress Journal must be completed by Friday 9th March**. **The judgement will be based on the Formative Assessment Criteria.**
* **The End of Practice Review (EPR) in the Progress Journal must be completed in the final week of the practice week beginning 26th March.** The judgement will be informed by on-going assessments against the Formative Assessment Criteria in the trainee’s Progress Journal.

**Preliminary Visit Support**

***At the sta*r*t of any school experience, a School Induction and Health & Safety Briefing must be completed.***

During these visits, trainees gather a range of information about the school and class as well as getting to know the children. They will need to find out about:

* Context of the school/ethos; drawing on Ofsted information.
* Displays - how they are used to support learning.
* Planning - procedures and medium term plans for topics/lessons to be taught.
* Adult support in the class - how it is used and when it is available.
* Provision for pupils with Special Educational Needs.
* Behaviour Management - policy and practical approaches and general classroom routines.
* Phonics, Early Reading and Early Mathematics - identify opportunities to teach, or observe if teaching is not appropriate.
* Assessment - please discuss Assessment for Learning strategies and summative and statutory assessment procedures
* Please facilitate opportunities for trainees to observe other teachers to develop good practice.
* General classroom routines.
* Work with groups of children and plan some group learning activities.

**Before the Block Practice begins, please:**

* Develop an appropriate teaching timetable for the trainee for the placement.
* Discuss trainees’ targets and generate strategies for in-school support - this could include arranging for the trainee to observe other colleagues in school.
* Support planning as appropriate and sign off the planning if satisfactory to confirm the trainee is ready to start their School Based Training. As part of this trainees must identify subject and pedagogical development needs.
* Identify groups of children that may benefit from targeted intervention teaching in both Mathematics and English or, in the case of students working within the EYFS any relevant areas of the EYFS curriculum. This will support the trainees’ work as outlined in their **Pupil Progress Intervention Journal;**
* Identify a schedule of Weekly Professional Development Discussion Meetings.
* Identify relevant staff meetings that should be attended by the trainee.
* If, for any reason, you feel that the trainee is not ready to start the practice, contact the university named tutor or [david.smith@bcu.ac.uk](mailto:david.smith@bcu.ac.uk) immediately;

**The trainee’s teaching experiences/opportunities**

Ideally the trainees will begin by teaching approximately 40% of the school day building up to 60% by the beginning of the 4th week of the main teaching block.

This teaching workload may include the planning and teaching of whole class lessons and smaller group interventions. This will support the trainees’ tasks and ideally there will be a balance of the two.

If there are two trainees working within the same class this provides opportunities for team-teaching and for trainees to support each other as additional learning support for the children.

Trainees can be supporting targeted intervention groups when their partner is leading the whole class. This model allows for a flexible approach to be negotiated by school staff and the trainees. It also promotes professional discussions between all adults involved in the teaching of the children.

**Lesson observations**

* In consultation with the trainee identify when lesson observations will take place.
* Formal observations should be recorded on the university’s observation sheets electronically, paper versions of the form are also available and the trainee should have copies for you. Observation forms can also be downloaded from the Documentation tab at www.bcu.ac.uk/education/partnerships.
* Trainees can be observed teaching a mixture of whole class and smaller group lessons/activities;
* Verbal feedback from the observation should be shared within 24 hours of the observation taking place.
* The written feedback should identify strengths, areas for development and suggest strategies the trainee may use to enhance their professional practice. Please be as detailed and clear as possible. Any causes for concern should be clearly demarcated on the observation form against the relevant Teachers’ Standards and a ‘Cause for Concern’ sheet should be completed and returned to [education.partnerships@bcu.ac.uk](mailto:education.partnerships@bcu.ac.uk) and also to david.smith@bcu.ac.uk
* Targets should be negotiated with the trainee and clearly recorded and reviewed as appropriate.
* As much informal feedback as possible will also be beneficial to the trainee.

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| **Keeping the trainee informed – Class Teachers will be required to support the trainee in the following ways:**  **Weekly:**   * A weekly Professional Development Meeting must be held with the trainee to review progress, discuss issues emerging from the week and identify the agenda for the following week. Trainees should record outcomes in their School Based Training Booklet and share/add to their PDP. * Use and underline the Assessment Criteria to identify strengths and areas to develop following each meeting in the trainee’s Progress Journal. This information contributes to the MPR.   **The Mid-Point Review (MPR) must be completed by**  **Friday 9th March:**   * The Formative Assessment Criteria should be updated in the **Progress Journal** prior to this meeting. * The MPR is part of the trainee’s formative assessment that takes place half way through the practice in order to consider the trainee’s progress against the initial targets and to set further targets for the remainder of the placement. * For weaker trainees the MPR should be carried out as near to or slightly earlier than the actual midpoint date to enable the trainee to implement strategies and maximise their potential to succeed.   **The End of Practice Review (EPR) must be** **completed in the final week of the practice week beginning 26th March.**   * The Formative Assessment Criteria should be updated in the **Progress Journal** prior to the EPR **with all applicable statements highlighted** so a judgement can be made about the trainee’s level of achievement against each of the Teachers’ Standards at the end of the practice. * A report is written summarising the trainee’s strengths and areas of development in future professional practice. * These meetings will be led by either the School Mentor or the University Tutor. |  | **Where can the Class Teacher get further help and guidance?**   * The University Tutor should be the first port of call. Please contact via phone or email as soon as an issue arises. * The trainee’s School Based Training Booklet. * The Partnership website:   [www.bcu.ac.uk/education/partnerships](http://www.bcu.ac.uk/education/partnerships)  **Supporting the Professional Development Profile (PDP)**   * Trainees record evidence of their progress towards the Teachers’ Standards in practice in the PDP File in the form of reflective comments. * They should gather evidence to support and inform their comments for each Standard. Examples of evidence include: observation feedback; photographs; children’s work; resources; background reading; planning etc. * Ultimate responsibility for this document lies with the trainee, however, regular support and guidance is always appreciated.   **If a ‘Cause for Concern’ sheet is completed at any time please send a copy to:**  [education.partnerships@bcu.ac.uk](mailto:birminghamcityuniversityeducationpartnerships@bcu.ac.uk)  **In a Lead school the MPR and EPR will be completed by the mentor or another designated member of school staff.**  **In an Associate School the MPR and EOR will be completed by the University Tutor**. |

Observation Feedback

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| Trainee’s name: |  | | | | | Date: |  | | | | |
| Course: | BA QTS: | 1 2 3 | | | | PGCE: | 1 2 | | | | |
| School: |  | | Subject / area: |  | | | | | Year Group: | |  |
| PDT: |  | | Observer’s name(s): | |  | | | | | | |
| Observer’s role: | Joint Observation  School Mentor Class Teacher University Tutor | | | | | | | Observation number: | |  | |

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| **Personal and Professional Conduct (Part Two of Teachers’ Standards).** If applicable, please identify a Cause for Concern by writing a C next to the relevant comment and complete a Cause For Concern Form. |
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| **Key Strengths** Following the observation, through professional dialogue, please identify key strengths and targets for the trainee in the context of raising pupil achievement and supporting children’s learning. Please note related standards. |
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| **Possibilities, Issues, Reflections and Targets** From the discussion, please agree SMART targets. Targets will be reviewed through Weekly Professional Development Discussions and subsequent observations. If a Cause for Concern is identified, please complete a Cause For Concern Form, stating clearly when targets will be reviewed. Highlight a cause for concern by writing a C next to the action point. |
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Discursive Feedback

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| In this section, please identify good practice and specific elements for development linked to the Teachers’ Standards in the context of the pupils’ progress. Consider:   * The impact on children's learning and progress * Relationships with children and behaviour management. * Subject knowledge and pedagogy. * Planning and lesson structure, including appropriate challenge and pupil engagement/understanding. * Use of assessment, including children’s peer- and self-assessment. |
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Observer(s):

Trainee: