PRIMARY

PASSPORT

CONTENTS

CONTENTS

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'. For more information on the Foundation Concepts please see the appendices at the end of this Passport.

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 n 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.
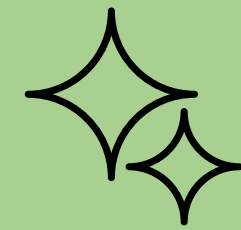
02 INNOVATIVE

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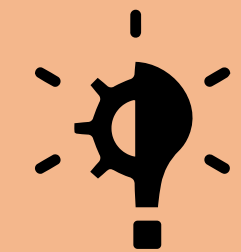
03 COLLABORATIVE

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

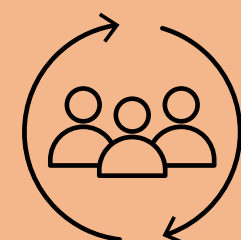We are aware of our legal responsibilities and our enhanced duty of care to children, learners and vulnerable adults. We play host to children and vulnerable adults who come onto University premises to study and to visit. We also undertake academic activities which involve staff and students spending 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 Day 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 Learning Journey

Q.T.S.

- ECT C.P.D. sessions
- Masters in Education
- Early Career Framework
- ECT targets
- Numeracy and Literacy reviewed
- EDPM01: Role of additional adults and parents
- EDPM01: Assessment and data

CONSOLIDATING

- Teacher Standards and ILP reviewed
- Subject Knowledge reviewed
- EDP381: Geometry and outdoor learning
- EDPM01: LGBT
- EPDM97 Adaptive teaching in the wider curriculum.
- EDP381: Phonics and spelling
- EDPM97 Assessment in the wider curriculum
- EDP380 Theory Linked Practice tasks
- EDPM01: EAL and progress

SE2 Continues

- EDP380 Weekly Reviews
- EPDM97 Further pedagogical approaches to the wider curriculum

DEVELOPING

- EPDM97 Challenges of wider curriculum teaching
- EDP381: Science Constructivism & creativity
- EPDM97 Planning for SEND/EAL revisited in subject groups.
- EDPM01 Job applications and interview techniques
- EPDM97 Developing wider curriculum subject knowledge.
- EDPM01: Metacognition and working memory
- ITAP: Questioning
- FIRST APPOINTMENTS CONFERENCE

SE2 Begins

DEVELOPING

- EDPM97 Further subject development
- EDP380: Placement Information
- EDPM01: Social Deprivation
- EPDM97: Pedagogical approaches to the wider curriculum
- Subject audits 2
- EDPM01 Level 1 Safeguarding Certificate
- EDP380 Theory Linked Practice tasks
- EDP380 Gradual build up of teaching practice
- EDP380 Weekly Reviews
- ITAP: Behaviour
- EDP381: Maths: Measures, Statistics & Algebra

Midpoint Review

- EPDM97 Wider curriculum subject knowledge development

School Experience 1 begins

EMERGING

- EDP380 Theory linked practice Tasks relating to key teaching themes
- EDP380 Tripartite Meetings with trainees and mentors in school
- EDP380 Joint observation of trainee with school/university mentor
- EDP380 Further support using intervention and action plans if necessary
- EDPM01: SEND: Autism and Dyslexia
- EDPM01: SEND: Barriers to Learning
- EDPM01 Academic writing and assignment input
- EPDM97 – Introduction to the wider curriculum and research methods
- EDP381: English: Writing and Visual Literacy
- EDP381 – Maths The 4 Operations
- EDP381: English - Phonics

EMERGING

- EDP380 School Experience 1 Introduction
- EDPM01: Adaptive Teaching planning for diversity
- EDP381 – Maths: Fluency, Reasoning and Problem Solving
- EDP381: Science Reasoning & talk, Digestion, circulation, classification, evolution & inheritance.
- EDP381: Assignment Guidance
- EDPM01 Introduction to statutory framework
- Introducing the Foundational Concepts and how to gather evidence
- Introduction to EDP381 – subject studies and audits. Completion of National Curriculum Audit 1
- EDP381: Maths The curriculum, practical application of maths, counting and place value.
- EDP381 – English: Comprehension, Content Domains and Assessment
- PGCE Conference
- Introduction to PebblePad
- EDP381 – English: Introduction to Reading and Writing
- EDP381 – Science Scientific enquiry & pedagogical approaches.
- Introduction to support services and unions
- Introduction to programme and modules
- Pre course reading
- Interview and baseline numeracy and literacy assessment

Induction Week

Pre course

- CEOP training Part 1
- Safeguarding and PREVENT
- Welcome to the course
- welcome
- Pre course 'Flying Start' module

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 practice 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 practice 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.

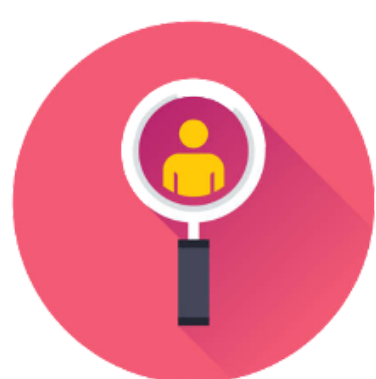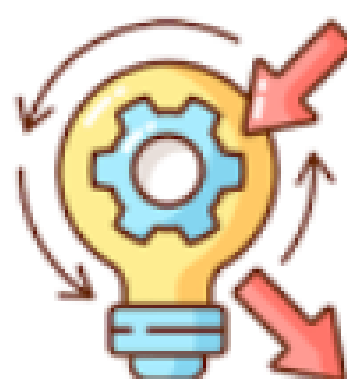|				
Discuss with mentor	Collaborative planning	Analyse artefacts	Sharing of practice	Rehearsal
Self-assessment	Action planning	Reflection	Observe a colleague	Putting into practice

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
- o 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 CONT...

It is a requirement of each School Experience that trainees are observed on at least one occasion teaching a phonics or spelling lesson. More guidance on this is given in Appendix 6 and a checklist for these observations is included as Appendix 7. There is also 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. A checklist for these observations is included as Appendix 8. There is also 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 (Appendix 5). If validated and agreed as suitable evidence, trainees will then upload this to their ePortfolio 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 throughout the course of the placement.

The evidence within the ePortfolio 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 School Experience Handbook;

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, (see Appendix 4). 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 (TSP) if necessary. Mentors should also consult the University Mentor about the need to progress the trainee via an action plan;

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

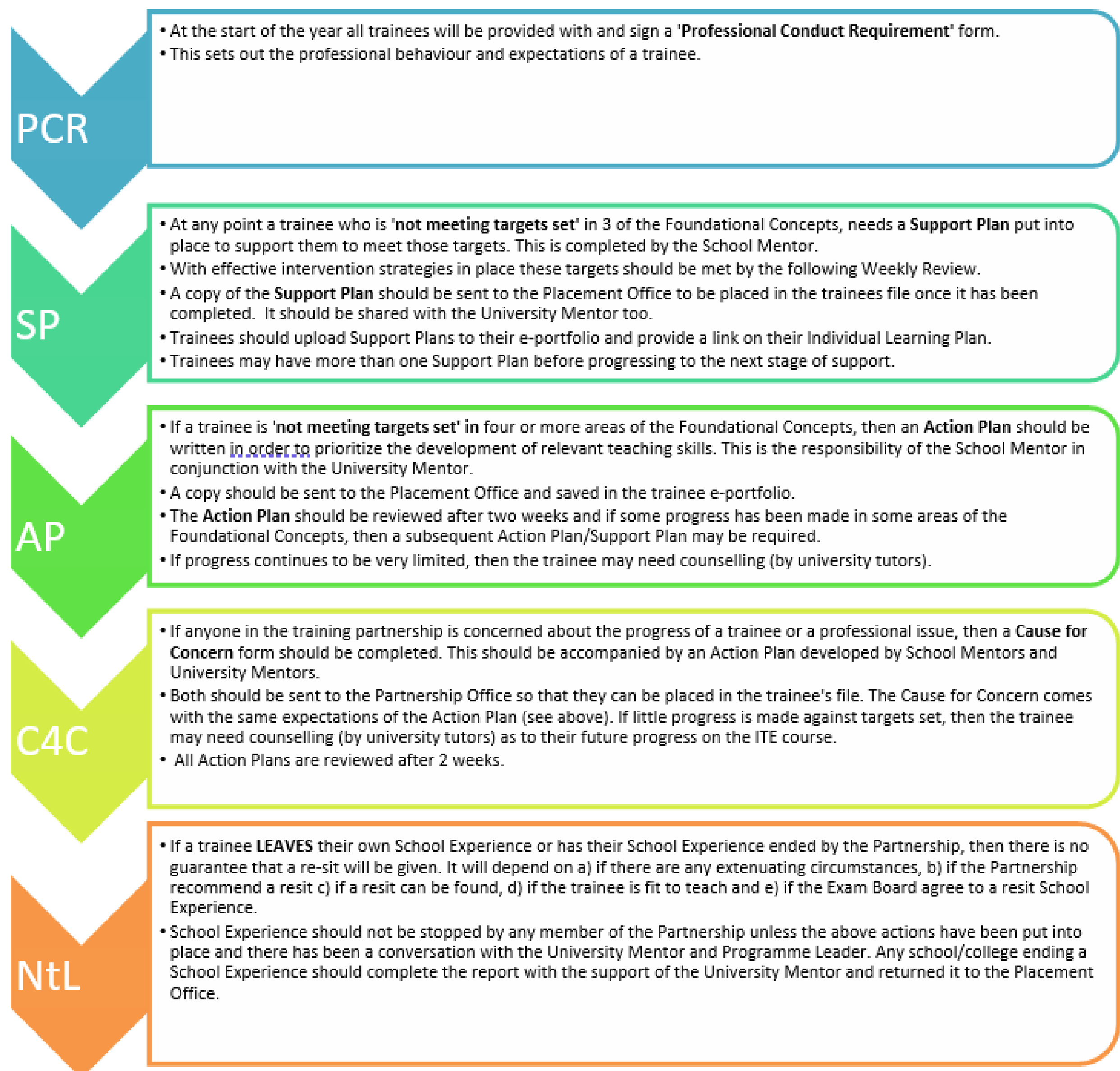**9** ...work in isolation. Work collaboratively with colleagues to support the trainee

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

Some analysis has taken place of the prior achievements of pupils and this is discussed with the Host Class Teacher.
The Trainee has high expectations of pupils and endeavours to make pupils feel safe and secure by demonstrating a positive attitude to learning.
The Trainee uses clear rules and routines for behaviour in accordance with school policy.
They are able to draw on a number of strategies to manage behaviour effectively, maintaining a positive learning environment.
Pupils' behaviour is usually managed successfully.

2

How Pupils Learn, Classroom Practice and Adaptive Teaching

The trainee produces lesson plans which are adapted to the needs of pupils, although this may be with support from the Host Class Teacher.
The Trainee teaches lessons employing a number of pedagogical strategies to engage pupils and maximise learning for most pupils. Their teaching generally includes questioning and resources appropriate for the class. They can produce resources that aid teaching and motivate pupils.
The Trainee is capable of adapting their teaching in line with the needs of their pupils, although this may be with support from the Host Class Teacher. Some adapted activities are evident and they are beginning to develop 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 is aware of modelling 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 School Experience Overview
Weekly Breakdown of the Emerging Assessed Phase

Week	Trainee	School Mentor (SM)	University Mentor
Assessed Week 1	Teach groups across the curriculum approx. 25% and the whole class approx. 25% of the timetable, following the Host Class Teacher's planning. Complete evaluations of each lesson taught.	Agree a timetable of teaching based on the approx. 25% whole class and 25% group. Include PPA time. Discuss/share the planning of the curriculum which the trainee will deliver.	Make contact with the School Mentor or Host Class Teacher and arrange for initial visit via TEAMs if not done in TLP weeks. During the visit make arrangements for the catch-up meeting and joint observation during week 3 or 4. Liaise with SM and Module Leader about any concerns. Check with trainee that evidence is being uploaded to their e-Portfolio. Ask the trainee for progress made with the TLP tasks. Ensure that the trainee and the SM/HCT are aware of the requirements of the placement. Complete the initial visit checklist on PebblePad
	Agree with your School Mentor to support or deliver an extra-curricular activity for the remainder of placement.	Discuss with the trainee, and any other members of school staff as appropriate, the possibility of them supporting/delivering an extracurricular activity at an appropriate time.	
	Begin to collect evidence towards the Foundational Concepts and record these appropriately within the E-portfolio	Discuss with trainee evidence of progress in relation to the Foundational Concepts and endorse any evidence as appropriate.	
	Ensure documentation is completed in preparation for the Weekly Review Meeting with the SM.	Carry out weekly review meeting and use Mentor Weekly Review (emerging) to identify some initial targets and actions. Complete weekly return on PebblePad Contact UM if necessary	
	Arrange an appropriate time with your Host Class Teacher for a formal lesson observation: Behaviour Management	Arrange an appropriate time with the trainee for a formal lesson observation: Behaviour Management	

PGCE School Experience Overview

Weekly Breakdown of the Emerging Assessed Phase

Week	Trainee	School Mentor (SM)	University Mentor
Assessed Week 2	Teach groups across the curriculum approx. 25% and the whole class approx. 25% of the timetable, following the Host Class Teacher's planning. Complete evaluations of each lesson taught.	Agree a timetable of teaching based on the approx. 25% whole class and 25% group. Include PPA time. Discuss/share the planning of the curriculum which the trainee will deliver.	Continue to monitor trainee welfare and progress through email / telephone as appropriate. Liaise with SM and trainee re: progress update
	Continue to collect evidence towards the Foundational Concepts and record these appropriately.	Discuss with trainee evidence of progress in relation to the Foundational Concepts and endorse any evidence as appropriate.	
	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.	Carry out weekly review meeting and use Mentor Weekly Review (emerging) to identify some initial targets and actions. Complete weekly return on PebblePad Contact UM if necessary.	
	Arrange an appropriate time with your Host Class Teacher for a formal lesson observation: Behaviour Management	Arrange an appropriate time with the trainee for a formal lesson observation: Behaviour Management	

PGCE School Experience Overview

Weekly Breakdown of the Emerging Assessed Phase

Week	Trainee	School Mentor (SM)	University Mentor
Assessed Week 3	Teach the whole class for about 40% and a group for 10% of the time collaboratively planning with the Host Class Teacher. Complete evaluations of each lesson taught.	Support the trainee with planning of agreed lessons.	Undertake the joint observation this week or next week. Check with trainee that evidence is being uploaded to their ePortfolio. Ensure that the trainee and the SM/HCT are aware of the requirements of the placement. Liaise with SM and Module Leader about any concerns.
	Continue to collect evidence towards the Foundational Concepts and record these appropriately.	Discuss with trainee evidence of progress in relation to the Foundational Concepts and endorse any evidence as appropriate.	
	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 student sections of the interim tripartite meeting have been completed (if being observed this week).	Carry out weekly review meeting and use Mentor Weekly Review (Emerging) to identify some initial targets and actions.	
	Arrange an appropriate time with your Host Class Teacher for a formal lesson observation: Planning / Subject Knowledge	Arrange an appropriate time with the trainee for a formal lesson observation: Planning / Subject Knowledge	

PGCE School Experience Overview
Weekly Breakdown of the Emerging Assessed Phase

Week	Trainee	School Mentor (SM)	University Mentor
Assessed Week 4	Teach the whole class for about 40% and a group for 10% of the time collaboratively planning with the Host Class Teacher. Complete evaluations of each lesson taught.	Support the trainee with planning of agreed lessons.	
	Continue to collect evidence towards the Foundational Concepts and record these appropriately.	Discuss with trainee evidence of progress in relation to the Foundational Concepts and endorse any evidence as appropriate.	Undertake the joint observation this week if not done previously and complete interim tripartite meeting with trainee and mentor.
	Support or deliver an extracurricular activity.	Facilitate an opportunity for the trainee to support / deliver an extracurricular activity.	Check with trainee that evidence is being uploaded to their PebblePad.
	Ensure documentation is completed in preparation for the Weekly Review Meeting with the SM and student sections of the interim tripartite meeting have been completed (if being observed this week).	Carry out weekly review meeting and use Mentor Weekly Review (Emerging) to identify some targets and actions for next placement.	Liaise with SM and Module Leader about any concerns.
	Arrange an appropriate time with your Host Class Teacher for a formal lesson observation: Planning / Subject Knowledge	Arrange an appropriate time with the trainee for a formal lesson observation: Planning / Subject Knowledge	

PGCE School Experience Overview
Weekly Breakdown of the Emerging Assessed Phase

Week	Trainee	School Mentor (SM)	University Mentor
Assessed Week 5	Teach the whole class approximately 50% of the timetable, using independent planning. Complete evaluations of each lesson taught.	Agree a timetable of teaching based on the approximately 50% whole class. Include PPA time. Discuss/share the planning of English and maths which the trainee will deliver.	Make contact with the School Mentor or Host Class Teacher and arrange for the final tripartite meeting.

Liaise with SM and Module Leader about any concerns.

Check with trainee that evidence is being uploaded to their e-Portfolio. |
	Track three focus children across the whole curriculum and track the whole class in English and maths.	Support the trainee in choosing and tracking of a small group of children.	
	Ensure documentation is completed in preparation for the Weekly Review Meeting with the SM.	Complete Mentor Weekly Review (emerging) to identify some initial targets and actions. Complete weekly return on PebblePad Contact UM if necessary	
	Continue to collect evidence towards the Foundational Concepts and record these appropriately.	Discuss with trainee evidence of progress in relation to the Foundational Concepts and endorse any evidence as appropriate.	
	Observe PE lessons.	Facilitate opportunity for trainee to observe a PE lesson.	

PGCE School Experience Overview
Weekly Breakdown of the Emerging Assessed Phase

Week	Trainee	School Mentor (SM)	University Mentor
Assessed Week 6	Teach the whole class for about 60% following independent planning. Complete evaluations of each lesson taught.	Agree a timetable of teaching based on the approx. 60% whole class and 10% group. Include PPA time. Discuss/share the planning of English and maths which the trainee will deliver.	Complete final tripartite meeting to decide on targets for SE2.

Check with trainee that evidence is being uploaded to their ePortfolio.

Ensure that the trainee and the SM/HCT are aware of the requirements of the placement.

Liaise with SM and Module Leader about any concerns. |
	Track three focus children across the whole curriculum and track the whole class in English and maths.	Support the trainee in tracking of a small group of children.	
	Continue to collect evidence towards the Foundational Concepts and record these appropriately.	Discuss with trainee evidence of progress in relation to the Foundational Concepts and endorse any evidence as appropriate.	
	Ensure documentation is completed in preparation for the Weekly Review Meeting with the SM.	Complete Mentor Weekly Review (emerging) to identify some initial targets and actions. Complete weekly return on PebblePad Contact UM if necessary	
	Consider a behaviour management technique which you have found effective and reflect upon why.	Carry out one formal lesson observation.	

HIGH EXPECTATIONS AND MANAGING BEHAVIOUR

Behaviour Management
(Links to tasks: EDPM01 tasks 1, 2 and 3)

Trainees will develop their knowledge of behaviour management, understanding the value of applying rewards and responses in a consistent manner. Trainees will consider how a positive classroom environment, which is consistent with a whole school behaviour policy, and maintaining positive relationships with pupils impacts on behaviour for learning.

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

Learning "how to"	Apply rules, sanctions and rewards in line with organisational policy, and in a range of situations	Use early and least-intrusive interventions as an initial response to low level disruption (de-escalation techniques	Establish a supportive and inclusive classroom environment which is built on consistency and strong relationships
Clarifying "how to"	Discuss the behaviour management policy and how this is enacted across the school and in the host classroom. Discuss how trainees can respond to low level behavioural disruption such as chatter. Share how to create a safe, inclusive and positive classroom environment and how relationships with pupils are built.		
Building "how to"	Model how to create a safe and inclusive learning environment	Discuss strategies to deal with disruptive behavioural incidents	Share ideas with expert colleagues on how to manage learner behaviour	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:

- Bennett, J., Lubben, F., & Hogarth, S. (2006) Bringing Science to Life: A Synthesis of the Research Evidence on the Effects of Context-Based and STS Approaches to Science Teaching. Science Education, 91(1), 36–74. https://www.york.ac.uk/media/educationalstudies/documents/staff-docs/Bennett%20Lubben%20Hogarth%202007.pdf.
-Carroll, J., Bradley, L., Crawford, H., Hannant, P., Johnson, H., & Thompson, A. (2017). SEN support: A rapid evidence assessment. Accessible from: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/628630/DfE_SEN_Support_REA_Report.pdf
*Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) What makes great teaching. Review of the underpinning research. Durham University: UK. Available at: http://bit.ly/2OvmvKO.

PROFESSIONAL BEHAVIOURS
Roles and Responsibilities of a Teacher
(Links to task: EPDM01 task 2)

Trainees will think about the Roles and Responsibilities of a teacher within a primary school setting. They will draw on previous positive and negative experiences of education to consider the type of teacher they want to be.

Trainees are introduced to some of their key, legal and moral responsibilities, including the importance of Safeguarding, the Prevent strategy and British Values. Trainees will also begin to consider how they can ensure an inclusive atmosphere which is conducive to learning, and supports the emotional and physical wellbeing of their learners. This includes considering the impact of social deprivation.

Learning "how to"	Apply the various school policies within the classroom and the wider school environment	Work closely with a range of expert colleagues to gain an understanding of their professional roles within the school	Contact the appropriate person with safeguarding concerns and have a clear understanding of what to report
Clarifying "how to"	Share relevant school policies with the trainees and make them aware of key members of staff within the school community. Ensure that trainees are able to identify any issues relating to Safeguarding and Prevent and that they know the appropriate person in the organisation to contact.		
Building "how to"	Discuss relevant school policies and roles of key members of staff	Discuss how experienced colleagues identify Prevent and Safeguarding issues	Arrange a meeting with your organisation's Designated Safeguarding Lead	Review EDFE guidance on Prevent and Safeguarding

Engaging in Research:

The Education and Training Foundation. (n.d) *Safeguarding and Prevent*. Available: https://www.et-foundation.co.uk/professional-development/safeguarding-prevent/

Department for Education. (2021) *Keeping Children Safe in Education*. Available: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1080047/KCSIE_2022_revised.pdf

Further Reading:

- Department for Education. (2018) *Working Together to Safeguard Children A guide to inter-agency working to safeguard and promote the welfare of children*. DFE
- Hill, B. and Lai, A.-L. (2016) 'Class talk: habitus and class in parental narratives of school choice', Journal of Marketing Management, 32(13–14), pp. 1284–1307.
- Jussim, L. & 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
- Rubie-Davies, C. M., Weinstein, R. S., Huang, F. L., Gregory, A., Cowan, P. A., & Cowan, C. P. (2014) Successive teacher expectation effects across the early school years. Journal of Applied Developmental Psychology, 35(3), 181–191. https://doi.org/10.1016/j.appdev.2014.03.006.

SUBJECT KNOWLEDGE AND CURRICULUM

The Curriculum
(Links to task: EDPM01 task 1)

Trainees are introduced to the Primary National Curriculum for Key Stages One and Two and the Statutory and Non-Statutory guidance for the Early Year Foundation Stage. They consider various pedagogical approaches used across subjects, exploring the overlap of policy and practice.

Trainees will consider progression within the curriculum subjects in the relevant phases.

Trainees are introduced to subject specific misconceptions and consider how to scaffold learning to overcome these.

Learning "how to"	Identify the National Curriculum/EYFS Framework within the 'school curriculum'	Use a variety of pedagogical approaches to put policy into practice	Identify common misconceptions and how to overcome these
Clarifying "how to"	Share school curriculum overview/long term planning and discuss how this is developed to meet the requirements of the National Curriculum/EYFS Framework within the 'school curriculum'. Share pedagogy used whilst teaching specific subjects, and the reasons why this is effective. Demonstrate how trainees would remediate particular misconceptions through scaffolding.		
Building "how to"	Analyse school curriculum and identify NC and EYFS Framework within it	Share subject specific pedagogical approaches and model their use.	Practice breaking down learning and addressing misconceptions

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:

- Bailin, S., Case, R., Coombs, J. R., & Daniels, L. B. (1999) Common misconceptions of critical thinking. Journal of Curriculum Studies, 31(3), 269-283.
- Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) What makes great teaching. Review of the underpinning research. Durham University: UK. Available at: http://bit.ly/2OvmvKO

SUBJECT KNOWLEDGE AND CURRICULUM

Subject Knowledge - English
(Links to tasks: EDP381 tasks 1, 2 and 3)

Trainees 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 through their assessment they can scaffold this progression for individual pupils.

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

Learning "how to"	Use a range of resources and materials aligned with the school curriculum	Identify essential concepts, knowledge and skills in the subject and provide opportunities for these	Ensure pupils' thinking is focused on key ideas and observing expert colleagues deconstruct this approach
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 deliver phonics/guided reading sessions	Plan and deliver phonics/guided reading sessions	Observe how expert colleagues teach other aspects of the English curriculum	Practice delivering other aspects of English within the classroom/setting

Engaging in Research:

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 .

Shanahan, T. (2005) The National Reading Panel Report: Practical Advice for Teachers. Accessible from: https://files.eric.ed.gov/fulltext/ED489535.pdf. Sweller, J., van Mer

Further Reading:

- Glazzard, J. & Plamer, J. (2015) Enriching Primary English. St. Albans: Critical Publishing.

- Goodwin, P. (2018) The Literate Classroom (4th Ed.) London: David Fulton.

-Medwell, J., Wray, D. & Griffiths, V. (2017) Primary English: Knowledge and Understanding. Los Angeles: Learning Matters.

SUBJECT KNOWLEDGE AND CURRICULUM

Subject Knowledge - Mathematics
(Links to tasks: EDP381 tasks 1 and 2)

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 and how through their assessment they can scaffold this progression for individual pupils.

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

Learning "how to"	Use a range of resources and materials aligned with the school curriculum	Identify essential concepts, knowledge and skills in the subject and provide opportunities for these	Ensure pupils' thinking is focused on key ideas and observing expert colleagues deconstruct this approach
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 deliver mathematics sessions	Plan and deliver mathematics sessions	Observe how expert colleagues teach other aspects of the maths curriculum	Practice delivering other aspects of English within the classroom/setting

Engaging in Research:

Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) What makes great teaching. Review of the underpinning research. Durham University: UK. Available at: http://bit.ly/2OvmvKO

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.

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:

- Briggs, M. (2013) Teaching and Learning Early Years Mathematics. Critical Publishing.
-Edwards-Leis, C. and Robinson, D. (2018) Problem Solving in Primary Mathematics: Learning to Investigate! Taylor and Francis Group.
- Garry, T. (2020) Mastery in Primary Mathematics: A Guide for Teachers and Leaders. Bloomsbury Publishing.

SUBJECT KNOWLEDGE AND CURRICULUM

Subject Knowledge - Science
(Links to tasks: EDP381 tasks 1 and 2)

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 progression within the science curriculum and how through their assessment they can scaffold this progression for individual pupils.

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"	Use a range of resources and materials aligned with the school curriculum	Identify essential concepts, knowledge and skills in the subject and provide opportunities for these	Ensure pupils' thinking is focused on key ideas and observing expert colleagues deconstruct this approach
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 deliver science sessions	Plan and deliver science sessions	Observe how expert colleagues organise aspects of science teaching

Engaging in Research:

Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) What makes great teaching. Review of the underpinning research. Durham University: UK. Available at: http://bit.ly/2OvmvKO

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:

- Scientific Enquiry in the UK (2018) www.ase.org.uk/resources/scientific-enquiry-in-uk
-Sharp, J., Peacock, G., Johnsey, R., Simon, S., Smith R., Cross, A. and Harris, D. (2021) Primary Science: Teaching Theory and Practice (9th Edition) SAGE ch9
-Wilkinson, D., and Stallard, W., Mastery in Primary Science (2019) SAGE ch 4
-Working Scientifically: Progression of Enquiry Skillswww.ciec.org.uk

SUBJECT KNOWLEDGE AND CURRICULUM
Subject Knowledge – Foundation subjects
(Links to tasks: EPDM97 tasks 1, 2, 3 and 4)

Trainees have considered how the foundation subjects are taught within the primary school and within the equivalent areas of the EYFS. The range of subjects has been covered during university session, this includes; computing, PE, RE, languages, music, history, geography and PSHE, with a focus on emotional wellbeing. 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. Approaches such as learning outside the classroom and cross-curricular teaching have been considered during sessions.

Learning "how to"	Use a range of resources and materials aligned with the school curriculum for foundation subjects	Identify essential concepts, knowledge and skills in the subject and provide opportunities for these	Ensure pupils' thinking is focused on key ideas and observing expert colleagues deconstruct this approach
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 foundation subject sessions	Support groups during foundation subject sessions	Discuss the teaching approaches used within foundation subject sessions

Discuss assessment used in the foundation subjects

Engaging in Research:

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:

- 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.
- Randall, V & Griggs, G. Editors (2022) An introduction to primary physical education. UK: Routledge
- 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	Trainees are made aware of different religious celebrations and how to teach them. They also consider opportunities for learning outside the classroom including educational visits. There is specific subject knowledge teaching of Christianity and Judaism.
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	Trainees are introduced to key concepts and vocabulary linked to colour, pattern, texture, line and form. They have experience of drawing using a range of different media. Art in the National Curriculum and EYFS framework is explored.
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	Trainees are introduced to coding through the use of Scratch. Students also complete the first of three CEOP sessions through 'Thinkuknow' education resources. This gives trainees an awareness of the main risks associated with online environments and how to mitigate these in relation to e-safety.
PE	Students develop an understanding of fundamental skills and how these underpin sporting activity with reference to the National Curriculum. Health and safety is considered as well as strategy for behaviour management in the context of PE. Trainees develop their understanding of sports premium funding and other current concerns in the subject.

