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| --- | --- |
| SBT 1Year Group Taught |  |
| Review Meeting 1 | On track Yes/No: |
| RIT form | Yes |
| No |
| Progress Meeting 1 | Pass/Fail: 1 |
| RIT form | Yes |
| No |
| Phonics Grade | NT | D | C |

**School of Education and**

**Social Work**

PGCE Primary & Early Years Education with QTS

School Based Training 1

Progress Journal

|  |
| --- |
| **Name:**Click or tap here to enter text. |

**SBT1School Based Training Record**

**Primary & Early Years**

|  |  |
| --- | --- |
| **Trainee name** | Click or tap here to enter text. |
| **Name and Address of School:** | Click or tap here to enter text. |
| **School telephone number** | Click or tap here to enter text. |
| **School email address** | Click or tap here to enter text. |
| **Head Teacher:** | Click or tap here to enter text. |
| **Class Teacher:** Click or tap here to enter text. | **Year Group Taught:** Click or tap here to enter text. |
| **School Mentor(s):** | Click or tap here to enter text. |
| **University Tutor:**Click or tap here to enter text. | **Professional Development Tutor:**Click or tap here to enter text. |

**Key Dates**

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

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

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

 All Fridays in Spring 1 are in University

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

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

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

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

Information Regarding School Absence Procedure

|  |  |
| --- | --- |
| Who do you need to contact? | Click or tap here to enter text. |
| What form of contact should it be? | Click or tap here to enter text. |
| What time does the contact need to have been made by? | Click or tap here to enter text. |
| By what time do you need to let the school know if you are going to be in, or not in, the next day? | Click or tap here to enter text. |
| Remember to also contact the university via mySRS. |

**Absence Reporting Procedure**

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

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

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

1. **COVID19 related absence**: In the event that the absence is related to Covid19 follow school procedure for reporting absence in relation to Covid19 and BCU guidance

# Placement Register

Please keep this register for all days, including preliminary days, during which you are on School Based Training. Ensure that the register has been signed by a school colleague. Morning and afternoon attendance are to be shown as follows:

|  |  |  |
| --- | --- | --- |
| Present  | / | Attendance RecordTotal number of days present……….out of……….  |
| Absent | O |
| Online Teaching Support | OS |

Absence must only be shown for scheduled School Based Training days which were not attended.

**For trainees claiming expenses:** A copy of this register must be attached to your claim form

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Week beginning | M | T | W | T | F | No. of days present | Reasons for Absence |
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| **I confirm that this is an accurate record of the trainee’s attendance.****Signed: Class teacher/School Mentor** |

Pre-Approval Checklist

|  |  |  |
| --- | --- | --- |
| ***Task*** | School Confirmation | UT Confirmation |
| Specific guidance for trainee in relation to Covid19 and arrangements in school setting (including PPE, hand hygiene, good respiratory hygiene, cleaning of resources and working environment, children handling resources, working with a group, timings of the school day (including any phased timings), reporting procedure if trainee is unwell or child is unwell, supporting learning in the event of lockdown etc.)  |[ ] [ ]
| Covid19 related risk assessment requirements in line with all staff in school. Health and Safety Induction/information gathering from the relevant H&S Policies.  |[ ] [ ]
| Share and discuss School Based Training Handbook |[ ] [ ]
| Safeguarding and Child Protection Induction/information gathering from the relevant Child Protection Policies. – Safeguarding local priorities - Name of DSL |[ ] [ ]
| Discuss ‘Keeping Children Safe in Education’ (2021) document and share ‘Safeguarding & Promoting the Welfare of Children’ booklet |[ ] [ ]
| GDPR in line with school’s policy |[ ] [ ]
| Have read school ‘Pupil Behaviour Policy’ and ‘Staff Behaviour Policy’ |[ ] [ ]
| ***Planning*** * Negotiate the timetable to be taught between teacher and trainee: small group, 1:1 (including team teaching, teaching of groups, interventions) etc.
* Discuss school’s arrangements for catch up support and any input to be given by the trainee
* Discuss the school’s medium/weekly term planning for the areas the trainee will be teaching
* Identify resources to support learning and teaching, including where relevant, online materials to support remote learning and teaching
* Trainee complete lesson planning for the groups being taught in the first week
* Discuss the BCU ITE Curriculum and subject/pedagogical development needs
 |[ ] [ ]
| Confirm Covid19 arrangements for playtime, lunchtimes, breaks, start and end of day. Information gathering about the school day, including: children’s arrival times, playtime(s), lunchtime, moving around the school and leaving school at the end of the day. Expected time of arrival in school and departure of staff and trainees, including any phased timings.  |[ ] [ ]
| Confirm Covid19 arrangements for any meetings. Identify staff meetings/training that trainee should attend during the School Based Training, including and online meetings or training. \*Unless advised otherwise by the school, trainees should attend ALL whole school/phase meetings and training.  |[ ] [ ]
| Identify areas for development during this School Based Training and formulate targets for discussion with your Class teacher & UT.  |[ ] [ ]
| Identify Needs of individual children (EAL, SEND, LAC, PP etc.) |[ ] [ ]
| Negotiate times for Weekly Professional Development Discussions. |[ ] [ ]
| Addressing Workload in ITE documentation has been discussed |[ ] [ ]
| Trainee has shared ‘Teaching of Reading Booklet’ |[ ] [ ]
| School Based Electronic Training File organised as follows:***Section One ~ Background Information:*** Safeguarding Confirmation Letter, list of staff and their responsibilities, a copy of your teaching timetable, (in line with school’s GDPR policy).***Section Two ~ Planning:*** Long/Medium Term ***Section Three ~ Short Term Planning and Evaluations:*** organised in chronological order with lesson plans, resources, anonymised assessment records/notes and evaluations,relevant reading and research resources (all information must be in line with school’s GDPR policy). |[ ] [ ]

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

University Tutor: Click or tap here to enter text. Class Teacher/School Mentor: Click or tap here to enter text.

**BCU ITE Curriculum Key Theme C: curriculum subject knowledge and pedagogy**

**Record of Subjects Taught (number of lessons)**

|  |  |  |
| --- | --- | --- |
| **Name:**  | Click or tap here to enter text. | Choose an item. |
| **Subject** | **Observed**  | **Supported teaching of (with CT/coach)** | **Joint planning and/or teaching** | **Leading planning and teaching**  |
| ***TALLY*** |
| ***English - Reading*** |  |  |  |  |
| ***English - Writing*** |  |  |  |  |
| ***Phonics*** |  |  |  |  |
| ***Mathematics*** |  |  |  |  |
| ***Science*** |  |  |  |  |
| ***DT*** |  |  |  |  |
| ***Computing*** |  |  |  |  |
| ***History*** |  |  |  |  |
| ***Geography*** |  |  |  |  |
| ***Art and Design*** |  |  |  |  |
| ***Music*** |  |  |  |  |
| ***PE*** |  |  |  |  |
| ***Relationships/Health Education*** |  |  |  |  |
| ***Foreign Languages*** |  |  |  |  |
| ***RE*** |  |  |  |  |
| Complete if you were in EYFS: |
| ***Personal, Social and Emotional Development*** |  |  |  |  |
| ***Communication and Language*** |  |  |  |  |
| ***Physical Development*** |  |  |  |  |
| ***Literacy*** |  |  |  |  |
| ***Mathematics*** |  |  |  |  |
| ***Expressive Arts and Design*** |  |  |  |  |
| ***Understanding the World*** |  |  |  |  |

Using this grid, you can monitor the subject/curriculum areas that you have not had opportunity to observe or teach and can therefore be identified as targets for your placement.

Trainee Observation of a Lesson

*For the trainee; when carrying out observations, please use this observation proforma (duplicating as many times as needed)*

|  |  |
| --- | --- |
| **Name** Click or tap here to enter text. | **Date** Click or tap to enter a date. |
| **Teacher** Click or tap here to enter text. | **Focus of Observation** Click or tap here to enter text. |
| **Class/Year Group** Click or tap here to enter text. | **Subject** Click or tap here to enter text. |
|  |  |
| **What to look for:** | **Observation Notes:** |
| Teaching and learning and behaviour management strategies: |
| * Click or tap here to enter text.
 | Click or tap here to enter text. |
| * Click or tap here to enter text.
 | Click or tap here to enter text. |
| * Click or tap here to enter text.
 | Click or tap here to enter text. |
| Assessment strategies:  |
| * Click or tap here to enter text.
 | Click or tap here to enter text. |
| * Click or tap here to enter text.
 | Click or tap here to enter text. |
| * Click or tap here to enter text.
 | Click or tap here to enter text. |
| Response by the pupils: |
| * Click or tap here to enter text.
 |
| * Click or tap here to enter text.
 |
| * Click or tap here to enter text.
 |
| Discussion with colleagues after observation:Click or tap here to enter text. |
| Agreed key areas observed that would help to improve your teaching:How will what you have observed & discussed impact upon your own practice? |
| * Click or tap here to enter text.
 |
| * Click or tap here to enter text.
 |
| * Click or tap here to enter text.
 |
| What further support are you going to seek? What reading or research will you do? |
| Click or tap here to enter text. |
|  |
|  |

**BCU ITE Curriculum Key Themes**

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

The BCU ITE Curriculum aligns with the [DfE (2019) ITT Core Content Framework](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf). Our ambitious curriculum is designed within a spiral curriculum model, which deepens knowledge and understanding through an iterative revisiting of identified topics**,** subjects, and themes throughout all BCU Primary QTS courses.

Start of ITE journey



Pedagogical knowledge development within ITE modules

SBT with expert colleagues in partnership schools

**QTS**

**SBT1- Targets for Professional Development**

Identify targets linked to the BCU ITE Core Curriculum and Teachers’ Standards and discuss with those involved in your support. The targets should relate to your continuing professional development needs and to the school/class in which you are placed. **You should write targets in your own words and link them to the relevant BCU Curriculum Key Themes. Your placement cannot commence until this approval has been gained.**

|  |  |  |  |
| --- | --- | --- | --- |
| **BCU Curriculum Key Themes** | **Target** | **Actions to Achieve Target** | **Review of Progress towards target** |
| Choose an item. | Click or tap here to enter text.  | Click or tap here to enter text. | Click or tap here to enter text. |
| Choose an item. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Choose an item. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Choose an item. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

**Disability Support Summary and Implications for School Based Training Discussed** Choose an item.

**Placement Action Plan** Choose an item.

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Name** | **Electronic Signature** | **Role** |
| Click or tap to enter a date. | Click or tap here to enter text. |  | Trainee |
|  Click or tap to enter a date. | Click or tap here to enter text. |  | University Tutor (UT) |
|  Click or tap to enter a date. | Click or tap here to enter text. |  | School Mentor/ Class Teacher |

|  |
| --- |
| **Weekly Reflection -** **BCU Themes and reflection on practice:**  Click or tap to enter a date. |
| 1. How I have used critical enquiry and research informed practice to develop my understanding of effective teaching and learning *(including the academic reading you have engaged with, see reading lists).*
 |
| I have learnt that:Click or tap here to enter text. | I have learnt how to:Click or tap here to enter text.  | Impact:Click or tap here to enter text. |
| 1. How my classroom practice has established effective behaviour management using high expectations and awareness of pupils’ well-being.
 |
| I have learnt that:Click or tap here to enter text. | I have learnt how to:Click or tap here to enter text.  | Impact:Click or tap here to enter text. |
| 1. How my knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn has impacted on pupils’ progress and well-being.
 |
| I have learnt that:Click or tap here to enter text. | I have learnt how to:Click or tap here to enter text.  | Impact:Click or tap here to enter text. |
| 1. How I have planned and assessed learning to ensure that all pupils make progress.
 |
| I have learnt that:Click or tap here to enter text. | I have learnt how to:Click or tap here to enter text.  | Impact:Click or tap here to enter text. |
| 1. How I have implemented effective adaptive teaching approaches to support all learners, including SEND and EAL learners​.
 |
| I have learnt that:Click or tap here to enter text. | I have learnt how to:Click or tap here to enter text.  | Impact:Click or tap here to enter text. |
| 1. How I have developed professional behaviour and contributed effectively to the wider life of the school​ *(think about how you have demonstrated that you are Committed, Creative, Confident and Collaborative)*
 |
| I have learnt that:Click or tap here to enter text. | I have learnt how to:Click or tap here to enter text.  | Impact:Click or tap here to enter text. |

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| **Through interaction with expert colleagues, I have learnt:**  |
| **That** * Click or tap here to enter text.
 | **How** * Click or tap here to enter text.
 |

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| **Observations of me this week identified:** |
| **Strengths** * Click or tap here to enter text.
 | **Knowledge, skills, practice to develop** *(including subject knowledge)** Click or tap here to enter text.
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| --- |
| **Through interaction with expert colleagues, I have learnt:**  |
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 | **How** * Click or tap here to enter text.
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 | **Knowledge, skills, practice to develop** *(including subject knowledge)** Click or tap here to enter text.
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 |
| I have learnt that:Click or tap here to enter text. | I have learnt how to:Click or tap here to enter text.  | Impact:Click or tap here to enter text. |
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| 1. How I have developed professional behaviour and contributed effectively to the wider life of the school​ *(think about how you have demonstrated that you are Committed, Creative, Confident and Collaborative)*
 |
| I have learnt that:Click or tap here to enter text. | I have learnt how to:Click or tap here to enter text.  | Impact:Click or tap here to enter text. |

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| --- |
| **Through interaction with expert colleagues, I have learnt:**  |
| **That** * Click or tap here to enter text.
 | **How** * Click or tap here to enter text.
 |

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| **Observations of me this week identified:** |
| **Strengths** * Click or tap here to enter text.
 | **Knowledge, skills, practice to develop** *(including subject knowledge)** Click or tap here to enter text.
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| **Weekly Reflection -** **BCU Themes and reflection on practice:**  Click or tap to enter a date. |
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 |
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| 1. How my knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn has impacted on pupils’ progress and well-being.
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| 1. How I have developed professional behaviour and contributed effectively to the wider life of the school​ *(think about how you have demonstrated that you are Committed, Creative, Confident and Collaborative)*
 |
| I have learnt that:Click or tap here to enter text. | I have learnt how to:Click or tap here to enter text.  | Impact:Click or tap here to enter text. |

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| **Through interaction with expert colleagues, I have learnt:**  |
| **That** * Click or tap here to enter text.
 | **How** * Click or tap here to enter text.
 |

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| **Observations of me this week identified:** |
| **Strengths** * Click or tap here to enter text.
 | **Knowledge, skills, practice to develop** *(including subject knowledge)** Click or tap here to enter text.
 |

**Critical Incident - Review Meeting 1**

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

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

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

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

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

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

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

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

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

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

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

Review Meeting 1 Date Completed: Click or tap to enter a date.

***Review Meeting 1 will take place between the trainee, class teacher (or school mentor) and university tutor.***

|  |  |  |  |
| --- | --- | --- | --- |
| BCU Key Themes | EXP | EST | EMB |
| Key Theme A |[ ] [ ] [ ]
| Key Theme B |[ ] [ ] [ ]
| Key Theme C |[ ] [ ] [ ]
| Key Theme D |[ ] [ ] [ ]
| Key Theme E |[ ] [ ] [ ]
| Key Theme F |[ ] [ ] [ ]
| Overall Grade | [ ]  |[ ] [ ]
| Part 2 Teachers’ Standards | Choose an item. |
| RIT | Choose an item. |
| Phonics Grade  | **NT** [ ]  | **D** [ ]  | **C** [ ]  |

***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 ***Review Meeting 1*** consider the trainee’s overall performance to date and make a ‘best fit ‘judgement based upon performance against all of the BCU Curriculum Key Themes as recorded in the BCU Assessment Tracker.

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

Review Meeting 1 - Trainees who are **on track** to be awarded QTS will be demonstrating their competence in most of the BCU Curriculum Key Themes at the **Exploring** level.

If the trainee is not able to demonstrate their competence in one or more of the BCU Curriculum Key Themes at **Exploringlevel** and/or is not fully engaged or responding to advice and feedbacktheir progress is judged as **requiring improvement.**Please identify targets and strategies for improvement with the trainee and complete the RAPID IMPROVEMENT TARGETS form.

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 PrimaryandEarlyYearsPGCECourseTeam@bcu.ac.uk

Trainee Making Satisfactory or Good Progress

|  |  |  |  |
| --- | --- | --- | --- |
| **BCU Curriculum Key Themes** | **Target** | **Actions to Achieve Target** | **Review of Progress towards target** |
| Choose an item. | Click or tap here to enter text.  | Click or tap here to enter text. | Click or tap here to enter text. |
| Choose an item. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Choose an item. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Choose an item. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
|  **Date** | **Name** | **Electronic Signature** | **Role** |
| Click or tap to enter a date. | Click or tap here to enter text. |  | Trainee |
|  Click or tap to enter a date. | Click or tap here to enter text. |  | University Tutor (UT) |
|  Click or tap to enter a date. | Click or tap here to enter text. |  | School Mentor/ Class Teacher |

**Rapid Improvement Targets Plan 2021-2022**

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

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

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| **Weekly Reflection -** **BCU Themes and reflection on practice:**  Click or tap to enter a date. |
| 1. How I have used critical enquiry and research informed practice to develop my understanding of effective teaching and learning *(including the academic reading you have engaged with, see reading lists).*
 |
| I have learnt that:Click or tap here to enter text. | I have learnt how to:Click or tap here to enter text.  | Impact:Click or tap here to enter text. |
| 1. How my classroom practice has established effective behaviour management using high expectations and awareness of pupils’ well-being.
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| 1. How I have developed professional behaviour and contributed effectively to the wider life of the school​ *(think about how you have demonstrated that you are Committed, Creative, Confident and Collaborative)*
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| I have learnt that:Click or tap here to enter text. | I have learnt how to:Click or tap here to enter text.  | Impact:Click or tap here to enter text. |

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| **Through interaction with expert colleagues, I have learnt:**  |
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 | **How** * Click or tap here to enter text.
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| **Observations of me this week identified:** |
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**Critical Incident - Progress Meeting 1**

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

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

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| Click or tap here to enter text. |

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

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| Click or tap here to enter text. |

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

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| Click or tap here to enter text. |

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

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

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

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| Click or tap here to enter text. |

Progress Meeting 1 Date Completed: Click or tap to enter a date.

***Progress Meeting 1 will take place between the trainee, class teacher (or school mentor) and university tutor.***

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| BCU Key Themes | EXP | EST | EMB |
| Key Theme A |[ ] [ ] [ ]
| Key Theme B |[ ] [ ] [ ]
| Key Theme C |[ ] [ ] [ ]
| Key Theme D |[ ] [ ] [ ]
| Key Theme E |[ ] [ ] [ ]
| Key Theme F |[ ] [ ] [ ]
| Overall Grade | [ ]  |[ ] [ ]
| Part 2 Teachers’ Standards | Choose an item. |
| RIT | Choose an item. |
| Phonics Grade  | **NT** [ ]  | **D** [ ]  | **C** [ ]  |

***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 1*** 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 1.

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

Progress Meeting 1 - Trainees who are **on track** to be awarded QTS will be demonstrating their competence in all of the BCU Curriculum Key Themes at the **Exploring** level **with elements of Establishing**.

If the trainee is not able to demonstrate their competence in all areas of the BCU Curriculum Key Themes at **Exploringlevel** and/or is not fully engaged or responding to advice and feedbacktheir progress is judged as **requiring improvement** and theplacement is deemed as a **FAIL.**

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 PrimaryandEarlyYearsPGCECourseTeam@bcu.ac.uk

Trainee Making Satisfactory or Good Progress

|  |  |  |
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| ***BCU ITE Curriculum*** | ***Target*** | ***Actions to Achieve Target*** |
| Choose an item. | Click or tap here to enter text. | Click or tap here to enter text. |
| Choose an item. | Click or tap here to enter text. | Click or tap here to enter text. |
| Choose an item. | Click or tap here to enter text. | Click or tap here to enter text. |
| Choose an item. | Click or tap here to enter text. | Click or tap here to enter text. |

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| --- | --- | --- | --- |
| **Date** | **Name** | **Electronic Signature** | **Role** |
| Click or tap to enter a date. | Click or tap here to enter text. |  | Trainee |
|  Click or tap to enter a date. | Click or tap here to enter text. |  | University Tutor (UT) |
|  Click or tap to enter a date. | Click or tap here to enter text. |  | School Mentor/ Class Teacher |

**Rapid Improvement Targets Plan 2021-2022**

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

**Formative Assessment Tracker**

2021 22



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| **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 |
| ***The trainee works with clearly focused support using critical enquiry and research informed practice to:***engage with relevant research and policy relating to subject and pedagogical knowledgereflect on lessons making links to theory and practice explored in taught sessions and observed in schooluse subject audits to identify areas of current strengths and developmentuse identified resources and reading to support learning in the subjecttrack own development of curriculum and pedagogical knowledge, skills, and understanding  | ***The trainee works confidently under direction using critical enquiry and research informed practice to:***critically evaluate identified resources and reading to develop subject and pedagogical knowledgereflect critically on practice to identify and discuss links to evidenced based researchrecognise pedagogical approaches they have adopted which are underpinned by learning theoriesidentify the impact of their practice on pupils’ learning and discuss with expert colleagues how to develop practice as a resultengage more fully with subject audits tracking own development of curriculum and pedagogical knowledge, skills, and understanding  | ***The trainee demonstrates growing independence using critical enquiry and research informed practice to:***make informed pedagogical choices based on reading, research, and intended impact on pupils’ learningjustify these choices in professional discussions with expert colleaguescritically evaluate the impact of pedagogical approaches on pupils’ progress and use research informed practice to develop their practice critically evaluate reading and research to continue their own professional development |
| **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. |

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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 | **Phase 2** Establishing | **Phase 3** Embedding |
| ***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 routinesbe clear about what good behaviour looks likeprepare for common behaviour issues and plan how they will be addressedbuild effective relationships with pupils based on an ethos of mutual trust and respect; demonstrating that pupils’ feelings are considered and understoodexperience how high expectations are demonstrated through praising pupil engagement and progress madeunderstand the impact of positive reinforcement to affect and improve the motivation, behaviour, and well-being of pupilsexplore policies related to behaviour management and well-being of pupils, and understand how they are implemented within the classroom | ***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 routinesdemonstrate 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 classroomrole model behaviour that influences the attitudes, values, and behaviours of pupils through consistency in language and non-verbal signals for instructions and directionsdiscuss with expert colleagues and understand how to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsicallymaintain high expectations which impact pupil outcomes by setting goals that challenge and stretch all pupilsengage with the school behaviour policy to implement a range of strategies appropriate to the needs of the childrenestablish high expectations of behaviour using a predictable and secure system of reward and sanctionrespond quickly to any behaviour or bullying that threatens emotional and/or physical safety | ***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 routinesupport 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 intrinsicallyidentify goals and targets that challenge and stretch all pupils, understand the long-term positive impact of high expectations on pupils’ life chancessupport pupils to self-regulate their emotions and know that this affects pupils’ ability to learn, and succeed in school and future livesclearly embed a range of effective behaviour management strategies within their professional practicerespond with authority to any behaviour or bullying that threatens emotional and/or physical safetyconsistently use early and least-intrusive interventions as an initial response to low level disruption |
| **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. |

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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 |
| ***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:*** 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  reflect upon their personal developing subject knowledge, with support if necessary, in relation to key concepts and skills of the subject 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  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 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 contentknow that a range of approaches for modelling and scaffolding learning, e.g. live modelling, is essential to enable pupils to make progress  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 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 ……………………………………………………………………………….. **Primary trainees:**understand the importance of systematic synthetic phonics and the impact that this has on the teaching of early reading, spelling, and writing  begin to teach phonics following school policy know of the approaches for teaching for conceptual understanding and depth in mathematics  begin to teach mathematics, following school policy | ***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:*** implement relevant statutory and non-statutory curriculum guidance and frameworks in their practice actively develop pedagogical content knowledge in relation to key concepts and skills of the subject  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 teach a topic by breaking it down into smaller steps taking into account and addressing potential misconceptions 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  use high-quality spoken language and subject specific high-frequency vocabulary to enable pupils to make progress in reading and writing development  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 …………………………………………………………………………………………………….. **Primary trainees:** demonstrate a good understanding of the role of systematic synthetic phonics in the teaching of early reading, spelling, and writing teach early reading, systematic synthetic phonics, communication and language development with increasing confidence and competence so that pupils make expected progress  teach mathematics with a good understanding of effective teaching strategies that support the development of conceptual understanding and depth ensuring good progress for all pupils  | ***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:*** use statutory and non-statutory curriculum guidance and frameworks with confidence when planning and teaching sequences of lessons  make discerning use of quality resources, e.g. from Subject Associations, to proactively develop subject knowledge and pedagogical content knowledge  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 demonstrate in lesson planning anticipation of misconceptions, and to teach competently to address these so that pupils overcome them  withdraw scaffolding as pupils’ knowledge builds to ensure apt stretch and challenge teach demonstrating confident use of a pedagogical spectrum with evidenced learning theory and practice applied appropriately…………………………………………………………………………………………………….. **Primary trainees:** 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  effectively teach using strategies that are clearly embedded within the teaching of mathematics to ensure conceptual understanding, depth, and progression |
| **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. |

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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 |
| ***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:***explore key components of lesson planning through observing expert colleagues and discussing how plans are implementedidentify the teaching and learning strategies, e.g. modelling, explanations, scaffolding, and classroom talk, that enable pupils to make progress in their learningadapt and teach from existing planning to demonstrate the key lesson components in practicebegin 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 solvingobserve how expert colleagues adapt lessons during the teaching process based upon formative assessment discuss and analyse ‘Assessment For Learning’ opportunities with expert colleaguesrecognise the importance of effective marking and feedback in line with school policy through discussion with expert colleagues use marking and feedback strategies effectively within the lessons they teach and identify how pupils act on feedback to make progressdiscuss and explore how summative assessment informs future planning, and discuss with expert colleagues how externally validated summative assessments are used | ***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:***plan effective sequences of learning using a range of teaching strategiesplan sufficient opportunity for pupils to consolidate and practise applying new knowledge and skillsuse 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 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 objectiveeffectively implement assessment strategies to monitor progress and inform future lessons. There is evidence of impact on pupils’ progressuse specific, helpful, and manageable marking and feedback strategies effectively within the lessons they teachuse summative assessment to inform planning to ensure progress for all pupils | ***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:***plan and teach innovatively and creatively, fully engaging and challenging all pupils. Lesson sequences are developmental and progressivecomprehensively embed a range of teaching and learning strategies and adapt these to ensure that all learning needs are metuses higher-order teaching strategies, such as narrating thought processes, through asking a range of questions when modelling to make explicit how experts thinkexpose potential pitfalls/misconceptions and explain how to address themcontinually adapt the teaching to respond to emerging learning needsfully integrate additional adults into the planning, teaching and assessment process (where applicable)consistently use specific, helpful, and manageable marking and feedback strategies effectively within the lessons they teach to enable all pupils to make progressensure 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  |
| **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. |

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| **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 |
| ***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:***understand that pupils are likely to learn at different rates and require different levels and types of support from teachers to succeedbegin to understand that pupils’ differences, including their different levels of prior knowledge, and potential barriers to learning, are a fundamental part of teachingknow there is a common misconception that pupils have distinct and identifiable learning styles know pupils with special educational needs or disabilities are likely to require additional or adapted support work closely with expert colleagues to understand barriers and identify effective strategies for identified pupils, including those with EAL 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  | ***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:***anticipate pupils’ differences, including their different levels of knowledge, and potential barriers to learning, and reflect this in their planningbegin 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 pupilsbuild on prior learning with appropriate stretch and challenge for all pupils, particularly high attaining pupils use current related frameworks and policy initiatives, which provide additional guidance on supporting pupils with SEND effectivelyidentify pupils who need new content to be broken down furthermake use of formative assessment to inform adaptive learning to meet the needs of all pupils  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 conceptsappropriately select well-designed resources to promote positive outcomes for all pupils.  | ***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:***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 pupilswork 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 to consistently apply a range of research-informed strategies to accelerate language learning for EAL pupilsmake consistent use of teaching assistants and other adults in the classroomdemonstrate 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 pupilsbuild in additional practice or remove unnecessary expositions to meet the needs of all pupils. effectively employ a wide range of strategies to support positive outcomes for all pupils e.g. reframe questions to provide scaffolding or greater challenge  |
| **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. |

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| **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 |
| ***The trainee demonstrates professional behaviour by consistently following placement expectations:***understands safeguarding responsibilities as set out in Keeping Children Safe In Educationadheres to BCU Code of Conduct and school staff behaviour policy, dress code, absence policy, is punctual, has a professional tone in communications understands the expectations regarding personal and professional conduct of a teacher and the ethics of the teaching professionrecognises the experience and expertise of university and school staff, acts upon advice***The trainee works with clearly focused support to develop:***professional relationships with colleagues reflective practice and acting upon expert feedbackunderstanding of professional development as a sustained process over time that will impact positively on pupil outcomes | ***The trainee confidently demonstrates professional behaviour and works with expert colleagues to:***know who to contact with any safeguarding concernsuse feedback and discussion with expert colleagues to reflect upon and improve own practiceuse recent and relevant research evidence to inform professional discussions and to improve own practicedevelop effective professional relationships with colleagues and to begin to identify ways to contribute to the wider life of the schoolunderstand how relationships with carers and parents can impact on pupils and begin to develop these relationshipsensure that planning and learning outcomes are shared with additional adults so pupils are effectively supportedwork with expert colleagues, such as SENDCos and pastoral leaders to ensure they understand the needs of pupils and how to support these needs be responsible for their own professional development and extend their own subject and pedagogical understanding as part of lesson planning | ***The trainee’s professional behaviour is consistent and noticeable:***collaborates with expert colleagues to seek challenge and critique to identify sustainable improvement in their own practicereflective practice is informed by observation feedback, professional debate, and recent and relevant research evidenceseeks opportunities to make valuable contributions to the wider life of the school in a broad range of waysunderstands how effective relationships with parents and carers can improve pupils’ motivation, behaviour, and academic successplans learning to ensure that all pupils are supported by teachers so additional adults supplement rather than replace support from teacherscollaborates 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 |
| **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. |

DEFINITIONS AND INDICATORS OF ABUSE

# 1. NEGLECT

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

* Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
* Protect a child from physical and emotional harm or danger;
* Ensure adequate supervision (including the use of inadequate care-givers); or
* Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The following may be indicators of neglect (this is not designed to be used as a checklist):

* Constant hunger;
* Stealing, scavenging and/or hoarding food;
* Frequent tiredness or listlessness;
* Frequently dirty or unkempt;
* Often poorly or inappropriately clad for the weather;
* Poor school attendance or often late for school;
* Poor concentration;
* Affection or attention seeking behaviour;
* Illnesses or injuries that are left untreated;
* Failure to achieve developmental milestones, for example growth, weight;
* Failure to develop intellectually or socially;
* Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
* The child is regularly not collected or received from school; or
* The child is left at home alone or with inappropriate carers.

# 2. PHYSICAL ABUSE

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

* Multiple bruises in clusters, or of uniform shape;
* Bruises that carry an imprint, such as a hand or a belt;
* Bite marks;
* Round burn marks;
* Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
* An injury that is not consistent with the account given;
* Changing or different accounts of how an injury occurred;
* Bald patches;
* Symptoms of drug or alcohol intoxication or poisoning;
* Unaccountable covering of limbs, even in hot weather;
* Fear of going home or parents being contacted;
* Fear of medical help;
* Fear of changing for PE;
* Inexplicable fear of adults or over-compliance;
* Violence or aggression towards others including bullying; or
* Isolation from peers.

3. SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing*.* They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

* Sexually explicit play or behaviour or age-inappropriate knowledge;
* Anal or vaginal discharge, soreness or scratching;
* Reluctance to go home;
* Inability to concentrate, tiredness;
* Refusal to communicate;
* Thrush, persistent complaints of stomach disorders or pains;
* Eating disorders, for example anorexia nervosa and bulimia;
* Attention seeking behaviour, self-mutilation, substance abuse;
* Aggressive behaviour including sexual harassment or molestation;
* Unusual compliance;
* Regressive behaviour, enuresis, soiling;
* Frequent or open masturbation, touching others inappropriately;
* Depression, withdrawal, isolation from peer group;
* Reluctance to undress for PE or swimming; or
* Bruises or scratches in the genital area.

4. SEXUAL EXPLOITATION

Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to children’s social care. The significant indicators are:

* Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
* Entering and/or leaving vehicles driven by unknown adults;
* Possessing unexplained amounts of money, expensive clothes or other items;
* Frequenting areas known for risky activities;
* Being groomed or abused via the Internet and mobile technology; and
* Having unexplained contact with hotels, taxi companies or fast food outlets.

5. EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying)*,* causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment.

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

* The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
* Over-reaction to mistakes;
* Delayed physical, mental or emotional development;
* Sudden speech or sensory disorders;
* Inappropriate emotional responses, fantasies;
* Neurotic behaviour: rocking, banging head, regression, tics and twitches;
* Self harming, drug or solvent abuse;

## Fear of parents being contacted;

## Running away;

## Compulsive stealing;

### Appetite disorders - anorexia nervosa, bulimia;

* Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communicating suddenly (known as “traumatic mutism”) can indicate maltreatment.

6. RESPONSES FROM PARENTS

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

* Delay in seeking treatment that is obviously needed;
* Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
* Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
* Reluctance to give information or failure to mention other known relevant injuries;
* Frequent presentation of minor injuries;
* A persistently negative attitude towards the child;
* Unrealistic expectations or constant complaints about the child;
* Alcohol misuse or other drug/substance misuse;
* Parents request removal of the child from home; or
* Violence between adults in the household;
* Evidence of coercion and control.

7. DISABLED CHILDREN

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

* A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
* Not getting enough help with feeding leading to malnourishment;
* Poor toileting arrangements;
* Lack of stimulation;
* Unjustified and/or excessive use of restraint;
* Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
* Unwillingness to try to learn a child’s means of communication;
* Ill-fitting equipment. for example callipers, sleep boards, inappropriate splinting;
* Misappropriation of a child’s finances; or
* Inappropriate invasive procedures.

Link to BCU Moodle Safeguarding and Child Protection site:

<https://moodle.bcu.ac.uk/course/view.php?id=59466>

**Data Protection Guidance for Students**

The new General Data Protection Regulation (GDPR) and associated Data Protection Bill came into force on 25 May 2018 and replaced the Data Protection Act of 1998.

The focus of the GDPR is on **personal** data, this is information that identifies a living individual. The GDPR identifies 2 types of personal data:

**Special Category Personal Data** – Some items of information about people are highly sensitive. GDPR specifically defines them as data relating to:

* racial or ethnic origin
* political opinions
* religious or philosophical beliefs
* trade-union membership
* health or sex life

Data relating to criminal offences is also afforded similar special protection.

**Personal data** – All other data items related to an individual are merely termed ‘personal data’. These are data items such as an attendance mark, an email address, or an examination result.

*The following is not an exhaustive list but some useful guidance about your role in relation to the GDPR when in settings.*

You should obtain a copy of your placement setting’s Data Protection Policy (there might be slight variants on this title), read and adhere to the policy.

You should make sure you know the name of the Data Protection Officer (DPO) in your setting.

You should destroy all examples of personal data following the conclusion of your placement or if keeping it for academic purposes it must be anonymised.

You should destroy all examples of learners’ work following the conclusion of your placement or if keeping it for academic purposes it must be anonymised.

You should know and follow the setting’s policy on the use of cameras. It is normal for settings to ask for consent **before** taking any photographs of learners. For younger learners consent is often given by parents or carers.

You should be aware that some information about learners is highly sensitive, notably information about children’s services interactions, free school meal status, pupil premium eligibility, elements of special educational needs information, safeguarding information and some behaviour data. You should treat this information very carefully and follow the setting’s data policy about how this information is stored.

You should always use your BCU email address for all correspondence with settings and for internal communication during your placement in the setting. The only exception to this would be if the setting gave you one of their email addresses which you should then use as directed by the setting.

You should know your setting’s policy on the use of memory sticks/flash drives. In addition you need to know your setting’s policy on working on ‘own’ devices.

**Safeguarding:** GDPR does not prevent, or limit, the sharing of information for the purposes of keeping learners safe, but be aware that this is highly sensitive information and should be treated as such.

You should be aware that you are a data subject too and that data kept about you by placement settings also needs to adhere to the GDPR legislation.