



Year 2 BA/BSc Secondary Education with QTS Trainee Placement Handbook

Trainee Name:			
Subject Specialism	Biology	Computing	PE
Name and Address of School:			
Telephone Number:			
Head Teacher: Email:			
School Subject Mentor: Email:			
University Tutor (PDT): Email:			

Key Contacts

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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.

School Induction

Your School Induction procedures should include:

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

Trainees have a number of tasks that need to be completed. These will include getting to know the pupils they will be working with by observing and working with individuals and groups.

They will develop knowledge of many aspects including:

- Context of the school; drawing on Ofsted information.
- What it means to be professional – Transition from HE to the workplace
- General classroom routines.
- Adult support in the class - how it is used and when it is available.
- Subject knowledge and pedagogy.
- Begin to plan and teach learning episodes*
- Planning lessons for learning
- Inclusion and provision for pupils with Special Educational Needs.
- Assessment for Learning strategies and summative and statutory assessment procedures.
- Behaviour Management - policy and practical approaches and general classroom routines.

Year Two - 40 day School Placement

Enrichment 2 (January 4th – 8th) – SEND Focus

Placement – One block of 40 days:

First Half (May 3rd – May 7th and May 17th – June 11th)

- Induction
- Focussed Observation of teaching
- **Responsibility for five lessons each week (minimum).**
- Planning and creating learning resources
- Completion of University set tasks linked to assignment(s)
- Development of Subject Knowledge audit from year one.
- Evidence feedback from mentors/class teachers for each taught lesson using the BCU Learning Observation Record (LOR).
- Observation of teaching within subject specialisms.

Progress Check – completed by subject mentor

Second Half (June 14th – July 9th)

- Focussed Observation of teaching
- **Responsibility/Shared Responsibility building to ten lessons each week (minimum)**
- Planning and creating learning resources
- Completion of University set tasks linked to assignment(s)
- Development of Subject Knowledge audit
- Evidence feedback from mentors/class teachers for each taught lesson using the BCU Learning Observation Record (LOR).
- Observation of teaching within subject specialisms.

End of Placement report (July) – completed by subject mentor

Trainees will be visited at least twice by their BCU PDT tutor during placement.

Roles and Responsibilities

The Professional Mentor: (School based)

- 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 during the placement blocks
- Arranges opportunities for observation outside the specialist subject
- Supports arrangements for trainees to visit a SEND school or work with their school's SENDCO (enrichment)
- Provides opportunities for trainee teachers to attend appropriate school meetings
- Observes the trainee teaching **at least once** through the completion of **Internal School Moderation** with the subject mentor and gives feedback using the university LOR form
- Contributes to the completion of the **End of Placement Report**

The Subject Mentor: (School based)

- Organises a programme of observation and teaching within the specialist subject across different ages and abilities (including planning with the university tutor for the week long placements).
- 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 delivery of learning episodes and lessons.
- 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
- Completes **at least one Internal School Moderation with the professional mentor** and **at least one joint observation with a university tutor** (PDT)
- Reports progress of trainee teachers 'with professional mentors and university tutors.
- Completes **the Progress Check** indicating the trainee teacher's current progress and identifying any areas that might be a cause for concern.
- Completes the **End of Placement Report**.

The University Tutor (PDT):

- Is a subject specialist tutor who supports the trainee throughout the course.
- Holds progress tutorials with trainees to discuss their progress towards achieving the Teachers' Standards.

- Is accountable for the delivery of Education modules and the marking and feedback of assignments.
- 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** across the placement.
- Liaises with subject and professional mentors to ensure that appropriate training and CPD is provided throughout the placement.
- Moderates the assessments made by school including lesson observations, feedback and the end of placement report.
- Recommends and assists in the organisation of visits by external examiners.
- 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 the school placement.
- Must attend timetabled progress tutorial meetings in the Faculty and prepare for these as appropriate.
- Completes one **Summary of Evidence** and one **Trainee Reflection** for each Teaching block.
- Is responsible for their development towards meeting their agreed targets and the accumulation of appropriate evidence – **up to 5 pieces of evidence** to cover all standards for the **Progress Check** and another **5 pieces of evidence** to cover all standards for the **End of Placement Report** – discussed at the Progress Review Meeting.
- 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.
- Should act upon advice given and targets set by mentors and tutors.
- Is responsible for tracking and developing their subject knowledge using the **SK Audit**.

Trainee Progress

Formative Descriptors for Trainees (BCU Standards Tracker)

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

Emerging → Establishing → Embedding → Enhancing

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.

Standard Prompts	Not Met	Working Towards	Met Teacher Standards		
		Emerging (EMG)	Establishing (EST)	Embedding (EMB)	Enhancing (ENH)
Explanation	Currently not meeting this standard	Works with clearly focused support	Works confidently under direction	Growing independence	Independent and proactive and demonstrates initiative
What does this look like?	Currently not meeting or has not had opportunity to meet this standard	Can carry out these tasks with continual mentor/tutor support	Can carry out these tasks when directed when/how to do them by the mentor/tutor	Can carry out these tasks a majority of time without support or direction	Carries out these tasks without support or direction and demonstrates their own initiative to improve or tweak ideas/practice
Teachers' Standards DfE 2012	Attainment at this level by the end of training indicates failure to meet the expectations for the award of QTS.	Attainment at this level by the end of training indicates failure to meet the expectations for the award of QTS.	Attainment required to make the judgement for the recommendation for the award of QTS	Attainment required to make the judgement for the recommendation for the award of QTS	Attainment required to make the judgement for the recommendation for the award of QTS

Key Documentation

- **BCU Standards Tracker**

The BCU tracker is used to make formative judgements about your progress against the teaching standards, and should be used when being observed and when considering portfolio evidence. Trainees will highlight the standards as part of their QTS portfolio.

- **Subject Knowledge Audit**

A subject knowledge target is required for **each block** in addition to any other targets that might be set. The subject knowledge audit is very much a working document and it should be updated regularly by the trainee.

- **QTS Portfolio**

Trainees are required to identify up to 5 pieces of evidence (annotated using the reflection questions*), with each piece covering two or more standards, **by the Progress Check**. Trainees are then required to identify a further 5 pieces of evidence (annotated using the reflection questions*), with each piece covering two or more standards, **by the End of Placement Report**. By the end of Year two, trainees will have a portfolio containing no **more than 10 pieces of Evidence**.

- **Learning Observation Record (LOR)**

This is the lesson feedback form that school mentors, and class teachers should use when observing a trainee teach across the whole placement. Trainees are encouraged and expected to obtain feedback using the LOR for all forms of teaching experience across the placement – at the end of year 2 there will be a **minimum of 2 completed Learning Observation Records per week**.

- **Internal School Moderation Form** - 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.

- **BCU Lesson Plan**

Trainees should use the BCU lesson plan proforma when planning teaching episodes*, paired teaching or whole or part lesson teaching. They will also use this proforma to reflect on their planning and teaching.

Key Assessment dates:

Progress towards the Progress Check and End of Placement Report

These are completed by the school mentor during specific points within the placement:

Progress Check is due after the fourth week of placement (June)

End of Placement Report

This is a comprehensive review of the trainee's progress at the end of year two against the teaching standards.

End of Placement Report is due after the eight weeks (July)

BCU Tracker:

Please use the associated BCU Tracker for your year group.

This should be viewed and discussed during the progression of your placement.

By the **End of Placement**, trainees will have been expected to have:

- Highlighted and agreed the relevant statements on the BCU Tracker (Highlighted in Orange at Mid-Point, Green at End-Point on the Tracker)
- Identified and annotated no more than **10 pieces of evidence*** to cover all the standards

By the **End of Placement**, subject mentors will have been expected to have:

- Completed the Progress Check
- Completed the End of Placement Report
- Completed the Internal Moderation

* Evidence could include:

- Observation Feedback
- Lesson Evaluations/Reflections
- Lesson Plans and Resources
- Academic Writing from Assignments
- Pupil work, including assessments
- Pupil data
- CPD and Subject Specific Enhancement

The emphasis is on 'quality' and NOT 'quantity' – trainees will be expected to discuss with their university tutor the rationale behind their choice of 10 pieces of evidence through their annotations and links to the relevant standards.

Placement Summary

40 Day Placement	Teaching Assessment	Trainee	Subject mentor	Professional mentor
First Half Four weeks (May - June)	Build towards planning & teaching full lessons (five a week). 1st Visit by PDT	Highlights BCU Tracker in Orange Completes 1 x Summary of Evidence Completes 1 x Trainee Reflection Submits 5 annotated pieces of evidence to cover standards	Completes LOR for all learning episodes Completes Progress Check	Sets up Induction for Trainee
Second Half Four weeks (June - July)	Build towards planning & teaching full lessons (five a week). 2nd Visit by PDT	Highlights BCU Tracker in Green Completes 1 x Summary of Evidence Completes 1 x Trainee Reflection Submits 5 annotated pieces of evidence to cover standards	Completes LOR for all learning episodes Completes End of Placement Report	Completes Internal School moderation

Tasks 1-8

These tasks are linked to developing your professional practice.

Task 1: *Safeguarding and Promoting the Welfare of Children*

Please read relevant policies relating to Child Protection and Safeguarding from your school, and record key information below:

Any questions or disclosures relating to Safeguarding and/or if I am concerned about neglect or abuse I will report to:

Designated Safeguarding Lead:

<i>Policy</i>	<i>Key Points</i>	<i>Implications for Placement</i>

Task 2 : Health and Safety

Health & Safety Check List

Please read the Health and Safety Policy. Identify implications for you whilst on placement:

<i>Key Points from H&S Policy</i>	<i>Implications for Placement</i>

Please note the Accident Reporting Procedure:

Find out about First Aiders and Contact Arrangement

<i>First Aider</i>	<i>Contact Arrangements</i>

Fire Drill/Procedure:

Assembly Point:

Workplace Hazards (For Science and PE trainees please include additional hazards and risk assessment procedures)

<i>Hazards</i>	<i>Controls</i>

Task 3: Inclusion

(Standards 5 and 2)

- How can what you learned from the enrichment week impact your teaching on placement? (If your SENDCO week was in a different school, please speak to your placement school's SENDCO).
- Give three examples below how you have promoted inclusion strategies in your lessons. Why were these effective?

Your Response:

Task 4 : Teaching and Learning: Engaging Curriculum

(Standards 4 and 8)

- Give an example of how you have contributed to the design and provision of an engaging curriculum within your relevant subject area.
- State what you did, why you did, how it would be delivered and what affect you feel it would have.

Your Response:

Task 5 : Behaviour Management

(Standards 1 and 7)

- Access and read the school's behaviour and rewards policy.
- Give examples of how behaviour management strategies have been used to implement this policy.
- Explain how positive relationships are built with pupils in your subject. Why are these important?
- How would you motivate a pupil who is demotivated in your subject?

Your Response:

Task 6 : Assessment

(Standards 5 and 6)

- Access and read the school's and department's assessment policy
- How is your subject assessed at KS3 and KS4 in terms of internal summative assessment and external examination processes?
- What does formative assessment (assessment for learning) look like in the classroom? Identify two or three examples of where you think this has been used effectively

Your Response:

Task 7 : Promoting Progress

(Standards 2 & 6)

- What strategies could you use in your subject to develop pupils to take a responsible and conscientious attitude to their own work?
- What is the importance of pupil reflection on their work and how do you promote pupils to reflect upon their work?
- How do you use data to monitor progress, set targets and plan lessons? Give an example using one class.

Your Response:

Task 8 : Wider Professional Responsibilities

(Standard 8 & 3)

- How can you promote high standards of literacy in your subject?
- How can your subject make a positive contribution to the wider life and those of the school? What have you done to support this? Give examples and the outcomes that would be achieved from this.
- What makes an effective parent-teacher relationship? Why is it important that this is developed for a child's learning?

Your Response:

Appendices

You should complete one for each Block

- **Trainee Reflection**

One to be completed for each teaching block (each half) so that you can begin to identify the 5 pieces of evidence that you will be annotating for your **Progress Check**.

You will also be identifying a further 5 pieces of evidence so that by the end of your year 2, you will have a portfolio that contains no more than 10 pieces of evidence that will cover (between them) all the teaching standards.

- **Summary of Evidence**

One to be completed for each teaching block - this is to support you in identifying your pieces of evidence that you will use as part of your QTS portfolio (remember you will only be able to submit 10 pieces in total for each year).

- **Observing Teaching** – it is important that every day whilst on your placement, you observe teaching from within your subject – this proforma will help you focus your observations and keep a record.

Observing Teaching

Lesson Topic:

Block: 1st Half / 2nd Half

Date:

What routines did the teacher use to manage behaviour at the start of this lesson?	
What had the teacher prepared before the lesson and how did it contribute to its success?	
How were the pupils organised for learning?	
What teaching strategies were used? (eg: explanation, demonstration, discussion, questioning, etc?)	
How was the learning of the pupils monitored?	

Trainee Reflection

Block 1st Half / 2nd Half

(Complete one for each of your Teaching Blocks)

University Focus: *The Inclusive Teacher*

Reflection (*see prompts*)

Actions/Targets

Consider two areas (one must be your Subject Knowledge development) that you will be focussing on next.

Teaching Standard:

Evidence:

Target:

Subject Knowledge:

Evidence:

Target:

Mentor signed.....

BCU Tutor signed.....

		Summary of Evidence Block 1st Half / 2nd Half (Complete <u>one</u> for each of your Teaching Blocks - to be used to identify your <u>5</u> Pieces of Evidence)	Evidence Item	Formative Grade
S1	A B C			
S2	A B C D E			
S3	A B C D E			
S4	A B C D E			
S5	A B C D			
S6	A B C D			
S7	A B C D			
S8	A B C D E			
P2	A B C			

Notes: