

# Primary Mentor CPD 5



Thursday 9 June /Monday 13 June 2022

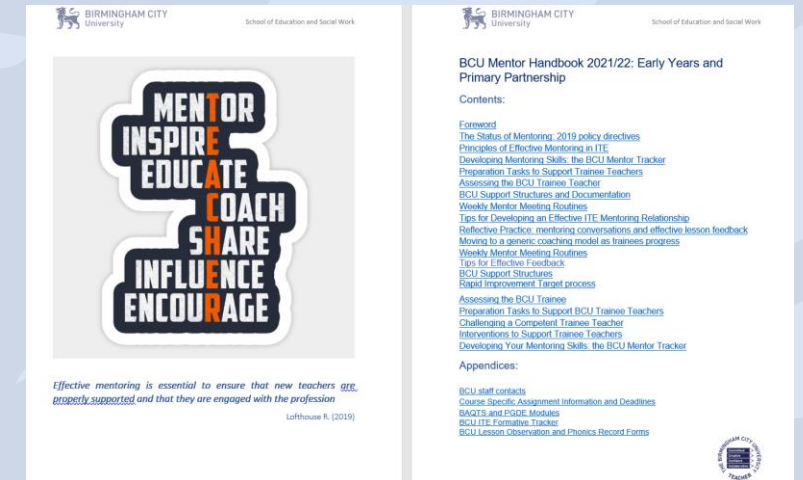
1. Welcome and updates
2. What is going well – even better if?
3. Progress Meetings – how these work effectively
4. Schools Partner Mentor Celebration Event – 5 July 2022

# BCU Staff contacts: reminder

|                    |                             |  |
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Available in the BCU Mentor Handbook



This document is hyperlinked to make access easier.



# Welcome and updates

- Mentor expectations
- New Mentor – how we can support you
  - Complete BCU Mentor Tracker to identify your own development as a mentor
- Demonstration of [Primary Partnership Website](#)
- Working with your BCU Tutor
- Remaining CPD training: CPD 6 (merged with CPD4)
- Coaching and Mentoring Module and Deliberate Practice

[CPD Mentor Meeting 6 link](#)

# A reminder: Mentor expectations

*'Our expectations around attending CPD is a mandatory termly involvement. For Primary and Early Years, we have set up a series of 6 CPD sessions so the minimum requirement for the Spring Term and Summer Term is that they attend 2 (one per term). Attendance is monitored during all sessions. To support mentors, **we have added an additional Monday date and sharing PowerPoints with notes on the Primary Partnership Website so mentors can engage with all resources if circumstances prevent attendance at a CPD session.** However, we do expect Lead Mentor(s) to ensure that all relevant colleagues are engaging with the resources and accessing their minimum entitlement.'*

June, 2022



## [Primary Partnership Website](#)

← Partnerships and  
collaborations Home Page

School Direct

**Primary and Early Years  
partnerships** >

Secondary partnerships

Post-compulsory education  
partnerships

Collaborative partners

Community partners

Early Career Teacher Support

Education journal magazine

Information for Mentors

Partnership Newsletters

# Primary and Early Years partnerships

Overview

BA  
(Hons)

PGCEs

Placement  
documents

ITE  
curriculum

Mentor  
CPD

Mentor Training accessed here

## Mentor CPD

Effective mentoring practice is at the heart of all effective ITE programmes. Following consultation with partner schools, and in order to build and sustain high-quality mentoring, we have an ITE Partnership Mentor Policy. This document clarifies our expectations for ITE mentoring practice.

Primary and Early Years support will be available online during the Spring and Summer terms.

- [ITE Partnership Mentoring Policy](#)
- [Primary Mentor Handbook 21-22](#)
- [Mentor Standards Tracker for CPD](#)



## CPD Training Sessions

| Activity | Theme   | Dates                | Time          | MS Teams link        |
|----------|---|----------------------|---------------|----------------------|
| CPD 1    | Mentor self-assessment and support with critical incident discussions <ul style="list-style-type: none"> <li><a href="#">Download the presentation</a></li> <li><a href="#">Watch the online session</a></li> </ul> | 20 Jan 2022          | 3.30 - 4.30pm | Completed            |
| CPD 2    | Mentoring strategies to support trainee progress <ul style="list-style-type: none"> <li><a href="#">Download the presentation</a></li> <li><a href="#">Watch the online session</a></li> </ul>                      | 10 Feb / 14 Feb 2022 | 3.30 - 5pm    | Completed            |
| CPD 3    | Developing feedback <ul style="list-style-type: none"> <li><a href="#">Download the presentation</a></li> <li><a href="#">Watch the online session</a></li> </ul>   | 7 Apr 2022           | 3.30 - 4.30pm | Completed            |
| CPD 4    | Modelling best practice   | 19 May / 23 May 2022 | 3.30 - 4.30pm | <a href="#">Join</a> |
| CPD 5    | Assessment and progress   | 9 Jun / 13 Jun 2022  | 3.30 - 5pm    | <a href="#">Join</a> |
| CPD 6    | Coaching and Mentoring module   | 6 Jul / 11 Jul 2022  | 3.30 - 4.30pm | <a href="#">Join</a> |



