

BA (Hons) Primary Education with QTS Year 3 School Based Training Briefing



MENTORS

SEPTEMBER 2023

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High Expectations (Standard 1 – ‘Set high expectations’)

Learn that...	Learn how to...
<ol style="list-style-type: none"> Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential. Setting clear expectations can help communicate shared values that improve classroom and school culture. A culture of mutual trust and respect supports effective relationships. High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds. 	<p>Communicate a belief in the academic potential of all pupils, by:</p> <ul style="list-style-type: none"> <i>Receiving clear, consistent and effective mentoring in how to set tasks that stretch pupils, but which are achievable, within a challenging curriculum.</i> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> <i>Using intentional and consistent language that promotes challenge and aspiration.</i> <i>Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine.</i> <i>Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes) with support from expert colleagues to understand how this engagement changes depending on the age and development stage of the pupil.</i> <p>Demonstrate consistently high behavioural expectations, by:</p> <ul style="list-style-type: none"> <i>Receiving clear, consistent and effective mentoring in how to create a culture of respect and trust in the classroom that</i>

	<p><i>supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils).</i></p> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> <i>Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration).</i> <i>Applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate.</i> <i>Acknowledging and praising pupil effort and emphasising progress being made.</i>
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Notes

Learn that... statements are informed by the best available educational research; references and further reading are provided below.

Learn how to... statements are drawn from the wider evidence base including both academic research and additional guidance from expert practitioners.

Other key definitions can be found in the introduction.

References

High Expectations (Standard 1 – ‘Set high expectations’)

[Further reading recommendations are indicated with an asterisk.]

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<https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework>



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BCU Key Themes
A. Associate Teacher uses critical enquiry and research informed practice to develop their understanding of effective teaching and learning.
B. Associate Teacher's classroom practice establishes effective behaviour management using high expectations and awareness of pupil wellbeing.
C. Associate Teacher knows more, remembers more and applies subject knowledge and subject specific pedagogy to impact on pupils' progress.
D. Associate Teacher uses knowledge about how pupils learn to plan and assess learning to ensure that all pupils make progress.
E. Associate Teacher implements effective adaptive teaching approaches to meet all learners' needs, including SEND (Special Educational Needs and Disability) and EAL (English as an Additional Language learners).
F. Associate Teacher demonstrates professional behaviours and contributes effectively to the wider life of the school.
..

Core Content Framework	
Title	5 Core idea
A. High Expectations	Behaviour Management
B. How Pupils Learn	Pedagogy
C. Subject and Curriculum	Curriculum
D. Classroom Practice	Pedagogy
E. Adaptive Teaching	Pedagogy
F. Assessment	Assessment
G. Managing Behaviour	Behaviour Management
H. Professional Behaviours	Professional Behaviours

Teachers' Standards
Standard 1 – ‘Set high expectations’
Standard 2 – ‘Promote good progress’
Standard 3 – ‘Demonstrate good subject and curriculum knowledge’
Standard 4 – ‘Plan and teach well structured lessons’
Standard 5 – ‘Adapt teaching’
Standard 6 – ‘Make accurate and productive use of assessment’
Standard 7 – ‘Manage behaviour effectively’
Standard 8 – ‘Fulfil wider professional responsibilities’
Part Two: Personal and professional conduct

The BCU Teacher

The BCU teacher is:

- Committed
- Creative
- Confident
- Collaborative



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Year 3 School Based Training Dates

PPSE Days: 9/10/11/12/13 October; 16/17/18/19/20 October

UT Sign Off: Week Beginning 16th October

School Half Term/Placement Preparation Week: 30th October-4th November (regional variations may apply)

Placement Dates: 23rd October – 15th December

Review Meeting 3: WB: 20th November

Progress Meeting 3: WB: 11th December

UT Debrief: WB: 8th January 2023



Safeguarding

- Update the relevant sections of your Safeguarding, Prevent, and Protecting Learners Booklet;
- Read and make notes on Part One, Four and Five of Keeping Children Safe in Education (DFE, 2022) - <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>;
- Complete the level one safeguarding quiz on the Safeguarding Moodle site - <https://moodle.bcu.ac.uk/course/view.php?id=59466>
- Engage with the resources to further develop your understanding of specific aspects of safeguarding using the Safeguarding Moodle site.
- Complete the Home Office Online Prevent training and download your certificate - <https://www.elearning.prevent.homeoffice.gov.uk/la2/screen1.html>

Safeguarding

- Before placement can commence trainees need to have completed their Home Office Prevent training.
- They will also have completed their safeguarding training and passed the quiz with 100%.
- Submission of the certificates for both of these have been checked prior to sending trainees to school.
- Trainees will bring their safeguarding letter (this covers the DBS requirements for schools) and their university student photo ID.

Safeguarding

Associate Teachers have been asked to:

- Familiarise themselves with the DSL and their deputies – how can they be contacted?
- Familiarise themselves with the school's record keeping procedures;
- Read and understand the school's policy and procedures for dealing with child-on-child abuse;
- Discuss with the DSL how you would support victims of abuse to ensure they know they are being taken seriously and will be supported.
- Find out about procedures to ensure data protection and security – what is your role within this and what do you need to do routinely in your professional practice?

Contacting School

Associate teachers have been asked to:

- Call their placement school to introduce themselves.
- Find out what time you want them to arrive on the first morning, and if there are any particular first day arrangements:
 - reporting to a particular person
 - arriving through a particular entrance

Preparation for block placement - PPSE

- As with all School Based Training associate teachers are required to complete a range of tasks during their preliminary visits. These can be found in their Progress Journal.
- Discuss any additional support required whilst on placement (e.g., **PAP**)
- Where possible observe teaching, become familiar with school routines, work with groups.
- Complete 3 observations of experienced school colleagues teaching; a core subject, a foundation subject and phonics (all associate teachers must observe phonics even if in KS2)

Curriculum Coverage

- Associate teachers must identify areas of the curriculum they have not yet taught or have had little experience of or need to develop more confidence in. They must discuss with the school how to gain experience of teaching these.
- If it is not possible to teach a sequence of lessons, associate teachers must arrange to teach at least one lesson or a small group in these areas and engage in a professional reflective discussion about this.
- Complete their record of Subjects Taught (tally) in their progress journal, as they go through their placement.

This should inform their discussion with their Mentor (class teacher) and UT in setting targets for their School Based Training.

Progress Journal

It is the associate teacher's responsibility to keep their Progress Journal up to date.

Their Journal should be downloaded and saved on their BCU **ONE DRIVE** and shared with their University Tutor and mentor

It will include:

- A record of their weekly professional discussions including reflections on their developing subject knowledge, discussions about their teaching and the impact on pupils' learning and progress in relation to the BCU Key Themes
- Setting and review of targets
- A record of their review/ progress meetings and placement outcome.
- Formative and summative assessments of your progress
- Achieving QTS Reflection

Progress Journal - Prelim Tasks

These are to be completed during the PPSE days.

They are linked directly with the pre-approval checklist.

The prelim tasks are:

1. Safeguarding' Prelim Task
2. Behaviour' Prelim Task
3. Professional Behaviours
4. Learning Environment' Prelim Task
5. Foundation and Phonics Learning Observations

All prelim task must be completed prior to your
UT sign off meeting.

Safeguarding Prelim task

Safeguarding Prelim Task	
Identify Designated Safeguarding Lead (DSL)	
Identify key points in the Safeguarding Policy	
Identify any relevant school or local safeguarding issues.	
What is the school procedure for logging and reporting any safeguarding concerns	
Identify key points in relation to GDPR	

Behaviour Prelim Task

Behaviour Prelim Task	
Identify key points in the School Behaviour Policy	
Consider how expert colleagues: <ul style="list-style-type: none">• create a culture of respect and trust in the classroom that supports all pupils to succeed (e.g., by modelling the types of courteous behaviour expected of pupils).• teach and rigorously maintain clear behavioural expectations (e.g. for contributions, volume level and concentration).• apply rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate	
Consider where the teacher positions themselves in the classroom	
Consider how expert colleagues use their voice within the classroom and around school	



Professional Behaviour Prelim Task

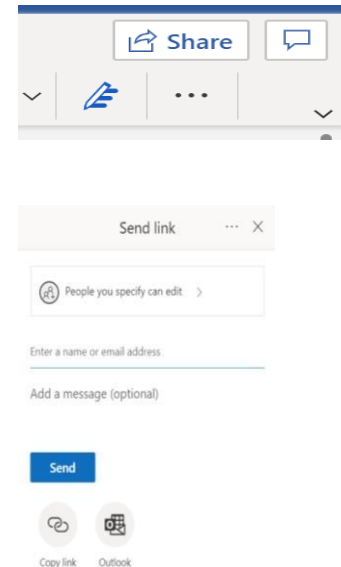
Professional Behaviours Prelim Task	
Identify key points in the Staff Behaviour Policy (Code of Conduct)	
Identify expected arrival time and departure time	
Gather information regarding the school day: <ul style="list-style-type: none">• children's arrival times• playtimes• lunchtime• end of school day	
Associate Teacher responsibilities: <ul style="list-style-type: none">• playtime• lunchtime• start and end of the day	
Identify when staff meetings/training/CPD take place (while on placement Associate Teacher should attend all meetings)	
Identify specific groups within the class e.g. numbers of EAL, SEND, LAC, PP, Greater Depth	
Identify strategies to support workload and wellbeing	

Learning Environment Prelim Task

Learning Environment Prelim Task	
Consider how expert colleagues create a positive environment	
How is the learning environment set up and how might it affect pupils' progress?	
What do teachers do that motivates pupils to engage in their learning?	
<p>Identify key features of the classroom learning environment:</p> <ul style="list-style-type: none">• How has the reading environment been developed in the classroom and around the school?• What concrete resources are made available to use?• How do pupils access resources?• What prompts and scaffolds are available?• Are pupils given opportunities to choose resources to support their learning?• How do classroom displays/working walls support pupil progress?	

Sharing Files through OneDrive (non BCU)

- Ensure the file you want to share is saved in OneDrive.
- Sign into OneDrive using your BCU email address.
- Search for the file you want to share.
- Click on the Share button.
- Select **Specific People** and APPLY.
- Add in the email address of the person. who want to share the file with.
- Add a message (optional).
- Send the file.



School Based Training Documents



Use an **ELECTRONIC** format for your SBT file. Saved on **ONE DRIVE** so it can be shared with the UT and mentor. It should include sub-folders for the following:

- **Section One:** Progress Journal
- **Section Two:** Background Information: Trainee Information form, relevant policies (online links are acceptable) a list of staff and their responsibilities, their Safeguarding Confirmation Letter
- **Section Three:** Planning: Long/Medium Term/ Short Term and Evaluations. A copy of their teaching timetable (all information must be in line with school's GDPR policy). Teaching resources.
- **Section Five:** Anonymised assessment records/notes and evaluations, (all information must be in line with the school's GDPR policy)
- **Section Six:** Mentor observations.

Planning

- Before teaching commences associate teachers need to have an overview of their teaching over the whole placement (Autumn 2 term). Where possible associate teachers should use the school's **Medium-Term plan (you can annotate any additions/changes you need to make)** or create an overview of your own.
- **Weekly Planning – where possible, associate teachers should use the school's planning format.** They will need to demonstrate how they are developing and adding their own ideas and approaches to the plan (this will be signed off by your mentor). As part of this, they should work with their class teacher to consider issues around workload.
- **Lesson plans** must be completed for all taught sessions in a format agreed with the school (daily or weekly plan).
- **Follow school protocols for planning (e.g., meeting deadlines for completion).**
- **OBSERVATIONS – a lesson plan must be provided for lessons where they will be observed (using the same format, as for your other taught lessons).**
 - **All preliminary planning and preparation must be discussed and approved by their school prior to their University Tutor briefing.**

Reflecting on professional practice

- To demonstrate their developing professional practice and progress associate teachers will be required to record their immediate reflections regarding the impact of their teaching on pupils' learning and progress after each lesson by **annotating their lesson plans**.
- Associate teachers have been asked to find a format that works for them – the key thing is how the reflection impacts on future teaching and the outcomes of this.
- This annotation might be added during or after the lesson.

Weekly Professional Development Discussions

- Associate teachers should arrange a convenient time to meet with their mentor
- Complete the relevant content in their journal prior to the meeting.
- These meetings provide an opportunity to talk to their mentor about the progress they have made during the week, the development of their subject knowledge and what subject knowledge they will need for the week ahead. It is also an opportunity to discuss formal and informal feedback; to identify their strengths, and the skills, knowledge and practice they need to develop.
- During these meetings, the associate teacher and the mentor will review existing targets and set new targets for the week ahead **and underline the relevant statements in the Formative Assessment Tracker** (located in the Progress Journal). This will contribute to your Review/ Progress Meetings.
- Discuss possible focus for your Critical Incident

Weekly Discussion

Weekly Meeting and Target Setting
Date:
Note progress towards previous targets: (Associate Teacher to complete prior to meeting)
Subject Knowledge discussion: Associate Teacher refer to Subject Specific Development Journal/Mentor refer to BCU ITE Curriculum Guidance:
Identify subject knowledge needed for next week of teaching:



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Weekly Discussion

What?
Why?
How?

Professional Development Discussion: E.g. Behaviour management, Planning, Adaptive Teaching, Assessment, Professional Behaviours		
Areas of strength:		
I have received formal feedback on: subject/area of learning (Associate Teacher to complete prior to meeting)		I have received informal feedback on: subject/area of learning (Associate Teacher to complete prior to meeting)
BCU Key Theme	Target At least one subject specific target should be set following an observation. This should include what is the next step (to support Associate Teacher progress) why is this important (impact on pupil progress) and how will this be achieved (what actions are needed?)	Actions to Achieve Target
Mentor comment: (Refer to BCU ITE Curriculum Guidance)		Date:
		Signature:

Focus on Target Setting

Target Setting: At least one subject specific target should be set following an observation. This should include **what** is the next step (to support Associate Teacher progress) **why** is this important (impact on pupil progress) and **how** will this be achieved (what actions are needed?)

PE EXAMPLE:

To scaffold the learning to enable all children to demonstrate the skill of jumping from 2 feet to 2 feet using the STEP model.

MATHS EXAMPLE

To use concrete resources for column addition to ensure secure procedural knowledge by modelling methods using concrete resources and provide opportunities for pupil to use them alongside the abstract.

HISTORY EXAMPLE

To embed effective use of timelines in your history teaching in order to develop and secure children's chronological knowledge by revisiting university taught sessions for specific examples and including them within your history planning and teaching.

Teaching on placement

- Associate Teachers will build upon their previous teaching commitments and will work towards developing their wider professional responsibilities alongside the class teacher.
- During the preparation days, associate teachers should discuss what teaching they will be doing during placement.
- **Associate Teachers should be teaching a 50% teaching timetable during week 1 quickly moving to a 60% teaching timetable.**
- **Associate Teachers should then progress towards an 80% teaching timetable for the last two weeks of the placement.**
- This can be a mixture of whole class, intervention groups or one to one interventions.

Lesson observations

- The first observation should ideally be undertaken **within 7 working days** of the block placement starting, by the class teacher. The observation should be focused on the **impact of their teaching on the children's learning and progress**.
- Ideally the associate teacher should have one lesson observation per week which will be carried out by the mentor (class teacher)
- **One observation will be a 'joint observation'**. This may be in conjunction with Review Meeting 3 or Progress Meeting 3, or a standalone visit. This will be carried out by the class teacher/mentor and UT.

Please Note:

****The mentor (class teacher) must observe alongside the UT and not take an active part in the lesson e.g. supporting a group.**

Critical Incident

Prior to the Review Meeting and Progress Meeting associate teachers will need to complete a **Critical Incident** (templates for these are in the Progress Journal)

RM3 – Assessment linked to a subject.

PM3 – linked to phonics/subject/an area of Associate Teacher reflection/learning.

- In response to this 'Critical Incident' associate teachers should identify the research-informed professional actions taken that demonstrated their **intention**.
- Associate teachers should consider the steps taken to secure the **implementation** of these actions?
- Associate teachers should identify the **impact** that their practice has had in terms of securing a) pupil progress and b) their understanding of their professional responsibilities.

Review and Progress Meetings

The BCU UT will do at least one of these in-person.

Review Meeting: WB: 20th November

UT (either in-person or online), **class teacher/mentor**, and **Associate Teacher**. Observation feedback discussion. Sharing Critical Incident. Progress against BCU Key Themes. Targets reviewed from start of placement and targets set for next stage of placement.

Progress Meeting: WB: 11th December

UT (either in-person or online), **class teacher/mentor**, and **Associate Teacher**. Sharing Critical Incident. Progress against BCU Key Themes. Targets reviewed. Record strengths and areas for development for ECT Phase.



Formative Assessment Tracker



BCU ITE Curriculum Key Theme A: Associate Teacher uses critical enquiry and research informed practice to develop their understanding of effective teaching and learning. (CCF – Professional Behaviours) (TS8 and Part 2)		
Working Towards T	Working At A	Working Beyond B
<p><i>The Associate Teacher works with the support of expert colleagues at BCU and in school to:</i></p> <p>engage with relevant research and policy relating to subject and pedagogical knowledge</p> <p>reflect on lessons making links to theory and practice explored in taught sessions and observed in school</p> <p>use subject audits to identify areas of current strengths and development</p> <p>use identified resources and reading to support learning in the subject</p> <p>track own development of curriculum and pedagogical knowledge, skills, and understanding</p>	<p><i>The Associate Teacher works independently with the advice and guidance of expert colleagues at BCU and in school to:</i></p> <p>critically evaluate identified resources and reading to develop subject and pedagogical knowledge</p> <p>reflect critically on practice to identify and discuss links to <u>evidenced</u> based research</p> <p>recognise pedagogical approaches they have adopted which are underpinned by learning theories</p> <p>identify the impact of their practice on pupils' learning and discuss with expert colleagues how to develop practice as a result</p> <p>engage more fully with subject audits tracking own development of curriculum and pedagogical knowledge, skills, and understanding</p>	<p><i>The Associate Teacher is proactive and accountable for own choices and works collaboratively with expert colleagues at BCU and in school to:</i></p> <p>make informed pedagogical choices based on reading, research, and intended impact on pupils' learning</p> <p>justify these choices in professional discussions with expert colleagues</p> <p>critically evaluate the impact of pedagogical approaches on pupils' progress and use research informed practice to develop their practice</p> <p>critically evaluate reading and research to continue their own professional development</p>
Progress:		YES /NO
On track to meet the curriculum expectations for this BCU ITE Curriculum Theme within the current phase?		Choose an item.
If not on track have Rapid Improvement Targets been set?		Choose an item.



Summative Tracker

Summative:: By the end of the course

TS1 Set high expectations which inspire, motivate and challenge pupils

- a. establish a safe and stimulating environment for pupils, rooted in mutual respect
- b. set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- c. demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Choose an item.

TS Part Two

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.

Choose an item.



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Assessment of School Based Training

Review Meeting 3 WB: 20th November 2022

- **Review Meeting 3** (SBT 3) Associate Teachers who are on track to be awarded QTS at the end of the course will be demonstrating their competence in 75% of each of the BCU Curriculum Themes at the **Working At** Level.
- If the Associate Teacher is not able demonstrate competence in in **all** of the BCU Curriculum Themes at the **Working Towards** Level and 50% in the **Working At** Level their progress is judged as requiring improvement. The Associate Teacher will become subject to the Rapid Improvement process and targets and strategies for improvement will be identified and a Rapid Improvement Targets (RIT) form will be completed.

Assessment of School Based Training

Progress Meeting 3 WB: 11th December 2023

- **Progress Meeting 3** (SBT 3) –. Associate Teachers who are **on track** to be awarded QTS at the end of the course will be demonstrating their competence in **all** elements of **all** of the BCU Curriculum Themes at the **Working At** Level.
- Associate Teachers demonstrating their competence at the **Working Beyond** level can be deemed to have made **very good progress** in readiness for their ECT year.
- Associate Teachers not demonstrating their competence in all the BCU Curriculum Themes at **Working At** level and/or not fully engaged or responding to advice and feedback will have **failed SBT3**.
- Outcome is awarded as a PASS/FAIL
- Standardisation of placement carried out by university.

Rapid Improvement Target Plan

Issued if an associate teacher is:

- Not making expected progress;
- Not demonstrating high standards of personal and professional conduct.

RIT Plans will be written jointly by the UT and mentor and will be discussed with the associate teacher.

All RITs should be emailed to:

primaryandearlyyearsbyear3team@bcu.ac.uk

Please read the new procedures in the BCU Mentor Guidance.

RIT Plans

Rapid Improvement Targets Plan

Associate teacher:	School:	BA QTS PGCE	Date:	RIT No.
Person Completing Form:		Role:	Electronic signature:	
University Tutor (UT):		Professional Development Tutor (PDT):		
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 via Course Team or Year Group Team Email Address alongside the Associate Teacher and mentors/UT.				
<p>Please use this section to highlight which are the most significant BCU ITE Curriculum areas of concern:</p> <ul style="list-style-type: none"> A. Associate <u>teacher uses</u> critical enquiry and research informed practice to develop understanding of effective teaching and learning. B. Associate teacher's classroom practice to establishes effective behaviour management using high expectations and awareness of pupil wellbeing. C. Associate teacher knows more, remembers more, and applies subject knowledge and subject specific pedagogy to impact on pupils' <u>progress</u> D. Associate teacher uses knowledge about how pupils learn to plan and assess learning to ensure that all pupils make progress. E. Associate teacher implements effective adaptive teaching approaches to meet all learners' needs, including SEND (Special Educational Needs and Disability) and EAL (English as an Additional Language learners). F. Associate teacher demonstrates professional <u>behaviours</u> and contributes effectively to the wider life of the school. 				

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 associate teacher	Actions to achieve	Person responsible to support and monitor to target	Progress Review
					Satisfactory Progress Limited Progress Unsatisfactory Progress
					Satisfactory Progress Limited Progress Unsatisfactory Progress
					Satisfactory Progress Limited Progress Unsatisfactory Progress
Discussion at Review Meeting					

Achieving QTS Reflection

Achieving QTS Reflection

"Reflection deepens learning. The act of reflecting is one which causes us to make sense of what we've learned, why we learned it, and how that particular increment of learning took place. Moreover, reflection is about linking one increment of learning to the wider perspective of learning – heading towards seeing the bigger picture. Reflection is equally useful when our learning has been unsuccessful – in such cases indeed reflection can often give us insights into what may have gone wrong with our learning, and how on a future occasion we might avoid now-known pitfalls. Most of all, however, it is increasingly recognised that reflection is an important transferable skill, and is much valued by all around us, in employment, as well as in life in general."

(Race, 2006 <http://escalate.ac.uk/resources/reflection/index.html>)

Summative assessment of Associate Teachers and the award of QTS is made against the Teachers' Standards. Throughout the course you have followed an ambitious curriculum and formative assessment process against the BCU ITE Curriculum and ITT Core Content Framework, both of which are fully aligned with the Teachers' Standards. Review your progress with each of the Teachers' Standards by looking back through the weekly pages of your journal. In the light of the above quotation, reflect on your achievements so far by completing the following reflection pages.

BCU ITE Curriculum	B. Associate Teacher's classroom practice establishes effective behaviour management using high expectations and awareness of pupil wellbeing
ITT Core Content Framework	High Expectations, Managing Behaviour

S1 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.

Reflection on this Standard

Outline your achievements against this Standard to date and an indication of how this achievement has been made

Click or tap here to enter text.

Next Steps for this Standard and your ECT year

Click or tap here to enter text.

BCU ITE Curriculum	C. Associate Teacher knows more, remembers more and applies subject knowledge and subject specific pedagogy to <u>impact</u> on pupils' progress. D Associate Teacher uses knowledge about how pupils learn to plan and assess learning to ensure that all pupils make progress
ITT Core Content Framework	How Pupils' Learn



S2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- plan teaching to build on pupils' capabilities and prior knowledge
- 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.

Reflection on this Standard

Outline your achievements against this Standard to date and an indication of how this achievement has been made

Click or tap here to enter text.

Next Steps for this Standard and your ECT year

Click or tap here to enter text.



BIRMINGHAM CITY
University

Communication, support and guidance (University Tutors)



- The BCU UT is the first point of contact between the school/mentor and the university.
- The UT sign off will be online (the mentor doesn't need to be present). The UT will sign off placement targets, check the completion of the pre- placement tasks and check that the associate teacher is ready to start the block placement
- The BCU UT will attend Review and Progress Meetings.
- The BCU UT will carry out a school visit to observe the associate teacher. This may be in conjunction with a Review or Progress Meeting or a standalone visit.

Communication, support and guidance (Associate Teacher)



- Associate teachers should talk to their mentor and other school colleagues for guidance and support re: planning, teaching, school policy and procedures etc.
- Any queries associate teachers have before and during School Based Training need to be addressed to their University Tutor.
- Year Tutors will send out weekly updates and reminders of tasks and other information related to their School Based Training via Moodle Notices.

**ASSOCIATE TEACHERS ARE TO CHECK THEIR UNIVERSITY EMAIL
ACCOUNT ON A DAILY BASIS.**

Attendance and Absence Procedure

Associate teachers must keep their placement register up to date for all days attended. Any absences must be accompanied by a reason. If the associate teacher is absent, they must:

1. Contact their mentor to inform them of their absence as far in advance as possible and provide information about any lessons they have planned for that day.
2. **In accordance with the school's policy** for staff, formally report their absence to school.
3. Email details of their absence to their UT and their PDT (personal tutor).
4. Keep everyone informed of continuing absence.

Thinking ahead.



If possible, associate teachers have been asked if there would be the opportunity for them to:

Discuss job applications, personal statements and interview techniques with school colleagues.

Arrange to have a mock interview with a relevant member of staff.

QUESTIONS?

