Secondary Undergraduate

BA (Hons) Secondary Physical Education with QTS

BSc (Hons) Secondary Science (Biology) with QTS

BSc (Hons) Secondary Computing with QTS

School Based Training Professional Mentor Information Pack – 2021

Contents with hyperlinks

The BCU Trained Teacher

A BCU trainee teacher will have signed a commitment to uphold professional conduct when on the PGCE course – you can view this agreement online at: www.bcu.ac.uk/secondary-partnerships.

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

Committed to:

- Being outstanding teachers
- Creating a vibrant learning environment in which all learners will thrive
- Addressing the needs of all learners and their communities
- Taking responsibility for their own professional development and learning
- Developing excellent subject and pedagogical knowledge

Creative in:

- Engaging, inspiring and motivating all learners
- Informing learning and teaching through research and evidence
- Overcoming disadvantage and barriers to learning
- Reflecting on the impact of their professional practice

Confident to:

- Act as leaders of learning
- Respond flexibly and proactively to change
- Communicate effectively with all partners in learning
- Accept responsibility and be accountable for their professional actions and decisions

Collaborative by:

- Understanding that authentic and effective collaboration is an essential element of professional practice
- Working effectively with expert teachers across partner organisations
- Working with peers and subject / phase experts to develop effective curricula
- Embody the ethos and vision of partner organisations in their professional role
- In-practice discourses which develop and deepen critical reflection within a community of professional learning

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

Undergraduate Secondary Leadership Team and the Partnership Team

Name	Role		Contact
UG SLT email (for all general enquiries)	UGSecondarySLT@bcu.ac.uk		
Grant Huddleston	• Course Lead for BA/BSc Secondary Education with QTS • Subject Lead for Secondary Physical Education		Grant.Huddleston@bcu.ac.uk
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School Based Training: Partner School Commitments:

Schools will identify a Professional Mentor who overseas ITE trainee programmes in their school. They liaise with Curriculum Leaders / Departments to identify where schools have the capacity to train ITE students.

Professional Mentors will:

- Review and adhere to the BCU Mentor Policy ,
- Identify an experienced colleague in the trainee's specialist subject who will be their Subject Mentor during the School Based Training Placement,
- Ensure that the BCU Partnerships Team have a current name and email address for all Subject Mentors working with BCU trainees,
- Prepare an induction for incoming trainees which covers Safeguarding requirements and core school policies (BfL, assessment, Teaching and Learning),
- Create a timetable for the BCU trainee in line with Year / Phase expectations,
- Ensure that Subject Mentors have a protected 1 hour slot for their mentor meetings with the trainee,
- Complete an online Quality Assurance survey from BCU at the start of the SBT placement,
- Attend pre-placement BCU Mentor CPD Events for the Year / Phase you will host,
- Ensure all Subject Mentors attend BCU Mentor CPD Events,
- Be familiar with the BCU ITE Curriculum and how it is used to assess the development of BCU trainees,
- Ensure Subject Mentors access and use the BCU Tracker and all current BCU paperwork, to record lesson observations and assessment points
- Quality assure all individual Subject Mentor observations and assessments at least once in the academic year – we suggest a paired observation or observed mentor meeting as a strategy to do this – this is a requirement to access BCU funding,
- Support the trainee with any requests relating to their training and QTS evidence over their training year,
- Monitor BCU trainees' progress during the placement,
- Notify BCU UG Course Lead of any well-being or performance concerns relating to their BCU trainee.

The BCU Partnerships Team will:

- *Maintain contact with Professional Mentors to establish and maintain all aspects of the SBT placement,*
- *Provide effective online Mentor CPD Events,*
- *Maintain communications – including the updating resources on the BCU Partnership Webpages,*
- *Provide Professional Mentor updates on all BCU processes, or individual trainee concerns in a timely manner*
- *Manage the payments to schools process.*

Subject Mentors will:

- Guide and support the trainee's professional development and subject specific pedagogical knowledge in line with the BCU ITE curriculum,

- Attend termly BCU Mentor CPD,
- Use the BCU Mentor Handbook as a guide to their role,
- Access UG paperwork related to the role from the BCU Secondary Undergraduate Partnership Webpages,
- Meet with the trainee for one hour a week,
- Observe the trainee teaching as directed in the Phase specific guideline and provide written formative feedback,
- Review planning, Progress Journal reflections and address assessment requirements with the trainee weekly,
- Liaise with the trainee's Subject Tutor – conducting joint observations and joint mentor meetings whenever possible,
- Update the school's Professional Mentor on the trainee's progress at regular intervals during the placement,
- Complete formative and summative assessments aligned to the BCU ITE Curriculum.

BCU Tutors will:

- *Maintain contact with the subject mentor and discuss any issues regarding SBT in a timely manner,*
- *Organise face to face and online visits to school, and maintain an email link with subject mentors,*
- *Develop a good working relationship with the trainee and subject mentor,*
- *Signpost all BCU Mentor CPD Events and subject mentor drop-in sessions to support mentors' practice,*
- *Confirm that times for the Weekly Professional Development Discussions have been negotiated,*
- *Confirm that there is a schedule of formal observations of the trainee's teaching carried out by the subject mentor,*
- *Guide trainees and mentors through the ITE Core Curriculum delivery and assessment,*
- *Signpost all relevant BCU ITE resources for the trainees and mentors to use during the training year,*
- *Meet with the trainee during the assessment period to discuss and evaluate progress,*
- *With reference to SBT reports manage the formative and summative assessment points for the trainees.*
- *Liaise over decisions about the trainees' attainment and support the subject mentor in his/her role as supervisor and assessor through email or online call contact,*
- *Observe the trainee teaching at least once. Discuss evaluations of their teaching and the impact on learners' learning; identify further professional development as required,*
- *If issues or concerns have been raised by school staff, keep a written record to provide information should a placement end prematurely,*
- *Inform the Course Leadership of any trainee who is a cause for concern,*
- *Work with the subject mentor to tailor a support package for any trainee who is a cause for concern,*
- *Assist in the organisation of any visits by External Examiners and moderators.*

School Based Training (SBT) Overview

BCU teacher training placements are referred to as blocks of School Based Training (SBT) and categorised as Phase 1, Phase 2 and Phase 3 episodes in school to align with the trainee's year of study.

- Phase 1 – Year 1
- Phase 2 – Year 2
- Phase 3 – Year 3 / QTS assessment

Year / Phase 1 SBT placements are paired where possible. PE SBT placements in Year / Phase 1 will be group placements – with 4 trainees in each PE Department. In Year 1 Mentor meetings will be undertaken with the group of trainees with a named Subject Mentor to ensure that mentoring workload is streamlined.

Year 2 and year 3 SBT placements are arranged a solo placements where possible. Sometimes in larger cohorts these will be paired again, but in these years Mentor Meetings should be conducted with each trainee separately.

Additional SBT expectations:

Second subject: PE and Computer Studies trainees will observe and contribute to elements of teaching in an identified second subject during Phase 2 and Phase 3 of their SBT placements. This requirement does not apply to trainees on a Science route, who teach across disciplines within their subject as a core requirement.

SEND experience: The SEND placement is scheduled in year 2 and consists of a period of close working with a partner school's SENDCo - this block of time allows the trainees to be immersed in strategic and operational adaptive teaching and learning and accommodate other undergraduate modules in their specialist subject.

Trainees will contact school they have worked with directly to set up the SEND placement and Professional Mentors in these schools will direct the experience to include:

- reviewing identified pupils' needs across the school, and
- learning how teachers and support staff adapt practice to support the learning of individuals.

Primary Enrichment: Trainees will arrange their own a week-long SBT placement in a local primary school at the end of Phase 1. This will provide opportunities for them to develop their understanding of the expectations, typical curricula and teaching arrangements in the key stage prior to those they are training to teach. Trainees can visit individually or as a pair. If Year / Phase 1 Professional Mentors can support by forging links with their primary feeder schools this would be greatly appreciated.

Post 16 Experience: Where schools have a post-16 department and offer post-16 qualifications in the trainee's subject area, we would strongly encourage the trainee to gain some experience supporting and teaching post-16 classes. If your school does not have a post-16 department, our tutor team will work with mentors and trainees to spend some time in a local provider of post 16 provision during the School Based Training Phase 3.

School Based Training Progression:

BCU trainee teachers will gradually take on all elements of a teaching role within their nominated subject as they progress from Year / Phase 1 to Year / Phase 3. Details of teaching expectations are clearly outlined on subsequent pages.

Trainee Assessment

Trainees will work with a named Subject Mentor in their curriculum area and will meet weekly with these expert colleagues to guide their professional understanding and development. Subject Mentors identified Mentor CPD events, led by the BCU Course / Partnership Leads. In addition, mentors will have the opportunity to informally meet BCU subject leads throughout the academic year to support their role within the training process; these interactions will ensure they are well informed around subject specific content, and other issues as they arise.

Assessment during School Based Training will be through reviews of teaching, reflections made by the trainee in their Progress Journals and professional discussions of progress using the BCU ITE Tracker. Subject Mentors work closely with BCU subject tutors to assess trainees' progress against the BCU ITE Core Curriculum Themes and provide opportunities for trainees to explore the BCU subject specific priorities in a practical setting. In the final term of the school year – during School Based Training Phase 3 - trainees will be assessed against the DfE Teachers' Standards to be awarded QTS

Trainees will undertake formal Review and Progress Meetings during their School Based Training Placements. These meetings are constructed around a Learning Event discourse and will be held with their BCU Subject Tutors; Subject Mentors will be expected to ensure that all related documents are completed ahead of these meetings. Mentors will be asked to complete a short review form for each review and progress meeting, confirming that formative assessment aligned to the BCU ITE Curriculum has occurred and these will be used to shape all aspects of the trainee's formative and summative assessment points.

Professional Mentors are responsible for quality assuring the assessments made by their Subject Mentors – there is a bespoke Internal QA form that should be used to record this process . The completion of this internal Quality Assurance review is a requirement for all SBT partners and will directly link to remuneration from BCU. Professional Mentors should therefore also have an overview of the BCU ITE Core Curriculum Themes.

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and Social Work

School Based Training Placement Timetables

Year / Phase One - 30 day School Placement
Ideally this should be a paired / group placement.

<u>Part 1:</u> **20 Consecutive Mondays** (October 18th – 11th April)

- Induction – including timetable, class lists and units of work

Teaching expectations (minimum):
- o **4 x Joint planning / teaching episodes* of '*small group of pupils*'**
- o **4 x planning / teaching learning <u>episodes</u>*** (2 paired teaching and 2 solo teaching)
- o **3 x Joint planning & teaching full lessons** (paired teaching)
- Modelled (with Subject Mentor) focussed observation of an expert colleague teaching
- Verbal feedback of teaching
- Planning and creating learning resources
- Completion of University set tasks linked to assignment(s)
- Opportunity to carry out a 'pupil tracking' exercise
- Opportunity to carry out a pupil book scrutiny / marking exercise
- Trainees will have at least one phone/video call from their BCU Tutor
- Tracking in 'Subject Knowledge Audit' to evidence subject pedagogy development

* teaching episodes are for 20 minutes

Review Meeting (By Friday 31st January)

<u>Part 2:</u> **Two Weeks** (25th April – 6th May)

Teaching expectations (minimum):
- o **3 x Joint planning & teaching full lessons** (paired teaching)
- o **5 x planning/teaching full lessons** (solo teaching)
- Evidence of feedback from Subject Mentors / class teachers for each learning episode using the BCU 'Learning Observation Record' (LOR).
- Observation of teaching within subject specialisms.
- CPD to support University tasks
- Development of Subject Knowledge audit
- Allocation to tutor group
- Trainees will be visited at least once by their BCU Tutor.

Progress Meeting / End of Placement Report (By Friday 6th May)

Enrichment 1 (6th – 10th June) – KS2 Focus

- Liaise with Education Placements to confirm KS2 placement

Enrichment 2 (10th – 14th January) – SEND Focus

- Trainees secure SEND placement and inform Education Partnership lead of location

Placement – One block of 40 days:

Part 1 (9th May – 27th May)

- Induction – including timetable, class lists and units of work

Teaching expectations (minimum):
- o **Responsibility for five hours of lessons each week (minimum), building to eight.**
- Focussed observation of teaching
- Planning and creating learning resources
- Completion of University set tasks linked to assignment(s)
- Development of Subject Knowledge Audit from year one.
- Evidence of feedback from Subject Mentors / class teachers for each taught lesson using the BCU 'Learning Observation Record' (LOR).
- Observation of expert colleagues teaching within subject specialisms.
- Trainees will have at least one phone/video call from their BCU Tutor.

Review Meeting (By Friday 10th June)

Part 2 (6th June – 8th July)

Teaching expectations (minimum):
- o **Responsibility for eight hours lessons each week (minimum), building to eight.**
- Focussed observation of teaching
- Planning and creating learning resources
- Completion of University set tasks linked to assignment(s)
- Development of Subject Knowledge Audit
- Evidence of feedback from Subject Mentors / class teachers for each taught lesson using the BCU Learning Observation Record (LOR).
- Observation of expert colleagues teaching within subject specialisms.
- Trainees will be visited at least once by their BCU Tutor.

Progress Meeting / End of Placement Report (By Friday 8th July)

Enrichment 3 (13ᵗʰ – 17ᵗʰ September) – Trainee Focus

Placement Introduction – Four Days (14ᵗʰ– 17ᵗʰ Dec):

- Induction – including timetable, class lists and units of work
- Focussed observation of teaching
- Development of Subject Knowledge Audit.

Placement Part 1– 18 Consecutive Thurs-Fri (Jan 6ᵗʰ – 27ᵗʰ May):

- Focussed observation of teaching

Teaching expectations (minimum)
  - o **Responsibility/Shared responsibility for a 50% timetable over the two days (minimum), i.e. If there are 10 lessons in two days, they have a 5 lesson timetable.**
- Planning and creating learning resources
- Completion of University set tasks
- Development of Subject Knowledge Audit.
- Evidence of feedback from Subject Mentors / class teachers for each taught lesson using the BCU 'Learning Observation Record' (LOR).
- Observation of expert colleagues teaching within subject specialisms.
- Trainees will have at least one phone/video call from their BCU Tutor.

Review Meeting (By Friday 27ᵗʰ May)

Placement Part 2– Six Week Block (6ᵗʰ June – 15ᵗʰ July):

- Focussed observation of teaching
- Trainees will have at least one phone/video call from their BCU Tutor.
- Teaching expectations (minimum)
  - o **Developing responsibility towards 14 hours teaching a week (minimum).**
- Planning and creating learning resources
- Completion of University set tasks
- Development of Subject Knowledge audit
- Evidence of feedback from mentors/class teachers for each taught lesson using the BCU 'Learning Observation Record' (LOR).
- Observation of teaching within subject specialisms.
- Trainees will be visited at least once by their BCU Tutor.

Progress Review / End of Placement Report (By Friday 8ᵗʰ July)

The Secondary Undergraduate ITE Year

Week	Mon	Tues	Weds	Thurs	Fri
13-Sep-21					
	Year 3 enrichment	Year 3 enrichment	Year 3 enrichment	Year 3 enrichment	Year 3 enrichment
20-Sep-21					
27-Sep-21					
04-Oct-21					
11-Oct-21	Mentor CPD Y/ P 1			Mentor CPD – Y/ P 1	
18-Oct-21	Year 1 SBT				
25-Oct-21	Half-term / Reading Week				
01-Nov-21	Year 1 SBT				
08-Nov-21	Year 1 SBT				
15-Nov-21	Year 1 SBT				
22-Nov-21	Year 1 SBT				
29-Nov-21	Year 1 SBT	Mentor CPD Y/P 3		Mentor CPD Y/P 3	
06-Dec-21	Year 1 SBT				
13-Dec-21	Year 1 SBT				
20-Dec-21	Christmas Break				
27-Dec-21	Christmas Break				
03-Jan-22	Bank Holiday			Year 3 SBT	Year 3 SBT
10-Jan-22	Year 1 SBT			Year 3 SBT	Year 3 SBT
	Yearr2 SEND	Yearr2 SEND	Yearr2 SEND	Yearr2 SEND	Yearr2 SEND
17-Jan-22	Year 1 SBT			Year 3 SBT	Year 3 SBT
24-Jan-22	Year 1 SBT			Year 3 SBT	Year 3 SBT
31-Jan-22	Year 1 SBT			Year 3 SBT	Year 3 SBT
07-Feb-22	Year 1 SBT			Year 3 SBT	Year 3 SBT
14-Feb-22	Year 1 SBT			Year 3 SBT	Year 3 SBT
21-Feb-22	Half-term / Reading Week				
28-Feb-22	Year 1 SBT			Year 3 SBT	Year 3 SBT
07-Mar-22	Year 1 SBT			Year 3 SBT	Year 3 SBT
14-Mar-22	Year 1 SBT			Year 3 SBT	Year 3 SBT
21-Mar-22	Year 1 SBT			Year 3 SBT	Year 3 SBT
28-Mar-22	Year 1 SBT			Year 3 SBT	Year 3 SBT
04-Apr-22	Year 1 SBT	Mentor CPD Y/P 2		Year 3 SBT	Year 3 SBT
				Mentor CPD Y/P 2	
11-Apr-22	Easter Break				
18-Apr-22	Easter Break				
25-Apr-22	Year 1 SBT	Year 1 SBT	Year 1 SBT	Year 1 SBT	Year 1 SBT
				Year 3 SBT	Year 3 SBT
				Mentor Drop In Y/P1	
02-May-22	Year 1 SBT	Year 1 SBT	Year 1 SBT	Year 1 SBT	Year 1 SBT
				Year 3 SBT	Year 3 SBT
09-May-22	Year 2 SBT	Year 2 SBT	Year 2 SBT	Year 2 SBT	Year 2 SBT
				Year 3 SBT	Year 3 SBT
16-May-22	Year 2 SBT	Year 2 SBT	Year 2 SBT	Year 2 SBT	Year 2 SBT
	Mentor Drop In Y/P 3			Year 3 SBT	Year 3 SBT
23-May-22	Year 2 SBT	Year 2 SBT	Year 2 SBT	Year 2 SBT	Year 2 SBT
				Year 3 SBT	Year 3 SBT
30-May-22	Half-term / Reading Week				
06-Jun-22	Year 2 SBT	Year 2 SBT	Year 2 SBT	Year 2 SBT	Year 2 SBT
	Year 3 SBT	Year 3 SBT	Year 3 SBT	Year 3 SBT	Year 3 SBT
	Year 1 KS2	Year 1 KS2	Year 1 KS2	Year 1 KS2	Year 1 KS2
13-Jun-22	Year 2 SBT	Year 2 SBT	Year 2 SBT	Year 2 SBT	Year 2 SBT
	Year 3 SBT	Year 3 SBT	Year 3 SBT	Year 3 SBT	Year 3 SBT
	Mentor Drop in Y/ P 2				
20-Jun-22	Year 2 SBT	Year 2 SBT	Year 2 SBT	Year 2 SBT	Year 2 SBT
	Year 3 SBT	Year 3 SBT	Year 3 SBT	Year 3 SBT	Year 3 SBT
27-Jun-22	Year 2 SBT	Year 2 SBT	Year 2 SBT	Year 2 SBT	Year 2 SBT
	Year 3 SBT	Year 3 SBT	Year 3 SBT	Year 3 SBT	Year 3 SBT
04-Jul-22	Year 2 SBT	Year 2 SBT	Year 2 SBT	Year 2 SBT	Year 2 SBT
	Year 3 SBT	Year 3 SBT	Year 3 SBT	Year 3 SBT	Year 3 SBT
11-Jul-22	Year 3 SBT	Year 3 SBT	Year 3 SBT	Year 3 SBT	Year 3 SBT

Example timetable planning

Year / Phase One:

Year one trainees should be timetabled for their time during their placement day (Monday).

This includes teaching, observing and others tasks such as planning, marking and university admin.

They should have one mentor meeting a week – which could be during the trainee's non-contact period, at the beginning / end of the school day, or over lunchtime on the placement day. If the placement school has regular meetings at the end of the day, the school could plan the mentor meetings as an online meeting at a time to suit the mentors and trainee during the rest of the week when they back at university.

 An example timetable (based on a five lessons a day timetable) could be:

- One lesson a day that they will eventually take responsibility for teaching;
- One lesson a day for observation of other lessons;
- Two lessons a day flexible for additional teaching/observing, dependant on their development, competence and confidence;
- One lesson for completing administration tasks such as lesson planning, marking and university administration, such as the Progress Journal and reflection tasks.

Day Example

Period 1	Teaching
Period 2	Observing
Period 3	Teaching
Period 4	Observing
Period 5	Admin

In regards to the one lesson (or two if ready to do so) a day that they teach, subject mentors are advised to follow a gradual release model of practice:

Over six weeks, this could be developed as follows:

Week 1 – observe and take notes

Week 2 – team teach parts/deliver a part of that lesson

Week 3 – team teach/deliver parts/have a small group of the class that they teach

Week 4 – continue to develop this to more independence and move towards full lesson delivery.

Week 5 & 6 – teaching the class for the full time. Support as necessary.

Year / Phase Two:

Year two trainees pick up from the year one placement. They should be allocated eight lessons (minimum, ten maximum) at the beginning. In part 1 of their placement, they will teach five of these lessons developing towards all eight lessons in part 2 of the placement. This is a guide and is dependent on the trainee's developmental stage.

Year / Phase Three:

It is important to see part 1 as the foundation towards part 2 of this placement. In part 1, the trainees should be teaching 50% of the lessons available (if 10 lessons, then teach five). In part 2 of their placement, they move to a weeklong block. They should be allocated a new timetable to represent this, adding hours to their teaching where they work towards 14 hours of teaching. For example, if the trainee has five hours of teaching in part 1, then nine hours of teaching is needed to be added for part 2. See below as an example. Time for observation and administration should be negotiated with the mentor.

Example Part 1: (based on five lessons in a day)

Thursday	Friday
Teaching	Teaching
Administration	Administration
Teaching	Teaching
Teaching	Observing
Observing	Administration

Example Part 2: (developing from part 1)

Monday	Tuesday	Wednesday	Thursday	Friday
Administration	Teaching	Teaching	Teaching	Teaching
Teaching	Observing	Teaching	Administration	Administration
Observing	Teaching	Observing	Teaching	Teaching
Teaching	Teaching	Teaching	Teaching	Observing
Teaching	Administration	Administration	Observing	Administration

Development from part 1 to part 2 teaching responsibility should be gradual and supported where necessary.

School Induction

Your School Induction procedures should include:

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

Trainees have Progress Journal tasks to complete including other professional tasks that need to be completed. These will include getting to know the pupils they will be working with by observing and working with individuals and groups.

They will develop knowledge of many aspects including:

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

Key Documentation

- **Trainee Progress Journal (shared online document)**

The purpose of this journal is to enable and evidence the trainee's progress throughout their ITE course – both in terms of the taught modules delivered by University Tutors and your School Based Training delivered by expert school colleagues and Mentors. Within the Progress Journal trainees will accumulate evidence within the structured guidance to track the collection of evidence and ongoing development through personalised target setting. This journal is to be used in preparation for and as part of their weekly mentor meetings in school and review meetings with your BCU tutor.

- **BCU ITE Tracker**

The BCU ITE Tracker is used to make formative judgements about the trainee's progress against the BCU ITE Curriculum Themes, and should be used when observing trainees teach and when considering portfolio evidence. Trainees and Subject Mentors will highlight their progress aligned to the BCU ITE Curriculum. This will support you in filling out the Review Meeting and Progress Meeting/ End of Placement Report.

- **Subject Knowledge Audit**

The subject knowledge audit is completed by the trainee. A target for them to focus on is required for each SBT block in addition to any other targets you might set your trainee. The subject knowledge audit is very much a working document and it should be updated regularly by the trainee.

- **Learning Observation Record (LOR)**

This is the lesson feedback form that tutors, school mentors, and class teachers should use when observing a trainee teach across the whole placement. The observer should discuss and focus on the BCU ITE Curriculum Themes linked to development targets identified in Subject Mentor meetings during that lesson. Trainees are encouraged and expected to obtain feedback using the LOR for all forms of teaching experience across the placement.

- **Learning Events**

Review and Progress Meetings will be led by BCU subject tutors. In these meetings trainees will be asked to present contextual evidence of their progress in a structured discussion. Subject Mentors will support these meetings by ensuring that the trainees' Progress journals are up to date and contain suitable critical reflections on their practice and emerging professional knowledge and skills. In addition, the BCU ITE Tracker will be up to date and accurately reflect the trainee's progress at that point. Subject mentors will confirm the trainee's progress ahead of these meetings by completing a short review which can be shared with the subject tutor.

- **Internal School Moderation Form**

A record of internal school moderation of trainee teachers. Moderation should be conducted by the professional mentor or a mentor from a different subject area in discussion with the subject mentor with responsibility for the trainee.

- **BCU Lesson Plan**

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

Mentor CPD

Mentors are encouraged to access the BCU Mentor Handbook, which is available on the UG Partnerships Webpages. This publication is intended as a generic guide to the principles of effective mentoring as well as a reference to BCU specific requirements.

All Mentor Training will be held online and accessed via MS Teams Links available on the BCU UG Partnership Webpages from the start of the academic year.

Core Mentor CPD Events will be partially recorded and shared in advance with all Mentors in UG Partnership schools, and then live opportunities to discuss the course will be held online before each SBT Phase. These events are designed to support Professional Mentors and Subject Mentors in their practice and are aligned to the BCU Core ITE Curriculum.

Year / Phase 1	To join online: **Click here to join the meeting**	
Option 1:	11 October 2021	3.45 – 4.30pm
Option 2:	14 October 2021	5.15 – 6.00pm
Block placement drop in	28 March 2022	3.45- 4.30pm
Year / Phase 2	To join online: **Click here to join the meeting**	
Option 1:	5 April 2022	3.45 – 4.30pm
Option 2:	7 April 2022	5.15 – 6.00pm
Drop In support session	13 June 2022	3.45 – 4.30pm
Year / Phase 3	To join online: **Click here to join the meeting**	
Option 1:	30 November 2021	3.45 – 4.30pm
Option 2:	2 December 2021	5.15 – 6.00pm
Drop in support session	16 May 2022	3.45-4.30pm

Within each Mentor CPD Event, mentors will be introduced to the BCU Mentor Tracker which will be used to audit their existing skills and experience. This audit will guide the Course and Strategic Partnership Lead in designing bespoke future Mentor CPD events.

Attendance at one live event is expected for all Professional and Subject Mentors involved in the relevant phase of engagement. Attendance will be monitored. Professional Mentors are responsible for sharing and reviewing resources from the Mentor CPD Events with any absent colleague/s and should confirm that training has been reviewed with the BCU Education Partnerships Team.
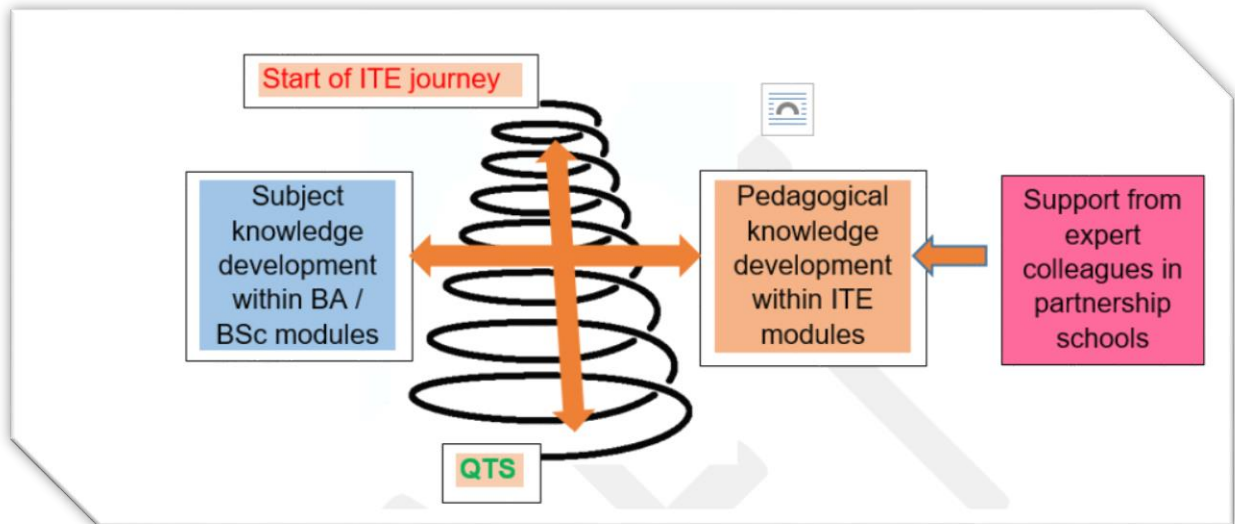
Subject tutors will liaise with the trainees' Subject Mentors to offer subject specific support and training aligned to the BCU Coe Curriculum Themes and subject priorities.

There is a further fully funded Level 7 Mentor CPD opportunity offered to partnership schools. Further details of how to enrol for this opportunity will be shared at each Mentor CPD Event.

BCU ITE Curriculum

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

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

BCU Core Themes ensure that BCU trainees know:

A. **How to use critical enquiry and research informed practice to develop an understanding of effective teaching and learning.**

B. **How classroom practice establishes effective behaviour management using high expectations and awareness of pupils' well-being.**

C. **How knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impacts on pupils' progress and well-being.**

D. **How to plan and assess learning to ensure that all pupils make progress.**

E. **How to implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners.**

F. **How to develop professional behaviour and contribute effectively to the wider life of the school.**

Subject Pedagogy Priorities

Each secondary PGCE subject has also developed a set of ambitious subject pedagogy priorities, which will shape the content of subject specific pedagogy throughout their training year.

Computer Science:

- Developing logical thinking and research skills through creative problem solving
- Exploring the domain of computer science and IT
- Evaluating computer science and IT pedagogy
- Planning and structuring learning in computer science
- Creative, innovative and inclusive practice through computer science projects
- Developing as a subject professional

Physical Education:

- Meaningful PE –identifying a personal philosophy for PE to ensure all learners benefit from via positive experiences in and through sport, physical activity & movement
- Health & Safety in PE - ensuring safe practice and safeguarding policies / guidelines are embedded in all practice
- Rich & Varied Delivery – developing a variety of pedagogical approaches and confidence in all National Curriculum areas of activity
- Healthy Active Lifestyles - ensuring PE inspires and prepares all learners for lifelong engagement in meaningful movement through an appreciation of the physical literacy journey
- Social and Cultural Diversity – ensuring local context and global issues such as gender, race, religion, sexuality and SEND are considered and challenged in a responsible way
- Character development - supporting character, leadership and transferable skills within curricula and extra-curricular opportunities

Biology / Science:

- Developing secure subject knowledge beyond science specialism
- Developing learners as scientists
- Creative and research-based pedagogies for the science classroom
- Assessment for understanding and application
- Purposeful practical work

Communications from BCU

To trainees

All trainees are required to regularly access their BCU email address as this will be where all core communications for the UG team will be sent.

Trainees receive regular updates from the UG leadership team which signposts key tasks and information relating to the course.

To Professional Mentors

BCU sends a monthly newsletter into school – which is then archived on the Partnership Webpages. The newsletter will briefly signpost key news and events relating to all BCU ITE courses. Our secondary placements team may also contact Professional Mentors regarding specific placement arrangements of queries relating to trainees.

To Subject Mentors

Subject leads and subject tutors will maintain regular contact with Subject Mentors. In addition, they will meet with them for joint observations and sometimes within progress and review meetings.

BCU Partnership Webpages

All documentation relating to School Based Training are openly available to school partners on the undergraduate Secondary Partnership webpages:

https://www.bcu.ac.uk/education-and-social-work/partnerships-and-collaborations/undergraduate-partnerships

Professional Mentors should direct their Subject Mentors to these pages throughout SBT as a source of key materials and guides relating to the BCU Secondary Undergraduate ITE Course.

Progress Journal

The BCU Secondary Progress Journal is a core element of the trainee's course. The journal is designed to collect appropriate evidence of professional development in all areas of the BCU ITE Core Curriculum.

The Progress Journal is an online document and should be stored in the trainee's BCU One Drive account and shared with Professional Mentors, Subject Mentors and Subject Tutors. All trainees will receive clear guidance on how to manage their Progress Journals in BCU taught sessions – this session will be recorded and stored on the Moodle Platform for further reference during the year.

Trainees should be allocated an hour a week during their SBT to complete their weekly reflective tasks within the Progress Journal and Subject Mentors should review these tasks weekly in the mentor meeting. Subject Tutors are responsible for supporting the Subject Mentor in maintaining the trainee's quality of work within the Progress Journal.

Professional Mentors should also review the Progress Journals as part of their Quality Assurance tasks at the end of each Phase of the SBT – we expect this to occur at least once per trainee over the academic year.

Contents of the Progress Journal:

- Reflective Journal Tasks to review elements of practice and support the trainee's contextual understanding of schools and the complexity of the teacher's role
- Weekly reflective reviews of progress
- The BCU Tracker

BCU Recruitment Processes

Within the BCU recruitment process for the Undergraduate ITE Course we robustly check an applicant's:

- GCSE maths and English and relevant A Level / BTEC qualifications appropriate to the course and subject applied for
- Interest in education and the professional responsibilities of a teacher
- References that support the application
- Declaration of safeguarding requirements for working in schools

Trainees are responsible for supplying SBT schools with an up to date Pen Portrait as a reference for mentors regarding their background and experience.

Academic expectations:

The BA/ BSc with QTS is designed to provide a specialist degree alongside QTS status. When not in school trainees are engaged with undergraduate study and assessment in their specialist subject. Entry to the course is via UCAS and the entry grades are appropriate to the course.

All trainees complete 120 credits each year through completion of education and subject specific modules.

Each subject pathway completes a Professional Studies module each year. This includes topics such as behaviour management, metacognition, diversity, scaffolding and many more topic areas.

Some of the indicative content learned and applied in modules:

BA (Hons) Secondary Physical Education with QTS

- A variety of PE specific pedagogical models across yr1-3.
- Motor development of children and how children learn in PE
- The specific areas of the PE national curriculum, covered in the first two years.
- The role of PE, physical activity and sport in promoting lifelong learning and healthy, active lifestyles
- Effective assessment procedures in PE

BSc (Hons) Secondary Science (Biology) with QTS

- Biochemistry
- Microbiology
- Human Physiology
- Pedagogical processes specific to science.
- Physical sciences, inclusive of chemistry and physics.

BSc (Hons) Secondary Computing with QTS

- Contemporary issues in Computer Science
- Web design
- Programming
- Operating systems
- Pedagogical and assessment procedures in computing.

Supporting Struggling trainees: Rapid Improvement Targets (RIT) process

Sometimes trainees encounter challenges during their training. When concerns are identified Subject Mentors should notify the BCU Subject Tutor in the first instance and inform their Professional Mentor of this action.

If the subject team feel that the trainee would benefit from a targeted support plan they will initiate a Rapid Improvement Targets process. Professional Mentors should be involved in these conversations and be able to advise the subject team of any appropriate wider support available to the trainee in the school; these could involve:

- A reduced teaching load
- Targeted support of expert colleagues
- Additional mentor support / supervision.

RIT plans are specific SMART targets aligned to areas of the ITE curriculum within which the trainee is experiencing difficulties. There are set forms and timescales for this process.

If trainees do not improve practice within the designated timescales they will fail their SBT module. In these circumstances, in accordance with university regulations, the trainee has the right to re-sit the SBT module. We will usually negotiated a move to a different Home School for this purpose. The transfer will be heavily supported by the BCU Subject Tutor to ensure the trainee understands clearly the areas of practice within which they must improve.

Payments to Schools

For each trainee, schools will be paid:

Year One	Year Two	Year Three
£270	£350	£595

Payment to schools will be made after the scheduled end date for the placement.

Payment will be made electronically into your school's bank account when the relevant documentation is submitted by email.

Relevant documentation will include the following documents:

- Completed and signed End of Placement Report for each trainee from Birmingham City University attending the school for a placement.
- Completion of the online mentor survey (an online survey link is sent out towards the end of each placement).
- Completion of Mentor QA process / paperwork

Payments Process

Existing school partners receive a Purchase Order Number - sent to your finance officer - once end of placement documentation is received.

If you are a new school partner, or one who has not supported BCU trainees for the last two academic years, we will need the following documentation in order to organise payment. Please submit these in advance of the end of each School Based training Experience / Phase.

- A completed 'New Supplier Form' (available here)
- A copy of the school bank details (Sort Code/Account Number) on a letter-headed document.
- A copy of the school's public liability insurance.

Once you are registered as a supplier for BCU, the Education Partnerships Team will issue your PO no. when the listed requirements above are submitted.

All the above documents should be returned to education.partnerships@bcu.ac.uk

Upon receipt of the PO no. you then need to send an invoice to the finance team using the email invoice@bcu.ac.uk

- The invoice must have the PO reference number.
- The invoice must be in PDF format.
- The invoice must have the school's own reference.
- The invoice must have a date.

Appendices

BCU ITE Partnership Mentoring Policy

Strategic Lead for Secondary Partnerships - Amanda Brougham   Amanda.Brougham@bcu.ac.uk

Strategic Lead for Primary Partnerships – Anne Whitaker   Anne.Whitaker@bcu.ac.uk

Lead for Post 16 Partnerships – Stuart Mitchell   Stuart.Mitchell@bcu.ac.uk

BCU Strategic Leads for Partnerships quality assure the role of Mentors across the BCU ITE Partnership all school-based training. Mentors will undergo the outlined stages of training below within a given academic year.

To ensure a high quality of school-based training mentoring across the BCU Partnership's schools / colleges are required to ensure that all mentors understand the following requirements as being central to their role.

1.   Lead mentors in a school / college will provide the BCU Education Partnerships Team with up-to-date details of all mentors involved in training BCU trainee teachers before any Mentor Training Events - this includes:

- a)   The name and contact details for the Lead Mentor,
- b)   Each class / subject mentor's full name,
- c)   Each class / subject mentor's role in the school/ college,
- d)   Each class / subject mentor's email address.

This information is usually provided on the placement offer forms at the start of each academic year– but it should be noted that lead mentors are responsible for notifying the BCU team of any updates or changes of mentors as they occur during the year.

2.   All mentors download and review the phase specific BCU Mentor Handbook – available on the BCU Partnership Webpages.

3.   All mentors attend designated Core Mentor Training Events :

- a.   Class / subject mentors will usually have a choice of 2 dates for these events which are scheduled every term.
- b.   Following each event Lead Mentors will be send an online form to confirm with the BCU Education Partnerships Team the names and dates that all their mentors attended.
- c.   If a mentor is unable to attend any such event, the school / college's Lead Mentor will ensure that the class / subject mentor actively reviews the training materials on the BCU Partnership Webpages.

4.   All mentors submit and save a copy of the BCU Mentor Tracker at the end of the first Mentor Training Events (usually in the autumn term).

- a.   BCU Mentor Trackers will be emailed to all Lead Mentors and class / subject mentors immediately after the autumn Mentor Training Event.
- b.   Each school-based mentor is requested to return their BCU Mentor Tracker within 10 working days to the relevant Strategic Lead for Partnerships.

    c.   Upon receipt of BCU Mentor Trackers mentors will be issued with a 'BCU Certificate of Attendance' for their Introduction to BCU Mentor Training.

    d.   BCU Mentor Trackers will be used by the BCU Strategic Lead for Partnerships to inform future Mentor Training Events over that academic year.

5.   Class / subject mentors attend at least 2 phase / subject specific mentor drop-in sessions. These sessions are signposted on the BCU programme calendars and led by phase / subject leads. Sessions will:

    a.   Reflect on phase / subject specific research to support their understanding of the BCU curriculum.

    b.   Guide class / subject mentors around ways to use the BCU Curriculum themes and priorities within the context of a school-based training placement.

    c.   Attend to specific issues relating to trainees in their context.

6.   All mentors submit an evaluation relating to the impact of training and support to develop their mentoring of BCU trainees at the end of the academic year.

Optional support for mentors is available at two levels:

Level 1.

Mentors can review their BCU Mentor Tracker at the end of each terms' Mentor Training Event.

    a.   They will be able to reflect on their practice and identify areas of development since the previous term's submission.

    b.   Updated BCU Mentor Trackers will be emailed to the relevant Strategic Lead for Partnerships.

    c.   Upon receipt of BCU Mentor Trackers, participating mentors will be issued with a 'BCU Certificate of Attendance' for their Term 2 / 3 BCU Mentor Training.

Level 2.

Mentors can enrol on a fully funded BCU Master's Module on Coaching and Mentoring (EDU7362).

    a.   This is an independent programme of study at Level 7 accessed on a BCU Moodle page.

    b.   Mentors review the context of Education Mentoring in current policy and practice and consider their practice with reference to the BCU Mentor Tracker; they critically reflect on academic research around the role of school-based mentoring; and then critically reflect on a critical incident within their mentoring and how research has informed their development in this context as a mentor.

    c.   The module is 20 credits towards a BCU Masters in Education.

    d.   Upon completion, Mentors will bank their credits and receive a BCU Mentoring and Coaching Certificate of completion.

    e.   Graduating mentors may be asked to commit to up to 3 hours further to support and lead other mentors undertaking this programme of study across the BCU ITE Partnership and will receive payment as a BCU Associate Tutor for this role.

Adopted September 2021

Safeguarding Letter

Safeguarding Status Confirmation

Provider's name and address:

Birmingham City University, City South Campus, B15 3TN

We confirm that the following safeguarding checks have been carried out for the trainee teacher named below:

Surname	Forename	Date of Birth
DBS Certificate number:		
Date of issue:		
Programme of study:	**PGCE Secondary with QTS**	

1) The trainee teacher named above has completed a satisfactory enhanced DBS check for the purposes of studying on the above named programme.

2) The trainee teacher named above has been checked and cleared against the ISA Children's Barred List.

3) The trainee teacher named above has been checked and cleared against the DfE's Prohibition List.

4) The trainee teacher named above has completed a self-certification declaration in respect of any criminal reprimands, convictions or cautions.

5) The trainee teacher named above submitted work history and references, which have been checked as part of the university recruitment process

In any circumstance where a trainee teacher's DBS enhanced disclosure form makes reference to a caution, reprimand or conviction, the trainee is subject to the Faculty of Health, Education and Life Sciences' formal procedures to determine whether the disclosure is such that it should prevent the trainee from undertaking her/his programme. As appropriate, guidance is provided by senior staff from partner schools and from teacher professional associations.

All students on Initial Teacher Education programmes at Birmingham City University sign a Learning Agreement before they commence their respective programmes. This obligates them to disclose any information that they have not already disclosed on their application form or at interview or any change in circumstances that may affect their suitability to teach or to be placed in a setting, school or college.

Please note that on arriving at the school for the first time, the trainee teacher has been told to present an original piece of photo ID (e.g. Student Identity Card, passport, photocard driving licence, EU National Identity Card, etc.).

Signed: Date:

Name:

Role:

Internal Mentor Moderation Form

(requirement to generate remuneration from BCU)

This form is to be used during each School Based Training placement as a record of internal school moderation of trainee teachers. Moderation should be conducted by the Professional Mentor or a mentor from a different subject area in discussion with the Subject Mentor with responsibility for the trainee.

Trainee name	Click or tap here to enter text.	School	Click or tap here to enter text.
Subject	Click or tap here to enter text.	Class taught	Click or tap here to enter text.
Date	Click or tap to enter a date.	Subject mentor	Click or tap here to enter text.
Moderating mentor	Click or tap here to enter text.	Role	Choose an item.

Key points raised by the Moderating Mentor:
Click or tap here to enter text.

Subject Mentor's comments on the above points (refer to a wider range of evidence where necessary):
Click or tap here to enter text.

BCU ITE Curriculum areas observed during the lesson:

ITE Curriculum Theme	Agreed formative feedback for the BCU ITE Tracker
A. Using critical enquiry and research informed practice to develop understanding of effective teaching and learning.	Choose an item.
B. Use classroom practice to establish effective behaviour management through the use of high expectations and awareness of pupil wellbeing.	Choose an item.
C. Knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn and its impact on pupils' progress and wellbeing.	Choose an item.
D. Planning and assessing learning to ensure that all pupils make progress.	Choose an item.
E. Implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners.	Choose an item.
F. Develop professional behaviours and contribute effectively to the wider life of the school.	Choose an item.

Agreed Targets for Trainee:

No.	BCI ITE Curriculum Theme	Targets
	Choose an item.	Click or tap here to enter text.
		Actions to achieve: • Click or tap here to enter text.
	Choose an item.	Click or tap here to enter text.
		Actions to achieve: • Click or tap here to enter text.
	Choose an item.	Click or tap here to enter text.
		Actions to achieve: • Click or tap here to enter text.

I support the subject mentor's judgements.

Signed: Click or tap here to enter text.   Moderating Mentor   Date: Click or tap to enter a date.

Signed: Click or tap here to enter text.   Subject Mentor   Date: Click or tap to enter a date.

Signed: Click or tap here to enter text.   Trainee   Date: Click or tap to enter a date.

Where there is disagreement notify: Professional Mentor and University Tutor immediately

Review Meeting Record: Secondary UG (formative assessment)

This record confirms the trainee's formative progress is accurately recorded ahead of calendared meetings with their BCU subject tutor.

Date of review meeting deadline: Choose an item.

Trainee	Click or tap here to enter text.	Subject	Choose an item.
Subject Mentor	Click or tap here to enter text.	School	Click or tap here to enter text.
Today's date	Click or tap to enter a date.	Professional Mentor	Click or tap here to enter text.

I confirm that the BCU ITE Curriculum Tracker has been reviewed in weekly Subject Mentor meetings and the following formative judgements accurately demonstrate the trainee's progress at this point.

A. How to use critical enquiry and research informed practice to develop an understanding of effective teaching and learning.	Choose an item.
B. How classroom practice establishes effective behaviour management using high expectations and awareness of pupils' well-being.	Choose an item.
C. How knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impacts on pupils' progress and well-being.	Choose an item.
D. How to plan and assess learning to ensure that all pupils make progress.	Choose an item.
E. How to implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners.	Choose an item.
F. How to develop professional behaviour and contribute effectively to the wider life of the school.	Choose an item.

Is there a RIT in place for this trainee? Choose an item.

If yes – is the trainee on track to meet RIT targets? Choose an item.

Signed by Subject Mentor: Click or tap here to enter text.

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Progress Meeting Record: Secondary UG (summative assessment)

This record confirms the trainee's formative progress is accurately recorded ahead of calendared meetings with their BCU subject tutor.

Date of progress meeting deadline: Choose an item.

Trainee	Click or tap here to enter text.	Subject	Choose an item.
Subject Mentor	Click or tap here to enter text.	School	Click or tap here to enter text.
Today's date	Click or tap to enter a date.	Professional Mentor	Click or tap here to enter text.

I confirm that the BCU ITE Curriculum Tracker has been reviewed in weekly Subject Mentor meetings and the following judgements accurately demonstrate the trainee's progress at this point.

A. How to use critical enquiry and research informed practice to develop an understanding of effective teaching and learning.	Choose an item.
Identified strengths: Click or tap here to enter text. Click or tap here to enter text. Click or tap here to enter text.	Areas to develop: Click or tap here to enter text. Click or tap here to enter text. Click or tap here to enter text.
B. How classroom practice establishes effective behaviour management using high expectations and awareness of pupils' well-being.	Choose an item.
Identified strengths: Click or tap here to enter text. Click or tap here to enter text. Click or tap here to enter text.	Areas to develop: Click or tap here to enter text. Click or tap here to enter text. Click or tap here to enter text.
C. How knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impacts on pupils' progress and well-being.	Choose an item.
Identified strengths: Click or tap here to enter text. Click or tap here to enter text. Click or tap here to enter text.	Areas to develop: Click or tap here to enter text. Click or tap here to enter text. Click or tap here to enter text.

D. How to plan and assess learning to ensure that all pupils make progress.	Choose an item.
Identified strengths:	Areas to develop:
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.
E. How to implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners.	Choose an item.
Identified strengths:	Areas to develop:
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.
F. How to develop professional behaviour and contribute effectively to the wider life of the school.	Choose an item.
Identified strengths:	Areas to develop:
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.

QTS Expectations: State whether the trainee is meeting expectations relating to QTS completion at this point in the training year?		
Year / Phase 1: 6 May 2022	3 judgements on the BCU ITE Tracker at the Establishing grade	Choose an item.
Year / Phase 2 : 8 July 2022	4 judgements on the BCU ITE Tracker at the Establishing grade	Choose an item.
Year / Phase 3: 8 July 2022	All judgements on the BCU ITE Tracker at the Establishing grade	Choose an item.

Signed by Subject Mentor: Click or tap here to enter text.

Please email this form to the BCU Subject Tutor working with your trainee.

Date: Click or tap to enter a date.

1. Briefly describe the Teaching and Learning Event which stimulated your reflection and led to your professional growth at this point in your training.

Click or tap here to enter text.

2. In response to this Learning Event identify the research-informed[1] 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.

---

[1] In sourcing research you should refer to both personal academic review and that suggested by an expert colleague.

5. Identify the BCU ITE Curriculum Themes you have addressed through this Learning Event:

Theme	Evidenced
A. How trainees use critical enquiry and research informed practice to develop their understanding of effective teaching and learning.	Choose an item.
B. How classroom practice establishes effective behaviour management through the use of high expectations and awareness of pupil wellbeing.	Choose an item.
C. How trainees' knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impact on pupils' progress and wellbeing	Choose an item.
D. How trainees plan and assess learning to ensure that all pupils make progress	Choose an item.
E. How trainees implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners.	Choose an item.
F. How trainees have developed professional behaviours and contribute effectively to the wider life of the school.	Choose an item.

6. Subject / Phase Specific priorities addressed:

Theme	Evidenced
	Choose an item.
	Choose an item.
	Choose an item.
	Choose an item.
	Choose an item.
	Choose an item.

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PJ Phase 1: Weekly Review Page / PE *(boxes expand as you add evidence)*

Blank Progress Journal pages

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Week commencing Click or tap to enter a date.

ITE Curriculum Evidence Log:

BCU Themes and reflection on practice:		
A. 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.
B. 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.
C. 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.
D. 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.
E. 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.
F. 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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BCU Subject Priorities:	Examples of ways you addressed some of these from this week:	CCF Reference
Meaningful PE	Click or tap here to enter text.	Choose an item.
Health & Safety in PE	Click or tap here to enter text.	Choose an item.
Rich & Varied Delivery of PE	Click or tap here to enter text.	Choose an item.
Healthy Active Lifestyles	Click or tap here to enter text.	Choose an item.
Issues around Social and Cultural Diversity in PE	Click or tap here to enter text.	Choose an item.
Character development	Click or tap here to enter text.	Choose an item.

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

Observations of me this week identified (complete during SBT only):	
Strengths	Areas to develop *(including subject knowledge)*
• Click or tap here to enter text.	• Click or tap here to enter text.

I have:

Completed my module day reflection and/or relevant Journal Tasks	Choose an item.
Shared planning with my SM and host teachers	Choose an item.
Uploaded lesson observations to my One Drive	Choose an item.
Observed an expert teacher in my context	Choose an item.
Updated my subject knowledge tracker	Choose an item.

Targets for the week ahead *(during SBT **a maximum of three targets** are negotiated between the trainee and subject mentor during the weekly mentor meeting).*
During SBT Mentor to sign off targets from last week (see previous week) in outcome box using the codes:

✓✓ = fully met   ✓ = Partially met /carry forward   ✗ = not met/carry forward

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BCU Curriculum Themes:	SMART targets:	Outcomes (✓✓,✓,x) :
C. How knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impacts on pupils' progress and well-being.	Click or tap here to enter text. Actions to achieve: • Click or tap here to enter text. • Click or tap here to enter text. • Click or tap here to enter text.	Choose an item.
Choose an item.	Click or tap here to enter text. Actions to achieve: • Click or tap here to enter text. • Click or tap here to enter text. • Click or tap here to enter text.	Choose an item.
Choose an item.	Click or tap here to enter text. Actions to achieve: • Click or tap here to enter text. • Click or tap here to enter text. • Click or tap here to enter text.	Choose an item.

Date: Click or tap to enter a date.   **Mentor signature / review**

Tutor check:

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PJ Phase 2: Weekly Review Page / Science *(boxes expand as you add evidence)*

Week Commencing: 24/01/2022

ITE Curriculum Evidence Log:

BCU Themes and reflection on practice:		
A. 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: Pupils' prior learning plays an important role in how pupils' learn. Planning should take into consideration the preconceptions that pupils have regarding ideas in science (EEF Improving Secondary Science, 2018)	I have learnt how to: Use the RADAAR Planning Framework (Kaiser, 2020; 2021) as an example of sequencing lessons to ensure pupils are secure with foundational concepts of a topic before moving them onto more complex material.	Impact: Following the principles of the RADAAR framework allows me to carefully anticipate the misconceptions pupils may bring to the classroom with them. This means planning proactively responds to the ideas pupils hold and ensure lessons include opportunities for misconceptions to be voiced, so that they may be explicitly addressed to improve pupil outcomes.
B. How my classroom practice has established effective behaviour management using high expectations and awareness of pupils' well-being.		
I have learnt that: Praise can motivate less engaged learners within Year 8 – it signposts clear expectations and ensures they receive immediate positive reinforcement.	I have learnt how to: Being very clear and consistent in sharing expectations leads to a more purposeful learning environment. Over emphasising praise to reinforce expectations and expressing a clear reason for a reward is effective and when pupils choosing not to engage see peers being rewarded, they start to conform and see the reward too.	Impact: When pupils see praise and reward for specific behaviours many want to be included and seen to succeed. The number of praise points motivated a large number of pupils and I felt more positive about my impact at the end of the lesson. I now need to involve 3 less willing pupils more and find ways to motivate them as the praise points were not enough of an incentive in this week's lesson.
C. 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: Questions are a valuable tool for teachers and can be used in the classroom for many reasons; these could be to check pupil's prior learning, check for understanding or to break down problems into more manageable chunks.	I have learnt how to: Support and develop pupil understanding about a concept by employing a Pose-Pause-Pounce-Bounce questioning technique to the classroom, encouraging the use of subject specific language and giving opportunity for pupils to justify their answers.	Impact: Ensuring a range of pupils are given opportunity to respond to questions prevents a pattern of teacher to single student dialogue. Instead, this helps to support all learners in understanding

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		the development of a response and leads to an example of what good look likes.
D. 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.
E. How I have implemented effective adaptive teaching approaches to support all learners, including SEND and EAL learners.		
I have learnt that: Identifying pupils needs and potential barriers to learning is vitally important for ensure all pupils make progress. This has become particularly evident when supporting EAL pupils in their understanding of Tier 2 and Tier 3 language.	I have learnt how to: Model use of subject specific language consistently to pupils and explicitly teach the definition of words within their given context.	Impact: Pupils are able to differentiate between different uses of words dependent on contexts. For example, where one EAL pupil previously misunderstood the concept of 'concentration' in rates of reactions for concentration of thought, by paying more attention to this in lessons, this pupil is able to correct the mistake and approach the topic successfully.
F. 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: That I need to communicate learning intentions and directed support tasks to TAs	I have learnt how to: Develop effective strategies to engage support staff. Email my TA for Year 7 so I can direct her to support Pupil A in a bespoke way within the lesson.	Impact: A TA adds value to the role of the teacher, it does not replace them. Building a strong relationship with the TA leads to effective teams of teachers and TAs, who better understand their complementary roles in the classroom.

BCU Subject Priorities:	Examples of ways you addressed some of these from this week:	CCF Reference
Developing secure knowledge beyond science specialism	Preparing to teach GCSE Rate of Reaction to Year 10 – important to stress that factors increase the rate of reaction within the same amount of time.	3 - Subject and Curriculum
Developing learners as scientists	Click or tap here to enter text.	Choose an item.
Creative and researched based pedagogies for the science classroom	Using a concept cartoon to elicit pupils' preconceptions/misconceptions related to the concept of respiration.	4 - Classroom Practice
Assessment for understanding and application	Use of diagnostic questions to assess pupils ability to translate between verbal and graphical form descriptions of an objects motion	6 - Assessment
Purpose practical work	Designed a 'lab rules' checklist and learning agreement with new Year 7 class for practical based lessons	7 - Managaing Behaviour

Through interaction with expert colleagues, I have learnt:	
That	**How**
• Interaction with TAs can support my knowledge of specific pupils' needs and strategies they have used in other classes to support and secure positive outcomes.	• Pupils can work on print outs of PPTs as a writing frame for 6 mark questions. This limits the time needed for copying the question and gets them straight into the cognitive challenge of a task.

Observations of me this week identified (complete during SBT only):	
Strengths	**Areas to develop** *(including subject knowledge)*
• Use of precise praise to encourage and motive all pupils in the classroom • Design of a concept cartoon to support pupils in verbalising their initial ideas of respiration • Being able to maintain a calm and purposeful learning environment during first practical with a new Year 7 class • Developing professional working relationships with TA attached to Year 7 class	• More regularly assess pupil learning during the lesson before moving onto the next part. • Secure climate with my Year 9 class.

I have:

I have:

Completed my module day reflection and/or relevant Journal Tasks	Yes
Shared planning with my SM and host teachers	Yes
Uploaded lesson observations to my One Drive	Yes
Observed an expert teacher in my context	No
Updated my subject knowledge tracker	Yes

Targets for the week ahead *(during SBT **a maximum of three targets** are negotiated between the trainee and subject mentor during the weekly mentor meeting).*
During SBT Mentor to sign off targets from last week (see previous week) in outcome box using the codes:

✓✓ = fully met   ✓ = Partially met /carry forward   ✗= not met/carry forward

BCU Curriculum Themes:	SMART targets:	Outcomes (✓✓,✓,✗) :
C. How knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impacts on pupils' progress and well-being.	Look ahead to the acceleration required practical to be taught to Year 9 as part of their Forces and Motion topic.	Choose an item.
	Actions to achieve: • Practice, with the technician, the method for the acceleration required practical. • Use the IOP resources to identify misconceptions and ensure these have been considered in planning shared with host teacher • Consider how integrated instructions may support learners in Year 9	
D - How to plan and assess learning to ensure that all pupils make progress.	Develop lesson planning to include opportunities for reinforcement following a learning episode before moving on.	Choose an item.
	Actions to achieve: • After a learning episode, ensure that key learning outcomes/points are reinforced before moving onto the next part of the lesson • Plan in opportunities for pupils to reflect on their learning and self-assess their work during the lesson • Plan for regular whole class assessment to better understand what proportion of the classroom are ready to move on (mini white boards, agree/disagree, hands up if…)	

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B - How classroom practice establishes effective behaviour management using high expectations and awareness of pupils' well-being.	Develop a start of lesson routine with Year 9, delivering this consistency to ensure this is embedded into the climate of the classroom – getting the first 5 minutes right will impact the remainder of the lesson	Choose an item.
	Actions to achieve: • Greet pupils at the door, ensuring they acknowledge you on their way into the classroom • Have the 'Do Now' activity displayed on the board as the arrive, alongside your written expectations for this part of the lesson – collect book from the front, write down date and title, complete Do Now in silence, you have 5 minutes • Use the threshold to control the flow into the classroom – allow pupils to continue to enter only when your expectations are being met. If pupils inside the classroom begin to talk and fall off task, stop others from entering, reset the room, use praise to reiterate your expectation, then allow pupils to continue entering your lesson.	

Date: 28/01/2022   Mentor signature / review

Tutor check:

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 <u>clearly focused support</u> using critical enquiry and research informed practice to:	*The trainee works <u>confidently</u> under direction using critical enquiry and research informed practice to:*	*The trainee demonstrates <u>growing independence</u> using critical enquiry and research informed practice to:*
engage with relevant research and policy relating to subject and pedagogical knowledge	critically evaluate identified resources and reading to develop subject and pedagogical knowledge	make informed pedagogical choices based on reading, research, and intended impact on pupils' learning
reflect on lessons making links to theory and practice explored in taught sessions and observed in school	reflect critically on practice to identify and discuss links to evidenced based research	justify these choices in professional discussions with expert colleagues
use subject audits to identify areas of current strengths and development	recognise pedagogical approaches they have adopted which are underpinned by learning theories	critically evaluate the impact of pedagogical approaches on pupils' progress and use research informed practice to develop their practice
use identified resources and reading to support learning in the subject	identify the impact of their practice on pupils' learning and discuss with expert colleagues how to develop practice as a result	critically evaluate reading and research to continue their own professional development
track own development of curriculum and pedagogical knowledge, skills, and understanding	engage more fully with subject audits tracking own development of curriculum and pedagogical knowledge, skills, and understanding	

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.

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 and 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:	*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:*	*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:*
explore and observe how expert colleagues establish effective classroom routines	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.	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
be clear about what good behaviour looks like	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	support pupils to believe that their feelings will be considered and understood.
prepare for common behaviour issues and plan how they will be addressed	role model behaviour that influences the attitudes, values, and behaviours of pupils through consistency in language and non-verbal signals for instructions and directions	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
build effective relationships with pupils based on an ethos of mutual trust and respect; demonstrating that pupils' feelings are considered and understood	discuss with expert colleagues and understand 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
experience how high expectations are demonstrated through praising pupil engagement and progress made	maintain high expectations which impact pupil outcomes by setting goals that challenge and stretch all pupils	support pupils to self-regulate their emotions and know that this affects pupils' ability to learn, and succeed in school and future lives
understand the impact of positive reinforcement to affect and improve the motivation, behaviour, and well-being of pupils	engage with the school behaviour policy to implement a range of strategies appropriate to the needs of the children	

explore policies related to behaviour management and well-being of pupils, and understand how they are implemented within the classroom	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	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:		**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 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 and Subject knowledge) (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	*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	*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

reflect upon their personal developing subject knowledge, with support if necessary, in relation to key concepts and skills of the subject	prior and new knowledge to secure progress. Introduce information in a way that does not detract from the learning and confidence of the pupils	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
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	teach a topic by breaking it down into smaller steps taking into account and addressing potential misconceptions	demonstrate in lesson planning anticipation of misconceptions, and to teach competently to address these so that pupils overcome them
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	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	withdraw scaffolding as pupils' knowledge builds to ensure apt stretch and challenge
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	use high-quality spoken language and subject specific high-frequency vocabulary to enable pupils to make progress in reading and writing development	teach demonstrating confident use of a pedagogical spectrum with evidenced learning theory and practice applied appropriately
know that a range of approaches for modelling and scaffolding learning, e.g. live modelling, is essential to enable pupils to make progress	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	
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		

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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

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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

....

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

....

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

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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 and 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 implemented	*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:*	*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:*

identify the teaching and learning strategies, e.g. modelling, explanations, scaffolding, and classroom talk, that enable pupils to make progress in their learning	plan effective sequences of learning using a range of teaching strategies	plan and teach innovatively and creatively, fully engaging and challenging all pupils. Lesson sequences are developmental and progressive
adapt and teach from existing planning to demonstrate the key lesson components in practice	plan sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills	comprehensively embed a range of teaching and learning strategies and adapt these to ensure that all learning needs are met
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	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	uses higher-order teaching strategies, such as narrating thought processes, through asking a range of questions when modelling to make explicit how experts think
observe how expert colleagues adapt lessons during the teaching process based upon formative assessment	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	expose potential pitfalls/misconceptions and explain how to address them
discuss and analyse 'Assessment For Learning' opportunities with expert colleagues		continually adapt the teaching to respond to emerging learning needs
recognise the importance of effective marking and feedback in line with school policy through discussion with expert colleagues	effectively implement assessment strategies to monitor progress and inform future lessons. There is evidence of impact on pupils' progress	fully integrate additional adults into the planning, teaching and assessment process (where applicable)
use marking and feedback strategies effectively within the lessons they teach and identify how pupils act on feedback to make progress	use specific, helpful, and manageable marking and feedback strategies effectively within the lessons they teach	consistently use specific, helpful, and manageable marking and feedback strategies effectively within the lessons they teach to enable all pupils to make progress
discuss and explore how summative assessment informs future planning, and discuss with expert colleagues how externally validated summative assessments are used	use summative assessment to inform planning to ensure progress for all pupils	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

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.

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 and 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:	*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:*	*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:*
understand that pupils are likely to learn at different rates and require different levels and types of support from teachers to succeed	anticipate pupils' differences, including their different levels of knowledge, and potential barriers to learning, and reflect this in their planning	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
begin to understand that pupils' differences, including their different levels of prior knowledge, and potential barriers to learning, are a fundamental part of teaching	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	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
know there is a common misconception that pupils have distinct and identifiable learning styles	build on prior learning with appropriate stretch and challenge for all pupils, particularly high attaining pupils	
know pupils with special educational needs or disabilities are likely to require additional or adapted support	use current related frameworks and policy initiatives, which provide additional guidance on supporting pupils with SEND effectively	to consistently apply a range of research-informed strategies to accelerate language learning for EAL pupils
	identify pupils who need new content to be broken down further	make consistent use of teaching assistants and other adults in the classroom
work closely with expert colleagues to understand barriers and identify effective strategies for identified pupils, including those with EAL	make use of formative assessment to inform adaptive learning to meet the needs of all pupils	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
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	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 appropriately select well-designed resources to promote positive outcomes for all pupils.	build 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.

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 Education adheres 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 profession	*The trainee confidently demonstrates professional behaviour and works with expert colleagues to:* know who to contact with any safeguarding concerns use feedback and discussion with expert colleagues to reflect upon and improve own practice use recent and relevant research evidence to inform professional discussions and to improve own practice develop effective professional relationships with colleagues and to begin to identify ways to contribute to the wider life of the school	*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 practice reflective practice is informed by observation feedback, professional debate, and recent and relevant research evidence seeks opportunities to make valuable contributions to the wider life of the school in a broad range of ways

recognises 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 feedback understanding of professional development as a sustained process over time that will impact positively on pupil outcomes	understand how relationships with carers and parents can impact on pupils and begin to develop these relationships ensure that planning and learning outcomes are shared with additional adults so pupils are effectively supported work 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	understands how effective relationships with parents and carers can improve pupils' motivation, behaviour, and academic success plans learning to ensure that all pupils are supported by teachers so additional adults supplement rather than replace support from teachers 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

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.

BCU ITE Mentor Tracker

Standard 1: Establish trusting relationships, modelling high standards of practice, and understand how to support a trainee through initial teacher training			
Standard Prompts	**Establishing Practice in ITE Mentoring**	**Embedding Practice in ITE Mentoring**	**Enhancing Practice in ITE Mentoring**
Be approachable, make time for the trainee, and prioritise meetings and discussions with them	• Reliably commit to review the trainee's progress for an hour a week • Comment on progress in trainee's progress journal weekly	• Guide the trainee to identify their strengths and areas for development in weekly meetings • Provide a brief overview of progress in the trainee's Progress Journal	• Encourage the trainee to lead weekly mentor meetings • Check on the trainee's well-being and progress briefly throughout the week – signposting additional support if required • Validate the trainee's critical reflection in their Progress Journal weekly
Use a range of effective interpersonal skills to respond to the needs of the trainee	• Guide the trainee to identify no more than 3 priorities for the week ahead • Direct the trainee to relevant resources / support within the setting's context • Discuss the trainee' concerns around student or parent interaction	• Guide the trainee to identify appropriate targets for development during the week ahead • Model, alongside the trainee, conversations and meetings with staff who can signpost relevant resources or support, students or parents	• Ask open questions in order to coach the trainee to set their own developmental targets for the week ahead • Guide the trainee to hold conversations and meetings with staff across the school, students or parents
Offer support with integrity, honesty and respect	• Listen to professional concerns raised by the trainee • Offer support to resolve any relevant issues related to resources, students or curriculum structures	• Guide the trainee to identify weekly priorities • Critically reflect on strategies used in interactions with staff, students and parents during the week	• Ask open questions in order to coach the trainee in workload management strategies • Facilitate the trainee's regular critical reflection of their impact in interactions within the setting
Use appropriate challenge to encourage the trainee to reflect on their practice	• Discuss elements of the Teachers' / ETF Standards, related to the trainee's practice, in mentor meetings. • Signpost areas of strength and concern in the trainee's professional development throughout the placement	• Guide the trainee to reflect on areas of strength aligned to the Teacher's / EFT Standards within their practice throughout the placement • Guide the trainee to identify some strategies to improve on areas for development within their practice	• Provide regular opportunities for the trainee to reflect critically on their professional development aligned to the Teachers' / EFT Standards. • Facilitate the trainee to lead in identifying strategies to impact on their practice.
Support the improvement of a trainee's teaching by modelling exemplary practice in planning, teaching and assessment	• Provide the trainee with access to the Dept.'s mid-term plans and resources • Ensure the trainee has access to the setting's marking policy • Discuss the accredited assessment criteria in relation to KS4 planning in mentor meetings	• Model ways to apply the Department's mid-term plans and marking policy in observed lessons and mentor meetings	• Ask open questions in order to coach the trainee in ways to apply the Department's planning and marking policy to their teaching

Standard 2: Support trainees to develop their teaching practice in order to set high expectations of all pupils and to meet their needs

Standard Prompts	Establishing Practice in ITE Mentoring	Embedding Practice in ITE Mentoring	Enhancing Practice in ITE Mentoring
Support the trainee in forming good relationships with pupils, and in developing effective behaviour and classroom management strategies	• Review the setting's Behaviour Policy in the first meeting with the trainee and review its impact, based on observations, in the weekly mentor meeting – setting targets where required • Model effective whole setting strategies to implement effective BfL routines – e.g. seating plans, greet students at the threshold etc. • Model strategies to use praise and sanctions consistently within the classroom	• Regularly guide the trainee to apply aspects of the setting's Behaviour Policy within their practice • Regularly review ways in which the trainees is effectively planning for effective BfL and set further developmental targets as appropriate • Reflect with the trainee on the impact of the ways in which they apply praise and sanctions within their practice	• Ask open questions in order to coach the trainee in developing effective strategies to create a positive and purposeful learning environment • In mentor meetings critically reflect on the impact of a range of BfL strategies, applied by the trainee within their practice
Support the trainee in developing effective approaches to planning, teaching and assessment	• Co-plan teaching backwards strategies within the BCU planning template • Model with the trainee ways to set effective learning objectives and tasks, which align within a learning sequence. • Model with the trainee ways to plan effective AfL strategies within a learning sequence.	• Regularly co-plan teaching backwards strategies with the trainee – moving from individual lessons to weekly plans • Guide the trainee to set effective learning objectives and tasks, which align to these within a learning sequence. • Guide the trainee to plan effective AfL strategies within a learning sequence.	• Move towards coaching the trainee to plan effectively and efficiently during the placement • In mentor meetings critically reflect on the impact lesson planning has on student's learning outcomes. • Coach the trainee in researching and applying a range of AfL strategies.
Support the trainee with marking and assessment of pupil work through moderation or double marking	• Complete some co-assessment with the trainee in directed time • Facilitate an accredited moderation task at least once during the trainee's placement • Set some targets aligned to assessment throughout the trainee's placement	• Regularly co-assess with the trainee in directed time • Involve the trainee in regular reflections on ways to assess using accredited assessment objectives and mark criteria during their placement • Set regular bespoke targets to develop the trainee's assessment practices during the placement	• Move towards coaching the trainee to assess effectively during the placement • Facilitate the trainee leading some accredited moderation with you and / or colleagues • Guide the trainee in collating evidence of effective assessment strategies within their practice • Coach the trainees to set targets to further develop their assessment practices
Give constructive, clear and timely feedback on lesson observations	• Schedule verbal feedback within 24 hours of a scheduled observation and provide	• With the trainee, reflect on the impact of their practice on the same day as the observation	• Ask open questions to encourage a coaching conversation following the observation – within this conversation the

	• written feedback at least 24 hours before the next scheduled mentor meeting • Feedback will identify at least 3 areas of strength, traction against previous targets and no more than 3 areas for further development	• Identify up to 2 high leverage targets with the trainee in the feedback discussion • Provide written feedback, aligned to the Teachers' / EFT Standards	trainee will identify strengths and, where they have built on previous targets and areas for further development • Co-construct written feedback with the trainee, aligned to the Teachers' / EFT Standards
Broker opportunities to observe best practice	• Direct the trainee to weekly observations of excellent practice within the setting	• Observe excellent practice with the trainee and critically reflect on its impact and how this could link to the trainee's practice	• Ask open questions in order to coach the trainee to identify foci within observations of peers and then critically reflect on ways to implement these in their practice
Support the trainee in accessing expert subject and pedagogical knowledge	• Share and discuss the setting's Teaching and Learning Policy with the trainee in the first mentor meeting • Refer back to and review relevant aspects of the Teaching and Leaning Policy during the trainee's placement • Identify ways in which this policy should link to the trainee's current practice	• Discuss ways in which university sessions complement or contrast to the school's Teaching and Learning Policy in at least 3 mentor meetings • Consider ways in which wider pedagogy could align to their current practice	• Guide the trainee to identify gaps in their own pedagogical knowledge • Collaboratively develop the trainee's pedagogical knowledge through discussion of key papers within the subject specialism • Guide the trainee to consider ways in which this pedagogy could align to their current practice
Resolve in-school issues on the trainee's behalf where they lack the confidence or experience to do so themselves	• Address any concerns identified on the trainee's behalf and provide clear feedback on next steps within this context to the trainee	• Lead and model ways to address concerns identified with the trainee and secure clear feedback on next steps within this context for the trainee	• Rehearse conversations to address concerns with the trainee • Be present and encourage the trainee to lead conversations to address concerns • Step in to support when the trainee asks
Enable and encourage the trainee to evaluate and improve their teaching	• Review evaluated lesson plans before weekly mentor meetings • Identify clear targets based on evaluated plans	• Discuss evaluated lesson plans in weekly meetings • Identify with the trainee clear targets based on evaluated plans	• Critically discuss evaluated lesson plans in weekly meetings • Guide the trainee to set development targets based on this conversation
Enable the trainee to access, utilise and interpret robust educational research to inform their teaching	• Know what research the trainee is accessing at university • Discuss findings from university-led research in some mentor meetings – signposting ways in which this could link to the trainee's current practice	• Guide the trainee to share key messages from their university taught sessions or research they are undertaking for their assignments • Discuss ways in which this research could be used within the trainee's current practice	• Collaboratively review key research aligned to the trainee's assignments • Discuss with the trainee ways in which this research could support their planning • Critically reflect on the impact of research within the trainee's practice

Standard 3: Set high expectations and induct the trainee to understand their role and responsibilities as a teacher

Standard Prompts	Establishing Practice in ITE Mentoring	Embedding Practice in ITE Mentoring	Enhancing Practice in ITE Mentoring
Encourage the trainee to participate in the life of the school and understand its role within the wider community	• Assign the trainee as an observer to a tutor group • Signpost extra-curricular opportunities to the trainee and encourage them to undertake at least one such opportunity during their placement • Provide an opportunity for a trainee to attend a parent's evening / meeting alongside an experienced member of staff	• Involve the trainee in leading some aspects of form tutor duties • Involve the trainee in any extra-curricular activities you lead, modelling aspects of Health and Safety this might involve • Guide and involve the trainee in discourse with parents	• Critically reflect on their future role as a form tutor within some mentor meetings • Discuss the impact extra-curricular activities can have on outcomes for both teachers and students • Critically reflect on the impact of discourse with parents
Support the trainee in developing the highest standards of professional and personal conduct	• Clarify professional expectations, duties and other additional responsibilities to the trainee • Introduce the trainee to the SENDCo and discuss his/ her role and support for classroom practice • Monitor perceptions of the trainee's professional conduct within the setting and address any concerns within a timely fashion - notifying the university of any actions taken	• Discuss with the trainee his/ her professional conduct within the setting regularly – identifying strengths and setting targets where needed • Guide the trainee to liaise with the SEND team to plan for Wave 1 interventions within his / her practice • Raise professional concerns in a timely fashion with the university and develop a shared intervention	• Critically reflect on the impact of the trainee's professional conduct within the setting • Critically reflect on the impact of Wave 1 interventions within the trainee's practice • Raise professional concerns in a timely fashion with the university and develop a school-led intervention
Support the trainee in promoting equality and diversity	• Signpost the setting's Equality Policy with the trainee during induction • Discuss aspects of inclusion within day to day practice – aligned to the Teachers' / EFT Standards	• Discuss with the trainee opportunities within lessons to promote equality and diversity • Develop specific inclusion targets for the trainee within their day to day practice	• Critically reflect with the trainee on lessons to promote equality and diversity • Critically reflect with the trainee the impact inclusion strategies have on learning outcomes
Ensure the trainee understands and complies with relevant legislation, including that related to the safeguarding of children	• Check that the trainee has a university safeguarding letter when s/he arrives on the placement • Ensure the trainee undertakes the setting's safeguarding training • Signpost the DSLs within the setting to the trainee	• Discuss with the trainee the role of effective safeguarding practices within the setting • Review and clarify the trainee's understanding of safeguarding within your setting	• Critically reflect on a safeguarding case study with the trainee

Support the trainee to develop skills to manage time effectively	• Identify how the trainee should use their non-contact time effectively to meet the requirements of the placement	• Guide and monitor the impact of how the trainee can use their non-contact time effectively to meet the requirements of the placement	• Use open questions to coach the trainee in developing a strategy to manage their time effectively during the placement

Standard 4: Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITT partnerships.			
Standard Prompts	**Establishing Practice in ITE Mentoring**	**Embedding Practice in ITE Mentoring**	**Enhancing Practice in ITE Mentoring**
Ensure consistency by working with other mentors and partners to moderate judgements	• Conduct a joint observation with an academic lead from the university – agree the trainee's strengths and development targets collaboratively • Review your mentoring practice with peers within your setting – agree a trainee's strengths and development targets collaboratively	• Conduct a joint observation with an academic lead from the university –lead discourse on the trainee's strengths and development targets collaboratively • Review your mentoring practice with peers within your setting –lead on a trainee's strengths and development targets	• Conduct a joint observation with an academic lead from the university –lead discourse on the trainee's strengths and development targets collaboratively • Critically reflect on the impact of mentoring across your setting – lead a development plan to enhance impact • Support and guide new mentors within your setting
Continue to develop their own mentoring practice and subject and pedagogical expertise by accessing appropriate professional development and engaging with robust research	• Attend at least 2 university mentor training / CPD events • Track performance aligned to the ITE Mentor Standard tracking document	• Work with university leads to develop input on mentor training / CPD • Identify areas for development within the ITE Mentor Standard tracking document • Plan to develop further research into mentoring	• Lead mentor training / CPD university sessions • Complete outstanding areas for development within the ITE Mentor Standard tracking document • Pursue further Level 7 study incorporating this field of practice.

Sources:

National Standards for school-based initial teacher training (ITT) mentors (July 2016):
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/536891/Mentor_standards_report_Final.pdf

Early Career Framework (January 2019):
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/773705/Early-Career_Framework.pdf

Eliminating unnecessary workload around marking (March 2016):
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf

Eliminating unnecessary workload around planning and teaching resources (March 2016):
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511257/Eliminating-unnecessary-workload-around-planning-and-teaching-resources.pdf

Eliminating unnecessary workload associated with data management (March 2016):
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511258/Eliminating-unnecessary-workload-associated-with-data-management.pdf

UCL Verbal Feedback Report (August 2019):
https://www.teachertoolkit.co.uk/2019/09/28/verbal-feedback-report/

Aide Memoire For Professional Mentors:

In September 2021	
Confirm SBT offers internally and inform BCU Education Partnerships of any changes	Choose an item.
Confirm subject mentors and contact details with BCU Education Partnerships	Choose an item.
Review BCU UG Secondary Partnership Webpages with subject mentor team	Choose an item.
Review BCU ITE Curriculum and paperwork with subject mentor team	Choose an item.
Advertise and attend Mentor CPD Phase / Year 1 Event	Choose an item.
Ensure all Phase / Year 1 subject mentors complete BCU Mentor Audit and have forwarded them to Education Partnerships	Choose an item.
Prepare an Induction Pack for Year / Phase 1 BCU UG trainees	Choose an item.
Ensure all Year / Phase 1 mentors complete BCU Mentor Audit – return to Martin Sullivan	Choose an item.
Welcome Year / Phase 1 BCU UG trainees (Mondays only)	Choose an item.
Make arrangements/ timetables for Year / Phase 2 SEND placement in January	Choose an item.
After autumn 1	
Welcome Year / Phase 2 trainees into SEND Departments	Choose an item.
Monitor Year / Phase 1 trainees have settled into SBT with subject mentors	Choose an item.
Complete online PM audit for Year/ Phase 1 induction - sent by BCU Partnerships Team	Choose an item.
Review BCU ITE Curriculum and paperwork with subject mentor team	Choose an item.
Advertise and attend Mentor CPD Phase / Year 3 Event	Choose an item.
Ensure all Year / Phase 3 mentors complete BCU Mentor Audit – return to Martin Sullivan	Choose an item.
Prepare an Induction Pack for Phase / Year 3 BCU UG trainees	Choose an item.
Confirm Year / Phase 3 trainee timetables and secure mentor meeting time	Choose an item.
Begin quality assurance process for Year / Phase 1 – joint lesson observations / observed SM meetings	Choose an item.
Welcome Year / Phase 3 BCU UG trainees (Thurs and Fri all term)	Choose an item.
Complete online PM audit for Year/ Phase 3 induction - sent by BCU Partnerships Team	Choose an item.
Monitor Year / Phase 3 trainees have settled into SBT with subject mentors	Choose an item.
After Christmas	
Begin quality assurance process for Year / Phase 3 – joint lesson observations / observed SM meetings	Choose an item.

Year / Phase 1 trainees move to a 2 week SBT placement	Choose an item.
Continue with Year / Phase 3 BCU UG trainees (Thurs and Fri all term)	Choose an item.
After Easter	
Continue with Year / Phase 3 BCU UG trainees (Thurs and Fri all half term)	Choose an item.
Advertise and attend Year / Phase 2 Mentor CPD Event	Choose an item.
Ensure all Year / Phase 2 mentors complete BCU Mentor Audit – return to Martin Sullivan	Choose an item.
Prepare an Induction Pack for Year / Phase 2 BCU UG trainees	Choose an item.
Check Year / Phase 1 Progress Reviews have been completed and submitted – sample and quality assure judgements aligned to trainees' Progress Journals and evidence	Choose an item.
Support Year / Phase 1 trainees in securing a KS2 placement in feeder primary schools	Choose an item.
Welcome Year / Phase 2 BCU UG trainees (full week blocks)	Choose an item.
Monitor Year / Phase 2 trainees have settled into SBT with subject mentors	Choose an item.
Complete online PM audit for Year/ Phase 3 induction - sent by BCU Partnerships Team	Choose an item.
Continue quality assurance process for Year / Phase 2 – joint lesson observations / observed SM meetings	Choose an item.
Start quality assurance process for Year / Phase 3 – joint lesson observations / observed SM meetings	Choose an item.
After May half term	
Continue with Year / Phase 2 BCU UG trainees (full week blocks)	Choose an item.
Continue with Year / Phase 3 BCU UG trainees (full week blocks)	Choose an item.
Continue quality assurance process – joint lesson observations / observed SM meetings	Choose an item.
Check Year / Phase 2 Progress Reviews have been completed and submitted – sample and quality assure judgements aligned to trainees' Progress Journals and evidence	Choose an item.
Check Year / Phase 3 Progress Reviews have been completed and submitted – sample and quality assure judgements aligned to trainees' Progress Journals and evidence	Choose an item.
Complete an online BCU evaluation at the end of the academic year	Choose an item.

Notes: