

Contacting the PGCE Course Team

PrimaryandEarlyYearsPGCECourseTeam@bcu.ac.uk

- By now you should all have set up your email signature which includes your:
 - ✓ Name
 - ✓ Route
 - ✓ Student number

**PLEASE SAVE THIS
POWERPOINT IN YOUR
ONLINE SCHOOL BASED
TRAINING FILE**

The BCU Teacher

The BCU teacher is:

- Committed
- Creative
- Confident
- Collaborative





Committed to:

- Being an outstanding teacher.
- Creating a vibrant learning environment in which all learners thrive.
- Addressing the needs of all learners and their communities.
- Their own professional development and learning.
- Developing excellent subject and pedagogical knowledge.



Creative in:

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



Confident to:

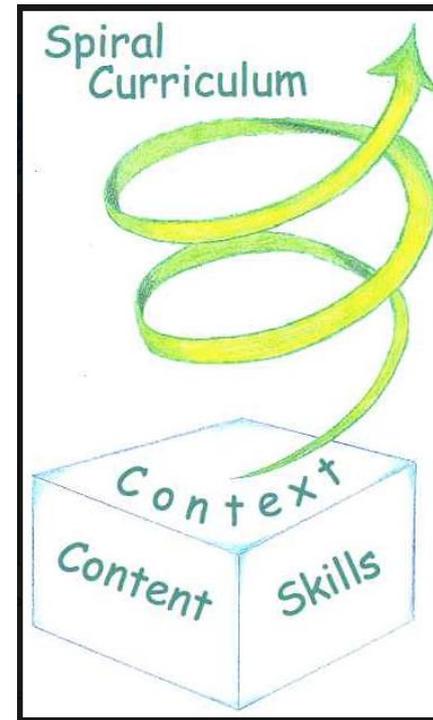
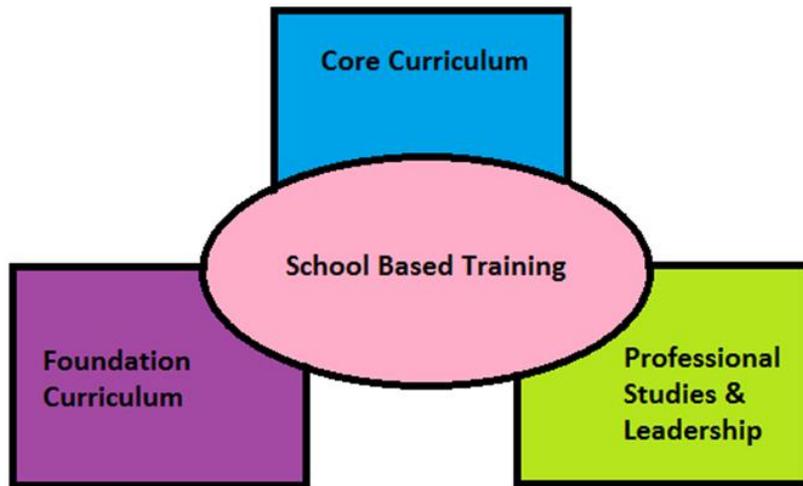
- Act as a leader of learning.
- Respond flexibly and proactively to change.
- Communicate effectively with all partners in learning.
- Accept responsibility and be accountable for their professional actions and decisions.



Collaborative by:

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

The BCU ITE Curriculum



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. How trainees' knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn (meta-learning) impact on pupils' progress and wellbeing.**
- D. How trainees plan and assess learning to ensure that all pupils make progress.**
- E. How trainees implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners.**
- F. How trainees have developed professional behaviours and contribute effectively to the wider life of the school.**

School Based Training 1 – FT Course

Preliminary Visits: 1st – 11th November

UT briefing: 12th November (Online)

Placement Dates: 15th November – 3rd February

Review Meeting 1: WB: 6th December

Progress Meeting 1: WB: 31st January

UT Debrief: WB: 7th February

Online University Days: 19th November and 29th November

All Fridays in Spring 1 are in University



School Based Training 1 – PT Year 1 Course

Preliminary Visits: 4, 5, 11, 12, 18, 25, 26, November 2, 3, December

UT briefing: 3 December (Online)

Placement Dates: Thursday and Friday from 9th December –
Block: 13th June – 1st July

Review Meeting 1a: 18 February

Review Meeting 1b: 20 May

Progress Meeting 1: WB 27 June

UT Debrief: 7th July (Online)

Online University Days: 19th November



School Based Training 2 – PT Year 2 Course

Preliminary Visits: 4, 5, 11, 12, 18, 25, 26, November

UT briefing: 26 November (Online)

Placement Dates: Thursday and Friday from 2 December – 27 May
Block: 6th June – 1st July

Review Meeting 2a: 24 March

Review Meeting 2b: 27 May

Progress Meeting 2: WB 27 June

UT Debrief: 7th July (Online)

Online University Days: 29th November



All Fridays in Spring 1 are in University

School Based Training 1 – PT Year 2 Course – Ryders Hayes

Preliminary Visits School 1: 4, 5, 11, 12, 18, 25, 26, November

UT briefing: 26 November (Online)

Placement Dates Sch 1: Th & F 2 December – 11 March

Review Meeting 2a: 11 March

Preliminary Visits School 1: 17, 18, 24, 25, 31 March 1 April

Placement Dates Sch2: Th & F 7 April – 27 May **Block:** 6 June – 1 July

Review Meeting 2b: 27 May

Progress Meeting 2: WB 27 June

UT Debrief: 7th July (Online)

Online University Days: 29th November - All Fridays in Spring 1 are in
University



Contacting the School

- When you find out your school contact them to introduce yourself
- This should be done by a phone call to the school
- Find out what 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

- Before placement can commence you need to have completed your Home Office Prevent training (certificate should be uploaded to the submission point on EDU7386)
- You should have completed your safeguarding training (video lecture Level 1 safeguarding) and passed the quiz with 100% (certificate should be uploaded to the submission point on EDU7386)

Safeguarding

- You will receive a Safeguarding Confirmation Letter from BCU
- Take your safeguarding letter (this also covers the DBS requirements for schools) and your university student photo ID with you (plus anything else the school may have requested) e.g. some schools may ask to see your DBS certificate.

Safeguarding

- During PPSE weeks ensure that you know who the DSL and deputy DSL are, and their contact details.
- Familiarise yourself with the school's record keeping system.
- Discuss school's local safeguarding priority issues.
- Read and understand the school's policy (in relation to peer on peer abuse).
- Discuss with the DSL how you would support victims of abuse, to know that they will be taken seriously and how they will be supported.
- Find out procedures to ensure data protection and security (what is your role in this and what do you need to do routinely throughout your professional practice?).

Progress Journal

- Preliminary Tasks
- Trainee observation of lessons
- Checklist of tasks that need to be completed for sign off
- BCU Formative Assessment Tracker
- Subject checklist
- Attendance register
- Targets page
- Weekly Professional Reflection
- Weekly Discussion Meeting
- Review/Progress Meetings
- Critical Incidents

Progress Journal

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

Your Journal should be downloaded and saved in **ONE DRIVE** and shared with your University Tutor and class teacher/mentor (note: school colleagues will need a One Drive account to access it).

It should include:

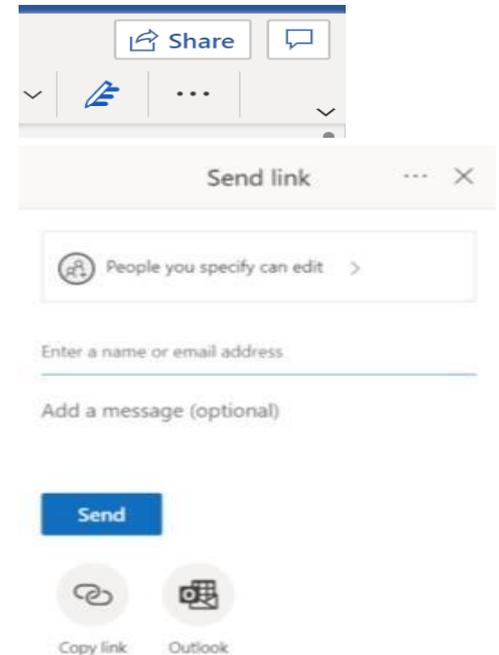
Weekly reflections on your teaching, the impact on pupils' learning and progress in relation to the BCU Key Themes

A record of your weekly professional discussions and the knowledge, skills, practice you need to develop.

A record of your review/ progress meetings and placement outcome.

Sharing Files through One Drive (non BCU)

- Ensure the file you want to share is saved in One Drive.
- Sign in to One Drive using your BCU email address
- Search for the file you want to share
- Click on the Share button
- Select Specific People and APPLY
- Add in the email address of the person who want to share the file with.
- Add a message (optional)
- SEND



School Induction

- You are required to complete a range of tasks during your preliminary visits.
 - These can be found in your Progress Journal and will include:
 - Child Protection and Safeguarding information
 - Health and Safety Briefing – also procedures in place for Covid 19
 - Access to relevant policies including: Behaviour Management; SEND; Assessment, Marking and Feedback; Teaching and Learning; Core Subjects
 - Overview of the school day including: school routines e.g. start and end of day, playtimes, lunchtime, assemblies, extra-curricular activities, meetings
 - Overview of staff including roles and responsibilities
 - Outline of the school's expectations including: time keeping, dress code, behaviour management, e safety, use of social media, planning
 - OFSTED report and the school's priorities
-
- **NOTE: there are also COVID19 specific requirements as part of the preparation. Please ensure all tasks are completed.**

How to prepare for the School Based Training Block:

- Develop an appropriate teaching timetable through negotiation with your 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 Professional Development Meetings.
- 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

- Contact your UT to arrange a time to meet via TEAMS
 - You must have discussed your targets with your classteacher before you meet with your UT
 - Complete the Trainee Information Form to give to 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**
-

The School Based Training File



Use an **ELECTRONIC** format for your SBT file. Save on **ONE DRIVE** so you can share with your UT and class teacher/ mentor

- **Section One** ~ Background Information: policies (you can include online links if available) list of staff and their responsibilities, a copy of your teaching timetable, (all information must be in line with school's GDPR policy). Safeguarding Confirmation Letter (present to the school on your first day of attendance **then keep it safe**).
- **Section Two** ~ Planning: Long/Medium Term
- **Section Three** ~ Short Term Planning and Evaluations: lesson plans, resources, anonymised assessment records/notes and evaluations, (all information must be in line with the school's GDPR policy)

Observations of School Colleagues

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 Teacher Standards. You are observing to note 'good' practice not to critique a professional's practice.

This may solely be with your class teacher in your bubble or may include other colleagues; this is dependent on the arrangements in your placement school

Planning

- Before teaching commences ensure you have an overview of your teaching over the placement . Where possible use the school's **Medium-Term plan (you can annotate any additions/changes you need to make)** or create an overview of your own.
- **Weekly Planning – where possible, use the school's planning.** You will need to demonstrate how you are developing and adding your own ideas and approaches to the plan (this will be signed off by your Class Teacher). As part of this, you should work with your class teacher to consider issues around workload.
- **Lesson plans** must be completed for all taught sessions in a format agreed with the school (daily or weekly plan).
- **Follow school protocols for planning (e.g., meeting deadlines for completion).**
- **OBSERVATIONS – a lesson plan must be provided for lessons where you will be observed (using the same format, as for your other taught lessons).**
- **All preliminary planning and preparation must be discussed and approved by your school prior to your University Tutor briefing.**

Reflecting on your professional practice

- To demonstrate your developing professional practice and progress you will be required to record your immediate reflections regarding the impact of your teaching on pupils' learning and progress after each lesson by **annotating your lesson plans**.
- Find a format that works for you – the key thing is how the reflection impacts on future teaching and the outcomes of this.
- This annotation might be added during or after the lesson.

Weekly Reflections

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

Weekly Professional Development Discussions

- Arrange a convenient time to meet with your class teacher (note: some schools may arrange for this to take place with your school 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.
- During these meetings, your Class Teacher or School Mentor will underline the relevant statements in the Formative Assessment Tracker (located in your Progress Journal). This will contribute to the Review/ Progress Meetings.
- Review targets set from the week before and set new targets
- Discuss possible focus for your Critical Incident.

Weekly Professional Development Discussions

Through interaction with expert colleagues, I have learnt:

That

- Click or tap here to enter text.

How

- Click or tap here to enter text.

Observations of me this week identified:

Strengths

- Click or tap here to enter text.

Knowledge, skills, practice to develop *(including subject knowledge)*

- Click or tap here to enter text.

Teaching on placement FT & PT

Yr1

- From the start of the block placement trainees each teach one lesson per day in their planning.
- By the end of the placement, in negotiation with the class teacher, trainees should each teach a 50% timetable
- Teaching can include whole class teaching, team teaching, teaching of small groups, 1:1 intervention.

Teaching on placement PT Yr2 /SBT2

- Start at a 50% teaching timetable moving to a 60% teaching commitment.
- By the end of the placement, in negotiation with the class teacher, trainees should each teach a 80% timetable for at least two weeks.
- Teaching can include whole class teaching, team teaching, teaching of small groups, 1:1 intervention.

Lesson observations

- The first observation should ideally be undertaken **within 7 working days** of the block placement starting, by the class teacher. The observation should be focused on the **impact of your teaching on the children's learning and progress**.
- Ideally you should have one lesson observation per week (Part Time trainees one every 4/5 days) which will be carried out by your class teacher/ school mentor.
- One observation will be a 'joint observation'. This may be in conjunction with your Review Meeting or Progress Meeting, or a standalone visit. This will be carried out by the class teacher (or school mentor) and UT.
- Please Note: Joint observations count as one observation only.
- **Email a copy of all observation feedback to your University Tutor.**

Lesson observations

- Observation forms can be found in the SBT Handbook. Where possible, these should be completed electronically (this will be determined by the school).
- Verbal feedback from the observation should be shared with you within 24 hours of the observation taking place.
- The written feedback should be discussed to identify your strengths, areas for development with suggested strategies as to how you can improve your professional practice. The observer will consider: relationships with children/behaviour management, subject knowledge/pedagogy, planning/lesson structure (including appropriate challenge and pupil engagement/understanding), use of assessment (including children's peer- and self-assessment) and the impact on children's learning and progress. This should be shared within 5 working days.

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?

The Formative Assessment Tracker

BCU ITE Curriculum Key Theme F - Trainee develops professional behaviours and contributes effectively to the wider life of the school. (CCF Professional Behaviours) (TS8 and Part 2)		
Phase 1 Exploring	Phase 2 Establishing	Phase 3 Embedding
<p>The trainee demonstrates professional behaviour by consistently following placement expectations:</p> <p>understands safeguarding responsibilities as set out in Keeping Children Safe In Education</p> <p>adheres to BCU Code of Conduct and school staff behaviour policy, dress code, absence policy, is punctual, has a professional tone in communications</p> <p>understands the expectations regarding personal and professional conduct of a teacher and the ethics of the teaching profession</p> <p>recognises the experience and expertise of university and school staff, acts upon advice</p> <p>The trainee works with clearly focused support to develop:</p> <p>professional relationships with colleagues</p> <p>reflective practice and acting upon expert feedback</p> <p>understanding of professional development as a sustained process over time that will impact positively on pupil outcomes</p>	<p>The trainee confidently demonstrates professional behaviour and works with expert colleagues to:</p> <p>know who to contact with any safeguarding concerns</p> <p>use feedback and discussion with expert colleagues to reflect upon and improve own practice</p> <p>use recent and relevant research evidence to inform professional discussions and to improve own practice</p> <p>develop effective professional relationships with colleagues and to begin to identify ways to contribute to the wider life of the school</p> <p>understand how relationships with carers and parents can impact on pupils and begin to develop these relationships</p> <p>ensure that planning and learning outcomes are shared with additional adults so pupils are effectively supported</p> <p>work with expert colleagues, such as SENDCos and pastoral leaders to ensure they understand the needs of pupils and how to support these needs</p> <p>be responsible for their own professional development and extend their own subject and pedagogical understanding as part of lesson planning</p>	<p>The trainee's professional behaviour is consistent and noticeable:</p> <p>collaborates with expert colleagues to seek challenge and critique to identify sustainable improvement in their own practice</p> <p>reflective practice is informed by observation feedback, professional debate, and recent and relevant research evidence</p> <p>seeks opportunities to make valuable contributions to the wider life of the school in a broad range of ways</p> <p>understands how effective relationships with parents and carers can improve pupils' motivation, behaviour, and academic success</p> <p>plans learning to ensure that all pupils are supported by teachers so additional adults supplement rather than replace support from teachers</p> <p>collaborates with colleagues, such as SENDCos, and pastoral leaders to learn from their expertise and broaden their own understanding of the needs of pupils and how appropriate support can be included in planning</p>



Review Meeting 1 and Progress Meeting 1

Review Meeting 1: WB: 6th December 2021

- ONLINE with UT, class teacher (or school mentor), and trainee. Observation feedback discussion. Sharing Critical Incident. Progress against BCU Key Themes. Targets reviewed from start of placement and targets set for next stage of placement.

Progress Meeting 1: WB: 31st January 2022

- ONLINE with UT, class teacher (or school mentor) and trainee. Sharing Critical Incident. Progress against BCU Key Themes. Targets reviewed. Record strengths and areas for development.

Assessment of School Based Training

Review Meeting 1

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

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

Assessment of School Based Training

Progress Meeting 1

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

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

Review Meeting 1a/1b and Progress Meeting 1 Part Time Year 1

Review Meeting 1a: 18th February

Review Meeting 1b: 20th May

- ONLINE with UT, class teacher (or school mentor), and trainee. Observation feedback discussion. Sharing Critical Incident. Progress against BCU Key Themes. Targets reviewed from start of placement and targets set for next stage of placement.

Progress Meeting 1: WB: 27th June

- ONLINE with UT, class teacher (or school mentor) and trainee. Sharing Critical Incident. Progress against BCU Key Themes. Targets reviewed. Record strengths and areas for development.
-

Assessment of School Based Training

Review Meeting 1a - Part Time Year 1

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

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

Assessment of School Based Training

Review Meeting 1b - Part Time Year 1

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

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

Assessment of School Based Training

Progress Meeting 1 - Part Time Year 1

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

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

Review Meeting 1a/1b and Progress Meeting 1 Part Time Year 2

Review Meeting 2a: 4th March (11th March Ryders Hayes)

Review Meeting 2b: 27th May

- ONLINE with UT, class teacher (or school mentor), and trainee. Observation feedback discussion. Sharing Critical Incident. Progress against BCU Key Themes. Targets reviewed from start of placement and targets set for next stage of placement.

Progress Meeting 2: WB: 27th June

- ONLINE with UT, class teacher (or school mentor) and trainee. Sharing Critical Incident. Progress against BCU Key Themes. Targets reviewed. Record strengths and areas for development.
-

Assessment of School Based Training

Review Meeting 2a - Part Time Year 2

Review Meeting 2a - Trainees **who are on track** to be awarded QTS will be demonstrating their competence in all of the BCU Curriculum Key Themes at the **Exploring Level and 50%/+ in the Establishing Level.**

If trainees do not demonstrate competence in all standards at the **Exploring Level and 50%/+ in the Establishing Level** their progress is judged as **requiring improvement.** Please identify targets and strategies for improvement with the trainee and complete the RAPID IMPROVEMENT TARGETS form.

Assessment of School Based Training

Review Meeting 2b - Part Time Year 2

Review Meeting 2b - Trainees who are **on track** to be awarded QTS will be demonstrating their competence in all of the BCU Curriculum Key Themes at the **Establishing Level**.

If trainees do not demonstrate competence in all standards at the **Exploring Level and 75%/+ in the Establishing Level** their progress is judged as **requiring improvement**. Please identify targets and strategies for improvement with the trainee and complete the RAPID IMPROVEMENT TARGETS form.

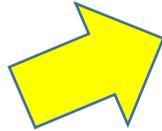
Assessment of School Based Training

Progress Meeting 2 - Part Time Year 2

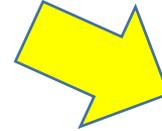
Progress Meeting 2 - Trainees who are **on track** to be awarded QTS will be demonstrating their competence in all of the BCU Curriculum Key Themes at the **Establishing Level**. Trainees in the Embedding levels can be deemed to have made very good progress in readiness for their ECT year.

If trainees have any BCU Key Theme in the **Exploring level** the placement is deemed as a **FAIL**.

Debrief meeting between University Tutor and trainees - online



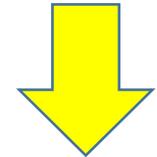
Initial contact with colleague in the setting from University Tutor – online meeting/phone call



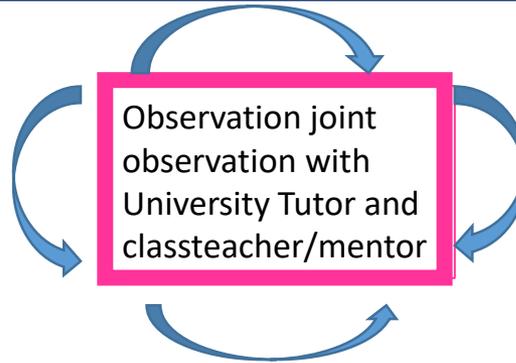
First meeting between trainee and University Tutor - online



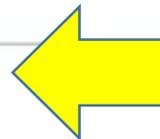
Support Cycle for trainees ensuring a positive and cohesive relationship with partnership settings



Progress Meeting 1/2/3 & Critical Incident. BCU Formative Assessment tracker – online or in conjunction with observation



Review Meeting 1/2/3 & Critical Incident. BCU Formative Assessment tracker – online or in conjunction with observation



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.
-

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.

COVID-19 guidance

In the event of school closure or year group isolation due to COVID-19, trainees need to follow school guidance.

If schools are providing distance learning, trainees should support with preparing resources and supporting any online teaching.

On their attendance record sheet they should note OS if they working remotely/off-site due to COVID-19.

Placement days will not need to be made up due to COVID-19 related absence/ closures.

Trainees must inform their University Tutor about any school closure or changes that may impact on their teaching within the school.

COVID-19 related absence

- Follow school procedure for reporting COVID-19 absence.
- Follow current university procedure for reporting COVID-19 absence

[Coronavirus information | Birmingham City University
\(bcu.ac.uk\)](https://www.bcu.ac.uk/coronavirus)

- Use the BCU NOTIFY reporting system.

[Home - Incident System - Powered by Notify
\(notifytechnology.com\)](https://www.notifytechnology.com)

Communication, support and guidance (University Tutors)



- UT is the first point of contact between the school and the university.
- UT briefing will be online – your UT will sign your placement targets, check your completion of the pre-placement tasks and check that you are ready to start the block placement;
- UT will attend online Review and Progress Meetings online.
- UT will carry out a school visit to observe you. This may be in conjunction with a Review or Progress Meeting or a standalone visit.

Communication, support and guidance



- Talk to your Class Teacher (School Mentor, where applicable) and other school colleagues for guidance and support re: planning, teaching, school policy and procedures etc.
- Any queries you have before and during School Based Training need to be addressed to your University Tutor.
- Remember you can contact university subject tutors if you need guidance regarding knowledge, skills and understanding in specific curriculum areas.

CHECK YOUR UNIVERSITY EMAIL ACCOUNT ON A DAILY BASIS.

Teaching Phonics and Reading on placement

- Current experience
- Confidence – consider the audit in your ToR booklet.
- Continue to develop your knowledge regardless of key stage experience or preference.
- Talk to your teachers, mentors and Literacy Lead staff, ask questions, learn about the current practice in your school, - Fidelity.
- Read up on current policy changes (see next slide)
- Teaching of Reading Booklet- information to hand
- Resources on the ESK page.
- Upload observations of your practice to the submission point on Moodle

Teaching Phonics and Reading on placement

- Read about current policy - and implications for practice in your school (The reading Framework – Teaching the Foundations for Literacy (2021))
- The importance of secure knowledge of current principles that underpin the teaching of phonics (PG 38- 65)

Outlines

- Progression
- Terminology
- SSP programmes
- Decodable Books – and their organisation to support teaching of GPC's relative to the programme followed by your school.
- Links with writing and handwriting
- High quality activities, practical and focused upon the main goal of reading and spelling using phonics (PG 52-53)
- Examples of what can hinder learning- gives some direction of what not to do.



School Information Handbook

- School Information Handbook **MUST** be emailed to your classteacher and mentor (if you have one)
- University will also be emailing a copy into school

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 trainees who are entitled to claim travel expenses, your first point of contact is Martin Drury:

Martin.Drury@bcu.ac.uk

A claim form needs to be completed for reimbursements.

Make a good first impression

- Arrive on time
- Come prepared
- SMILE when you arrive
- Have everything you have been asked to take with you
- Don't leave as the children are leaving at the end of the day!

Professional Dress

- Do not wear jeans
- Do not wear trainers
- Consider appropriate piercings
- Make sure you can't look up it, down it or through it
- Be aware and abide by the school dress policy

Staffroom Etiquette

- Staffrooms vary vastly. Some but not all might need consideration...
- Do individual staff have “their own seat”?
- Can mugs be used by anyone?
- Do you need to contribute to the tea & coffee fund? How much?
- Are you (as a student) allowed in the staff room?



Social Media



- Public and permanent
- Keep professional and personal life separate – e.g. Facebook for personal use and Twitter or LinkedIn for professional purposes
- If friends requests are received from children or parents, decline them
- Act responsibly at all times
- Check privacy settings
- Be aware of things your friends may post, e.g. Images or tags
- Do NOT discuss work-related issues online in any non-secure medium
- Do NOT publish pictures of children, parents or colleagues online
- Do NOT use social networking sites for raising any concerns
- Do NOT post defamatory comments about individuals or institutions – defamation law can apply to any comments posted on the web, irrespective of whether they are made in a personal or professional capacity.

Key message

*enjoy
every
moment.*



And finally.....

Any Questions?



BIRMINGHAM CITY
University