PGCE Primary & Early Years Education with QTS

School Based Training 1

**School Based Training Handbook**

**PGCE SBT1 - 2021/22**

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**The BCU Trained Teacher**

A BCU trainee teacher will have signed a commitment to uphold professional conduct when on a Primary Education ITE course.

In addition, trainees will be guided throughout the course to embody our four professional core values: committed, creative, confident and collaborative. As a school, supporting teacher training in partnership with BCU, you can expect to work with individuals who are:

**Committed to:**

• Being outstanding teachers

• Creating a vibrant learning environment in which all learners will thrive

• Addressing the needs of all learners and their communities

• Taking responsibility for their own professional development and learning

• Developing excellent subject and pedagogical knowledge

**Creative in:**

• Engaging, inspiring and motivating all learners

• Informing learning and teaching through research and evidence

• Overcoming disadvantage and barriers to learning

• Reflecting on the impact of their professional practice

**Confident to:**

• Act as leaders of learning

• Respond flexibly and proactively to change

• Communicate effectively with all partners in learning

• Accept responsibility and be accountable for their professional actions and decisions

**Collaborative by:**

• Understanding that authentic and effective collaboration is an essential element of professional practice

• Working effectively with expert teachers across partner organisations

• Working with peers and subject / phase experts to develop effective curricula

• Embody the ethos and vision of partner organisations in their professional role

• In-practice discourses which develop and deepen critical reflection within a community of professional learning

We believe that through these principles, which underpin our programmes, we can equip beginning teachers to be both aspirational in their professional goals and well-prepared to manage the complexity of demands faced within primary teaching.

**Overview of Placement**

Placement Week 8/9

Weekly meeting with Class Teacher. Underline relevant BCU Curriculum Key Themes

. Review and set targets for week ahead.

Placement Week 10

Progress Meeting 1 with Class Teacher (or School Mentor) and UT. Professional discussion (Critical Incident). Highlight the BCU Curriculum Key Themes. Complete end of placement report against each of the BCU Curriculum Key Themes. Pass or Fail grade

**KEY DATES**

**Preliminary Visits:** 1st November – 11th November

**UT briefing:** 12th November (Online)

**Online University Day:** 19th November and 29th November

 All Fridays in Spring 1 are in University

**Placement Dates:** 15th November – 3rd February

**Review Meeting 1**: Week Beginning 6th December

**Progress Meeting 1**: Week Beginning 31st January

**UT Debrief:** 7th February (Online)

**PRELIMINARY VISITS SUPPORT**

**School Induction procedures** should include:

* Information about the context and ethos of the school. An overview of the school’s priorities for teaching and learning and arrangements for the trainee’s placement.
* A tour of the school and the school’s facilities.
* Safeguarding
	+ - Prior to the placement the trainee is required to complete Level One Safeguarding training, plus an online Safeguarding Quiz and the Home Office (online) Prevent training. Please discuss this with the trainee.
		- Provide the trainee with access to, and discuss, the school’s Child Protection and Safeguarding Policy and Procedures, including local safeguarding priorities that are currently impacting on the school.
		- Ensure the trainee is familiar with the DSL and their deputies, including how they can be contacted.
		- Discuss the school’s record-keeping procedures and the trainee’s role in this.
		- Discuss and ensure trainee understanding of the school’s procedures for dealing with peer-on-peer abuse.
		- Have a discussion regarding how to ensure victims of abuse will be supported and what staff need to do to ensure children know they will be taken seriously.
		- Discuss procedures to ensure data protection and safety – what do trainees need to do routinely in their professional practice?
* Health and Safety
	+ - Explain to trainee Covid-19 related risk assessment requirements in line with all staff in school.
		- Health and Safety Induction information gathering from the relevant H&S Policies.
* COVID-19
	+ - Specific guidance for trainee in relation to Covid-19 and arrangements in school setting (including PPE, hand hygiene, good respiratory hygiene, cleaning of resources and working environment, children handling resources, working with a group, timings of the school day (including any phased timings), reporting procedure if trainee is unwell or child is unwell, supporting learning in the event of lockdown etc.)
* Policies
	+ - Access to relevant policies including: Behaviour Management; SEND; Assessment, Marking and Feedback; Teaching and Learning; Curriculum Subjects
* Staffing
	+ - Overview of staff including roles and responsibilities.
* School’s expectations
	+ - Outline of the school’s expectations including: time keeping, dress code, online safety, GDPR, use of social media, engaging with parents/carers.
* Confirm Covid-19 arrangements for any meetings
	+ - Outline of the opportunities in school for trainees, e.g. as applicable; involvement in an extra-curricular activity, CPD. Identify staff meetings/training that trainee should attend during the School Based Training. **Unless advised otherwise by the school, trainees should attend ALL whole school/phase meetings and training.**
* Observing colleagues
	+ - Discuss protocol when observing/shadowing teachers. When observing a teacher, trainees will complete an observation form (a copy is in their Progress Journal), making notes to inform their own practice.
* Confirm Covid-19 arrangements for playtime, lunchtimes, breaks, start and end of day
	+ - Information about the school day, including children’s arrival times, playtime(s), lunchtime, moving around the school and leaving school at the end of the day. Expected time of arrival in school and departure of staff and trainees, including any phased timings.

