



Professional Learning Activities (PLAs) – Placement 2 (phases 3 & 4) Secondary Handbook 2024-2025

Initial Teacher Education Partnership

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Phase 3+4: General guidance

This document sets out the learning activities BSTs are required to engage with during this phase of their 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.

BSTs are expected to:

- Maintain professional behaviours at all times, both in university and on placements;
- Attend university (9am-5:00pm) 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, Progress Reviews etc.

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

Notes for this phase:

Throughout these phases, BSTs must always have a qualified teacher in the classroom with them to give support and advice as part of their training entitlement.

Phase 3: Professional Learning Activities (PLAs) and Information

The following section includes week by week information, tasks and reading to support BSTs, mentors and Professional Coordinators throughout the PGCE programme.

Information detailed provides an overview of university learning including links to key information. Discussion prompts and activities are designed to support weekly mentor meetings. These prompts align with the **Tracking progress** chart on the handbook and on Pebblepad which has been designed to support both the development of the BSTs as well as to guide the assessment of BSTs towards achieving QTS at the end of the course. Partnership schools are free to add in their own additional school-based inputs that support the eight components of the ITE Partnership Curriculum and reflect the school communities that they represent.

Week(s) Beginning 27th January

Curriculum Component Focus: Subject, Pedagogical and Curricular Knowledge and How Pupils Learn

During the Alternative Settings experience week you will:

- Gain an understanding of the Curriculum in this particular setting
- Observe teaching and learning in a range of classes, as agreed with the school - give additional support to individual/groups of pupils as directed by the class teacher
- Begin to understand how teachers motivate and engage children in learning, and how they promote positive behaviour of individuals and groups
- Understand how progress and learning is tracked and find out how assessment procedures and record keeping is used within the class/school
- Take on some shared responsibilities, consistent with the role of a teacher within the school/setting. For example, playtime/lunchtime duties and extra-curricular activities
- Contribute to the wider life of the school/setting, e.g. assemblies, clubs, staff meetings etc.
- Complete the ASE booklet found on pebblepad

Additional information and tasks

Complete the ASE booklet found on pebblepad and get it signed by your contact at the ASE placement.

Curriculum Component Focus: Planning for Learning and Assessment of Pupils and health and wellbeing

Core Curriculum: The session on Education system structure offers BSTs an overview of the education system in England, together with opportunities to: consider their own values as novice teachers working in this system and evaluate the role of education policy in improving schools.

The session on using pupils' attainment data will build on the session on education system structure, exploring the use of data in education. It will give an overview of the purpose of data use in school and how data can be used effectively to support pupil progress and development. The session will allow you to consider your role in tracking and monitoring pupil data.

GPE 25 on applying for jobs is designed to support BSTs' first steps into an employed position in the teaching profession. During the day you will be given opportunities to hear from a current School Leader. Our Careers Team will support you in how to apply for your first position and writing a personal statement. You will have the opportunity to observe a live mock interview.

Subject Curriculum: Subject sessions will build and develop these themes relevant to your subject. BSTs will extend their thinking around How Pupils Learn in the Reaching further into the Science of learning This session builds previous sessions and aims to develop a deeper understanding of schemas. It will consider in greater depth, strategies like spaced practice and interleaving as well as the role of myelin, the transient information effect, the visual argument, dual coding, and the double memory trace.

Subject Curriculum: Subject sessions will build and develop these themes relevant to your subject

Optional/Additional Information and Tasks

Corno, L. (2008) 'On Teaching Adaptively.' Educational Psychologist, (43) 3. Pp 161-174.

Reaching further into the science of learning optional follow up task: [Dual Coding SENECA Learning Course](#).

Read this accessible book that highlights the importance of having high expectations: each chapter covers one of the six principles – challenge, explanation, practice, modelling, feedback and questioning. Allison, S., Tharby, A., & Lemov, D. (2015) Make Every Lesson Count: Six Principles to support great teaching and learning. London: Crown House Publishing (e-book)

Add PLA readings

Curriculum Component Focus: Behaviour for learning; safeguarding

Please see the familiarisation activities, prompts and discussion points as guidance for familiarisation.

GPE sessions on Safeguarding, spiritual, moral , social and cultural development and relationships and sex education in schools

Suggested readings

Pre ITAP week reading – please read these two short blogs from the EEF:

Eaton, J (2022) Moving from ‘differentiation’ to ‘adaptive teaching’. Available at:
<https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching>

Aubin, G. (2022) Scaffolding – more than just a worksheet. Available at:
<https://educationendowmentfoundation.org.uk/news/scaffolding-more-than-just-a-worksheet>

Additional information and tasks

1. Re- read “Keeping Children Safe in Education” (DfE, 2022):
<https://www.gov.uk/government/publications/keeping-children-safe-in-education>
See familiarisation prompts on the next page
2. Explore the information available on the NSPCC website:
<http://www.nspcc.org.uk/> and sign up to CASPAR:
<https://www.nspcc.org.uk/services-and-resources/research-and-resources/sign-up-to-caspar/>
3. Look at Andrew Hall’s website for free safeguarding briefings and updates:
<https://www.safeguardingschools.co.uk/>
4. 5. Read “ Sexual Violence and Sexual Harassment Between Pupils in Schools and Colleges” (DfE, 2021) <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Familiarisation Weeks Activities and Prompts

The document below provides activities that support and enhance the ITE Partnership Curriculum and support BSTs with their learning – some of these activities are priorities (see bold). The familiarisation days can be arranged in any way to suit the school. This may mean days immersed in certain activities, days immersed in subject lessons/faculties, or a mixture of both. If the school is part of Cluster of schools, opportunities can be provided across schools in collaboration with each other. We recommend providing at least two days of the week for BSTs to spend solely in their faculties to help them to understand how their subject is delivered and to gain a secure understanding of the classes they will be taking responsibility for. This also supports BSTs in becoming part of the subject community and helps them to understand how the faculty is run and where key resources can be accessed.

Curriculum Component	Familiarisation activities/discussion points
Professional Behaviours and Responsibilities	<p>Welcome/Admin/Email/School systems</p> <p>Review school safeguarding policy and meet the DSL.</p> <p>Review child protection policy, Keeping Children Safe in Education and staff code of conduct</p> <p>Guided Tour - navigation round the school</p> <p>School systems, the school day</p> <p>Introduction to key personnel/SLT</p> <p>Introduction to faculty</p> <p>Share the BSTs timetable and any wider school role expectations</p>
Subject, pedagogical & curricular knowledge	<p>Share long term and medium-term planning for the curriculum in the subject including the scheme of work and resources.</p> <p>Arrange observations across the department to see the scheme of work and school approaches 'in action' and where possible to meet timetabled classes.</p> <p>Introduction to the subject curriculum and skills, knowledge and concepts of the curriculum objectives and intended outcomes for each Key Stage</p>
How Pupils Learn	<p>Ensure your BST has access to pupils' prior assessment data</p> <p>Share any school policies/procedures around strategies to support pupils learning e.g. retrieval practice – ensure BSTs can observe this in 'action'</p>
Planning for Learning	<p>Discuss scheme of work and department systems for planning lessons - ensure BSTs can observe this in 'action'</p> <p>Signpost your BST to the scheme of work and school resources.</p> <p>Discuss the Bath Spa lesson planning template and expectations for the BST sharing their lesson plan</p>
Adaptive Teaching and inclusion	<p>Ensure the BST can access and interpret data on pupils including those with SEND</p> <p>Meeting with SENCO/ DSL</p>
Assessment of Pupils	<p>Introduction to the school and department assessment policy</p> <p>Support with using school data to plan lessons and interventions</p>
Managing behaviour and the environment for learning	<p>Introduction to behaviour policy - ensure BSTs can observe this in 'action'</p> <p>Opportunity to discuss initial observations of lessons</p>
Pupils' Health and Wellbeing	<p>Introduction to the form tutor system</p> <p>Role of tutor and ways of leading a tutor group</p>

Week(s) Beginning 03/03/25

Curriculum Component Focus: Adaptive Teaching and Inclusion	
The intensive training and practice week will focus on scaffolding learning to meet pupils' needs and ensure access to a rich curriculum for all.	
Observation and discussion prompts	
BST and Mentor:	BST and Training Coordinator:
See email with information regarding the ITAP week	
Suggested Readings to support this week	
<p>Activity 1: Watch this 6 minute film: https://www.youcubed.org/rethinking-giftedness-film/</p> <p>Activity 2: Read Chapter 3 of the ebook – Stephen, M. and Warwick, I. (2015) Educating the More Able. London: SageOver 15 (short) pages it sets out the UK context for More Able education via both current and historical perspectives.</p>	
Additional information and tasks	
Continue to read school policies	

Phase 4 Tasks and Information

The following section includes week by week information, tasks and reading to support BSTs, Mentors and Training Coordinators throughout the PGCE programme.

