PRIMARY

PASSPORT

PGCE Primary Education (part time) with QTS - Developing Phase

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OVERARCHING INTENT AND ETHOS OF THE PROGRAMME

The ambition of the Primary Education curriculum is demonstrated in its solid foundations of teaching and learning, development of subject knowledge and purposeful integration with school-based practice.

The programme intends to provide trainees with a solid grounding in the foundations of teaching and learning. We have identified 5 Foundational Concepts that underpin the competence of a beginning teacher. These 5 Foundational Concepts are formatively assessed throughout the programme. Formative assessment activities include, trainee's progress review with placement mentors and the formal review of progress at initial, developing and consolidating points with the university mentor. Where relevant, next steps to success, are focused on specific targets couched in terms that distinguish between '*learn that*' and '*learn how to*'.

The ambition of this curriculum is further established by its commitment to go beyond these foundations to support trainees to critically engage with research and work collaboratively to develop thinking and professional practice. The intention of this further work is to support and nurture a career long passion for teaching.

Our 5 Foundational Concepts are:

(FC1) High expectations and managing behaviour
(FC2) How pupils learn, classroom practice and adaptive teaching
(FC3) Subject knowledge and curriculum
(FC4) Assessment
(FC5) Professional behaviours

These 5 Foundational Concepts are important because:

- They provide a clear focus for the Primary Education curricula, informing curriculum planning, implementation, and the evaluation of impact.
- They provide a sharp focus for progress monitoring for individual trainees and cohorts.
- They give trainees a clear focus of study and practice. Mastery of these 5 Foundational Concepts in terms of 'knowing what' and 'knowing how to' will equip trainees to get off to a flying start in their first teaching post.
- They make it possible to focus assessment on the formative development of trainee knowledge and skills.
- They provide a framework to support mentor and trainee in negotiating the purposeful integration of university-based work and professional teaching practice experience.

OUR VALUES

At the University of Sunderland, we are committed to Partnership working in line with our five 'Core Values' as set out in our Strategic Plan. Our values set out the kind of organisation we are and the principles that will guide our activities, decisions and behaviours:

01 INSPIRING

We will provide an inspiring, enterprising and empowering experience for our students and staff.
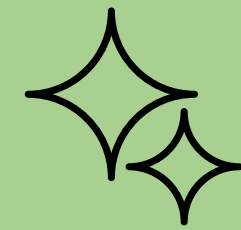
02 INNOVATIVE

We value people for their creativity and update our knowledge and practice to enhance the student experience and improve our institutional performance.
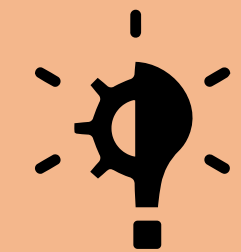
03 COLLABORATIVE

We work together as a community with our partners and build lasting relationships to achieve our shared ambition.

04 INCLUSIVE

We celebrate our diverse culture where everyone's contribution is welcomed and valued.

05 EXCELLENT

We strive for the highest quality in academic delivery, research and service standards

SAFEGUARDING

We are aware of our legal responsibilities and our enhanced duty of care to children, learners and vulnerable adults. We play host to children and vulnerable adults who come on to University premises to study and to visit. We also undert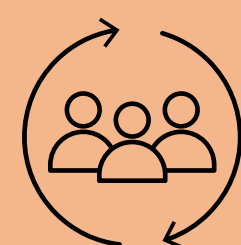ake academic activities which involve staff and students spending time in both internal and external environments, within which they have contact with children and/or vulnerable adults.

This is a particularly important consideration for trainees and tutors when visiting Placement Schools/Colleges and other placement providers.

Accordingly, we have developed appropriate policies and arrangements to create an environment which actively promotes their health, safety and welfare.

Please see our website for the following policies:

Policy and Procedure for the Protection of Children and Vulnerable Adults ('Safeguarding')
Protecting Children and Vulnerable Adults - Code of Practice
Safeguarding - When to Refer
University Equality Policy
Single Equality Scheme
Equality and Diversity Policy

All trainees as part of their Theory Linked Practice tasks are required to become familiar with, and follow, key school policies and systems including:

· Safeguarding
· Child Protection
· Prevent

Our Faculty safeguarding Officer is Duncan Cross: duncan.cross@sunderland.ac.uk 0191 515 2038

We are aware of our legal responsibilities and our enhanced duty of care to children, learners and vulnerable adults.

University of Sunderland

Primary PGCE (2 year part-time cohort) Learning Journey

Q.T.S.

Placement continues

Placement continues

CONSOLIDATING

Placements to be carried out any time from here.

Induction weekend for Year 2

DEVELOPING

Year 2

Placement ongoing

EMERGING

Year 1

Placement to be carried out any time from here

Induction Weekend for Year 1

Pre course

ECT C.P.D. sessions

Masters in Education

Early Career Framework

ECT targets

Fundamental Skills reviewed

Teacher Standards and ILP reviewed

Subject Knowledge reviewed

EDPM97 Cross-curricular links.

EDPM97 Further research methods and assignment input.

EDPM97 Differentiation in the wider curriculum.

EDPM97 Key vocabulary in the wider curriculum

EDPM97 EAL in the wider curriculum

EDPM97 Developing wider curriculum subject knowledge further.

EDPM97 Further pedagogical approaches to the wider curriculum

EDPM97 Challenges of wider curriculum teaching

EDPM97 Planning for SEND/EAL revisited in subject groups.

EDPM97 Pedagogical approaches to the wider curriculum

EDPM97 Developing wider curriculum subject knowledge.

Subject Knowledge and Fundamental Skills reviewed

EDP380 Placement information

FIRST APPOINTMENTS CONFERENCE

Time management, work life balance and resilience for new teachers

Tutorials and review

EDPM97 Research methods

EDP381 – Computing

EDPM01 – Additional Adults/ Working with parents

Subject knowledge review- audits carried out.

EDP380 Review

EDP380 Gradual build up of teaching.

EDPM01- SEND Code of Practice and Barriers to Learning.

EDP381 -English, maths and science reasoning and assignment guidance

EDP381- English, maths and science Planning and assessment

EDPM01- LGBTQ+

EDPM01- Job application support

EDPM01- Teaching and Learning Theory/ Metacognition

EDPM01- Social Deprivation

EDP380 Theory Linked Practice Tasks

EDPM01- SEND Autism & Dyslexia

EDP380 Weekly Mentoring Meetings

EDP380 Moderation Visit

EDP380 Further support using intervention and action plans if necessary

EDP381 – Science planning, assessment, barriers to learning, living things, plants, forces

EDPM01 Academic writing and assignment input

EDP380 Gather evidence towards foundational concepts

EDP381 -English Talk, spoken language, children's literature for writing, GPS

EDPM01- Research methods.

EDPM01- Adaptive teaching and planning

EDPM01- Assessment and data

EDPM01- EAL

EDP381- English – phonics, phases of phonics

EDP381- PE theory and approaches

EDP381 Subject Knowledge and Fundamental Skills audits

EDP380 Observation period

EDP381 Maths fluency, reasoning, problem solving, multiplication and division, geometry

EDPM01 Safeguarding

EDPM01 Introduction to statutory framework

EDP381 – Maths measurement, statistics, FDP and ratio

EDPM01 – Professionalism

CEOP training

Introduction to EDP381 – subject studies

EDP381 – Maths The curriculum, practical application of maths, counting and place value, + and -

Introduction to support services

PGCE Conference

Setting up e-Portfolio

EDPM01 Prevent British Values

EDP381 – Science Scientific enquiry & pedagogical approaches. Enquiry skills, fair testing

EDP381 - English Intro to R and W

EDP381 – English comprehension and assessment, visual literacy, Talk4Writing

EDPM01 Behaviour management.

EDP380 – Placement Introduction

Introduction to programme and modules

Pre course reading

Interview and baseline Fundamental Skills assessment.

Safeguarding and PREVENT

Welcome to the course.

welcome

Welcome to the
PGCE PRIMARY EDUCATION PASSPORT

This passport serves as a guide for PGCE Primary Education mentors.

Its main aim is to show mentors what trainees have studied during university-based sessions and to suggest "learn how to" statements for mentors and trainees to work through together. This will help mentors offer precise feedback on topics in education that are being taught at the University. It will also scaffold an approach to mentoring that will allow trainees to rehearse and practise the skills needed to make a success of teaching in the primary classroom.

We appreciate that mentors are in a privileged position to support new and developing teachers as they begin to move into the profession. We want to enable mentors to support their mentees in the most effective and efficient way possible, and to ensure that our mentors feel comfortable and confident in their role. We believe that mentors examining their own practice, outlining their thinking process, and modelling effective teaching strategies is key in making vital differences to the development of a trainee teacher.

This guide, alongside the purposeful integration map, will ensure mentors are aware of the university-based sessions that trainees are undertaking during their initial teacher training programme. It is important that trainees are given the opportunity to discuss the realities of teaching with expert colleagues, and that they have the space to observe, deconstruct, rehearse, and practise these realities in a teaching environment.

Throughout this passport you will find infographics that summarise the material studied in university-based sessions, as well as guidance on key literature and up to date theory. Importantly, you will also see "*learn how to*" statements and an overview of the theory linked practice activities (see trainee task booklet) which trainees are expected to complete during their placement. We ask that mentors and trainees review these activities together, and that space is made to complete them during the teaching practice. University mentors will discuss progress with these tasks during their placement meetings with trainees and their school mentor.

We have provided a key for these "*learn how to*" activities. Below are ten ways for mentors and trainees to examine and demonstrate good practice.
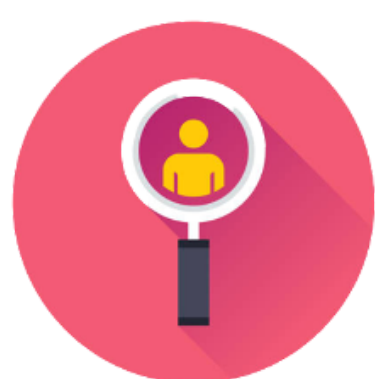
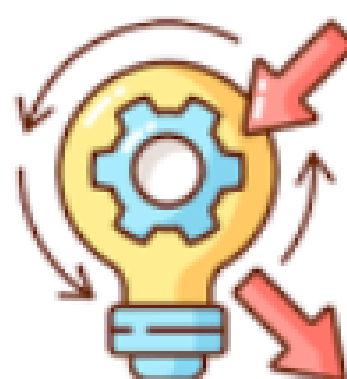| Discuss with mentor	Collaborative planning	Analyse artefacts	Sharing of practice	Rehearsal

Self-assessment	Action planning	Reflection	Observe a colleague	Putting into practice

A SUNDERLAND TRAINEE

A Sunderland Partnership trainee demonstrates the following qualities throughout their training:.

·Professionalism
- develops excellent professional relationships across the school community based on mutual respect
- works in a very effective manner with high quality tutors in school to identify and address developmental need
- readily takes responsibility and acknowledges their accountability

·Self-reflection and an intrinsic passion for learning
- takes initiative in a range of school contexts and accepts responsibility for accessing training opportunities in school
- uses reflection and critical reflection to adapt their teaching drawing on a wide range of practical and creative strategies
- exhibits passion and desire to become an outstanding teacher

·Commitment to high standards for all pupils
- demonstrates a clear understanding of teaching in a diverse society, exploiting opportunities to promote pupil appreciation of social and cultural diversity
- understands and effectively addresses issues that impact on pupil progress and attainment, reflecting a commitment to the inclusion of all pupils
- is able to translate national and school-based policies into effective practice, and understands the importance of whole-school, consistent strategies

·Planning and teaching of sessions using creative and innovative approaches
- matches individuals' needs and interests, including taking risks to generate enthusiasm and engender a love of learning
- uses a wide range of assessment strategies and adapts lessons as necessary, ensuring that pupils are aware of the progress they are making and the targets to be addressed
- applies good subject knowledge and pedagogy to maximise learning, promoting a spirit of enthusiasm and engagement within the class through the use of their own effective and stimulating resources

·Commitment to own professional development
- works diligently and proactively to achieve personal targets throughout practice / programme showing initiative in contributing to curriculum planning
- can work effectively as a team member, bringing fresh ideas as well as acknowledging the importance of learning from more experienced colleagues
- sets targets which enable them to make an outstanding contribution to the school
- 'A Sunderland Partnership Trainee is Reflective, Proactive and Professional'

ROLE OF THE SCHOOL MENTOR

The role of mentor is a foundational experience in all ITT programmes at University of Sunderland. The ITT Core Content Framework (CCF) (2018 p. 3) acknowledges that "Mentoring and support from expert colleagues forms a key element of this multi-year entitlement". With the arrival of the Early Career Framework (ECF) and its emphasis on high quality mentoring, the centrality of the role in both training and retaining excellent beginning teachers has been highlighted.

Mentoring is a unique relational process involving support, encouragement and guidance for a trainee teacher to reach their full potential on the challenging and enriching journey into the profession. Essentially, the mentor has the experience and skills that need to be acquired by the mentee and mentor becomes the mediator of knowledge, skills, information and direction over a longer timeframe than traditional coaching. Excellence in mentoring draws from experienced classroom practitioners forming strong and positive professional relationships that provide stretch, challenge, illumination and support on the trainee learning journey to ensure they flourish. Our regular mentor development activities are free for all mentors in our partnership to attend and offer a frequent infusion of cutting-edge mentoring strategies from sector experts employed by the University.

Development sessions align the work of all mentors to the relevant frameworks (Core Content Framework, (CCF), Early Career Framework, (ECF) and Teachers' Standards, (TS), to ensure our work in partnership is consistently excellent against all available benchmarks. It is our mission to support our partnership mentors in the development of their own career trajectories as our means of consolidating cross-sector excellence, and we look forward to working with you on your own professional journeys.

ROLE OF THE SCHOOL MENTOR

It is a requirement of each School Experience that trainees are observed on at least one occasion teaching a phonics or spelling lesson. There is additional guidance in the document 'Phonics, Spelling and Reading. Guidance for Mentors and Trainees' which is available on CANVAS.

Trainees are expected to teach PE during their School Experiences and should have at least one formal observation of this. Whilst we recognise that some schools have specialist provision for this subject, it is hoped that trainees will be able to support in the provision of PE lessons and then develop their own lesson in which they can be observed by the School Mentor. There is additional guidance in the document 'Teaching PE and School Sport: Guidance for Mentors and Trainees' which is available on CANVAS.

Trainees are required to collect evidence to show how they have met the 'expectations' of the School Experience related to each of the Foundational Concepts. Most will be derived from evidence of pupil progress for all learners through planning, evaluation, teaching and assessment activity. This will be added to during the course of the School Experience. Trainees will also collect evidence in other ways e.g. through offsite visits, attending staff meetings, participating in after-school activity, working effectively alongside other practitioners in the school team etc. It is the trainees' responsibility to collect this evidence and share it with their School Mentors during the Weekly Review Meeting using the Weekly Review Record . If validated and agreed as suitable evidence, trainees will then upload this to Pebblepad for University Mentors and Personal Academic Tutors to access and monitor.
It is also the responsibility of the trainee to record links to evidence on their ILP in Pebblepad throughout the course of the placement.

The evidence within the Pebblepad will be used as a basis for the review of trainees' attainment and progress during the School Experience. This will be recorded by trainees on the Weekly Review Record and will form the basis of Weekly Review Meetings.

The Weekly Review meetings support a holistic approach to formative assessment of school experience and consider the development of the trainee's progress through a range of evaluations, rather than focusing on a single observation. Through the Weekly Review meetings and following professional discussions with their School Mentors and other expert colleagues, students are able to reflect on their practice and consider how this might be further developed to ensure a positive outcome on pupil progress. The Weekly Reviews will inform the discussions at both interim and final tripartite meetings between the trainee, the School Mentor and University Mentor. The following table offers examples of the types of evaluations that may be used to determine progress towards the expectations of the School Experience during Weekly Review meetings.

A holistic approach to evaluating trainee progress towards expectations of the School Experience should involve the following:	
Discussions	- Discussions with the trainee - Discussions with pupils - Discussions with Teaching Assistants
Lesson Observations	- One formal lesson observation per week - Informal lesson observations
Planning and Assessment records in	- Lesson plans - Pupil tracking records
Pupil Work	- Responses to teaching within lessons - Responses to teaching within classroom work

EXPERT MENTORS

1   Ensure that they have a clear understanding of the role of a mentor and how this is adapted across the different school experiences by engaging with University of Sunderland mentor training and development opportunities;

2   Engage with the Core Content Framework to ensure trainees receive a comprehensive range of training experiences whist on school experience;

3   Provide the trainee with a teaching timetable that complies with the requirements set out in the Partnership Agreement and this Passport;

4   Meet weekly to undertake formative assessment against the Foundational Concepts and record these on Weekly Review forms

5   Ensure the trainee receives a minimum of one formal lesson observation peer week on assessed placement. Feedback should be given to trainees as soon as practical so they can reflect on their strengths and areas for development. Whilst there is no definitive way feedback should be presented, an 80/20 model – 80% strengths and 20% areas for development – works well;

6   Enable the trainee to have opportunities to engage with wider professional responsibilities, e.g. be attached to a tutor group, attend parents' evenings, participate in CPD, attend staff and departmental meetings etc;

7   Support transition between the school experience and the trainee's Early Career Teacher (ECT) phase by ensuring rigorous assessment against the Foundational Concepts;

8   Assist the trainee to collect appropriate evidence to demonstrate they are meeting the Foundational Concepts in preparation for assessment. This assessment will be standardised and moderated by the trainee's Personal Academic Tutor (PAT), when trainees complete a viva.

9   Where there are any concerns regarding trainee progress, that these are raised with both the University Mentor and the School Experience Module Leader and implement a Trainee Support Plan, or an Action Plan, if necessary.

10   Engage with External Examiners where appropriate.

UNIVERSITY MENTORS

The University Based Mentor will be a member of the Primary Team or one of our Associate Tutors employed as experienced practitioners. The trainee should provide their University Mentor with details about their School Experience, such as:

·Year group/class;
·Name of their Host Class Teacher and/or School Mentor;
·Contact/email details of this member of staff.

This will give the University Mentor some context for the School Experience and allow them to make contact with the School Mentor.

During the School Experience, the University Mentor will make three visits (some of these will be in a virtual capacity using Teams for example). The initial visit will take place during Focus Weeks and is likely to take place online. During this meeting they will ensure the School Mentor is confident with the expectations of the School Experience and the documentation. It will also provide an opportunity to ensure the trainee is settled into the context and is engaging well with pupils and staff. The second visit will usually take place around the middle of the assessed weeks of the School Experience and will consist of a joint observation with the School Mentor. This will be followed with a tripartite meeting to review the evidence that the trainee is on track to meet the expectations of the School Experience. The Interim Tripartite Record on PebblePad should be completed. A Final Tripartite meeting will take place during the final assessed week of the placement and the Final Tripartite Record will be completed, showing the strengths and areas of development for the trainee. UBMs will also arrange short meetings to discuss tasks and are your first point of contact should you have any queries or concerns.

DO...

Trainees

1 ...read a wide evidence base, starting with the CCF so your teaching can be research informed

2 ...script and rehearse explanations. Don't be afraid to script explanations and rehearse them before a lesson

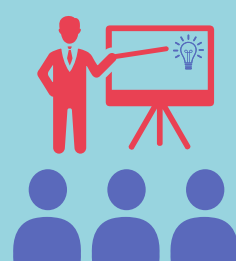**3** ...always have high expectations of pupils - in their work and behaviour

4 ...always invite pupils into your space by meeting and greeting them at the door with a smile, this creates a purposeful start

5 ...encourage pupils to retrieve prior knowledge, so that new learning can stick

6 ...share worked examples and live models with pupils - 'think out loud'

7 ...teach to the top and scaffold learning

8 ...use formative assessment to adapt teaching and close gaps in knowledge

9 ...reduce workload by providing a range of feedback

10 ...use a range of engagement and participation methods

DON'T...

1 ...reduce teacher talk

2 ...set ridiculously high expectations

3 ...differentiate by task, objective or demographic, does not help pupils make progress. Instead adapt your teaching and scaffold

4 ...employ learning styles. Research behind learning styles has been dubunked

5 ...have learners teach one another without prior training

6 ...plan "fun" tasks that are unrelated to the learning

7 ...skimp on subject knowledge. Teachers need very strong subject knowledge to stretch and challenge pupils

8 ...only give bad feedback. Build positive relationships with parents by sharing positive news too.

9 ...constantly change seating plans and expectations. This can be disruptive to learning

10 ...set rules that are agreed with pupils. Consistency across the school is needed

1 ...read lots about the strategy/approach your trainee is trying to improve

2 ...make targets as small and manageable as possible, also articulating the 'how' and 'why'

3 ...rehearsing and modelling action steps in teaching will help your trainee create more complex mental models

4 ...debunked theories such as Bloom's, learning styles or differentiation by task should be avoided

5 ...think out loud and discussing focused observations of experts is the key to unlocking the mysteries of teaching

6 ...encourgae your trainee to reflect on their own teaching and development by probing how and why

7 ...make feedback purposeful by using the 'Six Step Feedback Model'

8 ...give your trainee the opportunity to articulate their own mental models and ask questions

9 ...use metaphors/analogies from your own practice to root abstract theories into real experiences

10 ...work alongside University Mentors

DO...
Mentors
DON'T...

1 ...give abstract targets, such as 'include more challenge'

2 ...promote things which have been debunked, such as learning styles

3 ...always tell your trainee. At times you need to be directive but as a trainee progresses, they need to steer their own development

4 ...just tell them to observe. Observations should have a clear focus so trainees know what they are looking for

5 ...pretend to have all the answers. Be prepared to be vulnerable and admit if you don't know...learn together

6 ...rely only on experience. Being a great mentor uses distinct skills. Research and training are vital

7 ...forget the automaticity. Trainees won't have the sophisticated schemas which experts have developed. Explain and model for trainees.

8 ...expect too much of beginner trainees. Skills such as planning, setting high expectations, giving clear explanations need to be explicitly taught and modelled

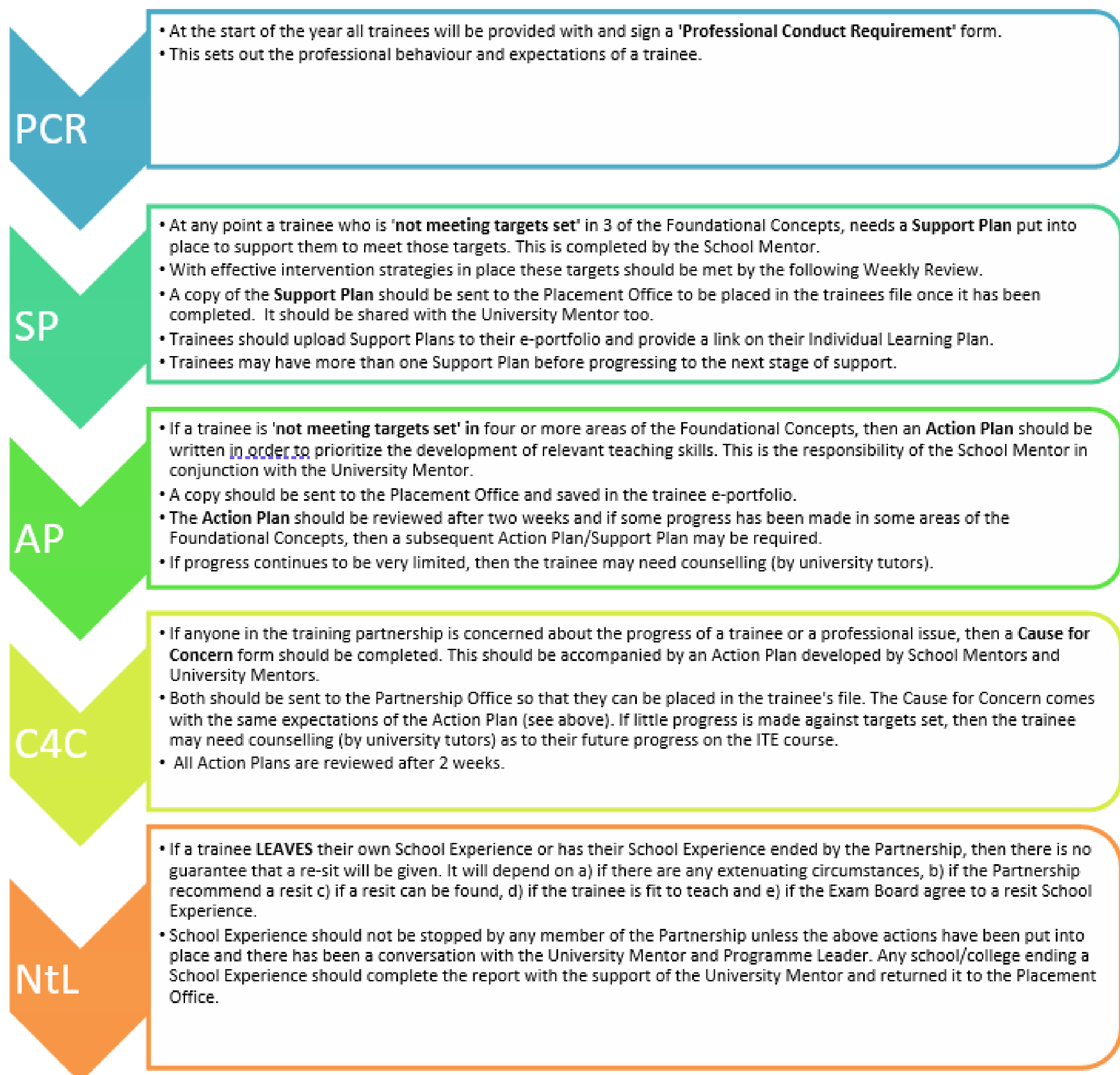**9** ...work in isolation. Work collaboratively with colleagues to support the trainee

10 ...challenge too much. A balance of support and challenge is needed. Provide praise and act as a critical friend

TRAINEE SUPPORT FRAMEWORK

From time to time, trainees need varying degrees of support. These will be identified during the Weekly Review meetings and/or during tripartite meetings.

Where there are concerns about a trainee's progress against their targets and/or their impact on pupil progress, support and intervention are be needed to move the trainee forward. The flow chart below outlines the procedure for those trainees who are working towards the expectations at the specific phase their School Experience as outlined below.

PCR

- At the start of the year all trainees will be provided with and sign a **'Professional Conduct Requirement'** form.
- This sets out the professional behaviour and expectations of a trainee.

SP

- At any point a trainee who is **'not meeting targets set'** in 3 of the Foundational Concepts, needs a **Support Plan** put into place to support them to meet those targets. This is completed by the School Mentor.
- With effective intervention strategies in place these targets should be met by the following Weekly Review.
- A copy of the **Support Plan** should be sent to the Placement Office to be placed in the trainees file once it has been completed. It should be shared with the University Mentor too.
- Trainees should upload Support Plans to their e-portfolio and provide a link on their Individual Learning Plan.
- Trainees may have more than one Support Plan before progressing to the next stage of support.

AP

- If a trainee is **'not meeting targets set' in** four or more areas of the Foundational Concepts, then an **Action Plan** should be written in order to prioritize the development of relevant teaching skills. This is the responsibility of the School Mentor in conjunction with the University Mentor.
- A copy should be sent to the Placement Office and saved in the trainee e-portfolio.
- The **Action Plan** should be reviewed after two weeks and if some progress has been made in some areas of the Foundational Concepts, then a subsequent Action Plan/Support Plan may be required.
- If progress continues to be very limited, then the trainee may need counselling (by university tutors).

C4C

- If anyone in the training partnership is concerned about the progress of a trainee or a professional issue, then a **Cause for Concern** form should be completed. This should be accompanied by an Action Plan developed by School Mentors and University Mentors.
- Both should be sent to the Partnership Office so that they can be placed in the trainee's file. The Cause for Concern comes with the same expectations of the Action Plan (see above). If little progress is made against targets set, then the trainee may need counselling (by university tutors) as to their future progress on the ITE course.
- All Action Plans are reviewed after 2 weeks.

NtL

- If a trainee LEAVES their own School Experience or has their School Experience ended by the Partnership, then there is no guarantee that a re-sit will be given. It will depend on a) if there are any extenuating circumstances, b) if the Partnership recommend a resit c) if a resit can be found, d) if the trainee is fit to teach and e) if the Exam Board agree to a resit School Experience.
- School Experience should not be stopped by any member of the Partnership unless the above actions have been put into place and there has been a conversation with the University Mentor and Programme Leader. Any school/college ending a School Experience should complete the report with the support of the University Mentor and returned it to the Placement Office.

EXPECTATIONS FOR THE SCHOOL EXPERIENCE

By the end of this School Experience, it is expected that the trainee will have met the expectations below related to each of the Foundational Concepts:

1 High Expectations and Managing Behaviour

Work is planned using data for each student. Many pupils achieve their maximum potential in the classroom environment created by the trainee.

The Trainee applies rules and routines consistently and has high expectations.

The Trainee employs some strategies to promote positive behaviour in order to create an environment supportive of learning.

The Trainee plans and teaches lessons in which pupils' behaviour is managed successfully and an appropriate, positive learning atmosphere is established, maintaining a positive learning environment.

2 How Pupils Learn, Classroom Practice and Adaptive Teaching

The trainee (with some support) plans and teaches lessons which match student needs and interests and promote a love of learning.

The Trainee teaches lessons employing a number of pedagogical strategies to engage pupils and maximise learning for most pupils, including targeted questioning.

The Trainee is frequently able to discern their pupils' strengths and needs and can adapt their teaching to meet these.

By demonstrating awareness to barriers for learning, they are beginning to produce resources that aid teaching and motivate pupils. Where resources are produced by the Trainee, they consider pupil needs and are suitable for their target audience.

The Trainee can identify where interventions are needed to assist progress and can evaluate the impact of these to aid future planning for progression.

They are developing an understanding of different teaching approaches in terms of impact on learning and engagement of pupils.

The Trainee is able to reflect systematically on the effectiveness of the lesson and their teaching within it.

The Trainee sets homework or other out of class learning.

The Trainee models correct use of Standard English.

3 Subject Knowledge and Curriculum

The Trainee demonstrates appropriate subject knowledge and can answer pupils' questions.

The Trainee identifies subject specific vocabulary within their planning and refers to this in the lesson.

The Trainee can identify many misconceptions and has an initial understanding of what these might be identified in their lesson plans.

The Trainee is beginning to demonstrate some awareness of developments in their subject.

4 Assessment

The Trainee employs some appropriate assessment strategies effectively, although this may be with support from the Host Class Teacher.

The Trainee is beginning to adapt their teaching in light of pupils' responses, using formative assessment strategies during the lesson (such as mini-plenaries).

The Trainee gives feedback on pupils' work and is beginning to anticipate where intervention may be needed.

5 Professional Behaviours

The Trainee has been professional in their engagement with the whole school community (including other staff, parents and pupils).

The Trainee has demonstrated an interest in the out of lessons programme available in their school and has assisted with these where possible. They can articulate how much pupils get from out of hours learning.

The Trainee has engaged with the wider life of a teacher through engagement with staff meetings, training, parents' evening, etc (where possible).

PGCE Primary (part time) School Experience Overview (applicants from England and Wales)

Year 1 Placement - Emerging

First Year Placement (Original Setting) (70 days)
• Organised by the trainee.
• To be completed by 31st May 2024.
• Consists of 35 non-assessed theory linked practice (TLP) days, 30 assessed days and 5 enhancement days in one school.
• The 35 non-assessed TLP days can be completed on a flexible basis in agreement with the school. They can be full-time or part-time. There is no requirement that these days are consecutive.
• The 30 assessed days must be full-time and must be completed over 6 consecutive weeks (unless there is a school holiday scheduled). The expectation is that you will build up to teaching the whole class for 50% of a full-time teacher's timetable.
• The 5 enhancement days can be completed on a flexible basis in agreement with the school. They can be full-time or part-time. There is no requirement that these days are consecutive. They ideally need to be completed 'out of phase' so if a trainee usually works/trains in KS2 they should aim to do these days in KS1 or EYFS.

Second Year Placements (70 days) - Developing and Consolidating
• Organised by the trainee.
• To be completed by 31st May 2025.
• To consist of two placements, one in an alternate setting (i.e., a different school) and one in the original school used in your first year.
• The alternate setting placement (Developing) consists of 5 non-assessed TLP days and a minimum of 20 assessed days. The 5 non-assessed TLP days can be completed on a flexible basis in agreement with the school. They can be full-time or part-time. There is no requirement that these days are consecutive. The 20 assessed days must be full-time and must be completed over consecutive weeks (unless there is a school holiday scheduled).
• The original setting placement (Consolidating) consists of a minimum of 10 non-assessed TLP days and 30 assessed days. The 10 non-assessed TLP days can be completed on a flexible basis, as above. The 30 assessed days must be full-time and must be completed over 6 consecutive weeks (unless there is a school holiday scheduled). The expectation is that you will build up to teaching the whole class for 75% of a full-time teacher's timetable.
• In addition, 5 enhancement days should be completed on a flexible basis, in agreement with the school, in either the alternate setting or the host school. They can be full-time or part-time. There is no requirement that these days are consecutive. They ideally need to be completed 'out of phase' so if a trainee usually works/trains in KS2 they should aim to do these days in KS1 or EYFS.

PGCE Primary (part time) School Experience Overview (applicants from Northern Ireland)

First Year Placement (Original Setting) (66 days) - Emerging
• Organised by the trainee.
• To be completed by 31st May 2024.
• Consists of 31 non-assessed TLP days, 30 assessed days and 5 enhancement days in one school.
• The 31 non-assessed TLP days can be completed on a flexible basis in agreement with the school. They can be full-time or part-time. There is no requirement that these days are consecutive.
• The 30 assessed days must be full-time and must be completed over 6 consecutive weeks (unless there is a school holiday scheduled). The expectation is that you will build up to teaching the whole class for 50% of a full-time teacher's timetable.
• The 5 enhancement days can be completed on a flexible basis in agreement with the school. They can be full-time or part-time. There is no requirement that these days are consecutive. They ideally need to be completed 'out of phase' so if a trainee usually works/trains in KS2 they should aim to do these days in KS1 or EYFS.

Second Year Placements (in England) (70 days) - Developing and Consolidating
• Organised by the trainee.
• To be completed by 31st May 2025.
• To consist of two placements, both can be completed in the same school in England, and without a break in between.
• The short placement (Developing) consists of 5 non-assessed TLP days and 20 assessed days. The 5 non-assessed TLP days can be completed on a flexible basis in agreement with the school. They can be full-time or part-time. There is no requirement that these days are consecutive. The assessed days must be full-time and must be completed over consecutive weeks (unless there is a school holiday scheduled).
• The long placement (Consolidating) consists of 10 non-assessed focus days, 30 assessed days and 5 enhancement days. This can be done in a different year group or Key stage to the short placement. The 10 non-assessed focus days can be completed on a flexible basis, as above. The 30 assessed days must be full-time and must be completed over 6 consecutive weeks (unless there is a school holiday scheduled). The expectation is that you will build up to teaching the whole class for 75% of a full-time teacher's timetable.
• The 5 enhancement days can be completed on a flexible basis in agreement with the school. They can be full-time or part-time. There is no requirement that these days are consecutive. They ideally need to be completed 'out of phase' so if a trainee usually works/trains in KS2 they should aim to do these days in KS1 or EYFS.

PGCE School Experience Overview
Weekly Breakdown of the Developing Assessed Phase

week	trainee	school mentor (SM)	university based mentor (UBM)
	Teach groups for approx. 50% of the timetable, following the HCT's planning. Complete evaluations of each lesson taught.	Agree a timetable of teaching groups based on approx. 50% of the timetable. Ensure PPA time is taken. Discuss/share the planning of English and maths which the trainee will deliver.	Contact the SM and arrange for initial visit. Agree dates for fortnightly tripartite meetings.
	Track a small group of children (3) in English and maths, focusing on progress made.	Support the trainee in tracking of a small group of children.	During the visit make arrangements for the joint observation, if it is to be done during this phase,
	Begin to collect evidence towards the Foundational Concepts and record these appropriately.	Carry out one formal lesson observation.	Liaise with SM and Module Leader about any concerns.
1	Observe / support PE lessons.	Facilitate opportunity for trainee to observe / support a PE lesson.	Check with trainee that evidence is being uploaded to their ePortfolio.
	Support or deliver an extracurricular activity.	Facilitate opportunity for trainee to observe a PE lesson.	Ask the trainee for progress made with the intervention tasks.
	Ensure documentation is completed in preparation for the Weekly Review Meeting with the SM. Use Developing Weekly Review.	Facilitate an opportunity for the trainee to support / deliver an extracurricular activity.	Ensure that the trainee and the SM/HCT are aware of the requirements of the placement.
		Carry out weekly review meeting and use Developing Weekly Review to identify some initial targets and actions. Discuss with trainee evidence of progress in relation to the Foundational Concepts and endorse any evidence as appropriate. Submit weekly return via Pebblepad Ensure School Liaison Tutor is aware of any concerns.	

PGCE School Experience Overview
Weekly Breakdown of the Developing Assessed Phase

week	trainee	school mentor (SM)	university based mentor (UBM)
	Teach for 50% of the timetable, with a mix of whole class and group teaching. Start moving to independently planning. Complete evaluations of each lesson taught.	Agree a timetable of teaching the whole class and groups based on approx. 50% of the timetable. Ensure PPA time is taken. Support the trainee in planning.	Check with trainee that evidence is being uploaded to their ePortfolio..
	Continue to track a small group of children in English and maths, focusing on progress made.	Support the trainee in tracking of a small group of children.	Ensure that the trainee and the SM/HCT are aware of the requirements of the placement.
	Continue to collect evidence towards the Foundational Concepts and record these appropriately.	Carry out one formal lesson observation.	Liaise with SM and Module Leader about any concerns.
2	Observe / support PE lessons.	Facilitate opportunity for trainee to observe / support a PE lesson.	Attend tripartite meeting.
	Support or deliver an extracurricular activity.	Facilitate an opportunity for the trainee to support / deliver an extracurricular activity.	
	Ensure documentation is completed in preparation for the Weekly Review Meeting with the SM and tripartite meeting. Use Developing Weekly Review. Attend tripartite meeting.	Facilitate an opportunity for the trainee to support / deliver an extracurricular activity.	
		Carry out weekly review meeting and use Developing Weekly Review to identify some initial targets and actions. Discuss with trainee evidence of progress in relation to the Foundational Concepts and endorse any evidence as appropriate. Submit weekly return via Pebblepad. Attend tripartite meeting and ensure School Liaison Tutor is aware of any concerns.	

PGCE School Experience Overview
Weekly Breakdown of the Developing Assessed Phase

week	trainee	school mentor (SM)	university based mentor (UBM)
	Teach the whole class and groups for about 50%, independently planning. Complete evaluations of each lesson taught.	Remain available to support the trainee in their independent planning.	Check with trainee that evidence is being uploaded to their ePortfolio.
	Continue to track a small group of children in English and maths, focusing on progress made.	Support the trainee in tracking of a small group of children.	Ensure that the trainee and the SM/HCT are aware of the requirements of the placement.
	Continue to collect evidence towards the Foundational Concepts and record these appropriately. Continue to collect evidence towards the Foundational Concepts and record these appropriately.	Carry out one formal lesson observation.	Liaise with SM and Module Leader about any concerns.
3	Observe / support PE lessons.	Facilitate opportunity for trainee to observe / support a PE lesson.	
	Support or deliver an extracurricular activity.	Facilitate an opportunity for the trainee to support / deliver an extracurricular activity.	
	Ensure documentation is completed in preparation for the Weekly Review Meeting with the SM. Use Developing Weekly Review.	Carry out weekly review meeting and use Developing Weekly Review to identify some initial targets and actions. Discuss with trainee evidence of progress in relation to the Foundational Concepts and endorse any evidence as appropriate. Submit weekly return via Pebblepad Ensure School Liaison Tutor is aware of any concerns.	

PGCE School Experience Overview
Weekly Breakdown of the Developing Assessed Phase

week	trainee	school mentor (SM)	university based mentor (UBM)
	Teach the whole class and groups for about 50%, independently planning. Complete evaluations of each lesson taught.	Remain available to support the trainee in their independent planning.	Check with trainee that evidence is being uploaded to their ePortfolio.
	Continue to track a small group of children in English and maths, focusing on progress made.	Support the trainee in tracking of a small group of children.	Ensure that the trainee and the SM/HCT are aware of the requirements of the placement.
	Continue to collect evidence towards the Foundational Concepts and record these appropriately.	Facilitate opportunity for trainee to observe / support a PE lesson.	Liaise with SM and Module Leader about any concerns.
4	Observe / support PE lessons.	Carry out one formal lesson observation.	Attend final tripartite meeting
	Support or deliver an extracurricular activity.	Facilitate opportunity for trainee to observe a PE lesson.	
	Ensure documentation is completed in preparation for the Weekly Review Meeting with the SM. Use Developing Weekly Review.	Facilitate an opportunity for the trainee to support / deliver an extracurricular activity.	
	Attend final tripartite meeting	Carry out weekly review meeting and use Developing Weekly Review to identify some initial targets and actions. Discuss with trainee evidence of progress in relation to the Foundational Concepts and endorse any evidence as appropriate. Submit weekly return via Pebblepad Ensure School Liaison Tutor is aware of any concerns. Attend final tripartite meeting.	

HIGH EXPECTATIONS AND MANAGING BEHAVIOUR

Developing Behaviour Management

Trainees will develop their knowledge of barriers to learning and behaviour management, seeking how to identify, assess for and tackle barriers to learning, working towards an inclusive education. Trainees will also revisit behaviour, seeking to address this at both low and high levels of disruption (if appropriate).

Trainees will revisit organisational behaviour policy with a focus on low-level disruption and practical strategies to address this in the classroom.
Trainees will also revisit the 3R's of behaviour curriculum: Routines, Relationships and Responses - considering how to apply these in practice.

Learning "how to"	Continue to adapt lessons, whilst maintaining high expectations for all learners	Respond effectively to any behaviour or bullying that threatens learning in the classroom	Confidently deal with common disruptive behaviour incidents in the classroom

Clarifying "how to"	Recap the behaviour policy of trainee organisation and discuss what this looks like in practice, discussing how trainees can respond to low-level behavioural disruptions such as off-task chatter. Finally discuss how to continue to identify which learners need support and how to address their various learning and behavioural needs.

Building "how to"	Refer back to the organisational behaviour policy	Reinforce classroom routines and expectations.	Create a positive learning environment	Continue to apply rewards and sanctions in practice to manage behaviour

Engaging in Research:

Bennet, T. (2016). *Developing behaviour management content for initial teacher training (ITT)*.
Available:https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/536889/Behaviour_Management_report_final__11_July_2016.pdf

Further Reading:

-Aronson, J. (Ed.)(2002) Improving academic achievement: Impact of psychological factors on education. New York: Academic Press. https://www.york.ac.uk/media/educationalstudies/documents/staff-docs/Bennett%20Lubben%20Hogarth%202007.pdf.
-Campbell Collaboration (2018) School-based interventions for reducing disciplinary school exclusion: A Systematic Review. Accessible from: https://campbellcollaboration.org/library/reducing-school-exclusion-school-based-interventions.html.
*Education Endowment Foundation (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit: Accessible from: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit

PROFESSIONAL BEHAVIOURS
Roles and Responsibilities of a Teacher

Trainees will continue to think about the Roles and Responsibilities of a teacher within a primary school setting. They will draw upon previous practice and continue to develop their teacher identity.

Trainees consolidate their understanding of their key, legal and moral responsibilities, including the importance of Safeguarding, the Prevent strategy and British Values. Trainees will develop their understanding and practice of collaborative learning and begin to work effectively as part of a team supporting colleagues. Trainees begin to consider the impact of trauma informed practice.

Learning "how to"	Collaborate with others to share planning load/resource identification/preparation	Work closely with a range of expert colleagues to gain an understanding of their professional roles within the school	Contribute to the wider life of the organisation
Clarifying "how to"	Support trainees to work collaboratively with other colleagues in the school including deploying additional adults in the classroom setting. Continue to provide opportunities for the trainee to discuss strategies with expert colleagues. Ensure opportunities are present for students to attend staff meetings and receive key information linked to policies and procedures.		
Building "how to"	Prepare teaching assistants for lessons under supervision of expert colleagues	Extend subject and pedagogic knowledge as part of the lesson preparation process	Reflect on strengths and weaknesses and identify next steps for further improvement / Engage critically with research and use evidence to critique own practice

Engaging in Research:

The Education and Training Foundation. (n.d) *Safeguarding and Prevent*. Available: https://www.et-foundation.co.uk/professional-development/safeguarding-prevent/*Education Endowment Foundation (2015) Making Best Use of Teaching Assistants Guidance Report. [Online] Accessible from: https://educationendowmentfoundation.org.uk/tools/guidance-reports/

Further Reading:

-Blatchford, P., Bassett, P., Brown, P., Martin, C., Russell, A., & Webster, R. (2009) Deployment and impact of support staff in schools: Characteristics, Working Conditions and Job Satisfaction of Support Staff in Schools. Retrieved from http://eprints.uwe.ac.uk/12342/
- Jussim, L. & Kraft, M., Blazar, D., & Hogan, D. (2018) The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. Review of Educational Research, 003465431875926. https://doi.org/10.3102/0034654318759268.Harber, K. (2005) 'Teacher Expectations and Self-Fulfilling Prophecies: Knowns and Unknowns, Resolved and Unresolved Controversies', *Personality and Social Psychology Review*. 9(2), pp.131–157

SUBJECT KNOWLEDGE AND CURRICULUM
The Curriculum

Trainees continue to familiarise themselves with the Primary National Curriculum for Key Stages One and Two and the Statutory and Non-Statutory guidance for the Early Year Foundation Stage. They work to develop various pedagogical approaches used across subjects, exploring the overlap of policy and practice.

Trainees will begin to consider progression and assessment within the curriculum subjects in the relevant phases.

Trainees continue to identify areas of their own subject knowledge to further develop.

Learning "how to"	Identify links to the National Curriculum/EYFS Framework within independent planning	Continue to develop pedagogical approaches across a range of subjects	Make clear links between lessons and the subject curriculum plans
Clarifying "how to"	Share medium term planning with the trainee and discuss how this reflects the overarching aims of the long term planning and the 'school curriculum'. Continue to share pedagogy used whilst teaching specific subjects, and the reasons why this is effective. Demonstrate how trainees would preempt potential misconceptions and how to mitigate this.		
Building "how to"	Provide opportunities for all pupils to learn and master essential concepts, skills and principles	Work with expert colleagues to accumulate and refine powerful analogies, illustrations, examples, explanations and demonstrations	Use resources and materials aligned with the school curriculum

Engaging in Research:

Sherrington, T. (2019) *Rosenshine's Principles in Action*. Woodbridge: John Catt

Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. American Educator, 12–20. https://www.aft.org//sites/default/files/periodicals/Rosenshine.pdf .

Further Reading:

- Cowan, N. (2008) What are the differences between long-term, short-term, and working memory? Progress in brain research, 169, 323-338.
- Rich, P. R., Van Loon, M. H., Dunlosky, J., & Zaragoza, M. S. (2017) Belief in corrective feedback for common misconceptions: Implications for knowledge revision. Journal of Experimental Psychology: Learning, Memory, and Cognition, 43(3), 492-501. http://dx.doi.org/10.1037/xlm0000322.

SUBJECT KNOWLEDGE AND CURRICULUM

Subject Knowledge - English

Trainees continue to develop subject knowledge in relation to systematic synthetic phonics, reading, writing, grammar, punctuation and spelling and oral language skills.

Trainees have considered progression within these aspects of the English curriculum and how this influences sequential planning.

During their centre-based sessions they have considered a range of teaching and learning strategies which promote writing within the classroom.

Learning "how to"	Model high-quality oral language, recognising that spoken language underpins the development of reading and writing	Discuss and analyse with expert colleagues how to teach different forms of writing by modelling planning, drafting and editing	Discuss and analyse with expert colleagues how to support pupils to write fluently and legibly
Clarifying "how to"	Provide trainees with the opportunity to observe expert practitioners deliver a range of content relevant to the subject and phase. Share with them how learning is deconstructed to ensure pupils remain focused and make progress. Discuss the resources and materials used and how these inform planning. Give trainees the opportunity to put this into practice and reflect upon progress.		
Building "how to"	Observe expert colleagues as they model high-quality spoken language	Plan and deliver reading and writing sessions modelling high-quality vocabulary	Observe how expert colleagues model shared writing	Practice delivering shared writing/talk for writing in the classroom setting

Engaging in Research:

Ball, D. L., Thames, M. H., & Phelps, G. (2008) Content knowledge for teachers: What makes it special? Journal of Teacher Education, 2008 59: 389 DOI: 10.1177/0022487108324554 [Online] Accessible from: https://www.math.ksu.edu/~bennett/onlinehw/qcenter/ballmkt.pdf.

Further Reading:

-Education Endowment Foundation (2018) Preparing for Literacy Guidance Report. [Online] Accessible from: https://educationendowmentfoundation.org.uk/public/files/Preparing_Literacy_Guidance_2018.pdf

-Rich, P. R., Van Loon, M. H., Dunlosky, J., & Zaragoza, M. S. (2017) Belief in corrective feedback for common misconceptions: Implications for knowledge revision. Journal of Experimental Psychology: Learning, Memory, and Cognition, 43(3), 492-501. http://dx.doi.org/10.1037/xlm0000322.

SUBJECT KNOWLEDGE AND CURRICULUM

Subject Knowledge - Mathematics

Trainees develop subject knowledge in relation to number and place value, calculations, geometry, fluency and problem solving, measurement, statistics and fractions, decimals, percentages and ratio.

Trainees have considered progression within the Mathematics curriculum can be encouraged through the swift addressing of common misconceptions.

During their centre-based sessions they have considered a range of teaching and learning strategies which promote reasoning and mastery.

Learning "how to"	Be aware of common misconceptions and discuss with expert colleagues how to help pupils master important concepts	Discuss and analyse with expert colleagues how they balance exposition, repetition, practice of critical skills and knowledge	Observe how expert colleagues use retrieval and spaced practice to build automatic recall of key knowledge
Clarifying "how to"	Provide trainees with the opportunity to observe expert practitioners deliver a range of content relevant to the subject and phase. Share with them how learning is deconstructed to ensure pupils remain focused and make progress. Discuss the resources and materials used and how these inform planning. Give trainees the opportunity to put this into practice and reflect upon progress.		
Building "how to"	Observe expert colleagues as they address misconceptions and develop understanding	Consider potential mathematical misconceptions in planning	Observe how expert colleagues revisit prior learning and aspects of the maths curriculum	Use repetition and spaced practice to help children build automatic recall

Engaging in Research:

Jerrim, J., & Vignoles, A. (2016) The link between East Asian "mastery" teaching methods and English children's mathematics skills. Economics of Education Review, 50, 29-44. https://doi.org/10.1016/j.econedurev.2015.11.003.

Further Reading:

- Cowan, N. (2008) What are the differences between long-term, short-term, and working memory? Progress in brain research, 169, 323-338.
- Rich, P. R., Van Loon, M. H., Dunlosky, J., & Zaragoza, M. S. (2017) Belief in corrective feedback for common misconceptions: Implications for knowledge revision. Journal of Experimental Psychology: Learning, Memory, and Cognition, 43(3), 492-501. http://dx.doi.org/10.1037/xlm0000322.

