

PGCE School Based Training 2b Support

Placement Information

Primary PGCE trainees complete an 8 week block placement.

Trainees start the placement with a minimum teaching commitment of 50% and build up to teaching and taking responsibility for the class for 80% of the timetable by the start of the 5th week at the latest.

Preliminary Visit Support

At the start of the school Based Training **please remind trainees of the Health & Safety and Child Protection/Safeguarding Briefing completed in School Based Training 2a.**

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 or named university tutor immediately.

Number of formal observations

	University Tutor	Class Teacher	School Mentor	Total (including a joint observation)
Lead School	1	3	4	8
Associate School	3	5	N/A	8

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 5 must be completed by the end of the 4th week. The judgement will be based on the Assessment Criteria.
- Progress Meeting 6 must be completed during the final week of the school based training. The judgement will be informed by on-going assessments against the Assessment Criteria.
- The final grade will be recorded in the Summative Assessment Report (SAR).
- During this final block, trainees would appreciate the chance to discuss job applications/interview technique and undertake a mock interview with a relevant member of staff.

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.
- 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

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 Assessment Criteria to highlight strengths and development points. This will inform the Progress Meeting.

Progress Meeting 5 must be completed by the end of the 4th 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 6 must be completed in the final week of the school based training:

- At the Progress Meeting, the Summative Assessment Report (SAR) is completed in light of the Assessment Criteria and a summative judgement made about the trainee's level of achievement at the end of the School Based Training.
- A report is written identifying strengths and areas for development in the trainee's early career.
- 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

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	Observation number:			

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

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: