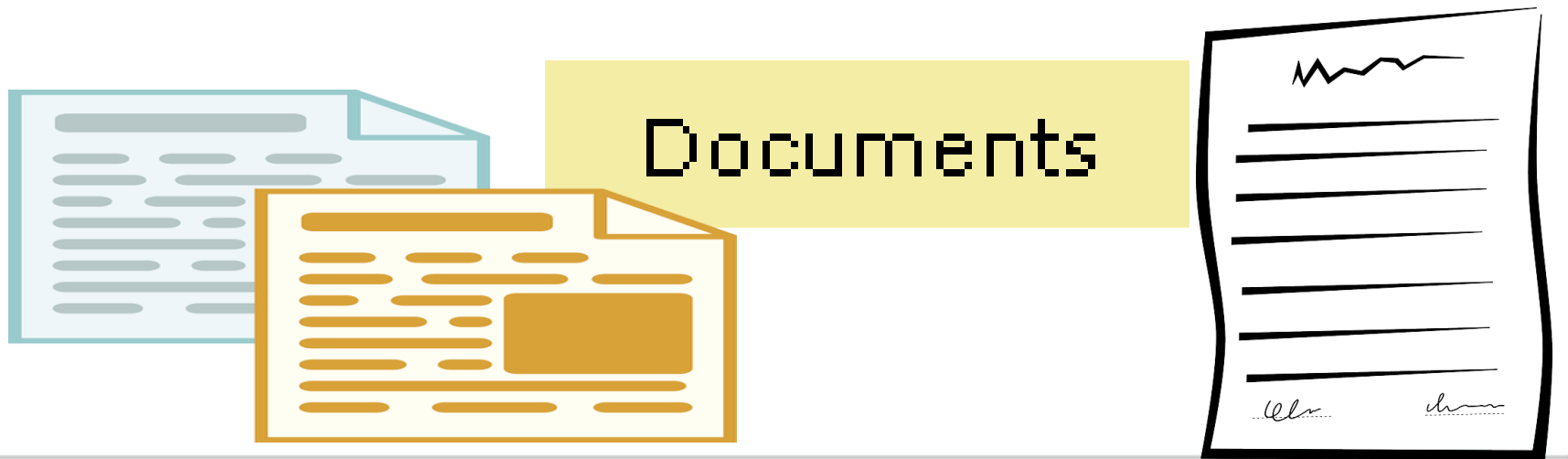


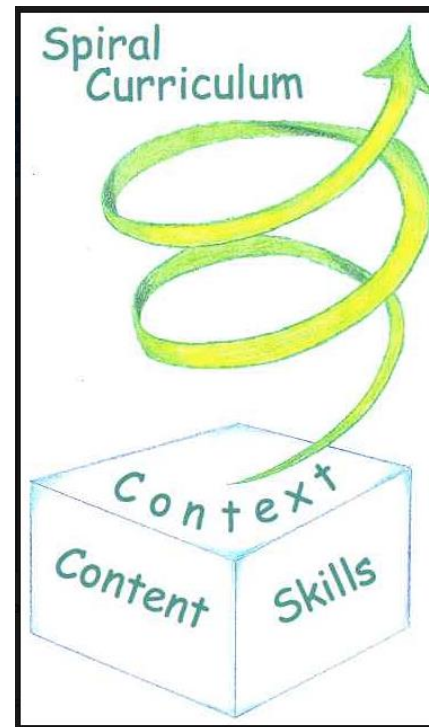
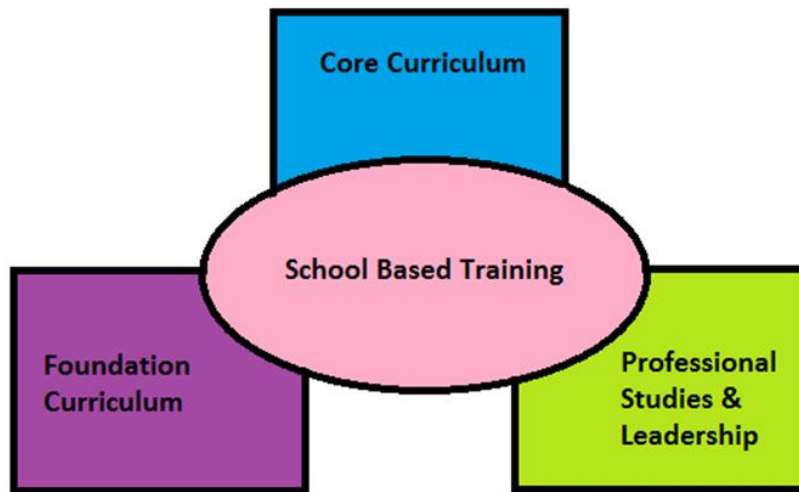
Primary Partnership Website

All documentation related to BCU Primary placements can be found on the Primary Partnership website:

[Primary and Early Years partnerships - Overview - School of Education and Social Work | Birmingham City University \(bcu.ac.uk\)](https://www.bcu.ac.uk/primary-partnerships)



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

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

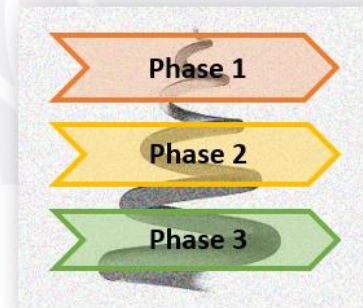
E. Associate Teacher implements effective adaptive teaching approaches to meet all learners' needs, including SEND (Special Educational Needs and Disability) and EAL (English as an Additional Language learners).

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

PGCE Curriculum Document

PGCE Primary & Early Years Curriculum

Links to pages	
Art and Design	Mathematics
Computing	Music
Design and Technology	Physical Education
English	Religious Education
Geography	Science
History	
Languages	Professional Studies



Subject Specific Subject Development Journal

Name:	
Student ID:	
PGCE Primary & Early Years Subject Specific Development Journal	
<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>Sessions: practise learning at the end of session/during your session and how you have applied your learning.</p> <p>Placement: 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>	
Assessment You are assessed through; your assignments; the BCU Key themes; Subject Specific Learning Development Journal; Teaching Of Reading Booklet; Safeguarding Booklet; RIT process; lesson observations and targets feedback; critical incidents to include key reading; SBT Tasks; Subject-based observation feedback forms.	

Phase 2 of BCU Curriculum

PHASE 2			
I have learned that:	I have learned how to.....	I have practised - evidence	I have applied - School Based Evidence
EAL Learn that: <ul style="list-style-type: none"> EAL learners have a broad range of specific needs. EAL learners can be supported with a range of specific strategies and resources 	Learn how: <ul style="list-style-type: none"> Assess EAL learners and address individual needs. identify and implement appropriate strategies to support EAL learners 		
Reading Learn that: <ul style="list-style-type: none"> Continued engagement with professional development and secure subject knowledge is integral to teaching. 	Learn how: <ul style="list-style-type: none"> reflect upon own knowledge and development needs, for example to act upon identified targets 		
Review English Action Plan		Please review your English action plan and submit to the submission point EDU7384 by 17 th January 2025 also in your Shared with you folder	

Associate Teachers will continue to use and populate their SSDJ. This will help them to continue to make links between what they have learned in University – and what they will be able to make connections within the classroom.

School Based Training 2

- **Preliminary Visits:** 14th, 15th, 16th, 20th, 22nd, 24th, 27th, 28th, 29th, 30th January
- **Lead Mentor Sign Off:** Week Beg: 27th January – ONLINE – Associate Teachers will be in school
- **Block Placement Dates:** 3rd February – 9th April
- **Review Meeting:** WB: 10th March
- **Progress Meeting:** WB: 7th April
- **Lead Mentor Debrief:** WB: 28th April
- **University Days:** 21st, 23rd, 24th pm via teams, 31st Jan, 7th, 14th, 28th Feb, 3rd, 5th, 6th pm via teams, 7th March



Spring Term Overview

13-Jan-25	Professional Studies	SBT2PPSE	SBT2PPSE	SBT2PPSE	CORE
20-Jan-25	SBT2PPSE	ITAP Scaffolding Uni	ITAP Scaffolding School	ITAP Scaffolding Uni	ITAP Scaffolding Sch & Uni Teams
27-Jan-25	SBT2PPSE	SBT2PPSE	SBT2PPSE	SBT2PPSE	PSL Leadership
03-Feb-25	SBT2	SBT2	SBT2	SBT2	PSL Leadership & AS
10-Feb-25	SBT2	SBT2	SBT2	SBT2	PSL Leadership
17-Feb-25	SDL	SDL	SDL	SDL	SDL
24-Feb-25	SBT2 Core Hand in	SBT2	SBT2	SBT2	PSL Leadership
03-Mar-25	ITAP Questioning Uni	ITAP Questioning Sch	ITAP Questioning Uni	ITAP Questioning Sch/Uni Teams	PSL Leadership
10-Mar-25	SBT2 RM2	SBT2	SBT2	SBT2	SBT2
17-Mar-25	SBT2	SBT2	SBT2	SBT2	SBT2
24-Mar-25	SBT2	SBT2	SBT2	SBT2	SBT2
31-Mar-25	SBT2	SBT2	SBT2	SBT2	SBT2
07-Apr-25	SBT2 PM2	SBT2	SBT2	PS & SBT3 Briefing	CORE

Progress Journal



BIRMINGHAM CITY
University

PGCE Primary & Early Years Education with
QTS
School Based Training 2
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: 13,14,15,20,22,24 am, 27,28,29,30 January

UT Sign Off: Week Beg:27th January

Block Placement Dates: 3rd February – 9th April

Review Meeting: Week Beg:10th March

Progress Meeting: Week Beg 7th April

UT Debrief: Week Beg 28th April

Intensive Training and Practice – Adaptative Teaching - Scaffolding:

21st (Uni), 22nd (Sch), 23rd (Uni), 24th (Sch/Uni) January

Intensive Training and Practice – Assessment - Questioning:

3rd (Uni), 4th (Sch), 5th (Uni), 6th (Sch/Uni) March

1

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



BIRMINGHAM CITY
University

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



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.

UT Sign off Meeting - Online

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		
Planning <ul style="list-style-type: none"> Negotiate the timetable to be taught between teacher and Associate Teacher: whole class, groups, interventions Discuss the school's medium/weekly term planning for the areas the Associate Teacher will be teaching Discussion around planning for lessons taught in the first week 		
I confirm that the above actions have been taken and the Associate Teacher is ready to commence this School Based Training (Please sign in box below)		
Lead Mentor:		Placement Mentor/Professional Mentor:

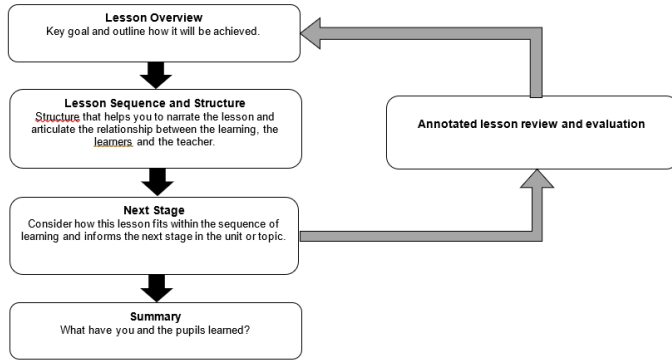
- Associate Teacher should contact Lead Mentor to arrange a time to meet via TEAMS
- Targets should have been discussed
- Associate Teachers will have to talk through the Pre-Approval checklist
- **Associate Teachers will be in school on this day but will need time to meet with their Lead Mentor**

Lesson Planning

- Associate Teachers are expected to plan in full for all teaching commitments.
- It is expected that the BCU Lesson/sequence of learning planning proforma.
- This **MUST** be made available prior to teaching in good time for placement mentors to check and suggest/make amendments prior to teaching (recommended 48hrs prior to teaching – (to be agreed between Mentor and AT)
- Planning **MUST** be available for all Observed lessons (Lead Mentor visits)
- At Review Meeting 2 it will be discussed if the Associate Teacher is ready to move onto using the school proforma

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.

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

Post lesson evaluation and reflection

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

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

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

Weekly Meeting & Target Setting

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.

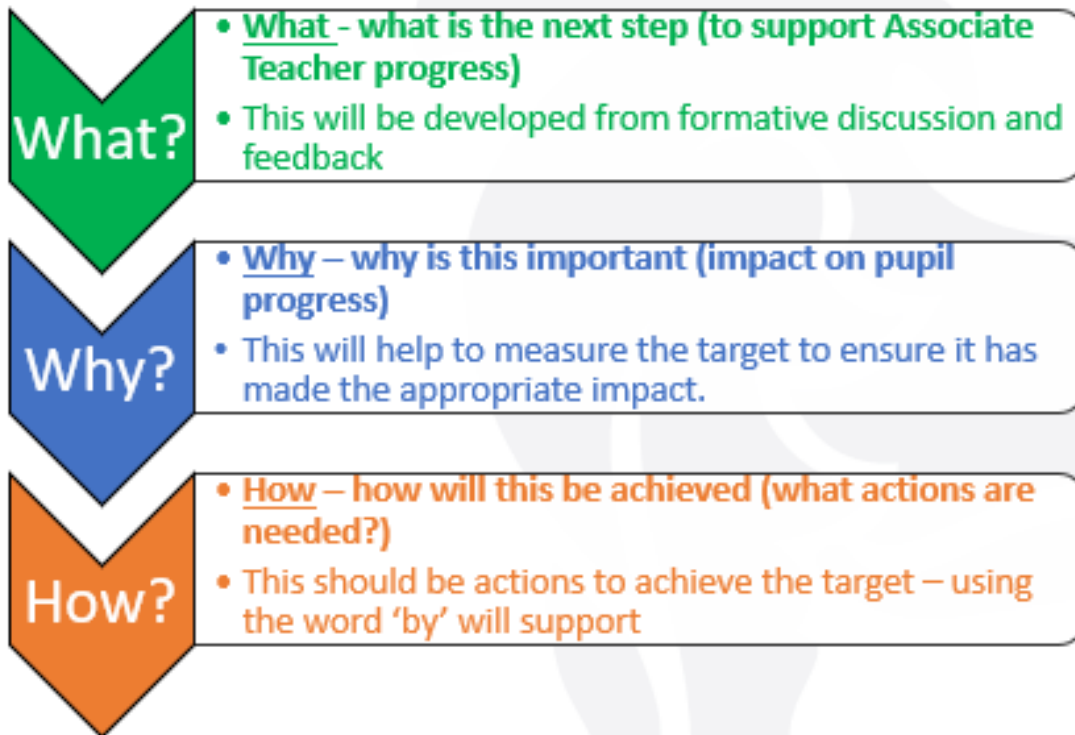
Weekly Meeting & Target Setting

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

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

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.

Planning & Teaching Expectations - SBT2

Associate Teachers will start at a **50% teaching** and move to a **60% teaching commitment**

- **By week four** they should be teaching **60%** of the time whether that is whole class, intervention groups or one to one interventions.
- This school-based learning is designed to build upon knowledge and understanding of teaching and learning, assessment and behaviour management strategies, developed through the university taught programme, and from previous School Based Training.

Associate Teachers have had input on research informed practice and have already had some experience of:

- Planning and assessing the **core** and the **foundation** subjects
- The **national curriculum or the EYFS** and the challenges that schools face in developing planning and assessment processes
- **Theories** related to behaviour management strategies, learning, formative and summative assessment processes, safeguarding, SEND, EAL
- ~~Planning, teaching, and assessing small groups, one to one interventions and whole classes.~~

Lesson Observations

- **The BCU Lesson Observation Feedback Form must be completed for all formal lesson observations.**
- Subject Feedback Prompts can help to support with subject specific observation feedback – these can all be accessed on the Primary Partnership Website.
[Primary and Early Years partnerships - Overview - School of Education and Social Work | Birmingham City University \(bcu.ac.uk\)](#)
- **First formal lesson observation in Week 1** of School Based Training block
- **One formal observation per week**
- **One joint observation** with Lead Mentor and Placement/Professional Mentor

BCU Lesson Observation Feedback

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

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

Classroom practice: High expectations and managing behaviour Key theme B – (A & F) e.g. how does the Associate Teacher develop purposeful learning to ensure good progress for all pupils?	
Impact on learning: What have the children learned? Is the learning related back to the Lesson Intent?	
Key Strengths Following the observation, through professional dialogues, please identify key strengths and targets for the Associate Teacher in the context of raising pupil achievement and supporting children's learning.	BCU Key Theme
1.	
2.	
3.	
(4.)	
(5.)	
Possibilities, Issues, Reflections and Targets including reference to PHONIC S At least one subject specific target should be set following an observation. This should include what is the next step (to support Associate Teacher progress) why is this important (impact on pupil progress) and how will this be achieved (what actions are needed?)	BCU Key Theme
1.	
2.	
3.	
Reminders:	Y/N
Is there protected time for the trainee and mentor to meet weekly to discuss progress?	
Associate Teacher to ensure that observation feedback has been uploaded to their AT Folder in the School Based Training section.	
Associate Teacher to ensure that observation feedback has been uploaded to the subject submission point on moodle .	
Have you used the BCU Mentor Coach Model: See it, Name it, Do it, Review it?	

Lesson Observation PHONICS Feedback

University

BCU Systematic Synthetic Phonics Observation Feedback

Associate Teacher name:				Date:				
Course:	BA QTS:	1	2	3	PGCE:	1	2	3
School:	N Primary			Context:	Phonics	Year Group:		
PDT:	GP	Observer name(s):	MS					
Observer role(s):	Lead Mentor	Mentor(CT)	University Tutor	Joint	Observation number:			
Phonic scheme:				Phonic Phase:	Phase			

Previous Lesson Targets including phonics:

-
-
-

When observing 'Phase One' phonics in Nursery/EYFS use the following prompts'

- Aspect of phase one are present for this lesson i.e., Environmental sounds / Instrumental sounds / body sounds / rhythm and rhyme / alliteration / voice sounds / oral blending and segmenting.
- The lesson links to wider learning i.e., other areas of learning in the EYFS.
- The activity links to EYFS principles.
- Phonics is embedded in a language-rich environment.
- Indoor and outdoor space is used to support learning.
- There are opportunities for oral blending and segmenting.
- Children have opportunities to explore sounds throughout the day.
- Children are encouraged to listen attentively.
- Children are encouraged to reproduce audibly the phonemes that they hear, in order and through the word.
- Physical resources are used to support learning well.

Observational Prompts	Observational Comments
Revisit and Review	
<ul style="list-style-type: none"> The Associate Teacher ensures that children revise and consolidate earlier learning. The lesson intent made clear. All children can see/hear. Phonemes are articulated clearly and correctly. 	
Teach	
<ul style="list-style-type: none"> New learning is clear. New Phonemes and digraphs are introduced. The Associate Teacher models blending and segmenting. The Associate Teacher introduces / revisits common exception words (tricky words). Learning is contextualised. All children are actively involved in speaking and listening. 	
Practise	
<ul style="list-style-type: none"> The strategies applied are interactive fun and multisensory. All the children are engaged. Adaptation is evident when appropriate. Children articulate the phonemes correctly. Children blend phonemes to read words and/or segment words into phonemes for spelling. Children are given effective feedback. Pace is appropriate. 	
Apply	
<ul style="list-style-type: none"> There is evidence that children have opportunities to apply their phonic knowledge and skills in reading or writing a sentence or caption. The learning relates back to the Lesson Intent. 	

Additional Comments

- The Associate Teacher has planned to present new knowledge in small steps.
- The Associate teacher checks for understanding.
- Questioning is used to good effect.
- The Associate Teacher uses scaffolding and support for all learners.
- Independent learning is encouraged.
- Clear models and examples are used to support pupil progress.
- Pupils are challenged.

Key Strengths of Teaching: Ensure PHONICS is included <small>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.</small>	BCU Key Theme
1.	
2.	
3.	
Possibilities, Issues, Reflections and Targets including reference to PHONICS <small>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?)</small>	BCU Key Theme
1.	
2.	
3.	
Reminders:	Y/N
Is there protected time for the Associate Teacher and mentor to meet weekly to discuss progress?	
Associate Teacher to ensure that observation feedback has been uploaded to their AT Folder in the School Based Training section.	
Associate Teacher to ensure that observation feedback has been uploaded to the subject submission point on Moodle.	

Subject Specific Feedback Prompt

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.

National Curriculum: Reference should be made to the three aims of the National Curriculum – **fluency, reasoning and problem solving**, and Associate Teachers should demonstrate their understanding of the requirements for each of these.

Maths Subject Knowledge: Associate Teachers should be demonstrating accurate subject knowledge and their understanding of effective teaching and learning by **planning, delivering and assessing** their mathematics lessons using a mastery approach to ensure all pupils gain a deep and secure understanding.

Substantive knowledge: Associate Teachers' substantive knowledge should be evident in both their **planning and their teaching**.

Declarative Knowledge – 'I know that' Associate Teachers should enable their pupils to know and recall facts and formulae, relationship between facts and operations (conceptual understanding)
There should be consideration of how children commit **declarative knowledge to their long-term memory**, for instance times tables and number facts and how this is retrieved.

Procedural knowledge – 'I know how' Associate Teachers should enable their pupils to confidently calculate using the 4 operations and understand how they relate to informal methods. Associate Teacher should help pupils to develop **efficient, systematic and accurate mathematical methods**.

Conditional knowledge – 'I know when' Associate Teachers enable their pupils to organise their thinking to develop a bank of strategies, to solve different types of problems, to reason, to give mathematical proof.

Consideration should also be given to opportunities for pupils to develop their metacognitive skills for instance learning from their mistakes and misconceptions.

The following prompts are designed to support in giving subject-specific mathematics feedback in relation to the 'Five Big Ideas':

[Five Big Ideas in Teaching for Mastery | NCETM](#)

This is based on work completed by the Central Maths Hub.

Further Guidance

Questions and prompts for primary trainees: Mentoring conversations for teaching and learning of mathematics (created by East Midlands Maths Hubs)

Key Idea:	What to look for
<p>Coherence Teaching is designed to enable a coherent learning progression through the curriculum, providing access for all pupils to develop a deep and connected understanding of mathematics that they can apply in a range of contexts.</p>	<ul style="list-style-type: none"> > Is this lesson part of a sequence that builds on prior learning and plans for progression? How has AfL informed this? > Does the lesson break down tricky learning into manageable steps? > Do the steps enable all pupils to access the learning? Do they need to be adapted? > Are examples provided well-chosen and justified? > Are mathematical misconceptions predicted, planned for and immediately addressed? > How is challenge provided?



Key Idea:	What to look for
<p>Representation and Structure Representations used in lessons expose the mathematical structure being taught, the aim being that pupils can do the maths without recourse to the representation, supporting them to achieve a deep understanding of mathematical structures and connections.</p>	<ul style="list-style-type: none"> > Are representations used to support new learning, conceptual and conditional knowledge? > Has the Associate Teacher chosen representations that expose the mathematical structure? Does questioning focus pupil attention on structure? > How does modelling using representations/ manipulatives support understanding of the mathematics? > How are concrete and pictorial representations used to scaffold the learning? To support individual pupils as part of adaptive teaching? > Are connections made between the language, manipulatives, images and symbols?
<p>Mathematical Thinking Mathematical thinking is central to how pupils learn mathematics and includes looking for patterns and relationships, making connections, conjecturing, reasoning, and generalising. Pupils should actively engage in mathematical thinking in all lessons, communicating their ideas using precise mathematical language.</p>	<ul style="list-style-type: none"> > What opportunities for pupils to problem solve and reason were provided? Why were they chosen? > Are Pupils should actively engage in mathematical thinking in all lessons, communicating their ideas using precise mathematical language? > Is correct technical mathematic vocabulary along with key phrases and stem sentences modelled and reinforce while 'thinking aloud'? > Is questioning used effectively to promote mathematical discussion and develop mathematical understanding? (E.g. How do you know? prove it, convince me) > Are rich tasks used that allow all pupils to explore concepts deeply? > Does the Associate Teacher highlight aspects of mathematical thinking, such as spotting patterns, making conjectures and proving why something is true? > Is mathematical talk and thinking celebrated?
<p>Fluency Quick, efficient and accurate recall of facts and procedures and the flexibility to move between different contexts and representations of mathematics.</p>	<ul style="list-style-type: none"> > Were facts and procedures appropriate pitch and challenge? (AfL and matched to NC) > Are there opportunities for retrieval of key facts and procedures? calculation strategies, number bonds, times tables. > Are there opportunities for pupils to engage in practice? Modelled, guided independent. > Are there opportunities for pupils to share, compare and contrast strategies and reflect on flexible and efficient strategy use?
<p>Variation Draw attention to a key feature of a mathematical concept or structure through varying some elements while keeping others constant.</p> <ul style="list-style-type: none"> • Conceptual variation - varying how a concept is represented, often in more than one way, to draw attention to critical features. • Procedural variation - considers learning sequence with attention drawn to the mathematical relationships and structure. 	<ul style="list-style-type: none"> > Does the Associate Teacher use examples (and non-examples) to help pupils understand the essential features of concepts? > Are questions and exercises carefully ordered to help pupils make connections and to expose the mathematical structure? > Were misconceptions identified or anticipated? Were tasks / questions designed to draw attention to misconceptions?
<p>Target Setting: At least one subject specific target should be set following an observation. This should include what is the next step (to support Associate Teacher progress) why is this important (impact on pupil progress) and how will this be achieved (what actions are needed?) E.g. To use concrete resources for column addition to ensure secure procedural knowledge by modelling methods using concrete resources and provide opportunities for pupil to use them alongside the abstract.</p>	






PGCE Primary and Early Years Education

**Intensive Training and Practice
(ITaP)**

Spring Term Overview

13-Jan-25	Professional Studies	SBT2PPSE	SBT2PPSE	SBT2PPSE	CORE
20-Jan-25	SBT2PPSE	ITAP Scaffolding Uni	ITAP Scaffolding School	ITAP Scaffolding Uni	ITAP Scaffolding Sch & Uni Teams
27-Jan-25	SBT2PPSE	SBT2PPSE	SBT2PPSE	SBT2PPSE	PSL Leadership
03-Feb-25	SBT2	SBT2	SBT2	SBT2	PSL Leadership & AS
10-Feb-25	SBT2	SBT2	SBT2	SBT2	PSL Leadership
17-Feb-25	SDL	SDL	SDL	SDL	SDL
24-Feb-25	SBT2 Core Hand in	SBT2	SBT2	SBT2	PSL Leadership
03-Mar-25	ITAP Questioning Uni	ITAP Questioning Sch	ITAP Questioning Uni	ITAP Questioning Sch/Uni Teams	PSL Leadership
10-Mar-25	SBT2 RM2	SBT2	SBT2	SBT2	SBT2
17-Mar-25	SBT2	SBT2	SBT2	SBT2	SBT2
24-Mar-25	SBT2	SBT2	SBT2	SBT2	SBT2
31-Mar-25	SBT2	SBT2	SBT2	SBT2	SBT2
07-Apr-25	SBT2 PM2	SBT2	SBT2	PS & SBT3 Briefing	CORE

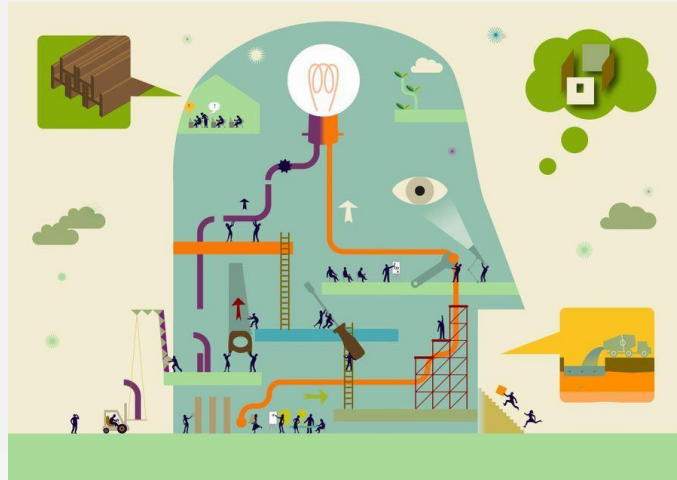
Adapted five-stage framework

INTRODUCE 	ANALYSE 	PREPARE 	ENACT 	ASSESS 
Learning about the theory of teaching and learning	Using representations to analyse expert teaching	Use approximations to practice and get feedback	Receive support to apply learning in the classroom	Tracking trainees' growth and knowledge
<ul style="list-style-type: none"> - Lectures - Seminars - Assigned reading and research 	<ul style="list-style-type: none"> - Lesson observations - Video deconstruction - Lesson transcripts - Expert modelling - Professional discussions 	<ul style="list-style-type: none"> - Deliberate practice - Instructional rehearsal - Co-planning 	<ul style="list-style-type: none"> - Instructional coaching - Team teaching - Independent teaching 	<ul style="list-style-type: none"> - Lesson observation - Professional discussion - Critical incident - Self-reflection - Group reflection - Target setting

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

Each aspect of the framework is made explicit to the trainees

<p>Behaviour ITaP Pivotal area: Routines and Transitions</p>	<p>Modelling and Guided Practice ITaP Pivotal area: Modelling and Guided Practice in Mathematics</p>	<p>Adaptive teaching ITaP Pivotal area: scaffolding</p>	<p>Assessment ITaP Pivotal area: Questioning</p>
<p>PGCE: Term 1</p>	<p>PGCE: Term 1</p>	<p>PGCE: Term 2</p>	<p>PGCE: Term 2</p>
<p>ITTECF: Managing Behaviour BCU Curriculum Key Theme B</p> <p>Key questions: How do I use appropriate behaviour management strategies to ensure smooth transitions? What is the impact of effective routines and transitions on learning?</p> <p>Practicable skills:</p> <ul style="list-style-type: none"> Learn names and use them Project non-verbal confidence Project voice calmly and confidently Decide expectations in line with school policy Communicate expectations - Signal, Pause, insist / signal and movement routines Reinforce expectations – positive framing / choices and consequences Positive Correction Sustain expectations 	<p>ITTECF: Classroom practice BCU Curriculum Key Theme D</p> <p>Key question: How do I model and guide the pupils to ensure they are successful in their independent practice?</p> <p>Practicable skills:</p> <p>Modelling motivation</p> <p>Live modelling (I do)</p> <ul style="list-style-type: none"> Normal speed / slowed down Silent modelling Narrating the process Misconceptions Part complete examples <p>Metacognitive talk</p> <p>Guided practice (we do)</p> <ul style="list-style-type: none"> Set tasks based on models Invite children to contribute Check for success / errors Provide further models <p>Independent (you do)</p> <ul style="list-style-type: none"> Set tasks based on models 	<p>ITTECF: Adaptive teaching / Classroom Practice BCU Curriculum Key Theme: D and E</p> <p>Key question: How do I use scaffolds as temporary supports so that pupils can successfully complete tasks that they cannot yet do independently? All learners including EAL SEND, rapid graspers, lowest 20%</p> <p>Practicable skills:</p> <ul style="list-style-type: none"> Map out the components of a task Provide scaffolds at a detailed level <ul style="list-style-type: none"> Visual scaffolds Verbal scaffolds Written scaffolds <p>Make decisions about when to remove the scaffolds</p>	<p>ITTECF: Assessment / Classroom practice BCU Curriculum Key Theme D</p> <p>Key question: How do I use effective questioning to assess pupils understanding and plan next steps in learning?</p> <p>Practicable skills:</p> <p>Plan for effective questioning</p> <p>Manage the questioning process and pupils’ responses:</p> <ul style="list-style-type: none"> Cold calling, no opt-out, Think, Pair, Share , Show- me boards (mini whiteboards), Questioning to extend understanding - Say it again, better, hinge questions, Probing question, Process questions Allow thinking time <p>Make decisions based on pupil’s responses – re-teach, defer, move-on,</p>
<p style="text-align: center;">BCU Curriculum Key Theme A and F</p>			



Intensive Training and Practice (ITaP)

Pivotal area: Scaffolding

Key Question: How do I use scaffolds as temporary supports so that pupils can successfully complete tasks that they cannot yet do independently?

All learners including EAL, SEND, lowest 20%, rapid graspers

Scaffolding

PGCE: Term 2 – 4 days	ITTECF links	Practicable Skills	Contributing research and reading
BA: Year 2 – 5 days	BCU Curriculum Key Theme D and E		
<p>Pivotal area: Scaffolding</p> <p>Key question: How do I use scaffolds as temporary supports so that pupils can successfully complete tasks that they cannot yet do independently? All learners including EAL, SEND, lowest 20%, rapid graspers.</p>	<p>ITaP outcomes</p> <p>4. Classroom Practice</p> <p>4. Learn that Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases</p> <p>Learn how to</p> <p>Plan effective lessons by:</p> <ul style="list-style-type: none"> i) Observing how expert colleagues break tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes) and deconstructing this approach <p>Take opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> i) Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain. iii) Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material. <p>5. Adaptive Teaching</p> <p>Learn That Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.</p> <p>Learn how to: provide opportunity for all pupils to achieve success:</p> <ul style="list-style-type: none"> Observing how expert colleagues adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations and deconstructing this approach. <p>Following expert input by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> i) Making use of well-designed resources iv) Reframing questions to provide greater scaffolding or greater stretch. 	<p>Practicable skills:</p> <ul style="list-style-type: none"> Map out the components of a task Provide scaffolds at a detailed level Live and Embedded Scaffolding <ul style="list-style-type: none"> Visual scaffolds Verbal scaffolds Written scaffolds Make decisions about when to remove the scaffolds 	<p>Aubin, G. (2022) <i>EEF Blog: Scaffolding – more than just a worksheet</i>. EEF blog: Scaffolding – more than just a worksheet EEF (educationendowmentfoundation.org.uk)</p> <p>Bruner, J. S. (1975) Language as an instrument of thought, in A. Davies (Ed.), <i>Problems of Language and Learning</i>, London: Heinemann</p> <p>Eaton, J. (2022) <i>EEF blog: Moving from ‘differentiation’ to ‘adaptive Teaching’</i>. Available at: https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching</p> <p>EEF Scaffolding Tool 5-a-Day Reflection Tool 2023.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Rosenshine B. (2012) Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; <i>American Educator</i> Vol. 36, No. 1, Spring 2012, AFT</p> <p>Sherrington, T. and Caviglioli (2020) <i>Teaching Walkthrus: Five Step Guides to Instructional Coaching</i>. Woodbridge. John Catt Educational Ltd.</p> <p>van de Pol, J.; Volman, M.; Oort, F.; Beishuizen, J. <i>Instructional Science</i>; Dordrecht Vol. 43, Iss. 5, (Sep 2015): 615-641. DOI:10.1007/s11251-015-9351-z</p> <p>van de Pol, J., Volman, M., & Beishuizen, J. (2010). Scaffolding in teacher–student interaction: A decade of research. <i>Educational Psychology Review</i>, 22(3), 271–296. https://doi.org/10.1007/s10648-010-9127-6</p> <p>Wood, D. Bruner, J.S. and Ross, G. (1976) The Role of Tutoring in Problem Solving. <i>Journal of Child Psychology and Psychiatry</i>, Volume 17, Issue 2.</p>

Day 1 University	Day 2 School	Day 3 University	Day 4 School (am) Online Group Meeting (pm)
<p style="text-align: center;">Lead Lecture</p> <p>INTRODUCE: Introduction to the ITaP</p> <ul style="list-style-type: none"> • Theory (Ross, Bruner and Wood, Vygotsky ZPD) • Rosenshine's Principles of Instruction. • Scaffolding Walkthus • Tasks at overview and detailed level • Embedded and Live Scaffolding • Scaffolding to support working memory • Visual, Verbal and Written scaffolds • Scaffolding for varying levels of support. 	<p>ANALYSE:</p> <ul style="list-style-type: none"> • Observe Placement mentor teaching a difficult task or new concept in subject (other than Mathematics or Phonics) or within an Area of Learning other than Mathematics (or Phonics). • Record reflections on the use of scaffolds. Consider impact on independent learning <p>PREPARE:</p> <ul style="list-style-type: none"> • Plan and prepare for teaching a small group a difficult task or new concept in a Foundation subject, Science or R.E. or within an Area of Learning other than Mathematics (or Phonics). 	<p style="text-align: center;">Seminar 2</p> <p>Directed tasks reflection</p> <p>ANALYSE:</p> <ul style="list-style-type: none"> • Professional discussions with Lead Mentor and peers based on Day 2 in school • Observe Lead Mentor modelling the use of scaffolds in a task. Analyse with peers and reflect on the use of scaffolds. Consider impact on independent learning <p>PREPARE:</p> <ul style="list-style-type: none"> • Planning/ co planning with support of peers and Lead Mentor for lesson to enact in school on Day 4. 	<p>ENACT:</p> <ul style="list-style-type: none"> • Independent teaching of a difficult task or new concept to the class in the associate teacher's chosen subject. Using scaffolds to support learning • Placement Mentor to observe <p>ASSESS:</p> <ul style="list-style-type: none"> • Instructional Coaching - Deconstruction and Professional discussion of lesson observation – targeted feedback and target setting • Independent self-reflection
<p style="text-align: center;">Seminar 1</p> <p>INTRODUCE:</p> <ul style="list-style-type: none"> • Embedded scaffolding • Mapping out components of a task • Visual, Verbal and Written scaffolds <p>ANALYSE:</p> <ul style="list-style-type: none"> • Embedded Scaffolding. Lead Mentor. analyse and deconstruct a lesson plan created for a difficult task. • With peers and Lead Mentor analyse components of a task (using examples from foundation subjects and EYFS Areas of Learning). Identify difficulties that pupils will encounter and identify visual, verbal and written scaffolds to support learning. <p>PREPARE:</p> <ul style="list-style-type: none"> • Tasks for Day 2 in school 	<p>ENACT:</p> <ul style="list-style-type: none"> • Small group teaching of a difficult task or new concept in a Foundation subject, Science or R.E. or within an Area of Learning other than Mathematics (or Phonics). • Reflect on practice and the impact on learning. <p>PREPARE:</p> <ul style="list-style-type: none"> • Professional discussion with the Placement Mentor about the focus for teaching the class a difficult task or new concept in a Foundation subject, Science or R.E. or within an Area of Learning other than Mathematics, (or Phonics). Teaching will be on Day 4 in school 	<p style="text-align: center;">Seminar 3</p> <p>PREPARE:</p> <ul style="list-style-type: none"> • Preparing scaffolds to include in the lesson that will be enacted in school on Day 4 • Deliberate practice –micro scripting and practicing with peers in preparation to enact in school. • Feedback from peers and Lead Mentor • Self –reflection 	<p style="text-align: center;">Seminar 4 (online) IN SEMINAR GROUPS (ONLINE)</p> <p>ASSESS: Peer feedback on use of scaffolds and impact on pupils' learning . Contribute to a group collaborative document providing an overview of scaffolds used and their impact on learning. Relate to research by Van de Pol et al ; framework for analysis of scaffolding.</p> <p>ITaP Reflection. Next steps for practice.</p> <p>INTRODUCE: Making best use of TAs Impact of using TAs EEF Summary of Recommendation EEF scaffolding framework for TA – pupil interactions</p>
<p style="text-align: center;">Directed task</p> <p>INTRODUCE: Read: Pages 114-115 and pages 359-360 in Pollard, A. and Wyse, D. (2023) <i>Reflective Teaching in Primary Schools</i>. 6th Edition. Bloomsbury Academic.</p>	<p style="text-align: center;">Directed task</p> <p>INTRODUCE: Read: Section 4: Managing Cognitive Load. Pages 24-36 in Education Endowment Foundation (2021) <i>Cognitive Science: Approaches in the Classroom</i>.</p>	<p style="text-align: center;">Directed task</p> <p>PREPARE:</p> <ul style="list-style-type: none"> • Independent refinement of planning and resources for lesson to be enacted in school on Day 4 . 	<p style="text-align: center;">Directed task</p> <p>PREPARE: Read: Education Endowment Foundation (2021) Making Best Using of Teaching Assistants Guidance Report and recommendations poster to support practice in SBT2.</p> <p>ASSESS:</p> <ul style="list-style-type: none"> • Critical Incident (Adaptive Teaching-Scaffolding focus). Professional discussion with Lead Mentor and Placement Mentor at Review Meeting 2



Day 1 - University

Learn That:

- Theory informs us that scaffolding is a process that enables a pupil or novice to solve a task or achieve a goal that would be beyond their unassisted effort
- Rosenshine presented Principles of Instruction to support classroom practice
- The Principles of Instruction is based on evidence that more effective teachers provide scaffolds for difficult tasks
- Providing 'scaffolding' helps learners navigate the working memory demands of tasks
- Scaffolding can provide support at a detailed and overview level
- Scaffolds can be embedded (prior to learning) or live (during learning).
- Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed
- Scaffolds are temporary supports and should be gradually withdrawn as pupils develop more competence and independence.


Learn How To:

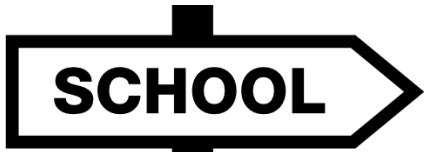
- Map out components of a task, consider the difficulties that pupils will encounter and plan for scaffolding to assist their learning.
- Select the most appropriate visual, verbal and written scaffolds to assist pupils when they are being taught a difficult task or new concept.

Scaffolding

ANALYSE



PREPARE


ENACT




ANALYSE


PREPARE


ENACT


PREPARE


Day
2

AM: Observe a lesson other than Mathematics or Phonics (1 hour)

The focus of the observation will be on the use of visual, verbal and written scaffolds.
Complete the Associate Teacher Learning Observation form
Professional discussion with placement mentor

PM: Plan and prepare (1 hour)

Plan and prepare to teach a difficult task or new concept to a small group or whole class in a Foundation subject, Science or R.E. or within an Area of Learning other than Mathematics (or Phonics). Plan for the use of any appropriate scaffold/s (visual, verbal, written).

PM: Enact – teaching a small group, or whole class a difficult task or new concept using scaffolding to assist the pupils’ learning. Placement Mentor observes. Associate Teacher will continue to support/ team teach with Placement Mentor for the remainder of the lesson. (1 hour)

Associate Teacher reflects on their practice and the impact of their use of scaffolding on the pupils’ independent learning.

PM: Professional discussion between Associate Teacher and Placement Mentor (1 hour)

Reflect on learning from the day. What information do you need to be able to plan your lesson in university on day 3, for teaching in school on day 4?

Focus for teaching on Day 4. Teaching the whole class a difficult task or new concept in a Foundation subject, Science or R.E. or within an Area of Learning (other than Mathematics or Phonics).



Day 3 - University

Learn how to

- Plan a lesson and embed scaffolds to support pupils' understanding of a difficult task or new concept.
- Prepare relevant resources (visual, verbal, written scaffolds) to assist pupils' learning during the task



Day 4

AM

ENACT

Independent teaching of class
 Placement Mentor to observe and complete feedback form

ASSESS

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

PM

ASSESS

Discuss feedback from observed lesson with peers and Lead Mentor.

INTRODUCE

Contribute to a collaborative document – examples of tasks, scaffolds enacted and impact.

Making best use of TAs.

Drawing upon the EEF scaffolding framework (2021), EEF Guidance report (2021) and DfE Research Report (2024)

1PM
 UNIVERSITY
 GROUP
 SEMINAR
 (ONLINE)



Day 4 (AM) – School

- Associate teacher.
- Independent teaching of a difficult task or new concept to the class in the AT's chosen subject.
- Using relevant visual, verbal, written scaffolds to assist the pupils learning

- Placement Mentor observe the Associate Teacher and complete the Lesson Observation Feedback form
- Instructional Coaching - Deconstruction and Professional discussion of lesson observation
- Targeted feedback and target setting
- Associate Teacher - Self-Reflection

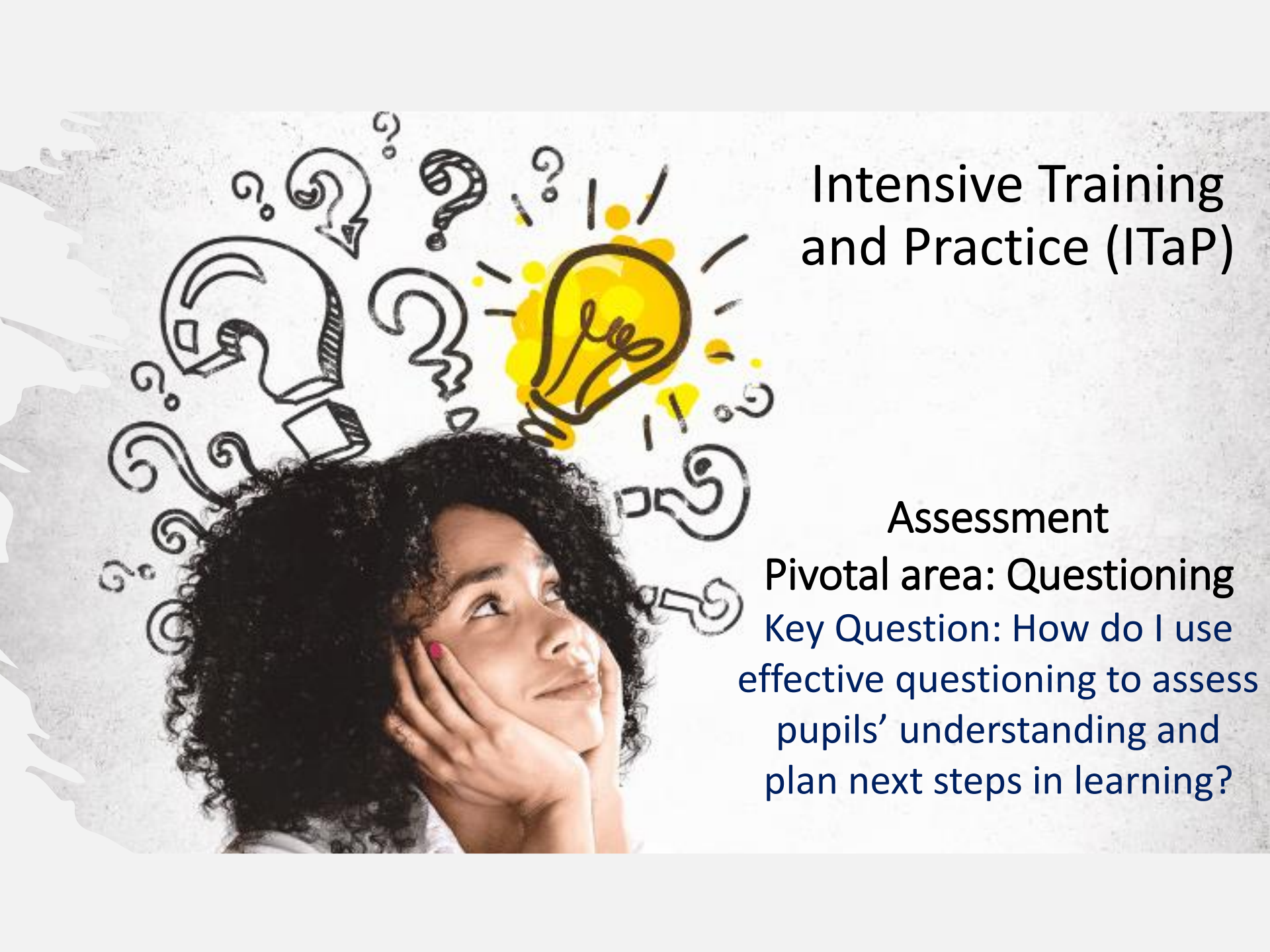


Day 4 (PM) – University (ONLINE Seminar)

Opportunity to discuss
feedback with peers
and Lead mentors

Drawing upon
research from Van de
Pol et al (2010).

Create a group
document with
examples of
scaffolding enacted in
practice

A woman with dark, curly hair is shown from the chest up, looking upwards and to the right with a thoughtful expression. Her hands are resting on her cheeks. The background is a light, textured grey. Overlaid on the image are several hand-drawn question marks in black ink, some of which are larger and more prominent. A central lightbulb is drawn in black ink and filled with a bright yellow color, with several short lines radiating from it to suggest it is glowing. The overall composition suggests a theme of deep thought, inquiry, and intellectual growth.

Intensive Training and Practice (ITaP)

Assessment

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

Assessment - Questioning

PGCE: Term 3 – 4 days	ITTECF links BCU Curriculum Key Theme D	Practicable skills	Contributing research and reading
BA: Year 3 – 5 days			
<p>Pivotal area: Questioning</p> <p>Key question: How do I use effective questioning to assess pupils' understanding and plan next steps in learning?</p>	<p>ITaP outcomes Classroom Practice</p> <p>Learn that...</p> <ul style="list-style-type: none"> 6. Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems <p>Learn how to...</p> <ul style="list-style-type: none"> l) Plan activities around what you want pupils to think hard about. m) Include a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers). n) Provide appropriate wait time between question and response where more developed responses are required. <p>Assessment</p> <p>Learn that...</p> <ul style="list-style-type: none"> 1. Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs 4. To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect. 5. High quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve. <p>Learn how to...</p> <ul style="list-style-type: none"> a) Plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps). f) Structure questions to enable the identification of knowledge gaps and misconceptions g) Prompt pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding. i) Focusing on specific actions for pupils and providing time for pupils to respond to feedback. 	<p>Plan for effective questioning</p> <p>Manage the questioning process and pupils' responses:</p> <ul style="list-style-type: none"> Cold calling No opt out Think, Pair, Share Show- me boards (mini-whiteboards) Check for understanding Questioning to extend understanding - Say it again, better Hinge questions Probing questions Process questions Allow thinking time <p>Make decisions based on pupils' responses:</p> <p>Re-teach Defer Move on</p>	<p>Paul J., & Wiliam, D. (1998). <i>Inside the black box : raising standards through classroom assessment</i>. King's College London, School of Education.</p> <p>Broadfoot, P. M., Daugherty, R., Gardner, J., Gipps, C. V., Harlen, W., James, M., & Stobart, G. (1999). <i>Assessment for learning: beyond the black box</i>. Cambridge, UK: University of Cambridge School of Education.</p> <p>Education Endowment Foundation (2022) <i>Moving forwards, making a difference, A planning guide for schools 2022-2023</i>. London. Available at: https://d2tic4wvo1iusb.cloudfront.net/production/documents/School_Planning_Guide_2022-23.pdf?v=1715728309</p> <p>Payne, J. (2017). <i>Making Every Primary Lesson Count: Six principles to support great teaching and learning</i> (1st ed.). Crown House Publishing.</p> <p>Sherrington, T (2019) <i>Rosenshine's Principles In Action</i>, John Catt Educational, Limited, London.</p> <p>Sherrington (2019) <i>Revisiting Dylan Wiliam's Five Brilliant Formative Assessment Strategies</i>. Available at: https://teacherhead.com/2019/01/10/revisiting-dylan-wiliams-five-brilliant-formative-assessment-strategies/</p> <p>Sherrington, T (2020) <i>Teaching WalkThrus: Five-Step Guides to Instructional Coaching</i>, John Catt Educational, Limited, London.</p> <p>Sherrington, T. & Caviglioli, O. (2021) <i>Teaching WalkThrus 2 : five-step guides to instructional coaching</i>. Melton, Woodbridge: John Catt Educational Ltd.</p> <p>Wiliam, D (2015). Designing Great Hinge Questions. <i>Educational leadership: journal of the Department of Supervision and Curriculum Development, N.E.A.</i> 73. pp 40-44.</p>

Day 1 University	Day 2 School	Day 3 University	Day 4 - blended School (am) University (pm)
<p>Introduce – lead lecture Assessment and Questioning</p> <ul style="list-style-type: none"> Review of purpose of (formative) assessment and its key principles. Theoretical input questioning as a core formative assessment technique <p>Pivotal focus - Questioning</p> <ul style="list-style-type: none"> Rosenshine’s principles Principles of effective questioning Checking for understanding Hinge questions The importance of planning for effective questioning Introducing a repertoire of questioning techniques 	<p>Analyse:</p> <ul style="list-style-type: none"> Observe lesson taught by Placement Mentor – AT records observations and reflections on use of questioning to check understanding and impact on pupils’ learning in relation to the learning intentions and success criteria (scaffolded observation) 	<p>Seminar 2 Review of directed tasks from Day 1</p> <p>Analyse:</p> <ul style="list-style-type: none"> Professional discussion and reflection of Day 2 observation (with Lead Mentor and peers) A focus on identifying the links between theory and practice <p>Introduce:</p> <ul style="list-style-type: none"> Questioning for deeper understanding - revisiting: <ul style="list-style-type: none"> Probing questions Process questions Hinge questions for checking specific misconceptions <p>Feedback to move learning forward</p>	<p>Enact –</p> <ul style="list-style-type: none"> Independent teaching – observation of agreed questioning focus by Placement Mentor, should include hinge questions at identified points in the lesson. <p>Assess</p> <ul style="list-style-type: none"> Instructional Coaching Deconstruction and professional discussion of lesson observation –targeted feedback and target setting
<p>Seminar 1 Introduce and Analyse:</p> <ul style="list-style-type: none"> Exploration of questioning techniques - including example/s of practice (video) deconstruction and analysis: <ul style="list-style-type: none"> Say it again, say it better Cold calling No opt out Think, pair, share <p>Prepare:</p> <ul style="list-style-type: none"> Prepare for observation of Placement Mentor’s teaching 	<p>Prepare:</p> <ul style="list-style-type: none"> Plan and prepare – supporting teaching in another lesson taught on the same day Identify questions relating to the LO/SC and answers that children would give to demonstrate their understanding Consider questioning techniques that could be used to elicit these <p>Prepare:</p> <ul style="list-style-type: none"> Observe initial teaching input from teacher and note key understanding and questions asked (for use when supporting in independent learning) <p>Enact:</p> <ul style="list-style-type: none"> Small group teaching Reflect on practice and impact on learning <p>Prepare:</p> <ul style="list-style-type: none"> Professional discussion with the Professional Mentor about focus of the lesson on day 4 	<p>Seminar 3 Prepare:</p> <ul style="list-style-type: none"> Co-planning – refining the questioning for Day 4. Paired work with Lead Mentor guidance. Identify questions to be asked (script) and questioning technique/s to be used. Discuss expected responses (if intended impact is to be achieved) Consider possible decisions based on responses <p>Prepare:</p> <ul style="list-style-type: none"> Deliberate practice – use of questioning with peers in preparation to enact in school on Day 4. Feedback from peers and Lead Mentor Self –reflection 	<p>Seminar 4 (Teams) Assess:</p> <ul style="list-style-type: none"> Professional Discussions and reflections with Lead Mentors and Peers on Day 4 (am) in school <p>Prepare:</p> <ul style="list-style-type: none"> Application in planning and teaching for the following week in school (to enable AT to work towards target/s set following observation of teaching) <i>Opportunity for application in other contexts</i> <p>Assess in a different context:</p> <ul style="list-style-type: none"> Observation of the following week’s teaching, professional discussion including feedback against target and any further development targets in relation to this.
<p>Directed Tasks – Introduce and Analyse</p> <ul style="list-style-type: none"> Reading: Payne, J. (2017). Making Every Primary Lesson Count – Chapter 6, Questioning Video – watch/analyse: Show-me-boards 	<p>Directed Task - Prepare</p> <ul style="list-style-type: none"> Plan lesson for Day 4 – bring to university for Day 3 to develop and refine questioning aspects. 	<p>Directed Task - Prepare</p> <ul style="list-style-type: none"> Independent refinement of planning 	<p>Directed Task – Assess</p> <ul style="list-style-type: none"> Critical Incident – professional discussion with Lead Mentor and Placement Mentor for Progress Meeting 2

Assessment: Questioning

Day 1 – University:

INTRODUCE



ANALYSE



PREPARE



Introduce – lead lecture am

• **Assessment and Questioning**

- Review of purpose of (formative) assessment and its key principles.
- Theoretical input
- questioning as a core formative assessment technique

Pivotal focus - Questioning

- Rosenshine's principles
- Principles of effective questioning
- Checking for understanding
- Hinge questions
- The importance of planning for effective questioning
- Introducing a repertoire of questioning techniques

Seminar pm

Introduce and Analyse:

- Exploration of different techniques in greater depth - including example/s of practice (video) deconstruction and analysis:
 - Say it again, better
 - Cold calling
 - Think, pair, share
 - Show-me-boards (mini whiteboards)
 - Making decisions based on pupils' responses

Prepare:

- Prepare for observation of Placement Mentor's teaching



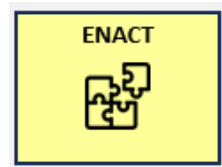
Day 2



Observe a lesson (1 hour)
Complete the Associate Teacher Learning Observation form
Professional discussion with placement mentor



Plan and prepare (1 hour)
Which children will you be working with in the afternoon lesson?
Plan and prepare – identify questions/expected responses/techniques to be used



Enact – use of questioning with small group (1 hour)
Reflect on practice and the impact of this intervention



Professional discussion (1 hour)
What information do you need to be able to plan the lesson in university on day 3 for teaching in school on day 4?

ANALYSE



PREPARE



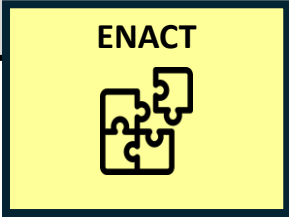
Day 3 - University

Learn that:

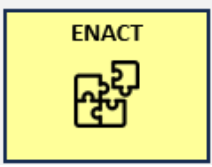
- More effective teachers use in depth questioning to clarify and check for understanding
- Feedback plays a central role in securing pupils' learning
- In order for feedback to be effective, it needs to be understood, accepted and actionable by pupils

Learn how to:

- Use questioning for deeper understanding
- Provide focussed, positive and specific feedback to pupils



Day 4



- Independent teaching
- Focus on Associate Teacher's use of questioning to assess pupils' understanding and plan next steps in learning:
- Placement Mentor to observe and complete feedback form



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

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 Preparation

- 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 Focus:	
Briefly describe the Critical Incident which stimulated your professional growth at this point in your training.	
In response to this 'Critical Incident' identify the research-informed professional actions taken that demonstrated your intention. <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 steps did you take to secure the implementation of these actions? <i>What have you implemented in your practice?</i>	
Identify the impact of your practice:	
Impact on Pupil Progress	Impact on your understanding of your Professional Responsibilities
Identify the evidence you will share with expert colleagues as part of your professional discussion.	

Critical Incident Focus

- Review Meeting 2 Critical Incident Focus
 - Adaptative Teaching – Scaffolding (review all notes from ITaP completed in the wb: 20th March)
- Progress Meeting 2 Critical Incident Focus
 - Assessment – Questioning (review all notes from ITaP completed in the wb: 3rd March)

BCU Assessment Tracker

- The purpose of the progress tracker is to track and record the progress the Associate Teacher makes against the BCU Key Themes.
- The tracker should be revisited and updated at the end of each weekly meeting.
- This evidences what the Associate Teacher have achieved to date.
- This also allows consideration of next steps and targets.

The BCU Assessment Tracker

BCU ITE Curriculum Key Theme B: Behaviour and Wellbeing

In the BCU Primary Curriculum Associate Teacher's classroom practice establish effective behaviour management using high expectations and awareness of pupil wellbeing.

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

Working Towards T <i>The Associate Teacher works with the support of expert colleagues at BCU and in school to:</i>	Working At A <i>The Associate Teacher works independently with the advice and guidance of expert colleagues at BCU and in school to:</i>	Working Beyond B <i>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:</i>
<p>Observe and reflect how expert colleagues establish effective classroom routines and how this creates an effective learning environment in your placement school.</p> <p>Be clear about what good behaviour looks like in the placement school and prepare for common behaviour issues by observing expert colleagues and planning that states how they will be addressed.</p> <p>Build effective relationships with pupils in the placement school/s based on an ethos of mutual trust and respect; demonstrating that pupils' feelings are considered and understood.</p> <p>Use the placement school's policies related to behaviour management and understand how these should be implemented in the context of the school placement for the well-being of all pupils.</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 school culture.</p> <p>Make deliberate choices and be precise and clear when teaching pupils about expectations of good behaviour and the norms of the classroom.</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>Engage with the school behaviour policy to secure high expectations of good behaviour using a predictable and secure system of rewards and strategies appropriate to the needs of pupils, which impact pupil outcomes by setting goals that challenge and stretch all pupils.</p> <p>Use early and least-intrusive interventions as an initial response to low level disruption, seeking out additional</p>	<p>Consistently ensure a predictable and secure learning environment via a range of effective behaviour management strategies within professional practice that is supportive, inclusive and fosters resilience for all pupils</p> <p>Deliver high-quality teaching with behavioural expectations fully embedded to maximise time in the lesson for learning. Consistently role model behaviour that influences the attitudes, values, and behaviours of pupils through consistency in language and non-verbal signals for instructions and directions both inside and outside of the classroom.</p> <p>Support pupils to self-regulate their emotions and know that this affects pupils' ability to learn and succeed in school and future lives.</p> <p>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 pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward) and</p>



<p>Evaluate how high expectations are demonstrated through praising pupil engagement and progress made.</p> <p>Understand the impact of positive reinforcement to affect and improve the motivation, successes, behaviour, and well-being of pupils in your placement school.</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 quickly when required to maintain expected behaviour.</p> <p>Discuss with expert colleagues how to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically.</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>how to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically.</p> <p>Clearly embed a range of effective behaviour management strategies within their professional practice to ensure pupils are confident to participate in lessons and their contributions are valued.</p> <p>Support pupils to believe that their feelings will be considered and understood.</p> <p>Respond with authority to any behaviour or bullying that threatens emotional and/or physical safety.</p>
Progress:		
On track to meet the curriculum expectations for this BCU ITE Curriculum Theme within the current phase?		YES/NO
If not on track have Rapid Improvement Targets been set?		YES/NO
Summative: By the end of the course		YES/NO (SBT3 ONLY)
<p>TS1 Set high expectations which inspire, motivate and challenge pupils</p> <ul style="list-style-type: none"> • establish a safe and stimulating environment for pupils, rooted in mutual respect • set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions • demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils 		
<p>TS7 Manage behaviour effectively to ensure a good and safe learning environment</p> <ul style="list-style-type: none"> • have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy • have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • manage classes effectively, using approaches which are appropriate to pupil's needs in order to involve and motivate them maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary 		



Review Meeting 2 and Progress Meeting 2

Review Meeting 2: *WB: 10th March 2025*

Progress Meeting 2: *WB: 7th April 2025*

Who?

- Lead Mentor, Professional Mentor, Placement Mentor, Associate Teacher

Evidence and focus for discussion:

- Joint Lesson Observation feedback discussion
 - Critical Incident
 - Progress against BCU Key Themes
-

Assessment of School Based Training

Review Meeting 2

- **Review Meeting 2** (SBT2) Associate teachers who are on track to be awarded QTS at the end of the course will be demonstrating their competence in 75% of each BCU Curriculum Theme at the Working Towards level.
- Associate Teachers requiring improvement are demonstrating their competence in less than 75% of each of the BCU Curriculum Themes at Working Towards level and/or not fully engaged or responding to advice and feedback. The Associate Teacher will be subject to the Rapid Improvement process and targets and strategies for improvement will be identified and a Rapid Improvement Targets (RIT) form will be completed.

Assessment of School Based Training

Progress Meeting 2

- **Progress Meeting 2** (SBT 2) – Associate teachers who are on track to be awarded QTS at the end of the course will be demonstrating their competence in all elements in all of the BCU Curriculum Themes at the Working Towards level and elements in the Working At Level.
- Associate Teachers requiring improvement are demonstrating their competence in all elements of all of the BCU Curriculum Themes at Working Towards level and/or not fully engaged or responding to advice and feedback. The Associate Teacher will be subject to the Rapid Improvement process and targets and strategies for improvement will be identified and a Rapid Improvement Targets (RIT) form will be completed to be shared with the next placement school.
- Progress Meeting 2 is not assessed as a Pass or Fail point. ***We assess as 'on track' or 'not on track'. Anyone 'not on track' has a RIT moving to SBT3.***

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

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.
-

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.

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 mSRS .	

Placement Communication Portal



**Birmingham City University
Placement Communication
Portal**

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

Primary Partnership Website



[Primary Partnership Website Landing Page](#)

Key document information is available on the Primary and Early Years Partnership webpage including a recording of the School Briefing meeting on the **PGCE** tile.



MENTORING

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Mentoring 2024-25

- DfE have **redacted** the 20 hours expectation for mentor training
- **DfE funding is still** available for Placement/Professional Mentors working 1.5 hours per week directly with a PGCE or BA1 Associate Teacher.
- BCU have developed an **Initial Teacher Education Mentor Support Programme, (Units 1-7)** on Brightspace using a personalised login for easy access to training resources.
- BCU mentoring expectation that you complete **Units 5 – 7** as part of your CPD
- **Lead Mentor** (University Tutor) will support and work with you in school.
- **Primary Partnership Website** 'go to' portal for key information and guidance including accessing key documentation.





BCU Mentor CPD package/offer

Mentor CPD

Full mentor details access
Primary Partnership Website:

[Mentoring](#)

	Programme Units	Unit Title	Content
Optional Units 1-4 CPD for all mentors All mentors are encouraged to engage with these units, especially those new to the role or those who mentor across multiple ITE institutions	Unit 0 Tier 1 Training	Assessment of Prior Learning & Diagnostic Audit	Asynchronous content on Brightspace Credited across the West Midlands ITE partnership Tier 1 training certificate provided Ideal for new mentors as part of the BCU New Mentor training package
	Unit 1 Tier 1 Training	Effective Mentoring	
	Unit 2 Tier 1 Training	Mentoring and Coaching	
	Unit 3 Tier 1 Training	Mentor & Coaching Conversations	
	Unit 4	Initial Subject/ Phase Mentoring	
Required Mentor Training for BCU mentors Units 5-7 All mentors should undertake the training of units 5-7 and these units mirror Mentor training provision in previous years.	Unit 5	The BCU Mentor/ Coach Model	
	Unit 6	Placement CPD	
		The BCU Approach to Mentoring incl. BCU Subject/Phase Curriculum	
Unit 7 (if you are hosting a PGCE or BA Year 1 Associate Teacher)	Intensive Training and Practice (ITaPs)		

PGCE Primary and Early Years Mentor Training Calendar 2024-25						
All ITE providers are required to offer up to 20 hours of fully funded Mentor CPD for each Associate Teacher placed in school from September 2024. Prior learning will be recognised.						
Tier	Time	Unit	Content	Mentor Expectations	Date(s) training window 24/25	
0	1 hr	Unit 0	Mentor Diagnostic (Knowledge, Skills, and Experience)	Mentor Audit to be completed after engaging with Tier 1 training (Modules 1-3) Online	28 June complete by First school visit	
1	2hrs	Unit 1	Effective Mentoring	General Mentoring Module for Phase and Professional Mentors	28 June complete by First School Visit	
1	2hrs	Unit 2	Mentoring and Coaching	Asynchronous online	28 June complete by First School Visit	
1	2hrs	Unit 3	Mentoring and Coaching Conversations	Asynchronous online	28 June complete by First School Visit	
2	3hrs	Unit 4	Initial Primary and Early Years Mentoring	Asynchronous online	28 June complete by First school visit	
3	2hrs	Unit 5	The BCU Mentor Coach Model and application to Primary and Early Years - ITaPs	Asynchronous online	28 June complete by First school visit	
3	6hrs	Unit 6	The BCU Approach to Mentoring and Primary and Early Years Mentorship (BCU Curriculum) (3 hours face to face each placement)	Understanding the BCU Curriculum and using Phase documents for School Based Training 1	01 October or 02 October	
				School Based Training 1 (Mentor Briefing)	01 October or 02 October	
				School Based Training 1 (Initial visits and Behaviour and Modelling ITaPs)	w/c 07 October w/c 14 October w/c 04 November	
				School Based Training 1 (Review Meeting and Observation)	w/c 18 November	
				School Based Training 1 (Progress Meeting)	w/c 16 December	
School Based Training 2 (Mentor Briefing)	08 January or 09 January 2025					
School Based Training 2 (Initial visits Scaffolding and Questioning ITaPs)	w/c 20 January and w/c 03 March					
				Email or online		



Initial Teacher Education Mentor Support Programme 2024



i ✓

Course Introduction



i ✓

Initial Mentor Audit



i ▶▶

Unit 1: Effective Mentoring



i ▶▶

Unit 2: Mentoring and Coaching



i ▶▶

Unit 3: Mentor Conversations



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Unit 4 - Coming Soon!
Initial Subject...



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Unit 4: Initial Subject/Phase Mentoring



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Unit 5: The BCU Mentor/Coach Model



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Unit 6: The BCU Approach to Mentoring



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Unit 7: Intensive Training and Practice

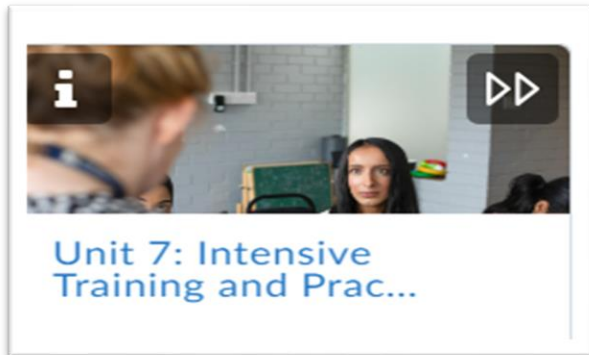
Use [Registration Link](#) to register Placement Mentors

Use [Birmingham City University \(brightspace.com\)](https://brightspace.com) to access our homepage

What to do on Brightspace



Complete Unit 5 **before Associate Teacher arrives in school**



Complete Unit 7 **before Associate Teacher arrives in school**

Units 1, 2, 3 and 4, are optional

Unit 5 on Brightspace

A quick guide to the
BCU ITE Mentoring Model



What?
the descriptive stage

- recognise success
- identify next step
- signpost expectation

See it

- ☞ Offer specific praise
- ☞ Ask simple follow-up questions
- ☞ Identify the gap or development area
- ☞ Encourage the AT to identify their next step
- ☞ Show a model of the expected action
- ☞ See what highly effective teaching looks like

So What?
the interpretive stage

- name the 'what'
- name the 'why'
- name the 'how'

Name it

- ☞ Encourage the AT to name the target
- ☞ What will they work on?
- ☞ Elicit the reason behind this target
- ☞ Discuss the impact it might have
- ☞ Set out the approach to improve
- ☞ How will the AT do this?

Now What?
the activity stage

- perfect the plan
- practise the action
- follow up & feedback

Do it

- ☞ ATs create a plan, script the action
- ☞ Compare this with their mentor's version
- ☞ Create a simulation of the targeted area
- ☞ Model and practice the action
- ☞ Set dates for review
- ☞ Plan for 'in-observation' feedback

What Impact?
the evaluation stage

- assess the impact
- discuss development
- reflect on progress

Review it

- ☞ Consider the impact of the completed target
- ☞ How effectively was the action step completed?
- ☞ Discuss what has emerged in their teaching
- ☞ How has this improved the classroom environment?
- ☞ Consider what lesson has been learnt
- ☞ How will they take this forward into future practice?

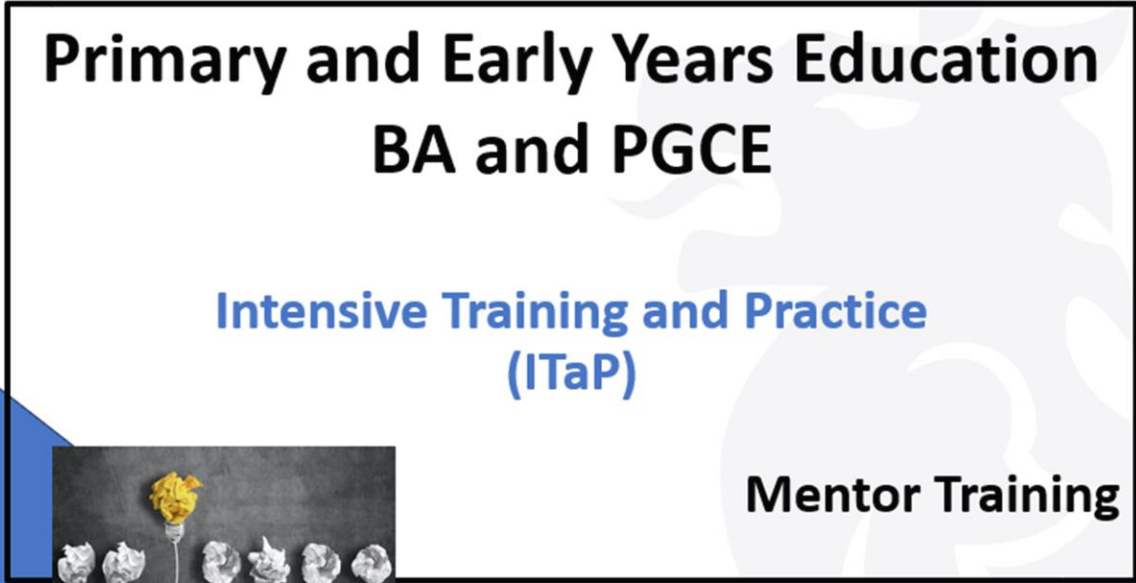
Details the **mentor coaching model** to support effective and professional discussions in school.

Lead Mentors will be supporting you to use this model when working directly with Associate Teachers to work collaboratively to set and implement bespoke targets.

Unit 7 on Brightspace

Intensive training and practice, (ITaP) :-

- **Main aim of ITaP** is to strengthen the link between evidence and classroom practice
- Some elements of ITaP will need to take place in a school environment.



**Primary and Early Years Education
BA and PGCE**

**Intensive Training and Practice
(ITaP)**

Mentor Training

Unit 6 on Brightspace and [PGCE Homepage](#)



Unit 6: You will be supported by the **BCU Lead Mentor** (University Tutor)

*Joint mentor observations;
Using Subject Prompts;
Understanding the BCU ITE Curriculum
Review Meeting;
Progress Meeting;
Supportive conversations around
mentoring and Intensive Training and
Practice (ITaP) input;*

POSTGRADUATE CERTIFICATE IN EDUCATION (PGCE)

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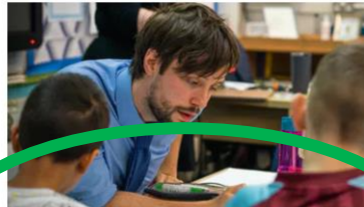
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SCHOOL BASED TRAINING



School Based Training 1



School Based Training 2



School Based Training 3

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Mentor training trouble shooting...

If you have any questions of accessing mentor training, please contact:

ITEMentoring@bcu.ac.uk

Useful Contacts

PGCE Course Team:

PrimaryandEarlyYearsPGCECourseTeam@bcu.ac.uk

Education Partnerships Team:

HELS.Placements@bcu.ac.uk

Primary Partnership Lead:

Anne Whitacre

anne.whitacre@bcu.ac.uk



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