**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:

***Expectations for Planning:***

* Procedures and identification of topics/subjects to be taught during the placement.
* Negotiating the timetable to be taught between teacher and trainee: e.g. team teaching, teaching of small groups, 1:1 interventions etc.
* Discuss school’s arrangements for catch-up support and any input to be given by the trainee.
* Discuss the school’s medium/weekly term planning for the areas the trainee will be teaching.
* Identify resources to support learning and teaching, including, where relevant, online materials to support remote learning and teaching.
* The trainee must complete lesson planning for the groups being taught in the first week.
* Discuss the ***BCU ITE Curriculum Key Themes*** to identify the trainee’s subject/pedagogical development needs.
* ***Adult support*** in the class - how it is used to support learning and when it is available.
* Identification of and provision for ***children with Special Educational Needs and Disabilities***.
* ***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 discuss assessment for learning strategies and summative and statutory assessment procedures. Provide meaningful opportunities for the trainees to use and become fully conversant with assessment tracking software and to use this as part of their practice.
* Facilitate opportunities for the trainee to ***observe teaching*** to develop their understanding of good practice.
* Trainees would benefit from ***getting to know the class*** by teaching small groups, introducing a lesson, leading on plenaries etc. before the block placement begins.
* If possible, trainees would appreciate the chance to discuss ***job applications/interview technique*** and undertake a mock interview with a relevant member of staff.

**PRE-PLACEMENT TASKS**

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

* Discuss **trainee’s targets** and generate strategies for in-school support.
* Develop an appropriate **teaching timetable** for the trainee for the placement. Discuss any arrangements for teaching, e.g. team teaching, teaching of small groups, 1:1 interventions.
* 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.
* Identify a **schedule for Weekly Professional Development Meetings** with Class Teacher.
* Map out **observation dates/ times** across the placement.
* Discuss, with the trainee, relevant **staff meetings** that should be attended, as applicable, including any online meetings or training.
* If, for any reason, you feel that the trainee is not ready to start the practice, contact your named University Tutor immediately, and PrimaryandEarlyYearsPGCECourseTeam@bcu.ac.uk
* In line with school’s Covid-19 procedures, agree arrangements for non-teaching time.

***BEFORE THE BLOCK PLACEMENT CAN BEGIN THE PRE-PLACEMENT CHECKLIST IN THE TRAINEE’S SCHOOL BASED TRAINING PROGRESS JOURNAL NEEDS TO BE SIGNED.***

***TARGETS FOR THE PLACEMENT SHOULD ALSO BE AGREED AND SIGNED. THE CLASS TEACHER (OR MENTOR) COMPLETES***

**COPY** of Pre-Placement Approval Checklist

|  |  |  |
| --- | --- | --- |
| ***Task*** | School Confirmation | UT Confirmation |
| Specific guidance for trainee in relation to Covid19 and arrangements in school setting (including PPE, hand hygiene, good respiratory hygiene, cleaning of resources and working environment, children handling resources, working with a group, timings of the school day (including any phased timings), reporting procedure if trainee is unwell or child is unwell, supporting learning in the event of lockdown etc.)  |  |  |
| Covid19 related risk assessment requirements in line with all staff in school. Health and Safety Induction/information gathering from the relevant H&S Policies.  |  |  |
| Share and discuss School Based Training Handbook |  |  |
| Safeguarding and Child Protection Induction/information gathering from the relevant Child Protection Policies. – Safeguarding local priorities - Name of DSL |  |  |
| Discuss ‘Keeping Children Safe in Education’ (2020) document and share ‘Safeguarding & Promoting the Welfare of Children’ booklet |  |  |
| GDPR in line with school’s policy |  |  |
| Have read school ‘Pupil Behaviour Policy’ and ‘Staff Behaviour Policy’ |  |  |
| ***Planning*** * Negotiate the timetable to be taught between teacher and trainee: small group, 1:1 (including team teaching, teaching of groups, interventions) etc.
* Discuss school’s arrangements for catch up support and any input to be given by the trainee
* Discuss the school’s medium/weekly term planning for the areas the trainee will be teaching
* Identify resources to support learning and teaching, including where relevant, online materials to support remote learning and teaching
* Trainee complete lesson planning for the groups being taught in the first week
* Discuss the BCU ITE Curriculum and subject/pedagogical development needs
 |  |  |
| Confirm Covid19 arrangements for playtime, lunchtimes, breaks, start and end of day. Information gathering about the school day, including: children’s arrival times, playtime(s), lunchtime, moving around the school and leaving school at the end of the day. Expected time of arrival in school and departure of staff and trainees, including any phased timings.  |  |  |
| Confirm Covid 19 arrangements for any meetings. Identify staff meetings/training that trainee should attend during the School Based Training, including and online meetings or training. \*Unless advised otherwise by the school, trainees should attend ALL whole school/phase meetings and training.  |  |  |
| Identify areas for development during this School Based Training and formulate targets for discussion with your Classteacher & UT.  |  |  |
| Identify Needs of individual children (EAL, SEND, LAC, PP etc.) |  |  |
| Negotiate times for Weekly Professional Development Discussions. |  |  |
| Addressing Workload in ITE documentation has been discussed |  |  |
| Trainee has shared ‘Teaching of Reading Booklet’ |  |  |
| School Based Electronic Training File organised as follows:***Section One ~ Background Information:*** Safeguarding Confirmation Letter, list of staff and their responsibilities, a copy of your teaching timetable, (in line with school’s GDPR policy).***Section Two ~ Planning:*** Long/Medium Term ***Section Three ~ Short Term Planning and Evaluations:*** organised in chronological order with lesson plans, resources, anonymised assessment records/notes, evaluations ,relevant reading and research resources (all information must be in line with school’s GDPR policy). (in line with school’s GDPR policy). |  |  |

*I confirm that the above actions have been taken and the trainee is ready to commence this School Based Training*

University Tutor: Class Teacher/School Mentor:

**REPORTING ABSENCE**

**COVID-19 related absence** - Please ensure that trainees have received school’s guidance on how to report any absence in relation to Covid19 (self-isolating, positive test etc.)

**COVID-19 UNIVERSITY REPORTING**

[Coronavirus information | Birmingham City University (bcu.ac.uk)](https://www.bcu.ac.uk/about-us/coronavirus-information)

[Home - Incident System - Powered by Notify (notifytechnology.com)](https://bcu.notifytechnology.com/)

**COPY** of SCHOOL ABSENCE PROCEDURE *(trainees fill out this form in their SBT Progress Journal, as part of the induction process)*

|  |  |
| --- | --- |
| Who do you need to contact? |  |
| What form of contact should it be? |  |
| What time does the contact need to have been made by? |  |
| By what time do you need to let the school know if you are going to be in, or not, by the next day? |  |
|  |

**Absence Reporting Procedure**

If you are absent from school for any reason, it is **YOUR** professional responsibility to:

1. Contact your class teacher to inform them of your absence as far in advance as possible and provide them with information regarding the lessons you plan to deliver that day.
2. Telephone school to report absence formally in accordance with school policy for staff.
3. Notify your absence to mySRS by **08:30am** at the very latest on each day of absence; stating your name, school, stage of course and reason for absence.
4. You must keep the school and university including UT and PDT, informed about continuing absence daily.

***University Trainees must make calls in person except in extreme circumstances***

**TRAINEE WORKLOAD**

The university are committed to reducing the workload of ITE trainees and are following the advice of the DfE.

(<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/753502/Addressing_Workload_in_ITE.pdf>)

Based on the DfE advice and in line with school policy; in order to support our trainees in school consideration should be given to the following:

* Trainees are undertaking tasks which contribute directly to pupil outcomes and their own development
* In line with school’s Covid19 guidance, protected non-contact time (For example: trainee planning alongside colleagues, support from subject leaders)
* In line with school’s Covid19 guidance, planned professional development opportunities
* Short term planning must be completed by the trainee for all sessions taught in a format agreed with the school. Providing opportunity for trainees to use existing high-quality resources, such as schemes of work, textbooks, to enable them to plan a sequence of lessons. The focus should be on planning a series of lessons, but specific circumstances may mean that trainees have to plan a one-off lesson.
* Provide planning support. This may be from the class teacher/ year group colleagues or another designated staff member
* If trainees are using existing school planning, this will need to be annotated and adapted to meet the needs of the children the trainees are teaching**,** in order to demonstrate how they are developing and adding their own ideas and approaches

**SCHOOL BASED TRAINING 1 - PLACEMENT INFORMATION**

SBT1 is a 10 week 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 a 50% timetable
* Teaching can include whole class teaching, team teaching, teaching of small groups, 1:1 intervention.

**School Based Training Support Models**: **Formal observations of trainees**

Ideally trainees will have one observation per week covering a range of teaching activities across the school curriculum (depending on their scheduled teaching timetable).

Joint observation – a joint observation will be completed once per placement by the University Tutor and the Classteacher/mentor

Please note: Joint observations count as one observation only.

In consultation with the trainee identify when formal lesson observations will take place.

The first observation should ideally be undertaken by the class teacher, within 7 working days of the placement starting. The observation should be focused on the impact of the trainee’s teaching on children’s behaviour for learning, learning and progress.

Observations should ideally be on a weekly basis with sufficient time in between for trainees to address any targets they need to focus on.

For lesson observations a lesson plan should be available for the observer. Trainees to follow the school’s planning format. Where existing planning is available, the trainee needs to demonstrate how they are developing and adding their own ideas and approaches to the plan.

Formal observations should be recorded on the university’s observation form electronically. Observation forms can be found in the trainee’s Progress Journal and in this booklet.

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 and relevant research the trainee may use to enhance their professional practice. Please be as detailed and clear as possible. Typically, this should be within 24 hours (maximum of 5 working days).

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.

Copies of the lesson observation feedback should be emailed to the University Tutor, by the trainee.

Any Rapid Improvement Target should be clearly identified on the observation form against the relevant BCU Curriculum Key Themes. It should be completed and returned to PrimaryandEarlyYearsPGCECourseTeam@bcu.ac.uk within 48 hours of issue and review.

**WEEKLY TASKS**

Trainees will complete a weekly reflection (in their online School Based Training Progress Journal). Their reflections should focus on the impact of their teaching on the pupils’ learning and progressconsidering key aspects of their professional practice and linked to the BCU ITE Core Curriculum.

Following discussion with the class teacher targets for the week ahead will be set. Clear areas of strength and development should be identified

Trainees must engage in Weekly Professional Development Discussions with the class teacher to review progress, discuss issues and identify the targets for the following week. Trainees should record outcomes in their online School Based Training Progress Journal and gather evidence to inform their Critical Incidents. The class teacher should record the trainee’s progress by underlining appropriate statements from the BCU Assessment Tracker in the trainee’s School Based Training Progress Journal.

Trainees will be responsible for the organisation and content of their electronic, ONLINE School Based Training File as follows:

* ***Section One ~*** *Background Information: policies (you can include online links if available) list of staff and their responsibilities, a copy of your teaching timetable, (all information must be in line with school’s GDPR policy). Safeguarding Confirmation Letter (present to the school on your first day of attendance then keep it safe).*
* ***Section Two ~*** *Planning: Long/Medium Term*
* ***Section Three ~*** *Short Term Planning and Evaluations: lesson plans, resources, anonymised assessment records/notes and evaluations, relevant reading and research resources (all information must be in line with the school’s GDPR policy)*

**REVIEW/PROGRESS MEETINGS**

*These meetings will be attended by the trainee, University Tutor and the Class teacher/mentor.*

**Review Meeting 1 must be completed by the end of the week beginning 6th December**

* Review Meeting 1 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. The judgement will be based on the BCU Formative Assessment Tracker.
* Observation feedback: this will take the form of a discussion between the trainee, observer and UT.
* Trainees will discuss their Critical Incident and share supporting evidence.
* For weaker trainees Review Meeting 1 may be carried out slightly earlier than the actual date if needed, to enable the trainee maximum time to implement strategies and enhance their potential to succeed. Liaise with the UT if this is required.
* When making a formative judgement for the ***Review Meeting 1*** consider the trainee’s overall performance to date and make a ‘best fit ‘judgement based upon performance against all of the BCU Curriculum Key Themes as recorded in the BCU Assessment Tracker.
* Review trainee’s progress and attainment against Part 2 of the Teachers’ Standards and Professional Behaviours.
* Review Meeting 1 - Trainees who are **on track** to be awarded QTS will be demonstrating their competence in most of the BCU Curriculum Key Themes at the **Exploring** level.
* If the trainee is not able to demonstrate their competence in one or more of the BCU Curriculum Key Themes at **Exploringlevel** and/or is not fully engaged or responding to advice and feedbacktheir progress is judged as **requiring improvement.**Please identify targets and strategies for improvement with the trainee and complete the RAPID IMPROVEMENT TARGETS form.

**Progress Meeting 1 must be completed in the final week of the practice.**

* Trainees will need to discuss a new Critical Incident and share supporting evidence. They should also share their Teaching of Reading booklet.
* At Progress Meeting 1 the areas of strength and development are identified using all available evidence, including the BCU Assessment Tracker and a judgement made about the trainee’s level of achievement at the end of the School Based Training. **The judgement will be informed by on-going formative assessments against the BCU Assessment Tracker.**
* When making a judgement for **Progress Meeting 1** consider the trainee’s overall performance to date and make a ‘best fit ‘judgement based upon progress made within the BCU Curriculum Key Themes
* **RAPID IMPROVEMENT TARGETS** can be reviewed during Progress Meeting 1.
* Review the trainee’s progress and attainment against Part 2 of the Teachers’ Standards.
* Progress Meeting 1 - Trainees who are **on track** to be awarded QTS will be demonstrating their competence in all of the BCU Curriculum Key Themes at the **Exploring** level **with elements of Establishing**.
* If the trainee is not able to demonstrate their competence in all areas of the BCU Curriculum Key Themes at **Exploringlevel** and/or is not fully engaged or responding to advice and feedbacktheir progress is judged as **requiring improvement** and theplacement is deemed as a **FAIL.**

**Professional Development Discussions**

**Evidence and Review/Progress Meetings**

* Prior to each Review/Progress Meeting trainees will need to prepare a Critical Incident.
* These will be part of their online School Based Training Folder and they should select a maximum of 5 pieces of evidence that demonstrate their progress against the BCU ITE Core Curriculum to date.
* They can present evidence digitally or as a hard copy.
* During the Review/Progress Meetings trainees should be supported to reflect upon their Critical Incident, focussing on their relevance in regards to: intention, implementation and impact.
* Please use questioning to encourage a reflective Professional Development discussion which will reference relevant research that trainees have used to influence the choices and decisions they have made.

*COPY of proforma (copy in trainee’s Progress Journal)*

**Critical Incident – Review/Progress Meeting 1**

**Date:** Click or tap to enter a date.

1. Briefly describe the Critical Incident which stimulated your critical reflection and led to your professional growth at this point in your training.

|  |
| --- |
| Click or tap here to enter text. |

2. In response to this ‘Critical Incident’ identify the research-informed professional actions taken that demonstrated your **intention.**

|  |
| --- |
| Click or tap here to enter text. |

3. What steps did you take to secure the **implementation** of these actions?

|  |
| --- |
| Click or tap here to enter text. |

4. Identify the **impact** your practices had in terms of securing a) pupil progress and b) your understanding of your professional responsibilities.

|  |  |
| --- | --- |
| Click or tap here to enter text. | Click or tap here to enter text. |

5. Identify the evidence you will share with your tutor.

|  |
| --- |
| Click or tap here to enter text. |

**BCU ITE Core Curriculum**

1. How trainees use critical enquiry and research informed practice to develop their understanding of effective teaching and learning.
2. How classroom practice establishes effective behaviour management through the use of high expectations and awareness of pupil wellbeing.
3. How trainees’ knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impact on pupils’ progress and wellbeing.
4. How trainees plan and assess learning to ensure that all pupils make progress.
5. How trainees implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners.
6. How trainees have developed professional behaviours and contribute effectively to the wider life of the school.

The BCU ITE Curriculum aligns with the DfE (2019) ITT Core Content Framework. Our ambitious curriculum is designed within a spiral curriculum model, which deepens knowledge and understanding throughan iterative revisiting of identified topics, subjects, and themes throughout all BCU Primary QTS courses.

Start of ITE journey



Pedagogical knowledge development within ITE modules

SBT with expert colleagues in partnership schools

**QTS**

This spiral curriculum is not simply the repetition of any topic taught. It also requires the deepening of it, with each successive encounter building on the previous one. Each module within the Primary ITE Curriculum ensures that trainees acquire research-led pedagogical and curriculum knowledge, and moreover, develop a clear insight into how to implement this knowledge and understanding as they develop their teaching skills with the support of expert colleagues across the BCU Primary Partnership Schools.

**BCU ITE Curriculum Themes and links with Teachers’ Standards and ITT Core Content framework**

|  |  |
| --- | --- |
| **Teachers’ Standards – used to summatively assess trainees at the end of the course for the award of QTS** | **BCU ITE Curriculum Themes and ITT Core Content Framework** |
| **PREAMBLE:** Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils. *It’s important to see the Teachers’ Standards through the lens of the impact they have on pupil progress.* | The BCU ITE Curriculum Key Themes will signpost the complex and interconnected learning through a coherent teacher education programme.The ITT Core Content Framework has been designed to support trainee development in 5 core areas – behaviour management, pedagogy, curriculum, assessment and professional behaviours. It is presented in 8 sections: High Expectations and Managing Behaviour; How Pupils Learn; Classroom Practice and Adaptive Teaching; Curriculum; Assessment; Professional Behaviours. |
| **Standard 1: Set high expectations which inspire, motivate and challenge pupils*** establish a safe and stimulating environment for pupils, rooted in mutual respect
* set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
* demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
 | **BCU ITE Curriculum Key Theme B**Trainees’ classroom practice establishes effective behaviour management through the use of high expectations and awareness of pupil wellbeing.**ITT Core Content Framework** High Expectations Managing Behaviour |
| **Standard 2: Promote good progress and outcomes by pupil be accountable for pupils’ attainment, progress and outcomes** * be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these
* guide pupils to reflect on the progress they have made and their emerging needs
* demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
* encourage pupils to take a responsible and conscientious attitude to their own work and study.
 | **BCU ITE Curriculum Key Theme C** Trainees’ knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impact on pupils’ progress and well-being.**ITT Core Content Framework** How Pupils Learn Classroom Practice Adaptive teaching |
| **Standard 3: Demonstrate good subject and curriculum knowledge**  * have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings
* demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
* demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject
* if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
* if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
 | **BCU ITE Curriculum Key Theme C** Trainees’ knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impact on pupils’ progress and well-being.**BCU ITE Curriculum Key Theme E** Trainees implement effective adaptive teaching approaches to support all learners, including SEND (Special Educational Needs and Disability) and EAL (English as an Additional Language learners)**ITT Core Content Framework** How Pupils LearnCurriculum |
| **Standard 4: Plan and teach well-structured lessons** * impart knowledge and develop understanding through effective use of lesson time
* promote a love of learning and children’s intellectual curiosity
* set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
* reflect systematically on the effectiveness of lessons and approaches to teaching
* contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
 | **BCU ITE Curriculum Key Theme D** Trainees plan and assess learning to ensure that all pupils make progress.**ITT Core Content Framework**Classroom Practice Adaptive TeachingAssessment |
| **Standard 5: Adapt teaching to respond to the strengths and needs of all pupils*** know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
* have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these
* demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development
* have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
 | **BCU ITE Curriculum Key Theme E** Trainees implement effective adaptive teaching approaches to support all learners, including SEND (Special Educational Needs and Disability) and EAL (English as an Additional Language learners)**ITT Core Content Framework**How Pupils LearnClassroom Practice aAdaptive Teaching |
| **Standard 6: Make accurate and productive use of assessment*** know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
* make use of formative and summative assessment to secure pupils’ progress
* use relevant data to monitor progress, set targets, and plan subsequent lessons
* give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
 | **BCU ITE Curriculum Key Theme D** Trainees plan and assess learning to ensure that all pupils make progress**ITT Core Content Framework**AssessmentCurriculum |
| **Standard 7: Manage behaviour effectively to ensure a good and safe learning environment** * have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy
* have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
* manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them
* maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
 | **BCU ITE Curriculum Key Theme B** Trainees’ classroom practice establishes effective behaviour management through the use of high expectations and awareness of pupil wellbeing**.****ITT Core Content Framework** High ExpectationsManaging Behaviour |
| **Standard 8: Fulfil wider professional responsibilities** * make a positive contribution to the wider life and ethos of the school
* develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
* deploy support staff effectively
* take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
* communicate effectively with parents with regard to pupils’ achievements and well-being.
 | **BCU ITE Curriculum Key Theme A** Trainees use critical enquiry and research informed practice to develop their understanding of effective teaching and learning.**BCU ITE Curriculum Key Theme F** Trainee develops professional behaviours and contributes effectively to the wider life of the school.**ITT Core Content Framework**Professional Behaviours |
| **PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career. * Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
* treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
* having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions
* showing tolerance of and respect for the rights of others
* not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
* ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.
* Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
* Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
 | **BCU ITE Curriculum Key Theme A** Trainees use critical enquiry and research informed practice to develop their understanding of effective teaching and learning**BCU ITE Curriculum Key Theme F** Trainee develops professional behaviours and contributes effectively to the wider life of the school.**ITT Core Content Framework**Professional Behaviours |

**RAPID IMPROVEMENT TARGETS (RIT) PROCEDURE 2021 22**

The Rapid Improvement Targets Procedure will ensure that all trainees are supported and offered intervention where necessary to make satisfactory progress within the BCU ITE Formative Assessment Tracker.

Rapid Improvement Targets will be issued when:

* A trainee does not make the expected progress
* A trainee fails to demonstrate high standards of personal and professional conduct

Rapid Improvement Targets can be raised at any stage of the programme and:

* Can relate to a trainee’s engagement with and attendance at the taught elements of the programme;
* Can relate to specific aspects of the trainee’s teaching and be characterised by a lack of expected progress by the pupils;
* Can be identified against the BCU ITE Formative Assessment Tracker

Rapid Improvement Targets may also be raised if:

* A trainee’s teaching, for any reason, is not developing as expected; for example, if a trainee ‘plateaus’ and there is no evidence of further progress or development in the quality of their teaching;
* A trainee has not received the necessary support from the placement school at which point the university will intervene and offer additional support.

Rapid Improvement Targets will outline the concerns, set targets, identify intervention strategies, training needs, support strategies and agree review points. **It is an intervention strategy and will result in an agreed increase in school and university support and monitoring to ensure the trainee has an opportunity to address the targets requiring immediate action.**

**Rapid Improvement Target Process on Placement**

**Stage 1**

At the earliest opportunity after a concern has arisen, the class teacher/mentor and/or university tutor discusses the concerns with the trainee. In this discussion the Rapid Improvement Targets, supported by evidence from the trainee’s practice, need to be shared with the trainee. The trainee will have the opportunity to share their perceptions of the concerns and a joint understanding is established.

A Rapid Improvement Target Form is completed to:

* Record and identify the issue(s) which give cause for concern in relation to the BCU ITE Formative Assessment Tracker ;
* Record and agree a maximum of three targets which are focused explicitly on areas for improvement;
* Record and agree intervention actions for the trainee;
* Record and agree intervention strategies to support the trainee for the class teacher/mentor/university tutor;
* Record and agree a date which will give enough time for trainees to demonstrate progress, to review outcomes.

The trainee and the class teacher/mentor/university tutor sign the form and a **copy is sent** to PrimaryandEarlyYearsPGCECourseTeam@bcu.ac.uk

If the university tutor is not present the class teacher/mentor emails or calls the university tutor to inform them of the discussion. The university tutor will consult the course leadership team and may offer additional visits.

**Stage 2**

In a professional discussion between the trainee and the class teacher/mentor and/or the university tutor the Rapid Improvement Targets Form is used to:

* Review the targets using the full range of evidence;
* If sufficient progress has been made by the trainee, normal training routines resume;
* **A copy** of the completed Rapid Improvement Targets Form **is sent to** PrimaryandEarlyYearsPGCECourseTeam@bcu.ac.uk

If insufficient progress has been made a Rapid Improvement Target Form is used to agree:

* The areas of concern and set revised targets;
* Intervention actions for the trainee, class teacher/mentor and/or university tutor are agreed as part of the Rapid Improvement Targets;
* Using professional judgement, a timescale of **up to** 10 working days is set for the trainee to focus on the Rapid Improvement Targets;
* All observations and meetings should focus on the identified targets.

The trainee and the mentor/university tutor sign the form and a **copy is sent to**: PrimaryandEarlyYearsPGCECourseTeam@bcu.ac.uk

If the university tutor is not present the class teacher/mentor emails or calls the university tutor to inform them of the discussion. The university tutor will consult the course leadership team and may offer additional visits.

**Stage 3**

A formal review of targets, using the full range of evidence, by the trainee, class teacher/mentor and/or university tutor. There are three possible outcomes from the formal review:

1. If sufficient progress has been made, the Rapid Improvement Targets ends and the normal training routines resume;
2. If limited progress has been made, the mentor/university tutor and trainee review the issues, revise the targets and the rapid improvement targets are extended and **Stage 3** can be repeated. If the university tutor is not present the class teacher/mentor emails or calls the university tutor to inform them of the discussion. The university tutor will consult the course leadership team and may offer additional visits.
3. If insufficient progress has been made proceed to Stage 4.

**Stage 4**

The mentor/senior school leader/ university tutor contacts the course team to discuss the trainee’s progress. There are two possible outcomes:

1. It is agreed that a further Rapid Improvement Target Form would be appropriate, and targets and intervention support are agreed and Stage 3 repeated;
2. It is agreed that the trainee has failed to meet the expectations for the placement identified in the BCU ITE Formative Assessment Tracker at the appropriate level so has failed the placement. Proceed to **Stage 5**.

**Stage 5**

The mentor/senior school leader meets with the trainee so that the trainee understands the evidence that was used to judge their performance against the BCU ITE Formative Assessment Tracker.

The trainee meets with a member of the course leadership team to discuss the evidence and to agree targets for improvement and the record for a failed placement is completed.

The placement records are reviewed by the course team and the decision is referred to the Placement Review Panel for review.

The Placement Review Form is sent to the trainee, class teacher, mentor, university tutor to complete.

The Placement Review Panel reviews the evidence.

The Placement Review Panel decisions:

* Trainee has passed the placement as there was sufficient evidence to demonstrate that they had met the requirements of the BCU ITE Assessment Tracker for this placement.
* Trainee will be offered an opportunity to undertake this placement as a first attempt.
* Trainee will be offered an opportunity to undertake this placement as a first attempt with a RIT in place to address identified targets.
* Trainee has failed the placement and will be offered a second and final attempt with a RIT in place to address identified targets.
* A referral has been made to Student Governance under the FTP/FTS/FTT procedures.

An email is sent to the course team, the school, the trainee, the Professional Development Tutor and the university tutor to confirm the decision.

A de-brief meeting takes place between the university tutor and the relevant school personnel, leading to a report of arising issues and actions when necessary.

Resitting a placement, as a consequence of a failed first attempt, will incur a cost to the trainee of £1125. The trainee may be eligible for funding, but this should be discussed with Student Finance England direct to confirm details and determine whether there is eligibility.

There may be exceptional circumstances where this fee can be waived; however the course team will confirm this in writing to the trainee where such a circumstance will apply.

**Rapid Improvement Targets Plan 2021-2022**

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| --- | --- | --- | --- | --- |
| **Trainee:**Click or tap here to enter text. | **School:** Click or tap here to enter text. | **BA/BSC QTS** Choose an item.**PGCE** Enter SBT or Phase | **Date:**Click or tap to enter a date. | **RIT No.**Choose an item. |
| **Person Completing Form:** Click or tap here to enter text. | **Role:** Choose an item. | **Electronic signature:** |
| **University Tutor (UT):** Click or tap here to enter text. | **Professional Development Tutor (PDT):** Click or tap here to enter text. |
| **Please send a copy of the completed form after the initial Rapid Improvement Target meeting and after the Review Meeting to the designated course team :**  **PrimaryandEarlyYearsPGCECourseTeam@bcu.ac.uk** |
| **Please use this section to highlight which are the most significant BCU ITE Curriculum areas of concern:**1. Using critical enquiry and research informed practice to develop understanding of effective teaching and learning.
2. Use classroom practice to establish effective behaviour management through the use of high expectations and awareness of pupil wellbeing.
3. Knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn and its impact on pupils’ progress and wellbeing.
4. Planning and assessing learning to ensure that all pupils make progress.
5. Implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners.
6. Develop professional behaviours and contribute effectively to the wider life of the school.
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| **Identify clearly focused SMART targets aligned to the BCU ITE Curriculum Themes and Assessment Tracker** |
| **BCU ITE Curriculum Key Theme** | **Target:** | **Identified strategies to support the trainee** | **Actions to achieve** | **Person responsible to support and monitor to target** | **Progress Review** |
| Choose an item. | Click or tap here to enter text. | * Click or tap here to enter text.
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 | Click or tap here to enter text. | Choose an item. |
| **Discussion at Review Meeting**Click or tap here to enter text. |

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| --- | --- |
| **Agreed date to start the RIT**Click or tap to enter a date. | **Agreed date for RIT review meeting**Click or tap to enter a date. |
| **Review Meeting outcome**Click or tap to enter a date. | Choose an item. | Summary of identified next steps:Click or tap here to enter text. |
| **Outcomes agreed** | Trainee’s signature | University Tutor signature | School Professional / Mentor signature |
| **Shared with stakeholders**Click or tap to enter a date. | Class Teacher / Mentor | Trainee’s PDT | Course Team |

**Roles and Responsibilities**

**Class Teacher**

* Provide day to day support for the trainee including guidance on teaching, planning, accessing resources and other responsibilities
* Arranging which pupils the trainee will be working with (e.g. groups/ whole class).
* Advising on classroom systems and procedures.
* Discuss targets for placement before the trainee begins block placement.
* Support trainee with pre-placement tasks and arrange for trainee to observe other colleagues, if possible.
* Check and sign pre-placement checklist.
* Hosting weekly meetings with trainee to discuss the trainee’s reflections on their week of teaching and to set targets for the week ahead. Review of previous week’s targets.
* Observations of the trainee. Where there is no school mentor, the class t
* Joint observation. There will be one joint observation during the placement prior to the Review Meeting. This observation will be carried out by the class teacher and will be followed by an online meeting including the trainee, class teacher and University Tutor. In the meeting the observation will be discussed as well as the Critical Incident that the trainees will have prepared for and a formative assessment of the trainee’s progress thus far.
* If a trainee requires a Rapid Improvement Target (RIT) this will be completed by the class teacher. Please inform the University Tutor (UT). Where needed, the UT can provide support.

**School Mentor (in schools with this model)**

* Support with school induction.Liaise with other colleagues where applicable.
* Arrange for trainee to observe other colleagues, if possible
* Discuss targets for placement before the trainee begins block placement.
* Support with pre-placement tasks. Liaise with other colleagues where applicable.
* Check and sign pre-placement checklist.
* Weekly meetings are usually held between the class teacher and trainee, however, the school mentor may want to lead on this or hold a joint meeting with the class teacher and trainee. During the weekly meeting discuss the trainee’s reflections on their week of teaching and set targets for the week ahead. Review of previous week’s targets.
* Observations of the trainee. These will be undertaken by the class teacher and school mentor. Arrangements for observations will be made between the class teacher and school mentor. Observations of the trainee should ideally be once a week.
* Joint observation. There will be one joint observation during the placement prior to Review Meeting. This observation may be carried out by the class teacher or school mentor, and will be followed by an online meeting including the trainee, school mentor and University Tutor. In the meeting the observation will be discussed as well as the Critical Incident that the trainees will have prepared for and a formative assessment of the trainee’s progress thus far.
* If a trainee requires a Rapid Improvement Target (RIT) this will be completed by the class teacher. Please inform the University Tutor (UT). Where needed, the UT can provide support.

**University Tutor (UT) (online support and one in person visit)**

* Communication with school and UT will be through email and through Microsoft Teams. A phone call may be requested by the school.
* First point of contact for the trainee’s placement
* Contact school before trainee begins block placement to discuss arrangements and offer guidance, as required
* Meet online with trainee before block placement begins. Sign placement targets. Check that pre-placement tasks are completed and that trainee is ready to start block placement. Trainees will need a morning or afternoon to complete this meeting with their UT.
* Attend online Review/Progress Meetings and engage in joint, unseen observation discussion
* Provide any additional online support such attending a weekly meeting or support with Rapid Improvement Targets
* Carry out a school visit to observe the trainee. This may be in conjunction with a Review or Progress Meeting or be a stand alone visit
* Standardisation of placement outcome

**Trainee**

* Maintain a high level of professionalism whilst on placement including following school policy and procedures.
* Follow absence reporting procedures for placement (following guidance in progress journal)
* Keep the SBT online progress journal up to date (this should be saved as a One Drive file) and ensure it is shared with the class teacher/school mentor/ UT.
* Complete the pre-placement tasks.
* Meet with UT before block placement to discuss pre-placements and ensure they are signed off.
* Keep an online School Based Training file (see pre-placement checklist for details of what to include)
* For formal observations, provide a copy of the planning for the observer/s
* Ensure that lessons to be taught are planned for a prepared for in a timely manner
* Complete weekly reflection in Progress Journal, in readiness to discuss at weekly meeting
* Gather supporting evidence and complete proforma for Critical Incident in readiness for Review/Progress Meetings
* Meet with PDT at the end of placement in order to discuss outcomes, achievements, targets for development

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

Please contact the University Tutor via email as soon as any issue arises or if you have a query regarding the placement.

Online meetings can be arranged via Microsoft Teams.

Course Team contact details: **PrimaryandEarlyYearsPGCECourseTeam@bcu.ac.uk**

**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: |  |

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| **Personal and Professional Conduct (Part Two of Teachers’ Standards Professional Behaviours).** If applicable, please identify a RIT by writing RIT next to the relevant comment and complete a RIT 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 BCU Curriculum Key Themes. |
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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 RIT is identified, please complete a RIT Form, stating clearly when targets will be reviewed. Highlight a RIT by writing RIT next to the action point. |
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Discursive Feedback

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| In this section, please identify good practice and specific elements for development linked to the BCU ITE Key Themes 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
* Adaptive teaching.
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Observer(s):

Trainee:

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| **Observation Feedback for Systematic Synthetic Phonics** |
| Trainee: | Date: |
| Observer: | Observer’s Role: Joint UT SM CT |
| School: | Age Group: |
| PDT: | Phonics Scheme and Phase: |
| **ADDITIONAL prompts for observing phase one phonics lessons:**What aspect of phase one is the focus for this lesson? (Environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds or oral blending and segmenting).Does the lesson link to other areas of learning in the EYFS?Is the activity linked to EYFS principles?Is phonics embedded in a language-rich environment?How is indoor and outdoor space used to support learning?Are there opportunities for oral blending and segmenting?Do children have opportunities to explore sounds throughout the day?Are children encouraged to listen attentively?Are they encouraged to reproduce audibly the phonemes that they hear, in order, all through the word?How are resources used to support learning? |
| **Observation Prompts** | **Areas of strength and for development** |
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| **Revisit and Review** Can all children see/hear? Does the trainee ensure that children revise and consolidate earlier learning? Is the articulation of the phonemes correct and clear?  |

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|  **Teach** Is the new learning clear? Does the trainee introduce a new sound? Does the trainee model blending and segmenting? Does the trainee introduce/revisit and tricky words? Is the learning contextualised? Are all children actively involved in speaking and listening?  |

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| **Practise** Is the session interactive fun and multisensory?Are all the children engaged? Is any form of differentiation evident? Do the children articulate the phonemes correctly? Do the children blend phonemes to read words and/or segment words into phonemes for spelling? Does the trainee give feedback? Is there appropriate pace?Are additional adults contributing to the learning? |  |
| **Apply** Is there evidence that children have opportunities to apply their phonic knowledge and skills in reading or writing a sentence or caption? |  |
| **Assessment** Are criteria used for assessment? Does assessment take place? Is it clear that the assessment will help inform future planning? What was the impact on pupil progress? |  |
| **Agreed next steps for improving phonics teaching** |
| **Comments on any other aspects relating to the BCU ITE Key Themes** |
| **Observer’s Signature** | **Trainee Signature** |
|  |