SUBJECT KNOWLEDGE AND CURRICULUM
Subject Knowledge - Science

Trainees develop subject knowledge in relation to various scientific topics, such as plants, forces and light. Trainees have considered how scientific enquiry methods provide the opportunity for pupils to develop scientific skills. They have studied a range of scientific methods, including how to structure a fair test investigation.

Trainees have considered different pedagogical approaches and their underpinning theoretical frameworks including enquiry-based learning.

During their centre-based sessions they have considered a range of teaching and learning strategies which promote talk within the classroom, including using a constuctivist approach.

Learning "how to"	Be aware of common misconceptions and discuss with expert colleagues how to help pupils master important concept	Work with expert colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations	Ensure pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subject
Clarifying "how to"	Provide trainees with the opportunity to observe expert practitioners deliver a range of content relevant to the subject and phase. Share with them how learning is deconstructed to ensure pupils remain focused and make progress. Discuss the resources and materials used and how these inform planning. Give trainees the opportunity to put this into practice and reflect upon progress.		
Building "how to"	Observe how expert colleagues address potential common misconceptions	Consider examples, explanations and demonstrations that will develop scientific understanding	Develop domain-specific subject knowledge

Engaging in Research:

Rich, P. R., Van Loon, M. H., Dunlosky, J., & Zaragoza, M. S. (2017) Belief in corrective feedback for common misconceptions: Implications for knowledge revision. Journal of Experimental Psychology: Learning, Memory, and Cognition, 43(3), 492-501. http://dx.doi.org/10.1037/xlm0000322.

Further Reading:

-Bailin, S., Case, R., Coombs, J. R., & Daniels, L. B. (1999) Common misconceptions of critical thinking. Journal of Curriculum Studies, 31(3), 269-283.
- Willingham, D. T. (2002) Ask the Cognitive Scientist. Inflexible Knowledge: The First Step to Expertise. American Educator, 26(4), 31-33. Accessible from: https://www.aft.org/periodical/american-educator/winter-2002/ask-cognitive-scientist.

SUBJECT KNOWLEDGE AND CURRICULUM

Subject Knowledge - Foundation subjects

Trainees have considered how the foundation subjects are taught within the primary school and within the equivalent areas of the EYFS. The full range of subjects has been covered during university sessions. During these sessions, trainees have developed key subject knowledge, considered how teaching can be adapted to meet specific pupil needs and how assessment is used to ensure pupil progress and how it supports the planning cycle.

Learning "how to"	Use a range of resources and materials aligned with the school curriculum for foundation subjects	Draw explicit links between new content and the core concepts and principles in the subjects	Ensure pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subject
Clarifying "how to"	Provide trainees with the opportunity to observe expert practitioners deliver a range of content relevant to the foundation subjects. Share with them how learning is deconstructed to ensure pupils remain focused and make progress. Discuss resources and materials used and how these inform planning. Give trainees the opportunity to put this into practice and reflect upon progress.		
Building "how to"	Observe expert colleagues as they deliver domain-specific knowledge and understanding	Plan and deliver sequential lessons in the foundation subjects	Provide opportunity for pupils to consolidate and practise applying new knowledge and skills	Use assessments to check for prior knowledge and pre-existing misconceptions in the foundation subjects

Engaging in Research:

Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013) Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. Psychological Science in the Public Interest, Supplement, 14(1), 4–58. https://doi.org/10.1177/1529100612453266.

Simonsmeier, B. A., Flaig, M., Deiglmayr, A., Schalk, L., & Well-being, S. (2018) Domain-Specific Prior Knowledge and Learning: A Meta-Analysis Prior Knowledge and Learning. Accessible from: https://www.psycharchives.org/handle/20.500.12034/642

Further Reading:

- Barlow, A. (2019) Mastering Primary Geography Bloomsbury Academic: London
- Beauchamp, G. (2016) Computing and ICT in the primary school: from pedagogy to practice. London: Routledge.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf
- Kenny, N. & Barnes, H. in A Languages Crisis? , 2020, Higher Education Policy Institute.
- Ofsted (2013) Religious education: realising the potential.
- Teaching PE and School Sport guidance for Trainees and Mentors updated June 2021.docx Download Teaching PE and School Sport guidance for Trainees and Mentors updated June 2021.docx

SUBJECT KNOWLEDGE AND CURRICULUM

Subject Knowledge – Foundation subjects

The table below aims to provide an overview of the taught content on campus, relevant to this phase of the trainees learning journey.

Subject	Subject Knowledge
History	Local History Study - How did mining shape the locality of Sunderland? Suggestions for resources/hooks to lead the enquiry. Learning outside the classroom linked to Local History and how these can be utilised to facilitate the teaching and learning of History through an enquiry-based approach.
Geography	Mapping and fieldwork (practical session to map the area)– Building from EYFS-Y6 (progression of skills and knowledge within the EYFS and NC), OS maps, links to the local area, coordinates, 4 and 6 figure grid references. Resources and tasks for trainees to complete around OS symbols.
RE	
PSHE	Trainees explore how PSHE fits in the EYFS framework and National Curriculum including key documents such as the RSE document where key themes are discussed. Importance of establishing relevant ground rules when teaching PSHE are considered. Introduction to well established PSHE schemes which have been found or observed in schools.
Art	
Music	Overview of curriculum content from EYFS-KS2. Exploration of the interrelated dimensions of music with practical activities to be carried out for each e.g. use of body percussion to accompany a song / compare standard and graphic notation. Trainees to compile glossary of terms.
Design & Technology	Gain an understanding of progression of both skills and knowledge within the curriculum (EYFS-KS2) and become familiar with the technical knowledge content in the National Curriculum with specific focus on structures and mechanisms.
Languages	The session covers the status of languages in the KS2 curriculum and sets out the framework and history of languages in the curriculum. The lecture also covers a range of teaching activities that can be used for generic language teaching.
Computing	
PE	

HOW PUPILS LEARN, CLASSROOM PRACTICE AND ADAPTIVE TEACHING
Classroom Practice

Trainees will demonstrate their understanding that questioning is an essential tool for teachers and can be used for a range of purposes.

They will understand that practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.

Trainees consider the importance of how pupils are grouped, demonstrating how care should be taken to monitor the impact of grouping on pupil attainment, behaviour and motivation.

Learning "how to"	Provide opportunities for pupils to consolidate and practise applying new knowledge and skills	Discuss and analyse with expert colleagues the factors that will support effective collaborative or paired work	Include a range of types of questions in class discussions to extend and challenge pupils
Clarifying "how to"	Consider how structure of lessons can allow for opportunities for children to apply new learning. Guide pupils to work together effectively through modelling, support and practice.		
Building "how to"	Planning should demonstrate key questions designed to challenge pupils	Discuss how to increase challenge with practice and retrieval as knowledge becomes more secure	Model how to work collaboratively within a group	Extend children's responses to questions in order to demonstrate understanding

Engaging in Research:

-Tereshchenko, A., Francis, B., Archer, L., Hodgen, J., Mazenod, A., Taylor, B., Travers, M. C. (2018) *Learners' attitudes to mixed-attainment grouping: examining the views of students of high, middle and low attainment. Research Papers in Education, 1522, 1–20.* https://doi.org/10.1080/02671522.2018.1452962.

Further Reading:

- Jay, T., Willis, B., Thomas, P., Taylor, R., Moore, N., Burnett, C., Merchant, G., Stevens, A. (2017) Dialogic Teaching: Evaluation Report. [Online] Accessible from: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/dialogic-teaching [retrieved 10 October 2018].

-Steenbergen-Hu, S., Makel, M. C., & Olszewski-Kubilius, P. (2016) What One Hundred Years of Research Says About the Effects of Ability Grouping and Acceleration on K-12 Students Academic Achievement: Findings of Two Second-Order Meta-Analyses. Review of Educational Research (Vol. 86). https://doi.org/10.3102/0034654316675417.

ASSESSMENT
Summative Assessment

Trainees will understand how summative assessment informs teaching and learning priorities.

Trainees will understand how good assessment helps teachers avoid being over-influenced by potentially misleading factors such as how busy pupils appear.

Through discussion with colleagues, identify efficient approaches to summative assement

Learning "how to"	Discuss and analyse with expert colleagues how to interpret summative assessment tasks	Receive guidance about how to deliver a range of summative assessment tasks across the curriculum	Understand statutory summative assessment across a range of phases and Key Stages
Clarifying "how to"	Discuss how effective assessment strategies can identify gaps and misconceptions. Discuss how good assessment helps teachers to understand the progression of learners, provide them with useful feedback and plan the next steps of learning.		
Building "how to"	Discuss how statutory assessments inform school planning and priorities	Write detailed reports to parents regarding pupil progress and attainment	Deliver and analyse summative assessments	Track the progress of children over time and understand how this information informs planning

Engaging in Research:

Harlen, W. & James, M. (1997) Assessment and Learning: differences and relationships between formative and summative assessment, Assessment in Education: Principles, Policy & Practice 4:3, 365-379.Kluger, A. N., & DeNisi, A. (1996) The effects of feedback interventions on performance: A historical review, a meta-analysis, and a preliminary feedback intervention theory. Psychological Bulletin, 119(2), 254–284. https://doi.org/10.1037/0033-2909.119.2.254.

Further Reading:

- Wiliam, D. (2010) What Counts as Evidence of Educational Achievement? The Role of Constructs in the Pursuit of Equity in Assessment. Review of Research in Education, 34, pp. 254-284.
-Wiliam, D. (2017) Assessment, marking and feedback. In Hendrick, C. and McPherson, R. (Eds.) What Does This Look Like in the Classroom? Bridging the gap between research and practice. Woodbridge: John Catt.

The context of our
FOUNDATIONAL CONCEPTS

Over the course of the programme, we intend to provide our trainees with a solid grounding in the foundations of teaching and learning.

We have identified five Foundational Concepts that underpin the competence of a trainee teacher, informed by the ITT Core Content Framework.

These five Foundational Concepts are formatively assessed throughout the programme and help to shape conversations about teaching, learning and assessment.

During the programme, it is important that trainees observe as many expert teachers and colleagues across all subject areas to gain a breadth of experience in the Primary and Early Years curriculums. This will consolidate University sessions and support trainees in developing the 'learn how to' within the ITT Core Content Framework. As trainees work through the tasks within their Theory Linked Practice booklets, purposeful integration will be evident as they make links between theory and practice in the classroom.

HIGH EXPECTATIONS

Learn how to establish effective routines and expectations by:

- Establishing routines at the beginning of the year
- Reinforcing classroom routines
- Developing, with colleagues, effective strategies for engaging with parents/carers to better support learners to succeed

Learn how to promote the potential of all students by:

- Communication a belief in the academic potential of all learners
- Setting challenging but achievable tasks
- Creating a positive environment that promotes learning from mistakes, effort and persistence

Learn how to set high behavioural expectations by:

- Acknowledging and praising learners, emphasising progress
- Modelling courteous behaviour amongst colleagues
- Working with the organisation behavioural policies

Learn how to build trusting relationships and motivate learners by:

- Responding consistently to learner behaviour
Supporting learners to master challenging content
- Supporting learners to articulate their long term goals
- Relating goals to subject learning and qualifications
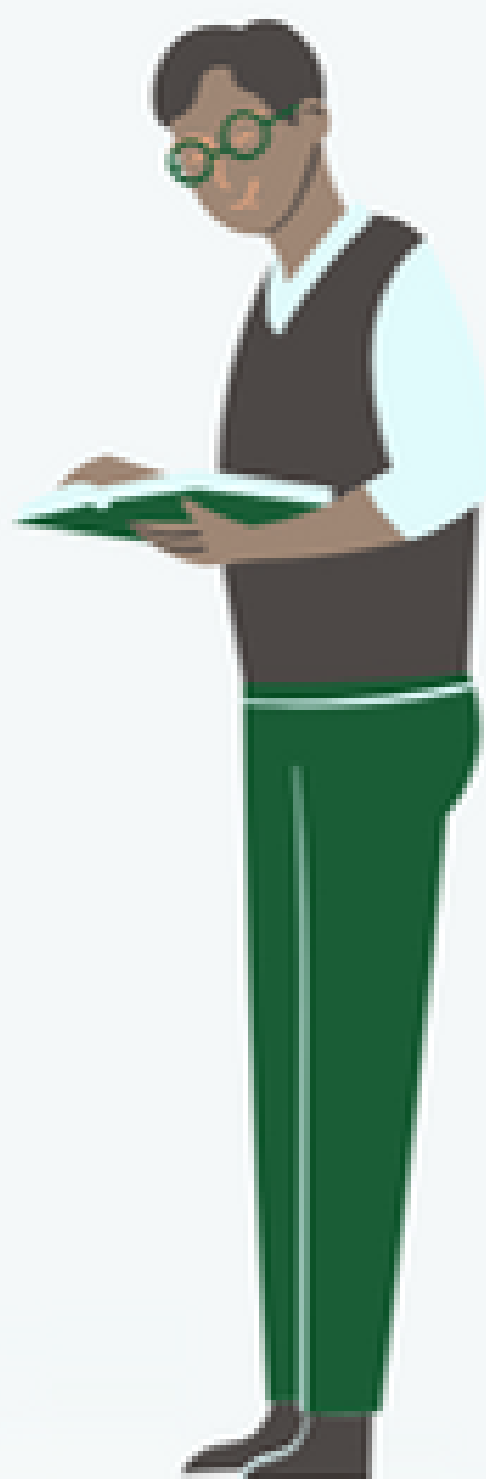
Learn how to create a positive and safe learning environment by:

- Responding quickly to any behavioural issues
- Establishing a supportive and inclusive environment
- Giving clear instructions to introduce a task and check comprehension
Using consistent language that is clear and reinforced

AND MANAGING BEHAVIOUR

CLASSROOM PRACTICE

Learn how to organise lessons by:

- Breaking the topic into manageable chunks
- Making abstract ideas concrete
- Teaching key content first
- Scaffolding and knowing when to remove

Learn how to deliver effective exposition by:

- Correctly pitching exposition
- Modelling clear learning processes
- Combining verbal and visual accounts
- Including potential pitfalls and how to avoid them

Learn how to support classroom learning by:

- Supporting groups and collaboration
- Promoting higher order thinking
- Providing scaffolding for discussions
- Asking a range of questions

Learn how to adapt to teaching by:

- Planning for prior knowledge
- Keeping task complexity achievable
- Building on learner prior knowledge
- Allowing learners to work on memory retention

HOW STUDENTS LEARN

Learn how to give lessons a sharp focus by:

- Breaking down complex ideas
- Planning to address misconceptions
- Sequencing lessons to secure key concepts
- Providing shareable learning experiences

Learn how to consolidate learning over time by:

- Reviewing and practicing key ideas
- Designing tasks for high success
- Balancing exposition, repetition, practice and retrieval
- Increasing challenge of tasks over time

Learn how to support additional needs by:

- Identifying learners who need further support and assessing correctly
- Working with SEND professionals and key institution colleagues

Learn how to adapt teaching to meet additional needs by:

- Using well designed resources
- Reframing questions with extra scaffolding
- Building in additional practice
- Utilising effective teaching assistant support

AND ADAPTIVE TEACHING

SUBJECT KNOWLEDGE AND SUBJECT CURRICULUM

Learn how to identify the key concepts in your subject specialism by:

- Identifying essential concepts, knowledge, skills and principles
- Focusing learner thinking and cognition on key ideas
- Making clear links between lesson and the subject curriculum plan

Learn how to support learners in engaging with the key concepts by:

- Creating activities to support the mastery of the key concepts
- Using powerful analogies, illustrations and examples Including resources aligned with the wider institution priorities

Learn how to effectively consolidate key subject knowledge by:

- Balancing exposition, repetition and practice
- Linking new content and subject concepts
- Building critical thinking within the subject
- Using spaced practice and revision to consolidate fluency

ASSESSMENT

Learn how to make effective use of formative and summative assessment by:

- Planning assessment tasks linked to lesson objectives
- Using assessment, including questioning, to identify knowledge gaps and misconceptions
- Using assessment to identify patterns in performance
- Using externally validated materials for summative assessment

Learn how to assess prior learning and provide quality feedback by:

- Extending discussions of questions to check comprehension
- Giving specific and timely feedback for learners to respond to
- Anticipating learner response to feedback
- Modelling making the most of feedback

Learn how to mark effectively and efficiently by:

- Recording useful data to improve learner outcomes
- Using a range of ways to give feedback
- Using verbal feedback in place of written feedback where possible
- Focusing feedback on correcting misconceptions

PROFESSIONAL BEHAVIOURS

Learn how to develop as a professional and take opportunities to improve by:

- Engaging in professional development
- Seeking mentoring
- Using wider neworks to strengthen subject pedagogy and knowledge
- Using lesson evaluation and reflection to extend subject pedagogy and knowledge
- Engaging critically with research

Learn how to build effective working professional relationships by:

- Working effectively in a team and supporting colleagues
- Working closely with other professional supporting learning
- Sharing lesson intentions with teaching assistants
- Collaborating with others to share planning load/resource identification/preparation

Learn how to effectively contribute to wider the life of the organisation setting by:

- Contributing to wider life of the organisation culture
- Knowing the indicators of a cause for concern
- Knowing who to contact about safeguarding concerns
- Preparing teaching assistants for lessons

Learn how to look after your own mental health and wellbeing while teaching by:

- Making efficient use of time with personalised systems and routines
- Using the support available, including mental wellbeing
- Protecting your rest and recovery time

CONTACT DETAILS

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