

PGCE Primary & Early Years Education with QTS

&

BA Primary & Early Years Education with QTS

School Based Training

**Mentor Guidance**

**2023/24**

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**BCU ITE Curriculum**

THE BCU ITE Curriculum complies with the ITT Core Content Framework (DfE, 2019). Each module within the ITE Curriculum ensures that Associate Teachers acquire **research-led subject, pedagogical and curriculum knowledge**, and **develop a clear insight into how to implement this knowledge** as they develop their teaching skills with the support of expert colleagues across the BCU regional partnership.

The ITE Curriculum at BCU comprises six themes which are embedded throughout the university-based sessions and your school-based training modules:

1. **Associate Teacher uses critical enquiry and research informed practice to develop their understanding of effective teaching and learning**
2. **Associate Teacher’s classroom practice establishes effective behaviour management using high expectations and awareness of pupil wellbeing**
3. **Associate Teacher knows more, remembers more, and applies subject knowledge and subject specific pedagogy to impact on pupils’ progress**
4. **Associate Teacher uses knowledge about how pupils learn to plan and assess learning to ensure that all pupils make progress**
5. **Associate Teacher implements effective adaptive teaching approaches to meet all learners’ needs, including SEND (Special Educational Needs and Disability) and EAL (English as an Additional Language learners).**
6. **Associate Teacher demonstrates professional behaviours and contributes effectively to the wider life of the school**

Associate Teachers are assessed against the BCU ITE Curriculum using the BCU ITE Assessment Tracker. This document is used to track Associate Teacher progress from the beginning of the course until the final stages of the course when Associate Teachers are summatively assessed against the Teachers’ Standards for the award of Qualified Teacher Status (QTS).

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| **Tracking Document: BCU ITE Curriculum, ITT Core Content Framework & Teachers’ Standards:** *Associate Teacher are no longer assessed against the Teachers’ Standards during the training year. The Teachers’ Standards are used summatively to assess Associate Teacher at the end of the course for their award of QTS. The Core Content Framework is not an assessment framework; rather, Associate Teacher’ progress is measured against the providers curriculum. The information below explains how the BCU ITE Curriculum, ITT Core Content Framework and the Teachers’ Standards are mapped against each other.*  |
| **Teachers’ Standards – used to summatively assess Associate Teacher at the end of the course for the award of QTS** | **BCU ITE Curriculum Themes and ITT Core Content Framework** |
| **PREAMBLE:** Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils. *It’s important to see the Teachers’ Standards through the lens of the impact they have on pupil progress.* | **The BCU ITE Curriculum Key Themes** will signpost the complex and interconnected learning route through a coherent teacher education programme.**The ITT Core Content Framework** has been designed to support Associate Teacher development in 5 core areas – behaviour management, pedagogy, curriculum, assessment, and professional behaviours. It is presented in 8 sections: High Expectations; Managing Behaviour; How Pupils Learn; Classroom Practice; Adaptive Teaching; Curriculum; Assessment; Professional Behaviours. |
| **Standard 1: Set high expectations which inspire, motivate and challenge pupils*** establish a safe and stimulating environment for pupils, rooted in mutual respect
* set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
* demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
 | **BCU ITE Curriculum Key Theme B**Associate Teachers classroom practice establishes effective behaviour management through the use of high expectations and awareness of pupil wellbeing.**ITT Core Content Framework** High Expectations and Managing Behaviour |
| **Standard 2: Promote good progress and outcomes by pupil be accountable for pupils’ attainment, progress and outcomes** * be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these
* guide pupils to reflect on the progress they have made and their emerging needs
* demonstrate knowledge and understanding of how pupils learn and how these impacts on teaching
* encourage pupils to take a responsible and conscientious attitude to their own work and study.
 | **BCU ITE Curriculum Key Theme C** Associate Teacher knows more, remembers more, and applies subject knowledge and subject specific pedagogy to impact on pupils’ progress**ITT Core Content Framework** How Pupils Learn Classroom Practice and Adaptive teaching |
| **Standard 3: Demonstrate good subject and curriculum knowledge**  * have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings
* demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
* demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject
* if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
* if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
 | **BCU ITE Curriculum Key Theme C** Associate Teachers’ knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impact on pupils’ progress and well-being.**BCU ITE Curriculum Key Theme E** Associate Teachers implement effective adaptive teaching approaches to support all learners, including SEND (Special Educational Needs and Disability) and EAL (English as an Additional Language learners)**ITT Core Content Framework** How Pupils LearnCurriculum |
| **Standard 4: Plan and teach well-structured lessons** * impart knowledge and develop understanding through effective use of lesson time
* promote a love of learning and children’s intellectual curiosity
* set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
* reflect systematically on the effectiveness of lessons and approaches to teaching
* contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
 | **BCU ITE Curriculum Key Theme D** Associate Teachers plan and assess learning to ensure that all pupils make progress.**ITT Core Content Framework**Classroom Practice and Adaptive TeachingAssessment |
| **Standard 5: Adapt teaching to respond to the strengths and needs of all pupils*** know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
* have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these
* demonstrate an awareness of the physical, social, and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development
* have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
 | **BCU ITE Curriculum Key Theme E** Associate Teachers implement effective adaptive teaching approaches to support all learners, including SEND (Special Educational Needs and Disability) and EAL (English as an Additional Language learners)**ITT Core Content Framework**How Pupils LearnClassroom Practice and Adaptive Teaching |
| **Standard 6: Make accurate and productive use of assessment*** know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
* make use of formative and summative assessment to secure pupils’ progress
* use relevant data to monitor progress, set targets, and plan subsequent lessons
* give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
 | **BCU ITE Curriculum Key Theme D** Associate Teachers plan and assess learning to ensure that all pupils make progress**ITT Core Content Framework**AssessmentCurriculum |
| **Standard 7: Manage behaviour effectively to ensure a good and safe learning environment** * have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy
* have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions, and rewards consistently and fairly
* manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them
* maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
 | **BCU ITE Curriculum Key Theme B** Associate Teacher’s classroom practice establishes effective behaviour management through the use of high expectations and awareness of pupil wellbeing**.****ITT Core Content Framework** High Expectations and Managing Behaviour |
| **Standard 8: Fulfil wider professional responsibilities** * make a positive contribution to the wider life and ethos of the school
* develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
* deploy support staff effectively
* take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
* communicate effectively with parents with regard to pupils’ achievements and well-being.
 | **BCU ITE Curriculum Key Theme A** Associate Teachers use critical enquiry and research informed practice to develop their understanding of effective teaching and learning.**BCU ITE Curriculum Key Theme F** Associate Teacher develops professional behaviours and contributes effectively to the wider life of the school.**ITT Core Content Framework**Professional Behaviours |
| **PART TWO: 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 understand, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
 | **BCU ITE Curriculum Key Theme A** Associate Teachers use critical enquiry and research informed practice to develop their understanding of effective teaching and learning**BCU ITE Curriculum Key Theme F** Associate Teachers develops professional behaviours and contributes effectively to the wider life of the school.**ITT Core Content Framework**Professional Behaviours |

**Assessing Associate Teachers: important considerations**

1. A partnership’s ITE curriculum sets out the aims of a teacher programme. It also sets out the structure for those aims to be implemented, including the knowledge, skills, and behaviours to be gained at each stage. It enables the evaluation of Associate Teachers’ knowledge and skills against those expectations (‘Initial teacher education inspection framework and handbook’, 2020, Paragraph 42).
2. The ongoing assessment of Associate Teachers should be largely formative and be used to check that Associate Teachers are gaining, applying, and refining the knowledge and skills set out in the ITE curriculum. Formative assessment is also essential to help Associate Teachers to embed knowledge and use it fluently.
3. Formative assessment of Associate Teachers will focus on subject and phase specific dimensions so will take account of how pupils can be taught to acquire expertise in each subject and phase.
4. Formative assessment will support mentors in giving subject and phase specific feedback and targets by focusing on:
	1. the scope and richness of the knowledge that pupils can acquire in each subject and how to plan and resource lesson sequences within specialist subject(s) in their phase, and to understand how sequences fit into and serve wider goals for that subject
	2. teaching that ensures that pupils integrate new knowledge into larger concepts or accounts and pupils remember and/or practise components of knowledge and skills
	3. Associate Teachers developing sufficient subject knowledge to identify and evaluate content for their teaching, considering matters of scope, coherence, sequencing and rigour
	4. teaching that promotes inclusion and supports pupils overcome barriers to learning
	5. adapting teaching, while maintaining high expectations, identifying misconceptions and correcting these through planning teaching and feedback
	6. assessment of what pupils have learned e.g.by looking for fluent recall or deployment in order to establish whether pupils have embedded a concept or procedure, as intended
	7. behaviour management that includes setting and securing high standards of behaviour, creating an environment that allows pupils to focus on learning, and establishing classroom routines.
5. Formative assessment will be used by partnership leaders to evaluate the impact of the education and training offered to Associate Teachers by assessing whether Associate Teachers know more and remember more of the intended curriculum and apply that knowledge to their practice.
6. ‘The [Teachers’] standards need to be applied as appropriate to the role and context within which a Associate Teacher or teacher is practising. Providers of initial teacher training (ITT) should assess Associate Teachers [at the end of their training) against the standards in a way that is consistent with what could reasonably be expected of a Associate Teacher prior to the award of QTS.’ (‘Teachers’ Standards’, Paragraph 6) The Teachers’ Standards have been mapped to the BCU ITE Assessment Tracker so Associate Teachers judged to have met all of the statements within the **Working at** column will have been judged to be eligible for the award of QTS.

During each school-based training (SBT) there will be a Review and a Progress meeting with the Associate Teacher, the mentor and BCU University Tutor. The Associate Teacher will prepare a critical incident, outlining ‘intent’, ‘implementation’ and ‘impact’ of the experience, articulating their learning and progress via a professional conversation, supported by a range of evidence.

**KEY DATES**

**Mentor Induction:** A recording is available on the Mentor CPD section on the [Primary Partnership Website](https://www.bcu.ac.uk/education-and-social-work/partnerships-and-%20collaborations/primary-early-years-partnerships/) For ease of access, please see below.

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| **Mentor Induction Recording and PowerPoint**  | [Click to access Mentor Induction PowerPoint](file:///C%3A%5CUsers%5CID120141%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.Outlook%5C619Y6QZN%5CClick%20to%20access%20Mentor%20Induction%20PowerPoint)  [Click to access Mentor Induction Video](file:///C%3A%5CUsers%5CID120141%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.Outlook%5C619Y6QZN%5CClick%20to%20access%20Mentor%20Induction%20Video)  |

**Mentor CPD dates 2023-24**

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| --- | --- | --- |
| **CPD 1** | [Monday 6 November](https://teams.microsoft.com/l/meetup-join/19%3Ameeting_NWFlYWM3OGEtZDU3Mi00MDI0LWJiN2ItYTQwMjI1ZDQ1YjMz%40thread.v2/0?context=%7b%22Tid%22%3a%227e2be055-828a-4523-b5e5-b77ad9939785%22%2c%22Oid%22%3a%220bcae5b5-745e-489f-b067-b154703333cb%22%7d) **or**  [Thursday 9 November](https://teams.microsoft.com/l/meetup-join/19%3Ameeting_ZDgxYmJlNTQtNTYzZC00NTMzLWEzNjktM2FiMGRkMjE2NDQy%40thread.v2/0?context=%7b%22Tid%22%3a%227e2be055-828a-4523-b5e5-b77ad9939785%22%2c%22Oid%22%3a%220bcae5b5-745e-489f-b067-b154703333cb%22%7d) 20233.45 - 4.45 pm | **Focus**: Giving effective feedback, written and verbal. What makes a good mentor or good mentoring? Supporting Associate Teachers in the critical incident step by step process.  |
| **CPD 2** | [Tuesday 21 November](https://teams.microsoft.com/l/meetup-join/19%3Ameeting_OTQzMTZjOTMtMjVlYy00MzViLTlkMDYtMzA3YTdhMmQ1ZTJi%40thread.v2/0?context=%7b%22Tid%22%3a%227e2be055-828a-4523-b5e5-b77ad9939785%22%2c%22Oid%22%3a%220bcae5b5-745e-489f-b067-b154703333cb%22%7d) or [Thursday 23 November](https://teams.microsoft.com/l/meetup-join/19%3Ameeting_NTE0M2U5NTctZDE5Zi00NjgwLWJkMDktZDllYzIyNjlhODAy%40thread.v2/0?context=%7b%22Tid%22%3a%227e2be055-828a-4523-b5e5-b77ad9939785%22%2c%22Oid%22%3a%220bcae5b5-745e-489f-b067-b154703333cb%22%7d) | **Focus:**Using the BCU ITE Curriculum to set appropriate **SMART targets** to support Associate Teacher development and progress. Critical incident update and quality of evidence. Assessing Associate Teachers accurately against the BCU ITE Assessment tracker.  |
| **Drop-in** | [Monday 27 November](https://teams.microsoft.com/l/meetup-join/19%3Ameeting_NjMxOWQwYmMtMzllNi00OWEzLWIzNTMtN2Y1NTI2MmU4M2Qw%40thread.v2/0?context=%7b%22Tid%22%3a%227e2be055-828a-4523-b5e5-b77ad9939785%22%2c%22Oid%22%3a%220bcae5b5-745e-489f-b067-b154703333cb%22%7d) or [Tuesday 28 November](https://teams.microsoft.com/l/meetup-join/19%3Ameeting_ZGE2ZmE0MDUtNmFlOC00NzBjLTg0M2ItZGU3YzJkNGE4N2Y3%40thread.v2/0?context=%7b%22Tid%22%3a%227e2be055-828a-4523-b5e5-b77ad9939785%22%2c%22Oid%22%3a%220bcae5b5-745e-489f-b067-b154703333cb%22%7d)4.00 - 5.00 pm  | **Focus:**Questions and answer drop-in session to support all mentors in school.  |
| **CPD3** | [Monday 22 January](https://teams.microsoft.com/l/meetup-join/19%3Ameeting_NDYwNGQ5NTgtNTllYi00Zjc0LTlmNDAtZjZlNGFiYjI3MDhh%40thread.v2/0?context=%7b%22Tid%22%3a%227e2be055-828a-4523-b5e5-b77ad9939785%22%2c%22Oid%22%3a%220bcae5b5-745e-489f-b067-b154703333cb%22%7d)or [Tuesday 23 January](https://teams.microsoft.com/l/meetup-join/19%3Ameeting_ZDhiY2UwYzAtYzQ3OC00MjdhLWE2N2EtYzkxZjFlY2M4Y2Fj%40thread.v2/0?context=%7b%22Tid%22%3a%227e2be055-828a-4523-b5e5-b77ad9939785%22%2c%22Oid%22%3a%220bcae5b5-745e-489f-b067-b154703333cb%22%7d)4.00 - 5.00 pm | **Focus**: Bespoke: Supporting new schools and mentors working with PGCE SBT2 and BA Year 2 Associate Teachers |
| **CPD 4** | [Tuesday 5 March](https://teams.microsoft.com/l/meetup-join/19%3Ameeting_NjhiZDg2YmEtM2U1Ni00MzNhLWFiOTctMjc4ZjVlMWUxYjRm%40thread.v2/0?context=%7b%22Tid%22%3a%227e2be055-828a-4523-b5e5-b77ad9939785%22%2c%22Oid%22%3a%220bcae5b5-745e-489f-b067-b154703333cb%22%7d) **or** [Thursday 7 March](https://teams.microsoft.com/l/meetup-join/19%3Ameeting_YTE1ZmYxODEtN2U4Yi00YzA1LWI1YzEtNGNkZjk1YTZlN2Nk%40thread.v2/0?context=%7b%22Tid%22%3a%227e2be055-828a-4523-b5e5-b77ad9939785%22%2c%22Oid%22%3a%220bcae5b5-745e-489f-b067-b154703333cb%22%7d)20243.45 - 4.45 pm  | **Focus:** Challenging our Associate Teachers to use their developing subject knowledge to have an impact on the learners in their class. How does the Progress meeting demonstrate professional competency? |
| **Drop-in** | [Monday 22 April](https://teams.microsoft.com/l/meetup-join/19%3Ameeting_MzUyNDM4MWUtNTQ0Zi00ZjJmLTkzMjktNzNhMmNkOTY3NjIx%40thread.v2/0?context=%7b%22Tid%22%3a%227e2be055-828a-4523-b5e5-b77ad9939785%22%2c%22Oid%22%3a%220bcae5b5-745e-489f-b067-b154703333cb%22%7d)or [Tuesday 23 April](https://teams.microsoft.com/l/meetup-join/19%3Ameeting_N2ViZjllYjMtMjk4NC00NjAwLTk2MzgtNGU4Y2YyOWU2OWY2%40thread.v2/0?context=%7b%22Tid%22%3a%227e2be055-828a-4523-b5e5-b77ad9939785%22%2c%22Oid%22%3a%220bcae5b5-745e-489f-b067-b154703333cb%22%7d)4.00 - 5.00 pm  | **Focus:**Questions and answer drop-in session to support all mentors in school.  |

**PRELIMINARY VISITS SUPPORT**

**School Induction procedures** should include:

* Information about the context and ethos of the school. An overview of the school’s priorities for teaching and learning and arrangements for the Associate Teacher’s placement.
* A tour of the school and the school’s facilities.
* Safeguarding: Prior to the placement the Associate Teacher is required to complete Level One Safeguarding training, plus an online Safeguarding Quiz and the Home Office Prevent training. Please discuss this with the Associate Teacher. Provide the Associate Teacher with access to the school’s Child Protection and Safeguarding information, including local safeguarding priorities that are currently impacting on the school.
* Health and Safety: Health and Safety Induction information gathering from the relevant H&S Policies.
* Policies: Access to relevant policies including Behaviour Management; SEND; Assessment, Marking and Feedback; Teaching and Learning; Curriculum Subjects
* Staffing: Overview of staff including roles and responsibilities.
* School’s expectations: Outline of the school’s expectations including time keeping, dress code, online safety, GDPR, use of social media, engaging with parents/carers.
* Confirm arrangements for any meetings. Outline of the opportunities in school for Associate Teachers, e.g. as applicable; involvement in an extra-curricular activity, CPD. Identify staff meetings/training that Associate Teacher should attend during the School Based Training. Unless advised otherwise by the school, Associate Teachers should attend ALL whole school/phase meetings and training.
* Observing colleagues. Discuss protocol when observing/ shadowing teachers. When observing a teacher, Associate Teachers will complete an observation form (a copy is in their Progress Journal), making notes to inform their own practice.
* Confirm arrangements for playtime, lunchtimes, breaks, start and end of day. Information about the school day, including children’s arrival times, playtime(s), lunchtime, moving around the school and leaving school at the end of the day. Expected time of arrival in school and departure of staff and Associate Teachers, including any phased timings.

**During the preliminary visits**, Associate Teachers gather a range of information about the school and class as well as getting to know the children. They will be asking a variety of questions about the following aspects:

Expectations for Planning:

* Procedures and identification of topics/subjects be taught during the placement.
* Negotiating the timetable to be taught between teacher and Associate Teacher: e.g. team teaching, teaching of small groups, 1:1 interventions etc.
* Discuss school’s arrangements for catch up support and any input to be given by the Associate Teacher
* Discuss the school’s medium/weekly term planning for the areas the Associate Teacher will be teaching.
* Identify resources to support learning and teaching, including where relevant, online materials to support remote learning and teaching.
* Associate Teacher complete lesson planning for the groups being taught in the first week.
* Discuss the BCU ITE Curriculum Key Themes to identify the Associate Teacher’s subject/pedagogical development needs.
* Adult support in the class - how it is used to support learning and when it is available.
* Provision for children with Special Educational Needs and Disabilities.
* Behaviour Management – policy/practical approaches and general classroom routines.
* Phonics and Early Reading - identify opportunities to teach phonics or observe if teaching is not appropriate.
* Assessment: please discuss assessment for learning strategies and summative and statutory assessment procedures. Provide meaningful opportunities for the Associate Teachers to use and become fully conversant with assessment tracking software and to use this as part of their practice.
* Facilitate opportunities for the Associate Teacher to observe teaching to develop their understanding of good practice.
* Associate Teachers would benefit from getting to know the class by teaching small groups, introducing a lesson, leading on plenaries etc. before the block placement begins.
* If possible, Associate Teachers would appreciate the chance to discuss job applications/interview technique and undertake a mock interview with a relevant member of staff.

**PRE-PLACEMENT TASKS**

**Before the Block Placement begins** the mentor will need to:

* Discuss Associate Teacher’s targets and generate strategies for in-school support.
* Develop an appropriate teaching timetable for the Associate Teacher for the placement. Discuss any arrangements for teaching, e.g. team teaching, teaching of small groups, 1:1 interventions
* Support planning as appropriate and sign off the planning/preparation, if satisfactory, to confirm the Associate Teacher is ready to start their School Based Training. As part of this, Associate Teachers must identify subject knowledge needs and appropriate activities/resource ideas.
* Identify a schedule for Weekly Meeting and Target Setting with Class Teacher.
* Map out observation dates/ times across the placement.
* Discuss, with the Associate Teacher, relevant staff meetings that should be attended, as applicable, including any online meetings or training.
* If, for any reason, you feel that the Associate Teacher is not ready to start the practice, contact your named University Tutor immediately, and the relevant course team.
* In line with school’s procedures, agree arrangements for non-teaching time.

**BEFORE PLACEMENT CAN BEGIN THE PRE-PLACEMENT CHECKLIST IN THE ASSOCIATE TEACHER’S SCHOOL BASED TRAINING PROGRESS JOURNAL NEEDS TO BE SIGNED. TARGETS FOR THE PLACEMENT SHOULD ALSO BE AGREED AND SIGNED. THIS IS COMPLETED BY THE MENTOR.**

**COPY** of Pre-Placement Approval Checklist

|  |  |  |
| --- | --- | --- |
| ***Preliminary Tasks*** | School Confirmation | UT Confirmation |
| Health and Safety Induction/information gathering from the relevant H&S Policies. |  |  |
| Email the School Based Training Mentor Guidance to mentor/s |  |  |
| Have shared Associate Teacher Folder via OneDrive with appropriate colleagues |  |  |
| Completed and discussed ‘Safeguarding’ Prelim Task |  |  |
| Completed and discussed ‘Behaviour’ Prelim Task |  |  |
| Completed and discussed ‘Professional Behaviours’ Prelim Task |  |  |
| Completed and discussed ‘Learning Environment’ Prelim Task |  |  |
| Completed and discussed Core, Foundation and Phonics Learning Observations |  |  |
| Negotiate times for Weekly Professional Development Discussions. |  |  |
| Targets for Week 1 of Teaching Block identified |  |  |
| Discuss Subject Specific Development Journal with expert colleagues |  |  |
| If a Placement Action Plan is in place, ensure school is aware |  |  |
| ***Planning*** * Negotiate the timetable to be taught between teacher and Associate Teacher: whole class, groups, interventions
* Discuss the school’s medium/weekly term planning for the areas the Associate Teacher will be teaching
* Discussion around planning for lessons taught in the first week
 |  |  |
| **I confirm that the above actions have been taken and the Associate Teacher is ready to commence this School Based Training (Please sign in box below)** |
| University Tutor:  |  | Mentor/*ITE* Mentor: |  |

**REPORTING ABSENCE**

COPY of SCHOOL ABSENCE PROCEDURE *(Associate Teachers fill out this form in their SBT Progress Journal, as part of the induction process)*

|  |  |
| --- | --- |
| Who do you need to contact? |  |
| What form of contact should it be? |  |
| What time does the contact need to have been made by? |  |
| By what time do you need to let the school know if you are going to be in, or not, by the next day? |  |
| Remember to also contact the university via mySRS. |

**Absence Reporting Procedure**

If you are absent from school for any reason, it is **YOUR** professional responsibility to:

1. Contact your class teacher to inform them of your absence as far in advance as possible and provide them with information regarding the lessons you plan to deliver that day.
2. Telephone school to report absence formally in accordance with school policy for staff.
3. Notify your absence to mySRS by **08:30am** at the very latest on each day of absence; stating your name, school, stage of course and reason for absence.
4. You must keep the school and university including UT and PDT, informed about continuing absence daily.

***University Associate Teachers must make calls in person except in extreme circumstances.***

**ASSOCIATE TEACHER WORKLOAD**

The university are committed to reducing the workload of ITE Associate Teachers and are following the advice of the DfE.

(<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/753502/Addressing_Workload_in_ITE.pdf>)

Based on the DfE advice and in line with school policy; in order to support our Associate Teachers in school consideration should be given to the following:

* Associate Teachers are undertaking tasks which contribute directly to pupil outcomes and their own development.
* In line with school’s guidance, protected non-contact time (For example: Associate Teacher planning alongside colleagues, support from subject leaders).
* In line with school’s guidance, planned professional development opportunities.
* Short term planning must be completed by the Associate Teacher for all sessions taught in a format agreed with the school. Providing opportunity for Associate Teachers to use existing high-quality resources, such as schemes of work, textbooks, to enable them to plan a sequence of lessons. The focus should be on planning a series of lessons.
* Provide planning support. This may be from the class teacher/ year group colleagues or another designated staff member.
* If Associate Teachers are using existing school planning, this will need to be annotated and adapted to meet the needs of the children the Associate Teachers are teaching**,** in order to demonstrate how they are developing and adding their own ideas and approaches.

**PLACEMENT INFORMATION**

**SCHOOL BASED TRAINING 1**

* From the start of the block placement Associate Teachers teach one lesson per day.
* By the end of the placement, in negotiation with the class teacher, Associate Teachers should each teach a 50% timetable.
* Teaching can include whole class teaching, team teaching, teaching of small groups, 1:1 interventions.

**SCHOOL BASED TRAINING 2**

* By week three Associate Teachers should be teaching 60% of the time whether that is whole class, intervention groups or one to one intervention.
* This school based learning is designed to build upon Associate Teachers’ knowledge and understanding of teaching and learning, assessment and behaviour management strategies developed through the taught programme and from previous School Based Training.
* Associate Teachers have had input on research informed practice and some experience of:
	+ planning and assessing the core and the foundation subjects
	+ the national curriculum and the challenges that schools face in developing planning and assessment processes
	+ theories related to behaviour management strategies, learning, formative and summative assessment processes, safeguarding, SEN
	+ planning, teaching, and assessing small groups, one to one interventions and whole classes.
* Associate Teachers on 3-7 route will have had experience of teaching, planning and assessment in EYFS.

**SCHOOL BASED TRAINING 3**

* Associate Teachers should be teaching a 50% teaching timetable during week 1 quickly moving to a 60% teaching timetable.
* Associate Teachers should then progress towards an 80% teaching timetable for the last two/three weeks of the placement.
* This can be a mixture of whole class, intervention groups or one to one intervention.

**School Based Training Support Models**: **Formal observations of Associate Teachers**

Ideally Associate Teachers will have one observation per week covering a range of teaching activities across the school curriculum (depending on their scheduled teaching timetable).

Joint observation – a joint observation will be completed once per placement by the University Tutor and the mentor/ITE mentor.

Please note: Joint observations count as one observation only.

In consultation with the Associate Teacher identify when formal lesson observations will take place.

The first observation should ideally be undertaken by the class teacher, within 7 working days of the placement starting. The observation should be focused on the impact of the Associate Teacher’s teaching on children’s behaviour for learning, learning and progress.

Observations should ideally be on a weekly basis with sufficient time in between for Associate Teachers to address any targets they need to focus on.

For lesson observations a lesson plan should be available for the observer. Associate Teachers to follow the school’s planning format. Where existing planning is available, the Associate Teacher needs to demonstrate how they are developing and adding their own ideas and approaches to the plan.

Formal observations should be recorded on the university’s observation form electronically. Observation forms can be found in the Associate Teacher’s Progress Journal and in this booklet.

Verbal feedback from the observation should be shared within 24 hours of the observation taking place.

The written feedback should be discussed to identify strengths, areas for development and suggest strategies and relevant research the Associate Teacher may use to enhance their professional practice. Please be as detailed and clear as possible. Typically, this should be within 24 hours (maximum of 5 working days).

Targets should be negotiated with the Associate Teacher and clearly recorded and reviewed as appropriate and where applicable, these are subject specific.

As much informal feedback as possible will also be beneficial to the Associate Teacher.

Copies of the lesson observation feedback should be emailed to the University Tutor, by the Associate Teacher and uploaded to their One Drive Folder.

Any Rapid Improvement Target should be clearly identified on the observation form against the relevant BCU Curriculum Key Themes. It should be completed and returned to the relevant Course Team or Year Group Leads within 48 hours of issue and review.

**WEEKLY TASKS**

Associate Teachers will complete a weekly review (in their online School Based Training Progress Journal). Their review should focus on the impact of their teaching on the pupils’ learning and progressconsidering key aspects of their professional practice and linked to the BCU ITE Core Curriculum and specific subject knowledge needed.

Following discussion with the mentor targets for the week ahead will be set. Clear areas of strength and development should be identified.

Associate Teachers must engage in Weekly Meeting and Target Setting with the class teacher to review progress, discuss issues and identify the targets for the following week. Associate Teachers should record outcomes in their online School Based Training Progress Journal and gather evidence to inform their Critical Incidents.

Associate Teachers will be responsible for the organisation and content of their Associate Teacher OneDrive folder:

1. Course booklets
2. Professional studies development journal (BA only)
3. Subject Specific development journal
4. Progress journal
5. SBT training folders; assessment records, learning observations, mentor observations, planning and evaluation documents, resources.
6. School based mentor guidance; Lesson observation template, observation template, mentor guidance booklet

**REVIEW/PROGRESS MEETINGS**

*These meetings will be attended by the Associate Teacher, University Tutor, and the mentor/ITE mentor.*

**Review Meeting must be completed by the midpoint of the placement.**

* The Review Meeting is an essential part of the Associate Teacher’s formative assessment to consider their progress against the initial targets and to set targets for the remainder of the placement. The judgement will be based on the BCU Assessment Tracker.
* Observation feedback: this will take the form of a discussion between the Associate Teacher, observer, and UT.
* Associate Teachers will discuss their Critical Incident and share supporting evidence.
* For weaker Associate Teachers the Review Meeting may be carried out slightly earlier than the actual date if needed, to enable the Associate Teacher maximum time to implement strategies and enhance their potential to succeed. Liaise with the UT if this is required.
* When making a formative judgement for the **Review Meeting** consider the Associate Teacher’s overall performance to date and make a ‘best fit ‘judgement based upon performance against the BCU Assessment Tracker
* Review Associate Teacher’s progress and attainment against Part 2 of the Teachers’ Standards and Professional Behaviours.

**Review Meeting 1** (SBT1) Associate Teachers who are **on track** to be awarded QTS at the end of the course will be demonstrating their competence in **some** of the BCU Curriculum Themes at **Working Towards** level.

Associate Teacher **requiring improvement** is not able to demonstrate their competence in some elements of the BCU Curriculum Themes at **Working Towards** level and/or not fully engaged or responding to advice and feedback. The Associate Teacher will be subject to the Rapid Improvement process and targets and strategies for improvement will be identified and a Rapid Improvement Targets (RIT) form will be completed.

**Review Meeting 2** (SBT2) Associate Teachers who are **on track** to be awarded QTS at the end of the course will be demonstrating their competence in 75% of each BCU Curriculum Theme at the **Working Towards** level.

Associate Teachers **requiring improvement** are demonstrating their competence in less than 75% of each of the BCU Curriculum Themes at **Working Towards** level and/or not fully engaged or responding to advice and feedback. The Associate Teacher will be subject to the Rapid Improvement process and targets and strategies for improvement will be identified and a Rapid Improvement Targets (RIT) form will be completed.

**Review Meeting 3** (SBT 3) Associate Teachers who are on track to be awarded QTS at the end of the course will be demonstrating their competence in 75%of each of the BCU Curriculum Themes at the **Working At** Level.

If the Associate Teacher is not able demonstrate competence in in **all** of the BCU Curriculum Themes at the **Working Towards** Level and 50% in the **Working At** Level their progress is judged as requiring improvement. The Associate Teacher will become subject to the Rapid Improvement process and targets and strategies for improvement will be identified and a Rapid Improvement Targets (RIT) form will be completed.

**Progress Meetings must be completed in the final week of the practice.**

* Associate Teachers will need to discuss a new Critical Incident and share supporting evidence.
* At Progress Meetings the areas of strength and development are identified using all available evidence, including the BCU Assessment Tracker and a judgement made about the Associate Teacher’s level of achievement at the end of the School Based Training. **The judgement will be informed by on-going formative assessments against the BCU Assessment Tracker.**
* When making a judgement for the **Progress Meeting** consider the Associate Teacher’s overall performance to date and make a ‘best fit ‘judgement based upon progress made within the BCU Curriculum Key Themes
* **RAPID IMPROVEMENT TARGETS** can be reviewed during the Progress Meeting.
* Review the Associate Teacher’s progress and attainment against Part 2 of the Teachers’ Standards.

**Progress Meeting 1** (SBT 1) – Associate teachers who are **on track** to be awarded QTS at the end of the course will be demonstrating their competence in 75% of each BCU Curriculum Theme at the **Working Towards** level.

Associate Teachers **requiring improvement** are demonstrating their competence in less than 75% of each of the BCU Curriculum Themes at **Working Towards** level and/or not fully engaged or responding to advice and feedback. The Associate Teacher will be subject to the Rapid Improvement process and targets and strategies for improvement will be identified and a Rapid Improvement Targets (RIT) form will be completed to be shared with the next placement school.

Associate Teachers not demonstrating their competence in at least 50% of elements in each of the BCU Curriculum Themes at **Working Towards** level and/or not fully engaged or responding to advice and feedback will have **failed SBT1**.

**Progress Meeting 2** (SBT2) – Associate Teachers who are on track to be awarded QTS at the end of the course will be demonstrating their competence in **all elements all** of the BCU Curriculum Themes at the **Working Towards** level and elements in the **Working At** Level.

Associate Teachers **requiring improvement** are demonstrating their competence in **all elements of all** of the BCU Curriculum Themes at **Working Towards** level and/or not fully engaged or responding to advice and feedback. The Associate Teacher will be subject to the Rapid Improvement process and targets and strategies for improvement will be identified and a Rapid Improvement Targets (RIT) form will be completed to be shared with the next placement school.

Associate Teachers not demonstrating their competence in 75% of each BCU Curriculum Theme at the **Working Towards** level and/or not fully engaged or responding to advice and feedback will have **failed SBT2**.

**Progress Meeting 3** (SBT 3) –. Associate Teachers who are **on track** to be awarded QTS at the end of the course will be demonstrating their competence in **all** elements of **all** of the BCU Curriculum Themes at the **Working At** Level.

Associate Teachers demonstrating their competence at the **Working Beyond** level can be deemed to have made **very good progress** in readiness for their ECT year.

Associate Teachers not demonstrating their competence in all the BCU Curriculum Themes at **Working At** level and/or not fully engaged or responding to advice and feedback will have **failed SBT3**.

**Professional Development Discussions**

**Evidence and Review/Progress Meetings**

* Prior to each Review/Progress Meeting Associate Teachers will need to prepare a Critical Incident.
* These will be part of their online School Based Training Folder and they should select a maximum of 5 pieces of evidence that demonstrate their progress against the BCU ITE Core Curriculum to date.
* They can present evidence digitally or as a hard copy.
* During the Review/Progress Meetings Associate Teachers should be supported to reflect upon their Critical Incident, focussing on their relevance in regard to intention, implementation, and impact.
* Each Critical Incident should have a clear focus:
* CI RM1 – Behaviour.
* CI PM1 – Linked to Phonics/Subject Specialism/An area of student reflection/learning.
* CI RM2 – Adaptive teaching linked to a subject.
* CI PM2 - Linked to Phonics/Subject Specialism/An area of student reflection/learning.
* CI RM3 – Assessment linked toa subject.
* CI PM3 - Linked to Phonics/Subject Specialism/An area of student reflection/learning.

*COPY of proforma (copy in Associate Teacher’s Progress Journal)*

**Critical Incident**

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

1. Briefly describe the Critical Incident which developed subject knowledge and stimulated your professional growth at this point in your training.

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2. In response to this ‘Critical Incident’ identify the research-informed professional actions taken that demonstrated your **intention.**

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

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

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5. Identify the evidence you will share with your tutor.

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# RAPID IMPROVEMENT TARGETS (RIT) PROCESS 2023 24

Aims of the Rapid Improvement Targets Process

The **Rapid Improvement Targets Process** is initiated after a discussion between a mentor/tutor and the associate teacher. A RIT will ensure that all associate teachers are supported and offered intervention where necessary to make satisfactory progress on the course.

**Rapid Improvement Targets can be initiated at any stage of the ITE programme and:**

* Can relate to an associate teacher’s engagement with, and attendance, at the taught elements of the programme.
* Can be initiated if an associate teacher fails to demonstrate high standards of personal or professional conduct. (See Appendix 1 for examples)
* Can relate to specific aspects of the associate teacher’s teaching and be characterised by a lack of expected progress by the pupils (See Appendix 1 for examples)
* Can identify gaps in performance aligned against the BCU ITE Assessment Tracker and/ or the ITT Core Content Framework (DfE, 2019)
* Can be initiated if associate teacher’s teaching, for any reason, is not developing as expected; for example, if an associate teacher ‘plateaus’ and there is no evidence of further progress or development in the impact of their teaching.
* Can be initiated if associate teacher has not received the necessary support from the placement school, at which point the university will intervene and offer additional support.
* Can be initiated if an associate teacher needs support with well-being or workload management.

**Rapid Improvement Targets can only be initiated by a BCU tutor.** Subject and Professional Mentors can and should raise concerns aligned to the process with the link tutor and will share specific areas of weakness ahead of any formal meeting.

**Rapid Improvement Targets will:**

* outline the concerns,
* set clearly articulated and precise targets aligned to the BCU ITE Curriculum,
* outline concrete actions for the associate teacher to achieve,
* identify which stakeholder is responsible for monitoring each target,
* identify intervention strategies,
* signpost training needs,
* explain existing support strategies, and
* agree review deadlines.

**In Rapid Improvement Target meetings:**

* the associate teacher must attend
* the SBT subject and/or professional mentor will attend
* targets will be monitored by the BCU tutor responsible for quality assuring the associate teacher’s progress
* be overseen by BCU Senior Tutor on the associate teacher’s course.

**The Rapid Improvement Target Process is an intervention strategy and will result in an agreed increase in school and / or university support and monitoring to ensure the associate teacher has an opportunity to address the targets requiring immediate action.**

**If a placement breaks down within a RIT period the lead mentor will be required to complete the RIT review and the Placement Review Process.**

**Rapid Improvement Target Process**

The Rapid Improvement Target Process (RIT) has been simplified into a flow chart:

**APPENDIX 1 – RIT Form**

**Examples:**

**Rapid Improvement Targets will be issued when:**

* An associate teacher does not make the expected progress – e.g.:
	+ Not establishing purposeful learning relationships with pupils
	+ Not using Behaviour for Learning policy appropriately
	+ Inadequate subject knowledge
	+ Inadequate pedagogical knowledge
	+ Inadequate lesson planning practices
	+ Inadequate resource creation within teaching contexts
	+ Poor pace within a lesson
	+ Inadequate assessment practices
	+ Failure to use pupil data appropriately to plan lessons
	+ Failure to adapt school lesson plans to meet the needs of pupils in their classroom
	+ Insufficient knowledge of adaptive teaching strategies.
* An associate teacher fails to demonstrate high standards of personal and professional conduct -e.g.:
	+ Poor punctuality
	+ Poor attendance
	+ Inability to use identified absence procedures appropriately
	+ Unprofessional dress
	+ Failure to engage in set independent learning tasks
	+ Plagiarism
	+ Inability to meet deadlines aligned to BCU ITE expectations – such as submitting lesson plans 48 working hours ahead of lessons to be observed
	+ Failure to complete set tasks within the course – such as Progress Journal completion and meeting assignment deadlines
	+ Failure to respond to feedback from expert colleagues
	+ Dis-respectful behaviour in any training context
	+ Discriminatory comments in any training context
	+ Poor email communication etiquette
	+ Poor organisation which impacts on personal and pupils’ progress

**\* number of days as specified by professional judgement depending on target area**

**Rapid Improvement Targets Plan 2023-2024**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Associate Teacher:** | **School:**  | **BA QTS** **PGCE** | **Date:** | **RIT No.** |
| **Person Completing Form:**  | **Role:**  | **Electronic signature:** |
| **University Tutor (UT):**  | **Professional Development Tutor (PDT):**  |
| **Please send a copy of the completed form after the initial Rapid Improvement Target meeting and after the Review Meeting to the designated Course Team or Year Group Leads** |
| **Please use this section to highlight which are the most significant BCU ITE Curriculum areas of concern:**1. Associate teacher uses critical enquiry and research informed practice to develop understanding of effective teaching and learning.
2. Associate teacher’s classroom practice to establishes effective behaviour management using high expectations and awareness of pupil wellbeing.
3. Associate teacher knows more, remembers more, and applies subject knowledge and subject specific pedagogy to impact on pupils’ progress
4. Associate teacher uses knowledge about how pupils learn to plan and assess learning to ensure that all pupils make progress.
5. Associate teacher implements effective adaptive teaching approaches to meet all learners’ needs, including SEND (Special Educational Needs and Disability) and EAL (English as an Additional Language learners).
6. Associate teacher demonstrates professional behaviours and contributes effectively to the wider life of the school.
 |

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| **Identify clearly focused SMART targets aligned to the BCU ITE Curriculum Themes and Assessment Tracker** |
| **BCU ITE Curriculum Key Theme** | **Target:** | **Identified strategies to support the Associate Teacher** | **Actions to achieve** | **Person responsible to support and monitor to target** | **Progress Review** |
|  |  |  |  |  | Satisfactory ProgressLimited ProgressUnsatisfactory Progress |
|  |  |  |  |  | Satisfactory ProgressLimited ProgressUnsatisfactory Progress |
|  |  |  |  |  | Satisfactory ProgressLimited ProgressUnsatisfactory Progress |
| **Discussion at Review Meeting** |

|  |  |
| --- | --- |
| **Agreed date to start the RIT** | **Agreed date for RIT review meeting** |
| **Review Meeting outcome** | RIT Process EndsRIT Process ContinuesTermination of Placement – Refer to Placement Review Panel | Summary of identified next steps: |
| **Outcomes agreed** | Associate Teacher’s signature | University Tutor signature | ITE Mentor signature |
| **Shared with stakeholders** | Mentor | Associate Teacher’s PDT | Course Team |

**Placement Review Process 2023 24**

Associate teacher is at risk of failing a placement **or**

A placement is discontinued before the end date **or**

Associate teacher demonstrates unprofessional conduct.

University tutor informs Course Leaders

Course Leader emails Placement Review Report Forms to associate teacher, mentor, university tutor.

Associate teacher, mentor, university tutor complete Placement Review Report forms.

Completed forms, observation forms Progress Journal and RITs to be emailed to Course Leaders to collate information.

Collated information sent to the College Academic Lead for Partnership for review

College Academic Lead for Partnership reviews all evidence against BCU ITE Assessment Tracker, DfE ITT Criteria, Keeping Children Safe in Education, Teachers’ Standards Parts 1 and 2.

College Academic Lead for Partnership recommends:

Associate teacher has passed the placement

A resit placement as a first attempt

A resit placement as a first attempt with a RIT in place

A failed placement to be presented to Module Assessment Board (MAB) with the right to resit with a RIT in place

A failed placement to be presented to the MAB and a referral to Student Governance for Fitness to Practice, Fitness to Train or Fitness to Study

A failed resit placement presented to MAB, the module is recorded as failed. If all other modules are passed PG Cert without QTS awarded

Failed placement to be presented to the MAB and the trainee is charged £1125 for resit.

College Academic Lead for Partnership to email a letter with the decision to the associate teacher and the course leaders

Course Team to support Trainee with actions resulting from decision

Course leaders to collate information and complete Student Governance referral forms and send to College Academic Lead for Partnership for approval.

Course leaders or link tutor contact school to share decision letter and discuss any implications for mentor training.

**Roles and Responsibilities**

**Mentor**

* Guide and support Associate Teacher’s professional development and subject specific pedagogical knowledge in line with the BCU ITE Curriculum
* Set targets and provide feedback that are subject specific in weekly observations using the BCU subject prompts.
* Provide day to day support for the Associate Teacher including guidance on teaching, planning, accessing resources and other responsibilities.
* Arranging which pupils, the Associate Teacher will be working with (e.g. groups/ whole class).
* Advising on classroom systems and procedures.
* Discuss targets for placement before the Associate Teacher begins block placement.
* Support Associate Teacher with pre-placement tasks and arrange for Associate Teacher to observe other colleagues, if possible.
* Check and sign pre-placement checklist.
* Hosting weekly meetings with Associate Teacher to discuss the Associate Teacher’s reflections on their week of teaching and to set targets for the week ahead. Review of previous week’s targets.
* Observations of the Associate Teacher.
* Joint observation. There will be one joint observation during the placement alongside the University Tutor
* If an Associate Teacher requires a Rapid Improvement Target (RIT) this will be completed by the University Tutor in conjunction with the Mentor. Where needed, the UT can provide support.
* Working with the University Tutor to understand the ‘learn that’ and ‘learn how’ statements as part of the BCU ITE Curriculum.
* Attend Mentor Induction either live or recorded.
* Attend one CPD and School Colleague Briefing each term where relevant.
* Use the Primary Partnership Website to access all BCU documentation.

**ITE Mentor**

* Support with school induction.Liaise with other colleagues where applicable including the BCU Hub Lead.
* Share the BCU Mentor CPD Calendar with all colleagues.
* Arrange for Associate Teacher to observe other colleagues, if possible
* Discuss targets for placement before the Associate Teacher begins block placement.
* Support with pre-placement tasks. Liaise with other colleagues where applicable.
* Check and sign pre-placement checklist.
* Weekly meetings are usually held between the mentor and Associate Teacher; however, the ITE mentor may want to lead on this or hold a joint meeting with the mentor and Associate Teacher. During the weekly meeting discuss the Associate Teacher’s reflections on their week of teaching and set targets for the week ahead. Review of previous week’s targets.
* Observations of the Associate Teacher. These will be undertaken by the mentor and or ITE mentor. Arrangements for observations will be made between the mentor and ITE mentor. Observations of the Associate Teacher should ideally be once a week.
* Joint observation. Joint observation. There will be one joint observation during the placement alongside the University Tutor.
* If an Associate Teacher requires a Rapid Improvement Target (RIT) this will be completed by the University Tutor (UT) in conjunction with the Mentor or ITE Mentor.
* Opportunity to network with other ITE Mentors/person responsible for mentoring in the regional ‘mentoring hub’ led by BCU Hub Leads.
* Use the Primary Partnership Website to access all BCU documentation:

**University Tutor (UT)**

* Communication with school and UT will be through email and through Microsoft Teams. A phone call may be requested by the school.
* First point of contact for the Associate Teacher’s placement.
* Contact school before Associate Teacher begins block placement to discuss arrangements and offer guidance, as required.
* Meet online with Associate Teacher before block placement begins. Sign placement targets. Check that pre-placement tasks are completed and that Associate Teacher is ready to start block placement.
* Attend online Review/Progress Meetings.
* Provide any additional online support such attending a weekly meeting or support with Rapid Improvement Targets.
* Carry out a school visit to observe the Associate Teacher. This may be in conjunction with a Review or Progress Meeting or be a stand-alone visit.
* Support Mentors to understand the BCU ITE Curriculum ‘learn that’ statements and how these impact on the ‘learn how’ statements as part of Associate Teachers’ school based practice.

**BCU Hub Lead**

* Assigned on a regional based to establish effective communication with ITE Mentors/person responsible for mentoring in school.
* Quality assurance – to ensure all systems and processes as outlined in this school briefing process support the development of our Associate Teachers in schools.
* Support ITE Mentors/person responsible for mentoring by leading **optional** training online ‘mentoring hubs.’
* Support ITE Mentors/person responsible for mentoring to ensure their mentors in school understand and engage with our BCU ITE Curriculum.
* Develop a ITE Mentor/person responsible for mentoring networking opportunity bringing our mentor training to you.

**Associate Teacher**

* Maintain a high level of professionalism whilst on placement including following school policy and procedures.
* Follow absence reporting procedures for placement (following guidance in progress journal)
* Keep the SBT online progress journal up to date (this should be saved as a One Drive file) and ensure it is shared with the class teacher/school mentor/ UT.
* Complete the pre-placement tasks.
* Meet with UT before block placement to discuss pre-placements and ensure they are signed off.
* Keep an online School Based Training file (see pre-placement checklist for details of what to include)
* For formal observations, provide a copy of the planning for the observer/s
* Ensure that lessons to be taught are planned for a prepared for in a timely manner.
* Complete weekly reflection in Progress Journal, in readiness to discuss at weekly meeting.
* Gather supporting evidence and complete proforma for Critical Incident in readiness for Review/Progress Meetings
* Meet with PDT at the end of placement in order to discuss outcomes, achievements, targets for development.

**Where can Mentors get further help and guidance?**

Please contact the University Tutor via email as soon as any issue arises or if you have a query regarding the placement.

Online meetings can be arranged via Microsoft Teams.

PGCE Primary and Early Years Course Team: PrimaryandEarlyYearsPGCECourseTeam@bcu.ac.uk

BA1 Year Group Leads:

primaryandearlyyearsbayear1team@bcu.ac.uk

BA2 Year Group Leads:

primaryandearlyyearsbayear2team@bcu.ac.uk

BA3 Year Group Leads:

primaryandearlyyearsbayear3team@bcu.ac.uk

**Mentor Continued Professional Development (CPD)**

**Mentor CPD Dates 2023-24**

|  |  |  |
| --- | --- | --- |
| **CPD 1** | [Monday 6 November](https://teams.microsoft.com/l/meetup-join/19%3Ameeting_NWFlYWM3OGEtZDU3Mi00MDI0LWJiN2ItYTQwMjI1ZDQ1YjMz%40thread.v2/0?context=%7b%22Tid%22%3a%227e2be055-828a-4523-b5e5-b77ad9939785%22%2c%22Oid%22%3a%220bcae5b5-745e-489f-b067-b154703333cb%22%7d) **or**  [Thursday 9 November](https://teams.microsoft.com/l/meetup-join/19%3Ameeting_ZDgxYmJlNTQtNTYzZC00NTMzLWEzNjktM2FiMGRkMjE2NDQy%40thread.v2/0?context=%7b%22Tid%22%3a%227e2be055-828a-4523-b5e5-b77ad9939785%22%2c%22Oid%22%3a%220bcae5b5-745e-489f-b067-b154703333cb%22%7d) 20233.45 - 4.45 pm  | **Focus**: Giving effective feedback, written and verbal. What makes a good mentor or good mentoring? Supporting Associate Teachers in the critical incident step by step process.  |
| **CPD 2** | [Tuesday 21 November](https://teams.microsoft.com/l/meetup-join/19%3Ameeting_OTQzMTZjOTMtMjVlYy00MzViLTlkMDYtMzA3YTdhMmQ1ZTJi%40thread.v2/0?context=%7b%22Tid%22%3a%227e2be055-828a-4523-b5e5-b77ad9939785%22%2c%22Oid%22%3a%220bcae5b5-745e-489f-b067-b154703333cb%22%7d) or [Thursday 23 November](https://teams.microsoft.com/l/meetup-join/19%3Ameeting_NTE0M2U5NTctZDE5Zi00NjgwLWJkMDktZDllYzIyNjlhODAy%40thread.v2/0?context=%7b%22Tid%22%3a%227e2be055-828a-4523-b5e5-b77ad9939785%22%2c%22Oid%22%3a%220bcae5b5-745e-489f-b067-b154703333cb%22%7d) | **Focus:**Using the BCU ITE Curriculum to set appropriate **SMART targets** to support Associate Teacher development and progress. Critical incident update and quality of evidence. Assessing Associate Teachers accurately against the BCU ITE Assessment tracker.  |
| **Drop-in** | [Monday 27 November](https://teams.microsoft.com/l/meetup-join/19%3Ameeting_NjMxOWQwYmMtMzllNi00OWEzLWIzNTMtN2Y1NTI2MmU4M2Qw%40thread.v2/0?context=%7b%22Tid%22%3a%227e2be055-828a-4523-b5e5-b77ad9939785%22%2c%22Oid%22%3a%220bcae5b5-745e-489f-b067-b154703333cb%22%7d) or [Tuesday 28 November](https://teams.microsoft.com/l/meetup-join/19%3Ameeting_ZGE2ZmE0MDUtNmFlOC00NzBjLTg0M2ItZGU3YzJkNGE4N2Y3%40thread.v2/0?context=%7b%22Tid%22%3a%227e2be055-828a-4523-b5e5-b77ad9939785%22%2c%22Oid%22%3a%220bcae5b5-745e-489f-b067-b154703333cb%22%7d)4.00 - 5.00 pm  | **Focus:**Questions and answer drop-in session to support all mentors in school.  |
| **CPD 3** | [Monday 22 January](https://teams.microsoft.com/l/meetup-join/19%3Ameeting_NDYwNGQ5NTgtNTllYi00Zjc0LTlmNDAtZjZlNGFiYjI3MDhh%40thread.v2/0?context=%7b%22Tid%22%3a%227e2be055-828a-4523-b5e5-b77ad9939785%22%2c%22Oid%22%3a%220bcae5b5-745e-489f-b067-b154703333cb%22%7d)or [Tuesday 23 January](https://teams.microsoft.com/l/meetup-join/19%3Ameeting_ZDhiY2UwYzAtYzQ3OC00MjdhLWE2N2EtYzkxZjFlY2M4Y2Fj%40thread.v2/0?context=%7b%22Tid%22%3a%227e2be055-828a-4523-b5e5-b77ad9939785%22%2c%22Oid%22%3a%220bcae5b5-745e-489f-b067-b154703333cb%22%7d)4.00 - 5.00 pm | **Focus**: Bespoke: Supporting new schools and mentors working with PGCE SBT2 and BA Year 2 Associate Teachers.  |
| **CPD 4** | [Tuesday 5 March](https://teams.microsoft.com/l/meetup-join/19%3Ameeting_NjhiZDg2YmEtM2U1Ni00MzNhLWFiOTctMjc4ZjVlMWUxYjRm%40thread.v2/0?context=%7b%22Tid%22%3a%227e2be055-828a-4523-b5e5-b77ad9939785%22%2c%22Oid%22%3a%220bcae5b5-745e-489f-b067-b154703333cb%22%7d) **or** [Thursday 7 March](https://teams.microsoft.com/l/meetup-join/19%3Ameeting_YTE1ZmYxODEtN2U4Yi00YzA1LWI1YzEtNGNkZjk1YTZlN2Nk%40thread.v2/0?context=%7b%22Tid%22%3a%227e2be055-828a-4523-b5e5-b77ad9939785%22%2c%22Oid%22%3a%220bcae5b5-745e-489f-b067-b154703333cb%22%7d)20243.45 - 4.45 pm  | **Focus:** Challenging our Associate Teachers to use their developing subject knowledge to have an impact on the learners in their class. How does the Progress meeting demonstrate professional competency? |
| **Drop-in** | [Monday 22 April](https://teams.microsoft.com/l/meetup-join/19%3Ameeting_MzUyNDM4MWUtNTQ0Zi00ZjJmLTkzMjktNzNhMmNkOTY3NjIx%40thread.v2/0?context=%7b%22Tid%22%3a%227e2be055-828a-4523-b5e5-b77ad9939785%22%2c%22Oid%22%3a%220bcae5b5-745e-489f-b067-b154703333cb%22%7d)or [Tuesday 23 April](https://teams.microsoft.com/l/meetup-join/19%3Ameeting_N2ViZjllYjMtMjk4NC00NjAwLTk2MzgtNGU4Y2YyOWU2OWY2%40thread.v2/0?context=%7b%22Tid%22%3a%227e2be055-828a-4523-b5e5-b77ad9939785%22%2c%22Oid%22%3a%220bcae5b5-745e-489f-b067-b154703333cb%22%7d)4.00 - 5.00 pm  | **Focus:**Questions and answer drop-in session to support all mentors in school.  |

**BCU Hub Lead Dates (ITE Mentors/person responsible for mentoring)**

Hub Leads will contact ITE Mentors/person responsible for mentoring in their region to arrange and lead on online meetings.

**Primary Partnership Website**

All BCU Primary documentation and Mentor CPD, including a copy of the Mentor CPD Calendar is located on our [Primary Partnership Website](https://www.bcu.ac.uk/education-and-social-work/partnerships-and-%20collaborations/primary-early-years-partnerships/)

**BCU Lesson Observation Feedback**

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

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| --- |
| **Previous Targets:**  |
| **1.****2.****3.** |
| **Lesson Intent:** e.g. How does the Associate Teacher review learning at the start?Is children’s prior learning built on? Is the lesson intent made clear? |
|  |
| **Subject knowledge: Key Theme C - (A & F) e.g.** how is the Associate Teacher demonstrating accuracy, breadth and depth of subject knowledge? Use Subject Prompt Sheet to support. |
|  |
| **Planning and assessment: Key Theme D – (A & F) e.g.** how is the Associate Teacher presenting new knowledge in small steps? How does the associate teacher check for understanding? How is questioning used to good effect? |
|  |
| **Adaptive teaching: Key theme E – (A & F) e.g.** how does Associate Teacher use scaffolding and support for all learners? How is independent learning encouraged? How are models and examples used to support pupil progress? How are pupils challenged? |
|  |
| **Classroom practice: High expectations and managing behaviour Key theme B – (A & F) e.g.** how does the Associate Teacher develop purposeful learning to ensure good progress for all pupils? |
|  |
| **Impact on learning:** What have the children learned? Is the learning related back to the Lesson Intent?  |
|  |
| **Key Strengths** Following the observation, through professional dialogue, please identify key strengths and targets for the Associate Teacher in the context of raising pupil achievement and supporting children’s learning.  | **BCU Key Theme** |
| 1. |  |
| 2. |  |
| 3. |  |
| (4.) |  |
| (5.) |  |
| **Possibilities, Issues, Reflections and Targets including reference to PHONICS** At least one subject specific target should be set following an observation. This should include **what** is the next step (to support Associate Teacher progress) **why** is this important (impact on pupil progress) and **how** will this be achieved (what actions are needed?) | **BCU Key Theme** |
| **1.** |  |
| **2.** |  |
| **3.** |  |
| **Reminders:** | **Y/N** |
| Is there protected time for the Associate Teacher and mentor to meet weekly to discuss progress? |  |
| Associate Teacher to ensure that observation feedback has been uploaded to their AT Folder in the School Based Training section. |  |
| Associate Teacher to ensure that observation feedback has been uploaded to the subject submission point on Moodle. |  |

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| **BCU Systematic Synthetic Phonics Observation Feedback**

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

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| **Previous Lesson Targets including phonics:** |
| 1.2.3. |

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| --- |
| **When observing ‘Phase One’ phonics in Nursery/EYFS use the following prompts’** |
| * Aspect of phase one are present for this lesson i.e., Environmental sounds / Instrumental sounds / body sounds / rhythm and rhyme / alliteration / voice sounds / oral blending and segmenting.
* The lesson links to wider learning i.e., other areas of learning in the EYFS.
* The activity links to EYFS principles.
* Phonics is embedded in a language-rich environment.
* Indoor and outdoor space is used to support learning.
* There are opportunities for oral blending and segmenting.
* Children have opportunities to explore sounds throughout the day.
* Children are encouraged to listen attentively.
* Children are encouraged to reproduce audibly the phonemes that they hear, in order and through the word.
* Physical resources are used to support learning well.
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| **Observational Prompts**  | **Observational Comments** |
| **Revisit and Review** | **Planning and assessment:** **Key Theme D – (A & F)** |
| * The Associate Teacher ensures that children revise and consolidate earlier learning.
* The lesson intent made clear.
* All children can see/hear.
* Phonemes are articulated clearly and correctly.
 |  |
| **Teach** | **Subject knowledge:** **Key Theme C - (A & F)** |
| * New learning is clear.
* New Phonemes and digraphs are introduced.
* The Associate Teacher models blending and segmenting.
* The Associate Teacher introduces / revisits common exception words (tricky words).
	+ Learning is contextualised.
	+ All children are actively involved in speaking and listening.
 |  |
| **Practise** | **Classroom practice: High expectations and managing behaviour Key theme B – (A & F)** |
| * The strategies applied are interactive fun and multisensory.
* All the children are engaged.
* Adaptation is evident when appropriate.
* Children articulate the phonemes correctly.
* Children blend phonemes to read words and/or segment words into phonemes for spelling.
* Children are given effective feedback.
* Pace is appropriate.
 |  |
| **Apply**  | **Planning and assessment:** **Key Theme D – (A & F)** |
| * There is evidence that children have opportunities to apply their phonic knowledge and skills in reading or writing a sentence or caption.
* The learning relates back to the Lesson Intent.
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| **Additional Comments** | **Planning and assessment:** **Key Theme D – (A & F)****Adaptive teaching: Key theme E – (A & F)** |
| * The Associate Teacher has planned to

present new knowledge in small steps.* The Associate teacher checks for understanding.
* Questioning is used to good effect.
* The Associate Teacher uses scaffolding and support for all learners.
* Independent learning is encouraged.
* Clear models and examples are used to support pupil progress.
* Pupils are challenged.
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| **Key Strengths of Teaching: Ensure PHONICS is included**  Following the observation, through professional dialogue, please identify key strengths and targets for the Associate Teacher in the context of raising pupil achievement and supporting children’s learning. | **BCU Key Theme** |
|  |  |
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|  |  |
| **Possibilities, Issues, Reflections and Targets including reference to PHONICS** At least one subject specific target should be set following an observation. This should include **what** is the next step (to support Associate Teacher progress) **why** is this important (impact on pupil progress) and **how** will this be achieved (what actions are needed?) | **BCU Key Theme** |
|  |  |
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|  |  |
| **Reminders:** | **Y/N** |
| Is there protected time for the Associate Teacher and mentor to meet weekly to discuss progress? |  |
| Associate Teacher to ensure that observation feedback has been uploaded to their AT Folder in the School Based Training section. |  |
| Associate Teacher to ensure that observation feedback has been uploaded to the subject submission point on Moodle. |  |

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