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CPD Session 1 Recording

<https://youtu.be/-3pJVf-ERDU>

CPD Session 2 Recording

[https://youtu.be/g330\\_WGTz04](https://youtu.be/g330_WGTz04)

CPD Session 3 Recording

<https://youtu.be/h19hhqovoBw>

CPD Session 4 Modelling best practice **Cancelled**



# BCU Curriculum – PGCE and BA (Hons) QTS

[Partnerships and collaborations Home Page](#)

[School Direct](#)

[Primary and Early Years partnerships](#)

[Secondary partnerships](#)

[Post-compulsory education partnerships](#)

## Primary and Early Years partnerships

[Overview](#)[BA \(Hons\)](#)[PGCEs](#)[Placement documents](#)[ITE curriculum](#)[Mentor CPD](#)[Partnership info](#)

### Our ITE curriculum

Our ITE curriculum is compliant with the ITT Core Curriculum Framework

Scroll down the ITE curriculum page to locate the Undergraduate and Postgraduate curriculums

[BA \(Hons\) Primary Education with QTS curriculum booklet](#)

[PGCE Primary and Early Years curriculum booklet](#)

[ITE Tracker](#)

[BCU Themes linked to CCF](#)

[BCU ITE Curriculum: A Spiral Curriculum](#)

[ITT Core Content Framework - DfE 2019](#)

[BCU ITE Trainee Teacher Code of Conduct](#)

# BCU Mentor Tracker: Reminder



- Identifies 4 areas of skills within ITT mentoring practice – **1. Personal Qualities; 2. Teaching; 3. Professionalism; 4. Self-development / working in partnership**
- Allows us to identify strengths within practice and areas for development
- Will set up a Mentor Experts working group for Mentor CPD4 (Modelling best practice)
- Please email to [anne.whitacre@bcu.ac.uk](mailto:anne.whitacre@bcu.ac.uk) and your University Tutor.



# You will receive.....



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# Over to you....

- What is working well for you as a mentor/class teacher?
- What could we do better to support you?

# Agenda

- Progress Meeting for BA Year 2s and PGCEs
- What does an Exploring/Establishing/Embedding trainee look like for each of these
- Making judgements - completing the progress meeting assessment report
- Making judgements - using the Formative Assessment Tracker Grade descriptors
- What do the tracker statements mean?

- The quality of trainees' teaching should be judged by the **impact on pupil progress** and **learning over time**
- The context and content of their teaching, through sequences of lessons; individual lessons should not be judged in isolation but the full range of evidence available should be assessed... *including marking*
- All assessment documentation and feedback should reference the 6 BCU Key Themes:
  - to **track** progress against these
  - to **identify** strengths
  - to **determine** areas for additional development

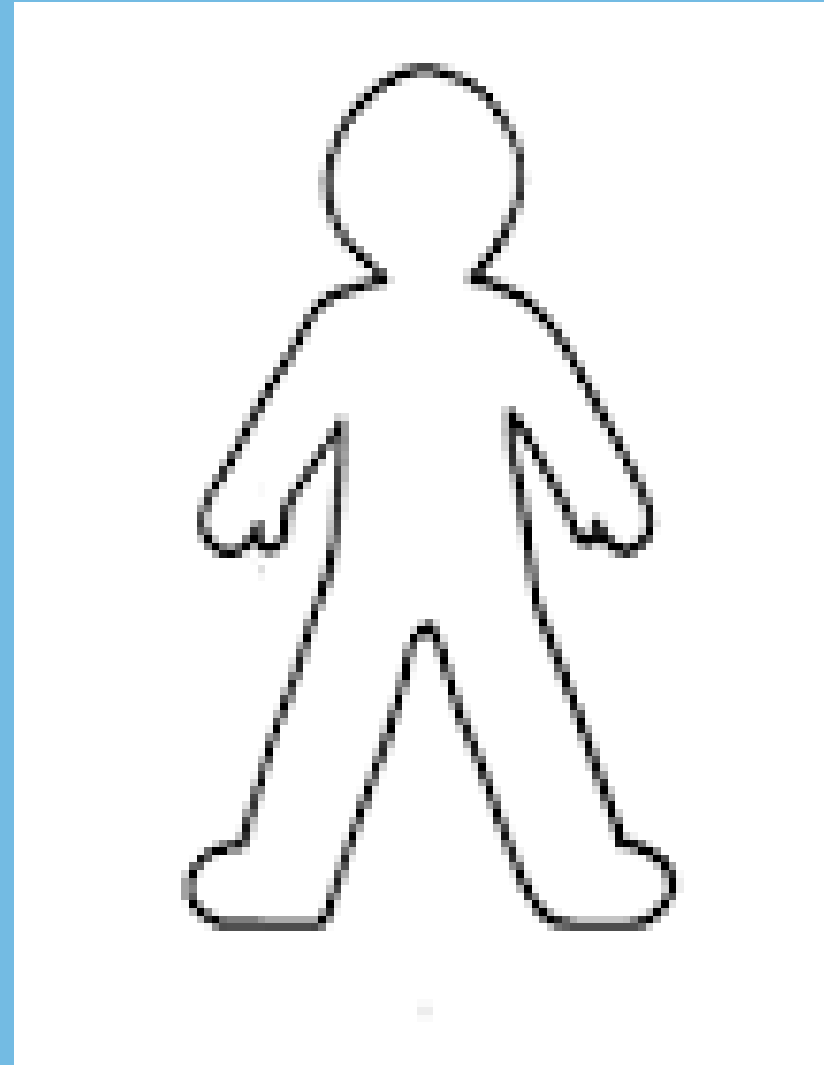
So what does trainee performance  
look like in preparation for their  
progress review?

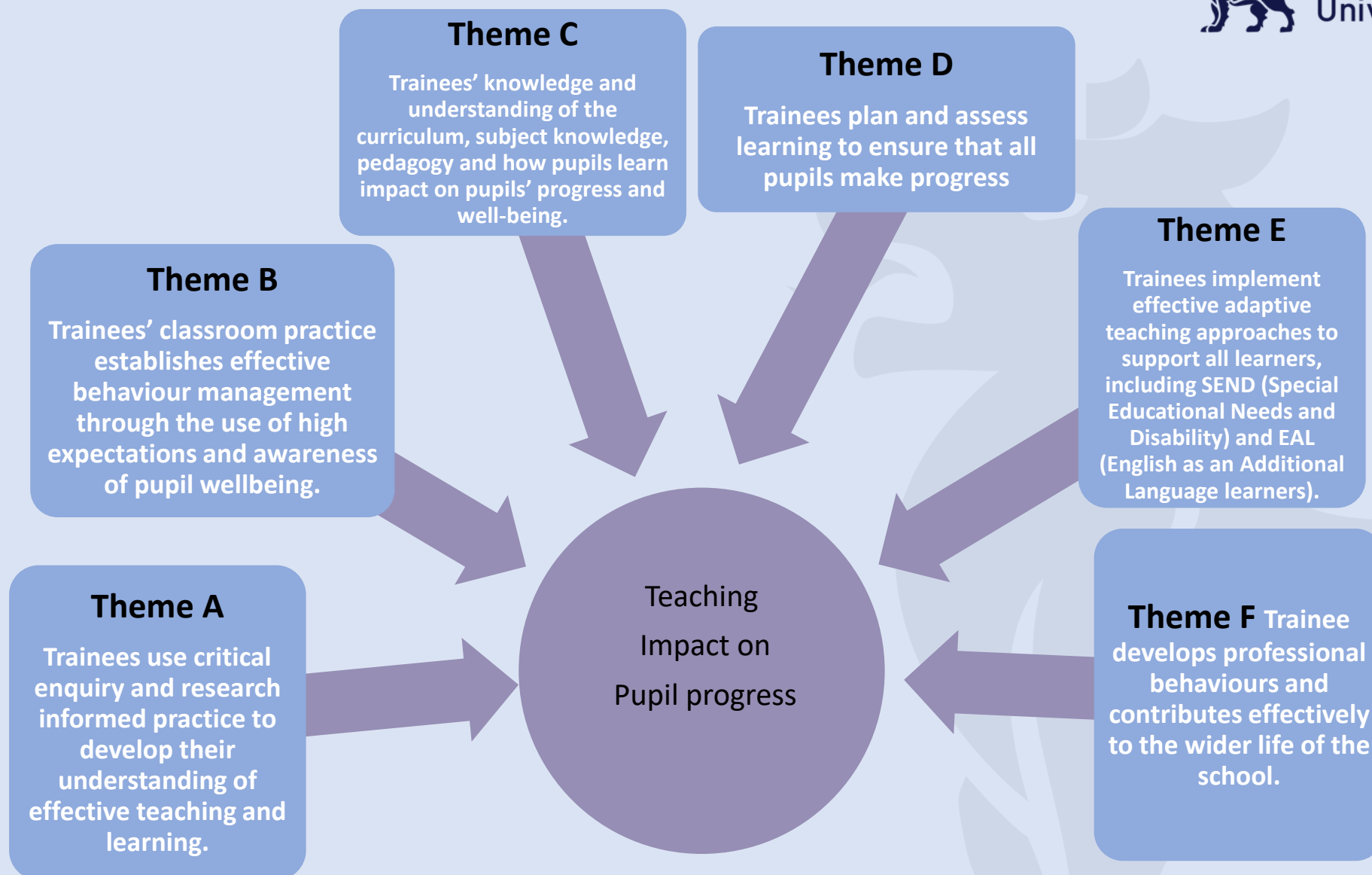


What does ...

- An **exploring...**
- An **establishing...**
- An **embedding**

... trainee look like?





## Expectations

To be an **establishing** trainee:

- pupil learning and progress: evident overtime
- At least 50% of statements are establishing overall
- Trainee must demonstrate establishing practice in **most** of the BCU Key Themes
- Any **exploring** judgements to be scrutinised
- Part 2 consistently high quality practice in personal and professional conduct
- Consistently acts on advice and feedback

## Expectations

To be an **embedding** trainee:

- pupil learning and progress: good or better overtime
- At least 50% of statements are embedding overall
- Trainee must demonstrate embedding practice in **most** of the BCU Key Themes
- No **exploring** judgements
- Part 2 consistently high quality practice in personal and professional conduct
- Has continued to act on advice and feedback consistently

## Progress Meeting 2

Date Completed:

13/06/2022

**Progress Meeting 2 will take place between the trainee, class teacher (or school mentor) and university tutor.**

**Year 2: WB: 13.06.22**



**The BCU Assessment Tracker incorporates the Teachers' Standards so it is the assessment tool that is used to make a summative judgement for the award of QTS.**

When making a judgement for the **Progress Meeting 2** consider the trainee's overall performance to date and make a 'best fit' judgement based upon performance against all of the BCU Key Themes as recorded in the Assessment Criteria.

If the trainee has any **RAPID IMPROVEMENT TARGETS** outstanding from during the placement, please review these during Progress Meeting 2.

Review the trainee's progress and attainment against Part 2 of the Teachers' Standards.

Progress Meeting 2 – Trainees **who are on track** to be awarded QTS will be demonstrating their competence within all of the BCU Curriculum Key Themes at the **Exploring Level and 50%/+ in the Establishing Level.**

If a trainee is not able to demonstrate competence within all of the BCU Curriculum Key Themes at the **Exploring Level and 50%/+ in the Establishing Level** their progress is judged as **Failed Placement.**

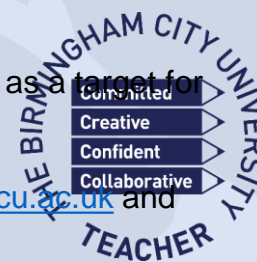
Please identify targets and strategies for improvement with the trainee and complete the RAPID IMPROVEMENT TARGETS form.

Trainee has taught phonics/guided reading Choose an item.

If the trainee still requires further experience of teaching phonics/ guided reading, include as a target for their next placement.

Please email a copy of the **RAPID IMPROVEMENT TARGETS** to [angela.whitehouse@bcu.ac.uk](mailto:angela.whitehouse@bcu.ac.uk) and [Imran.mogra@bcu.ac.uk](mailto:Imran.mogra@bcu.ac.uk)

| BCU Key Themes             | EXP                                | EST                               | EMB                               |
|----------------------------|------------------------------------|-----------------------------------|-----------------------------------|
| Key Theme A                | <input type="checkbox"/>           | <input type="checkbox"/>          | <input type="checkbox"/>          |
| Key Theme B                | <input type="checkbox"/>           | <input type="checkbox"/>          | <input type="checkbox"/>          |
| Key Theme C                | <input type="checkbox"/>           | <input type="checkbox"/>          | <input type="checkbox"/>          |
| Key Theme D                | <input type="checkbox"/>           | <input type="checkbox"/>          | <input type="checkbox"/>          |
| Key Theme E                | <input type="checkbox"/>           | <input type="checkbox"/>          | <input type="checkbox"/>          |
| Key Theme F                | <input type="checkbox"/>           | <input type="checkbox"/>          | <input type="checkbox"/>          |
| Overall Grade              | <input type="checkbox"/>           | <input type="checkbox"/>          | <input type="checkbox"/>          |
| Part 2 Teachers' Standards | Choose an item.                    |                                   |                                   |
| RIT                        | Choose an item.                    |                                   |                                   |
| Phonics Grade              | <b>NT</b> <input type="checkbox"/> | <b>D</b> <input type="checkbox"/> | <b>C</b> <input type="checkbox"/> |





Progress Meeting 3 Date Completed: Click or tap to enter a date.

*Progress Meeting 3 will take place between the trainee, class teacher (or school mentor) and university tutor.*



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**The BCU Formative Assessment Tracker incorporates the Teachers' Standards so it is the assessment tool that is used to make a summative judgement for the award of QTS.**

When making a judgement for the **Progress Meeting 3** consider the trainee's overall performance to date and make a 'best fit' judgement based upon performance against all of the BCU Key Themes as recorded in the Assessment Criteria.

If the trainee has any **RAPID IMPROVEMENT TARGETS** outstanding from during the placement, please review these during Progress Meeting 3.

Review the trainee's progress and attainment against Part 2 of the Teachers' Standards.

Progress Meeting 3 - Trainees who are **on track** to be awarded QTS will be demonstrating their competence in all of the BCU Curriculum Key Themes at the **Establishing Level**. Trainees in the Embedding levels can be deemed to have made very good progress in readiness for their ECT year.

If trainees have any standard in the **Exploring level** the placement is deemed as a **FAIL**.

Trainee has taught phonics/guided reading Choose an item.

If the trainee still requires further experience of teaching phonics/ guided reading, include as a target for their next placement.

| BCU Key Themes                             | EXP                                | EST                               | EMB                               |
|--|------------------------------------|-----------------------------------|-----------------------------------|
| Key Theme A                                | <input type="checkbox"/>           | <input type="checkbox"/>          | <input type="checkbox"/>          |
| Key Theme B                                | <input type="checkbox"/>           | <input type="checkbox"/>          | <input type="checkbox"/>          |
| Key Theme C                                | <input type="checkbox"/>           | <input type="checkbox"/>          | <input type="checkbox"/>          |
| Key Theme D                                | <input type="checkbox"/>           | <input type="checkbox"/>          | <input type="checkbox"/>          |
| Key Theme E                                | <input type="checkbox"/>           | <input type="checkbox"/>          | <input type="checkbox"/>          |
| Key Theme F                                | <input type="checkbox"/>           | <input type="checkbox"/>          | <input type="checkbox"/>          |
| Overall Grade                              | <input type="checkbox"/>           | <input type="checkbox"/>          | <input type="checkbox"/>          |
| Part 2 Teachers' Standards Choose an item. |                                    |                                   |                                   |
| RIT Choose an item.                        |                                    |                                   |                                   |
| Phonics Grade                              | <b>NT</b> <input type="checkbox"/> | <b>D</b> <input type="checkbox"/> | <b>C</b> <input type="checkbox"/> |



BCU ITE  
Formative Assessment Tracker  
2021 22



BCU ITE Curriculum Key Theme A - Trainees use critical enquiry and research informed practice to develop their understanding of effective teaching and learning.

(CCF – Professional Behaviours) (TS8 and Part 2)

| Phase 1 Exploring  | Phase 2 Establishing   | Phase 3 Embedding   |
|--|--|---|
| <p><i>The trainee works with clearly focused support using critical enquiry and research informed practice to:</i></p> <ul style="list-style-type: none"> <li>engage with relevant research and policy relating to subject and pedagogical knowledge</li> <li>reflect on lessons making links to theory and practice explored in taught sessions and observed in school</li> <li>use subject audits to identify areas of current strengths and development</li> <li>use identified resources and reading to support learning in the subject</li> <li>track own development of curriculum and pedagogical knowledge, skills, and understanding</li> </ul> | <p><i>The trainee works confidently under direction using critical enquiry and research informed practice to:</i></p> <ul style="list-style-type: none"> <li>critically evaluate identified resources and reading to develop subject and pedagogical knowledge</li> <li>reflect critically on practice to identify and discuss links to evidenced based research</li> <li>recognise pedagogical approaches they have adopted which are underpinned by learning theories</li> <li>identify the impact of their practice on pupils' learning and discuss with expert colleagues how to develop practice as a result</li> <li>engage more fully with subject audits tracking own development of curriculum and pedagogical knowledge, skills, and understanding.</li> </ul> | <p><i>The trainee demonstrates growing independence using critical enquiry and research informed practice to:</i></p> <ul style="list-style-type: none"> <li>make informed pedagogical choices based on reading, research, and intended impact on pupils' learning</li> <li>justify these choices in professional discussions with expert colleagues</li> <li>critically evaluate the impact of pedagogical approaches on pupils' progress and use research informed practice to develop their practice</li> <li>critically evaluate reading and research to continue their own professional development</li> </ul> |
| <b>Progress:</b>   |  | 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.   |

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## BCU ITE Curriculum Key Theme B – Trainees' classroom practice establishes effective behaviour management through the use of high expectations and awareness of pupil wellbeing.

(CCF – High Expectations; Managing Behaviour) (TS1 and TS7)

### Phase 1 Exploring

The trainee works alongside expert colleagues at BCU and in school through observations, discussion, CPD and team teaching opportunities to develop their knowledge, skills and understanding of effective behaviour management and high expectations to:

explore and observe how expert colleagues establish effective classroom routines

be clear about what good behaviour looks like

prepare for common behaviour issues and plan how they will be addressed

build effective relationships with pupils based on an ethos of mutual trust and respect; demonstrating that pupils' feelings are considered and understood

experience how high expectations are demonstrated through praising pupil engagement and progress made

understand the impact of positive reinforcement to affect and improve the motivation, behaviour, and well-being of pupils

explore policies related to behaviour management and well-being of pupils, and understand how they are implemented within the classroom

### Phase 2 Establishing

The trainee works alongside expert colleagues at BCU and in school through teaching lessons, observations, discussion, CPD opportunities to develop their practice, knowledge, skills and understanding of effective behaviour management and high expectations to:

establish a supportive and inclusive learning environment with clear behavioural expectations and effective classroom routines

demonstrate clear expectations that communicate shared values and support classroom and school culture.

proactively teach pupils the behaviour that is expected of them by being precise and clear about what good conduct looks like and the norms of the classroom

role model behaviour that influences the attitudes, values, and behaviours of pupils through consistency in language and non-verbal signals for instructions and directions

discuss with expert colleagues and understand how to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically

maintain high expectations which impact pupil outcomes by setting goals that challenge and stretch all pupils

engage with the school behaviour policy to implement a range of strategies appropriate to the needs of the children

establish high expectations of behaviour using a predictable and secure system of reward and sanction

respond quickly to any behaviour or bullying that threatens emotional and/or physical safety

### Phase 3 Embedding

The trainee collaborates with expert colleagues at BCU and in school through confident teaching, observations, discussion and CPD to develop their practice, knowledge, skills and understanding of effective behaviour management and high expectations to:

consistently ensure a predictable and secure learning environment that is supportive and inclusive for all pupils with high-quality teaching and behavioural expectations embedded within the daily routine

support pupils to believe that their feelings will be considered and understood.

