



# Secondary PGCE

## Professional Mentor Information Pack –2021





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## The BCU Trained Teacher

A BCU trainee teacher will have signed a commitment to uphold professional conduct when on the PGCE course – you can view this agreement online at: [www.bcu.ac.uk/secondary-partnerships](http://www.bcu.ac.uk/secondary-partnerships).

In addition, trainees will be guided throughout the BCU PGCE course to embody our four professional core values: committed, creative, confident and collaborative. As a school, supporting teacher training in partnership with BCU, you can expect to work with individuals who are:

### Committed to:

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

### Creative in:

- Engaging, inspiring and motivating all learners
- Informing learning and teaching through research and evidence
- Overcoming disadvantage and barriers to learning
- Reflecting on the impact of their professional practice

### Confident to:

- Act as leaders of learning
- Respond flexibly and proactively to change
- Communicate effectively with all partners in learning
- Accept 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
- Embody the ethos and vision of partner organisations in their professional role
- In-practice discourses which develop and deepen critical reflection within a community of professional learning

We believe that through these principles, which underpin our programmes, we can equip beginning teachers to be both aspirational in their professional goals and well-prepared to manage the complexity of demands faced within secondary teaching.



## Professional Expectations

In addition to having high aspirations for BCU trained teachers, the university will ensure that all Suitability to Teach checks, safeguarding checks<sup>1</sup> and contracts of professional expectations<sup>2</sup> are confirmed upon enrolment.

## PGCE Secondary Leadership Team and the Partnership Team

Name	Role	Contact
<b>Kelly Davey Nicklin</b>	Course Lead for Secondary PGCE	<a href="mailto:Kelly.DaveyNicklin@bcu.ac.uk">Kelly.DaveyNicklin@bcu.ac.uk</a>
<b>Fiona Darby</b>	Deputy PGCE Course Lead: Secondary PGCE	<a href="mailto:Fiona.Darby@bcu.ac.uk">Fiona.Darby@bcu.ac.uk</a>
<b>Kerry Taylor</b>	Deputy PGCE Course Lead: Secondary PGCE	<a href="mailto:Kerry.Taylor@bcu.ac.uk">Kerry.Taylor@bcu.ac.uk</a>
<b>PGCE Course Leadership Team central email address</b>		<a href="mailto:pgcesecondaryslt@bcu.ac.uk">pgcesecondaryslt@bcu.ac.uk</a>
<b>Amanda Brougham</b>	Academic Lead for Secondary Partnerships	<a href="mailto:Amanda.Brougham@bcu.ac.uk">Amanda.Brougham@bcu.ac.uk</a>
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<b>Education Partnership central email address</b>		<a href="mailto:Education.Partnerships@bcu.ac.uk">Education.Partnerships@bcu.ac.uk</a>

<sup>1</sup> Safeguarding letter is posted in the appendices

<sup>2</sup> Professional Behaviour contract is posted in the appendices



## Partner School Commitments:

Schools will identify a [Professional Mentor](#) who oversees ITE trainee programmes in their school. They liaise with Departments to identify where schools have the capacity to train ITE students.

## Professional mentors will:

- Review and adhere to the BCU Mentor Policy<sup>3</sup>,
- Identify an experienced colleague in the trainee's specialist subject who will be their subject mentor over the training year,
- Ensure that the BCU Partnerships Team have a current name and email address for all subject mentors working with BCU trainees,
- Prepare an induction for incoming trainees which covers Safeguarding requirements and core school policies (BfL, assessment, Teaching and Learning),
- Create a timetable for the BCU trainee in line with Phase expectations,
- Identify dates for additional SBT experience (SEND<sup>4</sup>, Primary Experience and Post 16 experience) during the trainee's home school placement,
- Ensure that subject mentors have a protected 1 hour slot for their mentor meetings with the trainee,
- **Complete an online Quality Assurance survey from BCU at the start of the SBT placement**
- Attend termly BCU Mentor CPD Events,
- Ensure all subject mentors attend BCU Mentor CPD Events,
- Be familiar with the BCU ITE curriculum and how it is used to assess the development of BCU trainees,
- Ensure subject mentors access and use the BCU tracker and all current BCU paperwork, to record lesson observations and assessment points
- **Quality assures all individual subject mentor observations and assessments at least once in the academic year – we suggest a paired observation or observed mentor meeting as a strategy to do this and supply a QA form to be submitted to BCU.**
- Support the trainee with any requests relating to their training and QTS evidence over their training year,
- Monitor BCU trainees' progress termly,
- **Notify BCU PGCE Leadership Team of any well-being or performance concerns relating to their BCU trainee.**

## The BCU Partnerships Team will:

- *Maintain contact with Professional Mentors to establish and maintain all aspects of the SBT placement,*
- *Provide effective online Mentor CPD Events,*
- *Maintain communications – including the updating resources on the BCU Partnership Webpages,*
- *Provide Professional Mentor updates on all BCU processes, or individual trainee concerns in a timely manner*
- *Manage the payments to schools process.*

<sup>3</sup> Available in this briefing paper

<sup>4</sup> SEND expectations available in their briefing paper



### Subject mentors will:

- Guide and support the trainee's professional development and subject specific pedagogical knowledge in line with the BCU ITE curriculum,
- Attend termly BCU Mentor CPD and at least 2 subject mentor drop ins over the training year,
- Use the BCU Mentor Handbook as a guide to their role,
- Access PGCE paperwork related to the role from the BCU Secondary PGCE Partnership Webpages,
- Meet with the trainee for one hour a week,
- Observe the trainee teaching twice each week and provide written formative feedback,
- Review planning, Progress Journal reflections and address assessment requirements with the trainee weekly,
- Liaise with the trainee's subject tutor – conducting joint observations and joint mentor meetings whenever possible,
- **Update the school's professional mentor on the trainee's progress each half term,**
- Complete formative and summative assessments aligned to the BCU ITE Curriculum.

### BCU Tutors will:

- *Maintain contact with the subject mentor and discuss any issues regarding SBT in a timely manner,*
- *Organise face to face and online visits to school, and maintain an email link with subject mentors,*
- *Develop a good working relationship with the trainee and subject mentor,*
- *Signpost all BCU Mentor CPD Events and subject mentor drop-in sessions to support mentors' practice,*
- *Confirm that times for the Weekly Professional Development Discussions have been negotiated,*
- *Confirm that there is a schedule of formal observations of the trainee's teaching carried out by the subject mentor,*
- *Guide trainees and mentors through the ITE Core Curriculum delivery and assessment,*
- *Signpost all relevant BCU ITE resources for the trainees and mentors to use during the training year,*
- *Meet with the trainee during the assessment period to discuss and evaluate progress,*
- *With reference to SBT reports manage the formative and summative assessment points for the trainees.*
- *Liaise over decisions about the trainees' attainment and support the subject mentor in his/her role as supervisor and assessor through email or online call contact,*
- *Observe the trainee teaching at least once. Discuss evaluations of their teaching and the impact on learners' learning; identify further professional development as required,*
- *If issues or concerns have been raised by school staff, keep a written record to provide information should a placement end prematurely,*
- *Inform the Course Leadership of any trainee who is a cause for concern,*
- *Work with the subject mentor to tailor a support package for any trainee who is a cause for concern,*
- *Assist in the organisation of any visits by External Examiners and moderators.*





## Planning for your PGCE Year<sup>5</sup>

You are studying for a Postgraduate Certificate in Education (Secondary) in your specialist subject. You will be studying at Masters' Level (Level 7) and will be expected to complete modules at this level over the year. The PGCE Secondary course is made up of five modules. **All must be successfully completed for the award of PGCE with recommendation for QTS.**

To help you plan for what is to come over a very intense training year please make a note of the following dates and deadlines:

Module Title	Aims	Key dates	
<b>Diagnostic Task</b> <i>Internal academic baseline assessment</i> 0 credits	This task requires you to research into your aspirations as a teacher and compose a short written critical reflection. This is an opportunity to explore and demonstrate that you understand the academic requirements for this level of study. There will be online guides and tutorials to support the task. Outcomes will determine what additional support you may need to access to support your studies.	<b>Launch to trainees</b>	<b>Submission deadline</b>
		6 <sup>th</sup> September 2021	15 <sup>th</sup> October 2021
Module EDU7344 <b>School Based Training Experience 1</b> 0 credits	This module encompasses your first period of School Based Training in your placement school. During this experience, you will demonstrate that you are beginning to understand core elements and applications of teaching your subject in your placement school and department.	<b>Starts</b>	<b>Ends</b>
		13 Sept (SD) 19 Oct (core) 2021	18 <sup>th</sup> February 2021
Module EDU7343 <b>Professional Studies</b> 20 credits at Level 7	You will undertake a series of sessions and reading to explore core aspects of knowledge and practice such as how to plan, assess, manage behaviour, meet the needs of different pupils etc. Then you will be asked to demonstrate further research to develop your knowledge and understanding of these aspects of a teacher's role in a formal written task.	<b>Launch to trainees</b>	<b>Submission deadline</b>
		11 <sup>th</sup> October 2021	4 <sup>th</sup> January 2022
Module EDU7346 <b>Subject Pedagogy</b> 20 credits at Level 7	This core module runs for the full academic year. You will work with subject experts to understand the content and research-led pedagogies appropriate to your specialist subject. Then in the summer term you will research a subject specific pedagogy to address a common mis-conception in your context in order to plan, deliver and evaluate a series of lessons using this teaching approach.	<b>Launch to trainees</b>	<b>Submission deadline</b>
		22 <sup>nd</sup> November 2021	6 <sup>th</sup> June 2022
Module EDU7342 <b>Professional Enquiry</b> 20 credits at Level 7	This module requires you to critically reflect on a significant incident during your teaching experience. You will use research to explore the context and professional considerations exposed by the incident. You will then identify ways in which this incident has consolidated your professional aspirations and understanding of yourself as a teacher.	<b>Launch to trainees</b>	<b>Submission deadline</b>
		17 <sup>th</sup> November 2021	25 <sup>th</sup> April 2022
Module EDU7345 <b>School Based training Experience 2</b> 0 credits	This module encompasses your second period of School Based Training in your placement school. During this experience you will demonstrate that you have consolidated further understanding and application of core elements of teaching your subject in your placement school and department.	<b>Starts</b>	<b>Ends</b>
		17 <sup>th</sup> Jan (Teach Central SD) 1 <sup>st</sup> March (SD) 2021	30 <sup>th</sup> June 2022

<sup>5</sup> A copy of the form to be shared with trainees at the start of their PGCE year



## School Based Training (SBT) Overview

BCU teacher training placements are referred to as blocks of **School Based Training (SBT)** and categorised as **Phase 1**, **Phase 2** and **Phase 3** episodes in school to align with the academic terms in the school year.

PGCE partner schools commit to the full academic year within the BCU SBT partnership. They will be allocated **Home School trainees** – who will complete their training in their school during:

- **Phase 1 – autumn term 2**
- **Phase 2 – spring term 1**
- **Phase 3 – the summer term**

Schools within the partnership will agree to host a different trainee within the same subject and allocated to the same subject mentor for **a contrasting school SBT Placement<sup>6</sup>** part way through the academic year (**i.e. Phase 2- spring term 2**).

**Professional mentors will arrange the timetables for the visiting trainee by / on 14 February 2022** – in most cases this should be a direct swap with the Home School trainee's timetable (with an additional hour of teaching allocated and less support teaching)

Allocations for the contrasting school SBT placement will be made in the autumn term. **Professional mentors will be notified of their contrasting school trainee by the Education Partnerships Team by 30 November 2021.**

BCU allocates SBT Placements based on availability and location. Very occasionally, a school's location may prevent a Phase 2 contrasting school SBT Placement allocation being made easily. If a SBT Placement swap cannot be made within the locality we will seek a different school within commuting distance for the trainee. In these circumstances, BCU will communicate the alternative plan and any payment alteration to the home school at the earliest possible point during Phase 1.



<sup>6</sup> Contrasting school placement timings will vary in School Direct Partnership and lead schools will advise of specific alterations to timings within their partnership.





## **Additional SBT expectations:**

**Second subject:** Trainees will observe and contribute to elements of teaching in an identified second subject during Phase 1 and Phase 3 of their SBT placements. This requirement does not apply to trainees on a Science or Design Technology route, who teach across disciplines within their subject as a core requirement.

**SEND experience:** The SEND<sup>7</sup> placement will consist of a 4 day period of close working with the School Based Training (Home School) school's SENDCo - we prefer this to be arranged a block of time to allow the trainees to be immersed in strategic and operational adaptive teaching and learning - but we understand the need for flexibility and will support different models for the 4 days' SEND experience. **Professional mentors will set up the placement and direct the experience to include:**

- reviewing identified pupils' needs across the school, and
- learning how teachers and support staff adapt practice to support the learning of individuals.

**Primary Day:** Professional Mentors will make arrangements for their trainee to spend the equivalent of one day in a primary school. This will provide opportunities for them to develop their understanding of the expectations, typical curricula and teaching arrangements in the key stage prior to those they are training to teach. Trainees can visit individually or as a pair.

**Post 16 Experience:** Where schools have a post-16 department and offer post-16 qualifications in the trainee's subject area, we would strongly encourage the trainee to gain some experience supporting and teaching post-16 classes. If your school does not have a post-16 department, our tutor team will work with mentors and trainees to spend some time in a local provider of post 16 provision during the School Based Training Phase 3.

## **Trainee Assessment:**

Trainees will work with a named **Subject Mentor** in their curriculum area and will meet weekly with these expert colleagues to guide their professional understanding and development. Subject mentors attend termly Mentor CPD events, led by the BCU Partnership Leads. In addition, mentors will have the opportunity to informally meet BCU subject leads online at regular intervals over the academic year to support their role within the training process, to ensure they are well informed around subject specific content, and other issues as they arise.

**Professional mentors are responsible for quality assuring the assessments made by their subject mentors.** Professional mentors should have an overview of the **BCU ITE Core Curriculum Themes**. Subject mentors work closely with BCU subject tutors to assess trainees'

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<sup>7</sup> Details of the SEND placement are included in this document



progress against the BCU ITE Core Curriculum Themes and provide opportunities for trainees to explore the BCU subject pedagogy priorities in a practical setting. In the final term of the school year – during School Based Training Phase 3 - trainees will be assessed against the DfE Teachers' Standards to be awarded QTS.

### **School Based Training Progression:**

BCU trainee teachers will gradually take on all elements of a teaching role within their nominated subject as they progress from Phase 1 to Phase 3.

**Phase 1, Part of Phase 2 and Phase 3 are undertaken in the trainees' Home Schools.** This SBT attachment allows trainees and their subject mentors to build a sense of collegiality and deeper understanding of the home school's context.

#### **During Phase 1 and the first part of Phase 2:**

- Trainees build up to solo **teaching 7 hours a week** and **support a further 6 hours** within their subject across Key Stages 3, 4 and where possible, 5.
- **Trainees meet with their subject mentors for 1 hour each week**
- Trainees are **observed twice a week** and Lesson Observation Records are stored in a shared online folder (shared with the subject mentor, professional mentor and the subject tutor)
- Trainees plan 2 lessons a week on the BCU lesson planning templates and share these with subject mentors 48 hours in advance of any lesson
- **Trainees are directed for 1 hour a week to complete their Progress Journal tasks as preparation for their mentor meeting**
- Trainees will shadow their subject mentor undertaking school duties
- Trainees will be attached to a form group and learn about pastoral responsibilities from an expert colleague.

***Part of Phase 2 is a short contrasting school SBT placement and is effectively a short swap of School Based Training Placement within the cohort.***

This short SBT placement provides trainees with a contrasting context for their teaching and provides subject mentors and BCU tutor with an opportunity to quality assure the trainee's progress.

#### **During this second part of Phase 2:**

- Trainees **solo teach 8 hours** across Key Stages 3 and 4 and **actively observe between 2-4 lessons** per week (as advised by their subject tutor), delivered by expert teachers within their department.
- Trainees meet with their subject mentors for 1 hour each week
- Trainees are observed twice a week and Lesson Observation Records are stored in a shared online folder (shared with the subject mentor, professional mentor and the subject tutor)



- Trainees plan 2 lessons a week on the BCU lesson planning templates and share these with subject mentors 48 hours in advance of any lesson
- Trainees are directed for 1 hour a week to complete their Progress Journal tasks as preparation for their mentor meeting
- Trainees will shadow their subject mentor undertaking school duties
- Trainees will be attached to a form group and learn about pastoral responsibilities from an expert colleague.

### Trainees return to their home school for Phase 3.

#### During Phase 3:

- Trainees will build up to solo teaching 14 hours across Key Stages 3, 4, and where possible 5, and will be involved in 2 lessons related to their second subject – the 14 hour expectation should only start after May half term and for the final weeks of their placement.
- Trainees meet with their subject mentors for 1 hour each week
- Trainees are observed twice a week and Lesson Observation Records are stored in a shared online folder (shared with the subject mentor, professional mentor and the subject tutor)
- Trainees plan 2 lessons a week on the BCU lesson planning templates and share these with subject mentors 48 hours in advance of any lesson
- Trainees are directed for 1 hour a week to complete their Progress Journal tasks as preparation for their Mentor meeting
- Trainees will undertake duties in line with ECT expectations.
- Trainees will assume greater responsibility of form teacher duties.





## Mentor CPD

Mentors are encouraged to access the [BCU Mentor Handbook](#), which is available on the PGCE Partnerships Webpages. This publication is intended as a generic guide to the principles of effective mentoring as well as a reference to BCU specific requirements.

All Mentor Training will be held online and accessed via [MS Teams Links](#) available on the BCU Secondary Partnership Webpages from the start of the academic year.

[Core Mentor CPD Events](#) will be at the start of each term. These are designed to support Professional Mentors and Subject Mentors in their practice aligned to the BCU Core ITE Curriculum. Each Core Mentor CPD Event will have 2 alternative dates and times to ensure that as many mentors as possible have the opportunity to attend these as live events.

### Term 1

Option 1:	28 September 2021	3.30 – 5.30pm
Option 2:	7 October 2021	4.30 – 6.30pm

### Term 2

Option 1:	18 January 2022	3.30 – 5.30pm
Option 2:	1 February 2022	4.30 – 6.30pm

### Term 3

Option 1:	4 May 2022	3.30 – 5pm
Option 2:	9 May 2022	4.30 - 6pm

There will be an addition CPD meeting for mentors hosting 'returning trainees' – namely trainees who did not complete all of their School Based Training in the previous academic year.

This will be on: 7 October 2021 between 3.30pm and 4.30pm.

Within Core Mentor CPD 1 mentors will be introduced to the [BCU Mentor Tracker<sup>8</sup>](#) which will be used to audit their existing skills and experience and guide the Strategic Partnership Lead in designing bespoke future Mentor CPD events.

Mentors are expected to attend all Core Mentor CPD Events, if they are unable to do so the Professional Mentor in the school will share resources from the event with them and confirm that they have been reviewed with the BCU Education Partnerships Team.

[Subject Mentor Drop-Ins](#) have been added to calendars this year as a core strategy to develop stronger communities of practice within each subject discipline. These meetings will again be an online event and will have a mixed format – they will start with a CPD focus, looking at elements of research being used to guide trainees in their BCU Subject Pedagogy sessions, with further opportunities to discuss mentoring practice and raise any questions about the BCU assessment processes. Subject leads will canvas subject mentors on suitable times for these meetings through [Subject Mentor Newsletters](#) and email communication. There will be 4 Subject Mentor Drops in over the year and these are timed to coincide with key events within the BCU PGCE calendar.

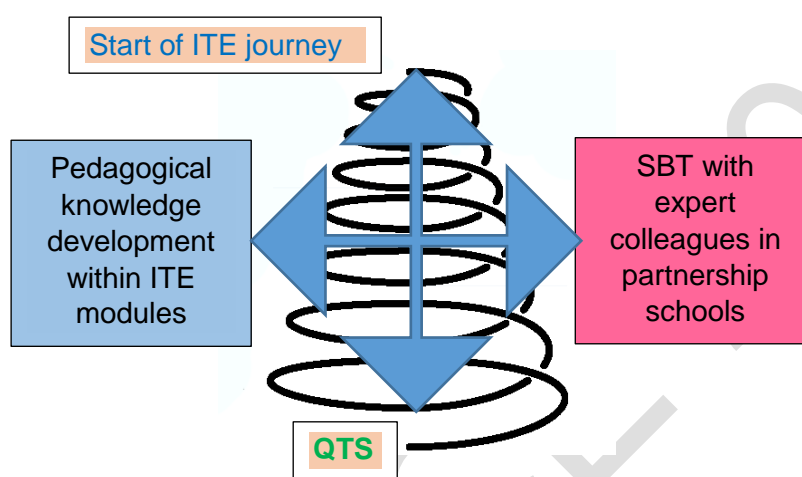
<sup>8</sup> A Copy of the BCU Mentor Tracker is included later in this document



There is a further fully funded [Level 7 Mentor CPD](#) opportunity offered to partnership schools. Further details of how to enrol for this opportunity will be shared at Mentor CPD 1.

## BCU ITE Curriculum

The BCU ITE Curriculum aligns with the DfE (2019) ITT Core Content Framework. Our ambitious curriculum is designed within a spiral curriculum model, which constitutes of an iterative revisiting of identified topics, subjects, and themes throughout all BCU secondary QTS courses.



This spiral curriculum is not simply the repetition of any topic taught. It also requires the deepening of it, with each successive encounter building on the previous one. Each module within the Secondary ITE Curriculum ensures that trainees acquire research-led pedagogical and curriculum knowledge, and moreover, develop a clear insight into how to implement this knowledge as they develop their teaching skills with the support of expert colleagues across the BCU regional partnership.

[BCU Core Themes](#) ensure that BCU trainees know:

- A. How to use critical enquiry and research informed practice to develop an understanding of effective teaching and learning.**
- B. How classroom practice establishes effective behaviour management using high expectations and awareness of pupils' well-being.**
- C. How knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impacts on pupils' progress and well-being.**
- D. How to plan and assess learning to ensure that all pupils make progress.**
- E. How to implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners.**
- F. How to develop professional behaviour and contribute effectively to the wider life of the school.**





Each secondary PGCE subject has also developed a set of ambitious **subject pedagogy priorities**, which will shape the content of subject specific pedagogy throughout their training year.

#### Art and Design:

- Equality, diversity and inclusion in Art and Design
- Teaching as artistic practice
- Critical thinking in lesson planning for Art and Design
- The art and the design in Art and Design
- Drawing to learn not learning to draw
- Innovative post-pandemic Art and Design:

#### Business Studies and Social Sciences (SD only):

- Pedagogies to support independent learning
- Adaptive pedagogies to support the subject/s
- Dialogic pedagogies in practice
- Linking subject to relevant social contexts
- Subject assessment priorities

#### Computer Science:

- Developing logical thinking and research skills through creative problem solving
- Exploring the domain of computer science and IT
- Evaluating computer science and IT pedagogy
- Planning and structuring learning in computer science
- Creative, innovative and inclusive practice through computer science projects
- Developing as a subject professional

#### Design Technology:

- Teaching iterative 21st century concepts for modern technologies and careers
- STEM ambassadors for collaborative working in schools.
- Applying Health and Safety effectively in the workplace
- Being an active researcher within subject demonstrating creative approaches to pedagogies
- Working effectively with other adults, stake holders and Industry
- Adaptive approaches for inclusivity, specific to the teaching of DT

#### Drama:

- Understanding of the relationship between drama content and form- becoming an artful teacher
- Process drama- developing the pro-social aspects of drama
- Linking drama education research and practice
- Assessment, progression and differentiation in drama
- Approaches to drama texts



#### English:

- Creative pedagogies for teaching English
- Exploring diversity in the English curriculum
- Critically engaging with English pedagogies for adaptive teaching
- Exploring and practising the writer's craft
- Ensuring breadth and depth within the English curriculum
- Promoting oracy in the English classroom

#### Geography:

- The Geography curriculum: a lifelong 'conversation' about the earth
- Geographical enquiry: using Big Geography questions
- Geographical skills, digital Geography, GIS and fieldwork.
- Planning Geographical learning: First, Second & Third Space & decolonisation
- Geography for all: Inclusion and adaptation

#### History:

- Substantive knowledge in History – securing knowledge for the classroom
- Disciplinary knowledge in History – developing as historians
- The nature of progression in History
- Access, engagement and understanding through adaptive teaching strategies
- The wider community within History education, including academic historians
- Historical enquiry and diverse curriculum design

#### Mathematics

- Using assessment in Mathematics to gauge understanding and address misconceptions.
- Subject knowledge development in Mathematics (across all phases).
- Developing conceptual understanding in the Mathematics classroom.
- Lesson planning incorporating fluency, reasoning and problem solving.
- Developing subject pedagogy that fosters the belief that all pupils can achieve in Mathematics.
- Critically reflect on research led Mathematics practice.

#### Modern Foreign Languages:

- Creative and engaging ways of teaching and improving grammar.
- Effective ways of learning and retaining vocabulary.
- Cognitive processes involved in learning a language and how all four skills can be best taught (use of phonics, song and rhyme and ICT) .
- Use of target language to achieve language confidence and mastery
- Access and engagement through adaptive pedagogies.
- Promoting cultural awareness to increase cultural capital and improve learners' motivation



#### Music:

- Linking music education research and practice
- Linking high musical expectations to high BFL expectations
- Musical teaching and pupils' musical responses
- Breaking barriers to musical learning
- Contributing to the wider musical life in school

#### Physical Education:

- Meaningful PE
- Health & Safety in PE
- Rich & Varied Delivery of PE
- Healthy Active Lifestyles
- Issues around Social and Cultural Diversity in PE
- Character development

#### Religious Education:

- Religion and worldviews agenda
- Exploring sources of wisdom and authority
- Discourse around ethical issues
- Access and engagement through adaptive pedagogies
- Progression for learners within the subject curriculum
- Principles of character education

#### Science:

- Developing secure subject knowledge beyond science specialism
- Developing learners as scientists
- Creative and research based pedagogies for the science classroom
- Assessment for understanding and application
- Purposeful practical work



## Communications from BCU

### To trainees

All trainees are required to regularly access their BCU email address as this will be where all core communications for the PGCE team will be sent. Generally this is not an issue with Core PGCE trainees, but some school direct trainees may need reminding of this at the start of the year. [Professional Mentors should check that all trainees have access to their BCU email addresses and that they check them regularly \(at least 3 times a week\).](#)

Trainees receive a monthly newsletter for the PGCE leadership team which signposts key tasks and information relating to the course.

### To Professional Mentors

BCU sends a monthly newsletter into school – which is then archived on the Partnership Webpages. The newsletter will briefly signpost key news and events relating to all BCU ITE courses.

Our secondary placements team may also contact professional Mentors regarding specific placement arrangements of queries relating to trainees.

### To Subject Mentors

Subject leads and subject tutors will maintain regular contact with Subject Mentors through a short weekly newsletter and update. In addition, they will meet with them for joint observations, progress and review meetings and Subject Mentor CPD events.

## Progress Journal

The BCU PGCE Secondary Progress Journal is a core element of the trainee's course. The journal is designed to collect appropriate evidence of professional development in all areas of the BCU ITE Core Curriculum.

The Progress Journal is an online document and should be stored in the trainee's BCU One Drive account and shared with professional mentors, subject mentors and subject tutors. All trainees will have received clear guidance on how to manage their Progress Journals in BCU taught sessions – the session will be recorded and stored on the Moodle Platform for further reference during the year.

Trainees should be allocated an hour a week during their SBT to complete their weekly reflective tasks within the Progress Journal and subject mentors should review these tasks weekly in the mentor meeting. Subject tutors are responsible for supporting the subject mentor in maintaining the trainee's quality of work within the Progress Journal.

[Professional mentors](#) should also review the Progress Journals as part of their Quality Assurance tasks at the end of each Phase of the SBT – we expect this to occur at least once per trainee over the academic year, but of course best practice is that this happens termly (we know that managing workload with a large cohort of trainees can be demanding thought!).

### Contents of the Progress Journal:

- Reflective Journal Tasks (4 per term) to review elements of practice and support the trainee's contextual understanding of schools and the complexity of the teacher's role



- Weekly reflective reviews of progress
- Subject Pedagogy reflections – to be undertaken after all subject pedagogy sessions (whether these are at BCU or in School Direct sessions)
- Subject Knowledge Audit Tracker
- The BCU Tracker
- Progress Review Meeting Agendas and records of meetings

## BCU Partnership Webpages

All documentation relating to School Based Training are openly available to school partners on the PGCE Secondary Partnership webpages:

<https://www.bcu.ac.uk/education-and-social-work/partnerships-and-collaborations/secondary-partnerships>

**Professional mentors** should direct their subject mentors to these pages throughout SBT as a source of key materials and guides relating to the BCU Secondary PGCE.





