Primary Professional Learning Activities – Phase 1 and 2 (Placement One) 2024-2025

Initial Teacher Education Partnership

Department of Education
College of Business, Arts & Social Sciences
Brunel University London

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Primary GPE Calendar

Date	GPE Focus	ITTECF learn that coverage	ITTECF learn how coverage	Optional follow up BUL Professional Learning Activities (PLAs)
3rd September	**GPE 1:** Professionalism, Ethics and Values	3.1, 3.3, 3.5, 3.10, 3.12, 4.7, 5.2, 5.3	3p, 3s, 4n, 7c, 7e	**Professionalism, Ethics and Values** Watch this 4-minute video: Dylan Wiliam provides a simple introduction to the concept of teachers' reflective practice and how this sets the context for teaching and learning: Teacher Reflective Practice (youtube.com) This short blog by Katie Waring, a SCITT Director, explains the rationale for trainees' engagement with educational research and how this can help them develop as a professional: Why should ITT trainees engage with…	Bradford Research School Further resources can be found at: Early Career Series – chartered.college. As a student teacher, you can join for free.

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	GPE 2: ; Language Acquisition and Oracy	3.1, 3.3, 3.5, 3.10, 3.12, 4.7, 5.2, 5.3	3p, 3s, 4n, 7c, 7e	
	GPE 3A: read Keeping children safe in education (DfE, 2022)			Please see below
	GPE 4: Prevent online training			Ensure you have completed the online course – please add confirmation to your PLA file
	GPE 5: How Children Learn – Engage	1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 5.6, 7.6	1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 5.6, 7.6	Explore the resources available here Familiarise yourself with the 6 key questions about learning in: Deans for Impact (2015). *The Science of Learning.* Austin, TX: Deans for Impact. Reflect upon how the summary compares to your own experiences, beliefs and understanding of learning.
9th September	**GPE 3B:** Safeguarding			**Safeguarding** Read "Keeping Children Safe in Education" (DfE, 2023): Keeping children safe in education - GOV.UK (www.gov.uk) Explore the information available on the NSPCC website: http://www.nspcc.org.uk/ and sign up to CASPAR:CASPAR | NSPCC Learning Look at Andrew Hall's website for free safeguarding briefings and updates: Safeguarding In Schools

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				Read "Sexual Violence and Sexual Harassment Between Pupils in Schools and Colleges" (DfE, 2021) Keeping children safe in education - GOV.UK (www.gov.uk)
	GPE 6: Principles of Planning, Teaching and Assessment	1.3, 2.2, 4.2, 5.2, 8.2	4a, 4b, 4n	Read this very succinct article to introduce key elements of efficient, effective lesson planning. Lesson planning | impact.chartered.college
16th September	**GPE 7:** Introduction to SEND	2.6, 5.3, 5.7, 5.8, 5.9, 7.10	5e, 5j, 7k	**Introduction to SEND** Read SEND Code of Practice: A Summary by The Key via the link here and download the pdf summary. SEND Code of Practice: a summary | The Key Leaders (thekeysupport.com) Read the SEND Review March 2022 and "A Good Life: towards greater dignity for people with learning disability." Critically engage with your reading, the university sessions and experiences in school; what do you think? CST_AmbitionInstitute_Whitepaper_AGoodLife.pdf (cstuk.org.uk)

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	GPE 8: Adaptive Teaching	2.3, 2.4, 4.2, 4.3, 4.4, 4.5, 4.10, 5.2, 5.3, 5.4, 5.5	1b, 5n, 5p	**Adaptive Teaching** Watch this 6 minute film: Rethinking Giftedness Film - YouCubed Read Chapter 3 of the ebook – Stephen, M. and Warwick, I. (2015) Educating the More Able. London: Sage. Over 15 (short) pages it sets out the UK context for More Able education via both current and historical perspectives.
	GPE 9: Equality and Diversity			**Equality and Diversity** Read Chapter 4- Ethnicity, Whiteness and Identity and one other chapter of your choice from the book (available online as an e-book): Diversity, Equality and Achievement in Education, by Gianna Knowles and Vini Lander. Reflect and write some notes on chapter 4 and on your chapter of choice: what are some of the implications for your own practice? Read the equalities policy for the school; consider the whole school ethos – how does the school promote inclusive practice? Read "No Outsiders in Our School: Teaching the Equality Act in Primary Schools": an

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				easy to access e-book that considers some challenging scenarios for schools and includes lesson plans for primary but could be adapted for secondary.
	GPE 10: Embedding Critical Reflective Practice			**Embedding Reflective Practice** Some are e-books. "Reflection in Professional Practice – the work of Donald Schön" chapter 4 *in* Moon, J. (1999) Reflection in Learning and Professional Development. London: Kogan Page. (e-book so read online) *Chapter 1 in Zwozdiak-Myer, P. (2012) The Teacher's Reflective Practice Handbook: becoming an extended professional through capturing evidence-informed practice. London: Routledge (e-book)* "The Reflective Practitioner" chapter 2 in English, E. and Newton, L. (2005) Professional Studies in the Primary School. London: David Fulton.
	GPE 11: Child Development	1.7, 1.8, 2.2, 7.1, 7.2, 7.3, 7.5, 7.7, 7.8, 8.4	7h, 7r, 8h, 8l	Familiarise yourself with the Non-statutory guidance for the early years foundation stage
	GPE 12: How Children Learn – Construct			Explore the resources produced by the EEF about Metacognition and Self-regulated learning.

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23rd September	**GPE 13:** Behaviour for Learning			
		7.1, 7.2, 7.5, 7.8, 7.9, 7.10	7d, 7f, 7g, 7i	Watch this 14-minute video which focuses on how praise and reward and explicit instructions are used by a class teacher to share expectations at the start of a new school year with Year 6 pupils:Teachers TV: Sharing Expectations | Teaching Resources (tes.com)
	GPE 13:			

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	GPE 14: EAL			**EAL** Explore the Bell Foundation Website and Free Resources: Choose a resource and use it during placement; evaluate the resource – how helpful was it? Did you adapt it or use it for other children too? The Bell Foundation - Changing lives and overcoming exclusion through language education (bell-foundation.org.uk) Read this article which looks at the use of interventions including pre-learning and over-learning to support a range of pupils including those who speak English as an additional language: Teaching interventions: Pre and over learning (sec-ed.co.uk)
30th September	ITAP 1: Positive Classroom Environments			

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| 7th October | **GPE 15:** The National Curriculum, Teachers and the Law, British Values and the Education System Structure | | | **The National Curriculum** 'Getting to grips with the National Curriculum' [National curriculum in England: primary curriculum - GOV.UK (www.gov.uk)](#)

[National curriculum in England: secondary curriculum - GOV.UK (www.gov.uk)](#)

Research the core aims of the subjects of the national curriculum for your Key Stages (and subject area for secondary); it is also valuable to look at the other documents to help understand transition points.

This A4 summary by Daryn Egan-Simon explains what a [Knowledge-centred_Simon.pdf (chartered.college)](#) is and its implications for trainees and teachers |
| | **GPE 16:** Influences on Readiness to Learn- adverse childhood experiences/ effects of deprivation | 1.7, 1.8, 5.3, 7.2, 7.5, 7.7, 7.8 | 1e, 5f, 7l, 7r | **Read this ProActive [Approaches](#) resource for teachers about incorporating trauma informed approaches into teaching.** |

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14th October	**GPE 17:** Assessment	6.1, 6.2, 6.3, 6.4, 6.7	6b, 6c, 6d, 6e, 6m	**Assessment** Access this web link which, using text and a short video, succinctly explains the theory behind AfL and how it can be put into practice when teaching in primary and secondary classrooms. It also includes an assessment glossary at the end of the web link: Getting started with Assessment for Learning (cambridge-community.org.uk) Watch this 3 minute clip of Dylan Wiliam as he "Unpacks Formative Assessment." GYOW 3.0 - Category Bedroom - 15" | Wayfair (youtube.com)
	GPE 18: Embedding Equality and Diversity			**Embedding Equality and Diversity** Complete UK Feminista Training Modules including the Action Plan and Feedback; upload certificate to PebblePad
21st October	**GPE 19:** Compensatory Education and Pupil Premium			**Compensatory Education and the Pupil Premium Grant** Consider how schools can provide opportunities so all pupils enjoy success: what is quality first teaching? Use the

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				link to access text and videos: [Quality First Teaching Checklist 2024: 10 Most Effective Strategies (thirdspacelearning.com)](#) Education Endowment Foundation (EEF) response: NAO report on educational outcomes for disadvantaged pupils [Education Endowment Foundation (EEF) response: NAO report on… | EEF](#)
	GPE 20: Planning a Sequence	2.8, 3.3, 3.7, 4.2, 6.3	2c, 2k, 5c	**Planning a Sequence** Read this very succinct article to introduce key elements of efficient, effective lesson planning. [Lesson planning : My College (chartered.college)](#)
4th November	**GPE 21A:** SEND and Inclusion **GPE 21B:** SEND and Inclusion focus Autism	1.1, 1.2, 2.6, 5.3, 5.7, 5.8,	2c, 5b, 5e, 5j	Read Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties by Jim Rose; can be found in session folder or at: [the-rose-report.1294933674.pdf (thedyslexia-spldtrust.org.uk)](#)

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	GPE 21C: SEND and Inclusion focus Alternative Setting Provision **GPE 22:** How Children Learn – Retain and Apply	5.9, 8.8		
18th November	ITAP 2: How Pupils Learn			
2nd December	**GPE 23:** Looked after Children, Emotion Coaching and Attachment Awareness	7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.10	1c, 7a, 7b, 7e, 7f, 7g, 7k, 7p, 7q, 7r	Read "Attachment Theory: What do teachers need to know."
9th December	**GPE 24:** Working Effectively from School Planning	3.1, 4.1, 4.5, 4.8, 5.9, 7.6	4c, 7p, 8d	Read the EEF report on guidance for schools on planning
	GPE 25: Working with Others	5.7, 8.3, 8.4, 8.5	1d, 5c, 5f, 5i, 7l, 8g, 8h, 8i, 8j, 8k, 8n, 8o	**Working with Others** Research the impact that Teaching Assistants/ Learning Support Assistants can have on the progress of pupils with S.E.N.D. Look at the evidence of impact using the Sutton Trust-EEF Teaching and Learning Toolkit

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				Teaching and Learning Toolkit	EEF (educationendowmentfoundation.org.uk) Read "Working with Parents to Support Children's Learning: Guidance Report"
16th December	**GPE 26:** Summative Assessment	2.1, 4.5, 4.6, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7	2g, 4n, 5b, 6a, 6b, 6d, 6e, 6g, 6h, 6i, 6k, 6l, 6n, 6o, 6p, 6q, 6r	Familiarise yourself with the guidance available from the DfE available here: Standards and Testing Agency - GOV.UK (www.gov.uk)
3rd February	**GPE 27:** Pupil Progress and Data			**Pupil Progress and Data** Access this web link which uses text and short videos to comprehensively explain how to promote progress by encouraging metacognition in the classroom: Getting started with Metacognition (cambridge-community.org.uk)
	GPE 28: Applying for First Posts			**Applying for First Posts** Take time to look at the way jobs are advertised in your chosen local area; consider booking an appointment with

				the University PDC for support with mock interviews.
	GPE 29: Safeguarding 2 - E-safety and Prevent			Read Prevent Duty; look at school policy and strategies. [The Prevent duty: safeguarding learners vulnerable to radicalisation - GOV.UK (www.gov.uk)](#) Explore the resources on these links: [Protecting children from radicalisation	NSPCC](#) [Prevent duty training: Learn how to support people susceptible to radicalisation	Prevent duty training (support-people-susceptible-to-radicalisation.service.gov.uk)](#)
10th February	**GPE 30:** Perspectives on Behaviour			**Behaviour for Learning** Listen to this BBC Radio 4 programme where the head teacher of the Michaela School, Katharine Birbalsingh and Education consultant, Dr Debra Kidd, debate whether discipline is the enemy of learning. [Across the Red Line - Series 4 - Is Discipline the Enemy of Learning? - BBC Sounds](#)
3rd March	ITAP 3: Adaptive Teaching			
28th April	ITAP 4: Inspiring Learning			
23rd June	**GPE 31:** Consolidation of School Based Teacher Education and University Based			

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	Teacher Education			
	GPE 32: Global Citizenship, Education for Sustainability and Climate Change Education			
	GPE 33: Professional Learning, Transition, Induction			
	GPE 34: Being an ECT and pathways to leadership Exit tutorials			Read the Early Career Framework document: [Early career framework - GOV.UK (www.gov.uk)](www.gov.uk)

Phase 1: Professional Learning Activities (PLAs)

This document sets out the learning activities BSTs are required to engage with during this phase of teacher education. These are compulsory and will be monitored by the Link Tutor (LT) and mentor. This first page outlines the professional expectations that BSTs must demonstrate to inform progress for Component 1 Professional Behaviours and Responsibilities. However, given the curriculum integrates all components, they will also support progress across the whole curriculum.

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BSTs are expected to:

- Maintain professional behaviours at all times, both in university and on placements;
- Attend university (9am-5:30pm) and school placement (typically 8am-5pm however if different, the mentor's lead should be followed) and maintain the high attendance typical of a teaching professional;
- Ensure all communication is professionally written and timely;
- know and engage with specific health and well-being issues of children within the classes taught;
- Attend INSET and other school training opportunities as they arise;
- Engage with the wider responsibilities and role of a teacher e.g. extra-curricular activities, assemblies, staff meetings;
- carry out playground duties and routines with the mentor throughout the BSTs' time in school/setting;
- Know and engage with the school/setting's curriculum for children's learning in each subject or area of learning;
- In addition to joining the mentor's PPA, schedule 10% of time across the week for BST's professional development and for completing non-teaching elements of the PLAs;
- Agree the timeframe for mentor to share school planning with the BST, and for BST to share plans with the mentor a minimum of 48 hours in advance of teaching a lesson to allow for feedback or clarification;
- Engage pro-actively with constructive feedback and use this to inform and develop practice;
- Purposefully engage with all processes and use them to support learning;
- Monitor own wellbeing, proactively taking steps and/or seeking support to ensure engagement with the course.

The Professional Learning Activities (PLAs) for this phase are set out on the next pages. As BSTs complete the activities in each block, they are required to reflect on their learning from these, and the university sessions, as part of the reflective processes i.e. Weekly Professional Learning Record (WPLR), Progress Reviews.

Unless otherwise indicated, all BST planning should be on the appropriate BUL lesson plan.

Notes for this phase:

Throughout phase 1, BSTs must always have a qualified teacher in the classroom with them to give support and advice as part of their placement.

In phase 1, BSTs build to 20% (up to 30% optional) planning and teaching by the end of the phase. This must include at least one teaching episode every day. Completion of the PLAs will support BSTs to achieve this.

BSTs must undertake at least one observation every day. The focus of each will either be a PLA, relate to your professional learning foci.

16th September – 17th September

✓	Activity	Where	Curriculum Component
	Complete *preliminary tasks* (by Friday 13th September)	Pre course booklet https://primarypgceprelimtasks.myportfolio.com/	**1**, **2**
	Complete DBS process including bringing hard copy documents for checking as required	On campus	**1**
	Once email received, complete online registration and upload photograph	eVision	**1**
	Complete *Readings and reflection* from GPE 3: Safeguarding training on 11.9.24 (no later than 5 pm, 13th September)		**1**, **8**
	Following guidance in Introduction to placement 1, set up School Placement File	One Drive	**1**
	Once fully enrolled and have access to the PLPP: • Read and sign student code of conduct on PebblePad • Upload Fundamental English and start the Fundamental Maths activities and upload your *Numeracy Challenge* certificate (complete by end phase 2) • add *School Policies – Placement 1*	OneDrive	

18th September – 20th September

✓	Activity	Where?	Curriculum component
	Contact placement school and discuss arrangements to attend on the 23rd September		**1**
	Submit *Phoneme enunciation video* (due 23rd September)	Group task (students to arrange)	**1**, **2**

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Placement 1 starts (w/c 23rd September)

✓	Activity	Where?	Curriculum component
	Add and complete *School Policies – Placement 1*	OneDrive	**1**
	Know and engage with the person responsible for safeguarding in the school		**1**, **8**
	BST and mentor to read and sign health and safety checklist	PebblePad	**1**
	Take time to develop relationships with the children by getting to know them as individuals		**1**, **3**, **5**, **7**, **8**
	Determine the weekly timetable for the class, including information on the order of the day and timings.	School Placement File	**1**, **7**
	Discuss the school's behaviour policy with mentor and the specific behaviour for learning strategies used		**1**, **3**, **5**, **7**, **8**
	Undertake an observation of expert teachers focusing on the *Application of the Behaviour Policy Placement 1*. Agree on any specific aspects BSTs will focus on. Complete this on an *Observation of Expert teachers' template (see Brightspace)*	OneDrive	**1**, **3**, **5**, **7**, **8**
	Take the register every day		**1**, **7**, **8**
	Greet and dismiss the children every day		**1**, **7**, **8**
	Observe your mentor teach and create a lesson plan for the lesson (choose one part of a lesson)	OneDrive	**1**, **2**, **3**, **4**, **5**, **6**, **7**, **8**
	Upload lesson plan of mentor observation	OneDrive	**1**
	Plan, teach and evaluate a session for reading aloud to the class, drawing from relevant GPE and English sessions	OneDrive	**1**, **2**, **3**, **4**, **5**, **6**, **7**, **8**
	Upload evaluated reading session plan	OneDrive	**1**
	Starting from the mentor's planning, plan, teach and evaluate a session for a group	OneDrive	**1**, **2**, **3**, **4**, **5**, **6**, **7**, **8**
	Upload evaluated group session plan	OneDrive	**1**
	Prepare for ITAP week 1 by: • BSTs and mentors discussing the overview of the week;	OneDrive: Positive	**1**

• scheduling observations/discussions as per the overview in view of the school timetable.	Classroom Environments	
Ensure School Training File is fully up to date and any documentation added as required	OneDrive	**1**
7th-11th October: compulsory ITAP week – see ITAP week 1 booklet	PebblePad + OneDrive: Positive Classroom Environments	**1**, **2**, **3**, **4**, **5**, **6**, **7**, **8**

7th October- 25th October

✓	Activity	Where?	Curriculum component
	Complete three Weekly Professional Learning Records (WPLRs) **Wb 7th October WPLR 1** **Wb 14th October WPLR 2** **Wb 21st October WPLR 3**	PebblePad	**1**, **2**, **3**, **4**, **5**, **6**, **7**, **8**
	Continue to take the register every day		**1**, **7**, **8**
	Continue to take every opportunity to read aloud to the class		**1**, **2**, **7**, **8**
	Continue to greet and dismiss the children every day		**1**, **7**, **8**
	Aim to complete one observation every day using the observation and upload of expert teachers' template	OneDrive	**1**, **2**, **3**, **4**, **5**, **6**, **7**, **8**
	Using mentor's planning, plan, teach and evaluate at least one teaching episode every day. This can be part of a whole class lesson or teaching a smaller group.	OneDrive	**1**, **2**, **3**, **4**, **5**, **6**, **7**, **8**
	Upload evaluated lesson plans		**1**
	Contribute to the preparation of lesson resources		**1**, **2**, **4**, **5**
	Contribute ideas for lessons and show growing awareness of the learning needs of individual children in PPA/planning conversations with the mentor		**1**, **2**, **3**, **4**, **5**, **6**, **7**, **8**
	Take increasing responsibility for promoting and managing positive behaviour during individual and group activities, during		**1**, **3**, **7**, **8**

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✓	Activity	Where?	Curriculum component
	transitions between lessons and learning activities and during whole class routines		
	Create *Pen portraits* for three pupils focusing on their interests, needs and barriers to learning (will assist with ED5618 assignment)	OneDrive	**1**, **2**, **3**, **4**, **5**, **6**, **7**, **8**
	Upload completed *Pen portraits*		**1**
	Complete the *Discussion with SENCo Placement 1*	OneDrive	**1**, **3**, **5**, **6**, **7**, **8**
	Complete *Systematic synthetic phonics (SSP) observations*	OneDrive	**1**, **2**, **3**, **4**, **5**, **6**, **7**, **8**
	Ensure School Placement One File is fully up to date and any documentation added as required	OneDrive	**1**

4th November- 15th November

✓	Activity	Where?	Curriculum component
	Complete three Weekly Professional Learnings Record (WPLRs) **Wb 4th November WPLR 4** **Wb 11th November WPLR 5**		
	Continue to take the register every day		**1**, **7**, **8**
	Continue to take every opportunity to read aloud to the class		**1**, **2**, **7**, **8**
	Continue to greet and dismiss the children every day		**1**, **7**, **8**
	Aim to complete one observation every day using the observation and upload of expert teachers' template	OneDrive	**1**, **2**, **3**, **4**, **5**, **6**, **7**, **8**
	Undertake an observation of expert teachers focusing on *Adapting to Individual Needs*.	OneDrive	**1**, **2**, **3**, **4**, **5**, **6**, **7**, **8**
	Starting from the mentor's planning, plan, teach and evaluate at least one whole-class lesson/session every day. At least two of these should be entire lessons/sessions.		**1**, **2**, **3**, **4**, **5**, **6**, **7**, **8**
	Upload evaluated lesson plans	School Training File > Planning and assessment	**1**
	Continue to support the learning of groups of children in lessons led by the mentor		**1**, **2**, **3**, **4**, **5**, **6**, **7**, **8**

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✓	Activity	Where?	Curriculum component
	Contribute to the preparation of lesson resources		**1**, **2**, **3**, **4**, **5**, **7**
	Contribute ideas for lessons and show growing awareness of the learning needs of individual children in PPA/planning conversations with the mentor		**1**, **2**, **3**, **4**, **5**, **6**, **7**, **8**
	Take increasing responsibility for promoting and managing positive behaviour during individual and group activities, during transitions between lessons and learning activities and during whole class routines		**1**, **3**, **4**, **5**, **7**, **8**
	Plan and teach *Standalone systematic synthetic phonics (SSP) sessions* – in EYFS/KS1 this will be a lesson, in KS2 this may be a small group intervention	OneDrive	**1**, **2**, **3**, **4**, **5**, **6**, **7**, **8**
	Plan, teach and evaluate a handwriting lesson	OneDrive	**1**, **2**, **3**, **4**, **5**, **6**, **7**, **8**
	Discuss the school marking and feedback policy with the mentor and how this is implemented. Begin to evidence this in your own practice.		**1**, **3**, **6**, **8**
	Plan the *Elicitation of children's ideas in science*	OneDrive	**1**, **2**, **3**, **4**, **6**, **7**
	Upload the evaluated *Elicitation of children's ideas in science* plan. This must include the record of the assessment of each child's learning.	School Training File > RLAs	**1**
	Participate in your school's *Anti-Bullying Week* activities (wb 11th-15th November)	OneDrive	**1**, **2**, **3**, **4**, **7**, **8**
	Ensure School Placement File is fully up to date and any documentation added as required	OneDrive	**1**
	Prepare for ITAP week 2 by: • BSTs and mentors discussing the overview of the week; scheduling observations/discussions as per the overview in view of the school timetable.	PebblePad + OneDrive: How Children Learn	**1**

18th November- 29th November

✓	Activity	Where?	Curriculum component
	With the mentor's support, plan, teach and evaluate at least one whole-class lesson/session every day. All of these should be entire lessons/sessions going forward.		**1**, **2**, **3**, **4**, **5**, **6**, **7**, **8**
	Upload evaluated lesson plans	OneDrive	**1**

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	Take increasing responsibility for promoting and managing positive behaviour at all times		**1**, **7**, **8**
	18th-22nd November: Compulsory ITAP week – see ITAP week 2 booklet	OneDrive + PebblePad	**1**, **2**, **3**, **4**, **5**, **6**, **7**, **8**
	Focus on one pupil profile- data collection (ED5618 assessment)		
	Complete Weekly Professional Learning Record (WPLR) **Wb 25th November WPLR 6**		
	If in KS1- Plan, teach and upload *Sequences of systematic synthetic phonics (SSP) sessions*	OneDrive	**1**, **2**, **3**, **4**, **5**, **6**, **7**, **8**
	Upload the *Observation of Expert teachers' Practice* form focusing on *Whole class Adaptive Teaching*	OneDrive	**1**
	Upload the *Observation of Expert teachers' Practice* form focusing on *Assessment for Learning and Progress*	OneDrive	**1**
	Ensure School Placement File is fully up to date and any documentation added as required	OneDrive	**1**
	Complete Progression Review Point 1 with your school mentor	PebblePad	**1**, **2**, **3**, **4**, **5**, **6**, **7**, **8**

Phase 2: Professional Learning Activities (PLAs)

This document sets out the learning activities BSTs are required to engage with during this phase of training. These are compulsory and will be monitored by the Link Tutor (LT) and mentor. This first page outlines the professional expectations that BSTs must demonstrate to inform progress for Component 1 Professional Behaviors and Responsibilities. However, given the curriculum integrates all components, they will also support progress across the whole curriculum.

BSTs are expected to:
- maintain professional behaviours at all times, both in university and on placements;
- attend university (9am-4:30pm) and school placement (typically 8am-5pm however if different, the mentor's lead should be followed) and maintain the high attendance typical of a teaching professional;
- ensure all communication is professionally written and timely;
- know and engage with specific health and well-being issues of children within the classes taught;
- attend INSET and other school training opportunities as they arise;
- engage with the wider responsibilities and role of a teacher e.g. extra-curricular activities, assemblies, staff meetings;

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- carry out playground duties and routines with the mentor throughout the BSTs' time in school/setting;
- know and engage with the school/setting's curriculum in each subject or area of learning;
- in addition to joining the mentor's PPA, schedule 10% time across the week for the BST's professional development and for completing non-teaching elements of the PLAs;
- agree the timeframe for mentor to share school planning with the BST, and for BST to share plans with the mentor a minimum of 48 hours in advance of teaching a lesson to allow for feedback or clarification;
- engage pro-actively with constructive feedback and use this to inform and develop practice;
- purposefully engage with all course processes and use them to support learning;
- monitor own wellbeing, proactively taking steps and/or seeking support to ensure engagement with the course.

The Professional Learning Activities (PLAs) for this phase are set out on the next pages. As BSTs complete the activities in each block, they are required to reflect on their learning from these, and the university sessions, as part of the reflective processes i.e. WPLR, Progress Review Points.

Phase specific notes:
Throughout phase 2, BSTs must always have a qualified teacher in the classroom with them to give support and advice as part of their school-based teacher education entitlement.
In phase 2, BSTs will continue to develop their teacher presence by taking the register, greeting and dismissing children, and leading transitions.
BSTs start planning and teaching 20% of the full school week, building up to 60% by the end of the phase.
BSTs must undertake at least one purposeful observation every day. The focus of each will either be a PLA, relate to their professional learning foci or focus on a specific subject / learning from university sessions. BSTs should plan for observations of teaching in every subject/area of learning by the end of Phase 2.

2nd December-6th December

✓	Activity	Where?	Curriculum component
	Complete Weekly Professional Learning Record (WPLR) **Wb 2nd December WPLR 7**	PebblePad	1
	With the mentor's support, plan, teach and evaluate at least one whole-class lesson/session every day. All of these should be entire lessons/sessions going forward.	OneDrive	1, 2, 3, 4, 5, 6, 7, 8
	Take increasing responsibility for promoting and managing positive behaviour at all times		1, 7, 8

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✓	Activity	Where?	Curriculum component
	Following the Personal Tutorial Session 3 on *Readiness to learn. Discuss with an expert colleague and seek to incorporate strategies for children in your class.*	OneDrive	1, 3, 7, 8
	If in KS1, plan and teach *Sequences of systematic synthetic phonics (SSP) sessions*	OneDrive	1, 2, 3, 4, 5, 6, 7, 8
	Observe an expert colleague focusing on *Whole class Adaptive Teaching. Upload* the *Observation of Expert Colleagues' Practice* form.	OneDrive	1, 2, 3, 4, 5, 6, 7, 8
	Observe an expert colleague focusing on *Assessment for Learning and Progress. Upload the Observation of Expert Colleagues' Practice form.*	OneDrive	1, 5, 6
	Ensure curriculum subject knowledge audits are all up to date (core and foundation subjects).	PebblePad	1, 2, 4
	Ensure School Placement File is fully up to date and any documentation added as required	OneDrive	1

9th December – 20th December

✓	Activity	Where?	Curriculum component
	Complete Weekly Professional Learning Records (WPLRs) **Wb 9th December WPLR 8** **Wb 16th December WPLR 9**		
	Continue to take every opportunity to read aloud to the class		1, 2, 7, 8
	Plan, teach and assess one to two whole class lessons every day across the breadth of the primary national curriculum subjects, including at least one sequence of English and one sequence of mathematics.		1, 2, 3, 4, 5, 6, 7, 8
	Identify with the mentor an opportunity to plan, teach and assess a whole class sequence of lessons in science.		1
	Identify with the mentor an opportunity to plan, teach and assess at least one sequence in two different foundation subjects by the end of phase 2.		1
	Identify with the mentor an opportunity to be observed teaching science by the end of phase 2		1
	Engage in feedback and marking, only for lessons taught, following the school policy and mentor practice		1, 6

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✓	Activity	Where?	Curriculum component
	Work alongside the mentor to develop a secure understanding of how they keep track of the children's learning		**1**, **4**, **6**
	With increasing independence, purposefully choose adaptive teaching strategies when planning and teaching own lessons		**3**, **4**, **5**, **7**
	Ensure School Placement File is fully up to date and any documentation added as required	School Training File	**1**

6th January – 10th January

✓	Activity	Where?	Curriculum component
	Complete Weekly Professional Learning Record (WPLR) **Wb 6th January WPLR 10**	PebblePad	
	Plan, teach and assess whole class lessons every day across the breadth of the primary national curriculum subjects, including sequences of English and mathematics. This should be for 50-60% of the full school week.	OneDrive	**1**, **2**, **3**, **4**, **5**, **6**, **7**, **8**
	Continue to engage in feedback and marking only for lessons taught, following the school policy and mentor practice		**1**, **6**
	Be formally observed teaching science		**1**, **2**, **3**, **4**, **5**, **6**, **7**, **8**
	Arrange to speak to a member of the support staff, e.g., LSA/ TA, to understand the scope of their professional responsibilities (20-30 mins, informal professional discussion, chose to record as appropriate).	OneDrive	**1**, **3**, **4**, **5**, **7**, **8**
	Begin to purposefully choose teaching strategies, where appropriate, to support EAL and SEND learners when planning and teaching own lessons	OneDrive	**1**, **3**, **4**, **5**, **6**, **7**, **8**
	Ensure School Placement File is fully up to date and any documentation added as required	School Training File	**1**

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13th January – 24th January

✓	Activity	Where?	Curriculum component
	Complete Weekly Professional Learning Records (WPLRs) **Wb 13th January WPLR 11** **Wb 20th January WPLR 12**	PebblePad	
	Continue to plan, teach and assess whole class lessons every day across the breadth of the primary national curriculum subjects, including sequences of English and mathematics. This should be 50-60% of the full school week.		**1**, **2**, **3**, **4**, **5**, **6**, **7**, **8**
	Continue to keep track of the children's learning and to record progress for lessons taught.		**1**, **6**
	Plan, teach and assess at least one further PSHE (not RSE) session in line with the school approach and in discussion with the mentor.		**1**, **2**, **3**, **4**, **5**, **6**, **7**, **8**
	With increasing independence, purposefully choose teaching strategies, where appropriate, to support learners with EAL and those with SEND learners when planning and teaching own lessons		**1**, **2**, **3**, **4**, **5**, **6**, **7**, **8**
	Continue to take every opportunity to read aloud to the class		**1**, **2**, **7**, **8**
	Check *Fundamental Skills* form on PebblePad has been completed.	PebblePad	**1**, **2**
	Ensure the subject knowledge assessments for the following foundation subjects have been completed: • Design and Technology • History • Physical Education • Religious Education	PebblePad	**1**, **2**
	Ensure School Placement File is fully up to date and any documentation added as required	School Training File	**1**
	Complete Progress Review: Phase 2 (PRP2) (due 24th January)	PebblePad	**1**, **2**, **3**, **4**, **5**, **6**, **7**, **8**

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