

Birmingham City University

Secondary

PGCE

**Religious Education Mentor
Training Guide**

2017/18

This mentor guide provides easy access to the overview of the PGCE Core and School Direct Secondary programme and outlines the role of the subject/professional mentor within the partnership. The guide has a subject or professional focus to help you with the explicit demands of your mentoring role so that you can easily plan your mentoring interactions with trainee teachers within your context.

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Introduction to the Partnership

We welcome our partner schools to our PGCE Secondary course which trains specialist teachers of Art & Design, Computer Science, Design & Technology (Food & Textiles), Drama, Mathematics, Music, Science (Biology, Physics and Chemistry) and Religious Education. In addition to these subjects we also support English, Modern Foreign Languages, Geography and History via our School Direct route. The course was rewritten in 2016 by a team of tutors and mentors from the Faculty of Health, Education and Life Sciences at Birmingham City University and secondary school partners in the West Midlands. We are very grateful to all who participated in this as part of the practical outworking of partnership.

This mentor guide contains an outline of the activities tutors, mentors and trainee teachers will engage in as part of the partnership in the training and professional development of future teachers in secondary schools. Our intention is that the information contained in this guide will enable all of our partners to have a holistic understanding of the course and a more specific knowledge of the roles and responsibilities of its stakeholders. In the Faculty of Health, Education and Life Sciences we work on specific subject teaching methodologies and develop trainees thinking and understanding of education, pedagogy and professional issues. Trainee teachers are introduced to the concept of profiling their own achievements, setting targets for their future development, and planning ways of ensuring that they achieve the standards which must be met for the award of QTS (*The Teachers' Standards, DfE, 2012*).

The PGCE Secondary Course aims to produce highly skilled graduate teachers who:

- Have a deep knowledge and understanding of learning and teaching enabling them to demonstrate the highest levels of professional practice.
- Are committed early career professionals who are confident, creative, reflective and accountable practitioners, able to teach their subject in contemporary cultural contexts delivering a rich and diverse curriculum.
- Are able to exercise professional judgement, based on an informed understanding of a systematic and coherent body of knowledge related to education and subject pedagogy.

DBS Enhanced Disclosures and Safeguarding

The University, in its role as effectively the employer is responsible for ensuring that all trainees go through the Enhanced DBS Disclosure process, regardless of whether they already have a recent DBS Disclosure, and for ensuring that there are no issues disclosed that would preclude the trainee from working with children or other vulnerable individuals.

In response to recent requests from partnership schools our trainees will receive a letter from the University to confirm that the DBS process has taken place. Trainees will bring this letter to their placement schools. We are grateful to the schools and professional mentors who have guided us in developing this document.

Key Contacts

Name	Role	Contact
Kelly Davey Nicklin	PGCE Secondary Programme Leader & Music Subject Leader	0121 331 5176 kelly.daveynicklin@bcu.ac.uk
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Craig Davis	Partnership Administrator	0121 331 6591 craig.davis@bcu.ac.uk
John Allin	History Subject Tutor School Direct	John.Allin@bcu.ac.uk
Ian Axtell	Music Subject Tutor	0121 331 7322 ian.axtell@bcu.ac.uk
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Angela Bowes	MFL Subject Tutor	angela.bowes@bcu.ac.uk
Peter Carr	Art & Design Subject Leader	0121 331 5156 peter.carr@bcu.ac.uk
Fiona Darby	English Subject Tutor	0121 331 7736 fiona.darby@bcu.ac.uk
Stuart Davison	Computer Science Subject Leader	0121 331 7375 stuart.davison@bcu.ac.uk
Martin Duke	Mathematics Subject Tutor	0121 331 7726 martin.duke@bcu.ac.uk
Jean Dyson	Art & Design Subject Tutor	0121 331 5179 jean.dyson@bcu.ac.uk
Tracey Goodyere	Design & Technology Subject Leader	0121 331 7369 tracey.goodyere@bcu.ac.uk
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Don Newton	Mathematics Subject Leader	0121 331 7726 don.newton@bcu.ac.uk
Paul Sanders	Geography Subject Tutor School Direct	0121 331 6610 paul.sanders@bcu.ac.uk
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Helen Thomas	Science Subject Leader	0121 331 7342 helen.thomas@bcu.ac.uk

Simon Tresidder	SKE Programme Lead & Science Subject Tutor School Direct	0121 331 7660 simon.tresidder@bcu.ac.uk
Shane Walsh	Mathematics Subject Tutor	shane.walsh@bcu.ac.uk
Jennifer Whitford	Religious Education Subject Leader	0121 331 7614 jennifer.whitford@bcu.ac.uk
Kevin Mattinson	Head of School of Education	0121 331 7337 kevin.mattinson@bcu.ac.uk
Simon Spencer	Deputy Head School of Education & Drama Subject Tutor	0121 331 7356 simon.spencer@bcu.ac.uk
Davinder Dosanjh	Head of Dept. Secondary & Post Compulsory Education	0121 331 6865 davinder.dosanjh@bcu.ac.uk
Helen Yorke	Director of Education Partnerships	0121 331 7355 helen.yorke@bcu.ac.uk

*Please note that the best method of contact for a swift response from a subject tutor is email contact.

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Strategic Leadership Committee

The purpose of the Strategic Leadership Committee is to ensure that the future direction of the BCU PGCE programme is driven by a focus on school-led issues. The role of the Chair, professional and subject mentor reps on the Strategic Leadership Committee is to collect feedback from regional schools and to represent them to ensure that the future workforce requirements of partner schools are gathered, collated and implemented as focussed actions for the PGCE programme.

The Strategic Leadership Committee:

- Directly challenges the course team on their improvement plan and their self-evaluation documentation.
- Gathers mentor feedback on placements and the course, and considers trainee feedback through evaluations.
- Provides an essential bridge between HE research and school practice leading to evidence based research and evidence based practice.

If any of our partners would like to provide an input to the Strategic Leadership Committee please contact our Chair Kirsten Pearce kirsten.pearce@ctckingshurst.academy

Birmingham City University Secondary School Training Routes



Secondary ITT

Secondary Teacher Training Routes

Birmingham City University School of Education supports Secondary School trainee teachers through three distinct teacher training pathways which all provide the opportunity for trainees to be awarded with QTS and a PGCE. The three pathways include a Core PGCE programme, School Direct and the Teach First PGCE. Some schools support our trainees through more than one training route and university tutors work across the three programmes. There are key contacts that you can communicate with on each of the three teacher training routes if you have a specific question about the route that your trainee is following, and any communication that university makes with school will indicate specifically on the correspondence which route we are contacting about.

It is important for our mentors to recognise that the three routes follow different programmes of study, and therefore the requirements of our mentors on each programme are different. Trainees will follow different modules and will be assessed at different times within the academic year. Where possible university tutors within the School of Education have tried to ensure that practice across the three routes is consistent and comparable, however we suggest that mentors are aware of the route that their trainee is following and recognise that this training route may be different to other routes that Birmingham City University trainees are following within their school.

Route	Description	Partnership Page	Trainee Assessments	Key Contacts
Core PGCE	The Core PGCE route places trainees in two contrasting schools over the training year. Trainees gain substantial school based experience whilst studying theory at weekly university workshop days. The partnership trains secondary school teachers of Art & Design, Design and Technology (Food, Product Design and Textiles), Drama, Mathematics, Music, Science (Biology, Chemistry and Physics), RE and Computer Science. Partnership schools receive payments for their work with trainees.	http://www.bcu.ac.uk/education/partnerships-and-collaborations/secondary-partnerships	Block Placement A: Midpoint Review, End of Placement Report, Internal School Moderation Block Placement B: Midpoint Review, End of Placement Report, Internal School Moderation Assignment Module 1 (Professional Studies) Assignment Module 2 (Subject Pedagogy) Assignment Module 3 (Professional Enquiry) School Experience Progress Journal (SEPJ); Year Long	Kelly Davey Nicklin- Programme Leader 0121 331 5176 Sarah Bonser – Partnership Lead 0121 331 7736 Craig Davis – Placements Programme Administrator 0121 331 6591
School Direct PGCE	The School Direct route offers a tailored training programme that will meet the needs of training schools, their pupils, their teachers and their trainees. The training programme is designed by schools working in partnership with our university	http://www.bcu.ac.uk/education/partnerships-and-collaborations/school-direct	This will depend on the agreement between the partner school and the university	Kelly Davey Nicklin – Programme Leader 0121 331 5176 Sarah Bonser – Partnership Lead 0121 331 7736 Craig Davis – Placements Programme Administrator 0121 331 6591
Teach First PGCE	Teach First offer trainee teachers a two-year Leadership Development Programme (LDP) and the University awards the PGCE and QTS. Trainees are placed in a local employing school and begin to teach 60% of a qualified teacher's timetable from September 1 st . Trainee progress is continually monitored and supported by employing schools, Birmingham City University and Teach First.	http://www.bcu.ac.uk/education/partnerships-and-collaborations/teach-first	Summer Institute: June & July including a written assignment that must be passed to begin the course in September Termly Reports: December, March, June Assignment Module 1 (Emerging Philosophy of Teaching and Learning); January Assignment Module 2 (Leading Learning in the Community); May year 1 Assignment Module 3 (Collaborative Learning and Development); May year 2 Assignment Module 4 (Extending Impact and Influencing Others); May year 2 BlueSky Journal: Year long QTS Portfolio: Year long year 1	Caroline Montgomery - Programme Director (West Midlands) 0121 331 7277 Leanne Gould – Programme Director (East Midlands) 0121 331 6742 Sarah Bonser – Partnership Lead 0121 331 7736 Nathan Hawkins - Programme Administrator 0121 331 7699 Michelle Young - Programme Administrator 0121 331 7608

Course and Placements Overview PGCE and School Direct

Prior to enrolment at BCU trainee teachers spend one week in a Secondary School of their choice '**Home-Based School Experience**' and follow faculty suggested guidance to prepare them for the start of their PGCE training programme. Over the training year trainee teachers undertake teaching practices in two contrasting schools which provide a supportive training environment with progressively more challenging learning opportunities. For the **Block A placement**, trainees are usually paired in their subject on the Core route. For the **Block B placement** trainees are not paired and are placed in a contrasting school from their Block A placement. School Direct trainees are likely to be placed in two different schools during the Block B placement (usually returning to the host school for the last part of the course).

Block A Experience - Introductory weeks before half-term (Tuesday to Friday, 26th September - 20th October 2017)

- Structured observations and relevant directed tasks.
- Agree teaching timetable.
- Draft and revise units of work.
- Trainees experience a limited amount of teaching in a supported framework the expectation is that full teaching of some lessons takes place before half-term (enough to inform the midpoint review assessment on 10th November 2017).
- Completion of specific tasks in their School Experience Progress Journal (SEPJ).

Block A Experience – After half-term (Tuesday to Friday, 31st October- 22nd December 2017)

- Midpoint Review due in on **Friday 10th November 2017**.
- Trainees teach **14 hours of a subject timetable between them** (teaching can include team teaching with mentor, paired teaching with other trainees and solo teaching). Each individual trainee must lead on 7 hours of teaching and partner for 7 hours making 14 hours in total. For School Direct trainees the same number of hours applies (7 per trainee).
- Timetabled opportunity (one day) to spend time in a feeder **Primary school**.
- Completion of relevant SEPJ tasks.
- Gathering of evidence toward the Teachers' Standards.
- Gain familiarity with a second subject where appropriate.
- Mentors complete an assessment of trainees' progress called the 'end of placement report' due in by **22nd December 2017**.

Block B Experience – Introductory weeks before half-term (Tuesday to Friday, 23rd January - 16th February 2018)

- Structured observations and relevant directed tasks.
- Agree teaching timetable for block placements including form tutor role and a one week 'Enrichment' placement. 'Enrichment' placements should enable trainees to further develop their experience and understanding in an aspect of their training not yet addressed (e.g. post-16 teaching, EAL, SEND, etc.) Post-16 should be prioritised for the 'Enrichment' placement if there is no provision for this in either the trainees' Block A or Block B placements. The 'Enrichment' placement should take place in a different school.
- Draft and revise units of work/ undertake preparatory tasks.
- Completion of specific tasks in the SEPJ.

Block B School Experience – After half-term (Monday – Friday, 26th February- 25th May)

- Midpoint Review due in on **Friday 9th March 2018**.
- Trainees teach **15 hours of their first subject per week**.
- Trainees undertake the range of duties and responsibilities expected of NQTs (form tutoring, break duties, reporting to parents, meetings and contributing to the life and ethos of the school).
- Completion of relevant SEPJ tasks.
- Gathering of evidence toward the Teachers' Standards.
- Trainee to complete their 'Enrichment' placement (5 days) as outlined above.
- Mentors complete an assessment of trainees' progress called the 'end of placement report' due in by **Friday 25th May 2018**.

Progress Review Days

These are days when trainees are required to attend University for all or part of the day to meet with their Personal Development Tutor to discuss the trainees' progress to date.

Year Overview

	2017/18 W/C	Monday	Tuesday	Wednesday	Thursday	Friday
05	28 August	HBSE (in advance)				Induction & enrolment
06	04 September	University-based training week (Professional Studies)				
07	11 September	University-based training week (Professional Studies)				
08	18 September	University-based training week (Professional Studies, Mentor training Weds 20th Sept)				
09	25 September	Subject Workshop BCU	Block A school	Block A school	Block A school	Block A school
10	02 October	Subject Workshop BCU	Block A school	Block A school	Block A school	Block A school
11	09 October	Subject Workshop BCU	Block A school	Block A school	Block A school	Block A school
12	16 October	Subject Workshop BCU	Block A school	Block A school	Block A school	Block A school
13	23 October	Block A Planning & Preparation/School Half Term				
14	30 October	Subject Workshop BCU	Block A school	Block A school	Block A school	Block A school
15	06 November	Subject Workshop BCU	Block A school	Block A school	Block A school	Block A school
16	13 November	Progress Review Mtg BCU	Block A school	Block A school	Block A school	Block A school
17	20 November	Subject Workshop BCU	Block A school	Block A school	Block A school	Block A school
18	27 November	Subject Workshop BCU	Block A school	Block A school	Block A school	Block A school
19	04 December	Reading & Study Day BCU	Block A school	Block A school	Block A school	Block A school
20	11 December	Subject Workshop BCU	Block A school	Block A school	Block A school	Block A school
21	18 December	Subject Workshop BCU	Block A school	Block A school	Block A school	Block A school
22	25 December	Christmas Holiday				
23	01 January					
24	08 January	University-based training week (Professional Studies)				
25	15 January	University-based training week (Professional Studies, Mentor training Weds 17th Jan)				
26	22 January	Subject Workshop BCU	Block B school	Block B school	Block B school	Block B school
27	29 January	Subject Workshop BCU	Block B school	Block B school	Block B school	Block B school
28	05 February	Prof Studies Day BCU	Block B school	Block B school	Block B school	Block B school
29	12 February	Prof Enquiry Day 1 BCU	Block B school	Block B school	Block B school	Block B school
30	19 February	Block B Planning & Preparation/School Half Term				
31	26 February	Block B school	Block B school	Block B school	Block B school	Block B school
32	05 March	Block B school	Block B school	Block B school	Block B school	Block B school
33	12 March	Progress Review Mtg BCU	Block B school	Block B school	Block B school	Block B school
34	19 March	Block B school	Block B school	Block B school	Block B school	Block B school
35	26 March	Block B school	Block B school	Block B school	Block B school	Easter
36	02 April	Easter Holiday				
37	09 April					
38	16 April	Prof Enquiry Day 2 BCU	Block B school	Block B school	Block B school	Block B school
39	23 April	Block B school	Block B school	Block B school	Block B school	Block B school
40	30 April	Block B school	Block B school	Block B school	Block B school	Block B school
41	07 May	Bank Holiday	Block B school	Block B school	Block B school	Block B school
42	14 May	Block B school	Block B school	Block B school	Block B school	Block B school
43	21 May	Block B school	Block B school	Block B school	Block B school	Block B school

44	28 May	School Half Term – End of Block B placement
45	04 June	Research Phase
46	11 June	
47	18 June	
48	25 June	University- Final Week

Subject Workshop days and other BCU days in blue indicate sessions where external School Direct or SCITT trainees attend BCU (as agreed with the partnership director – this may not apply to all external partners).

Key Dates

Assignment Submission Dates

Module / Assignment	Formative Feedback Date	Final Submission Date
Pre course task Diagnostic Assignment	N/A	22/9/17
EDU7344 School Experience 1	10/11/17 (Midpoint Review)	22/12/17 (End of placement report)
EDU7343 Professional Studies	13/11/17	8/1/18
EDU7346 Secondary Subject Pedagogy	12/3/18	16/4/18
EDU7344 School Experience 2	9/03/18 (Midpoint Review)	25/5/18 (End of placement report)
EDU7342 Professional Enquiry	12/03/18	‘Core’ Presentations: 19/6/18 or 20/6/18 ‘School Direct’ Presentations (RSA, Haybridge, Sidney Stringer): 18/6/18

Block A School Experience Key Dates

School Experience 2		
Midpoint Review	10/11/17	Send via email to secondarytpdocuments@bcu.ac.uk
Progress review meeting 2	13/11/17	Trainees are required to attend University for all or part of the day to meet with their Personal Development Tutor to discuss the trainees’ progress to date.
End of Placement Report	22/12/17	Send via email to secondarytpdocuments@bcu.ac.uk
Placement Evaluation	22/12/17	A link to the online placement evaluation will be emailed out to all subject and professional mentors.

Block B School Experience Key Dates

School Experience 2

Midpoint Review	10/3/18	Send via email to secondarytpdocuments@bcu.ac.uk
Progress review 4	12/3/18	Trainees are required to attend University for all or part of the day to meet with their Personal Development Tutor to discuss the trainees' progress to date.
Professional Enquiry Day 2	16/04/18	Trainees are required to attend University for the day for activities relating to their Professional Enquiry assignment.
End of Placement Report	25/5/18	Send via email to secondarytpdocuments@bcu.ac.uk (Please note that part of this document needs to be signed using a hand written signature, Scanned versions sent via email are accepted.)
Placement Evaluation	25/5/18	A link to the online placement evaluation will be emailed out to all subject and professional mentors

Religious Education Training Overview

Throughout the training year the University runs compulsory professional and subject training days which trainees attend before either the Block A school or Block B school placements and on Monday's during the placement period. The university based training days develop the trainee's knowledge of professional and subject teaching issues.

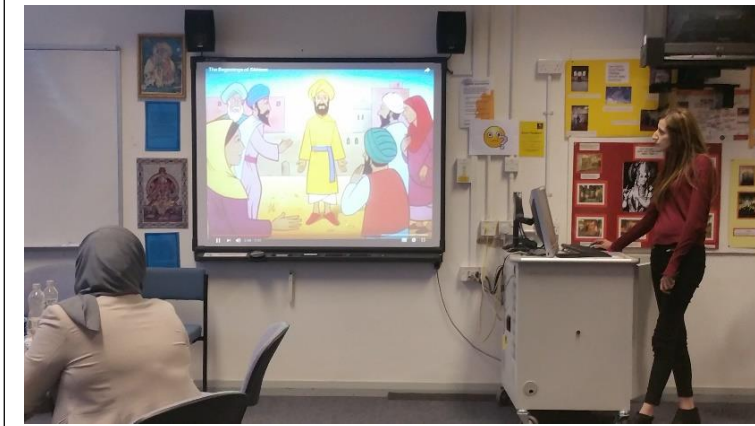
Throughout the RE PGCE we celebrate the asset effective Religious Education is to the school community, and the potential impact of the subject on both pupil academic development and personal growth.

Partnership with schools is central to all PGCE courses, perhaps more so within RE, where the content and pedagogy requires pupils to become additionally aware of pupil background and experience; therefore the mentoring of trainees is key to the sensitive application of the subject in a unique professional context. The course at BCU recognises the diversity in the region, the call from Ofsted and new GCSE specifications for confident subject knowledge, and places the focus on pupil progress within the subject. The course benefits from guided visits to local places of worship, content and sessions led by 3FF and Amnesty International as well as the involvement of mentors in the planning and delivery of sessions. Last year all trainees successfully completed the course and are now employed as full time RE teachers.

Through the PGCE course, the professional role of the teacher is explored through whole cohort sessions which are then focussed into a subject specific context in focus groups. These sessions include behaviour management, SEND, EAL, pupil progress, assessment and safeguarding. During curriculum workshops the focus is on the development of subject knowledge through a focus on content, pedagogy and skills. Indicative content for these workshops is seen below.

Topic	Content description
Reflection on our subject	Exploring the current context of RE and articulating academic and personal rationale for the subject.
Structuring RE	Introducing learning theory and pedagogy, experiencing long, medium and short term planning and the role of the learning objective.
Engaging RE	Thinking skills, thunks, P4C, De Bono's Thinking Hats.
Subject Knowledge	Focus on Abrahamic or monotheistic faiths – core beliefs and practices in these traditions. Opportunity for peer teaching.
Subject Knowledge 2	Focus on Eastern faiths - core beliefs and practices in these traditions. Opportunity for group planning and presentations.
Teaching ethical issues	Discussion of the role of subject knowledge in teaching ethics, model lesson on War and Peace experienced and reflected on. Application of new subject knowledge into lesson planning for KS4.
Introduction to KS5	Consideration of differences to the subject discipline at KS5 and an introduction to Theology, Philosophy and Ethics.
RE relevance	Session led by Amnesty International with a focus on teaching about, through and for Human Rights.
Visits	Gaining an understanding of what it takes to organise and run a trip, from idea to risk assessment. Visits to local places of worship to support subject knowledge and experience of religion in our local community.
Reflection	The use of models of reflection to develop the professional skills of evaluation and reflection on developing practice.
Subject specific pedagogy	Consideration of a range of subject pedagogies which can be used to enhance teaching and learning in RE.

Images taken in RE subject days this year:



Key Mentor and Trainee Documentation

Partner schools are reminded that the Secondary Partnership website includes the key documents relating to the PGCE Secondary and School Direct course for partner schools. The resources below can be found by navigating the tabs on the partnership homepage: <http://www.bcu.ac.uk/education/partnerships-and-collaborations/secondary-partnerships/overview>

Placement documentation:

- **Midpoint Review-** Analyses the progress at the midpoint of the placement against the Teachers' Standards. A Midpoint review is completed during both school placement 1 and 2 by the subject mentor and the trainee. The professional mentor and university tutor will moderate this process.
- **Trainee Support Framework-** Outlines the process of extra support through support plans to a cause for concern.
- **End of Placement Report Form-** A summative report of the trainee's attainment at the end of the school placement. The end of placement report form is completed by the subject mentor and the trainee. The professional mentor and university tutor will moderate this process.
- **Internal School Moderation Form (Block B school placements only)** - A record of internal school moderation of trainee teachers. Moderation should be conducted by the professional mentor or a mentor from a different subject area in discussion with the subject mentor with responsibility for the trainee.
- **Placement Evaluation-** This will be sent out to partner schools with further instructions via the BCU placements office.

Weekly documentation:

- **School Experience Progress Journal (SEPJ)** - Evidences progress over a placement. It provides a structure for weekly target setting, reflection and the collection of evidence and should be used to inform weekly mentor meetings. The SEPJ contains tasks that must be completed during the school placement.
- **Review and Analysis Forms (R&A)** - These are the forms where formal observations must be recorded. It is expected that trainees will be observed twice per week as a minimum. Written formative feedback will be provided on an R&A form which focusses on three Teaching Standards. These standards will be assessed using the university formative descriptors for trainees which grades trainees as 'Emerging, Establishing, Embedding or Enhancing'.
- **Formative Descriptors for Trainees (teaching standards tracker)** - Formative feedback guidance produced through collaboration between UCET and the HEA. The guidance provides a set of statements that outline the minimum standard that can be expected of trainee teachers at each stage of their development 'Emerging- Enhancing'. This document is used during observations and when completing formal/informal reviews of trainee progress.

Documents for Trainees:

- **Unit of work and lesson plan template-** For mentors to sign off prior to a trainees teaching.
 - **BCU Timetable Template-** For trainees to upload to Moodle so that university tutors know trainee timetables.
 - **Professional Progress Pen Portrait**
 - **Subject Knowledge Action Plan**
 - **Professional Practice Audit**
- Should be reviewed by mentors to support the setup of the placement.

Roles and Responsibilities

The Professional Mentor:

- Organises and quality assures a trainee teachers' programme of activities during any induction stage and outside of the specialist subject
- Ensures that trainee teachers will not at any point be asked to cover for absent teachers
- Ensures that at all times trainee teachers are under the supervision of a qualified teacher
- Assigns trainee teachers to a tutor group (except for Block A school Serial placement)
- Arranges opportunities for observation outside the specialist subject
- Arranges opportunities for experience in a second subject during block placements
- Arranges for trainees to visit feeder Primary schools in school placement 1 and for post 16 experience in school placement 1 or 2.
- Provides opportunities for trainee teachers to attend appropriate school meetings
- Provides an appropriate CPD programme to complement the professional training provided at university covering whole school issues
- Monitors and contribute to a trainee teachers' completion of the SEPJ tasks
- Observes the trainee teaching **at least once** per placement through the completion of a **joint observation** with the subject mentor and gives feedback using the university R&A form
- Moderates the subject mentor's assessment of the trainee teacher
- Provides support for subject mentors in target setting and assessment
- Contributes to the completion of the End of Placement Report
- Quality assures subject mentoring in school, ensuring that subject mentors complete the duties outlined below.

The Subject Mentor:

- Organises a programme of observation and teaching within the specialist subject across different ages and abilities
- Supports the development of subject specific pedagogies and strategies for learning and teaching whilst developing a subject ethos and philosophy
- Provides access to the subject department's units (schemes) of work and relevant examination specifications materials
- Supports and guides the lesson planning process for the preparation of units of work
- Ensures the opportunity for trainee teachers to teach their specialist subject, as appropriate to the stage of training, including KS3, KS4, and, where possible, post-16 groups
- Provides access to relevant pupil information, such as assessment records and IEPs
- Assesses the quality of the SEPJ tasks
- Observes the trainee teaching **two times per week as a minimum** and provides written feedback on the university R&A form.
- Completes **at least one joint observation with the professional mentor** and **at least one joint observation with a university tutor** per placement.
- Signs off units of work before the trainee begins to teach.

- Provides a timetabled weekly review and guidance session.
- Reports progress of trainee teachers 'with professional mentors and university tutors.
- Provides opportunities for checking, signing and grading (where appropriate) SEPJ tasks which contributes to the achievement of the Teachers' Standards.
- Sets future Teachers' Standards targets, using the Weekly Review sheet.
- Regularly scrutinises trainee teachers' School Experience Files, including their written evaluations of teaching and their assessment records during Block placements
- Contributes to the Mid-point review indicating the trainee teacher's current progress and identifying any areas that might be a cause for concern
- Contributes to End of Placement Report at the end of each placement.
- Provides a final assessment of the trainee teacher's achievement of the Teachers' Standards (**School placement 2 only**).
- Assists with drafting the Career Entry and Development Profile (**School placement 2 only**).

Where trainees are teaching classes other than the subject mentor's we would encourage the class teacher to observe, both formally and informally, and give feedback. However, it is important that the subject mentor manages the process to ensure that the training experience remains coherent and targeted.

The University Tutor:

- Is a subject specialist tutor who supports the trainee throughout the PGCE programme.
- Is responsible for placing the trainee in their Block A school and Block B school placements and ensuring that these offer a contrasting experience (with the exception of School Direct).
- Holds termly progress review meetings with trainees to discuss their progress towards achieving the Teachers' Standards.
- Is accountable for the delivery of PGCE modules and the marking and feedback of assignments (for those trainees following the Core route).
- Quality assures the quality of the SEPJ tasks.
- Agrees and monitors targets in relation to subject knowledge based on the subject knowledge audit.
- Provides an initial visit to each placement school to quality assure the provision.
- Visits the trainee **at least twice** during Block A school and Block B school placements.
- Liaises with subject and professional mentors to ensure that appropriate training and CPD is provided throughout the placement.
- Jointly **observes the trainee teaching at least once** per placement **with the subject mentor**.
- Moderates the assessments made by school including lesson observations, feedback and the end of placement report.
- Liaises with placement schools to ensure that trainees are provided with Post- 16 experience.
- Recommends and assists in the organisation of visits by external examiners.
- Supports the trainee to complete their Career Entry Development Profile.
- Provides the trainees with a reference.

The Trainee Teacher:

- Will attend all taught sessions in the Faculty and carefully read all the information they are given to prepare themselves for school experience.
- Must attend timetabled progress review meetings in the Faculty and prepare for these as appropriate.
- Must be aware of the requirements for each placement and professionally negotiate an appropriate timetable which must include weekly timetabled training with mentors.
- Are responsible for their development towards meeting their agreed targets and the accumulation of appropriate evidence.
- Are responsible for their SEPJ and the evidence within it to demonstrate their progress towards the Teachers' Standards.
- Must follow guidelines for the professional behaviour expected in schools and demonstrate that they are meeting Part Two of the Teachers' Standards.
- Must work within the safeguarding protocols of the placement school.
- Must follow the requirements for school experience in relation to medium and short term planning, and ensure that units of work are signed by subject mentors before they can begin teaching.
- Should act upon advice given and targets set by mentors and tutors.
- Should negotiate appropriate learning opportunities for themselves.
- Is responsible for supporting the learning of pupils and passing on information to the class teacher.
- Is responsible for keeping their subject knowledge up to date.
- Is responsible for setting cover for classes that they would be teaching if they are not in school.

Observation and feedback in Religious Education

Subject mentors should formally observe trainees teach **at least two lessons per week** and give trainee teachers written feedback using Review and Analysis forms. The Review and Analysis form alongside the formative descriptors for trainee teachers on the Birmingham City University Teachers' Standards tracker should be used to indicate trainees' progress towards meeting the Teachers' Standards. The use of the formative descriptors helps the trainees and mentors to devise and take 'next steps' towards progress targets. Additionally, the descriptors strengthen consistency across the partnership by helping mentors, tutors and trainees to articulate the expectations that we have for achieving each of the Teachers' Standards.

Formative Descriptors for Trainees (Teachers' Standards Tracker)

Formative feedback guidance is set out for each Standard using progressive headings:

Emerging → Establishing → Embedding → Enhancing

S1: Set high expectations which inspire, motivate and challenge pupils				
Standard Prompts	Emerging (EMG)	Establishing (EST)	Embedding (EMB)	Enhancing (ENH)
a) Establish a safe and stimulating environment for pupils, rooted in mutual respect	Unable to demonstrate the ability to encourage pupils to participate and contribute and/or create an atmosphere conducive to learning. Inadequate or inconsistent rapport developed with individuals and groups such that engagement in learning is hampered. Regularly require the intervention of other professionals to assist in maintaining a purposeful and safe learning environment.	Demonstrate the ability to encourage pupils to participate and contribute in an atmosphere conducive to learning. Develop a rapport with a range of individuals and groups so that most pupils are engaged in their learning. Routinely demonstrate the necessary understanding, presence and management skills to maintain a purposeful and safe learning environment.	Usually encourage pupils to participate and contribute in an atmosphere conducive to learning. Show respect for, and be well respected by, learners and effectively promote pupils' resilience, confidence and independence when tackling challenging activities. Demonstrate an extended range of strategies to establish and maintain a purposeful learning environment.	Consistently encourage pupils to participate and contribute in an atmosphere highly conducive to learning. Show high levels of mutual respect between the trainee and pupils. Very effective in promoting learners' resilience, confidence and independence when tackling challenging activities. Demonstrate innovative and creative strategies to establish and maintain a purposeful and safe learning environment.
b) Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions	Routinely requires the support of another professional to set goals that stretch and challenge pupils.	Routinely set goals that engage most pupils in their learning including those from the range of backgrounds represented and with special educational needs and/or disabilities.	Set goals that motivate, enthuse and motivate most pupils.	Set goals that generate high levels of enthusiasm for, participation in and commitment to learning in all pupils.
c) Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils	Unable to demonstrate positive attitudes, values and behaviour. Shows inconsistent or unequal respect for pupils, colleagues, parents/carers and lacking support for the ethos of the school. Unable to demonstrate sufficient enthusiasm for working with pupils and/or for teaching and learning.	Be able to demonstrate positive attitudes, values and behaviour. Show respect for pupils, colleagues, parents/carers and support the ethos of the school. Demonstrate enthusiasm for working with pupils and for teaching and learning.	Usually demonstrate positive attitudes, values and behaviour. Show respect for pupils, colleagues, parents/carers and actively support the ethos of the school. Most learners are enthused and motivated to actively participate in their learning.	Consistently demonstrate positive attitudes, values and behaviours. Show high levels of respect for pupils, colleagues, parents/carers and energetically support the ethos of the school. Generate high levels of enthusiasm, participation and commitment to learning for all pupils.

For formative feedback purposes only, guidance is given for each sub-heading of each Standard. The language of the formative descriptors should be adopted during written and verbal feedback. This is to support trainees and mentor to *track progress against the standard, to determine areas where additional development might need to be observed, or to identify areas where a trainee or teacher is already demonstrating excellent practice relevant to that standard* (DfE). Please see the notes on summative assessment below.

The statements in relation to Part One of the Teachers' Standards set out typical characteristics of the practice of trainees. The expectation is that their practice will demonstrate improvement throughout their training and beyond. The formative feedback helps trainees and their assessors to identify progress in their achievement towards the Standards through the levels. Judgements from observations will be based on an assessment of the available evidence to decide which descriptor provides the 'best fit'. Formative feedback must be given for **achievement only**, not effort, intention or as a motivator

Review and Analysis Forms

All formal lesson observations must be completed using the BCU Review and Analysis forms (R&A). A copy can be downloaded at: <http://www.bcu.ac.uk/education/partnerships-and-collaborations/secondary-partnerships/documentation>

PGCE Secondary Review and Analysis Form Part B: Lesson Summary and Targets: Lesson strengths: (three minimum) List strengths linked to the 3 focus standards, refer explicitly to the standard strands Teachers' Standard(s) no(s) to be added: Developmental targets arising out of the lesson: (one minimum, no more than three). How can the trainee promote better pupil learning and progress? Provide targets that are linked to the 3 focus standards- try not to use the same strands as a strengths and developmental area Subject specific target(s) • • Teachers' Standard(s) no(s) to be added:	Trainee Name: Date of Observation/Discussion: Subject: Placement (circle): School: Sheet Number: Class Taught: Sch 1 Sch 2 <i>List below the Standard(s) being targeted during the lesson observation or review and guidance session:</i> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 80%;">Teachers' Standard(s) and Standard Prompts observed or discussed:</th> <th style="width: 20%;">Formative Feedback</th> </tr> <tr> <td>Choose only 3 standards to focus on</td> <td>Assessment (Emerging)</td> </tr> <tr> <td style="height: 20px;"></td> <td></td> </tr> <tr> <td style="height: 20px;"></td> <td></td> </tr> </table> PART A: Formative comments from observations OR summary of training session/discussion: • Use the language on the Standards Tracker to provide feedback on what is observed. • Comment on the progress within the 3 identified standards • Refer explicitly to the standard strands (5a, 6b) within the feedback • Strengths and areas for development are determined in terms progress against the teaching standards	Teachers' Standard(s) and Standard Prompts observed or discussed:	Formative Feedback	Choose only 3 standards to focus on	Assessment (Emerging)				
Teachers' Standard(s) and Standard Prompts observed or discussed:	Formative Feedback								
Choose only 3 standards to focus on	Assessment (Emerging)								
Signed (Mentor): _____ Date: _____ Signed (Trainee): _____									

List below the Standard(s) being targeted during the lesson observation or review and guidance session:

Teachers' Standard(s) and Standard Prompts observed or discussed:	Formative Feedback
1b – Set goals that stretch and challenge all pupils	Emerging
3a – Have a secure knowledge of the relevant subject(s)	Emerging
5d – Have a clear understanding of the needs of all pupils, and teach accordingly	Establishing

PART A: Formative Comments from observations OR summary of training session/discussion:

Joint Observation with Subject Mentor - lesson feedback agreed and given together.

Stretch and challenge is seen in the introduction of material which is new to the majority of pupils in the class. Individual challenge is seen in the feedback from assessment work and in the pupil selection of medium or hot tasks (TS1)

- When discussing key vocabulary, such as describe or explain, make sure that the definitions are clear. This can be supported with repetition, the use of the PowerPoint or with subject specific examples/modelling.
- Ensure that pupils are suitably scaffolded to access work and complete tasks which demonstrate learning – think about when sentence starters etc may be used to support a well structured peer assessment. This will enable all pupils to meet the challenge of a lesson without relying on your support as you circulate the room.
- Think about your preparation for progress before the lesson. Ensure that there is genuine challenge throughout the whole lesson and that the focus is on the learning as well as the completion of tasks. For instance, review lesson plans and your PowerPoint before teaching and think what learning is taking place at each section of the lesson, and how you can support this. For instance, by adding 'thinking tasks' to tasks such as writing the title and date down and extension options for all tasks set.

Subject knowledge is shown in the choice and use of the video, and examples of questioning to check key knowledge has been understood (TS3).

- Consider the impact of planning what key content as part of your lesson preparation. For instance, what information did you want to establish with pupils when introducing the video? For instance, the PowerPoint slide refers to Genesis but this is not verbally introduced to pupils.
- Be careful with your subject knowledge – which day of the Christian creation story were animals made?

Generally a lower ability group, there is a range of ability and need in the class – this is recognised with information on the seating plan and pupil progress is supported through the focus on a recent assessment – including target setting/use of ebi. Circulation around the classroom and the use of names and questions/feedback being asked of a range of pupils supports engagement and ensures that the teacher remains approachable and accessible for pupils. Differentiation is seen in the pupil choice between a 'medium' or 'hot' tasks, which pupils chose between, key words for each are identified and discussed (TS5)

- Think about how pupils could be supported in the choice of medium or hot tasks, and how this potential extra challenge could be extended to all tasks. For instance, 'if you achieved a xx in the last assessment then you should be doing...'
- Think about the potential for you to give feedback on assessment and progress. Rather than pupils just looking at their own work you could have explained and praised what was generally completed, and model some of the targets which would be suitable for pupils. You referenced that these pupils had already done this style of assessment review in their History lessons – are there any specific RE content or skill which pupils need to be aware of and which should come through in the target setting?
- In your planning identify the support particular pupils need in RE and what plan to do to support or challenge these pupils through the individual tasks of the lesson. For instance, who are your high and low ability? What questions will you ask to each of these groups? What extra resources will you provide for these groups beyond your one to one interaction with them when circulating?
- Some barriers to learning can be based in low level disruption, what can you do to ensure that behavioural expectations remain high and are met?

Lesson strengths: (three minimum)	Teachers' Standard(s) no(s) to be added:
Circulation around the room – supporting individual pupils, particularly those identified as having additional need class data and demonstrated through the seating plan.	1c, 5d
Use of direct questioning to ensure target pupils are on track and that key information is reinforced. This was also used to ensure that pupils are focussed, e.g. pupils' who are talking are asked questions to non-confrontationally return their focus to the learning.	2a and 5d
Time given in the lesson for individual focus on progress. Both in response to teacher feedback from the assessment and peer assessment of a lesson task.	2c and 2e
Developmental targets arising out of the lesson: (one minimum, no more than three).	Teachers' Standard(s) no(s) to be added:
How can the trainee promote better pupil learning and progress?	7a
- Ensure that all instructions are followed, for instance when you ask for pupils to stop and listen in silence or to put their pens down and listen, make sure this is done. - Check that all pupils are engaged and challenged throughout the whole lesson. With all tasks, ensure that there is extension or challenge work for pupils to move onto, and consider what pupils could be doing instead of waiting for others to complete basic tasks such as writing down a title or sticking in sheets.	1b and 5a
Subject specific target(s)	3a
Make sure that correct subject knowledge is presented to pupils.	

List below the Standard(s) being targeted during the lesson observation or review and guidance session:

Teachers' Standard(s) and Standard Prompts observed or discussed:	Formative Feedback
3a	Establishing
4a	Emerging
7b	Emerging

PART A: Formative Comments from observations OR summary of training session/discussion:

Joint observation with Subject Mentor – feedback agreed and given together.

Subject knowledge is shown in teacher led presentation of information, including some reference made to the wider Islamic faith. Reference is made to a GCSE style question and suitable information and discussion is highlighted through teacher delivery and tasks. (TS3)

- Ensure that the depth of teacher subject knowledge is systematically broken down for pupils and shared with clarity. Consider, for instance, key information which you need to share and the use of PowerPoint to share these ideas.
- Take opportunities to revise key words and content. For instance, you refer to Shia and pupils ask about Shia Law but this concept is dismissed, or you refer to the Day of Judgement in your introduction and on your lesson plan, but this is then not a feature of the lesson despite appearing in the intended learning for the lesson.

The lesson is planned, organised and structured with learning outcomes which build on both content and skills of within discussion and debate. Pupils interest is gained through the choice of a relevant and engaging clip, the use of group work and the potential for pupils to incorporate their own opinion. Home work is given at the end of the lesson. (TS4)

- Make clear what you want pupils to do throughout the lesson.
- Make clear the learning which is taking place during the tasks, when pupils complete a task, this can be done by emphasising key information and making links to the intended learning or outcomes for the lesson. For instance, how does the starter video of the cancer sufferer link to the concept of Al-Qadr/predestination?
- When checking progress through the lesson, ensure that you are reviewing the progress of all pupils. For instance, the multiple choice quiz could have been asked of all pupils who demonstrate their understanding using coloured cards etc.

Classroom management is shown in the use of a seating plan, repetition of instructions and expectations. Praise is given in response to pupil effort and ideas. During group work, circulation around the room supports pupil understanding and focus on the task. In response to low level disruption reminders are given to listen, one pupil is moved to support focus. (TS7)

- Simplify verbal and written (PowerPoint) instructions to ensure pupils understand and stay engaged.
- Make use of the school system for rewards and sanctions.
- Consider how to establish teacher presence in the classroom. For instance, reflect on where you stand in the classroom and the use of your voice at different points in the lesson.

Lesson strengths: (three minimum) • The organisation and preparation of the lesson is a clear strength, which removes potential barriers to teaching learning. • Subject knowledge is confidently used in both the introduction of new material – particularly when not referring to the PowerPoint – and in response to pupils' questions. • The rapport and working relationships with pupils is evident in the use of names, interactions from the front of the classroom and when circulating around the room.	Teachers' Standard(s) no(s) to be added: 4a 3a 7d
Developmental targets arising out of the lesson: (one minimum, no more than three). How can the trainee promote better pupil learning and progress? • Simplify and clarify instructions to ensure pupils fully understand what is being asked of them, and what they should do to excel in a task. • Keep focussed on establishing teacher presence in the classroom through voice, body language, using systems and being consistent. Subject specific target(s) • Ensure that key words and content are scaffolded in the lesson so that all pupils can access and engage with the subject knowledge discussed.	Teachers' Standard(s) no(s) to be added: 2a and 5a 7a, b and c 4b and 5a

Weekly mentor meetings

A weekly mentor meeting between the trainee teacher and the subject mentor should be timetabled, so that progress and achievement can be evaluated systematically and future targets set. To prepare for this meeting and to ensure that time is used productively, trainee teachers should complete the first part of the Weekly Review sheet (found in the SEPJ) in advance. This will then be discussed with the mentor and future targets agreed.

Weekly mentor meeting suggested agenda:

- Use of the Journal (SEPJ) to review progress against targets previously set, monitor the collection of evidence against the Teacher' Standards and to negotiate targets for the coming week.
- Check that the trainee is confident in what they have to deliver in the coming week(s) and discussion of current pressures.
- Agreement of which lessons will be observed in the coming week.
- Discussion of key issues such as EAL/SEND or misconceptions in the subject area(s) they are teaching.
- Discussion of progress against trainees personalised Subject Knowledge Action Plan.
- Opportunity to highlight opportunities for further study, e.g. to watch something, read something or analyse a resource in some way.

References and Additional Information

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