



BIRMINGHAM CITY
University

BA1 QTS School Based Training 2017/18

Guidance Notes for University Tutors and School Colleagues

Dear colleagues,

First of all many thanks for supporting the training of our students. The notes below are to support you with our BA QTS trainees as they begin their first placement. If, having read the notes you are still unclear about anything, please feel free to contact me at any time. My email address is: david.smith@bcu.ac.uk

Best wishes,

David Smith

Deputy Programme Leader BA (Hons) with QTS in Primary Education

Key Dates and Practice Specific Information

- Year 1 BAQTS trainees complete a 5 week block placement
- There are two small block teaching placements, each one of which is preceded by a series of attachment days (1 day per week)

SBT Block 1

- Attachment Days 1 (9 Tuesdays)
- 31 Oct, 7, 14, 21, 28 Nov, 5, 12 Dec 2017, 9, 16 Jan 2018
- Block 1 (2 Weeks): 22 Jan– 2 Feb 2018

SBT Block 2

- Attachment Days 2 (9 Tuesdays)
- 6, 13, 27 Feb; 6, 13, 20, 27 March; 24 April; 1 May 2018
- Block 2 (13 Days): 9 -25 May 2018

- Trainees will plan and teach at least one lesson per day for the whole class on their own (with their partner as TA if applicable) during the first block placement beginning in January 2018.
- They will plan and teach 2 lessons per day during the second block placement beginning in May 2018.
- Trainees should also work with groups and 1:1 as directed by the class teacher and have the opportunity to observe good practice across the school.

BA1 School Based Training Part 1

(October 2017 – February 2018)

School Colleagues' Roles

Attachment Days Support (prior to the first Teaching Block beginning on 22/01/18)

At the start 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 have a **School Based Training Task Booklet** which comprises a range of tasks for them to complete. The booklet and related tasks are the responsibility of the trainee but they will need support with organising things such as lesson observations etc. and be provided with certain information and key policies. There are sections in this to which you will need to contribute. A copy of the **School Based Training Task Booklet** has been included for your perusal. There is also a copy of a booklet entitled **BA1 Professional Development Journal for the Teachers' Standards**. This one is for your information only as you do not need to contribute to this.

As part of these tasks the trainees will need to find out about:

- Context of the school/ethos; drawing on Ofsted information.
- Relevant policies relating to Child Protection and Safeguarding
- 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.
- General classroom routines
- Health and Safety information and procedures.
- Assessment - please discuss Assessment for Learning strategies and summative and statutory assessment procedures
- Relevant staff meetings that should be attended by the trainee.

In addition to the above:

- Trainees will need to observe Phonics, Early Reading, Mathematics, Science and three Foundation Subjects being taught.

If your trainee is in EYFS they may need to observe in KS1 or 2 for some of the above.

If your trainee is in KS2 they may need to observe certain aspects such as Phonics in a KS1 class

If you are a Junior or Middle school and your trainee will not be able to observe any phonics teaching it would be useful if you could arrange for them to visit one of your Infant or First feeder schools,

- Please facilitate opportunities for trainees to observe other teachers to develop good practice.
- Work with groups of children and plan some group learning activities.

Before the first Teaching Block begins

- Develop an appropriate teaching timetable for the trainee for the block teaching weeks;
- Agree targets for the first teaching block (**this could be done on Tuesday 17th January**)
- Support planning as appropriate and sign off the planning if satisfactory to confirm the trainee is ready to start their School Based Training
- Sign off the School Based Training File (see bottom of p.7 School Based Training Booklet).
- If, for any reason, you feel that the trainee is not ready to start the first teaching block please contact the university named tutor or david.smith@bcu.ac.uk immediately.

Lesson observations (please also see the notes for University Tutors at the end of this document)

- In consultation with the trainee identify when lesson observations will take place.
- Trainees will be observed formally once during each week of the block placements, totalling 5 observations overall. These will be carried out by the class teacher, mentor and/or university tutor. It would be useful if one of the observations in each block could be carried out jointly by a member of school staff and the university tutor.
- 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.
- 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
- Targets should be negotiated with the trainee and clearly recorded and reviewed as appropriate.

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 during each of the Teaching Block weeks 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 **Formative Assessment Criteria (see pps 53-63 of the SBT Booklet)** to identify strengths and areas to develop following each meeting. This information contributes to the MPR and the EPR.

By Mid-Point Review (MPR) must be completed by Friday 2nd February 2018:

- **The Formative Assessment Criteria** should be updated 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.
- **Trainees making satisfactory progress will be demonstrating their understanding or application of the Standards at the Emerging level.**

BA1 School Based Training Part 2

(February – May 2018)

Attachment Days Support (prior to the second Teaching Block beginning on 08/05/18)

The second block of Tuesday attachment days beginning on **Tuesday 6th February** is designed to be very flexible. This will be an opportunity for the students to work on the targets identified in their Mid-Point Review (MPR) in preparation for the second Teaching Block.

The school's role will be to support the trainees' meeting of these targets by arranging for suitable experiences for them. This may include observations of the teacher and other class teachers, the opportunity to plan and teach groups and whole class lessons, the opportunity to support learning in other classes. Building on their experiences so far this will hopefully be a useful time for the trainees to work with and develop their knowledge and understanding of how to support children's progress.

As the weeks progress targets originally set at the end of the first Teaching Block at the MPR will probably be subject to change.

Please discuss and agree targets for the second Teaching Block on Tuesday 1st May.

The End of Practice Review (EPR) must be completed in the final week of the practice by Thursday 24th May 2018

- **The Formative Assessment Criteria** should be updated 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.
- **As a minimum requirement to pass this placement, trainees must be broadly working within the Establishing level, but there may still be some elements within the *Emerging level*.**

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

University Tutor and Student Contact

General UT meetings/contact with the school

Week beginning 13th November – UTs to meet with trainees

This can be quite an informal group meeting just to check that everything is ok so far as the students will have been into their schools for two Tuesdays (or one if their DBS certificates were not issued in time). Please collect school details from the students at this point including the email addresses of the Class Teacher and Mentor (if applicable)

Please email the school to introduce yourself as the UT and to check on the students' general progress before Christmas.

Friday 19th Jan – Meet with students to review progress and to agree targets for first block.

Please keep in contact with your trainees and schools by email between the first and second blocks. Targets will have been identified at the MPR. These might of course be amended as the second set of attachment days progresses and students will be asked to email you confirmation of the targets for their second block during the week beginning 30th April

Monday 4th June – Meet with students for final review.

Observations

- **The Mid Point Review (MPR) must be completed by Friday 2nd February 2018 (end of the first block).**

In a Lead School the UT will make one observation visit during the first block of teaching and the school will complete the MPR.

In an Associate School the UT will make one observation visit during the first block of teaching and will also complete the MPR as usual.

- **The End of Practice Review (EPR) must be completed by Thursday 24th May 2018 (end of the second block).**

In a Lead School the UT will make one observation visit during the second block of teaching and the school will complete the EPR.

In an Associate School the UT will make one observation visit during the first block of teaching and will also complete the EPR as usual.

The judgements will be based on the Formative Assessment Criteria (please see pages 41-50 of the SBT Booklet.