## BCU Recruitment Processes

Within the BCU recruitment process for the PGCE we robustly check an applicant's:

- Qualifications appropriate to the course and subject applied for
- Understanding of education and the professional responsibilities of a teacher
- References that support the application
- Declaration of safeguarding requirements for working in schools

We invite partnership mentors to be involved in some recruitment interviews over the year (usually through members of the Secondary PGCE Strategic Partnership Committee which meets termly to review the course). Interested [Professional Mentors](#), willing to support our recruitment process should contact the course leadership team.

As stated earlier, placements are most often allocated on geographical location aligned to Partnership School SBT offers.

Trainees are responsible for supplying their allocated Home and Contrasting Schools with an up-to-date Pen Portrait as a reference for mentors regarding their background and experience.

## Supporting Struggling trainees: Rapid Improvement Targets (RIT) process

Sometimes trainees encounter challenges during their training. When concerns are identified Subject Mentors should notify the BCU Subject Tutor in the first instance and inform their Professional Mentor of this action.

If the subject team feel that the trainee would benefit from a targeted support plan, they will initiate a **Rapid Improvement Targets (RIT)** process. [Professional mentors](#) should be involved in these conversations and be able to advise the subject team of any appropriate wider support available to the trainee in the school; these could involve:

- A reduced teaching load
- Targeted support of expert colleagues
- Additional mentor support / supervision

RIT plans are specific SMART targets aligned to areas of the ITE curriculum within which the trainee is experiencing difficulties. There are set forms and timescales for this process.

If trainees do not improve practice within the designated timescales they will fail their SBT module. In these circumstances, in accordance with university regulations, the trainee has the right to re-sit the SBT module. We will usually negotiated a move to a different Home School for this purpose. The transfer will be heavily supported by the BCU Subject Tutor to ensure the trainee understands clearly the areas of practice within which they must improve.



## School Based Training Placement Timetable (Core PGCE)

Week	Mon	Tuesday - Friday
30-Aug-21		
06-Sep-21	Initial School Engagement Week	
13-Sep-21	BCU	
20-Sep-21	Intro Review Meeting	BCU
27-Sep-21	BCU	
Mentor CPD 1		
04-Oct-21	BCU	
11-Oct-21	BCU	
18-Oct-21	BCU	SBT Phase 1 Induction
25-Oct-21	Half-term / Reading Week	
01-Nov-21	BCU	SBT Phase 1
SM drop in		
08-Nov-21	BCU	SBT Phase 1
15-Nov-21	BCU	SBT Phase 1
22-Nov-21	BCU	SBT Phase 1
	BCU	SBT Phase 1
29-Nov-21	BCU	SBT Phase 1
06-Dec-21	Review Mtg 1	SBT Phase 1
13-Dec-21	BCU	SBT Phase 1
SM drop in		
20-Dec-21	Christmas Break	
27-Dec-21	Christmas Break	
03-Jan-22	Bank Holiday	SBT Phase 2 (A)
10-Jan-22	BCU	SBT Phase 2 (A)
17-Jan-22	BCU	SBT Phase 2 (A)
24-Jan-22	BCU	SBT Phase 2 (A)
31-Jan-22	BCU	SBT Phase 2 (A)
Mentor CPD 2		
07-Feb-22	Prog M 1	SBT Phase 2 (A)
14-Feb-22	SBT Phase 2 (B) induction	SBT Phase 2 (A)
21-Feb-22	Half-term / Reading Week	
28-Feb-22	BCU	SBT Phase 2 (B)
07-Mar-22	BCU	SBT Phase 2 (B)
SM drop in		
14-Mar-22	BCU	SBT Phase 2 (B)
21-Mar-22	BCU	SBT Phase 2 (B)
28-Mar-22	BCU	SBT Phase 2 (B)
04-Apr-22	Review Mtg 2	SBT Phase 2 (B)
11-Apr-22	Easter Break	
18-Apr-22	Easter Break	
25-Apr-22	BCU	SBT Phase 3
02-May-22	BCU	SBT Phase 3
Mentor CPD 3		
09-May-22	BCU	SBT Phase 3
16-May-22	BCU	SBT Phase 3
23-May-22	Prog M 2	SBT Phase 3
30-May-22	Half-term / Reading Week	
06-Jun-22	SBT Phase 3	
13-Jun-22	SBT Phase 3	
SM drop in		
20-Jun-22	SBT Phase 3	
27-Jun-22	SBT Phase 3	
04-Jul-22	Prog M 3 (QTS)	BCU / Enrichment Week

These notes provide a brief overview of SBT placements to assist mentors in delivering BCU teacher training in 2021/22.

### School Based Training Phase 1

**19 Oct – 22 Oct:** Trainees attend induction in the Home School. The PM will ensure they get a clear introduction to:

- The Home School's operational requirements for staff and students
- Key policies for teachers and access to pupil data
- A programme of structured observations of expert colleagues in the trainees' subjects
- An initial phase 1 timetable for teaching
- Opportunities for trainees to meet and start subject preparation tasks with their SM

**2 Nov – 17 Dec:** Trainees start to work within their subject departments with their SM.

Expectations for trainees are that they:

- Plan teaching episodes aligned to Dept. schemes
- Spend 6 hours supporting in lessons with expert colleagues
- Build up to 5 hours solo teaching of classes across KS3/4
- Complete directed tasks in the PGCE Progress Journal to gather evidence of their professional development as outlined in the BCU ITE curriculum

SMs will have opportunities to work with BCU subject leads and conduct regular formative reviews of progress with trainees using the BCU ITE curriculum. PMs will ensure that SMs submit End of Phase Progress reports to BCU

### School Based Training Phase 2

**4 Jan – 18 Feb:** Trainees progress to

- Planning and adapting teaching to the specific needs of pupils
- 7 hours solo teaching across KS3/4/ 5 (if available/ appropriate)
- 6 hours active classroom support in main and second subject
- Directed tasks in the PGCE Progress Journal to gather evidence of their achievement as outlined in the BCU ITE curriculum

SMs will have opportunities to work with BCU subject leads and PMs will ensure that SMs submit end of Phase Progress reports to BCU.

**After the February half term trainees resume their teaching experience with a 6 week placement in a different school within the BCU Partnership (SBT 2B)**

**14 Feb:** Induction day at Second School. The PM will ensure they get a clear introduction to:

- The second school's operational requirements for staff and students
- Key policies for teachers and access to pupil data
- A programme of structured observations of expert colleagues in the trainees' subjects
- An timetable for teaching
- Opportunities for trainees to meet and start subject preparation tasks with their SM

**1 Mar – 8 April:** Trainees start teaching their Second School and start to work within their subject departments with their SM. Expectations for trainees are that they:

- Plan teaching episodes aligned to Dept. schemes and specific needs for pupils
- Within 2 weeks build up to 8 hours solo teaching across KS3/4
- Spend up to 4 hours undertaking structured observations of expert colleagues within the Dept.(directed by PM/ SM)
- Directed tasks in the PGCE Progress Journal to gather evidence of their achievement as outlined in the BCU ITE curriculum

SMs will have opportunities to work with BCU subject leads and conduct regular formative reviews of progress with trainees using the BCU ITE curriculum. PMs will ensure that SMs submit End of Phase Progress reports to BCU.

### School Based Training Phase 3

**26 Apr – 1 Jul:** Trainees return to their Home School and progress to

- Planning and adapting teaching to the specific needs of pupils
- By 6 June, build up to 14 hours solo teaching across KS3/4/ 5 (if available/ appropriate)
- Undertake a range of duties expected of a qualified ECT (form tutor tasks, duties, reporting to and meeting parents etc.)
- Directed tasks in the PGCE Progress Journal to gather evidence of their achievement as outlined in the BCU ITE curriculum and the ability to meet all aspects of the Teachers' Standards in evidence

SMs will have opportunities to work with BCU subject leads and conduct regular formative reviews of progress with trainees using the BCU ITE curriculum. PMs will ensure that SMs submit End of Phase Progress reports to BCU.



## School Based Training: Payments to Schools (Core PGCE)

For each trainee, schools will be paid:

Phase 1 and 2(A)	Phase 2(B) and 3
£350	£650

Payment to schools will be made after the scheduled end date for the placement.  
Payment will be made electronically into your school's bank account when the relevant documentation is submitted by email.

Relevant documentation will include the following documents:

- Completed and signed **End of Placement Report** for each trainee from Birmingham City University attending the school for a placement.
- Completion of the **online mentor survey** (an online survey link is sent out towards the end of each placement).

### Payments Process

Existing school partners receive a Purchase Order Number - sent to your finance officer - once end of placement documentation is received.

If you are a new school partner, or one who has not supported BCU trainees for the last two academic years, we will need the following documentation in order to organise payment. Please submit these in advance of the end of each School Based training Experience / Phase:

- A completed 'New Supplier Form' (available on the BCU PGCE Partnership Webpage)
- A copy of the school bank details (Sort Code/Account Number) on a letter-headed document.
- A copy of the school's public liability insurance.

Once you are registered as a supplier for BCU, the Education Partnerships Team will issue your PO no. when the listed requirements above are submitted.

All the above documents should be returned to [\*\*education.partnerships@bcu.ac.uk\*\*](mailto:education.partnerships@bcu.ac.uk)

Upon receipt of the PO no. you then need to send an invoice to the finance team using the email [\*\*invoice@bcu.ac.uk\*\*](mailto:invoice@bcu.ac.uk)

- The invoice must have the PO reference number.
- The invoice must be in PDF format.
- The invoice must have the school's own reference.
- The invoice must have a date



## Internal Mentor Moderation form

*This form is to be used in Part 1 of Phase 2 (between January and February half term) as a record of internal school moderation of trainee teachers. Moderation should be conducted by the Professional Mentor or a mentor from a different subject area in discussion with the Subject Mentor with responsibility for the trainee.*

Trainee name	Click or tap here to enter text.	School	Click or tap here to enter text.
Subject	Click or tap here to enter text.	Class taught	Click or tap here to enter text.
Date	Click or tap to enter a date.	Subject mentor	Click or tap here to enter text.
Moderating mentor	Click or tap here to enter text.	Role	Choose an item.

### Key points raised by the Moderating Mentor:

Click or tap here to enter text.

### Subject Mentor's comments on the above points (refer to a wider range of evidence where necessary):

Click or tap here to enter text.

### BCU ITE Curriculum areas observed during the lesson:

ITE Curriculum Theme	Agreed formative feedback for the BCU ITE Tracker
A. Using critical enquiry and research informed practice to develop understanding of effective teaching and learning.	Choose an item.
B. Use classroom practice to establish effective behaviour management through the use of high expectations and awareness of pupil wellbeing.	Choose an item.
C. Knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn and its impact on pupils' progress and wellbeing.	Choose an item.
D. Planning and assessing learning to ensure that all pupils make progress.	Choose an item.
E. Implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners.	Choose an item.
F. Develop professional behaviours and contribute effectively to the wider life of the school.	Choose an item.

### Agreed Targets for Trainee:

No.	BCI ITE Curriculum Theme	Targets
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	Choose an item.	
		Actions to achieve: •
	Choose an item.	
		Actions to achieve: •
	Choose an item.	
		Actions to achieve: •

***I support the subject mentor's judgements.***

Signed: Click or tap here to enter text.

Moderating  
Mentor

Date: Click or tap to enter  
a date.

Signed: Click or tap here to enter text.

Subject Mentor

Date: Click or tap to enter  
a date.

Signed: Click or tap here to enter text.

Trainee

Date: Click or tap to enter  
a date.

**Where there is disagreement notify: Professional Mentor and University Tutor immediately**





## Safeguarding



**BIRMINGHAM CITY**  
University

### Safeguarding Status Confirmation

**Provider's name and address:**

Birmingham City University, City South Campus, B15 3TN

We confirm that the following safeguarding checks have been carried out for the trainee teacher named below:

Surname	Forename	Date of Birth
DBS Certificate number:		
Date of issue:		
Programme of study:	PGCE Secondary with QTS	

- 1) The trainee teacher named above has completed a satisfactory enhanced DBS check for the purposes of studying on the above named programme.
- 2) The trainee teacher named above has been checked and cleared against the ISA Children's Barred List.
- 3) The trainee teacher named above has been checked and cleared against the ~~OfE's~~ Prohibition List.
- 4) The trainee teacher named above has completed a self-certification declaration in respect of any criminal reprimands, convictions or cautions.
- 5) The trainee teacher named above submitted work history and references, which have been checked as part of the university recruitment process

In any circumstance where a trainee teacher's DBS enhanced disclosure form makes reference to a caution, reprimand or conviction, the trainee is subject to the Faculty of Health, Education and Life Sciences' formal procedures to determine whether the disclosure is such that it should prevent the trainee from undertaking her/his programme. As appropriate, guidance is provided by senior staff from partner schools and from teacher professional associations.

All students on Initial Teacher Education programmes at Birmingham City University sign a Learning Agreement before they commence their respective programmes. This obligates them to disclose any information that they have not already disclosed on their application form or at interview or any change in circumstances that may affect their suitability to teach or to be placed in a setting, school or college.

**Please note** that on arriving at the school for the first time, the trainee teacher has been told to present an original piece of photo ID (e.g. Student Identity Card, passport, ~~photocard~~ driving licence, EU National Identity Card, etc.).

Signed:

Date:

Name: Kelly Davey Nicklin

Role: Course Leader



## ITE Code of Conduct



### BCU ITE Trainee Teacher Code of Conduct

The BCU ITE Code of Conduct is based upon Part 2 of the Teachers' Standards (DfE 2012) and expectations for behaviour that will support all trainee teachers in understanding and developing their professional responsibilities leading to the achievement of QTS and beyond. If a trainee's university tutor, link tutor, or school mentor feels that a trainee is not demonstrating the expected professional behaviours as outlined in the code of conduct below, the trainee will be put onto the Cause for Concern process. All trainees must sign this document before school placements can begin.

#### Code of Conduct Section 1

Section 1 outlines Part 2 of the Teachers' Standards which relates to personal and professional conduct. This information will be available in your course handbook as well as school documentation that supports your placement but it is made available here to reinforce the fact that Part 2 of the Teachers' Standards must be demonstrated in order for you to achieve Qualified Teacher Status.

##### Part 2: Personal and Professional Conduct

"A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities"

(DfE, 2012, page 14:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/665520/Teachers\\_Standards.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers_Standards.pdf))





## Code of Conduct Section 2

In addition to Part 2 of the Teachers' Standards (2012) there are other expectations in regards to your professional conduct when working on placement with pupils, parents and mentors and at University when working with tutors and lecturers. These expectations are outlined below to support you in developing as a professional across all aspects of your teacher training course.

As a trainee teacher you must:

- be a good role model;
- make pupils your key concern;
- promote the education of pupils;
- be open and honest, and act with integrity;
- show respect for others.

Expectations in regards to how you can demonstrate this are given below:

### **Expectations for when trainee teachers are working with pupils – being a good role model and making pupils your key concern**

You have come into the teaching profession to work with children and young people and their education, care and safety will be your responsibility. There are a number of ways that you can ensure you fulfil this responsibility:

- you must treat all pupils without discrimination and with respect and fairness;
- as a trainee teacher you will hear personal and sometimes sensitive information about the pupils with whom you work. All information obtained in the educational establishment must be treated as confidential, and only shared as may be required by law, or under the policies or procedures of the educational establishment concerned;
- you are a role model for pupils in all you do and say; honesty and fairness are highly important, not least in relation to the information you give about them;
- concerning the procedures that are in place in all educational establishments to protect children and protected adults, it is your responsibility to know what these are and to ensure that you follow them at all times;

### **Expectations for when the trainee teacher is working with others (Educational establishments, parents and carers) – promoting the education of pupils within the educational community**

- As a trainee teacher you are required to work co-operatively within the educational community and respect the skills, expertise and contribution from all people involved in the education of pupils;
- You should treat everyone with whom you work and learn, fairly, respectfully and without discrimination;
- You should not make any comment about teachers and other professionals or staff within the educational community or by electronic means, which may undermine them professionally;
- You should be professional in your relationships with parents and carers, respecting and valuing their role in the learning experience;
- In all dealings with parents and carers you must not become involved in inappropriate discussions or divulge sensitive or confidential information about other pupils, staff or the educational establishment concerned.
- You should be professional in your relationships with mentors and school staff, respecting and valuing their role and expertise.

### **Expectations for the trainee teacher in demonstrating honesty and integrity – being open and honest and acting with integrity.**

As a trainee embarking upon a programme in Professional Education, you should be aware that your initial teacher education (ITE) programme will involve a blend of academic study and practice based in educational establishments which aims to provide you with a set of skills, dispositions and behaviours that will become the basis upon which your professional practice is built. It is important that you begin to understand and reflect on this professionalism as soon as you commence your ITE studies, and the fact that, as a trainee teacher, and in your teaching career, pupils will look to you as a role model:





- you must not engage in criminal behaviour of any kind, especially related to sex, dishonesty, firearms, misuse of drugs and violence against a person or property, serious public order or crimes of serious dishonesty;
- you should inform the University if you have been cautioned or have committed a criminal act that might affect your suitability to enter the profession;
- you should be aware of and adhere to the relevant Code of Conduct of your University;
- you should have regard to your honesty and integrity in your academic studies;
- you must not by any means or in any circumstances make, view or access illegal or inappropriate images of children or protected adults;
- you should be mindful that your professional reputation, together with your suitability and fitness to teach, is not judged exclusively upon your behaviours while out on teaching placement, but also on your general good character;
- you should be aware of your personal conduct and ensure that your behaviour does not bring your professionalism into question. This would include, for example, drug and alcohol abuse, or inappropriate contact or relationships with young people of school age;
- you should take great care and use common sense and appropriateness in your use of social networking, always mindful of the reality and perception in regard to your position and reputation as a trainee teacher and the appropriate professional boundaries between yourself and pupils. Social networking sites should not be used to make comments about pupils, parents/ carers, colleagues or educational establishments.

#### Expectations for the trainee teacher in demonstrating equality and diversity – respecting others

BCU promotes equality and diversity and respects and values difference. BCU wants to promote an inclusive profession that incorporates people from a range of diverse backgrounds. Through respecting the principle of equal treatment, this will benefit both the teaching profession and pupils alike and therefore as a trainee teacher:

- you must treat all pupils without discrimination and with respect and fairness;
- you should engage and work positively with pupils, colleagues, parents and carers in an open, inclusive and respectful way, in line with the law and with a non-judgemental approach whatever their background, personal circumstances, cultural differences, values and beliefs;
- you should help pupils to understand different views, perspectives, and experiences and develop positive relationships both within the educational establishment and within the local community;
- you should recognise the potentially serious impact which any demonstration by you of intolerance or prejudice could have upon your standing as a student teacher and any application for registration in the future.

Trainee name:	
Trainee signature:	
Subject route:	
Date:	



## BCU ITE Partnership Mentoring Policy

Strategic Lead for Secondary Partnerships - Amanda Brougham [Amanda.Brougham@bcu.ac.uk](mailto:Amanda.Brougham@bcu.ac.uk)

Strategic Lead for Primary Partnerships – TBC

Lead for Post 16 Partnerships – Stuart Mitchell [Stuart.Mitchell@bcu.ac.uk](mailto:Stuart.Mitchell@bcu.ac.uk)

BCU Strategic Leads for Partnerships quality assure the role of Mentors across the BCU ITE Partnership all school-based training. Mentors will undergo the outlined stages of training below within a given academic year.

**To ensure a high quality of school-based training mentoring across the BCU Partnership's schools / colleges are required to ensure that all mentors understand the following requirements as being central to their role.**

**1. Lead mentors in a school / college will provide the BCU Education Partnerships Team with up-to-date details of all mentors involved in training BCU trainee teachers before any Mentor Training Events - this includes:**

- a. The name and contact details for the Lead Mentor,
- b. Each class / subject mentor's full name,
- c. Each class / subject mentor's role in the school/ college,
- d. Each class / subject mentor's email address.

This information is usually provided on the placement offer forms at the start of each academic year– but it should be noted that lead mentors are responsible for notifying the BCU team of any updates or changes of mentors as they occur during the year.

**2. All mentors download and review the phase specific BCU Mentor Handbook – available on the BCU Partnership Webpages.**

**3. All mentors attend designated Core Mentor Training Events<sup>9</sup>:**

- a. Class / subject mentors will usually have a choice of 2 dates for these events which are scheduled every term.
- b. Following each event Lead Mentors will be send an online form to confirm with the BCU Education Partnerships Team the names and dates that all their mentors attended.
- c. If a mentor is unable to attend any such event, the school / college's Lead Mentor will ensure that the class / subject mentor actively reviews the training materials on the BCU Partnership Webpages.

**4. All mentors submit and save a copy of the BCU Mentor Tracker at the end of the first Mentor Training Events in the autumn term.**

- a. BCU Mentor Trackers will be emailed to all Lead Mentors and class / subject mentors immediately after the autumn Mentor Training Event.
- b. Each school-based mentor is requested to return their BCU Mentor Tracker within 10 working days to the relevant Strategic Lead for Partnerships.
- c. Upon receipt of BCU Mentor Trackers mentors will be issued with a 'BCU Certificate of Attendance' for their Introduction to BCU Mentor Training.

<sup>9</sup> For Undergraduate mentors this is modified in terms of class/ subject mentors attending one core Mentor Training Event relating to the cohort the school / college has committed to on their SBT offers forms. For PGCE class/ subject mentors this will be three core Mentor Training Events – one for each term.





- d. BCU Mentor Trackers will be used by the BCU Strategic Lead for Partnerships to inform future Mentor Training Events over that academic year.
5. **Class / subject mentors attend at least 2 phase / subject specific mentor drop-in sessions.** These sessions are signposted on the BCU programme calendars and led by phase / subject leads. Sessions will:
  - a. Reflect on phase / subject specific research to support their understanding of the BCU curriculum.
  - b. Guide class / subject mentors around ways to use the BCU Curriculum themes and priorities within the context of a school-based training placement.
  - c. Attend to specific issues relating to trainees in their context.
6. **All mentors submit an evaluation** relating to the impact of training and support to develop their mentoring of BCU trainees at the end of the academic year.

**Optional support for mentors is available at two levels:**

**Level 1.**

Mentors can review their BCU Mentor Tracker at the end of each terms' Mentor Training Event.

- a. They will be able to reflect on their practice and identify areas of development since the previous term's submission.
- b. Updated BCU Mentor Trackers will be emailed to the relevant Strategic Lead for Partnerships.
- c. Upon receipt of BCU Mentor Trackers, participating mentors will be issued with a 'BCU Certificate of Attendance' for their Term 2 / 3 BCU Mentor Training.

**Level 2.**

Mentors can enroll on a fully funded BCU Master's Module on Coaching and Mentoring (EDU7362).

- a. This is an independent programme of study at Level 7 accessed on a BCU Moodle page.
- b. Mentors review the context of Education Mentoring in current policy and practice and consider their practice with reference to the BCU Mentor Tracker; they critically reflect on academic research around the role of school-based mentoring; and then critically reflect on a critical incident within their mentoring and how research has informed their development in this context as a mentor.
- c. The module is 20 credits towards a BCU Masters in Education.
- d. Upon completion, Mentors will bank their credits and receive a BCU Mentoring and Coaching Certificate of completion.
- e. Graduating mentors may be asked to commit to up to 3 hours further to support and lead other mentors undertaking this programme of study across the BCU ITE Partnership and will receive payment as a BCU Associate Tutor for this role.



## **SEND Partnership for secondary PGCE**

In order to secure their knowledge of the factors and application of adaptive teaching pedagogies relevant to pupils with identified Special Educational needs and / or Disabilities all BCU trainees will complete a SEND placement as part of their School Based Training.

### Core Expectations for all PGCE trainees

Most PGCE trainees will complete a 4 day SEND placement in their home school during their PGCE School Based Training placement. The placement could be conducted as a paired experience to support the time demands placed on the SEND team.

This placement will involve:

- A meeting with the SENDCo to discuss the SEND Code of Practice
- A review of a pupil's EHCP with the SENDCo – outlining the plan – do – review process
- A review of SEND needs within their classes with a SEND colleague (SENDCo or LSA)
- A chance to conduct SEND shadowing with a SEND pupil from one of their classes
- LSA shadowing – with a chance to discuss their role in supporting the class teacher to develop adaptive practices to meet individual pupil's needs

### PGCE Trainees in partner schools hosting more than 5 trainees.

Some partner schools generously offer multiple School Based Training placements across a range of subjects – in those cases it would be challenging to expect an SEND team to host SEND placements for all trainees.

In these instances, the Professional Mentor in the identified partner school will liaise with the BCU Strategic Lead for Partnerships to allocate trainees to an external SEND placement in a specialist school / resource base. These external placements will be held on three named weeks within the BCU calendar. The Professional Mentor and the BCU Strategic Lead for Partnerships will ensure that the trainees are given plenty of notice around when and where their placement will occur,

This placement may differ in structure to the suggestions listed above but will still provide a worthwhile contrasting experience and insight into the complexity of SEND provision within the region.

BCU are responsible for funding these additional SEND placements.

### Monitoring the trainees' knowledge and application of adaptive teaching

Following their SEND experience, all trainees will have a Contextual Task to complete within their Progress Journal and this will be reviewed with their Subject Mentor and BCU tutor as part of their formative review process.

## BCU ITE Formative Tracker

**BCU ITE Curriculum Key Theme A - Trainees use critical enquiry and research informed practice to develop their understanding of effective teaching and learning.**

(CCF – Professional Behaviours) (TS8 and Part 2)

Phase 1 Exploring	Phase 2 Establishing	Phase 3 Embedding
<p><i>The trainee works with clearly focused support using critical enquiry and research informed practice to:</i></p> <p>engage with relevant research and policy relating to subject and pedagogical knowledge</p> <p>reflect on lessons making links to theory and practice explored in taught sessions and observed in school</p> <p>use subject audits to identify areas of current strengths and development</p> <p>use identified resources and reading to support learning in the subject</p> <p>track own development of curriculum and pedagogical knowledge, skills, and understanding</p>	<p><i>The trainee works confidently under direction using critical enquiry and research informed practice to:</i></p> <p>critically evaluate identified resources and reading to develop subject and pedagogical knowledge</p> <p>reflect critically on practice to identify and discuss links to evidenced based research</p> <p>recognise pedagogical approaches they have adopted which are underpinned by learning theories</p> <p>identify the impact of their practice on pupils' learning and discuss with expert colleagues how to develop practice as a result</p> <p>engage more fully with subject audits tracking own development of curriculum and pedagogical knowledge, skills, and understanding</p>	<p><i>The trainee demonstrates growing independence using critical enquiry and research informed practice to:</i></p> <p>make informed pedagogical choices based on reading, research, and intended impact on pupils' learning</p> <p>justify these choices in professional discussions with expert colleagues</p> <p>critically evaluate the impact of pedagogical approaches on pupils' progress and use research informed practice to develop their practice</p> <p>critically evaluate reading and research to continue their own professional development</p>
<b>Progress:</b>		<b>YES/NO</b>
On track to meet the curriculum expectations for this BCU ITE Curriculum Theme within the current phase?		Choose an item.
If not on track have Rapid Improvement Targets been set?		Choose an item.



**BCU ITE Curriculum Key Theme B – Trainees’ classroom practice establishes effective behaviour management through the use of high expectations and awareness of pupil wellbeing.**

(CCF – High Expectations and Managing Behaviour) (TS1 and TS7)

Phase 1 Exploring	Phase 2 Establishing	Phase 3 Embedding
<p><i>The trainee works alongside expert colleagues at BCU and in school through observations, discussion, CPD and team teaching opportunities to develop their knowledge, skills and understanding of effective behaviour management and high expectations to:</i></p> <p>explore and observe how expert colleagues establish effective classroom routines</p> <p>be clear about what good behaviour looks like</p> <p>prepare for common behaviour issues and plan how they will be addressed</p> <p>build effective relationships with pupils based on an ethos of mutual trust and respect; demonstrating that pupils’ feelings are considered and understood</p> <p>experience how high expectations are demonstrated through praising pupil engagement and progress made</p> <p>understand the impact of positive reinforcement to affect and improve the motivation, behaviour, and well-being of pupils</p>	<p><i>The trainee works alongside expert colleagues at BCU and in school through teaching lessons, observations, discussion, CPD opportunities to develop their practice, knowledge, skills and understanding of effective behaviour management and high expectations to:</i></p> <p>establish a supportive and inclusive learning environment with clear behavioural expectations and effective classroom routines</p> <p>demonstrate clear expectations that communicate shared values and support classroom and school culture.</p> <p>proactively teach pupils the behaviour that is expected of them by being precise and clear about what good conduct looks like and the norms of the classroom</p> <p>role model behaviour that influences the attitudes, values, and behaviours of pupils through consistency in language and non-verbal signals for instructions and directions</p> <p>discuss with expert colleagues and understand how to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically</p> <p>maintain high expectations which impact pupil outcomes by setting goals that challenge and stretch all pupils</p> <p>engage with the school behaviour policy to implement a range of strategies appropriate to the needs of the children</p>	<p><i>The trainee collaborates with expert colleagues at BCU and in school through confident teaching, observations, discussion and CPD to develop their practice, knowledge, skills and understanding of effective behaviour management and high expectations to:</i></p> <p>consistently ensure a predictable and secure learning environment that is supportive and inclusive for all pupils with high-quality teaching and behavioural expectations embedded within the daily routine</p> <p>support pupils to believe that their feelings will be considered and understood.</p> <p>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</p> <p>identify goals and targets that challenge and stretch all pupils, understand the long-term positive impact of high expectations on pupils’ life chances</p> <p>support pupils to self-regulate their emotions and know that this affects pupils’ ability to learn, and succeed in school and future lives</p>



explore policies related to behaviour management and well-being of pupils, and understand how they are implemented within the classroom	<p>establish high expectations of behaviour using a predictable and secure system of reward and sanction</p> <p>respond quickly to any behaviour or bullying that threatens emotional and/or physical safety</p>	<p>clearly embed a range of effective behaviour management strategies within their professional practice</p> <p>respond with authority to any behaviour or bullying that threatens emotional and/or physical safety</p> <p>consistently use early and least-intrusive interventions as an initial response to low level disruption</p>
<b>Progress:</b>		<b>YES/NO</b>
On track to meet the curriculum expectations for this BCU ITE Curriculum Theme within the current phase?		Choose an item.
If not on track have Rapid Improvement Targets been set?		Choose an item.

BCU ITE Curriculum Key Theme C – Trainees’ knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impact on pupils’ progress and well-being. (CCF – How pupils’ learn and Subject knowledge) (TS2 and TS3)		
Phase 1 Exploring	Phase 2 Establishing	Phase 3 Embedding
<p><i>The trainee works alongside expert colleagues at BCU and in school through observations, discussion, CPD and team teaching opportunities to develop their subject knowledge, skills and understanding of the curriculum to:</i></p> <p>familiarise them self with relevant statutory and non-statutory curriculum guidance and frameworks and understand the importance and impact that developments in the subject and curriculum area will have on their practice</p>	<p><i>The trainee works alongside expert colleagues at BCU and in school through teaching lessons, observations, discussion, CPD opportunities to develop their practice, subject knowledge, skills and understanding of the curriculum to:</i></p> <p>implement relevant statutory and non-statutory curriculum guidance and frameworks in their practice</p> <p>actively develop pedagogical content knowledge in relation to key concepts and skills of the subject</p> <p>use information on pupils’ prior knowledge to inform lesson planning and teaching, and teach making explicit links between</p>	<p><i>The trainee collaborates with expert colleagues at BCU and in school through confident teaching, observations, discussion and CPD to develop their practice, subject knowledge, skills and understanding of the curriculum to:</i></p> <p>use statutory and non-statutory curriculum guidance and frameworks with confidence when planning and teaching sequences of lessons</p> <p>make discerning use of quality resources, e.g. from Subject Associations, to proactively develop subject knowledge and pedagogical content knowledge</p>



<p>reflect upon their personal developing subject knowledge, with support if necessary, in relation to key concepts and skills of the subject</p> <p>know that taking pupils' prior knowledge into account is a key aspect of successful learning and securing progress, as is knowing how much new information should be introduced so it is manageable for pupils</p> <p>understand that making explicit links between prior and new knowledge, increases the likelihood of pupils retaining knowledge and understanding, contributing to pupils' development as confident learners</p> <p>understand that complex ideas and concepts can be broken down into smaller steps, minimising the complexity of a task and avoiding potential misconceptions whilst maintaining focus on key content</p> <p>know that a range of approaches for modelling and scaffolding learning, e.g. live modelling, is essential to enable pupils to make progress</p> <p>know that they should model high-quality spoken language and subject specific high frequency vocabulary recognising that spoken language underpins development of reading and writing</p>	<p>prior and new knowledge to secure progress. Introduce information in a way that does not detract from the learning and confidence of the pupils</p> <p>teach a topic by breaking it down into smaller steps taking into account and addressing potential misconceptions</p> <p>teach using a range of approaches for modelling and scaffolding learning, e.g. live modelling, to ensure that pupils make progress, knows when to withdraw scaffolding as knowledge builds to ensure apt stretch and challenge</p> <p>use high-quality spoken language and subject specific high-frequency vocabulary to enable pupils to make progress in reading and writing development</p> <p>teach, drawing on a range of learning theories and practice, including a considered use of approaches to enable pupils to make progress in developing skills in the subject</p>	<p>plan and teach to support pupils in making links between prior and new knowledge so that new information can be introduced appropriately and pupils make good progress</p> <p>demonstrate in lesson planning anticipation of misconceptions, and to teach competently to address these so that pupils overcome them</p> <p>withdraw scaffolding as pupils' knowledge builds to ensure apt stretch and challenge</p> <p>teach demonstrating confident use of a pedagogical spectrum with evidenced learning theory and practice applied appropriately</p>
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<p>familiarise them self with a range of learning theories and understanding the importance of why a balance of these in classroom practice is important for developing skills in the subject</p> <p><b>Primary trainees:</b> understand the importance of systematic synthetic phonics and the impact that this has on the teaching of early reading, spelling, and writing</p> <p>begin to teach phonics following school policy</p> <p>know of the approaches for teaching for conceptual understanding and depth in mathematics</p> <p>begin to teach mathematics, following school policy</p>	<p><b>Primary trainees:</b> demonstrate a good understanding of the role of systematic synthetic phonics in the teaching of early reading, spelling, and writing</p> <p>teach early reading, systematic synthetic phonics, communication and language development with increasing confidence and competence so that pupils make expected progress</p> <p>teach mathematics with a good understanding of effective teaching strategies that support the development of conceptual understanding and depth ensuring good progress for all pupils</p>	<p><b>Primary trainees:</b> to show a clear understanding of the progression and delivery of phonics lessons that support the development of early reading, spelling, and writing. This results in pupils making good or better than expected progress</p> <p>effectively teach using strategies that are clearly embedded within the teaching of mathematics to ensure conceptual understanding, depth, and progression</p>
<b>Progress:</b>		<b>YES/NO</b>
<b>On track to meet the curriculum expectations for this BCU ITE Curriculum Theme within the current phase?</b>		Choose an item.
<b>If not on track have Rapid Improvement Targets been set?</b>		Choose an item.



**BCU ITE Curriculum Key Theme D - Trainees plan and assess learning to ensure that all pupils make progress.**

**(CCF – Classroom practice and Assessment) (TS4 and TS6)**

Phase 1 Exploring	Phase 2 Establishing	Phase 3 Embedding
<p><i>The trainee works alongside expert colleagues at BCU and in school through observations, discussion, CPD and team teaching opportunities to develop their knowledge, skills and understanding of planning and assessment to:</i></p> <p>explore key components of lesson planning through observing expert colleagues and discussing how plans are implemented</p> <p>identify the teaching and learning strategies, e.g. modelling, explanations, scaffolding, and classroom talk, that enable pupils to make progress in their learning</p> <p>adapt and teach from existing planning to demonstrate the key lesson components in practice</p> <p>begin to implement a range of teaching and learning strategies, e.g. modelling, explanations, and scaffolding, to enable pupils to make progress through critical thinking and problem solving</p> <p>observe how expert colleagues adapt lessons during the teaching process based upon formative assessment</p> <p>discuss and analyse 'Assessment For Learning' opportunities with expert colleagues</p> <p>recognise the importance of effective marking and feedback in line with school policy through discussion with expert colleagues</p>	<p><i>The trainee works alongside expert colleagues at BCU and in school through teaching lessons, observations, discussion, CPD opportunities to develop their practice, knowledge, skills and understanding of planning and assessment to:</i></p> <p>plan effective sequences of learning using a range of teaching strategies</p> <p>plan sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills</p> <p>use a range of teaching and learning strategies effectively (including pre-teaching, grouping of pupils and deployment of additional adults and resources) to adapt the learning to meet the needs of all pupils. Pupils make appropriate progress</p> <p>plan appropriate 'Assessment For Learning' strategies, e.g. mini-plenaries, questioning, self-assessment and peer assessment, within the lessons they teach linked to the lesson objective</p> <p>effectively implement assessment strategies to monitor progress and inform future lessons. There is evidence of impact on pupils' progress</p>	<p><i>The trainee collaborates with expert colleagues at BCU and in school through confident teaching, observations, discussion and CPD to develop their practice, knowledge, skills and understanding of planning and assessment to:</i></p> <p>plan and teach innovatively and creatively, fully engaging and challenging all pupils. Lesson sequences are developmental and progressive</p> <p>comprehensively embed a range of teaching and learning strategies and adapt these to ensure that all learning needs are met</p> <p>uses higher-order teaching strategies, such as narrating thought processes, through asking a range of questions when modelling to make explicit how experts think</p> <p>expose potential pitfalls/misconceptions and explain how to address them</p> <p>continually adapt the teaching to respond to emerging learning needs</p> <p>fully integrate additional adults into the planning, teaching and assessment process (where applicable)</p>



use marking and feedback strategies effectively within the lessons they teach and identify how pupils act on feedback to make progress	use specific, helpful, and manageable marking and feedback strategies effectively within the lessons they teach	consistently use specific, helpful, and manageable marking and feedback strategies effectively within the lessons they teach to enable all pupils to make progress
discuss and explore how summative assessment informs future planning, and discuss with expert colleagues how externally validated summative assessments are used	use summative assessment to inform planning to ensure progress for all pupils	ensure that assessment is integral to the teaching and learning process and to analyse assessments to inform future planning. The impact of the teaching is evident in progress data and targets can be set
<b>Progress:</b>		<b>YES/NO</b>
<b>On track to meet the curriculum expectations for this BCU ITE Curriculum Theme within the current phase?</b>		Choose an item.
<b>If not on track have Rapid Improvement Targets been set?</b>		Choose an item.

<b>BCU ITE Curriculum Key Theme E - Trainees implement effective adaptive teaching approaches to support all learners, including SEND (Special Educational Needs and Disability) and EAL (English as an Additional Language learners). (CCF - How Pupils Learn, Classroom Practice and Adaptive Teaching) (TS3 and TS5)</b>		
<b>Phase 1 Exploring</b>	<b>Phase 2 Establishing</b>	<b>Phase 3 Embedding</b>
<p><i>The trainee works alongside expert colleagues at BCU and in school through observations, discussion, CPD and team teaching opportunities to develop their knowledge, skills and understanding of adaptive teaching to:</i></p> <p>understand that pupils are likely to learn at different rates and require different levels and types of support from teachers to succeed</p> <p>begin to understand that pupils' differences, including their different levels of prior knowledge, and potential barriers to learning, are a fundamental part of teaching</p>	<p><i>The trainee works alongside expert colleagues at BCU and in school through teaching lessons, observations, discussion, CPD opportunities to develop their practice, knowledge, skills and understanding of adaptive teaching to:</i></p> <p>anticipate pupils' differences, including their different levels of knowledge, and potential barriers to learning, and reflect this in their planning</p> <p>begin to adapt teaching in a responsive way, with support from expert colleagues, including by providing targeted support to pupils who are struggling e.g. through using dual coding and translanguaging to support EAL pupils</p>	<p><i>The trainee collaborates with expert colleagues at BCU and in school through confident teaching, observations, discussion and CPD to develop their practice, knowledge, skills and understanding of adaptive teaching to:</i></p> <p>flexibly group pupils within a class to provide more tailored support, with care taken to monitor the impact on engagement and motivation of all pupils, particularly for low attaining pupils</p> <p>work with guidance from the Special Educational Needs and Disabilities Co-ordinator (SENDCo) where relevant, to adapt learning for groups and individuals. Reflect on this experience to develop responsive teaching of all groups of pupils</p>



<p>know there is a common misconception that pupils have distinct and identifiable learning styles</p> <p>know pupils with special educational needs or disabilities are likely to require additional or adapted support</p> <p>work closely with expert colleagues to understand barriers and identify effective strategies for identified pupils, including those with EAL</p> <p>observe and deconstruct how expert colleagues adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet those expectations</p>	<p>build on prior learning with appropriate stretch and challenge for all pupils, particularly high attaining pupils</p> <p>use current related frameworks and policy initiatives, which provide additional guidance on supporting pupils with SEND effectively</p> <p>identify pupils who need new content to be broken down further</p> <p>make use of formative assessment to inform adaptive learning to meet the needs of all pupils</p> <p>provide opportunities for all pupils to experience success, by discussing and analysing with expert colleagues how to balance input of new content so that pupils master foundational concepts</p> <p>appropriately select well-designed resources to promote positive outcomes for all pupils.</p>	<p>to consistently apply a range of research-informed strategies to accelerate language learning for EAL pupils</p> <p>make consistent use of teaching assistants and other adults in the classroom</p> <p>demonstrate their ability to decide when intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils</p> <p>build in additional practice or remove unnecessary expositions to meet the needs of all pupils.</p> <p>effectively employ a wide range of strategies to support positive outcomes for all pupils e.g. reframe questions to provide scaffolding or greater challenge</p>
<b>Progress:</b>		<b>YES/NO</b>
<b>On track to meet the curriculum expectations for this BCU ITE Curriculum Theme within the current phase?</b>		Choose an item.
<b>If not on track have Rapid Improvement Targets been set?</b>		Choose an item.

<b>BCU ITE Curriculum Key Theme F - Trainee develops professional behaviours and contributes effectively to the wider life of the school.</b> (CCF Professional Behaviours) (TS8 and Part 2)		
<b>Phase 1</b> Exploring	<b>Phase 2</b> Establishing	<b>Phase 3</b> Embedding
<i>The trainee demonstrates professional behaviour by consistently following placement expectations:</i>	<i>The trainee confidently demonstrates professional behaviour and works with expert colleagues to:</i>	<i>The trainee's professional behaviour is consistent and noticeable:</i>



<p>understands safeguarding responsibilities as set out in Keeping Children Safe In Education</p> <p>adheres to BCU Code of Conduct and school staff behaviour policy, dress code, absence policy, is punctual, has a professional tone in communications</p> <p>understands the expectations regarding personal and professional conduct of a teacher and the ethics of the teaching profession</p> <p>recognises the experience and expertise of university and school staff, acts upon advice</p> <p><b><i>The trainee works with clearly focused support to develop:</i></b></p> <p>professional relationships with colleagues</p> <p>reflective practice and acting upon expert feedback</p> <p>understanding of professional development as a sustained process over time that will impact positively on pupil outcomes</p>	<p>know who to contact with any safeguarding concerns</p> <p>use feedback and discussion with expert colleagues to reflect upon and improve own practice</p> <p>use recent and relevant research evidence to inform professional discussions and to improve own practice</p> <p>develop effective professional relationships with colleagues and to begin to identify ways to contribute to the wider life of the school</p> <p>understand how relationships with carers and parents can impact on pupils and begin to develop these relationships</p> <p>ensure that planning and learning outcomes are shared with additional adults so pupils are effectively supported</p> <p>work with expert colleagues, such as SENDCos and pastoral leaders to ensure they understand the needs of pupils and how to support these needs</p> <p>be responsible for their own professional development and extend their own subject and pedagogical understanding as part of lesson planning</p>	<p>collaborates with expert colleagues to seek challenge and critique to identify sustainable improvement in their own practice</p> <p>reflective practice is informed by observation feedback, professional debate, and recent and relevant research evidence</p> <p>seeks opportunities to make valuable contributions to the wider life of the school in a broad range of ways</p> <p>understands how effective relationships with parents and carers can improve pupils' motivation, behaviour, and academic success</p> <p>plans learning to ensure that all pupils are supported by teachers so additional adults supplement rather than replace support from teachers</p> <p>collaborates with colleagues, such as SENDCos, and pastoral leaders to learn from their expertise and broaden their own understanding of the needs of pupils and how appropriate support can be included in planning</p>
<b>Progress:</b>	<b>YES/NO</b>	
<b>On track to meet the curriculum expectations for this BCU ITE Curriculum Theme within the current phase?</b>	Choose an item.	
<b>If not on track have Rapid Improvement Targets been set?</b>	Choose an item.	



## BCU ITE Mentor Tracker

Standard 1: Establish trusting relationships, modelling high standards of practice, and understand how to support a trainee through initial teacher training			
Standard Prompts	Establishing Practice in ITE Mentoring	Embedding Practice in ITE Mentoring	Enhancing Practice in ITE Mentoring
<i>Be approachable, make time for the trainee, and prioritise meetings and discussions with them</i>	<ul style="list-style-type: none"> <li>Reliably commit to review the trainee's progress for an hour a week</li> <li>Comment on progress in trainee's progress journal weekly</li> </ul>	<ul style="list-style-type: none"> <li>Guide the trainee to identify their strengths and areas for development in weekly meetings</li> <li>Provide a brief overview of progress in the trainee's Progress Journal</li> </ul>	<ul style="list-style-type: none"> <li>Encourage the trainee to lead weekly mentor meetings</li> <li>Check on the trainee's well-being and progress briefly throughout the week – signposting additional support if required</li> <li>Validate the trainee's critical reflection in their Progress Journal weekly</li> </ul>
<i>Use a range of effective interpersonal skills to respond to the needs of the trainee</i>	<ul style="list-style-type: none"> <li>Guide the trainee to identify no more than 3 priorities for the week ahead</li> <li>Direct the trainee to relevant resources / support within the setting's context</li> <li>Discuss the trainee's concerns around student or parent interaction</li> </ul>	<ul style="list-style-type: none"> <li>Guide the trainee to identify appropriate targets for development during the week ahead</li> <li>Model, alongside the trainee, conversations and meetings with staff who can signpost relevant resources or support, students or parents</li> </ul>	<ul style="list-style-type: none"> <li>Ask open questions in order to coach the trainee to set their own developmental targets for the week ahead</li> <li>Guide the trainee to hold conversations and meetings with staff across the school, students or parents</li> </ul>
<i>Offer support with integrity, honesty and respect</i>	<ul style="list-style-type: none"> <li>Listen to professional concerns raised by the trainee</li> <li>Offer support to resolve any relevant issues related to resources, students or curriculum structures</li> </ul>	<ul style="list-style-type: none"> <li>Guide the trainee to identify weekly priorities</li> <li>Critically reflect on strategies used in interactions with staff, students and parents during the week</li> </ul>	<ul style="list-style-type: none"> <li>Ask open questions in order to coach the trainee in workload management strategies</li> <li>Facilitate the trainee's regular critical reflection of their impact in interactions within the setting</li> </ul>
<i>Use appropriate challenge to encourage the trainee to reflect on their practice</i>	<ul style="list-style-type: none"> <li>Discuss elements of the Teachers' / ETF Standards, related to the trainee's practice, in mentor meetings.</li> <li>Signpost areas of strength and concern in the trainee's professional development throughout the placement</li> </ul>	<ul style="list-style-type: none"> <li>Guide the trainee to reflect on areas of strength aligned to the Teacher's / EFT Standards within their practice throughout the placement</li> <li>Guide the trainee to identify some strategies to improve on areas for development within their practice</li> </ul>	<ul style="list-style-type: none"> <li>Provide regular opportunities for the trainee to reflect critically on their professional development aligned to the Teachers' / EFT Standards.</li> <li>Facilitate the trainee to lead in identifying strategies to impact on their practice.</li> </ul>
<i>Support the improvement of a trainee's teaching by modelling exemplary practice in planning, teaching and assessment</i>	<ul style="list-style-type: none"> <li>Provide the trainee with access to the Dept.'s mid-term plans and resources</li> <li>Ensure the trainee has access to the setting's marking policy</li> <li>Discuss the accredited assessment criteria in relation to KS4 planning in mentor meetings</li> </ul>	<ul style="list-style-type: none"> <li>Model ways to apply the Department's mid-term plans and marking policy in observed lessons and mentor meetings</li> </ul>	<ul style="list-style-type: none"> <li>Ask open questions in order to coach the trainee in ways to apply the Department's planning and marking policy to their teaching</li> </ul>





Standard 2: Support trainees to develop their teaching practice in order to set high expectations of all pupils and to meet their needs			
Standard Prompts	Establishing Practice in ITE Mentoring	Embedding Practice in ITE Mentoring	Enhancing Practice in ITE Mentoring
<i>Support the trainee in forming good relationships with pupils, and in developing effective behaviour and classroom management strategies</i>	<ul style="list-style-type: none"> <li>Review the setting's Behaviour Policy in the first meeting with the trainee and review its impact, based on observations, in the weekly mentor meeting – setting targets where required</li> <li>Model effective whole setting strategies to implement effective BfL routines – e.g. seating plans, greet students at the threshold etc.</li> <li>Model strategies to use praise and sanctions consistently within the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Regularly guide the trainee to apply aspects of the setting's Behaviour Policy within their practice</li> <li>Regularly review ways in which the trainees is effectively planning for effective BfL and set further developmental targets as appropriate</li> <li>Reflect with the trainee on the impact of the ways in which they apply praise and sanctions within their practice</li> </ul>	<ul style="list-style-type: none"> <li>Ask open questions in order to coach the trainee in developing effective strategies to create a positive and purposeful learning environment</li> <li>In mentor meetings critically reflect on the impact of a range of BfL strategies, applied by the trainee within their practice</li> </ul>
<i>Support the trainee in developing effective approaches to planning, teaching and assessment</i>	<ul style="list-style-type: none"> <li>Co-plan teaching backwards strategies within the BCU planning template</li> <li>Model with the trainee ways to set effective learning objectives and tasks, which align within a learning sequence.</li> <li>Model with the trainee ways to plan effective AfL strategies within a learning sequence.</li> </ul>	<ul style="list-style-type: none"> <li>Regularly co-plan teaching backwards strategies with the trainee – moving from individual lessons to weekly plans</li> <li>Guide the trainee to set effective learning objectives and tasks, which align to these within a learning sequence.</li> <li>Guide the trainee to plan effective AfL strategies within a learning sequence.</li> </ul>	<ul style="list-style-type: none"> <li>Move towards coaching the trainee to plan effectively and efficiently during the placement</li> <li>In mentor meetings critically reflect on the impact lesson planning has on student's learning outcomes.</li> <li>Coach the trainee in researching and applying a range of AfL strategies.</li> </ul>
<i>Support the trainee with marking and assessment of pupil work through moderation or double marking</i>	<ul style="list-style-type: none"> <li>Complete some co-assessment with the trainee in directed time</li> <li>Facilitate an accredited moderation task at least once during the trainee's placement</li> <li>Set some targets aligned to assessment throughout the trainee's placement</li> </ul>	<ul style="list-style-type: none"> <li>Regularly co-assess with the trainee in directed time</li> <li>Involve the trainee in regular reflections on ways to assess using accredited assessment objectives and mark criteria during their placement</li> <li>Set regular bespoke targets to develop the trainee's assessment practices during the placement</li> </ul>	<ul style="list-style-type: none"> <li>Move towards coaching the trainee to assess effectively during the placement</li> <li>Facilitate the trainee leading some accredited moderation with you and / or colleagues</li> <li>Guide the trainee in collating evidence of effective assessment strategies within their practice</li> <li>Coach the trainees to set targets to further develop their assessment practices</li> </ul>
<i>Give constructive, clear and timely feedback on lesson observations</i>	<ul style="list-style-type: none"> <li>Schedule verbal feedback within 24 hours of a scheduled observation and provide written feedback at least 24 hours before the next scheduled mentor meeting</li> <li>Feedback will identify at least 3 areas of strength, traction against previous targets</li> </ul>	<ul style="list-style-type: none"> <li>With the trainee, reflect on the impact of their practice on the same day as the observation</li> <li>Identify up to 2 high leverage targets with the trainee in the feedback discussion</li> </ul>	<ul style="list-style-type: none"> <li>Ask open questions to encourage a coaching conversation following the observation – within this conversation the trainee will identify strengths and, where they have built on previous targets and areas for further development</li> <li>Co-construct written feedback with the trainee, aligned to the Teachers' / EFT Standards</li> </ul>



	and no more than 3 areas for further development	<ul style="list-style-type: none"> <li>Provide written feedback, aligned to the Teachers' / EFT Standards</li> </ul>	
<i>Broker opportunities to observe best practice</i>	<ul style="list-style-type: none"> <li>Direct the trainee to weekly observations of excellent practice within the setting</li> </ul>	<ul style="list-style-type: none"> <li>Observe excellent practice with the trainee and critically reflect on its impact and how this could link to the trainee's practice</li> </ul>	<ul style="list-style-type: none"> <li>Ask open questions in order to coach the trainee to identify foci within observations of peers and then critically reflect on ways to implement these in their practice</li> </ul>
<i>Support the trainee in accessing expert subject and pedagogical knowledge</i>	<ul style="list-style-type: none"> <li>Share and discuss the setting's Teaching and Learning Policy with the trainee in the first mentor meeting</li> <li>Refer back to and review relevant aspects of the Teaching and Learning Policy during the trainee's placement</li> <li>Identify ways in which this policy should link to the trainee's current practice</li> </ul>	<ul style="list-style-type: none"> <li>Discuss ways in which university sessions complement or contrast to the school's Teaching and Learning Policy in at least 3 mentor meetings</li> <li>Consider ways in which wider pedagogy could align to their current practice</li> </ul>	<ul style="list-style-type: none"> <li>Guide the trainee to identify gaps in their own pedagogical knowledge</li> <li>Collaboratively develop the trainee's pedagogical knowledge through discussion of key papers within the subject specialism</li> <li>Guide the trainee to consider ways in which this pedagogy could align to their current practice</li> </ul>
<i>Resolve in-school issues on the trainee's behalf where they lack the confidence or experience to do so themselves</i>	<ul style="list-style-type: none"> <li>Address any concerns identified on the trainee's behalf and provide clear feedback on next steps within this context to the trainee</li> </ul>	<ul style="list-style-type: none"> <li>Lead and model ways to address concerns identified with the trainee and secure clear feedback on next steps within this context for the trainee</li> </ul>	<ul style="list-style-type: none"> <li>Rehearse conversations to address concerns with the trainee</li> <li>Be present and encourage the trainee to lead conversations to address concerns</li> <li>Step in to support when the trainee asks</li> </ul>
<i>Enable and encourage the trainee to evaluate and improve their teaching</i>	<ul style="list-style-type: none"> <li>Review evaluated lesson plans before weekly mentor meetings</li> <li>Identify clear targets based on evaluated plans</li> </ul>	<ul style="list-style-type: none"> <li>Discuss evaluated lesson plans in weekly meetings</li> <li>Identify with the trainee clear targets based on evaluated plans</li> </ul>	<ul style="list-style-type: none"> <li>Critically discuss evaluated lesson plans in weekly meetings</li> <li>Guide the trainee to set development targets based on this conversation</li> </ul>
<i>Enable the trainee to access, utilise and interpret robust educational research to inform their teaching</i>	<ul style="list-style-type: none"> <li>Know what research the trainee is accessing at university</li> <li>Discuss findings from university-led research in some mentor meetings – signposting ways in which this could link to the trainee's current practice</li> </ul>	<ul style="list-style-type: none"> <li>Guide the trainee to share key messages from their university taught sessions or research they are undertaking for their assignments</li> <li>Discuss ways in which this research could be used within the trainee's current practice</li> </ul>	<ul style="list-style-type: none"> <li>Collaboratively review key research aligned to the trainee's assignments</li> <li>Discuss with the trainee ways in which this research could support their planning</li> <li>Critically reflect on the impact of research within the trainee's practice</li> </ul>

