

This document should be completed as an ongoing process throughout the block practice and must be available in school at all times in the Teaching File

PGP1

Professional Practice Log

UTXGRB-30-3(EY)

UTXGQR-30-3 (PRI)



# Contents

Introduction page 3

The Teachers’ Standards page 3

PGP1 Block Placement Details page 7

Procedures for PGP1 Block Placement page 8

Record of Attendence for PGP1 page 8

PGP1 Professional Placement log page 9

PGP1 Weekly Tasks page 10

# Introduction

**This document should be read in conjuction with the Partnership Handbook, the generic information for schools hosting trainee teachers across the UWE partnership. This document contains information which is specific to Primary PGCE PGP1 – the first placement.**

# The Teachers’ Standards

1. Set high expectations which inspire, motivate and challenge pupils

* Establish a safe and stimulating environment for pupils, rooted in mutual respect.
* Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
* Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

1. Promote good progress and outcomes by pupils

* Be accountable for pupils’ attainment, progress and outcomes.
* Be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these.
* Guide pupils to reflect on the progress they have made and their emerging needs.
* Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
* Encourage pupils to take a responsible and conscientious attitude to their own work and study.

1. Demonstrate good subject and curriculum knowledge

* Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings.
* Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
* Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject.
* If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
* If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

1. Plan and teach well-structured lessons

* Impart knowledge and develop understanding through effective use of lesson time.
* Promote a love of learning and children’s intellectual curiosity.
* Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
* Reflect systematically on the effectiveness of lessons and approaches to teaching.
* Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

1. Adapt teaching to respond to the strengths and needs of all pupils

* Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
* Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these.
* Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development.
* Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

1. Make accurate and productive use of assessment

* Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
* Make use of formative and summative assessment to secure pupils’ progress.
* Use relevant data to monitor progress, set targets, and plan subsequent lessons.
* Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

1. Manage behaviour effectively to ensure a good and safe learning environment

* Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy.
* Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
* Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them.
* Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

1. Fulfil wider professional responsibilities

* Make a positive contribution to the wider life and ethos of the school.
* Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
* Deploy support staff effectively.
* Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
* Communicate effectively with parents with regard to pupil’s achievement and well-being.

Part two: Personal and professional conduct

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

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

* Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position.
* Having regard for the need to safeguard pupils’ wellbeing, in accordance with statutory provisions.
* Showing tolerance of and respect for the rights of others.
* Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
* Ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

# PGP1 Block Placement Details

|  |  |
| --- | --- |
| Trainee’s name/student 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: |  |

# Procedures for PGP1 Block Placement

1. Before the start of the block practice the trainee should complete page 7 in this booklet.
2. Each week the CM or SM will meet the trainee and complete the weekly target setting and review sheet.
3. The trainee should track their progress against the Teachers’ Standards in preparation for the weekly meetings.
4. Teaching observations will be recorded on the observation reflection form by the CM/SM and UWE tutor.
5. Comments on the teaching observation reflection forms contribute to the assessment against the Teachers’ Standards.
6. The CM/SM will complete the Interim Review following conversations with the UWE Tutor during the visits in weeks beginning 21 or 28 November. The document should be emailed by the trainee to the Professional Placement Office by Friday 2 December.
7. The trainee should continue to inform their teaching through engagement with academic literature.

# Record of Attendance for PGP1

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Trainee to insert dates | Monday | Tuesday | Wednesday | Thursday | Friday | Total days in school (trainee to complete) |
| Serial days |  |  |  |  |  |  |
| Serial days |  |  |  |  |  |  |
| Serial days |  |  |  |  |  |  |
| Serial days |  |  |  |  |  |  |
| Reading Week |  |  |  |  |  |  |
| Serial days |  |  |  |  |  |  |
| Serial days |  |  |  |  |  |  |
| Week 1 |  |  |  |  |  |  |
| Week 2 |  |  |  |  |  |  |
| Week 3 |  |  |  |  |  |  |
| Week 4 |  |  |  |  |  |  |

If you are absent from school you are required to contact the school each day of the absence, in line with school policy. You must then email (**not telephone)** the Professional Practice Office (partnership@uwe.ac.uk)

# PGP1 Professional Practice Log

Each of the following should be addressed before or during the serial days by the trainee in consultation with the CM/SM/UT. **Trainees should initial and date when complete.**

|  |  |
| --- | --- |
| **Before block school experience** | Initial and date |
| 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 senior mentor and/or class mentor has attended UWE mentor training |  |
| 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 CM |  |
| 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 CM about the progress of children in their home class. |  |
| 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 shared their targets with their CM/SM to support future planning for progression. |  |
|  |  |
|  |  |
|  |  |

# PGP1 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.

The table below shows how trainees’ time will be spent during the placement. Some weeks will involve ‘serial days’ which are generally followed by a ‘block’ where trainees are in school full time.

|  |  |
| --- | --- |
| **Days** | **Setting** |
| Monday, Tuesday, Wednesday. | UWE |
| Thursday, Friday. | School/ Early Years Setting |

|  |  |  |
| --- | --- | --- |
| **PGP1** | | |
| **UWE week** | **UWE** | **Placement Tasks** |
| **Wk 10**  **(w/b 26 September)** | Children Rights (Mandy Lee)  Values and Beliefs | Find out your school’s mission statement/ethos/values and beliefs.  Ask the Class Mentor to what extent does the school’s values influence their practice (and connect with their own values)  Collect examples of a range of planning, medium or short term. Discuss with the Class Mentor where the lesson objective comes from. Track this back through the medium, short term plans and the National Curriculum or EYFS requirements. Bring in photocopied examples for next week’s seminar. |
| **Wk 11** | Introduction to the National Curriculum  Lesson Planning | **Focused observation** - **Ask your Class Mentor about their use and understanding of Assessment for Learning (AfL - also known as formative assessment) and make notes. Bring this in for following week’s seminar.**  **Collect examples/photocopies of children’s work and teachers’ feedback (marking) for week 12.** |
| **Wk 12** | Assessment for Learning (AfL)  Marking and feedback | Observe or support a phonics lesson (you may need to arrange to visit a KS1 or R class if you are placed in KS2 and phonics is not taught)  Spend some time exploring the classroom’s interactive whteboard (if the class has a working one). Ask your class mentor for a brief demo and then have play after school.  **Focused observation** - **Observe the Class Mentor’s use of differentiation and how he/she meets the needs of all the children in the class.** |
| **Wk 13** | Assignment Lecture  Differentiation | Plan a phonics lesson (you may need to arrange to visit a KS1 or R class if you are placed in KS2 or you could plan a spelling lesson with a focus on Phase 5 phonics)  Identify a focus child (an “average” pupil), as your case study child for the core module assignment. Observe this child’s learning dispositions.  Plan and teach a maths group activity. Provide feedback and marking for children. Familiarise yourself with the school’s feedback and marking policies  Read with your focus child and consider their attitudes to reading and reading preferences. |
| **Wk 14** | Child development | Half Term – not in school. |
| **Wk 15** | Behaviour theory and practice | Read with your focus child. Focus on comprehension and create a ‘comprehension profile’ of the child based on the week 12 and 13 lectures and sessions.  **Focused observation - How does the Class Mentor create an environment of behaviour for learning? What strategies do they use to support this?** |
| **Wk 16** | Safeguarding  Assessment | Plan and teach either a phonics or literacy lesson - your choice.  Plan and teach a maths lesson (ideally on calculation) to a small group (feedback if possible) |
| **Wks 17-20** | Block Placement PGP1 | **PGP1 Block Placement**  Observe the deployment of TAs in the classroom and plan for the inclusion of other adults in your day to day activities.  Ensure that you continue to gather and finalise evidence to write your case study for week 28 hand in.  In PGP1 the aim is to be teaching 40% of the school week; the precise timing of this should be negotiated with the Class Mentor/Senior Mentor.  Plan and teach a small science investigation with a small group of children.  Make a list of all the strategies that the Class Mentor uses to establish and maintain high standards of behaviour in the classroom. Plan and teach a foundation subject  one to one, or a small group maths intervention. |
| **Evidence Bundles**  Two bundles need to be completed during the block placement.  English – Either a phonic or a reading comprehension bundle.  Maths – Either in calculation/number or another area of maths (if more appropriate).  Take this opportunity to collect evidence about your Assessment and Progress Case Study child. |
| **Wk 21** | EAL  &  Inclusion | Not in school |