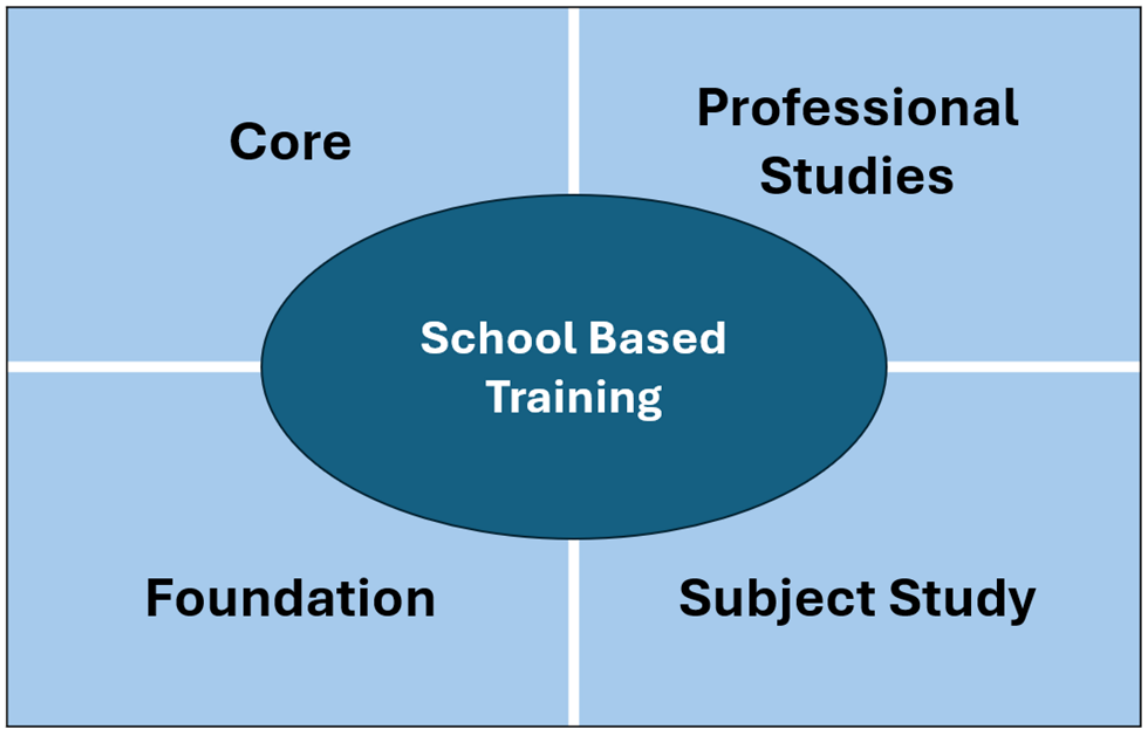
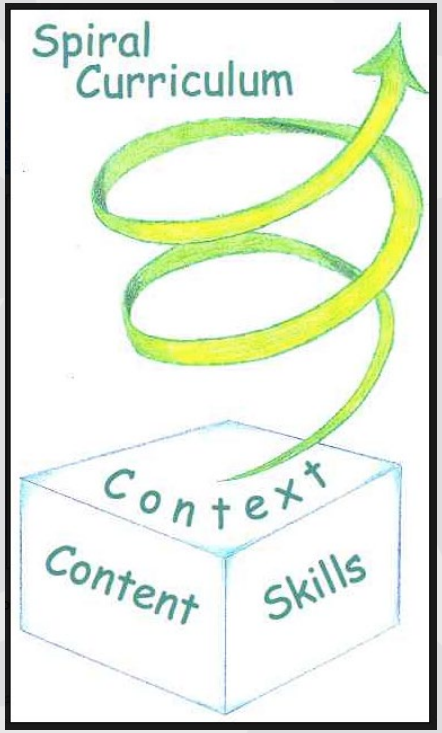


BA2 Primary & Early Years : School Based Training 2 Mentor Briefing

Autumn 2026

The BCU ITE Curriculum





BIRMINGHAM CITY University

BCU
ITE
Vision
Professional Core Values
And Characteristics

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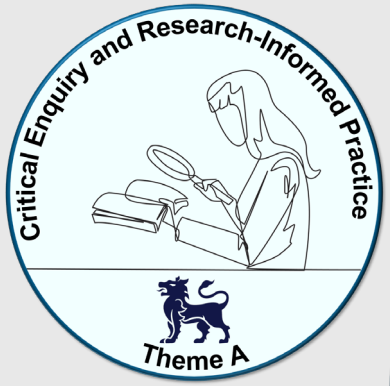
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BCU
ITE
Curriculum
Themes

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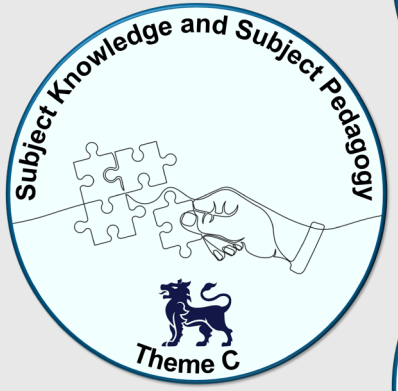
Associate Teachers use critical enquiry and research informed practice to develop understanding of effective teaching and learning.





Associate Teachers establish effective behaviour management using high expectations and awareness of pupil wellbeing.

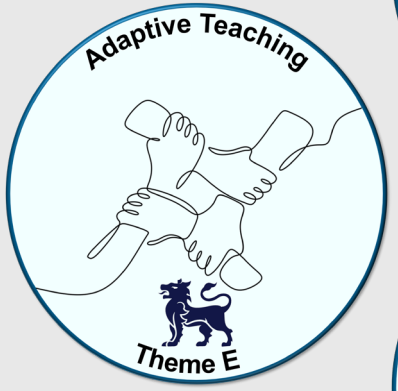
Associate Teachers know, remember, and apply subject knowledge and subject specific pedagogy to impact on pupils' progress.





Associate Teachers use knowledge about how pupils learn to plan and assess learning to ensure that all pupils make progress.

Implementation of inclusion through effective adaptive teaching approaches to meet all learners' needs and backgrounds, including disadvantaged, SEND, those who are known to children's social care, other barriers to learning and/or well-being, such as young carers and EAL learners.

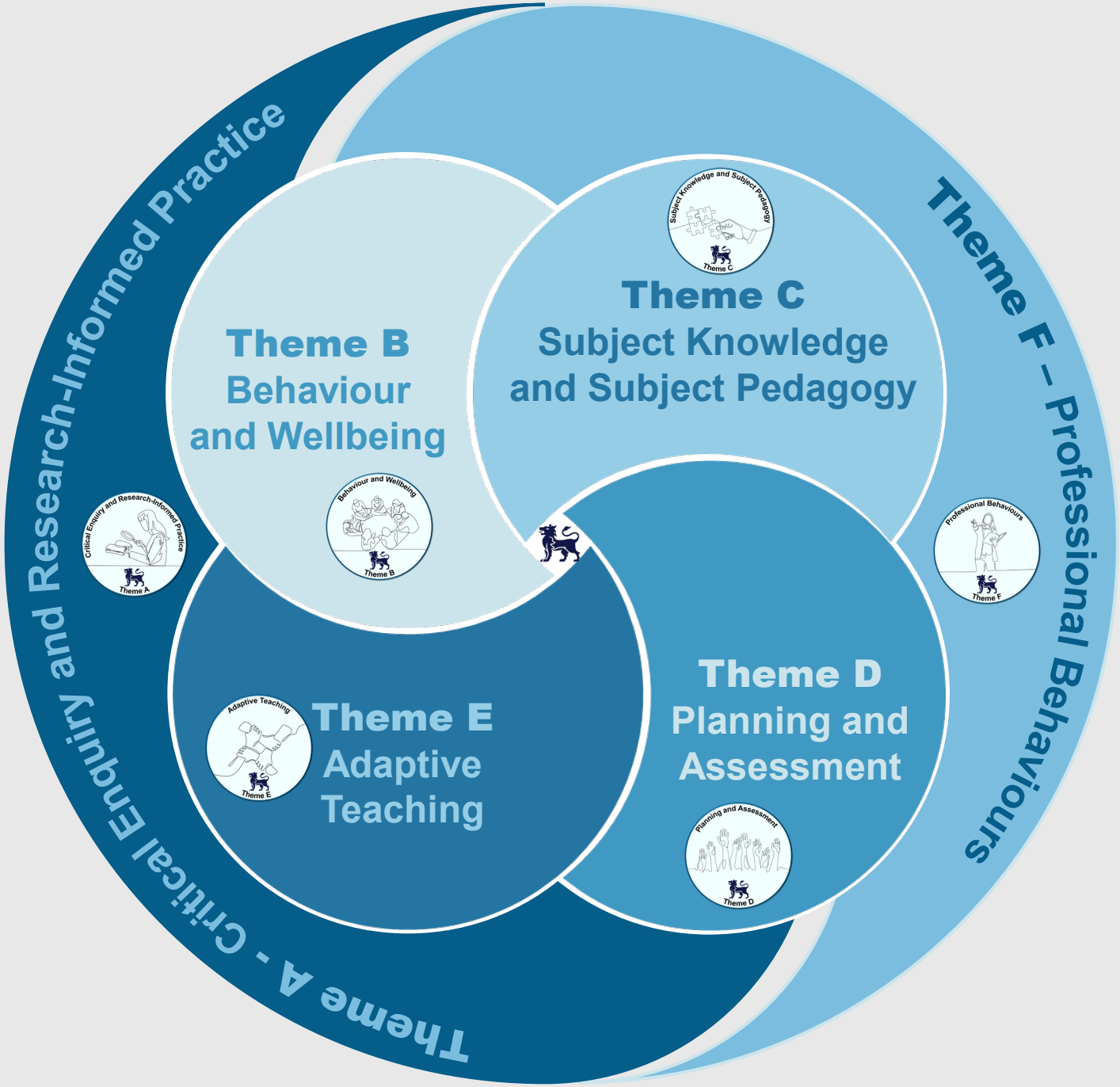




Associate Teachers consistently uphold professional behaviours and contribute effectively to the wider life of the school.

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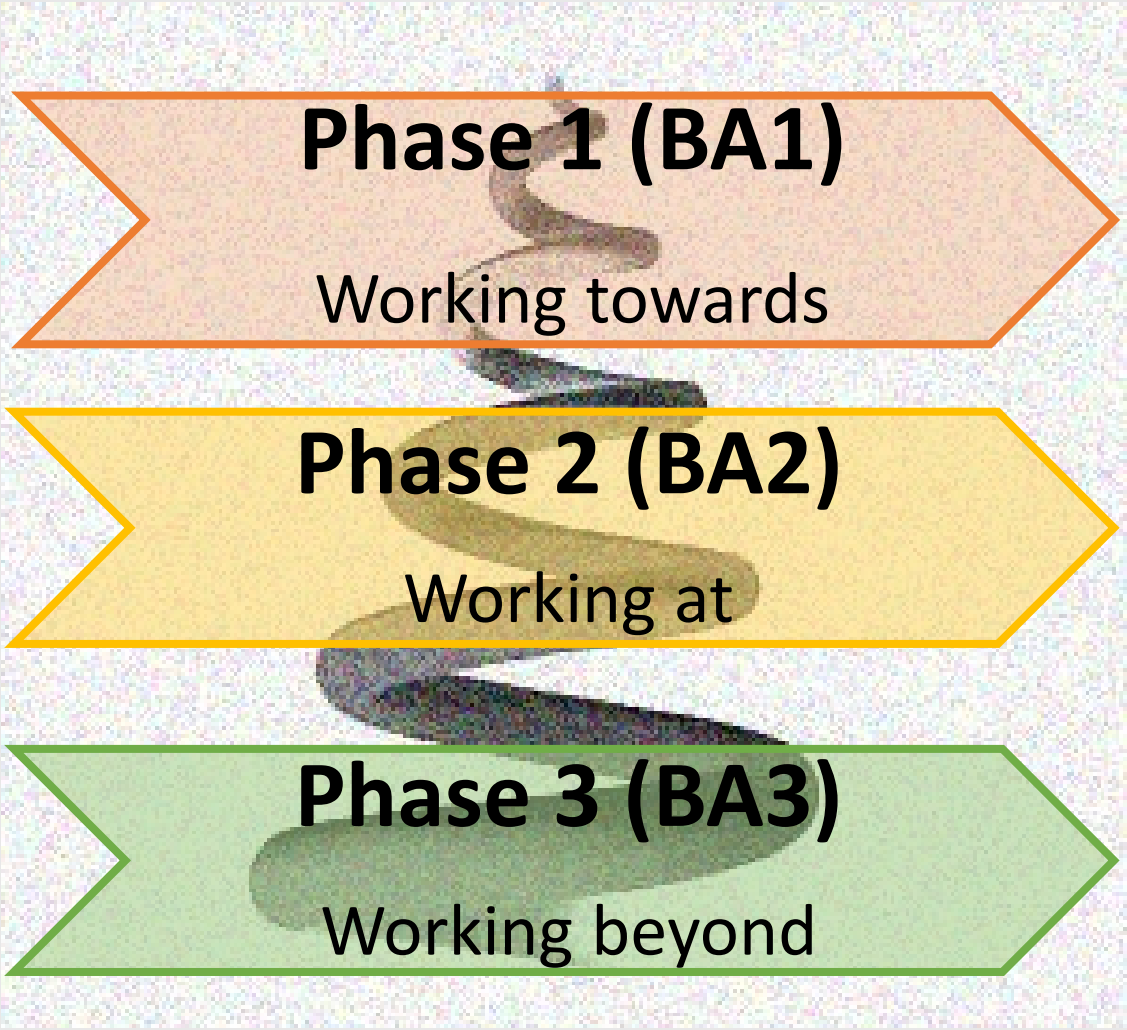


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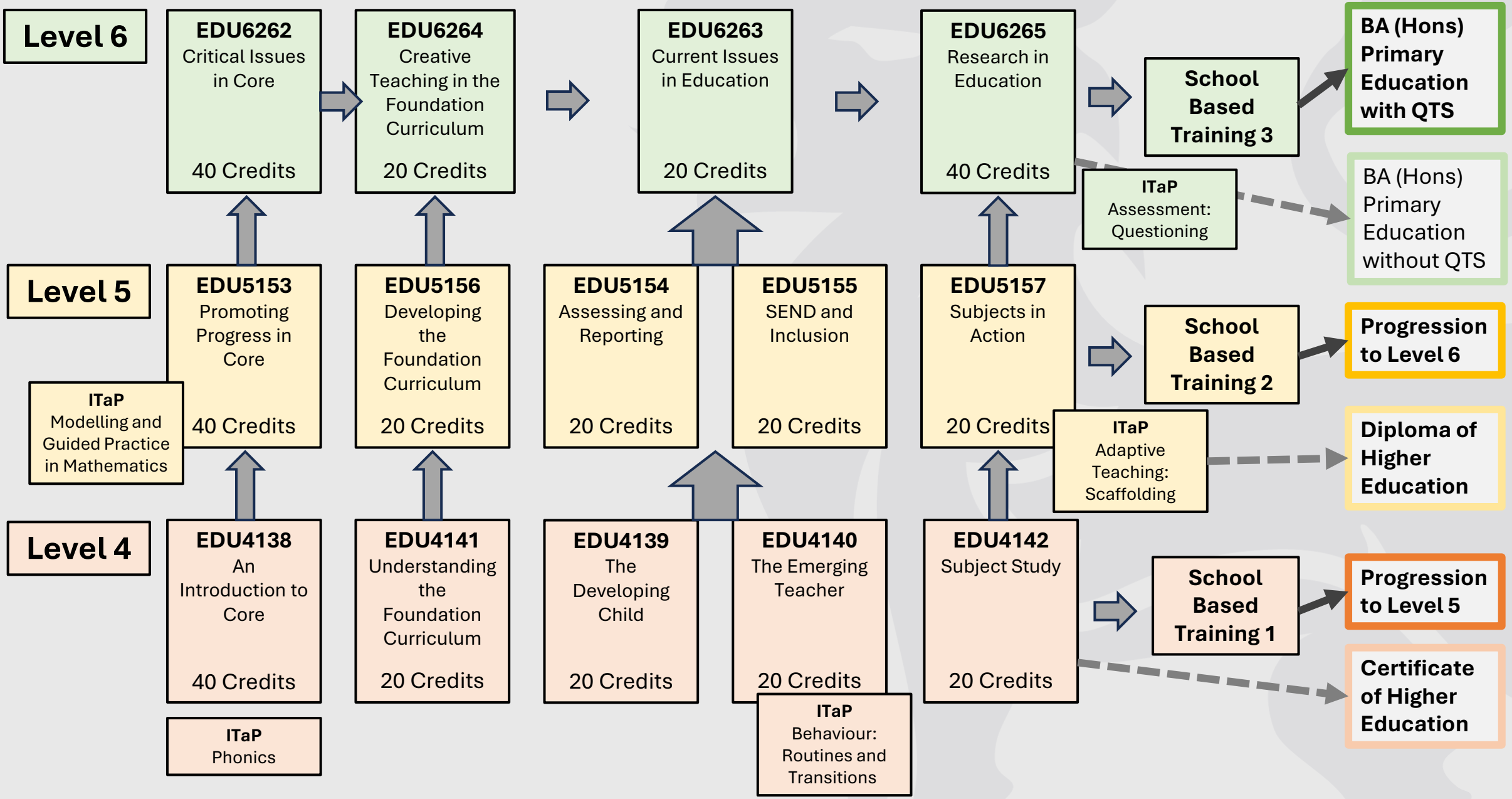
Primary Spiral Curriculum

Our spiral curriculum model is an iterative revisiting of identified topics, subjects and themes throughout the BCU Primary and Early Years with QTS course.

This spiral curriculum ensures that a deepening of understanding of the topic considered with each successive encounter building on the previous one.



BA (Hons) Primary Education with QTS: Course Structure



Safeguarding

- Prior to placement Associate Teachers will have completed Home Office Prevent training and Level 1 Safeguarding Training
- Associate Teachers will receive a Safeguarding Confirmation Letter from BCU and you can access this from the Student Allocations on PCP (Placement Communication Portal)

Placement Communication Portal

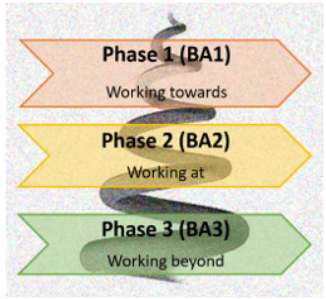


https://arc.bcu.ac.uk/pcp/

Subject Specific Subject Development Journal

Subject Specific Development Journal

BA (Hons) Primary Education with QTS



Phase 2 – BA2

This document will be referred to in your taught sessions and whilst on placement. You will share this with your PAT, Lead Mentor and School Mentors

Sessions: reflect on learning at the end of 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, reflect ,following your teaching.

This will be used in line with Placement Progress Journal.

This document will be included in evidence for your Standards Completion and QTS

PHASE 1 I have learned that:	I have learned how to……	I have practised - evidence	I have applied - School Based Evidence
What is Mathematics? **Learn that**: • Our own attitude to mathematics is shaped by our experiences. • There are statutory programmes of study for mathematics that must be taught (EYFS, KS1, KS2) • There are three aims of the mathematics curriculum • The mathematical curriculum content can be classified into declarative, procedural and conditional knowledge. • Teaching for Mastery is one approach for teaching for understanding	**Learn how:** • Identify own subject knowledge needs as a teacher of mathematics and address these. • Meet the aims of the curriculum frameworks in their teaching. • Identify key aspects of Teaching for Mastery		

I have learned that	I have learned how to	I have practised - evidence	I have applied - School Based Evidence
• There are different ways to make use of maps in geography, and that this can support a range of learning opportunities • The use of alternate locations in the country can support thinking and learning in geography • Latitude affects climate zones	• Use maps in geography to support learning. • Use alternate locations in the country to develop understanding of place. • Teach about climate zones and biomes to support understanding of weather, climate and hot and cold places.		
• There are barriers to learning in geography, and how these can be tackled • The use of adaptive teaching in geography can include a range of approaches • Progress in geography can be supported by a range of approaches, • Data can be used to recognise areas needing development	• Identify barriers to learning in geography, and make suggestions as to how these can be tackled • Use of adaptive teaching to support different needs understanding of place. • Support progress in geography through a range of teaching approaches • Use data to recognise areas needing development.		

School Based Training 2

Preliminary Visits: Monday 12th to Friday 16th October (5 days)

Monday 19th to Thursday 22nd October (4 days)

Monday 2nd,Tuesday 3rd,Wednesday 4th and Friday 6th November (4 days) Monday 9th November (1 day)

Lead Mentor Sign Off: 3rd, 4th, 6th or 9th November

Block Placement Dates: 11th November – 18th December

Review Meeting: Week Beg 23rd November

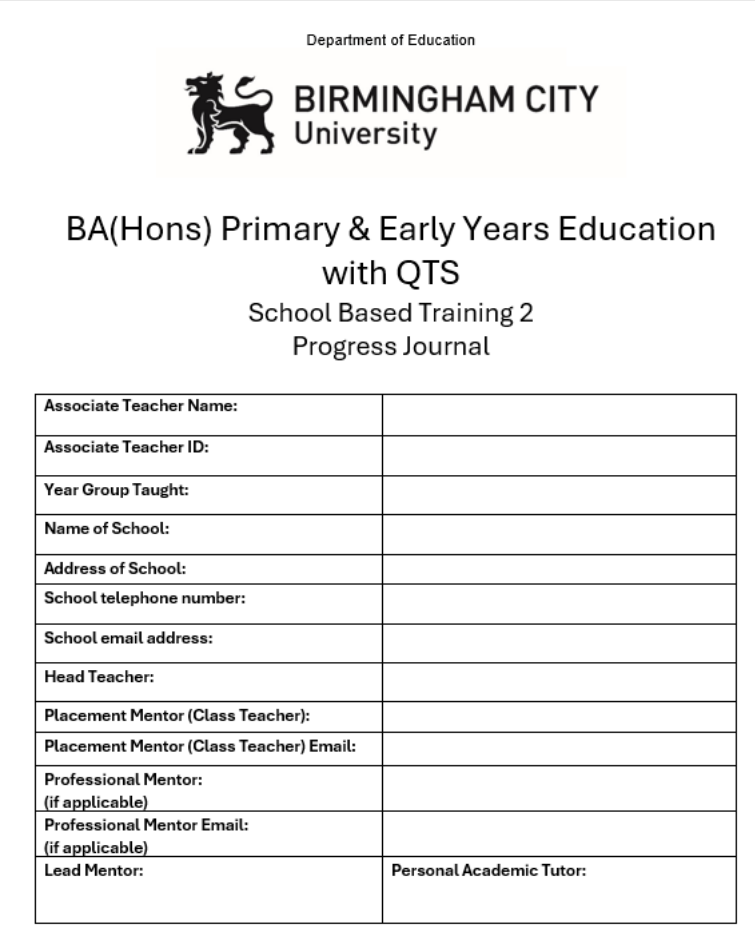
Progress Meeting: Week Beg 14th December

Lead Mentor Debrief: Week Beg 4th January or can be before



University Days: 23rd October, 5th and 10th November

Progress Journal



Department of Education

BIRMINGHAM CITY University

BA(Hons) Primary & Early Years Education with QTS

School Based Training 2

Progress Journal

Associate Teacher Name:	
Associate Teacher ID:	
Year Group Taught:	
Name of School:	
Address of School:	
School telephone number:	
School email address:	
Head Teacher:	
Placement Mentor (Class Teacher):	
Placement Mentor (Class Teacher) Email:	
Professional Mentor: (if applicable)	
Professional Mentor Email: (if applicable)	
Lead Mentor:	Personal Academic Tutor:

It is the Associate Teachers responsibility to keep their Progress Journal up to date.

The Associate teacher should share their Progress Journal with their Lead Mentor and Placement Mentor via their **OneDrive Associate Teacher Folder**

- 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 PPSE days.
They are linked directly with the pre-approval checklist.

The Prelim Tasks are:

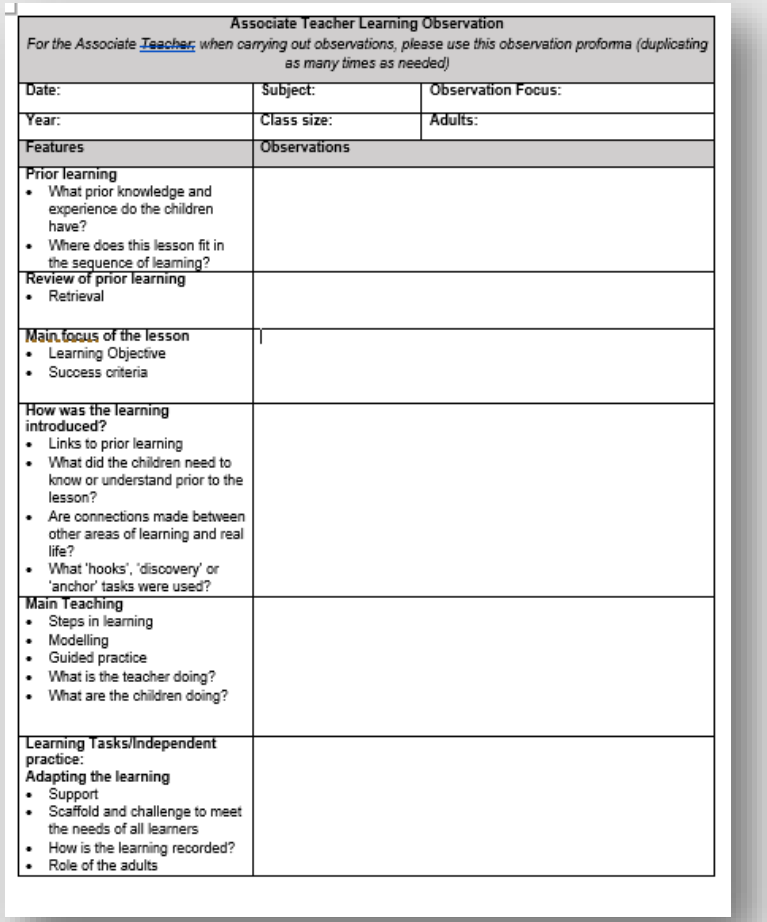
1. Safeguarding
2. Behaviour
3. Professional Behaviours
4. Learning Environment
5. Core, Foundation and Phonics Learning Observations

- All prelim task must be completed prior to the Lead Mentor sign off meeting.

Associate Teacher Learning Observation

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

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



Associate Teacher Learning Observation

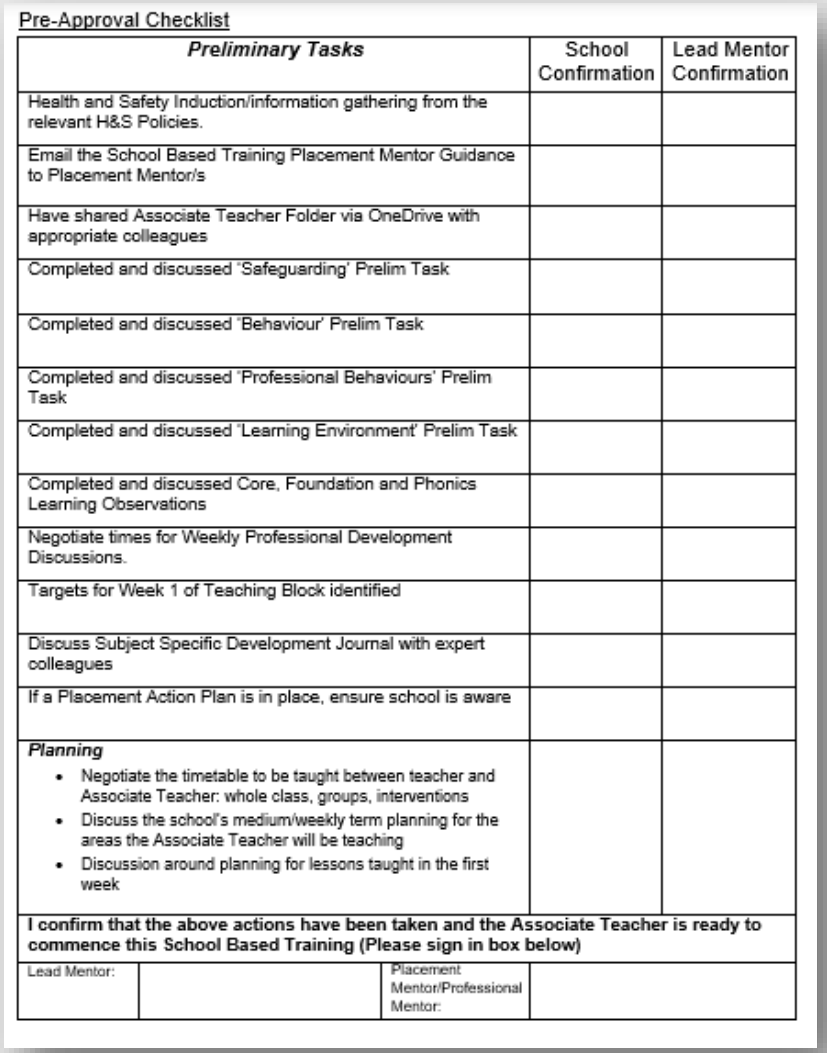
For the Associate ~~Teacher~~ when carrying out observations, please use this observation proforma (duplicating as many times as needed)

Date:	Subject:	Observation Focus:
Year:	Class size:	Adults:
Features	**Observations**	
Prior learning • What prior knowledge and experience do the children have? • Where does this lesson fit in the sequence of learning?		
Review of prior learning • Retrieval		
Main focus of the lesson • Learning Objective • Success criteria		
How was the learning introduced? • 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 • Steps in learning • Modelling • Guided practice • What is the teacher doing? • What are the children doing?		
Learning Tasks/Independent practice: **Adapting the learning** • Support • Scaffold and challenge to meet the needs of all learners • How is the learning recorded? • Role of the adults		

How to prepare for the School Based Training Block:

- Develop an appropriate teaching timetable through negotiation between Placement Mentor (class teacher) and Associate Teacher.
- Discuss 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, you feel that the Associate Teachers is not ready to start the block experience, please contact the Lead Mentor.

Lead Mentor Sign off Meeting



Pre-Approval Checklist

Preliminary Tasks	School Confirmation	Lead Mentor Confirmation
Health and Safety Induction/information gathering from the relevant H&S Policies.		
Email the School Based Training Placement Mentor Guidance to Placement Mentor/s		
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 • 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		

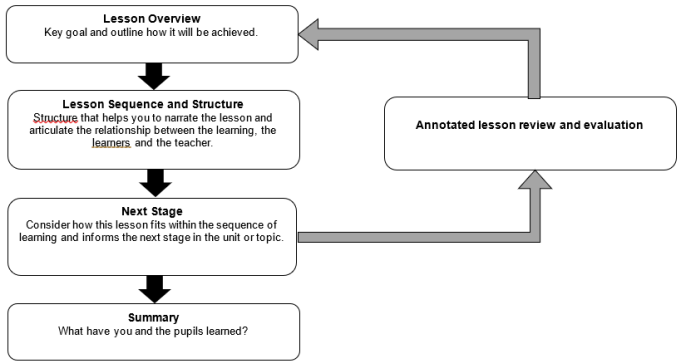
I confirm that the above actions have been taken and the Associate Teacher is ready to commence this School Based Training (Please sign in box below)

Lead Mentor:		Placement Mentor/Professional Mentor:	

- Associate Teacher should contact Lead Mentor to arrange a time to meet via TEAMs
- Targets should have been discussed
- Associate Teachers will have to talk through the Pre-Approval checklist
- **Associate Teachers will be in school on this day but will need time to meet with their Lead Mentor**

Lesson Planning

Consider these features in consultation with your mentor.



Primary Lesson Design

You should design your lesson once you have discussed the sequence of learning with your mentor. Use these prompts to support

What pupils will learn:
Consider:
- What prior knowledge and experience the pupils should have already?
- How will you address difficulties that arise from pupils having gaps in their prior knowledge and experience?

How pupils will learn this
How will you:
- sequence your lesson so that pupils can reason from prior knowledge (to consolidate or enhance and make sense of new knowledge)?
- use your mentor/class teacher's and your own insight into how young people learn what you are teaching to design your tasks?
- use modelling and guided practice to enable independence?
- use questioning and tasks to find out what learners know?
- use questioning and dialogue to build understanding?

Planning for potential difficulties and misconceptions:
How will you:
- organise the lesson, for example in terms of who learners work with or how they present their work?
- plan to support and challenge individuals?
- adapt your lesson, as appropriate, to meet individual needs?

Assessing what pupils have learned:
How will you:
- use questioning and tasks to find out what learners know?
- know what pupils have learned in this lesson or across a sequence of lessons?

Where does this fit within the sequence of learning?

How does this lesson incorporate the aspects of your teaching that you are currently developing?

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 want 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				

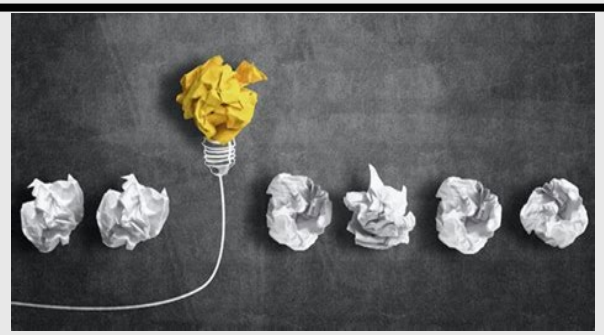
Post lesson evaluation and reflection	
Evaluation of teaching and learning: Did the children learn what you wanted them to learn?	**Next Steps:** Subject knowledge, teaching strategies, behaviour for learning

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Intensive Training and Practice (ITaP)

ITaP is a specific and focused element of the teacher training curriculum.
It is intended to help consolidate trainees' knowledge of key evidence-based principles for effective teaching, and to enable them to practise their application and integration into their developing professional practice.

The main aim of ITaP is to strengthen the link between evidence and classroom practice, therefore some elements of ITaP will need to take place in a school environment.



Adapted five-stage framework

INTRODUCE	ANALYSE	PREPARE	ENACT	ASSESS
Learning about the theory of teaching and learning	Using representations to analyse expert teaching	Use approximations to practice and get feedback	Receive support to apply learning in the classroom	Tracking trainees' growth and knowledge
- Lectures - Seminars - Assigned reading and research	- Lesson observations - Video deconstruction - Lesson transcripts - Expert modelling - Professional discussions	- Deliberate practice - Instructional rehearsal - Co-planning	- Instructional coaching - Team teaching - Independent teaching	- Lesson observation - Professional discussion - Critical incident - Self-reflection - Group reflection - Target setting

The adaptation of five-stage framework, drawn from research by Grossman (2018) on teaching core practices to trainees supported the design of our ITaP models and the creation of a tightly co-ordinated set of activities that bridge pedagogical theory and teaching practice. The activities chosen to address each of the five elements of the framework are a guide and may vary between ITaPs.

Each aspect of the framework is made explicit to the trainees



Pivotal area: Modelling and Guided Practice in Mathematics

Key Question: How do I model and guide the pupils to ensure they are successful in their independent practice?

EDU5153
Intensive Training and Practice (ITaP)
Pivotal area: Modelling and Guided Practice in Mathematics

- 23rd October (Uni), 3rd November (Sch), 5th November (Uni), 6th November (Sch), 10th November (Uni)

19-Oct-26	SBT2 PPSE	SBT2 PPSE	SBT2 PPSE	SBT2 PPSE	ITaP Mod and GP Uni Day 1 (+ brief mod intro)
26-Oct-26					
02-Nov-26	SBT2 PPSE EDU5155 Hand in	ITaP Mod and GP School Day 2	SBT2 PPSE	ITaP Mod and GP Uni Day 3	ITaP Mod and GP School Day 4
09-Nov-26	SBT2 PPSE	ITaP Mod and GP Uni Day 5	SBT2	SBT2	SBT2

INTRODUCE



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Initial Teacher Training and Early Career Framework

ITaP Outcomes

Classroom Practice (Standard 4 – Plan and teach well-structured lessons)

Learn that

- Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.
- Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.

Learn how to:

Plan effective lessons, by:

- Using modelling explanations and scaffolds, acknowledging that novices need more structure early in a domain.

Model effectively, by:

- Narrating thought processes when modelling to make explicit how experts think.
- Making the steps in a process memorable and ensuring pupils can recall them.
- Exposing potential pitfalls and explaining how to avoid them.

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INTRODUCE



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Practicable Skills

Modelling motivation

Live modelling / worked examples (I do)

- Normal speed / slowed down
- Silent modelling
- Narrating the process
- Misconceptions
- Part complete examples

Metacognitive talk

Guided practice (we do)

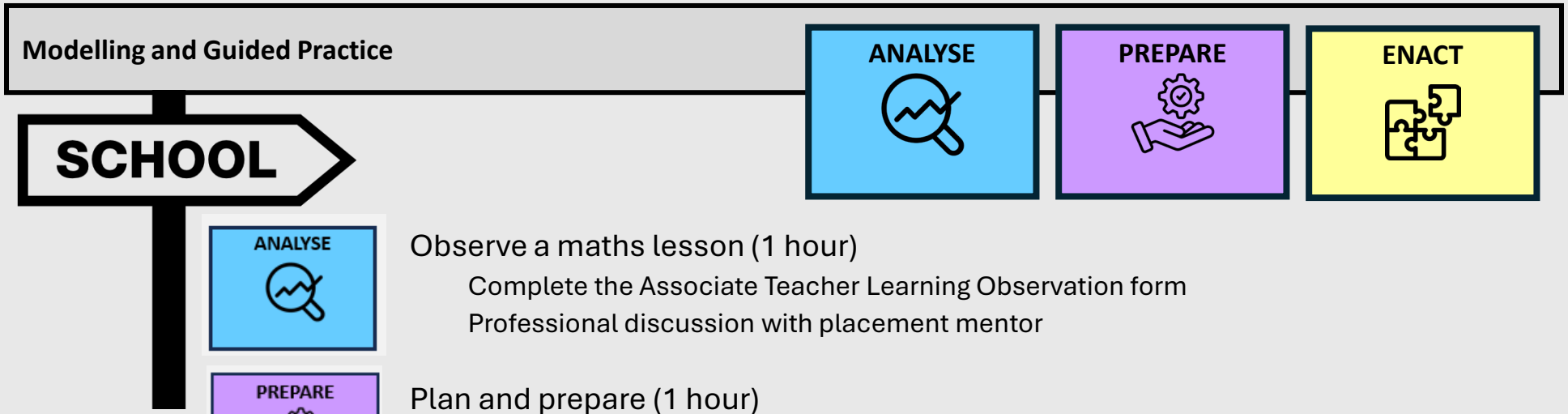
- Set tasks similar to worked examples
- Invite children to contribute
- Check for success / errors
- Provide further models

Independent (you do)

- Set tasks similar to worked examples

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Modelling and Guided Practice



Day 2

Observe a maths lesson (1 hour)

- Complete the Associate Teacher Learning Observation form
- Professional discussion with placement mentor

Plan and prepare (1 hour)

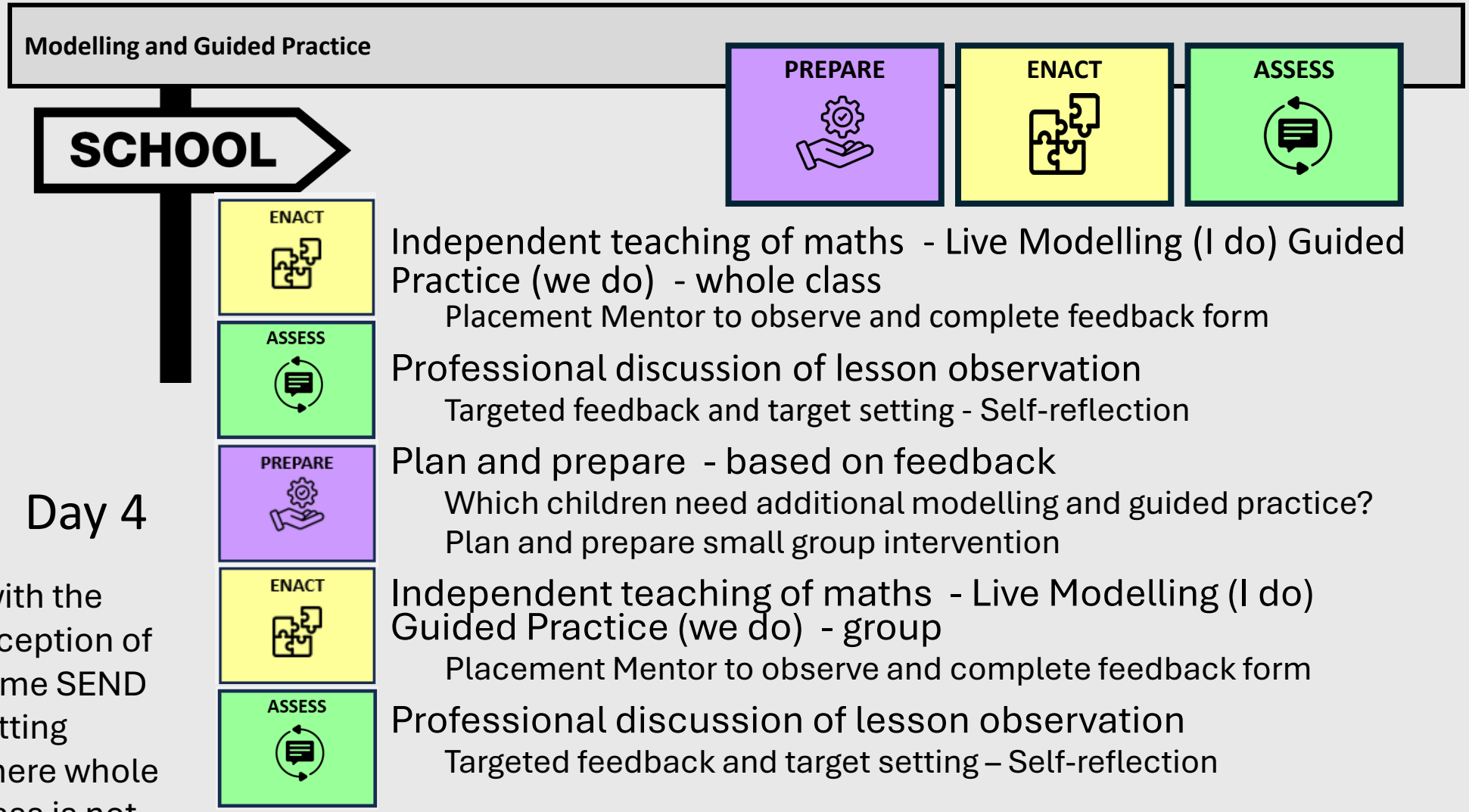
- Which children need additional modelling and guided practice?
- Plan and prepare small group or 1:1 intervention based on the observed lesson

Enact – modelling and guided practice with small group (1 hour)

- Reflect on practice and the impact of this intervention

Professional discussion (1 hour)

- What information do you need to be able to plan the maths lesson in university on for teaching in school?



Day 4

*with the exception of some SEND setting where whole class is not common practice

Independent teaching of maths - Live Modelling (I do) Guided Practice (we do) - whole class

Placement Mentor to observe and complete feedback form

Professional discussion of lesson observation

Targeted feedback and target setting - Self-reflection

Plan and prepare - based on feedback

Which children need additional modelling and guided practice?

Plan and prepare small group intervention

Independent teaching of maths - Live Modelling (I do) Guided Practice (we do) - group

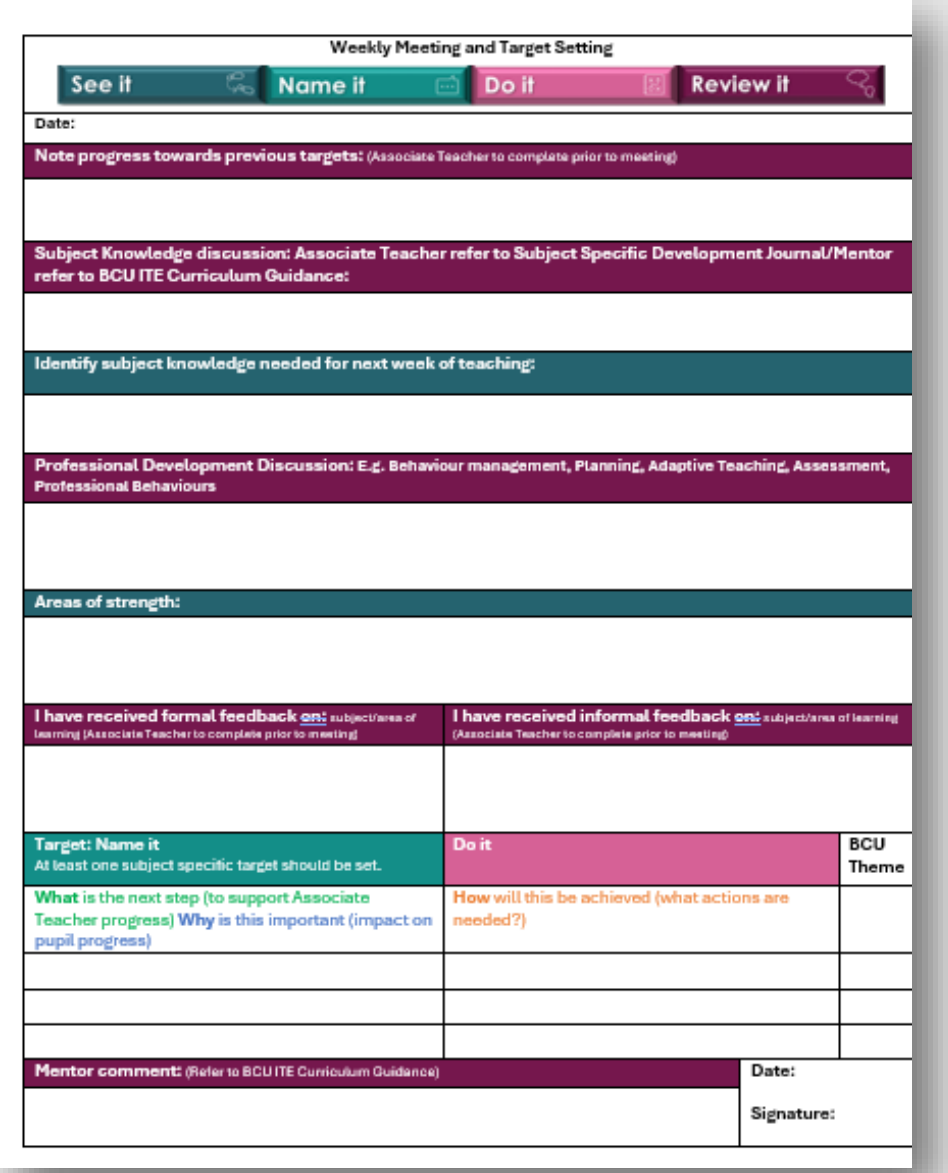
Placement Mentor to observe and complete feedback form

Professional discussion of lesson observation

Targeted feedback and target setting – Self-reflection

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Weekly Meeting & Target Setting



Weekly Meeting and Target Setting

See it | Name it | Do it | Review it

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

Areas of strength:

I have received formal feedback on: subject/area of learning (Associate Teacher to complete prior to meeting)	**I have received informal feedback on:** subject/area of learning (Associate Teacher to complete prior to meeting)

Target: Name it At least one subject specific target should be set.	**Do it**	**BCU Theme**
What is the next step (to support Associate Teacher progress) **Why** is this important (impact on pupil progress)	**How** will this be achieved (what actions are needed?)	

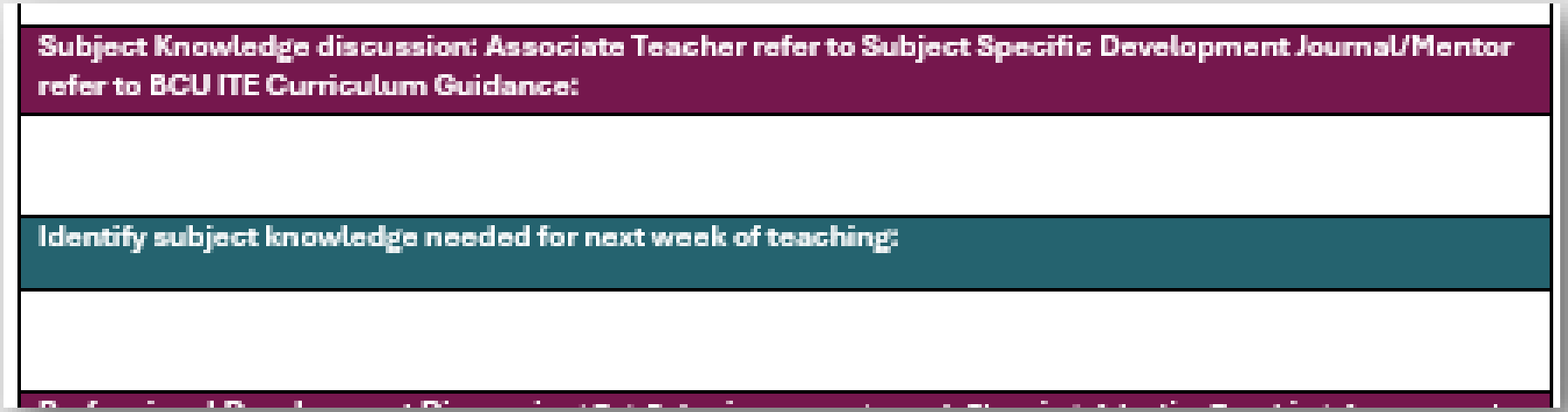
Mentor comment: (Refer to BCU ITE Curriculum Guidance)

Date:

Signature:

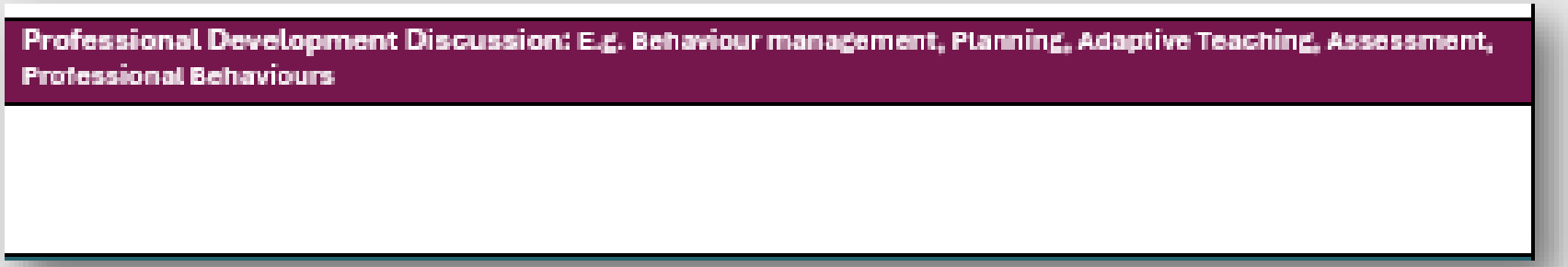
- These meetings provide an opportunity to identify what has been learnt and how the Associate Teachers has learnt it.
- It is also an opportunity to discuss strengths and skills, knowledge and practice needed to develop.
- Review targets set from the week before and set new targets
- Please comment on progress towards the BCU curriculum

Weekly Meeting & Target Setting



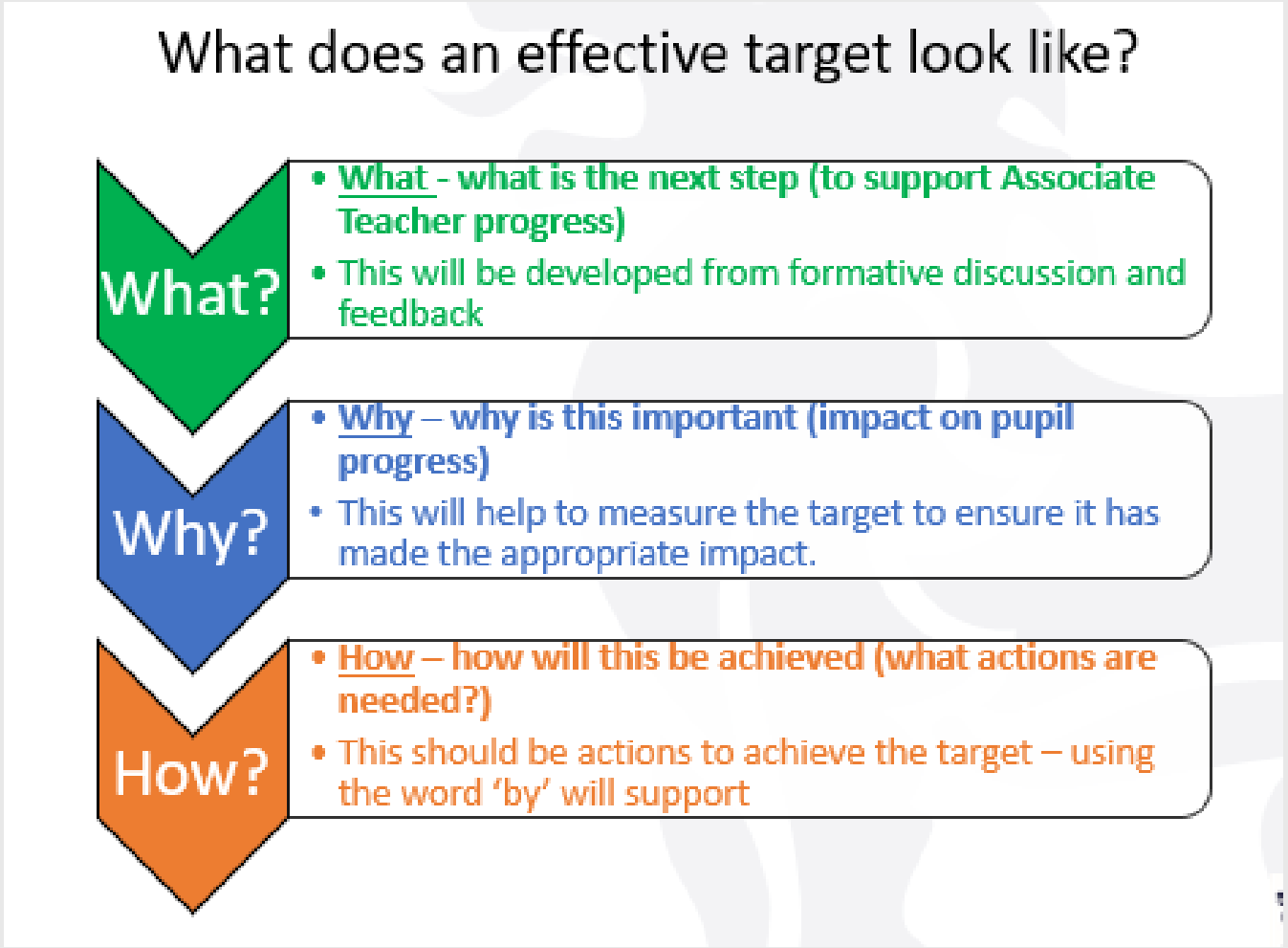
Associate Teachers **should** be sharing their Subject Specific Development Journal at the Weekly Meetings. They **should** be talking to you about how their subject knowledge has developed with links to learning from university and how they have applied it in the classroom.

Weekly Meeting & Target Setting



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.

Target Setting



Focus on Target Setting

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

PE EXAMPLE:

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

MATHS EXAMPLE

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

HISTORY EXAMPLE

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

Teaching on placement

- Associate Teachers will start at **50% teaching** and move quickly to a **60% teaching commitment**
- **By w/c 23rd November** Associate Teachers should be teaching **60%** of the time whether that is all whole class or some small groups
- Teaching should be predominately whole class teaching, but can include elements of team teaching, teaching of small groups and interventions
- Associate Teachers **must** write a lesson plan for every session they teach

Lesson observations

- Please use the BCU Learning Observation Record
- Subject Feedback Prompts are there to support with subject specific observation feedback – these can all be accessed on the Primary Partnership Website
- First observation in Week 1 of School Based Training block
- One observation per week
- One joint observation per School Based Training with Lead Mentor & a Placement Mentor

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BCU Learning Observation Record

Associate Teacher name:		**Date:**			
Course:		**Placement:**	1 2 3		
School:		**Subject / area:**		**Year Group:**	
Personal Academic Tutor:		**Observer name(s):**			
Observer role(s):	Lead Mentor Placement Mentor Professional Mentor Joint				



Review It: Current targets and focus of observation (taken from weekly meeting or LOR feedback)	BCU Theme
1.	
2.	
3.	

See it:

Lesson Intent: How does the Associate Teacher review learning at the start? Is pupil's prior learning built on? Is the lesson intent made clear?

Subject Knowledge: Theme C - How is the Associate Teacher demonstrating accuracy, breadth and depth of subject knowledge?

Planning and Assessment: Theme D - 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?

BCU Learning Observation Record

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Adaptive Teaching: Theme E - How does the 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?

Behaviour and Wellbeing: Theme B - Classroom practice – How does the Associate Teacher maintain clear behavioural expectations and use a range of behaviour management strategies and manage low-level disruption?

Impact on learning: What have the pupils 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 Theme
1.		
2.		
3.		
Target: Name it: At least one subject specific target should be set.	**Do it:**	BCU Theme
What is the next step (to support Associate Teacher progress) **Why** is this important (impact on pupil progress)	**How** will this be achieved (what actions are needed?)	

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Subject Specific Feedback Prompts

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Mathematics Feedback Prompts

Please refer to the Mathematics section of Birmingham City University's Subject Specific Development Journal for specific details of what the Associate Teacher has learned prior to their school-based training.

Curriculum Frameworks: Reference should be made to the current curriculum framework for KS1, KS2 and EYFS. Reference should be made to the three aims of the National Curriculum – **fluency, reasoning and problem solving**

Mathematics Subject Knowledge: Associate Teachers should demonstrate accurate subject knowledge in their planning and teaching.

The following prompts are designed to support in giving subject-specific feedback and are informed by the 'Five Big Ideas': Five Big Ideas in Teaching for Mastery | NCETM



Key Idea:	What to look for
Coherence	➢ Is this lesson part of a sequence that builds on prior learning and plans for progression? ➢ Does the lesson break down tricky learning into manageable steps? ➢ Do the steps enable all pupils to access the learning? Do they need to be adapted? ➢ How is challenge provided?
Representation and Structure	➢ Are representations used to support understanding of the mathematical structure? ➢ Are concrete and pictorial representations used to scaffold the learning? To support individual pupils as part of adaptive teaching? ➢ Are connections made between the language, manipulatives, images and symbols?
Mathematical Thinking	➢ Are pupils actively engaged in mathematical thinking in all lessons, communicating their ideas using precise mathematical language? ➢ Is correct technical mathematic vocabulary along with key phrases and stem sentences modelled and reinforce while 'thinking aloud'? ➢ Are there opportunities to looking for patterns and relationships, making connections, conjecturing, reasoning, and generalising? ➢ Is questioning used effectively to promote mathematical discussion and develop mathematical understanding? (E.g. How do you know? prove it, convince me)
Fluency	➢ Are there opportunities for quick, efficient and accurate recall of key facts and procedures? calculation strategies, number bonds, times tables. ➢ Are facts and procedures appropriate pitch and challenge? ➢ Are there opportunities for pupils to share, compare and contrast strategies and reflect on flexible and efficient strategy use?
Variation	➢ Are examples (and non-examples) used to help pupils understand the essential features of concepts? ➢ Are questions and exercises carefully ordered to help pupils make connections and to expose the mathematical structure? ➢ Were misconceptions identified or anticipated? Are tasks / questions designed to draw attention to misconceptions?
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?) **E.g.** To use concrete resources for column addition to ensure secure procedural knowledge and understanding by modelling calculation methods using concrete resources and provide opportunities for pupil to use them alongside the abstract.	

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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



Critical Incident

See it | Name it | Do it | Review it

Critical Incident Focus:

Briefly describe the Critical Incident which stimulated your professional growth at this point in your training.

In response to this 'Critical Incident', use research-informed practice to explain the professional actions you took to support your **intention.**

What is your intended outcome? What research have you undertaken to support your implementation? E.g. What new subject knowledge or pedagogical approaches have you had to consider?

What have you **implemented** in your practice based on your research?

Identify the **impact** of your practice:

Impact on Pupil Progress	Impact on your Professional Development

Identify the evidence you will share with expert colleagues as part of your professional discussion.

- Prior to each Review/Progress Meeting the Associate Teacher will need to prepare a Critical Incident.
- They can use evidence to support their Critical Incident.
- 5 pieces maximum to demonstrate progress towards the BCU Curriculum Key Themes.
- Critical Incident gives an opportunity for the Associate Teacher show how they are progressing and developing.

Review Meeting 2 and Progress Meeting 2

Review Meeting 2: Lead Mentor (either in-person or online), Placement Mentor, and Associate Teacher. Observation feedback discussion. Sharing Critical Incident. Progress against BCU Key Themes.

Progress Meeting 2: Lead Mentor (either in-person or online), Placement Mentor, and Associate Teacher. Observation feedback discussion. Sharing Critical Incident. Progress against BCU Key Themes.

- Review Meeting 2 – Modelling and Guided Practice (a subject other than maths)
- Progress Meeting 2 – Adaptive Teaching Linking to a subject area

Critical Incident Example

Critical Incident

See it | Name it | Do it | Review it

Critical Incident Focus:

Adaptive Teaching - Scaffolding

Briefly describe the Critical Incident which stimulated your professional growth at this point in your training.

This critical incident is from RE lesson in which students struggled to remember key words, and having visuals in front of them would have been useful. After explaining the task and providing children with examples, students still struggled. I realised that some students were having difficulty, so I made everyone stop what they were doing. I then broke the task down into manageable steps and wrote some sentence starters on the board to support their understanding.

In response to this 'Critical Incident', use research-informed practice to explain the professional actions you took to support your **intention.**

What is your intended outcome? What research have you undertaken to support your implementation? E.g. What new subject knowledge or pedagogical approaches have you had to consider?

During this lesson on Rosh Hashanah and Jewish beliefs about God, sin, and forgiveness, I noticed that many students struggled to recall and use key vocabulary accurately. Despite explaining the task clearly and providing examples, some children found it difficult to articulate their understanding in full sentences. (KT D)

To address this, I explored research on scaffolding and adaptive teaching to better support students' comprehension and language development. Additionally, scaffolding is the assistance given by teachers, classmates, and other individuals to help pupils grow their ability to learn. It is comparable to the physical scaffolds used in a building: it promotes progress for the student but cannot support the load (Pollard and Wyse, 2023). As the learner develops autonomous learning skills, the help should be progressively reduced. (KT A)

This concept is based on Vygotsky's Zone of Proximal Development (ZPD), which states that a more knowledgeable person (such as a teacher) should assist a student in completing activities that they cannot finish on their own (Margolis, 2020). This support should be tailored to the student's capability for developing independently, ensuring that they gradually build confidence and mastery. (KT E)

Additionally, Rosenshine's Principles of Instruction emphasise the importance of breaking learning into smaller steps, providing models, and using guided practice to reinforce understanding.

By incorporating these pedagogical approaches, I aimed to:

- Improve students' ability to recall and apply key vocabulary.
- Increase engagement and confidence in articulating ideas.
- Provide structured support that fosters independent learning.
- Breaking learning into small, manageable steps
- Providing guided practice before expecting independent work
- Using models and sentence starters to support student responses (KT A)

The EEF review on Cognitive Science Approaches (2021). The review highlights three key approaches to managing cognitive load in the classroom:

Using worked examples to support learners

I first modelled clear examples of sentences about Rosh Hashanah, sin, and forgiveness, showing students how to structure their responses before asking them to write independently. (KT D and E)

This aligns with EEF's recommendation to provide worked examples to help students develop and apply new knowledge without cognitive overload.

Providing scaffolding and support

I broke the task into smaller steps and provided sentence starters, key vocabulary, and word banks to guide students through their responses. (KT D)

This directly reflects EEF's finding that scaffolding, prompts, and cues reduce the working memory demands of a task, allowing students to process new information more effectively.

Encouraging collaboration to share cognitive load (KT B, D & E)

Before completing their independent work, students discussed their ideas in pairs, allowing them to rehearse their answers verbally before writing.

This approach supports EEF's research on using peer collaboration to reduce the cognitive burden of problem-solving.

By implementing these strategies, students were able to engage more confidently with the task, demonstrating improved recall and structured writing. These scaffolding techniques ensured that the learning objective—understanding how Jewish beliefs about God, sin, and forgiveness link to Rosh Hashanah—was accessible to all learners.

What have you **implemented** in your practice based on your research?

Steps Taken to Secure Implementation

Realising the students' difficulties, I paused the lesson and adjusted my approach:

- Breaking the task into smaller steps: Instead of expecting students to immediately produce written responses, I first guided them through a structured discussion. (KT D)
- Providing visual scaffolding: I used sentence starters and a word bank on the board to support vocabulary recall. (KT E)
- Checking for understanding: I asked students to orally construct sentences using the key terms before attempting independent writing. (KT D)
- Using formative assessment: I monitored their responses and provided immediate feedback to reinforce learning. (KT D)

Reflecting on this experience, I recognised the importance of incorporating more visual aids and scaffolding strategies, such as word banks and guided discussion prompts, to support students in recalling and applying key vocabulary effectively. Moving forward, I will ensure that these supports are in place from the outset to enhance comprehension and engagement. (KT F)

This adjustment helped the students focus on the essential ideas and express their understanding more confidently.

Identify the **impact** of your practice:	
Impact on Pupil Progress	**Impact on your Professional Development**
Students were able to engage more confidently with the task after the scaffolding was introduced. By the end of the lesson, they demonstrated a clearer understanding of key Jewish beliefs and how they link to Rosh Hashanah. The structured support led to higher-quality written responses, as students could now recall key terms and apply them in context. (KT E)	This experience underlined the necessity of responsive teaching, which involves modifying education in real time to fit the needs of students. I became more aware of how scaffolding might be utilised proactively to help students with different levels of prior knowledge and language skills. It emphasised the importance of diverse teaching tactics (e.g., visual aids, word mats, vocabulary scaffolds) in making learning more accessible. (KT F)
Identify the evidence you will share with expert colleagues as part of your professional discussion.	
Lesson plan with adaptations: Highlighting the scaffolding strategies implemented. I have gained a deeper understanding of how to scaffold learning effectively to enhance student progress. Moving forward, I will continue to incorporate structured support to ensure all learners can access and engage with complex concepts successfully.	



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The BCU Assessment Tracker is used formatively as the assessment tool for all BCU Associate Teachers to assess their progression for the duration of their teacher education course. By using this assessment tool it ensures that all Associate Teachers are meeting more than the minimum entitlement of the ITT/ECF framework and the Teachers' Standards set by the DfE, through an ambitious and enriched BCU ITE Curriculum.

It provides a transparent assessment framework for Associate Teachers, Placement Mentors and Lead Mentors to continuously assess the progress of Associate Teachers against the criteria of the six BCU ITE Curriculum Themes which are designed to enable Associate Teachers to 'learn that' and 'learn how to' teach all pupils within their subject and phase. The clear and developmental criteria are split into three stages which support assessment of current performance and target setting, ensuring that Associate Teachers recognise their progresses within the stage of development and how to continue a positive trajectory towards QTS:

1) **Working Towards:** The Associate Teacher works with the support of expert colleagues at BCU and in school
2) **Working AT:** The Associate Teacher works independently with the advice and guidance of expert colleagues at BCU and in school
3) **Working Beyond:** The Associate Teacher is proactive and accountable for their own choices and works collaboratively with expert colleagues at BCU and at least two different schools

All Associate Teachers must have met the 'Working AT' criteria across all six BCU ITE Curriculum themes to be recommended for QTS.



How to Use the BCU Assessment Tracker

Associate Teacher Assessment Trackers will be stored in the OneDrive and a **new Assessment Tracker** will be used in each placement to highlight the progress that has been made against the BCU ITE Curriculum in that placement.

	Associate Teachers	Placement Mentors	Lead Mentors (university staff)
Weekly Mentor Meetings	Associate Teachers and Placement Mentors meet weekly to highlight weekly progress directly onto the assessment tracker, identifying current progress within and across the three stages of development for the BCU ITE Curriculum themes. Highlighting should demonstrate accurate assessment of what has been achieved and areas of practice that require greater focus, using the assessment tracker as a guide to formulating clear targets to focus on for the upcoming week. Use the 'What, Why, How' approach to naming targets.		Lead Mentors analyse Associate Teacher assessment tracker to check the progress being made over the placement, quality assuring the weekly ongoing target setting for Associate Teacher progress.
Weekly Lesson Observation	Associate Teachers pre-agree the observation focus aligned to BCU Curriculum themes.	Placement and Lead mentors apply the criteria from the assessment tracker to help provide written and verbal feedback to the Associate Teacher as part of the observation and feedback cycle. Using the BCU Mentor Model to structure feedback the assessment tracker should be used to support the identification of what has been achieved and clear targets for the next observation.	
Progress Reviews	Associate Teachers and Placement Mentors review the weekly highlighting of the assessment tracker which demonstrates progress areas achieved against the BCU ITE Curriculum to produce the progress review, which is completed at identified points in the stage of training. As part of continuous assessment, targets for the next stage of training are agreed using the assessment tracker to identify areas of focus. The assessment tracker provides opportunity for identifying early intervention if additional support is required.		Lead Mentors analyse Associate Teacher assessment trackers and One Drive to check the progress being made over the placement, quality assuring accurate tracking of progress and judgments made at review points.
QTS Award	Associate Teachers and Placement Mentors review evidence from the highlighted assessment tracker, OneDrive and progress review meetings to complete the QTS assessment, setting targets for ECT transition.		Lead Mentors analyse the assessment tracker alongside the One Drive and other evidence to make the recommendation for QTS.

Assessment Points	SBT 1		SBT 2		SBT 3	
	Review Meeting 1	Progress Meeting 1	Review Meeting 2	Progress Meeting 2	Review Meeting 3	Progress Meeting 3
Expected Progress	**On Track for QTS:** Shows competence in **at least 50%** of each BCU Curriculum Theme at **Working Towards** level.	**On Track for QTS:** Shows competence in **at least 75%** of each BCU Curriculum Theme at **Working Towards** level.	**On Track for QTS:** Shows competence in **100%** of all BCU Curriculum Themes at **Working Towards** level.	**On Track for QTS:** Shows competence in **100%** of **Working Towards** level and in **at least 25%** of each BCU Curriculum Theme at **Working At** level.	**On Track for QTS:** Shows competence in **100%** of **Working Towards** level and in **at least 50%** of each BCU Curriculum Theme at **Working At** level.	**On Track for QTS:** Shows competence in **100%** of each BCU Curriculum Theme at **Working At** level. **Exceeding**: Evidence of **Working Beyond** level – strong preparation for ECT year.
Requires Improvement	**Requires Improvement:** Shows competence in **less than 50%** of each BCU Curriculum Theme at **Working Towards** level, and/or not engaging with feedback. **Action:** Rapid Improvement process followed; targets set using RIT form.	**Requires Improvement:** Shows competence in **less than 75%** of each BCU Curriculum Theme at **Working Towards** level, and/or not engaging with feedback. **Action:** Rapid Improvement process followed; targets set using RIT form.	**Requires Improvement:** Shows competence in **less than 100%** of all BCU Curriculum Themes at **Working Towards** level, and/or not engaging with feedback. **Action:** Rapid Improvement process followed; targets set using RIT form.	**Requires Improvement:** Shows competence in **less than 25%** of each BCU Curriculum Theme at **Working At** level and/or not engaging with feedback. **Action:** Rapid Improvement process followed; targets set using RIT form.	**Requires Improvement:** Shows competence in **less than 50%** of each BCU Curriculum Theme at **Working At** level and/or not engaging with feedback. **Action:** Rapid Improvement process followed; targets set using RIT form.	
Failed Placement		**Fail:** Competence in **less than 50%** of each BCU Curriculum Theme at **Working Towards** level and/or not responding to feedback.		**Fail**: Competence in **less than 100%** of each BCU Curriculum Theme at **Working Towards** level and/or not engaging with feedback. **(BA Primary Only)**		**Fail**: Competence in **less than 100%** of each BCU Curriculum Theme at **Working AT** level.

Theme B: Behaviour and Wellbeing

Establish effective behaviour management using high expectations and awareness of pupil wellbeing.

(ITTECF: High Expectations and Managing Behaviour, Teachers' Standards: 1 and 7)

Working Towards (T) **The Associate Teacher works with the support of expert colleagues at BCU and in school to:**	Working At (A) **The Associate Teacher works independently with the advice and guidance of expert colleagues at BCU and in school to:**	Working Beyond (B) **The Associate Teacher is proactive and accountable for their own choices and works collaboratively with expert colleagues at BCU and at least two different schools to be able to:**
Observe how expert colleagues establish and reinforce effective classroom routines including creating an effective learning environment. Be clear about what good behaviour looks like in the placement school/s and prepare for common behaviour issues by observing expert colleagues. Planning states how they will be addressed.	Establish a supportive and inclusive learning environment by demonstrating clear behavioural expectations and effective classroom routines, sharing these values with pupils to support classroom and placement culture. Make deliberate choices being clear and precise when teaching pupils about expectations of good behaviour.	Deliver high-quality teaching with behavioural expectations fully embedded to maximise time in the lesson for learning. Ensure a predictable and secure learning environment via a range of effective behaviour management strategies that are supportive, inclusive and fosters resilience for all pupils.
Build effective relationships with all pupils in the placement school/s based on an ethos of mutual trust and respect. Understand the impact of using pupil data such as pastoral, wellbeing and SEND information in assisting with behaviour management strategies and building positive relationships demonstrating that pupils' feelings are considered and understood.	Provide opportunities to exercise self-regulation by role modelling behaviour that influences the attitudes, values, and behaviours of pupils through consistency in language and non-verbal signals for instructions and directions. Establish a supportive and inclusive classroom environment by ensuring that all learners' SEND and pastoral needs are considered in behaviour management strategies and classroom routines.	Develop an excellent climate for learning where pupils practice perseverance and learning from mistakes as they continue to practice self-regulation. Pupil data is applied effectively to support the climate for learning.
Use the placement school's behaviour management policies and understand how these should be implemented in the context of the school placement. Evaluate how high expectations are demonstrated through praising pupil engagement and progress made.	Secure high expectations of good behaviour through school behaviour policies and a predictable and secure system of rewards and strategies appropriate to the needs of pupils. Use early and least-intrusive interventions as an initial response to low level disruption, seeking out additional support quickly when required to maintain expected behaviour.	Consistently use school behaviour policies to persevere in setting high expectations of behaviour appropriate to the needs of pupils using strategies which have a positive impact on all pupils' learning. Identify goals and targets that challenge and stretch all pupils and understanding the long-term positive impact of high expectations on pupils' life chances.
Understand the impact of positive reinforcement to affect and improve the motivation, successes, behaviour, and well-being of pupils in your placement school/s.	Begin to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically.	Demonstrate how to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically, demonstrating this knowledge through planning and delivery of learning. Ensure pupils are confident to participate in lessons and their contributions are valued.
Begin to understand the teacher's role in supporting the social and emotional development of pupils (including an understanding of how to prevent bullying).	Support pupils' social and emotional development by teaching and modelling a range of social and emotional skills (e.g. self-regulation, how to recognise and understand feelings, manage emotions, sustain positive relationships and preventing bullying behaviours).	Support pupils to believe that their feelings will be considered and understood. Consistently encourage pupils to take pride in their work, appearance and school. Respond with authority to any behaviour or bullying that threatens emotional and/or physical safety.

Theme C: Subject Knowledge and Subject Pedagogy

Know, remember and apply subject knowledge and subject specific pedagogy to impact on pupils' progress.

(ITTECF: –Subject and Curriculum, Teachers' Standards: 3)

Working Towards (T) **The Associate Teacher works with the support of expert colleagues at BCU and in school to:**	Working At (A) **The Associate Teacher works independently with the advice and guidance of expert colleagues at BCU and in school to:**	Working Beyond (B) **The Associate Teacher is proactive and accountable for their own choices and works collaboratively with expert colleagues at BCU and at least two different schools to be able to:**
Be familiar 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 practice.	Implement statutory and non-statutory curriculum and resources aligned to the placement school curriculum into the planning, teaching and assessment cycle.	Use statutory and non-statutory curriculum guidance and frameworks with confidence when planning and teaching sequences of lessons.
Reflect upon their personal developing subject knowledge, with support, if necessary, in relation to key concepts and skills of the subject.	Actively develop pedagogical content knowledge in relation to key concepts and skills of the subject.	Make informed choices of subject content being taught that, in turn, enables pupils to access the curriculum knowledge required to show expected progress.
Know that taking pupils' prior knowledge and learning 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.	Apply information on pupils' prior knowledge and learning to inform lesson planning and teaching, making explicit links between prior and new knowledge and ensuring new information is introduced in a way that does not detract from the learning and confidence of the pupils to secure progress.	Teach demonstrating confident use of a pedagogical spectrum with evidenced learning theory and practice applied appropriately. Plan and teach to support pupils in making links between prior and new knowledge and learning so that new information can be introduced appropriately, and pupils make expected progress.
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 a topic by breaking it down into smaller steps considering, and addressing, potential misconceptions.	Demonstrate in lesson planning and teaching an anticipation of misconceptions, addressing these in a positive and timely manner so that pupils overcome them.
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.	Teach using a range of approaches for modelling and scaffolding learning, e.g. live modelling, to ensure that pupils make progress.	Withdraw scaffolding as pupils' knowledge builds to ensure appropriate stretch and challenge.
Know that a range of approaches for modelling and scaffolding learning, e.g. live modelling, is essential to enable pupils to make progress.	Knows when to withdraw scaffolding as knowledge builds to ensure appropriate stretch and challenge.	Use higher-order teaching strategies, such as narrating thought processes, through asking a range of questions when modelling to make explicit how experts think.
Be familiar 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.	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.	

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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:

primaryandearlyyearsbayear2team@bcu.ac.uk

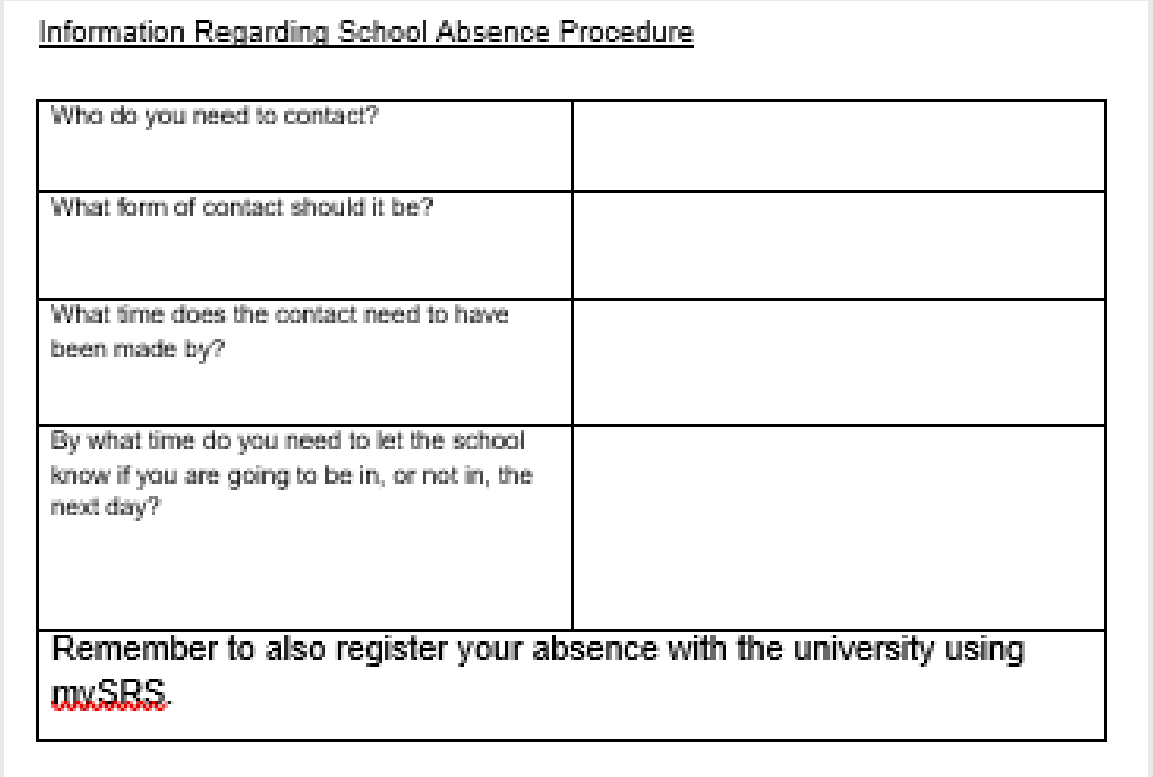
Details of the process will be explained if necessary.

Discontinuation of Placements

- Where a discontinuation 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 Associate Teacher 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 Associate Teacher where such a circumstance will apply.

Attendance and Absence Procedure

- Associate Teachers should follow the School Absence Procedure.
- This is one of the first tasks they should do on their prelim visits.
- They will also be completing Time Sheets which the Placement Mentor/Professional Mentor will need to sign on the portal.



Information Regarding School Absence Procedure

Who do you need to contact?	
What form of contact should it be?	
What time does the contact need to have been made by?	
By what time do you need to let the school know if you are going to be in, or not in, the next day?	
Remember to also register your absence with the university using mySRS	

Primary Partnership Website

The magic link to signpost them to with all recorded briefings and administration is:

Primary andEarlyYearspartnerships - EducationandSocialWork | Birmingham City University





Useful Contacts

BA2 Year Group Leaders:

primaryandearlyyearsbayear2team@bcu.ac.uk

Education Partnerships Team:

Education.placements@bcu.ac.uk

Primary Partnership Lead:

Anne Whitacre

anne.whitacre@bcu.ac.uk


ANY
QUESTIONS?