

Birmingham City University

BA (Hons) Primary and Early Years Education with QTS

Year 2 Placements Autumn 2024

Information for School Colleagues

Y2 leads

John Barrington

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Y2 pastoral lead

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Placement Team

HELS.Placements@bcu.ac.uk

ARC – new electronic placement system

Primary Partnership Lead

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New terminology

Placement Mentor – Class Teacher / School Mentor

Professional Mentor – person in school responsible for placements

Lead Mentor – formerly University Tutor

Associate Teacher – Associate Teacher

Pre-placement requirements

Safeguarding – Level 1

Prevent

Enhanced DBS

School-based training 2

Preliminary Visits

Monday 14th October, Wednesday 16th October and Thursday 17th October **(3 days)**

Monday 21st October, Tuesday 22nd October and Friday 25th October **(3 days)**

Monday 4th November – Friday 8th November **(5 days) Lead Mentor sign off**

Block Placement

Monday 11th November – Friday 20th December **(6 weeks)**

Teaching Guidelines

Start teaching block from 11th November at around 50% of the timetable.

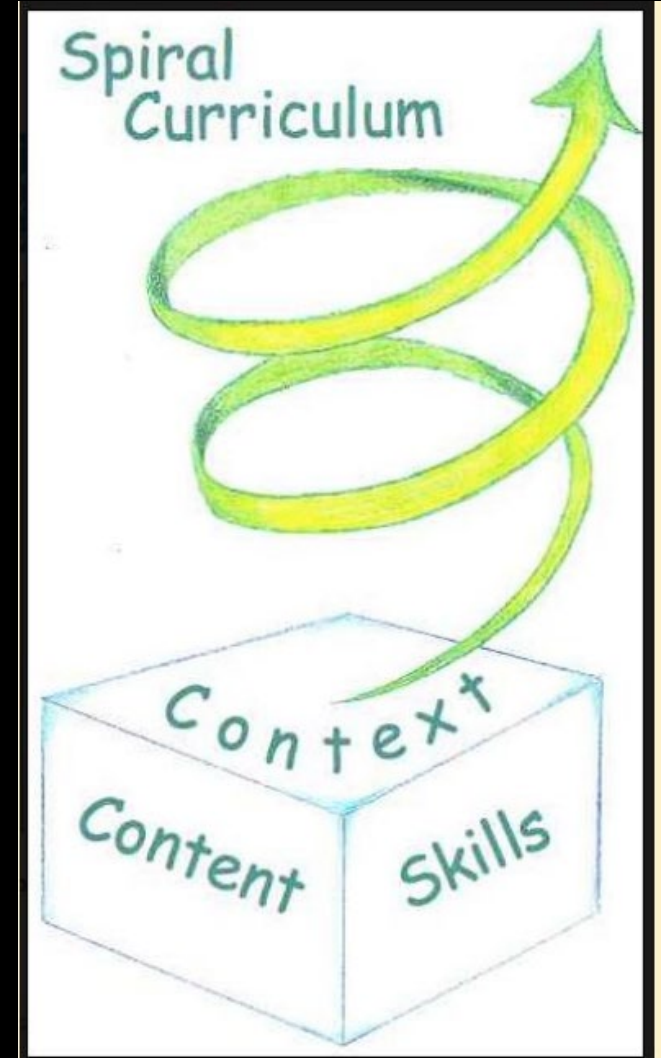
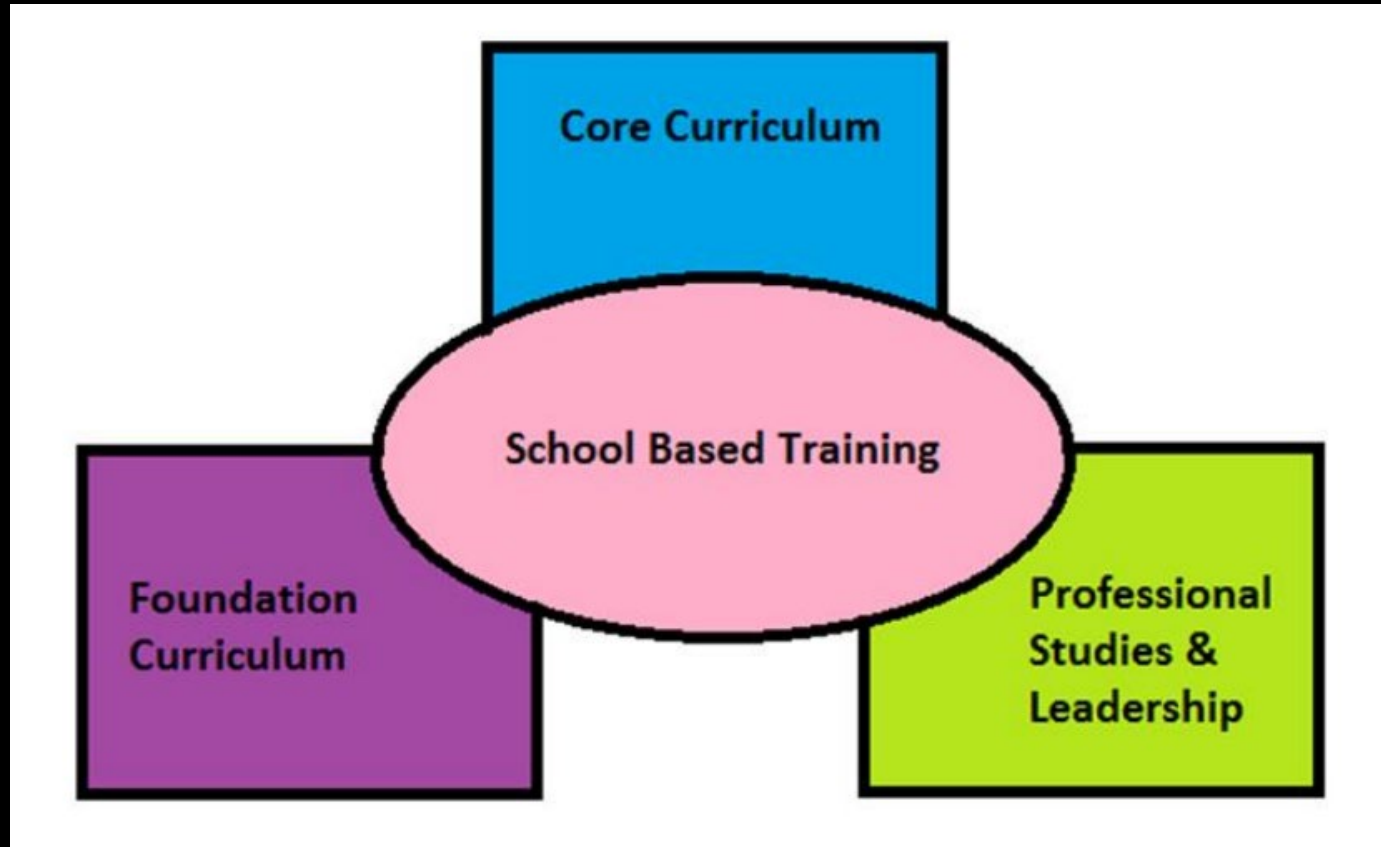
Increase this to up to 60% as the placement progresses.

Percentage guidelines can include whole class teaching, small group interventions planned and delivered by Associate Teachers (ATs) and one to one work - again planned and delivered by ATs

Increases in percentages and different group sizes can be negotiated between Placement Mentors and Associate Teachers

When not delivering planned lessons / interventions your AT should support teaching and learning in their classrooms in a Teaching Assistant role, directed by the class teacher.

BCU ITE Curriculum



BCU ITE Curriculum Key Themes

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

B. How classroom practice establishes effective behaviour management through the use of high expectations and awareness of pupil wellbeing.

C. Associate Teacher knows more, remembers more and applies subject knowledge and subject specific pedagogy to impact on pupils' progress.


D. How Associate Teachers plan and assess learning to ensure that all pupils make progress.

E. Associate Teacher implements effective adaptive teaching approaches to meet all learners' needs, including SEND (Special Educational Needs and Disability) and EAL (English as an Additional Language learners).

F. How Associate Teachers have developed professional behaviours and contribute effectively to the wider life of the school.

Associate Teacher - placement documents

School of Education & Social Work



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**BA(Hons) Primary & Early Years Education
with QTS
School Based Training 2
Progress Journal**

Name:		
Associate Teacher Name:		
Name and Address of School:		
School telephone number		Email:
School email address		Email:
Head Teacher:		
Placement Mentor (Class Teacher):		
Professional Mentor: (if applicable)		Personal Development Tutor:
Lead Mentor:		

Subject Specific Development Journal

BA QTS (Hons) Primary and Early Years

This document will be referred to in your taught sessions and whilst on placement. You will share this with your PDT, UT and school mentors over your three placements.

Sessions: reflect on learning at the end of session and how you have applied your learning.

Placement: before planning for a particular subject review what you have done in sessions with your mentor. Plan, with this in mind, reflect, following your teaching.

This will be used in line with Placement Progress Journal.

You are assessed through: your assignments; the BCU Key themes; Subject Specific Learning Development Journal; Professional Studies Learning Development Journal; Teaching Of Reading Booklet; SEND/ Adaptive Teaching Booklet; Safeguarding Booklet; RTI process; Lesson observations and targets feedback; critical incidents to include key reading; SBT Tasks; Subject-based observation feedback forms.

Assessment

PHASE 1			
I have learned that:	I have learned how to.....	I have practised - evidence	I have applied - School Based Evidence
What is Mathematics? Learn that: <ul style="list-style-type: none"> • Our own attitude to mathematics is shaped by our experiences. • There are statutory programmes of study for mathematics that must be taught (EYFS, KS1, KS2) • There are three aims of the mathematics curriculum • The mathematical curriculum content can be classified into declarative, procedural and conditional knowledge. • Teaching for Mastery is one approach for teaching for understanding 	Learn how: <ul style="list-style-type: none"> • Identify own subject knowledge needs as a teacher of mathematics and address these. • Meet the aims of the curriculum frameworks in their teaching. • Identify key aspects of Teaching for Mastery 		

You populated this in Year 1.
 You can revisit and add to Phase 1 at any time...

PHASE 2 Science			
I have learned how to.....	I have practised - evidence	I have applied - School Based Evidence	
<p>Topic 1</p> <p>They will be able to understand what is meant by a hypothesis and to evaluate the results of a simple experiment.</p> <p>Understand how to plan and carry out a simple experiment.</p> <p>Understand the importance of safety when carrying out experiments.</p> <p>Understand the importance of using appropriate equipment.</p> <p>Understand the importance of using appropriate units.</p> <p>Understand the importance of using appropriate diagrams.</p> <p>Understand the importance of using appropriate labels.</p> <p>Understand the importance of using appropriate titles.</p> <p>Understand the importance of using appropriate subtitles.</p> <p>Understand the importance of using appropriate headings.</p> <p>Understand the importance of using appropriate sub-headings.</p> <p>Understand the importance of using appropriate paragraphs.</p> <p>Understand the importance of using appropriate sentences.</p> <p>Understand the importance of using appropriate words.</p> <p>Understand the importance of using appropriate punctuation.</p> <p>Understand the importance of using appropriate spelling.</p> <p>Understand the importance of using appropriate grammar.</p> <p>Understand the importance of using appropriate punctuation.</p> <p>Understand the importance of using appropriate spelling.</p> <p>Understand the importance of using appropriate grammar.</p>	<p>Understand how to plan and carry out a simple experiment.</p> <p>Understand the importance of safety when carrying out experiments.</p> <p>Understand the importance of using appropriate equipment.</p> <p>Understand the importance of using appropriate units.</p> <p>Understand the importance of using appropriate diagrams.</p> <p>Understand the importance of using appropriate labels.</p> <p>Understand the importance of using appropriate titles.</p> <p>Understand the importance of using appropriate subtitles.</p> <p>Understand the importance of using appropriate headings.</p> <p>Understand the importance of using appropriate sub-headings.</p> <p>Understand the importance of using appropriate paragraphs.</p> <p>Understand the importance of using appropriate sentences.</p> <p>Understand the importance of using appropriate words.</p> <p>Understand the importance of using appropriate punctuation.</p> <p>Understand the importance of using appropriate spelling.</p> <p>Understand the importance of using appropriate grammar.</p> <p>Understand the importance of using appropriate punctuation.</p> <p>Understand the importance of using appropriate spelling.</p> <p>Understand the importance of using appropriate grammar.</p>		

You will be populating this in Year 2

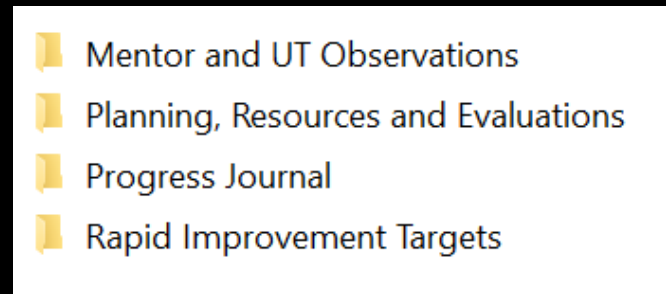
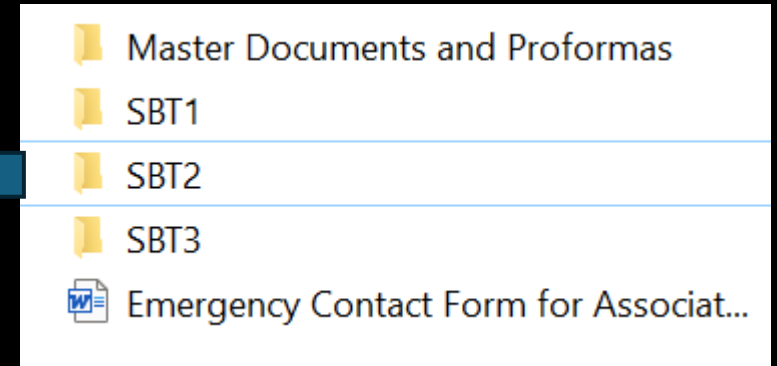
Continue to use and populate your SSDJ. This will help you to continue to make links between what you have learned in University – and what you can now make connections within the classroom.

Associate Teacher One Drive Folder

Progress Journal
Subject Development Journal
Safeguarding certificates
Plans (resources)
Observation feedback

Shared with...

Placement Mentor
Professional Mentor
Lead mentor
Personal Development Tutor...



Emergency Contact Form



Emergency Contact Form

Information to be completed and given to School Placement.
Please ensure all information is completed in full.

Personal details	
Surname:	Forename(s):
Title:	University Course:
Date of birth:	
Home Address:	Term Time Address:
Postcode:	Postcode:
Home Telephone:	Term Time Telephone:
Mobile:	

Emergency Contact Details:	
Surname:	Forename(s):
Title:	Preferred Name:
Relationship to above:	

Progress Journal

- Preliminary Tasks
- Associate Teacher Learning Observation Sheet
- Pre-Approval Checklist of tasks that need to be completed **before** sign off (**WB: 04.11.24**)
- Targets page
- Weekly Meetings and Target Setting
- Review and Progress Meetings
- Critical Incidents
- BCU Assessment Tracker

Preliminary Tasks

...to be completed before block placement starts

1. Safeguarding Task
2. Behaviour Task
3. Professional Behaviours Task
4. Learning Environment Task
5. Core, Foundation and Phonics Learning Observations

Targets for Week 1 of Block Teaching

These targets are to be set by the Placement Mentor and Associate Teacher for the first week of the block placement and discussed with Lead Mentor at 'Sign Off' Meeting. These may be informed by targets from your previous placement.

BCU Key Theme	Target 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?)	Actions to Achieve Target

Initial Targets

Target Setting Examples

what is the next step (to support Associate Teacher progress)

why is this important (impact on pupil progress)

how will this be achieved (what actions are needed?).

MATHS EXAMPLE

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

HISTORY EXAMPLE

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

Weekly Meetings

Weekly Meeting and Target Setting

Date:

Note progress towards previous targets: (Associate Teacher to complete prior to meeting)

Subject Knowledge discussion: Associate Teacher refer to Subject Specific Development Journal/Placement Mentor refer to BCU ITE Curriculum Guidance:

Identify subject knowledge needed for next week of teaching:

Professional Development Discussion: E.g. Behaviour management, Planning, Adaptive Teaching, Assessment, Professional Behaviours

Areas of strength:

I have received formal feedback on: subject/area of learning (Associate Teacher to complete prior to meeting)	I have received informal feedback on: subject/area of learning (Associate Teacher to complete prior to meeting)
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BCU Key Theme	Target 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?)	Actions to Achieve Target

Placement Mentor comment: (Refer to BCU ITE Curriculum Guidance)

Date:

Signature:


BCU ITE Curriculum Key Theme D: Planning and Assessment

In the BCU Primary Curriculum Associate Teacher use knowledge about how pupils learn to plan and assess learning to ensure that all pupils make progress.

(ITTECF: How Pupils Learn, Classroom Practice and Assessment, Teachers' Standards: 2, 4 and 6)

Working Towards T <i>The Associate Teacher works with the support of expert colleagues at BCU and in school to:</i>	Working At A <i>The Associate Teacher works independently with the advice and guidance of expert colleagues at BCU and in school to:</i>	Working Beyond B <i>The Associate Teacher is proactive and accountable for their own choices and works collaboratively with expert colleagues at BCU and at least two different schools to be able to:</i>
<p>Explore key components of lesson planning through observing expert colleagues and discussing how plans are implemented.</p> <p>Adapt and teach from existing planning to demonstrate the key lesson components in practice 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>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>Discuss and analyse 'Assessment for/of Learning', e.g. formative and summative assessment opportunities, with expert colleagues to recognise the importance of using assessment strategies to support planning and understand how they inform future planning.</p> <p>Discuss with expert colleagues how externally validated summative assessments are used.</p>	<p>Plan effective sequences of learning, using a range of teaching strategies, that are developmental and progressive and enable learners to consolidate and practise whilst applying new knowledge and skills.</p> <p>Expose potential pitfalls/misconceptions and explain how to address them.</p> <p>Plan sufficient opportunity for pupils to consolidate and practice 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 so that all pupils make appropriate progress.</p> <p>Pupil starting points are considered when teaching concepts and expositions are pitched at an appropriate level.</p>	<p>Plan and teach innovatively and creatively, to stimulate and inspire learning in the subject content, fully engaging and challenging all pupils through lesson sequences that are developmental, progressive and purposeful.</p> <p>Demonstrate 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>Comprehensively embed a range of teaching and learning strategies and adapt these to ensure that all learning needs are met.</p> <p>Know when to remove scaffolds when pupils are achieving the desired outcomes to ensure challenge is maintained and adapted to pupil needs or the subject content.</p> <p>Fully integrate additional adults into the planning, teaching and assessment process (where applicable).</p>

Lesson Observations weekly


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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	Joint	Mentor(CT)	University Tutor	Observation number:			

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.

1.	BCU Key Theme
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?)**

1.	BCU Key Theme
2.	
3.	

Reminders: Y/N

Is there protected time for the trainee 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.

Phonics Observations

... different form

BCU Systematic Synthetic Phonics Observation Feedback						
Associate Teacher name:					Date:	
Course:	BA QTS:	1 2 3	PGCE:	1 2 3		
School:	N Primary		Context:	Phonics	Year Group:	
PDT:	GP	Observer name(s):	MS			
Observer role(s):	Lead Mentor	Mentor(CT)	University Tutor	Joint	Observation number:	
Phonic scheme:				Phonic Phase:	Phase	
Previous Lesson Targets including phonics:						
1.						
2.						
3.						
When observing 'Phase One' phonics in Nursery/EYFS use the following prompts'						
<ul style="list-style-type: none"> • 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. 						

Observational Prompts	Observational Comments
Revisit and Review	
<ul style="list-style-type: none"> • 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	
<ul style="list-style-type: none"> • 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	
<ul style="list-style-type: none"> • 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	
<ul style="list-style-type: none"> • 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. 	

Additional Comments	
<ul style="list-style-type: none"> • 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. 	
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.	
1.	BCU Key Theme
2.	
3.	
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?)	
1.	BCU Key Theme
2.	
3.	
Reminders:	
Is there protected time for the Associate Teacher and mentor to meet weekly to discuss progress?	Y/N
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.	

Review Meeting - w.b. 25th November Critical incident

SBT2 Requirements 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 Themes 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.

SBT1 Requirements 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.

Progress Meeting – w.b. 16th December

Critical incident

SBT2 Requirements

Associate teachers who are on track to be awarded QTS at the end of the course will be demonstrating their competence in all elements in all of the BCU Curriculum Themes at the Working Towards level and elements in the Working At Level.

Associate Teachers requiring improvement are not 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.

Progress Meeting – w.b. 16th December

Critical incident

SBT1 Requirements

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.**

Rapid Improvement Targets (RIT)

No more than 3 focused targets which include strategies for AT to achieve them and additional support strategies provided.

Lead Mentors can support you with this.

Mentor Training

anne.whitacre@bcu.ac.uk

Primary Partnership Website

Mentoring - School of Education and Social Work | Birmingham
City University (bcu.ac.uk)

ANY
QUESTIONS?