**Standard 3: Set high expectations and induct the trainee to understand their role and responsibilities as a teacher**

Standard Prompts	Establishing Practice in ITE Mentoring	Embedding Practice in ITE Mentoring	Enhancing Practice in ITE Mentoring
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<i>Encourage the trainee to participate in the life of the school and understand its role within the wider community</i>	<ul style="list-style-type: none"> <li>Assign the trainee as an observer to a tutor group</li> <li>Signpost extra-curricular opportunities to the trainee and encourage them to undertake at least one such opportunity during their placement</li> <li>Provide an opportunity for a trainee to attend a parent's evening / meeting alongside an experienced member of staff</li> </ul>	<ul style="list-style-type: none"> <li>Involve the trainee in leading some aspects of form tutor duties</li> <li>Involve the trainee in any extra-curricular activities you lead, modelling aspects of Health and Safety this might involve</li> <li>Guide and involve the trainee in discourse with parents</li> </ul>	<ul style="list-style-type: none"> <li>Critically reflect on their future role as a form tutor within some mentor meetings</li> <li>Discuss the impact extra-curricular activities can have on outcomes for both teachers and students</li> <li>Critically reflect on the impact of discourse with parents</li> </ul>
<i>Support the trainee in developing the highest standards of professional and personal conduct</i>	<ul style="list-style-type: none"> <li>Clarify professional expectations, duties and other additional responsibilities to the trainee</li> <li>Introduce the trainee to the SENDCo and discuss his/ her role and support for classroom practice</li> <li>Monitor perceptions of the trainee's professional conduct within the setting and address any concerns within a timely fashion - notifying the university of any actions taken</li> </ul>	<ul style="list-style-type: none"> <li>Discuss with the trainee his/ her professional conduct within the setting regularly – identifying strengths and setting targets where needed</li> <li>Guide the trainee to liaise with the SEND team to plan for Wave 1 interventions within his / her practice</li> <li>Raise professional concerns in a timely fashion with the university and develop a shared intervention</li> </ul>	<ul style="list-style-type: none"> <li>Critically reflect on the impact of the trainee's professional conduct within the setting</li> <li>Critically reflect on the impact of Wave 1 interventions within the trainee's practice</li> <li>Raise professional concerns in a timely fashion with the university and develop a school-led intervention</li> </ul>
<i>Support the trainee in promoting equality and diversity</i>	<ul style="list-style-type: none"> <li>Signpost the setting's Equality Policy with the trainee during induction</li> <li>Discuss aspects of inclusion within day to day practice – aligned to the Teachers' / EFT Standards</li> </ul>	<ul style="list-style-type: none"> <li>Discuss with the trainee opportunities within lessons to promote equality and diversity</li> <li>Develop specific inclusion targets for the trainee within their day to day practice</li> </ul>	<ul style="list-style-type: none"> <li>Critically reflect with the trainee on lessons to promote equality and diversity</li> <li>Critically reflect with the trainee the impact inclusion strategies have on learning outcomes</li> </ul>
<i>Ensure the trainee understands and complies with relevant legislation, including that related to the safeguarding of children</i>	<ul style="list-style-type: none"> <li>Check that the trainee has a university safeguarding letter when s/he arrives on the placement</li> <li>Ensure the trainee undertakes the setting's safeguarding training</li> <li>Signpost the DSLs within the setting to the trainee</li> </ul>	<ul style="list-style-type: none"> <li>Discuss with the trainee the role of effective safeguarding practices within the setting</li> <li>Review and clarify the trainee's understanding of safeguarding within your setting</li> </ul>	<ul style="list-style-type: none"> <li>Critically reflect on a safeguarding case study with the trainee</li> </ul>
<i>Support the trainee to develop skills to manage time effectively</i>	<ul style="list-style-type: none"> <li>Identify how the trainee should use their non-contact time effectively to meet the requirements of the placement</li> </ul>	<ul style="list-style-type: none"> <li>Guide and monitor the impact of how the trainee can use their non-contact time effectively to meet the requirements of the placement</li> </ul>	<ul style="list-style-type: none"> <li>Use open questions to coach the trainee in developing a strategy to manage their time effectively during the placement</li> </ul>



**Standard 4: Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITT partnerships.**

Standard Prompts	Establishing Practice in ITE Mentoring	Embedding Practice in ITE Mentoring	Enhancing Practice in ITE Mentoring
<i>Ensure consistency by working with other mentors and partners to moderate judgements</i>	<ul style="list-style-type: none"> <li>Conduct a joint observation with an academic lead from the university – agree the trainee’s strengths and development targets collaboratively</li> <li>Review your mentoring practice with peers within your setting – agree a trainee’s strengths and development targets collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>Conduct a joint observation with an academic lead from the university –lead discourse on the trainee’s strengths and development targets collaboratively</li> <li>Review your mentoring practice with peers within your setting –lead on a trainee’s strengths and development targets</li> </ul>	<ul style="list-style-type: none"> <li>Conduct a joint observation with an academic lead from the university –lead discourse on the trainee’s strengths and development targets collaboratively</li> <li>Critically reflect on the impact of mentoring across your setting – lead a development plan to enhance impact</li> <li>Support and guide new mentors within your setting</li> </ul>
<i>Continue to develop their own mentoring practice and subject and pedagogical expertise by accessing appropriate professional development and engaging with robust research</i>	<ul style="list-style-type: none"> <li>Attend at least 2 university mentor training / CPD events</li> <li>Track performance aligned to the ITE Mentor Standard tracking document</li> </ul>	<ul style="list-style-type: none"> <li>Work with university leads to develop input on mentor training / CPD</li> <li>Identify areas for development within the ITE Mentor Standard tracking document</li> <li>Plan to develop further research into mentoring</li> </ul>	<ul style="list-style-type: none"> <li>Lead mentor training / CPD university sessions</li> <li>Complete outstanding areas for development within the ITE Mentor Standard tracking document</li> <li>Pursue further Level 7 study incorporating this field of practice.</li> </ul>



Sources:

National Standards for school-based initial teacher training (ITT) mentors (July 2016):

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/536891/Mentor\\_standards\\_report\\_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/536891/Mentor_standards_report_Final.pdf)

Early Career Framework (January 2019):

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/773705/Early-Career\\_Framework.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/773705/Early-Career_Framework.pdf)

Eliminating unnecessary workload around marking (March 2016):

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf)

Eliminating unnecessary workload around planning and teaching resources (March 2016):

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/511257/Eliminating-unnecessary-workload-around-planning-and-teaching-resources.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511257/Eliminating-unnecessary-workload-around-planning-and-teaching-resources.pdf)

Eliminating unnecessary workload associated with data management (March 2016):

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/511258/Eliminating-unnecessary-workload-associated-with-data-management.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511258/Eliminating-unnecessary-workload-associated-with-data-management.pdf)

UCL Verbal Feedback Report (August 2019):

<https://www.teachertoolkit.co.uk/2019/09/28/verbal-feedback-report/>



## Example Progress Journal Pages

PJ Phase 1: Weekly Review Page / Computer Science (boxes expand as you add evidence)

**Week commencing** Click or tap to enter a date.

### ITE Curriculum Evidence Log:

BCU Themes and reflection on practice:		
<b>A. How I have used critical enquiry and research informed practice to develop my understanding of effective teaching and learning (including the academic reading you have engaged with, see reading lists).</b>		
I have learnt that: Click or tap here to enter text.	I have learnt how to: Click or tap here to enter text.	Impact: Click or tap here to enter text.
<b>B. How my classroom practice has established effective behaviour management using high expectations and awareness of pupils' well-being.</b>		
I have learnt that: Click or tap here to enter text.	I have learnt how to: Click or tap here to enter text.	Impact: Click or tap here to enter text.
<b>C. How my knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn has impacted on pupils' progress and well-being.</b>		
I have learnt that: Click or tap here to enter text.	I have learnt how to: Click or tap here to enter text.	Impact: Click or tap here to enter text.
<b>D. How I have planned and assessed learning to ensure that all pupils make progress.</b>		
I have learnt that: Click or tap here to enter text.	I have learnt how to: Click or tap here to enter text.	Impact: Click or tap here to enter text.
<b>E. How I have implemented effective adaptive teaching approaches to support all learners, including SEND and EAL learners.</b>		
I have learnt that: Click or tap here to enter text.	I have learnt how to: Click or tap here to enter text.	Impact: Click or tap here to enter text.
<b>F. How I have developed professional behaviour and contributed effectively to the wider life of the school (think about how you have demonstrated that you are Committed, Creative, Confident and Collaborative)</b>		
I have learnt that: Click or tap here to enter text.	I have learnt how to: Click or tap here to enter text.	Impact: Click or tap here to enter text.







BCU Subject Priorities:	Examples of ways you addressed some of these from this week:	CCF Reference
Developing logical thinking and research skills through creative problem solving	Click or tap here to enter text.	Choose an item.
Exploring the domain of computer science and IT	Click or tap here to enter text.	Choose an item.
Evaluating computer science and IT pedagogy	Click or tap here to enter text.	Choose an item.
Planning and structuring learning in computer science	Click or tap here to enter text.	Choose an item.
Creative, innovative and inclusive practice through computer science projects	Click or tap here to enter text.	Choose an item.
Developing as a subject professional	Click or tap here to enter text.	Choose an item.

Through interaction with expert colleagues, I have learnt:	
<b>That</b> <ul style="list-style-type: none"> <li>Click or tap here to enter text.</li> </ul>	<b>How</b> <ul style="list-style-type: none"> <li>Click or tap here to enter text.</li> </ul>

Observations of me this week identified (complete during SBT only):	
<b>Strengths</b> <ul style="list-style-type: none"> <li>Click or tap here to enter text.</li> </ul>	<b>Areas to develop (including subject knowledge)</b> <ul style="list-style-type: none"> <li>Click or tap here to enter text.</li> </ul>

I have:

Completed my module day reflection and/or relevant Journal Tasks	Choose an item.
Shared planning with my SM and host teachers	Choose an item.
Uploaded lesson observations to my One Drive	Choose an item.
Observed an expert teacher in my context	Choose an item.
Updated my subject knowledge tracker	Choose an item.





**Targets for the week ahead** (during SBT a maximum of three targets are negotiated between the trainee and subject mentor during the weekly mentor meeting).  
During SBT Mentor to sign off targets from last week (see previous week) in outcome box using the codes:

✓✓ = fully met

✓ = Partially met /carry forward

✗ = not met/carry forward

BCU Curriculum Themes:	SMART targets:	Outcomes (✓✓, ✓, ✗) :
C. How knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impacts on pupils' progress and well-being.	Click or tap here to enter text.	Choose an item.
	Actions to achieve: <ul style="list-style-type: none"> <li>Click or tap here to enter text.</li> <li>Click or tap here to enter text.</li> <li>Click or tap here to enter text.</li> </ul>	
Choose an item.	Click or tap here to enter text.	Choose an item.
	Actions to achieve: <ul style="list-style-type: none"> <li>Click or tap here to enter text.</li> <li>Click or tap here to enter text.</li> <li>Click or tap here to enter text.</li> </ul>	
Choose an item.	Click or tap here to enter text.	Choose an item.
	Actions to achieve: <ul style="list-style-type: none"> <li>Click or tap here to enter text.</li> <li>Click or tap here to enter text.</li> <li>Click or tap here to enter text.</li> </ul>	

**Date:** Click or tap to enter a date.

**Mentor signature / review**

Tutor check:

**An example Progress Journal entry**



Week commencing: 06/12/2021

ITE Curriculum Evidence Log:

BCU Themes and reflection on practice:		
A. How I have used critical enquiry and research informed practice to develop my understanding of effective teaching and learning (including the academic reading you have engaged with, see reading lists).		
<p>I have learnt that:</p> <p>We can use dialogic pedagogy when planning a critical analysis lesson of poetry. Questioning can be carefully constructed to enable pupils to discuss and develop literary analysis of a poem. This was fully outlined in Sida Nichols K. (2017) Chapter 5, which we reviewed in our BCU SP session.</p>	<p>I have learnt how to:</p> <p>In my peer group we reviewed the model in Sida Nichols chapter around Carol Ann Duffy's <i>Quickdraw</i> and then constructed a teaching episode with carefully planned questions around Seamus Heaney's <i>Digging</i>. We identified key words and literary techniques and scaffolded questions starting with identification to analysis by staging the questioning sequence.</p>	<p>Impact:</p> <p>Discussion engaged pupils and allowed them time to really think about what an appropriate response might be before they wrote it down. The quality of some written analysis in pupils' books improved through this dialogic scaffolding episode. I realised that there also needs to be a writing scaffold on hand to guide the transition from discussion to writing.</p>
B. How my classroom practice has established effective behaviour management using high expectations and awareness of pupils' well-being.		
<p>I have learnt that:</p> <p>Praise can motivate less engaged learners within Year 8 – it signposts clear expectations and ensures they receive immediate positive reinforcement.</p>	<p>I have learnt how to:</p> <p>Being very clear and consistent in sharing expectations leads to a more purposeful learning environment. Over emphasizing praise to reinforce expectations and expressing a clear reason for a reward is effective and when pupils choosing not to engage see peers being rewarded they start to conform and seek the reward too.</p>	<p>Impact:</p> <p>When pupils see praise and reward for specific behaviours many want to be included and seen to succeed. The number of praise points motivated a large number of significant pupils and I felt more positive about my impact at the end of the lesson. I now need to involve 3 less willing pupils more and find ways to motivate them as the praise points were not enough of an incentive in this week's lessons.</p>
C. How my knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn has impacted on pupils' progress and well-being.		
<p>I have learnt that:</p> <p>Question sequences should be planned in advance of a lesson using a clear cognitive sequence – starting with identification, moving to understanding and explaining (e.g. connotations) to closer examination of aspects of a text leading to developed literary analysis.</p>	<p>I have learnt how to:</p> <p>Plan a clear sequence of questions starting from core knowledge to analysis to support emerging literary analysis for my learners. This sequence successfully scaffolds analysis for learners and creates a</p>	<p>Impact:</p> <p>With scaffolding for questions I was able to model the ways to develop analysis as a series of steps and ways to probe more deeply into reader's response and writer's intention.</p>



	clearer sequence leading to pupils developing analysis skills without teacher support.	The quality of written analysis in pupils' books improved through this dialogic scaffolding episode.
<b>D. How I have planned and assessed learning to ensure that all pupils make progress.</b>		
I have learnt that: Effective whole class feedback should be focused on clear success criteria within an assessed task.	I have learnt how to: Use the department whole class feedback independently – clearly linking success and development point to the success criteria in the Year 10 Q3 assessment. By using live examples (unnamed) from pupils the feedback was relevant and bespoke to the needs of the class as a whole. This also helped me to design a very clear development task for the whole class that enabled them to identify elements of the writer's structure at the start middle and end point of the text.	Impact: Book trawl by SM 9.12.21 identified that I had used the WCF template well and identified areas of success aligned to the LO and linked success criteria.
<b>E. How I have implemented effective adaptive teaching approaches to support all learners, including SEND and EAL learners.</b>		
I have learnt that: Click or tap here to enter text.	I have learnt how to: Click or tap here to enter text.	Impact: Click or tap here to enter text.
<b>F. How I have developed professional behaviour and contributed effectively to the wider life of the school (think about how you have demonstrated that you are Committed, Creative, Confident and Collaborative)</b>		
I have learnt that: That I need to communicate learning intentions and directed support tasks to TAs.	I have learnt how to: Develop effective strategies to engage support staff - by emailing my TA for Year 7 I can direct her to support HG in a bespoke way within the lesson – this week to provide him with sentence starters to structure his writing to inform task	Impact: Email to AM 7.12.21 enabled her to come to the lesson prepared and immediately engage HG in tasks. The level and quantity of work achieved by HG was significantly higher as a result.



BCU Subject Priorities:	Examples of ways you addressed some of these from this week:	CCF Reference
Creative pedagogies for teaching English	Used a <u>Thunk</u> as a lesson starter this week in SBT.	4 - Classroom Practice
Exploring diversity in the English curriculum	Click or tap here to enter text.	Choose an item.
Critically engaging with English pedagogies for adaptive teaching	Questioning is a form of scaffolding and you can use knowledge questions to engage LPAs – it also useful to ask LPAs to recall more advanced answers from HPAs and think about how to build on these further in their critical analysis. Although planning questions extends the time spent in planning the outcomes for a range of learners was greatly improved.	3 - Subject and Curriculum
Exploring and practising the writer's craft	Advanced questions in poetry and structure questions in GCSE Language require me to guide learners to reflect on ways to critically reflect on the writer's craft – and this leads them to more advance analysis skills (better outcomes).	4 - Classroom Practice
Ensuring breadth and depth within the English curriculum	Click or tap here to enter text.	Choose an item.
Promoting <u>oracy</u> in the English classroom	Questions and dialogic teaching enable pupils to rehearse and develop their critical analysis skills and is core to engaging pupils fully with texts. From the discussion I need to carefully consider ways to scaffold ideas into written analysis – this can work with a writing frame and sentence starters.	2 - How Pupils Learn

Through interaction with expert colleagues, I have learnt:	
<b>That</b> <ul style="list-style-type: none"> <li>Interaction with TAs can support my knowledge of specific pupils' needs and strategies they have used in other classes to support and secure positive outcomes.</li> </ul>	<b>How</b> <ul style="list-style-type: none"> <li>Pupils can work on print outs of <u>powerpoints</u> as a writing frame (if I add lines) as this limits the need for copying and gets them straight into the cognitive challenge of a task. The TA can then ensure this is carefully glued into the learner's exercise book.</li> </ul>

Observations of me this week identified (complete during SBT only):	
<b>Strengths</b> <ul style="list-style-type: none"> <li>Purposeful starter task to recap prior learning within the text.</li> </ul>	<b>Areas to develop</b> (including subject knowledge)





<ul style="list-style-type: none"> <li>I am developing a better pace in my teaching by adding timer images to my PowerPoint slides as a reminder to myself within the lesson.</li> <li>Clear modelling of a quotation explosion with learners contributing.</li> <li>Identifying appropriate features for language analysis.</li> <li><u>Scaffolded</u> questioning in lesson plan to guide discussion.</li> <li>Verbal praise for learners making positive verbal contributions</li> </ul>	<ul style="list-style-type: none"> <li>Reduce text content on PowerPoint slides to support cognitive load for learners.</li> <li>Find another strategy for questioning sequences other than hands up to target questions to a range of learners.</li> </ul>
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I have:

Completed my module day reflection and/or relevant Journal Tasks	Yes
Shared planning with my SM and host teachers	Yes
Uploaded lesson observations to my One Drive	Yes
Observed an expert teacher in my context	No
Updated my subject knowledge tracker	No

**Targets for the week ahead** (during SBT a maximum of three targets are negotiated between the trainee and subject mentor during the weekly mentor meeting).

During SBT Mentor to sign off targets from last week (see previous week) in outcome box using the codes:

✓✓ = fully met

✓ = Partially met /carry forward

✗ = not met/carry forward

BCU Curriculum Themes:	SMART targets:	Outcomes (✓✓, ✓, ✗) :
C. How knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impacts on pupils' progress and well-being.	Scaffold the stages of critical analysis in clear manageable chunks within all PowerPoints this week.  Actions to achieve: <ul style="list-style-type: none"> <li>Use the Guided Learning Journey PowerPoint to structure an 'I do / we do / we do more / you do' sequence within your lessons.</li> <li>Limit text to 3 short bullet points of key information on each slide</li> <li>Dual code all key learning points to support learners' memory of a key point</li> </ul>	Choose an item.
D - How to plan and assess learning to ensure that all pupils make progress.	Use cold calling in lessons this week.  Actions to achieve: <ul style="list-style-type: none"> <li>Establish and justify a no hands up rule in all classes.</li> </ul>	Choose an item.



PJ Phase 1: Weekly Review Page / English (boxes expand as you add evidence)

	<ul style="list-style-type: none"><li>Identify learners to target questions to in this week's long lesson plan.</li><li>Ensure a range of learners / different abilities are asked a range of questions</li></ul>	
Choose an item.	Click or tap here to enter text.	Choose an item.
	Actions to achieve: <ul style="list-style-type: none"><li>Click or tap here to enter text.</li><li>Click or tap here to enter text.</li><li>Click or tap here to enter text.</li></ul>	

Date: 10/12/2021

Mentor signature / review

Tutor check:



## PGCE Review and Progress Meeting dates

<b>Core PGCE and School Direct</b>	<b><i>Teach Central School Direct only</i></b>
20 September 2021 - Introductory PRM	20 September 2021 - Introductory PRM
6 December 2021 – PRM 1 (formative)	8 November 2021 – PRM 1
January 2022 – informal PRM 2 meetings (formative)	13 December 2021 – PRM 2 - Summative Assessment Point
7 February 2022 – PRM 3 - Summative Assessment Point	28 February 2022– PRM 3 (formative)
4 April 2022– PRM 4 (formative)	4 April 2021 – PRM 4 (formative)
23 May 2022 – PRM 5 –QTS review	23 May 2022 – PRM 5 - Summative QTS review
4 July 2022 – PRM 6 - QTS Assessment Point	4 July 2022 – PRM 6 - QTS Assessment Point)



## Trainee Learning Event Form

**Date:** Click or tap to enter a date.

1. Briefly describe the 'Critical Incident'<sup>10</sup> which stimulated your critical reflection and led to your professional growth at this point in your training.

Click or tap here to enter text.

2. In response to this 'Critical Incident' identify the research-informed<sup>11</sup> professional actions taken that demonstrated your **intention**.

Click or tap here to enter text.

3. What steps did you take to secure the **implementation** of these actions?

Click or tap here to enter text.

4. Identify the **impact** your practices had in terms of securing a) pupil progress and b) your understanding of your professional responsibilities.

Click or tap here to enter text.

Click or tap here to enter text.

<sup>10</sup> Tripp's (1993) Critical Incident Framework is used to support teachers who are new to the profession who might struggle to identify situations that should be used to reflect on their own professional development.

<sup>11</sup> In sourcing research you should refer to both personal academic review and that suggested by an expert colleague.



5. Identify the BCU ITE Curriculum Themes you have addressed through this Learning Event:

Theme	Evidenced
A. How trainees use critical enquiry and research informed practice to develop their understanding of effective teaching and learning.	Choose an item.
B. How classroom practice establishes effective behaviour management through the use of high expectations and awareness of pupil wellbeing.	Choose an item.
C. How trainees' knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impact on pupils' progress and wellbeing	Choose an item.
D. How trainees plan and assess learning to ensure that all pupils make progress	Choose an item.
E. How trainees implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners.	Choose an item.
F. How trainees have developed professional behaviours and contribute effectively to the wider life of the school.	Choose an item.

6. Subject / Phase Specific priorities addressed:

Theme	Evidenced
	Choose an item.
	Choose an item.
	Choose an item.
	Choose an item.
	Choose an item.
	Choose an item.





## PGCE Review Meeting Form

This record confirms the trainee's formative progress is accurately recorded ahead of calendared meetings with their BCU subject tutor.

**Date of review meeting deadline:** Choose an item.

Trainee	Click or tap here to enter text.	Subject	Choose an item.
Subject Mentor	Click or tap here to enter text.	School	Click or tap here to enter text.
Today's date	Click or tap to enter a date.	Professional Mentor	Click or tap here to enter text.

I confirm that the BCU ITE Curriculum Tracker has been reviewed in weekly Subject Mentor meetings and the following formative judgements accurately demonstrate the trainee's progress at this point.

A. How to use critical enquiry and research informed practice to develop an understanding of effective teaching and learning.	Choose an item.
B. How classroom practice establishes effective behaviour management using high expectations and awareness of pupils' well-being.	Choose an item.
C. How knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impacts on pupils' progress and well-being.	Choose an item.
D. How to plan and assess learning to ensure that all pupils make progress.	Choose an item.
E. How to implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners.	Choose an item.
F. How to develop professional behaviour and contribute effectively to the wider life of the school.	Choose an item.

Is there a RIT in place for this trainee? Choose an item.

If yes – is the trainee on track to meet RIT targets? Choose an item.

**Signed by Subject Mentor:** Click or tap here to enter text.

Please email this form to the BCU Subject Tutor working with your trainee.



## PGCE Progress Meeting Form

This record confirms the trainee's formative progress is accurately recorded ahead of calendared meetings with their BCU subject tutor.

Date of progress meeting deadline: Choose an item.

Trainee	Click or tap here to enter text.	Subject	Choose an item.
Subject Mentor	Click or tap here to enter text.	School	Click or tap here to enter text.
Today's date	Click or tap to enter a date.	Professional Mentor	Click or tap here to enter text.

I confirm that the BCU ITE Curriculum Tracker has been reviewed in weekly Subject Mentor meetings and the following judgements accurately demonstrate the trainee's progress at this point.

<b>A. How to use critical enquiry and research informed practice to develop an understanding of effective teaching and learning.</b>	Choose an item.
Identified strengths: Click or tap here to enter text. Click or tap here to enter text. Click or tap here to enter text.	Areas to develop: Click or tap here to enter text. Click or tap here to enter text. Click or tap here to enter text.
<b>B. How classroom practice establishes effective behaviour management using high expectations and awareness of pupils' well-being.</b>	Choose an item.
Identified strengths: Click or tap here to enter text. Click or tap here to enter text. Click or tap here to enter text.	Areas to develop: Click or tap here to enter text. Click or tap here to enter text. Click or tap here to enter text.
<b>C. How knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impacts on pupils' progress and well-being.</b>	Choose an item.
Identified strengths:	Areas to develop:



Click or tap here to enter text. Click or tap here to enter text. Click or tap here to enter text.	Click or tap here to enter text. Click or tap here to enter text. Click or tap here to enter text.
<b>D. How to plan and assess learning to ensure that all pupils make progress.</b>	Choose an item.
Identified strengths: Click or tap here to enter text. Click or tap here to enter text. Click or tap here to enter text.	Areas to develop: Click or tap here to enter text. Click or tap here to enter text. Click or tap here to enter text.
<b>E. How to implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners.</b>	Choose an item.
Identified strengths: Click or tap here to enter text. Click or tap here to enter text. Click or tap here to enter text.	Areas to develop: Click or tap here to enter text. Click or tap here to enter text. Click or tap here to enter text.
<b>F. How to develop professional behaviour and contribute effectively to the wider life of the school.</b>	Choose an item.
Identified strengths: Click or tap here to enter text. Click or tap here to enter text. Click or tap here to enter text.	Areas to develop: Click or tap here to enter text. Click or tap here to enter text. Click or tap here to enter text.

QTS Expectations: State whether the trainee is meeting expectations relating to QTS completion at this point in the training year?		
PRM1: 7 Feb 2022	4 judgements on the BCU ITE Tracker at the Establishing grade	Choose an item.
PRM2: 23 May 2022	All judgements on the BCU ITE Tracker at the Establishing grade	Choose an item.
PRM3: 4 July 2022	All judgements on the BCU ITE Tracker at the Establishing grade	Choose an item.

Is there a RIT in place for this trainee? Choose an item.

If yes – is the trainee on track to meet RIT targets? Choose an item.

**Signed by Subject Mentor:** Click or tap here to enter text.

Please email this form to the BCU Subject Tutor working with your trainee.



## Aide Memoire For PGCE Professional Mentors:

In September 2021	
Welcome trainees (SD Teach Central and BCTSA – complete online BCU QA survey for SBT placements)	
Confirm SBT offers internally and inform BCU Education Partnerships of any changes	
Confirm subject mentors and contact details with BCU Education Partnerships	
Review BCU PGCE Secondary Partnership Webpages with subject mentor team	
Review BCU ITE Curriculum and paperwork with subject mentor team	
Advertise and attend Mentor CPD 1 Event	
Ensure all subject mentors complete BCU Mentor Audit and have forwarded them to Education Partnerships	
After Mentor CPD1	
Prepare an Induction Pack for BCU trainees	
Confirm trainee timetables and secure mentor meeting time	
Identify weeks for SEND, primary and post 16 experiences. - Contact BCU for any assistance with SEND placement (for schools with large cohorts of BCU trainees)	
Welcome trainees (core and other SD routes)	
Complete online BCU QA survey for SBT placements	
Home School SBT Placement 1 (autumn term 2 and spring term 1)	
Monitor trainees have settled into Home School with subject mentors	
Begin quality assurance process – sampled joint lesson observations / observed SM meetings	
Signpost Subject Mentor Drop in sessions to your mentors	
Advertise and attend Mentor CPD2	
Ensure all subject mentors have accessed Mentor CPD2	
Check Phase 1 Progress Reviews (end of autumn term 2) have been completed and submitted – sample and quality assure judgements aligned to trainees' Progress Journals and evidence	
Prepare for contrasting school trainee induction day and timetables	
Contrasting School SBT Placement (spring term 2)	
Monitor contrasting school trainees have settled into your school with subject mentors	



Give evaluative feedback to Strategic Partnership Committee reps (advertised on BCU PGCE Secondary Partnership Webpages)	
Monitor progress and well-being of contrasting school trainees	
Check Phase 2 Progress Reviews have been completed and submitted – sample and quality assure judgements aligned to trainees' Progress Journals and evidence	
Home School SBT Placement 2 (autumn term 2 and spring term 1)	
Issue new Home School Phase 3 timetables – ensure there is opportunity to extend to 14 hours teaching w/c 6 June 2022	
Signpost Subject Mentor Drop-in sessions to your mentors	
Advertise and attend Mentor CPD3	
Ensure all subject mentors have accessed Mentor CPD2	
Continue quality assurance process – sampled joint lesson observations / observed SM meetings	
Check Phase 3 / QTS Progress reviews have been completed and submitted – sample and quality assure judgements aligned to trainees' Progress Journals and evidence	
Complete an online BCU evaluation at the end of the academic year	

## Notes: