



PGPB 2019-20

Information for schools and trainees

Professional Practice Log

UTXGRB-30-3 (EY)

UTXGQR-30-3 (PRI)

Contents

Introduction	page 3
Placement Documentation	page 3
Contact Details	page 4
PGPB Block Placement Details	page 4
Procedures for PGPB Block Placement	page 5
UWE Tutor Visits and Report Deadlines	page 6
Record of Attendance for PGPB	page 7
PGPB Professional Placement log	page 8
PGPB Weekly Tasks	page 9

Introduction

This document should be read in conjunction 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 PGPB – the second placement.

Placement Documentation

All placement documents can be accessed via the following link to our website:

<http://www1.uwe.ac.uk/cahe/edu/aboutus/partnerships/partnershipdocuments-1.aspx>

The UWE Training and Assessment Toolkit, which is accessible via the link above, is the document that contains all the information about how to assess trainees during placement. Please see the full document for detail; key pages are given below:

Key pages summary from UWE Training and Assessment Toolkit:

Information	Page in Toolkit
Grading rationale	5
At a glance assessment process	8
Expected outcomes and progress	9
Accuracy in grading	11
Guidance for weekly meetings	12
Target setting	14
Grade descriptors for each standard	19

Any queries please contact:

partnership@uwe.ac.uk (partnership office) **0117 328 4143**

or

laura.manisonshore@uwe.ac.uk (PGCE Primary and Early Years Partnership Manager/joint Programme Leader)

0117 328 7351

PGPB 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 PGPB Block Placement

1. Before the start of the block practice the trainee should complete page 7 in this booklet (the Placement Log).
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 30/4/18 or 7/5/18 or 4/5/20. The final review should be completed following UWE Tutor visits in w/b 4/6/18 or 11/6/18.
7. The main focus of the final visit will be the end of training viva. Unless specifically requested by the school and / or student there will not be a formal observation
8. The trainee should continue to inform their teaching through engagement with academic literature.

PGPB UWE Tutor visits and Interim Review dates (updated)

1. **Visit 1:** w/b 20/04/20 or 27/04/20 or 04/05/20
2. **Interim Review** to PPO by 05/05/20
3. **Visit 2 (Final visit and viva):** w/b 08/06/20 or 15/06/19
4. **Final Review** to PPO by 22/06/19

Record of Attendance for PGPB

Trainee to insert dates	Monday	Tuesday	Wednesday	Thursday	Friday	Total days in school (trainee to complete)	Agreed by class mentor
Serial days							
Serial days							
Week 1							
Week 2							
Easter							
Easter							
Week 3							
Week 4							
Week 5							
Week 6							
Week 7							
Reading week							
Week 8							
Week 9							
Week 10							
Week 11							
Week 12							
Total days (from a potential 62)							

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)

PGPB 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.	

PGPB Weekly tasks

This section links UWE based Professional Development focus 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. The initial two weeks will involve 'serial days' which are followed by a 'block' where trainees are in school full time. You will see that placement tasks are very limited for PGPB and there are no specific tasks for PD this time. The priority is for trainees to get into school and become part of the community as soon as possible.

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

PGPB			
UWE week	School Tasks	Key deadlines	Class/ Senior Mentor input
34 (w/b 9 March)	<p>Maths Primary: Spend time getting to know your children mathematically. Try to work with each group over the course of the two weeks, and make some notes about the children (e.g. how engaged they are with maths, how confident etc). Have a look to see whether the school is using a maths scheme to inform planning. If so, have a look through the text books and teacher's guide.</p> <p>If you have a chance, try to find 10 minutes to talk to the school's maths leader. Find out what the school's over-arching philosophy with maths is (e.g. have they adopted some of the 'mastery' ideas that have come from Shanghai; do they have an emphasis on mathematical thinking etc).</p> <p>Teach, or team-teach at least one maths lesson in Week 34 and ideally two conceptually connected lessons in Week 35, so that you can use the formative assessment information gathered from the first lesson to inform the second.</p> <p>Have a look at the way the school assesses the children in mathematics and tracks their progress. Talk to your Class Mentor about any intervention schemes that are in place for children who are not making expected progress. Find out how the school plans mathematics lessons; do they use any</p>		<p>Welcoming the trainee to the setting. Initial informal meeting. Enabling trainee to start to get to know children, colleagues and parents. Providing the trainee with key policy documents and also sharing planning. Encouraging the trainee to work with groups and start engaging with the everyday workings of the class (register / collecting children from the playground / meeting parents with you at the start and end of the day etc.</p>

	<p>materials to support this (e.g. the NCETM materials, the White Rose planning materials).</p> <p>Maths Early Years: Observe a maths lesson using the Knowledge Quartet prompt list – reflect on this.</p> <p>English (Primary and Early Years): In your new school, find out how reading is taught (comprehension and decoding) and assessed.</p> <p>Find out about the process of the assessment of writing.</p>		
35 (w/b 16 March)	<p>Maths Early Years: Observe another maths lesson using the Knowledge Quartet prompt list – reflect on this (see previous week for Primary)</p> <p>English (Primary and EY):</p> <p>Plan and teach a sequence of spelling lessons over the placement</p>		During both of these initial weeks where trainees are with you on Thursdays and Fridays only they will need to teach a whole lesson each day. By the end of placement A they were teaching between 40 and 60% of the school week and should work towards getting back to this percentage as soon as is reasonably possible. By the end of the placement trainees will be teaching 80% of the school week, effectively taking on the planning, teaching and assessment that you, as the class teacher, undertakes. Trainees should be given ample opportunity to observe your good practice in the classroom
	BLOCK PLACEMENT BEGINS		
36 (w/b 23 March)	<p>Maths Primary: Week 36 onwards (full weeks in school) You are now trying to get up to speed with your maths teaching as quickly as possible. Teach as much maths as you feel comfortable with, paying particular attention to teaching sequences of lessons/activities, so that you are able to use your</p>		From this point the trainee will be gradually working towards teaching 80% of the school week. Please support them to do this by sharing planning and 'handing over' your class

	<p>AfL skills to make appropriate adjustments between them.</p> <p>At some point, with the agreement of your CM, move to working from weekly plans for maths. The precise timing of this will depend on your own confidence with maths and with your maths teaching.</p> <p>If you did not do so in PGPA (or if you found it useful), don't forget to create a brief 'do the maths' document for the sequences that you teach (one 'do the maths' can cover several lessons and may extend over two weeks or more)</p> <p>Early Years: Try to work with as many of the children as possible, especially any that you have not worked with yet. Talk to your Class Mentor about how the children's mathematical skills are assessed on entry and how their learning is assessed and documented. How is their progress tracked? How does your Class Mentor use information gathered during one session, or week to inform the planning of the next cycle. Plan and teach at least two conceptually connected mathematics activities/sessions to the same group of children. Use the information gathered from the first activity/session to inform how you plan or adapt the second conceptually connected lesson. For the remainder of your placement, make sure that you always reflect on the mathematical learning of each lesson (what is secure and what needs</p>		
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	further reinforcement) in order to adapt the subsequent lessons.		
37 (w/b 30 March)	<p>Maths Early Years: If you are in KS1, try to find out what your school's views are about 'mastery' and whether the school is using any of the NCETM materials related to mastery.</p> <p>Science: Plan and teach a practical science or understanding of the world session or lesson. Plan the questions you will ask to develop children's thinking. Think of the strategies you can use to link the knowledge to the practical ideas e.g. drama, models, analogies, explanations, video etc and put them in your planning. Evaluate how well you think these have worked.</p>		
38			
39			
40 (w/b 20 April)		UWE Tutor Visits (1)	
41 (w/b 27 April)		UWE Tutor Visits (1)	
42 (w/b 4 May)		UWE Tutor Visits (1) Interim Review submission week (RP8)	
43 (w/b 11 May)			

44 (w/b 18 May)			
45			
46 (w/b 1 June)			At this point there are four full weeks of placement left and trainees should be all working at or close to 80% responsibility for the class. Where this is not the case robust discussions should have taken place between the school, trainee and Partnership Managers
47 (w/b 8 June)		UWE Tutor Visits (2)	
48 (w/b 15 June)		UWE Tutor Visits (2) Finish placement: Friday 21/6/19	
49 (w/b 22 June)		Final Report submission week (RP10)	
50 (w/b 29 June)		Final placement day 30/6/19	