



BIRMINGHAM CITY
University

PRIMARY AND EARLY YEARS INITIAL TEACHER EDUCATION

Mentoring the next generation of primary teachers for our region

PLACEMENT INFORMATION PACK 2024/25



WELCOME FROM BCU

School Based Training Information

Dear Colleague

Thank you for your support and interest in training teachers in the West Midlands.

Birmingham City University is one of the largest initial teacher training providers in the region and the majority of our trainee teachers live in the region, attended schools in the region and will stay in the West Midlands to work in schools in their localities.

Over 400 early career teachers graduate from our primary and early years programmes every year, so we take our responsibility for working in partnership with schools very seriously as we know that every teacher makes a difference to pupils' lives.

From September 2024 all initial teacher training providers will be newly accredited by the DfE and be required to meet more rigorous initial teacher training criteria. This includes a number of requirements that will impact on how mentors in schools are recruited, trained and quality assured. There is an obligation that all ITT providers offer a consistent mentor training package, and we are pleased to announce that we will be working as part of the West Midlands Initial Teacher Training Partnership, with the universities, SCITTs and Teaching School Hubs from across the region.

This partnership will ensure that schools will benefit from:

- Quality assured, up to date mentor training across the region
- Development of excellent professional skills and reflective practice
- Consistency of mentor training when working with multiple providers
- Time invested in training is transferable to other providers
- Enhancement of the quality of teacher supply

In this information pack we have set out how BCU will meet these new requirements for mentor training. The mentor training resources have been developed in conjunction with our mentors to ensure that we are designing a training package that will be accessible and will enhance mentoring and coaching skills.

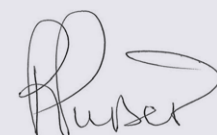
This information pack also includes an overview of a new requirement in the trainee teacher curriculum, the Intensive Training and Practice (ITaP), a specific and focused element of the ITT curriculum. The ITaP is intended to support trainees' knowledge of key evidence-based principles for effective teaching, and to enable them to practise the application and integration into their developing professional practice.

Placement Payments Increase and ITAPs

To reflect the changes brought about by the new ITT requirements, and recognise the additional contributions of expert colleagues in schools to the ITaP element, placement payments have been increased accordingly.

We look forward to working in partnership with you to meet these new requirements which are designed to enhance the quality of initial teacher training. Each school in our partnership will continue to benefit from a named university tutor who will work closely with school colleagues to embed these changes into school based training.

Kind regards



Paul Purser
College Academic Lead Primary Education



PRIMARY AND EARLY YEARS PGCE AND BA (HONS) PRIMARY EDUCATION WITH QTS OVERVIEW 2024/25

Autumn Term					
		September	October	November	December
PGCE SBT 1	Prelims		8, 9, 21, 22, 23, 24 October		
	Block			11 November to 20 December	
BA Ed QTS 2	Prelims		14, 16, 17, 21, 22. 25 October	4, 5, 6, 7, 8 November	
	Block			11 November to 20 December	

Spring Term					
		January	February	March	April
PGCE SBT 2	Prelims	14, 15, 16, 20, 27, 28, 29, 30 January			
	Block		3 February – 4 April		
BA Ed QTS 1	Prelims		24, 25 February	3, 4, 10, 11, 17, 18 24, 25 March	7, 8 April
	Block				29 April to 20 June
BA Ed QTS 3	Prelims	20 to 31 January			
	Block		3rd February – 4 April		

Summer Term				
		May	June	July
PGCE SBT 3	Prelims	6, 7, 8, 9 May		
	Block	12 May – 11 July		
BA Ed QTS 1	Prelims			
	Block	29 April to 20 June		

BCU PAYMENTS

BCU will pay schools the amounts listed in the table. The ITT Criteria 2024/25 requires that every trainee receives 1.5 hours per week of mentoring support. This payment is a contribution to the school for the mentor support for the ITaPs and the weekly mentoring support.

