

PGPB 2021 - 22

***Information for schools and trainees***

14th March 2022 – 24th June 2022

Professional Practice Handbook



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# Aims of the Handbook

This handbook is a guide for trainees in the Department of Education and Childhood and mentors in our partnership schools. The information in the handbook can also be found in a number of other electronic or paper sources and the document provides links to the definitive data sources wherever possible.

Please note that the electronic version of the handbook will be kept up to date and you will be notified of any significant changes. If you have taken a hard copy of any information please remember to refer back to the electronic version to ensure that you are working with the most up to date information.

This document contains information which is specific to Postgraduate Trainees – Block B Placement.

The document is intended to support both trainees and placement schools and should be read by both prior to the commencement of the placement and then referred back to throughout the trainee’s time in school.

# Key Contacts

|  |  |  |
| --- | --- | --- |
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| Laura Manison Shore | PGCE Primary and EY Programme Leader | 0117 328 7351 laura.manisonshore@uwe.ac.uk |
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# Placement Documentation

All placement documents can be accessed via the following link to our website: [go.uwe.ac.uk/rvcnr](https://go.uwe.ac.uk/rvcnr)

The UWE Training and Assessment documents will be accessible via the link above and shared with trainees.

# Module team information

Many expert colleagues contribute to this module curriculum, not just those working at UWE, including Senior Mentors and Class Mentors in schools. Other colleagues from partner schools may input specialist knowledge to the learning, for example Special Educational Needs Coordinators, Senior Leadership Team members, Safeguarding Leads, and Pastoral Leaders.

External examiners from other institutions are appointed to each module to act independently and work with the module team in the management of threshold academic standards. Information is available about the [external examiner appointed to this module](http://www2.uwe.ac.uk/services/Marketing/about-us/cas/Extnl_Exam_Allocation_to_Mods.pdf).

#  Module enhancement

We are a flexible and reflexive programme and work hard to respond to the feedback of our trainees. If you have any innovative suggestions as to how the module might be inproved for future cohorts, please do let us know!

The Professional Practice modules, otherwise referred to as your ‘school placements’ are, quite obviously, a critical component of the vocational programme experience. We are constantly seeking to enhance this provision, through mentor training, close partnership communication, and steering groups of key stakeholders. Most recently, for example, the lesson observation and planning pro formas were redeveloped as a result of these consultations to better meet the needs of ITE trainee teachers.

## **Aims and Distinctive Features**

Professional Practice modules constitute a large proportion of your time studying on our undergraduate programme, and are the location of much learning. This learning is guided by expert input, experience, reflection and independent study – and is complimented by the centre-based sessions you encounter too. On Professional Practice, it is particularly important to us that you have the opportunity to ‘learn how to…’ employ or operationalise the knowledge that you have gained while centre-based to positvely impact on the progress of your pupils.

The five aims of this module are stated as follows:

|  |
| --- |
| * Develop trainees’ ability to demonstrate and evaluate effective, evidence-based, practices in learning and teaching to support all learners to make good progress.
* Support trainees to apply their knowledge and understanding of key subject-focused concepts, curriculum and pedagogical approaches, and to be able to evaluate and plan for learners’ needs and successes.
* Provide trainees with opportunities to develop their understanding of child/adolescent development, diverse needs, and the contexts of learners’ lives, to learners’ social, cultural, emotional and academic development.
* Support trainees to develop effective communication skills and the ability to build respectful, positive, relationships with children and adults.
* Develop trainees’ understanding of the professional responsibilities of teachers and support them to apply appropriate professional skills, understandings and behaviours, identifying their ongoing professional needs.
 |

## **Curriculum**

All of the ITE programmes at UWE are conceptually organised in three progressive phases – first, we expect you to **engage** with aspects of education, then build confidence **embedding** these in your own practice, before considering how to **enhance** the experience of your pupils. The PGP Professional Practice module B allows you to **embed** and **enhance** skills developed in the previous placement,with the profession and build confidence and competency quickly to secure the skills to be a successful early career teacher.

While centre-based, a series of module sessions provide both statutory and professional content to ensure you are prepared to meet the standards of practice expected within the typical primary school. For these sessions there is not necessarily a standard delivery format – some may include lecture and seminar input while others may be external and independent in nature.

## **Professional Development**

Professional Practice content should be delivered by mentors during practice-based aspects of the PG programme too. These sessions are an invaluable way to learn from expert colleagues about how professional teaching and effective learning take place in the specific context of your school placements. These sessions are sometimes labelled as *Professional Development*, or similar and are positioned to facilitate exactly that. They are not necessarily delivered in the form of staff meetings or individualised sessions, but could be conversations or discussions about particular areas. The [UWE PD Sessions resources document](https://www.uwe.ac.uk/-/media/uwe/documents/about/educational-partnerships/primary-uwe-bristol-pd-sessions-guidance-21-22.docx) itself is a guide to how to access resources to support your placement whilst in school.

You might note that all the sessions listed in the Professional Development document have been mapped to our UWE Transformational Teacher Framework (TTF). The Professional Practice module has been formulated to comprehensively cover the core concerns of classroom teaching in an English primary school. As such, sessions will focus acutely on six areas of the TTF: **Pedagogy**, and how young people *learn*, **Behaviour Management** and **Assessment**, or how you might *teach*, **Curriculum**, **Professional Behaviours**, and **SEND** understanding. While much of what we do inter-relates a number of descriptors, the righthand column is colour-coded to suggest the primary link, following the key below:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |
| Assessment | Autonomy | Behaviour Management | Context | Evidence-led Criticality | Curriculum | Equity | Expertise | Pedagogy | Professional Behaviours | SEND |

# PGPB Block Placement Details

|  |  |
| --- | --- |
| Trainee’s name/trainee number: |  |
| DBS Number: |  |
| Name of school: |  |
| Class/year group: |  |
| School email address: |  |
| School address: |  |
| Headteacher: |  |
| Class mentor name: |  |
| Class mentor contact details: |  |
| Senior mentor name: |  |
| Senior mentor contact details: |  |
| UWE tutor name: |  |
| UWE tutor contact details: |  |
| Safeguarding lead: |  |
| Date of safeguarding training: |  |
| Date of PREVENT training: |  |

# Covid-19 Guidelines and Protocols:

Trainees will be expected to follow UWE guidelines and protocols as below, but should also follow those prescribed by individual schools attended during placement. These specific guidelines may differ from other settings and those set out by UWE. This guidance is accurate at the time of writing (February 2022)

**In the case of absence**

If absent from school, trainees are required to contact the school ***each day*** of the absence, in line with school policy. They must then email ITEAbsences@uwe.ac.uk copying in Alistair.Law@uwe.ac.uk. Keep the UWE Tutor informed as well.

**Trainees should also contact this office if they display symptoms of / test positive for Covid 19.**

1. **Procedures for PGPB Block Placement**

The UWE Department of Education & Childhoold [partnership portal](https://go.uwe.ac.uk/rvcnr) contains documents relating to the following proceedures.

* Before the start of the block practice the trainee should complete page 7 in this booklet and begin page 15.
* PGPB for 2021/22 is 12 weeks long. Trainees should settle in to the class, familiarising themselves with the class and routines. For the first week, trainees are expected to observe, assist and complete tasks as outlined in Section 12 of this document. The opportunity to teach could be taken up in the first week as directed / discussed with the classroom mentor.
* At the end of each placement week the trainee should record the days completed and lessons taught in school for the week on the chart page 13 and this should also be signed off in the final column of the chart by the mentor or senior mentor. It is is the trainee’s responsibility to ensure that this record is kept up to date as it will provide evidence of the trainee’s completed days in school.
1. **Each week**, during **block** placement, the trainee will engage in a series of activities and reflections:
* Engage with a schedule for observation of teaching and learning, as directed by the mentor. Record and reflect observations of the mentor teaching on UWE proformas.
* Support the mentor to create resources for lessons and displays. Reflect on the efficacy of these to support teaching and learning.
* Mark pupils’ work alongside the mentor, according to the school’s marking policy, with increasing independence. Reflect on the use of marking (formative assessment) to inform subsequent planning.
* Under direction of the mentor, engage in a graduated schedule of whole-class teaching, towards 80% of the timetable.
* Collate weekly class timetables for observations, participation and direct teaching in order to track increasing workload.
* Reflect upon all teaching strategies, interactions, and assessment using the [2021-22 UWE Lesson Plan form](https://www.uwe.ac.uk/-/media/uwe/documents/about/educational-partnerships/uwe-lesson-plan-2021-2022.docx). On discussion with your mentor **and** UWE Tutor, this may be relaxed after the Easter break.
* Work alongside the teacher in creation and resourcing of medium term units of work relating to the school’s intended curriculum.
* Reflect upon a weekly formal lesson observation feedback, provided by the mentor.
* Reflect upon informal lesson observation feedback, provided by the mentor.
* Reflect upon examples of pupils’ classwork where teaching has had an impact on the quality of pupils’ learming.
* In consultation with the mentor, the trainee will undertake complementary training. This may include focused discussions and interviews with subject/assessment/pastoral leads; observations of other teaching staff; review of subject knowledge resources, etc..

The above reflections are sources of evidence that will contribute the trainees to ability to conduct a self-directed review of successes and areas for development. This evidence will inform the Weekly Trainee and Target Setting form, to be stored locally and shared with the mentor and UWE Tutor.

* On this UWE form, the trainee will review progress made against SMART targets for teaching, learning and assessment and set new targets for the following week(the mentor will set these initially).
* The trainee will ‘map’ each new set of SMART targets against the UWE Progress Matrix.
* The trainee will reference a wide variety of evidence to substantiate both review and target setting, as described above.
* The trainee will complete a personal reflection on their professional development on the placement to date.
* Should the trainee have any concerns about their workload or progress, it is essential they complete the online log which will automatically notify the UWE partnership manager and tutor. This is a mechanism to initiate support from the UWE tutor. However, the trainee may wish to contact their UWE tutor sooner by email.
1. Weekly Review Form (submitted online <https://uwe.eu.qualtrics.com/jfe/form/SV_ez00G5cnUuU6Qho>)

On this UWE form, the trainee will review progress made against SMART targets for teaching, learning and assessment and set new targets for the following week**.**

The trainee will ‘map’ each new set of SMART targets against the UWE Progress Matrix.

* The trainee will reference a wide variety of evidence to substantiate both review and target setting, as described above.
* The trainee will complete a personal reflection on their professional development on the placement to date. We have produced a separate [UWE PD Sessions document](https://www.uwe.ac.uk/-/media/uwe/documents/about/educational-partnerships/primary-uwe-bristol-pd-sessions-guidance-21-22.docx). Use this to signpost trainees to support areas in which they need to improve. PD sessions do not have to be full sit-down sessions. They can be directed work, anecdotal discussions or formal discussions with members of staff.
* Should the trainee have any concerns about their workload or progress, it is essential they complete the online log which will automatically notify the UWE partnership manager and UWE tutor. This is a mechanism to initiate support from the UWE tutor. However, the trainee may wish to contact their UWE tutor sooner by email.

All lessons taught by the trainee must be planned using the [UWE Primary and Secondary ITE Lesson Plan blank (DOC).](https://www.uwe.ac.uk/-/media/uwe/documents/about/educational-partnerships/uwe-lesson-plan-2021-2022.docx) These are to be kept by the trainee on file.

Weekly formal observations of teaching will be recorded on a shared [Lesson Observation, Feedback and Reflection (DOC)](https://www.uwe.ac.uk/-/media/uwe/documents/about/educational-partnerships/mentor-tutor-lesson-observation-form.docx) by the mentor, and added to by the trainee.

1. **On a daily basis,** during block placement, the mentor will provide ongoing guidance, support and graduated challenge for each of the trainee activities detailed above, so that the trainee can develop their expertise towards the Teachers’ Standards through the UWE Progress Matrix. This professional dialogue will include supporting the trainee to manage their increasing workload and to develop positive relationships with colleagues, pupils and the school community.
2. **Each fortnight,** ina scheduled **fortnighly meeting**:
* The classroom mentor will record details of the following meeting through the fortnighly mentor review link (<https://uwe.eu.qualtrics.com/jfe/form/SV_cvbMHuSrYNuI0Sy> )
* The classroom mentor will summarise the evidence presented by the trainee to support progress against the UWE Progress Matrix. At the end of the 2nd week (and subsequently after every 2 weeks), the mentor will compete a fortnightly review of the trainee’s progress. This is a *short summary* of the preceding two weeks. It is devised within a formal meeting between the mentor and trainee.
1. Progress
* If the trainee is judged to be making unsatisfactory progress, a ‘Cause for Concern’ procedure will be initiated by the classroom / senior mentor for the subsequent 2 week period.
* Cause for Concern leading to Professional Improvement Plan: Should the trainee’s progress be judged to be insufficient following the 2 week, CfC review, a PIP will be initiated by the mentor for the subsequent 2 weeks.
* At the end of the PIP 2 week review, if the trainee’s progress is again judged to be insufficient, the trainee will be at risk of a failed placement. Both a CfC and PiP should be discussed with the trainee’s UWE Tutor.
1. **At the end of PGPB**, there will be a final placement report completed by the mentor, and a Viva with the UWE Tutor (focused discussion giving the opportunity to present justifications for achieving the Teacher Standards) for the trainees to complete to demonstrate their understanding.

# PGPB UWE Tutor contact /visits and reports - key dates and information at a glance

|  |  |  |  |
| --- | --- | --- | --- |
| **Event** | **Date**  | **Actions**  | **Other notes** |
| The UWE tutor will make contact with the mentor and trainee.UWE Tutor progress checks | Ongoing | Queries or concerns about UWE tutors communicated to Primary Partnership Manager: alistair.law@uwe.ac.uk | UWE Tutors will remain in active contact with schools and trainees throughout the placement, in response to any questions or concerns held by the trainee or mentor.  |
| UWE Tutor visit 1 | Between 25th April – 6th May(weeks 5&6 of block placement) | The designated UWE tutor will make arrangements with the mentor to undertake a visit to support a successful placement. This will occur The first **face to face** visit will be in weeks 5-6 of PGPB (25th April – 8th May). This visit is a vital opportunity to quality assure the trainee’s response to mentoring. The UWE tutor will observe a lesson in this visit. In this visit, the UWE tutor will facilitate a professional dialogue between the mentor and trainee, where formal lesson feedback is provided and future actions are agreed.  | These visits are intended to support the trainee and the mentor, and moderate evaluative review of the trainees’ progress. |
| UWE Tutor visit 2 | Between13th June – 24th June(last two weeks of placement) | The designated UWE tutor will make arrangements with the mentor to undertake a second **face to face** visit to support a successful placement. This will occur at the end of your block placement in weeks 11-12 (13th June – 24th June), unless required sooner than that.This visit is a vital opportunity to quality assure the trainee’s response to mentoring, their teaching ability, and the progress towards meeting the Teacher Standards required for Qualified Teacher Status. In this visit, the UWE tutor will observe part of a lesson, have a discussion with the mentor and trainee and conduct the Viva presentation with the trainee. |

1. **PGPB Placement Dates 2021-22**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|   |   | March | April | May | June |
| Week Commences | 7 | 14 | 21 | 28 | 4 | 11 | 18 | 25 | 2 | 9 | 16 | 23 | 30 | 6 | 13 | 20 | 27 |
| UWE Week no. | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| **PGP** | Monday |   | B | B | B | B |   |   | B |   | B | B | B |   | B | B | B |  |
| Tuesday |   | B | B | B | B |   |   | B | B | B | B | B |   | B | B | B |  |
| Wednesday |   | B | B | B | B |   |   | B | B | B | B | B |   | B | B | B |  |
| Thursday |   | B | B | B | B |   |   | B | B | B | B | B |   | B | B | B |  |
| Friday |   | B | B | B | B |   |   | B | B | B | B | B |   | B | B | B |  |

**In the case of absence**

If absent from school, trainees are required to contact the school ***each day*** of the absence, in line with school policy. They must then email ITEAbsences@uwe.ac.uk copying in Alistair.Law@uwe.ac.uk. Keep the UWE Tutor informed as well.

**Trainees should also contact this office if they display symptoms of / test positive for Covid 19.**

1. **PGPB Professional Placement log**

Each of the following should be addressed before or during the serial days by the trainee in consultation with the Mentor / Senior Mentor / UWE Tutor. **Trainees should initial and date when complete.**

|  |  |
| --- | --- |
| **Before block school experience** | Initial and date |
| The trainee has contacted the school, introduced themselves and sent their pen portrait. |  |
| The trainee has their PGPA end of placement report and has targets in mind. |  |
| The trainee has ensured that the school has received their DBS number.  |  |
| The trainee has received a copy of the school’s induction guidance for trainees (if available). |  |
| The trainee is receiving ongoing guidance in terms of the school’s COVID 19 risk assessment and procedures. |  |
| The senior mentor and/or mentor has attended UWE mentor training |  |
| The trainee has read the school’s Child Protection Policy and has had Child Protection training in school. |  |
| The trainee is aware of and has met with the members of staff with key roles in the school e.g.: safeguarding lead, child protection lead. |  |
| The trainee has a copy of [Keeping Children Safe in Education](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014057/KCSIE_2021_September.pdf) |  |
| The trainee knows the Health and Safety policy and practices for their school e.g.: fire drill, sick child etc. |  |
| The trainee knows and understands key school policies such as behavior management, marking and assessment and is demonstrating knowledge of these. |  |
| The trainee has an agreed timetable for their teaching responsibilities which is reviewed each week. |  |
| The trainee is using an appropriate format for lesson planning and assessment, recording and reporting. |  |
| Attendance at staff meetings, training days, parents’ evenings and other professional training events have been shared and agreed as appropriate.  |  |
| The trainee has had a professional discussion with their mentor about the progress of children in their home class. |  |
| The trainee is aware of the school’s staff behaviour policy (sometimes referred to as a code of conduct). |  |
| The trainee has shared their targets and Inter-Placement Profile from UG3A with their mentor to support future planning for progression. |  |
|  |  |
| **During block placement:**The mentor understands that they have a professional responsibility to formally observe the trainee ***every*** week (Wks 1-12). |  |
| **During block placement:**The mentor understands that they have a professional responsibility to formally meet with the trainee ***each fortnight*** to review targets and progress (pupils’ and trainee’s) and set new targets for the following week. |  |
| **During block placement:**The mentor understands that they have a professional responsibility to provide ongoing guidance, support and feedback through planning and assessment meetings, both formal and informal. |  |

1. **Weekly Overview & Expectations**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Placement Week** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** | **Week 12** |
| **English and Maths** | **increasing the number of lessons to a sequence of three in a week** | **increasing the number of lessons to a sequence of five in a week** |
| **Science** |  | **One lesson** | **A sequence of three lessons** |
| **Foundation** | **Design & Technology** | **A sequence of two lessons from any three of these subjects** | **A sequence of *at* *least* two lessons from the remaining subjects** |
| **History** |
| **Geography** |
| **Art & Design** |
| **Music** |
| **Physical Education** |
| **Computing** |
| **Religious Education** |
| **PSHE** |
| **MfL (KS2)** |
| **Please indicate which lessons you have taught and how many, week-by-week** |
| **English and Maths** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Science** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Foundation** | **Design & Technology** |  |  |  |  |  |  |  |  |  |  |  |  |
| **History** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Geography** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Art & Design** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Music** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Physical Education** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Computing** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Religious Education** |  |  |  |  |  |  |  |  |  |  |  |  |
| **PSHE** |  |  |  |  |  |  |  |  |  |  |  |  |
| **MfL (KS2)** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Days Absent** |  |  |  |  |  |  |  |  |  |  |  |  |
| **CM or SM intitials** |  |  |  |  |  |  |  |  |  |  |  |  |

# Weekly Overview & Teaching Expectations

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week # | Trainee Responsibility | Trainee Teacher Focus | Mentor Observation / Support | Tasks to be completed (see Professional Practice Log). Minimum expectation |
| Week 1 (35)w/c 14th Mar | Observe mentor teacherAssists mentor teacher and assists with small groupsOptional whole class teaching as discussed with Class Mentor\* | Observe:* Classroom management (rules, procedures, transitions, cues)
* Lesson planning and setting of objectives
* Strategies used by mentor
* Assessment & evaluation procedures

Teach:\*Whole class lessons using own plans on UWE Lesson Plan FormatPlan individually and together with the mentor and be responsible for:Classroom management\*Prepared, written, effective implemented lesson plans\*Assessment, evaluation and grading for delivered lessons | Brief daily debrief, use trainee reflections to guide any discussionAsk specific questions to determine trainee understanding**\*Weekly formal observation** | Introduction to school [ ] Placement checklist [ ] **Weekly online review 1** [ ]  |
| Week 2 (36)w/c 21st Mar | Observe mentor teacherAssists mentor teacher and assists with small groups20% teaching (rough guidance) (3-4 lessons this week) | Teach:Whole class lessons using own plans on UWE Lesson Plan FormatPlan individually and together with the mentor and be responsible for:Classroom managementPrepared, written, effective implemented lesson plans for a 3-4 lessonsAssessment, evaluation and grading for delivered lessons | Brief daily debrief, use trainee reflections to guide any discussionAsk specific questions to determine trainee understanding**Weekly formal observation****Formal Fortnighly Meeting 1 (mentor completes Fortnightly Report 1)** | **Weekly online review 2** [ ]  |
| Week 3 (37)w/c 28th Mar | As above40% teaching (rough guidance)  | As above | As above**Weekly formal observation** | **Weekly online review 3** [ ]  |
| Week 4 (37)w/c 4th Apr | As above40% teaching | As above | As above**Weekly formal observation****Formal Fortnighly Meeting 2 (mentor completes Fortnightly Report 2)** | **Weekly online review 4** [ ]  |
| Week 5 (41)w/c 25th Apr | As above60% teaching (rough guidance)  | As above | As above**Weekly formal observation** | **Weekly online review 5** [ ]  |
| Week 6 (42)w/c 3rd May | As above60% teaching | As above | As above**Weekly formal observation****Formal Fortnighly Meeting 3****(mentor completes Fortnightly Report 3)** | **Weekly online review 6** [ ]  |
| Week 7 (43)w/c 9th May | As above80% teaching (rough guidance)  | As above | As above**Weekly formal observation** | **Weekly online review 7** [ ]  |
| Week 8 (44)w/c 16th May | As above80% teaching | As above | As above**Weekly formal observation****Formal Fortnighly Meeting 4 (mentor completes Fortnightly Report 4)** | **Weekly online review 8** [ ]  |
| Week 9 (45)w/c 23rd May | As above80% teaching | As above | As above**Weekly formal observation** | **Weekly online review 9** [ ]  |
| Week 10 (47)w/c 6th June | As above80% teaching | As above | As above**Weekly formal observation****Formal Fortnighly Meeting 5 (mentor completes Fortnightly Report 5)** | **Weekly online review 10** [ ]  |
| Week 11 (48)w/c 13th June | As above80% teaching | As above | As above**Weekly formal observation****Final Placement Report** | **Weekly online review 11** [ ] **Viva** |
| Week 12 (49)w/c 20th June | As above80% teaching | As above | As above**Weekly formal observation****Final Placement Report** | **Weekly online review 12** [ ] **Viva** |

**Mentor Support**

Once trainees are settled into schools, they should start to teach some whole class sessions (in the first week if appropriate), with a bespoke schedule for how this will increase towards 80% of the week towards the end of the placement.

From the second week mentors will be expected to conduct a formal observation which is followed by a target setting discussion meeting (later in the week). The latter should be led by the trainee who is encouraged to be proactive in terms of taking responsibility for their training year.

Further guidance can be found in the table above.

1. **Evidence**

**Types of evidence to support progression (weekly reviews, fortnightly reviews, end of placement reports.**



**Evidence 1:** Formal Lesson Observation, Feedback and Reflection form.

**Evidence 2:** Informal lesson observation feedback. These are your own notes. Keep a reflective journal.

**Evidence 3:** Examples of daily lesson planning & evaluation. This form is available to download on the UWE Partnership portal. Use it for ALL lessons (1:1, group and whole-class). Even if you are provided with planning from your mentor, transcribe and adapt it to this form. Be precise in you self-evaluation against the learning objective.

**Evidence 4:** Complementary Training Plan. This is a log of anything you do outside of teaching and assessing, in agreement with your mentor. Discuss with your mentor the few different activities your could undertake each week for your professional development. It may include:

* Observation of a lesson (guidance is available on the UWE Partnership documents portal). This may still be limited by the access due to Covid bubble restrictions.
* Consultation / Interview with a curriculum leader, e.g. maths, English, science, any foundation subject; SENDCo; Assessment Lead; Family Support
* Self-directed subject knowledge and relevant academic study (after school hours).
* Attendance at school training / INSET.

**Evidence 5:** Pupil/trainee classwork: photographed / photocopied examples of pupils’ work. Annotate this to unpick pupil’s barriers to understanding or application of skills.

1. **Teaching Files**

Trainees should have two files of evidence that are accessible at all times whilst on placement.

 Professional Teaching File

Clearly organized

The Teaching File is everything school-focussed/facing

Weekly timetables

Daily planning and evaluation, medium and long term planning

Seating plans; differentiated groups

Key policies, e.g Covid-19 risk assessment; behaviour management; safeguarding & child protection; marking

Professional Development Portfolio

Weekly review and target setting forms

Fortnighly mentor reviews

The Professional Development File is focussed on trainees’ progress.

Formal lesson observation feedback and reflections

Informal lesson observation feedback and reflection (notes)

Photocopied sample of children’s classwork

Complementary training: e.g observation of other teachers, consultations with subject leaders, school training

Subject knowledge audits

1. **Appendix 1: UWE Progress Matrix**





1. **Appendix 2: Teacher Standards**

Notes:

1. **Appendix 3: PGCE Yearly Overview.**

This table shows the curriculum taught through centre based sessions. This will be of use to classroom mentors to see which areas of the curriculum have been covered at UWE.

|  |  |
| --- | --- |
| **Module**  | **Module contents** |
| **Learners and Teachers****UTLGVV-30-M** | A look at all the ‘generic’ i.e. non subject-specific aspects of teaching. Learners and Teachers provides the professional development input for the course and is the ‘backbone’ of the course.In this module you will look at everything that underpins being a teacher. You will, for example, look at feedback and marking, behaviour management, supporting learners for whom English is a second language and working with other adults and stakeholders in school. Assessment is via a two part focus on the critical area of behaviour management with a critical examination of behaviour management critical incidents in the classroom which is discussed in the context of the literature. At the end of the year trainees complete a reflection of their experiences and ‘journey’ in terms of behaviour management and this provides the second component of the assessment. |
| **Core Curriculum: English and Maths****UTLGVX-15-3 (Primary)****UTLGWC-15-3 (EY)** | Preparing to teach the core subjects (English and mathematics). Trainees are taught how to teach these subject areas. They are given a secure grounding in English and mathematical pedagogy and supported to acquire subject knowledge across these disciplines. Assessment is via a case study of a child’s learning in these areas and the aim of this is to allow the trainees to delve deeply into English and mathematical teaching and learning which will support and deepen their own understanding of the subjects and how to teach them. |
| **Foundation Studies****UTLGVY-15-3 (Primary)****UTL-GWD-15-3****(EY**) | Preparing to teach Science and the foundation subjects (Art, Music, History, etc). Trainees are given blocks of input in science and in the foundation subjects. Subject specialists focus on combining subject and pedagogical knowledge by using specific areas of the National Curriculum to teach trainees to teach children these subjects. Assessment is through an assignment that focuses on the teaching of these subjects underpinned by research and evidence-based practice. |
| **Across the Curriculum****UTLGW3-15-M** | Using theoretical models and experiential learning to look at how subjects are taught in a holistic, cross-curricular way in school. This module allows trainees to see primary and early years teaching as a interrelated areas which can be woven together by the skilled practitioner rather than a series of disparate sessions. Assessment is through a paired presentation which focuses on the design of a series of lessons which demonstrate how two or more subjects might be taught in this way |
| **Policy and Contemporary Issues****UTLGW8-15-M** | Invites you to engage critically with the research in Education to support academic studies and practice. Trainees are taught how to engage with issues at master’s Level and assessment is via an assignment where the trainee is facilitated to engage with a subject area or issue that they are specifically interested in. |
| **Professional Practice A** **Professional Practice B****(2 modules combined)****UTLGWA-15-3 / UTLGWB-15-3** | School-based teaching practice: the opportunity to put the theory you are learning into practice. Trainees have two placements in which they gradually build up their teaching expertise and time spent in front of children. |