



School Based Training 3

Briefing

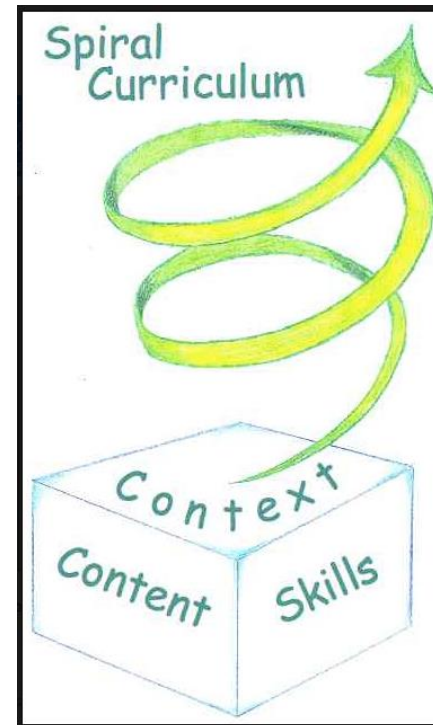
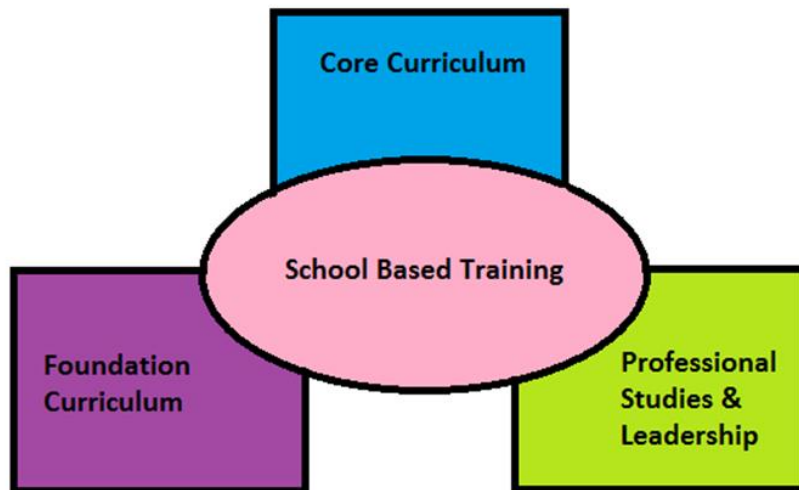
April 2024

**PLEASE SAVE THIS
POWERPOINT FOR FUTURE
REFERENCE**



BIRMINGHAM CITY
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The BCU ITE Curriculum



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The BCU ITE Curriculum

BCU ITE Curriculum Key Themes

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

B. How classroom practice establishes effective behaviour management through the use of high expectations and awareness of pupil wellbeing.

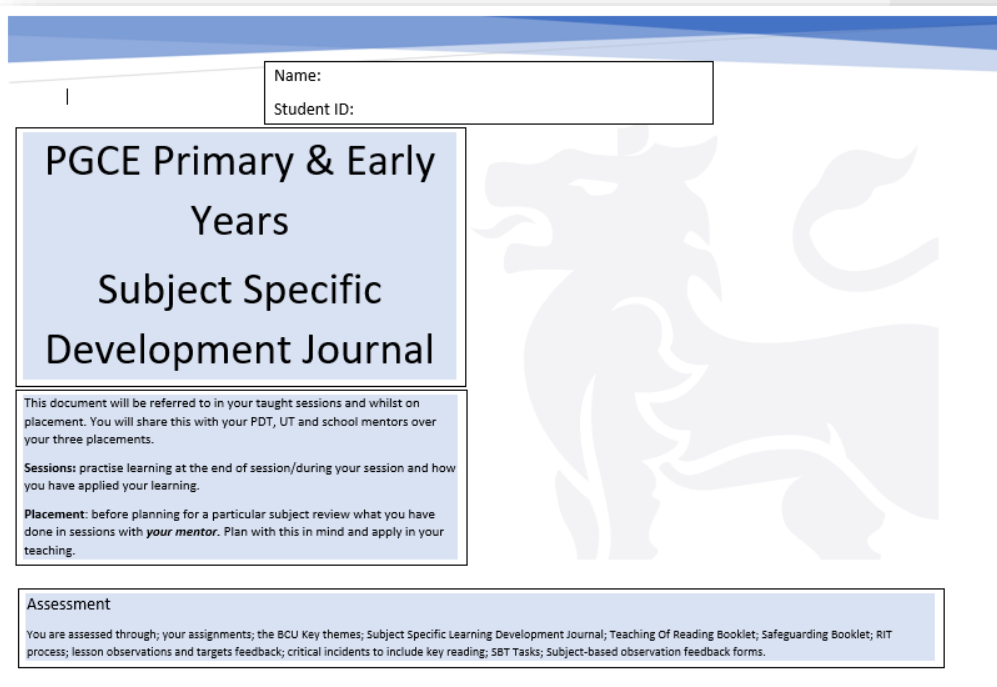
C. Associate Teacher knows more, remembers more and applies subject knowledge and subject specific pedagogy to impact on pupils' progress.

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

E. Associate Teacher implements effective adaptive teaching approaches to meet all learners' needs, including SEND (Special Educational Needs and Disability) and EAL (English as an Additional Language learners).

F. How trainees have developed professional behaviours and contribute effectively to the wider life of the school.

Subject Specific Development Journal



Name:
Student ID:

PGCE Primary & Early Years Subject Specific Development Journal

This document will be referred to in your taught sessions and whilst on placement. You will share this with your PDT, UT and school mentors over your three placements.

Sessions: practise learning at the end of session/during your session and how you have applied your learning.

Placement: before planning for a particular subject review what you have done in sessions with **your mentor**. Plan with this in mind and apply in your teaching.

Assessment

You are assessed through; your assignments; the BCU Key themes; Subject Specific Learning Development Journal; Teaching Of Reading Booklet; Safeguarding Booklet; RIT process; lesson observations and targets feedback; critical incidents to include key reading; SBT Tasks; Subject-based observation feedback forms.

- You need to ensure you are completing this booklet!!!!!!!
- You cannot gain your QTS if this is not completed as it is part of your Standards Completion Meeting with your PDT at the end of the year

Geography

INITIAL GEOGRAPHY REFLECTION:	
<ul style="list-style-type: none"> What is your own experience of Geography education prior to the PGCE course? 	
<ul style="list-style-type: none"> Do you engage in any Geography learning currently? If so, what do you do and how do you learn? 	
<ul style="list-style-type: none"> What prior experience do you have of observing others teach Geography, of supporting teaching or leading on the teaching of Geography? 	
<ul style="list-style-type: none"> Which aspects of Geography teaching do you feel you need to develop further across the PGCE course? 	

PHASE 1			
I have learned that:	I have learned how to.....	I have practised - evidence	I have applied - School Based Evidence
Learn that: <ul style="list-style-type: none"> secure subject knowledge is based on an understanding of what geography is and how it fits into the EYFS and NC place and personal geography is important in developing geographical understanding maps have a role in developing key geographical skills. The use of the local area is supportive for children's geographical understanding fieldwork skills can support knowledge of the local area 	Learn how: <ul style="list-style-type: none"> use fieldwork to support children's understanding of their local area support children's understanding of the world through using their own location develop children's understanding of geography through use of their local area identify areas of the NC and Development Matters and demonstrate subject knowledge 	1	1
		2	2
		3	3
Learn that: <ul style="list-style-type: none"> weather and hot and cold places can be linked and 	Learn how: <ul style="list-style-type: none"> identify barriers to learning in geography, and make 	1	1



impact on lives in the location • enquiry can support learning in geography • progress in geography can be supported by a range of approaches • data can be used to recognise areas needing development	suggestions as to how these can be tackled • use adaptive teaching to support different needs • support progress in geography through a range of teaching approaches	2	2
	• use data to recognise areas needing development	3	3

PHASE 2			
I have learned that:	I have learned how to.....	I have practised - evidence	I have applied - School Based Evidence
Learn that: • critical thinking can support Geographical teaching and learning • images can be useful tools to teach geographical concepts	Learn how: • use critical thinking skills, including empathy and images, to support Geographical teaching and learning • use images to teach a range of geographical concepts	1	1
		2	2
		3	3

PHASE 3			
I have learned that:	I have learned how to.....	I have practised - evidence	I have applied - School Based Evidence
Learn that: there are different ways to make use of maps in geography, and that this can support a range of learning opportunities • the school locality can be used to develop geographical understanding and that a range of approaches can be used to support this	Learn how: • use different maps to support a range of learning opportunities • use the school locality to develop geographical understanding	1	1
		2	2
		3	3

PRE- EARLY CAREER TEACHER GEOGRAPHY REFLECTION:

What have you learnt? How will it apply to your practice? Are there any key academic sources to support your knowledge?



School Based Training

- **Preliminary Visits:** 18th, 19th, 22nd, 23rd, 24th, 25th, 26th April
- **UT Sign Off:** WB: 22nd April
- **Block Placement Dates:** 29th April – 5th July
- **Review Meeting:** WB: 3rd June
- **Progress Meeting:** WB: 1st July
- **UT Debrief:** WB: 8th July



Contacting the School

- By now you should have contacted your school to either reintroduce yourself or introduce yourself for the first time
- Ensure you have found out time the school want you to arrive on the first morning
- **On your first day in school ensure you take your Safeguarding Confirmation Letter from university**

Safeguarding

- Complete Safeguarding Phase 3 tasks and upload the Quiz Certificate (certificate should be uploaded to the submission point)
- Must be completed by 26th April 2024

Progress Journal

School of Education & Social Work



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PGCE Primary & Early Years Education with QTS School Based Training 3 Progress Journal

Name:	Year Group Taught:	
Associate Teacher Name:		
Name and Address of School:		
School telephone number		
School email address		
Head Teacher:		
Mentor (Class Teacher):		Email:
Lead Mentor:		Email:
University Tutor:	Professional Development Tutor:	

Key Dates

Preliminary Visits: 18th, 19th, 22nd, 23rd, 24th, 25th, 26th April

UT Sign Off: WB: 22nd [April](#)

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It is your responsibility to keep your Progress Journal up to date.

Your Journal should be downloaded and saved in your **OneDrive Associate Teacher Folder** and shared with your University Tutor and mentor

- Preliminary Tasks
- Associate Teacher Learning Observation
- Checklist of tasks that need to be completed for sign off
- BCU Assessment Tracker
- Attendance register
- Targets page
- Weekly Meeting and Target Setting
- Review/Progress Meetings
- Critical Incidents



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SBT Prelim Tasks

- These are to be completed during your PPSE days.
- They are linked directly with your pre-approval checklist.

The Prelim Tasks are:

1. Safeguarding' Prelim Task
 2. Behaviour' Prelim Task
 3. Professional Behaviours
 4. Learning Environment' Prelim Task
 5. Foundation and Phonics Learning Observations
- All prelim task must be completed prior to your UT sign off meeting.

Safeguarding Prelim Task

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



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



Professional Behaviours Prelim Task

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



Learning Environment Prelim Task

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



Associate Teacher Learning Observation

The minimum expectations in the preliminary visits of Learning Observations are:

- One Core Subject
- One Foundation Subject
- One Phonics Session

To help you get the most out of your observations of other teachers we have provided you with an observation format. You need to focus on a specific area such as, use of AFL or one of the BCU Key Themes. You are observing to note 'good' practice not to critique a professional's practice.

Associate Teacher Learning Observation

For the Associate Teacher, when carrying out observations, please use this observation proforma (duplicating as many times as needed)

Date:	Subject:	Observation Focus:
Year:	Class size:	Adults:
Features	Observations	
Prior learning <ul style="list-style-type: none"> What prior knowledge and experience do the children have? Where does this lesson fit in the sequence of learning? 		
Review of prior learning <ul style="list-style-type: none"> Retrieval 		
Main focus of the lesson <ul style="list-style-type: none"> Learning Objective Success criteria 		
How was the learning introduced? <ul style="list-style-type: none"> Links to prior learning What did the children need to know or understand prior to the lesson? Are connections made between other areas of learning and real life? What 'hooks', 'discovery' or 'anchor' tasks were used? 		
Main Teaching <ul style="list-style-type: none"> Steps in learning Modelling Guided practice What is the teacher doing? What are the children doing? 		
Learning Tasks/Independent practice: Adapting the learning <ul style="list-style-type: none"> Support Scaffold and challenge to meet the needs of all learners How is the learning recorded? Role of the adults 		

Assessment of learning

- Checking for understanding throughout the lesson
- mini plenary opportunities
- feedback on learning
- peer/self-assessment
- plenary

Outcomes and progress

- Progress made during the lesson
- How do you know?

Key areas observed to implement and develop in your own practice.

-
-
-
-



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How to prepare for the School Based Training Block:

- Develop an appropriate teaching timetable through negotiation with your mentor (class teacher).
- Discuss your targets and generate strategies for in-school support, this could include arranging to observe other colleagues in school.
- Identify subject knowledge needs and appropriate activities/resources/ideas to support the planning process.
- Identify a schedule for Weekly Meeting and Target Setting.
- Identify relevant staff meetings that should be attended.
- If, for any reason, your school feels that you are not ready to start the block experience, they will contact your University Tutor.

UT Sign off Meeting - Online

Pre-Approval Checklist

Preliminary Tasks	School Confirmation	UT Confirmation
Health and Safety Induction/Information gathering from the relevant H&S Policies.		
Email the School Based Training Mentor Guidance to mentor@sbt.ac.uk		
Have shared Associate Teacher Folder via OneDrive with appropriate colleagues		
Completed and discussed 'Safeguarding' Prelim Task		
Completed and discussed 'Behaviour' Prelim Task		
Completed and discussed 'Professional Behaviours' Prelim Task		
Completed and discussed 'Learning Environment' Prelim Task		
Completed and discussed Core, Foundation and Phonics Learning Observations		
Negotiate times for Weekly Professional Development Discussions.		
Targets for Week 1 of Teaching Block identified		
Discuss Subject Specific Development Journal with expert colleagues		
If a Placement Action Plan is in place, ensure school is aware		
Planning <ul style="list-style-type: none"> Negotiate the timetable to be taught between teacher and Associate Teacher: whole class, groups, interventions Discuss the school's medium/weekly term planning for the areas the Associate Teacher will be teaching Discussion around planning for lessons taught in the first week 		
I confirm that the above actions have been taken and the Associate Teacher is ready to commence this School Based Training (Please sign in box below)		
University Tutor:		Mentor/Lead Mentor:

- Contact your UT to arrange a time to meet via TEAMS
- You must have discussed your targets with your mentor (classteacher) before you meet with your UT
- Be prepared to talk through your Pre-Placement Checklist and share some of your first weeks planning
- **Without all of this being done you will not be able to go into school**

Lesson Planning

- Associate Teachers are expected to plan in full for all teaching commitments.
- You should now be using the school proforma for lesson planning and following school protocols
- This **MUST** be made available prior to teaching in good time for mentors to check and suggest/make amendments prior to teaching (recommended 48hrs prior to teaching – (to be agreed between Mentor and AT))
- Planning **MUST** be available for all Observed lessons (UT visits)

Planning a sequence of Learning

Lesson Sequencing Across a Unit or Topic

Complete the overview for the sequence of learning taking place.

Sequence of learning

Subject:

Unit/topic	How does the unit of work link to the curriculum framework? How does it link to wider reading/university sessions?	
Sequence of learning	Learning Objective/s	Outline of learning sequence
Lesson1		
Lesson 2		
Lesson 3		
Lesson 4		
Lesson 5		
Evaluation		
Next steps or future units.		



Complete a lesson plan for each of the lessons you teach.

Subject:		Year group:		Date:	
Prior Learning: How does this lesson fit in with the sequence of learning?					
Learning Objective/s:		Success Criteria:		Review of prior learning: Retrieval	
Learning sequence within the lesson		Potential misconceptions	Key vocabulary	Key questions Check what children know, understand and can do	Role of additional adults
Main teaching: e.g. steps in learning, modelling, guided practice What are you doing? What are the children doing?					
Learning tasks / Independent practice: Adapting the learning: Support, scaffold and challenge to meet the needs of all learners					
Assessment of learning: Checking for understanding throughout the lesson e.g. mini plenary opportunities, feedback on learning, peer/self-assessment, plenary					

Post lesson evaluation and reflection

Evaluation of teaching and learning: Did the children learn what you wanted them to learn?	Next Steps: Subject knowledge, teaching strategies, behaviour for learning
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Weekly Meeting & Target Setting

- Arrange a convenient time to meet with your Mentor (class teacher) (note: some schools may arrange for this to take place with your school lead mentor).
- These meetings provide an opportunity to identify what you have learnt and how you have learnt it. It is also an opportunity to discuss your observed lesson; your strengths and the skills, knowledge and practice you need to develop.
- Review targets set from the week before and set new targets
- Discuss possible focus for your Critical Incident (will discuss this shortly).

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

Weekly Meeting & Target Setting

- These meetings provide an opportunity to identify what you have learnt and how you have learnt it.
- It is also an opportunity to discuss strengths and skills, knowledge and practice you need to develop.
- Review targets set from the week before and set new targets
- Make sure you ask your mentor to comment on your progress towards the BCU curriculum

Weekly Meeting & Target Setting

Subject Knowledge discussion: Associate Teacher refer to Subject Specific Development Journal/Mentor refer to BCU ITE Curriculum Guidance:
Identify subject knowledge needed for next week of teaching:

You **should** be sharing your Subject Specific Development Journal at the Weekly Meetings. You **should** be talking to your mentor about how your subject knowledge has developed with links to learning from university and how you have applied it in the classroom.

Weekly Meeting & Target Setting

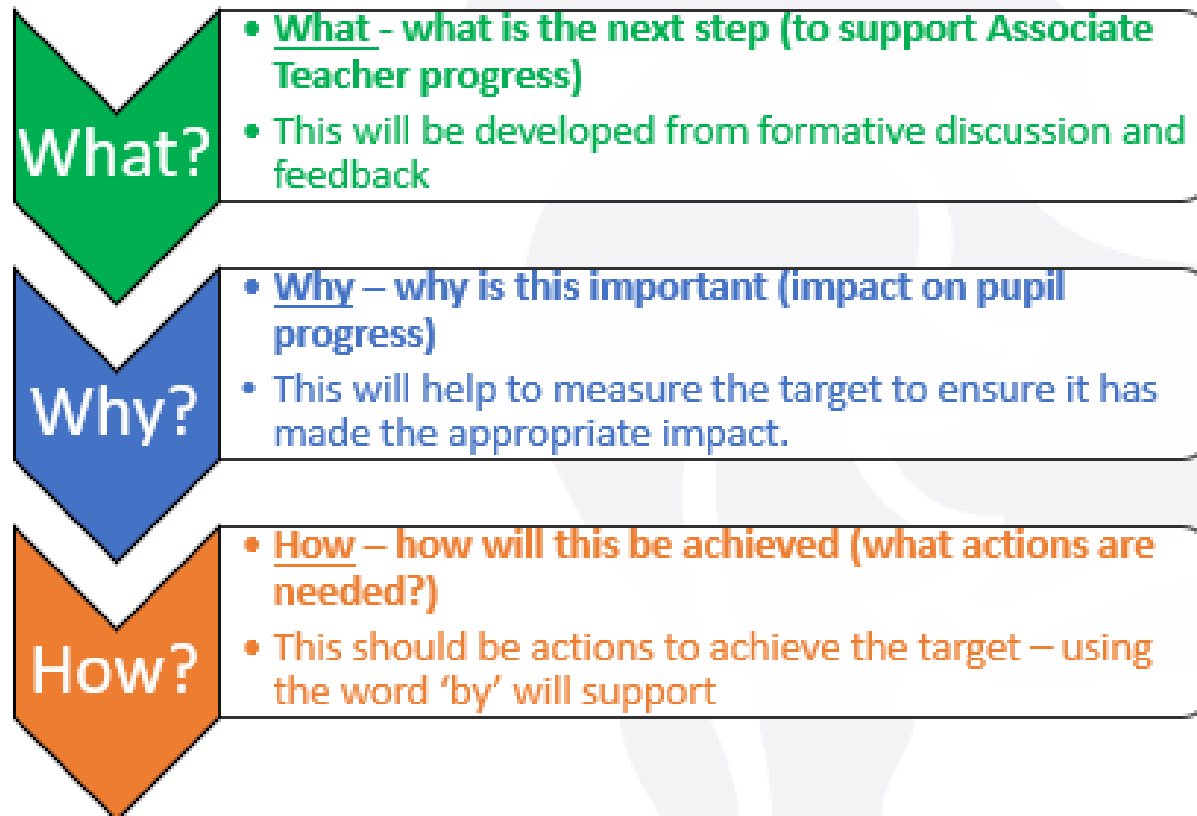
Professional Development Discussion: Associate Teacher refer to Professional Studies Learning Journey/Mentor refer to BCU ITE Curriculum Guidance: ie Behaviour Management, Assessment for Learning, Planning, Adaptive teaching

Comments should be made relating to Professional Studies such as Behaviour Management, relationships with parents/carers, the wider roles and responsibilities of a teacher, planning and assessment.

Remember you Professional Studies Learning Journey from the s-shape at the beginning of every lecture

Target Setting

What does an effective target look like?



Focus on Target Setting

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

PE EXAMPLE:

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

MATHS EXAMPLE:

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

HISTORY EXAMPLE:

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

Teaching on placement

- Associate Teachers should be teaching a 50% teaching timetable during week 1 quickly moving to a 60% teaching timetable
- Associate Teachers should then progress towards an 80% teaching timetable for the last two/three weeks of the placement.
- This can be a mixture of whole class, intervention groups or one to one interventions.

Lesson observations

- Mentors should be using the BCU Lesson Observation Feedback Form
- Subject Feedback Prompts are there to support your mentor with subject specific observation feedback – these can all be accessed on the Primary Partnership Website and are in your Associate Teacher Folder
- First observation in Week 1 of School Based Training block
- One observation per week
- One joint observation per School Based Training UT & a school mentor
- Upload your observations to the subject submission point on the PGCE Homepage throughout your placement



BCU Lesson Observation Feedback

Associate Teacher name:				Date:				
Course:	BA QTS:	1	2	3	PGCE:	1	2	3
School:			Context:			Subject / area:		
PDT:			Observer name(s):					
Observer role(s):	Lead Mentor	Joint	Mentor(CT)	University Tutor		Observation number:		

Previous Targets:

1.
2.
3.
Lesson Intent: e.g. How does the Associate Teacher review learning at the start? Is children's prior learning built on? Is the lesson intent made clear?
Subject knowledge: Key Theme C - (A & F) <u>e.g.</u> how is the Associate Teacher demonstrating accuracy, breadth and depth of subject knowledge? Use Subject Prompt Sheet to support.
Planning and assessment: Key Theme D – (A & F) <u>e.g.</u> how is the Associate Teacher presenting new knowledge in small steps? How does the associate teacher check for understanding? How is questioning used to good effect?
Adaptive teaching: Key theme E – (A & F) <u>e.g.</u> how does Associate Teacher use scaffolding and support for all learners? How is independent learning encouraged? How are models and examples used to support pupil progress? How are pupils challenged?

Classroom practice: High expectations and managing behaviour Key theme B – (A & F) e.g. how does the Associate Teacher develop purposeful learning to ensure good progress for all pupils?

Impact on learning: What have the children learned? Is the learning related back to the Lesson Intent?

Key Strengths Following the observation, through professional dialogue, please identify key strengths and targets for the Associate Teacher in the context of raising pupil achievement and supporting children's learning.	BCU Key Theme
1.	
2.	
3.	
(4.)	
(5.)	
Possibilities, Issues, Reflections and Targets including reference to <u>PHONICS</u> At least one subject specific target should be set following an observation. This should include what is the next step (to support Associate Teacher progress) why is this important (impact on pupil progress) and how will this be achieved (what actions are needed?)	BCU Key Theme
1.	
2.	
3.	
Reminders:	Y/N
Is there protected time for the trainee and mentor to meet weekly to discuss progress?	
Associate Teacher to ensure that observation feedback has been uploaded to their AT Folder in the School Based Training section.	
Associate Teacher to ensure that observation feedback has been uploaded to the subject submission point on moodle.	



Critical Incident

Prior to your Review Meeting and Progress Meeting you will need to complete a Critical Incident document (templates for these are in your Progress Journal)

Consider an aspect of your teaching/ pupils' learning/ professional responsibility that required a shift in your thinking. What did you reflect upon and change in order to develop yourself professionally?

What did you need to change and why? (INTENT)

How did you change it? (IMPLEMENTATION)

What was the IMPACT on the pupils' progress and your professional responsibilities?

Critical Incident - Definition

- Critical incidents are learning situations that lead to significant learning and personal growth.
- A critical incident does not need to be a serious or dangerous event; rather “critical” is to be interpreted as relevant or important that would require more in-depth reflections.

Critical Incident

- At each Review/Progress Meeting you will present to whoever is completing your meeting a Critical Incident that demonstrates your progress towards the BCU Curriculum Key Themes and ultimately the Teachers Standards.
- The Critical Incident must show that you can present and discuss with your expert colleagues:

✓ **INTENTION**

✓ **IMPLEMENTATION**

✓ **IMPACT**

Critical Incident Preparation

- Prior to each Review/Progress Meeting you will need to prepare your Critical Incident.
- You will likely have lots of materials from placement that can be used as evidence to support your Critical Incident so select up to 5 pieces of evidence that demonstrate your progress towards the BCU Curriculum Key Themes.
- You can present evidence digitally or in hard copy – whatever suits you.

Critical Incident

- Ensure that you are using the BCU Assessment tracker to identify key areas of progression
- How can you show that you are progressing toward the BCU Curriculum Key Themes
- Your Critical Incident is your opportunity to show how you are progressing and developing therefore use this to 'show off'.

Critical Incident

Date:

1. Briefly describe the Critical Incident which developed subject knowledge and stimulated your professional growth at this point in your training.

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

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

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

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5. Identify the evidence you will share with your mentors and UT.

Focus of Critical Incidents:

- Review Meeting 3 – Assessment
- Progress Meeting 3 - Linked to Phonics/Subject Specialism/An area of student reflection/learning

Example RM3 Critical Incident

1. Briefly describe the Critical Incident which developed subject knowledge and stimulated your professional growth at this point in your training.



Week beginning 8.5.23 I was teaching English children were going to write a diary entry. Prior to this I had observed how children had learnt and built their skills for diary writing e.g., writing in the past tense, using first person pronouns, expanded noun phrases and using time conjunctions. I observed the assessment for learning techniques used, during the lessons mini plenaries, live feedback, questioning and after the lesson marking were examples of the ongoing assessment for learning (AFL). (BCU key theme C)

Planning is gauged at their abilities based on end of term rising stars assessments, children are identified as working towards, expected and greater depth. (BCU key theme D/E)

Following a discussion with the class teacher we discussed the structure of the lessons for diary writing, it was going to be a shared write using a modelled golden example as well as a live example in class using children's ideas. My focus was going to be on breaking the sequence down in to smaller steps so children could access it and build on it with pace and stretch their stamina in writing particularly for the higher ability. (BCU key theme D)



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

Assessments that took place during the lesson were formative assessment for learning (AFL) strategies to inform ongoing support (adapt learning) and indicate where they are at in their learning, and how they can improve to make progress.

Summative assessments are independent without aids usually take place at the end of term e.g., rising stars PUMA/PIRA assessment to record what has been learnt over the term Black and William (2007). From the end of term assessments interventions can be planned for those performing below age related expectations. In English writing lessons summative assessment take place at the start in a cold write to assess what they children know before teaching the genre of text, this informs the planning steps. A hot write takes place at the end of the unit to assess what they have learnt and applied after teaching the skills and knowledge. (BCU key theme D)

My research that underpinned my planning was based on the national curriculum English programme of study, key stage 1 writing key areas of transcription: spelling and handwriting, composition of articulating ideas and writing about events in chronological order and vocabulary, spelling and punctuation. The year 2 expectations of using different sentence forms: statement, question, exclamation and commands, expanded noun phrase, apostrophe for possession, the present and past tense, using subordinating and coordinating conjunctions. Spelling based on the KS1 high frequency words. (BCU key theme C)

During my planning I applied the extended process of teaching literacy (Cremlin 2015)

- Children were exposed to the text, structure and language (prior learning)
- Pupils were taught and practiced the skills for diary writing (prior learning)
- Children planned their writing using a frame.
- To guide the writing, I planned to deliver a shared write, this was broken down into smaller steps throughout the week, to ensure children were able to apply the success criteria and use their plans. In the shared write I was going to model the success criteria and incorporate the pupil's ideas in to the composition., writing down their suggestions to create a shared piece as an example they can refer to throughout the week. This was displayed on the working wall.

- At the end of the writing children will be given time to edit and up level their work based on the marking feedback given. This will be based on the marking policy pink highlighter for spellings, yellow for incorrect content, and green for achieved.

The SEND group were going to work with the TA and they will be using a range of drama activities to write using a guided write approach. They will be focusing on sequencing the events. At the end of the lesson the TA will inform me of their progress this will inform what they will do in the next lesson (BCU key theme E).

My intention for assessment for learning (AFL) strategies will be based on the marking policy, questioning to assess what they know and will need in order to build on their learning. Based on the AFL strategies I will implement next steps, address misconceptions, plug gaps in learning, identify any aspects that need revisiting and stretch learning further. (BCU key theme D).

During the lesson, AFL informs how I will adapt the lesson e.g., if the child requires further support they might work with an adult and benefit from the scaffold support.



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

My lesson started with introducing the learning objective: to write a diary entry. Children discussed a recap on the text 'The Twits' and the key events they were going to write about based on their plans, further questioning from Blooms Taxonomy encouraged children to build on their recall. This was an initial AFL to assess what learning they had retained – from this I had gauged whether I needed to recap previous learning.

Children discussed what the success criteria might be based on the techniques they had practised last week e.g., children could tell me it would be in first person, past tense, use expanded noun phrases. This was then presented as the success criteria as a check list for the end of the lesson, where children would be self-assessing allowing them to monitor and take ownership of their work – the impact of this was it allowed children as a guide of how to edit and uplevel their own work (BCU key theme D).

Examples of ongoing AFL during the main input (BCU key theme D)

I presented a modelled write with examples of how I had used the success criteria and the plan. Children discussed the techniques used, shared some of their ideas in a full sentence.

On the flipchart I modelled a shared write using the children's ideas, after each sentence I gave the children time to write in their sentence using their own plans. This allowed children to maintain a pace and structure in their writing; it was differentiated by outcome (BCU key theme D). Children then brought their focus back to the board for the next part. The structure of teaching was adapted for the SEND pupils who worked with the TA to practise the diary recount using drama and props and modelled language. At the end of the lesson children had the opportunity to go through and read their work, uplevel it using the success criteria if they did not use any of the key techniques in a purple polishing pen.

Following my assessment for learning of marking:

Throughout the week based on the misconceptions from the previous lesson the starter task was based on that to make children aware and self-correct their own writing. A particular activity I used was placing examples of misconceptions around the room (examples of incorrect grammar, sentences around the room and children went around with their whiteboard and pens and wrote the correct sentences. Misconceptions were taken from the marking I had down after the last lesson.

I used the starter tasks as an opportunity to recap skills from the success criteria during the 3rd lesson of the write children had to use future tense, as I knew they had covered this before I did a quick whiteboard activity to ensure children were aware and able to apply it – this was then modelled.

Adaptions I made based on progress, during the 3rd lesson I discussed with the class how to use the shared write and not to magpie too much of the shared write. I modelled stem sentences and encouraged children to use their own plans – the impact of this was children were not copying from the board. During marking I had given next steps to rewrite it using their plans.

Quick starter tasks also provide an AFL opportunity and allow me to focus on support and check in on those pupils that were not secure on the skill, this week because I was leading the shared write – I used the peer-on-peer support where at the end of the lesson and during the lesson children were checking they were using the success criteria skills.

Another AFL opportunity was during the lesson I paused and children shared what they had written this was useful in engaging the passive learners to ensure they maintained pace.

When marking at the end of the lesson feedback was tailored based on the individual's progress in writing.

Summative AFL at the end of the unit, children will do a hot write where they will children will do a final write up using the segments they have written throughout the week without adult input. This will be a record of writing attainment at this point in the year.



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

The impact of AFL strategies allowed children to address misconceptions and build on their learning which was demonstrated in their writing, using the marking policy. AFL strategies also informed how I adapted my planning everyday e.g., children moved seats to sit closer to the board, children worked with an adult to ensure they understood what was expected of them (BCU key theme D).

Upon reflection the impact of AFL strategies is essential to ensure progress. During planning it is essential to have a vision of how the lesson will progress and strategies of how I am going to assess the impact of it (BCU key theme D).

AFL can inform which pupils will require additional support e.g., adult support or scaffold resources such as word banks, stem sentences, whether a cohort misconception needs to be addressed, stretch/challenge learners, next steps in planning.

I found AFL strategies interlink into all the teachers' standards (BCU Key theme A/F).

5. Identify the evidence you will share with your mentors and UT.

Examples of the self-assessment success criteria, examples of children's work and my lesson plan.

The BCU Assessment Tracker

BCU ITE Curriculum Key Theme B: Associate Teacher's classroom practice establishes effective behaviour management using high expectations and awareness of pupil wellbeing.

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

Please refer to the Professional Studies Curriculum before completing in Review and Progress Meetings.

Working Towards T	Working At A	Working Beyond B
<p><i>The Associate Teacher works with the support of expert colleagues at BCU and in school to:</i></p> <p>Observe and reflect how expert colleagues establish effective classroom routines</p> <p>be clear about what good behaviour looks like</p> <p>prepare for common behaviour issues and plan how they will be addressed</p> <p>build effective relationships with pupils based on an ethos of mutual trust and respect; demonstrating that pupils' feelings are considered and understood</p> <p>evaluate how high expectations are demonstrated through praising pupil engagement and progress made</p> <p>understand the impact of positive reinforcement to affect and improve the motivation, behaviour, and well-being of pupils</p> <p>Use policies related to behaviour management and well-being of pupils, and understand how they are implemented within the classroom</p>	<p><i>The Associate Teacher works independently with the advice and guidance of expert colleagues at BCU and in school to:</i></p> <p>establish a supportive and inclusive learning environment with clear behavioural expectations and effective classroom routines</p> <p>demonstrate clear expectations that communicate shared values and support classroom and school culture.</p> <p>Make deliberate choices when teaching pupils and the behaviour that is expected by being precise and clear about what good conduct looks like and the norms of the classroom</p> <p>role model behaviour that influences the attitudes, values, and behaviours of pupils through consistency in language and non-verbal signals for instructions and directions</p> <p>consistently use early and least-intrusive interventions as an initial response to low level disruption</p> <p>discuss with expert colleagues and understand how to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically</p>	<p><i>The Associate Teacher is proactive and accountable for own choices and works collaboratively with expert colleagues at BCU and in school to:</i></p> <p>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</p> <p>support pupils to believe that their feelings will be considered and understood.</p> <p>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</p> <p>identify goals and targets that challenge and stretch all pupils, understand the long-term positive impact of high expectations on pupils' life chances</p> <p>support pupils to self-regulate their emotions and know that this affects pupils' ability to learn, and succeed in school and future lives</p> <p>clearly embed a range of effective behaviour management strategies within their professional practice</p>



BCU ITE Curriculum Key Theme C: Associate Teacher knows more, remembers more and applies subject knowledge and subject specific pedagogy to impact on pupils' progress.

(CCF – Subject knowledge) (TS3)

Please refer to the Subject Specific Development Journal before completing in Review and Progress Meetings.

The Associate Teacher can:

implement relevant statutory and non-statutory curriculum guidance and frameworks in their practice

Working towards

Working at

Working beyond

actively develop subject specific pedagogical content knowledge in relation to key concepts and skills of the subject

Working towards

Working at

Working beyond

Working Towards T	Working At A	Working Beyond B
<p><i>The trainee works alongside expert colleagues at BCU and in school through observations, discussion, CPD and <u>team teaching</u> opportunities to develop their subject knowledge, skills and understanding of the curriculum to:</i></p> <p>familiarise them self with relevant statutory and non-statutory curriculum guidance and frameworks and understand the importance and impact that</p>	<p><i>The trainee works alongside expert colleagues at BCU and in school through teaching lessons, observations, discussion, <u>CPD opportunities</u> to develop their practice, subject knowledge, skills and understanding of the curriculum to:</i></p> <p>implement relevant statutory and non-statutory curriculum guidance and frameworks in their practice</p>	<p><i>The trainee collaborates with expert colleagues at BCU and in school through confident teaching, observations, discussion and CPD to develop their practice, subject knowledge, skills and understanding of the curriculum to:</i></p> <p>use statutory and non-statutory curriculum guidance and frameworks with confidence when planning and teaching sequences of lessons</p>



<p>developments in the subject and curriculum area will have on their practice</p> <p>reflect upon their personal developing subject knowledge, with <u>support</u> if necessary, in relation to key concepts and skills of the subject</p> <p>know that taking pupils' prior knowledge into account is a key aspect of successful learning and securing progress, as is knowing how much new information should be introduced so it is manageable for pupils</p> <p>understand that making explicit links between prior and new knowledge, increases the likelihood of pupils retaining knowledge and understanding, contributing to pupils' development as confident learners</p> <p>understand that complex ideas and concepts can be broken down into smaller steps, minimising the complexity of a task and avoiding potential misconceptions whilst maintaining focus on key content</p> <p>know that a range of approaches for modelling and scaffolding learning, <u>e.g.</u> live modelling, is essential to enable pupils to make progress</p> <p>know that they should model high-quality spoken language and subject specific high frequency vocabulary recognising that spoken language underpins development of reading and writing</p> <p>familiarise them self with a range of learning theories and understanding the importance of why</p>	<p>actively develop pedagogical content knowledge in relation to key concepts and skills of the subject</p> <p>use information on pupils' prior knowledge to inform lesson planning and <u>teaching and</u> teach making explicit links between prior and new knowledge to secure progress. Introduce information in a way that does not detract from the learning and confidence of the pupils</p> <p>teach a topic by breaking it down into smaller steps <u>taking into account</u> and addressing potential misconceptions</p> <p>teach using a range of approaches for modelling and scaffolding learning, <u>e.g.</u> live modelling, to ensure that pupils make progress, knows when to withdraw scaffolding as knowledge builds to ensure apt stretch and challenge</p> <p>use high-quality spoken language and subject specific high-frequency vocabulary to enable pupils to make progress in reading and writing development</p> <p>teach, drawing on a range of learning theories and practice, including a considered use of approaches to enable pupils to make progress in developing skills in the subject</p> <p>-----</p> <p>Primary trainees:</p> <p>demonstrate a good understanding of the role of systematic synthetic phonics in the teaching of early reading, spelling, and writing</p>	<p>make discerning use of quality resources, <u>e.g.</u> from Subject Associations, to proactively develop subject knowledge and pedagogical content knowledge</p> <p>plan and teach to support pupils in making links between prior and new knowledge so that new information can be introduced <u>appropriately</u> and pupils make good progress</p> <p>demonstrate in lesson planning anticipation of misconceptions, and to teach competently to address these so that pupils overcome them</p> <p>withdraw scaffolding as pupils' knowledge builds to ensure apt stretch and challenge</p> <p>teach demonstrating confident use of a pedagogical spectrum with evidenced learning theory and practice applied appropriately</p> <p>-----</p> <p>Primary trainees:</p> <p>to show a clear understanding of the progression and delivery of phonics lessons that support the development of early reading, spelling, and writing. This results in pupils making good or better than expected progress</p>
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<p>a balance of these in classroom practice is important for developing skills in the subject</p> <p>Primary trainees:</p> <p>understand the importance of systematic synthetic phonics and the impact that this has on the teaching of early reading, spelling, and writing</p> <p>begin to teach phonics following school policy</p> <p>know of the approaches for teaching for conceptual understanding and depth in mathematics</p> <p>begin to teach mathematics, following school policy</p>	<p>teach early reading, systematic synthetic phonics, communication and language development with increasing confidence and competence so that pupils make expected progress</p> <p>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</p>	<p>effectively teach using strategies that are clearly embedded within the teaching of mathematics to ensure conceptual understanding, depth, and progression</p>
Progress:		YES/NO
On track to meet the curriculum expectations for this BCU ITE Curriculum Theme within the current phase?		Choose an item.
If not on track have Rapid Improvement Targets been set?		Choose an item.
Summative: By the end of the course		
<p>TS3 Demonstrate good subject and curriculum knowledge</p> <p>a. have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</p> <p>b. demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</p> <p>c. demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject</p> <p>d. if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</p> <p>e. if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies</p>		Choose an item.



Review Meeting 3 and Progress Meeting 3

Review Meeting 2: WB: 3rd June 2024

UT (either in-person or online), class teacher/mentor, and Associate Teacher. Observation feedback discussion. Sharing Critical Incident. Progress against BCU Key Themes.

Progress Meeting 2: WB: 1st July 2024

UT (either in-person or online), class teacher/mentor, and Associate Teacher. Observation feedback discussion. Sharing Critical Incident. Progress against BCU Key Themes.

Assessment of School Based Training

Review Meeting 3

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

Assessment of School Based Training

Progress Meeting 3

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

Achieving QTS Reflection

- Throughout the course you have been formatively assessed against the BCU Key Themes.
- These are clearly aligned with the Core Content Framework and the Teachers Standards
- At the end of the course in your Standards Completion Meeting with your PDT you are summatively assessed against the Teacher Standards
- To support this, for your Progress Meeting 3 you need to complete the 'Achieving QTS Reflection' after the Assessment Tracker

BCU ITE Curriculum	B. Associate Teacher's classroom practice establishes effective behaviour management using high expectations and awareness of pupil wellbeing
ITT Core Content Framework	High Expectations, Managing Behaviour
<p>S1 Set high expectations which inspire, motivate and challenge pupils</p> <ul style="list-style-type: none"> establish a safe and stimulating environment for pupils, rooted in mutual respect set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. <p>Reflection on this Standard</p> <p>Outline your achievements against this Standard to date and an indication of how this achievement has been made</p> <p>Click or tap here to enter text.</p>	
<p>Next Steps for this Standard and your ECT year</p> <p>Click or tap here to enter text.</p>	

BCU ITE Curriculum	C. Associate Teacher knows more, remembers more and applies subject knowledge and subject specific pedagogy to impact on pupils' progress. D Associate Teacher uses knowledge about how pupils learn to plan and assess learning to ensure that all pupils make progress
ITT Core Content Framework	How Pupils' Learn
<p>S2 Promote good progress and outcomes by pupils</p> <ul style="list-style-type: none"> be accountable for pupils' attainment, progress and outcomes plan teaching to build on pupils' capabilities and prior knowledge guide pupils to reflect on the progress they have made and their emerging needs demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching encourage pupils to take a responsible and conscientious attitude to their own work and study. <p>Reflection on this Standard</p> <p>Outline your achievements against this Standard to date and an indication of how this achievement has been made</p> <p>Click or tap here to enter text.</p>	
<p>Next Steps for this Standard and your ECT year</p> <p>Click or tap here to enter text.</p>	

Rapid Improvement Target

Issued if trainees:

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

All RIT's should be emailed to:

PrimaryandEarlyYearsPGCECourseTeam@bcu.ac.uk

Details of the process will be explained if necessary.

Termination of Placements

- Where a termination of placement occurs the circumstances are considered by the Placement Review Panel and recommendations made regarding further placements and actions to be undertaken.
 - Resitting a School Based Training placement, as a consequence of a failed first attempt, will incur a cost to the trainee of £1125. The trainee may be eligible for funding, but this should be discussed with Student Finance England direct to confirm details and determine whether there is eligibility.
 - There may be exceptional circumstances where this fee can be waived; however the tutor will confirm this in writing to the trainee where such a circumstance will apply.
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End of Placement Procedures

- Arrange an online meeting with your supervising University Tutor for the placement debrief
- Follow the instructions that will be posted through the PGCE News Forum, regarding online submission of documents.
- You will need to upload your completed Progress Journal, lesson observation feedback forms and phonics lesson observation feedback (if applicable) to the submission points on Moodle.

Attendance and Absence Procedure

Keep your Placement Register up to date for all days attended. Any absences must be accompanied by a reason. If you are absent:

1. Contact the Class Teacher to inform them of your absence as far in advance as possible and provide information about any lessons you have planned for that day – please adhere to protocols agreed re: contact out of school hours.
2. **In accordance with the school's policy** for staff, formally report your absence.
3. Report absence on MySRS by 08:30 on each day of absence – ensure you include your name, school, stage of course and reason for absence.
Directly email your UT and PDT too.
4. Keep everyone informed of continuing absence.

Mentor Support - Access to all our University documentation, mentor CPD and partnership information.

Primary and Early Years partnerships

Overview

BAQTS (Hons)

PGCEs

Mentor CPD and support

Placement documents and briefings

ITE curriculum and subject prompts

BCU Hub Leads and Lead Mentors

Partnership info

Overview

Opportunities

We are always looking to connect with new schools or reconnect with institutions we have worked with in the past. We have a diverse range of associate teachers on the routes through PGCE Primary and the three years of the BAQTS (Hons) in Primary Education. There are many advantages in having an associate teacher on site including being able to grow and nurture our next generation of Early Career Teachers.



<https://www.bcu.ac.uk/education-and-social-work/partnerships-and-collaborations/primary-early-years-partnerships>

Emergency Contact Form

- It is your decision as to whether you hand in this form
- Details for your school placement in case you are involved in an emergency in school.
- You can collect this at the end of the placement should you wish

Travel Reimbursement

For those Associate Teachers who are entitled to claim travel expenses, your first point of contact is:

HELS.Placements@bcu.ac.uk

A claim form needs to be completed for reimbursements.



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