We have found that it is advantageous to trainees to place them in pairs in a class, for example a pair of PGCE or BA 1 trainees or a BA 3 and a BA1 in a class. It is also very supportive for trainees to be placed in the same school in different classes.

Payments will be made in the term after the school based training is completed.

Number of trainees	Payment to school
1	£400
2	£900
3	£1500
4	£3000



BA (HONS) PRIMARY EDUCATION WITH QTS

Overview of the Course

This is a three-year undergraduate course which awards the professional qualification of Qualified Teacher Status (QTS) and a primary education degree.

Trainees choose to specialise in age phases 3-7 or 5-11, qualifying them to teach in primary schools and early years settings.

The ITT Curriculum is sequenced and coherent to ensure trainees acquire research-led subject, pedagogical and curriculum knowledge, and develop a clear insight into how to implement this knowledge as they develop their teaching skills with the support of school colleagues across the BCU regional partnership.

The ITT Curriculum is integrated across the university-based learning and the school-based training. The learning is led by highly experienced tutors who facilitate a wide range of practical experiences and taught sessions designed to encourage reflective and critical evaluation of research, policy, and practice.

The ITaPs for each year group have been designed to demonstrate and build trainees' understanding of evidence-based theory and apply it to their practice. Mentors in school play an essential role in engaging trainees in critical analysis of the application of their learning and in providing focused feedback on their classroom practice.



BA (Hons) Primary Education with QTS SBT1

Prelims:

24th, 25th Feb 2025

3rd, 4th March 2025

10th, 11th March 2025

17th, 18th March 2025

24th, 25th March 2025

7th, 8th April 2025

Block:

29th April to 20th June 2025

- Trainees will complete two days a week in school, followed by a block placement.
- This can operate as paired or single placement and is designed to develop the trainees' knowledge and understanding of behaviour management and planning and teaching engaging learning.
- Two days per week in school starting in the spring term followed by a six-week block placement in the summer term.
- During the preliminary visits trainees will complete tasks, enabling them to learn more about teaching across the curriculum,
- During the block placement the trainees will plan and teach one lesson per day, building up to two lessons per day by the end of the placement.
- School based learning will be formatively assessed against the BCU Key Themes.

ITaP Managing Behaviour

Pivotal area: Routines and Transitions

CCF: Managing Behaviour

BCU Curriculum Key Theme B

Key questions:

How do I use appropriate behaviour management strategies to ensure smooth transitions?

What is the impact of effective routines and transitions on learning?

Practicable skills:

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

ITaP - Phonics

Pivotal area: Articulating pure sounds and orally blending

CCF: Subject and Curriculum

BCU Curriculum Key Theme C

Key question:

How do I articulate pure sound correctly, so that children can develop phonic awareness?

Practicable skills:

- Accurate articulation of pure sounds.
- Oral blending – phase progressive.
- Understand fidelity to phonics terminology used in school practice
- Tackling children's incorrect articulation

BA (Hons) Primary Education with QTS SBT2

Prelims:

14th, 16th, 17th October 2024

21st, 22nd, 25th October 2024

4th to 8th November 2024

Block:

11th November to 20th December 2024

- Trainees will complete preliminary visits and a six-week block placement
- Trainees build up to planning and teaching for 60% of the timetable by the start of week 4.
- Trainees will develop confidence in using formative assessment to secure children's progress and will become increasingly accountable for children's attainment and progress.
- This school-based learning is designed to build upon trainees' knowledge and understanding of teaching and learning, assessment and behaviour management strategies developed through centre based training and during their first School Based Training experience.
- School based learning will be formatively assessed against the BCU Key Themes.

ITaP - Modelling and Guided Practice

Pivotal area: Modelling and Guided Practice in Mathematics

CCF: Classroom practice
BCU Curriculum Key Theme D

Key question:

How do I model and guide the pupils to ensure they are successful in their independent practice?

Practicable skills:

- 'MODEL' key strategies and behaviours
- Live modelling (I do)
 - Small steps
 - Narrate the thinking
 - Review the quality and success of the model
 - Model alternatives and further examples
 - Backward fading
- Guided practice (we do)
 - Set tasks based on the models
 - Check for success / errors
 - Provide further models
- Independent (you do)
 - Set tasks based on models.

ITaP - Adaptive Teaching

Pivotal area: Scaffolding

CCF: Adaptive teaching / Classroom Practice
BCU Curriculum Key Theme: D and E

Key question:

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

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

Practicable skills:

- Map out the components of a task
- Provide scaffolds at a detailed level
 - Visual scaffolds
 - Verbal scaffolds
 - Written scaffolds
- Make decisions about when to remove the scaffolds

BA (Hons) Primary Education with QTS SBT3

Prelims:

20th to 31st January 2025

Block:

3rd February to 4th April 2025

- Trainees will complete preliminary visits and an eight week block placement.
- Trainees start the placement with a minimum teaching commitment of 60%
- Trainees will complete at least 6 weeks with a teaching commitment of 80%
- Trainees will participate in all classroom procedures including registration, assessment and tracking, playground duties
- The final school based learning will be summatively assessed against the BCU Key Themes and the Teachers' Standards.

ITaP - Assessment

Pivotal area: Questioning

CCF: Assessment / Classroom practice
BCU Curriculum Key Theme D

Key question:

How do I use effective questioning to assess pupils understanding and plan next steps in learning?

Practicable skills:

- Consider the purpose of the question
- Questioning types
 - Cold calling (hot calling)
 - Think, Pair, Share
 - Show- me boards
 - Questioning to extend understanding - Say it again, better
 - Hinge questions
 - Probing question
 - Process questions (linked to modelling)
- Reframing questions to provide additional scaffold
- How will children respond?
 - Verbal
 - Mini – whiteboards
 - Quiz
 - Allowing thinking time
- Make decisions based on responses – re-teach, defer, move-on

PRIMARY AND EARLY YEARS PGCE WITH QTS

Overview of the Course

The PGCE Primary and Early Years course is a 1-year course leading to a Postgraduate Certificate in Education with Qualified Teacher Status.

Trainees choose to specialise in age phases 3-7 or 5-11, qualifying them to teach in primary schools and early years settings.

The ITT Curriculum is sequenced and coherent to ensure trainees acquire research-led subject, pedagogical and curriculum knowledge, and develop a clear insight into how to implement this knowledge as they develop their teaching skills with the support of school colleagues across the BCU regional partnership.

The ITT Curriculum is integrated across the university based learning and the school based training. The learning is led by highly experienced tutors who facilitate a wide range of practical experiences and taught sessions designed to encourage reflective and critical evaluation of research, policy, and practice.

The ITaPs for each year group have been designed to demonstrate and build trainees' understanding of evidence based theory and apply it to their practice. Mentors in school play an essential role in engaging trainees in critical analysis of the application of their learning and in providing focused feedback on their classroom practice.



Primary and Early Years PGCE SBT1

Trainees will usually return to their SBT1 placement school for SBT3

Prelims:

8th, 9th, 21st October 2024

22nd to 24th October 2024

Block:

11th November – 20th December 2024

- Trainees will complete preliminary visits and an eight week block placement.
- This can operate as a paired placement to support professional development for trainees.
- Trainees begin teaching one lesson per day building to a 50% timetable by the end of the placement.
- Designed to develop trainees' understanding of the range of teaching, learning and professional skills in the context of one-to-one, small/focus groups and whole class teaching.
- School based learning will be formatively assessed against the BCU Key Themes.

ITaP – Behaviour

Pivotal area: Routines and Transitions

CCF: Managing Behaviour

BCU Curriculum Key Theme B

Key questions:

How do I use appropriate behaviour management strategies to ensure smooth transitions?

What is the impact of effective routines and transitions on learning?

Practicable skills:

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

ITaP – Modelling and Guided Practice

Pivotal area: Modelling and Guided Practice in Mathematics

CCF: Classroom practice

BCU Curriculum Key Theme D

Key question:

How do I model and guide the pupils to ensure they are successful in their independent practice?

Practicable skills:

- 'MODEL' key strategies and behaviours
- Live modelling (I do)
 - Small steps
 - Narrate the thinking
 - Review the quality and success of the model
 - Model alternatives and further examples
 - Backward fading
- Guided practice (we do)
 - Set tasks based on the models
 - Check for success / errors
 - Provide further models
- Independent (you do)
 - Set tasks based on models

Primary and Early Years PGCE SBT2

Prelims:

14th, 15th, 16th January 2025
20th January 2025
27th to 30th January 2025

Block:

3rd February - 4th April 2025

- Trainees will complete preliminary visits and a six week block placement.
- This can operate as a paired placement to support professional development for trainees.
- Trainees will focus on working with children and small groups identified by school data to support 'closing the gap' targets
- Trainees will also lead some whole class teaching, with a teaching timetable starting at 50% building up to 60%
- School based learning will be formatively assessed against the BCU Key Themes.

ITaP - Adaptive Teaching

Pivotal area: Scaffolding
CCF: Adaptive teaching / Classroom Practice
BCU Curriculum Key Theme: D and E

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

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

- Practicable skills:**
- Map out the components of a task
 - Provide scaffolds at a detailed level
 - Visual scaffolds
 - Verbal scaffolds
 - Written scaffolds
 - Make decisions about when to remove the scaffolds

Primary and Early Years PGCE SBT3

Trainees will usually return to their SBT1 placement school for SBT3

Prelims:

6, 7, 8, 9 May 2025

Block:

12th May - 11th July 2025

- Trainees will complete preliminary visits and a seven week block placement.
- Trainees start the placement with a minimum teaching commitment of 60%
- Trainees will complete at least 6 weeks with a teaching commitment of 80%
- Trainees will participate in all classroom procedures including registration, assessment and tracking, playground duties
- The final school based learning will be summatively assessed against the BCU Key Themes and the Teachers' Standards.

ITaP - Assessment

Pivotal area: Questioning
CCF: Assessment / Classroom practice
BCU Curriculum Key Theme D

Key question:
How do I use effective questioning to assess pupils understanding and plan next steps in learning?

- Practicable skills:**
- Consider the purpose of the question
 - Questioning types
 - Cold calling (hot calling)
 - Think, Pair, Share
 - Show- me boards
 - Questioning to extend understanding - Say it again, better
 - Hinge questions
 - Probing question
 - Process questions (linked to modelling)
 - Reframing questions to provide additional scaffold
 - How will children respond?
 - Verbal
 - Mini - whiteboards
 - Quiz
 - Allowing thinking time
 - Make decisions based on responses - re-teach, defer, move-on



ITT MENTOR TRAINING 2024/25

The ITT Criteria 2024/25 requires that ITT Mentors understand the trainees’ ITT curriculum, the relevant research base which informs it and their role in supporting its implementation. ITT Mentors will ensure that school based training experiences are aligned to the ITT curriculum and that trainees have opportunities for purposeful practice in relation to key concepts and high quality feedback.

The ITT Criteria 2024/25 requires all mentors complete up to 20 hours of training. Birmingham City University ITT Mentor Training Programme will provide face to face training, synchronous online sessions and asynchronous online training to include videos, podcasts, reading, research, quizzes and tutor visits to school. Mentors with an NPQH qualification or similar training will be eligible for accreditation of this prior learning and mentor training hours required will be reduced.

FUNDING FOR MENTOR TRAINING

Schools will be eligible for up to £876 payment for each mentor that completes the 20 hours mentor training. If a mentor undertakes fewer than 20 hours of training, the funding is calculated at £43.80 per hour. Schools will be able to claim this funding at the end of the 2024/25 academic year and will be paid between September 2025 and January 2026.

For a school to claim this funding, the mentor must:

- undertake up to 20 hours of initial mentor training
- mentor at least one trainee

General Mentor Modules

Designed by BCU available to all West Midlands Mentors

Tier 1

Focus

Principles and practices of effective mentoring and coaching.

Eligible for accreditation of prior learning (APL)

Yes

Mentors may be able to APL all or part of this prior learning if:

- They have a Tier 1 WM ITE Partnership Certificate
- They have completed other relevant training (to be agreed by BCU)

Subject/Phase Mentor Modules

Designed by WMITTP, in association with BCU, available to all West Midlands Mentors

Tier 2

Focus

ITT Curriculum subject knowledge for core and foundation subjects and professional studies.

Introduction to Intensive Training and Practice (ITaP) – linking theory into classroom practice.

Eligible for accreditation of prior learning (APL)

Yes

Mentors may be able to APL all or part of this prior learning with agreement from BCU.

BCU Mentor Modules

Designed by BCU available to BCU Mentors

Tier 3

Focus

BCU documents, processes, assessment framework, quality assurance.

Core and Foundation subject specific observation and feedback.

Eligible for accreditation of prior learning (APL)

No

This training is placement specific and will be available via synchronous and asynchronous content and through tutor visits.





PURCHASING PLACEMENT PROCESS

By completing the new supplier form we will have the correct placement and bank information but to ensure that the process is conducted in a smooth and efficient manner please note the following purchasing process.

- BCU will send a Purchase Order directly to the School/ Academy where the placement is taking place. The format of the email will be similar to efur.fa.sender@wrkflow.mail.em.oraclecloud.com. Placement providers should be in a position to receive such emails so Purchase Orders can be received.
- Invoices should be sent to BCU accounts payable invoice@bcu.ac.uk. It's important that the information on the purchase order and the invoice match so that payments can be made smoothly. Invoices should be sent in a timely manner so that the process from P/O to Payment is smooth and efficient.

CHANGES IN CIRCUMSTANCES

If your supplier details should change its important that you keep us up to date. Change notifications should be directed to the following email address: Purchasingadmin@bcu.ac.uk

INCOMPLETE FORMS

Please note that any forms that are not completed and returned could result in delays to the payments process. Please be sure to pass this form on to the relevant person so that we can ensure all information on the form is complete, accurate and payments can be made efficiently.

FORM RETURNS

Completed forms should be returned to the below email only with requested supporting documents (Insurance and bank details).

All completed supplier forms must be sent to: placementsupplier setups@bcu.ac.uk

All enquiries regarding placements must go to: helsplacementpayments@bcu.ac.uk

By completing the supplier request form, you are ensuring that BCU have the correct supplier information, with payments going to the correct bank accounts which will make for efficient payments and a better working relationship.

CONTACT DETAILS

HELS Placements

Email: hels.placements@bcu.ac.uk

Phone: 0121 331 7105

HELS Placement Payments

Email: helsplacementpayments@bcu.ac.uk

Primary and Early Years Course Team

Email: primaryandearlyyearspgcecourseteam@bcu.ac.uk

BA (Hons) Primary Education QTS Course Team

Email: primaryandearlyyearsbaourseleads@bcu.ac.uk

We hope that we have given you sufficient information to enable you to identify which associate teachers your school will benefit from supporting, but if you need further information please contact your link tutor or contact the Placements Team on:

📞 0121 331 7105

✉ hels.placements@bcu.ac.uk

For more information regarding our Primary Partnership, visit our website:

www.bcu.ac.uk/education/partnerships

Birmingham City University
Faculty of Health, Education and Life Sciences
College of Education and Social Work