



Primary Professional Learning Activities – Phase 3 and 4 (Placement Two) 2024-2025

Initial Teacher Education Partnership

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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)
3 rd 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	<p>Professionalism, Ethics and Values</p> <p>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)</p> <p>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</p> <p>Further resources can be found at: Early Career Series – chartered.college. As a student teacher, you can join for free.</p>

	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). <i>The Science of Learning</i> . Austin, TX: Deans for Impact. Reflect upon how the summary compares to your own experiences, beliefs and understanding of learning.
9 th September	GPE 3B: Safeguarding			<p>Safeguarding</p> <p>Read “Keeping Children Safe in Education” (DfE, 2023): Keeping children safe in education - GOV.UK (www.gov.uk)</p> <p>Explore the information available on the NSPCC website: http://www.nspcc.org.uk/ and sign up to CASPAR: CASPAR NSPCC Learning</p> <p>Look at Andrew Hall’s website for free safeguarding briefings and updates: Safeguarding In Schools</p>

				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
16 th September	GPE 7: Introduction to SEND	2.6, 5.3, 5.7, 5.8, 5.9, 7.10	5e, 5j, 7k	<p>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)</p> <p>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)</p>

	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	<p>Adaptive Teaching</p> <p>Watch this 6 minute film: Rethinking Giftedness Film - YouCubed</p> <p>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.</p>
	GPE 9: Equality and Diversity			<p>Equality and Diversity</p> <p>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?</p> <p>Read the equalities policy for the school; consider the whole school ethos – how does the school promote inclusive practice?</p> <p>Read “No Outsiders in Our School: Teaching the Equality Act in Primary Schools”: an</p>

				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			<p>Embedding Reflective Practice Some are e-books.</p> <p>“Reflection in Professional Practice – the work of Donald Schön” chapter 4 in Moon, J. (1999) <i>Reflection in Learning and Professional Development</i>. London: Kogan Page. (e-book so read online)</p> <p><i>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)</i></p> <p>“The Reflective Practitioner” chapter 2 in English, E. and Newton, L. (2005) <i>Professional Studies in the Primary School</i>. London: David Fulton.</p>
	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.

23 rd September	GPE 13: Behaviour for Learning	7.1, 7.2, 7.5, 7.8, 7.9, 7.10	7d, 7f, 7g, 7i	<p>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)</p>
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	GPE 14: EAL			<p>EAL</p> <p>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)</p> <p>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)</p>
30 th September	ITAP 1: Positive Classroom Environments			

7 th October	GPE 15: The National Curriculum, Teachers and the Law, British Values and the Education System Structure			<p>The National Curriculum ‘Getting to grips with the National Curriculum’ National curriculum in England: primary curriculum - GOV.UK (www.gov.uk)</p> <p>National curriculum in England: secondary curriculum - GOV.UK (www.gov.uk)</p> <p>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.</p> <p>This A4 summary by Daryn Egan-Simon explains what a Knowledge-centred Simon.pdf (chartered.college) is and its implications for trainees and teachers</p>
	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	<p>Read this ProActive Approaches resource for teachers about incorporating trauma informed approaches into teaching.</p>

14 th October	GPE 17: Assessment	6.1, 6.2, 6.3, 6.4, 6.7	6b, 6c, 6d, 6e, 6m	<p>Assessment</p> <p>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)</p> <p>Watch this 3 minute clip of Dylan Wiliam as he “Unpacks Formative Assessment.” GYOW 3.0 - Category Bedroom - 15" Wayfair (youtube.com)</p>
	GPE 18: Embedding Equality and Diversity			<p>Embedding Equality and Diversity</p> <p>Complete UK Feminista Training Modules including the Action Plan and Feedback; upload certificate to PebblePad</p>
21 st October	GPE 19: Compensatory Education and Pupil Premium			<p>Compensatory Education and the Pupil Premium Grant</p> <p>Consider how schools can provide opportunities so all pupils enjoy success: what is quality first teaching? Use the</p>

				<p>link to access text and videos: Quality First Teaching Checklist 2024: 10 Most Effective Strategies (thirdspacelearning.com)</p> <p>Education Endowment Foundation (EEF) response: NAO report on educational outcomes for disadvantaged pupils</p> <p>Education Endowment Foundation (EEF) response: NAO report on... EEF</p>
	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)
4 th 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)

	GPE 21C: SEND and Inclusion focus Alternative Setting Provision GPE 22: How Children Learn – Retain and Apply	5.9, 8.8		
18 th November	ITAP 2: How Pupils Learn			
2 nd 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.”
9 th 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

				Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) Read “Working with Parents to Support Children’s Learning: Guidance Report”
16 th 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
3 rd 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.
10 th February	GPE 29: Safeguarding 2 - E-safety and Prevent			<p>Read Prevent Duty; look at school policy and strategies. The Prevent duty: safeguarding learners vulnerable to radicalisation - GOV.UK (www.gov.uk)</p> <p>Explore the resources on these links: Protecting children from radicalisation NSPCC</p> <p>Prevent duty training: Learn how to support people susceptible to radicalisation Prevent duty training (support-people-susceptible-to-radicalisation.service.gov.uk)</p>
	GPE 30: Perspectives on Behaviour			<p>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</p>
3 rd March	ITAP 3: Adaptive Teaching			
28 th April	ITAP 4: Inspiring Learning			
23 rd June	GPE 31: Consolidation of School Based Teacher Education and University Based			

	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)

Phase 3: 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 Behaviours 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-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., WPLRs and Progress Review Points.

Unless otherwise indicated, all BST planning should follow the Planning and evaluation guidance for BSTs.

Phase specific notes:

Throughout phase 3, BSTs must have a qualified teacher in the classroom with them to give support and advice as part of their school based teacher education entitlement. If a BST is making secure progress, they may be given opportunities to manage the class for short periods (e.g. a single lesson). Please note, in this situation a qualified teacher should always be easily accessible by the BST i.e., they should be available to step in and take over the lesson at any point if needed. A qualified teacher must always be present for the teaching of PE. BSTs must teach at least one sequence of PE in phase 3.

BSTs should start planning and teaching as soon as possible in phase 3 to support them in building to 60% by the end of the phase. BSTs must continue to undertake regular, frequent, focused observations of teaching and learning using the observation form. The focus of observations should be areas of development that will support BSTs' progress on the course. Observations do not always need to be of a whole lesson; for example, an observation with a focus on modelling may only require BSTs to observe the inputs of a series of lessons.

24th February- 28th February

✓	Activity	Where?	Curriculum component
	Add and complete <i>School Policies – Placement 2</i> form	PLPP	1, 2, 3, 4, 5, 6, 7, 8
	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
	Update <i>Statutory Safeguarding Training</i> form with Safeguarding certificate for Placement Two	PebblePad	1, 8
	Take time to develop relationships with the children by getting to know them as individuals, the influences on their readiness to learn and the needs of those learning with EAL and/or SEND. Use these to purposefully choose appropriate strategies when planning		1, 3, 5, 7, 8
	Get or create a weekly timetable for your class, including information on the order of the day and timings	OneDrive	1
	Establish teacher presence, including by taking the register, taking every opportunity to read aloud to the class, greeting and dismissing children, and leading transitions		1, 3, 7, 8
	Discuss the school's behaviour policy with mentor and the specific behaviour management strategies used		1, 3, 5, 7, 8

	Upload the <i>Observations of Expert Colleagues' Practice</i> form focusing on the <i>Application of the School's Behaviour Policy</i>	OneDrive	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.		1, 2, 3, 4, 5, 6, 7, 8
	Prepare for ITAP 3: Adaptive Teaching <ul style="list-style-type: none"> BSTs and mentors discussing the overview of the week; scheduling observations/discussions as per the overview in view of the school timetable. 		1, 2, 3, 4, 5, 6, 7, 8

10th March-21st March

✓	Activity	Where?	Curriculum component
	Upload lesson plans	OneDrive	1
	Complete two Weekly Professional Learning Records (WPLRs) Wb 10th March WPLR 1 Wb 17th March WPLR 2	PebblePad	1, 2, 3, 4, 5, 6, 7, 8
	Identify with the mentor an opportunity to plan, teach and assess at least one sequence in two different foundation subjects areas of learning by the end of phase 3. Where possible, these should be different to the foundation subjects/areas of learning in phase 2		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 and complete this by the end of phase 3		1, 2, 3, 4, 5, 6, 7, 8
	Identify with the mentor an opportunity to be observed teaching science with a focus on science teaching and learning by the end of phase 3		1, 2, 3, 4, 5, 6, 7, 8
	Take increasing responsibility for promoting and managing positive behaviour at all times		7
	Begin to <i>monitor pupil progress</i> by completing the whole class tracking record	Template on Brightspace Upload to OneDrive	1, 6

	Meet and discuss with SENCo specific needs of the children in your class and aspects of their roles and responsibilities	OneDrive	1, 3, 5, 6, 7, 8
	<i>Observe, plan and teach systematic synthetic phonics (SSP)</i> if not completed in previous phases	OneDrive	1, 2, 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

24th March- 4th April

✓	Activity	Where?	Curriculum component
	Complete two Weekly Professional Learning Records (WPLRs) Wb 24th March WPLR 3 Wb 31st March WPLR 4	PebblePad	1, 2, 3, 4, 5, 6, 7, 8
	Return to planning, teaching and assessing at least two whole class lessons every day across the breadth of the primary national curriculum subjects. This must include sequences of both English and mathematics. This should total 40%-50% of the full school week.		1, 2, 3, 4, 5, 6, 7, 8
	Engage in feedback and marking, only for lessons taught, following the school policy and mentor practice		1, 6
	Continue to use the whole class tracking record to <i>monitor pupil progress</i>		
	Plan and teach at least one further PSHE session in line with the school approach and in discussion with the mentor		1, 8
	Complete the subject knowledge assessments for the following foundation subjects: <ul style="list-style-type: none"> • Art • Computing • Geography • Modern Languages • Music 	PebblePad	1, 2
	Ensure School Placement File is fully up to date and any documentation added as required	OneDrive	1

22nd April- 25th April

✓	Activity	Where?	Curriculum component
	Complete one Weekly Professional Learning Record (WPLR) Wb 21st April WPLR 5	PebblePad	1, 2, 3, 4, 5, 6, 7, 8
	Continue to plan, teach and assess at least one sequence in two foundation subject areas of learning previously identified	OneDrive	1, 2, 3, 4, 5, 6, 7, 8
	Continue to plan, teach and assess a whole class sequence of lessons in science		1, 2, 3, 4, 5, 6, 7, 8
	As previously scheduled, be observed teaching a science lesson with a focus on science teaching and learning by the end of phase 3		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
	Continue to use the whole class tracking record to <i>monitor pupil progress</i>	Minerva: RLAs guidance	1, 2, 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
	Prepare for ITAP 4: Inspired Learning <ul style="list-style-type: none"> BSTs and mentors discussing the overview of the week; scheduling observations/discussions as per the overview in view of the school timetable. 		
	Complete Progress Review: Phase 3 (PRP3) (due 25 th April)	PebblePad	1, 2, 3, 4, 5, 6, 7, 8

Phase 4: 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 Behaviours 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 on placement;
- attend 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 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 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., WPLRs and Progress Review points.

Phase specific notes:

Throughout phase 4, BSTs must have a qualified teacher in the classroom with them to give support and advice as part of their training entitlement. If a BST is making secure progress, they may be given opportunities to manage the class for increasingly longer periods (e.g. an afternoon). Please note, in this situation a qualified teacher should always be easily accessible by the BST if needed i.e. they should be available to step in and take over the lesson at any point if needed. A qualified teacher must always be present for the teaching of PE.

BSTs must plan and teach 80% of the full week during phase 4; this will start from wb 5th May 2025. BSTs must continue to undertake regular, focused observations of teaching and learning. The focus of observations should be areas of development that will support BSTs' progress on the course. Observations do not always need to be of a whole lesson.

5th May – 16th May

✓	Activity	Where?	Curriculum component
	Complete two Weekly Professional Learning Records (WPLRs) Wb 5th May WPLR 6 Wb 12th May WPLR 7	PebblePad	1, 2, 3, 4, 5, 6, 7, 8
	Continue to use the whole class tracking record or, with the agreement of the LT and mentor, use the school approach to track whole class progress		1, 6
	Engage in feedback and marking following the school policy and mentor practice		1, 6
	Upload planning, including the evaluated BUL lesson plans for observed lessons	OneDrive	1
	<i>Observe, plan and teach systematic synthetic phonics (SSP), if not already in previous phases</i>	OneDrive	1, 2, 3, 4, 5, 6, 7, 8
	Ensure School Placement File is fully up to date and any documentation added as required	OneDrive	1

19th May – 6th June

✓	Activity	Where?	Curriculum component
	Complete two Weekly Professional Learning Records (WPLRs) Wb 19th May WPLR 8 Wb 2nd June WPLR 9	PebblePad	1, 2, 3, 4, 5, 6, 7, 8
	Continue to assume the day-to-day role of the teacher for four full days, or equivalent, of the full teaching week.		1, 2, 3, 4, 5, 6, 7, 8
	Continue to use the whole class tracking record or, with the agreement of the LT and		1, 6

	mentor, use the school approach to track whole class progress		
	Continue to engage in feedback and marking following the school policy and mentor practice		1, 6
	Update subject knowledge personal action plans for English, mathematics and science before the LT moderation visit	OneDrive	1, 2
	Upload planning, including the evaluated BUL lesson plans for observed lessons	OneDrive	1
	Ensure School Placement File is fully up to date and any documentation added as required	OneDrive	1

9th June – 20th June (BSTs will return to placement 2 school on 26th and 27th June)

✓	Activity	Where?	Curriculum component
	Complete two Weekly Professional Learning Records (WPLRs) Wb 9th June WPLR 10 Wb 16th June WPLR 11	PebblePad	1, 2, 3, 4, 5, 6, 7, 8
	Continue to use the whole class tracking record or, with the agreement of the LT and mentor, use the school approach to track whole class progress		1, 6
	Continue to engage in feedback and marking following the school policy and mentor practice		1, 6
	Upload planning, including the evaluated BUL lesson plans for observed lessons	OneDrive	1
	Ensure School Placement File is fully up to date and any documentation added as required	OneDrive	1
	Complete Progress Review: Phase 4 (PRP4) (due 20 th June)	PLPP	1, 2, 3, 4, 5, 6, 7, 8
	Complete ECT Transition Plan (due 20 th June)	PLPP	1, 2, 3, 4, 5, 6, 7, 8
	Return to placement 2 school or visit your ECT school for transition activities soon Thursday 26 th and Friday 27 th June (this is compulsory for all BSTs).		1, 2, 3, 4, 5, 6, 7, 8