Information detailed provides an overview of university learning including links to key information. Discussion prompts and activities are designed to support weekly mentor meetings and biweekly meetings with the ITE training coordinator. These prompts align with the [Progress Portrait](#) which has been designed to support both the development of the BSTs as well as to guide the assessment of BSTs towards achieving QTS at the end of the course. Partnership schools are free to add in their own additional school-based inputs that support the eight components of the ITE Partnership Curriculum and reflect the school communities that they represent.

Recommended reading to support the PGCE academic assignments are also signposted. You may wish to discuss these readings with the BST during your meetings.

Curriculum Component Focus: Subject, Pedagogical and Curricular Knowledge and How Pupils Learn	
Observation and discussion prompts	
BST and Mentor:	BST and Training Coordinator:
<p>How have you contributed to the department's curriculum? Plan a series of lessons that demonstrates your passion for the subject.</p> <p>Discuss how you can take appropriate risks and experiment with a range of pedagogical approaches over the final phase of training.</p> <p>Share your conclusions about what pupils have learnt by looking at patterns of performance in assessment data.</p> <p>Focus your observations of expert colleagues on communication skills and the ability to promote oracy in your subject.</p>	<p>What has been the BSTs' most successful lesson(s) to date? How has their pedagogical knowledge developed over the year and how does this inform their planning?</p> <p>Discuss the subject associations BSTs have worked with? What have they learned from the professional development they have engaged in and how has this informed their planning and teaching.</p> <p>What have BSTs learnt from their observations focussed on communication skills and oracy. What will BSTs embed in their practice?</p> <p>Share experiences of working with Post 16 pupils. If the school does not have a sixth form can BSTs be connected with a local sixth form or college to observe and support?</p>
Suggested readings	
<p>Activity 1: Choose to read – chapter 2 and 7; 3 and 7 or 4 and 7 of the ebook Pritchard, A. (2007) Ways of Learning: Learning Theories for the Classroom (4th ed). London: Routledge</p> <p>Activity 2: Memory is key to learning: read these articles to explore how to avoid overloading working memory and strategies to help pupils commit learning to long term memory. Make a list to help you when planning lessons: how can you break complicated learning into small manageable steps and how can you plan repetitive practice in a variety of ways to sustain pupil engagement?</p> <p>Gathercole, S., Lamont, E., & Alloway, T. (2006) Working memory in the classroom. Working memory and education, 219-240.</p> <p>Roediger, H. L., & Butler, A. C. (2011) The critical role of retrieval practice in long-term retention. Trends in Cognitive Sciences, 15(1), 20–27</p>	

Week 29 - 28/04/25

Curriculum Component Focus: Subject, Pedagogical and Curricular Knowledge and How Pupils Learn	
The intensive training and practice week will focus on Inspiring Learning: using powerful analogies, illustrations, explanations, demonstrations and alternative learning spaces.	
Observation and discussion prompts	
BST and Mentor:	BST and Training Coordinator:
See email with information about this ITAP week.	
Suggested readings to support academic assignments	
<p>Read and make notes: reflect upon which of the theories resonates most with you; consider how they sit with your classroom experiences so far.</p> <p>Pound, L. (2005) How Children Learn: from Montessori to Vygotsky; educational theories and approaches made easy. London: Step Forward Publishing. (e-book) Pound, L. (2009) How Children Learn 3: contemporary thinking and theorists. London: Practical Pre School Books .</p>	

Curriculum Component Focus: Professional Behaviours and Responsibilities and Managing Behaviour and the Environment for Learning	
Observation and discussion prompts	
BST and Mentor:	BST and Training Coordinator:
<p>Reflect on the ways in which you create a positive, safe and stimulating learning environment in your teaching space. How are approaches adapted for different classes and needs?</p> <p>Discuss how your professional identity and journey to becoming a teacher has developed/changed over the course. How has your understanding of being a professional changed?</p> <p>Discuss opportunities to engage in wider professional networks to enhance pedagogical subject knowledge.</p> <p>Discuss how you can use the professional development time at the end of the course to personalise your experiences and enhance your profile.</p>	<p>Discuss BSTs' experiences as a form tutor. Reflect upon the different challenges and opportunities they have experienced as a form tutor.</p> <p>In what ways have BSTs taken responsibility to contribute to the wider curriculum? What did BSTs learn from this?</p> <p>Share examples of the ways in which BSTs have supported pupils with challenging individual circumstances to ensure they engage and make good progress in the subject?</p> <p>BSTs should arrange to work with and observe colleagues to understand the wider systems for behaviour and support in the school. BSTs should find out about the wider networks pastoral staff work with to support pupils.</p>
Suggested reading	
<p>Forrester, A. (No date). Providing Pastoral Support. Available at: https://my.chartered.college/early-career-hub/providing-pastoral-support/ (accessed 01.04.24).</p> <p>Activity 1: Read Creating a Culture: how school leaders can optimise behaviour. Write notes and critically reflect on how this sits with your experiences of schools. https://www.gov.uk/government/publications/behaviour-in-schools</p> <p>Activity 2: 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. Summarise the main points from both sides of the argument Across the Red Line - Series 4 - Is Discipline the Enemy of Learning? - BBC Sounds Related Directed Study</p>	

Activity: 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: <https://www.tes.com/teaching-resource/teachers-tv-sharing-expectations-6084446>

Curriculum Component Focus: Adaptive Teaching and Inclusion and Pupil Health and Wellbeing	
Observation and discussion prompts	
BST and Mentor:	BST and Training Coordinator:
<p>Discuss how you have built on ITAP 3 and planned for a range of pupil groupings in the classroom to provide tailored support monitoring the impact on engagement and attainment.</p> <p>Discuss the ways in which you have had success adapting the learning experiences of pupils who are SEND or EAL. Focus observations on teachers working with EAL pupils.</p> <p>Share your experiences of working collaboratively with extra adults in your classroom/teaching space to meet the needs of the pupils.</p>	<p>Review BSTs' experiences with disadvantaged learners (EAL, PP, SEND learners). What did they learn from assignment 3 and how has this new knowledge transferred into their practice moving forward?</p> <p>Discuss how BSTs contributed to the wellbeing of pupils via the tutor system? Have BSTs had the opportunity to engage in learning in contexts outside of lessons (collapsed timetable days/ with external agencies and providers)?</p> <p>Reflect on BSTs' working patterns. How are they instilling good habits for the ECT year? What did they take from the twilight session on Teacher Wellbeing?</p>
Suggested readings	
<p>Sharples, R., Hanks, J. and Conteh, J. (2019) 'Schooling, ethnicity and English as an additional language'. Chapter 22 in: Abbott, I., Huddleston, P. and Middlewood, D. eds. Preparing to Teach in Secondary Schools. 4th Ed. London: Open University Press, pp. 275-287.</p>	

Curriculum Component Focus: review learning in all components	
PRP4 preparation and completion - review learning in all components	
Observation and discussion prompts	
BST and Mentor:	BST and Training Coordinator:
<p>Review learning in all components with a focus on target setting for the Transition Training Plan.</p> <p>Progress Review Point 4 is due on Friday 20th June.</p>	
Suggested reading	
<p>Activity 1: Watch this 9-minute TED talk which explains the importance of self-care for teachers and how they need to prioritise their own well-being in the same way as they do for the pupils they teach: https://www.youtube.com/watch?v=5O5QlqIDxjg</p> <p>Activity 2: Watch this 10-minute video which provides some time saving workload tips for new teachers: https://www.youtube.com/watch?v=OKW_Y2E7KK8 Take some time out to try out one of the suggestions from the session.</p>	
Additional information and tasks	

Curriculum Component Focus: Professional Behaviours and Responsibilities
<p>GPE 31 will be a consolidation of eth school-based and university-based course.</p> <p>GPE 33 will be an introduction to the transition from PGCE student to ECT.</p> <p>The additional three days back in placement will allow BSTs to reflect on their experiences over the year considering how their practice has been underpinned by our vision and values that “all children deserve the very best teachers”.</p>
Observation and discussion prompts
<p>BSTs who require additional time in placement will undertake this with immediate effect. Length of time will be bespoke according to need.</p>
Suggested further reading
<p>Chiltern Teaching School Hub (No date) Teacher Talk ECTs – Part 1. Available at: https://www.teaching-school.co.uk/News/TeacherTalk-ECTs-Part-1/ (accessed 30.04.24)</p> <p>Chiltern Teaching School Hub (No date) Strategies to success. Available at: https://www.teaching-school.co.uk/News/TeacherTalk-ECTs-Strategies-to-Success/ (accessed 30.04.24)</p>
Additional Information and Tasks
<p>Exit tutorial will take place this week.</p>

