**PGCE Secondary with QTS**
**Unit 6**

# Session Outline

- Placement structure and overview

- Associate Teacher and School Mentor expectations

- The BCU Way and the Subject Curriculum

- The BCU placement documentation

- Tutor Visit schedule

# PGCE Secondary Education - Contact Details



**PGCE Senior Leadership Team:**
- Kerry Taylor: Kerry.Taylor@BCU.ac.uk
- Jen Whitford: Jennifer.Whitford@BCU.ac.uk

**Secondary Partnerships Lead:**
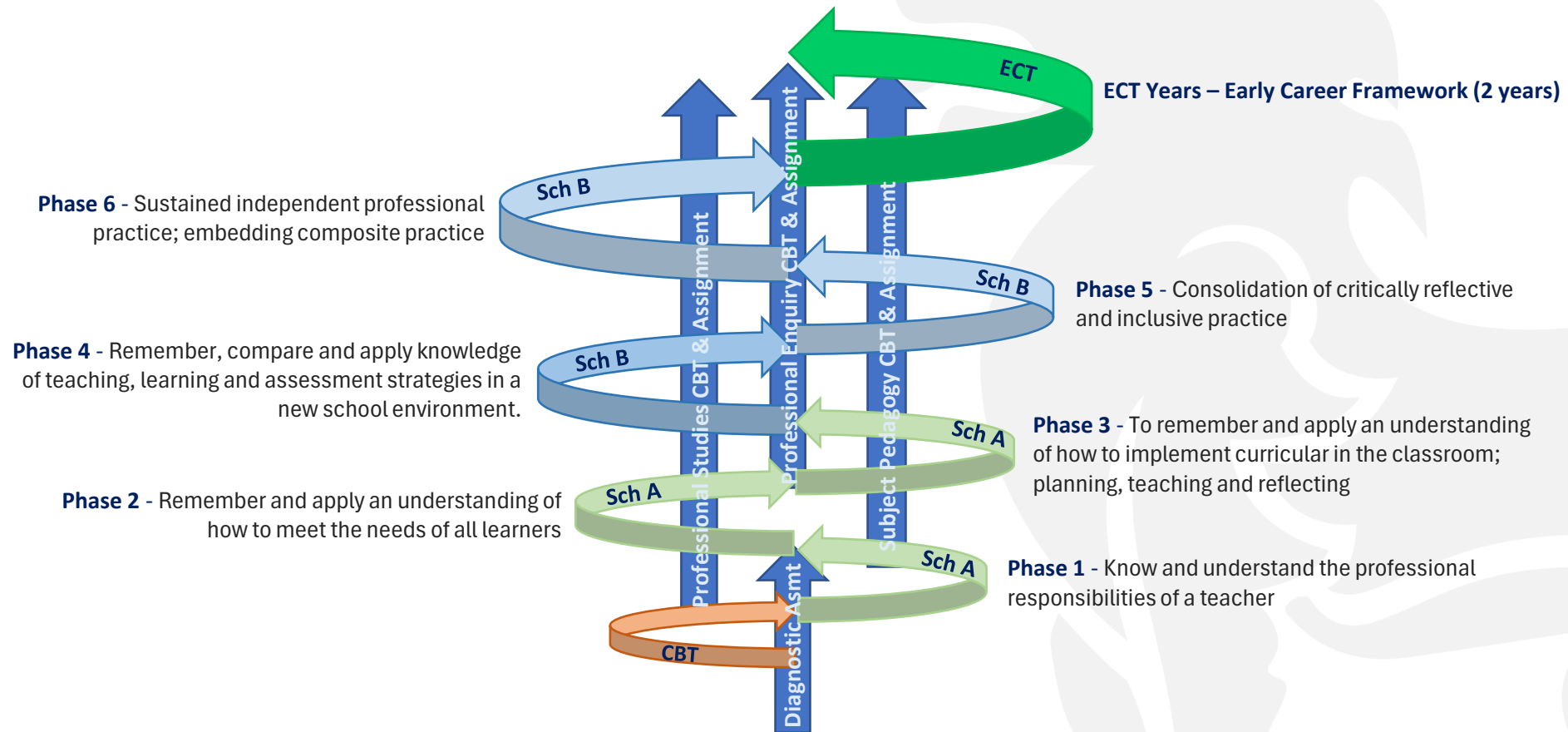- Helen Lowther: Helen.Lowther@bcu.ac.uk

**General Course Enquiries:**
**PGCESecondarySLT@BCU.ac.uk**

*Please note, each PGCE Subject has a Subject Lead Tutor. You will have been introduced to these members of staff during Unit 4 – Subject Mentor Training*

# BCU Core Curriculum

The sequencing of our BCU ITE Curriculum into phases (which ensures that we go beyond the minimum requirement of the ITTEC Framework)



ECT Years – Early Career Framework (2 years)

**Phase 6** - Sustained independent professional practice; embedding composite practice

**Phase 5** - Consolidation of critically reflective and inclusive practice

**Phase 4** - Remember, compare and apply knowledge of teaching, learning and assessment strategies in a new school environment.

**Phase 3** - To remember and apply an understanding of how to implement curricular in the classroom; planning, teaching and reflecting

**Phase 2** - Remember and apply an understanding of how to meet the needs of all learners

**Phase 1** - Know and understand the professional responsibilities of a teacher

# Placement Dates

| Week | Mon | Tues | Weds | Thurs | Fri |
|---|---|---|---|---|---|
| 02-Sep-24 | | | | Tutorials | Induction 1 |
| 09-Sep-24 | Induction 2 | BCU | BCU | BCU | BCU |
| 16-Sep-24 | BCU | BCU | BCU | BCU | BCU |
| 23-Sep-24 | BCU | BCU | BCU | BCU | BCU |
| 30-Sep-24 | BCU | BCU | SBT A | SBT A | SBT A |
| 07-Oct-24 | ITAP 1 | ITAP 1 | ITAP 1 | ITAP 1 | ITAP 1 |
| 14-Oct-24 | BCU | BCU | SBT A | SBT A | SBT A |
| 21-Oct-24 | BCU | BCU | SBT A | SBT A | SBT A |
| 28-Oct-24 | Reading/Study Week (School Half-Term) | | | | |
| 04-Nov-24 | BCU | SBT A | SBT A | SBT A | SBT A |
| 11-Nov-24 | BCU | SBT A | SBT A | SBT A | SBT A |
| 18-Nov-24 | ITAP 2 | ITAP 2 | ITAP 2 | ITAP 2 | ITAP 2 |
| 25-Nov-24 | BCU | SBT A | SBT A | SBT A | SBT A |
| 02-Dec-24 | BCU | SBT A | SBT A | SBT A | SBT A |
| 09-Dec-24 | BCU | SBT A | SBT A | SBT A | SBT A |
| 16-Dec-24 | BCU | SBT A | SBT A | SBT A | SBT A |
| 23-Dec-24 | Christmas Break | | | | |
| 30-Dec-24 | Christmas Break | | | | |
| 06-Jan-25 | ITAP 3 | ITAP 3 | ITAP 3 | ITAP 3 | ITAP 3 |
| 13-Jan-25 | BCU | SBT A | SBT A | SBT A | SBT A |
| 20-Jan-25 | BCU | SBT A | SBT A | SBT A | SBT A |
| 27-Jan-25 | BCU | SBT A | SBT A | SBT A | SBT A |
| 03-Feb-25 | BCU | SBT A | SBT A | SBT A | SBT A |
| 10-Feb-25 | BCU | SBT A | SBT A | SBT A | SBT A |
| 17-Feb-25 | Reading/Study Week (School Half-Term) | | | | |
| 24-Feb-25 | BCU | BCU | BCU | SBT B | SBT B |
| 03-Mar-25 | BCU | SBT B | SBT B | SBT B | SBT B |
| 10-Mar-25 | BCU | SBT B | SBT B | SBT B | SBT B |
| 17-Mar-25 | ITAP 4 | ITAP 4 | ITAP 4 | ITAP 4 | ITAP 4 |
| 24-Mar-25 | BCU | SBT B | SBT B | SBT B | SBT B |
| 31-Mar-25 | BCU | SBT B | SBT B | SBT B | SBT B |
| 07-Apr-25 | BCU | SBT B | SBT B | SBT B | SBT B |
| 14-Apr-25 | Easter Break | | | | |
| 21-Apr-25 | Easter Break | | | | |
| 28-Apr-25 | BCU | SBT B | SBT B | SBT B | SBT B |
| 05-May-25 | Bank Holiday | SBT B | SBT B | SBT B | SBT B |
| 12-May-25 | SBT B | SBT B | SBT B | SBT B | SBT B |
| 19-May-25 | SBT B | SBT B | SBT B | SBT B | SBT B |
| 26-May-25 | Reading/Study Week (School Half-Term) | | | | |
| 02-Jun-25 | SBT B | SBT B | SBT B | SBT B | SBT B |
| 09-Jun-25 | SBT B | SBT B | SBT B | SBT B | SBT B |
| 16-Jun-25 | SBT B | SBT B | SBT B | SBT B | SBT B |
| 23-Jun-25 | SBT B | SBT B | SBT B | SBT B | SBT B |
| 30-Jun-25 | SBT B | SBT B | SBT B | SBT B | SBT B |
| 07-Jul-25 | BCU | BCU | BCU | BCU | BCU |

## PGCE Placement Overview

### School 1
**Start** – Beginning of October
**End** – February half term (14th February)

### School 2
**Start –** February half term
**End –** WB 30th June (4th July)

| Guidance for Hours in School | | | | |
|---|---|---|---|---|
| 18 hours classroom time per week | Phase 1-2 (School 1) = 6 hours responsibility for teaching and 6 hours supporting teaching, 6 hours observing | Phase 3 (School 1) = 10 hours responsibility for teaching, 4 hours supporting teaching, 4 hours observing | Phase 4 (School 2) = 14 responsibility for teaching, 2 hours supporting teaching, 2 hours observation | Phase 5 (School 2) = 18 hours responsibility for teaching |

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# Associate Teacher School Induction

During the first few days in school the Associate Teacher will benefit from:

Having a tour of the school

Time spent with placement (subject) mentor and meeting the department and/or faculty

Meet support staff, e.g. in practical subjects meet your technician

Having access to school systems, including IT and systems of shared resources

Having access to the subject curriculum and school policy, such as behaviour and health and safety

Observation, preferably of a range of lessons and/or a range of teachers

A pupil or class trail, think about what individual or group would be beneficial for a new teacher to see

# Placement Overview – Initial Weeks

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| Placement Days | Teaching Expectations of AT | Mentor Expectations |
|---|---|---|
| **Phase 1 - Induction Days** | Lots of observing (where possible), gathering relevant info (policies/procedures) and paperwork . | • **Ensure timetable is in place**<br>• **Support AT with induction tasks**<br>• **Mentor Meeting** |
| **Phase 2 - Weeks 1 and 2** | **Teaching:**<br>Have started to take on segments of lessons timetabled to individually teach per day.<br><br>**Observations/planning**<br>Observe and support in 6 lessons across the week. | • **One Learning Observation Record completed by Mentor per week (when segments of lessons are being delivered_**<br>• **Mentor Meeting** |
| **Phase 2 – Week 3** | **Teaching:**<br>Have started to take on segments of lessons timetabled to individually teach per day.<br><br>**Observations/planning**<br>Observe and support in 6 lessons across the week. | • **One Learning Observation Record completed by Mentor per week (when segments of lessons are being delivered_**<br>• **Mentor Meeting** |
| **Phase 2 – Weeks 4 and 5** | **Teaching:**<br>Associate Teachers take responsibility for teaching some lessons on their timetable<br><br>**Observations/planning**<br>Observe and support in 6 lessons across the week. | • **One Learning Observation Record completed by Mentor per week (when segments of lessons are being delivered_**<br>• **Mentor Meeting** |

# Associate Teacher Remaining Timetable

- Weekly Review meeting (with subject placement mentor)
- 2$^{nd}$ subject where possible but not a priority for school 1 (anything they have studied at post-16 or beyond) – DT and Science do not need to consider a second subject
- Tutor/form group (not linked to subject placement mentor)
- Meetings, INSET, etc.
- Out of Hours / Extra-Curricular
- Parents' Evenings
- Professional Mentor / WSI (Whole School Issue) sessions

# SBT Folder & Placement Documents

Associate Teachers will have a 'School Based Training' folder containing all the placement documentation required and will share with this their subject and professional mentor on their first placement day.

**The folder will include:**

- Subject Curriculum Map
- Placement Assessment Document (PAD) for each Phase
- Lesson Planning Documents
- Learning Observation Record
- Subject Assessment Tracker
- Mid and End Point Review Documents (within the PAD)

# BCU Core Curriculum

| |
|---|
| A. Associate Teacher uses critical enquiry and research informed practice to develop their understanding of effective teaching and learning. **(CCF – Professional Behaviours) (TS8 and Part 2)** |
| B. Associate Teacher's classroom practice establishes effective behaviour management using high expectations and awareness of pupil wellbeing. <br><br> **(CCF – High Expectations and Managing Behaviour) (TS1 and TS7)** |
| C. Associate Teacher knows more, remembers more and applies subject knowledge and subject specific pedagogy to impact on pupils' progress. <br><br> **(CCF –Subject knowledge) (TS3)** |
| D. Associate Teacher uses knowledge about how pupils learn to plan and assess learning to ensure that all pupils make progress. <br> **(CCF – How pupils learn, Classroom practice and Assessment) (TS2 TS4 TS6)** |
| 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). <br> **(CCF - How Pupils Learn, Classroom Practice and Adaptive Teaching) (TS5)** |
| F. Associate Teacher demonstrates professional behaviours and contributes effectively to the wider life of the school. **(CCF Professional Behaviours) (TS8 and Part 2)** |

The BCU Core Curriculum is in place for all Primary and Secondary Education courses.

ATs will be assessed against the six strands of the BCU Core Curriculum over their two school placements.

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# Phase Assessment Document

Associate Teachers will have a Phase Assessment Document (PAD) to capture reflections and meetings with their school mentors. It is in this document that AT's will reflect upon the how they have implemented the centre based training content within their teaching practice. There will be two PAD's per placement, PAD 1 for the first phase of the placement , PAD 2 covers the second phase.



UG Secondary Physical Education with QTS

Year 1 - Placement Assessment Document 1

Know and understand the professional responsibilities of a teacher

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Associate Teacher Name:
Associate Teacher's Subject:

**The PAD will include:**

- Pen Portrait for the AT
- Attendance Log
- Module reflections and targets for placement
- Reflection and Progress Meeting Record (mentor meeting)
- ITAP Critical incident reflections

# Placement Assessment Document

**Date:** Week beginning 30th September 2024

**Reflection and Progress Meeting Record (SBT)**

*Alongside this document use the **Assessment Tracker** and recent **LORs** to inform targets. AT to complete sections 1 and 2 prior to the meeting with the Mentor. Mentor and AT to complete the targets in sections 3 & 4 together.*

1) **Associate Teacher's reflection of key learning this week:**

Key learning from Centre-Based Training sessions this week (please refer to specific sessions, literature and research):

Key learning from School-Based Training this week (this can include CPD and other training and support you have received in school):

2) **Associate Teacher's observation of an expert colleague this week:**

| Subject: | Class: |
| --- | --- |
| Identify the focus area you observed: | How did this focus aligned to last week's target/s?: |

What notable teaching and learning strategies, related to your target/s, did the teacher use?

I have learnt that:

3) **Previous targets**

| Target No. | BCU ITE Curriculum Theme (A-F) | Previous target | Review of this target *(highlight as appropriate)* | | | Reflections and evidence in relation to each target (completed by Mentor & AT together) |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | | | Not achieved (carry forward – see below) | Partially achieved (carry forward – see below) | Achieved | |
| 2 | | | Not achieved (carry forward – see below) | Partially achieved (carry forward – see below) | Achieved | |
| 3 | | | Not achieved (carry forward – see below) | Partially achieved (carry forward – see below) | Achieved | |

4) **New/updated targets**

*Previous targets not achieved or partially achieved should be carried forward below. Partially achieved targets should be re-focused where necessary to support the AT in achieving the target in time for the next meeting.*

| Target No. | BCU ITE Curriculum Theme (A-F) | Subject-focused and Professional targets (use the **Assessment Tracker** and **LORs** to inform targets) | How will the target be met? |
| --- | --- | --- | --- |
| 1 | | | |
| 2 | | | |
| 3 | | | |

**The PAD will :**

- Give feedback aligned to the BCU ITE Curriculum (*in line with the curriculum map*)
- Model excellent practice aligned to the BCU ITE Curriculum (*structuring consistent feedback, reflection and record of progress*)
- Provide opportunity for maintaining subject focus

# Subject Curriculum Map

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**Each subject now has a curriculum map supporting the Associate Teacher and Subject Mentor in implementing the BCU Curriculum into their School Based Teaching.**

Professional Studies and Subject Pedagogy module sessions

The 'Learn that' knowledge the AT will be learning in their Professional Studies and Subject Pedagogy sessions.

Post session tasks AT's complete to consolidate the learning and application into teaching context.

The 'Learn how to' knowledge the AT will be applying within their teaching on placement. A series of tasks that ATs will be focusing on across their placement.

BCU Core Curriculum being covered



| Phase of training | Week Begin | Module Code, Session Number & Title | Pre-Session Task | Session Knowledge. Associate Teachers will learn that… | Post-Session Task (curriculum task, subject specialist follow up, or additional reading) | BCU Curriculum Links | | | | | | School-Bas... Procedural Knowledge. Learn how to _ |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 7th Oct 2024 | ITaP 1 – Rules, Routines and Relationships | Please see the separate guidance for ITaP1 for pre-reading and pre-session tasks | **Learn that…** * teachers need to set expectations in their first interactions to manage the classes that they teach. * teachers need to align theoretical thinking into classroom practice, where scholarly works underpin their capacity to critique their own and others approaches to effective behaviour management. * teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. * teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. * setting clear expectations can help communicate shared values that improve classroom and school culture. * a culture of mutual trust and respect supports effective relationships. * high quality teaching is underpinned by positive interactions between pupils, their teachers and their peers. | **School and assessment tasks:** * Directed tasks in school to support ITAP learning * Critical incident analysis to assess your progress within this ITAP | X | X | | | | X | **Learn how to _** * use effective strategy to manage and control pupils' entry to their lesson effectively and safely so that learning if focused and immediately takes place. * apply and use effectively the types of teaching strategy that enables expectations to be established and relationship building to be secure in a safe and calm learning environment. * develop the skills to employ high behavioural expectations modelling courteous behaviours by the implementation rules and routines, ensuring that learners make progress so that a culture of mutual respect is developed which demonstrates inclusivity and fosters an inclusive culture in the environment in which they teach. * reinforce established school and classroom routines (e.g. by articulating the link between time on task and success). |
| | | EDU7346 Subject Pedagogy 1 *The Language and Nature of Science* | **Read** Flynn (2013): Science Literacy – Science Education for Everyday Life. Available at: https://my.chartered.college/impact_article/science-literacy-science-education-for-everyday-life/ • **Write** an initial reflection to outline your key learning from Flynn (2013) to be discussed in session. • **Complete** the JamBoard activity to share your thoughts on the 'Nature of Science' with the rest of the group via: https://jamboard.google.com/d/1pYUGyo54NEESTwMFryeK2XMsLPBEdnRsTsAhxorf4Cc/edit?usp=sharing | **Learn that…** * every science teacher can improve pupils' literacy including by explicitly teaching reading, writing, and oral language skills specific to individual specialisms * definitions are not enough without examples and can disengage learners if not within context * familiar examples help to sequence a strong mental model of what a concept is or isn't * pupils will struggle with unfamiliar language as well as domain specific language * unfamiliar language must be taught explicitly * vocabulary and knowledge are underlying factors in how well pupils read science texts * secure subject knowledge, across all disciplines in science, helps teachers to motivate pupils and teach effectively | **Post-Session Task:** 1. Summary tables mapping the science topics in the National Curriculum from KS1 – 4 2. A word bank of tier 2/3 words for the particles topic presented in a style of your choice 3. An example(s) of the Frayer Model. Include a commentary **evaluating** the strategy to demonstrate your understanding the **role** Science teachers play in the development of literacy. *Upload to Moodle by Friday 26th November 2024* | X | | X | | | | **Learn how to…** * be familiar with the Science National Curriculum and the language used * use a variety of strategies to explicitly teach unfamiliar scientific vocabulary and especially the use of Tier 2/3 vocabulary in the science classroom. * model reading and comprehension of prose in the science classroom by asking questions, making predictions, and summarising * use modelling and scaffolding to support scientific writing, especially to support the writing of six-mark questions at KS4 and essays at KS5 |
| | | EDU7343 Principles of cognitive load for effective learning | Ollie Lovell Introduces Cognitive Load Theory (Ollie Lovell introduces Cognitive Load Theory - YouTube: https://www.youtube.com/watch?v=YZpmW8XKlgE) https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom Page 25 Managing Cognitive Load Page 31 Working with Schema | **Learn that…** * pupils learn new ideas by reference to ideas they already know and for learning to take place, information must pass from the working memory to the long-term memory. * learning involves a lasting change in pupils' capabilities or understanding * prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas * an important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory * regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned * requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall * pupils have different working memory capacities; some pupils with SEND may have more limited working memory capacity than their peers without SEND. | **Mixed group follow-up:** * Explore the impact of cognitive load theory in the context of how pupils learn in your subject. Compare this across subjects and consider a pupil's experience across a whole day in a secondary school in regards to CLT. **Additional reading:** Watch 'Cognitive Load Theory - Practical Applications: https://www.youtube.com/watch?v=7o3_R1hCsJE | X | X | | | | X | **Learn how to _** * reduce cognitive load and to reduce extraneous load * avoid overloading working memory |

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# Unit 5: The BCU Mentor/Coach Model

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**What?**

the descriptive stage

- recognise **success**
- identify **next step**
- signpost **expectation**

**See it**

**So What?**

the interpretive stage

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

**Name it**

**Now What?**

the activity stage

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

**Do it**

**What Impact?**

the evaluation stage

- assess the **impact**
- discuss **development**
- reflect on **progress**

**Review it**

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# Expectations for Planning
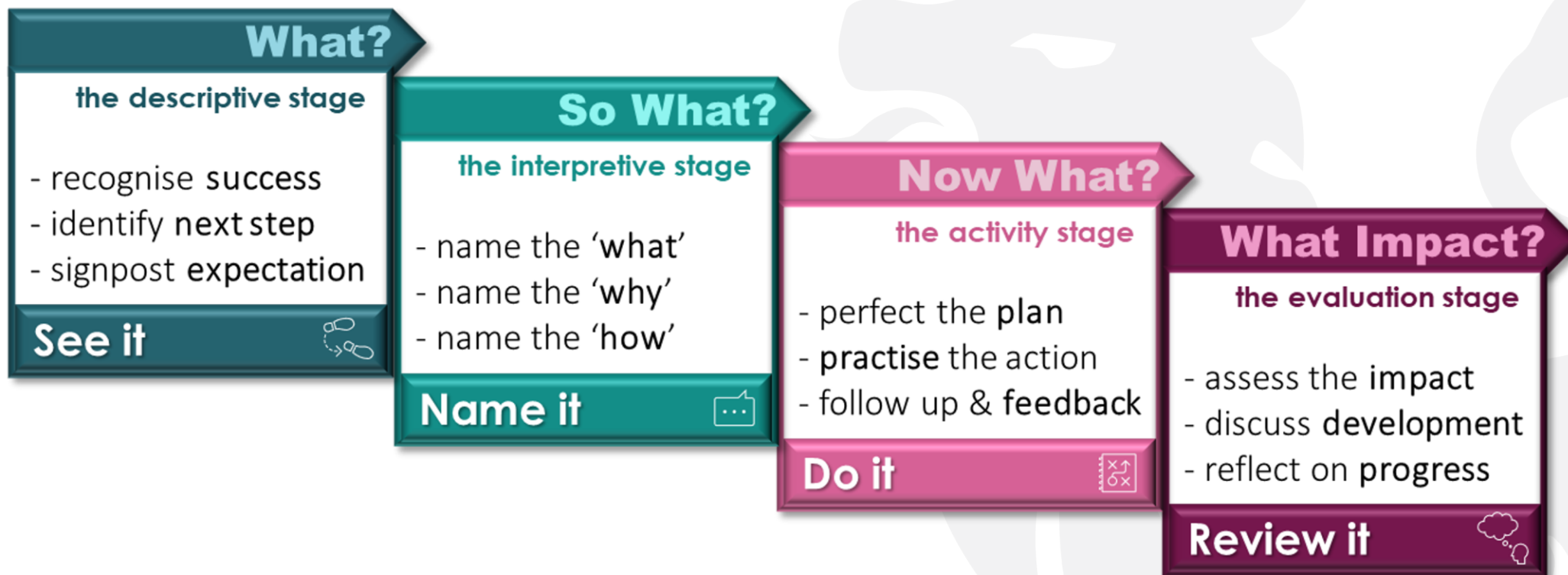
## Medium/Long-Term Planning:

- ATs gather existing units and annotate them in regard to the amendments they make to existing units.

- For some units they may wish to use the BCU unit of work template. There is a guidance document to support them.

- <span style="color:red">Units of work (i.e. long-term planning) must be authorised by the Subject Mentor before ATs take responsibility for a class.</span>

## Short Term Planning – Lesson Planning:

- Full lesson plan to be completed for a <span style="color:red">minimum of two</span> lessons per week (one of these should be linked to a formal lesson observation).

- A reduced version of a lesson plan template will be provided for ATs to use for all other lessons (all lessons must still be planned). As an alternative, ATs may use the school placement lesson plan template or another template that you have authorised.

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# Formal Observed Lesson Plan

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## Lesson Plan:

| Time for activity and actual timings for the lesson | Learning<br><br>Use a row per lesson episode / learning activity<br>• What are the pupils learning in this part of the lesson - learning activity?<br>and<br>• What are the **learning intentions** for this part of the lesson? | Teaching<br>(Including adaptive teaching strategies for groups of specific pupils)<br><br>What is the teacher doing in this part of the lesson – in detail e.g., include<br>• planned questions<br>• key explanation points / key words<br>• key points to emphasise / model<br>• high quality teaching strategies<br>• scaffolding strategies | Formative Assessment<br>(Checking for learning / attainment)<br><br>• Formative assessment strategy?<br>• What are you looking for?<br>• What does success look like?<br>• What mistakes or misconceptions are likely? |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| Homework / Independent Learning (where applicable): | | | |

Add rows to the above table as necessary for additional teaching episodes / activities in your lesson.

## PAGE 1

- AT is responsible for completing a BCU Formal Observed Lesson Plan once per week (including evaluation).

- Lesson plans must be with mentors/observe 48 hours in advance of lesson

- All boxes must be completed on Page 1.

- The AT must select 1 other BCU Curriculum theme to focus on in addition to Theme C.

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# Learning Observation Record



**PAGE 1**
- It is the ATs responsibility to complete the top 4 boxes.

**Review It (What Impact?)**
- The AT and subject mentor will agree on one subject specific target and one professional target.

**See It (What?)**
- The mentor provides lesson feedback on the two targets that in focus for this lesson and the impact on pupil learning.

- There is room below for additional comments on any other areas of practice outside of the two targets.

# Learning Observation Record

|  |  |
|---|---|
| Prompt questions for post lesson discussion: | |

## See it: Strengths

|  | State three lessons strengths, linked to pupil learning and progress. | BCU CC Theme (A-F) |
|---|---|---|
| 1 | | |
| 2 | | |
| 3 | | |

| Name it: | | Do it: | |
|---|---|---|---|
| Identify two targets for the Associate Teacher to focus on in relation to teaching pedagogy and subject content. | | Identify the action points and practice to achieve this target. | |
| Professional Target | | Action Points • • | |
| Subject Target | | Action Points • • | |

| Agreed date of next observation: | Class: |
|---|---|
| Signed (observer): | Signed (AT): |

**PAGE 2**

## See It (What?)

- There is a space for any questions you may have for the AT on the lesson.

## See It Strengths (What?)

- The mentor will then state three strengths, linked to pupil learning and progress.

## Name It: (So What?)

- The mentor will then set two targets, one Professional Target and one Subject Target based on the lesson observation.

## Do It: (Now What?)

- After the targets are set, the mentor and AT will identify action points for the AT to carry out in order to achieve the target.

# Assessment Tracker

## What is the BCU Assessment Tracker?

The BCU Assessment Tracker is used formatively throughout all ITE routes at BCU to assess the associate teacher's progression over their teacher education course. It provides a transparent assessment framework, which supports in the recommendation for QTS at the end of the course. The Assessment Tracker reflects the six **BCU Core Curriculum** themes and subject knowledge pedagogy, with clear, developmental criteria to support Associate Teachers, Placement Mentors, and Lead Mentors (university staff), in assessing current performance and target setting. The criteria are split into three stages of development; **Working Towards; Working At and Working Beyond**, reflecting our ambitious BCU curriculum.

By using this assessment tool, it ensures all our associate teachers are meeting the minimum requirements outlined on the Initial Teacher Training and Early Career Framework, along with the Teachers' Standards set by the DFE. **To meet these requirements and to gain recommendation for QTS, associate teachers must have met all 'Working At' criteria across all six BCU Core Curriculum themes.**

## How to use the Assessment Tracker

### Associate Teachers

Associate Teachers are to use this assessment tool, with support from expert colleagues, to self-assess performance against the criteria and to identify the progress being made over the duration of the course.

The Assessment Tracker will enable Associate Teachers to identify clear targets to focus on, with support from their mentor through target setting. Through continuous reflection, Associate Teachers will update progress against the tracker, through highlighting criteria points that have been met, in collaboration with expert colleagues.

### Placement Mentors

Mentors are to use the Assessment Tracker to assess the Associate Teacher against the BCU Core Curriculum themes. During weekly mentor meetings, mentors and Associate Teachers will discuss progress against the Assessment Tracker, identifying criteria points that have been met or need greater focus in the following week/lesson.

Mentors will also use the Assessment Tracker when completing the **Mid Placement and End of Placement Report,** to determine whether the Associate Teacher is currently performing in the **Working Towards; Working At or Working Beyond** across the BCU Core Curriculum themes and to support target setting.

### Lead Mentors (University Staff)

Lead Mentors (university) will use the Assessment Tracker to assess Associate Teacher progress across the course duration and to quality assure that both Associate Teachers and mentors are accurately tracking progress against the BCU Core Curriculum.

Lead Mentors (university staff) will analyse the Associate Teachers Assessment Tracker during school visits, to identify progress being made and to quality assure effective targets are being set by mentors during observation, weekly meetings and at review points. They will use the assessment tracker alongside other evidence to make the final judgement towards QTS recommendation.

# Assessment Tracker

**The assessment tracker is used to assess your teaching progress. You and your mentor will highlight where you have met the criteria during your WMM, mid and end point reviews.**

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The Assessment Tracker includes a page that looks like this for each BCU ITE Curriculum Theme

- The assessment tracker will be used to help write targets on the LOR and reflection and progress meeting.

- In the mentor meeting, the SM and AT should highlight areas of the criteria that the AT has met or can evidence.

- It should be a working document that is updated weekly, to reflect ongoing progress against the BCU CC themes.

## BCU ITE Curriculum Key Theme B: Behaviour and Wellbeing

In the BCU Primary/Secondary 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) | Working At (A) | Working Beyond (B) |
|---|---|---|
| The Associate Teacher works with the support of expert colleagues at BCU and in school to: | The Associate Teacher works independently with the advice and guidance of expert colleagues at BCU and in school to: | 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: |
| Be clear about what good behaviour looks like in the placement school/s and prepare for common behaviour issues by observing expert colleagues and planning that states how they will be addressed.

Be clear how establishing and reinforcing routines, including through positive reinforcement in the placement school/s, can help create an effective learning environment in your placement school. | 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.

Make deliberate choices and be precise and clear when teaching pupils about expectations of good behaviour and the norms of the classroom. | 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

Deliver high-quality teaching with behavioural expectations fully embedded to maximise time in the lesson for learning. |
| 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. | 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. | 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. An excellent climate for learning is developed where pupils practice perseverance, learning from mistakes as they continue to practice self-regulation. |
| 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.

Evaluate how high expectations are demonstrated through praising pupil engagement and progress made. | 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.

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. | 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.

Identify goals and targets that challenge and stretch all pupils and understanding the long-term positive impact of high expectations on pupils' life chances. |
| Understand the impact of positive reinforcement to affect and improve the motivation, successes, behaviour, and well-being of pupils in your placement school/s. | Discuss with expert colleagues how to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically. | Understand pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward) and how to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically. Demonstrate this knowledge through your planning and delivery of learning. Pupils are confident to participate in lessons and their contributions are valued. |

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# Assessment Toward QTS

This year, Associate Trainee progress towards achieving QTS is monitored and assessed in the following ways:

➢ Use of the **Assessment Tracker** (assessment against the BCU ITE Curriculum Themes)

➢ Use of the **PAD (Placement Assessment Document)** which includes Weekly Mentor Meeting Records, targets and AT reflections on their own learning and progress.

➢ **Learning Observation Records** (LORs – used for lesson observation feedback)

➢ **Critical Incident Forms** (used alongside review and progress assessment forms from Subject Mentors)

# Reflection and Progress Meeting Record

**PAGE 1**

- Prior to the meeting, the AT will have completed the reflection of their key learning, both in relation to the subject curriculum tasks and other SBT opportunities during that reflection window.

- The AT will have also observed an expert colleague and completed a reflection on this lesson to discuss during the meeting.

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**Day 4: Monday 9th December 2024**

## Reflection and Progress Meeting Record (SBT)

*Alongside this document use the **Assessment Tracker** and recent **LORs** to inform targets. AT to complete sections 1 and 2 prior to the meeting with the Mentor. Mentor and AT to complete the targets in sections 3 & 4 together.*

**1) Associate Teacher's reflection of key learning this from Day 1 to Day 4:**

| Key learning linked to the subject curriculum map activities (please reflect on the directed activities for this window): |
|---|
| |
| **Key learning from School-Based Training this week (this can include CPD and other training and support you have received in school):** |
| |

**2) Associate Teacher's observation of an expert colleague during this window:**

| Subject: | Class: |
|---|---|
| Identify the focus area you observed: | How did this focus aligned to last week's target/s?: |
| What notable teaching and learning strategies, related to your target/s, did the teacher use? | |
| I have learnt that: | I have learnt how to: |

# Reflection and Progress Meeting Record

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## 3) Previous targets

| Target No. | BCU ITE Curriculum Theme (A-F) | Previous target | Review of this target (highlight as appropriate) | | | Reflections and evidence in relation to each target (completed by Mentor & AT together) |
|---|---|---|---|---|---|---|
| 1 | | | Not achieved (carry forward – see below) | Partially achieved (carry forward – see below) | Achieved | |
| 2 | | | Not achieved (carry forward – see below) | Partially achieved (carry forward – see below) | Achieved | |
| 3 | | | Not achieved (carry forward – see below) | Partially achieved (carry forward – see below) | Achieved | |

## 4) New/updated targets

*Previous targets not achieved or partially achieved should be carried forward below. Partially achieved targets should be re-focused where necessary to support the AT in achieving the target in time for the next meeting.*

| Target No. | BCU ITE Curriculum Theme (A-F) | Subject-focused and professional targets (use the **Assessment Tracker and LORs** to inform targets) | How will the target be met? |
|---|---|---|---|
| 1 | | | |
| 2 | | | |
| 3 | | | |

**PAGE 2**

- SM and AT will discuss teaching and feedback received that week using the LORs.

- You will then agree on three subject specific targets that you will focus on during the following week.

- The SM and AT will need to action how targets will be met including any learning that may need to take place, research or observations of expert colleagues.

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# Mid and End Point Review Meeting

- Halfway through School Experience 1, a Mid Placement Review will need to be held between the AT and subject mentor, to review progress so far.

- Mentors alongside the AT will identify where they believe the AT is working at against the six BCU CC Themes, using the Working Towards, At or Beyond criteria to support on the Assessment Tracker to support.

- The subject mentor will then identify targets to meet your targets to focus on for the remainder of the placement, or next placement phase.

- The end of placement report will be required by the final day of the placement.



**Mid-Placement Review – End of Phase 2**

This record confirms the Associate Teacher's formative progress is accurately recorded ahead of calendared meetings with their BCU Lead Mentor. This review is to be submitted no later than Friday 20th December 2024. School Mentors should refer to the Assessment Tracker and the progress documented in the PAD and the AT's OneDrive to support the completion of this review.

| Associate Teacher | | School | | Subject | |
|---|---|---|---|---|---|
| Subject Mentor | | Professional Mentor | | Lead Mentor (BCU) | |

For Associate Teachers to be 'on track' for achieving QTS by the end of the PGCE, **they must achieve a minimum of three Curriculum Themes at 'Working Towards'** at the end of Phase 1 and three of the Themes must include **Themes B, C and F**. 'Not yet evidenced' can be identified for Curriculum Themes where the Associate Teacher is not yet confidently achieving the 'Working Towards' formative descriptors on the Assessment Tracker.

| | Progress against BCU Assessment Tracker | Areas of strength |
|---|---|---|
| A. Associate Teacher uses critical enquiry and research informed practice to develop their understanding of effective teaching and learning. | Choose an item. | • <br> • |
| | Areas of development/targets | Action points to meet targets |
| | • <br> • | • <br> • |
| B. Associate Teacher's classroom practice establishes effective behaviour management using high expectations and awareness of pupil wellbeing. | Progress against BCU Assessment Tracker | Areas of strength |
| | Choose an item. | • <br> • |
| | Areas of development | Action points to meet targets |
| | • <br> • | • <br> • |
| C. Associate Teacher knows more, remembers more and applies subject | Progress against BCU Assessment Tracker | Areas of strength |
| | Choose an item. | • <br> • |
| | Areas of development | Action points to meet targets |

# Expected Progress and Assessment Points

| | School 1 (EDU7344) | | School 2 (EDU7345) | |
|---|---|---|---|---|
| | **Mid-Point Review** | **End of Placement Review** | **Mid-Point Review** | **End of Placement Review** |
| **Expected Minimum Progress** | Themes B, C & F to be achieved at 'Working Towards'.<br><br>Progress shown towards criteria across other BCU themes. | All themes to be at least 'Working Towards'<br><br>Progress shown towards criteria across other BCU themes. | All themes to be at least 'Working At' | All themes to be at least 'Working At'<br><br>Some Associate Teachers may evidence 'Working Beyond' as they approach QTS and ECT |

# Lead Mentor Visit Schedule

| ITAP 1 Visit: Rules, routines & relationships | Visit One In-person visit | ITAP 2: Modelling and Scaffolding Learning | Mid-point Review Due | Visit Two In-person visit | End Placement Review Due |
|---|---|---|---|---|---|
| October | During Phase 2 November/December | November | December | During Phase 3 January/February | February |

- The Associate Teacher will have a designated University Tutor/Lead Mentor and will be supporting and visiting throughout their placement.
- The UT/Lead Mentor will be your first point of contact if you have any questions or concerns throughout the duration of the ATs placement.
- To support ITaPs UT/Lead Mentors will be visiting schools
- Additional visits will be made during the ITAP school days – this will be arranged nearer the time and an ITAP schedule will be shared with school mentors in advance of this.

# Intensive Training and Practice (ITAP)

| INTRODUCE | ANALYSE | PREPARE | ENACT | ASSESS |
|---|---|---|---|---|
| Learning about the theory of teaching and learning; focused on specific identified strategies | Responding to ideas and examples with an informed comment | Exploring and developing examples and approximations | Applying learning in a supportive environment; respond to feedback | Reflecting through review of progress, including target setting |

- **Common expectations for School Based ITaP Days**:
  - Not business as usual – Associate Teachers will not be following their regular timetable
  - *Therefore,* requires timetabling
  - Opportunities for Associate Teachers to observe the ITaP practicables in action within the context of their placement school
  - Opportunities to put practicables into action
  - Opportunities to receive and act on feedback
  - Opportunities to discuss practicables with expert colleagues
  - Include a BCU Lead Mentor contact

# Intensive Training and Practice (ITAP)

| | | |
|---|---|---|
| **ITAP 1 Visit: Rules, routines & relationships** | **October** | **Mentor Training Unit 8** |
| **ITAP 2: Modelling and Scaffolding Learning** | **November** | **Mentor Training Unit 8** |
| **ITAP 3: Language for Learning in your subject** | **January** | **Mentor Training Unit 8** |
| **ITAP 4: Using Questioning and Verbal Feedback** | **March** | **Mentor Training Unit 8** |

- The Associate Teachers will complete four ITAPs across the academic year, and will have designated 'enact' days in their Placement schools.
- During School Experience 1, ATs will complete:
- **ITAP 1: Rules, routines & relationships –** ATs will have two enact days in Phase 1 of their placement, in October.
- **ITAP 2: Modelling and Scaffolding Learning –** ATs will have two enact days in Phase 2 of their placement, in November.
- **ITAP 3: Language for learning in your subject –** ATs will have two enact days in Phase 3 of their placement, in January

# Any Questions?

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**General Course Enquiries:**
**PGCESecondarySLT@BCU.ac.uk**

**Secondary Partnerships Lead:**
Helen Lowther: Helen.Lowther@bcu.ac.uk

# Placement Requests

helen.lowther@bcu.ac.uk

Art - Nuneaton, Central Birmingham, Solihull
Computer Science - Derby
DT - Castle Bromwich, Tyseley, Sutton Coldfield
Drama – Sutton Coldfield
English – Solihull, Central Birmingham, Walsall, Rugby
Geography – Solihull
Maths – Central Birmingham
MFL – German anywhere and West Bromwich Spanish
Music – Central Birmingham and Stoke

PE -  Central Birmingham
RE - Walsall, Washwood Heath
Biology - Leicester, Oldbury, West Bromwich, Central Birmingham
Physics - Central Birmingham and Wolverhampton
Health and Social Care – Stafford
Psychology - Leicester and Central Birmingham
Sociology - central or North Birmingham