Understand pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward) and how to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically

identify goals and targets that challenge and stretch all pupils, understand the long-term positive impact of high expectations on pupils' life chances

support pupils to self-regulate their emotions and know that this affects pupils' ability to learn, and succeed in school and future lives

clearly embed a range of effective behaviour management strategies within their professional practice

respond with authority to any behaviour or bullying that threatens emotional and/or physical safety

consistently use early and least-intrusive interventions as an initial response to low level disruption

### Progress:

On track to meet the curriculum expectations for this BCU ITE Curriculum Theme within the current phase?

If not on track have Rapid Improvement Targets been set?

YES/NO

Choose an item.

Choose an item.

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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.  
(CCF – How Pupils Learn; Curriculum) (TS2 and TS3)

| Phase 1 Exploring   | Phase 2 Establishing   | Phase 3 Embedding  |
|---|--|--|
| <p>The trainee works alongside expert colleagues at BCU and in school through observations, discussion, CPD and team teaching opportunities to develop their subject knowledge, skills and understanding of the curriculum to:</p> <p>familiarise them self with relevant statutory and non-statutory curriculum guidance and frameworks and understand the importance and impact that developments in the subject and curriculum area will have on their practice</p> <p>reflect upon their personal developing subject knowledge, with support if necessary, in relation to key concepts and skills of the subject</p> <p>know that taking pupils' prior knowledge into account is a key aspect of successful learning and securing progress, as is knowing how much new information should be introduced so it is manageable for pupils</p> <p>understand that making explicit links between prior and new knowledge, increases the likelihood of pupils retaining knowledge and understanding, contributing to pupils' development as confident learners</p> <p>understand that complex ideas and concepts can be broken down into smaller steps, minimising the complexity of a task and avoiding potential misconceptions whilst maintaining focus on key content</p> <p>know that a range of approaches for modelling and scaffolding learning, e.g. live modelling, is essential to enable pupils to make progress</p> <p>know that they should model high-quality spoken language and subject specific high frequency vocabulary recognising that spoken language underpins development of reading and writing</p> <p>familiarise them self with a range of learning theories and understanding the importance of why a balance of these in classroom practice is important for developing skills in the subject</p> <p>Primary trainees:</p> <p>understand the importance of systematic synthetic</p> | <p>The trainee works alongside expert colleagues at BCU and in school through teaching lessons, observations, discussion, CPD, opportunities to develop their practice, subject knowledge, skills and understanding of the curriculum to:</p> <p>implement relevant statutory and non-statutory curriculum guidance and frameworks in their practice</p> <p>actively develop pedagogical content knowledge in relation to key concepts and skills of the subject</p> <p>use information on pupils' prior knowledge to inform lesson planning and teaching, and teach making explicit links between prior and new knowledge to secure progress. Introduce information in a way that does not detract from the learning and confidence of the pupils</p> <p>teach a topic by breaking it down into smaller steps taking into account and addressing potential misconceptions</p> <p>teach using a range of approaches for modelling and scaffolding learning, e.g. live modelling, to ensure that pupils make progress, knows when to withdraw scaffolding as knowledge builds to ensure apt stretch and challenge</p> <p>use high-quality spoken language and subject specific high-frequency vocabulary to enable pupils to make progress in reading and writing development</p> <p>teach, drawing on a range of learning theories and practice, including a considered use of approaches to enable pupils to make progress in developing skills in the subject</p> <p>Primary trainees:</p> <p>demonstrate a good understanding of the role of systematic synthetic phonics in the teaching of early reading, spelling and writing</p> <p>teach early reading, systematic synthetic phonics, communication and language development with increasing confidence and competence so that pupils make expected progress</p> | <p>The trainee collaborates with expert colleagues at BCU and in school through confident teaching, observations, discussion and CPD to develop their practice, subject knowledge, skills and understanding of the curriculum to:</p> <p>use statutory and non-statutory curriculum guidance and frameworks with confidence when planning and teaching sequences of lessons</p> <p>make discerning use of quality resources, e.g. from Subject Associations, to proactively develop subject knowledge and pedagogical content knowledge</p> <p>plan and teach to support pupils in making links between prior and new knowledge so that new information can be introduced appropriately and pupils make good progress</p> <p>demonstrate in lesson planning anticipation of misconceptions, and to teach competently to address these so that pupils overcome them</p> <p>withdraw scaffolding as pupils' knowledge builds to ensure apt stretch and challenge</p> <p>teach demonstrating confident use of a pedagogical spectrum with evidenced learning theory and practice applied appropriately</p> <p>Primary trainees:</p> <p>to show a clear understanding of the progression and delivery of phonics lessons that support the development of early reading, spelling, and writing. This results in pupils making good or better than expected progress</p> <p>effectively teach using strategies that are clearly embedded within the teaching of mathematics to ensure conceptual understanding, depth, and progression</p> |

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## BCU ITE Curriculum Key Theme D - Trainees plan and assess learning to ensure that all pupils make progress.

(CCF – Classroom Practice; Adaptive Teaching; Assessment) (TS4 and TS6)

| Phase 1 Exploring   | Phase 2 Establishing  | Phase 3 Embedding   |
|---|---|---|
| <p>The trainee works alongside expert colleagues at BCU and in school through observations, discussion, CPD and team teaching opportunities to develop their knowledge, skills and understanding of planning and assessment to:</p> <p>explore key components of lesson planning through observing expert colleagues and discussing how plans are implemented</p> <p>identify the teaching and learning strategies, e.g. modelling, explanations, scaffolding, and classroom talk, that enable pupils to make progress in their learning</p> <p>adapt and teach from existing planning to demonstrate the key lesson components in practice</p> <p>begin to implement a range of teaching and learning strategies, e.g. modelling, explanations, and scaffolding, to enable pupils to make progress through critical thinking and problem solving</p> <p>observe how expert colleagues adapt lessons during the teaching process based upon formative assessment</p> <p>discuss and analyse 'Assessment For Learning' opportunities with expert colleagues</p> <p>recognise the importance of effective marking and feedback in line with school policy through discussion with expert colleagues</p> <p>use marking and feedback strategies effectively within the lessons they teach and identify how pupils act on feedback to make progress</p> <p>discuss and explore how summative assessment informs future planning, and discuss with expert colleagues how externally validated summative assessments are used</p> | <p>The trainee works alongside expert colleagues at BCU and in school through teaching lessons, observations, discussion, CPD opportunities to develop their practice, knowledge, skills and understanding of planning and assessment to:</p> <p>plan effective sequences of learning using a range of teaching strategies</p> <p>plan sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills</p> <p>use a range of teaching and learning strategies effectively (including pre-teaching, grouping of pupils and deployment of additional adults and resources) to adapt the learning to meet the needs of all pupils. Pupils make appropriate progress.</p> <p>plan appropriate 'Assessment For Learning' strategies, e.g. mini-plenaries, questioning, self-assessment and peer assessment, within the lessons they teach linked to the lesson objective</p> <p>effectively implement assessment strategies to monitor progress and inform future lessons. There is evidence of impact on pupils' progress</p> <p>use specific, helpful, and manageable marking, and feedback strategies effectively within the lessons they teach</p> <p>use summative assessment to inform planning, to ensure progress for all pupils</p> | <p>The trainee collaborates with expert colleagues at BCU and in school through confident teaching, observations, discussion and CPD to develop their practice, knowledge, skills and understanding of planning and assessment to:</p> <p>plan and teach innovatively and creatively, fully engaging and challenging all pupils. Lesson sequences are developmental and progressive</p> <p>comprehensively embed a range of teaching and learning strategies and adapt these to ensure that all learning needs are met</p> <p>uses higher-order teaching strategies, such as narrating thought processes, through asking a range of questions when modelling to make explicit how experts think</p> <p>expose potential pitfalls/misconceptions and explain how to address them</p> <p>continually adapt the teaching to respond to emerging learning needs</p> <p>fully integrate additional adults into the planning, teaching and assessment process (where applicable)</p> <p>consistently use specific, helpful, and manageable marking and feedback strategies effectively within the lessons they teach to enable all pupils to make progress</p> <p>ensure that assessment is integral to the teaching and learning process and to analyse assessments to inform future planning. The impact of the teaching is evident in progress data and targets can be set</p> |
| <b>Progress:</b>  |   | <b>YES/NO</b>   |
| 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.   |





**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).**  
(CCF - How Pupils Learn, Classroom Practice; Adaptive Teaching) (TS3 and TS5)

