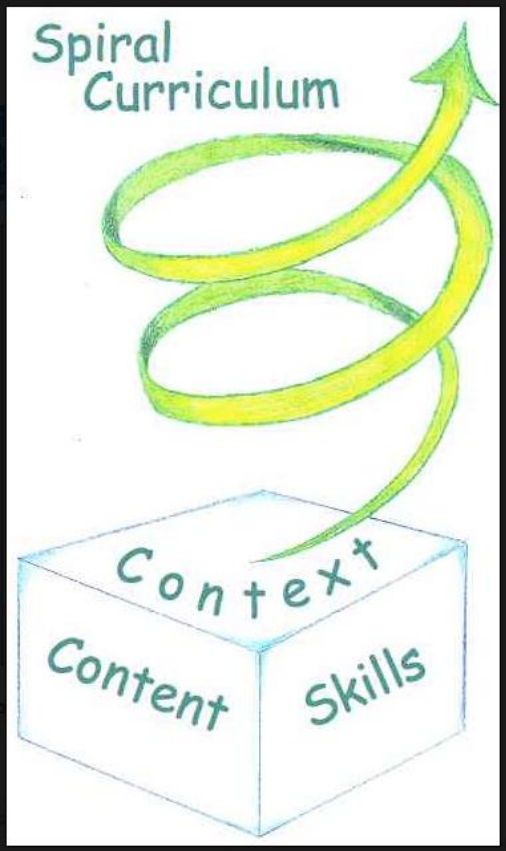
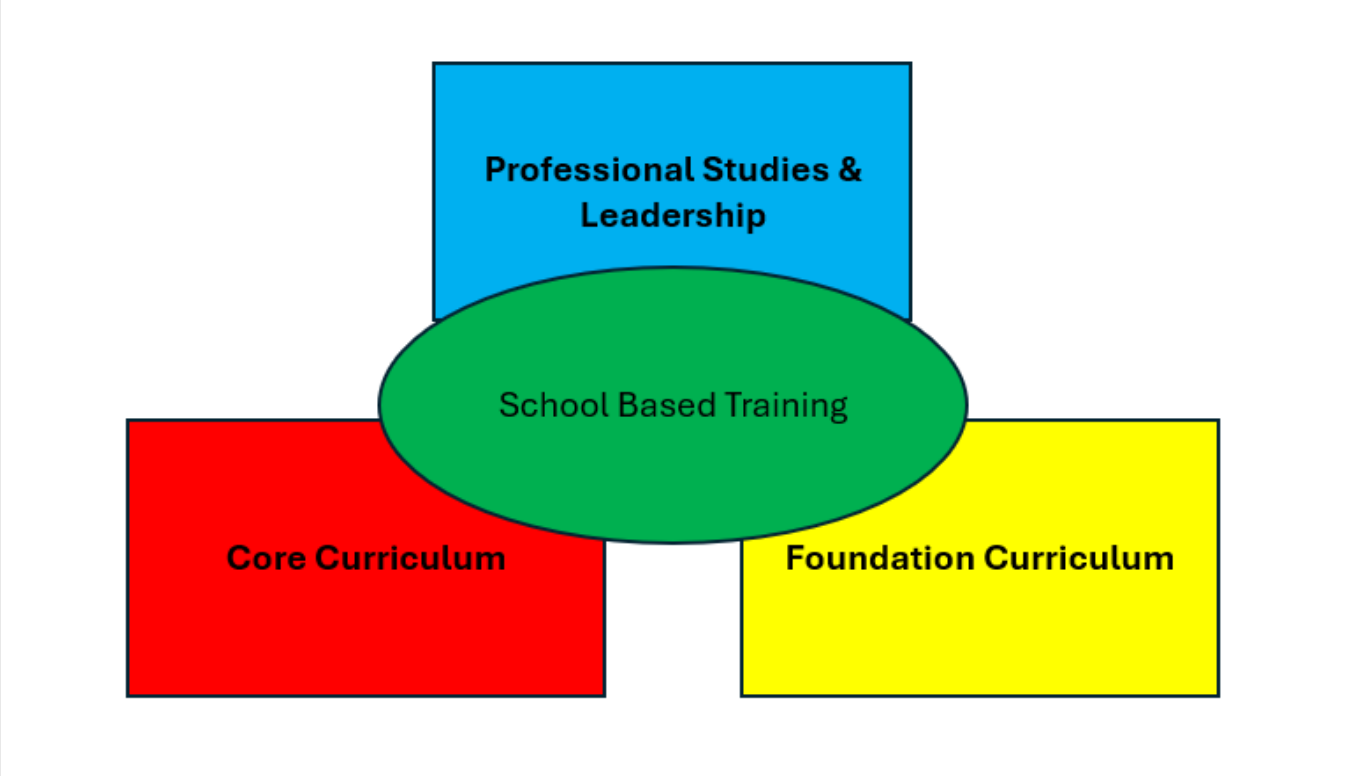




# The BCU ITE Curriculum





# BCU ITE Vision

Professional Core Values  
And Characteristics








Committed  
Creative  
Confident  
Collaborative

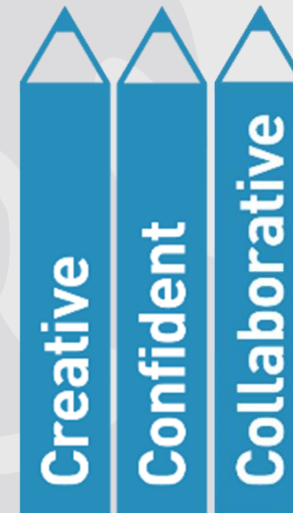




Committed

## 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



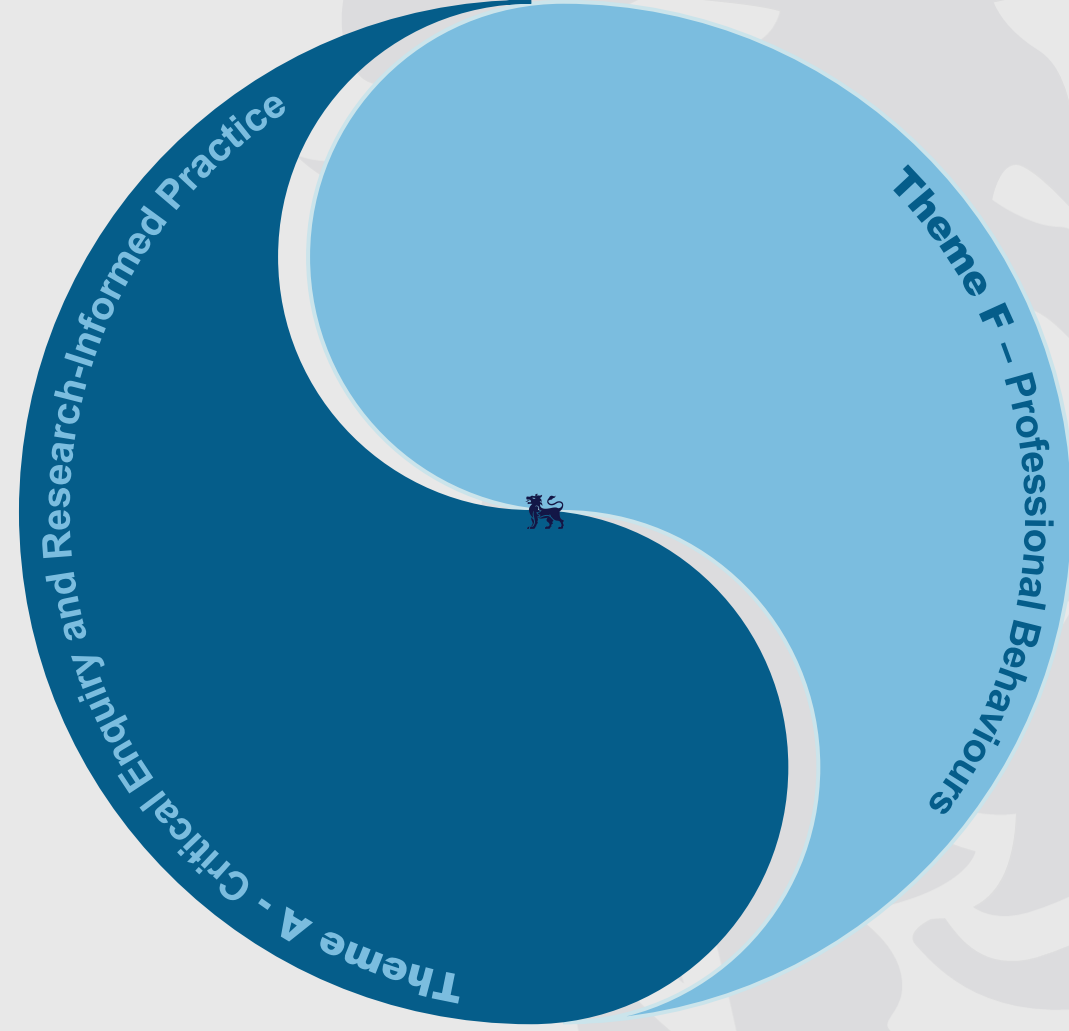
THE BIRMINGHAM CITY UNIVERSITY  
TEACHER

Committed  
Creative  
Confident  
Collaborative



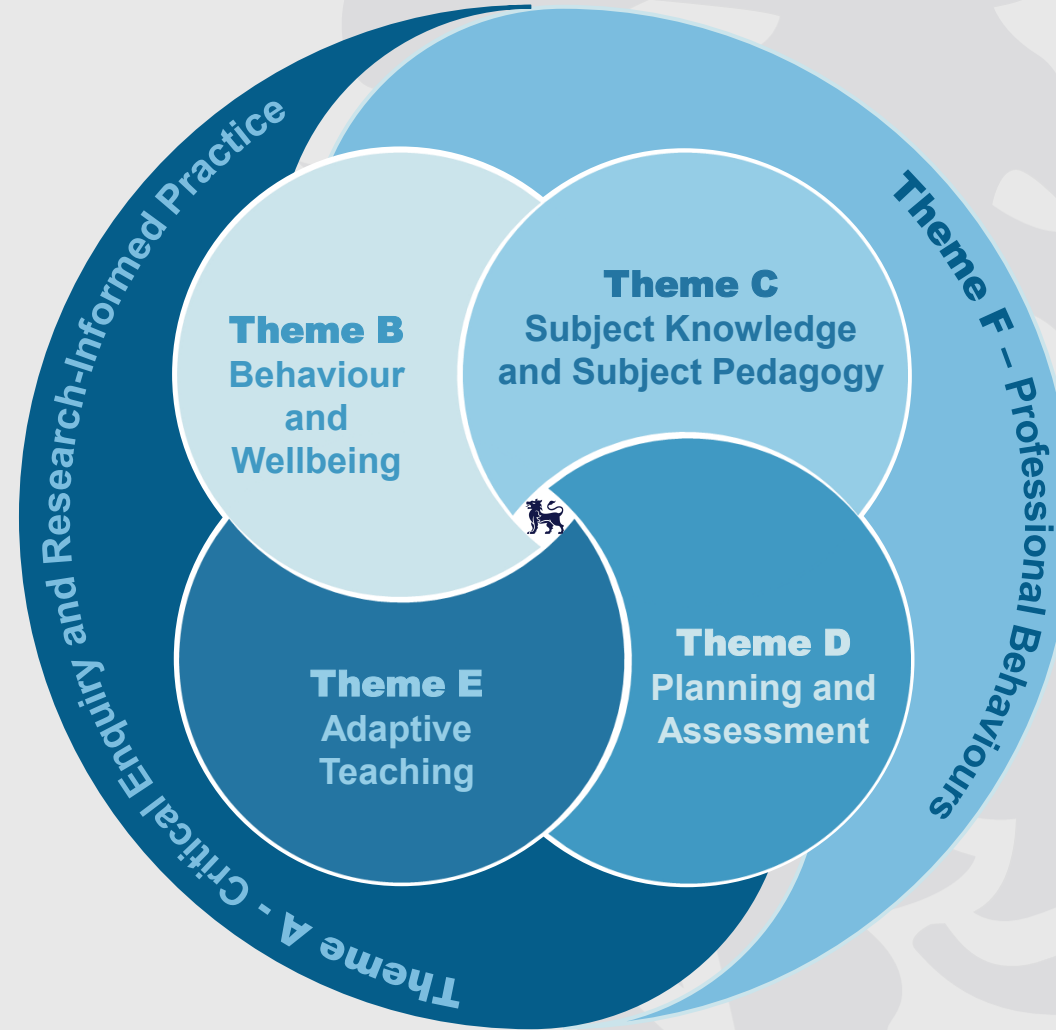
**BCU  
ITE  
Curriculum  
Themes**

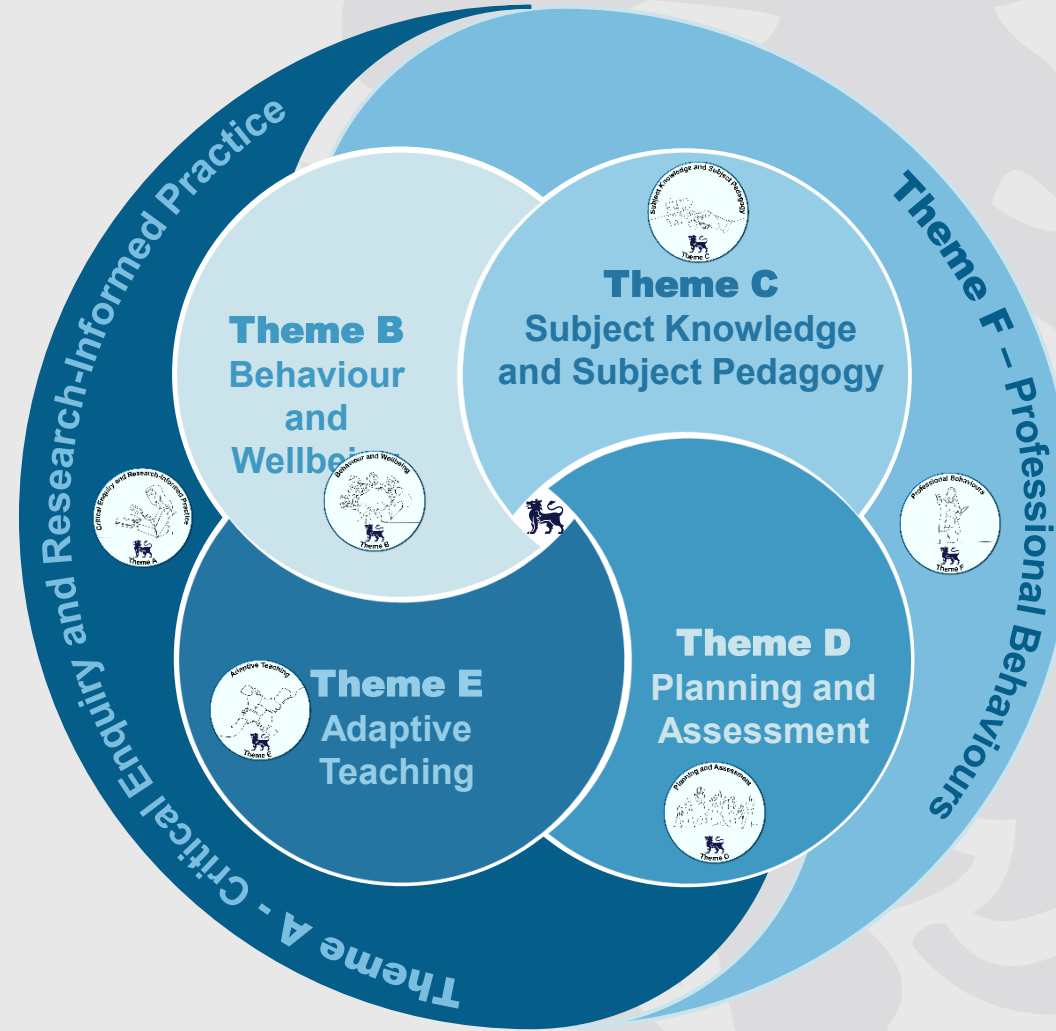




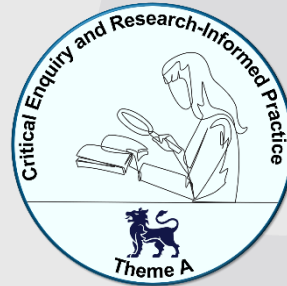


Theme D  
Planning an  
Assessment

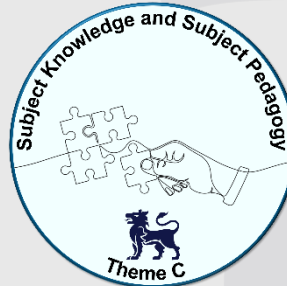




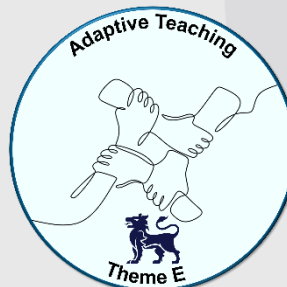
Associate Teachers use critical enquiry and research informed practice to develop understanding of effective teaching and learning.



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.

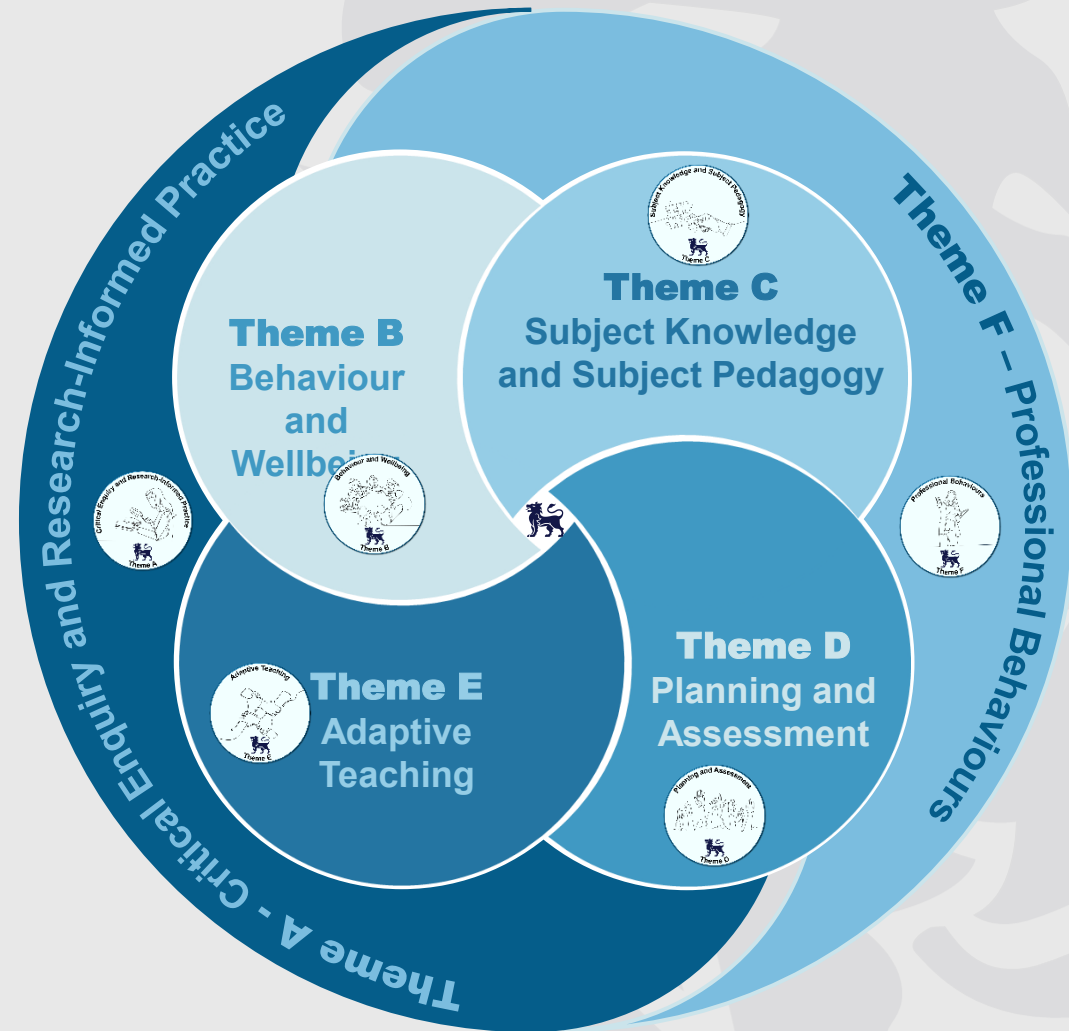


Associate Teachers use knowledge about how pupils learn to plan and assess learning to ensure that all pupils make progress.



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

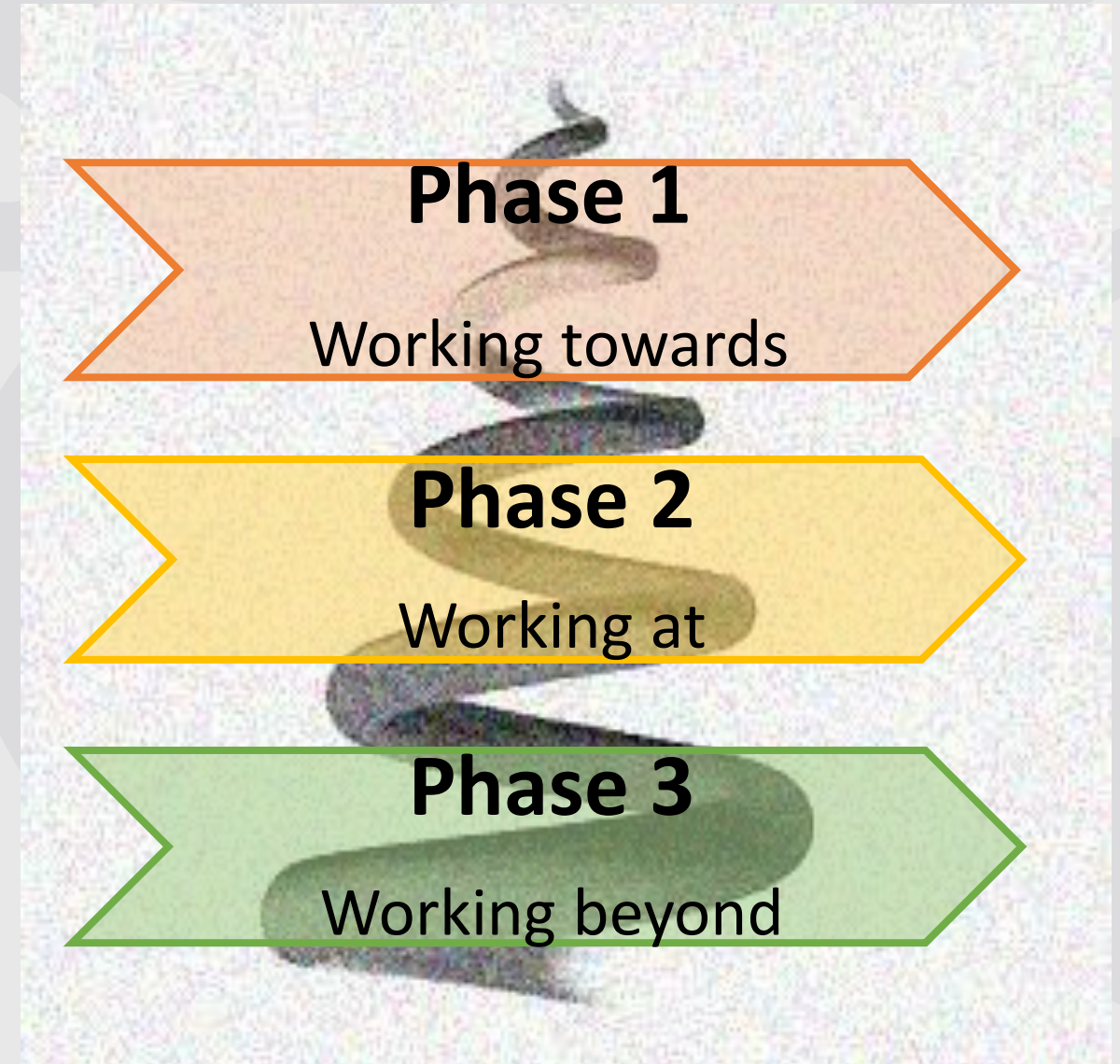




# Primary Spiral Curriculum

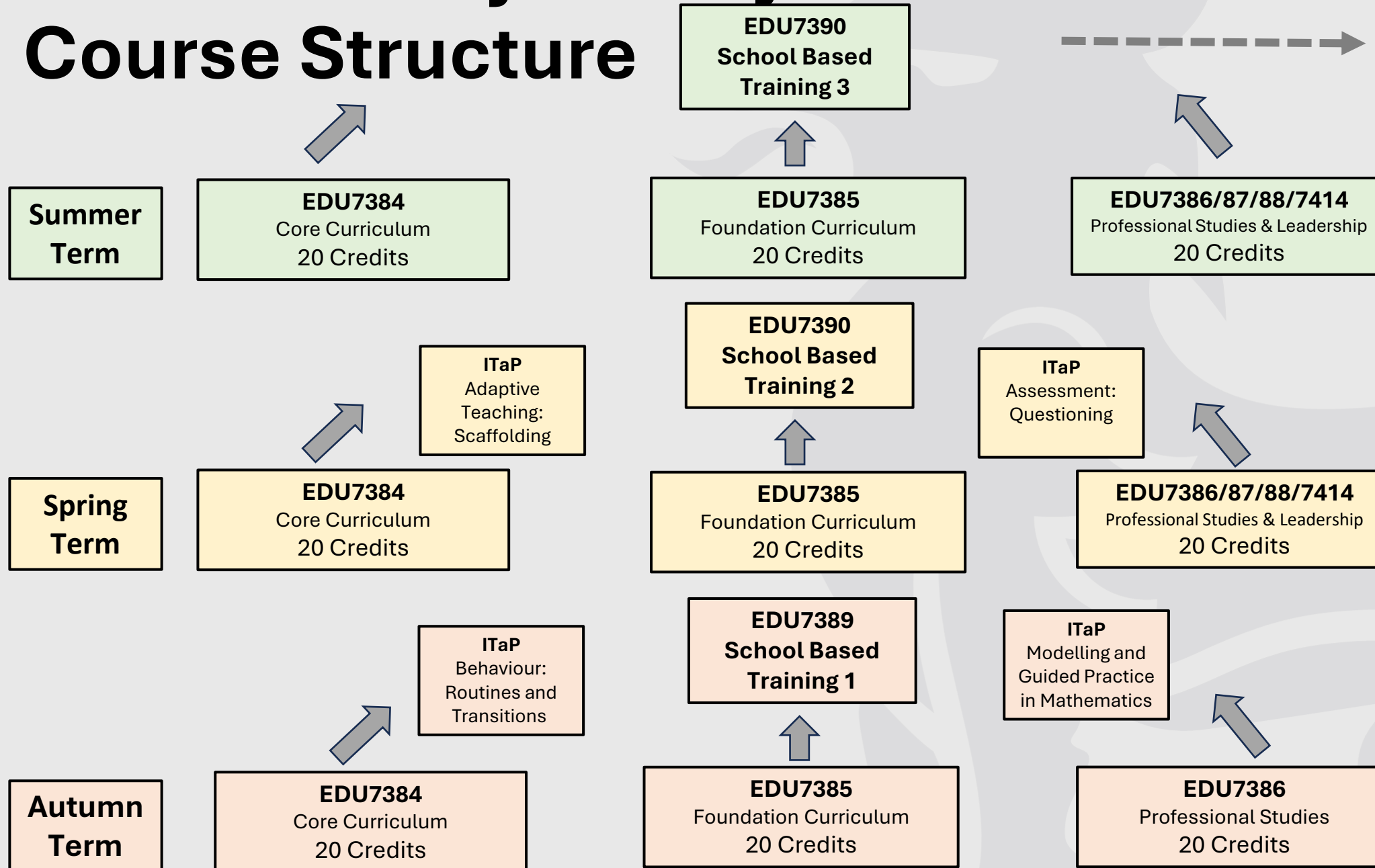
Our spiral curriculum model is an iterative revisiting of identified topics, subjects and themes throughout the BCU Primary and Early Years with QTS course.

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

**PGCE Primary  
and Early Years  
with QTS**



# 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



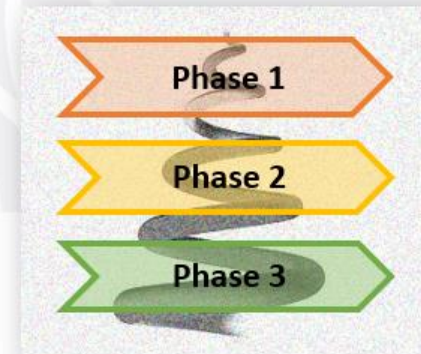
**Birmingham City University  
Placement Communication  
Portal**

<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:	
<b>PGCE Primary &amp; Early Years Subject Specific Development Journal</b>	
<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>	
<b>Assessment</b> 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.	

<b>PHASE 1</b>			
I have learned that:	I have learned how to.....	I have practised - evidence	I have applied - School Based Evidence
<b>What is Mathematics?</b> <b>Learn that:</b> <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>	<b>Learn how:</b> <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>		

<b>PHASE 2</b>			
I have learned that:	I have learned how to.....	I have practised - evidence	I have applied - School Based Evidence
<ul style="list-style-type: none"> <li>• Critical reflection on the impact different approaches have on pupil outcomes is a key aspect of teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Critically reflect on professional practice.</li> <li>• Plan and deliver a carefully sequenced curriculum.</li> <li>• Ensure fluency, reasoning and problem-solving are embedded into the learning journey.</li> </ul>		

# School Based Training 2

**Preliminary Visits:** 14<sup>th</sup>, 15<sup>th</sup>, 20<sup>th</sup>, 21<sup>st</sup>, 22<sup>nd</sup>, 26<sup>th</sup>, 27<sup>th</sup>, 28<sup>th</sup> Jan, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> Feb

**Lead Mentor Sign Off:** Week Beg 2<sup>nd</sup> February

**Block Placement Dates:** 9<sup>th</sup> February – 27<sup>th</sup> March

**Review Meeting:** Week Beg 2<sup>nd</sup> March

**Progress Meeting:** Week Beg 23<sup>rd</sup> March

**Lead Mentor Debrief:** Week Beg 13<sup>th</sup> April

**University Days:** 16<sup>th</sup>, 19<sup>th</sup>, 23<sup>rd</sup>, 29<sup>th</sup>, 30<sup>th</sup> January, 5<sup>th</sup>, 6<sup>th</sup> February, 6<sup>th</sup>, 13<sup>th</sup>, 18<sup>th</sup> March



# Spring Term Overview

05-Jan-26	Core Ass briefing & SBT2 Briefing	Foundation	Foundation	Foundation	PSL Leadership
12-Jan-26	Professional Studies EDU7385 return	CORE	SBT2PPSE	SBT2PPSE -	PSL Leadership & PSL Ass Briefing
19-Jan-26	ITAP Scaffolding Uni Day 1	SBT2PPSE	SBT2PPSE	SBT2PPSE	PSL Leadership
26-Jan-26	ITAP Scaffolding School Day2	SBT2PPSE	SBT2PPSE	ITAP Scaffolding Uni Day 3	PSL Leadership
02-Feb-26	ITAP Scaffolding School Day4	SBT2PPSE	SBT2PPSE	ITAP Scaffolding Uni Day 5	PSL Leadership
09-Feb-26	SBT2	SBT2	SBT2	SBT2	SBT2
16-Feb-26	SDL	SDL	SDL	SDL	SDL
23-Feb-26	SBT2	SBT2	SBT2 - EDU7384 Hand in	SBT2	SBT2
02-Mar-26	SBT2 RM2	SBT2	SBT2	SBT2	ITAP Questioning Uni Day1
09-Mar-26	SBT2	ITAP Questioning School Day2	SBT2	SBT2	ITAP Questioning Uni Day3
16-Mar-26	ITAP Questioning School Day4	SBT2	ITAP Questioning Uni Day5 EDU7384 return	SBT2	SBT2
23-Mar-26	SBT2 PM2	SBT2	SBT2	SBT2	SBT2
30-Mar-26					
06-Apr-26					



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:** 14,15,21,22,23,26,27,28 January, 2,3,4 February

**Lead Mentor Sign Off:** Wk Beg 2<sup>nd</sup> February

**Block Placement Dates:** 9<sup>th</sup> February – 27<sup>th</sup> March

**Review Meeting:** Wk Beg 2<sup>nd</sup> March

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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		
<i>For the Associate <u>Teacher</u>; when carrying out observations, please use this observation proforma (duplicating as many times as needed)</i>		
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 BCU Lead Mentor.

# Lead Mentor Sign off Meeting

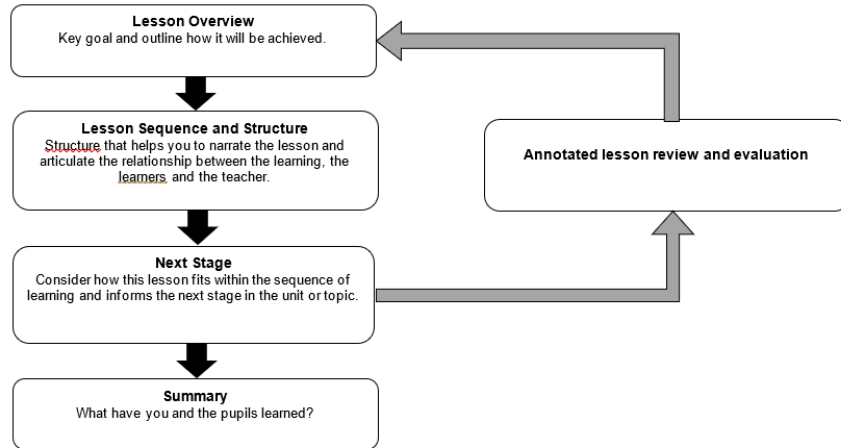
## Pre-Approval Checklist

<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>		
<b>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)</b>		
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.



## 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

<b>Subject:</b>		
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 Objective/s:</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, scaffolding 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
---	---

## 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?

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

- 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.

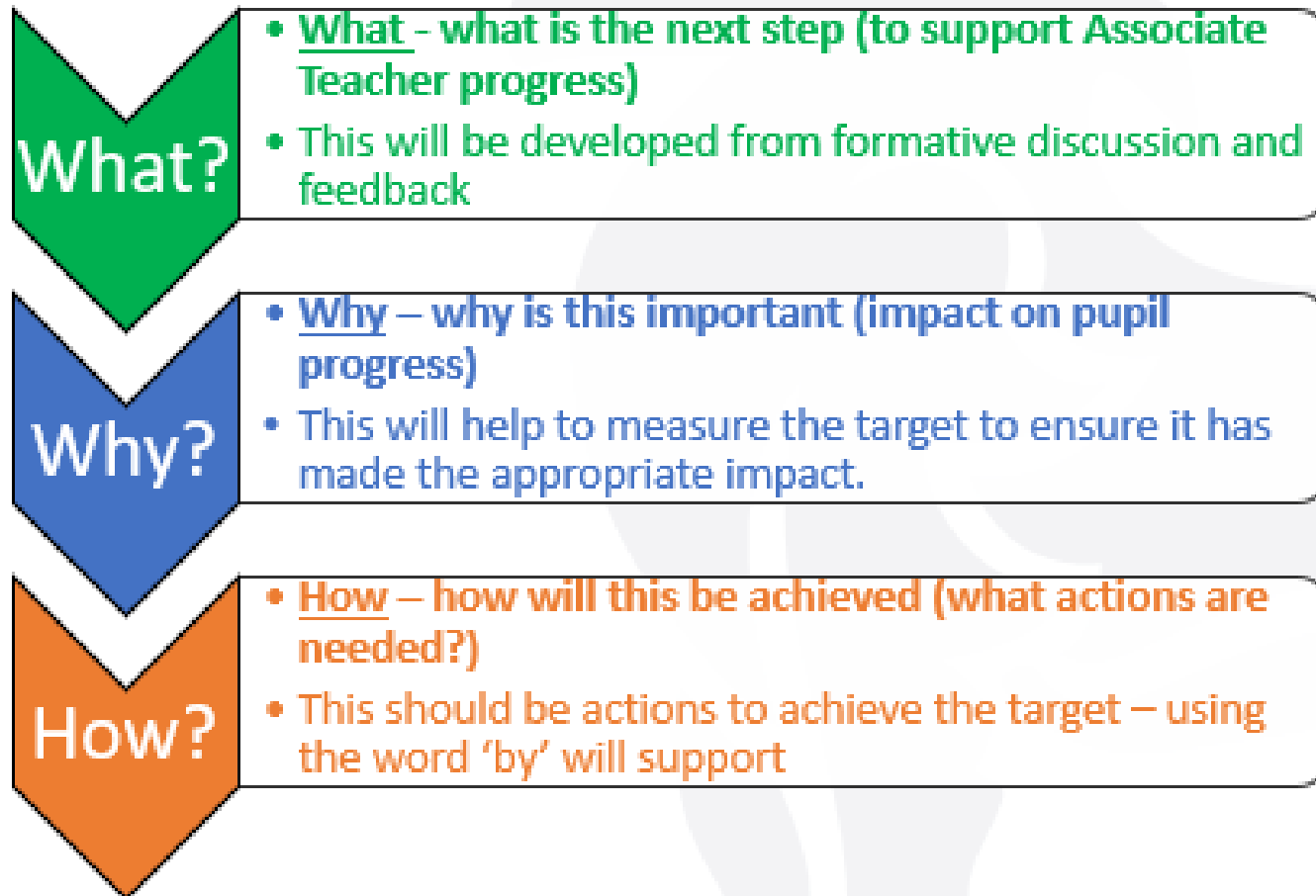
# Weekly Meeting & Target Setting

Professional Development Discussion: 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?



# Target Setting

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

## PE EXAMPLE:

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

## MATHS EXAMPLE

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

## HISTORY EXAMPLE

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

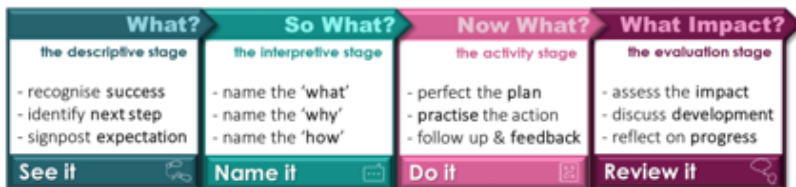
# Teaching on placement

- From the start of the block placement Associate Teachers should be teaching a 50% teaching timetable moving quickly to a 60% teaching commitment
- By w/c 9<sup>th</sup> March, Associate Teachers will be teaching a 60% 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		



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

**See it:**

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

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

**Planning and Assessment: Theme D** - How is the Associate Teacher presenting new knowledge in small steps? How does the Associate Teacher check for understanding? How is questioning used to good effect?

**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.	
2.	
3.	

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

**What is the next step (to support Associate Teacher progress) Why is this important (impact on pupil progress)**

**Do it:** How will this be achieved (what actions are needed?)


# 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
<b>Coherence</b>	<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>
<b>Representation and Structure</b>	<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>
<b>Mathematical Thinking</b>	<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 mathematical 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>
<b>Fluency</b>	<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>
<b>Variation</b>	<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 <b>what is the next step (to support Associate Teacher progress)</b>, <b>why is this important (impact on pupil progress)</b> and <b>how will this be achieved (what actions are needed?)</b></p> <p><b>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.</b></p>	

## PE Feedback Prompts

Please refer to the PE 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.

**PE 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 PE OFSTED Review 2023

Key Idea:	What to look for
<b>Warm Up as an opportunity for retrieval practice and for assessment of prior knowledge.</b>	<ul style="list-style-type: none"> <li>➤ Does the <b>warm-up</b> enable pupils to revisit prior learning or explore equipment or movement that will be the focus of the learning in the lesson?</li> <li>➤ What opportunities were pupils given to explore movements/skills or equipment?</li> <li>➤ Did the associate teacher use the <b>warm-up</b> as an opportunity to teacher assess starting points within learning for all pupils?</li> <li>➤ Are connections made between broad health outcomes or other curriculum areas?</li> <li>➤ Has the associate teacher ensured that the learning environment and equipment are safe for the children to use throughout the lesson?</li> </ul>
<b>Introduction of new learning</b>	<ul style="list-style-type: none"> <li>➤ How does the <b>warm-up</b> link with this activity?</li> <li>➤ Was the equipment used appropriate for the activity, and how did it support the learning? Were children given choice about what equipment to use?</li> <li>➤ How were the children given opportunities to independently explore movement possibilities first? Were they encouraged to be creative?</li> <li>➤ How did the associate teacher organise the children so that they could practise key movement skills?</li> <li>➤ How active were the children? Were there periods of 'waiting' or inactivity?</li> </ul>
<b>Development of the learning/skill</b>	<ul style="list-style-type: none"> <li>➤ Did the associate teacher model/demonstrate any key fundamental movement skills – if so, how was this done? (Teacher modelling/video demonstration/cue cards etc.)</li> <li>➤ <b>Were</b> teaching points for specific skill development used to enable the children to know how to develop a particular skill?</li> <li>➤ How did the children collaborate with each other to develop their movement skill competencies?</li> <li>➤ How effective were the adaptations in supporting the development of skills?</li> </ul>
<b>Application or consolidation of learning.</b>	<ul style="list-style-type: none"> <li>➤ How does the associate teacher structure the tasks to enable the children to apply their movement skills?</li> <li>➤ How does the associate teacher organise the children and what impact did that have on their skill progression?</li> <li>➤ Are the children given opportunities to make decisions about rules, tactics or strategies used within this part of the lesson?</li> <li>➤ How does the associate teacher assess the progression? What interventions and feedback are given to support individuals or groups?</li> </ul>
<p><b>Target Setting:</b> At least one subject specific target should be set following an observation. This should include <b>what is the next step (to support Associate Teacher progress)</b>, <b>why is this important (impact on pupil progress)</b>, and <b>how will this be achieved (what actions are needed?)</b></p> <p><b>E.g. Scaffold the learning to enable all children to demonstrate the skill of jumping from 2 feet to 2 feet by using the STEP model.</b></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 <b>implemented</b> in your practice based on your research?			
<b>Identify the impact of your practice:</b>			
Impact on Pupil Progress	Impact on your Professional Development		
Identify the evidence you will share with expert colleagues as part of your professional discussion.			

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

# Review Meeting 2 and Progress Meeting 2

## ***Review Meeting 2:***

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

## ***Progress Meeting 2:***

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

# Critical Incident Focus

- Review Meeting 2 – Scaffolding
- Progress Meeting 2 – Questioning

# Critical Incident Example 3

Critical Incident	
See it	Review it
<b>Critical Incident Focus:</b>	
<b>Adaptive Teaching - Scaffolding</b>	
Briefly describe the Critical Incident which stimulated your professional growth at this point in your training.	
<p>This critical incident is from RE lesson in which students struggled to remember key words, and having visuals in front of them would have been useful. After explaining the task and providing children with examples, students still struggled. I realised that some students were having difficulty, so I made everyone stop what they were doing. I then broke the task down into manageable steps and wrote some sentence starters on the board to support their understanding.</p>	
<p>In response to this "Critical Incident", use research-informed practice to explain the professional actions you took to support your intention.</p> <p><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></p>	
<p>During this lesson on Rosh Hashanah and Jewish beliefs about God, sin, and forgiveness, I noticed that many students struggled to recall and use key vocabulary accurately. Despite explaining the task clearly and providing examples, some children found it difficult to articulate their understanding in full sentences. (KT D)</p> <p>To address this, I explored research on scaffolding and adaptive teaching to better support students' comprehension and language development. Additionally, scaffolding is the assistance given by teachers, classmates, and other individuals to help pupils grow their ability to learn. It is comparable to the physical scaffolds used in a building: it promotes progress for the student but cannot support the load (Pollard and Wyse, 2023). As the learner develops autonomous learning skills, the help should be progressively reduced. (KT A)</p> <p>This concept is based on Vygotsky's Zone of Proximal Development (ZPD), which states that a more knowledgeable person (such as a teacher) should assist a student in completing activities that they cannot finish on their own (Margolis, 2020). This support should be tailored to the student's capability for developing independently, ensuring that they gradually build confidence and mastery. (KT E)</p> <p>Additionally, Rosenshine's Principles of Instruction emphasise the importance of breaking learning into smaller steps, providing models, and using guided practice to reinforce understanding.</p> <p>By incorporating these pedagogical approaches, I aimed to:</p> <ul style="list-style-type: none"> <li>• Improve students' ability to recall and apply key vocabulary.</li> <li>• Increase engagement and confidence in articulating ideas.</li> <li>• Provide structured support that fosters independent learning.</li> <li>• Breaking learning into small, manageable steps</li> <li>• Providing guided practice before expecting independent work</li> <li>• Using models and sentence starters to support student responses (KT A)</li> </ul>	
<p>The EEF review on Cognitive Science Approaches (2021). The review highlights three key approaches to managing cognitive load in the classroom:</p> <p>Using worked examples to support learners</p>	

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

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

Providing scaffolding and support

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

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

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

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

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

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

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

### Steps Taken to Secure Implementation

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

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

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

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

### Identify the impact of your practice:

#### Impact on Pupil Progress

Students were able to engage more confidently with the task after the scaffolding was introduced.

By the end of the lesson, they demonstrated a clearer understanding of key Jewish beliefs and how they link to Rosh Hashanah.

The structured support led to higher-quality written responses, as students could now recall key terms and apply them in context. (KT E)

#### Impact on your Professional Development

This experience underlined the necessity of responsive teaching, which involves modifying education in real time to fit the needs of students.

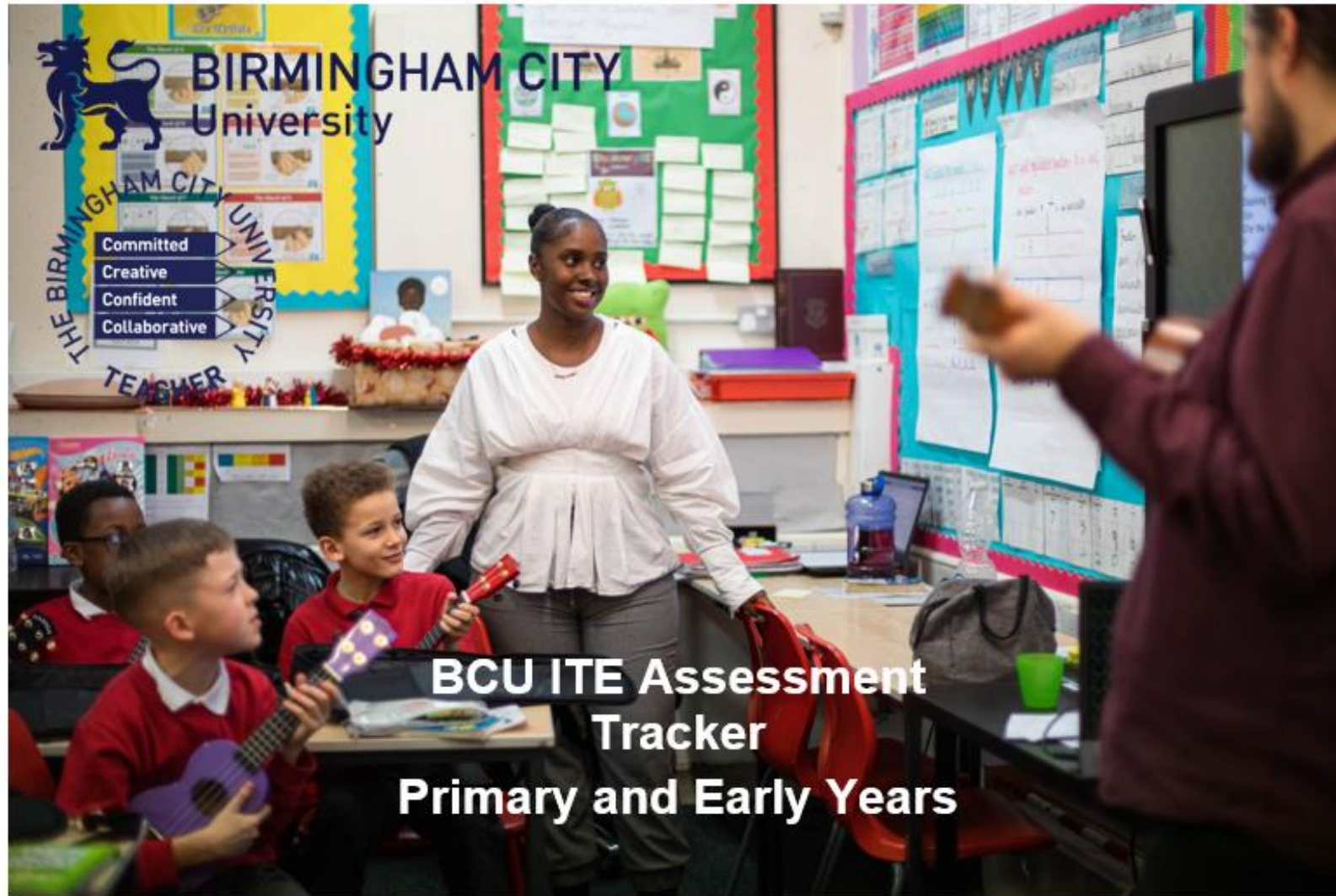
I became more aware of how scaffolding might be utilised proactively to help students with different levels of prior knowledge and language skills.

It emphasised the importance of diverse teaching tactics (e.g., visual aids, word mats, vocabulary scaffolds) in making learning more accessible. (KT F)

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

Lesson plan with adaptations: Highlighting the scaffolding strategies implemented.

I have gained a deeper understanding of how to scaffold learning effectively to enhance student progress. Moving forward, I will continue to incorporate structured support to ensure all learners can access and engage with complex concepts successfully.



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 progress within the stage of development and how to continue a positive trajectory towards QTS:

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

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



## How to Use the BCU Assessment Tracker

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

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

# Assessment of School Based Training

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

Working Towards (T)	Working At (A)	Working Beyond (B)
<p>The Associate Teacher works with the support of expert colleagues at BCU and in school 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>The Associate Teacher works independently with the advice and guidance of expert colleagues at BCU and in school to:</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>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>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 Targets (RITs)

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)

RITs should be written in conjunction with the Lead Mentor and a Mentor from school

Details of the process will be explained by the BCU Lead Mentor 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.
- 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 <a href="#">mySRS</a> .	

# Intensive Training and Practice (ITaP)






ITaP is a specific and focused element of the teacher training curriculum.

It is intended to help consolidate trainees' knowledge of key evidence-based principles for effective teaching, and to enable them to practise their application and integration into their developing professional practice.

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



# Adapted five-stage framework

INTRODUCE 	ANALYSE 	PREPARE 	ENACT 	ASSESS 
Learning about the theory of teaching and learning	Using representations to analyse expert teaching	Use approximations to practice and get feedback	Receive support to apply learning in the classroom	Tracking trainees' growth and knowledge
<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**



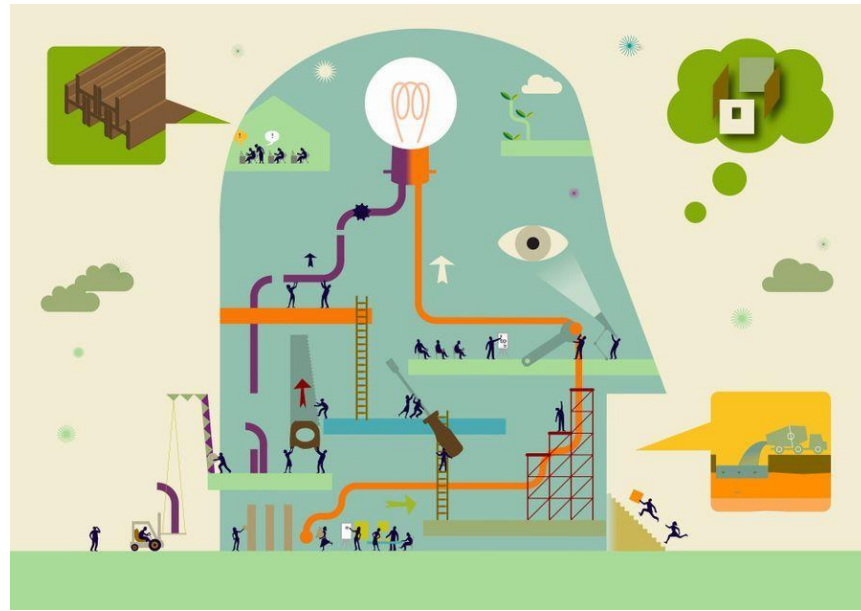
# Intensive Training & Practice

## Scaffolding:

- 19<sup>th</sup> January (Uni), 26<sup>th</sup> January(Sch), 29<sup>th</sup> January(Uni), 2<sup>nd</sup> February(Sch), 5<sup>th</sup> February(Sch),

## Questioning:

- 6<sup>th</sup> March(Uni), 10<sup>th</sup> March(Sch), 13<sup>th</sup> March(Uni), 16<sup>th</sup> March(Sch), 18<sup>th</sup> March(Uni)



# Intensive Training and Practice (ITaP) Adaptive Teaching

**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?’

PGCE: Term 2 – 5 days	ITTECF links BCU Curriculum Key Theme <b>D</b> and <b>E</b>	Practicable Skills	Contributing research and reading
<p><b>Pivotal area: Scaffolding</b></p> <p><b>Key question:</b> How do I use scaffolds as temporary supports so that pupils can successfully complete tasks that they cannot yet do independently?</p> <p>All learners including EAL, SEND, lowest 20%, rapid graspers.</p>	<p><b>ITaP Outcomes</b> <b>Classroom Practice</b> <b>Learn That</b></p> <p>4. Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases</p> <p><b>Learn How To</b> Plan effective lessons, by:</p> <p>a) Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain.</p> <p>c) Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material. Stimulate pupil thinking and check for understanding, by:</p> <p>p) Providing scaffolds for pupil talk to increase the focus and rigour of dialogue</p> <p><b>Adaptive Teaching</b> <b>Learn That</b></p> <p>1. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.</p> <p>2. Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.</p> <p><b>Learn How to</b> Provide opportunity for all pupils to experience success, by:</p> <p>g. Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations</p> <p>i. Making effective use of teaching assistants and other adults in the classroom Meet individual needs without creating unnecessary workload, by:</p> <p>k. Making use of well-designed resources</p> <p>n. Reframing questions to provide greater scaffolding or greater stretch.</p>	<p><b>Practicable skills:</b></p> <ul style="list-style-type: none"> <li>• Map out the components of a task</li> <li>• Identify the difficulties pupils will encounter in a task</li> <li>• Provide scaffolds at an overview and detailed level</li> <li>• Embed scaffolding (prior to teaching in the planning stage) and use live scaffolding (during teaching)</li> <li>• Use different scaffolds to assist pupils’ learning including <ul style="list-style-type: none"> <li>• Visual scaffolds</li> <li>• Verbal scaffolds</li> <li>• Written scaffolds</li> </ul> </li> <li>• Make decisions about when to remove the scaffolds</li> </ul>	<p>Aubin, G. (2022) <i>EEF Blog: Scaffolding – more than just a worksheet</i>. EEF blog: <a href="https://www.eef.org.uk/educationendowmentfoundation.org.uk">Scaffolding – more than just a worksheet   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Ball, R. and Fairlamb, A. (2025) <i>The Scaffolding Effect: Helping All Students Reach Their Potential</i>, London: Routledge.</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>Department of Education (2024) <i>Use of teaching assistants in schools research report</i>.</p> <p>Eaton, J. (2022) <i>EEF blog: Moving from ‘differentiation’ to ‘adaptive Teaching’</i>.</p> <p>Education Endowment Foundation (2023) <a href="https://www.eef.org.uk/educationendowmentfoundation.org.uk/5-a-day-reflection-tool-2023.pdf">5-a-Day Reflection Tool 2023.pdf</a></p> <p>Education Endowment Foundation (2021) <i>Cognitive Science: Approaches in the Classroom: A Review of the Evidence</i>.</p> <p>Education Endowment Foundation (2025) <i>Deployment of Teaching Assistants Report</i>.</p> <p>Rosenshine B. (2012) <a href="#">Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine</a>; <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>Pollard, A. and Wyse, D. (2023) <i>Reflective Teaching in Primary Schools</i>. 6<sup>th</sup> Edition. Bloomsbury Academic.</p> <p>Van de Pol, J. Voman, M. and Beishuizen, J. (2010) Scaffolding in Teacher—Student Interaction: A Decade of Research. <i>Educational Psychology Review</i>, 2010, Vol. 22, No. 3 (2010), pp. 271-296.</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>

## Intensive Training and Practice (ITaP)

### Pivotal area: Scaffolding

**Key Question:** How do I use scaffolds as temporary supports so that all pupils can successfully complete tasks that they cannot yet do independently including pupils with EAL, pupils with SEND, rapid graspers, lowest 20%?

PGCE

INTRODUCE



ANALYSE



DAY 1: University

#### Learn that:

- Scaffolds can help pupils learn new concepts and apply new ideas
- Scaffolds can be embedded in planning (prior to teaching) and live (during teaching)
- Using different scaffolds can assist pupils' learning including visual, verbal and written scaffolds.
- Scaffolds should be gradually removed as pupil expertise increases.

ANALYSE



PREPARE



Day 2: School

#### Learn that

- Observation of practice, discussing and analysing with expert colleague supports development.
- Planning and preparation enhance classroom practice

#### Learn how to

- Plan effective lessons, by using scaffolds, acknowledging that novices need more structure early in a domain.
- Plan effective lessons by removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material.

**Opportunity to ANALYSE, PREPARE and ENACT in the classroom**

INTRODUCE



ANALYSE



PREPARE



Day 3: University

#### Learn that:

- Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers.
- Scaffolds can help pupils learn new concepts and apply new ideas
- Scaffolds can be embedded in planning (prior to teaching) and live (during teaching)
- Using different scaffolds can assist pupils' learning including visual, verbal and written scaffolds.

#### Learn how to:

- Plan effective lessons, by using scaffolds when introducing a new concept or idea.
- Scaffold to meet individual needs without creating unnecessary workload.

ENACT



ASSESS



ANALYSE



Day 4: School

#### Learn that:

- Scaffolds can help pupils learn new concepts and apply new ideas
- Using different scaffolds can assist pupils' learning including visual, verbal and written scaffolds.
- Scaffolds should be gradually removed as pupil expertise increases.
- Feedback from expert colleagues supports improvement.

**Opportunity to ENACT in the classroom and ASSESS impact**

ANALYSE



ASSESS



Day 5: University

#### Learn that:

- Reflective practice, observation and feedback enhance professional development

#### Learn how to:

- Reflect on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.

#### Assessment:

Review Meeting 2.  
Critical Incident.  
Scaffolding in a  
Foundation Subject

ASSESS





# 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
- The Principles of Instruction (Rosenshine) is based on evidence that more effective teachers provide scaffolds for difficult tasks
- Providing 'scaffolding' helps pupils 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. Some pupils may require the consistent use of scaffolds to support their learning and development.

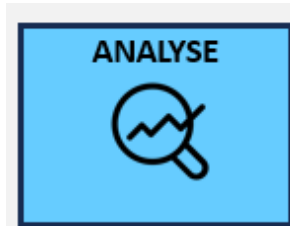
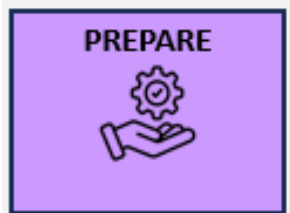
## Learn How To:

- 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.



# SCHOOL

## Day 2



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 about the use scaffolds in the lesson

Plan and prepare (1 hour)

- Associate teacher plan and prepare to team teach a difficult task or new concept to the 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).

Team teaching (1 hour)

- Associate teacher introduces the whole class to a difficult task or new concept using scaffolding to assist the pupils' learning.
- Placement Mentor observes AT input during lesson. Associate Teacher will continue to team teach with Placement Mentor for the remainder of the lesson.

Analyse (1 hour)

- Associate Teacher reflects on their practice and the impact of their use of scaffolding on the pupils' independent learning. Professional discussion between Associate Teacher and Placement Mentor.
- Reflect on teaching and learning from the day. What information do you need to be able to plan your lesson in university on day 3 in readiness for teaching in school on day 4?
- Focus for teaching on Day 4. Lead 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 or Writing).



# Day 3 - University

## Learn that

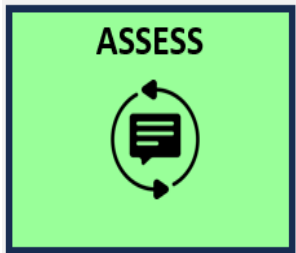
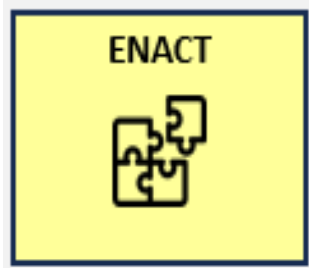
- Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers.

## 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



Associate Teacher: independent teaching of the whole class, introducing a difficult task, skill or new concept in a Foundation subject, Science or R.E. or within an Area of Learning (other than Mathematics or Phonics or Writing).

Use of Visual, Verbal, Written (Other) scaffolds  
Placement Mentor: observe and complete BCU ITaP lesson observation feedback form in the ITaP booklet.

Associate teacher: complete self-reflection on the taught lesson.

Professional discussion between Associate Teacher and placement mentor based on lesson. Targeted feedback and future target setting linked to the scaffolding ITaP.



## Day 5 – University

Discuss lesson observation feedback with Lead Mentor and peers

Create a group document with examples of scaffolding enacted in practice

Present learning from the ITaP to peers and Lead Mentor and receive feedback

(informed by Van de Pol, J. Voman, M. and Beishuizen, J. (2010) Scaffolding in Teacher—Student Interaction: A Decade of Research. *Educational Psychology Review*, 2010, Vol. 22, No. 3 (2010), pp. 271-296).



## 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?**

PGCE: Term 2 – 5 days	ITTECF links BCU Curriculum Key Theme <b>D</b>	Practicable skills	Contributing research and reading
<p><b>Pivotal area: Questioning</b></p> <p><b>Key question:</b> How do I use effective questioning to assess pupils' understanding and plan next steps in learning?</p>	<p><b>ITaP outcomes</b> <b>Classroom Practice</b> <b>Learn that...</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Learn how to...</b></p> <ul style="list-style-type: none"> <li>l) Plan activities around what you want pupils to think hard about.</li> <li>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).</li> <li>n) Provide appropriate wait time between question and response where more developed responses are required.</li> </ul> <p><b>Assessment</b> <b>Learn that...</b></p> <ul style="list-style-type: none"> <li>1. Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs</li> <li>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.</li> <li>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.</li> </ul> <p><b>Learn how to...</b></p> <ul style="list-style-type: none"> <li>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).</li> <li>f) Structure questions to enable the identification of knowledge gaps and misconceptions</li> <li>g) Prompt pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding.</li> <li>i) Focusing on specific actions for pupils and providing time for pupils to respond to feedback.</li> </ul>	<p><b>Plan for effective questioning</b></p> <p><b>Manage the questioning process and pupils' responses:</b></p> <ul style="list-style-type: none"> <li>Cold calling</li> <li>No opt out</li> <li>Think, Pair, Share</li> <li>Show- me boards (mini-whiteboards)</li> <li>Check for understanding</li> <li>Questioning to extend understanding - Say it again, better</li> <li>Hinge questions</li> <li>Probing questions</li> <li>Process questions</li> <li>Allow thinking time</li> </ul> <p><b>Make decisions based on pupils' responses:</b> Re-teach Defer Move on</p>	<p>Paul J., &amp; 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., &amp; 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: <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/School_Planning_Guide_2022-23.pdf?v=1715728309">https://d2tic4wvo1iusb.cloudfront.net/production/documents/School_Planning_Guide_2022-23.pdf?v=1715728309</a></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: <a href="https://teacherhead.com/2019/01/10/revisiting-dylan-wiliams-five-brilliant-formative-assessment-strategies/">https://teacherhead.com/2019/01/10/revisiting-dylan-wiliams-five-brilliant-formative-assessment-strategies/</a></p> <p>Sherrington, T (2020) <i>Teaching WalkThrus: Five-Step Guides to Instructional Coaching</i>, 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>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>

# Intensive Training and Practice (ITaP)

## Pivotal area: Scaffolding

**Key Question:** How do I use scaffolds as temporary supports so that all pupils can successfully complete tasks that they cannot yet do independently including pupils with EAL, pupils with SEND, rapid graspers, lowest 20%?



DAY 1: University

### Learn that:

- Questioning is an essential tool for teachers; questions can be used for many purposes, to check pupils' prior knowledge, assess understanding and break down problems

### Learn how to:

- **Stimulate pupil thinking and check for understanding by:**
- Planning activities specifically to develop pupils thinking.
- Include a range of types of questions in class discussions to extend and challenge pupils

INTRODUCE



ANALYSE



Day 2: School

### Learn that

- Observation of practice, discussing and analysing with expert colleague supports development.
- Planning and preparation enhance classroom practice

### Learn how to

- Plan effective lessons, by using effective key questions to enable children to show understanding
- Plan effective lessons by identifying how to adapt use of questioning to include everyone.

**Opportunity to ANALYSE, PREPARE and ENACT in the classroom**

ANALYSE



PREPARE



ENACT



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

ANALYSE



PREPARE



Day 4: School

### Learn that:

- Questioning can help pupils learn new concepts and apply new ideas
- Using effective key questions can assist pupils' learning developing understanding
- Feedback from expert colleagues supports improvement.

**Opportunity to ENACT in the classroom and ASSESS impact**

ENACT



ASSESS



ANALYSE



Day 5: University

### Learn that:

- Reflective practice, observation and feedback enhance professional development

### Learn how to:

- Reflect on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.

ANALYSE



ASSESS



### Assessment:

Review Meeting 2.  
Critical Incident.  
Scaffolding in a  
Foundation Subject

ASSESS





# Day 1 - University

## 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

## 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

## 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

## Prepare:

- Prepare for observation of Placement Mentor's teaching

ANALYSE



PREPARE



ENACT



SCHOOL

ANALYSE



Observe a lesson (1 hour)

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

PREPARE



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



Enact – use of questioning 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 lesson in university on day 3  
for teaching in school on day 4?

Day  
2



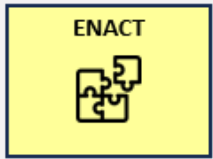
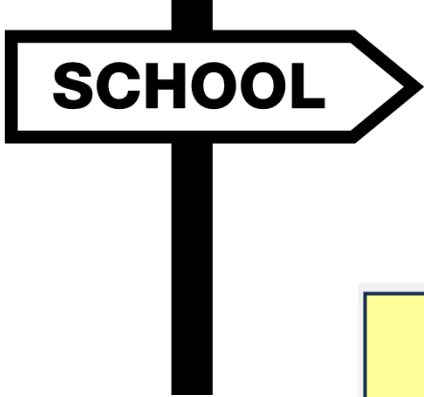
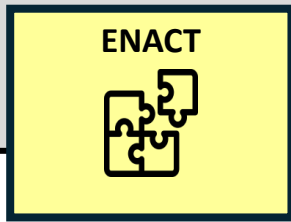
# Day 3 - University

## 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



## Day 5 – University

Discuss lesson observation feedback with Lead Mentor and peers. Peer to peer feedback on use of questioning to assess pupils' understanding and plan next steps in learning.

Contribute to a group collaborative document providing an overview of where planning for, and use of purposeful questioning and feedback had the biggest impact on pupils' learning and progress.

Present learning from the ITaP to peers and Lead Mentor and receive feedback

# Primary Partnership Website



[Primary and Early Years partnerships - Education and Social Work | Birmingham City University](#)

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.

# Useful Contacts

PGCE Course Team:

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Primary Partnership Lead:

Anne Whitacre

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

A large, stylized, light gray lion graphic is positioned in the background, facing left. The lion is depicted in a classic heraldic style with a flowing mane and a long, curved tail.

Any Questions?