

# PGCE School Based Training 2a Support

## Preliminary Visit Support

School Induction procedures must include:

- Child Protection and Safeguarding information
- Health and Safety Briefing
- Access to relevant policies including: Behaviour Management; SEND; Assessment, Marking and Feedback; Teaching and Learning; Core Subjects
- Overview of the school day including: school routines eg start and end of day, playtimes, lunchtime, assemblies, extra-curricular activities, meetings
- Overview of staff including roles and responsibilities
- Outline of the school's expectations including: time keeping, dress code, behaviour management, e safety, use of social media, planning
- Outline of the opportunities in school for trainees eg involvement in an extra-curricular activity, in CPD, access to excellent practice
- Discuss protocol in observing, shadowing teachers, including completing observation forms and trainee actions
- Information about the context and ethos of the school and the school prospectus
- OFSTED report and the school's priorities
- A tour of the school and the school's facilities

During the preliminary visits, trainees gather a range of information about the school and class as well as getting to know the children. They will be asking a variety of questions about the following aspects:

- Context of the school; drawing on Ofsted information, considering how they may support school with development priorities.
- Planning - procedures and identification of topics/lessons to be taught.
- Adult support in the class - how it is used to support learning and when it is available.
- Provision for children with Special Educational Needs.
- Behaviour Management – policy/practical approaches and general classroom routines.
- Phonics and Early Reading - identify opportunities to teach phonics, or observe if teaching is not appropriate.
- Assessment.
- Please facilitate opportunities for trainees to observe other teachers to develop their understanding of good practice.

Before the Block Placement begins the class teacher/school mentor will need to:

- Discuss trainee's targets and generate strategies for in-school support. Amongst others this could include arranging for the trainee to observe other colleagues in school.
- Develop an appropriate teaching timetable for the trainee for the placement.
- The class teacher and the trainee will need to identify groups that the trainee will plan for and teach, this planning will be personalised to the needs of the group. Learners who would benefit from one to one support should also be identified and their needs discussed so that trainees can plan to meet these needs. This teaching could start during the planning and preparation visits.
- Support planning as appropriate and sign off the planning/preparation if satisfactory to confirm the trainee is ready to start their School Based Training. As part of this, trainees must identify subject knowledge needs and appropriate activities/resource ideas.
- Sign off the School Based Training File.
- Identify a schedule for Weekly Professional Development Meetings.
- Discuss, with the trainee, relevant staff meetings that should be attended.
- If, for any reason, you feel that the trainee is not ready to start the practice, contact [Alison.pemberton@bcu.ac.uk](mailto:Alison.pemberton@bcu.ac.uk) or named university tutor immediately.

## **Placement Information**

Please find below essential information relating to the trainee's experience so far and the expected outcomes for this school Based Training:

- A 5 week block school experience plus planning and preparation visits.
- By week three trainees should be teaching 60% of the time whether that is whole class, intervention groups or one to one interventions.
- This school based learning is designed to build upon trainees' knowledge and understanding of teaching and learning, assessment and behaviour management strategies developed through the taught programme and from School Based Training 1a.
- Trainees have had input on and some experience of:
  - planning and assessing the core and the foundation subjects
  - the new national curriculum and the challenges that schools face in developing planning and assessment processes
  - behaviour management strategies, theories related to learning, formative and summative assessment processes, safeguarding, SEN
  - planning, teaching and assessing small groups, one to one interventions and whole classes.
- Trainees on 3-7 route will have had experience of teaching, planning and assessment in EYFS.

## **Number of formal observations**

	University Tutor	Class Teacher	School Mentor	Total (including a joint observation)
Lead School	1	1	3	5
Associate School	2	3	N/A	5

***One of which for both models must be a joint observation completed between the University Tutor and School Mentor or Class Teacher.***

- 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 write a Weekly Reflection to use at the Weekly Professional Development Discussion.
- 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 School Based Training Booklet.
- Progress Meeting 3 must be completed by the end of the 2nd week. The judgement will be based on the Formative Assessment Criteria.
- Progress Meeting 4 must be completed in the final week of the practice. The judgement will be informed by on-going assessments against the Assessment Criteria.

## **Lesson Observations**

- In consultation with the trainee identify when formal lesson observations will take place.
- Formal observations should be recorded on the university's observation form electronically, paper versions of this form are also available, and the trainee should have copies for you. Observation forms can be downloaded from the Documentation tab at [www.bcu.ac.uk/education/partnerships](http://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 be discussed to 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.
- 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.
- Any causes for concern should be clearly identified on the observation form against the relevant Teachers' Standards and a 'Cause for Concern' form should be completed and returned to [education.partnerships@bcu.ac.uk](mailto:education.partnerships@bcu.ac.uk)

**Keeping the trainee informed – Class Teachers will be required to support trainees in the following ways:**

**Weekly:**

- A Weekly Professional Development Discussion must be held with the trainee to review progress, discuss issues and identify the agenda for the following week. Trainees should record outcomes in their School Based Training Booklet and share/add to their PDP.
- Please underline relevant statements from the Formative Feedback Guidance to highlight strengths and development points. This will inform the Progress Meeting.

**Progress Meeting 3 must be completed by the end of the 2nd week:**

- Statements underlined in the Assessment Criteria as part of weekly meetings will inform the Progress Meeting.
- The Progress Meeting is an essential part of the trainee's formative assessment to consider their progress against the initial targets and to set targets for the remainder of the placement.
- For weaker trainees the Progress Meeting should be carried out slightly earlier than the actual midpoint date to enable the trainee maximum time to implement strategies and enhance their potential to succeed.

**Progress Meeting 4 must be completed in the final week of the practice:**

- At Progress Meeting 4 the Assessment Criteria will be highlighted in **ORANGE** to show all applicable statements related to the trainee's achievements and be used to decide a grade.
- A report is written identifying strengths and areas for development in SBT2b.
- These meetings will be chaired by either the School Mentor or University Tutor.

**Where can the Class Teachers get further help and guidance?**

The University Tutor will contact you at the start of the placement and should be the first port of call. Please contact via phone or email as soon as an issue arises.

Useful information is in the trainee's School Based Training Booklet and in the Partnership Handbook which is on 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 the PDP File.
- Trainees should regularly contribute reflective comments that identify strengths and suggestions of how they may enhance their demonstration of particular Standards.
- They should gather evidence to support this, e.g. 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.
- The PDP must be discussed at least once a week, during the weekly meeting.
- Guidance and questions to consider in relation to the Standards are included in the Partnership Handbook. These can be used by all parties, including the trainee.

## Observation Feedback

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:	School Mentor	Class Teacher	University Tutor	Joint	Observation number:		

<p><b>Personal and Professional Conduct (Part Two of Teachers' Standards).</b> If applicable, please identify a Cause for Concern by writing a C next to the relevant comment and complete a Cause For Concern Form.</p>
<p><b>Key Strengths</b> 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.</p>
<p><b>Possibilities, Issues, Reflections and Targets</b> 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.</p>

## Discursive Feedback

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.

Observer(s):

Trainee:

