

PGPA 2022 - 23

***Information for schools and trainees***

3rd October 2022 – 27th January 2023

Professional Practice Handbook

Primary & Early Years



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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 both Primary and Early Years PGCE PGPA – the first 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

|  |  |  |
| --- | --- | --- |
| Name | Position | Contact |
| Alistair Law | Primary Phase Partnership Manager | 0117 328 1802 [alistair.law@uwe.ac.uk](mailto:alistair.law@uwe.ac.uk) |
| Jamie Whelan | PGCE Primary and EY Programme Leader | 0117 328 2326 [jamie.whelan@uwe.ac.uk](mailto:jamie.whelan@uwe.ac.uk) |
| Karan Vickers-Hulse  Julie Buckland | Associate Heads of Department for ITE | 0117 328 4137 [karan.vickers-hulse@uwe.ac.uk](mailto:karan.vickers-hulse@uwe.ac.uk)  0117 328 7112 [julie2.buckland@uwe.ac.uk](mailto:julie2.buckland@uwe.ac.uk) |
| Professional Practice Office | Primary Partnership | 0117 328 4143 [partnership@uwe.ac.uk](mailto:partnership@uwe.ac.uk) |

# 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, included is the document that contains all the information about how to assess trainees during placement.

# 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 way 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 and placement schools. If you have any innovative suggestions as to how the module might be improved 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 proformas were redeveloped as a result of these consultations to better meet the needs of ITE trainee teachers. We consulted with partners regarding changes to assessment and the platforms used for recording evidence.

## **Aims and Distinctive Features**

Professional Practice modules constitute the majority of your time studying on our PGCE 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 positively 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**

The PGCE is 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 first Professional Practice module allows you to **engage** with the profession and build confidence and competency quickly, while Professional Practice B then asks you to **embed** and **enhance** this learning as you develop, and latterly secure the skills to be a successful early career teacher.

While centre-based, a short 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. These are listed below against the programme phase in which they are delivered. 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. Do check the session-specific information below and ongoing communication from the module leader for confirmation of expectations each week.

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 PGCE 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 |

## **The Role of the Senior Mentor**

Most of your time in placement will be working with your Classroom Mentor, who will guide you through the placement, providing support needed for your progression. This is overseen by the Senior Mentor who is responsible for your overall progress and development when in practice and will be a part of your end of placement report. The Classroom & Senior Mentors will regularly meet with you at the Professional Development (PD) sessions they will set up and / or run. These sessions are essential to your development and will cover broad themes common to all subject specialisms such as SEND for example. Your Senior Mentor will formally observe you at least once during each practice placement.

# PGPA 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: |  |

# Illness and Covid-19 Guidelines and Protocols:

Trainees will be expected to follow guidelines and protocols as prescribed by individual schools attended during placement. These specific guidelines may differ from other settings and those set out by UWE.

**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](mailto:ITEAbsences@uwe.ac.uk) copying in [Alistair.Law@uwe.ac.uk](mailto:Alistair.Law@uwe.ac.uk), and their UWE Tutor as well.

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

**IT IS IMPERATIVE THAT BOTH SCHOOLS AND UWE KNOW IF YOU ARE NOT IN SCHOOL.**

1. **Procedures for PGPA Block Placement**

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

1. Before the start of the block practice the trainee should complete page 7 in this booklet and begin page 14.
2. PGPA for 2022/23 will begin with one full immersion week. Trainees are expected to observe, assist and complete tasks as outlined in sections 8 and 9 of this document. These are followed by serial days in school. Block placement commences in UWE Week 18 (w/c 14th Nov) and lasts for 9 weeks. Trainees should be beginning to take whole class sessions as soon as possible.
3. At the end of each placement week the trainee should record the days completed in school this week on the chart on page 8 and this should also be signed off in the final column of the chart by the mentor or senior mentor. It 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.
4. **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 direct, team and part-lesson teaching, including 1:1; group and whole-class sessions. This should move towards 60% full time teaching by the end of the placement (see section 12).
* 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 [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)
* 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’ learning.
* 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 which will be 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, and be an ongoing part of the process).
* The trainee will ‘map’ each new set of SMART targets against the UWE Progress Matrix (which is a granular progression towards the Teacher Standards).
* 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 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 **fortnightly meeting**:

* The classroom mentor will record details of the following meeting through the fortnightly mentor review link.
* 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
* The classroom mentor will make an evaluative YES/NO judgement on progress through the UWE Progress Matrix.
* If the trainee is judged to be making unsatisfactory progress, a ‘Professional Improvement Plan’ procedure will be requested by the classroom / senior mentor for the subsequent 2-week period. This will always be discussed with the UWE Tutor before implementation.
* Professional Improvement Plan leading to Cause of Concern: Should the trainee’s progress be judged to be insufficient following the 2-week, PiP review, a CfC will be initiated by the mentor/UWE tutor for the subsequent 2 weeks.
* At the end of the CfC 2-week review, if the trainee’s progress is again judged to be insufficient, the trainee will be at risk of a failed placement.

1. **End of PGPA:**

* The classroom mentor will complete a trainee end of placement report, based on the aggregated and cumulative fortnightly reviews. This will be submitted by **3rd February 2023 and** will be part of a range of judgement on the trainee’s progress and their ability to progress onto PGPB.
* The trainee will have a Professional Conversation with their UWE tutor. This will consist of a written reflective piece and subsequent conversation with their tutor to demonstrate progress and understanding.

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

All trainees will be assigned a UWE Tutor who will be their primary contact at UWE. Our highly experienced 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. The UWE tutor will monitor weekly reports from trainees, and fortnightly reports from mentors. Communication from UWE Tutors should be responded to in a timely manner.

|  |  |  |  |
| --- | --- | --- | --- |
| **Event** | **Date** | **Actions** | **Other notes** |
| The UWE tutor will make contact with the mentor and trainee. | From 3rd October | Queries or concerns communicated to Primary Partnership Manager: [alistair.law@uwe.ac.uk](mailto: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 progress check | From 17th October | The designated UWE tutor will have a short check-in with trainees to discuss progress. This will likely be conducted remotely but could be face to face. |  |
| UWE Tutor monitoring visit 1. | Between  14th November & 25th November 2022 | The designated UWE tutor will make arrangements with the mentor to undertake a visit to support a successful placement. This visit is a vital opportunity to quality assure the trainee’s response to mentoring. The UWE tutor is not expected to 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 monitoring visit 2. | Between  16th January & 27th January 2023 | The designated UWE tutor will make arrangements with the mentor to undertake a visit to support a successful placement. This visit is a vital opportunity to quality assure the trainee’s response to mentoring. The UWE tutor will observe the 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. The UWE tutor will also conduct a Professional Conversation assessment with the trainee. |
| Submission Placement Report | w/c  16th January 2023 | **At the end of PGPA**, the mentor will complete the trainee’s placement report, based on the aggregated and cumulative fortnightly reviews. Mentors should ensure that reports are saved and shared with trainees before being sent. | This is a full report and trainees are assessed against the UWE Progress Matrix. |

**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](mailto:ITEAbsences@uwe.ac.uk) copying in [Alistair.Law@uwe.ac.uk](mailto:Alistair.Law@uwe.ac.uk), and their UWE Tutor as well.

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

**IT IS IMPERATIVE THAT BOTH SCHOOLS AND UWE KNOW IF YOU ARE NOT IN SCHOOL.**

**PGPA Placement Dates 2022-23**

**A screenshot of a computer

Description automatically generated with medium confidence**

**Important note**: Wales and England have differing school holidays in October and Christmas for 2022-23. Depending on the location of your placement depends on when you will be in school. Irrespective on where the school placement is located, trainees will have one week out of placement school in the October half term window, and two weeks at Christmas in line with those particular schools.

1. **Record of Attendance for PGPA**

(Placement days in white, light yellow in school depending on location)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Trainee to insert dates | Monday | Tuesday | Wednesday | Thursday | Friday | Total days in school (trainee to complete) | Agreed by class mentor |
| Week 12  w/c 3rd Oct |  |  |  |  |  |  |  |
| Week 13  w/c 10th Oct |  |  |  |  |  |  |  |
| Week 14  w/c 17th Oct |  |  |  |  |  |  |  |
| Week 15  w/c 24th Oct |  |  |  |  |  |  |  |
| Week 16  w/c 31st Nov |  |  |  |  |  |  |  |
| Week 17  w/c 7th Nov |  |  |  |  |  |  |  |
| Week 18  w/c 14th Nov |  |  |  |  |  |  |  |
| Week 19  w/c 21st Nov |  |  |  |  |  |  |  |
| Week 20  w/c 28th Nov |  |  |  |  |  |  |  |
| Week 21  w/c 5th Dec |  |  |  |  |  |  |  |
| Week 22  w/c 12th Dec |  |  |  |  |  |  |  |
| Week 23  w/c 19th Dec |  |  |  |  |  |  |  |
| Week 24  w/c 26th Dec | Christmas Break | | | | | | |
| Week 25  w/c 2nd Jan |  |  |  |  |  |  |  |
| Week 26  w/c 9th Jan |  |  |  |  |  |  |  |
| Week 27  w/c 16th Jan |  |  |  |  |  |  |  |
| Week 28  w/c 23rd Jan |  |  |  |  |  |  |  |
|  |  |  |  |  | Total Days |  |  |

1. **PGPA 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 and introduced themselves. |  |
| 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 (if applicable). |  |
| 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. |  |
| Planning for the first week of the block has been discussed and approved with the mentor. |  |
| 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) |  |
|  |  |
| **During block placement:**  The mentor understands that they have a professional responsibility to formally observe the trainee ***every*** week. |  |
| **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. |  |
| **During block placement:**  The mentor will ensure that the trainee has a wide variety of professional development as set out in [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) |  |

1. **Weekly Overview & Expectations**

Trainees will begin with taking school routines, small group work, team teaching with the mentor and then ‘solo’ whole-class teaching in the early weeks.

From Week 6 onwards they will need to be having whole-class responsibilities that progress from 20% to 60% of the day by the end of the placement.

20%

30%

40%

50-60%

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week # | Trainee Responsibility | Trainee Teacher Focus | Mentor Observation / Support | Tasks to be completed (see Professional Practice Log). Minimum expectation |
| Immersion  Week 1 (12)  w/c 3rd Oct | Observe mentor teacher (assist mentor as requested) | Observe:   * Classroom management (rules, procedures, transitions, cues) * Lesson planning and setting of objectives * Strategies used by mentor * Assessment & evaluation procedures | Brief daily debrief, use trainee reflections to guide any discussion  Ask specific questions to determine trainee understanding | Introduction to school  Placement checklist (previous page)  Weekly review 1  Learners & Teachers(L&T): Task 1  Task 2  English: Task 1  Task 2  Task 3  Task 4  Task 5  Task 6  Task 7  Task 8  Maths: Task 1  Task 2  Task 3  Task 4  Task 5  EY (as above plus): Maths Task 6  Task 7 |
| Week 2 (13)  w/c 10th Oct  (Wed, Thu & Fri) | Assists mentor teacher and assists with small groups  Deliver mentor / school planned lessons | Observe:   * Classroom management (rules, procedures, transitions, cues) * Lesson planning and setting of objectives * Strategies used by mentor * Assessment & evaluation procedures * Subject knowledge strategies * Resources used   Assist:  Begin to take part in elements of classroom practice (taking the register, small groups, assisting with transitions)  Teach:  Using planned lessons, team teach part or whole lesson | Brief daily debrief, use trainee reflections to guide any discussion  Give opportunities for trainees to take over elements of classroom practice.  Ask specific questions to determine trainee understanding  Allow trainees to teach part (starter / engagement activities) of lessons  Team Teach lessons  Whole teach lessons (as required) | Weekly review 2, 3, 4, 5  L&T: Task 2  (ongoing) Task 3  Task 4  Task 5  Task 6  English: Task 8  (Week 13)  Task 9  (Week 14)  Task 10  (Week 17)  Task 11  (Week 17)  Maths: Task 8  Task 9  Task 10  Task 11  Task 12  Foundation: Task 1  Task 2  Task 3  Task 4  EY: (as above plus)  Maths: Task 14  Foundation: Task 7 |
| Week 3 (14)  w/c 17th Oct  (Wed, Thu & Fri) |
| Week 4 (15 or 16)  w/c 24th Nov or 31st Nov  (Wed, Thu & Fri) |
| Week 5 (17)  w/c 7th Nov  (Wed, Thu & Fri) |
| Week 6 (18)  w/c 14th Nov | 20% teaching (rough guidance) | Continue to observe as above  Plan individually and together with the mentor and be responsible for:  Classroom management  Prepared, written, effective implemented lesson plans for a least one lesson per day  Assessment, evaluation and grading for delivered lessons | Brief daily debrief, use trainee reflections to guide any discussion  Ask specific questions to determine trainee understanding  Gradual release of classroom responsibility:  Trainees to:  Teach parts / starters / sections of lessons  Whole teach lessons (as required)  **Weekly formal observation and target setting meeting 1.** | Weekly review 6  English: Task 12  Maths: Task 8  Task 9  Task 10  Task 11  Foundation (Pri & EY): Task 1  Task 2  Task 3  Task 4  EY (as above plus):  Maths: Task 14  Task 15  **Target setting meeting 1** |
| Week 7 (19)  w/c 21st Nov | 20% teaching | Continue to observe as above  Plan individually and together with the mentor and be responsible for:  Classroom management  Prepared, written, effective implemented lesson plans for a least one lesson per day  Assessment, evaluation and grading for delivered lessons | Gradual release of classroom responsibility:  Trainees to:  Teach parts / starters / sections of lessons  Whole teach lessons (as required)  **Weekly formal observation** | Weekly review 7  English: Task 12  Maths: Task 9  Task 10  Task 11  Foundation (Pri & EY): Task 1  Task 2  Task 3  Task 4 |
| Week 8 (20)  w/c 28th Nov | 30% teaching | Continue to observe as above  Plan individually and together with the mentor and be responsible for:  Classroom management  Prepared, written, effective implemented lesson plans for a least 1-2 lessons per day  Assessment, evaluation and grading for delivered lessons | Gradual release of classroom responsibility:  Trainees to:  Teach parts / starters / sections of lessons  Whole teach lessons (as required)  **Weekly formal observation and target setting meeting 2.** | Weekly review 8  English: Task 12  Foundation (Pri & EY): Task 1  Task 2  Task 3  Task 4  **Target setting meeting 2** |
| Week 9 (21)  w/c 5th Dec | 30% teaching | Continue to observe as above  Plan individually and together with the mentor and be responsible for:  Classroom management  Prepared, written, effective implemented lesson plans for a least 1-2 lessons per day  Assessment, evaluation and grading for delivered lessons | Gradual release of classroom responsibility:  Trainees to:  Teach parts / starters / sections of lessons  Whole teach lessons (as required)  **Weekly formal observation** | Weekly review 9  English: Task 12  Foundation: Task 1  Task 2  Task 3  Task 4 |
| Week 10 (22)  w/c 12th Dec | 40% teaching | Continue to observe as above  Plan individually and together with the mentor and be responsible for:  Classroom management  Prepared, written, effective implemented lesson plans for a least two lessons per day  Assessment, evaluation and grading for delivered lessons | Gradual release of classroom responsibility:  Trainees to:  Teach parts / starters / sections of lessons  Whole teach lessons (as required)  Consider:  How trainee is developing behaviour (including positive strategies) and classroom management strategies  Is trainee prepared with thoughtful, engaging well-written lesson plans clearly aligned to leaning objectives  Using evidence-based instructional strategies; effective questioning  Trainee self-reflection and goal setting.  **Weekly formal observation and target setting meeting 3.** | Weekly review 10  English: Task 12  Foundation (Pri & EY): Task 1  Task 2  Task 3  Task 4  **Target setting meeting 3** |
| Week 11 (23 or 25)  w/c 19th Dec or 2nd Jan | 40% teaching | Continue to observe as above  Plan individually and together with the mentor and be responsible for:  Classroom management  Prepared, written, effective implemented lesson plans for a least two lessons per day  Assessment, evaluation and grading for delivered lessons | Gradual release of classroom responsibility:  Trainees to:  Teach parts / starters / sections of lessons  Whole teach lessons (as required)  Consider:  How trainee is developing behaviour (including positive strategies) and classroom management strategies  Is trainee prepared with thoughtful, engaging well-written lesson plans clearly aligned to leaning objectives  Using evidence-based instructional strategies; effective questioning  Trainee self-reflection and goal setting.  **Weekly formal observation** | Weekly review 11  English: Task 12  Maths: Task 15  Foundation (Pri & EY): Task 5  Task 6 |
| Week 12 (26)  w/c 9th Jan | 50% teaching | Plan individually and together with the mentor and be responsible for:  Classroom management  Prepared, written, effective implemented lesson plans for 2-3 lessons a day to include at least one core subject and one foundation  Assessment, evaluation and grading for delivered lessons | Gradual release of classroom responsibility:  Trainees to:  Teach parts / starters / sections of lessons  Whole teach lessons (as required)  Consider:  How trainee is developing behaviour (including positive strategies) and classroom management strategies  Is trainee prepared with thoughtful, engaging well-written lesson plans clearly aligned to leaning objectives  Using evidence-based instructional strategies; effective questioning  Trainee self-reflection and goal setting.  **Weekly formal observation and target setting meeting 4.** | Weekly review 12  Maths: Task 15  Foundation (Pri & EY): Task 5  Task 6  **Target setting meeting 4** |
| Week 13 (27)  w/c 16th Jan | 60% teaching  Actively collaborates with mentor teaching in planning and delivery of 60% of lessons  Demonstrate clear subject and content knowledge  Set clear learning objective and learning success criteria  Plan creative activities with high engagement that involve pupils in the process of learning | Plan together with class mentor and be responsible for:  Cultivating a culture of learning  Classroom management  Prepared, written, effective implemented lesson plans for 2-3 lessons a day to include at least one core subject and one foundation  Assessment, evaluation and marking for delivered lessons  Actively embracing high impact learning strategies at appropriate times to promote learning and achievement | Gradual release of classroom responsibility:  Trainees to:  Teach parts / starters / sections of lessons  Whole teach lessons (as required)  Consider:  How trainee is developing behaviour (including positive strategies) and classroom management strategies  Is trainee prepared with thoughtful, engaging well-written lesson plans clearly aligned to leaning objectives  Using evidence-based instructional strategies; effective questioning  Trainee self-reflection and goal setting.  **Weekly formal observation** | Weekly review 13  Maths: Maths: Task 15  Foundation (Pri & EY): Task 5  Task 6 |
| Week 14 (28)  w/c 28th Jan | 60% teaching  Actively collaborates with mentor teaching in planning and delivery of 60% of lessons  Demonstrate clear subject and content knowledge  Set clear learning objective and learning success criteria  Plan creative activities with high engagement that involve pupils in the process of learning | Plan together with class mentor and be responsible for:  Cultivating a culture of learning  Classroom management  Prepared, written, effective implemented lesson plans for 2-3 lessons a day to include at least one core subject and one foundation  Assessment, evaluation and marking for delivered lessons  Actively embracing high impact learning strategies at appropriate times to promote learning and achievement | Gradual release of classroom responsibility:  Trainees to:  Teach parts / starters / sections of lessons  Whole teach lessons (as required)  Consider:  How trainee is developing behaviour (including positive strategies) and classroom management strategies  Is trainee prepared with thoughtful, engaging well-written lesson plans clearly aligned to leaning objectives  Using evidence-based instructional strategies; effective questioning  Trainee self-reflection and goal setting.  **Weekly formal observation and target setting meeting 5.**  **End of placement review** | Weekly review  Maths: Task 15  Foundation (Pri & EY): Task 5  Task 6  **Target setting meeting 5** |

# PGPA Weekly tasks

This section links UWE based Professional Development foci with specific school or setting based tasks that **trainees will be expected to carry out and complete** to consolidate and enhance their knowledge of teaching and learning. There will be professional development to be delivered at a school level to trainees outlined in the professional development document.

**Immersion Week (Week 12)**

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| **Learners & Teachers Task #** |  | Notes / CCF Reference |
| 1 | Look at how behaviour management is used in your classroom. Discuss in detail what your Class Mentor does to maintain a learning environment in terms of behaviour. Ensure you have a copy of and have read the school behaviour policy. | NB. These tasks are related directly to the centre-based sessions each week at UWE. Therefore, if there are elements within these tasks that you are unsure of these will be explain during the weekly L and T seminars before you go into placement that week.  *CCF: Discuss and analyse with expert colleagues how routines are established at the beginning of the school year, both in classrooms and around the school.* |
| 2 | During your first week (full time) and the Wednesdays, Thursdays and Fridays in subsequent weeks:  Make three focused observations of behaviour management in your setting and read/explore the behaviour policy. Arrange with your class mentor when you are going to do these observations and use the provided behaviour observation sheet to record what you observe. It will be beneficial to observe lessons at different times of the day and perhaps even different classes. Whilst doing the observations, look out for the following elements of behaviour management; **routine, expectations, incidents, praise, rewards, sanctions, relationships. Remember** you will not see all of these elements in one lesson so there is no requirement to fill in every box on the observation sheet. | Observations should take place in good time for trainees to analyse them ready for your assignment submission on 9 November 2022. |

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| **English Task #** |  | Notes / CCF Reference |
| 1 | Observe your class mentor teach any aspect of English (KS1 and KS2) or how the EYFS class mentor weaves through all of their teaching the prime area of Communication and Language and also the specific area of Literacy. If you are in KS1 or KS2 try to link what you see to Rosenshine’s Principles. In the EYFS consider how the approach to learning is the same and different to those explored in Rosenshine’s Principles and why this might be case. |  |
| 2 | Share a book with a child one to one in the year group you are in and try to ascertain their attitudes to reading (you may be reading to the child in the EYFS, or the child may read to you in KS1 and KS2). |  |
| 3 | Speak to your class mentor about how reading for pleasure and purpose is encouraged and developed across your school or setting. |  |
| 4 | Find out what the school or setting policy says about the teaching of reading, including which phonics scheme your school uses and how they organise their early reading books. |  |
| 5 | Arrange to chat to your school’s Reading Lead (this may be the school’s English Lead) this week or arrange a chat for the coming weeks when you have your serial days in school. Ask the reading lead how they are planning to implement the new DfE Reading Framework (2021)  [Click here for DfE Reading Framework](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf) |  |
| 6 | Try to identify from your observations how and when reading is taught and assessed in your class. There is likely to be a phonics focus in KS1 and in Reception classes. In the EYFS, try to identify how the class mentor creates opportunities to engage children with phonological learning, text and early reading activities. In KS2, you will perhaps find whole class reading comprehension teaching or reading taught as part of the teaching sequence that leads into writing or there may be small group, guided reading – or a combination of these things. There is likely to be a phonics focus in KS1, as well as the teaching of reading comprehension. |  |
| 7 | Read aloud to your class. Read either the class read aloud book or a short picture book or short story you have selected appropriate to the age of your class. |  |
| 8 | If possible, observe and deconstruct a phonics lesson with the teacher (you may need to arrange to visit a KS1 or R class in your school, if you are placed in KS2 or if you are placed in nursery or if there is no phonics teaching in Year 2). |  |
| 9 | Ask your school mentor and/or class mentor to identify, over the next few weeks, a child (preferably in Year 2) that would benefit from one-to-one reading support during your block placement. You will work with this child for 4 20-minute sessions across the weeks of your PGPA block before Christmas. This child will be the focus for the English element of your core assignment with a focus on progress and assessment in reading. Ideally, your child needs to be in Year 2 as this will support you developing understanding of teaching early reading after a few years of COVID disruption. If you are placed in a junior school – your child needs to be a lower attaining child in Year 3. The child will only need to bring their ‘allocated reading book’ to each session. |  |

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| **Maths Task #** |  | Notes / CCF Reference |
| 1 | Observe your mentor teach maths as many times during the week as possible. If/when the children are doing independent activities, try to work with as many of them as feels reasonable (i.e. you might try and work with a different group each day during the week) and begin to get a sense of their confidence with maths and their feelings about it. If possible, try to work with a high attaining and a lower attaining group. | Observing how expert colleagues adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations and deconstructing this approach. • Discussing and analysing with expert colleagues how to balance input of new content so that pupils master important concepts. |
| 2 | As you observe your Class Mentor, pay attention to the way they connect language, physical representations, pictures and symbols together (you may not see all of these in a single lesson, and extent to which these are used will vary depending on the age of the children) to support the children's understanding. | Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain.  Combining a verbal explanation with a relevant graphical representation of the same concept or process, where appropriate. |
| 3 | Observe your Class Mentor teach maths. Pay particular attention to the structure of the lesson. Is there an introductory section, or a recap of prior learning? Can you see any of Rosenshine’s principles being employed in the teaching (e.g. revising prior learning, breaking a process, or concept down into smaller steps, providing scaffolds, or worked examples)? Discuss the lessons with your Class Mentor. | Observing how expert colleagues break tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes) and deconstructing this approach.  Discussing and analysing with expert colleagues how to make the steps in a process memorable and ensuring pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories). |
| 4 | Core Assignment Preparation:  If possible (but there is no urgency to do it in Week 12), speak to your class mentor about identifying a child for your Core Assignment (you will have had a lecture in Week 11 about this). Try to identify a child who is working at age-related expectations in both English and maths and has no special educational needs. | Core Assignment connects with CCF section on assessment. |
| 5 | Discuss with your class mentor, the possibility of working with a specific group in the next few weeks during maths. This could be a group of children who require more support with their mathematical learning. | Observing how expert colleagues use retrieval and spaced practice to build automatic recall of key knowledge and deconstructing this approach |
| 6 (EY) | Try to notice the use of both structured and unstructured resources.   * What use is made of them and how are these connected to the mathematical ideas they are intended to represent? | Discussing and analysing with expert colleagues how to use concrete representation of abstract ideas (resources) |
| 7 (EY) | If you are in a nursery or EYFS, look for evidence in the environment of resources and tasks that are designed to develop children’s initial understanding of mathematical concepts such as early number and counting. |  |

**Serial Days (Weeks 13, 14 & 17) and Block Placement Tasks**

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| **Teaching & Learning Task #** |  | Notes / CCF Reference |
| 3 | Ask your teacher about his/her planning process. Make sure you are aware of the different mid –term schemes and short-term planning documents that the class mentor makes use of for preparation to teach. If you haven’t already, asked to be involved/observe in the planning process if this is taking place during your days at the school. Whilst in the classroom/setting ‘*Observe how expert colleagues break tasks down into constituent components when first setting up independent practice’* (CCF) | *CCF: Observe how expert colleagues break tasks down into constituent components when first setting up independent practice’*  *Learn that - Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.*  *Discuss and analyse with expert colleagues how to plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding (e.g., by using hinge questions to pinpoint knowledge gaps)*  *Discuss and analyse with expert colleagues how to identify efficient approaches to marking and alternative approaches to providing feedback (e.g. using whole class feedback or well supported peer- and self-assessment) and deconstruct this approach.*  Tasks 3-6 are related directly to the centre-based sessions each week at UWE. Therefore if there are elements within these tasks that you are unsure of these will be explain during the weekly L and T seminars before you go into placement that week. |
| 4 | Observe and discuss with your class teacher how s/he adapts the content of a lesson/sessions so that the needs of all the children are met. Look out for their use of lesson structure, scaffolding, pre-teaching and task-modification. Discuss with the class mentor how they overcome potential issues regarding the use of fixed groupings and their impact on engagement and motivation, particularly for low attaining pupils. This will look very different in an EY, KS1 and KS2 setting. |
| 5 | Discuss and analyse with your class teacher how they plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps etc.). Ask explicitly about their use of Assessment for Learning strategies in general. Try to understand how they use the information they gain from formative assessment tasks to feed forward into their planning and future teaching. Enquire to what extent the children are aware of their own progress and what methods the teachers use to help them to gain this knowledge. This will look very different in an EY, KS1 or KS2 setting. |
| 6 | If you have not already, ask to sit with your mentor and observe and engage with their marking/feedback processes. In EY and KS1 this may not be relevant, so ensure that you have observed how the class mentor feeds back to his/her children verbally. Verbal feedback and other methods of allowing children to understand their progress and know what to do next will also be evident in KS2 so make sure you are aware of what these are. Ask to see the school marking and feedback policy. If possible, engage with the process yourself with guidance from your class mentor. |

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| **English Task #** |  | Notes / CCF |
| 10 | Listen to a child in your placement class read and have a go at completing a running record while your child reads. Have a go at analysing any miscues and consider what these might be telling you about that child’s reading. |  |
| 11 | Listen to a child in your placement class read and have a go at assessing their reading fluency using the fluency rubric that is on Blackboard. |  |
| 12 | Make sure you know which child (hopefully in Year 2) has been allocated to you for your one-to-one reading and tutoring which starts in your block next week. |  |
| 13 | Observe how your Class Mentor uses modelled or shared writing within their teaching of writing. If possible, discuss this with them and deconstruct elements of their practice that are effective in supporting children to make progress. |  |
| 14 | During the block before Christmas, in order to address your Core Assignment requirements (and the address the Teaching Standards requirements about Early Reading), you need to read with a child one-to-one for 4x 20-minute sessions. This will enable you to consolidate your university-based learning about early reading, SSP, fluency and comprehension.  Your Senior Mentor and/or Class Mentor should give you a child (preferably in Year 2) that would benefit from one-to-one reading support during your block placement.  You will work with this child for 4x 20-minute sessions across the 5 weeks before the Christmas holidays at a time convenient for your class mentor and the child’s class teacher. **This child will be the focus for the English element of your core assignment with a focus on progress and assessment in reading.**  If you are placed in a junior school – your child needs to be a lower attaining child in Year 3.  In each of the sessions that you read with your child, you will need to ensure that they have time to read their reading book to you. In general, for each session, you will need to consider the following things:   * When reading with your child, ensue that you make your praise specific i.e. return to the page where the child applied their sounds effectively for an unknown word; read a common exception word after initial hesitation; developed a flow in their reading; read with expression and any other reading strategies. * If the book is new to the child – do a basic book introduction to enable the child to activate prior knowledge. Flick through the book with your child. Use the pictures to give a brief overview of the book to the child; ask questions that encourage prediction based on the front cover; identify any unusual or tricky vocabulary and teach these to the child; make links to the child’s prior knowledge of the content of the text – ask if the child has had similar experiences etc. * Ensure your child has plenty of time to read – this supported practice is essential for reading development. * You may like to read the book or parts of the book a number of times: the first time the focus tends to be on decoding successfully, the second time fluency (including speed and accuracy) can be developed; a third read can focus on expression and comprehension.   There are also some specific things that you will need to do in each different session which are outlined below:  Session 1  **In your first session with your child.** Get to know your child, you may want to read a bit of your favourite children’s book to your child in the first session and find out what they feel about reading, their attitudes and preferences. This survey ([OU KS1 Children's Reading Survey](https://cdn.ourfp.org/wp-content/uploads/20210513090812/KS1_rfp_survey-1.pdf?_ga=2.151469116.405638552.1632428389-1381890090.1632428389)) could be completed with your child. It is useful evidence for your assignment. If you have a Year 3 child (because you are in a junior school) you can use the KS2 survey ([OU KS2 Children's Reading Survey](https://cdn.ourfp.org/wp-content/uploads/20210713083737/KS2_rfp_survey-v2.pdf?_ga=2.151469116.405638552.1632428389-1381890090.1632428389)).  **In the first session, ensure your child reads to you from their current reading book**. Keep this informal but make sure you ask a few comprehension questions about the text. Always start with a question that requires the child to ‘re-tell’ what they have read and so establish a starting point of literal comprehension. Try asking “So what is going on there?”.  Session 2  In this session, take a running record and use it to praise your child on what they are doing well. After the session, analyse any miscues that your child makes and consider what these might be telling you about your child’s reading and next steps you could plan to support your child to make progress. Particularly consider any miscues that may relate to your child’s phonics knowledge and consider whether you might like to do a mini-phonics assessment for your child in one of your subsequent sessions.  Session 3  In this session, assess your child’s reading fluency using the fluency rubric that is on Blackboard.  Session 4  Complete a comprehension profile for your child, using the text and supporting resources that are available on Blackboard.  Make sure you use the assignment guidance and support to help you gather appropriate assessment and progress evidence. Use the notes from sessions and lectures to support you in planning the one-to-one sessions – these plans can be used as evidence in your assignment. |  |

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| **Maths Task #** |  | Notes / CCF |
| 8 | If the children in your class are grouped by some kind of mathematical attainment/ability, try to make sure that you work with a group of high attaining children.  Try to compare their mathematical learning with that of ‘lower attaining’ children. How are they stronger with maths (i.e. do they have more mathematical facts in long term memory, do they seem to have better working memory, are they more confident, is their mathematical vocabulary stronger, are their strategies for solving problems or doing calculations more flexible or efficient?) | Observing how expert colleagues adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations and deconstructing this approach.  Discussing and analysing with expert colleagues how they decide whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils. |
| 9 | Core Assignment Preparation:  If you didn’t get a chance to do so in Week 12, have a discussion with your Class Mentor to identify a child who is working at age related expectations at this point in the year for maths. Ideally, this will be the same child as you have identified for reading. Do not select a child with particular special educational needs (e.g. a child with a recognised learning disability, or whose first language is not English). | Core Assignment connects with CCF section on assessment. |
| 10 | As and when you feel comfortable to, teach a part of the maths lesson. This could be the ‘mental and oral starter’ if your school uses such things. It could be part of the introduction of the lesson, where the children are introduced to a new concept, or process. | Narrating thought processes when modelling to make explicit how experts (learners) think (e.g. asking questions aloud that pupils should consider when working independently and drawing pupils’ attention to links with prior knowledge). |
| 11 | Core Assignment Preparation:  With the child that you have previously identified (see above) try to do the following:   1. ‘Interview/chat’ to your child about his/her attitudes to and confidence in maths. 2. Spend some time watching your chosen child during the whole class parts of the maths lesson. Make a note of his/her willingness to volunteer answers, confidence when explaining mathematical ideas or thinking etc.   Try to arrange to work with and support the group containing your child during at least one maths lesson. Again, make a note of how he/she interacts mathematically with other children, his/her level of confidence, or reliance on peers etc. | Discussing and analysing with expert colleagues how to use concrete representation of abstract ideas (resources). |
| 12 | By the end of Week 17, aim to plan and teach at least one complete mathematics lesson. This will probably work better if it is not the first lesson of the week. Try to make use of what you know about the children’s learning from the previous lesson(s) to inform your planning (i.e. use Assessment for Learning to inform your planning). You are gathering evidence of your child’s understanding in mathematics. |  |
| 13 | If possible, observe a practitioner facilitating learning in the environment, taking note of the questions and prompts that they use. How do they ‘work alongside’ the child without disrupting their thinking? |  |
| 14 (EY) | Core Assignment Preparation:  Identify a child in your class (with your class teacher) who is working at age-related expectations for mathematics at this point in the year. In the EYs, ask the class teacher to identify a child they think is typical (in terms of their emerging mathematical concepts and mathematical thinking) of a child at this time of the school year.  This is the child you will be focusing on for your core assignment. You are going to be assessing this child as a mathematician (attitudes, behaviours, knowledge and skills) and considering how you will support this child in developing as a mathematician. This can include maths content (i.e. what they can and cannot do), maths attitude and/or mathematical thinking, problem solving and reasoning. | Discussing and analysing with expert colleagues how to use concrete representation of abstract ideas (resources) |
| 15 | Through the full weeks of the placement after Christmas, gradually increase the number of maths lessons that you plan and teach. If your school uses a maths scheme, try to make sure that you develop your maths planning skills by adapting and changing the plans from the scheme. By the end of the placement, you should be planning and teaching sequences of lessons, so that you can develop your skills in using formative assessment.  In your evaluations, in addition to thinking about your own teaching, be sure to assess and record the children’s learning, thinking carefully about how your assessment from one lesson informs your planning for the next.  You must include at least one ‘Do the maths’ document as part of your planning. | Planning and teaching increasing numbers of maths lessons and then sequences of maths lessons connects to many aspects of the CCF. Specifically, the following:  Discussing and analysing with expert colleagues how to plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps).  Receiving clear, consistent and effective mentoring in how to structure tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions).  Using resources and materials aligned with the school curriculum (e.g. textbooks or shared resources designed by expert colleagues that carefully sequence content) |
| 16 | Core Assignment Preparation:  During Weeks 19, 20 and 21, (probably best not to leave it to Week 22) make sure that you collect the evidence that you will need. This might be photocopies of the child’s work in 2 (no more than 3) lessons, your own observation notes from lessons, notes from conversations that you have had with the child etc. It might be a good idea not to leave this until Week 21. Have a ‘dry run’ in Week 19 or 20, so you have a couple of weeks spare, if things don’t go to plan.  Remember you need to gather evidence about the skills, knowledge and attitudes towards maths of your child. This will enable you to assess the child as a mathematical learner. Think about what this evidence tells you in terms of next steps in learning – what would YOU teach next and HOW would you do this.  Make sure you use the assignment guidance and support to help you gather appropriate assessment and progress evidence. Use the notes from sessions and lectures to support you in understanding/interpreting the informal assessments you make.  This is intended to be a ‘snapshot’ over two, or possibly three conceptually connected lessons (i.e. lessons that are looking at the same mathematical area). You don’t need to gather evidence over a longer period. | Core Assignment connects with CCF section on assessment. |
| 17 (EY) | Core Assignment Preparation:  With the child you selected for your assignment focus:  Observe your focus child engaging in mathematics. Try to notice their attitudes to mathematics as well as their mathematical thinking and mathematical ability.   1. If you are in EY, design a task to assess some early concepts such as the counting principles, subitising, relative value of number, conservation of number – you may find chapter 14 of ‘Teaching and Learning Early Number’ edited by Thompson (eBook) helpful.   If you are in KS1, watch your child during the maths lesson. Take photographs of their work. What can they do? What are they finding more challenging? | Core Assignment connects with CCF section on assessment. |
| 18 (EY) | Core Assignment Preparation (Week 18 and 19):  If you are in EY, over the first two weeks of your full-time placement do at least 4 sustained observations of your focus child (20mins with no interaction from yourself) whilst they are engaging in a mathematics task. If possible, observe them both during mathematics lessons and also whilst engaging in a mathematics-based task in the environment (think broadly about this! It could include something as simple as them putting out chairs and putting a teddy on each one for example). Note down whether they chose the task or were directed to it. Listen and watch for how they approach the task. Either during, or immediately after the observation, annotate your observation notes to identify 4 key areas:   1. The child’s attitude towards mathematics 2. The child’s mathematical thinking (problem solving, reasoning, habits of mind) 3. What aspects of mathematics they understand, identifiable in the episodes 4. What aspects of mathematics they are less secure in, identifiable in the episodes   Reflect on what you feel their next steps are. How could you support them in this?    In addition, design a task to assess some early concepts such as the counting principles, subitising, relative value of number, conservation of number – you may find chapter 14 of ‘Teaching and Learning Early Number’ edited by Thompson (eBook) helpful.    If you are in KS1, over the first two weeks of your full-time placement watch your focus child during their maths lessons for at least a week. Take photographs of their work. Try to identify 4 key areas:   1. The child’s attitude towards mathematics 2. The child’s mathematical thinking (problem solving, reasoning, habits of mind) 3. What aspects of mathematics they understand, identifiable in these episodes 4. What aspects of mathematics they are less secure in, identifiable in these episodes   Reflect on what you feel their next steps are. How could you support them in this?    As appropriate, draw together your focus child notes from weeks 18 and 19 with your evidence from the first two weeks of your full-time placement. Begin to decide what key areas to discuss in your assignment. Share your notes and ideas with your mentor.  Make sure you use the assignment guidance and support to help you gather appropriate assessment and progress evidence. Use the notes from sessions and lectures to support you in understanding/interpreting the informal assessments you make. | Core Assignment connects with CCF section on assessment. |

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| **Foundation Subjects Task #** |  | Notes / CCF |
| 1 | Observe your mentor teach any of the foundation subjects and/or the core subject: science (if possible).  As you observe your Class Mentor, pay attention to the way in which they plan and deliver the foundation subjects and/or science. Is there an introductory section, or a recap of prior learning? Pay particular attention to the structure of the lesson. What curriculum and pedagogical approaches are they taking e.g. cross-curricular, enquiry-based learning…? What key concepts, knowledge and skills are being taught? How might this link with the National curriculum, aims and content for those subjects? How is your class mentor planning for learners’ needs and successes? | Make sure you use the assignment guidance and support to help you gather appropriate assessment evidence e.g. annotated lesson plans. Use the notes from your taught sessions and lectures at UWE to support you in understanding/interpreting the teaching and learning of the foundation subjects and science. |
| 2 | Continue to observe and/or support the teaching of science and/or foundation subjects. Please note: if possible, you may need to arrange to visit another key stage if your class is currently not teaching science and/or the foundation subjects. |
| 3 | Seek opportunities to discuss and analyse lessons with colleagues. Seek out opportunities to plan with your class mentors. |
| 4 | If possible, at this stage, plan a science and/or foundation subject focused lesson with your class mentor.  This could be for a small group. | During the block before Christmas, in order to address your Foundation and Science Assignment requirements you should continue to observe practice, discuss and analyse lessons with your class mentor in preparation for your assignment submission in week 32. |
| 5 | Plan & teach at least one Science lesson and/or two Foundation lessons (if possible). It could be part of the introduction of the lesson, where the children are introduced to a new concept, or process. |  |
| 6 | By the end of PGPA placement, hopefully you will have had experience of planning a sequence of Science lessons and/or Foundation lessons with your class mentor appropriate for the age you are teaching. This will help towards your Foundation assessment preparation for week 32. |  |
| 7 (EY) | If you are in a nursery or EYFS, look for evidence in the environment of resources and tasks that are designed to develop children’s initial understanding of Science and/or the foundation subjects. What areas of learning are being developed? E.g.  understanding the world; expressive arts and design and/or physical development? How do young children learn? Are there opportunities for playing and exploring? Critical and creative thinking? |  |

1. **Mentor Support**

During the initial immersion period school mentors are asked to ensure that the trainee is welcomed into the school; given access to relevant school systems; and made familiar with routines, expectations including COVID-19 (if applicable) and other H&S measures. Trainees should be given the opportunity to get to know pupils and colleagues and to be active participants in activities such as reading with individuals and supporting groups.

We have asked trainees to spend significant time during the early weeks of this placement working with small groups in order for them to start to develop planning and assessment skills which will become transferable to whole class teaching.

It would also be helpful for the trainees to have experience of teaching **short** parts of lessons at your discretion – a plenary or introduction for example.

Once they – and you – are confident, they should start to teach some whole class sessions using existing planning, with a bespoke schedule for how this will increase. They should also be supported to start planning their own lessons based on the school’s existing plans. Sessions at UWE will support them to do this.

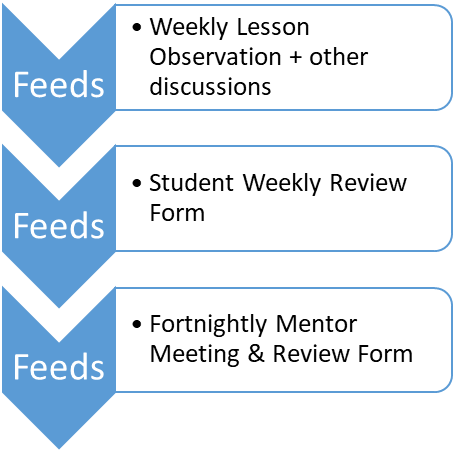
Once trainees start their **block placement on 14th November** mentors will be expected to conduct a weekly formal observation which is followed by a target setting meeting (later in the week). The latter should be led by the trainee who is encouraged to be proactive in terms of taking responsibility for their training year.

Further guidance can be found in the table above.

**Trainees perform best when:**

* They feel valued.
* They have a professional buddy.
* They have a supportive and well-trained mentor.

(Vickers-Hulse 2021)



1. **Evidence**

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

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**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). See as much teaching as possible.
* 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 / Evidence Portfolio**

Trainees should have two files / folders of evidence that are accessible at all times whilst on placement. These can be kept electronically. Key examples will need to be uploaded to trainee’s individual evidence base for assessment.

Professional Teaching File

Clearly organized

The Teaching File is everything school-focused/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

Fortnightly mentor reviews

The Professional Development File is focused 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**

PGPA placement is about **engaging** with teaching and developing skills. There may be some beginning to **embed** skills for some trainees. We would not expect to see **secure** or **very secure** until PGPB placements on the whole.

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1. **Appendix 2: 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 are 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. |

Notes: