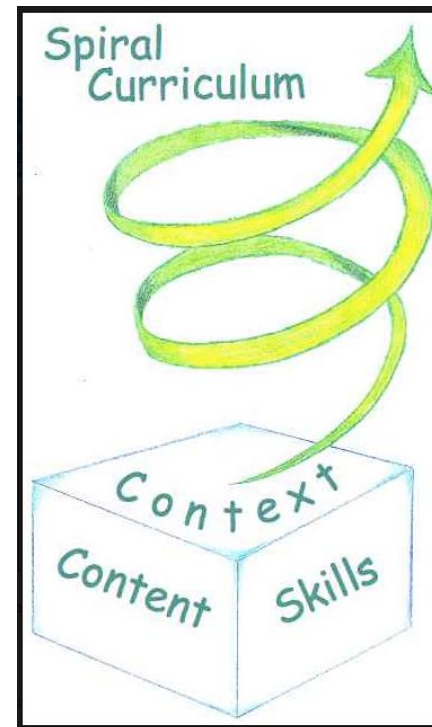
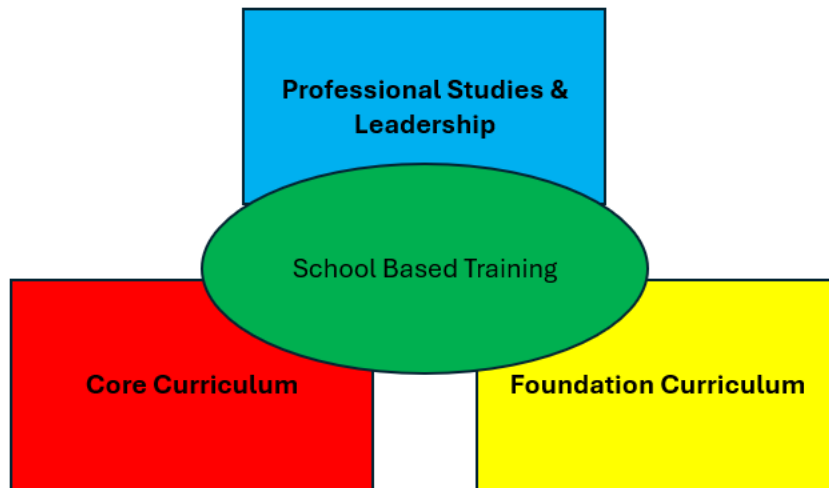




# The BCU ITE Curriculum





# **BCU ITE Vision**






**Professional Core Values  
And Characteristics**

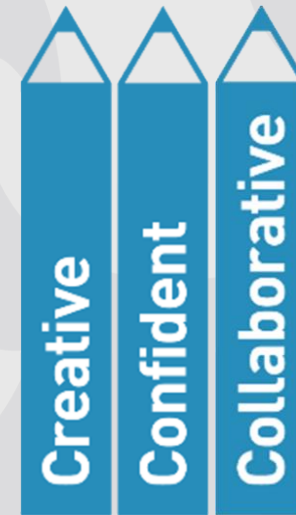




Committed

## Committed to:





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



Creative  
Confident  
Collaborative



## Creative in:

-  Inspiring and motivating all learners
-  Developing learning and teaching through research and evidence
-  Overcoming disadvantage and barriers to learning
-  Developing the impact of their professional practice










## Confident to:

- Act as leaders of learning
- Adapt flexibly and proactively to change
- Work effectively with all partners in learning
- Demonstrate 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
-  Participating in practice -led research discourses to deepen and develop a community of learning



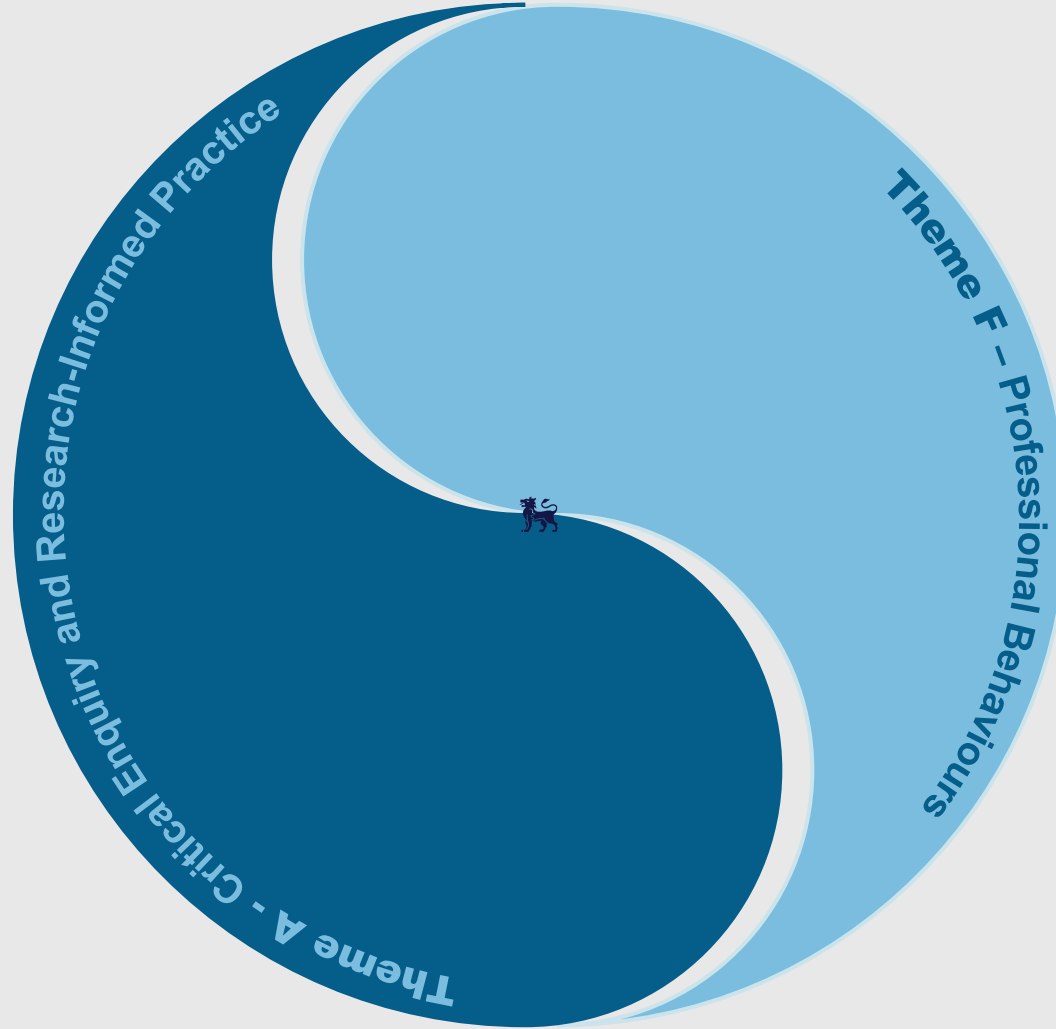
THE BIRMINGHAM CITY UNIVERSITY  
TEACHER

Committed  
Creative  
Confident  
Collaborative

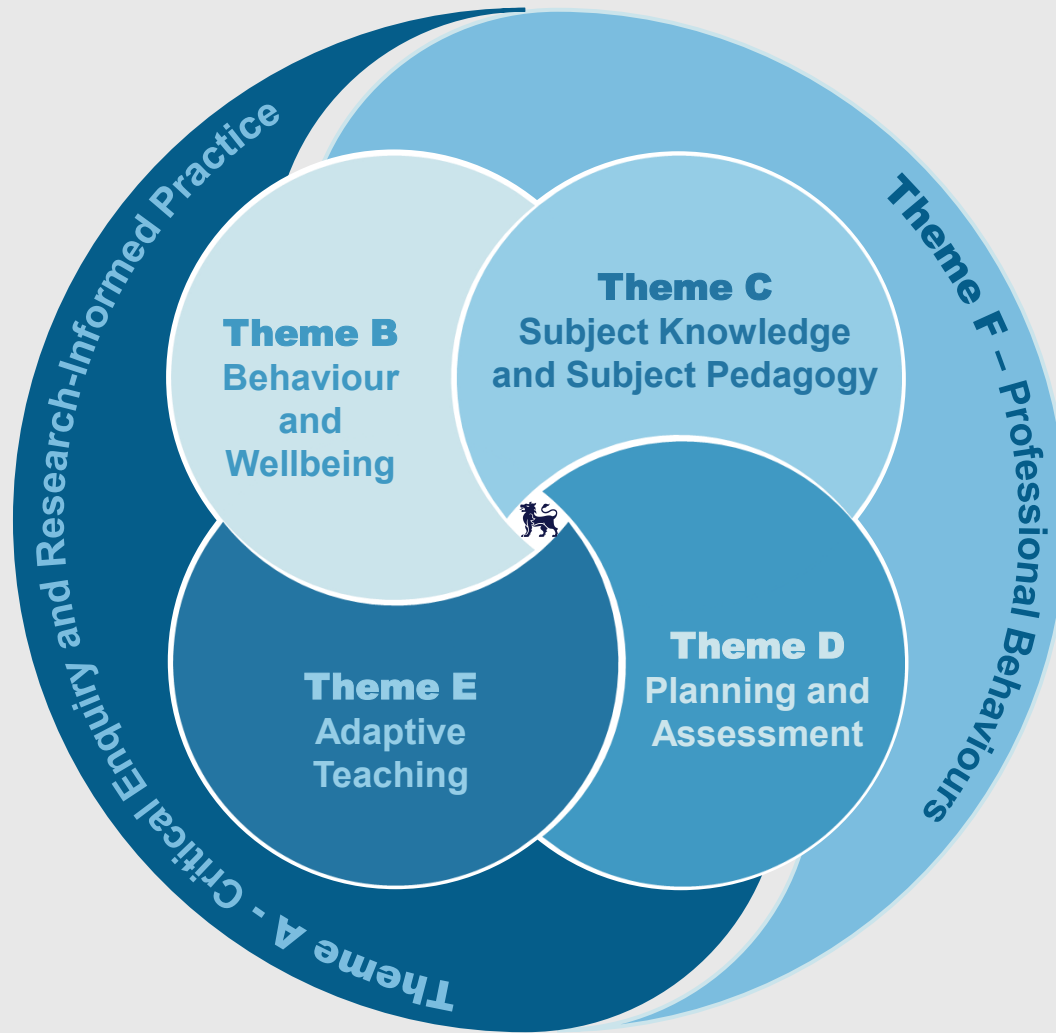


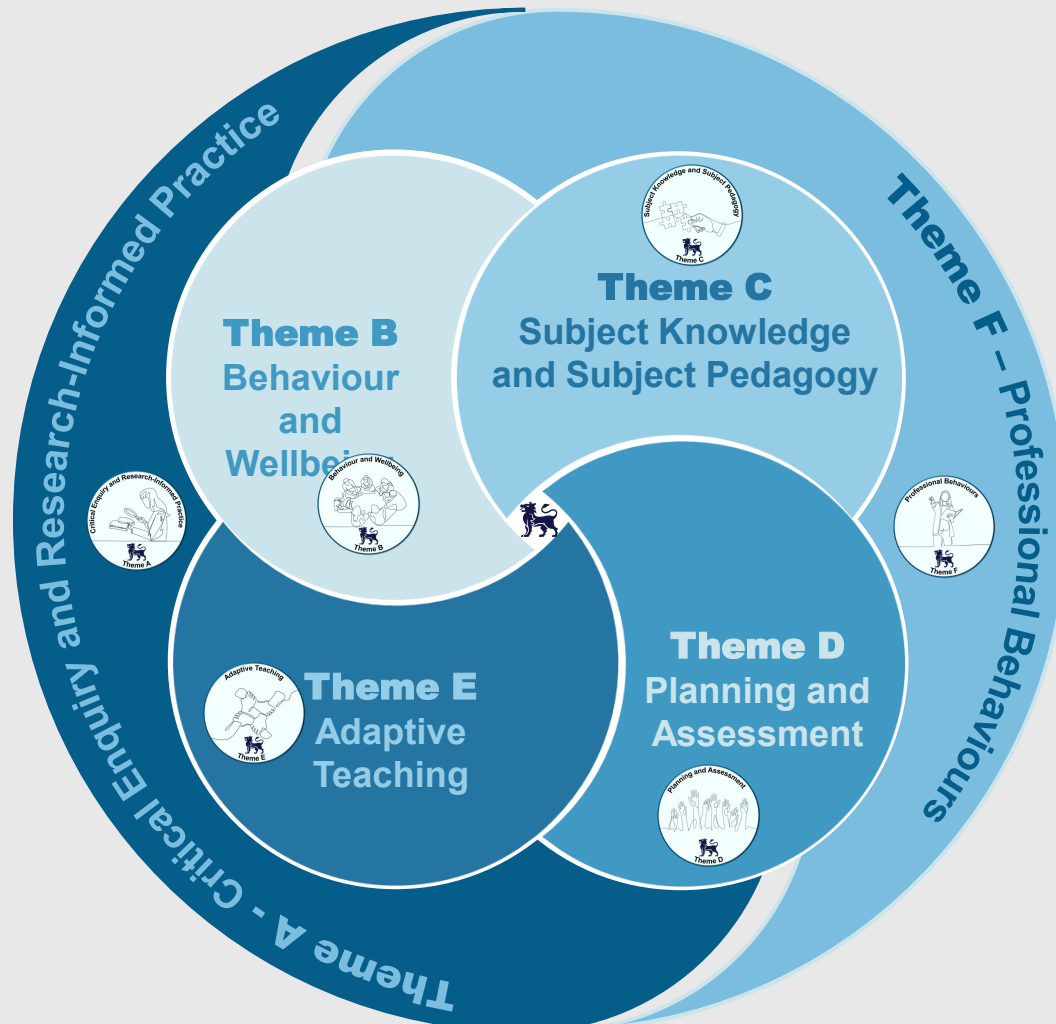
**BCU  
ITE  
Curriculum  
Themes**



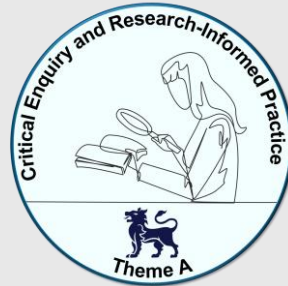




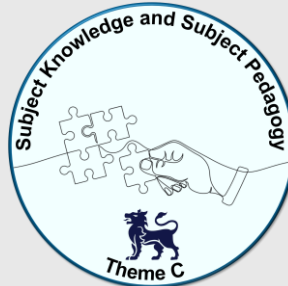




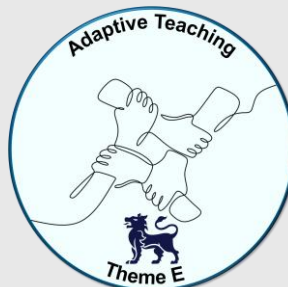
Associate Teachers use critical enquiry and research informed practice to develop understanding of effective teaching and learning.



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



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



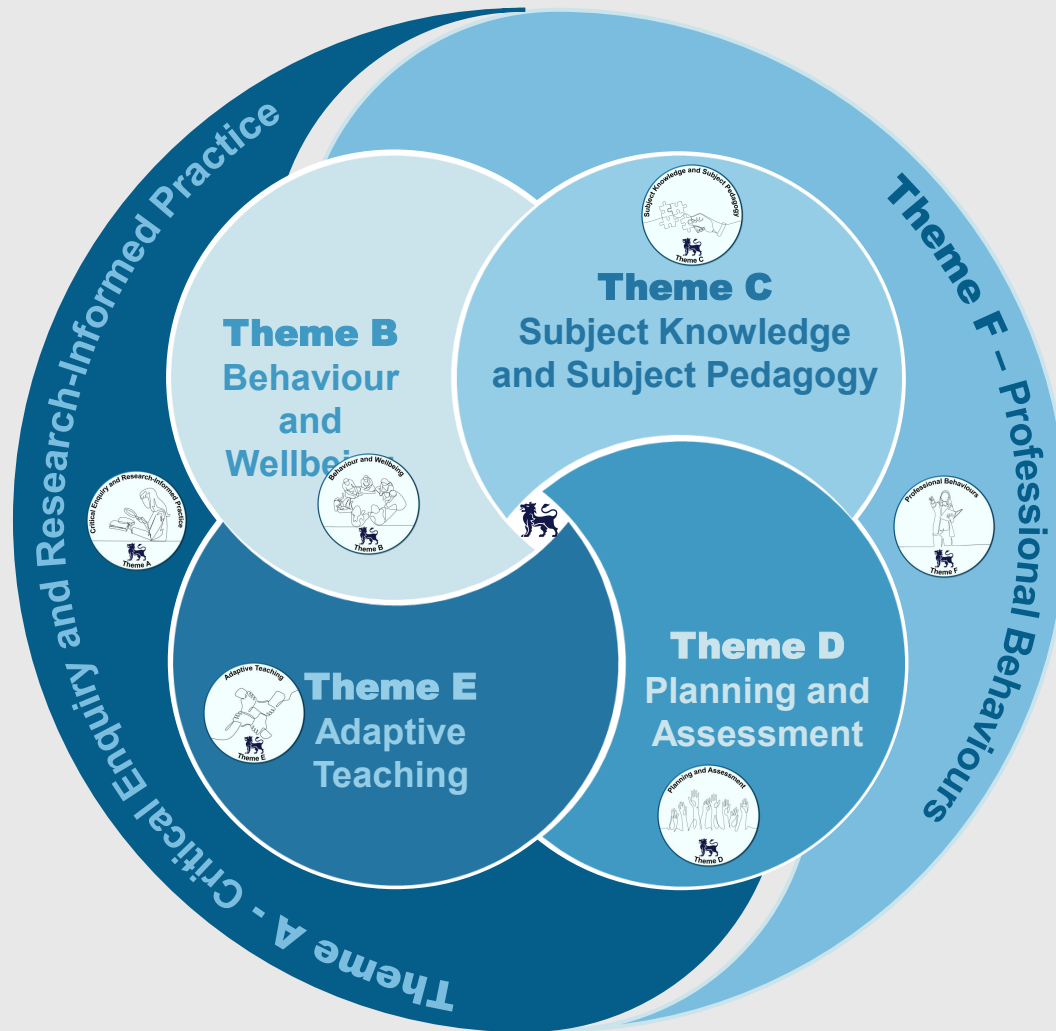
Associate Teachers establish effective behaviour management using high expectations and awareness of pupil wellbeing.



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



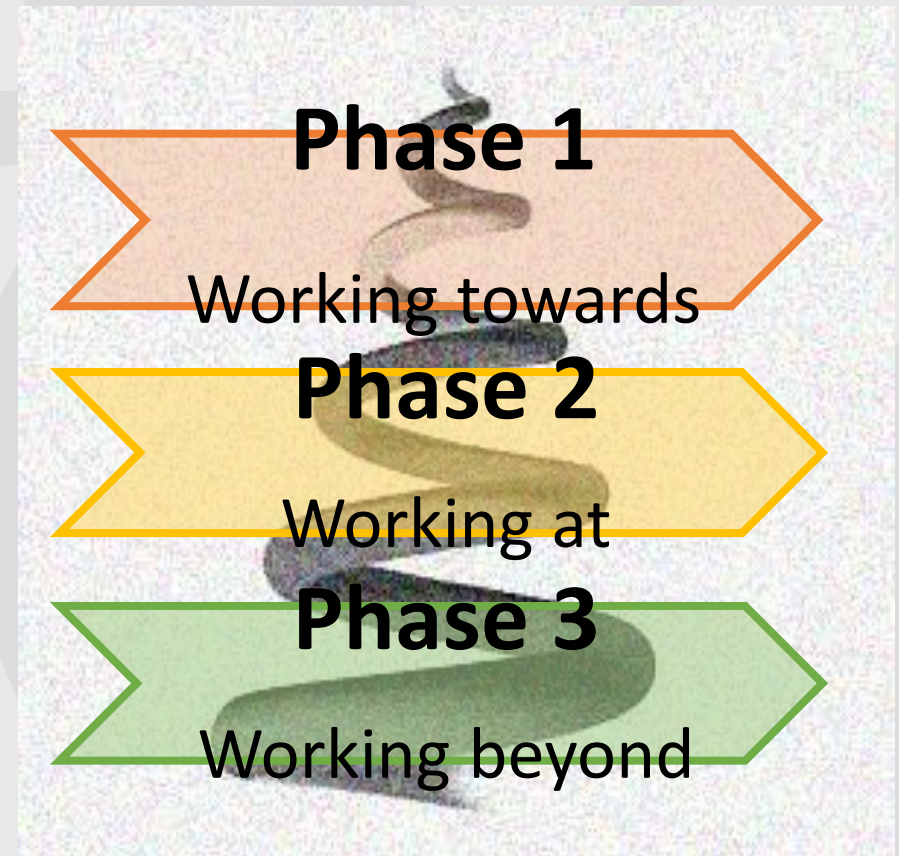
Associate Teachers consistently uphold professional behaviours and contribute effectively to the wider life of the school.



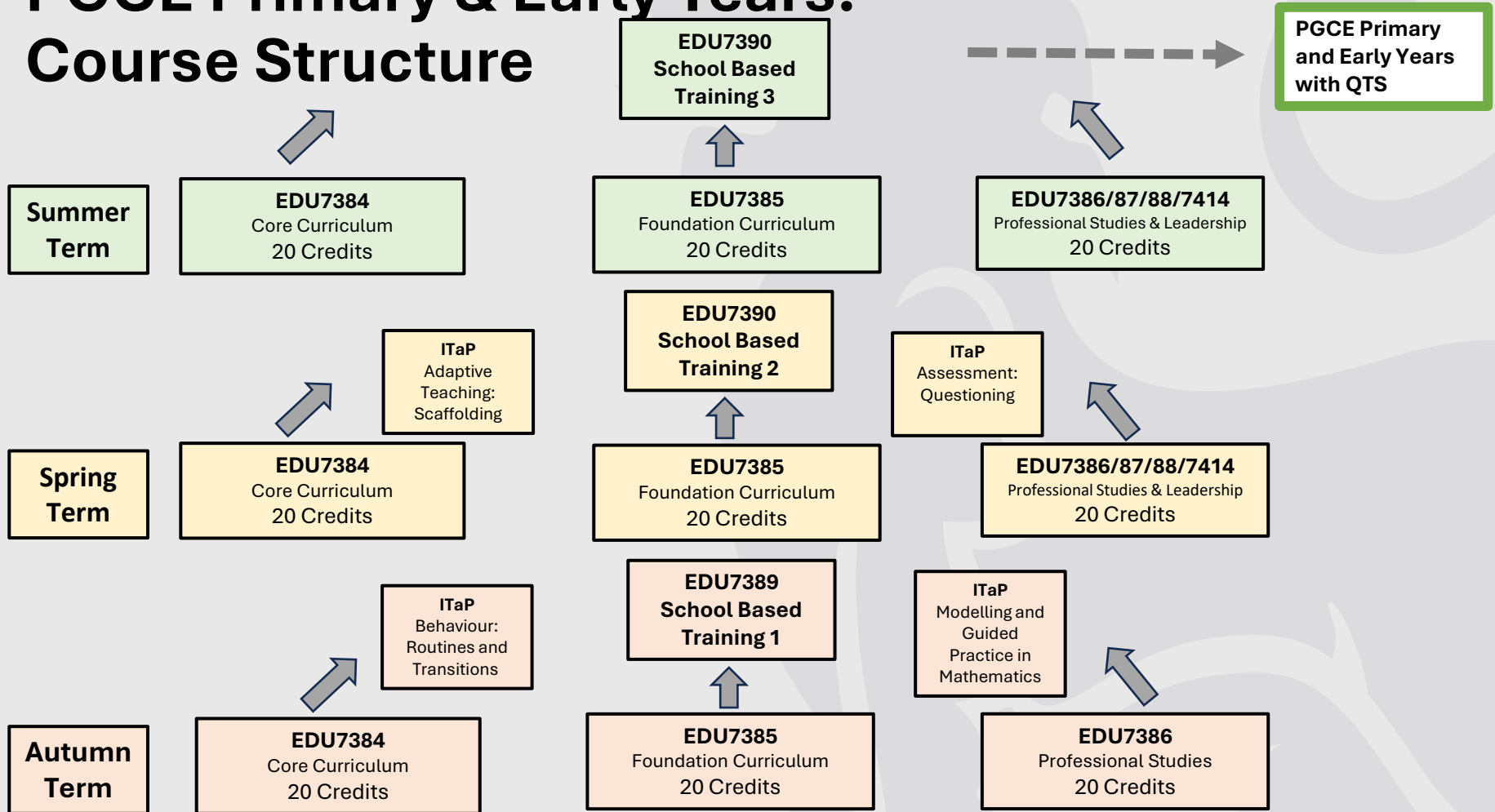
# Primary Spiral Curriculum

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.



# PGCE Primary & Early Years: 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



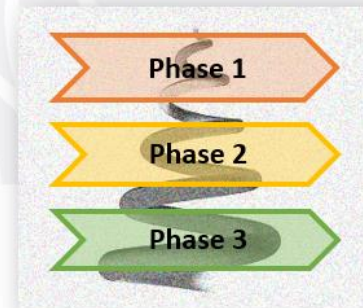
**Birmingham City University  
Placement Communication  
Portal**

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

# PGCE Curriculum Document

## PGCE Primary & Early Years Curriculum

Links to pages	
<a href="#">Art and Design</a>	<a href="#">Mathematics</a>
<a href="#">Computing</a>	<a href="#">Music</a>
<a href="#">Design and Technology</a>	<a href="#">Physical Education</a>
<a href="#">English</a>	<a href="#">Religious Education</a>
<a href="#">Geography</a>	<a href="#">Science</a>
<a href="#">History</a>	
<a href="#">Languages</a>	<a href="#">Professional Studies</a>



# Subject Specific Development Journal

Name:	
Student ID:	
<h2>PGCE Primary &amp; Early Years</h2> <h3>Subject Specific Development Journal</h3>	
<p>This document will be referred to in your taught sessions and whilst on placement. You will share this with your PDT, UT and school mentors over your three placements.</p> <p><b>Sessions:</b> practise learning at the end of session/during your session and how you have applied your learning.</p> <p><b>Placement:</b> before planning for a particular subject review what you have done in sessions with <i>your mentor</i>. Plan with this in mind and apply in your teaching.</p>	
<h4>Assessment</h4> <p>You are assessed through; your assignments; the BCU Key themes; Subject Specific Learning Development Journal; Teaching Of Reading Booklet; Safeguarding Booklet; RIT process; lesson observations and targets feedback; critical incidents to include key reading; SBT Tasks; Subject-based observation feedback forms.</p>	

<b>PHASE 1</b>			
I have learned that:	I have learned how to.....	I have practised - evidence	I have applied - School Based Evidence
<p><b>What is Mathematics?</b></p> <p><b>Learn that:</b></p> <ul style="list-style-type: none"> <li>• Our own attitude to mathematics is shaped by our experiences.</li> <li>• There are statutory programmes of study for mathematics that must be taught (EYFS, KS1, KS2)</li> <li>• There are three aims of the mathematics curriculum</li> <li>• The mathematical curriculum content can be classified into declarative, <u>procedural</u> and conditional knowledge.</li> <li>• Teaching for Mastery is one approach for teaching for understanding</li> </ul>	<p><b>Learn how:</b></p> <ul style="list-style-type: none"> <li>• Identify own subject knowledge needs as a teacher of mathematics and address these.</li> <li>• Meet the aims of the curriculum frameworks in their teaching.</li> <li>• Identify key aspects of Teaching for Mastery</li> </ul>		

# School Based Training 1

**Preliminary Visits:** 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, 13<sup>th</sup>, 14<sup>th</sup>, 16<sup>th</sup>, 17<sup>th</sup>, 21<sup>st</sup>, 22<sup>nd</sup>, 23<sup>rd</sup>, 24<sup>th</sup>, October,

**Lead Mentor Sign Off:** Week Beg 20<sup>th</sup> October

**Block Placement Dates:** 3<sup>rd</sup> November – 19<sup>th</sup> December

**Review Meeting:** Week Beg 17<sup>th</sup> November

**Progress Meeting:** Week Beg 15<sup>th</sup> December

**Lead Mentor Debrief:** Week Beg 5<sup>th</sup> January or can be before

**University Days:** 10<sup>th</sup>, 15<sup>th</sup>, 20<sup>th</sup> October, 21<sup>st</sup>, 28<sup>th</sup> November, 3<sup>rd</sup> December



BIRMINGHAM CITY  
University



PGCE Primary & Early Years Education with  
QTS  
School Based Training 1  
Progress Journal

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

**Key Dates**

**Preliminary Visits:** 6<sup>th</sup> October – 24<sup>th</sup> October

**Lead Mentor Sign Off:** ~~Wk~~ Beg 20<sup>th</sup> October

**Block Placement Dates:** 3<sup>rd</sup> November – 19<sup>th</sup> December

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# Progress Journal

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



# SBT Prelim Tasks

- These are to be completed during PPSE days.
- Linked directly with pre-approval checklist.

The Prelim Tasks are:

1. Safeguarding Prelim Task
  2. Behaviour Prelim Task
  3. Professional Behaviours
  4. Learning Environment Prelim Task
  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 <u>Teacher</u> , 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	
<b>Prior learning</b> <ul style="list-style-type: none"><li>• What prior knowledge and experience do the children have?</li><li>• Where does this lesson fit in the sequence of learning?</li></ul>		
<b>Review of prior learning</b> <ul style="list-style-type: none"><li>• Retrieval</li></ul>		
<b>Main focus of the lesson</b> <ul style="list-style-type: none"><li>• Learning Objective</li><li>• Success criteria</li></ul>		
<b>How was the learning introduced?</b> <ul style="list-style-type: none"><li>• Links to prior learning</li><li>• What did the children need to know or understand prior to the lesson?</li><li>• Are connections made between other areas of learning and real life?</li><li>• What 'hooks', 'discovery' or 'anchor' tasks were used?</li></ul>		
<b>Main Teaching</b> <ul style="list-style-type: none"><li>• Steps in learning</li><li>• Modelling</li><li>• Guided practice</li><li>• What is the teacher doing?</li><li>• What are the children doing?</li></ul>		
<b>Learning Tasks/Independent practice:</b> <b>Adapting the learning</b> <ul style="list-style-type: none"><li>• Support</li><li>• Scaffold and challenge to meet the needs of all learners</li><li>• How is the learning recorded?</li><li>• Role of the adults</li></ul>		



# 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

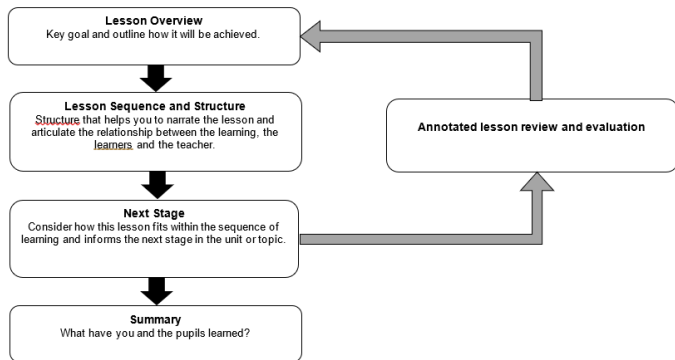
<i>Preliminary Tasks</i>	School Confirmation	Lead Mentor Confirmation
Health and Safety Induction/information gathering from the relevant H&S Policies.		
Email the School Based Training Placement Mentor Guidance to Placement Mentor/s		
Have shared Associate Teacher Folder via OneDrive with appropriate 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		
<b>Planning</b> <ul style="list-style-type: none"> <li>Negotiate the timetable to be taught between teacher and Associate Teacher: whole class, groups, interventions</li> <li>Discuss the school's medium/weekly term planning for the areas the Associate Teacher will be teaching</li> <li>Discussion around planning for lessons taught in the first week</li> </ul>		
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
Lesson 1		
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.

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

### Post lesson evaluation and reflection

<b>Evaluation of teaching and learning:</b> Did the children learn what you wanted them to learn?	<b>Next Steps:</b> Subject knowledge, teaching strategies, behaviour for learning
---	---

# **PGCE Primary and Early Years Education**

**Intensive Training and Practice  
(ITaP)**

Statutory guidance

## **Initial teacher training (ITT): criteria and supporting advice**

[Initial teacher training \(ITT\):  
criteria and supporting advice](https://www.gov.uk/government/consultations/initial-teacher-training-criteria-and-supporting-advice)  
- GOV.UK ([www.gov.uk](https://www.gov.uk))

Accredited ITT providers must design a sequenced ITT curriculum which:

- Includes Intensive Training and Practice and identifies those parts of the ITT curriculum that will be delivered as Intensive Training and Practice

Intensive Training and Practice should focus on specific, foundational, or pivotal areas of the ITT curriculum.

It should also demonstrate and build the interplay between evidence-based theory and practice, engaging trainees in critical analysis, application of learning to classroom practice, and focused feedback on such practice.

Policy paper






## Intensive training and practice (ITAP)

Published 8 December 2023

### Key features

- Expert input - This would typically include:
  - an introduction to the aspect of practice with an examination and critical analysis of the evidence base underpinning it
  - Observations of examples in practice via video or live practice
  - deconstruction of the preceding two areas of expert input with attention to the detail that has positive (or sometimes negative) impact
- Opportunities for trainees to plan and practise ITaP in a low stakes (possibly simulated) environment
- Opportunities for trainees to practise in a live classroom context
- Expert feedback on, and critical analysis of, the trainee practice.
- Expert feedback that links coherently to the expert input at the beginning of the sequence
- Opportunities to apply the aspect of practice in the near future and beyond – ideally in multiple contexts and practice situations. The purpose of this is to have a positive sustained impact on practice that is transferable to a range of contexts

# Adapted five-stage framework

<b>INTRODUCE</b> 	<b>ANALYSE</b> 	<b>PREPARE</b> 	<b>ENACT</b> 	<b>ASSESS</b> 
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
<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Seminars</li> <li>- Assigned reading and research</li> </ul>	<ul style="list-style-type: none"> <li>- Lesson observations</li> <li>- Video deconstruction</li> <li>- Lesson transcripts</li> <li>- Expert modelling</li> <li>- Professional discussions</li> </ul>	<ul style="list-style-type: none"> <li>- Deliberate practice</li> <li>- Instructional rehearsal</li> <li>- Co-planning</li> </ul>	<ul style="list-style-type: none"> <li>- Instructional coaching</li> <li>- Team teaching</li> <li>- Independent teaching</li> </ul>	<ul style="list-style-type: none"> <li>- Lesson observation</li> <li>- Professional discussion</li> <li>- Critical incident</li> <li>- Self-reflection</li> <li>- Group reflection</li> <li>- Target setting</li> </ul>

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: Behaviour – Routines and Transitions**  
Key Question: How do I use appropriate behaviour management strategies to ensure smooth transitions?

Intensive Training and Practice (ITaP)

**Mentor Training**

# Behaviour

PGCE: Term 1 – 6 days	CCF links	Practicable Skills	Contributing research and reading
BA: Year 1 – 7 days	BCU Curriculum Key Theme B		
<p><b>Pivotal area: Routines and Transitions</b></p> <p><b>Key question:</b> How do I use appropriate behaviour management strategies to ensure smooth transitions? What is the impact of effective routines and transitions on learning?</p>	<p><b>ITaP Outcomes</b>  <b>Managing Behaviour</b>  <b>Learn that...</b></p> <ul style="list-style-type: none"> <li>Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.</li> <li>A predictable and secure environment benefits all pupils but is particularly valuable for pupils with special educational needs.</li> <li>Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).</li> </ul> <p><b>Learn how to...</b></p> <ul style="list-style-type: none"> <li>Give manageable, specific and sequential instructions.</li> <li>Check pupils' understanding of instructions before a task begins.</li> <li>Use consistent language and non-verbal signals for common classroom directions.</li> <li>Discuss and analyse how routines are established at the beginning of the school year, both in classrooms and around the school.</li> <li>Create and explicitly teach routines in line with the school ethos that maximise time for</li> <li>Reinforce established school and classroom routines</li> </ul>	<ul style="list-style-type: none"> <li>Learn names and use them</li> <li>Project non-verbal confidence</li> <li>Project voice calmly and confidently</li> <li>Decide expectations in line with school policy</li> <li>Communicate expectations - Signal, Pause, insist / signal and movement routines</li> <li>Reinforce expectations – positive framing / choices and consequences</li> <li>Positive Correction</li> <li>Sustain expectations</li> </ul> <p>Examples include:</p> <ul style="list-style-type: none"> <li>Start / end of the school day.</li> <li>Break times</li> <li>corridor conduct</li> <li>transitions between activities</li> <li>assemblies</li> <li>obtaining silence</li> </ul> <p>(WalkThrus 1 and 2)</p>	<p>DFE (2019) The trainee teacher behavioural toolkit: a summary <a href="https://www.gov.uk">The trainee teacher behavioural toolkit: a summary - GOV.UK (www.gov.uk)</a></p> <p>DFE (2022) Behaviour in Schools: Advice for Head Teachers and School Staff. <a href="https://www.gov.uk/government/publications/behaviour-in-schools--2">https://www.gov.uk/government/publications/behaviour-in-schools--2</a></p> <p>Dix, Paul (2017) When the Adults Change, Everything Changes: Seismic Shifts in School Behaviour,. London: Crown House Publishing.</p> <p>Education Endowment Foundation: Improving Behaviour in Schools (2019) <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p> <p>Sherrington, T (2020) Teaching WalkThrus: Five-Step Guides to Instructional Coaching, John Catt Educational, Limited, London.</p> <p>Sherrington, T. &amp; Caviglioli, O. (2021) <i>Teaching WalkThrus 2 : five-step guides to instructional coaching</i>. Melton, Woodbridge: John Catt Educational Ltd.</p> <p>Pollard, A. (2023) Reflective teaching in primary schools. 6th ed. London, England: Bloomsbury Publishing.</p> <p>Rogers, B. &amp; McPherson, E. (2014) Behaviour management with young children : crucial first steps with children 3-7 years. Second edition. London, [England] ; SAGE Publications Ltd.</p>

Day 1 University	Day 2 School	Day 3 University	PGCE Day 4 School	PGCE Day 5 University
<b>INTRODUCE</b>  Lead lecture with expert input  (2 hours)	<b>ANALYSE</b>  Observation of transitions in the classroom reflecting on aspects discussed during introduce day. Tasks to complete to support this.  (2 hours)	<b>ANALYSE</b>  Group session reflecting on experiences from day 2 in school.  (2 hours)	<b>ENACT</b>  Deliver the planned story activity managing the transitions using the approaches modelled in day 2 and 3 with the mentor observing. (1 hour)	<b>ASSESS</b>  Discussions with peer group and Lead Mentor discussing experiences in group reflection activities.  (1 hour)
			<b>ASSESS</b>  Professional discussion with Mentor having observed story  (30 minutes)	
<b>INTRODUCE</b>  Group session with Lead Tutor around managing transitions.  (2 hours)	<b>ENACT</b>  Support Mentor/ join in/team teach leading a variety of transitions in the class during the session e.g. lining up, getting ready for break.  (2 hours)	<b>PREPARE</b>  Plan and prepare a short story session to deliver to the class. Key aspect will be how to manage the transition into and out of the activity. Guidance and support from Lead mentor throughout the session.  (2 hours)	<b>ANALYSE</b>  Observation of transitions in an alternative age phase to compare and contrast to Day 2 observations.  (1 hours)	<b>ASSESS/ANALYSE</b>  <b>REFLECTION TASK</b>  Create a short presentation demonstrating the key take aways from the 5 day ITaP  (2 hours)
		<b>ENACT</b>  Instructional coaching based on plans that have been prepared in groups with peers and Lead Mentor supporting.	<b>ENACT</b>  Support Mentor/ join in/team teach leading a variety of transitions in the class during the session using advice from the previous assess session to further enhance practice. (1.5 hours)	
<b>DIRECTED TASK</b>  Reading  (1 hour)	<b>ASSESS</b>  Professional discussion around experiences of managing different transitions during enact.  (1 hour)	<b>DIRECTED TASK</b>  Reading  (1 hour)	<b>ASSESS</b>  Discussions with mentor to reflect on differences between the various experiences of the day. (The two ASSESS sessions on Day 4 can be combined.)  (30 minutes)	Reading to be completed following on discussions with peers and Lead Mentor.  (1 hour)

# Day 1 - University

INTRODUCE



ANALYSE



PREPARE



## Learn that

- Behaviour for Learning and Classroom Culture be modelled by the class teacher at all times
- Establishing and reinforcing behaviours for learning includes expectations, motivational factors, responsibility, independence are key strategies for success.
- Routines including management through positive reinforcement can help create an effective learning environment.

## Why Routines and Transitions?

- Routines help to minimise behavioural challenges in the classroom and are key to a well-managed and organised classroom.
- Children enjoy routines that are easy to understand and easy to accomplish, yet flexible enough to alter if circumstances change.
- Research shows that most behavioural problems result from a lack of consistent classroom routines.

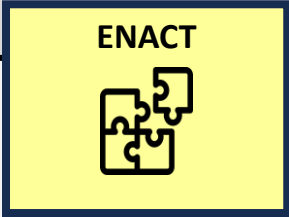


## Practicable Skills

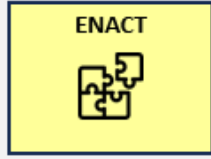
- Learn names and use them
- Project non-verbal confidence
- Project voice calmly and confidently
- Decide expectations in line with school policy
- Communicate expectations - Signal, Pause, insist / signal and movement routines
- Reinforce expectations – positive framing / choices and consequences
- Positive Correction



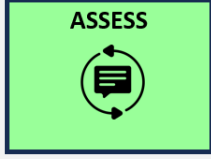
Day  
2



Observe in school classes how transitions and routines are established and managed. Record on observation form.



Shadow the class teacher and manage transitions after observing and the class teacher modelling.



Discussion with Placement Mentor sharing observation form and experience of shadowing class teacher.

ENACT



ANALYSE



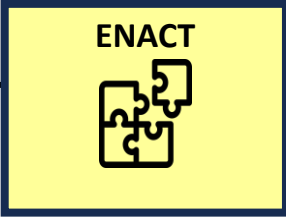
## Day 3 - University

### Learn that

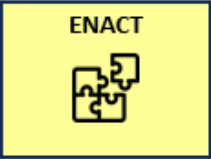
- Setting clear expectations can help communicate shared values that improve classroom and school culture.
- Behaviour should be modelled by the class teacher establishing and reinforcing behaviours for learning includes expectations, motivational factors, responsibility, independence.

### Learn how to

- Establish a predictable and secure environment benefits all pupils but is particularly valuable for pupils with SEND



## Day 4



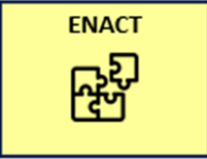
### **Deliver the planned story activity**

AT to independently manage all the transitions using the approaches rehearsed during day 3 with the mentor observing.



### **Professional discussion of lesson observation**

Targeted feedback and target setting - Self-reflection



### **Shadowing class teacher**

Manage transitions alongside the class teacher with them modelling.



### **Discussion with Placement Mentor**

Sharing observation form and experience of shadowing class teacher. Reflection in workbooks on the two different enact sessions and how this will impact on future practice.

ANALYSE



ASSESS



## Day 5 – University PGCE

### Learn how to

- Establish a supportive and inclusive environment with a predictable
- Use consistent language and non-verbal signals for common
- Use classroom directions. Teach and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration).

### Learn that

- Teaching typically expected behaviours will reduce the need to manage misbehaviour.



## **Intensive Training and Practice (ITaP)**

**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?

**Mentor Training**

## Initial Teacher Training and Early Career Framework

INTRODUCE



### ITaP Outcomes

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

##### Learn that

3. Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.

5. 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:

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

Model effectively, by:

i) Narrating thought processes when modelling to make explicit how experts think

j) Making the steps in a process memorable and ensuring pupils can recall them

k) Exposing potential pitfalls and explaining how to avoid them



## 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

Modelling and Guided Practice

ANALYSE  


PREPARE  


ENACT  




ANALYSE  



Observe a maths lesson (1 hour)

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

PREPARE  



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  


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

Reflect on practice and the impact of this intervention

PREPARE  


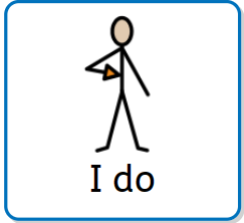
Professional discussion (1 hour)

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

Day  
2



# Day 3 - University



## Live Modelling

- Plan tasks
- Consider types of live modelling to be used
- Plan the micro script

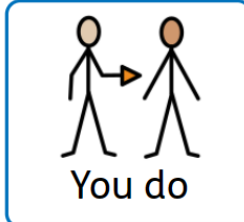
Own SBT class



## Guided Practice

- Plan tasks that build on the live modelling
- Plan how the children will contribute

Co-planning



## Independent Practice

- Plan tasks

Deliberate practice

Peer feedback

Lead Mentor feedback

Self-reflection

Modelling and Guided Practice



**PREPARE**

**ENACT**

**ASSESS**

Day  
4

**ENACT**

Independent teaching of maths - Live Modelling (I do) Guided Practice (we do) - whole class  
Placement Mentor to observe and complete feedback form

**ASSESS**

Professional discussion of lesson observation  
Targeted feedback and target setting - Self-reflection

**PREPARE**

Plan and prepare - based on feedback  
Which children need additional modelling and guided practice?  
Plan and prepare small group intervention

**ENACT**

Independent teaching of maths - Live Modelling (I do) Guided Practice (we do) - group  
Placement Mentor to observe and complete feedback form

**ASSESS**

Professional discussion of lesson observation  
Targeted feedback and target setting – Self-reflection

INTRODUCE



ANALYSE



## Day 5 - University

### Modelling and Guided Practice across the Primary Curriculum

Application of learning in other contexts

Consider another area of the curriculum

- How could live modelling – ‘I do’ – and metacognitive talk be used?
- How could guided practice – ‘we do’ – be used as part of the learning ‘handover’?

Escucha  
y repite

I DO, WE DO, YOU DO

# Weekly Meeting & Target Setting

- 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 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:	

# Weekly Meeting & Target Setting

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

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.

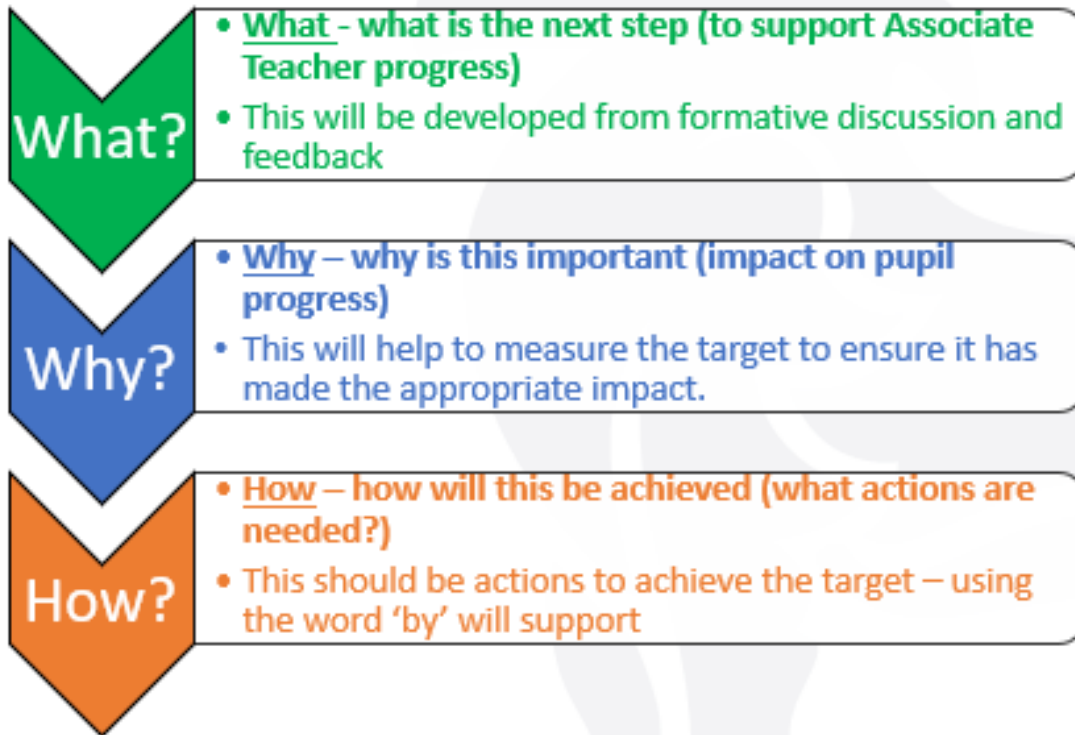
# Weekly Meeting & Target Setting

Professional Development Discussion: E.g. Behaviour management, Planning, Adaptive Teaching, Assessment, Professional Behaviours

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

What does an effective target look like?



# Focus on Target Setting

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

## **PE EXAMPLE:**

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

## **MATHS EXAMPLE**

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

## **HISTORY EXAMPLE**

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

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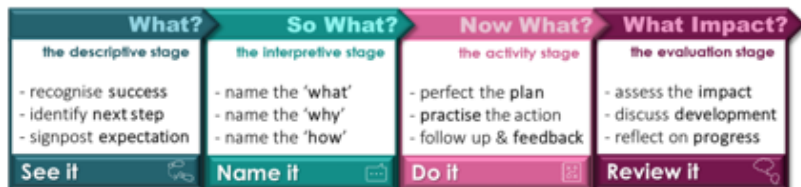
# Teaching on placement

- From the start of the block placement Associate Teachers should be teaching one lesson per day
- By the end of the placement, Associate Teachers will be teaching a 50% timetable
- Teaching should be predominately whole class teaching, but can include elements of team teaching, teaching of small groups and interventions.

# 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


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





<b>Review it:</b> 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?

 **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.

1.	BCU Theme
2.	
3.	

**Target: Name it:** At least one subject specific target should be set.

<b>What is the next step (to support Associate Teacher progress) Why is this important (impact on pupil progress)</b>	<b>Do it:</b> How will this be achieved (what actions are needed?)	BCU Theme

# Subject Specific Feedback Prompts

## 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	<ul style="list-style-type: none"> <li>➤ Is this lesson part of a sequence that builds on prior learning and plans for progression?</li> <li>➤ Does the lesson break down tricky learning into manageable steps?</li> <li>➤ Do the steps enable all pupils to access the learning? Do they need to be adapted?</li> <li>➤ How is challenge provided?</li> </ul>
Representation and Structure	<ul style="list-style-type: none"> <li>➤ Are representations used to support understanding of the mathematical structure?</li> <li>➤ Are concrete and pictorial representations used to scaffold the learning? To support individual pupils as part of adaptive teaching?</li> <li>➤ Are connections made between the language, manipulatives, images and symbols?</li> </ul>
Mathematical Thinking	<ul style="list-style-type: none"> <li>➤ Are pupils actively engaged in mathematical thinking in all lessons, communicating their ideas using precise mathematical language?</li> <li>➤ Is correct technical mathematic vocabulary along with key phrases and stem sentences modelled and reinforce while 'thinking aloud'?</li> <li>➤ Are there opportunities to looking for patterns and relationships, making connections, conjecturing, reasoning, and generalising?</li> <li>➤ Is questioning used effectively to promote mathematical discussion and develop mathematical understanding? (E.g. How do you know? prove it, convince me)</li> </ul>
Fluency	<ul style="list-style-type: none"> <li>➤ Are there opportunities for quick, efficient and accurate recall of key facts and procedures? calculation strategies, number bonds, times tables.</li> <li>➤ Are facts and procedures appropriate pitch and challenge?</li> <li>➤ Are there opportunities for pupils to share, compare and contrast strategies and reflect on flexible and efficient strategy use?</li> </ul>
Variation	<ul style="list-style-type: none"> <li>➤ Are examples (and non-examples) used to help pupils understand the essential features of concepts?</li> <li>➤ Are questions and exercises carefully ordered to help pupils make connections and to expose the mathematical structure?</li> <li>➤ Were misconceptions identified or anticipated? Are tasks / questions designed to draw attention to misconceptions?</li> </ul>
<p><b>Target Setting:</b> 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?)</p> <p>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.</p>	

# 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 Associate Teachers will present to whoever is completing the meeting a Critical Incident that demonstrates progress towards the BCU Curriculum Key Themes and ultimately the Teachers Standards.
- The Critical Incident must show that the Associate Teacher can present and discuss with expert colleagues:

✓ **INTENTION**

✓ **IMPLEMENTATION**

✓ **IMPACT**

# Critical Incident

- 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.

Critical Incident	
See it	Name it
Do it	Review it
<b>Critical Incident Focus:</b>	
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 <b>intention</b> . <i>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?</i>	
What have you implemented in your practice based on your research?	
Identify the <b>impact</b> 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 1 and Progress Meeting 1

## ***Review Meeting 1:***

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 1:***

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

# Critical Incident Example 1

## Critical Incident

See it



Name it



Do it



Review it



### Critical Incident Focus:

### Behaviour Management

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

During my time on block placement, I have noticed how children become unsettled and energetic after lunch time which impacts on their learning in the afternoon. This means that they tend to get chatty and disruptive and sometimes unmanageable as a cohort. My placement mentor uses various strategies to try and manage disruptive behaviour as a part of the work like a [STAR values of our school](#). I observed how my teacher and teachers across the school used time-outs, energy breaks and established clear expectations to help return the focus to the lessons. These were effective. After experiencing a similar situation first-hand with [my](#) team-teach Art lesson on my preliminary visiting days and during my PSHE lesson on block, I realised I had to implement similar strategies to control the behaviour of our class, because this routine should not be embedded. The children increasingly became disengaged from lesson activities and often repeated phrases such as "it's too hard" or "why do we need to do it?". I realised intervention was vital to stop this behaviour from becoming routine, especially as the weather progressively becomes warmer.

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?*

Some strategies I have researched to control and minimise this type of misbehaviour is using body language to signify disapproval of undesired behaviour like eye-contact, raised eyebrows and 'the teacher look' (Ellis and Tod, 2018). These proactive strategies (Watkins and Wagner, 2000) allow for a pause in the lesson, and a moment to regain the classes' attention in a calm manner rather than shouting. Very often, if one child notices the teacher is waiting, they will follow the correct behavioural rules, setting the tone for the others to follow. This idea links to modelling, [similar to](#) Bandura's work on the bobo-dolls and teacher modelling (Bates, 2019): if the children see their peers behaving correctly, they will be more inclined to imitate this behaviour. I intend to incorporate these strategies into my lessons to ensure the focus remains on the learning with as minimal distractions as possible (BCU Themes A, B and F).

Setting and establishing clear routines are the foundations for developing good behavioural practices (Bennet, 2020). It is crucial for me to continue to embed and develop the current routines in my classroom to provide a collaborative learning environment.

Proximity praise (Ellis and Tod, 2018) as well as positive reinforcement, incentives, and reward systems (EEF, 2019) are well researched and evidenced strategies for improving behaviour in the classroom (BCU Theme B). I will continue to include creative strategies for positive behaviour in the classroom, while consistently maintaining high behavioural expectations of learning (BCU Themes B and E).

Movement and 'brain' breaks are another strategy. Morin (2024) recognises that brain breaks offer a way to break the continuous cycle and patterns of sitting and learning, which make children tired and lose focus. I strive to include brain breaks during my block placement to ensure children are as energised as possible and ready to learn.

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

I have consistently adapted to using the behavioural strategies of my school, aligning with their STAR values (BCU Theme B). The methods of pausing and waiting, or putting up my hand to signal for quiet, the 'teacher look', using body language and clapping rhythmically have been embedded into my daily routine in the classroom.

I have established clear routines for when the children come back in after lunch time. These include instructing them to put away their belongings, go to the toilet if they need to (so less children interrupt teaching), have some water/wash their faces (particularly because of the heat) and be seated ready to learn. This routine ensures all children are prepared to start their learning and minimises any unnecessary movement around the class when I am teaching. Some children occasionally still leave their seats without permission and in such cases I ask them to be seated and put up their hands for permission; this is so there is no repeated pattern of unnecessary movement around the class (BCU Themes B and E).

In cases where the children are often getting agitated and feel unable to complete their work, leading to them moving around the classroom or getting distracted, I rhythmically clap to draw their attention or use the strategy '123 eyes on me' (where the children respond '456, eyes on you'). I also have begun to implement a new strategy of "If you can hear me put your hands on your head (shoulders, nose, lips etc...)". This has been very effective in ensuring all children are attentive. After this, I pause our teaching for a quick 5-minute brain break. Morin (2024) suggests breathing exercises, walking around the room, stretches and many more. My placement mentor often puts on a YouTube dance/shake video which the children copy along to. This has been very effective with managing their behaviour.

I have also used incentives of fun stickers and bringing in prizes for our class prize bag which are fun ways to engage my children. I have noticed that after the brain breaks and incentives, the children are calmer and more able to focus on their work as I have seen children's work improve significantly (BCU Themes A, B and C). I use the stickers coupled with phrases to see who is 'sitting beautifully' and who has the 'tidiest tables'

These methods tie into Bruner's theory of Discovery Learning (Bates, 2019) because these methods create a dynamic learning environment which caters to the needs of all children because discovery learning encourages active engagement. A brain break has been scientifically proven to increase blood flow to the brain which thus increases learning capacity (Willis, 2016) (BCU Themes A, B and E).

## Identify the **impact** of your practice:

### Impact on Pupil Progress

The children's work and behaviour in these situations has significantly improved. After the brain breaks, they respond well to instructions and I have noticed a considerable change in their effort during activities for example, in Art. The children love stickers, and the overall class behaviour has improved. The children are allowed to pick their own sticker which inclines them to behave correctly for this incentive.

The children have also become consistent with the routine and with the use of the management strategies to pause and recollect, there has been a considerable improvement in their behaviour after lunch time.

After their brain breaks, their work is completed to a better standard, as they are reenergised and ready to learn.

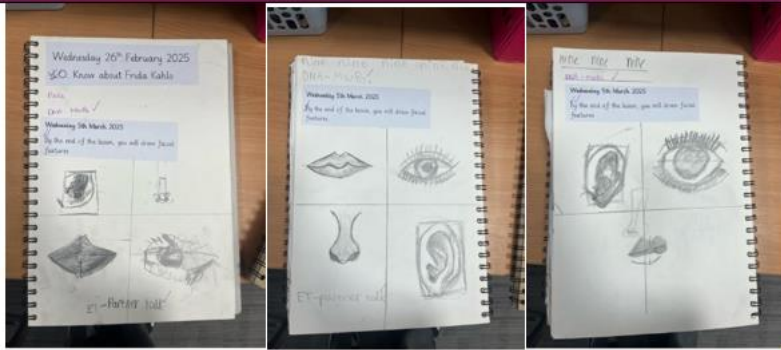
### Impact on your Professional Development

I understand that calm and proactive behaviour management strategies must be implemented consistently throughout teaching and learning. I recognise that short and simple ways of refocusing a disrupted class through a pause, breathing exercise or brain break can work much more efficiently as managing misbehaviour, rather than reactively addressing situations.

I understand the importance of a brain break especially for the younger learners, as sitting at their tables and chairs all day is not good for their health and development.



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

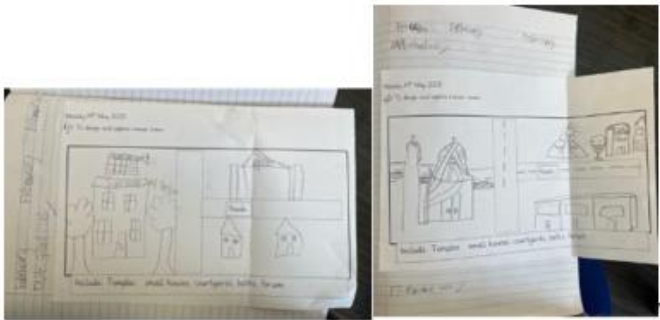


short break (I noticed more effort being put in)

Art Work after the



Brain break



Work after a brain break



PSHE work



**BCU ITE Assessment  
Tracker  
Primary and Early Years**

EDU7389 – SBT1 Phase 1

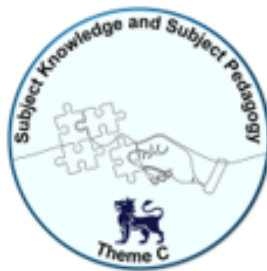
EDU7390 – SBT2 Phase 2  
SBT3 Phase 3

**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	<p>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.</p> <p>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.</p>		<p>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.</p>
Weekly Lesson Observation	<p>Associate Teachers pre-agree the observation focus aligned to BCU Curriculum themes.</p>	<p>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.</p>	
Progress Reviews	<p>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.</p> <p>The assessment tracker provides opportunity for identifying early intervention if additional support is required.</p>		<p>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.</p>
QTS Award	<p>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.</p>		<p>Lead Mentors analyse the assessment tracker alongside the One Drive and other evidence to make the recommendation for QTS.</p>



## Primary and Early Years ITE Assessment Framework

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





### Theme A: Critical Enquiry and Research-Informed Practice

Use critical enquiry and research informed practice to develop understanding of effective teaching and learning.

*(ITTECF: Professional Behaviours, Teachers' Standards: 8 and Part 2)*

<b>Working Towards (T)</b> The Associate Teacher works with the support of expert colleagues at BCU and in school to:	<b>Working At (A)</b> The Associate Teacher works independently with the advice and guidance of expert colleagues at BCU and in school to:	<b>Working Beyond (B)</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:
Engage with relevant research and policy relating to subject and pedagogical knowledge.  Use identified resources and reading to support learning in the subject.	Critically evaluate identified reading and resources to develop subject and pedagogical knowledge that can be applied into the planning, teaching and assessment cycle as a result.  Identify applicable research for the current stage of development and articulate why the research is valid and reliable for supporting the development of a particular area of practice. Show an understanding of reliability and bias limitations in education-based research.	Demonstrate a commitment to research by making informed pedagogical choices based on reading, research, and intended impact on pupils' learning.  Inform practice through critical evaluation of reading and research, considering its reliability and bias limitations to justify its use for continued professional development, and its application when designing informed planning and teaching.
Reflect on taught lessons, including those of expert colleagues, making links to theory and practice explored in sessions and observed in the placement school/s.	Reflect critically to deconstruct elements of practice and articulate how practice links to the evidence base or research that informed it.  Identify the impact of their practice on pupils' learning and discuss with expert colleagues how to develop practice as a result.	Justify research informed approaches that have been chosen, analysing their impact on the progress of pupils and ways in which approaches may be refined for greater impact.
Track development of curriculum, pedagogical knowledge, skills, and understanding.	Use subject audits to identify areas of current strengths and development, tracking curriculum, pedagogical knowledge, skills, and understanding to inform professional development.	Critically evaluate the impact of research informed pedagogical approaches on pupils' progress, identifying ways to improve both professional practice and subject specific practices.





**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](#))*

<p><b>Working Towards (T)</b></p> <p>The Associate Teacher works with the support of expert colleagues at BCU and in school to:</p>	<p><b>Working At (A)</b></p> <p>The Associate Teacher works independently with the advice and guidance of expert colleagues at BCU and in school to:</p>	<p><b>Working Beyond (B)</b></p> <p>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:</p>
<p>Observe how expert colleagues establish and reinforce effective classroom routines including creating an effective learning environment.</p> <p>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.</p>	<p>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.</p> <p>Make deliberate choices being clear and precise when teaching pupils about expectations of good behaviour.</p>	<p>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.</p>
<p>Build effective relationships with all pupils in the placement school/s based on an ethos of mutual trust and respect.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>Develop an excellent climate for learning where pupils practice perseverance and learning from mistakes as they continue to practice self-regulation.</p> <p>Pupil data is applied effectively to support the climate for learning.</p>
<p>Use the placement school's behaviour management policies and understand how these should be implemented in the context of the school placement.</p> <p>Evaluate how high expectations are demonstrated through praising pupil engagement and progress made.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>Identify goals and targets that challenge and stretch all pupils and understanding the long-term positive impact of high expectations on pupils' life chances.</p>
<p>Understand the impact of positive reinforcement to affect and improve the motivation, successes, behaviour, and well-being of pupils in your placement school/s.</p>	<p>Begin to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically.</p>	<p>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.</p> <p>Ensure pupils are confident to participate in lessons and their contributions are valued.</p>
<p>Begin to understand the teacher's role in supporting the social and emotional development of pupils (including an understanding of how to prevent bullying).</p>	<p>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).</p>	<p>Support pupils to believe that their feelings will be considered and understood. Consistently encourage pupils to take pride in their work, appearance and school.</p> <p>Respond with authority to any behaviour or bullying that threatens emotional and/or physical safety.</p>

# Rapid Improvement Target

Issued if Associate Teachers:

- 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](mailto: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 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.
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# 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 <del>mSRS</del> .	



# Primary Partnership Website



[Primary Partnership Website Landing Page](#)

Key document information is being added and will be available at the end of the week including a recording of the School Briefing meeting on the **PGCE** tile.

# Useful Contacts

PGCE Course Team:

[PrimaryandEarlyYearsPGCECourseTeam@bcu.ac.uk](mailto:PrimaryandEarlyYearsPGCECourseTeam@bcu.ac.uk)

Education Partnerships Team:

[Georgios.Pazaitis@bcu.ac.uk](mailto:Georgios.Pazaitis@bcu.ac.uk)

Primary Partnership Lead:

Anne Whitacre

[anne.whitacre@bcu.ac.uk](mailto:anne.whitacre@bcu.ac.uk)

# Any Questions?



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