**PGCE School Based Training 1**

**Placement Information**

* 5 week paired (also individual) block placement plus planning and preparation visits. From the start of the block placement trainees each teach one lesson per day and include their partner (if possible) in their planning. By the end of the placement, in negotiation with the class teacher, trainees should each teach 2 lessons per day. Trainees should support one to one learning and small focus group learning when not teaching the whole class.
* This placement is designed to develop trainees’ understanding of the range of teaching, learning and professional skills as outlined in the Teachers’ Standards (DFE, 2012) in the context of one-to-one and small/focus group teaching building up to taking more responsibility for whole class teaching. The expectation is that by week 4 trainees should be planning and teaching two whole class lessons per day.

**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.
* 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.

**School Based Training Support**

**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 Formative Assessment Criteria in the trainee’s School Based Training Booklet.

* Progress Meeting 1 must be completed by the end of the 2nd week. The judgement will be based on the Formative Assessment Criteria.
* Progress Meeting 2 must be completed in the final week of the practice. The judgement will be informed by on-going assessments against the Formative 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)