HOW PUPILS LEARN, CLASSROOM PRACTICE AND ADAPTIVE TEACHING
Adaptive Teaching

(Links to tasks: EDPM01 task 2 and EDP381 task 3 across mathematics, English and science)

Trainees will explore approaches to inclusive teaching including discussing the importance of adapting teaching for SEND and EAL learners. Trainees will investigate how inclusive learning is one of the most effective ways of ensuring that individuals not only learn effectively, but how learners are able to get the most out of the learning experience in a broader sense.

Trainees consider how to adapt teaching across a range of primary/EYFS subjects and how interventions can be used appropriately with individuals or small groups.

Learning "how to"	Identify learners with additional needs including SEND and EAL	Support pupils with a range of additional needs, using the guidance within the SEND Code of Practice	Decide when intervention for individuals or small groups would be effective
Clarifying "how to"	Discuss the importance of SEND, EAL and inclusive teaching as core components of Teaching, Learning and Assessment, exploring how to support learners with a range of additional needs, including reinforcing the use of the SEND Code of Practice. Discuss when interventions may be necessary and more effective than planning different lessons for different groups of pupils.		
Building "how to"	Review SEND Code of Practice	Discuss how experienced colleagues identify learners with additional needs	Model how to be inclusive and acknowledge the background of all learners	Plan and deliver an intervention to meet a child's specific needs

Engaging in Research:

-Davis, P., Florian, L., Ainscow, M., Dyson, A., Farrell, P., Hick, P., Rouse, M. (2004) Teaching Strategies and Approaches for Pupils with Special Educational Needs: A Scoping Study. Accessible from: http://dera.ioe.ac.uk/6059/1/RR516.pdf.

-Department for Education. (2018) *Schools: guide to the 0 to 25 SEND code of practice.* Available: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/349053/Schools_Guide_to_the_0_to_25_SEND_Code_of_Practice.pdf

Further Reading:

- Deunk, M. I., Smale-Jacobse, A. E., de Boer, H., Doolaard, S., & Bosker, R. J. (2018) Effective differentiation Practices: A systematic review and meta-analysis of studies on the cognitive effects of differentiation practices in primary education. Educational Research Review, 24(February), 31–54. https://doi.org/10.1016/j.edurev.2018.02.002.

-DfE (2019), Attainment of pupils with EAL, London: DfE

-Education Endowment Foundation (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit: Accessible from: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit [retrieved 10 October 2018].

-Kriegbaum, K., Becker, N., & Spinath, B. (2018) The Relative Importance of Intelligence and Motivation as Predictors of School Achievement: A meta-analysis. Educational Research Review. https://doi.org/10.1016/j.edurev.2018.10.001

ASSESSMENT
Formative Assessment
(Links to tasks: EDP381 tasks 1 and 3 across mathematics, English and science)

Trainees will investigate assessment as a key component of teaching and learning. Trainees will explore a range of assessment methods, and how to use assessment to identify misconceptions and inform future planning and delivery.

Trainees will explore formative assessment as a method of diagnostic evaluation of learning in the class.

Trainees will consider the feedback they give to pupils and how this supports individual progress.

Trainees will begin to consider the use of assessment data in reporting progress.

Learning "how to"	Identify the importance of formative assessment and the use of it to highlight learner progression	Consider how assessment for learning is sequenced across a subject to appropriately challenge learners	Explore a variety of ways to provide feedback to pupils which will ensure their continued progression
Clarifying "how to"	Discuss why effective assessment is critical to teaching as it provides teachers with information about pupils' understanding and needs. Discuss how good assessment helps teachers to understand the progression of learners, provide them with useful feedback and plan the next steps of learning. Discuss the school policy for providing effective feedback to pupils.		
Building "how to"	Discuss how to use diagnostic assessments to inform planning	Model giving written feedback in line with the school policy	Observe how expert practitioners give feedback during lessons	Plan sequences of learning based on assessment data

Engaging in Research:

Black, P., & Wiliam, D. (2009) Developing the theory of formative assessment. Educational Assessment, Evaluation and Accountability. 21(1), pp.5-31

Coe, R. (2013) Improving Education: A triumph of hope over experience. Centre for Evaluation and Monitoring. Accessible from: http://www.cem.org/attachments/publications/ImprovingEducation2013.pdf.

Further Reading:

- Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2004). Working inside the Black Box: Assessment for Learning in the Classroom. Phi Delta Kappan, 86(1), 8–21. Accessible from: https://eric.ed.gov/?id=EJ705962
- Christodoulou, D. (2017) Making Good Progress: The Future of Assessment for Learning. Oxford: OUP.
- Speckesser, S., Runge, J., Foliano, F., Bursnall, M., Hudson-Sharp, N., Rolfe, H. & Anders, J. (2018) *Embedding Formative Assessment: Evaluation Report*. Education Endowment Foundation

The context of our
FOUNDATIONAL CONCEPTS

Over the course of the year, 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
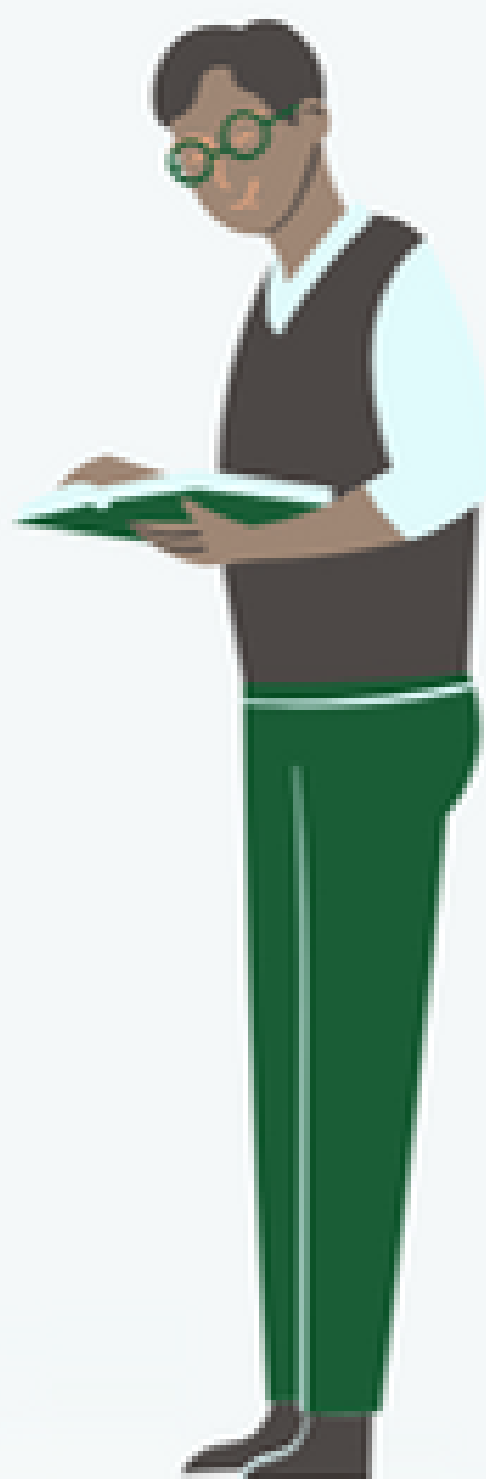
Learn how to create a positive and safe learning environment by:

- 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

INTENSIVE THEORY & PRACTICE (ITAP)

AS PART OF THE ITT REQUIREMENTS FOR 2024, THE DFE HAVE INTRODUCED INTENSIVE TRAINING AND PRACTICE (ITAP) DAYS WHICH FOCUS ON SPECIFIC ASPECTS OF TEACHING AND ALLOW TRAINEES THE OPPORTUNITY TO CONSOLIDATE THEIR UNDERSTANDING AND FURTHER RECOGNISE THE COHERENCE BETWEEN TAUGHT THEORY AND PRACTICE IN SCHOOLS. ASPECTS CHOSEN AS A FOCUS FOR ITAP WEEKS ARE GRANULAR IN NATURE, AN EXAMPLE OF AN ITAP TOPIC IS 'QUESTIONING'.

DURING 2023/24 OUR PGCE PRIMARY AND SECONDARY PROGRAMMES WILL RUN PILOTS OF ITAP WEEKS, PROVIDING OPPORTUNITIES TO FURTHER SHAPE OUR PROVISION FROM SEPT 2024. THESE WEEKS WILL INCLUDE FOCUSED INPUT ON CAMPUS, WITH EXPERTS FROM THE UNIVERSITY AND OUR SCHOOL PARTNERSHIP AND SPECIFIC TASKS FOR TRAINEES TO COMPLETE WHILST IN THEIR PLACEMENT SCHOOL THAT WEEK. ITAP WEEKS WILL BE CLEARLY IDENTIFIED WITHIN THE PLACEMENT PASSPORTS. IT IS IMPORTANT FOR MENTORS TO SUPPORT TRAINEES WITH THE TASKS DURING THESE WEEKS TO ENABLE THEM TO FULLY UNDERSTAND THE LINKS BETWEEN THEORY AND PRACTICE AND TO ENABLE THE TRAINEES TO REFLECT ON THIS WHEN THEY RETURN TO UNIVERSITY FOR THE FOLLOW UP SESSIONS. WE ANTICIPATE THAT THE GRANULAR AND NON-SUBJECT SPECIFIC NATURE OF THE ASPECTS CHOSEN WILL SUPPORT MENTORS IN PROVIDING THIS TRAINING FOR TRAINEES.

CONTACT DETAILS

ALLISON WILSON
Programme Leader(Sept)
allison.wilson@sunderland.ac.uk

TOM STEPHENSON
Programme Leader
tom.stephenson@sunderland.ac.uk

VICKI STOKES
Associate Head of School for Primary Initial Teacher Training
vicki.stokes@sunderland.ac.uk

DUNCAN CROSS
Head of School
duncan.cross@sunderland.ac.uk

JADE MCGRATH
Placement Officer
jade.mcgrath@sunderland.ac.uk

University of Sunderland