| Phase 1 Exploring   | Phase 2 Establishing  | Phase 3 Embedding   |
|---|---|---|
| <p><i>The trainee works alongside expert colleagues at BCU and in school through observations, discussion, CPD and team teaching opportunities to develop their knowledge, skills and understanding of adaptive teaching to:</i></p> <p>understand that pupils are likely to learn at different rates and require different levels and types of support from teachers to succeed</p> <p>begin to understand that pupils' differences, including their different levels of prior knowledge, and potential barriers to learning, are a fundamental part of teaching</p> <p>know there is a common misconception that pupils have distinct and identifiable learning styles</p> <p>know pupils with special educational needs or disabilities are likely to require additional or adapted support</p> <p>work closely with expert colleagues to understand barriers and identify effective strategies for identified pupils, including those with EAL</p> <p>observe and deconstruct how expert colleagues adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet those expectations</p> | <p><i>The trainee works alongside expert colleagues at BCU and in school through teaching lessons, observations, discussion, CPD opportunities to develop their practice, knowledge, skills and understanding of adaptive teaching to:</i></p> <p>anticipate pupils' differences, including their different levels of knowledge, and potential barriers to learning, and reflect this in their planning</p> <p>begin to adapt teaching in a responsive way, with support from expert colleagues, including by providing targeted support to pupils who are struggling e.g. through using dual coding and translanguaging to support EAL pupils</p> <p>build on prior learning with appropriate stretch and challenge for all pupils, particularly high attaining pupils</p> <p>use current related frameworks and policy initiatives which provide additional guidance on supporting pupils with SEND effectively</p> <p>identify pupils who need new content to be broken down further</p> <p>make use of formative assessment to inform adaptive learning, to meet the needs of all pupils</p> <p>provide opportunities for all pupils to experience success by discussing and analysing with expert colleagues how to balance input of new content so that pupils master foundational concepts</p> <p>appropriately select well-designed resources to promote positive outcomes for all pupils</p> | <p><i>The trainee collaborates with expert colleagues at BCU and in school through confident teaching, observations, discussion and CPD to develop their practice, knowledge, skills and understanding of adaptive teaching to:</i></p> <p>flexibly group pupils within a class to provide more tailored support, with care taken to monitor the impact on engagement and motivation of all pupils, particularly for low attaining pupils</p> <p>work with guidance from the Special Educational Needs and Disabilities Co-ordinator (SENDCo) where relevant, to adapt learning for groups and individuals. Reflect on this experience to develop responsive teaching of all groups of pupils</p> <p>to consistently apply a range of research-informed strategies to accelerate language learning for EAL pupils</p> <p>make consistent use of teaching assistants and other adults in the classroom</p> <p>demonstrate their ability to decide when intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils</p> <p>build in additional practice or remove unnecessary expositions to meet the needs of all pupils</p> <p>effectively employ a wide range of strategies to support positive outcomes for all pupils e.g. reframe questions to provide scaffolding or greater challenge</p> |
| <b>Progress:</b>  |   | 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.   |



**BCU ITE Curriculum Key Theme F - Trainee develops professional behaviours and contributes effectively to the wider life of the school.**  
(CCF Professional Behaviours) (TS8 and Part 2)

| Phase 1 Exploring  | Phase 2 Establishing   | Phase 3 Embedding   |
|--|--|---|
| <p><b>The trainee demonstrates professional behaviour by consistently following placement expectations:</b></p> <p>understands safeguarding responsibilities as set out in Keeping Children Safe In Education</p> <p>adheres to BCU Code of Conduct and school staff behaviour policy, dress code, absence policy, is punctual, has a professional tone in communications</p> <p>understands the expectations regarding personal and professional conduct of a teacher and the ethics of the teaching profession</p> <p>recognises the experience and expertise of university and school staff, acts upon advice</p> <p><b>The trainee works with clearly focused support to develop:</b></p> <p>professional relationships with colleagues</p> <p>reflective practice and acting upon expert feedback</p> <p>understanding of professional development as a sustained process over time that will impact positively on pupil outcomes</p> | <p><b>The trainee confidently demonstrates professional behaviour and works with expert colleagues to:</b></p> <p>know who to contact with any safeguarding concerns</p> <p>use feedback and discussion with expert colleagues to reflect upon and improve own practice</p> <p>use recent and relevant research evidence to inform professional discussions and to improve own practice</p> <p>develop effective professional relationships with colleagues and to begin to identify ways to contribute to the wider life of the school</p> <p>understand how relationships with carers and parents can impact on pupils and begin to develop these relationships</p> <p>ensure that planning and learning outcomes are shared with additional adults so pupils are effectively supported</p> <p>work with expert colleagues, such as SENDCos and pastoral leaders to ensure they understand the needs of pupils and how to support these needs</p> <p>be responsible for their own professional development and extend their own subject and pedagogical understanding as part of lesson planning</p> | <p><b>The trainee's professional behaviour is consistent and noticeable:</b></p> <p>collaborates with expert colleagues to seek challenge and critique to identify sustainable improvement in their own practice</p> <p>reflective practice is informed by observation feedback, professional debate, and recent and relevant research evidence</p> <p>seeks opportunities to make valuable contributions to the wider life of the school in a broad range of ways</p> <p>understands how effective relationships with parents and carers can improve pupils' motivation, behaviour, and academic success</p> <p>plans learning to ensure that all pupils are supported by teachers so additional adults supplement rather than replace support from teachers</p> <p>collaborates with colleagues, such as SENDCos, and pastoral leaders to learn from their expertise and broaden their own understanding of the needs of pupils and how appropriate support can be included in planning</p> |
| <b>Progress:</b>   |  | <b>YES/NO</b>   |
| 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.   |

# Celebration



**Celebration of BCU ITE Mentor Partnerships –  
Tuesday 5 July 2022 2.30 – 4.30 pm  
City South Campus, B15 3TN**



[Use this Eventbrite booking link 1 person per school](#)

