

4.2 Primary and Early Years PGCE Course [PGCE Homepage](#)

Guidance for PGCE School Based Training 1 [Primary PGCE SBT 1](#)

Primary and Early Years PGCE SBT1

Associate Teachers will usually return to their SBT1 placement school for SBT3

Prelims:	8, 9, 21, 22, 23, 24 October 2024
Block:	11 th November – 20 th December 2024

1. Associate Teachers will complete preliminary visits and an eight-week block placement.
2. This can operate as a paired placement to support professional development for Associate Teachers.
3. Associate Teachers begin teaching one lesson per day building to a 50% timetable by the end of the placement.
4. Designed to develop Associate Teachers' understanding of the range of teaching, learning and professional skills in the context of one-to-one, small/focus groups and whole class teaching.
5. School based learning will be formatively assessed against the BCU Key Themes.

Intensive Training and Practice

Intensive training and practice (ITaP) are a specific and focused element of the teacher training curriculum. The intention is to consolidate Associate Teachers' knowledge of key evidence-based principles for effective teaching, and to enable them to apply this learning into their developing professional practice. The aim of each ITaP is to strengthen the link between research evidence and classroom practice, therefore some elements of ITaP will take place in a school environment. (DfE, 2023)

Mentors in school play an essential role in engaging Associate Teachers in critical analysis of the application of their learning and in providing focused feedback on their classroom practice.

ITaP - Behaviour

Pivotal area: Routines and Transitions

University Days 7, 14, 17 October 2024

School Days 10, 15, 16 October 2024

CCF: Managing Behaviour

BCU Curriculum Key Theme B

Key questions:

How do I use appropriate behaviour management strategies to ensure smooth transitions?

What is the impact of effective routines and transitions on learning?

Practicable skills:

- Learn names and use them
- Project non-verbal confidence

- Project voice calmly and confidently
- Decide expectations in line with school policy
- Communicate expectations - Signal, Pause, insist / signal and movement routines
- Reinforce expectations – positive framing / choices and consequences
- Positive correction
- Sustain expectations

ITaP - Modelling and Guided Practice

Pivotal area: Modelling and Guided Practice in Mathematics

University Days 25 October, 4, 6, 8 November 2024

School Days 5, 7 November 2024

CCF: Classroom practice

BCU Curriculum Key Theme D

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

Practicable skills:

- 'MODEL' key strategies and behaviours
- Live modelling (I do)
 - Small steps
 - Narrate the thinking
 - Review the quality and success of the model
 - Model alternatives and further examples
 - Backward fading
- Guided practice (we do)
 - Set tasks based on the models
 - Check for success / errors
 - Provide further models
- Independent (you do)
 - Set tasks based on models.

Guidance for PGCE School Based Training 2 [Primary PGCE SBT2](#)

Primary and Early Years PGCE SBT 2	
Prelims:	14, 15, 16, 20, 27, 28, 29, 30 January 2025
Block:	3 rd February - 4 th April 2025
<ol style="list-style-type: none"> 1. Associate Teachers will complete preliminary visits and a six-week block placement. 2. This can operate as a paired placement to support professional development for Associate Teachers. 3. Associate Teachers will focus on working with children and small groups identified by school data to support 'closing the gap' targets 4. Associate Teachers will also lead some whole class teaching, with a teaching timetable starting at 50% building up to 60% 5. School based learning will be formatively assessed against the BCU Key Themes. 	
<p>ITaP - Adaptive Teaching Pivotal area: Scaffolding University Days 21, 23 January 2025 School Days 22 January 2025 School Day am University Teams Meeting pm 24 January 2025 CCF: Adaptive teaching / Classroom Practice BCU Curriculum Key Theme: D and E Key question: How do I use scaffolds as temporary support so that pupils can successfully complete tasks that they cannot yet do independently? All learners including EAL SEND, rapid graspers, lowest 20%. Practicable skills:</p> <ul style="list-style-type: none"> • Map out the components of a task • Provide scaffolds at a detailed level <ul style="list-style-type: none"> • Visual scaffolds • Verbal scaffolds • Written scaffolds <p>Make decisions about when to remove the scaffolds</p>	

Guidance for PGCE School Based Training 3 [Primary PGCE SBT3](#)

Primary and Early Years PGCE SBT 3

Associate Teachers will usually return to their SBT1 placement school for SBT3

Prelims:	6,7,8, 9 May 2025
Block:	12 th May – 11 th July 2025

1. Associate Teachers will complete preliminary visits and a seven-week block placement.
2. Associate Teachers start the placement with a minimum teaching commitment of 60%
3. Associate Teachers will complete at least 6 weeks with a teaching commitment of 80%
4. Associate Teachers will participate in all classroom procedures including registration, assessment and tracking, playground duties and professional commitments beyond pupil-facing time
5. The final school-based learning will be summatively assessed against the BCU Key Themes and the Teachers' Standards.

ITaP - Assessment

Pivotal area: Questioning

University days 3, 5 March 2025

School Day 4 March 2025

School Day am University Teams Meeting pm 6 March 2025

CCF: Assessment / Classroom practice

BCU Curriculum Key Theme D

Key question: How do I use effective questioning to assess pupils' understanding and plan next steps in learning?

Practicable skills:

Consider the purpose of the question

Questioning types

- Cold calling (hot calling)
- Think, Pair, Share
- Show- me boards
- Questioning to extend understanding - Say it again, better
- Hinge questions
- Probing question
- Process questions (linked to modelling)

Reframing questions to provide additional scaffold

How will children respond?

- Verbal
- Mini – whiteboards
- Quiz
- Allowing thinking time
- Make decisions based on responses – re-teach, defer, move-on

Primary and Early Years PGCE Overview [Primary PGCE Homepage](#)

The PGCE Primary and Early Years course is a 1-year course leading to a Postgraduate Certificate in Education with Qualified Teacher Status. Associate Teachers choose to specialise in age phases 3-7 or 5-11, qualifying them to teach in primary schools and early years settings. The course is unique in that it also offers subject specialisms in Mathematics, Physical Education and Special Educational Needs and Disabilities. All information is included in the [PGCE Primary and Early Years Course Handbook 2024-25](#)

The **Intensive Training and Practice (ITaPs)** for PGCE has been carefully designed to demonstrate and build Associate Teachers' understanding of evidence-based theory and apply it to their practice. Mentors in school play an essential role in engaging Associate Teachers in critical analysis of the application of their learning and in providing focused feedback on their classroom practice.